Planner Manual

Revised May, 2018

for.....

Curriculum Planning and Time Management.

Lesson Plans, Unit Plans, Course Descriptions.

Publishing Plans on Paper and as HTML.

(This document is adapted from chapter 6 of MarkBook's Reference Manual. Section numbers refer to that manual.)

by Rob Hedges

6 MarkBook's Curriculum Planning and Publishing

6-1 THE PROCESS OF PLANNING

Preamble

Teachers must plan courses, curriculum units within each course, and lessons within each unit. The Planner tool in MarkBook is designed to enable a user to plan any course and save it as a file, to plan each curriculum unit into lessons, to save those unit and lesson plans, to export all, and to import the course/unit/lesson plans of other teachers.

In addition to this chapter, see Appendix A-1.

Backwards Planning or Backwards Design

Currently, some descriptions of curriculum planning are called "Backwards Planning" or "Backwards Design" or "Planning with the end in mind". These descriptions are redundant. All planning is backwards in design. That is, planning starts with a target concept of what something looks like at completion and then creates a series of steps to reach that target. Some examples:

1. an architect is planning a new commercial complex on a client's downtown real estate holding. Based on the client's stated needs, she conceptualizes a series of structures and a physical arrangement of those structures within a landscaped space. Long before work commences, a three-dimensional scale model is built so that

everyone involved can see what the concept will look like at completion. Modifications are made as necessary. Once the concept design is finalized, the architect and engineers go to work creating a series of steps to put the concept into reality. Only then will construction begin. Based on need, there may be minor changes to the plan during and/or after completion. Note that the planning started with a well-defined target concept prior to the commencement of the work. Planning also created a sequence of steps to reach the end goal.

2. a surgeon has been hired to perform a complex operation on an ill patient. The surgeon's team reviews all available medical evidence and may seek more definitive information with further medical tests prior to creating a surgical plan. Once that plan is conceived, the surgery is scheduled with specialized personnel and equipment included. Before anaesthesia, the entire team knows the target and the steps required to get there. As in the previous example, there may be changes to the plan based on unforeseen circumstances once surgery commences.
3. a teacher is planning a vacation to another continent. The teacher knows what he wants to see and places he would like to visit (the goal or target) but has no concept about how to organize a trip to reach that goal. The teacher elects to hire a professional trip planner – a travel agent - to create a plan to reach the described goal.

In these three examples, if there wasn't a plan before activity commenced, there would be chaos. In the first example, someone would start digging without knowing where the first building was to be located. Without a plan, the surgeon would start cutting hoping to diagnose and correct the medical problem "*on the fly*". And the teacher would hop on a plane not knowing if it was going to the right destination, or if he would find accommodation that night!

Similar to the above plans, educators must have a plan for teaching students. The first step is to determine the target or goal. The second step is to create a series of activities to reach that target. Fortunately, the first step is easy if the jurisdiction has an organized curriculum.

Step 1: The Target or Goal – the Image of the Learner

Course planning should start with a question: "What should each learner know, believe and be able to do by the end of the course?" The answer to that question defines the **Image of the Learner** *upon completion of the course*. That's the target concept.

Of course, that Image likely includes multiple statements or goals called *objectives*, *expectations* or *outcomes*. The collection of these statements is a *curriculum* and it may be broken down into a taxonomy (e.g. Bloom's Taxonomy) or organized in some other manner.

Many jurisdictions publish the official curriculum for each grade or each course of study. Within those documents, one should expect to find clear statements defining the image of each learner after instruction and learning have taken place.

For instance, here are some curriculum objectives from different courses and grades:

1. Students will be able to list, in sequential order, the key events leading up to the outbreak of World War I.
2. Students will be able to add three-digit integers.
3. Students will be able to describe how factors such as concentration, surface area and temperature affect the rates of chemical reactions.
4. Students will be able to focus a compound microscope.
5. Students will appreciate the music of classical composers such as Beethoven, Bach and Mozart.

Some of these are Cognitive Knowledge (facts, concepts, organisational systems, etc.), some are Cognitive Skills (addition, seriation, etc.), some are Psychomotor Skills (using a microscope), and some involve Affective objectives (feelings, beliefs, value systems, etc.). Bloom's Taxonomy. Some are easy to assess and some are very difficult to assess. There's some debate as to whether difficult-to-assess objectives, such as the last one above, should be included in a curriculum.

Step 2: Creating an Instructional Plan

This is a greater challenge for educators. It involves

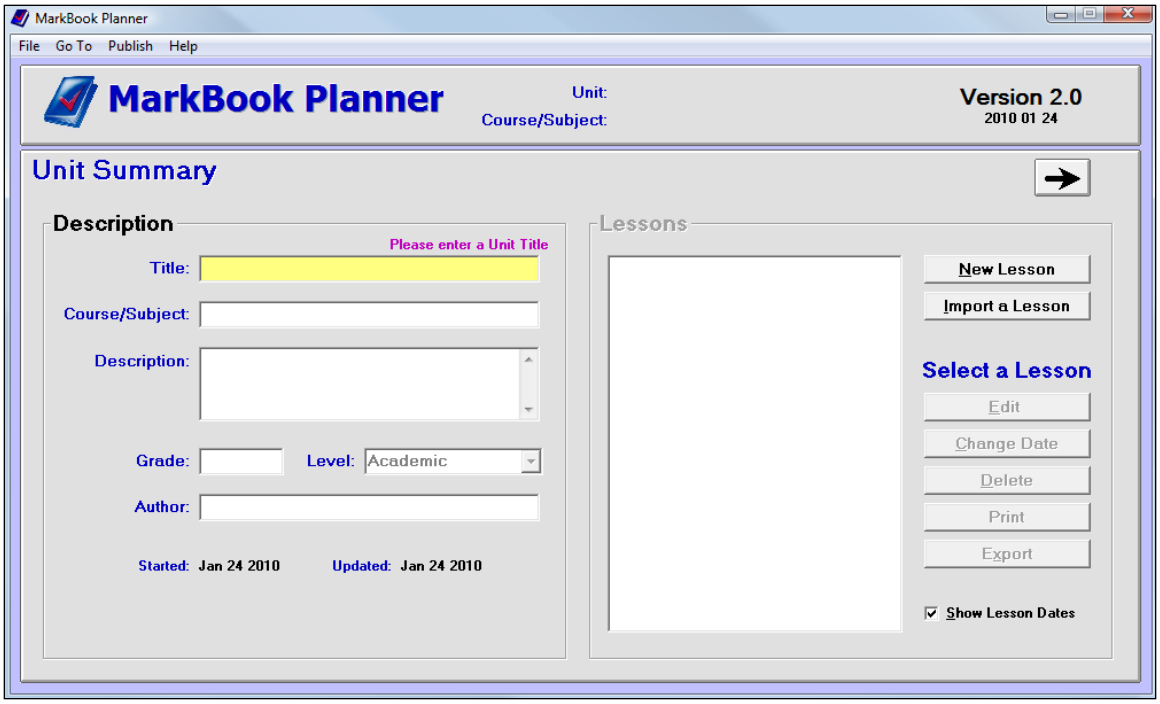
1. organising and dividing the curriculum into a sequence of teachable chunks or units,
2. determining a logical sequence of steps or lessons to deliver each unit,
3. mapping those chunks into the available time frame (time management),
4. communicating that plan to the audience (students, parents, administrators),
5. obtaining necessary resources,
6. providing differentiated instructional opportunities to accommodate all individuals' needs, and
7. assessing the progress of all learners prior to instruction and throughout the delivery of the plan. If the assessments show lack of progress, modification of the plan is warranted.

6-2 MarkBook's Unit Planner – Menus and Lists

MarkBook comes with a Unit Planner for building, saving and publishing detailed plans for specific curriculum units. Within each unit plan, a teacher or a teacher committee will create a series of lessons. While the creation process is slow (it may take days or weeks to build and edit a unit plan), a user ends up with a file that can be re-used, modified and shared with colleagues. It can be attached to Email or placed in a shared directory. Recipients and colleagues can re-edit as necessary.

Open any class in MarkBook. This could be a sample class. In the upper menu bar of MarkBook's main form, section 3-1, click **Tools** and click **MarkBook Planner** to get the next **Unit Summary** screen.

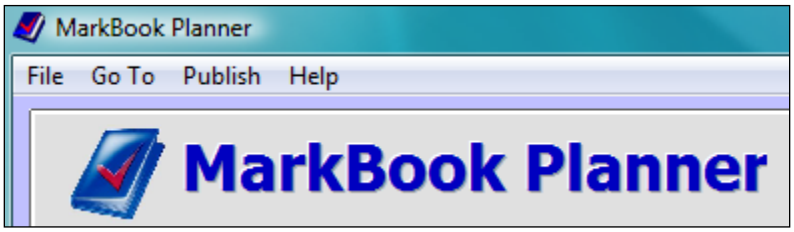
The Planner version number is in the upper right corner.



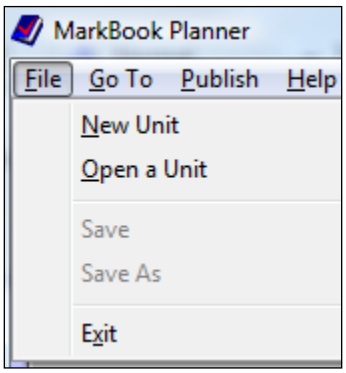
Caution: clicking the red X in the upper right corner will exit the Planner. However, it will not automatically save your work. Instead, prior to exiting, click the **File** menu at the upper left and select **Save**. As you work within the planner, the left and right arrows automatically save changes to your current planner file.

The Planner Menu Bar

Note that MarkBook's Planner has its own menu bar. Each of the four menu options has an underlined letter. Click on the option of choice to drop down the menu, or type Alt-F, Alt-G, Alt-P or Alt-H on your keyboard to do the same.



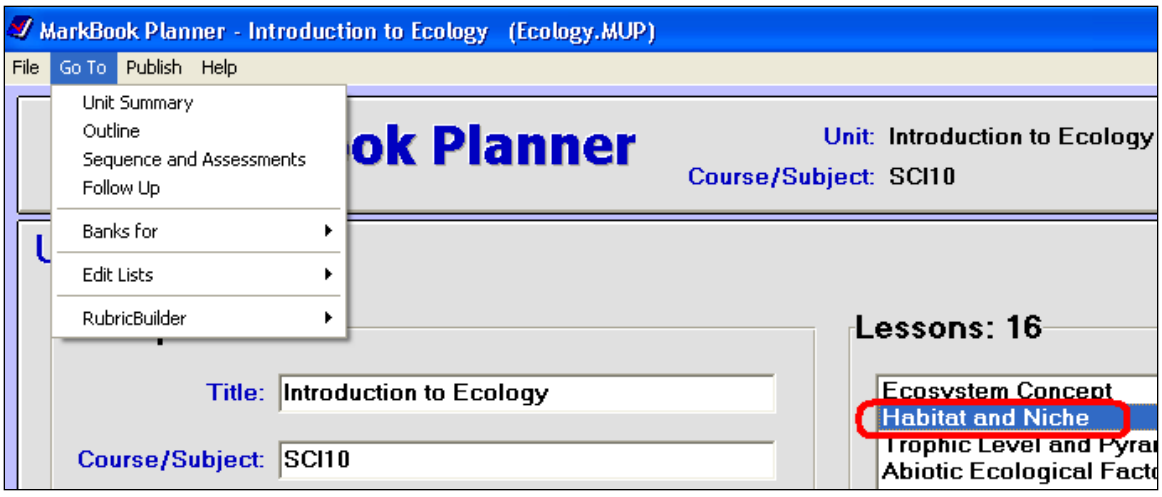
1. File Menu



Click **New Unit** to start a new Unit Plan. Click **Open a Unit** to open an existing Unit Plan for editing or printing. The **Save** functions are inactive when greyed out. Click **Exit** to leave the Planner and return to MarkBook.

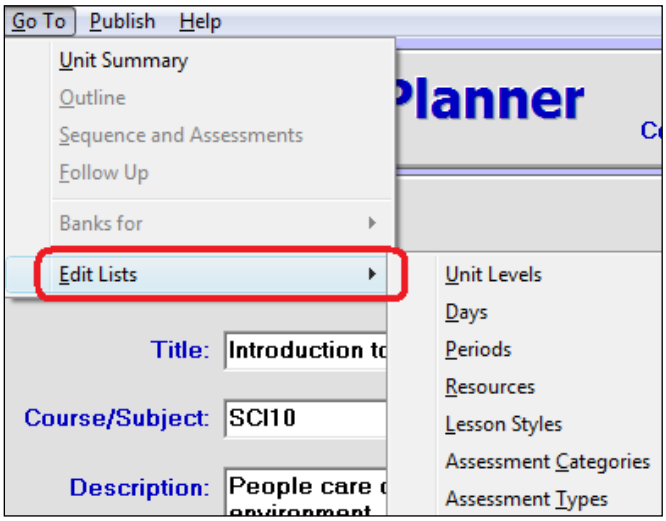
Alt-F on the keyboard, and then a click on N, O, S, A or X will access the same functions without using the mouse.

2. Go To Menu



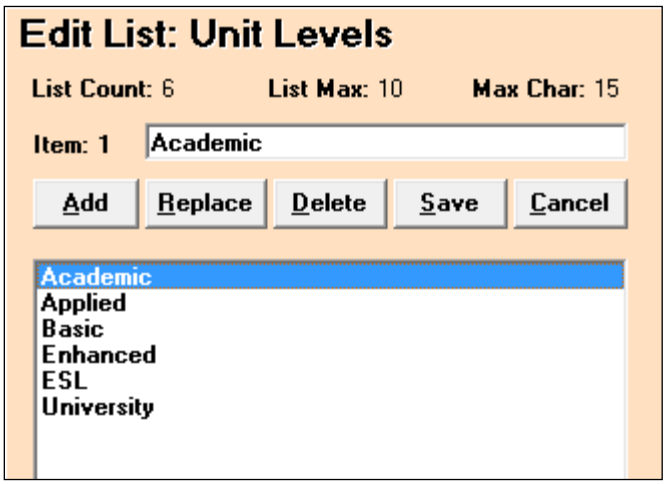
Drop down the menu and click on a selection of choice. The **Outline**, **Sequence** and **Follow Up** menu options will be greyed out unless a specific lesson is highlighted as in

the above example. These three planner functions are described in section 6-4, section 6-5 and section 6-6 respectively.



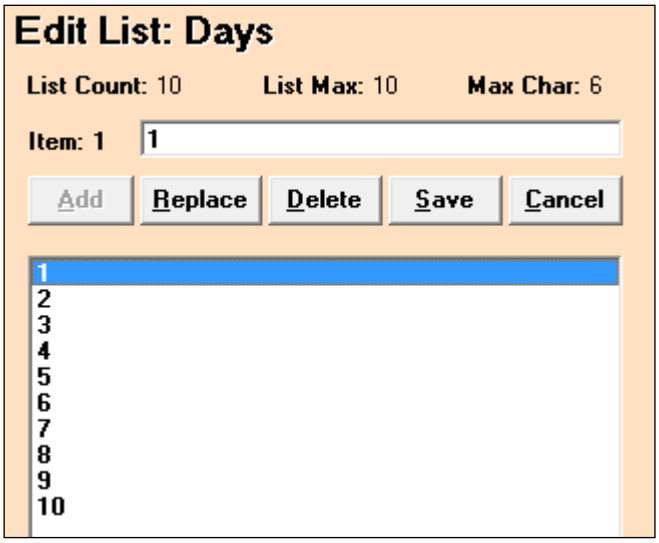
There are several supplied lists and files used in parts of the Planner that can be accessed and edited here. These lists enable quick entry of repeated terms or cross-classification of selected lesson components.

The two **Banks** sub menus are greyed out if no lesson has been selected. If a lesson IS highlighted, the menu opens to the Contents Standards screen or the Expectations screen. Both are described in section 6-4.

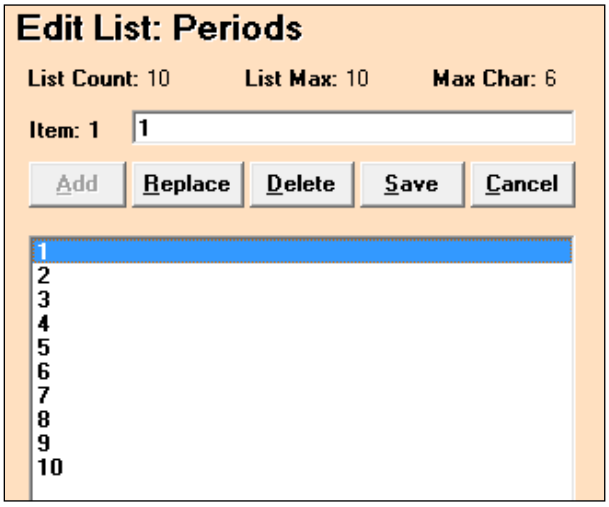


The **Unit Levels** list has six terms by default. Add, replace, delete, save or cancel. The list may have a maximum of ten Levels each with a title of up to fifteen characters. See Level in the Unit Summary Description later in this section.

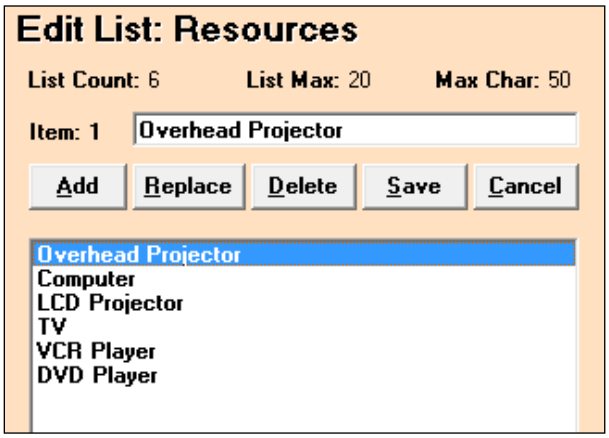
To add a level, start by clicking the **Add** button, then type a new level descriptor, then click Enter on the keyboard. To replace a level, click once on the text to be replaced, click the **Replace** button, type the level's new name, and click Enter on the keyboard. Click **Save** to store the change.



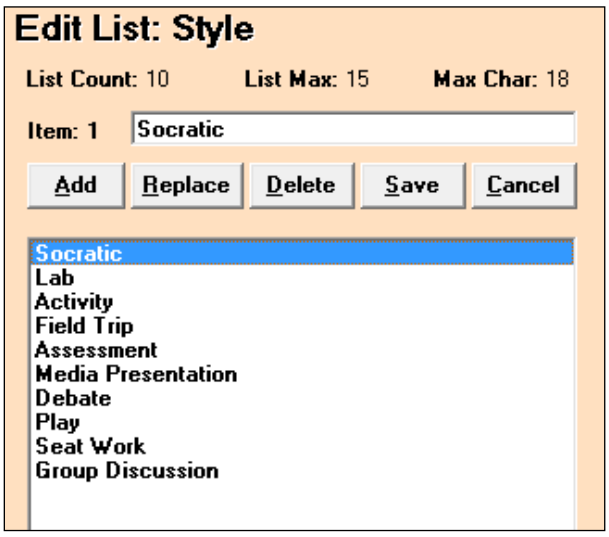
The **Days** list is for editing the day designator for those schools with tumbling timetables/schedules.



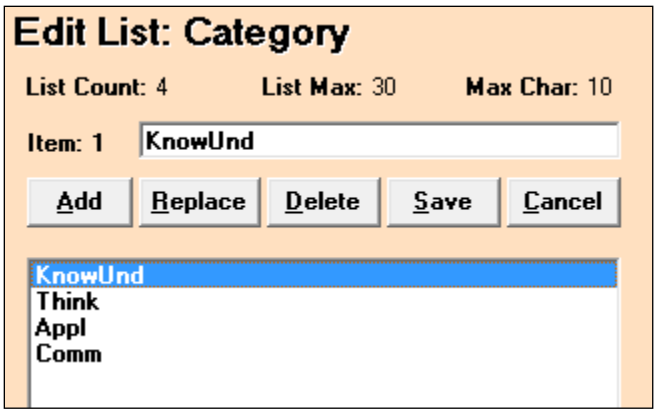
The **Periods** list is for editing the period within the day's timetable/schedule.



The **Resources** list is for adding other classroom resources so that these may be quickly entered into any new lesson. The supplied default list is shown. Add, edit, replace, etc. as desired.

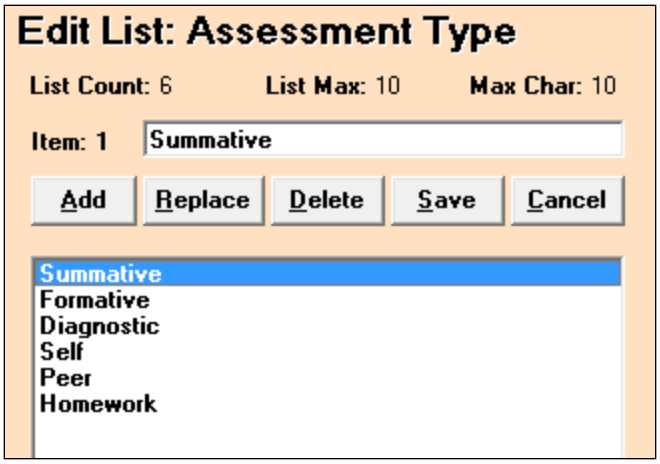


The lesson **Style** list identifies a pedagogical style for each segment of a lesson. Again, add/edit/delete as you see fit.



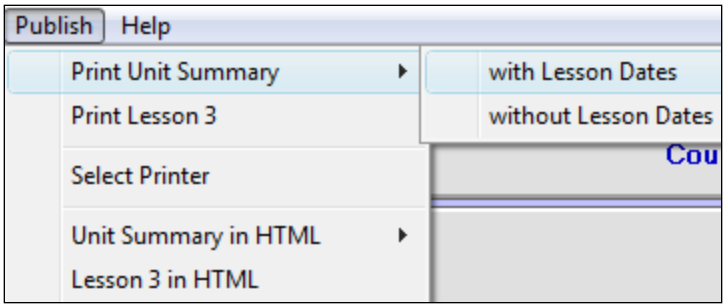
The **Category** list supplies four categories by default. Add or edit as desired.

If the user has selected the word **Strand** or other label in MarkBook's New Mark set screen, section 1-4, then this Category list will appear as an Edit **Strand** list.



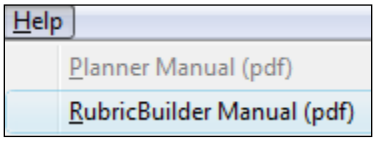
Finally, a user has the option to edit the **Assessment Type** list. The default list is shown here.

3. Publish Menu



There are five options in the **Publish** menu and two of these have sub menus. Click on a selection of choice. See the Unit Summary printout and the HTML equivalent in section 6-9. See the Lesson printout and HTML equivalent in section 6-7.

4. Help Menu

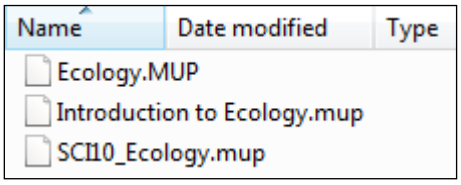


There are two PDF files included to assist with this planning tool.

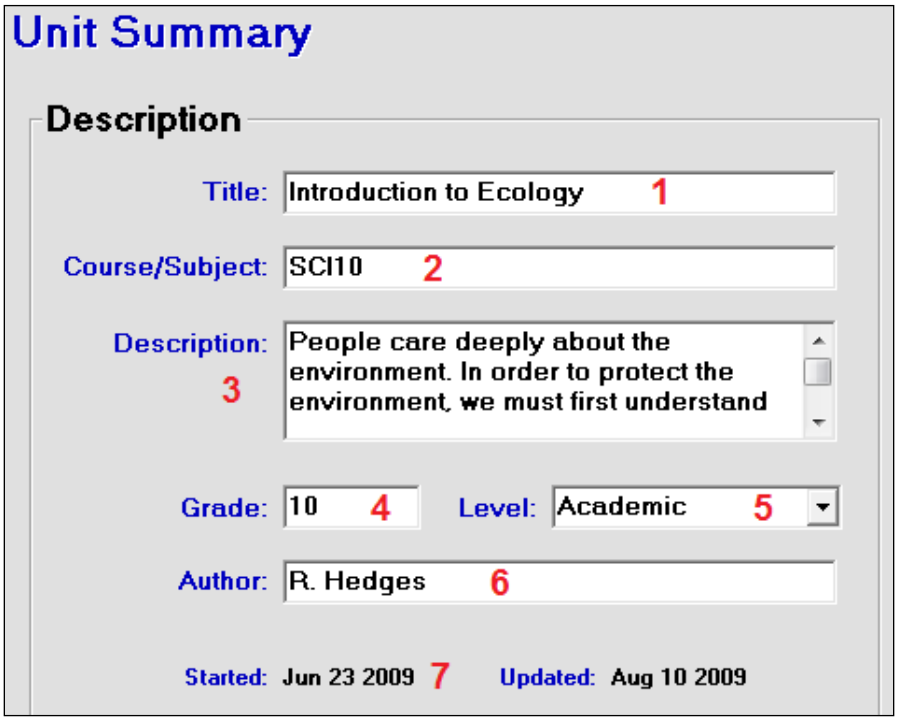
6-3 Starting a Unit Plan – the Unit Summary Description

Type the following items into the **Description** box. An example is provided below.

1. A **Title** for the unit. The limit is 30 characters. When you click into the next cell, or click the arrow, a Save dialogue box will appear asking to save this new unit with a suggested file name. The Title may be used for a file name. Or, edit the proposed file name. Suppose the user titled the unit "Introduction to Ecology" as in this example. A much shorter name like "Ecology" might be appropriate. If the user plans to share this Unit plan with others in the department or school district, a name with a unique course code embedded like "SCI10_Ecology" might be appropriate. The file extension is **.MUP** (MarkBook Unit Plan).



2. A **Course/Subject** for the unit.
3. A **Description**. The limit is about 480 characters. This paragraph should be a thumbnail of what the unit is about.
4. A **Grade**.
5. A **Level**. Type or use a selection from the menu.
6. An **Author**.
7. The **Started** and **Updated** dates will appear automatically as per the next image.



At any time, click **File** and select **Save** to add any new information to this MUP. Once one or more MUPs have been saved, when launched, the Planner will automatically open the last-used MUP.

Once a unit has been created and saved as a .MUP as in section 6-2, users may add one or more lessons to that unit plan. There are three screens for creating each lesson: an Outline Screen, a Detail Screen and a Follow Up Screen. The only mandatory item for each lesson is a title. However, by entering projected lesson dates, users can manage time effectively.

To the right of the Description box described in section 6-2 is a Lessons box.

Initially, there are two choices in the **Lessons** box:

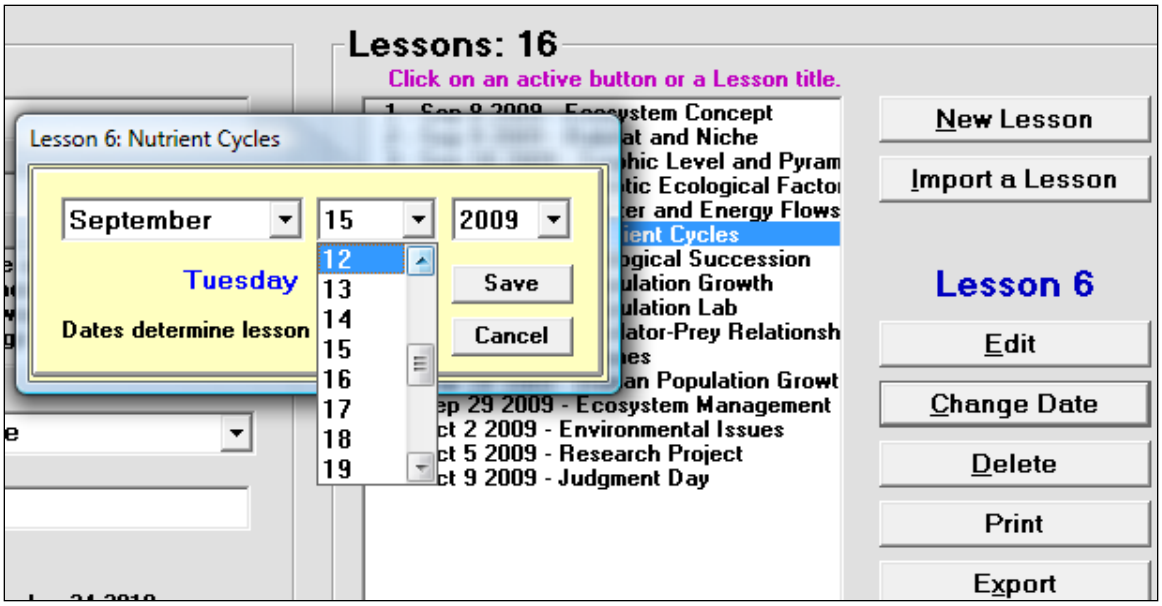
1. Create a **New Lesson** (see section 6-4) or

2. **Import a Lesson** from someone else who has created and saved a MarkBook lesson that fits within this new curriculum unit.

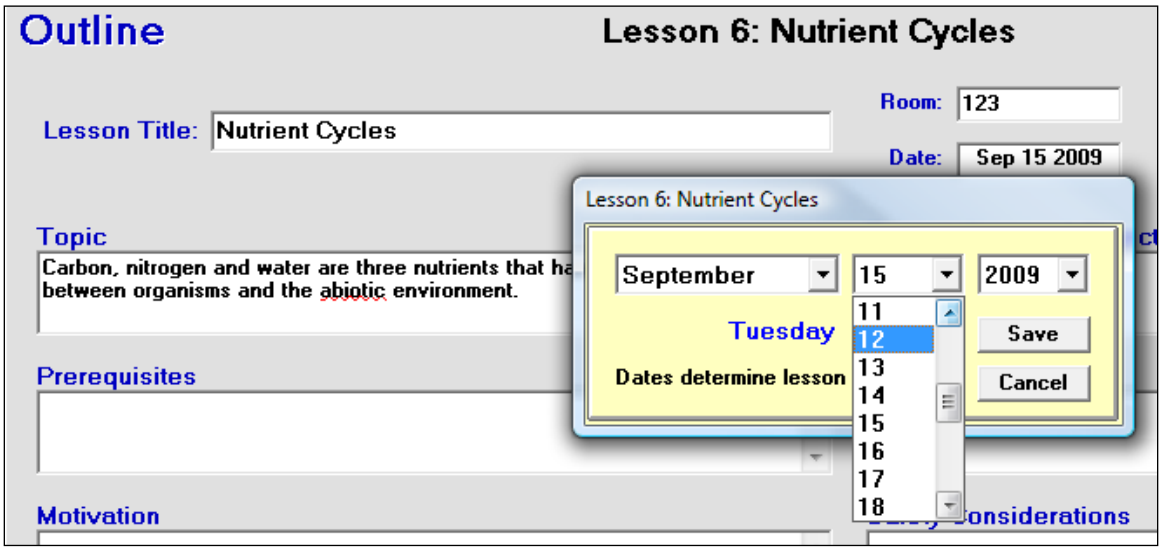
Once a user has created lessons, the **Select a Lesson** options become available. Click to highlight any lesson. **Delete** and **Export** functions are obvious. **Edit** will move to the Outline screen, section 6-4. **Print** functions are described in section 6-9. The **Change Date** button enables a lesson to be moved up or down in sequence as per the next paragraph.

Re-sequencing Lessons

The **Change Date** button enables a user to edit the date of a selected lesson. Click the button, use the drop-down menus to set a new date and click save. MarkBook will move that lesson into its proper sequence according to the new date. If there are two or more lessons with the same date, MarkBook will alphabetize them according to their titles.



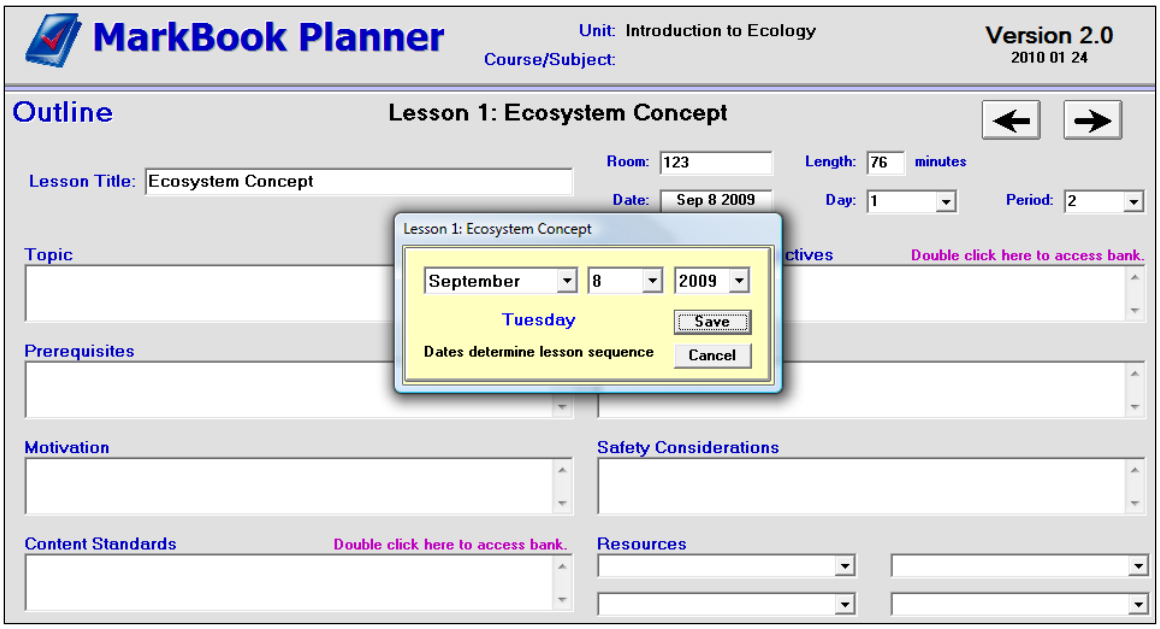
This same re-sequence opportunity exists on the lesson Outline screen described in section 6-4. Click in the date cell, and select the new lesson date using the menus.



In both cases above, MarkBook will save the re-dated lesson in its new position in the sequential order of lessons.

6-4 LESSON PLANNER – 'OUTLINE' SCREEN

To create a **New Lesson** from the Unit Summary screen, section 6-3, click that button to get this **Outline** screen:

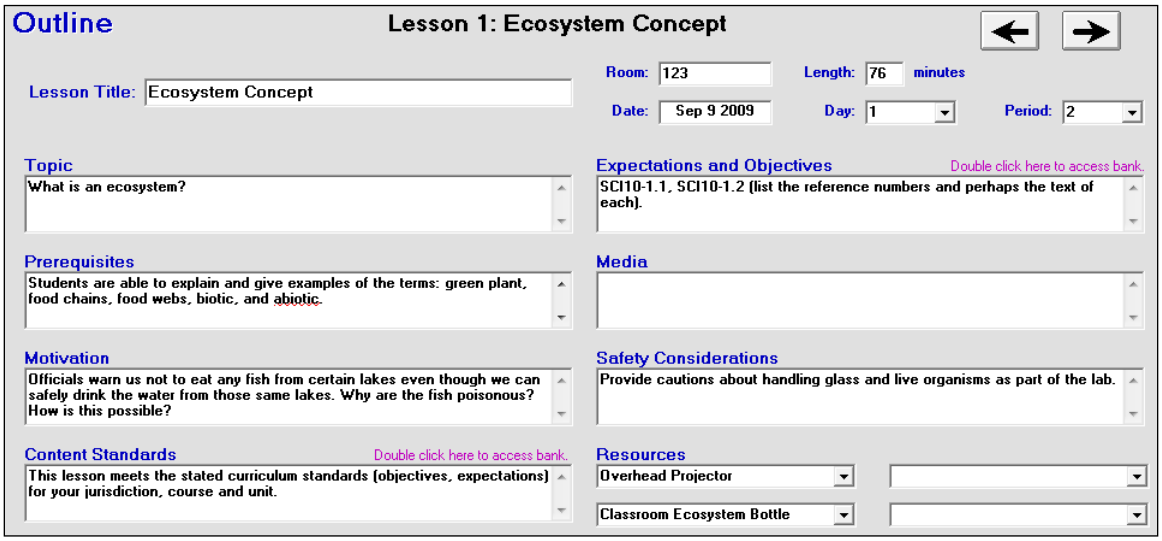


The **Lesson Title** is compulsory (yellow) and all other cells (white) are optional. Click in the Lesson Title cell and type the name of a first lesson. Click in the small white cells at the right to add details about the **Room** number, period **Length**, the **Day** and the **Period** order. The menus in the latter two items may be edited – see section 6-2. Or double click on the blue words to edit their menus.

Click in the **Date** cell to expose a date menu for when this lesson will be taught. Select a projected month, day and year from the drop-down menus. **Trick: Whenever you need to see a calendar, click once on the date in the lower right corner of the Task bar. The current month's calendar pops up. Click the left/right arrows to see any other month for projected lesson dates. Do NOT change the date and time settings. Click anywhere outside the calendar to remove it from the screen.**

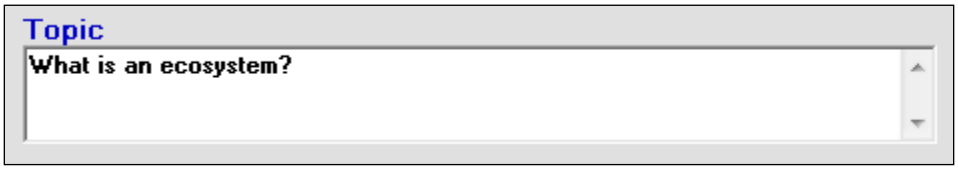
Any time after the title is entered, click the left-pointing arrow to return to the previous Lessons screen. Or click the right arrow to go to the Detail screen for this current Lesson Plan. See **2. Lesson Plan 'Detail' Screen** later in this section. The remaining cells on this Outline screen are explained below.

As you use the left/right arrows, changes made to the lesson on the screen will auto-save in your MUP.



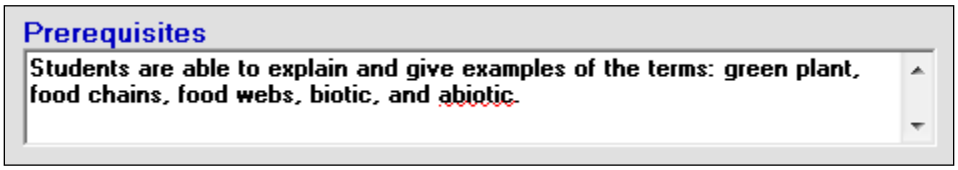
1. Topic Cell

Type in the purpose or context of the intended learnings. What is this lesson about? Where do the understandings of this lesson fit into the world? What's the rationale for this lesson? This content may be posed as a statement or as a question. E.g. "This is an introduction to long division in arithmetic." There's a size limit of 500 characters.



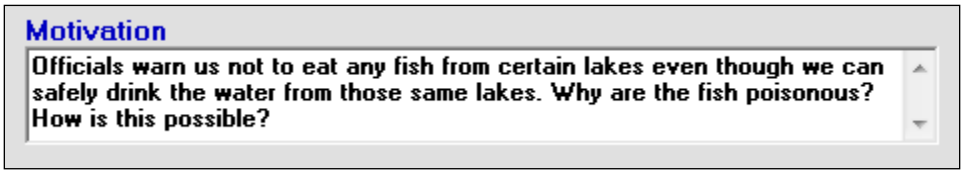
2. Prerequisites Cell

Describe prior knowledge, skills, experiences and attitudes that students must have in order to successfully meet the expectations of this lesson. E. g. "Prior to learning long division, students must be able to multiply and subtract multi-digit integers." The limit is 500 characters.



3. Motivation Cell

This is an attention getter. Describe what to do to hook interest or generate excitement about the lesson. Something unexpected works well. Describe how the hook will be used to motivate the learners. E.g. Mix two clear colourless liquids to make a yellow liquid with particles that settle out. Student questions from prior lessons make excellent hooks. The limit is 500 characters.

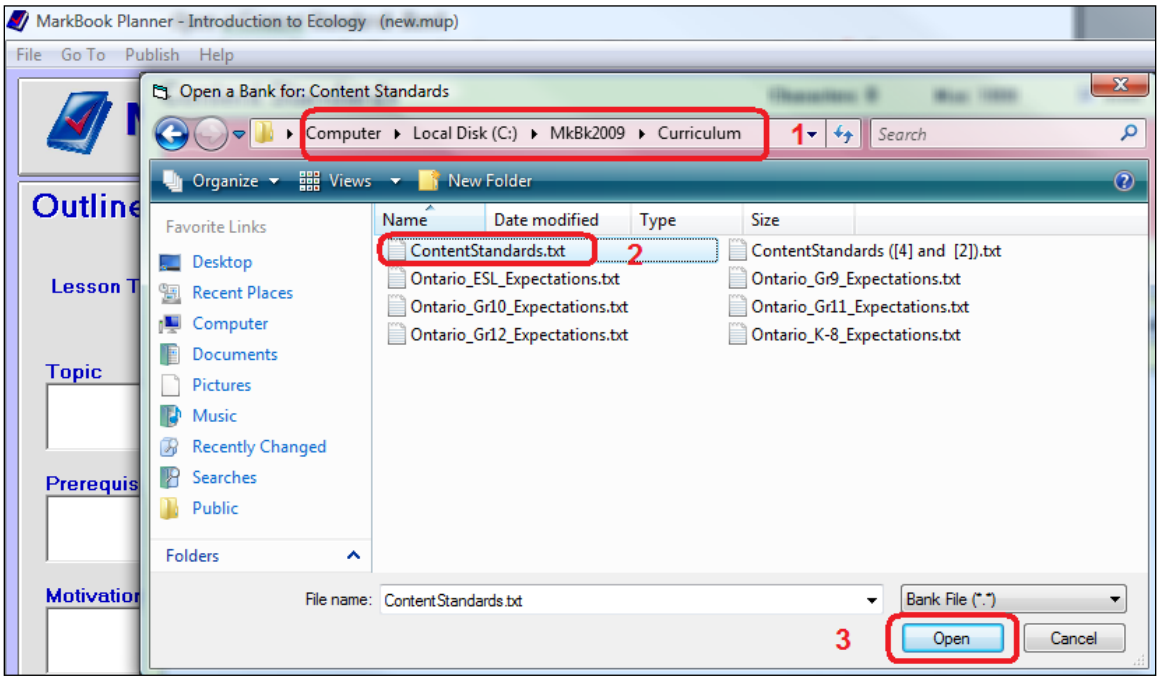


4. Content Standards Cell

If this lesson meets the requirements or standards of a defined curriculum topic, list the reference here. E.g. "This lesson meets the Ontario Ministry of Education, History – Social Science Content Standards, October 2010". The limit is 1000 characters.

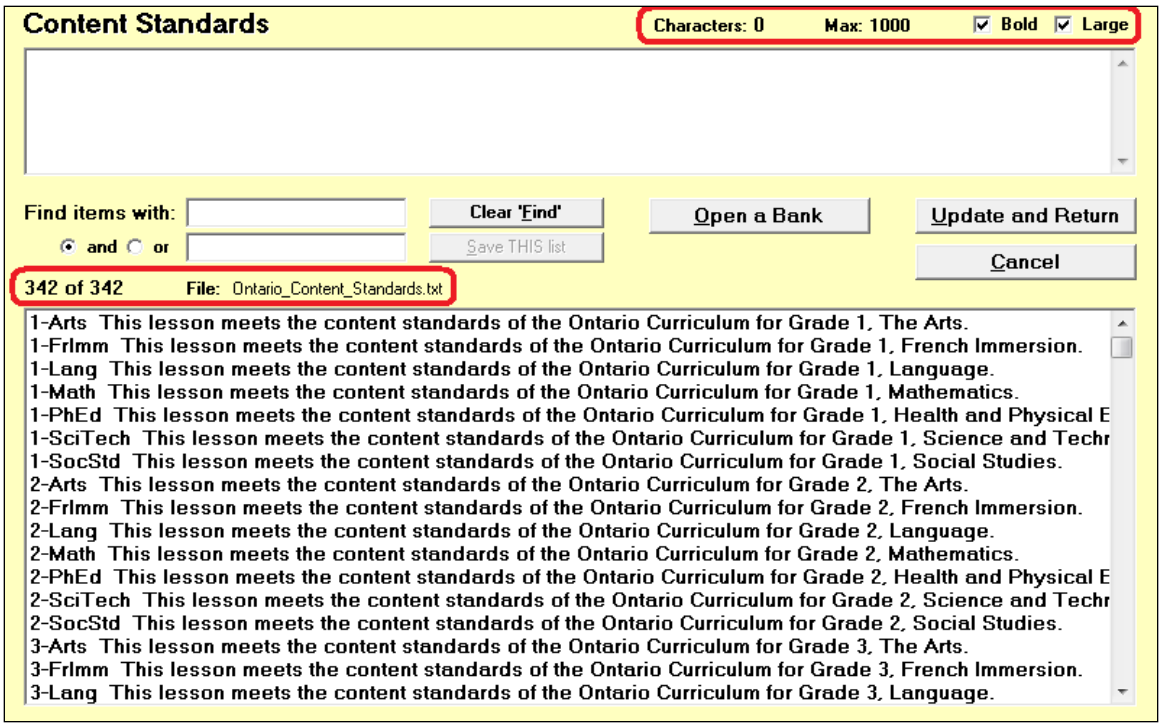
Open a Content Standards Bank

Note the text above the Expectations box "**Double click here to access bank**". Double click on that text, browse in the MarkBook directory, locate and open the folder called **1** Curriculum, and click on the file called **ContentStandards.txt** **2**.



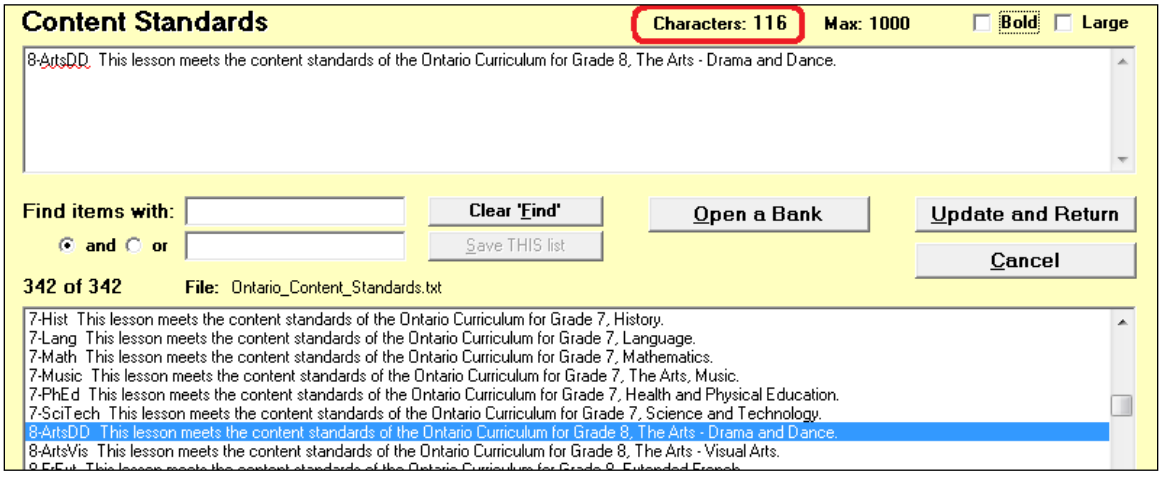
3 Click **Open** in this Windows dialogue box. The Planner opens a Content Standards window with the rows of the selected file displayed as in the next image.

Note: MarkBook includes statements of content standards for all K-12 Ontario courses.



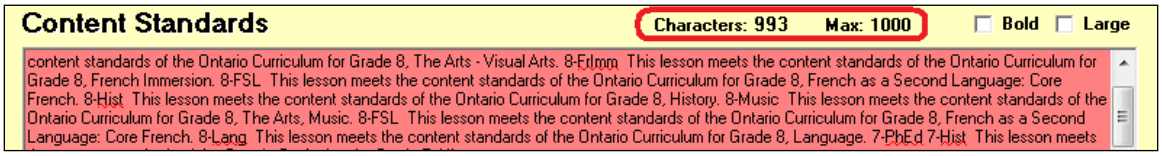
On opening, a yellow background screen with two large text windows appears as above. The upper window is where the content standard statement for this new lesson will be built or edited. Above it is a character counter and cells to control the appearance of the text within both windows. The lower window exposes the records (rows) in the current bank of content standards, if any.

For those users familiar with MarkBook's Comment construction screen (section 10-3), this tool works in a similar manner. Double click on any line in the lower window (the "bank") to enter the full text of that selected row into the upper window. As text is added, the character counter updates and the selected text will appear at the end of any existing text already in the upper box.

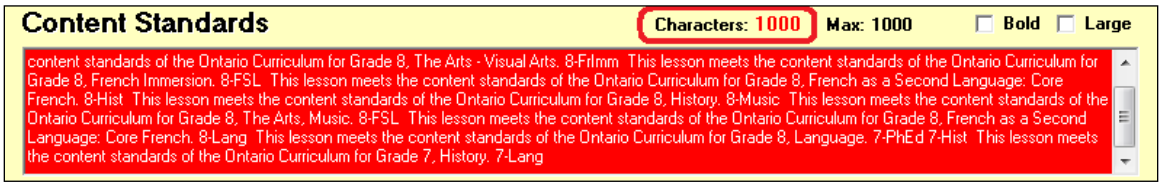


If preferred, type and/or edit within the upper box. A spell-checker will underline words not found in MarkBook's dictionary. **Update and Return** will close this screen and return to the Outline screen *with the contents of the upper window entered into the Content Standards cell*. Alternatively, **Cancel** closes this screen without filling the cell. **Open a Bank** will allow any other similar bank of standards to be opened and used.

If the upper window has more than 990 characters, it will turn orange-brown as in this example:



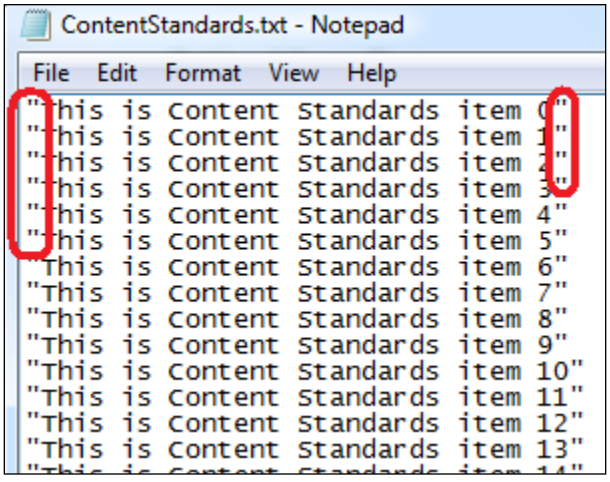
If the window gets more than 1000 characters, its background turns red AND it truncates the text at 1000 characters:



Once a user opens a particular bank, this window will automatically re-open that same bank on next use.

This content standards tool enables users to quickly insert long repetitive sentences into each new lesson. Please edit the bank to add one or more phrases that match your needs in creating your lessons.

Tip: If a particular phrase is used repeatedly throughout your lessons, open the bank with Notepad and add it to the bank. Or replace an existing phrase. Then, that phrase can be quickly merged into any new lesson with mouse clicks as described above. When adding a new phrase, sandwich it in quotes. Double quotes are not permitted within a phrase but must appear at each end.

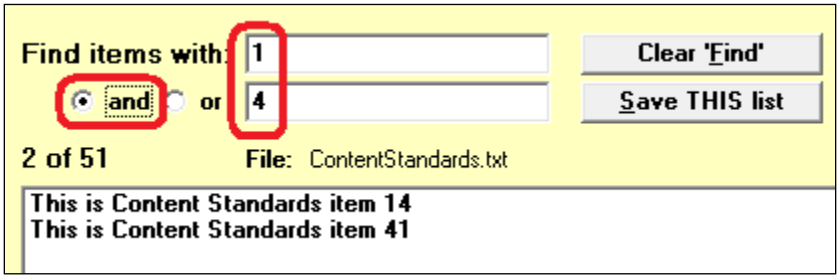


Bold and Large Text

Alternate views of these windows may be more comfortable. Click one or both of the Text control cells at the upper right of this window to change the view of displayed text.

Search Logic – "Find items with:" Cell

If there's a large bank of content standards, the Find tool will display a subset of that bank in the lower window making it easier to locate and select specific items within that bank. Type any search text in the first or both of the two cells, identify whether the search logic is "and" or "or", and click Enter on the keyboard. A subset of the bank will appear in the lower window. The **Clear 'Find'** button will remove the text from both cells re-enabling a view of the full bank.



"Save THIS List" Button

If you wish to save a new bank containing just this subset of an original bank, click the **Save THIS list** button. A save dialogue box will appear with a suggested new file name and location. On next use, this new bank will be an option for use. Or, open this bank with a word processor to format and print it.

5. Expectations and Objectives Cell

What should students know and be able to do following the lesson? What attitudes/beliefs will they acquire? One may include Context (what they will learn), Behaviour (what they will do to show learning), Conditions (circumstances, situations or settings in which student will show the behaviour), and Criteria (description of acceptable behaviour, how well the learner must perform to meet the expectations).

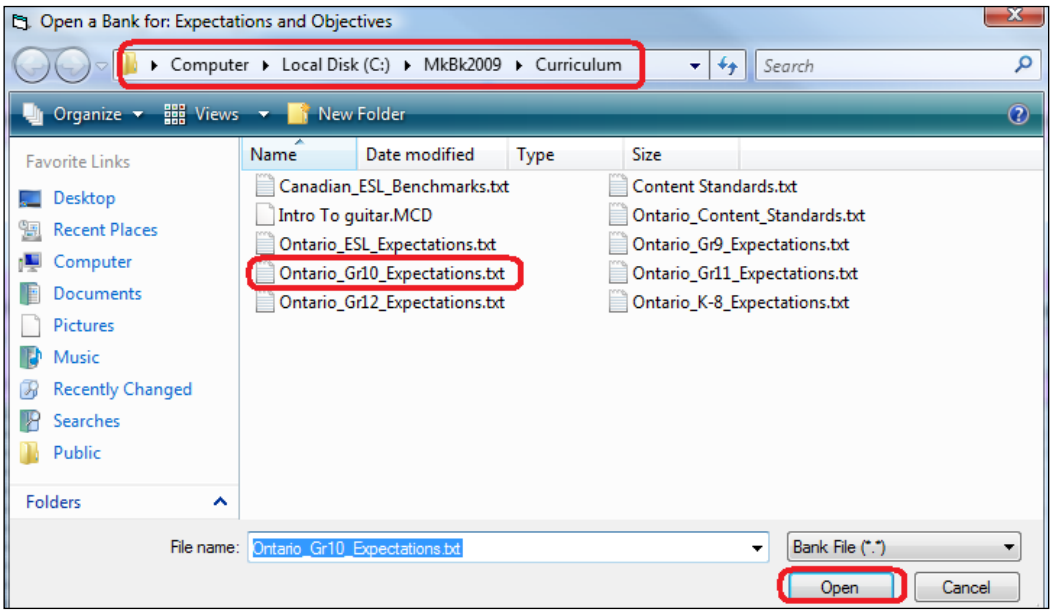
E.g. *after viewing the film, "An Inconvenient Truth", students will write a journal entry that describes four possible consequences of global warming. The entry will have a minimum of six sentences with good grammar and format.*

Another example: *by the end of this lesson, students will identify, in written form, three elements of the New Deal and briefly explain the effect of each on the economy of the USA.*

This cell should a) use verbs that are measurable or observable, b) have a realistic number of expectations, c) have expectations that match the planned assessments, and d) list learning and thinking skills as desired. As with the Content Standards cell above, there's a tool for building text in this box. The cell size limit is 1000 characters.

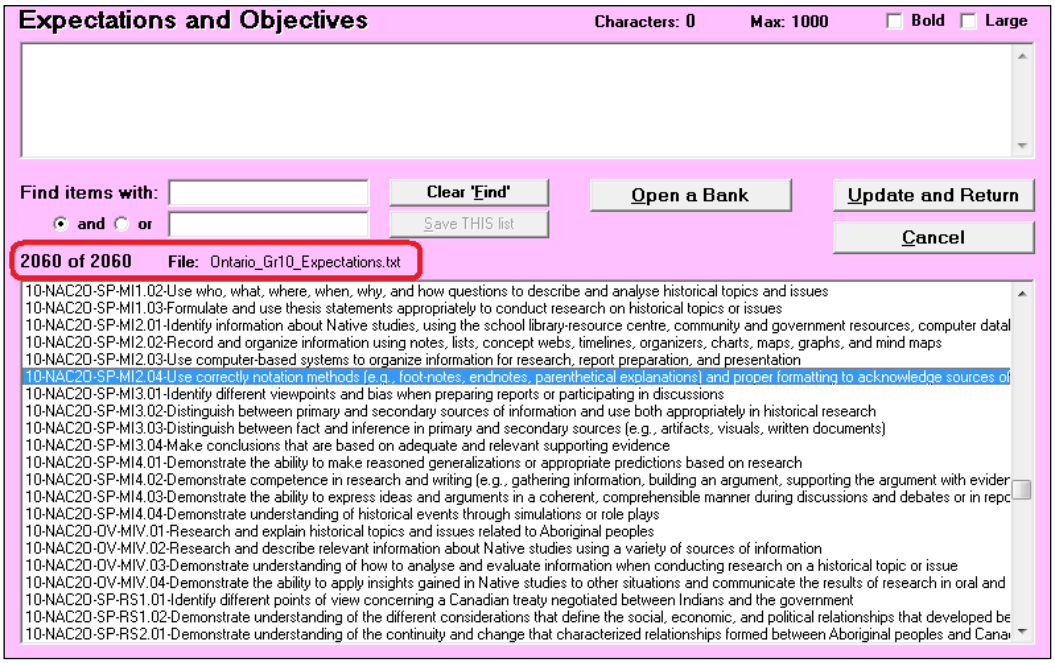
Open an Expectations / Objectives Bank

Note the text above the Expectations box "**Double click here to access bank**". If you double click on the text, and browse in the MarkBook/Curriculum folder, six banks of Expectations (Objectives/Outcomes/Benchmarks) for the province of Ontario, and one for the Canadian ESL benchmarks, will appear. Select one and click **Open**.



Tip: see section 6-7 for details about these expectation banks, about creating equivalents for your own jurisdiction, and about other uses.

When any one of these is opened with this Planner tool, you'll get the next screen.



According to the screen, there are more than 2000 expectations in this grade 10 bank. Each is numbered using a unique identifier created by Asylum Software Inc. that strings together the grade (e.g. 10), the course (NAC2O), Overall (OV) or Specific (SP), and an alpha-numeric identifier within the course (M12.04). Among the 20,000+ expectations in these six Ontario banks, no two have the same identifier. The text of the expectation follows the number. In many cases, the text is longer than the screen width will display.

As with the Contents Standards screen, the upper window is where you'll build the curriculum statement for this lesson. The limit is 1000 characters.

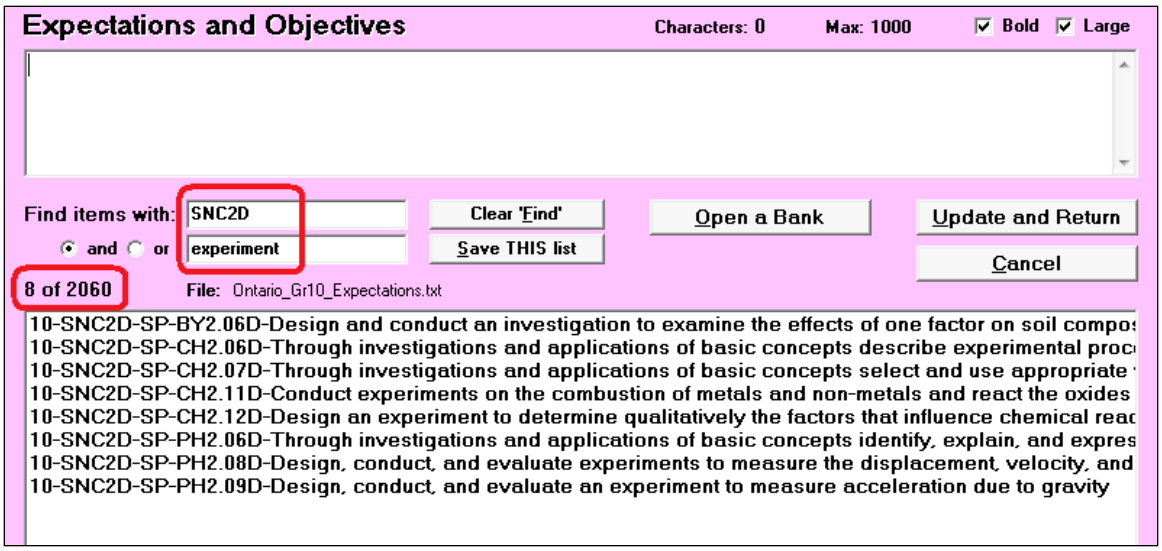
Double click on any expectation(s) to add it (them) to the upper window. Or, drag and drop a selected row into the upper window. Click anywhere in the upper window to edit - remove numbers, add/alter text, correct grammar/spelling, etc. A spell-checker operates on this window. When finished, click **Update and Return** to leave this window with the selected/edited expectation(s) merged into the **Expectations and Objectives** cell. Or **Cancel** to leave this window without filling that cell.

The upper window allows up to 1000 characters. The size controls functions are identical to those described in the previous Content Standards section. Once a given bank has been opened, this window will automatically re-open that same bank on next use.

Trick: to read the full text of any expectation, double click on it to add it to the upper window. To remove it from that window, use the mouse or Ctrl-A to highlight it and then click the Delete key on the keyboard. Alternatively, print a complete set of expectations for your course as described in section 6-7.

Display/Search Logic – "Find items with:" Cell

If there's a large bank of expectations, the **Find items with:** tool will display a subset of that bank in the lower window making it easier to locate and select specific items. Type any search text in the first or both of the two cells, identify whether the search logic is "**and**" or "**or**", and click Enter on the keyboard. A subset of the bank will appear in the lower window. In this example, eight expectations contain both search terms. The **Clear 'Find'** button will remove the text from both cells re-enabling a view of the full bank.

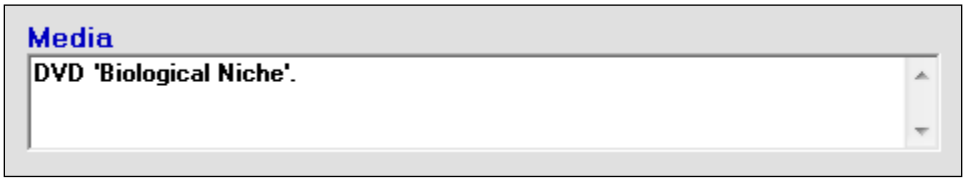


Save THIS List Button

This function allows the user to save a selected subset of the expectations as a new file. See section 6-7.

6. Media Cell

Type here to identify the name and location of any media used. Double quotes are not permitted. Use single quotes instead.

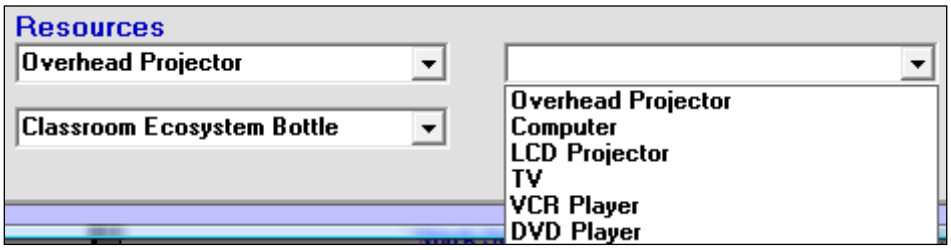


7. Safety Considerations Cell

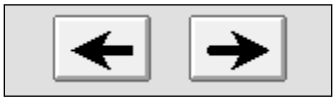
Type a description of any precautions that must be used for this lesson. Machinery, tools, construction apparatus, vehicles, stage materials, control panels, suspended ropes, chemicals (including glues and paints), physical education equipment, dissection equipment, stoves, electrical cords, and other such items have associated risks.

8. Resources Cells

Four drop-down menus enable a quick entry for certain resources. Type in the names of others as required. Edit the Resources menu as described in section 6-2. Or, double click on the word Resources to edit its menu.

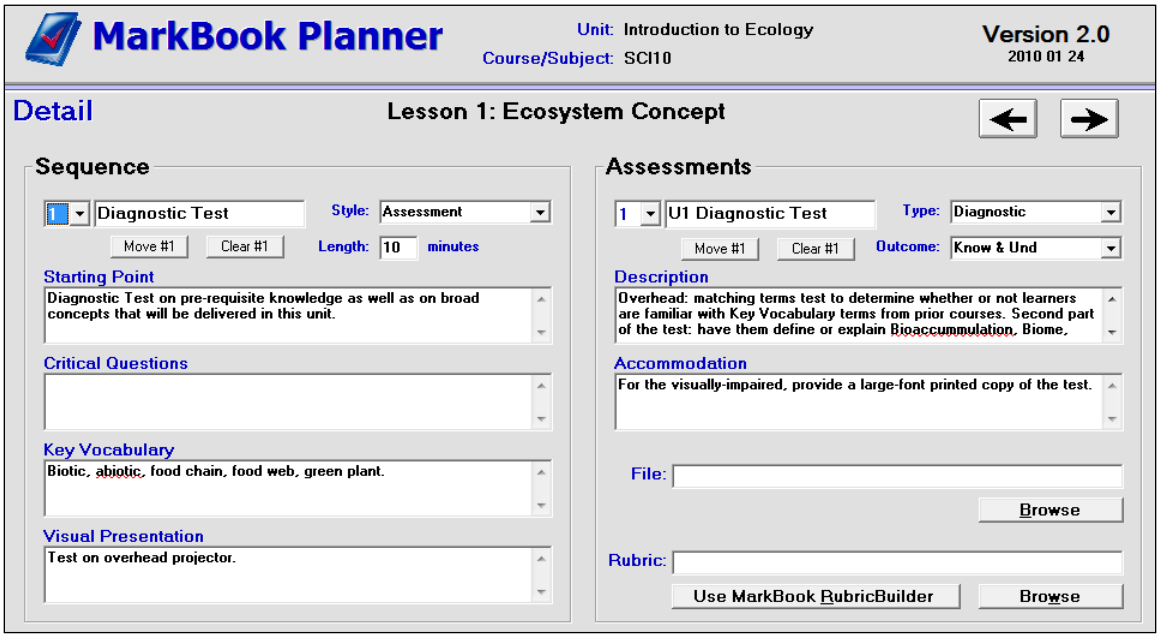


Click the right arrow to get the Detail screen described next. Any items added/edited on this current screen will auto-save in your .MUP file.



6-5 LESSON PLANNER – 'DETAIL' SCREEN

This screen accommodates the construction of a selected lesson's **Sequence** and **Assessments**. All cells are optional.



1. Sequence Box

Part Cell

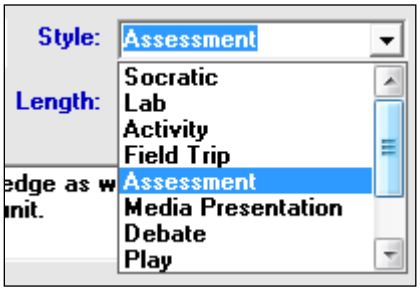
Enter a title for the first sequential part of this lesson. In the screen example above, the user is going to start the lesson with a diagnostic assessment. 20 characters is the limit for a sequence title.

To start the next sequential component of the lesson, drop down the title menu and click on the next number. Then type in the title of the next sequential component (part 3 in this example). Three parts are allowed for each lesson.

To delete a component of the lesson, select it and click the **Clear #X** button. To move a component up or down in the sequence, click the **Move #X** button and type in the new sequence number (1, 2 or 3).

Style Cell

This menu item identifies the delivery style of this part of the lesson. If the style is not listed, type one into the cell. Or double click on the word Style to edit the menu.



Length Cell

Type in the time requirement in minutes for this part of the lesson.

Starting Point Cell

Describe how this part of the lesson begins.

Critical Questions Cell

Type in the key probing questions and an ideal/expected answer for each. Here's an example for an inquiry science lab: *In the data collected, do you see a pattern or relationship between the height variable and the lung volume variable?* Ideal answer: *Both variables increase and decrease together.* Or: *There is a positive correlation between the two variables.*

Multiple questions/answers can be added to this box.

Key Vocabulary Cell

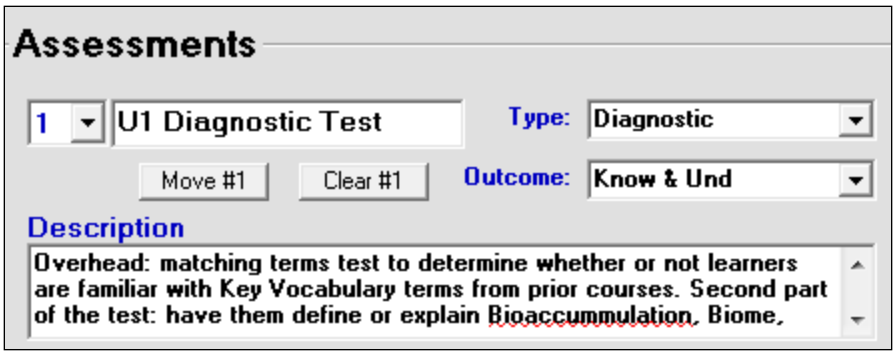
Add new words. If this lesson plan is to be used by other teachers, or you plan to publish it or post it on-line for students and parents, it may be appropriate to add a definition for each new vocabulary term.

Visual Presentation Cell

Name or describe the visual component (if any) for this segment of the lesson. This should include a chalkboard or overhead plan if these resources are to be used.

2. Assessments Box

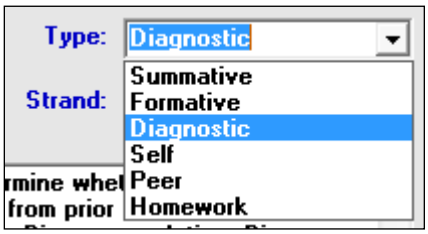
Title 1 Cell



Give the first assessment used in this lesson a name. ***U1 Diagnostic Test*** could be used when entering this new assessment into MarkBook as per section 8-2.

Delete an assessment from the lesson plan by selecting it and clicking the **Clear #X** button. Move the assessment up or down in the sequence of assessments by clicking the **Move #X** button.

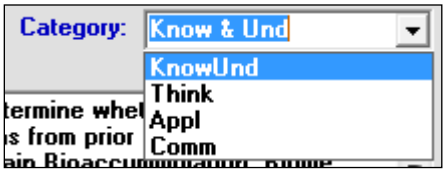
Type Cell



Classify the assessment into a Type using the drop-down menu. Edit the drop-down list as described in section 6-2. Or double click on the blue word Type to edit the menu.

Note that this user has chosen the word **Strand** in place of the words **Category** or **Outcome** on the New Mark Set screen described in section 1-4.

Category / Strand Cell



Select or type in a Category/Strand from the drop-down menu. Edit the drop-down list as described in section 6-2 or double click on the word Category/Strand.

Description Cell

Enter text to describe the assessment in general terms. This example diagnostic test is going to be delivered with an overhead projector and will include terms that the student should know from prior learning as well as terms which are new for this curriculum unit. Of course, students should do well on the first group of terms and very poorly on the second.

Accommodation Cell

Describe the modifications and alternatives needed for this lesson to work with your special needs learners. Once you've identify students who require additional support, describe any changes in content, process, or product to meet the needs of these learners.

If the teaching space needs to be modified, indicate the changes required to that environment.

File Cell

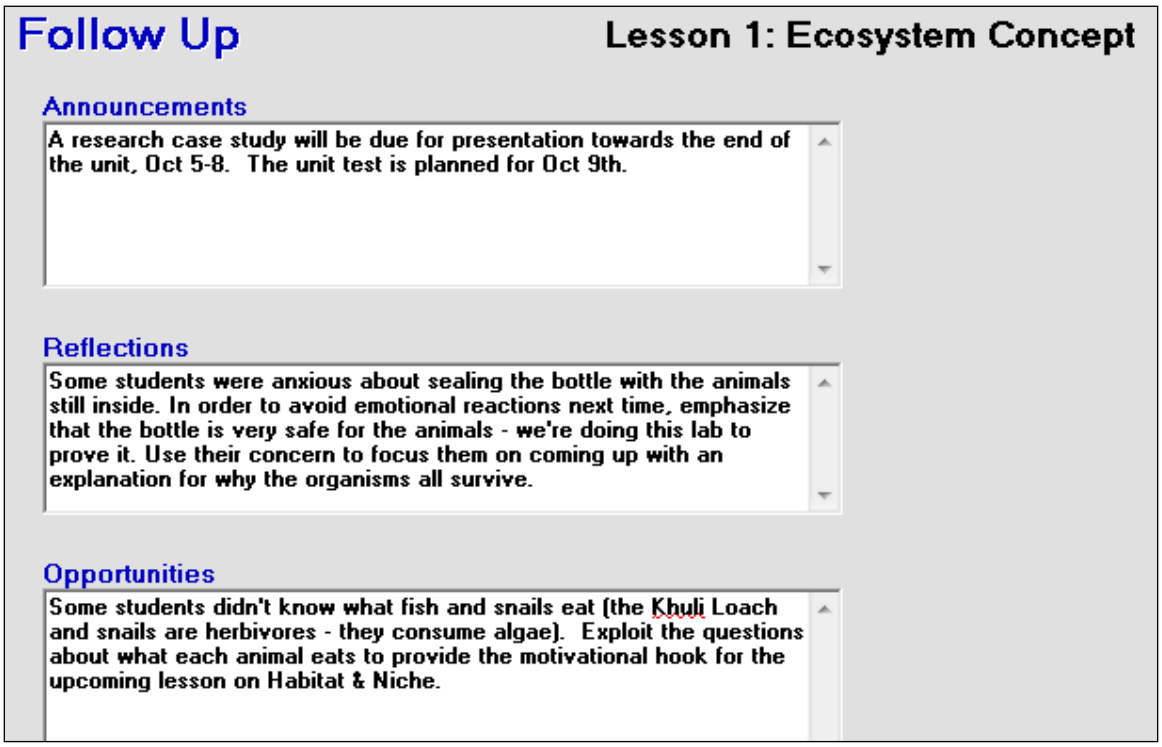
This is the location of an electronic file, paper or other material items associated with this assessment. For instance, a teacher may have a box containing a kit of materials specifically designed for this assessment. Identify the name on the box and its physical storage location. **Browse** to find a location on your computer or network where electronic documents (Word .docs, .PDF files, digital pictures, electronic media, etc.) are stored. Name the document in this cell.

Rubric Cell

Identify the name and directory location for an electronic rubric or the name and physical location for a paper rubric. **Browse** to find an electronic location. Or launch RubricBuilder by clicking the **Use MarkBook RubricBuilder** button.

When finished with the Detail screen, click the right arrow to reach the Follow Up screen described next. When clicked, the left and right arrows automatically save additions and changes on this screen to the current MUP.

6-6 LESSON PLANNER – 'FOLLOW UP' SCREEN



Announcements

List upcoming events, summative assessment dates, forms that need to be handed in, projects with their due dates, Parent Interview dates and times, and other items for learners and parents. We recommend putting daily homework items into the Assessment box of the previous Details screen.

Reflections

Complete after the lesson is over. Did the planned outcomes get met? How effective was the lesson? How effective were you? What changes would you make the next time this lesson is taught?

Opportunities

Complete after the lesson is over. What other unplanned learning(s) occurred as a result of this lesson? What "notes to self" should be recorded? What questions arose that provide motivational hooks for subsequent lessons? We recommend that this text be written with other teachers in mind just in case the lesson or the MUP is sent to them.

Tip: student questions, particularly those with an emotional element or a strong intellectual challenge, provide an exploitive opportunity to connect today's learning experiences with tomorrow's or next week's lessons. Successful teachers know how to coax these kinds of questions out of learners and how to utilize them fully!

When clicked, the left arrow will automatically save the additions or changes on this screen to the current MUP file.

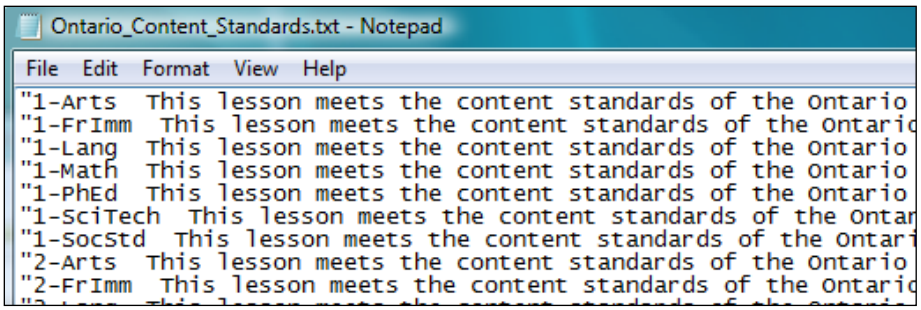
6-7 BANKS FOR CURRICULUM AND CONTENT STANDARDS

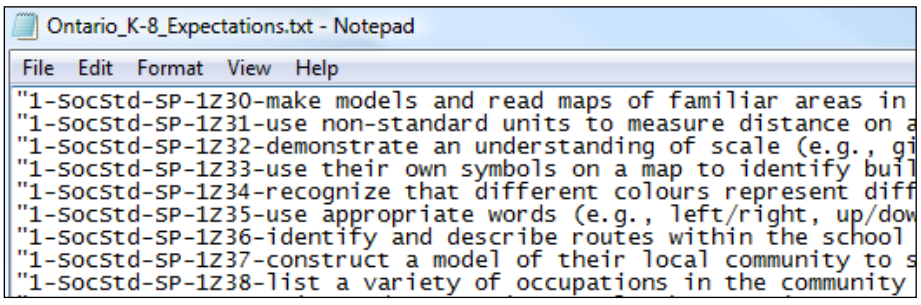
With version 2.0 of the Planner, we have supplied a set of more than 20,000 expectations (objectives) for the province of Ontario and ~350 benchmarks for the Canadian ESL programme. We would like to provide similar electronic files covering the curricula and content standards of other jurisdictions! **If your jurisdiction would like one or more equivalent files for MarkBook users, we'd be delighted to work with the appropriate persons in preparing same! Please contact robh@markbook.com**

The installation of the planner creates a folder inside the MarkBook 2011 directory called "Curriculum". Within it are the following seven files:

File Name	Size	Contains approximately
Ontario_Content_Standards.txt	0.05 Mb	340 content standard statements
Ontario_K-8_Expectations.txt	1.0 Mb	4050 expectations
Ontario_Gr9_Expectations.txt	0.36 Mb	1730 expectations
Ontario_ Gr10_Expectations.txt	0.45 Mb	2050 expectations
Ontario_ Gr11_Expectations.txt	1.3 Mb	6370 expectations
Ontario_ Gr12_Expectations.txt	1.4 Mb	6390 expectations
Ontario_ESL_Expectations.txt	0.09 Mb	310 expectations
Canadian_ESL_Benchmarks.txt	0.04 Mb	330 benchmarks

Each bank of content standards and expectations is an ASCII or text file. If opened in Notepad, they look like this:





Note that each row (a record) is sandwiched in quotes. That way, commas contained within a row will not act as delimiters. Un-sandwiched statements with internal commas may appear as several rows when opened in the Planner. Obviously, double quotes are not allowed within the text any expectation or content standard. If these exist in your curricula, replace them with single quotes before converting them to a MarkBook bank.

The Installed Content Standards Bank

The supplied Ontario Content Standards bank contains one record for each Grade K-12 course. It's set up for any user to modify by adding a few appropriate statements that could be merged into lessons for a single subject. Open the bank with Notepad and replace any line of text with something like ***"This lesson complies with the Content Standards of the UK Form 8 Science Technology 2003 curriculum."*** Keep the quotes at each end. Do not use internal quotes or line feeds. Once created and saved, a click in MarkBook will add it to any new or existing lesson.

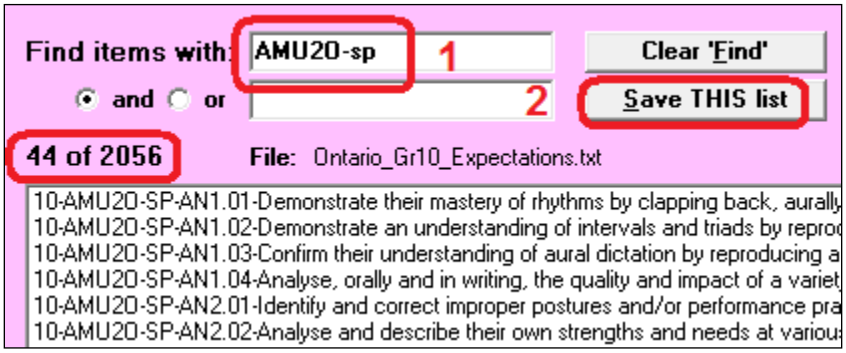
The Installed Expectations Banks

The number in front of each expectation serves two purposes. Firstly, it's unique. A sort will put all records into a logical order. More importantly, it allows a MarkBook user to quickly isolate all expectations meeting certain criteria. The numbering system for these Ontario banks has four cross-classifiers (grade, course/subject, Overall/Specific, number). Each expectation bank has a notice for users at the bottom.

In other jurisdictions, equivalent curriculum documents could be built or imported into a word processor, pasted into Notepad to remove formatting and line feeds, and saved as a text file with a custom name(s) for your jurisdiction. Sandwich each line in quotes as above. The bank limit is 25,000 lines (records) but we recommend keeping each bank under 10,000 lines so that it opens quickly in this MarkBook Planner.

Once a bank has been created, there are a host of functions that can be done with it inside MarkBook and inside word processors. For instance, see section 10-6 for tips on using these expectations/objectives for report card comment construction.

Trick: suppose a user wishes to print the full set of *Specific* expectations for the Grade 10 course, AMU2O. Isolate these 44 expectations in MarkBook as per the next image. Click the "Save THIS list" button, save it with a new .txt file name, and then open that file with a preferred word processor. Format the document, correct any spelling and grammar errors, and print. Or, open the file with Notepad and use Word Wrap in Notepad's Format menu to read the full text of each row. Note that word processors must save files in ASCII format if they're to be used in MarkBook.



6-8 Creating a Course Description / Time Management Plan

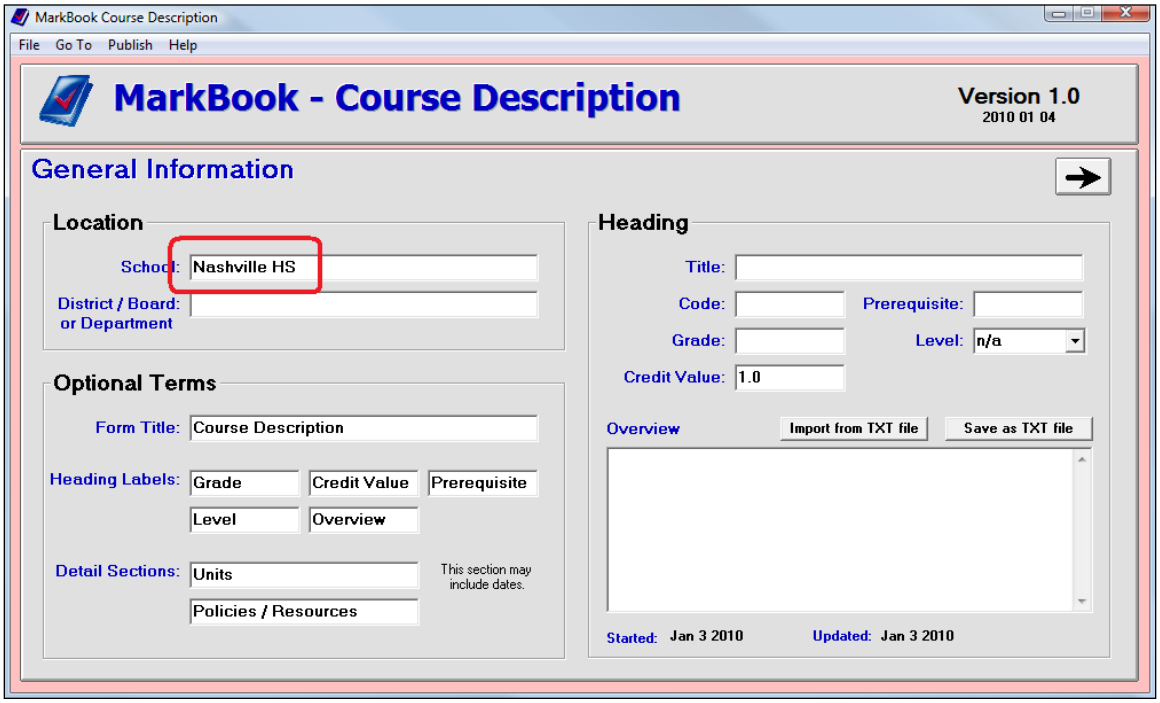
Prior to commencing a course of study, many teachers publish a Course Description document and make it available to learners, parents and administrators. The intent of this course description is to provide a clear description of the intended course, perhaps a potential sequence/timeline, and a brief statement of policies associated with the course.

If a teacher has one or more Unit Plans (MUPs) built for the course, MarkBook's Course Description function is easier to use – it will import the titles, descriptions and starting dates from each Unit Plan. However, MarkBook's Course Description will still work if there are no pre-existing MUP Unit Plans. Use it to a) build descriptions for as many courses as desired, b) save each as a file (MarkBook Course Description - .MCD), and c) export these files to other teachers for their use.

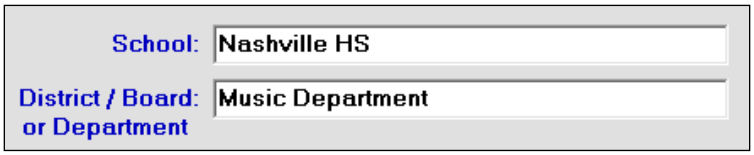
Prior to using this MarkBook tool for the first time, have a look at the sample printouts and HTML in section 6-11.

Launching MarkBook's Course Description Planner

Open any class in MarkBook. Click **Tools** in the upper menu bar (see section 3-1) and select **MarkBook Course Description**. You'll get the following **General Information** screen. To exit, click the red X in the upper right corner.

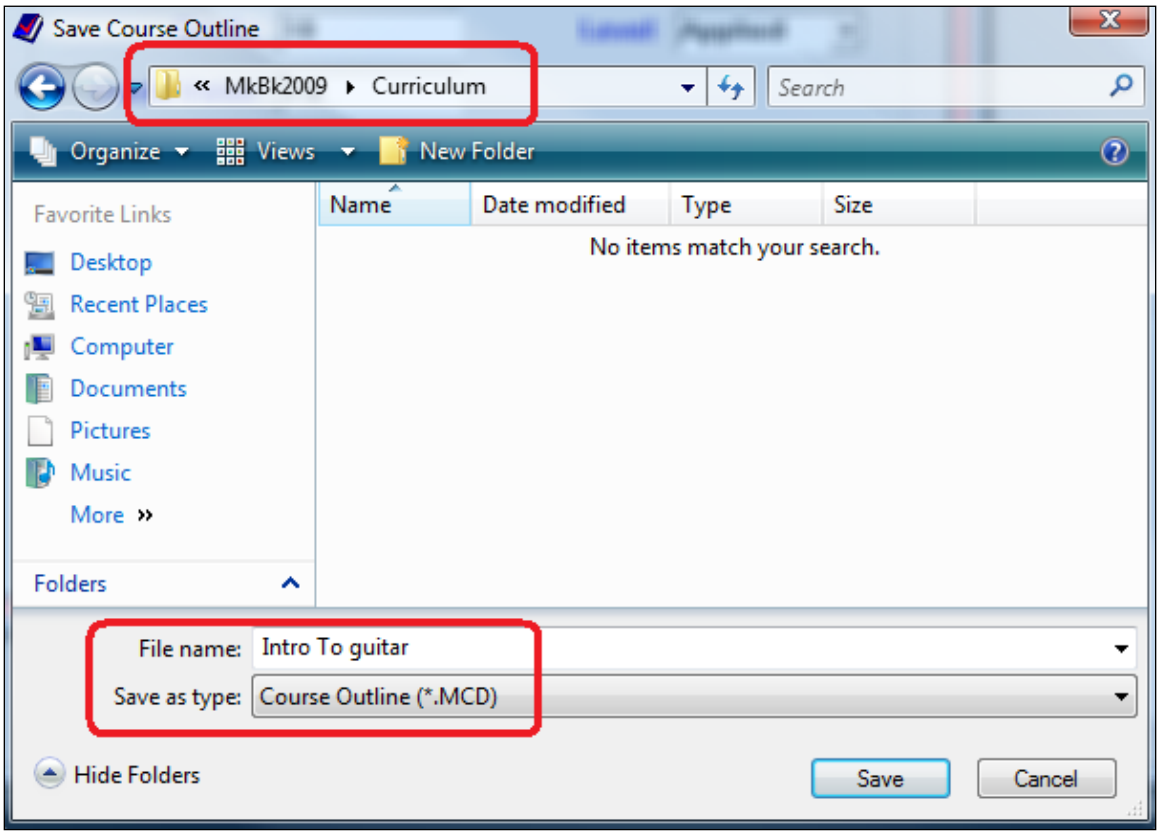


There are two cells in the **Location** box at the upper left. The name of the school will auto-import from MarkBook's Class Description screen, section 1-4. Or, click in the **School** cell and type a school name.. Type in the name of the **District / Board or Department**.



Saving Your Course Description

As soon as convenient, click **File** in the upper menu bar and select **Save As**. Browse to a known location where you can safely store your new Course Description document as a file. In this example, the user has given the new file a name and selected MarkBook's Curriculum folder as the storage location. .MCD is the file extension for these documents.



'Optional Terms' box

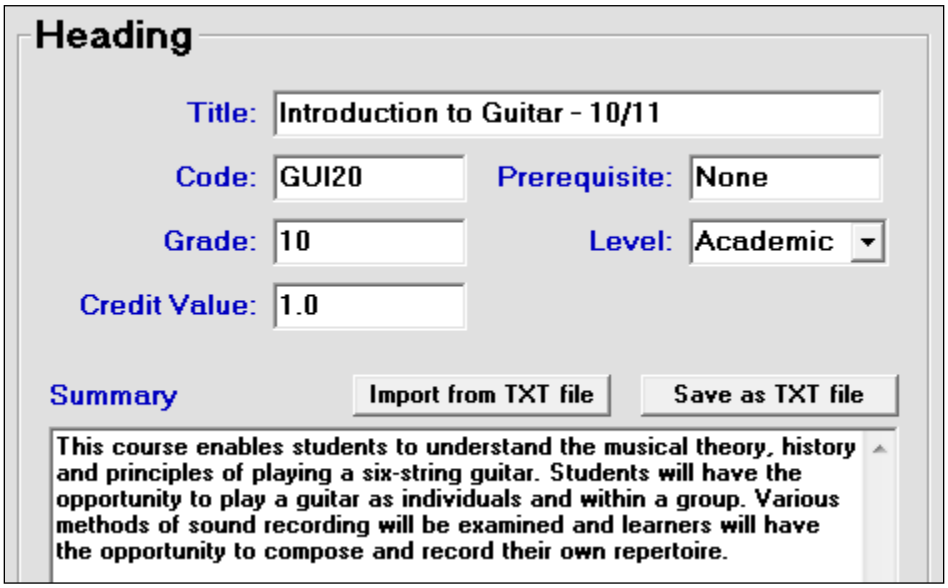
Text appearing in the cells of this box will print as titles on the final course description documents. By default, MarkBook supplies text in each cell. Click in any cell and edit as desired. *Note that edits made will alter the blue terms appearing in the* **Heading** *box at the right.* Dates for each unit may be added as described later in this section.

'Heading' box

Enter a **Title** for the course. If desired, include the academic year as per the following example. Enter a course **Code** and any **Prerequisite** course (~15 characters are permitted in each cell). The **Grade** cell allows up to 5 characters. Select a term from the **Level** drop-down menu or type your own Level descriptor. Assign a **Credit Value**.

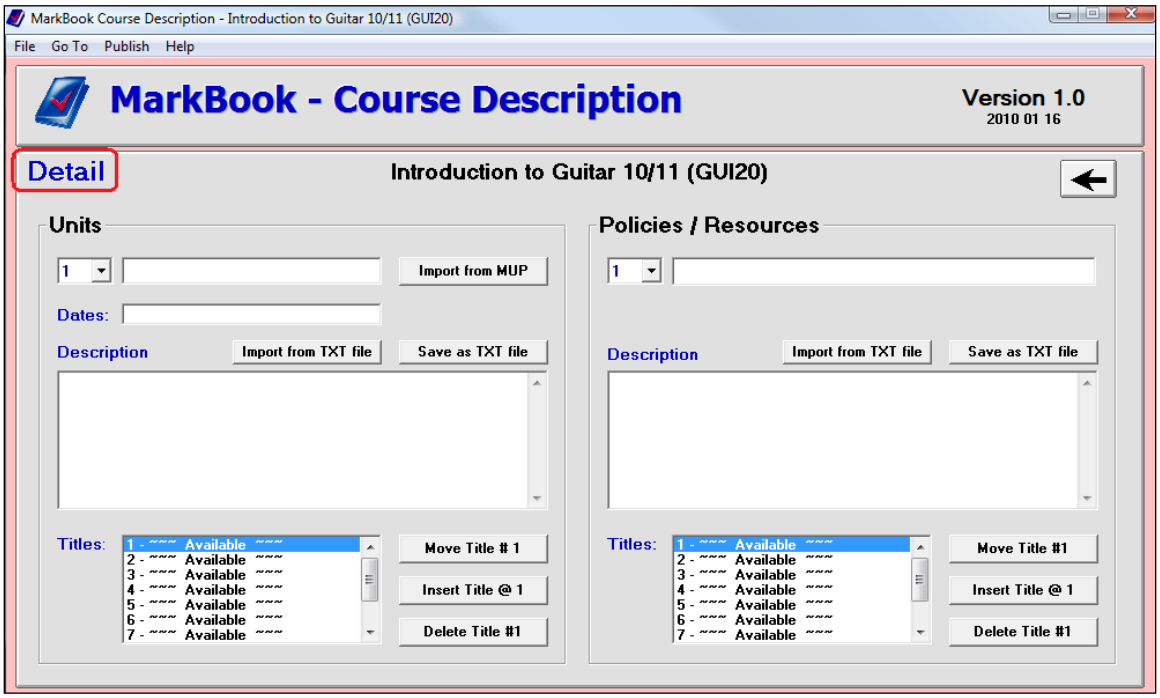
Type a description for the course in the **Overview/Summary** box. Note the two buttons enabling a user to import a paragraph from an external .txt file. Similarly, MarkBook will save new text as a .txt file.

It's also possible to Copy/Paste (Ctrl-C, Ctrl-V) text from another open document directly into this Overview/Summary cell. Note that the cell will turn red if too much text is entered or pasted into the cell. A spell checker operates on this cell.



Once the Heading box is complete, click the right arrow. If the file has already been saved as described above, this action will automatically save any additional text entered on this screen. It's possible to return to this screen at any time and make edits to any item.

Clicking the right arrow opens the **Detail** screen:

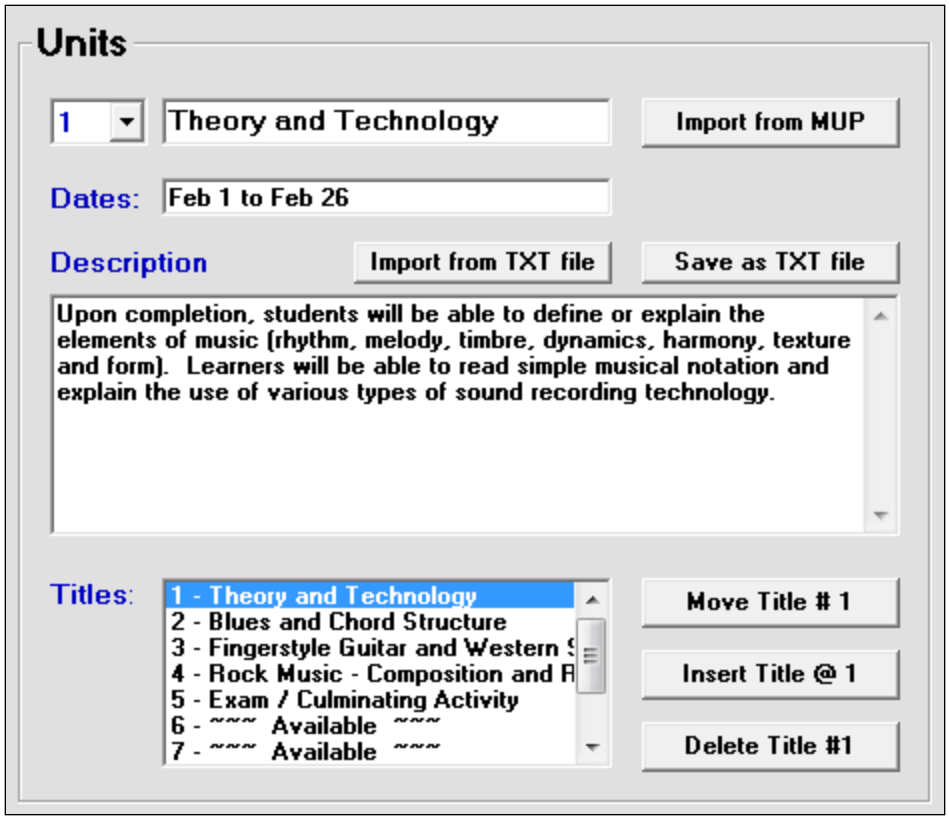


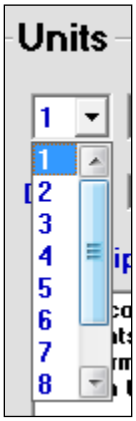
'Units' box

In the Units box at the left, build a summary **Description** for each unit, preferably in the order being taught, and assign potential **Dates**. Dates are optional – leave the cell blank if desired.

Note the **Import from MUP** button. If there are pre-existing MUPs (see section 6-3), click the button, browse to an appropriate MUP, and open it. MarkBook will import three items from the selected MUP: its Title, its first lesson starting date (if dates were assigned), and the Description of the unit.

If no MUP exists for this unit, manually type in the unit title, optional dates (time management), and a description similar to the following.



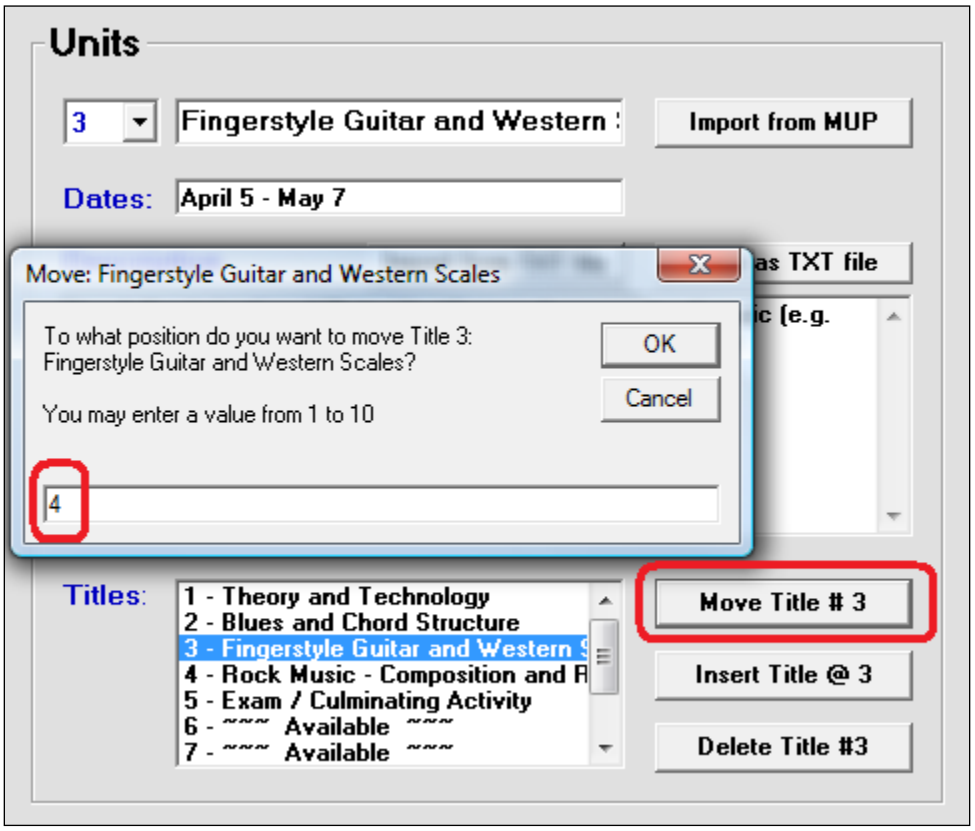


Once a unit description is complete, use the numeric drop-down menu to select and edit each succeeding unit. Up to 10 units are allowed. Unused units will show in the **Section Titles** list as "~~~ Available ~~~"

Tip: include any Exam or Culminating Activity time block as a Unit.

Adding / Deleting / Re-sequencing Curriculum Units

Note the three buttons to the right of the **Titles** window. To delete a unit highlight it in the Titles window and click the **Delete** button. To insert a new unit, highlight the position in the unit sequence where you'd like to add it, and click the **Insert** button.

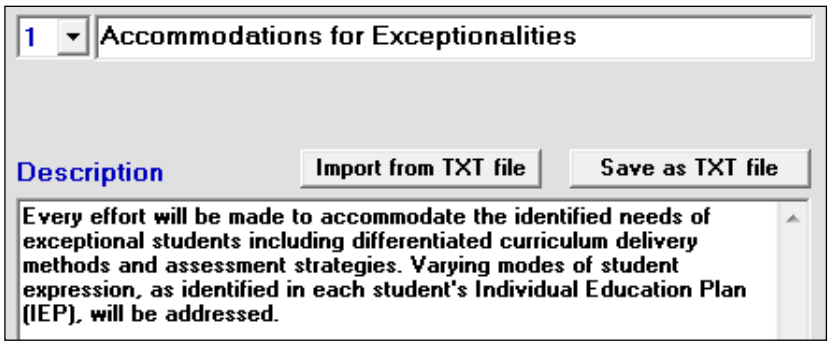


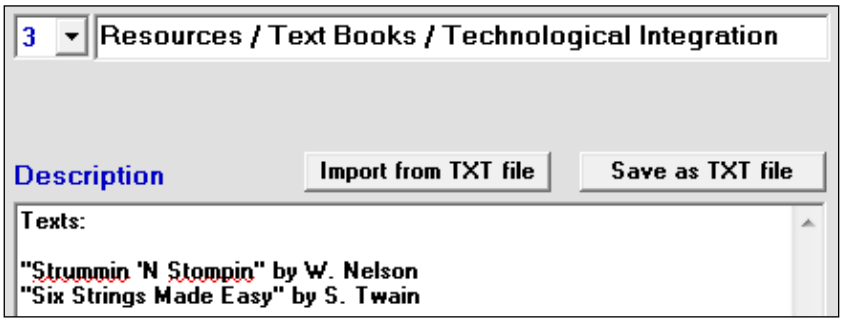
To **Move** an existing unit up or down in the sequence, highlight that unit and click the **Move Title #X** button. A dialogue box will appear as above. Type in the new position for the unit and click OK.

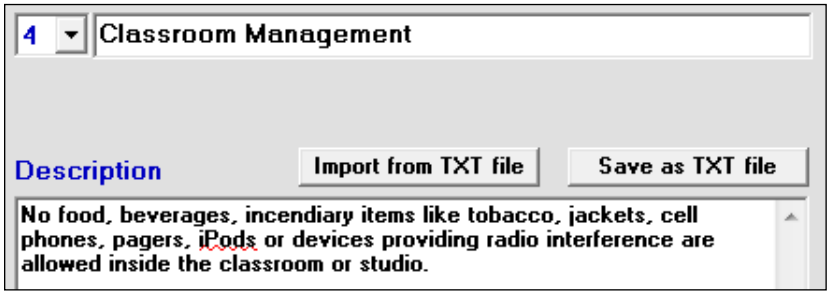
Trick: teachers frequently elect to deliver a course in a different unit order from the last time it was taught. Import an .MCD file and use this Move button to quickly alter the sequence of units. Don't forget to adjust the proposed Dates to match!

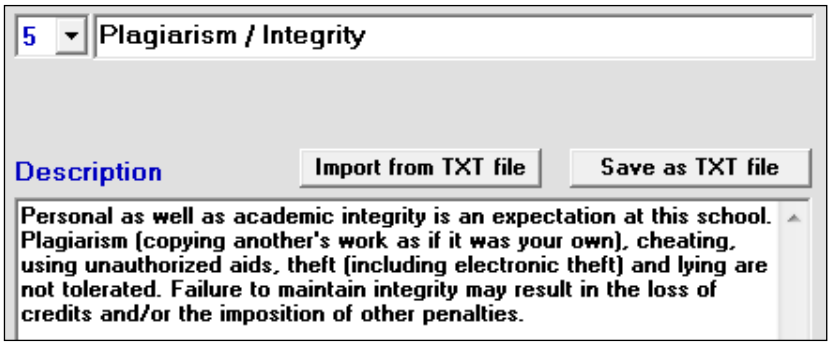
‘Policies / Resources’ box

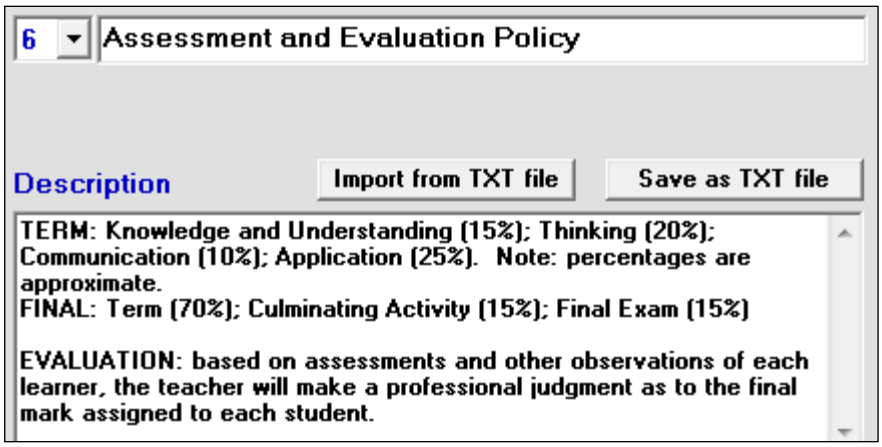
Up to ten statements of policy may be entered here and then published with the Course Description. Use the numeric menu to select a new blank one. Some examples follow. Other examples could include policies or notices about uniforms, field trips, fees, or any other item that should be communicated to parents and students prior to instruction. You may copy any of the policies on this page for your own use.





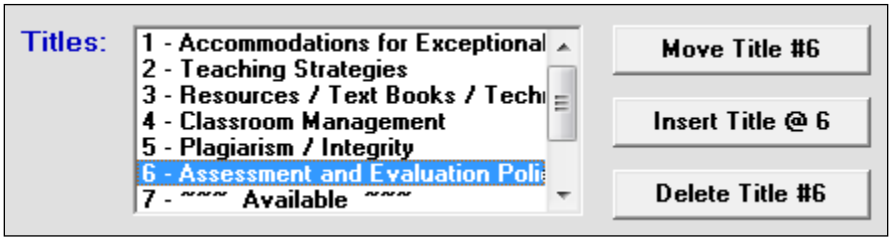






Note that a spell checker operates on the Description cell. If the entered text exceeds the size allocated by MarkBook for printing, the background turns brown.

To edit any Section, click on its title in the **Titles** box or select its number from the drop-down menu.



As described in the Units box above, the Move, Insert and Delete buttons facilitate editing.

Using the left arrow will return to the General Information screen AND automatically save the accumulated entries made on this screen.

Sharing, Posting and Publishing Course Descriptions

MCD files may be shared with other teachers. Recipients may edit the file to customize it to their own classroom(s). Attach an MCD file to an Email, save it on a shared network or post on the web to make it available to others. The receiving teacher must have MarkBook to open/edit it.

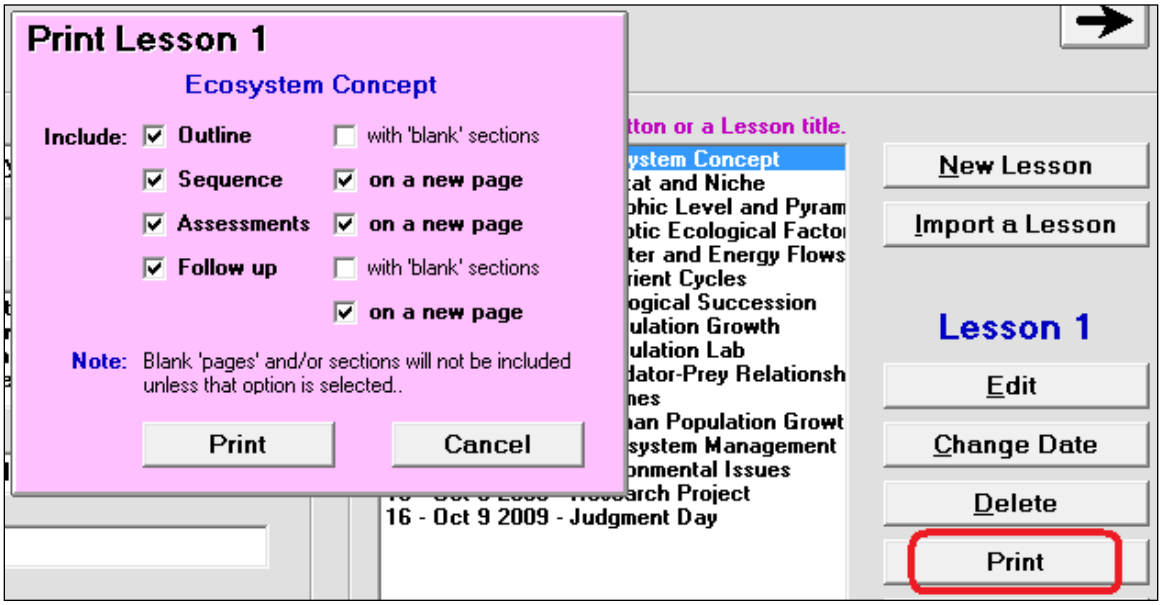
For students and parents, print and/or post HTML copies. See the samples in section 6-11.

6-9 PUBLISHING AND MANAGING LESSON PLANS

1. Printing a Lesson Plan on Paper

Once a Lesson Plan has been partially or completely built, it can be published on paper or on the Internet, it can be saved as a file and it can be exported to others electronically, perhaps as an Email attachment.

Return to the Unit Summary screen, described in section 6-2, to see the full list of lessons built for this unit so far. An example shows below. Click once on any lesson to select it. Click on the **Print** button and an options box will appear as follows.



Use the check cells to select or de-select choices.

Tip: if printing a paper copy of the lesson for yourself, it may be useful to select all cells including the blank sections. De-select the new page options to save paper. Pencil in additions/changes during or after the lesson and modify the MUP whenever convenient. However, if printing and posting a copy for learners, blank items, Follow Up items and perhaps others would be inappropriate.

See the lesson plan printout sample following. Use FinePrint (Appendix B) to preview any MarkBook print output.

Lesson Plan

V. Smart
The Best School

Unit: Introduction to Ecology
SCI10 **Grade:** 10 **Level:** Academic

Lesson 1: Ecosystem Concept
Room: 123 **Day:** 1 **Period:** 2 **Length:** 76 min. **Date:** Sep 7 2013

Outline

Topic	What is an ecosystem?
Prerequisites	Students are able to explain and give examples of the terms: green plant, food chains, food webs, biotic, and abiotic. Students know how to design an experiment, control variables, construct/read/interpret both graphs and charts, make observations, take notes, and present findings.
Motivation	Officials warn us not to eat any fish from certain lakes even though we can safely drink the water from those same lakes. Why are the fish poisonous? How is this possible?
Content Standards	This lesson meets the stated curriculum standards (objectives, expectations) for your jurisdiction, course and unit.
Expectations and Objectives	SCI10-1.1, SCI10-1.2 (list the reference numbers and perhaps the text of each).
Safety Considerations	Provide cautions about handling glass and live organisms as part of the lab.
Resources	Overhead Projector Classroom Ecosystem Bottle

Sequence

Diagnostic Test **Style:** Assessment **Length:** 10 minutes	**Starting Point** Diagnostic Test on pre-requisite knowledge as well as on broad concepts that will be delivered in this unit. **Key Vocabulary** Biotic, abiotic, food chain, food web, green plant. **Visual Presentation** Test on overhead projector.
Classroom Ecosystem **Style:** Lab **Length:** 65 minutes	**Starting Point** Build a classroom ecosystem - large glass bottle (10L+), dechlorinated water, aquatic plants, pond snails, small herbivorous fish such as a Khuli loach, gravel/sand, table lamp. **Critical Questions** How can the plants and animals survive in the bottle when it's sealed up? That is, how can they breathe? What don't the animals run out of food? What would happen to the organisms if the light was turned off for a long time? **Key Vocabulary** Biotic, abiotic, herbivore, ecosystem. **Visual Presentation** Classroom ecosystem - to be left operating in the class for the balance of the term or longer.

Lesson Plan

V. Smart
The Best School

Unit: Introduction to Ecology
SCI10 **Grade:** 10 **Level:** Academic

Lesson 1: Ecosystem Concept
Room: 123 **Day:** 1 **Period:** 2 **Length:** 76 min. **Date:** Sep 7 2013

Assessments

U1 Diagnostic Test

Category: Know & Und
Type: Diagnostic

Description
Overhead: matching terms test to determine whether or not learners are familiar with Key Vocabulary terms from prior courses. Second part of the test: have them define or explain Bioaccummulation, Biome, Biosphere, Niche, Succession, Nutrient Cycle.

Accommodation
For the visually-impaired, provide a large-font printed copy of the test.

Homework

Type: Homework

Description
In the text, do page 46, questions 1 to 6.

Follow Up

Announcements

A research case study will be due for presentation towards the end of the unit, Oct 5-8. The unit test is planned for Oct 9th.

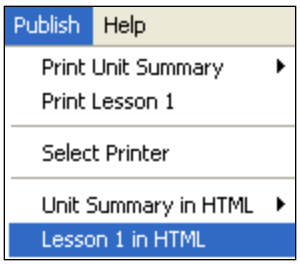
Reflections

Some students were anxious about sealing the bottle with the animals still inside. In order to avoid emotional reactions next time, emphasize that the bottle is very safe for the animals - we're doing this lab to prove it. Use their concern to focus them on coming up with an explanation for why the organisms all survive.

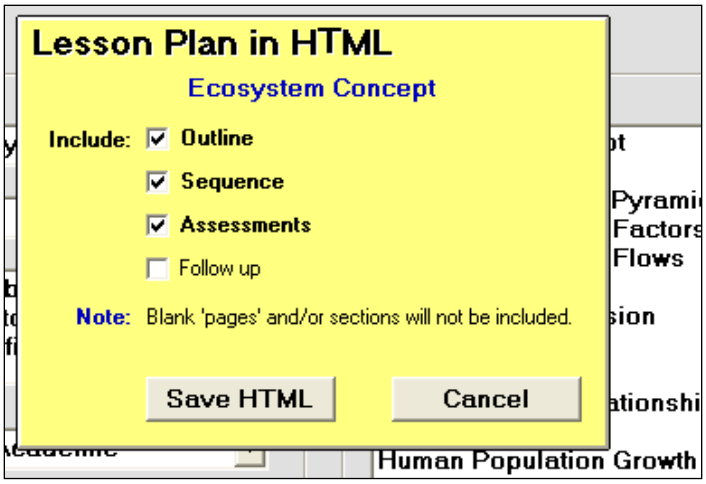
Opportunities

Some students didn't know what fish and snails eat (the Khuli Loach and snails are herbivores - they consume algae). Exploit the questions about what each animal eats to provide the motivational hook for the upcoming lesson on Habitat & Niche.

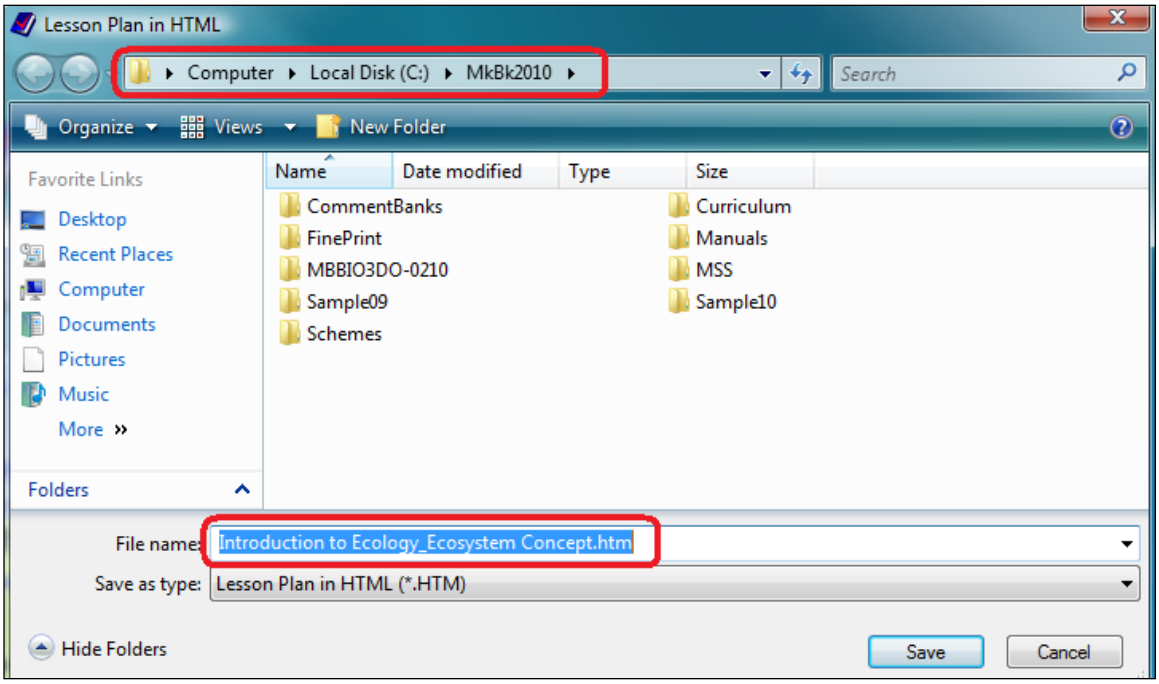
2. Publishing a Lesson Plan for the Internet



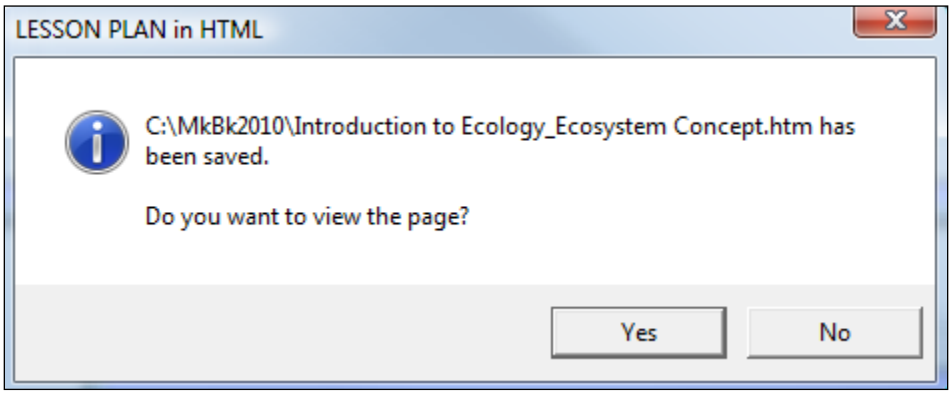
Select the desired lesson plan by clicking on it. Click **Publish** in the upper menu bar and click on **Lesson XX in HTML**. The following box will appear:



Select desired options by checking appropriate cells. Then click the **Save HTML** button. A Windows Save screen will appear as follows. Unlike the paper printout, the HTML file will NOT include empty sections.



MarkBook will propose a new file name as a combination of the MUP name and the lesson name. Edit this file name as necessary. Edit the folder location as desired. Click **Save**. The following dialogue box will appear:



To view the page before sending it to the internet, click **Yes**. Once saved, use FTP or a similar programme to send this file to your web site.

A sample HTML lesson plan appears on the next two pages. Note that the homework assignment is included within the Assessments section and the teacher has included the Follow Up option.

Trick: send an HTML file as an Email attachment to absent students and their parents, particularly if there's a Homework component. We suggest not including the Follow Up items within these lesson plans if it includes sensitive information. In fact, an HTML attachment *with just the Assessment section* could serve as a means of communicating the homework material.

Introduction to Ecology - Lesson 1: Ecosystem Concept

SCI10 Grade: 10 Level: Academic

V. Smart The Best School

Room: 123 Day: 1 Period: 2 Length: 76 min. Date: Sep 8 2009

OUTLINE:

Topic	What is an ecosystem?
Prerequisites	Students are able to explain and give examples of the terms: green plant, food chains, food webs, biotic, and abiotic. Students know how to design an experiment, control variables, construct/read/interpret both graphs and charts, make observations, take notes, and present findings.
Motivation	Officials warn us not to eat any fish from certain lakes even though we can safely drink the water from those same lakes. Why are the fish poisonous? How is this possible?
Content Standards	This lesson meets the stated curriculum standards (objectives, expectations) for your jurisdiction, course and unit.
Expectations and Objectives	SCI10-1.1, SCI10-1.2 (list the reference numbers and perhaps the text of each).
Safety Considerations	Provide cautions about handling glass and live organisms as part of the lab.
Resources	Overhead Projector Classroom Ecosystem Bottle

SEQUENCE:

Diagnostic Test **Style:** Assessment **Time:** 10 min.	**Starting Point** Diagnostic Test on pre-requisite knowledge as well as on broad concepts that will be delivered in this unit. **Key Vocabulary** Biotic, abiotic, food chain, food web, green plant. **Visual Presentation** Test on overhead projector.
Classroom Ecosystem **Style:** Lab **Time:** 65 min.	**Starting Point** Build a classroom ecosystem - large glass bottle (10L+), dechlorinated water, aquatic plants, pond snails, small herbivorous fish such as a Khuli loach, gravel/sand, table lamp. **Critical Questions** How can the plants and animals survive in the bottle when it's sealed up? That is, how can they breathe? What don't the animals run out of food? What would happen to the organisms if the light was turned off for a long time? **Key Vocabulary** Biotic, abiotic, herbivore, ecosystem. **Visual Presentation** Classroom ecosystem - to be left operating in the class for the balance of the term or longer.

ASSESSMENTS:

U1 Diagnostic Test **Strand:** Know & Und **Type:** Diagnostic	**Description** Overhead: matching terms test to determine whether or not learners are familiar with Key Vocabulary terms from prior courses. Second part of the test: have them define or explain Bioaccummulation, Biome, Biosphere, Niche, Succession, Nutrient Cycle. **Accommodation** For the visually-impaired, provide a large-font printed copy of the test.
Homework **Type:** Homework	**Description** In the text, do page 46, questions 1 to 6.

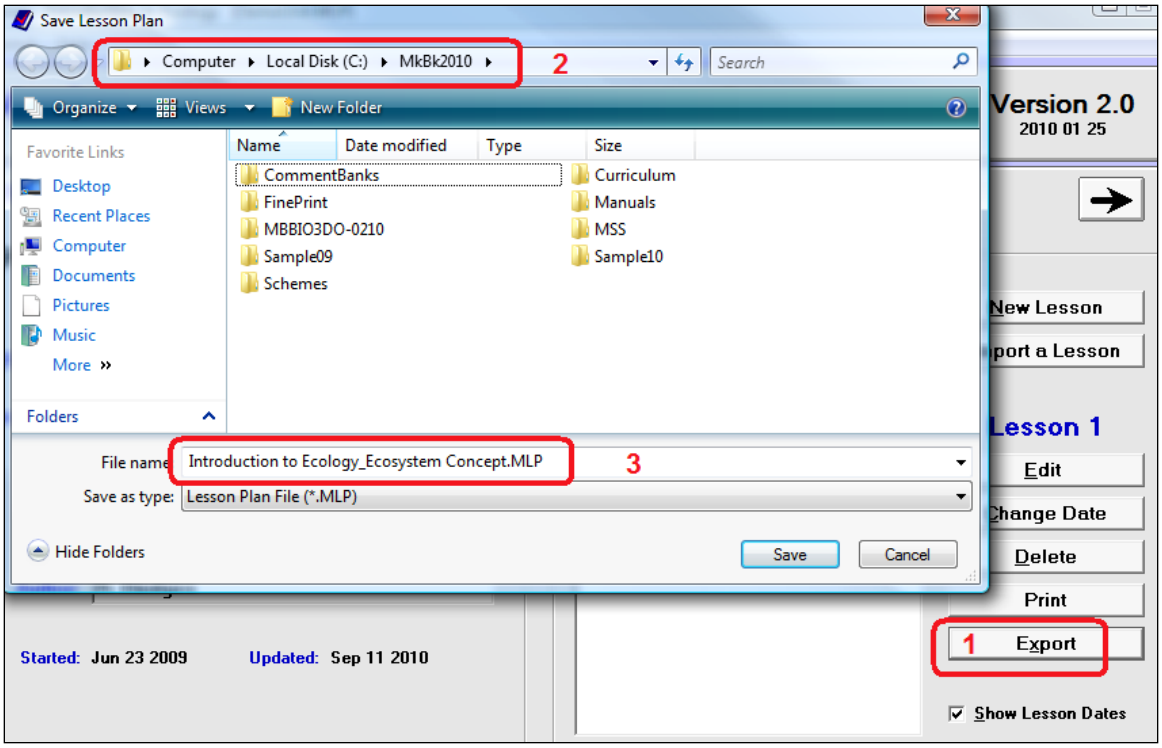
FOLLOW UP:

Announcements	A research case study will be due for presentation towards the end of the unit, Oct 5-8. The unit test is planned for Oct 9th.
Reflections	Some students were anxious about sealing the bottle with the animals still inside. In order to avoid emotional reactions next time, emphasize that the bottle is very safe for the animals - we're doing this lab to prove it. Use their concern to focus them on coming up with an explanation for why the organisms all survive.
Opportunities	Some students didn't know what fish and snails eat (the Khuli Loach and snails are herbivores - they consume algae). Exploit the questions about what each animal eats to provide the motivational hook for the upcoming lesson on Habitat & Niche.

Listed lessons may be more or less than one period in length.
This page was compiled using MarkBook Planner - Version 1.0 (www.markbook.com)

3. Exporting a Lesson Plan

1 Click the **Export** button, **2** select a location, **3** edit the proposed name as necessary, and click **Save**. MarkBook will save the plan as an .**MLP** (MarkBook Lesson Plan) file. It could be attached to an Email to other teachers or copied to a shared folder.



4. Importing a Lesson Plan

If one or more .MLP files exist for this unit, perhaps sent by a colleague or sitting in a shared folder, click the **Import a Lesson** button, browse to locate the desired lesson plan file, and click Open.

5. Moving a Lesson Plan in the Lesson Sequence

If necessary, use the **Change Date** button to move the imported lesson up or down into its proper sequence within the lesson list.

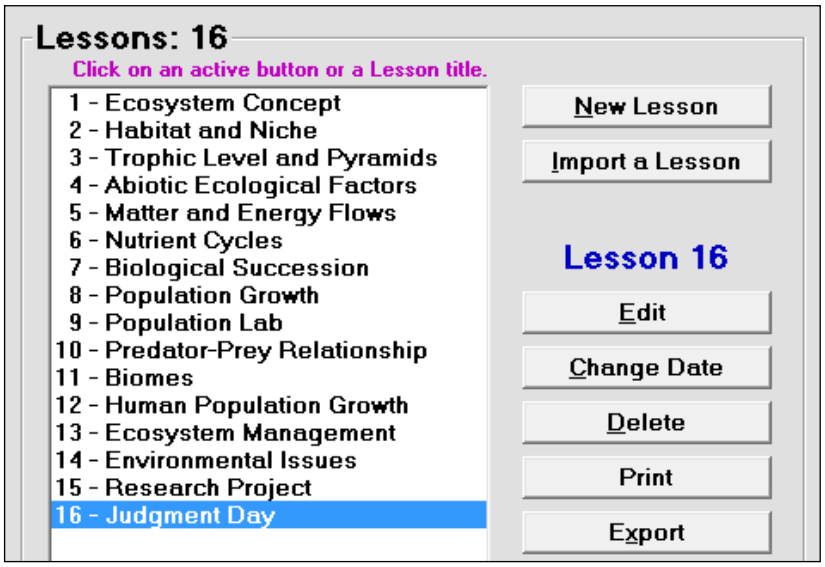
6-10 PUBLISHING AND MANAGING UNIT PLANS

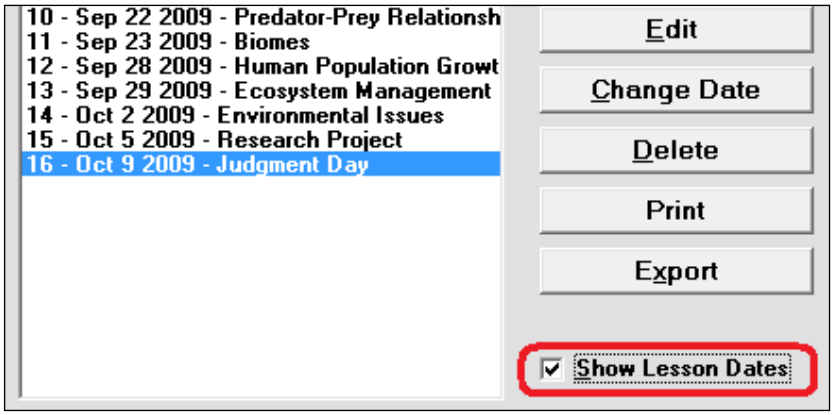
Once a single lesson has been named and given a Topic, it's possible to print a Unit Plan on paper and to save it as an HTML file for posting on the Internet.

Tip: it's possible to enter nothing more than each lesson's Title and Topic prior to publishing the entire Unit Plan on paper or on the web.

1. Publishing a Unit Summary Plan on Paper

In this example, the teacher has named each lesson. Some of these take one period but others may take multiple periods. On the Outline screen described in section 6-4, this teacher has included a projected date for each lesson or the commencement date for a multi-day lesson.





Note the alternate screen view which includes projected dates. Click the **Show Lesson Dates** cell.

Once the lessons appear in this list, click **Publish** in the upper menu bar and click **Print Unit Summary**. Choose whether or not to include the lesson dates. FinePrint, described in Appendix B, will give a print preview.

Following is a sample printout. Note that the user has elected to include projected lesson

Unit Plan

V. Smart
The Best School

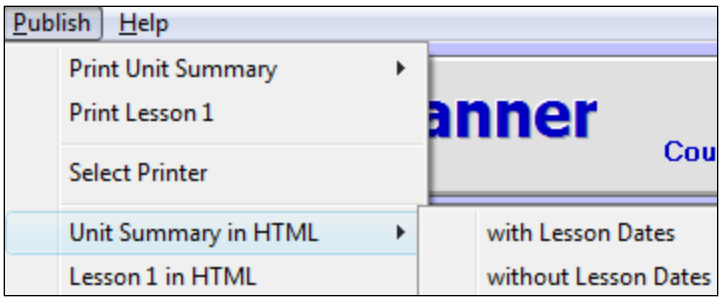
Unit: Introduction to Ecology
SCI10 **Grade:** 10 **Level:** Academic

Summary

Description	
	People care deeply about the environment. In order to protect the environment, we must first understand how the natural world operates. This unit develops basic knowledge and skills about ecosystems. It also looks at some issues caused by human interaction with those ecosystems.

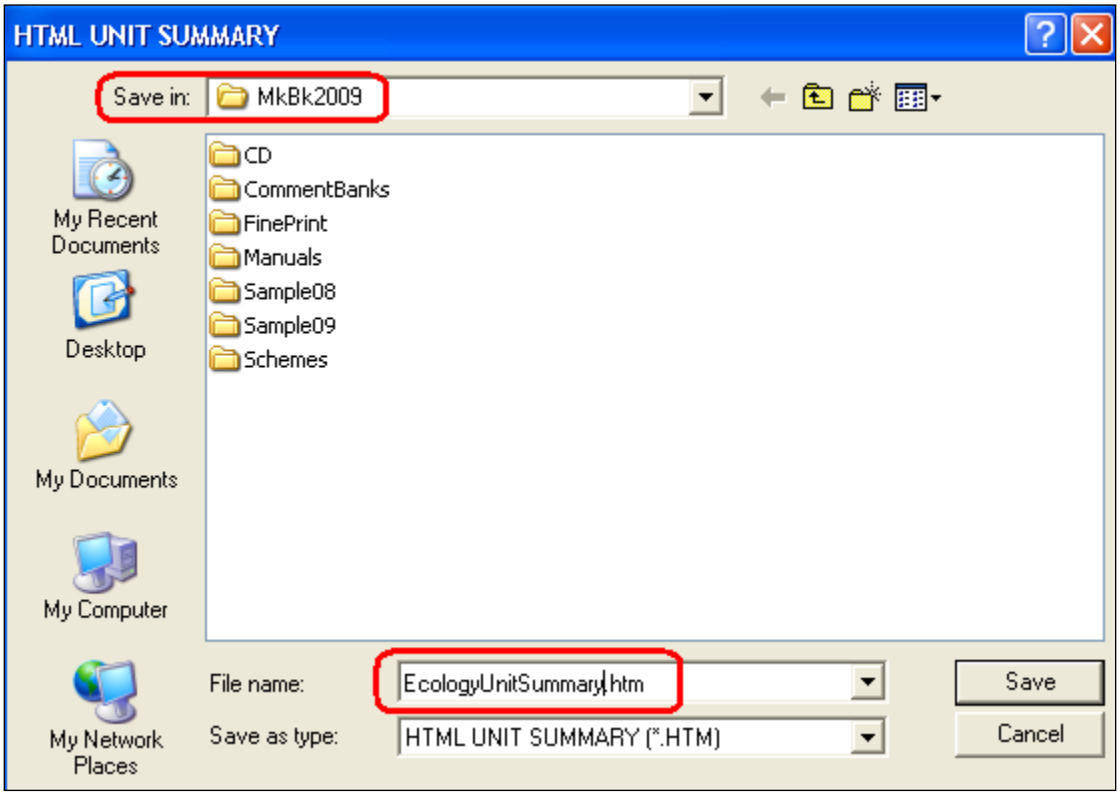
Lessons			
	1	Sep 7 2013	**Ecosystem Concept** (What is an ecosystem?)
	2	Sep 8 2013	**Habitat and Niche** (Producers, consumers, decomposers, scavengers, saprophytes, predators,)
	3	Sep 9 2013	**Trophic Level and Pyramids** (This lessons looks at the concept of ecological pyramids based ...)
	4	Sep 12 2013	**Abiotic Ecological Factors** (Look at the relationships between living and non-living factors and ...)
	5	Sep 13 2013	**Matter and Energy Flows** (Examine the ways that energy flows through the ecosystem. Unlike ...)
	6	Sep 14 2013	**Nutrient Cycles** (Carbon, nitrogen and water are three nutrients that have elaborate cycles between ...)
	7	Sep 15 2013	**Biological Succession** (Species in an environment change over time until a climax community is ...)
	8	Sep 16 2013	**Population Growth** (This lesson looks at the graphic growth pattern of a typical population.)
	9	Sep 19 2013	**Population Lab** (Simulation lab mimicing a real population's growth over time.)
	10	Sep 20 2013	**Predator-Prey Relationship** (Look at the special relationships between predators and prey ...)
	11	Sep 21 2013	**Biomes** (Multiple lessons comparing distinct biomes with emphasis on Canadian biomes.)
	12	Sep 22 2013	**Human Population Growth** (An examination of the unusual growth pattern of humans.)
	13	Sep 23 2013	**Ecosystem Management** (Multiple lessons on selected management systems.)
	14	Sep 26 2013	**Environmental Issues** (Multiple lessons on selected problems and solutions.)
	15	Sep 27 2013	**Research Project** (Multiple presentations on student research projects.)
	16	Sep 28 2013	**Judgment Day** (Unit Test)

2. Publishing a Unit Summary Plan on the Internet

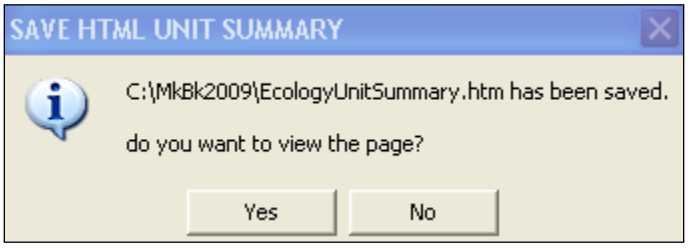


To publish the HTML**Error! Bookmark not defined.** version of a Unit Plan Summary, click **Publish** in the upper menu bar and select **Unit Summary in HTML**. Click to choose whether to include the Lesson Dates or not.

The next screen will appear. Select a file name and location. In this example, the user has edited the name to **EcologyUnitSummary** and is saving it in the **MkBk2011** directory:



Click **Save** and MarkBook will save a file to that location. Your computer will promptly ask if you wish to view the file. Choose **Yes** to see it as per the example on the next page. If acceptable, use FTP to post the file on the Internet.



UNIT: Introduction to Ecology

SCI10 Grade: 10 Level: Academic

V. Smart The Best School Aug 26 2009

UNIT DESCRIPTION	People care deeply about the environment. In order to protect the environment, we must first understand how the natural world operates. This unit develops basic knowledge and skills about ecosystems. It also looks at some issues caused by human interaction with those ecosystems.

LESSONS

Sep 8 2009	**Ecosystem Concept** (What is an ecosystem?)
Sep 9 2009	**Habitat and Niche** (Producers, consumers, decomposers, scavengers, s ...)
Sep 10 2009	**Trophic Level and Pyramids** (This lessons looks at the concept of ec ...)
Sep 11 2009	**Abiotic Ecological Factors** (Look at the relationships between livin ...)
Sep 14 2009	**Matter and Energy Flows** (Examine the ways that energy flows through ...)
Sep 15 2009	**Nutrient Cycles** (Carbon, nitrogen and water are three nutrients tha ...)
Sep 16 2009	**Biological Succession** (Species in an environment change over time u ...)
Sep 18 2009	**Population Growth** (This lesson looks at the graphic growth pattern ...)
Sep 21 2009	**Population Lab** (Simulation lab mimicing a real population's growth ...)
Sep 22 2009	**Predator-Prey Relationship** (Look at the special relationships betwe ...)
Sep 23 2009	**Biomes** (Multiple lessons comparing distinct biomes with emphasis on ...)
Sep 28 2009	**Human Population Growth** (An examination of the unusual growth patte ...)
Sep 29 2009	**Ecosystem Management** (Multiple lessons on selected management syste ...)
Oct 2 2009	**Environmental Issues** (Multiple lessons on selected problems and sol ...)
Oct 5 2009	**Research Project** (Multiple presentations on student research projec ...)
Oct 9 2009	**Judgment Day** (Unit Test)

Listed lessons may be more or less than one period in length.
Lessons may be taught in a different sequence.

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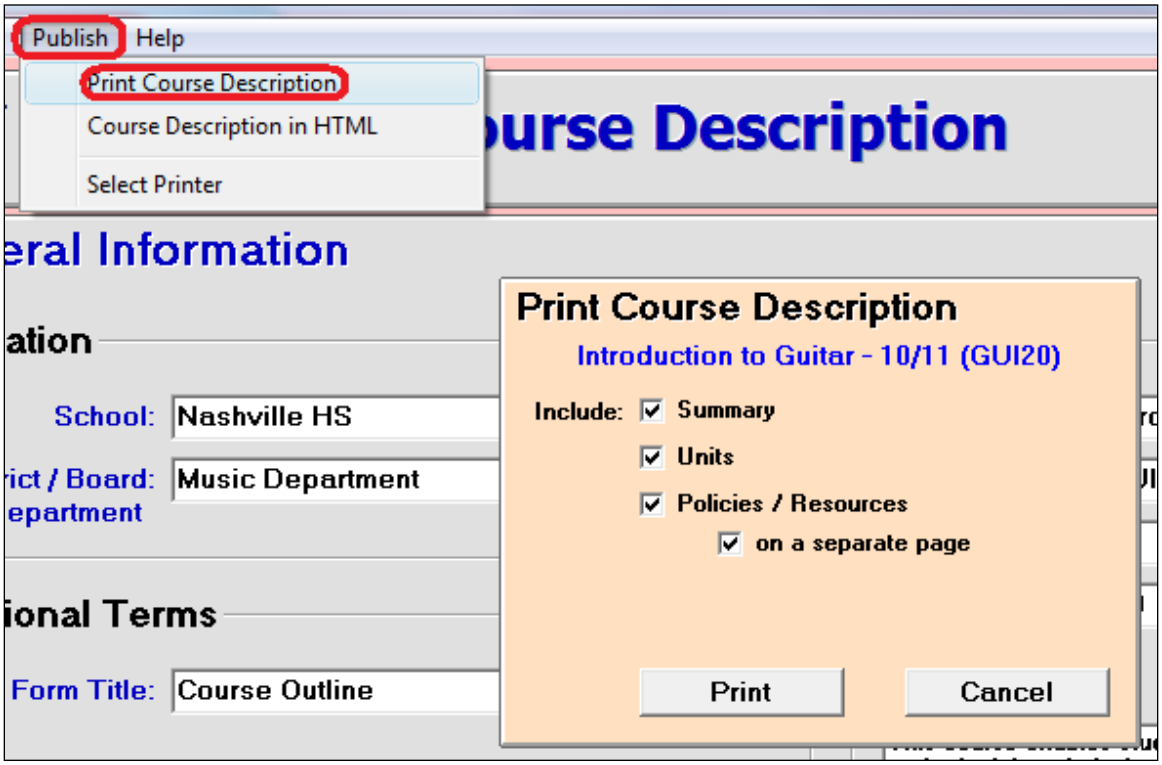
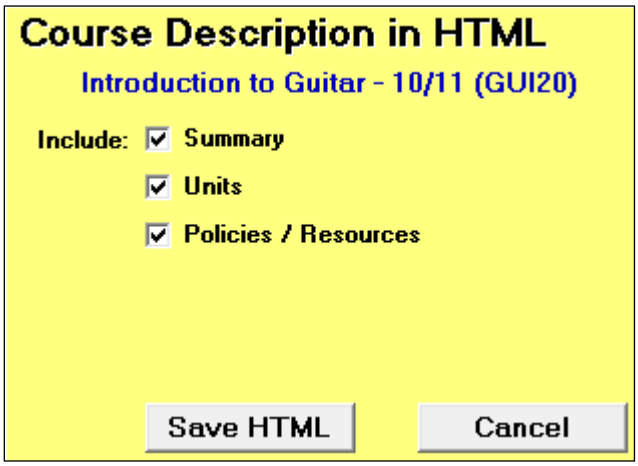
6-11 Publishing and Managing Course Descriptions

Course descriptions may be built as described in section 6-8. This section describes publishing and it includes a paper print sample and an HTML sample.

To print a Course Description, open the saved .MCD file with MarkBook's Course Description tool, or build an .MCD as in section 6-8. Once the .MCD file is open, click **Publish** in the upper menu bar and select **Print Course Description**. Choose among the options and then click **Print**. See the sample on the next page.



To publish as HTML, choose the **Course Description in HTML** option as above. Select among the options and click the **Save HTML** button. MarkBook will prompt for a save location and then ask if you wish to view the file. Click Yes to get a print preview. If acceptable, post the file on the appropriate website. A partial sample is provided on the page after next.



Course Outline	Introduction to Guitar - 10/11 (GUI20)
The Best School **Music Department**	**Grade:** 10 **Level:** Academic **Prerequisite:** None **Credit Value:** 1.0

Summary

This course enables students to understand the musical theory, history and principles of playing a six-string guitar. Students will have the opportunity to play a guitar as individuals and within a group. Various methods of sound recording will be examined and learners will have the opportunity to compose and record their own repertoire. This course matches the standards of the Department of Education's curriculum document for GUI20.

Units

Theory and Technology — Feb 1 to Feb 26

Upon completion, students will be able to define or explain the elements of music (rhythm, melody, timbre, dynamics, harmony, texture and form). Learners will be able to read simple musical notation and explain the use of various types of sound recording technology.

Blues and Chord Structure — March 1 to April 2

Play technical exercise and diverse repertoire that reflect the theory expectations at this grade level (Including improvisation and their own creations when appropriate.)

Fingerstyle Guitar and Western Scales — April 5 - May 7

Aural discrimination skills to identify complex aspects of music (e.g. major and minor triads, diminished and augmented intervals

Rock Music - Composition and Recording — May 10 - June 11

Demonstrate the effective use of digital technology in music; apply the elements of and principles of composition at an intermediate level using the creative process (e.g. perception, production and reflection)

Exam / Culminating Activity — June 14 - 23

For the Culminating Activity, each student will be required to perform a guitar melody pre-approved by the teacher.

The Exam will be 90 minutes covering the music principles delivered in the four course curriculum units.

Policies / Resources

Accommodations for Exceptionalities

Every effort will be made to accommodate the identified needs of exceptional students including differentiated curriculum delivery methods and assessment strategies. Varying modes of student expression, as identified in each student's Individual Education Plan (IEP), will be addressed.

Teaching Strategies

Units are activity based. Teacher demonstrations and research activities provide the students with the necessary terminology and methodology to complete the activities. Classroom discussions, collaborative and co-operative learning, research, report writing and taking notes will assist students in meeting the course expectations.

Resources / Text Books / Technological Integration

Texts:
''Strummin 'N Stompin'' by W. Nelson
''Six Strings Made Easy'' by S. Twain

Classroom Management

No food, beverages, incendiary items like tobacco, jackets, cell phones, pagers, iPods or devices providing radio interference are allowed inside the classroom or studio.

Plagiarism / Integrity

Personal as well as academic integrity is an expectation at this school. Plagiarism (copying another's work as if it was your own), cheating, using unauthorized aids, theft (including electronic theft) and lying are not tolerated. Failure to maintain integrity may result in the loss of credits and/or the imposition of other penalties.

Assessment and Evaluation Policy

TERM: Knowledge and Understanding (15%); Thinking (20%); Communication (10%); Application (25%). Note: percentages are approximate.
FINAL: Term (70%); Culminating Activity (15%); Final Exam (15%)

EVALUATION: based on assessments and other observations of each learner, the teacher will make a professional judgment as to the final mark assigned to each student.

Nashville HS Music Department

Introduction to Guitar - 10/11 (GUI20)

Grade: 10 Level: Academic Prerequisite: None Credit Value: 1.0

Summary

This course enables students to understand the musical theory, history and principles of playing a six-string guitar. Students will have the opportunity to play a guitar as individuals and within a group. Various methods of sound recording will be examined and learners will have the opportunity to compose and record their own repertoire.

Units

Theory and Technology Feb 1 to Feb 26	Upon completion, students will be able to define or explain the elements of music (rhythm, melody, timbre, dynamics, harmony, texture and form). Learners will be able to read simple musical notation and explain the use of various types of sound recording technology.
Blues and Chord Structure March 1 to April 2	Play technical exercise and diverse repertoire that reflect the theory expectations at this grade level (Including improvisation and their own creations when appropriate.)
Fingerstyle Guitar and Western Scales April 5 - May 7	Aural discrimination skills to identify complex aspects of music (e.g. major and minor triads, diminished and augmented intervals
Rock Music - Composition and Recording May 10 - June 11	Demonstrate the effective use of digital technology in music; apply the elements of and principles of composition at an intermediate level using the creative process (e.g. perception, production and reflection)
Exam / Culminating Activity June 14 - 23	For the Culminating Activity, each student will be required to perform a guitar melody pre-approved by the teacher. The Exam will be 90 minutes covering the music principles delivered in the four course curriculum units.

Policies / Resources

Accommodations for Exceptionalities	Every effort will be made to accommodate the identified needs of exceptional students including differentiated curriculum delivery methods and assessment strategies. Varying modes of student expression, as identified in each student's Individual Education Plan (IEP), will be addressed.
Teaching Strategies	Units are activity based. Teacher demonstrations and research activities provide the students with the necessary terminology and methodology to complete the activities. Classroom

6-12 USES OF THIS PLANNER

Teachers

Teachers will find this tool very useful particularly with new curricula. For instance, the lead teacher for a given course could prepare a daily lesson and send it as an Email attachment to others. Or send it daily as a revised MUP. Both have advantages. In the former case, each user of the new lesson has the opportunity to enter their own Follow Up items and save them. Data can be pooled at the next course meeting. In the latter case, everyone is working from exactly the same MUP file.

Course leaders could prepare and publish a Course Description prior to commencing instruction. Modify the document throughout the term as appropriate.

Pre-Service Teachers

The elements of the planner's lessons are an integral part of lesson planning. Instruction in use of the Planner will reinforce appropriate pedagogy for pre-service candidates.

Whether pre-service or in-service, students in subject-specific classes at Faculties of Education may wish to cooperate with each other in developing and sharing MUPs (MarkBook Unit Plans) and MCDs (MarkBook Course Descriptions). Frequently, candidates graduate from subject specialist courses with a stack of subject-specific paper. With the Planner, it's possible to graduate with editable electronic unit plan files and course descriptions for courses to be taught in the future. Copies of MSS and MTP files are ideal items to share and save as well.

Curriculum Coordinators and Department Heads

Persons responsible for curriculum matters at the school or district level may wish to organise the construction of MCDs and MUPs for each subject unit. These can be made available as downloadable packages of files, or sent as Email attachments. For districts that order custom editions of MarkBook, these MCDs and MUPs can be included in a folder so that every teacher gets them wherever MarkBook is installed.

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Further contributions for the continued evolution of this planning tool would be appreciated. Please Email suggestions to Rob Hedges, robh@markbook.com.

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