

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: Alcohol and Drugs

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:

- Identify characteristics of those harmfully involved in substance abuse.
- Identify the effects of over the counter/prescription drugs, medicines, alcohol, tobacco, and illegal drugs.
- Describe the different classes of drugs and their characteristics.
- Identify the mental, physical and social effects of drugs.
- Identify strategies to stay drug free.
- List constructive alternatives for drug addicted person and what steps need to be taken.

Alcohol Learning Targets

- Describe how the body processes alcohol and explain blood alcohol concentration
- Analyze how alcohol effects a person’s body (short and long term effects) and behavior
- Identify factors that effect a person’s reaction to alcohol
- Determine the risk factors of alcohol

Drug Learning Targets:

- Describe the different categories of drugs and their characteristics
- Analyze how drugs effects the person’s body (short and long term effects) and behavior
- Explain how drugs enter a person’s body and how a person becomes dependent
- List the side effects of drugs/dangers
- Identify strategies to stay drug free
- List healthy options and steps that an addicted person can use

What are the Big Ideas that go with this unit?

- Knowing the risks and dangers of alcohol and drugs allows a person to make healthy choices.

What are the Essential Questions that go with this unit?

- How does knowing the risks and dangers of alcohol and drugs help a person to make healthy choices?

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.

- Formative assessment worksheet (questions) will be utilized after the reading. The students will answer questions and self assess whether they knew the answer, or did not know the answer. The students will predict their score on the formative assessment and explain why they think they got that score. The teacher will go over the answers in class and the students will be given an opportunity to correct their answers during the discussion. The teacher will collect the worksheet to look over.
- Exit slip – After watching the drunk driving video, the students will respond to the following question: What could Denise have done differently in her life to prevent the car accident? Explain 3 healthy options Denise should have taken to avoid these tragic consequences.

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

- Formative assessments will be used for students to keep track of how well they are doing with the information. Students will also be given opportunities to reflect on their learning through the use of writing prompts/exit slips.

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

- Graphic organizer – Characteristics of drugs
- Decision making writing prompt – If you are at a party and faced with alcohol/drugs, what should you do?

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 from the book to gain background knowledge about alcohol and drugs
- Class discussions about decision making in alcohol and drug related situations
- Use of graphic organizers to show characteristics of drugs
- Writing prompt
- Drunk driving video