

Olmsted Falls Schools: Unit Design Framework

The purpose of the lesson planning framework is to act as a guide for Olmsted Falls Educators as they collaboratively plan units of instruction. The framework attempts to incorporate best practices from the research and couple these with the professional development concepts that Olmsted Falls Educators have taken part in.

Academic content standards and the learning targets that comprise the standards come to life for teachers and students when they are incorporated into a unit of instruction. Teachers work in teams to ensure the learning intentions are the same in corresponding grade levels and subject areas. Teaching the same targets creates the opportunity to collaboratively design common formative assessments that can be collaboratively discussed throughout the instructional unit with fellow teachers. In addition, it allows teachers to design reliable and valid summative assessments that can be used to measure learning at the end of the instructional unit and use the results for future planning.

Ultimately the unit design framework should be used by teachers for the purpose of instructional alignment. The learning targets should be clear to students before and during instruction and they should be aligned with the assessments students will experience. The last step in the alignment process occurs when the learning targets and assessments are consciously aligned with the instruction and classroom activities.

Unit Planning Graphic Linking Prof. Dev. Concepts in Olmsted Falls City Schools



Graphic created by Jim Lloyd and used by Olmsted Falls City Schools' Teachers

Subject: Social Studies Grade 6

Unit: Timelines - Ohio Book Ch. 3

Part I: Clarity of Learning Targets

What are the grade level indicators that go with this unit? Place a star next to the grade level indicators that are Power Indicators. Are the indicators in student friendly language? Place the level of Bloom's Taxonomy next to each Power Indicator.

Grade Level Indicators:

Construct a multiple-tier time line from a list of events and interpret the relationships between the events.

Arrange dates in order on a time line using the conventions of B.C. and A.D. or B.C.E. and C.E.

Student-Friendly:

- I can create a multiple-tier timeline from a list of events.
- I can use a multiple-tier timeline to see how events are related.
- I can arrange dates in order on a timeline using B.C. and A.D. or B.C.E. and C.E.

Grade Level Indicators:

Organize information using outlines and graphic organizers.

Use multiple sources to define essential vocabulary and obtain information for a research project including:

- a. Almanacs;
- b. Gazetteers;
- c. Trade books;
- d. Periodicals;
- e. Video tapes;
- f. Electronic sources.

Analyze information from primary and secondary sources in order to summarize, make generalizations and draw conclusions.

Complete a research project that includes a bibliography.

Student-Friendly for Famous American Project

- I can organize information using outlines and graphic organizers.
- I can complete a research project that includes a bibliography.
- I can use multiple sources (electronic or other) to define vocabulary and get information for a research project.
- I can summarize and use primary and secondary sources.

What are the Big Ideas that go with this unit?

- Multiple tiered timelines organize dates and provide a graphic representation of relationships
- Use outlines, graphic organizers and graphs to organize information
- Use multiple sources to analyze information for a research project, such as: primary and secondary, almanacs, trade books, videos, and the internet
- Research projects and group projects help students state position orally or in writing and also help research a person or group goal

What are the Essential Questions that go with this unit?

- How can multiple tiered timelines help us interpret relationships between ideas, events, and civilizations?
- What are some ways to organize information?

Famous American Project

- What are different types of sources that can be used to analyze information or gather information for a research project?
- Why are research projects helpful in reaching specific goals?

What strategies will we use in order to make learning targets clearer for all students, before, during and after instruction? How will you communicate the learning indicators to students?

- Post and communicate Essential Question and Learning Targets in the classroom
- Put the learning target on handouts, quizzes, and tests
- Check with students for understanding of the learning target

Part II: Feedback and Assessments (Formative and Summative)

How will we provide students with feedback throughout the unit?

What formative assessments will we use? (Non-graded assignments that check for understanding and provide feedback to the students) Incorporate the 7 Strategies of Assessment for Learning here.

- Pre-assessment – Create a timeline of student’s life; Read Ohio Book page 70-74; Revise timeline and make corrections
- Multiple tier timeline – Students will use a rubric to peer assess and make corrections to the multiple tier timeline
- Ohio Book page 75-77 questions

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How will students be involved with keeping track of their own learning progress (note—this is different than tracking points for a grade)?

- The students will keep their formative assessments and self assess areas of strength and weaknesses throughout the unit

What summative assessments will we use? (Graded, evaluative assessments)

- Timeline Test
- Famous American Timeline with peer feedback

Part III: Instruction and Student Activities

What instructional and student activities will we use for this unit? These activities should directly align with the indicators and assessments.

- Parent timeline (homework)
- Multiple tier timeline