

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: Language Arts I 9th Grade

Unit: Romeo and Juliet

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.

Acquisition of Vocabulary Standard

***Indicator #1** – Define unknown words through context clues and the author's use of comparison, contrast and cause and effect.

***Indicator #3** – Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors similes, idioms and puns.

Indicator #6 – Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

***Indicator #1** – Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.

***Indicator #2** – Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.

***Indicator #3** – Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.

Reading Applications: Literary Text

Indicator #1 – Identify and explain an author's use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies.

Indicator #3 – Identify ways in which authors use conflicts, parallel plots and subplots in literary texts

***Indicator #4** – Evaluate the point of view used in a literary text.

***Indicator #5** – Interpret universal themes across different works by the same author and different author.

***Indicator #8** – Define and identify types of irony, including verbal, situational and dramatic, used in literary texts.

***Indicator #9** – Analyze ways in which the author conveys mood and tone through word choice, figurative language and syntax.

Indicator #11 – Identify sound devices, including alliteration, assonance, consonance and onomatopoeia, used in literary texts.

Writing Applications Standard

*Indicator #2 – Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge.

Communication; Oral and Visual Standard

Indicator #1 - Apply active listening strategies (e.g., monitoring message for clarity selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings.

What are the Big Ideas that go with this unit?

Vocabulary: There are a lot of ways readers can learn new words.
Reading Process: Readers use a variety of strategies to understand what they read.
Literary Text: Authors use stylistic techniques to create meaning.
Writing Applications: Authors create meaning in a variety of ways.
Communication: Effective listeners can interpret arguments.

What are the Essential Questions that go with this unit?

Vocabulary: What do readers use to learn new words?
Reading Process: What strategies do readers use to comprehend text?
Literary Text: What choices do authors make in their writing?
Writing Applications: Authors create meaning in a variety of ways
Communication: What can effective listening do for me?

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?

Learning Targets will be posted in the room, discussed with students prior to instruction, and referred to throughout the lesson.

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.

1. Thumbs up or down on comprehension of a very challenging text
2. Exit question about the text and learning target.

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

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

Quizzes

Final Test: Objective and essay

Written Assignments

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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.

Lesson on historical background of Shakespeare after a KWL

Lesson on Literary Terms that apply to Shakespeare example soliloquy

Lesson on Sonnet, Characteristics of Sonnet- Number of lines, syllables in each line, rhyme scheme, Iambic Pentameter

Lesson on Background Information of the play (Basic story list of characters)

Lesson of Paraphrasing Shakespeare

Lesson on footnotes and how to use them to understand Shakespeare

Lesson on Shakespearean insults to start the play

Read/Listen to the play

Watch different versions of filmed portions of the play (compare/contrast)

Create “living pictures” of Act 3 – Students select essential lines and act out a short section of text

Student journals based on writing prompts

Paraphrasing portions of the text