

Atlas Checklist for Planning

The table below is meant to provide teachers with a checklist of the requirements for “Proficient” scores for each of the six components in the Planning Domain. For examples of “Distinguished” levels of planning, please refer to the [detailed Danielson rubrics](#).

Section of Unit Plan	Requirements
Standards & Benchmarks	<ul style="list-style-type: none"> <input type="checkbox"/> All appropriate 2020 (2023 for Math and ELA) standards from the course’s subject area (academic or CTE) are aligned <input type="checkbox"/> All appropriate standards from Computer Science & Design Thinking are aligned <input type="checkbox"/> For academic courses, standards from the Career Readiness, Life Literacies, & Key Skills are also aligned <input type="checkbox"/> Any standard that applies to an interdisciplinary element of this that brings in secondary academic subject area is aligned
Essential Questions	<ul style="list-style-type: none"> <input type="checkbox"/> Questions align to the content for this unit <input type="checkbox"/> Questions are relevant and/or interesting for students <input type="checkbox"/> Questions are open-ended and cannot be answered with a simple “Yes” or “No.”
Content	<ul style="list-style-type: none"> <input type="checkbox"/> Outlines what students will know upon completion of this unit (i.e. definitions, theories, key concepts, formulas, etc.). This can be either in outline or learning objective format.
Skills	<ul style="list-style-type: none"> <input type="checkbox"/> Behavioral learning objectives (Students will be able to...) that explain what students will be able to do upon completion of this unit
Assessment	<ul style="list-style-type: none"> <input type="checkbox"/> The collection of assessments posted cover all of the content and skills identified for this unit <input type="checkbox"/> Each assessment is aligned to the appropriate NJ standards <input type="checkbox"/> Each assessment is labeled as “Formative” or “Summative” (at least one summative is posted for each unit) <input type="checkbox"/> Traditional assessments (i.e. tests) explain the content assessed and performance assessments describe the teacher’s expectations or have aligned scoring rubrics attached
Activities	<ul style="list-style-type: none"> <input type="checkbox"/> Unit learning activities are outlined in a coherent progression and are listed by day or week

	<ul style="list-style-type: none"> <input type="checkbox"/> Student tasks (i.e. researching, practicing an operation, participating in a discussion, etc.) are listed for each day or week <input type="checkbox"/> Instructional grouping (individual, pair, or small group) is defined for each learning activity <input type="checkbox"/> An explanation of how students will acquire content (i.e. online research, lecture, video, etc.) is provided for each learning activity <p><i>The above could also be provided as direct and accessible links to Google or Schoology.</i></p>
Resources	<ul style="list-style-type: none"> <input type="checkbox"/> A list of the textbook pages, websites, or teacher generated materials (slide decks, PDF's, etc.) that will serve as the student's resources for this unit. <i>This could also be direct and accessible links to Google or Schoology.</i>
Accommodations and Modifications per Student IEP	<ul style="list-style-type: none"> <input type="checkbox"/> A list, attachment, link to, or direction to another unit in this course that provides a list of accommodations and/or modifications for each student on an IEP or 504
Work Based Learning Activities (Optional and for CTE teachers only)	<ul style="list-style-type: none"> <input type="checkbox"/> A brief (2-3 sentence) description of a career awareness or workplace simulation that students participated in for this unit