

Standards-Based Instructional Planning Tool

TEACHER EDITION



Social Studies

2005-2006

Traditional Planning Questions

- How will I teach the lesson?**
- What materials will I use?**
- What assignments will I give to students?**
- What content will I teach?**
- What activities will I do in class?**
- How long will the unit take?**
- What homework will I assign?**
- How will I test whether or not students learned the content?**
- How will I grade it?**
- What is the scale?**
- What should be the average score?**
- What is the next unit?**

Standards-Based Planning Questions

- 1. What are the content standard(s) I am responsible for teaching and students are responsible for learning? In other words, what should they know and be able to do? How is this content relevant? How can students apply it?**
- 2. How will I assess student learning? How will students show what they know and can do? What evidence will they provide? What authentic tasks might they use?**
- 3. How will I score student assessments? What are the scoring guidelines? What might student work look like if it is...advanced—proficient—unsatisfactory?**
- 4. What instructional procedures and effective instructional techniques will help students “get there”? What essential learning and special accommodations do students need? How does this relate to the unit focus?**
- 5. How will I know if students are “getting there”? Are students developing knowledge and skills aligned to the standard? Are adjustments in teaching strategies necessary?**
- 6. What teaching strategies or adaptations might help meet the needs of all students? How might technology be used to assist students?**
- 7. What help might students receive during classroom assessments?**
- 8. How well did each student perform? What should be refined, revised, or re-taught in another unit? Was the assessment valid? Did the scoring rubric have validity?**

Standards-Based Planning

I. Alignment to State Standards/Content

- A. Curriculum Maps
- B. Semester Exams and Classroom Assessments
- C. Student Text and Resource Materials

II. Assessment Plan

- A. Create an assessment plan for each unit of instruction to measure student performance, including the assessment items, scoring guidelines, rubrics, and procedures.
- B. Pre-Assessments
- C. Formative Assessments (Daily Assignments, Quizzes, Projects, and Chapter Tests)
- D. Post-Assessments (Unit Tests and Culminating Projects—based on Grade Level Indicators)
- E. Summative Assessments (Semester Exams and OGT—based on Benchmarks)
- F. Data Analysis, Diagnosis, Prescription, and Action (See student Evaluation Section below)

III. Instructional Approach

- A. Preview Strategies and Assignments (Motivation)
- B. Student Organization and Notetaking (Acquisition)
- C. Problem Based Instruction, Skills Practice, and Processing (Acquisition and Extension)
- D. Essential Questions (Extension)
- E. Intervention and Enrichment Strategies
- F. Incorporation of Technology

IV. Student and Teacher Materials

- A. Student Text
- B. Organization Tools (Interactive Notebooks, Notetaking, Graphic Organizers, Classroom Websites, etc.)
- C. Supplemental Materials
- D. Technology Components
- E. Primary Resources

V. Student Evaluation

- A. Data Analysis
- B. Diagnostic
- C. Prescription (Modifications, Extensions, Reteaching, etc.)
- D. Implementation / Action