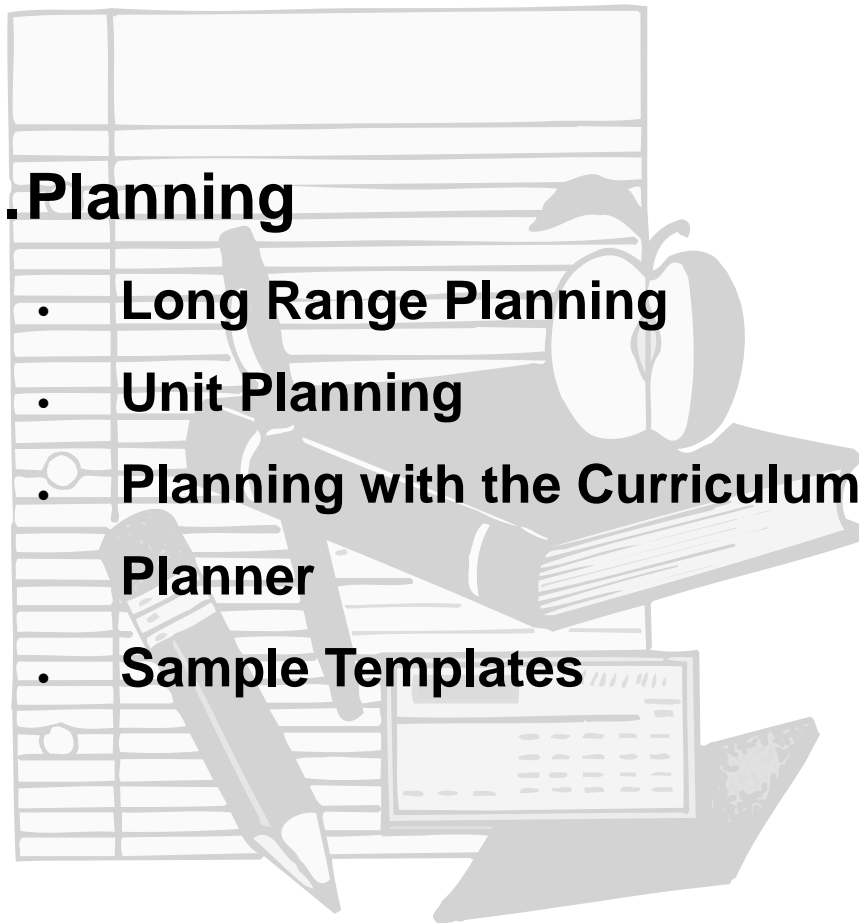


III. Planning

- . Long Range Planning**
- . Unit Planning**
- . Planning with the Curriculum Planner**
- . Sample Templates**



Long Range Planning

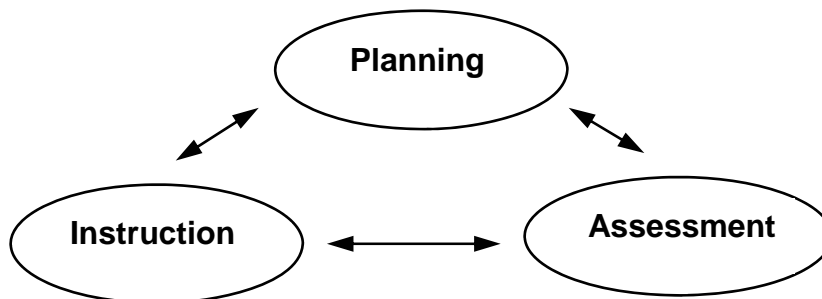
Why Do Long Range Planning?

When thinking of long range planning a specific quote comes to mind.

“To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you are going to that you understand where you are now so that the steps you take are always in the right direction.” ¹

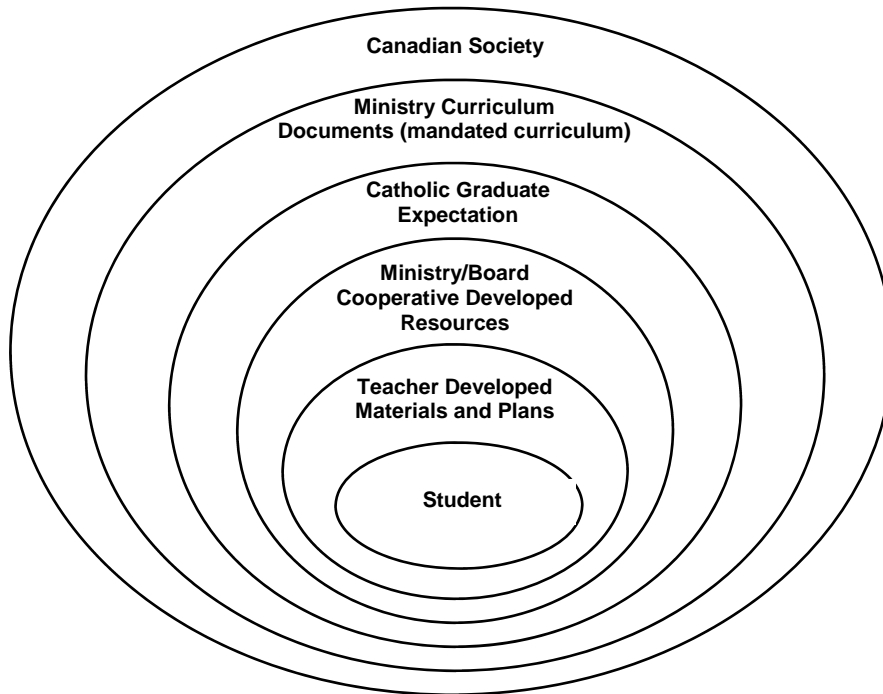
This quote by Steven Covey conveys the importance of knowing where one is going. Teaching is no different than any other profession, planning leads to a more effective use of time.

To be an effective planner one needs to recognize the link between thoughtful planning, instruction and assessment. All three elements are integral to the teaching learning process.



The materials and skills that we teach are positioned within a Canadian context and are mandated by the Ministry of Education and outlined in the subject specific expectation documents. Many boards of education, Catholic educational co-operatives and associations develop support or resource materials based on these documents to assist teachers in the delivery of the curriculum. Also, many educators spend countless hours developing materials that are specifically tailored to their student's needs. The figure that follows outlines the levels of responsibility involved in the generation of curriculum.

Levels of Responsibility²



One of the main benefits of long range planning is that it provides the teacher, administrator, parents and students with the big picture. It conveys what content and skills will be delivered at what specific points in time. However, regardless of the attention to planning it is important to realize that the plans must be viewed with flexibility in mind. The teacher will always have to adjust to differences in abilities and interests.

Long range planning is necessary because:

- It helps us consider the time that we have to deliver the Ministry expectations.
- Planning forces us to make choices in terms of what parts of the curriculum are most important. This is not to say that one omits segments but the degree of emphasis may vary depending on the students' current knowledge and skill level.
- It alleviates stress. When long range planning has been completed there is a feeling of being prepared for the year. Without a plan in place the end of the year can be very stressful if one is trying to play catch-up with the remaining curriculum.

- With long range planning in place the teacher realizes the resources that need to be collected, when materials need to be booked and preparations made to deliver curriculum effectively.
- As members of the staff develop their own individual plans there is frequently the realization that team planning can result in a sharing of expertise. Planning with members of your division or grade is very effective and can result in a more harmonious sharing of resources as well as workload. This collaboration can also lead to other types of sharing including the sharing of accomplishments with other classes. **See Figure 3.1**

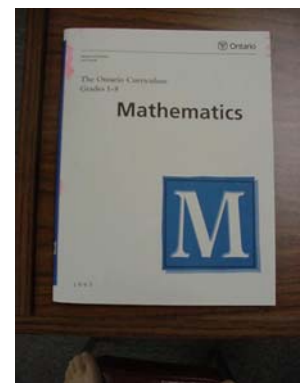
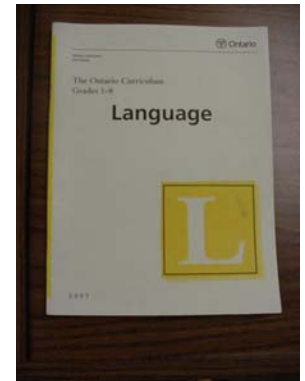
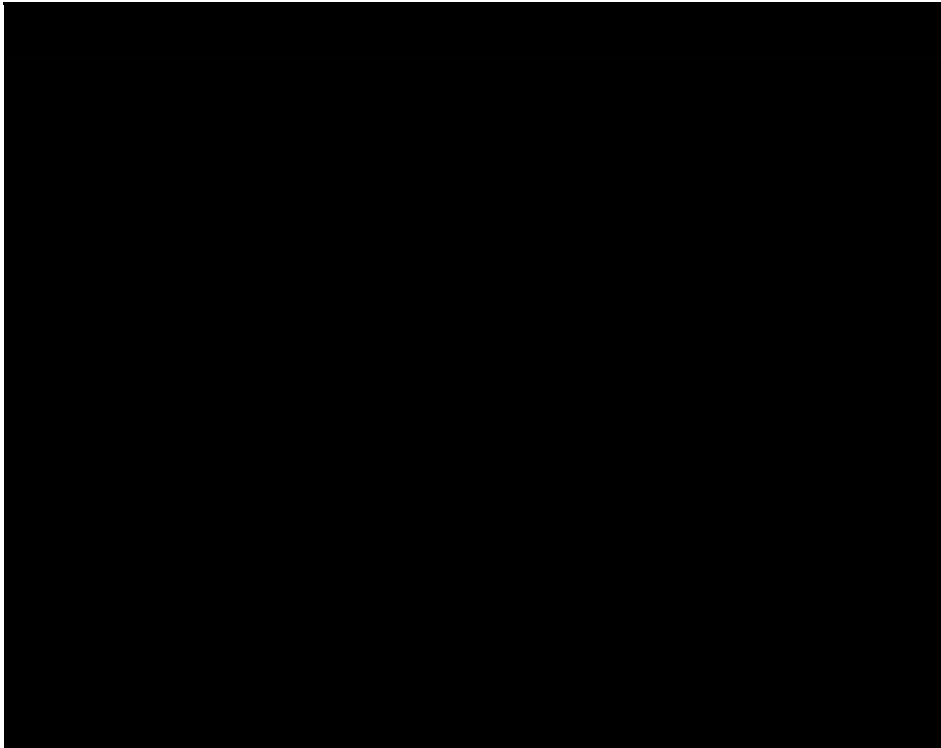
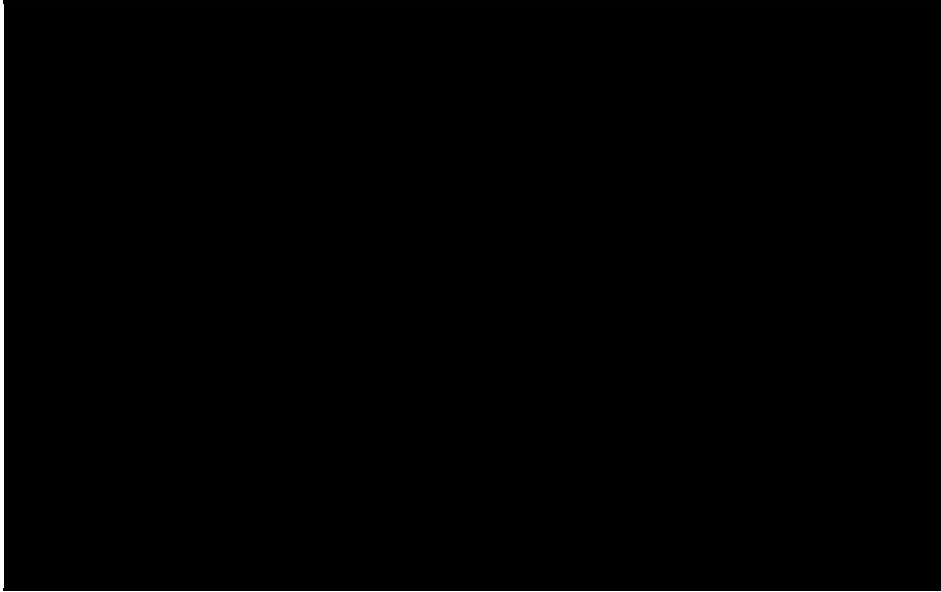
As you embark on planning keep in mind the necessity of having a balanced program. This means that the program should incorporate varied ways of working and varied ways of assessing.

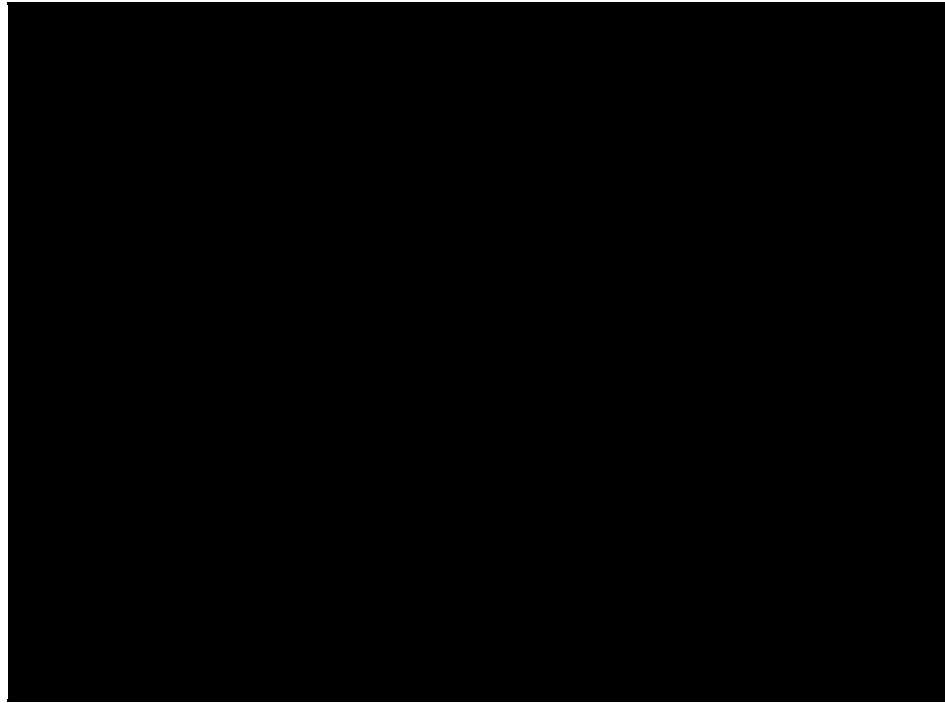
See Figure 3.2

Also when planning a program be sure to include opportunities for the students to:

- Use concrete materials
- Participate in exploratory and investigative experiences
- Experience peer support
- Talk about their ideas
- Interact with technology
- Read a variety of materials
- Write on assigned and personally selected topics. **See Figure 3.3**

All planning reflects the beliefs of the educator. How one plans a language, mathematics or science program relays pedagogically what is valued. Before embarking on long range plans consider the following critical components in the core language, mathematics and science program areas.





The Use of Time

No matter how carefully we plan there never seems to be enough time to do everything. There are a number of points about time to keep in mind as we start planning.

- Even though we may schedule or plan for specific periods of time there will be the need to let go of the time restrictions and let other more important aspects be the priority. For example, if a student brings in an object that provides an ideal learning opportunity for your students, good pedagogy dictates that we seize the teachable moment.
- Some program areas require longer periods of time and specific projects may be done over a number of blocks of time.
- Short intensive periods of time are best for spelling, handwriting or computation.
- It is practically impossible to predict the time that each child will need for various tasks or experiences; therefore, we need to adapt to the needs of the students.
- Be sure to provide time for the students to make choices and to participate in the assessment process.
- Keep in mind that there will never be enough time to do all that you need to do.⁵

Hints for Successful Planning

- The balance between the different program areas and the kinds of learning should be examined on a regular basis.
- Experiences that reinforce each other in learning should occur close together; for example, learning about measuring can be linked to map making or modelling.
- Learning occurs sequentially and continuously and long range planning should reflect this belief.

Getting Ready

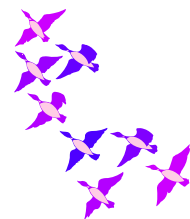
Gather together all the resources that you will need to plan.

These resources might include:

- The Catholic Graduate Expectation Document
- The Ministry Expectations
- The Ministry Exemplar documents
- Ministry curriculum units
- OECTA curriculum units
- EOCCC curriculum units
- A calendar - You will also require a calendar as well as key Board dates. Consider holidays and Professional Development Days and Catholic Education Week. Are there special months or liturgical seasons that lend themselves to the delivery of specific strands of the curriculum? May, for example, is the month to celebrate our environment with Earth Day. It is also designated as The Month of Mary. Are there special Board events for example, tournaments, Winter Carnival?
- Template - Last but not least you will require a long range planning template. When selecting and using a template be sure that you have checked with your principal for there may be a specific format that is required. A number of sample templates have been included at the end of this section.

Planning – Going Solo or Using a Team Approach

The majority of teachers complete their long range planning individually. This is usually due to specific situations; for example, single grade classes such as one grade 4 in the school or it may be a case of time which does not allow for the collaborative process. However the benefits of planning and working together have been supported by research and certainly are advantageous for both the student and teacher. Some of these benefits include:



- An increase in general and personal teaching efficacy (Ashton, Webb & Doda, 1983; Cavers, 1988; Denham & Michael, 1981)
- Increased levels of self-esteem and a positive outlook on teaching which leads teachers to become more concerned with self-improvement (Cruickshank & Applegate, 1981)
- Teachers thinking critically about what they do and acting on those thoughts. If this occurs then there should be an accompanying change in pupils' achievement, attitudes and behaviour. (Archeson & Gall, 1992; Fullan and Hargreaves, 1991; Sergiovanni & Starrat, 1993)

Teachers tell us that planning together:

- Provides affirmation
- Is a learning experience
- Frequently leads to other joint decisions and planning opportunities
- Saves time
- Results in more in-depth plans
- Produces a better product
- Results in the sharing of expertise and resources
- Is more enjoyable

Planning a Unit of Study

What to Include

There are a number of different ways to plan a unit and a number of different types of units. Regardless of the type of unit, the teacher will always want to allow for incidental or spontaneous learning experiences which are very meaningful to the students and connect them to the real world. Any unit developed is as current as the materials and research available at that point in time. Therefore, units require regular modification based on the needs of the students as well as updating so that new materials can be incorporated.

A unit may focus on one or more program area. It may also revolve around a specific theme such as community or a specific season. Theme planning is an effective way to ensure meaningful learning experiences. When planning and developing a unit the workload is considerably reduced if a unit is developed by a team of teachers. The old adage of more heads are better than one is certainly applicable when it comes to planning. The input of multiple ideas leads to a better product. Subject expertise, someone who has taught a subject for a number of



"What do we want our students to understand and be able to use several years from now after they have forgotten the details?"⁶

years or has been trained in a particular program area; curriculum expertise, someone who may be familiar with the design down model and various assessment methods; and someone possessing technical skills would be valuable assets to a development team.

Currently, there are a number of curriculum units available to the teacher. Which one(s) should be selected? This depends on the needs of your students. It also depends on the quality of the unit(s). If a new unit is being developed what are some of the key components that should be included?

Key Components in Planning an Integrated Unit

- Catholic Graduate Expectations
- Ontario Ministry Expectations
- Overview of the Unit
- Prior Learnings
- Learning Activities
 - Teaching/Learning Strategies
 - Assessment Criteria
 - Resources
- Culminating Performance Task (including Assessment)
- Communication to Parents

Getting Started

When we think of designing curriculum the “design back” model described by Steven Covey comes to mind. This model ensures that planning is closely linked to assessment. The following questions are based on this development method.

Pre-Planning

Before putting pen to paper there are some aspects that need to be considered. Just as we ask our students to pre-plan writing by generating webs we too need to plan our unit before writing. Some areas to consider are:

Type of Unit

- What are the grades and subjects being addressed?
- Will it be a single strand unit or a multiple strand subject specific unit?
- Will it be a combined grades unit?
- Will it be an integrated unit?

Scope of Unit

- What is the scope of the unit?
- Where does this unit fit in the larger curriculum map?
A unit should not be considered in isolation but considered as part of a bigger plan. We then decide on the expectations to incorporate. At the same time we reflect on the ones not being addressed so that they can be incorporated in the overall plan.

Expectations

- What is the meaning of the expectation(s)?
- What experience did the students have with this skill/ knowledge and what are the students expected to demonstrate?
A review of a continuum of any of the subject skills quickly shows that there is a progression of skills. The curriculum is spiral for it builds on previous learning. An examination of the expectations also shows that there are groupings of skills. There are some that naturally fit together. These groupings naturally allow for the writing of sub-tasks that include a number of expectations.

Enduring Understandings

- The longer overall enduring understandings are still part of the curriculum.
- *Does the chunking of the skills reveal larger, overall understandings?*
Enduring understandings are the processes or understandings that will last beyond the classroom. They are the essential ideas that are at the heart of the subject. They are the transferable skills that can be applied to new situations.

Focus of the Unit

- Will the unit focus on a particular theme?
- What will be the real world connection?

Culminating Performance Task

- What will be the culminating performance task?
- What form of assessment will be part of this task?
- Will it focus on both process and product?

Assessment

- What types of assessment will be incorporated?
Assessment needs to be on-going throughout the unit. Assessments incorporated into sub-tasks act as checkpoints to ensure that students are ready to progress to the next group of expectations. They measure the student's understanding and reveal their growth over time.

Writers Resources

- Curriculum Matters
- Educating the Soul
- Writing Curriculum for Catholic Schools



Sub-tasks

- The development of sub-tasks also needs to be planned.
- We need to ask ourselves what needs to be considered in the development of a sub-task?

Consideration should be given to the nature of the task and what expectations will be addressed. Prior knowledge and skills need to be assessed and the planning of the teaching process needs to occur. The incorporation of assessment is a necessity.

Celebration

- Don't forget to celebrate!
- Will there be an opportunity to share with another group the work that has been accomplished?

Combined Grade Strategies

The development of combined grade units is never a simple task but here are a few hints that may make the work a little easier.

- Use a main idea or issue as a unifying theme or larger concept that connects the two curricula.
- Group the sets of expectations of the two curricula.
- Develop a set of enduring understandings and essential questions.
- Develop a separate culminating task and accompanying assessment for each grade.
- Design activities for both grades. There may be some skills that cross over both grades that can be done together.

Planning

With pre-planning in place it is time to begin the actual writing. There are many sample formats available but one that is available is The Ontario Curriculum Planner. The benefits of the planner are numerous.

- Since your work is in electronic form it can be revised at any time.
- Your work can be shared with others and The Ontario Curriculum Planner also brings you multiple units already developed by your colleagues.
- You may use them as they are or modify them to fit the needs of your students. The information that follows provides an overview of The Ontario Curriculum Planner and its features.



Using The Ontario Curriculum Planner

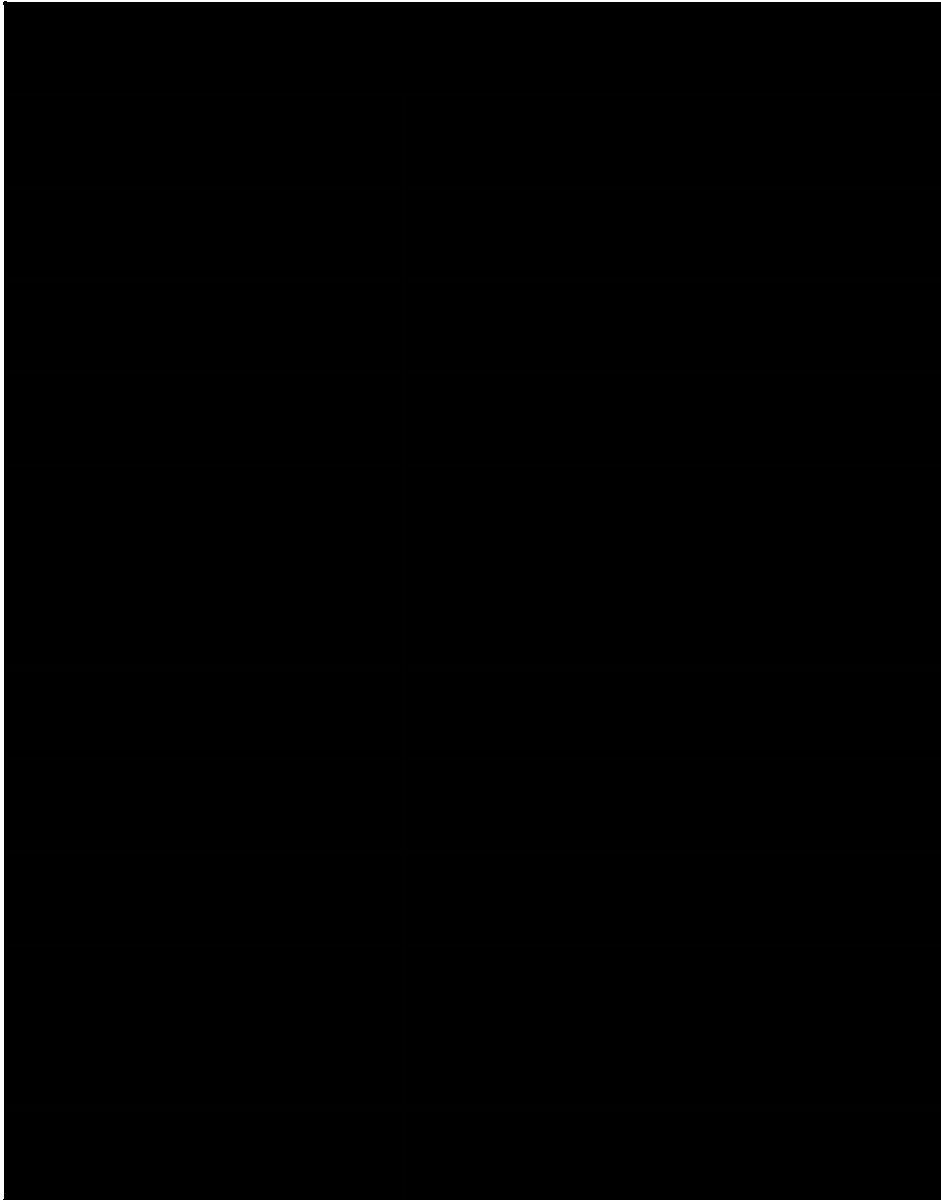
The Ontario Curriculum Planner is a curriculum resource tool designed and produced by the Ontario Ministry of Education to assist teachers with planning and sharing classroom units based on the Ontario Curriculum. The Planner makes use of FilemakerPro to provide templates for writing curriculum and to access resources to assist in writing units.

The Planner provides three different environments to create units. Within each model, prompt texts help the teacher follow the design model. Drop down menus with 'point and click' choices make the organization and planning of a unit efficient and consistent.

1. Open Authoring Environment: The Open environment is the most extensive writing environment in the Planner. The Open environment is used to write unlimited text in scrolling windows. Unlimited expectations and subtasks may be attached.
2. Outliner Authoring Environment: The Outliner environment is the most basic writing environment in the Planner. The Outliner uses a template to create a two-page unit with up to 5 subtasks. Each subtask will accept up to 6 expectations.
3. Lite Authoring Environment: The Lite environment uses a template to create a more extensive unit than the Outliner but has some limitations. The amount of text is limited to the size of the window in the template. The number of subtasks in a unit is unlimited but a maximum of only 8 expectations may be attached to a subtask.

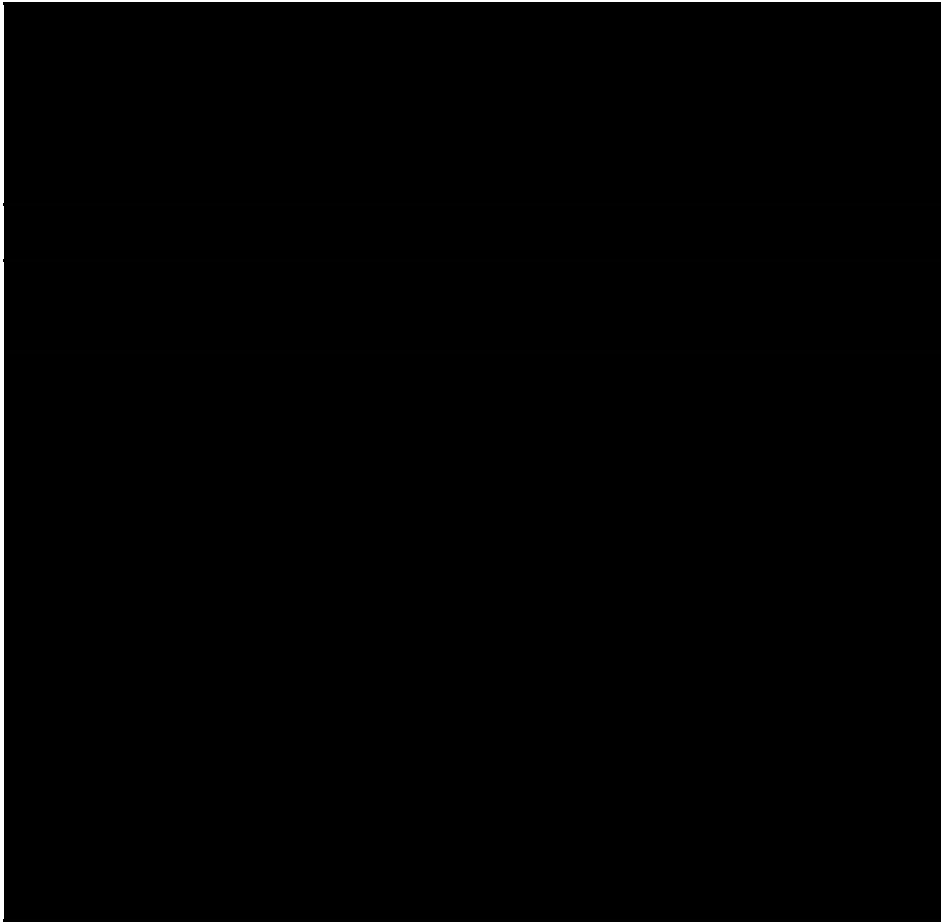
[illegible]

[illegible]



Quick Facts

- An overview of units is available
- All units can be modified.
- There are 3 different type of units.
- There a number of excellent resources i.e. Teaching/ Learning Strategies.
- A rubric template is available.
- BLM's can be created.



Help

Within the Help section, teachers can work through a tutorial of the Curriculum Planner. An important feature is the link to the Planner website which lists the units available to teachers province-wide. Teachers can view the profiles of units and import them into their own library. **Once a unit is imported and copied, teachers can modify sections of the unit to adapt them to their classroom needs.**

Figure 3.1

Building in Classroom Opportunities

Your view of the classroom will be reflected in your planning for learning. Within the classroom there needs to be opportunities for the students to become involved in the following.

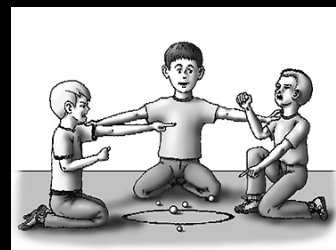
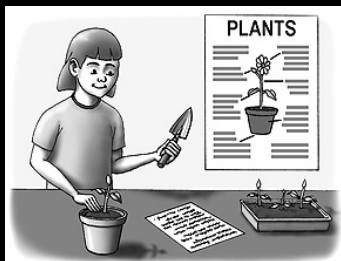
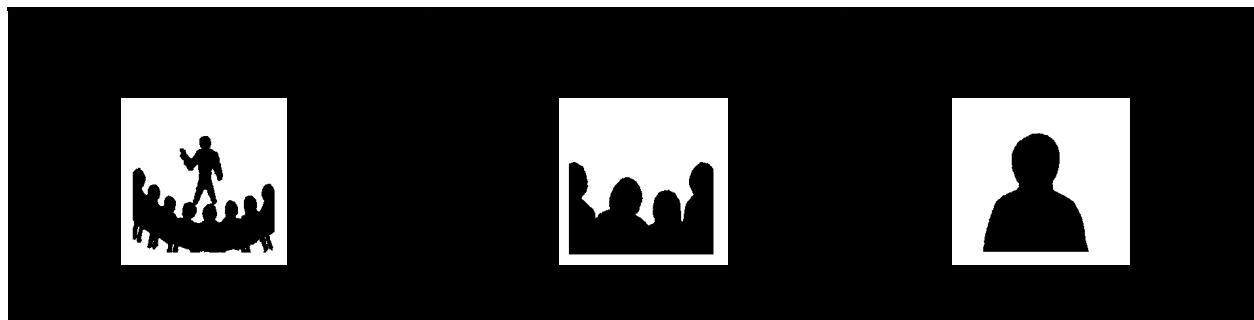


Figure 3.2

Planning a Balanced Program

Students need to have opportunities to work:



Students need to have opportunities to:

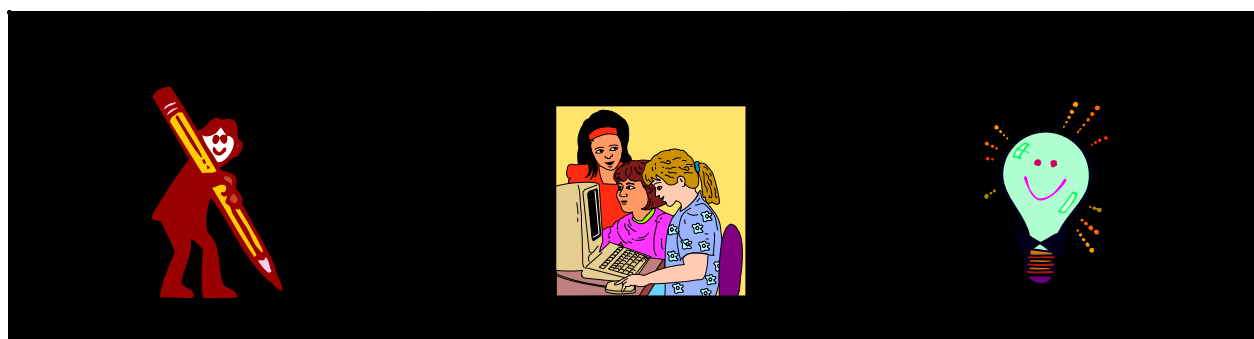
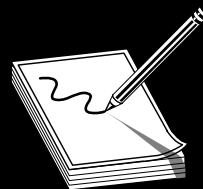


Figure 3.3

When Planning a Program

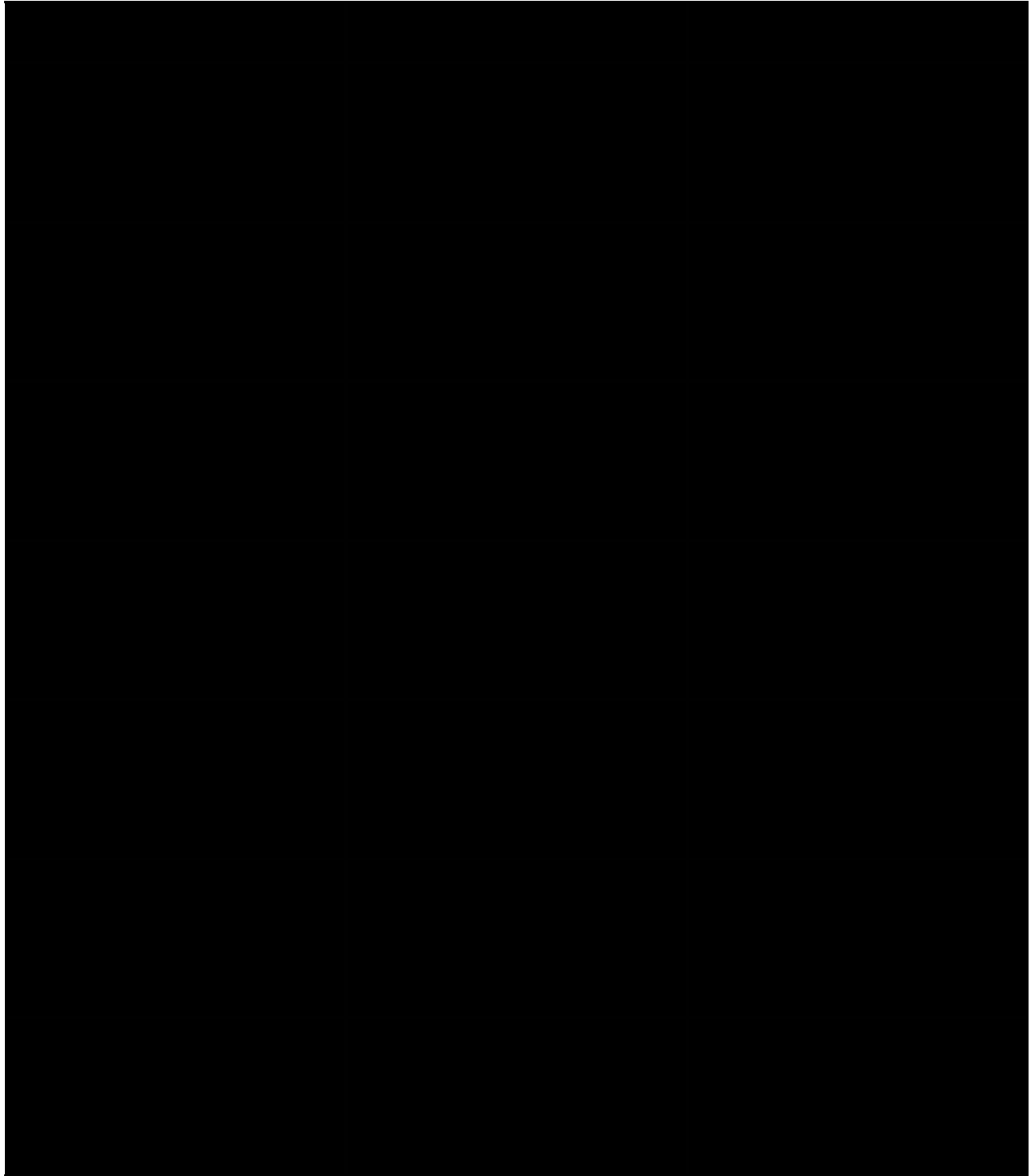
When planning a program it is important to keep in mind that students need opportunities to experience the following.



Sample Templates

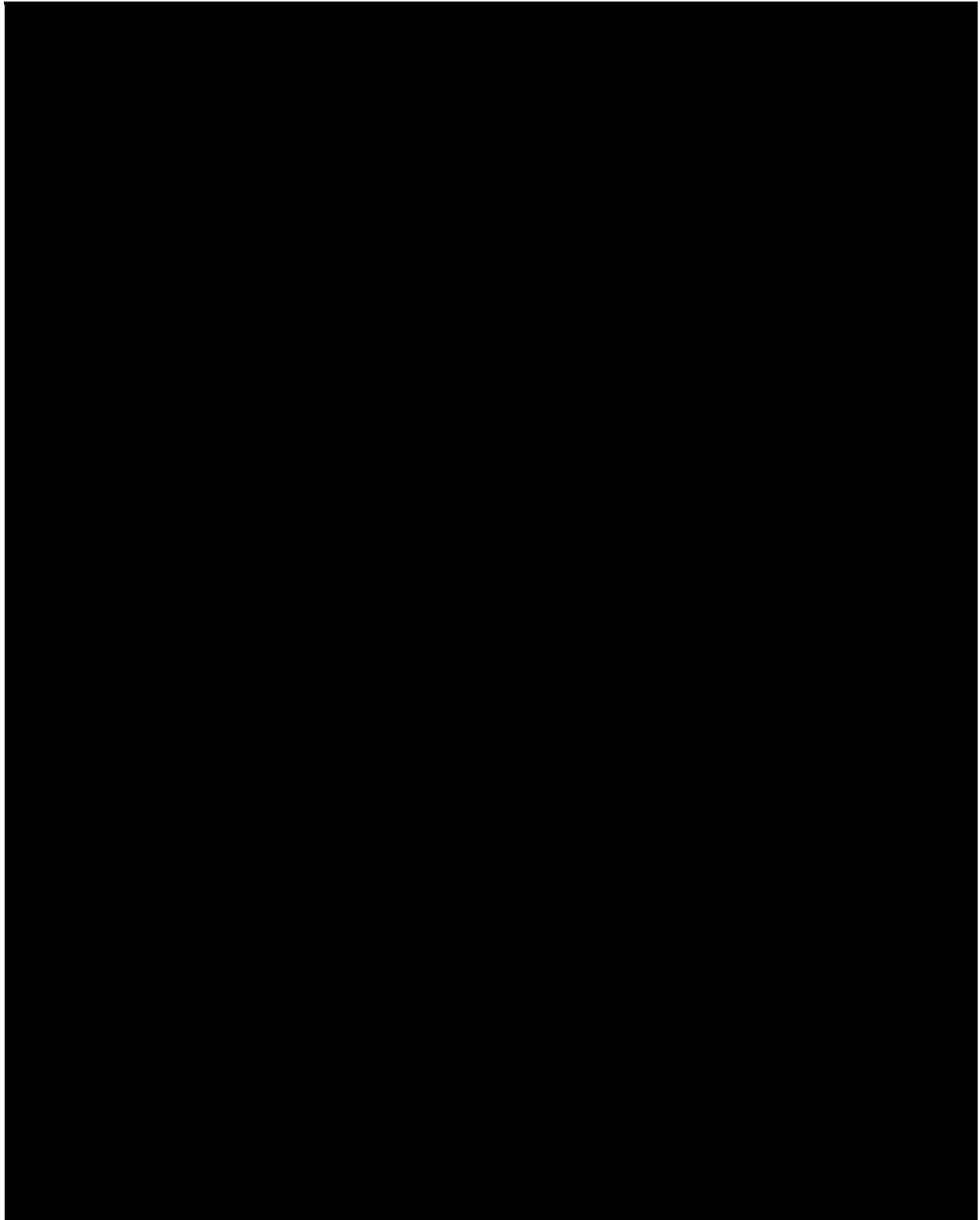


Long Range Plan





Long Range Plan



Long Range Plans - Grades 1-6

Teacher: _____

Grade(s): _____

Principal: _____

School: _____

School Year: _____



Notes Regarding Students and Physical Environment:
(e.g., M/F, special needs, IEPs, equipment, resources available ...)

Long Range Plans - Grades 7-8

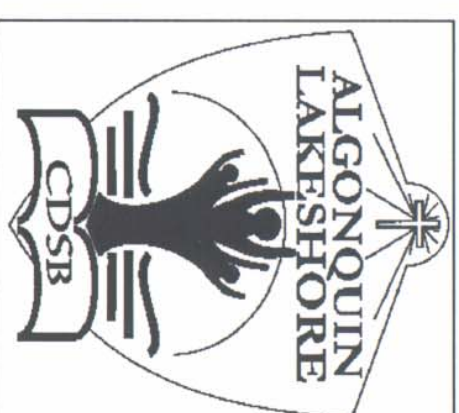
Teacher: _____

Grade(s): _____

Principal: _____

School: _____

School Year: _____



Notes Regarding Students and Physical Environment:
(e.g., M/F, special needs, IEPs, equipment, resources available ...)

--