

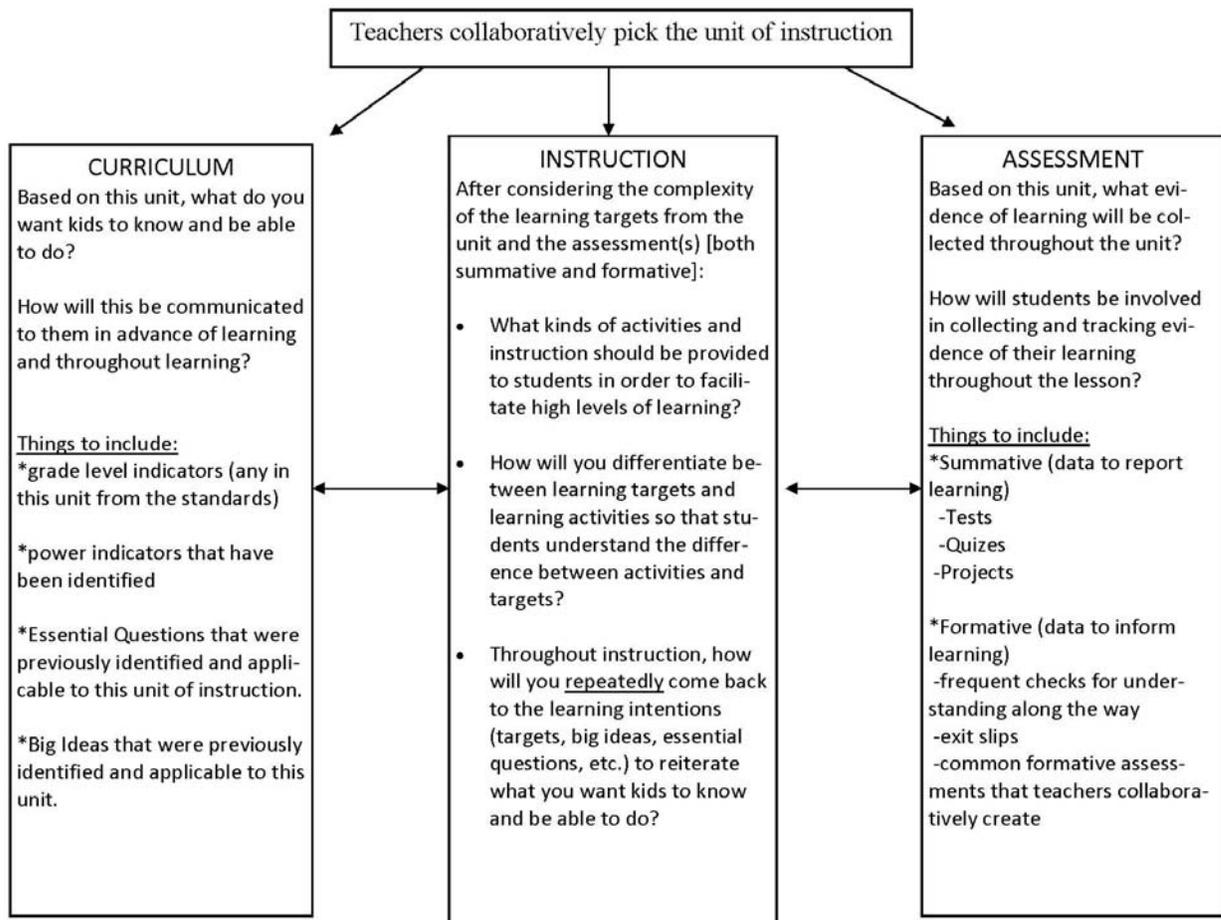
Olmsted Falls Schools: Unit Design Framework

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: Life Skills

Unit: Foods – 6, 7, & 8

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.

- Prepare or measure ingredients accurately using the proper equipment.
- Set appliance to the proper settings according to recipe directions.
- Follow recipe directions to put ingredients together correctly.
- Follow proper safety procedures in the kitchen.
- Follow proper cleaning procedures to ensure sanitary equipment and work area.

What are the Big Ideas that go with this unit?

- Following recipe directions, measuring ingredients properly, and using proper kitchen safety procedures build cooking skills that are necessary for independent living.

What are the Essential Questions that go with this unit?

- Why is it important to follow directions, correctly measure, and be aware of kitchen safety procedures?

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?

- Class discussion of essential question at the beginning of the unit
- Learning targets on self-assessment
- Learning targets on posters that are hung in the kitchen

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.

- Each student will choose a learning target to focus on during a lab.
- Once the lab is complete, the student will self assess their performance of that learning target and the performance of the group.
- The student will share their self assessment with their group.

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 keep track of their strengths and weaknesses for each learning target throughout the labs. (self-assessment handout)

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

6th Grade

- Kitchen equipment quiz
- Kitchen techniques quiz

All Grades

- The students will receive a grade for each lab that consists of 5 points for their performance of the learning target and 5 points for their overall performance of the lab.

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.

6th Grade

- Read and discuss: kitchen equipment, food preparation techniques, measurement, and kitchen safety
- Videos and teacher demonstration of above topics

All Grades

Lab preparation:

- Copy recipe
- Students identify their learning targets
- Students assign lab duties

Cooking labs:

- Students prepare the recipe
- Self assessment
- Share self assessment

Name _____

Period _____

Foods Assessment

Lab _____

Learning target I am working on:

- Prepare or measure ingredients accurately using the proper equipment.
- Set appliance to the proper settings according to recipe directions.
- Follow recipe directions to put ingredients together correctly.
- Follow proper safety procedures in the kitchen.
- Follow proper cleaning procedures to ensure sanitary equipment and work area.

How did I do?

Strengths:	What to Improve:
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How did my group do?

Strengths:	What to Improve:
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Learning Target Score:

- 5-I showed an excellent understanding of the learning target.
- 4-I showed a good understanding of the learning target.
- 3-I showed a fair understanding of the learning target.
- 2-I showed a poor understanding of the learning target.
- 1-I did not complete the learning target.

Comments:

Lab Score:

- 5-I completed all of my lab duties correctly and my recipe is written correctly.
- 4-I completed all of my lab duties correctly and my recipe is not correct.
- 3-I completed most of my lab duties correctly and my recipe may or may not be correct.
- 2-I completed some of my lab duties correctly and my recipe may or may not be correct.
- 1-I did not complete my lab duties and my recipe is not correct.

Comments:

Total Score: _____/10