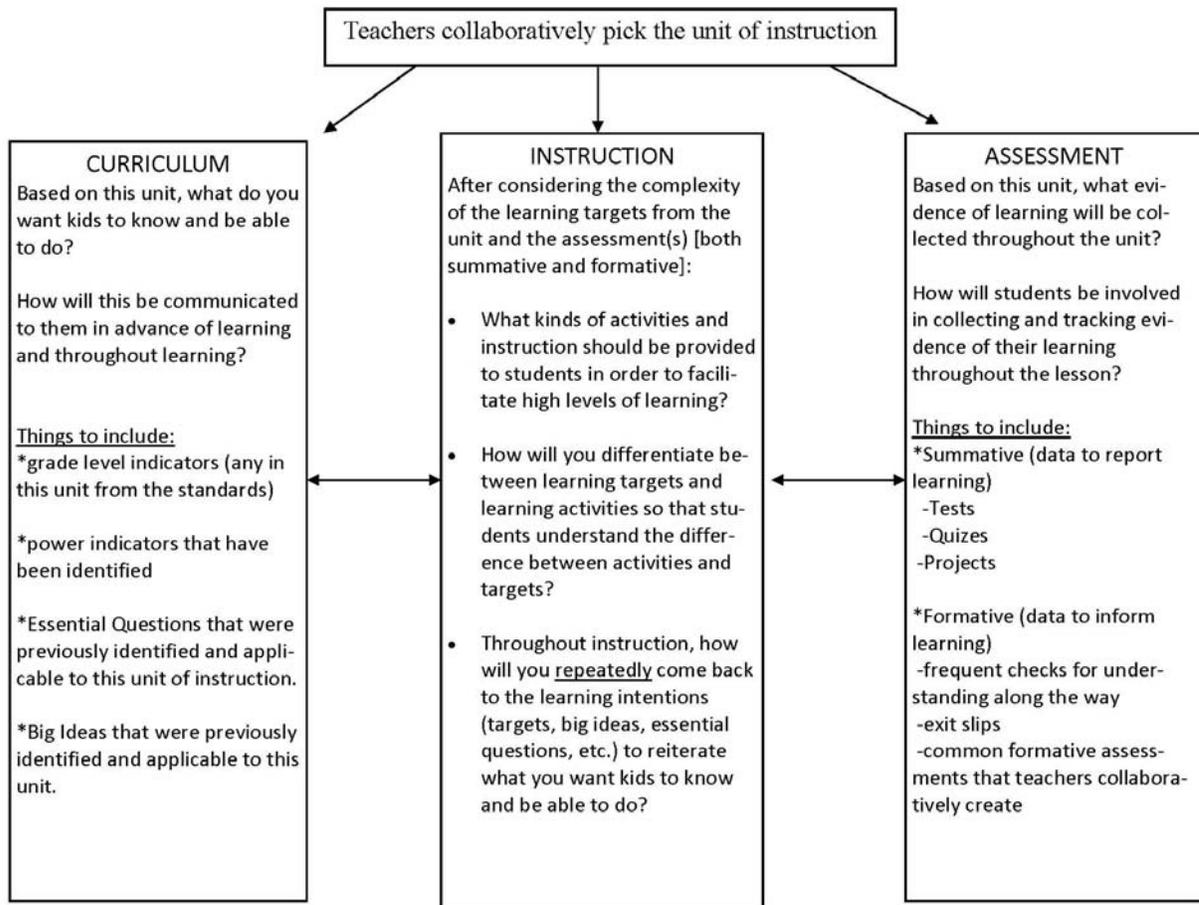# Olmsted Falls Schools: Unit Design Template

The purpose of the lesson planning template is to act as a guide for Olmsted Falls Educators as they collaboratively plan units of instruction. The template 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 template 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

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.

INSTRUCTION

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?

ASSESSMENT

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 Template

Subject: Social Studies   **Unit: The U.S. Constitution**

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.

(GOV 4)--Explain the political concepts expressed in the U.S. Constitution
   a. Representative Democracy
   b. Federalism
   c.   Bicameralism
   d. Separation of Powers
   e. Checks and Balances

STUDENT FRIENDLY
(GOV 4)--I can explain governmental (political) concepts of the United States' Constitution including (Conceptual, Understand)
   a.   **Government run by the people (Representative Democracy)**
   b. **A system of government that divides powers between the states and the federal government (Federalism)**
   c. **The practice of having two legislative bodies (Bicameralism)**
   d. **Executive, Legislative and Judicial branches (Separation of Powers)**
   e. **System of government that keeps any branch of government from becoming too powerful (Checks & Balances)**

(GOV 8)--Describe the process by which a bill becomes a law.

STUDENT FRIENDLY
(GOV 8)—I can describe the steps of how a bill becomes a law (Conceptual, Understand).

(GOV 6)--Explain how specific provisions of the U.S. Constitution, including the Bill of Rights, limit the powers of government in order to protect the rights of individuals with emphasis on:
   a. Freedom of religion, speech, press, assembly and petition
   b. Right to trial by jury and the right to counsel
   c. Due process and equal protection of the laws

STUDENT FRIENDLY
(GOV 6)—I can explain the parts of the U.S. Constitution that limit governmental power. (Conceptual, Understand)

Olmsted Falls Schools: Unit Design Template

What are the Big Ideas that go with this unit?

The U.S. Constitution provided a framework for a strong national government and included protections for all citizens.

What are the Essential Questions that go with this unit?

Why was the U.S. Constitution created and how does it protect citizens?

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.**
- ✓ **Students will track progress on formative and summative assessments throughout the instructional unit (CREATE CHART TO DO THIS WITH)**

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.

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

- ✓ Teacher question and answer at the start of instructional period in order to check for student understanding ("provide a fact")
- ✓ Students will chart learning progress on formative assessments throughout unit of instruction—students will chart predicted performance and observed performance on formative and summative assessments (DIANE WILL CREATE A GRAPH FOR THIS)—MAKE SURE THE FORMATIVE ASSESSMENT ITEMS ARE DIRECTED LINKED TO A LEARNING TARGET AND STUDENTS KNOW WHAT THOSE LEARNING TARGETS ARE
- ✓ A formative assessment will be utilized for each section of the chapter

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

Quiz 1—Learning Targets—Federalism, Separation of Powers, Checks and Balances (GOV 4)

Quiz 2—Learning Targets—How does a bill become a law? (GOV 8)

Quiz 3—Learning Targets—Bill of Rights (GOV 6)

End of Unit Test—Learning Targets—GOV 4, 6, & 8

*we might try to create a Constitution Book (SUZANNE TO COORDINATE)

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 6.1
- ☐ Federalism Venn Diagram
- ☐ Crossword Puzzle
- ☐ Separation of Powers Graphic Organizer
- ☐ Checks and Balance Graphic Organizer
- ☐ Comparison of Primary Documents
- ☐ How does a bill become a law activity

Chapter 6.2
- ☐ Bill of Rights scenarios (Our Living Bill of Rights)
- ☐ Bill of Rights activity (manipulatives or project)

    TO DO LIST:
    - ☐ Compile formative assessments and summative quizzes in order to check for alignment to unit learning targets