**3-Step Worksheet for: Creating Your Weekly Schedule**

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|  | **2. What do students need to “KNOW”?** | **1. “DOING” (start here)**  **Experiential Activities**  **(Topics, Questions)** | **3. Parallel Individual Activities** |
| **Primary Focus:** | **Foundational Knowledge** | **Application, Integration, Human Dimension/Other** | **Human Dimension/Self, Caring, How to Keep on Learning** |
| **Week:** | * Before each major segment of course: What should they read? * In the first class session of a major segment of the course: Test their understanding of key concepts from the reading assignment. | * Sequence of in-class activities with active learning and educative assessment. * What are the *major* segments of the course (use questions, subject components)? * What are the *sub*-segments (use questions, activities)? | This section can include:   * Some out-of-class individual reflection or independent work * Developing a plan for learning more, after the course is over * Some in-class sharing activities |
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| 15. |  |  |  |

**Directions for Use:**

1. Start in the middle column (#1);
   * For this column, use questions rather than nouns. For example: In a US History course, a major segment, instead of being “The 1930s”, might be: “How was it that the US’s strong economy of the 1920’s went into a major Depression in the 1930s?”
2. Then do the left-hand column (#2);
   * For this column, ask: “What do students need to KNOW, in order to do the activities in Column #1?” Use that to limit your reading assignments to what is necessary, rather than assigning readings on “all the ideas there are to know about this topic”.
3. Finish with the right-hand column (#3).