

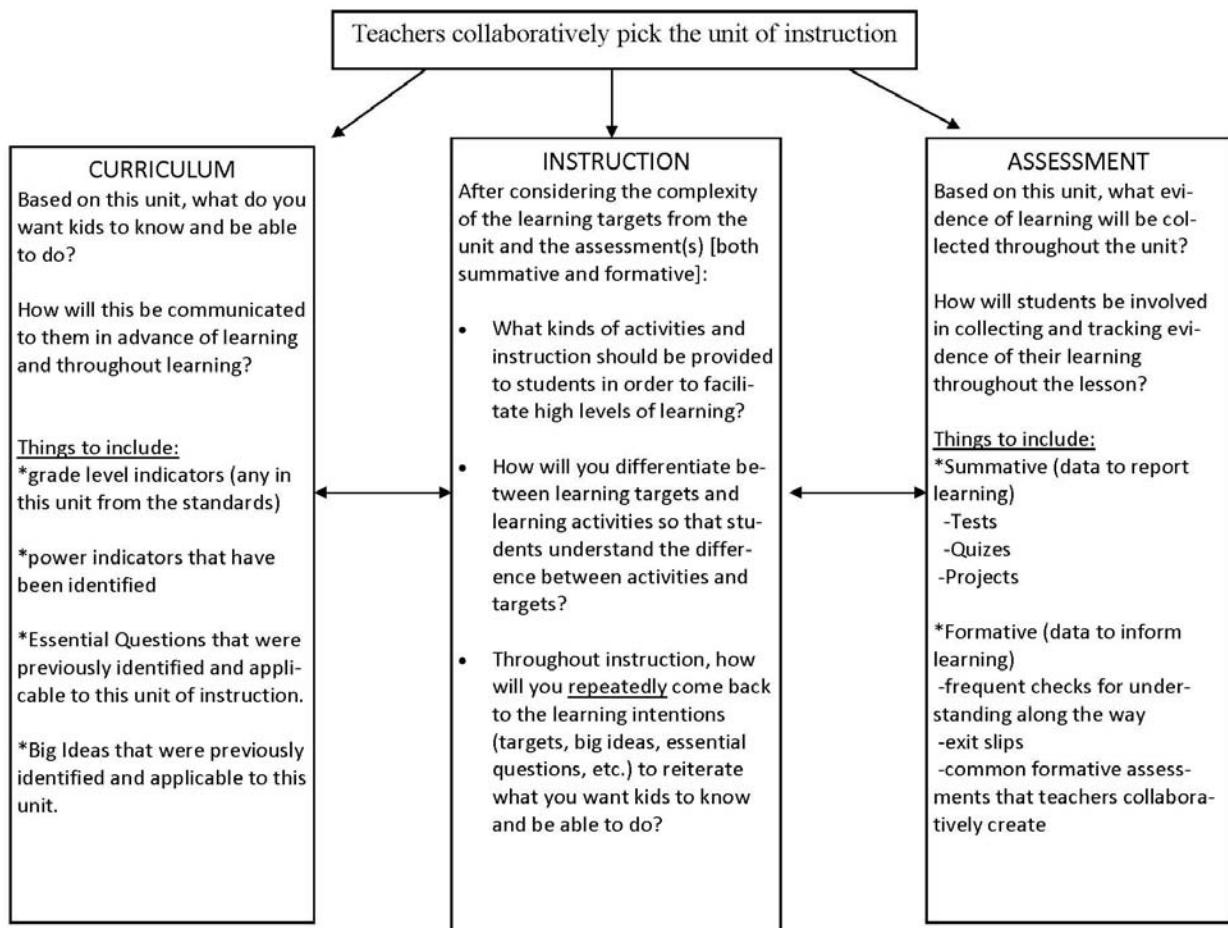
Olmsted Falls Schools: Unit Design Framework

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: Health – Grade 8

Unit: Child birth and STD's

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.

Health Indicators:

- Understand the similarities between sexually transmitted diseases and other communicable diseases
- Describe the symptoms of certain STD's
- Abstinence – “Say No” – how to
- Describe preventative measures that could be used concerning STD's
- Discuss the complexities of pregnancy

Child Birthing Learning Targets:

- Describe how the sperm fertilizes the egg (pregnancy)
- Describe the physical changes that occur in the mother during pregnancy
- List or describe the changes in the fetus (baby) during pregnancy
- List the steps of the birth process
- Explain the common problems associated with child birth

STD Learning Targets:

- List the most common STD's (Operation Keepsake)
- Describe the symptoms and possible treatments of common STD's (Operation Keepsake)
- Explain how STD's are passed and prevented (abstinence) (Operation Keepsake)

What are the Big Ideas that go with this unit?

- Knowing the risks of sexual intercourse promotes a healthy life style and disease prevention.

What are the Essential Questions that go with this unit?

- How can sexual intercourse put your health at risk?

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?

- Communicate learning targets to students – learning targets on the SmartBoard
- Class discussion of the essential question – posted on the SmartBoard
- Check for understanding – ask students to state the learning targets

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.

- STD brochure – The students will complete a peer assessment of the outline. The students will self assess their own brochure using the rubric before turning it in to the teacher.
- The students will write questions (short answer/extended response) that could appear on the test for review.

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 have their peers assess them on their STD brochure
- The students will self assess their own STD brochure
- The students will self assess their level of understanding for the learning targets – Learning target..., what I know about the learning target..., my rating

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

- STD brochure
- 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.

- Reading from the book
- Notes
- Use of models
- Videos
- SmartBoard reviews
- Review questions at the beginning of the period
- STD brochure
- Operation Keepsake speakers