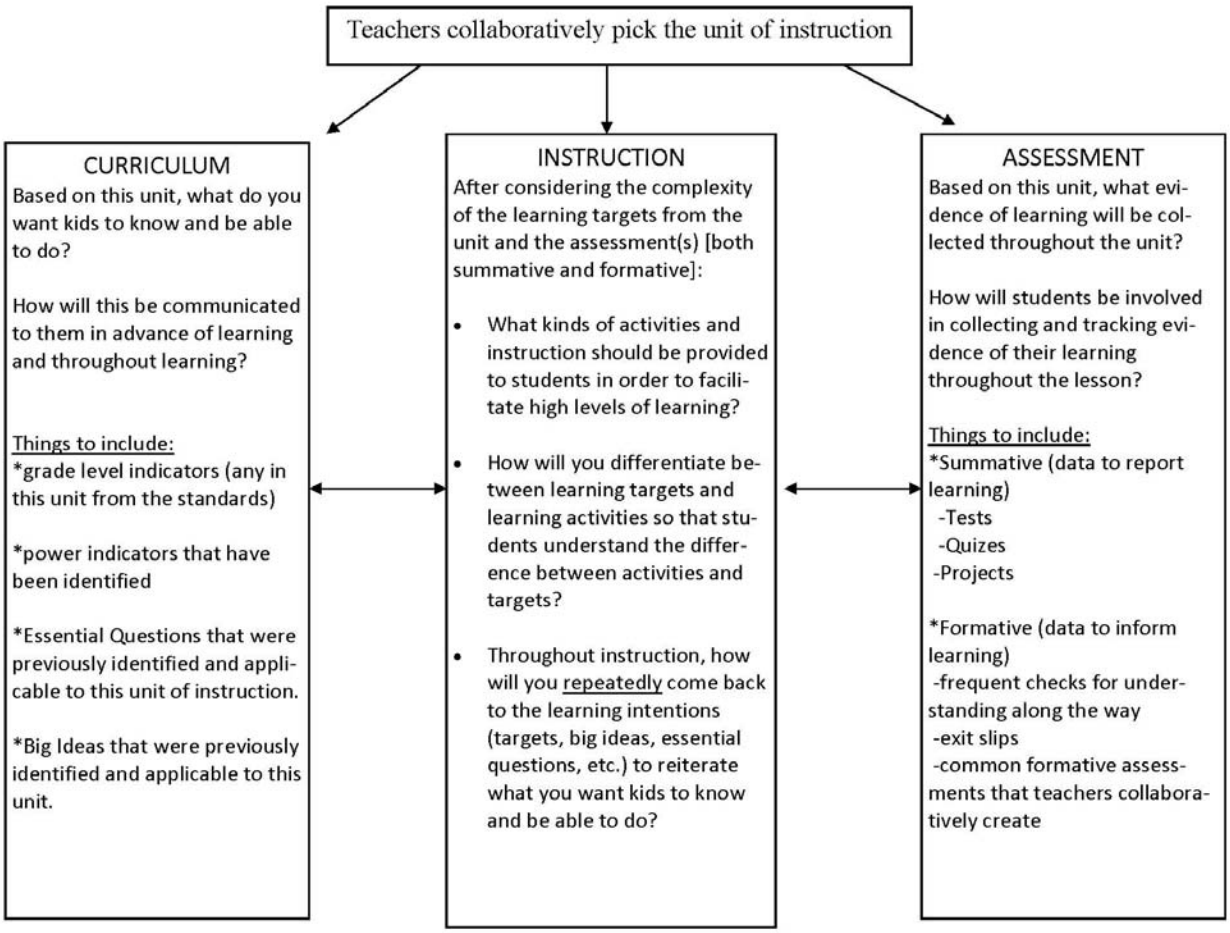
Olmsted Falls Schools: Unit Design Framework

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 - 8 **Unit: Circular System**

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

- Describe ways that cardiovascular fitness strengthens heart and prevents arteriosclerosis.
- Identify foods that reduce the chances of heart disease.
- Define cardiovascular disease and list four symptoms of a heart attack.

Circular System Learning Targets

- List and explain the parts of blood (white blood cells, red blood cells, plasma, and platelets)
- List and explain the types of blood vessels (arteries, veins, and capillaries)
- Explain common problems in the circulatory system (heart)
- Explain how the respiratory system (lungs) and circulatory system (heart) work together
- Diagram the parts of the heart and trace the flow of blood through the heart
- List common facts about the heart
- Identify risky behaviors/factors that can lead to heart disease
- Identify ways to prevent and treat cardiovascular (heart) disease

What are the Big Ideas that go with this unit?

- Choosing healthy behaviors at a young age helps to prevent cardiovascular disease later in life.

What are the Essential Questions that go with this unit?

- Why is it important to make healthy decisions throughout your life?

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.

- The students will diagram the heart and trace blood flow
- The teacher will give the class a list of the 8 steps in the heart/breathing cycle. The students will work with a partner to draw and explain how the respiratory and circulatory systems work together. The students will then get with another small group to check their drawings and make corrections on their drawings. During the group work, the teacher will walk around and check the drawings and select 1 group to present their correct drawing and explanation to the class. The group will draw and explain their diagram on the SmartBoard.
- Matching activity for key terms: artery, vein, capillary, red blood cells, white blood cells, plasma, and platelets (SmartBoard – Picture Frame – Lesson activity toolkit 1.0 – Interactive and multimedia – Key word match)

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

- Through the use of different formative assessments, the students will determine what they know and areas that they need to study/improve upon.

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

- Test
- Homework (completion)
- Heart diagram

Olmsted Falls Schools: Unit Design Framework
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
- Label the heart diagram
- Videos
- SmartBoard reviews
- Review questions at the beginning of the period