Planning Table

1. **Establish the Outcomes**: What should students know and be able to do by the end of this unit?	
2. **Align with Standards**: Which state standards can you most naturally incorporate into this unit? Which standards merit revisiting or reteaching (from previous units)—and how can they be effectively integrated into this unit?	
3. **Generate Concepts and Topics**: What concepts, topics, or themes would be of the most interest and create the best instructional context for your students at this time?	
4. **Determine Enduring Understandings**: What would you expect students to learn that they will remember and use in five years?	

5. **Identify Big Ideas**: List the most compelling, viable Big Ideas related to the concepts and topics you generated earlier.	
6. **Develop Questions**: What compelling or essential questions do these Big Ideas invite students to consider?	
7. **Incorporate the Academic Essentials**: Which of the Academic Essentials can you most effectively incorporate into this unit? How and when will you communicate these to your students?	
8. **Assess Necessary Background Knowledge:** What facts, words, information, or skills will students need to know if they are to complete and learn from the assignments that comprise your unit?	

9. **Evaluate Student Engagement**: Which aspects of the unit will increase and sustain the engagement of your students, particularly those often described as disaffected or underachieving?	
10. **Define Assessment Criteria:** Which criteria will you use to evaluate students' work on this unit? How and when will you communicate these criteria to your students?	
11. **Choose the Texts**: What texts will help your students most effectively explore and achieve a thorough understanding of your Big Idea and related questions? Consider looking through the textbook, if you use one, to find interesting connections across those units the publisher developed. Consider different genres: fiction, nonfiction, poetry, art, infographics, websites, articles, blogs, and so on.	
12. **Consider Supplemental Experiences:** Which of the following experiences would add value to your unit: guest speakers, field trips (actual and virtual), designing a website, creating a wiki, communicating with other students or experts via Skype, blogging, vlogging, or others.	

13. **Anticipate and Create Additional Questions:** What other questions should you expect students to come up with and/or take time to consider as part of this inquiry and in light of the texts you chose?	
14. **Assess Progress and Performance:** How will you measure students' understanding, performances, products, and progress during and after the unit? What means and evidence are most suitable for assessing this unit and this subject?	
15. **Allow a Range of Culminating Performances:** Which of the following would be appropriate culminating assignments for this particular unit: paper, multimedia presentation, graphic illustration, formal speech, visual explanation, dramatic performance, website, video, photo essay, podcast, or some combination of these?	
16. **Organize the Unit:** How should you organize the different elements of your unit? What should go first? And after that? If there is a core work, such as a novel, at the heart of the unit, when should it be read? How are the other, supplemental texts related to this core work? What is the rationale for your organizational strategy?	

17. **Differentiate Instruction:** What obstacles might undermine the success or engagement of English Learners, Special Education Students, or GATE students? What accommodations or modifications can you make to the assignment to ensure the likelihood of their success?	
18. **Identify Opportunities for Language Study:** What elements of language—vocabulary, rhetoric, grammar, usage, conventions—naturally arise in this unit? How can you best incorporate and effectively teach them?	
19. **Integrate Technology:** Which of the following technology applications would add value to and increase engagement in this assignment: social networking, blog, a wiki, videos, podcast, photography, PowerPoint, Skype, or some other technology that has come out in the time it has taken me to write this sentence?	
20. **Choose an Appropriate Configuration:** Should students work on this assignment—or portions of it—individually, in pairs, small groups, or large groups? What will these different configurations need in order to be effective?	