

Designing Effective Projects: Planning Projects Project Checklist

Unit Plan Checklist

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

Targeted Curriculum Specifications	
<input type="checkbox"/> Are addressed in Procedures	Comments
<input type="checkbox"/> Are assessed	
<input type="checkbox"/> Are appropriate for the duration of the unit	
Objectives	
<input type="checkbox"/> Describe specific behaviors, knowledge and/or products	Comments
<input type="checkbox"/> Can be assessed	
<input type="checkbox"/> Focus primarily on meeting curricular goals, not on learning technology	
<input type="checkbox"/> Require deep understanding	
Essential Question—One per unit; can be used to connect several units and/or subjects	
<input type="checkbox"/> Is an open-ended, thought-provoking question with more than a single right answer	Comments
<input type="checkbox"/> Covers an important, enduring learning for my curriculum	
<input type="checkbox"/> Crosses disciplines/topics	
<input type="checkbox"/> Requires higher-order thinking, cannot be answered by simply recalling facts	
<input type="checkbox"/> Is written in student-friendly language	
<input type="checkbox"/> Engages students and addresses their needs/interests	
<input type="checkbox"/> Does not include the same key word used in a Unit Question	
Unit Questions—Guiding questions for the unit	
<input type="checkbox"/> Are open-ended questions with more than one right answer	Comments
<input type="checkbox"/> Require higher-order thinking, cannot be answered by simply recalling facts	
<input type="checkbox"/> Address curriculum specifications	

<input type="checkbox"/> Go to the heart of the unit		
<input type="checkbox"/> Are large enough to cover most of the unit's topics		
Content Questions—Fact-focused questions that directly support curriculum specifications and learning objectives		
<input type="checkbox"/> Have undisputable correct answers	Comments	
<input type="checkbox"/> Support the Essential Question and Unit Questions		
<input type="checkbox"/> Directly address objectives and curriculum specifications		
Assessment Plan and Assessments		
<input type="checkbox"/> Include formal and informal strategies	Comments	
<input type="checkbox"/> Are ongoing throughout the unit		
<input type="checkbox"/> Assess higher-order thinking		
<input type="checkbox"/> Assess 21st century skills		
<input type="checkbox"/> Can be used by students		
<input type="checkbox"/> Use all 5 assessment strategies: Gauging student needs Encouraging self-direction and collaboration Monitoring progress Checking for understanding and metacognition Demonstrating understanding and skill		
<input type="checkbox"/> Emphasize content learning		
<input type="checkbox"/> Address all curriculum specifications		
<input type="checkbox"/> Address all objectives		
<input type="checkbox"/> Contain content-specific criteria		
Procedures: Student Work		
<input type="checkbox"/> Is meaningful		Comments
<input type="checkbox"/> Is student-centered		
<input type="checkbox"/> Has a real-world focus		
<input type="checkbox"/> Addresses curriculum specifications and Curriculum-Framing Questions		
<input type="checkbox"/> Requires deep understanding		
<input type="checkbox"/> Requires higher-order thinking		
<input type="checkbox"/> Requires 21st century skills		

<input type="checkbox"/> Connects ideas across and within topics	
Procedures: Technology Integration	
<input type="checkbox"/> Deepens understanding of content	Comments
<input type="checkbox"/> Is integral to instruction	
<input type="checkbox"/> Is reasonable, feasible, and age-appropriate for the targeted student group	
<input type="checkbox"/> Focuses on content learning	
Overall Procedures	
<input type="checkbox"/> Spell out all necessary steps	Comments
<input type="checkbox"/> Refer to Curriculum-Framing Questions	
<input type="checkbox"/> Address higher-order thinking	
<input type="checkbox"/> Address 21st century skills	
<input type="checkbox"/> Include variety of research-based instructional strategies	
<input type="checkbox"/> Include strategies to meet the needs of diverse learners (adjusting content, varying processes, encouraging student choices, and so forth)	
<input type="checkbox"/> Require students to take active roles as problem-solvers, decision-makers, investigators, and documentarians	
<input type="checkbox"/> Include appropriate amount of time to adequately address all curriculum specifications and objectives	