**Unit Plan Checklist**

*Spring 2014*

The final copy of your unit is due Wed., 5/14. Please compile all of the following materials and bind them together in some way (don’t just staple them) so that they are professional in appearance:

* Checklist and cover page with the **title, grade level, length of time the unit will take, your name, EDUC463 Spring 2014, and a signed honor pledge as follows:** *In completing this project, I have not given, received, or used any unauthorized assistance (including materials created by myself or others from a previous class.* Followyour cover page with **a completed copy of this checklist.** You can find a clean copy on the weebly site.
* A well-written **introduction** that includes the following components:
  + Description of **where the unit fits** in the overall plan for the year
  + Description of the **students** who are the focus of instruction and of your **teaching context**
  + A **reading complexity circles graphic** that lists of all of the **texts** that the unit will include (poems, short stories, novels, films, graphic narratives, memoirs, digital materials, informational texts, etc.). This list should reflect variety in terms of text complexity (also described in Ch. 2 of Wessling), genres, cultures, media, time periods, interest, and student appeal. NOTE: You can find this graphic on the weebly site. If you have trouble duplicating it, you can provide lists of context texts, fulcrum text(s), and texture texts.
  + A **writing complexity circles graphic** that lists all of the artifacts that the *students* will produce as they complete the unit. This list should also reflect variety in terms of genres (e.g., reading logs, blog posts, visual interpretations of texts, book trailers, essays, etc.). NOTE: You can find this graphic on the weebly site. If you have trouble duplicating it, you can provide lists of context texts, fulcrum text(s), and texture texts.
  + Identification of the body of **standards** you’re using + a **list of the standards** you’re *featuring* (not just reinforcing) in this unit
* A completed **unit plan template** on the weebly site that demonstrates that you have planned with the end in mind.
* A **unit plan calendar**that 1) indicates how you would sequence the in-class activities and assignments included in your unit and 2) lists key activities for each day and includes necessary due dates.
* A **rationale**, written in essay form, that includes the following components:
  + Description of the **organizing principle and unit focus**, including the *key concepts and questions* it will address written in student-friendly language
  + Reference to the **questions** Smagorinsky lists on pp. 146-147 of *Teaching English by Design*
  + Incorporation of the **evidence** (i.e., theory and research) that supports your decisions. Remember, somewhere in your body of evidence, you must include *at least 3 references to articles from the professional journal you subscribed to for this class (e.g.,* English Journal, Voices from the Middle, *etc.).*
* **Lesson plans** that include all elements from the template provided in class (featured standard, purpose statement, materials list, minute-by-minute procedures, ongoing assessment description, and references, if consulted). Remember that somewhere in the body of your lesson plans, you should include:
  + An **introductory or gateway activity** (see Ch. 13 and p. 186 in Smagorinsky) connected to the unit theme
  + Multiple lessons that incorporate **Connected Learning** **principles** and **multimodal composing**
  + **An indication of how you will provide extra support and/or challenge for the needs of individual learners**, especially English Language Learners
  + All **handouts** referenced in your lesson plans and **grading criteria** for any formative assessments you include

* **Assignment sheet and analytic or holistic scoring guide for your summative unit assessment**, written in student-friendly language and including everything that students will need to know to get the grade they want (i.e., *a brief rationale; a description of the required components and format of the assignment; and information about intended audience(s), due dates, and points possible*). Remember, the task must be “performative.” That means that students will construct an artifact: an essay, a portfolio, a website, a speech, a dramatic performance, a podcast, etc. A paper-and-pencil test is not a performance task because students are answering someone else’s questions. Also, your scoring guide must use statements of quality, not just quantity, to distinguish the levels.
* A concise **self-evaluation** (no longer than 1 single-spaced page) addressing the extent to which the unit plan meets or exceeds the assignment requirements. You should include examples from your unit plan to support the points you are making in the self-evaluation and refer directly to the criteria from the scoring guide to suggest the letter grade your feel your unit plan deserves. You may also include any additional information that might provide helpful insight into your process in creating the unit plan.
* If you worked in a group, also include the **group participation statement** provided on weebly.