

CHAPTER 3: THE FUNDAMENTALS OF PLANNING

CHAPTER OBJECTIVES

- Describe the reasons for instructional planning.
- Describe the relationship of curriculum standards to instructional planning.
- Apply backwards design when planning courses, terms, units, weeks, and lessons.
- Apply the linear-rational approach to instructional planning.
- Identify additional resources that can be used when planning.

CHAPTER OUTLINE

- I. What is Planning? (planning for instruction)
 - A. Reasons for Planning
 - B. Factors Considered in Planning (content, materials)
- II. Curriculum Considerations When Planning
 - A. Curriculum Standards (curriculum framework)
 - B. Common Core Curriculum (Common Core State Standards)
 - C. 21st Century Skills (21st-Century Skills)
- III. Types of Teacher Plans
 - A. Backward Mapping (backward mapping/backward design)
 - B. Course Planning (course, course planning)
 - C. Term Planning (term, term planning)
 - D. Unit Planning (unit, unit planning)
 - E. Weekly Planning (weekly planning, plan book)
 - F. Daily Planning (lesson, daily planning)
- IV. The Linear-Rational Approach to Planning (linear-rational approach/instructional design/systems approach)
 - A. Formulation of Aims and Goals (aims, goals)
 - B. Specification of Objectives (subject-specific course goals, educational objectives, instructional objectives)
 - C. Assessment of Student Needs (needs assessment/diagnosis)
 - D. Strategies and Learning Activities
 - E. Evaluation of Student Performance
- V. Additional Planning Considerations
 - A. Resources for Planning (curriculum, curriculum guide)
 - B. Teacher-Student Planning (teacher-student planning)
 - C. Team Planning (team planning, interdisciplinary planning)
 - D. Preparing a Syllabus (syllabus)
 - E. Planning for the Response to Intervention (RTI) (Response to Intervention/RTI)
 - F. Planning to Use Academic Time Wisely (time-on-task, academic learning time)