UNIT TITLE:
Teacher:

PBE Unit Planning Checklist

Curriculum: "I Can" Statements or Performance Indicators
I have:
□ Determined which "I Can" Statements (or performance indicators) will be formally assessed in this unit
□ Determined which "I Can" Statements (or performance indicators) will be informally addressed, taught, or reviewed (Supporting PIs)
□ Broken down any larger statements into learning targets (if necessary)
□ Determined what is available for possible resources that align

Assessment
I have:
□ Reviewed rubric language for summative assessment (linked under "Teacher Resources" on Curriculum Website)
□ Outlined a summative assessment based on primary "I Can" Statements (or performance indicators)
□ Sketched out plans for formative assessments necessary to check the progress of the primary "I Cans" (or performance indicators)
□ Considered how formative assessments build toward the summative assessment
□ Ensured alignment of formative assessments to the "I Cans" (or performance indicators)
□ Designed a pre-assessment to gauge student knowledge (if applicable)
□ Created a sample/completed the summative assessment myself
□ Considered alternate opportunities for students to demonstrate mastery
□ Planned opportunities for student reflection and self-assessment

Instruction
I have:
□ Posted the "I Can" Statement (or performance indicators) in the classroom, on assessments, on assignments, on rubrics, etc.
□ Planned a hook or initial event to gain student interest
□ Anticipated a time frame for instruction
□ Chunked skills that make sense to teach together
□ Determined a scaffolding plan to support the "I Cans" (or performance indicators)
□ Planned engaging learning experiences focused on "I Cans" (or performance indicators)
□ Created various opportunities for students to practice skills
□ Planned opportunities for student input/reflection
□ Planned for collaboration and use of materials, texts, and resources

Remediation and Differentiation
I have:
□ Considered possible instructional techniques with built-in supports (reflection, feedback, next step forms; grouping)
□ Planned possible re-teaching or new techniques for presenting information
□ Determined grouping schemes to support struggling students
□ Built in clarifying explanations by anticipating possible student confusion
□ Planned for students to move at their own pace
□ Determined a system for students to track their own progress
□ Considered differentiating by content, process, product, student choice, student readiness, and/or learning preference
□ Researched possible technology supports

Evaluation
I have:
□ Conducted the unit
□ Considered what was most engaging for students
□ Considered how successful students were on the assessment and why that was

□ Considered if my instructional layout was successful in helping students learn content required of the assessment