

# 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: 7<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.**

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 1/4 inch line for every seam of my pillowcase.
- I can use the reverse stitch lever to back stitch the beginning and end of my seams to secure them.
- I can pivot properly at the corners of my pillowcase to ensure that stitches are correct and corners are sharp.

Reading and following instructions

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

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 every day.
- 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 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 pillowcases and several pictures of poor pillowcases. 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.
- Straight Lines and Corners 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 pillowcases 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.
- Student and peer formative checkpoint handout – At three set points during the project, the students will give each other feedback.

## **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.**

- Straight Line and Corners stitching practice on paper and fabric
- Teacher demonstrations
- Videos
- Create the project

Student & Peer Formative Checkpoints for Pillowcase Project

Name \_\_\_\_\_

	Big Idea	Criteria for success	Formative Assessment		What's next?
Check point #1	Seam #1 – Attaching the Trim	<p><u>Seam #1 – Attaching the Trim</u></p> <p><u>Exemplary</u> – Trim is even with edge of pillowcase body. Stitches are tight. Seam is even and measures ¼” from edge. Seam is secured by a reverse stitch at the beginning and end.</p> <p><u>Proficient</u> – Trim is even with edge of pillowcase body. Stitches are tight. Seam is mostly even and measures ¼” from edge. Seam is secured by a reverse stitch at the beginning and end.</p> <p><u>Developing</u> – Trim may not be even with edge of pillowcase body. Stitches may be loose or messy. Seam is uneven and may not measure ¼” from edge. Seam may not be secured by a reverse stitch at the beginning and end.</p>	<u>Self</u>	<u>Peer</u>	<p><input type="checkbox"/> I'm OK to continue my pillowcase.</p> <p><input type="checkbox"/> I can continue but need to improve the straightness of my seams.</p> <p><input type="checkbox"/> I need to take the seam out and re-stitch, making sure that the trim is even, stitches are tight, and the seam is even and ¼”, or I need to secure the seam at the beginning and end.</p>

Student & Peer Formative Checkpoints for Pillowcase Project

	Big Idea	Criteria for success	Formative Assessment		What's next?
Check point #2	Seam #2 – Folding Down the Trim	<p><u>Seam #2 – Folding Down the Trim</u></p> <p><u>Exemplary</u> – Edges of trim are even on the back of project. The seam is even and measures ¼". Seam is not visible from the front side of project. Stitches are tight and seam is secured with a reverse stitch at the beginning and end.</p> <p><u>Proficient</u> – Edges of trim are even on the back of project. The seam is mostly even and measures ¼". Seam may be visible from the front side of project. Stitches are tight and secured with a reverse stitch at the beginning and end.</p> <p><u>Developing</u> – Edges of trim may not be even on the back of project. The seam is not even. Stitches may not be tight and may not be secured at the beginning and end.</p>	<u>Self</u>	<u>Peer</u>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I'm OK to continue my pillowcase.</li> <li><input type="checkbox"/> I can continue, but need to improve the straightness of my seams.</li> <li><input type="checkbox"/> I need to take the seam out and re-stitch, making sure that the seam is even and stitches are tight, or I need to secure the seam at the beginning and end.</li> </ul>

Student & Peer Formative Checkpoints for Pillowcase Project

	Big Idea	Criteria for success	Formative Assessment		What's next?
Check point #3	Seam #3 – Sewing Body Together	<p><u>Seam #2 – Folding Down the Trim</u></p> <p><u>Exemplary</u> – The seam is even and measures ¼”. There is a pivot at the corner and it is done correctly so there is no diagonal stitch. Stitches are tight and seam is secured with a reverse stitch at the beginning and end.</p> <p><u>Proficient</u> – The seam is mostly even and measures ¼”. There is a pivot at the corner that may or may not be done correctly so there is no diagonal stitch. Stitches are tight and secured with a reverse stitch at the beginning and end.</p> <p><u>Developing</u> – The seam is not even or is not ¼”. There may not be a pivot at the corner. Stitches may not be tight and may not be secured at the beginning and end.</p>	<u>Self</u>	<u>Peer</u>	<p><input type="checkbox"/> I'm OK to finish my pillowcase.</p> <p><input type="checkbox"/> I need to take the seam out and re-stitch, making sure that the seam is even and stitches are tight, or I need to pivot correctly, or I need to secure the seam at the beginning and end.</p>

## Student & Peer Formative Checkpoints for Pillowcase Project

Name \_\_\_\_\_

Period \_\_\_\_\_

### 7<sup>th</sup> Grade Textiles Unit Learning Targets

+ I have complete understanding of the “I can statement”, and I can do this on my own.

? I have some understanding of the “I can statement”, but I need more help or practice.

- I have no understanding of the “I can statement”, and I need help.

Learning Target	Check Point One	Check Point Two	Check Point Three
<b>Machine Sewing</b>			
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 seem allowance. This means I can keep the edge of my fabric at the 1/4 inch line for every seam of my pillowcase.			
<b>Reading and Following Instructions</b>			
I can carefully read the instructions and independently move from one step to the next.			
<b>Work Habits</b>			
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 every day.			
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.			