

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 7

Unit: Nutrition

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:

- Develop a plan to balance energy intake and expenditure
- Identify foods that reduce the chance of heart disease
- Select a balanced meal with servings from the five food groups of the food pyramid
- Read food labels and choose food that reduce the risk of heart disease and cancer
- Make and follow a weight management plan
- Describe eating disorders

Nutrients Learning Target:

- Identify how food and diet effect your health
- Explain the process of digestion
- Explain factors that influence food choices
- List and describe the six essential nutrients and their functions (what they do)

Food Pyramid Learning Target:

- List and give an example of the five food groups
- Analyze (break apart) a menu to determine if all five food groups are represented
- Record food choices for a day and classify foods into the correct food groups

Food Labels Learning Target:

- Identify and interpret the parts of a food label
- Compare different foods based on their food labels
- Select healthy food choices while eating out
- Select appropriate portion sizes
- Create a healthy meal plan

Eating Disorders Learning Target:

- Define and list the characteristics of different types of eating disorders
- Explain possible causes of an eating disorder

What are the Big Ideas that go with this unit?

Knowing how to make good food choices contributes to a healthy lifestyle.

What are the Essential Questions that go with this unit?

How can food choices impact your health?

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.

- Focus free-write of the essential question – How can food choices impact your health?
- Graphic organizer – 6 essential nutrients
- Each student will create a meal (breakfast, lunch, dinner, or snack) plan. The students will take their meal plan to a small group where they will share and critique each other’s meal plans. The group will choose the best meal plan and determine calorie content for the meal. The group will present their meal plan/calorie content information to the entire class. The class will then add up the calories for all of the meals that were presented and determine whether or not it would be a healthy day of eating. Each group will complete a self assessment on their knowledge of meal plans.

Self Assessment:

Rate yourself on a scale from 1-3. Explain why you gave yourself that rating.

3-I understand the learning targets well enough to teach it to someone

2-I understand the learning targets pretty well, however still have a few questions

1-I need more practice with the learning targets

Analyze (break apart) a menu to determine if all five food groups are represented

Rating____ Reason_____

Record food choices for a day and classify foods into the correct food groups

Rating____ Reason_____

Select appropriate portion sizes Rating____ Reason_____

Create a healthy meal plan Rating____ Reason_____

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- Each group will receive 2 food labels to analyze. The group will determine which food label is the healthy option and why, and will present their findings to the class. Each group will complete a self assessment on their knowledge of food labels.

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Identify and interpret the parts of a food label Rating_____ Reason_____

Compare different foods based on their food labels Rating_____ Reason_____

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 will complete self assessments of meal planning and reading food labels learning targets throughout the lessons.

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

- Quiz – 6 essential nutrients
- Test – Food pyramid, food labels, and eating disorders
- Some homework is graded for completion

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 and take notes
- Worksheets
- Computer lab – Food guide pyramid website
- Group work – Create a meal and analyze a food label
- Demonstrations and class discussions using posters and props
- Anticipation guide – Eating disorders
- Bingo review game