

# 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: Life Skills

Unit: 6<sup>th</sup> Grade Textiles

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.**

Basic hand and embroidery stitches

- I can design and create a pillow that incorporates various hand sewing skills. (Create)
- I can measure and mark fabric accurately to create ties that are all 3 ½ inches long. (Apply)
- I can thread a needle correctly. (Apply)

Thread - This means to bring the thread through the eye of the needle, bring the ends together, and tie a knot at the end.

Embroidery floss – This means to separate the floss into groups of three strands, bring the thread through the eye of the needle, leave a tail, and tie a knot at the end.

- Using a thread, I can sew a neat and even straight stitch. (Apply)
- Using thread or embroidery floss, I can sew a neat and even backstitch. (Apply)
- Using embroidery floss, I can sew a neat and even blanket stitch. (Apply)
- I can tie my thread off correctly to secure my stitches. (Apply)
- I can correctly sew on a button. (Apply)

Reading and following instructions

- I can carefully read the instructions and independently move from one step to the next. (Understand)

Work Habits

- I use class time wisely. This means that I am working on my project and staying on task throughout the entire period. (Apply)
- I have my supplies with me everyday. (Apply)
- I clean up my work area everyday. This means that I do not leave thread scraps, fabric, papers, and miscellaneous items on the table. I return pins and other borrowed materials. (Apply)

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

#### Overarching Big Idea:

- Being self-sufficient means that you have the skills to live independently.

#### Topical Big Ideas:

- Sewing allows a person to create projects, and sew or repair clothing.
- Different types of stitches are used for different purposes.
- Reading and following step by step instructions is an essential part of completing any project.
- Managing time and being responsible are important skills for everyday success.

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

#### Overarching Essential Question:

- What does it mean to be self-sufficient?

#### Topical Essential Questions:

- Why do we sew?
- Why do we use different types of stitches?
- Why is it important to know how to follow step by step instructions?
- Why is it necessary to develop good work habits?

### **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?**

- Class discussion of essential questions at the beginning of the unit or lesson – The teacher will refer back to the essential questions throughout the unit.
- Learning targets on a student handout/checklist/self-assessment.
- Learning targets communicated to the students and displayed visually.

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**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.**

- To open the unit/introduce the unit, the teacher will show the students several pictures of exemplary pillows and several pictures of poor pillows. The students will come up with the criteria for the project and the teacher will categorize the different criteria. The teacher will then show the students the rubric and will compare the student created list to the actual rubric.
- The teacher will have a conference with each student at the half way point in the project. Before the conference, the students will complete a self assessment (status) of their project. During the conference, the student will determine a goal and plan for completing the project. The teacher will use stars and stairs to provide each student with feedback. (7 Strategies Book Pages 204 and 221)

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

- The students will use the rubric to self assess their project throughout the unit.
- Before conferencing with the teacher, the students will self assess their pillow (pg. 221).
- A few days after the students will have a conference with the teacher, they self assess their pillow again and determine the next steps for completion. (pg. 227)

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

- Pillow project

**How Can I Close the Gap?**

**What will we do AFTER the students have completed the formative assessment to differentiate instruction (re-group students, differentiate, review sessions)?**

*Note: The pillow project allows students to choose a simple pattern to sew or create a more challenging design based on their interest or skills.*

- The teacher will give each student individual feedback that will direct the student to the next step.
- The students will work individually (own pace) to complete the project.

**What interventions will we provide for students who do not do well on the formative assessment?**

- The students can come in to school in the morning or during STAR to get extra help on their project.
- If the teacher notices that a group of students has a misunderstanding about a particular skill, the teacher will conduct a small group review during class.
- The teacher will have a conference with students a second time, as needed.

**What will we do for the students who are on track?**

- The students who are on track will be able to work at their own pace to complete their project.

**What will we do for the students who excel? What extension activities will we provide?**

- The students who excel will be encouraged to create a more challenging design. These students will also be encouraged to help other students.

**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.**

- Measure and mark the fabric to determine the size of the sewing area and the lengths of the outer ties.
- Draw and neatly cut the pattern and fabric.
- Teacher demonstrations of the different types of stitches.
- Teacher use of models/strong and weak examples
- The students spend the majority of the time creating their pillow.