

Objectives

- DCPS: Backward Design Process
 - School Data Analysis
 - DCPS Standards/content/Performance/Essential Skills/Scope and Sequence/Pacing Chart
 - Other course offerings

IDENTIFY DESIRED RESULTS

What overarching understandings are desired?

Elements of "wellness"

- Healthy habits
- Nutrition/diet
- Exercise
- Mental Health



What will students understand as a result of *this* unit?

- Students will understand that a balanced diet (as described by the USDA food pyramid) contributes to optimal health and "healthy" living.
- Students will understand elements of good nutrition (human nutritional needs, nutritional values of various foods, USDA food pyramid recommendations) by analyzing the nutritional value of menus and planning a balanced diet for themselves and others.

What are the overarching "essential" questions?

- What does it mean to lead a healthy life?
- What is "wellness"?



What "essential" and "unit" questions will focus this unit?

- What is healthy eating?
- What is a "balanced" diet?

IDENTIFY DESIRED RESULTS

What overarching understandings are desired?

Elements of a Web Based Activity that integrate:

- Backward Design Process
 - w/ school data analysis that helps “their” population
 - uses mdk12 website
 - uses state and national standards/goals/outcomes/indicators
 - goes after deeper understanding that is worthy
 - looks at how to assess for this type of understanding
- Technology integration embedded as learning
- Learning w/ Technology through constructivist model
 - Rubrics & self reflection



What will students understand as a result of *this* unit?

- Participants will understand that the Backward Design model makes use of “succeeding w/ standards” or is geared to what students will be assessed and schools/teachers will be held accountable
- Participants will understand that these assessments are based on “what is really important for students to know and understand”
- Participants will understand that in order for positive results to occur- school changes must consider the big and important picture and this must filter down to the classroom level
- Participants will understand that web based/technology related activities can help to increase motivation and higher order thinking skills in students
- Participants will understand elements of *high quality* technology related activities

What are the overarching “essential” questions?

- What does it mean to use Backward Design in my classroom?
- How do standards and what standards should I be concerned with in my class? school? w/ this unit?
- What should my “high quality” web based activity look like? include?
- How can I model and/or integrate technology into my classroom?



What “essential” and “unit” questions will focus this unit?

- What is Backward Design?
- How do the standards fit into this model?
- What are examples web based activities?
- What elements must be considered in creating a high quality web based activity?
- How can technology be integrated throughout this process? this “unit”?

DETERMINE ACCEPTABLE EVIDENCE

What evidence will show that students understand _____?

Performance Tasks, Projects

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Quizzes, Tests, Academic Prompts

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Other Evidence (e.g. observations, work samples, dialogues)

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Student Self-Assessment

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DETERMINE ACCEPTABLE EVIDENCE

What evidence will show that students understand elements of good nutrition ?

Performance Tasks, Projects

- *Family Meals.* Students analyze a hypothetical family’s diet for one week and make recommendations for improving its nutritional value.
- *You Are What You Eat.* Students create an illustrated brochure to teach younger children about healthy eating.
- *Chow Down.* Students develop a three-day menu for meals and snacks for an upcoming Outdoor Education camp experience. Their menu must be tasty while meeting the USDA food pyramid recommendations

Quizzes, Tests, Academic Prompts

Quiz 1: The food groups _____ **Prompt:** Describe two health problems that could arise as a result of poor nutrition and explain how these could be avoided.

Quiz 2: The USDA food pyramid _____

Other Evidence (e.g. observations, work samples, dialogues)

Informal observations/discussions

during work on the performance tasks and the camp menu project.

Student Self-Assessment

1. Self-assess your brochure
2. Self-assess the camp menu
3. Self-assess the extent to which you “eat healthy” two times: at the start and at the end of the unit.

DETERMINE ACCEPTABLE EVIDENCE

What evidence will show that students understand Backward Design/high quality web based activities/technology application & integration?

Performance Tasks, Projects

- *School Data Analysis.* Participants explore the mdk12 and other data sites. Participants analyze mock school data and make recommendations for improving areas of weakness. Participants analyze their own school data.
- *State Standards.* Participants explore the MD standards site and decipher the terms. Participants explore possible web based activity of interest and standards that their activity will address.
- *High quality web based activities.* Participants will explore various web based sites. Participants will analyze sites/activities based on evaluation methods/ readability/standards addressing/cultural and gender sensitivity/ alternative users
- *Technology integration.* Participants will experience through modeling and immersion various technology integration processes and applications
- *Current trends in assessment and evaluation.* Participants will experience rubric development and self reflection techniques

Quizzes, Tests, Academic Prompts

- Pre/Post test from state (on line)
- Pre/Post survey content WebCT
- Optional Teaching Method survey on-line
- Use of WebCT
- Use of fcps Learning Village
- Timed search activity
- Rubric development for activity
- 3-5 Backward Design Templates (prompts)

Other Evidence (e.g. observations, work samples, dialogues)

- quality and content of reflection journals
- frustration or interest in class and in journal entries
- informal discussions and participation
- on or off task
- facial/body expressions
- quality (understanding) of templates
- refocus of templates
- informal feedback

Student Self- Assessment

- Self reflection journaling
- Self assessment/group assessment
- Mock data analysis

PLAN LEARNING EXPERIENCES AND INSTRUCTION

Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skill are needed?

<p>Students will need to know ...</p> <ul style="list-style-type: none"> • Key terms: for example, proteins, fat, <hr/> <p>calorie, carbohydrate, cholesterol</p> <hr/> <ul style="list-style-type: none"> • The food groups <hr/> <ul style="list-style-type: none"> • Types of food in each group <hr/> <ul style="list-style-type: none"> • USDA food pyramid guidelines <hr/> <ul style="list-style-type: none"> • Health problems caused by poor <hr/> <p>nutrition</p>	<p>Students will need to be able to ...</p> <ul style="list-style-type: none"> • Read and analyze nutrition information <hr/> <p>on food labels</p> <hr/> <ul style="list-style-type: none"> • Scale up food recipes <hr/> <hr/> <hr/> <hr/>
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What teaching and learning experiences will equip students to demonstrate the targeted understandings?

1. Present the story of the sailors' "mystery" disease (scurvy).
2. Introduce essential and unit questions and key vocabulary terms.
3. Present concept attainment lesson on food groups, then categorize foods.
4. Have students read and discuss the nutrition brochure from the USDA.
5. Present lesson on the food pyramid and identify foods in each group.
6. Present and discuss the video Nutrition and You.
7. Have students design an illustrated nutrition brochure for younger children.
8. Assess and give feedback on the brochures; allow students to self-assess and assess their peers.
9. Working in cooperative groups, have students analyze a hypothetical family's diet.
10. Give feedback regarding the diet analysis.
11. Have students conduct research on health problems resulting from poor eating.
12. Have students work independently to develop the three-day camp menu.
13. Evaluate and give feedback on camp project; have students self-assess and assess their peers.
14. Conclude the unit with student self-evaluation of their personal habits...

PLAN LEARNING EXPERIENCES AND INSTRUCTION

Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skill are needed?

Students will need to know ...

- terms: standards/goals/outcomes/indicators
- 6 facets (levels of understanding)
- the types of web based activities
- assessment/evaluation of web based activities
- asynchronous vs. synchronous
- chat room/whiteboard
- threaded discussion
- elements to address with high quality web based activities
- problems that may happen w/ technology

Students will need to be able to ...

- Explore and analyze school data
- Explore and analyze what they need to address/ what standards
- Explore and experience technology applications and integration
- Explore and create activity integrating technology that will help address targets

What teaching and learning experiences will equip students to demonstrate the targeted understandings?

- Present overall objectives via Powerpoint
- Explore applications available via fcps and WebCT
- Explore data sources via internet
- Present history of standards movement and Backward design model
- Present key vocabulary
- Present standard vocabulary from MD
- Participants explore and discuss mock school data
- Participants explore and discuss own school data
- Participants discuss Web based activity idea (via on-line and f2f)
- Participants explore mdk12 standards site
- Participants explore and discuss standards they are addressing (templates and f2f)

How will we judge our unit designs?

extensively

somewhat

minimally

IDENTIFY DESIRED RESULTS

To what extent are the targeted understandings

- Big ideas (as opposed to basic facts and skills) in need of *uncoverage*?
- Specific enough to guide teaching and assessing?
- Framed by provocative *essential* and *unit* questions?

DETERMINE ACCEPTABLE EVIDENCE

To what extent does the assessment evidence provide

- A valid and reliable measure of the target understandings?
- Sufficient information to support inferences about *each* student's understanding?
- Opportunities for students to exhibit their understandings through authentic performance tasks?

PLAN LEARNING EXPERIENCES AND INSTRUCTION

To what extent will

- Students know *where* they're going and *why* (in terms of unit goals, performance requirements, and evaluative criteria)?
- Students be *engaged* in digging into the big ideas of the unit (through inquiry, research, problem solving, and experimentation)?
- Students receive explicit instruction on the knowledge and skills needed to *equip* them for the required performances?
- Students have opportunities to *rehearse*, *revise*, and *refine* their work based on feedback?
- Students *self-assess* and set goals prior to the conclusion of the unit?

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Through which facets will students develop and reveal their understandings?

- *Explanation.* Students develop an illustrated brochure to explain the principles and practices of healthy eating to younger students
- *Interpretation*
- *Application 1.* Students analyze a hypothetical family’s diet for nutritional balance. 2. Students develop a menu for meals and snacks for an upcoming three-day trip to the outdoor education camp.
- *Perspective.* Students investigate healthy eating from the perspective of different regions and cultures.
- *Empathy.* Students modify their eating habits for two days to have a “taste” of the experience of people who must restrict their diets because of specific conditions (e.g., diabetes, lactose intolerance, and food allergies).
- *Self-Knowledge.* Students reflect on their own eating habits and evaluate the extent to which they are “eating healthy”.

Go to:

<http://edweb.sdsu.edu/webquest/>

That will get you to the WebQuest page.

Click on *Search*, type in *Rubric*, navigate to item # 8.