

Clark 9 Step Planning Process

1. What do you want them to know at the end (knowledge / understandings only)

- 'unpack' in specific detail and consider both breadth and depth
- identify any prerequisite knowledge required for learners to be successful in their learning
- specify concepts you would like learners to learn; specify generalisations you would like learners to make upon the conclusion of the unit (generalisations are relationships btw concepts)

2. Challenge Why - 5 Deep

- why at this age, at this time in their lives, at their developmental level, in this community and in this culture...why do my learners need this knowledge TODAY?

How could my learners USE this knowledge, understanding and skills to make a difference in their life and the lives of others™?

3. Identify 'so what' possibilities

- these include: solutions to problem; alternatives, new possibilities, recommendations, future predictions, new products, a plan, a vision

4. Revisit curriculum for integration of further knowledge that naturally integrates

If my learners are to be successful in meeting this 'so what' challenge, what else would they need to know and understand?

- 'unpack' in specific detail
- identify any prerequisite knowledge
- identify specific relationships between knowledge outcomes; sequence what must be addressed first, second and third, etc. (this will enable you to see layering)

5. Design main organisers for the investigate.organise.internalise stage of the thinkInQ learning process; the thinkchart organiser will enable learners to extend and refine their learning; develop content criteria (knowledge and understanding) for investigating; and producing at the ideate stage

6. Plan cross curricular micro learning processes required for quality and independence; develop process criteria (authorthink; solutionthink, sciencethink, thinkitthru, sciencethink, techthink, thinkitgreat, jigsaw, etc.)

7. Plan cross curricular skills that are required; develop skills criteria

If my learners are to be successful in meeting this 'so what' challenge, what skills would they need to develop and implement?
Note: I address skills after knowledge so that I reduce my cognitive load by only planning one aspect at a time; and because this sequence ensures that the skills are actually 'needed' and therefore, authentically integrated into the unit)

8. Develop 'immersion' opportunities (immersion centres and learning centres using task cards and organisers)

- design immersion centres to collect baseline data
- design immersion centres to 'test' or check assumed schema
- design immersion centres to introduce knowledge, processes, skills and new vocabulary of entire unit in an effort to develop base knowledge and understanding
- design at least one immerison centre that enables learners to identify a 'so what' that will drive their learning; once they experience all of their immersion centres they will 'see' the possibilities if they could only learn more OR set a challenge that leads into immerison once it is accepted
- design learning centres that enable learners to acquire and integrate new knowledge, understanding and skills; these are spiralled, developmental and rigorous
- strategically design learning to cognitively and emotionally engage the learner
- design cheat sheets and trackers

9. Name Unit

- invite learners to 'name' the unit once they have determined the 'so what' that will drive the unit learning
- when you plan you simply call this unit 'A' or unit '1'