

## NEA Teacher Institutes UNIT DESIGN CHECKLIST

CURRICULUM Design				
Focus Area	Criteria	Yes	Not Yet	Comments
<b>Unit Overview</b>	Includes description of anchor work as focus	___	___	
	Includes interesting, succinct overview of learning activities	___	___	
<b>Essential Questions</b>	Are overarching, relevant and meaningful	___	___	
	Are entry points for in depth inquiry, encouraging students to "dig into" the anchor work	___	___	
	Generate many possible responses	___	___	
	Provide a framework for lessons, further questions, performance tasks, etc.	___	___	
<b>Desired Outcomes</b>	Clearly indicate what students should know, understand, and be able to do as a result of the study	___	___	
	Are significant and challenging	___	___	
	Are aligned to local, state and/or national standards	___	___	
<b>Standards Assessed</b>	Specifies standards assessed	___	___	
<b>Prior Learning Required</b>	Includes notes on preparing the learner (for example, possible misconceptions students may have, ideas of pre-exposure for learners and prerequisite lessons)	___	___	
<b>Context Within Which the Work was Produced</b>	Clearly specifies in minutes/hours/days the duration of steps described in teaching procedures (minimum of 5 days 45-50 min classes)	___	___	
	Clearly describes class (name and "level") and grade level for instruction	___	___	
<b>Resources Required for Unit Implementation</b>	Are directly related to essential question	___	___	
	Are sufficient for exploring topic	___	___	
	Include bookmarks, books, periodicals, media, software	___	___	
	Provide URLs for obtaining resources	___	___	
	Includes notes on preparing the classroom (for example, ideas for organization and technologies needed)	___	___	

INSTRUCTIONAL Design				
Focus Area	Criteria	Yes	Not Yet	Comments
Choosing an Anchor Work	The anchor work is a high quality selection from a particular author, artist, architect, or choreographer	___	___	
	The anchor work has significant artistic merit and intellectual heft - It invites: <ul style="list-style-type: none"> <li>Careful aesthetic examination</li> <li>rigorous analysis; criticism</li> <li>discussion of artistic principles</li> </ul>	___	___	
	The anchor work raises questions about the human condition	___	___	
	The anchor work invites multiple interpretations and discussions about those interpretations	___	___	
	The anchor work draws the learner back to it	___	___	
Teaching Procedures	Describe step-by-step sequence of instructional activities, assessments and other learning events	___	___	
	Describe "hooks" and entry points for learning	___	___	
	Succinctly describe performances of understanding: assignments, student activities, assessments	___	___	
Meeting the Needs of All Students	Instruction enables all students to engage in challenging activities that require analysis, synthesis and evaluation	___	___	
	Degree of difficulty and complexity of content is appropriate for all learners	___	___	
	Flexible groupings are varied in response to nature of learning, i.e. whole-class for overall engagement, small heterogeneous groups for cooperative learning, and homogeneous groups for working on achievement or interest level, as well as individual learning, as appropriate.	___	___	
Relevance	Learning opportunities are real, rich and complex in ways that promote student engagement and interest with the anchor work	___	___	
	Activities enable students to apply knowledge to practical and real-world situations and to unpredictable situations	___	___	

ASSESSMENT Design				
Focus Area	Criteria	Yes	Not Yet	Comments
<b>Alignment</b>	Assessments are aligned with essential questions and desired results	___	___	
	Assessments measure, support, and provide evidence of desired results	___	___	
<b>Types of Assessments</b>  Assessments are varied and could include:	Informal checks of understanding (for example, observations, oral questions, interviews with students and discussions)	___	___	
	Student self-assessments, logs, and peer reviews	___	___	
	Quizzes and tests	___	___	
	Pretest and posttest	___	___	
	Performance tasks and projects, student exhibits, models	___	___	
<b>Assessment Design</b>	Assessments are feasible, worthwhile and relevant	___	___	
	Students are encouraged to revise to produce quality work	___	___	
	Assessments provide sufficient evidence to show student growth from beginning of unit to end of unit	___	___	
<b>Student Involvement in Assessment</b>	Assessments include opportunities for self-assessment and reflection by students on both products and processes (for example, journals, logs, checklists, rubrics)	___	___	
	Students may evaluate their own and each other's work	___	___	
	Students have opportunities to contribute to the development of criteria and standards for quality work	___	___	
<b>Audience and Purpose</b>	The performance tasks, projects or performance assessments ask students to work for a real audience and purpose so they can experience the benefits and consequences of their work.	___	___	

Some ideas to keep in mind:

- All elements of the materials to be shared with students should be included and apportioned to each of the classes. Where possible, these should include multimedia content.
- Web-based materials, if included in the lesson contents, must be correctly identified in the curriculum description so that we may consult them to ensure they are active and of high quality.
- If web searches or independent research is to be required of students, the curriculum should outline what preparation the students will get to undertake such searches or research, and how the results will be presented and evaluated.
- In some cases the teachers may be adapting existing lesson plans for the purpose of this anchor work unit. If so, we would like to know what changes have been made to pre-existing lesson plans as a result of the NEA Teacher Institute experience