

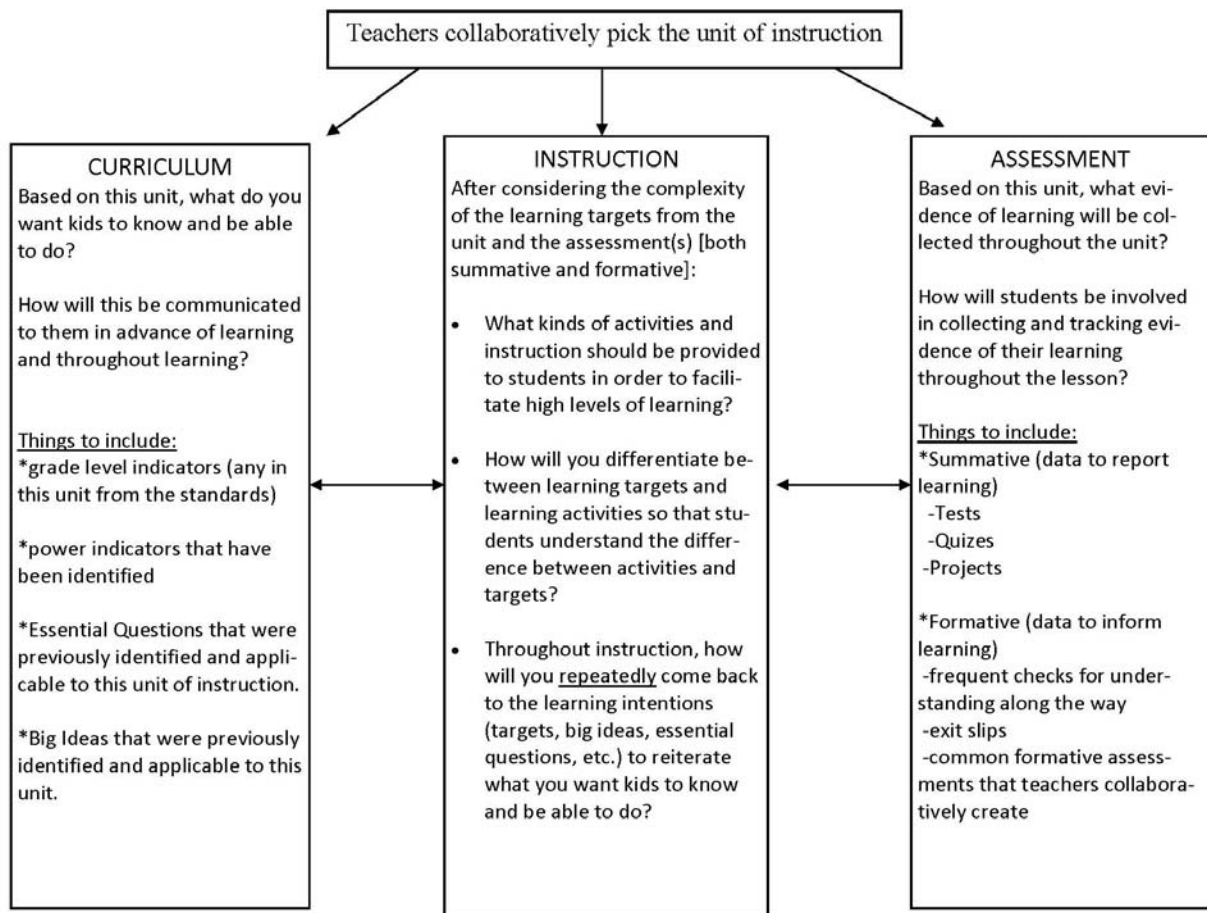
# Olmsted Falls Schools: Unit Design Template

The purpose of the lesson planning template is to act as a guide for Olmsted Falls Educators as they collaboratively plan units of instruction. The template 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 template 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: Social Studies

Unit: The U.S. Constitution

**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.**

(GOV 4)--**Explain** the political **concepts** expressed **in the U.S. Constitution**

- a. Representative Democracy
- b. Federalism
- c. Bicameralism
- d. Separation of Powers
- e. Checks and Balances

**STUDENT FRIENDLY**

(GOV 4)--I can **explain governmental (political) concepts** of the United States' Constitution including (Conceptual, Understand)

- a. Government run by the people (Representative Democracy)
- b. A system of government that divides powers between the states and the federal government (Federalism)
- c. The practice of having two legislative bodies (Bicameralism)
- d. Executive, Legislative and Judicial branches (Separation of Powers)
- e. System of government that keeps any branch of government from becoming too powerful (Checks & Balances)

(GOV 8)--**Describe** the process by which a **bill becomes a law**.

**STUDENT FRIENDLY**

(GOV 8)—I can **describe** the steps of how a bill becomes a law (Conceptual, Understand).

(GOV 6)--**Explain** how specific provisions of the **U.S. Constitution**, including the Bill of Rights, **limit the powers** of government in order to protect the rights of individuals with emphasis on:

- a. Freedom of religion, speech, press, assembly and petition
- b. Right to trial by jury and the right to counsel
- c. Due process and equal protection of the laws

**STUDENT FRIENDLY**

(GOV 6)—I can explain the parts of the U.S. Constitution that limit governmental power. (Conceptual, Understand)

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### What are the Big Ideas that go with this unit?

The U.S. Constitution provided a framework for a strong national government and included protections for all citizens.

### What are the Essential Questions that go with this unit?

*Why was the U.S. Constitution created and how does it protect citizens?*

### 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?

- ✓ Student “I can” statements produced on a handout that is given to students at the start of the unit.
- ✓ Post learning targets within the student-learning environment.
- ✓ Present the unit’s essential question during and throughout the instructional unit.
- ✓ Students will track progress on formative and summative assessments throughout the instructional unit (CREATE CHART TO DO THIS WITH)

## 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.

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

- ✓ Teacher question and answer at the start of instructional period in order to check for student understanding (“provide a fact”)
- ✓ Students will chart learning progress on formative assessments throughout unit of instruction—students will chart predicted performance and observed performance on formative and summative assessments (DIANE WILL CREATE A GRAPH FOR THIS)—MAKE SURE THE FORMATIVE ASSESSMENT ITEMS ARE DIRECTED LINKED TO A LEARNING TARGET AND STUDENTS KNOW WHAT THOSE LEARNING TARGETS ARE
- ✓ A formative assessment will be utilized for each section of the chapter

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

Quiz 1—Learning Targets—Federalism, Separation of Powers, Checks and Balances (GOV 4)

Quiz 2—Learning Targets—How does a bill become a law? (GOV 8)

Quiz 3—Learning Targets—Bill of Rights (GOV 6)

End of Unit Test—Learning Targets—GOV 4, 6, & 8

\*we might try to create a Constitution Book (SUZANNE TO COORDINATE)

### **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.**

##### Chapter 6.1

- Federalism Venn Diagram
- Crossword Puzzle
- Separation of Powers Graphic Organizer
- Checks and Balance Graphic Organizer
- Comparison of Primary Documents
- How does a bill become a law activity

##### Chapter 6.2

- Bill of Rights scenarios (Our Living Bill of Rights)
- Bill of Rights activity (manipulatives or project)

##### TO DO LIST:

- Compile formative assessments and summative quizzes in order to check for alignment to unit learning targets

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