

Unit Coherence Planner

Ten good lessons do not automatically make one good unit. Plan the connections.

UNIT PURPOSE — Why does this learning matter?

STANDARDS — What exact standards anchor the unit?

END LEARNING — What should students know or be able to do by the end?

PRIOR KNOWLEDGE — What do students need coming in?

EVIDENCE — What will show that students learned the intended concepts and skills?

SEQUENCE — What needs to happen first, next, and later?

FIRST	NEXT	LATER / APPLICATION

DIFFERENTIATION — What support, access, grouping, scaffold, or extension may be needed?

ENGAGEMENT — How will students actively think, practice, communicate, create, or apply?

CHECKPOINTS — Where will I pause, collect evidence, and adjust?

COHERENCE CHAIN

Standard → Goal → Lesson sequence → Student task → Evidence → Adjustment

FINAL CHECK

Do these lessons function as one connected unit—or are they simply a collection of activities?