

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: Language Arts 10th Grade

Unit: Nonfiction

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.

Acquisition of Vocabulary Standard

***Indicator #1** - Define unknown words through context clues and the author's use of comparison, contrast and cause and effect. (analyze)

* **Indicator #3** - Infer the literal and figurative meaning of words and phrases and discuss the function of figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes, idioms and puns. (analyze)

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

***Indicator #1** – Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions. (Apply)

***Indicator #2** – Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (Analysis)

Indicator #3 – Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. (Evaluate)

Reading Applications: Informational, Technical and Persuasive Text Standard

Indicator #1 – Identify and understand organizational patterns (e.g. cause-effect, problem-solution) and techniques, including repetition of ideas, syntax and work choice, that authors use to accomplish their purpose and reach their intended audience.

Indicator #2 – Critique the treatment, scope and organization of ideas from multiple sources on the same topic.

***Indicator #3** – Evaluate the effectiveness of information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.

***Indicator #4** – Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g. transfer, glittering generalities, bait and switch) and examples of propaganda, bias and stereotyping.

***Indicator #5** – Analyze an author's implicit and explicit argument, perspective or viewpoint in text.

Indicator #6 – Identify appeals to authority reason and emotion.

Indicator #7 – Analyze the effectiveness of the features (e.g., format, graphics, sequences, headers) used in various consumer documents (e.g., warranties, product information, instructional materials), functional or workplace documents and public documents.

Indicator #8 – Describe the features of rhetorical devices used in common types of public documents, including newspaper editorials and speeches.

Communication: Oral and Visual

Indicator #1 – Apply active listening strategies in a variety of settings.

Indicator #2 – Interpret types of arguments used by the speaker such as authority and appeals to emotion.

Indicator #3 – Evaluate the credibility of the speaker and recognize fallacies of reasoning used in presentations and media messages

Indicator #4 – Identify how language choice and delivery contribute to meaning.

What are the Big Ideas that go with this unit?

Readers need to learn new words to understand what they read.

Authors use different ways to present ideas.

Authors use many ways to get their points across.

Authors present information the way they do to get readers to do what they want.

Readers use a variety of strategies to understand what they read.

Effective listeners can interpret arguments.

Effective listeners evaluate speakers' agenda and style.

Effective listeners understand purpose and audience.

What are the Essential Questions that go with this unit?

Why do readers need to learn new words?

What tools do authors use in nonfiction writing?

How do authors present non-fictional ideas?

Why do authors present ideas the way they do?

What strategies do readers use to comprehend text?

What can effective listening do for me?

How can one evaluate a good speaker?

Why are purpose and audience important?

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 them

Reiterate them during the lesson

Have students summarize what they have learned with an exit slip at the end.

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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.

Make a chart noting the similarities and differences among the types of nonfiction.

Identify propaganda used in ads.

Show a political speech and have students identify the author's purpose using mini-white boards.

Give them portions of a non-fiction piece and have them identify the organizational patterns used on mini-white boards.

Descriptive feedback in class discussions.

Class discussions

Monitor own comprehension by formulating questions about a text.

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

Have students write questions about portions of the text they don't understand and giving them descriptive feedback about those questions and answers.

Re-reading a nonfiction piece and judging their level of understanding the first time compared with the second time.

Modeling comprehension strategies and giving them class time to do the same.

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

A Test

A project where they will have to compile different types of propaganda/rhetorical devices/etc. This could be done in a pamphlet form, a slide show, etc. They will then have to analyze these pieces.

Quizzes over terms/concepts

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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.

Read a variety of nonfiction pieces (i.e. autobiography, essay, etc) and identify the differences and similarities among the types.

Propaganda Scavenger Hunt – Students must find examples of propaganda in ads and explain how it meets the criteria for that kind of propaganda.

Read a variety of nonfiction texts and identify the author’s purpose.

Listen to a nonfiction speech. Identify the persuasive techniques used by the speaker.

Read a nonfiction piece and write down questions that you have about the piece as you read. Get in groups to see if they can answer each others questions.