Timelines and Plan Books

Definition: The process of developing a task, series of tasks, or unit of instruction based on analysis of students' learning needs that includes:

1) identifying the learning intentions and success criteria for proficiency based on the Utah core standards
2) determining the design approach aligned to the learning intentions
3) building the lesson plan including the strategies and curricular tools best suited to support student learning

Components:

- ➔ Use **timelines** to prioritize the standards and guide the big ideas taught during the year within allotted timeframes
- ➔ Maintain a **well structured** plan book that is visible and referenced throughout the day
- ➔ Enter **content** in your plan book that is visible and referenced throughout the day
- ➔ Post **learning intentions** and refer back to them
- ➔ Plan the full class **time** to teach content
- ➔ Identify and teach **behavior expectations** to make each part of the lesson run smoothly
- ➔ Plan a **hook**, **gradual release**, and a **closure**
- ➔ Plan for **student engagement**
- ➔ Plan what the teacher and students should be writing, doing, and asking during the lesson ***(visible learning)***
- ➔ Plan for **differentiation**
- ➔ Use language and **vocabulary** described in the standards and assessment
- ➔ Plan the **questions** and **depth of rigor** to be presented during the lesson
- ➔ Set out all **materials**, supplies, and copies needed to present the lesson before students enter the room

Steps:

1. Timelines ✓ 
2. Structure ✓ 

3. Content ✓ 
4. Preparation ✓ 

When **all four parts are checked**, you are **planned and prepared** to **deliver the content to the students.**

Plan Book Scoring Guide and Lesson Planning Review

Timelines and Plan Books

1) TIMELINES



The timeline is the "funnel" that *prioritizes and guides* the **CONTENT** in your plan book.

TIMELINES

Schedule the big ideas/units to be taught during the course. Decide in what order to teach the units and how many days each unit should take to teach.

1. Determine the **total teaching days available** using your district/school calendar.
   - Granite School District Calendars
2. Identify the **big ideas/units** for each subject you teach and the state/district **recommended time frames**.
   - You will need the Curriculum Maps and/or CTE Career Clusters.
3. Compare how the recommendations fit with the **actual time available** specific to your school and **make adjustments**.
   - If available, use **previous timelines** for each course/subject you teach and refine them with your PLC.

Repeat for every subject you teach.

Example Timeline Template

2) STRUCTURE



The structure makes adding **CONTENT** efficient.

PLAN BOOK STRUCTURE

Use an electronic plan book structure that includes each of the steps below.

1. Create a structure that is easy to:
   - edit
   - **copy** & delete
   - **move** activities from one day to another
2. Include the date, time of day, and duration for each subject.
3. An area to keep track of to-do tasks and/or materials to prepare.

Repeat for every subject you teach.

Example Plan Book Template includes both a weekly view and course view

3) CONTENT



The content is the "compass" that *prioritizes and guides* your **PREPARATION.**

PLAN BOOK CONTENT

Enter content using your timelines. The plan book holds the overview of each lesson. It should be visible and referenced throughout each day.

1. Schedule the **last day** of the unit AND date of the **unit assessment**.
2. Divide the content from the unit into **individual days**.
3. For **each individual day** of the unit enter the:
   - Objective for the unit
   - Topic for each lesson in the unit
   - Objective *(learning intention)* for each lesson in the unit
   - Curriculum or resources used in each lesson - title/page #
   - Key vocabulary for each lesson
   - Student task(s) for each lesson

Repeat for every subject you teach.

Example Plan Book Scoring Guide includes both Structure and Content

4) PREPARATION



The questions are an internal interview that you have with yourself to *plan* each lesson. You should know the answer to each question.

LESSON PREPARATION

Lesson Design + Classroom Culture =

Student Engagement

- What learning theory will I use? Explicit *(gradual release)* or Inquiry
- Who are my students and what do they already know? (student data/background)
- What procedures do I need?
- What purposeful groupings will I use?
- How will I make student learning visible? (speak, write, make a physical response consistent with the objective)
  - What will the teacher be doing?
  - What will the students be doing?
- What materials, resources, and technology need to be prepared?
- What vocabulary must students use in this lesson?
- How will I share the learning intention(s) and success criteria?
- What data will I use to determine, to what extent, each student meets the learning intention(s) of the lesson?
- How will I simultaneously model?
- How will I use gradual release?
- What can I scaffold to support students?
- What parts of the lesson will I need to differentiate?
- How will I monitor learning *(gather data)* during the lesson?
- How will I check for understanding?
- What types of feedback will I provide?
- How will I close the lesson?
- How will I reteach/enrich?