**UNIT PLANNING GUIDE & CHECKLIST**

**Subject Area: Topic: Year Level: Quarter: Teacher:**

Thank you for your time and effort in planning this unit. Your efforts will further your student’s learning, allow you more time to develop relationships with your students and provide continuity in the educational program offered at our school. As we are constantly refining what we teach and how we teach please accept the feedback offered in the following checklist as one way to improve the teaching & learning process presented at our school.

**NOTE**: This sheet is to be filled in by the teacher & coordinator as a guide to providing quality and consistency in planning

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|  | **STAGE 1 – LEARNING CONTEXT –** Completed by 2nd week of a quarter | **Teacher** | **Coordinator** |
| 1. | **Unit Question:** Is this open ended (designed so students can explore a variety of possibilities)- relevant and engaging (assumes a degree of prior knowledge, hooks students interests and provides a variety of ways students can be actively involved,) significant (relates to developing the significant concept). | Y / N /? | Y / N /? |
| 2. | **Areas Of Interaction (AOI)** Does the **I**dentified AOI form the context for the unit with a clear connection to the significant concept. Has the AOI scope & sequence document been used to help phrase the statement? Has the AOI been identified? | Y / N /? | Y / N /? |
| 3.  | **Significant Concept (Big Idea):**Is this clear, related to real life and written as a statement of what you want students to retain into the future. **D**oes it relate to the Unit question? Has a key concept been identified? | Y / N /? | Y / N /? |
| 4. | **Approaches To Learning**. Have these been detailed using the ATL skills scope & sequence document, use the appropriate ATL code and linked to activities in Stage 2 to show how and when they will be developed? | Y / N /? | Y / N /? |
| 5. | **Learner Profile**: Have these been detailed and linked to activities in Stage 2 to show how and when they will be developed | Y / N /? | Y / N /? |
| 6. | **Objectives:** Have these been identified andsuited to the unit? | Y / N /? | Y / N /? |
| 7.  | **Assessment tasks.** Are these open ended and designed to allow students to demonstrate their understanding of the significant concepts, unit questions, objectives, subject knowledge and use of ATLs. Do the tasks allow for students to use multiple ways to communicate their learning? | Y / N /? | Y / N /? |
| 8.  | **Assessment tasks.** Have the assessment task been adequately described and linked to objectives? Are a variety of assessment methods used?, Are the number of assessment tasks required of a students realistic (3,4 major tasks). Do the assessment tasks led to the coverage of all the criterion in a reporting period? | Y / N /? | Y / N /? |
| 9.  | **Content:** Is the content listed appropriate in equipping students with the necessary knowledge and ATL skills to allow them to respond to the unit question & assess. Tasks  | Y / N /? | Y / N /? |
| 10. | **Interdisciplinary Links:** Are these actually linked to work covered by another teacher in another subject. Show where these are to occur in the activities listed in stage 2.  | Y / N /? | Y / N /? |
| **COMMENT** |

**UNIT PLANNING GUIDE & CHECKLIST –** *(continued)*

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|  | **STAGE 2: TEACHING & LEARNING ACTIVITIES SEQUENCE**– Compiled as the unit is taught and to be completed at the end of the unit. |  |  |
| 11 | Do the activities have a **title**? **NOTE:** This will be important later in labeling resources that support the activity either in Atlas Rubicon or on Studywiz.  | Y / N /? | Y / N /? |
| 12. | Are **activities** appropriate in preparing students to respond to the **unit question and assessment tasks**, are they detailed enough to be followed by another teacher. has adequate front-loading of activities been detailed and has the **number of lessons** an activity will take been provided? | Y / N /? | Y / N /? |
| 13 | Are the **ATL & Learner profile links** as outlined in stage 1 been included (using a code) in an activity and detailed enough to show how they are being developed?  | Y / N /? | Y / N /? |
| 14 | Are **activities varied** to cater for differing needs, learning styles interests and abilities of students i.e has consideration been given to **differentiation**? | Y / N /? | Y / N /? |
| 15. | Are there **activities** that **challenge** and engage the student to think at **higher levels**? I.e., applying, analysing, synthesizing, evaluating, etc.  | Y / N /? | Y / N /? |
| 16. | Are **resources** identified that support the teaching of the activity and have they been referenced and stored appropriately for ease of access? **NOTE**: label the resources file name with the same name as the activity. Activities for teacher ref. and tests could be saved on Atlas Rubicon while resources for students could be stored on Studywiz. | Y / N /? | Y / N /? |
| 17. | Are the **links to other curricula areas real** i.e. Do interdisciplinary activities reflect the content & skills targeted for another subject? Avoid incidental or contrived links. | Y / N /? | Y / N /? |
| 18. | Have **assessment tasks** listed in stage 1 been included in the sequence of learning activities list to show where and when they will be presented.  | Y / N /? | Y / N /? |
| 19. | Do **assessment tasks** have an **assessment rubric / guide** included? Does the assessment guide/ rubric allow students to achieve the **highest levels of the descriptors.** **NOTE:** Students MUST use higher level thinking skills *(I.e. applying, analyzing, synthesizing, evaluating)* in order to achieve the highest levels  | Y / N /? | Y / N /? |
| **COMMENT** |
|  | **STAGE 3: REFLECTION*** Completed at the end of the unit with information being considered for future units.
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| 20. | Have details been provided on what was learnt about students? This maybe be helpful to guide planning in future units. | Y / N /? | Y / N /? |
| 21.  |  Have details been provided about the unit activities, assessment tasks with regards to what worked or what could be revised for the next time the unit is taught. | Y / N /? | Y / N /? |
| **COMMENT** |