

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.

2) STRUCTURE



The structure makes adding **CONTENT** efficient.

3) CONTENT



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

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.

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 [Utah Core Standards](#).
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](#)

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

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

LESSON PREPARATION

Lesson Design + Classroom Culture =
Student Engagement

- What learning theory will I use? [Explicit](#) 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, 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 should I 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?