

Purposeful Planning

Review Questions

Answer Key

1. If two students believe equally in the potential of their learners, the difference in the effectiveness of those two teachers most commonly lies in:
 - a. The quality of their lab equipment
 - b. The kind of chalk they use
 - c. Their capacity to align purposeful pedagogy with planning
 - d. The age level and background of their students
2. Planning can reflect the belief that peak experiences soar when applied learning
 - a. Cements a human bond or a benefit for living beings
 - b. Encourages empathy and farsightedness
 - c. Honors the altruistic intentions of the learners
 - d. None of the above
 - e. All of the above
3. Which of the following is most true?
 - a. A plan made in advance can respond to the need for contextual changes throughout the semester
 - b. A plan is written in stone
 - c. A plan should only be changed if doing so will influence students' achievement scores
 - d. A plan should never be made more than a week in advance, so it will always remain relevant
4. The teacher who took his student to the courthouse
 - a. Probably had anticipated integrating social science and science all along
 - b. Probably had prearranged the field trip, waiting to set an ideal date
 - c. Considered his planning tools a blueprint for society
 - d. None of the above
 - e. All of the above

5. Logical places to look for guest presenters or field trip hosts include
 - a. Athletic events and entertainment centers where students will find diversion
 - b. Parent circles, newspaper articles, civil servants, community hubs associated with the unit theme
 - c. Celebrity magazines where students' idols are found
 - d. Pool halls and casinos, where people can warn students against a hard life
 - e. All of the above
6. A project rubric is a formative assessment, intended to communicate that you want students to equally master:
 - a. All the subjects taught over the course of the semester
 - b. The visual and performing arts more as well as academics and conflict resolution
 - c. The habit-of-heart, the service project goals, and the academic or artistic skills associated with the project
 - d. None of the above
 - e. All the above
7. Teachers generally prepare a long-term pacing guide
 - a. For every scaffolded unit plan
 - b. Before the start of a school year
 - c. Mid-year
 - d. Once a month
 - e. For every scaffolded unit plan
 - f. Whenever possible
8. Which items does a teaching team assemble when preparing the pacing guide?
 - a. The list of habits-of-heart themes (or lesson plan manuals)
 - b. The academic requirements for their grade level
 - c. A collection of articles or resources pertaining to community needs
 - d. Large chart paper and a school calendar
 - e. All of the above
9. The teacher who initiated the water conservation project began by:
 - a. Linking respect for clean drinking water to droughts and to the recurring pie chart practicum in her pacing guide
 - b. Asking the art teacher about dioramas

- c. Wondering what academic concepts would support a beach trip
- d. Asking the Humanities teacher to prepare a study of modern-day Rome
- e. All the above

10. The difference between a scaffolded unit plan and a pacing guide is:

- a. A lesson plan unit may last six weeks, while a pacing guide may last a year
- b. A pacing guide allows you to move units to the times when they best align with the academic calendar
- c. While a unit plan offers space for instructional notes, a pacing guide provides prompts to gather project resources you'll need later.
- d. It may take teamwork to notate a year-long pacing guide.
- e. All the above