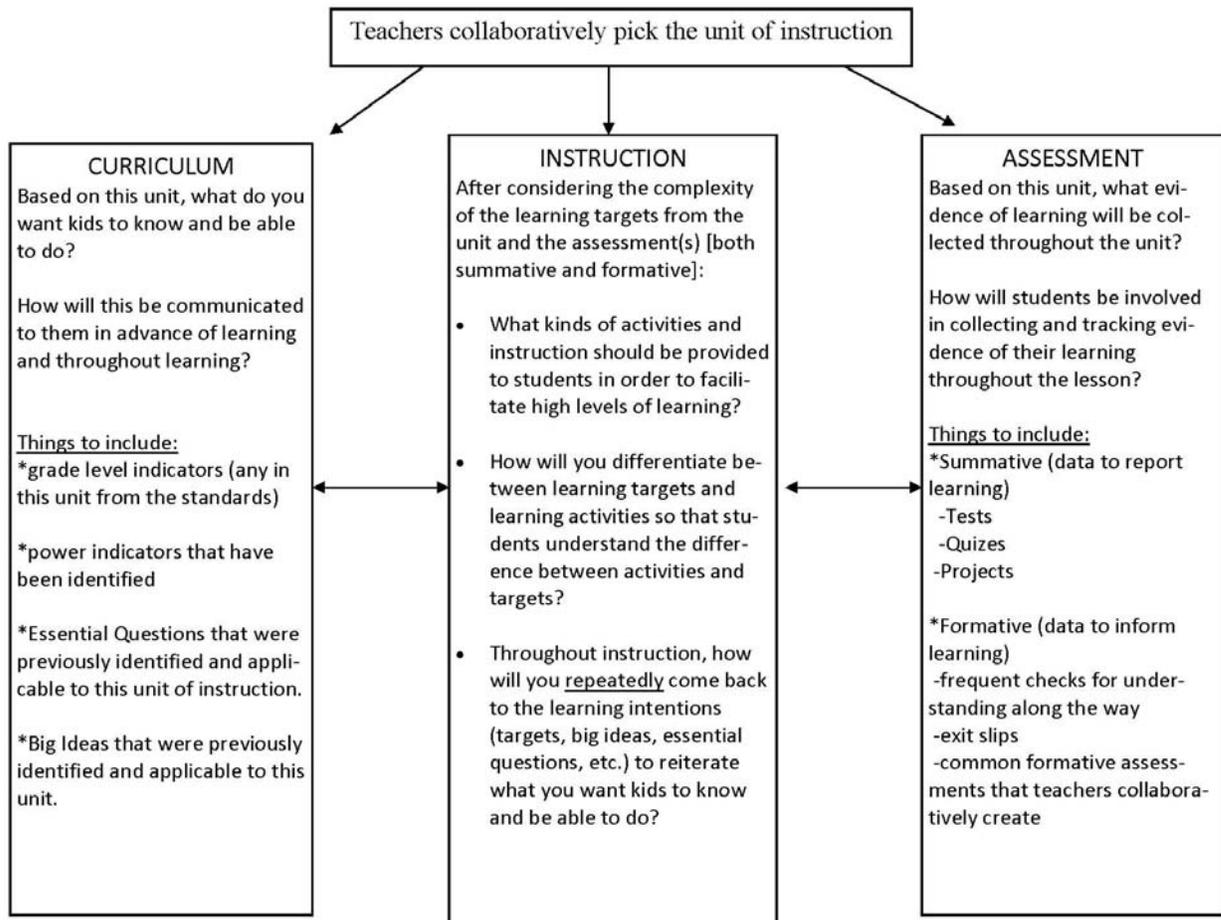# Olmsted Falls Schools: Unit Design Framework

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

Teachers collaboratively pick the unit of instruction

CURRICULUM	INSTRUCTION	ASSESSMENT
Based on this unit, what do you want kids to know and be able to do? How will this be communicated to them in advance of learning and throughout learning? Things to include: *grade level indicators (any in this unit from the standards) *power indicators that have been identified *Essential Questions that were previously identified and applicable to this unit of instruction. *Big Ideas that were previously identified and applicable to this unit.	After considering the complexity of the learning targets from the unit and the assessment(s) [both summative and formative]: • What kinds of activities and instruction should be provided to students in order to facilitate high levels of learning? • How will you differentiate between learning targets and learning activities so that students understand the difference between activities and targets? • Throughout instruction, how will you repeatedly come back to the learning intentions (targets, big ideas, essential questions, etc.) to reiterate what you want kids to know and be able to do?	Based on this unit, what evidence of learning will be collected throughout the unit? How will students be involved in collecting and tracking evidence of their learning throughout the lesson? Things to include: *Summative (data to report learning) -Tests -Quizes -Projects *Formative (data to inform learning) -frequent checks for understanding along the way -exit slips -common formative assessments that teachers collaboratively create

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

Olmsted Falls Schools: Unit Design Framework

Subject: 8th Grade Social Studies   **Unit: Articles of Confederation**

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:

1. (H4c) Explain the results of important developments of the American Revolution including:
    a. Creation of state constitutions

2. **(**H5) Explain major domestic problems faced by the leaders of the new republic under the Articles of Confederation including:
    a. Northwest Ordinance
    b. Maintaining national security
    c. Creating a stable economic system
    d. Dealing with war debts
    e. Collecting revenue
    f. Defining the authority of the central government

3. (H8) Describe and analyze the territorial expansion of the United States including:
    a. Northwest Ordinance;

4. (GOV 7) Explain how the Northwest Ordinance established principles and procedures for the orderly expansion of the United States.

5. (GOV 3) Explain how events and issues demonstrated the need for a stronger form of governance in the early years of the United States:
    b. Shay's Rebellion
    c. Economic Stability
    d. Government under the Articles of Confederation

6. (E4) Explain how the lack of power to regulate the economy contributed to the demise of the Articles of Confederation and the creation of the U.S. Constitution.

Student Friendly Language:

1. (H4c): To explain important developments of the American Revolution
    a. I can explain the reasons for the creation of state constitutions

2. (H5): To explain major domestic problems (within the nation) the leaders of the new republic faced under the Articles of Confederation
        a. I can explain how maintaining national security (keeping our country safe) was a problem
        b. I can explain how creating a stable economic system (trade and currency) was a problem
        c. I can explain how dealing with war debts ($27 million from American Revolution) was a problem
        d. I can explain how collecting revenue (taxation) was a problem
        e. I can explain how defining the authority of the central (national) government was a problem

3. (H8) To describe and analyze the territorial expansion of the United States
        a. I can describe and determine the essential parts of the Northwest Ordinance and how it led to the territorial expansion of the United States

4. (Gov7) To explain how the Northwest Ordinance governed the division of the land and established principles and procedures for orderly expansion of the United States

5. (Gov3) To explain how the following events and issues led to the need for a stronger national government
        a. I can explain how Shays' Rebellion led to the need for a stronger government
        b. I can explain how economic instability (trade with Spain and Britain; no regulations for interstate commerce) led to the need for a stronger government
        c. I can explain how poor governmental structure under the Articles of Confederation led to the need for a stronger government

6. (E4) To explain how the government's lack of power to control the economy led to the downfall of the Articles of Confederation and the creation of the U.S. Constitution

What are the Big Ideas that go with this unit?

The weaknesses of the Articles of Confederation led to the creation of the United States Constitution.

What are the Essential Questions that go with this unit?

Why was the United States Constitution created?

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?

- ✓ Student "I can" statements produced on a handout that is given to students at the start of the unit.
- ✓ Post learning targets within the student-learning environment.
- ✓ Present the unit's essential question during and throughout the instructional unit.
- ✓ List of key terms and concepts given to students in the form of a study guide.

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 teacher conducts a question and answer session at the start of the instructional period in order to check for student understanding ("provide a fact")
- ✓ Use of white boards – minute-to-minute formative assessment techniques
- ✓ The teacher asks the students to state the learning targets and make predictions about the learning targets (Mrs. Gross)
- ✓ A formative assessment will be utilized for each section of the chapter – all formative assessment items are linked to learning targets. The students also complete a self-reflection of the formative assessments in which they predict their score and explain why they think they got that score.
- ✓ The students that do not do well on formative assessments are given additional instruction, practice, and/or assignments (follow up in STAR). The students may be given hard copies of notes, and can also access power point presentations and notes on-line.

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 receive feedback on their formative assessments and keep these to prepare for the summative assessment.

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

- ✓ Common unit test – All items are linked to learning targets
- ✓ The students are given an opportunity to analyze the results of their summative assessments and make necessary corrections to earn additional credit.

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.

- ✓ Anticipation guide
- ✓ Reading and 2-column notes
- ✓ Map activity
- ✓ PowerPoint presentations with students completion of an open outline
- ✓ Crossword puzzles to reinforce to key terms
- ✓ PowerPoint presentations and documents accessible on-line (moodledog website)
- ✓ Review games (white boards)