**Yearlong Plan Checklist**

*Spring 2014*

Your final hard or digital copy is due **Wed., 3/9**. Please compile all of the following materials. If you are providing a hard copy, bind the materials together in some way (don’t just staple them). Either way, your materials should be professional enough in appearance that you would be proud to take them to a job interview.

* Attach this checklist + include a cover page with the **overarching theme** for the year, the **grade level**, your **name**, the **date**, and a **signed honor pledge**: *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).* If you worked in a group, everyone should sign the honor pledge.
* A well-written **introduction** that includes the following components:
	+ Description of your **context**
	+ Description of your **over-arching concept** for the class
	+ A list of **unit titles**, including a description of their relationship to the overarching concept + an explanation of how/why you’ve sequenced them as you have
	+ Identification of the **standards** you’re using
	+ A general **explanation of *how*** **you’re addressing the standards** in your yearlong plan
* Descriptions of **6-9 units**. For each unit, include 1-2 pages addressing these components:
	+ **Unit** **title** and **length of time** the unit will take
	+ 1-2 sentence description of **content and goals** of the unit
	+ **Standards and Connected Learning Principles.** List only those you will feature in your instruction, not those to be reinforced or practiced.
	+ **Major methods of student assessment** (i.e., projects, papers, speeches, etc.). Include *no more than two assessments* per four-week period.
	+ **Titles and genres of the** **texts** you will teach in the unit (context, fulcrum, and context texts; include print, visual, and multimodal texts).
	+ **Weekly focus**, such as “Historical Perspective” or “Voice and Tone.” Remember that you only have 36 weeks in an academic year and that some of these are “finals” weeks.
* A **culminating assessment** for the entire year that includes the following components:
	+ An **assignment sheet**, written in student-friendly language, that describes the artifact that students will produce to demonstrate that they have achieved the goals you set and/or negotiated with them throughout the year. The assignment sheet should include: *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*. While you want to keep the assignment sheet concise (approx. 1-2 pp.), provide sufficient detail that it could be used with students. Write to *students*, not to me.
	+ A brief description of the **tool** you will use to assess the artifact. This description may be a fully developed rubric if you choose, but it may also consist of a paragraph or so in which you say that you will create a rubric to assess the artifact *on the following criteria* (and then provide reasonable, relevant criteria).
* A **graphic organizer** that displays in a *minimum number of pages* how and in what units you are addressing the 4 Colorado Content Standards for Reading, Writing, and Communicating OR the anchor standards for the Common Core in the four categories of Reading, Writing, Speaking & Listening, and Language. To clarify, there are 10 CCSS anchor standards for Reading, 10 for writing, 6 for Speaking & Listening, and 6 for Language; so you’d have 32 anchor standards total in your graphic organizer if you’re using the CCSS.
* A **grid** that displays where (i.e., in what units) you have addressed all of the required outcomes for the year as these are stated in the body of standards you have chosen to use for the yearlong plan. (i.e., the evidence outcomes in the CO Academic Content Standards for Reading, Writing, and Communicating OR the grade-level bands in the CCSS). *NOTE OF CLARIFICATION:* It’s likely that this grid won’t correspond directly to the evidence outcomes/grade-level bands you listed in your unit. You were just listing those you featured there. The grid will just show me where you’d address ALL the evidence outcomes/grade-level bands in the course of the year, even those that you’re just reinforcing. (A good example would be the CCSS grade-level band for standard 10 in writing, which describes “writing routinely.” You wouldn’t be meeting that standard in one unit alone, but in several, so you’d mark it in multiple units on your grid.)
* Another **grid** that displays the ways you are addressing the six Connected Learning principles
* A **group participation statement** if you worked in a group (see weebly site). This should speak directly to the criteria listed on the scoring guide in justifying the grade you believe you deserve *and* a **self-evaluation** (approx. 1 single-spaced page). For your self-evaluation statement, describe your individual contributions to the yearlong plan and your experiences with collaboration (if you collaborated) OR working individually (if you did that). Add anything else that you think is important for me to know about the plan and your work on it.