

# 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: Social Studies-6

Unit: Greece

### 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.**

#### **7<sup>th</sup> Grade Indicators:**

Describe the enduring impact of the early civilization in Greece after 1000 BC including:

- a. The development of concepts of government and citizenship
- b. Scientific and cultural advancements
- c. The spread of religions
- d. Slavery and systems of labor

**Student Friendly: I can describe the long lasting impact of the Greek civilization including the development of government and citizenship, scientific and cultural advancements, religion, slavery and systems of labor.**

Compare direct and representative democracy using the example of Ancient Athens and the United States today.

**Student Friendly: I can compare direct and representative democracy using the example of Ancient Athens and United States today. (need poster)**

#### **6<sup>th</sup> Grade Indicators:**

Work effectively to achieve group goals:

- a. engage in active listening
- b. provide feedback in a constructive manner
- c. help establish group goals
- d. take various roles within the group
- e. recognize contributions of others

**Student-Friendly: I can work to achieve group goals by actively listening, giving feedback, setting goals, helping where I am needed, and supporting other students' work.**

Place countries, cities, deserts, mountain ranges, and bodies of water on the continents in which they are located.

**Student-Friendly: I can place countries, cities, deserts, mountain ranges and bodies of water on the correct continents.**

Describe the way human settlements and activities are influenced by environmental factors and processes in different regions and places including: bodies of water, landforms, climates, and vegetation).

**Student-Friendly: I can explain how environmental factors (like bodies of water, landforms, climates, and vegetation) affect human settlement and activities.**

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

- Group projects help students collaborate constructively to reach common goals. Group work is an important part of everyday life.
- Ancient Greek architecture, government, philosophy, and literature influenced many modern societies.

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

- Why are group projects helpful in reaching specific goals?
- How did Ancient Greece influence the development of modern societies? (need poster)

## **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?**

- Post and communicate Essential Question and Learning Targets in the classroom
- Put the Learning Targets on handouts, quizzes, and tests
- The students will be given opportunities to self-assess their understanding of the learning targets throughout the unit.

## **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](#).**

- Goal evaluation sheets
- Map quiz (after section one)-create
- Section two exit slip (Kate)
- Section three formative

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

- Self evaluation in groups (goal evaluation sheets)
- Self evaluations on exit slip
- Correcting mistakes sheet for self-assessment
- Star and step each quiz question

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

- Map (completion)
- Section one and two quiz (with a map on it)
- Section three and four quiz
- Festival projects
- Written response for festival projects
- Test

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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.

**Unit Plan:**

1. Introduction and city states
2. Read Polis profile
3. Festival projects and letter
4. Goals (Personal and group) create
5. Map (Casey)
6. Memorize Greek alphabet
7. Anticipation guide
8. Read section one
9. Section one guided reading and review
10. Map quiz (create)
11. Translation challenge after section one
12. Read section two
13. section two guided reading and review
14. Section two formative
15. Greek Gods and Goddesses sheet (Casey)
16. Temple of Artemis (Kate) Challenge
17. Temple building!!!!
18. Greek Gods and Goddesses from A-Z (Kate) Challenge
19. Section one and two quiz (summative)
20. Read section three
21. Two column notes for section three (create)
22. Formative for section three (create)
23. Read section four
24. Section four guided reading and review (Casey)
25. Athens or Sparta challenge (Kate)
26. Festival!!!
27. Quiz on sections 3 and 4
28. Read section 5
29. Exit slip (create)
30. Modern and Ancient Olympic reading
31. Olympic challenge
32. Olympic motto (Casey)
33. Timeline

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Arete Goal Sheet

The ancient Greeks were aware of their human potential more than other people living at that time. They work had to reach their potential. Their goal, as ours should be today, was to achieve personal excellence by extending themselves mentally, physically, and spiritually in every aspect of their lives. For this quest, they use the word **Arete**, which roughly translates as striving for excellence, or doing one’s own best in a virtuous fashion.

Like the Greeks of 2,500 years ago, you will be asked to push yourself, both for personal reasons and for your city-state. Below, the gods and goddesses have constructed goals for your city-state. You will be asked to create three personal goals as well.

Group Goals:

**Each city-state citizen will:**

- listen actively to each other.
- speak respectfully and kindly to each other.
- establish goals together and will work to achieve those goals.
- work hard.
- appreciate the work of the other city-state citizens.

Create two goals that your city-state has for our Greece unit. Every member should have the same goals written down.

1. \_\_\_\_\_
2. \_\_\_\_\_

Create three personal goals that you have for this unit.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**FORMATIVE ASSESSMENT**

**I can describe the long lasting impact of the Greek civilization including cultural advancements.**

Section Two: Greek Religion, Philosophy, and Literature

Identify and explain two cultural contributions of the ancient Greeks that you learned about in section two.

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How well did you do on this question? Circle one: Really well Okay No Clue  
Why did you circle that answer?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

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How well did you do on this question? Circle one: Really well Okay No Clue  
Why did you circle that answer?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Section Three: Daily Life of the Ancient Greeks—FORMATIVE ASSESSMENT #2

*Directions: Write the correct answer for each question. When you answer the question, please put either a star if it's something that you know or a step if it is something you are unsure of, or need more practice on.*

**I can describe the long lasting impact of the Greek civilization including the development of citizenship, scientific and cultural advancements, slavery and systems of labor.**

1. List three roles that women were expected to fulfill in ancient Greece.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2. How are the roles of women in ancient Greece different from the roles of women in ancient Egypt? (List two differences)

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3. Slavery was an important part of life in ancient Greece. How was slavery in ancient Greece similar to slavery in ancient Egypt? How was it different? Include one similarity and one difference.

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4. If you lived in ancient Greece at your age, what would your life be like? Remember to use information that you read about in section three.

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