Unit Plan Checklist

Use this checklist to monitor the quality of your Unit Plan.

Targeted Syllabus Guidelines	
☐ Are addressed in Procedures	**Comments**
☐ Are assessed	
☐ Are appropriate for the duration of the unit	
Objectives	
☐ Describe specific behaviors, knowledge and/or products	**Comments**
☐ Can be assessed	
☐ Focus primarily on meeting curricular goals, not on learning technology	
☐ Require deep understanding	
Essential Question—One per unit; can be used to connect several units and/or subjects	
☐ Is an open-ended, thought-provoking question with more than a single right answer	**Comments**
☐ Covers an important, enduring learning for my curriculum	
☐ Crosses disciplines/topics	
☐ Requires higher-order thinking, cannot be answered by simply recalling facts	
☐ Is written in student-friendly language	
☐ Engages students and addresses their needs/interests	
☐ Does not include the same key word used in a Unit Question	
Unit Questions—Guiding questions for the unit	
☐ Are open-ended questions with more than one right answer	**Comments**
☐ Require higher-order thinking, cannot be answered by simply recalling facts	
☐ Address Syllabus Guidelines	
☐ Go to the heart of the unit	
☐ Are large enough to cover most of the unit's topics	
Content Questions—Fact-focused questions that directly support Syllabus Guidelines and learning objectives	
☐ Have undisputable correct answers	**Comments**
☐ Support the Essential Question and Unit Questions	
☐ Directly address objectives and Syllabus Guidelines	
Assessment Plan and Assessments	
☐ Include formal and informal strategies	**Comments**
☐ Are ongoing throughout the unit	
☐ Assess higher-order thinking	
☐ Assess 21st century skills	

☐ Can be used by students	

☐ Use all 5 assessment strategies:
   ○ Gauging student needs
   ○ Encouraging self-direction and collaboration
   ○ Monitoring progress
   ○ Checking for understanding and metacognition
   ○ Demonstrating understanding and skill	

☐ Emphasize content learning	
☐ Address all Syllabus Guidelines	
☐ Address all objectives	
☐ Contain content-specific criteria	

Procedures: Student Work

☐ Is meaningful	**Comments**
☐ Is student-centered	
☐ Has a real-world focus	
☐ Addresses Syllabus Guidelines and Curriculum-Framing Questions	
☐ Requires deep understanding	
☐ Requires higher-order thinking	
☐ Requires 21st century skills	
☐ Connects ideas across and within topics	

Procedures: Technology Integration

☐ Deepens understanding of content	**Comments**
☐ Is integral to instruction	
☐ Is reasonable, feasible, and age-appropriate for the targeted student group	
☐ Focuses on content learning	

Overall Procedures

☐ Spell out all necessary steps	**Comments**
☐ Refer to Curriculum-Framing Questions	
☐ Address higher-order thinking	
☐ Address 21st century skills	
☐ Include variety of research-based instructional strategies	
☐ Include strategies to meet the needs of diverse learners (adjusting content, varying processes, encouraging student choices, and so forth)	
☐ Require students to take active roles as problem-solvers, decision-makers, investigators, and documentarians	
☐ Include appropriate amount of time to adequately address all Syllabus Guidelines and objectives	