

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: Reproduction

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

- Discuss structure and function of the human reproductive systems.
- Understand the physical and emotional changes that occur during adolescence.
- Describe the cancer-screening test of the male and female reproductive system
- Describe symptoms of certain STD’s
- Define puberty

Male Reproductive System Learning Targets

- Define and identify the parts of the male reproductive system
- Describe problems that could occur in the male reproductive system
- Diagram the male reproductive system
- Explain the path of sperm
- List basic facts about sperm

Female Reproductive System Learning Targets

- Define and identify the parts of the female reproductive system
- Describe problems that could occur in the female reproductive system
- Diagram the female reproductive system
- Explain the process of ovulation
- List and explain the 4 stages of the menstrual cycle
- Diagram the menstrual cycle
- Define terms related to the menstrual cycle (menarche, amenorrhea, dysmenorrhea, menopause)

What are the Big Ideas that go with this unit?

- Knowing how the male and female reproductive system work allows us to lead healthy lives.

What are the Essential Questions that go with this unit?

- Why is it important to understand the male and female reproductive system?

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.

- At the end of the period, the students will self assess their level of understanding for the learning targets. The students will create a study plan before the quiz/test. (7 Strategies Book - Pg. 107)
- Exit slip – The teacher poses a question for the students to answer:
 - The students answer the question and rate themselves on their level of understanding. The teacher collects the exit slip and provides feedback by rating the responses.
 - The students answer the questions and rate themselves. The students switch their exit slip with a partner. The teacher posts the answer on the board. The students check each other's answers and provide feedback on what was correct and incorrect/and/or provide the answer with a rating.

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 self assess their level of understanding for the learning targets and will set goals for studying. (7 Strategies Book - Pg. 107)

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

- Quiz (the students will have an opportunity to correct their quiz when they get it back.)
- Test
- Homework (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.

- Reading from the book
- Notes
- Label the reproductive systems
- Videos
- SmartBoard reviews
- Review questions at the beginning of the period