

### **WHERE TO Framework:**

**W- Where:** Students will understand that the goal of the unit is to use our base knowledge of bone health to connect to new disorders and understand the effects, causes, and life impacts for each. Students will reach these goals throughout the unit but will understand where the class is headed at the beginning.

**H- Hook:** The activity the first day will hook students because they will be asked to use background knowledge to construct sentences. The end goal of that section of the unit is for students to build relevance, to come up with some sentence or question that relates to their own life. Examples could be discussing nutrition in their dining hall, reflecting on why people eat what they eat (access, budget, diet choices, etc.), connecting their knowledge from history or english class to the Great Depression discussed in the rickets reading. Once students build relevance to a disease that is not common today they will be engaged in the lesson.

**E- Equipped with tools:** Students will be provided with a variety of tools: visuals of rickets, a video on muscular dystrophy, a firsthand account of rickets, textbook resources, and online resources for their study of rickets and research on other disorders.

**R- Rethink:** Students will be asked to question why some people are more susceptible to bone diseases than others. For many students, they might not understand food insecurity firsthand. This unit will challenge them to think about how childhood food insecurity can impact health for life. For other students, food insecurity may be familiar. They will be able to connect their knowledge to historical times of food insecurity to broaden their perspective on this issue. At the end of the unit all students will be asked to critique their own community and look for areas to improve accessibility for community members with physical disabilities.

**E- Evaluate:** Students will be assessed formatively everyday through class discussion and one-on-one check ins with the teacher. At the end of the unit students will be assessed summatively with a reflection paper.

**T- Tailor:** The instruction is differentiated so that students of all skill level and processing speed can be involved. Students will come in with a common understanding of bone health, from previous lessons, and all understand food and nutrition on some level from health class and personal experience. The activities in this lesson are flexible and allow students to come up with their own sentences and questions. There is an emphasis on accepting all sentences and questions so that we can learn from corrections later in the unit. The reflection paper can be assessed according to students IEPs which allows flexibility for all students to engage with the same ideas.

**O- Organize for Independent Learning:** Students come in with an understanding of the skeletal system, muscular system, and bone health. This is from teacher-directed lessons. This unit helps students to take control of their learning because students are the ones creating sentences, constructing their own knowledge, and then questioning those sentences. They read the provided reading and are then asked to go back and look at what they wrote earlier. Does it still fit? What can they change? In the second part of the unit students are independent researchers, looking to answer similar questions that they answered when studying rickets. This allows them to follow a similar framework but work independent from the teacher.