

Unit Planning Checklist

Have I ...

- selected the outcomes I wish to focus on in this unit and considered how these relate to the outcomes in previous and upcoming units?
- determined the main ideas and key concepts the unit is to contain in order to support a gradual expansion of student understanding and skill development?
- included a variety of instructional strategies as well as language experiences and activities while considering students' continued language development?
- planned for communicative acts which involve a wide array of language functions?
- provided opportunities for students to engage in activities that allow them to develop their comprehension and expression skills both orally and in writing?
- included activities that allow students to access and share cultural knowledge about the Francophone world?
- considered which language structures and vocabulary students will need to know and apply in order to successfully carry out the performance task(s) I am selecting?
- planned for appropriate assessment *for* learning, assessment *as* learning and assessment *of* learning techniques?
- considered student needs, interests and abilities as well as issues relevant to their lives in and outside of school as I select appropriate activities?
- considered how to solicit and use student input when choosing and/or designing activities so that students' learning styles, strengths, weaknesses and interests are integrated within a collaborative learning and decision-making process?
- allowed for flexibility and adaptation of the plan in response to student needs and time allocations?
- determined how activities and tasks will be balanced so that all four skills (oral and written comprehension and oral and written expression) are developed and assessed equally over the course of the unit?
- selected performance assessment tasks that are based on authentic uses of language and planned many and varied practice opportunities related to all the components of the task to ensure student success?
- considered how previously learned vocabulary, grammatical and sociolinguistic, sociocultural and cultural elements can be reviewed and reintegrated in the unit?
- selected interesting, relevant and varied resources to support this unit?
- verified that the activities of the unit and accompanying resources reflect a wide array of learning style preferences?
- ensured that I planned for a variety of small and large group activities throughout the unit including pair, trio, quad and other types of groupings?
- determined how previously developed language learning strategies can be expanded on in this unit, as well as which additional strategies can be introduced?
- determined how to celebrate students' language progress?