

CHECKLIST

GOALS, AIMS LEARNING OUTCOMES

- Are the global goals embedded in the unit planning?
- Are the teaching aims clear?
- Are the learning outcomes defined?
- Which success criteria can be measured? How?

CONTENT

- Have I considered how to scaffold content learning?
- Are my presentations of new content clear?
- Is the content accessible?
- Does it cater to the diversity in my classroom?

COMMUNICATION

- Do I help learners learn and use subject-specific terminology?
- Are my instructions and presentations of new concepts clear?
- Do I provide multimodal input to help my learners understand the topic?
- Are the students involved in USING language?
- Are they involved in LEARNING language? Do I offer opportunities to practise new language structures?

COGNITION

- Are the questions/problems at the appropriate cognitive level?
- Have I considered how I can ensure that learners progress cognitively?
- Have I devised ways to assist learners in developing a range of strategies and skills?
- Do I formulate and use different kinds of questions (some related to HOTS and others to LOTs) to help learners understand input and process information?

CULTURE

- Have I thought about the contribution that this unit makes to changing classroom culture?
- Have I considered how the theme of this unit might promote awareness of global citizenship?
- Have I identified opportunities in this unit which encourage curricular links?

ASSESSMENT

- Have I used a variety of ways to assess my learners on both content and language?
- Do my learners know how to give each other feedback on their spoken/written language?
- Do I give marks or feedback for my learners' use of language as well as for my own subject?
- Do I provide clear assessment criteria when learners present or write?