

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: 8th 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.

Use a sewing machine – how to thread it, wind a bobbin, draw up the bobbin thread, use the proper seam allowance, secure the stitches

- I can identify basic parts of a sewing machine.
- I can thread the bobbin winder and wind a bobbin.
- I can thread the sewing machine.
- I can insert the bobbin into the machine and bring up the bobbin thread.
- I can use the seam gauge to sew the correct seam allowance. This means I can keep the edge of my fabric at the 5/8 inch line around the entire pillow.
- I can use the reverse stitch lever to back stitch the beginning and end of my seams to secure them.

Reading and following instructions

- I can understand the symbols on a pattern.
- I can carefully read the instructions and independently move from one step to the next.

Basic hand and embroidery stitches

- I can thread a needle correctly.
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 bring the thread through the eye of the needle, leave a tail, and tie a knot at the end.
- Using thread, I can sew a neat and even straight stitch and slip stitch.
- Using embroidery floss, I can sew a neat and even blanket stitch and back stitch.
- I can tie my thread off correctly to secure my stitches.

Work habits

- I use class time wisely. This means that I am working on my project and staying on task throughout the entire period.
- I have my supplies with me everyday.
- 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.

What are the Big Ideas that go with this unit?

- Knowing how to hand and machine sew will enable me to create projects, and sew or repair clothing.
- 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?

- How are sewing skills useful in everyday life?
- 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
- Learning targets on a student handout/checklist/self-assessment
- Learning targets communicated and posted on the Smart Board

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.
- Curve stitching sheet – the teacher provides feedback and allows the students multiple opportunities to make corrections to their stitches.
- Learning targets on a student handout/checklist – the students will self-assess their progress for each learning target.
- Pictures of strong and poorly created pillows to use as examples of strong and weak work throughout the unit.
- Video clip showing how to use a sewing machine – students will have opportunities to review the video clip and make corrections to their own work.
- At two set points during the project, the students will give each other feedback. Using the rubric, the students will identify strengths and weaknesses of the project.

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

- Learning targets on a student handout/checklist – the students will self-assess their progress for each learning target.
- Students will keep and refer to the feedback they receive to help them track strengths and areas of the project that need improvement.

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

- Final stitch worksheet
- Final project

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.

- Curve stitching practice
- Teacher demonstrations
- Videos
- Create the project