

### Classroom Unit Design Development and Evaluation Checklist

Unit Design Feature	Yes	No	Improvements/Comments
<b>Unit Design Formatting and Storage</b>			
1. The official/approved unit design template is used appropriately and presents a professional appearance.			
2. The heading on the unit design contains the course name, unit title, creation date, and estimated duration of the unit of study.			
3. The date of the latest version of the unit design is identified at the bottom of the document (e.g., 9/12/12).			
<b>Optional</b>			
4. The electronic file uses the appropriate naming conventions (e.g., UnitDesign3Vertibrates)			
5. The electronic file for the unit design has been stored on a designated, secured, storage device for backup and access.			
<b>Objectives/Learning Targets, Assessment Plan, and Resources</b>			
1. The unit/chapter design is intended to cover content and skills for approximately 3-10 days.			
2. The relevant state/district goals, standards, and or benchmark numbers are aligned and cited accurately.			
3. The unit components/segments show how the unit is broken down into categories/groups to demonstrate the essential features of the unit and the relevant essential unit vocabulary is under the unit/chapter subheadings.			
4. The unit learner performance objectives/learning targets are stated and include essential content knowledge, understandings, and skills.			
5. Essential questions are stated in a way that frames student inquiry and promotes critical thinking. (Optional--for Understanding By Design—UBD templates).			
6. The type(s) of formative and summative assessments/evidence of student learning are stated.			
7. Resources/materials to support the unit instruction are cited.			
<b>Connection to School Improvement Goals/ Common Core Literacy Standards</b>			
1. <b>Writing/summary</b> skills/learning targets are selected to integrate with the unit content.			
2. Informational and/or literature <b>reading</b> skills/learning targets are selected to integrate with the unit content.			
3. <b>Speaking and listening</b> skills/learning targets are selected to integrate with the unit content.			
4. (Other)			
5. (Other)			

**Unit Design Evaluation Checklist (continued)**

Unit Design Feature	Yes	No	Improvements/Comments
<b>Responses to Students' Learning Needs</b>			
1. A variety of corrective activities, practices, and strategies are listed/selected to address the learning needs of students who may not achieve the learning goals during initial instruction.			
2. A variety of accommodations/differentiation options are listed to address the learning needs of special education and other challenged learners.			
3. A variety of enrichment activities, practices, and strategies are listed to address the learning needs of students who have demonstrated the learning goals during initial instruction and would benefit from additional exploration of the unit topics.			
<b>Lesson Pacing Guide</b>			
1. The lesson-pacing plan identifies the unit title, approximate duration of the unit and date created or modified.			
2. The lesson-pacing plan displays the sequence of instructional delivery, learning objectives, activities/, strategies, formative assessment, and/or homework.			
<b>Using the Unit Design with Students</b>			
1. I state and display the learning goal(s) at the beginning of the daily lesson and engage the students in understanding the objectives and lesson agenda.			
2. I direct students to look at the unit organizer with the vocabulary and concepts to determine previously learned knowledge/skills and to preview the new lesson.			
3. I restate/show the learning goals at the end of the lesson and engage students in concluding activities that require them to reflect on their own progress and to determine the need for assistance and/or adjustments.			

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