The **WHERETO** Elements in Instructional Planning – Questions to Guide Discussion and Completion of Form

**W** - Ensure that students understand **WHERE** the unit is headed, and **WHY**.

Where are we headed?

Where have we come from?

Why are we headed there?

What are the student’s specific performance obligations?

What are the criteria by which student work will be judged for understanding?

**H** - **HOOK** students in the beginning and **HOLD** their attention throughout.

What are powerful, thought-provoking “hooks” for engaging all students in the big ideas and performance challenges?

In what experiences, problems, oddities, issues, and situations can I immerse students to make the big ideas immediately interesting, concrete, and of clear importance?

What approaches to this material will generate interest and inquisitiveness into the topic and work at hand?

What kinds of opportunities will sustain the interest of learners, especially when the going gets difficult?

What are the most off-putting features of typical schooling that minimize risk taking, imagination, and courage to question, and how can those be undone?

**E** - **EQUIP** students with necessary experiences, tools, knowledge, and know-how to meet performance goals.

How will students be engaged in exploring the big ideas and essential questions?

What learning activities, guided instruction, and coaching will equip students for their final performances?

What homework and out-of-class experiences are needed to enable students to develop and deepen their understanding of important ideas?

**R** - Provide students with numerous opportunities to **RETHINK** big ideas, **REFLECT** on progress, and **REVISE** their work.

How will students be guided to rethink their understanding of important ideas?

How might student products and performances be improved through revision based on self-assessment and feedback?

How will students be encouraged to reflect on their learning and performance?

**E** - Build in opportunities for students to **EVALUATE** progress and self-assess.

How will students be guided in self-assessment, self-evaluation, and adjustment?

How will learners engage in a final self-evaluation to identify remaining questions, set future goals, and point toward new learning?

How will students be helped to take stock of what they have learned and what needs further inquiry or refinement?

**T** - Be **TAILORED** to reflect individual talents, interests, styles, and needs.

How will we differentiate instruction to accommodate the various developmental needs, learning styles, prior knowledge, and interests of students (while remaining true to the desired results)?

How will we tailor the learning plan to maximize engagement and effectiveness for all learners?

**O** - Be **ORGANIZED** to optimize deep understanding as opposed to superficial coverage.

What sequence of learning experiences will best develop and deepen student understanding, while minimizing likely misconceptions?

How will we organize and sequence the teaching and learning to maximize engagement and effectiveness?

**Part 2 Form Name: Lita Brown**

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|  |  | **Present in Current Plan** | **Needs to be Expanded** | **Role of Teacher, Media Specialist, Technology Specialist** |
| W | Ensure that students understand WHERE the unit is headed, and WHY. | The goals and the objectives are clearly laid out in the design of the lesson plan. Criteria for grading is included. | Though the goals and objectives are laid out for the teacher in the lesson plan, there is no mention of how they are laid out for the class. It would help students to have a timeline for completion as well as a grading rubric so that they fully understood the expectations for the assignment. Teachers may also want to take the time to have students work collaboratively to establish their own grading criteria, possibly based on projects created by previous classes when they completed this assignment.  Students with access to computers may decide with the teacher on a class rubric designed on rubistar.4teachers.org/ | **Teacher** – Communicate objectives, standards, goals, and assessment.  **Media Specialist** – Using media center projector/ equipment a poster size image of the time line can be made for posting on the wall.  **Technology Specialist** –TS/librarian will ensure that students work toward NETS **5. Digital Citizenship** b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity. |
| H | HOOK students in the beginning and HOLD their attention throughout. | The brainstorming element of the plan may be intended to act as the hook. | A hook is not present. Students are simply given resources to start. Something needs to be added to spark student interest. Teachers may choose to show a short documentary to the class about programs that are helping to create a more sustainable future. Possible documentaries: *Twelve Stones* offered for free by Heifer International  ([http://www.youtube.com /heiferinternational#p/search /0/sh85cYW4hbk](http://www.youtube.com/heiferinternational#p/search/0/sh85cYW4hbk)) or *Pennies A Day* about Nobel Peace Prize Winner Muhammad Yunus offered for free through [www.izzit.org](http://www.izzit.org). The discussion that follows the viewing of the documentary could focus on what individuals can do to change the world.  (Bridging Hook and Equip: Reading assignments can be taken from Harry Harrison's 'Make Room, Make Room' (Soylent Green movie), the Sheep Lookup by Michael Battiaglia, Michael Crichton's Andromedia Strain , Brave New World (Huxley) or This Perfect Day (Levin). | **Teacher** –Create and implement an exciting start  **Media Specialist** – Support teacher by providing examples and engaging resources. Also available are older periodicals like Popular Mechanics and National Geographic. Pictures and articles could be cut out and placed on a bulletin board.  LCD projector can be used, with a laptop showing a looped PowerPoint of pictures.  **Technology Specialist** –Support teacher by providing ideas for means of presenting hook.  YouTube downloader is great for getting around school firewalls. The teacher or TS/librarian will download the item/s off campus, save them to a flash drive for playback in the library/classroom.  Also, [www.unitedstreaming.com](http://www.unitedstreaming.com) is a great resource for showing clips, and it is already firewall friendly.  To comlement the readings, clips can be shown from Soylent Green, Andromeda Strain, Brave New World, Medicine Man, I Am Legend, etc.  Librarian will ensure that copyright laws are followed and that the content provided is age appropriate. |
| E | EQUIP students with necessary experiences, tools, knowledge, and know-how to meet performance goals. | Preparing the students for the lesson or the tasks of the lesson is not present. The lesson plan mentions providing students with related reading materials and offers a few suggestions but goes no farther than that. | Examples of the writing assignment or a similar assignment, group dynamics, and brainstorming techniques should be included.  By offering several different examples, the students will be able to better find a fit for their group in the style they would like to proceed with. | **Teacher** –Ensuring students have the skills to complete the project effectively and collaborate with their groups.  **Media Specialist** – Providing supportive and engaging materials. Another opportunity to use old periodicals and let the students create a poster or collage that supports their research.  LCD projector can be used to display the rubric and example works to model.  **Technology Specialist** –Providing options for collaboration in groups and presenting the project. Introduce students to the UN’s Millenium Goals and related resources at [http://www.un.org/](http://www.un.org/millenniumgoals/youth.shtml) [millenniumgoals/youth.](http://www.un.org/millenniumgoals/youth.shtml) [shtml](http://www.un.org/millenniumgoals/youth.shtml). Help students navigate through this extensive website to find materials related to their chosen focus. |
| R | Provide students with numerous opportunities to RETHINK big ideas, REFLECT on progress, and REVISE their work. | Students have opportunities to reflect on the experience, digest their opinions, and communicate their thoughts. | At one or two selected points during the project, groups should informally present their current ideas, progress, and future plans to the class. Other members of the class should listen and complete a graphic organizer providing feedback to each group. The organizer should include portions for giving praise for specific accomplishments or good ideas, questions that come to mind, and suggestions for improvement. | **Teacher** – Models giving effective feedback to groups.  **Media Specialist** – Participates in giving feedback to groups over the course of the project.  **Technology Specialist** – Participates in giving feedback to groups over the course of the project. |
| E | Build in opportunities for students to EVALUATE progress and self-assess. | Opportunities for students to self assess are not present.  Opportunities for reflection are available at the end. |  | Teacher –  **Media Specialist/ Technology Specialist** – Working toward NETS 5.b, students can self-assess their attitudes toward using technology and that they are supprting collaboration, learning, and productivity.  Give 5-10 minutes at the end to write a brief reflection in Word, emailing it to the teacher and librarian (part of the grade or as bonus pointsts). |
| T | Be TAILORED to reflect individual talents, interests, styles, and needs. | The students have resources available but there are opportunities to be creative and individual in the direction the project goes. Individual reflections at the end provide a means for communicating individual learning and growth. | One of the weaknesses of this lesson plan is that all students are expected to complete the same final project to show their plan for creating a more sustainable future. Groups should be able to present their ideas in a self-selected manner that matches their interests and talents. Other possibilities for presenting ideas might include making a short movie, creating a comic book (see [http://www.](http://www.un.org/wcm/content/site/sport/comicbook) [un.org/wcm/content/site/sport/](http://www.un.org/wcm/content/site/sport/comicbook) [comicbook](http://www.un.org/wcm/content/site/sport/comicbook) for an interesting example), performing a skit, creating a webpage, or animated movie, using library computers., etc. | **Teacher** – Allows students the opportunity to evaluate peer work after presentations. Students feel more serious about the project if they are aware their peers will comment on their effort.  **Media Specialist** – Offer media display space for the students to display their work. Invite short dialogs during morning announcements for those who created a short movie or presentation.  **Technology Specialist** – TS/Librarian works closely with students who want to present their final project by making use of technology (PowerPoint, webpage, animated movie, etc.). |
| O | Be Organized to optimize deep understanding as opposed to superficial coverage. | The sequence of events appears to be organized and they clearly delineate what is expected of students and use essential questions and higher level questioning for assessment. |  | Teacher –  **Media Specialist/ Technology Specialist** – Check all links to ensure they are still valid. Have a tech plan back up (screen shots) in case connectivity isn’t perfect. Be sure to have all logins and passwords for those who forget them.  Test run all AV materials on the equipment that will be used for the duration of this lesson.  Ensure that this equipment is reserved for the entirety and have a backup equipment plan ready. |