**Conceptual Unit Design Checklist – Stage 1**

**Goals**

\_\_\_\_\_ Long-term transfer goals are identified.

\_\_\_\_\_ Only those goals or content standards that are directly relevant to the unit *and* assessed in Stage 2 are listed.

**Understandings**

\_\_\_\_\_ The understandings derive from and/or are aligned with appropriate goals (e.g., transfer goals, standards).

\_\_\_\_\_ The understandings are both overarching (to promote transfer of “big ideas”) and topical (specific enough to focus

teaching, learning, and assessment).

\_\_\_\_\_ The understandings are framed as full-sentence generalizations in response to the stem: *“Students will understand* *that*…”

\_\_\_\_\_ The understandings are not obvious or true by definition (i.e, factual knowledge). They need to be “uncovered” (rather than merely stated) in order for students to come to understand them.

**Essential Questions**

\_\_\_\_\_ Overarching essential questions clarify the big ideas and connect to other topics/contexts, while topical essential questions frame and guide inquiry into the topic.

\_\_\_\_\_ The essential questions are thought-provoking and arguable, rather than “leading” questions that point to the facts.

\_\_\_\_\_ As needed, the essential questions are framed in appropriate “kid-language” to make them accessible to students.

**Knowledge and Skill**

\_\_\_\_\_ Key knowledge and skills, needed to meet the standards and enable the desired understandings/transfer, are identified.

\_\_\_\_\_ Only knowledge and skills that will be directly taught (in Stage 3) *and* assessed (in Stage 2) are listed.