

TOPIC DEFINITIONS

Field Name: **Description**

Field Heading: Detailed Description

District Description:

OHS Description: **Definition** | Descriptive representation or summary of high-level concepts that will be covered in this topic.

Sample Unit Description | Students will learn about increments and review slope (including parallel and perpendicular), three formats of lines (point-slope, slope-intercept, standard), and regression.

Field Name: **SkillsObjectives**

Field Heading: Skills

District Description:

OHS Description: **Definition** | Measurable, accessible and/or observable behaviors that a student is expected to demonstrate competency with at the topic/lesson plan level. These should be your daily learning targets written in child-friendly language.

Sample Objectives & Learning Targets

I will be able to:

- convert between radians and degrees.
- identify the periodicity and even-odd properties of the trigonometric functions.
- compare/contrast the protagonist to the antagonist.
- define characterization and identify examples in the text.
- create a timeline of the events that led up to the Great Depression

Field Name: **EssentialQuestions**

Field Heading: Guiding Questions

District Description:

OHS Description: **Definition** | After identifying the enduring understandings, you can then develop your essential questions. These questions help students to take an inquiry approach toward the various learning experiences. Look at your list of enduring understandings and develop 1-3 essential questions that cover all of them. You may have one “over arching” essential question or a series of related questions that will cover the full range of your enduring understandings. Essential questions do not have a right or wrong answer. They do not have simple answers. They probe for further meaning and additional questions and foster the development of critical thinking skills and higher order thinking. Essential questions should be open-ended, non-judgmental, meaningful, and purposeful. They should invite active dialog, and should encourage collaboration among students and teachers.

Sample Unit Essential Questions

- Why is it important to be able to represent functions in multiple ways?
- Is it valid to make assumptions about the outcome of a problem without reaching the solution?
- What does it mean for a function to be continuous?

Field Name: **Enduring Understandings**

Field Heading: Enduring Understandings

District Description:

OHS Description: **Definition** | The assessment the teacher conducts daily or almost daily to gauge student progress. It should provide the teacher with information about student learning and instruction. It should also provide the student with meaningful feedback.

Sample Checking for Understanding | Exit Slips, Focus Questions, Summary Activity, Class Discussion, Think-Pair-Share

Field Name: **Summative Assessments**

Field Heading: Summative Assessments

District Description:

OHS Description: **Definition** | An assessment given at the end of the topic to document student achievement.

Sample Topic Level Summative Assessment | Quiz

Field Name: **Formative Assessments**

Field Heading: Formative Assessments

District Description:

OHS Description: **Definition** | Assessments that give teachers feedback throughout the topic, and allow the teacher to see how a student is doing. These are observation and task-oriented assessments. These are done daily, or almost daily, to gauge student progress.

Sample Topic Formative Assessment

- > Quizzes
- > Lab Reports
- > Out the door questions

Field Name: **Prior Knowledge**

Field Heading: Prior Knowledge

District Description:

OHS Description: **Definition** | Knowledge that the student has obtained prior to taking this course that will assist them in understanding the course material. Students must possess an understanding of these skills before entering the class.

Sample Map Level Prior Knowledge | Students must have a comprehensive understanding of the previous course's material. Students must have received at least a C in the previous course.

Field Name: **Instructional Procedures**

Field Heading: Instructional Procedures

District Description:

OHS Description: **Definition** | At the topic level, instructional procedures are a comprehensive list of the procedures a teacher will use to enhance student progress and provide adequate skill practice.

Sample Topic Instructional Procedure

- > Pluck the open strings with a steady rhythm and with proper right hand position.
- > Plays down and up bow by rote and then according to notation.

Field Name: **Adaptations**

Field Heading: Adaptations

District Description:

OHS Description: **Definition** | Changes made to a topic that fit the needs of a student.

Sample Map Adaptations | The student will work with a partner to complete a project. The student will write a three-paragraph essay instead of a five-paragraph essay.

Field Name: **Diversity**

Field Heading: Differentiations

District Description:

OHS Description: **Definition** | Changes made to a topic that fit the needs of a group of learners. Differentiations are used when grouping students based upon ability and context.

Sample Map Differentiations | During a non-fiction reading topic, choose books for group[s] of students based upon their reading abilities and student interest.

Field Name: **Materials**

Field Heading: Classroom Materials

District Description:

OHS Description: **Definition** | Items that will be needed for the topic being taught.

Sample Map Materials | Examples, a topic on plant cells: worksheets, diagrams, markers and colored pencils.

Field Name: **Logistics**

Field Heading: Logistics

District Description:

OHS Description: **Definition** | Additional activities done by the teacher, before a topic begins, that provide additional growth and student achievement.

Sample Topic Logistics | Watch the weather to determine the best day to go outside to collect leaves. Sign up for a smart board to teach an interactive lesson.

Field Name: **Homework**

Field Heading: Assignments

District Description:

OHS Description: **Definition** | These activities should relate to the topic of study, and can be completed in class or outside of class. They should enhance student learning and promote student achievement.

Sample Activities Specific To Topic/ Lesson Plan | Research project; WebQuest; Cooperative Learning/ Group Work; Jigsaw; Presentations; Peer-Editing; Graphic Organizers; Reading Assignments; Workbook/ Worksheet Drills; Reading Circles; Note-taking; Outlining; Journaling; Role-playing; Performance-based Activities; etc...

Field Name: **MotivationTechniques**

Field Heading: Motivation Techniques

District Description:

OHS Description:

Field Name: **Closure**

Field Heading: Closure

District Description:

OHS Description:

Definition | At the topic level, closure would be an activity that allows the teacher to see growth and understanding in the students when teaching a particular topic.

Sample Topic Closure | Checking for understanding of skill/objectives. Students summarize/demonstrate a skill.

Field Name: **CustomField1**

Field Heading: Custom Field #1

District Description:

OHS Description:

This field is customized by the district.

Field Name: **CustomField2**

Field Heading: Custom Field #2

District Description:

OHS Description:

This field is customized by the district.

Field Name: **CustomField3**

Field Heading: Custom Field #3

District Description:

OHS Description:

This field is customized by the district.

Field Name: **CustomField4**

Field Heading: Custom Field #4

District Description:

OHS Description:

This field is customized by the district.

Field Name: **CustomField5**

Field Heading: Custom Field #5

District Description:

OHS Description:

This field is customized by the district.

Field Name: **Notes**

Field Heading: Notes

District Description:

OHS Description:

This field is for any additional information that a teacher may need to add.

UNIT DEFINITIONS

Field Name: **Description**

Field Heading: Detailed Description

District Description:

OHS Description: **Definition** | Descriptive representation or summary of high-level concepts that will be covered in the unit. The description includes all of the items that will be covered, and may also include extra items that a teacher would like to cover, with time permitting.

Sample Unit Description | Students will review the concepts of: increments, slope, equations of lines, applications, and specific functions (linear, parametric, piecewise, exponential, absolute value, and trigonometric).

Field Name: **SkillsObjectives**

Field Heading: Skills

District Description:

OHS Description: **Definition** | Measurable, assessable and/or observable behaviors that a student is expected to demonstrate competency with at the unit level. These are skills that the student will acquire throughout the unit, and will be applied to one or multiple topics.

Field Name: **EssentialQuestions**

Field Heading: Essential Questions

District Description:

OHS Description: **Definition** | After identifying the enduring understandings/big ideas, you can then develop your essential questions. These questions probe for deeper meaning, set the stage for further questioning, and foster the development of critical thinking skills. A good essential question is the principle component of designing inquiry-based learning – the typical: ‘Who? What? Where? When? and How?’ of a unit of study.

Field Name: **EnduringUnderstandings**

Field Heading: Enduring Understandings

District Description:

OHS Description: **Definition** | The important ideas or core processes that have a lasting value beyond the classroom. These understandings/ideas are the parts of the course that students will think deeply about. Ways that students can show enduring understandings/big ideas are through: explanation, interpretation, application, and perspective.

Sample Unit Enduring Understanding/Big Ideas

- It is important to be able to read, understand, and analyze sets of data displayed in various forms.
- It is important to be able to read, understand, interpret and analyze the use of poetic devices used in various selections of literature.

Field Name: **SummativeAssessments**

Field Heading: Summative Assessments

District Description:

OHS Description: **Definition** | An assessment given at the end of a unit to document student achievement.

Sample Unit Level Summative Assessment

- Chapter Test

Field Name: **FormativeAssessments**

Field Heading: Formative Assessments

District Description:

OHS Description: **Definition** | Assessments that give teachers feedback throughout the unit, and allow the teacher to see how a student is doing. These are observation and task-oriented assessments.

Sample Formative Assessment

- | | |
|--------------------------|-----------------------------|
| > Formal | > Informal |
| Tests & Quizzes | Teacher Observations |
| Socratic Seminar | Focus Questions |
| Student Portfolio | Homework (practice/recall) |
| Projects | Class Participation |
| Reports & Papers | Exit Slips |
| Formal Writings | Student Contracts |
| Speeches & Presentations | Student/Teacher Conferences |

Field Name: **PriorKnowledge**

Field Heading: Prior Knowledge

District Description:

OHS Description: **Definition** | Knowledge that the student has obtained prior to the unit that will assist them in understanding the unit material. Students must possess an understanding of these skills before the beginning of it.

Sample Unit Prior Understanding | Students must be able to solve two-step equations. Students must know the equations to find area.

Field Name: **InstructionalProcedures**

Field Heading: Instructional Procedures

District Description:

OHS Description: **Definition** | At the unit level, instructional procedures are a comprehensive list of the procedures a teacher will use to enhance student progress and provide adequate skill practice.

Sample Unit Instructional Procedure

- > Rosin the bow until the surface of the hair looks white. (The bass bow will feel very tacky on the rosin)
- > Practice the correct motion of the bow arm without the violin (or stringed instrument) using a PVC tube and dowel rod with a good bow hold.
- > Transfer bow hold to the bow.
- > Pluck the open strings with a steady rhythm with proper right hand position.
- > Plays down and up bow by rote and then according to notation.

Field Name: **Adaptations**

Field Heading: Adaptations

District Description:

OHS Description: **Definition** | Changes made to a unit that fit the needs of a student.

Sample Map Adaptations | The student will be given extra time to complete the chapter test. The student will have assistance with reading sections of the chapter.

Field Name: **Diversity**

Field Heading: Differentiations

District Description:

OHS Description: **Definition** | Changes made to a unit that fit the needs of a group of learners. Differentiations are used when grouping students based upon ability and context.

Sample Map Differentiations | When doing a unit on poetry, use topics that match the context or background of the students.

Field Name: **Materials**

Field Heading: Classroom Materials

District Description:

OHS Description: **Definition** | Materials at the unit level consist of items that will be needed repetitively throughout a unit.

Sample Unit Materials | During a unit on the cell, students will need to access microscopes, the internet, and slides.

Field Name: **Logistics**

Field Heading: Logistics

District Description:

OHS Description: **Definition** | Additional activities done by the teacher, before the unit begins, that provide additional growth and student achievement.

Sample Unit Logistics | Sign up for the computer lab so that student have access to research materials for a paper. Fill out paper work and send out permission slips for a field trip to the museum to see a dinosaur exhibit.

Field Name: **Homework**

Field Heading: Assignments

District Description:

OHS Description: **Definition** | Assignments at the unit level would include: projects, reports, or other activities that require time outside of class. These activities would cover more than one topic.

Sample Unit Assignments | Research projects; reports; group assignments.

Field Name: **MotivationTechniques**

Field Heading: Motivation Techniques

District Description:

OHS Description: **Definition** | Activity used to get the students interested and excited about the new unit.

Sample Unit Motivation Techniques | Showing the students an experiment that they will do during the unit. Awarding certificates for achievement. Allowing the students to set their own goals.

Field Name: **Closure**

Field Heading: Closure

District Description:

OHS Description: **Definition** | A lesson that is presented at the end of the unit and wraps up all of the material covered within the unit. The lesson is designed to clarify the unit.

Sample Unit Closure | Chapter review.

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OHS Description: This field is customized by the district.

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Field Heading: Custom Field #4
District Description:
OHS Description: This field is customized by the district.

Field Name: **CustomField5**
Field Heading: Custom Field #5
District Description:
OHS Description: This field is customized by the district.

Field Name: **Notes**
Field Heading: Notes
District Description:
OHS Description: This field is for any additional information that a teacher may need to add.