

Teacher name: \_\_\_\_\_ Course: \_\_\_\_\_ Unit Title: \_\_\_\_\_

Reviewer name: \_\_\_\_\_ Date: \_\_\_\_\_

### Unit Map Baseline Checklist: How do we know when a map reaches the baseline?

<b>Y N</b>	<b>Learning Targets:</b>
	Identify what the students should know, understand, and be able to do as a result of this unit
<b>Y N</b>	<b>Enduring Understandings: What's critical for students to understand in this unit?</b>
	Unpack learning targets
	Reflect big ideas about God's world, including, as appropriate, 1 or more Biblical principles: <ul style="list-style-type: none"> <li>• Each Biblical principle is supported by 3+ Bible passages listed in the content field</li> <li>• "Bible content:" at the beginning of the Biblical principle(s)</li> </ul>
	Help students make sense of the specifics of what they study
	Written as a complete sentence that could follow the stem "The student will understand that...."
	Bullet point/number and capital letter at beginning of each new enduring understanding
<b>Y N</b>	<b>Essential Questions: What questions will drive student inquiry in this unit?</b>
	Engaging and thought-provoking
	Require upper-level thinking about the unit's enduring understandings
	Allow for a variety of acceptable answers
	Connect content, skills, Bible, and life; or content, skills, and life
	Essential (timeless, universal, frame the unit)
	Student-friendly (appropriate vocabulary, 10 words or less)
	Bullet point/number and capital letter at beginning of each new essential question
<b>Y N</b>	<b>Content: What do we want students to know/understand?</b>
	Unpacks the learning targets and unpacks the enduring understandings, including, as appropriate, 1 or more Biblical principles: <ul style="list-style-type: none"> <li>• Each Biblical principle is supported by 3+ Bible passages</li> <li>• "Bible content:" at the beginning of the Biblical principle(s)</li> </ul>
	States core concepts, topics, facts, vocabulary
	Simple, clear, specific statements (not non-descriptive words such as "Chapter 1")
	Statements don't start with a verb
	Bullet point/number and capital letter at beginning of each new content
<b>Y N</b>	<b>Skills: What do you want students to be able to do?</b>
	Unpack the learning targets and directly linked to enduring understandings
	Written as a complete sentence that could follow the stem "The student will be able to...."
	Observable and measurable skills
	Reflect appropriate grade-level thinking and reasoning
	Bullet point/number and capital letter at beginning of each new skill
<b>Y N</b>	<b>Assessment: How will students demonstrate their learning?</b>
	Includes all major assessments used during unit of study (not homework or daily quizzes)
	Each assessment has a name, method, type, and task description
	Aligned (only) to learning targets taught in that unit
<b>Y N</b>	<b>Resources:</b>
	Basic unit resources are listed
	Directions for accessing resources given, as appropriate
	Bullet point/number and capital letter at beginning of each new resource

Comments: