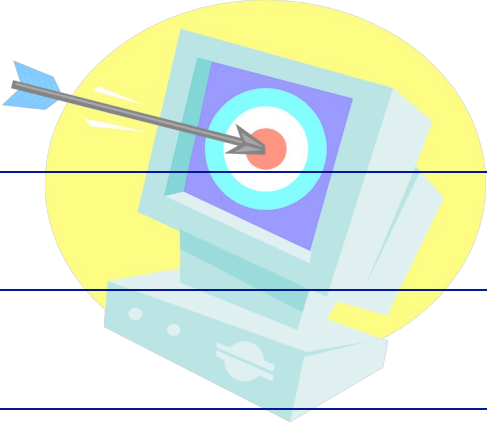


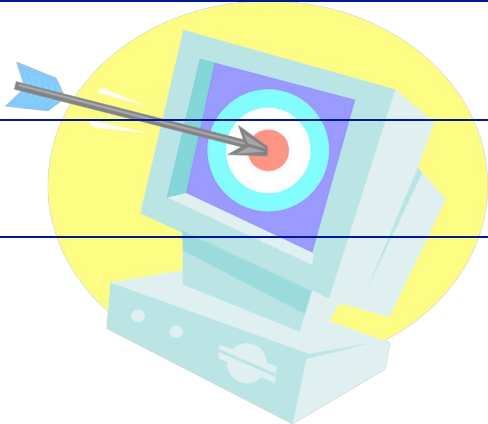
Curricplan Unit/Project Plan Checklist Standards/Benchmarks (UbD Stage 1)

Name/Title:		
Status	Characteristic	Comments
	Aligned with Enduring Understandings, Essential Questions, and summative Assessments	
	Selected standards and benchmarks contribute to core, critical concepts at the heart of the discipline (Big Ideas)	
	Limited to those that are the primary focus of the unit or project	
	At least two disciplines are represented in project-based units	
	Technology standards and benchmarks included when the focus is appropriate; rarely used alone, however	

Keep in Mind:

- List only standards and benchmarks (not content details) that are the primary focus of this unit/project
- It is NOT necessary to address every content objective, facet of knowledge, or skill within the given benchmark in the course of this particular unit or project

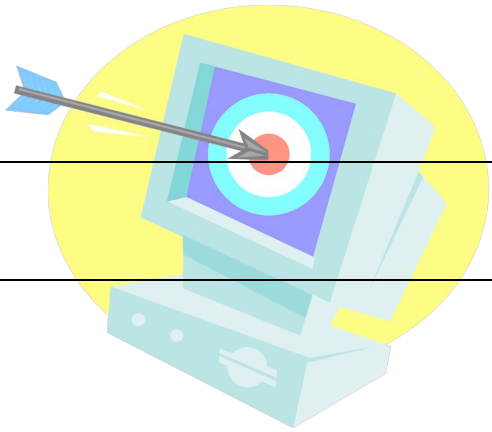
Curricplan Unit/Project Plan Checklist Enduring Understandings (UbD Stage 1)

Name/Title:		
Status	Characteristic	Comments
	Aligned with Standards/ Benchmarks, Essential Questions, and summative Assessments	
	Big Ideas -- more than what students should know and be able to do as a result of this unit/project	
	Transferable Concepts -- to other disciplines and/or situations	
	Consistent with identified knowledge/content and skills	
	Both overarching (to promote transfer of Big Ideas) and topical (specific enough to focus teaching, learning, and assessment)	
	Requires Uncoverage -- concept(s) would not generally be readily apparent to students	
	Not obvious or true by definition (i.e., factual knowledge)	
	Stated in full sentences	

Keep in Mind:

- An enduring understanding typically will not be fully attained through a single unit/project; it should be revisited periodically by students in other contexts, through other disciplines/subjects, and in multiple years
- Knowing is binary; understanding is a matter of degree
- Avoid truisms or vague generalities
- Avoid ambiguity; avoid starting with “Students will understand how to...”

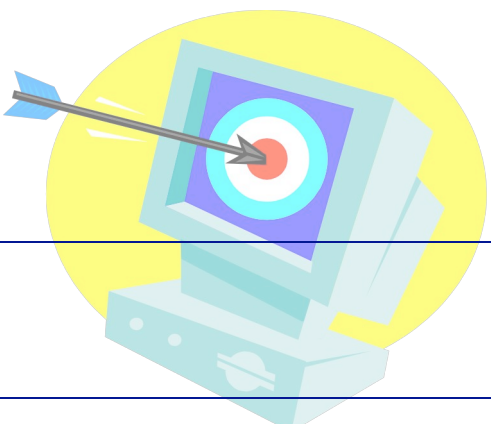
Curricplan Unit/Project Plan Checklist Essential Questions (UbD Stage 1)

Name/Title:		
Status	Characteristic	Comments
	Aligned with Standards/ Benchmarks, Enduring Understandings, and summative Assessments	
	Enough questions to address each Big Idea in the Enduring Understandings; at least 2 or 3 essential questions; usually no more than 5	
	At least 1 Open-Ended question and/or 1 Over- Arching question included	
	Overarching essential questions clarify Big Ideas and connect to other topics and concepts	
	Topical essential questions frame and guide inquiry into the topic	
	Provoke deep thought, new understanding, and/or more questions; cause genuine inquiry into core content	
	Require consideration of alternatives, evidence, support, and justification	
	Spark connections with prior learning and/or personal experience	

Keep in Mind:

- In Curricplan, essential questions may be expressed in adult language – especially during unit/project design; however, when presenting to students – particularly young students – they must be cast in developmentally appropriate language

Curriculplan Unit/Project Plan Checklist Assessments (UbD Stage 2)

Name/Title:		
Status	Characteristic	Comments
	Aligned with Standards/ Benchmarks, Enduring Understandings, and Essential Questions	
	Performance-based context	
	Authentic situations (from student perspective)	
	Variety of appropriate assessment formats or modes of response involving some student choice; assessment not dependent upon a single measure or task	
	Appropriate criterion-based rubrics or specified criteria to judge student products and performances	
	Tasks are NOT likely to be performed well without a clear grasp of the understandings	

Keep in Mind:

- For the purpose of initial submission, the assessment(s) during Stage 2 design should be summative in nature to measure cumulative achievement.
- Assessments may be differentiated in format and mode of response, but the criteria for summative assessment should be consistent and based on the standards and benchmarks.
- Knowing is binary; understanding is a matter of degree.