

## **Session 5: PURPOSEFUL PLANNING**

### **Review Questions**

#### **QUESTION 1**

If two teachers 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

#### **QUESTION 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

#### **QUESTION 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

#### **QUESTION 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

#### **QUESTION 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

#### **QUESTION 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 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

#### **QUESTION 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

#### **QUESTION 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

#### **QUESTION 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

#### **QUESTION 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