

Developing a Standards-Based, Learning-Focused Curriculum for Fort Worth Catholic Schools

Year Long Plan Checklist

- _____ 1. Information in header identifies grade, subject, school and teacher(s).
- _____ 2. Topics and sub-topics are stated as nouns or noun-related short phrases.
- _____ 3. Topics and sub-topics come from ADH Standards for the grade level.
- _____ 4. Topics and sub-topics pass the “endurance” test: they represent important learning that students should retain past each unit/month.
- _____ 5. Topics and sub-topics pass the “leverage” test: they represent important learning that students will use in other subjects and in real life.
- _____ 6. Topics and sub-topics pass the “readiness” test: they represent important learning that students will need to be ready for the next level.
- _____ 7. Topics and sub-topics do not repeat from other grades or subjects without adding new learning.
- _____ 8. Topics and sub-topics are clearly stated such that other teachers understand what students will learn about and what they will need to teach.
- _____ 9. The order of topics and sub-topics fits with textbooks and other resources as much as possible, consistent with other items on this checklist.
- _____ 10. Topics and subtopics address all the ITBS objectives for the grade level.
- _____ 11. Topics and sub-topics that showed up as needs in the gap analysis of last year’s standardized tests and other grade-level tests are given priority time and taught before the standardized test is given again.
- _____ 12. Topics and sub-topics can fit into the time allotted.
- _____ 13. Topics and sub-topics reflect high expectations and are consistent with the school’s mission and student/parent goals.

