

Potential to Purpose

Year 2

Day 7–8 Activity List

Type	Title/Description (I=Individual, P=Paired, HG=Home Group, G=Group)	Time
Priming Plan		
Choice: Complete 1 Learning	Read one of the following sets of pages to learn more about the purpose of a <i>Priming Plan</i> in a LATIC: (I) <ul style="list-style-type: none"> • <i>Students Taking Charge in Grades K–5</i>: pgs. 206–211 • <i>Students Taking Charge in Grades 6–12</i>: pgs. 188–191 	10 min
	<input type="checkbox"/> Start the Year with a Priming Plan — Read this blog post by Dr. Sulla to learn about the purpose of a <i>Priming Plan</i> in a LATIC.	10 min
Choice Learning	Explore at least one of the <i>Priming Plans</i> below to glean ideas for your own <i>Priming Plan</i> : (I/P) <ul style="list-style-type: none"> • Telling Our Story (3–8) • Best School Year Ever (4–5) 	20 min
Choice: Complete 1 or more Learning & Application	View this Insights Video to understand more about priming for representation. Add ideas to your <i>Priming Plan</i> based on these insights. (I)	20 min
	Reflecting on Your Classroom Environment — What values are being reflected in your classroom environment, both physical and digital? Are all of your students seeing themselves represented within your environment in positive ways? How so? Add ideas to your <i>Priming Plan</i> .	20 min
Required Learning & Reflection	Read the article Pre-Assessment Power . Then reflect in your <i>Efficacy Notebook</i> on how you plan to leverage pre-assessment during your <i>Priming Plan</i> to ensure that you have a clear understanding of what your students start the year knowing and not knowing. (I)	10 min
Optional Learning	Great Student Rubric — These rubrics are used across the whole year to help assess and build executive function skills in students. Use them as is or edit them to make them fit the needs of your students. (I) <ul style="list-style-type: none"> • Grades: Elementary • Grades: Secondary 	20–30 min
Required Application	Creating a Priming Plan for Your Learner-Active, Technology-Infused Classroom — Utilize this template to guide you as you create your <i>Priming Plan</i> . There are even more hyperlinked documents within the document to assist in your planning. (I/P)	60 min
Optional Learning	View this Insights Video to understand more about planning for priming. (I)	10 min
Required Assessment	Use the last row of your workshop rubric to self-assess your <i>Priming Plan</i> . Then make any changes to your <i>Priming Plan</i> based upon that assessment. (I)	20 min
10 Principles of the Learner-Active Classroom		

Choice: Complete 1 Reflection	<p><i>The 10 Principles in Your Unit</i> — Review the 10 Principles of the <i>Learner-Active, Technology-Infused Classroom</i> on one of the following sets of pages:</p> <ul style="list-style-type: none"> ● <i>Students Taking Charge in Grades K–5</i>: pgs. 187–203 ● <i>Students Taking Charge in Grades 6–12</i>: pgs. 169–184 <p>Then, reflect on the ways in which your ALU addresses each principle OR, for each principle, list the classroom structures, strategies, and observable teacher behaviors that reflect your current practices, as well as new ideas you plan to infuse. Use this blank template and the 10 Principles Sheet as a reference tool. (I/P)</p>	30 min
Extending Your Learning		
Optional Practice/ Application	<i>Finish</i> any segments of your previous <i>activity lists</i> that you have not yet completed. (I)	Varies
Optional Application	Go back to the Curriculum Timeline activity that you completed last week and design new ALUs for any areas where there were gaps. Be sure to think through the learning you have engaged in throughout the workshop. Refer to any previous activities to guide your work. (I/P)	Varies