

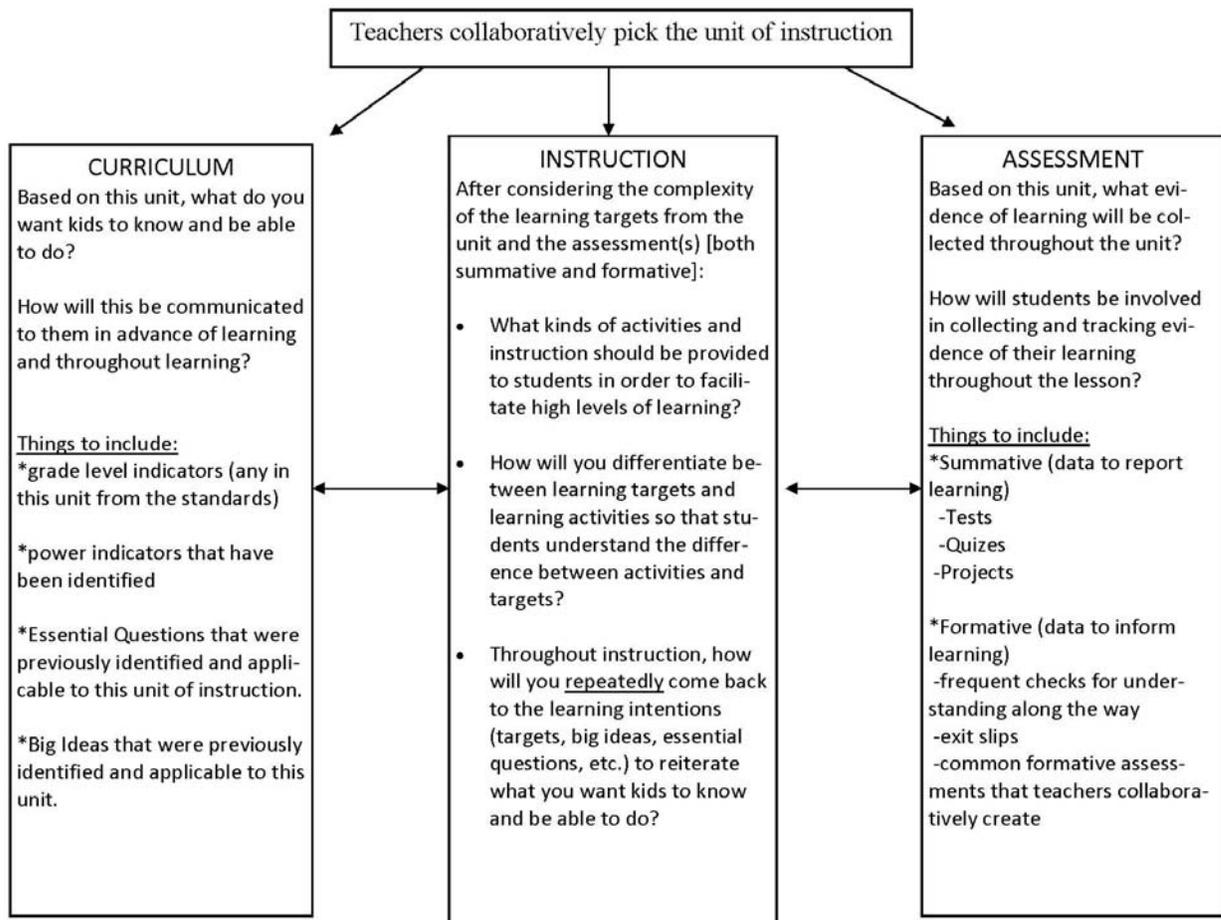
Olmsted Falls Schools: Unit Design Framework

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: Ch. 1

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:

Use coordinates of latitude and longitude to locate points on a world map.

Work effectively to achieve group goals:

- a. Engage in active listening;
- b. Provide feedback in a constructive manner;
- c. Help establish group goals;
- d. Take various roles within the group;
- e. Recognize contributions of others.

Section 1 - Student-Friendly:

- I can identify and give examples of the five themes of geography.
- I can use lines of latitude and longitude to locate points on a world map.
- I can work to achieve group goals by actively listening, giving feedback, setting goals, helping where I am needed, and supporting other students’ work.

Grade Level Indicator:

Identify and describe a variety of physical and human regions by analyzing maps, charts and graphs that show patterns of characteristics that define regions.

Section 2 – Student-Friendly:

- I can use a map, chart, or graph to identify and describe physical (landforms) and human regions.

What are the Big Ideas that go with this unit?

Section 1:

- Each city, country, body of water, mountain range and desert can be located using coordinates.
- Research projects and group projects help state a position orally or in writing and also help reach a person or group goal.

What are the Essential Questions that go with this unit?

Section 1:

- How do we find the absolute location of a place?
- Why are group 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](#).

Section 1: The Five Themes of Geography

- 2- Column notes
- Australia Map – Star and step
- Where's the capital

Section 2: Maps

- How Far? Handout
- Map notes

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 use a rubric to self-assess their collage before turning it in to the teacher
- The students will complete the self-assessment chart for chapter 1

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

Section 1: The Five Themes of Geography

- Match'em up
- Collage
- Africa latitude and longitude quiz

Section 2: Maps

- MapMaster Skills: Using the map scale
- Chapter 1 Test

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.

Chapter One-Geography Book

Section 1

1. Draw the world
2. Foundations of Geography Book Preview
3. Textbook rating form
4. Pretest of the world
5. SQ3R
6. Reading Readiness Guide
7. 5 themes notes (formative)
8. 5 theme collages (Summative)
9. World Quiz (Summative)
10. The Geography of the School
11. Match 'Em Up (Summative)
12. Can you find home?
13. Mapmaker
14. China Coordinates
15. Battleship
16. Get Coordinated
17. What state is this?
18. MapMaster Skills: Using Latitude and Longitude (formative)
19. Understanding Latitude and Longitude
20. Bermuda Triangle Activity
21. Latitude and Longitude Quiz (Summative)

Section 2

1. Guided Reading and Review
2. Notes sheet on projections
3. How Far? (formative)
4. Worksheet on Scale (formative)
5. Flight
6. Study Guide for chapter 1
7. Crossword puzzle for Flight
8. Test (summative)

Name: _____ Period: _____

Chapter One Study Guide

Directions: Complete this worksheet using your textbook, Chapter One handouts, and your flight information.

I can use lines of latitude and longitude to locate points on a world map.

1. What is latitude? _____
2. Which line is the starting point for lines of latitude? _____
3. What is longitude? _____
4. Which line is the starting point for lines of longitude? _____
5. What is absolute location? _____

6. What is relative location? _____

7. What is the absolute location of Lostonia? _____
8. Write a sentence that tells the relative location of Fanton compared to Johnston. _____

I can use a map, chart, or graph to identify and describe physical (landforms) and human regions.

9. What is the southern most city on Andorania? _____
10. What is the capital of Storria? _____
11. Which city would probably have a warmer climate Karuz or Simston?

12. What country is located directly north of Storria? _____

13. How many miles does 1 inch represent on the map? _____

14. If you were traveling from Malgo to Riverton, in what **directions** would you be going? _____

14. Can the scale for this map be used on any other map? Why or why not?

15. How far would you travel if you flew from Old Town to Karuz? _____

16. Why are maps distorted? _____

I can identify and give examples of the five themes of geography.

List the five themes of geography and give an example of each.

1. _____
2. _____
3. _____
4. _____
5. _____

Name: _____

Period: _____

Chapter One Target Practice



Target:	Assessment:	Rating (☺ ? ☹)	What next?
I can identify and give examples of the 5 themes of geography.	2 column notes (formative)		
I can identify and give examples of the 5 themes of geography.	5 Themes rubric (summative)		
I can work to achieve group goals by actively listening, giving feedback, setting goals, helping where I am needed, and supporting other students' work.	5 Themes rubric- line 4 (summative)		
I can identify and give examples of the 5 themes of geography.	5 Themes quiz (summative)		
I can use lines of latitude and longitude to locate points on a world map.	Australia Map practice (formative)		
I can use lines of latitude and longitude to locate points on a world map.	Where's the Capital? Partner challenge (formative)		

I can use lines of latitude and longitude to locate points on a world map.	Africa Quiz (summative)		
I can use a map, chart, or graph to identify and describe physical (landforms) and human regions.	How Far? Scale practice (formative)		
I can use a map, chart, or graph to identify and describe physical (landforms) and human regions.	Map notes (formative)		