

KINGSWAY REGIONAL SCHOOL DISTRICT



Committed to Excellence

Course Name: Creative Living with Textiles	Grade Level(s): 9-12
Department: Family and Consumer Science	Credits: 2.5
BOE Adoption Date: October 2018	Revision Date(s):

ABSTRACT

Everyone has wants and needs when it comes to their clothing and their living space. Creative living with textiles is a way for students to express themselves in their individual clothing and interior design skills. In this class, students will learn about elements and principals of design by making lifestyle decisions in planning a wardrobe, clothing maintenance and repair skills, ways to decorate a home on a budget and how to be creative with what you have. This is a hands-on class where students will be given projects to express their individual style in the areas of interior design, fashion and sewing projects. Hand and machine sewing basics will be taught. Students will have choices in different sewing projects (from making reusable market bags to home décor items to simple clothing items). Students will be required to provide material for larger or very personalized projects. Students may also choose to sew for community service projects. This is a project-based class; attendance is critical for success.

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Mission Statement

The Kingsway Regional School District believes that this school district is responsible for developing and maintaining a comprehensive educational program that will foster the academic, social, and personal growth of all students. The Kingsway Regional School District provides a secure, supportive environment. It also provides high quality resources to challenge and empower each individual to pursue his/her potential, to develop a passion for learning in a diverse and challenging world, to encourage active citizenship, and to reach a high standard of achievement at all grade levels as defined by the New Jersey Student Learning Standards (NJSLS).

Curriculum & Instruction Goals

To ensure the District continues to work toward its mission of excellence in G.R.E.A.T. Instruction, the following curriculum and instruction goals direct the conversation:

Goal(s):

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

How to Read this Document

This curricular document contains both *pacing guides* and *curriculum units*. The pacing guides serve to communicate an estimated timeframe as to *when* skills and topics will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, and objectives of the course well as how students will be assessed. The terms and definitions below will assist the reader to better understand the sections and components of this curriculum document.

Terms to Know

1. **Accommodation(s):** *Accommodations* are adaptations that do not alter the learning goal or standards being measured; accommodations can be for all students.

2. **Differentiated Instruction (DI):** The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson & Allan, 2000). It is an approach to teaching that advocates active planning for student differences in classrooms. Teachers can differentiate content, process, product, or environment. DI can be done according to students' readiness, interest, or learning profile.
3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document.
4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.
5. **Formative Assessments:** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)
7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.
8. **Learning Goal(s):** Learning goals are broad statements that note what students "should know" and/or "be able to do" as they progress through a unit. Learning goals correlate specifically to the NJSLs noted within each unit.
9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.
10. **Modification(s):** *Modifications* are adaptations that alter the learning goals and grade-level standards. Modifications are warranted when the learner has significant needs that impede his or her ability to access grade-level concepts. They are most appropriate for appropriate some students with IEPs and some English Language Learners.

11. **Performance Assessments:** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student’s knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).
12. **Standards:** Academic standards, from which the curriculum is built, are statements that of what students “should know” or “be able to do” upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.
 - **State:** The New Jersey Student Learning Standards (NJSLSs) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; 21st-Century Life and Careers; Language Arts Literacy; and, Mathematics*
13. **Summative Assessments:** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.
14. **21st Century Skills & Themes:** These elements emphasize the growing need to focus on skills that prepare students to successfully compete in a global environment by focusing on the following: learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

Proficiencies and Pacing Guide:

Course Title: Creative Living with Textiles

Prerequisite(s):

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
<p>Unit 1: Interior Design Basics</p>	<p>5 Weeks</p>	<p>Power Standards: NJVPA 1.3.12.D.1 1.2.12.A.1</p> <p>NJCTE 9.3.12.AR-VIS.2 9.3.12.AR-VIS.3 9.3.12.AR-VIS.1</p> <p>National Family & Consumer Science Standards</p> <p>NFSC 2.1.2 NFCS 2.1.5 NFCS 11.2.1 NFCS 11.2.2 NFCS 11.2.3. NFCS 11.4.4 NFCS 16.3.2</p>	<p>Student will understand interior design is a combination of ideas that combine the elements and principles of design and be able to apply these in original samples and projects. (3 weeks)</p> <p>Students will understand the layout and arrangement of furniture is dependent on the function of the space and physical size and will be able to arrange the space using templates. (2 weeks)</p> <p>Students will understand potential hazards and safety concerns that could arise in a home and be able to analyze housing features that will minimize hazards in a design. (2 weeks)</p>	<p>Maslow’s hierarchy of needs</p> <p>Elements and principles of design</p> <p>Practice color and design theory</p> <p>Styles of historical design periods and furniture.</p> <p>Housing situation opportunities</p> <p>New housing technologies and the impact it has on sustainability and conservation.</p> <p>Guidelines for placement of furniture Using a design template and/or program</p> <p>Design a room project</p> <p>Universal Design for spaces/ Home safety</p>
<p>Unit 2: Sewing Basics</p>	<p>10 Weeks</p>	<p>Power Standards: NJCTE 9.3.MN-PPD.3 9.3.MN-PRO.5 9.3.MN-QA.4</p> <p>National Family & Consumer Science Standards</p>	<p>Students will be able to identify the tools and equipment in the clothing construction room and be able to properly and safely handle these items. (2 weeks)</p> <p>Students will be able to apply concepts of hand sewing techniques to do simple</p>	<p>Sewing tools, equipment, sewing machine parts and safety. Hand sewing techniques Hand sewing Projects: Button/mending Felt creation with embroidery and/or embellishment</p>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		NFCS 16.4.1 NFCS 16.4.5 NFCS 2.1.1 NFCS 2.1.4 NFCS 16.3.1	<p>clothing repairs such as sewing a button, mending and hemming. (2 weeks)</p> <p>Students will understand how to work a sewing machine and be able to safely use the sewing machine.(3 weeks)</p> <p>Students will understand and be able to follow a set of directions to complete a sewing project with minimal assistance.(3 weeks)</p>	<p>Machine sewing how it works/safety Sewing samples of seam, hem, backstitch Following directions Projects: Sew a pillow Personal choice: drawstring pants/shorts grocery market bag an agreed upon project suited to the individual students needs and abilities. Community service sewing project</p>
Unit 3: Fashion	5 Weeks	<p>Power Standards: NJVPA 1.3.12.D.1 1.2.12.A.1</p> <p>NJCTE 9.3.12.AR-VIS.2 9.3.12.AR-VIS.3 9.3.12.AR-VIS.1</p> <p>National Family & Consumer Science Standards NFCS 16.3.1 NFCS 16.3.8 NFCS 2.1.1</p>	<p>Students will understand about the variety of reasons people select the types and styles of clothing they wear and will be able to design a wardrobe for a specific lifestyle. (2 weeks)</p> <p>Students will understand a variety of ideas related to fashion trends and fashion designers and will be able to report on a specific trend or designer. . (2 weeks)</p> <p>Students will understand clothing care needs to be part of the selection process and will be able to educate others on clothing care. . (2 weeks)</p> <p>Students will understand the elements and principles of design apply to fashion design and will be able to</p>	<p>Fashion History Garment styles Wardrobe evaluation and planning Clothing Care basics Designer Report Original clothing design sketching Project: Costume designer</p>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			produce sketches of original designs using these design principles. (3 weeks)	

Unit: 1 Interior design basics	Recommended Duration: 5 weeks
<p>Unit Description: Interior Design is taking a sterile environment and changing it into a reflection of the person who uses the space. Interior design tells a story, in a room of a home, an office or on a stage set. So how is the story told? With elements and principles of designs as the guidelines, students will learn the language of interior design. Students will be able to experiment with designs and layouts, to create an environment for themselves or a “client”. Consideration for safety in the design will be discussed as well as conservation of resources and sustainability here in the United States as well as around the globe. In the final project, students will create a story board to go with their design to give the full picture of the environment they created.</p>	

Essential Questions:	Enduring Understandings:
<p>What is interior design? How does color create moods and illusions? How do the design principles relate to the elements of design? What are the elements of good design? How has housing and interior design changed?</p>	<p>There are artistic guidelines for interior design. Each person has a personal style. Everyone has wants and needs in the form of shelter. Housing is sustainability.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJCTE 9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.</p> <p>9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.</p> <p>9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.</p>	<p>Student will understand interior design is a combination of ideas that combine the elements and principles of design and be able to apply these in original samples and projects.</p> <p>Students will understand the layout and arrangement of furniture is dependent on the function of the space and physical size and will be able to arrange the space using templates.</p> <p>Students will understand potential hazards and safety concerns that could arise in a home and be</p>	<p>Illustrate Maslow’s hierarchy of needs.</p> <p>Define the principles of design and illustrate uses such as: harmony, balance, proportion, scale, contrast, dominance, opposition, principality, rhythm, subordination, transition, line, form, color, light, material, space and texture and how they are used in interior design.</p> <p>Develop an understanding of the elements of design including lines, texture, form, shape, color and color schemes with wall coverings, furniture, and accessories.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJVPA 1.3.12.D.1 How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.</p> <p>1.2.12. A.1 Cultural and historical events impact art-making as well as how audiences respond to works of art.</p> <p>National Family & Consumer Science Standards</p> <p>NFCS 2.1.1 Apply time management, organizational, and process skills to prioritize tasks and achieve goals.</p> <p>NFCS 2.1.2 Analyze how individuals and families make choices to satisfy needs and wants.</p> <p>NFCS 2.1.5 Apply consumer skills to decisions about housing, utilities, and furnishings.</p> <p>NFCS 2.2.3 Demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment.</p> <p>NFCS 2.5.1 Analyze the use of resources in making choices that satisfy needs and wants of individuals, families, and communities.</p> <p>NFCS 11.2.1 Evaluate the use of elements and</p>	<p>Able to analyze housing features that will minimize hazards in a design.</p>	<p>Describe how personality effects personal style in your housing designs.</p> <p>Identify styles of historical design periods and furniture.</p> <p>Research new housing technologies and the impact it has on sustainability and conservation.</p> <p>Practice arranging furniture templates and identify traffic patterns</p> <p>Design a space for an individual, taking into consideration the elements, principles of design and universal design.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>principles of design in housing and commercial and residential interiors.</p> <p>NFCS 11.2.2 Analyze the psychological impact that the principles and elements of design have on the individual.</p> <p>NFCS 11.2.3 Analyze the effects that the principles and elements of design have on aesthetics and function.</p> <p>NFCS 11.4.4 Arrange furniture placement with reference to principles of design, traffic flow, activity, and existing architectural features.</p> <p>NFCS 16.3.2 Apply basic and complex color schemes and color theory to develop and enhance visual effects.</p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<p>Pre-assessment</p> <p>Do Now's</p> <p>Notes in interactive notebook</p> <p>Exit tickets</p> <p>Written class work</p> <p>Teacher Observation</p> <p>Class Participation</p> <p>Written reflections</p> <p>Brainstorming activities</p> <p>Color samples</p> <p>Design sketches</p> <p>Practice layouts</p>	<p>Collage of design: using magazines or the internet, illustrate design principles in a collage format.</p> <p>Slide presentation of a historical design period. (Partners)</p> <p>Situational room layouts: given a situation, design a space to meet the needs of the individuals (handicap accessible, young children in a home, elderly living</p>	<p>Research housing technologies and lead a class discussion on the impact.</p> <p>Design a space project: students will select either the storyboard concept or the room in a box concept to design a space for a given situation or will design a series of sets to be used in a play or production.</p>	<p>Interactive notebook activities</p> <p>Color samples</p> <p>Room design sketches</p> <p>Collage of design</p> <p>Research housing technologies</p> <p>Situational room layouts</p> <p>Slide presentation</p> <p>Design a space project</p> <p>Final unit project</p>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
	alone, etc.)		

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Follow all IEP modifications/504 plan Modified assignments and tests Written reflections can be oral responses Additional time Vary test formats Highlight key parts of the text Clarify all directions Provide list of brainstorm items Use manipulables	Modified assignments and tests Allow oral responses Use multiple choice format Read test aloud Provide definitions of key terms in native language Use native language for directions Single step directions	Follow all IEP modifications/504 plan Additional time Vary test formats Provide study guides or study opportunities Use Google classroom for posting and completing missed assignments	Tiered assessments Learning Menu(s) Interest based research Open ended questions Designs based on Literature

Instructional Strategies: *(List and describe.)*

<p> Student research Student reflection in writing and discussion Student demonstration and presentations Guided notes using the interactive notebook and Power point presentations Use of Google classroom Provide goals and scales Establish classroom and lab routines Identify critical content both verbally, written, and visually Scaffolding of techniques and methods Modeling using teacher or video guided demos Provide visual examples Cooperative learning between students on techniques Direct instruction with individual students Check student and/or group progress individually and provide meaningful feedback and individualized instruction Help students reflect on learning through written reflections of lab experiences </p>

Help students revise knowledge through discussion and labs
 Provide resources and guidance for cognitively complex tasks

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **ACCESS** the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Preferential seating Hands on activities Movement around the room modified recipes Visual and verbal cues Interactive notebook guided notes modified assignments re-teaching opportunities teacher/video demonstrations Word wall with pictures	Hands on activities Movement around the room Interactive notebook guided notes Word wall with pictures modified assignments re-teaching opportunities; teacher/video demonstrations Visual cues and images Provide oral prompts Additional time on assignments	Hands on activities Movement around the room Interactive notebook guided notes Small group instruction Flexible grouping Tiered assignments Word Wall	Hands on activities Movement around the room Interactive notebook guided notes Tiered assessments Learning Menu(s) Leadership roles in class

Unit Vocabulary:

Essential:

Non-Essential:

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 st Century Themes: (Check and explain how the connection is made.)	21 st Century Skills: (Check and explain how the connection is made.)
E/LA: LA.11-12.RL.11-12.4 LA.11-12.RI.11-12.7 LA.11-12.W.11-12.8	S: Using Google classroom to access, complete and turn in assignments	___x___ Global Awareness <ul style="list-style-type: none"> • Housing situations • Housing sustainability and conservation 	___x___ Creativity & Innovation <ul style="list-style-type: none"> • Interior design sketches/samples • Room Project

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>LA.11-12.SL.11-12.2</p> <p>Mathematics:</p> <p>Science:</p> <p>Visual and Performing Arts: 1.3.12.D.1 1.2.12.A.1</p> <p>Health/PE:</p> <p>World Languages:</p> <p>Social Studies:</p> <p>Technology: TECH.8.1.12.B.CS2 TECH.8.1.12.C.CS1 TECH.8.1.12.C.CS4</p> <p>Career Ready Practices: CRP1. CRP2. CRP3. CRP4. CRP5. CRP6. CRP7. CRP8. CRP9. CRP10. CRP11.</p>	<p>Find examples and create a collage</p> <p>A: Search for examples of principles and elements</p> <p>Research, create and present Historical Design period.</p> <p>M: Create a room design using internet program</p> <p>R:</p>	<p><input checked="" type="checkbox"/> Civic Literacy</p> <ul style="list-style-type: none"> Americans with Disabilities /Universal design <p><input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy</p> <p><input checked="" type="checkbox"/> Health Literacy</p> <ul style="list-style-type: none"> Identify home safety concerns Fire escape plan 	<p><input type="checkbox"/> Media Literacy</p> <p><input checked="" type="checkbox"/> Critical Thinking & Problem Solving</p> <ul style="list-style-type: none"> Wants and needs Situational room layouts Room project Peer critique <p><input type="checkbox"/> Life and Career Skills <i>(flexibility, initiative, cross-cultural skills, productivity, leadership, etc.)</i></p> <ul style="list-style-type: none"> Active participation in class Time management meeting deadlines Respect of differing opinions and beliefs <p><input type="checkbox"/> Information & Communication Technologies Literacy</p> <p><input checked="" type="checkbox"/> Communication & Collaboration</p> <ul style="list-style-type: none"> Design period presentation Peer critique <p><input type="checkbox"/> Information Literacy</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
CRP12. Library:			

Resources:
Texts/Materials: Teacher made power points, templates, magazines, Chrome books or computers, Google classroom and Google drive, paint, fabric, flooring samples.

Unit: 2 Sewing Basics	Recommended Duration: 10 weeks
Unit Description: How does someone take a couple of yards of fabric and turn it into clothing? They start with a pattern or a concept and go step by step. Learning to sew, whether by hand or machine allows a person to mend, repair, recycle or create a new item. This unit will teach the sewing basics, by both hand and machine and will allow the student to create items of their choice for their ability.	

Essential Questions:	Enduring Understandings:
<p>How does the sewing machine work?</p> <p>How is clothing made?</p> <p>How do you follow directions?</p> <p>How do you repair clothing?</p> <p>What can I create for myself or someone else as a gift?</p>	<p>All clothing and textile items sold have been stitched on a sewing machine.</p> <p>Clothing can be repaired instead of discarded.</p> <p>Written directions are used in assembling and creating objects.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJCTE</p> <p>9.3.MN-PPD.3 Monitor, promote and maintain a safe and productive workplace using techniques and solutions that ensure safe production of products.</p> <p>9.3.MN-PRO.5 Demonstrate the safe use of manufacturing equipment.</p>	<p>Students will be able to identify the tools and equipment in the clothing construction room and be able to properly and safely handle these items.</p> <p>Students will be able to apply concepts of hand sewing techniques to do simple clothing repairs such as sewing a button, mending and hemming.</p> <p>Students will understand how to work a sewing machine and be able to safely use the sewing</p>	<p>Identify the tools and equipment used for sewing.</p> <p>Safely handle all tools and equipment used for sewing.</p> <p>Complete hand sewing techniques to do simple clothing repairs such as sewing a button, mending and hemming.</p> <p>Use the machine to sew a seam.</p> <p>Create a personalize pillow.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>9.3.MN-QA.4 Employ project management processes using data and tools to deliver quality, value-added products.</p> <p>National Family & Consumer Science Standards</p> <p>NFCS 16.4.1 Demonstrate professional skills in using traditional and technologically innovative equipment, tools, and supplies in textiles, fashion, and apparel construction, alteration, repair, and recycling.</p> <p>NFCS 16.4.5 Demonstrate basic skills for production, alteration, repair and recycling of textiles, fashion, and apparel.</p> <p>NFCS 2.1.1 Apply time management, organizational, and process skills to prioritize tasks and achieve goals.</p> <p>NFCS 2.1.4 Apply consumer skills to providing and maintaining clothing.</p> <p>NFCS 16.3.1 Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance.</p>	<p>machine.</p> <p>Students will understand and be able to follow a set of directions to complete a sewing project with minimal assistance.</p>	<p>Determine which pattern pieces are needed for the sewing item.</p> <p>Cut a pattern out accurately as well as determine which markings to transfer to their fabric.</p> <p>Design a Felt creation with embroidery and/or embellishment</p> <p>Follow printed directions to complete a sewing project.</p> <p>Create a personalized sewing project such as a market bag, drawstring pants or an agreed upon project.</p> <p>Critique finished product comparing it to the printed rubric.</p> <p>Sew an item to be donated as a community service project.</p>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Pre-assessment Do Now's	Sewing samples: Hand: button, mend, hem	Machine safety quiz Personalized Pillow project	Sewing samples Machine safety quiz

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Notes in interactive notebook Exit tickets Written class work Teacher Observation Class Participation Written reflections Identify parts of machine	Machine: Seam, hem, backstitch Clothing repair item: hand sewing	Felt Creation Personalize Machine sewing project Optional (or for students who completed early) Community service sewing	Personalized pillow Felt creation Personalized machine sewing project Unit test/project

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Follow all IEP modifications/504 plan Modified assignments and tests Written reflections can be oral responses Additional time Vary test formats Highlight key parts of the text Clarify all directions Provide list of brainstorm items Use manipulables Modified projects	Modified assignments and tests Allow oral responses Use multiple choice format Read test aloud Provide definitions of key terms in native language Use native language for directions Single step directions Interest based projects	Follow all IEP modifications/504 plan Additional time Vary test formats Provide study guides or study opportunities Use Google classroom for posting and completing missed assignments Interest based projects	Tiered assessments Learning Menu(s) Interest based projects Advanced sewing techniques such as zippers, button holes,

Instructional Strategies: *(List and describe.)*

Individual Projects Modeling using teacher or video guided demos Student practice and samples Student reflection in writing and discussion Guided notes using the interactive notebook and Power point presentations Provide goals and scales Establish classroom and lab routines Identify critical content both verbally, written, and visually
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Scaffolding of techniques and methods
 Provide visual examples
 Cooperative learning between students on techniques
 Direct instruction with individual students
 Check student and/or group progress individually and provide meaningful feedback and individualized instruction
 Help students reflect on learning through written reflections of lab experiences
 Help students revise knowledge through discussion and labs
 Provide resources and guidance for cognitively complex tasks

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **ACCESS** the content/skills being taught?*

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Unit Vocabulary:

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Non-Essential:

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>E/LA: LA.11-12.RL.11-12.4 LA.11-12.RI.11-12.7 LA.11-12.W.11-12.8 LA.11-12.SL.11-12.2</p> <p>Mathematics:</p> <p>Science:</p> <p>Visual and Performing Arts:</p> <p>Health/PE:</p> <p>World Languages:</p> <p>Social Studies:</p> <p>Technology: TECH.8.1.12.B.CS2 TECH.8.1.12.C.CS1 TECH.8.1.12.C.CS4</p> <p>Career Ready Practices: CRP1. CRP2. CRP3. CRP4. CRP5. CRP6. CRP7. CRP8. CRP9.</p>	<p>S:</p> <p>A: Use internet to search for individual project ideas and patterns</p> <p>M: Use Fashion Designing Program to create a pattern of symmetry</p> <p>R: Use virtual reality glasses to experience a runway fashion show of design patterns.</p>	<p><input type="checkbox"/> Global Awareness</p> <p><input type="checkbox"/> Civic Literacy</p> <p><input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy</p> <p><input type="checkbox"/> Health Literacy</p>	<p><input checked="" type="checkbox"/> Creativity & Innovation</p> <ul style="list-style-type: none"> • Personalize projects with a chance for original creations <p><input type="checkbox"/> Media Literacy</p> <p><input checked="" type="checkbox"/> Critical Thinking & Problem Solving</p> <ul style="list-style-type: none"> • Personalize projects with a chance for original creations • Samples and critique <p><input checked="" type="checkbox"/> Life and Career Skills <i>(flexibility, initiative, cross-cultural skills, productivity, leadership, etc.)</i></p> <ul style="list-style-type: none"> • Active participation in class • Time management meeting deadlines • Respect of differing opinions and beliefs • Following directions <p><input type="checkbox"/> Information & Communication Technologies Literacy</p> <p><input checked="" type="checkbox"/> Communication & Collaboration</p> <ul style="list-style-type: none"> • Peer critique • Community service sewing <p><input type="checkbox"/> Information Literacy</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
CRP10. CRP11. CRP12. Library:			

Resources:
Texts/Materials: Sewing Machines, sewing equipment/tools, fabric, thread, Teacher made power points, Chrome books or computers, Google classroom and Google drive.

Unit: 3 Fashion	Recommended Duration: 5 weeks
<p>Unit Description: The U.S. apparel market is the largest in the world. In 2016, store sales were valued at approximately 292 billion U.S. dollars. Everything we wear is fashion profit, everything that stays in the store, is a loss. How we choose the clothing we wear is a personal decision made every day (and sometimes more than once a day). Why do we choose the clothing we wear? This unit will study the reasons behind clothing choices as well as the history of clothing styles. Students will look at the fashion cycle and research designers to see where clothing has been and predict where it may be heading. Looking at clothing as a whole is a wardrobe. Student will evaluate wardrobes and offer suggestions to expand their wardrobe to include career wear and clothing that is easy to care for as they live on their own. Students will look at clothing recycling and redesign as a way of being environmentally friendly. A final project of the students choosing, students will again use a storyboard to display their ideas.</p>	

Essential Questions:	Enduring Understandings:
<p>Why do people wear clothing? How does clothing satisfy certain physical, psychological and social needs? How do values, attitudes, conformity, individuality and personality affect clothing selections? How does the media impact clothing choices? How do personal influences impact clothing choices? How has societal changes influenced clothing choices?</p>	<p>There are many factors that affect why people chose the clothes they wear. Clothing choices are a reflection the person. There are artistic guidelines for clothing design. Each person has a personal style.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJCTE 9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.</p> <p>9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.</p> <p>9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.</p> <p>NJVPA 1.3.12.D.1 How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.</p> <p>1.2.12.A.1 Cultural and historical events impact art-making as well as how audiences respond to works of art.</p> <p>National Family & Consumer Science Standards</p> <p>NFCS 16.3.1 Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance.</p> <p>NFCS 16.3.8 Evaluate the impact of history of design and designers, arts and culture, trend setters, and global influences on textiles,</p>	<p>Students will understand about the variety of reasons people select the types and styles of clothing they wear and will be able to design a wardrobe for a specific lifestyle.</p> <p>Students will understand a variety of ideas related to fashion trends and fashion designers and will be able to report on a specific trend or designer.</p> <p>Students will understand clothing care needs to be part of the selection process and will be able to educate others on clothing care.</p> <p>Students will understand the elements and principles of design apply to fashion design and will be able to produce sketches of original designs using these design principles.</p>	<p>Illustrate through pictures the five physical needs that are fulfilled when people wear clothing.</p> <p>Explain how values and attitudes influence the clothing one selects.</p> <p>Describe the physical needs of wearing clothing for protection.</p> <p>Describe the physiological needs of wearing clothing for adornment and identification.</p> <p>Discuss the evolution of fashion from early civilizations to the nineteenth century.</p> <p>Evaluate their personal wardrobes and complete a project.</p> <p>Give examples of clothing styles in the twentieth century.</p> <p>Define fashion terms to include style, classic, fad, avant-garde, retro, fashion cycles and swings.</p> <p>Distinguish between styles of necklines, collars and sleeves of dresses, shirts, skirts, pants, jackets, and coats.</p> <p>Identify the names, achievements, and role of fashion designers in the apparel industry and the design process.</p> <p>Describe clothing care to include routine cleaning, dry-cleaning, stain removal, reading/understanding care labels, and storage.</p> <p>Discuss redesign, repair, and recycle clothing.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>fashion, and apparel.</p> <p>NFCS 2.1.1 Apply time management, organizational, and process skills to prioritize tasks and achieve goals.</p> <p>NFCS 2.1.4 Apply consumer skills to providing and maintaining clothing.</p>		<p>Discuss factors when shopping for others, from children to older adults.</p>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<p>Pre-assessment</p> <p>Do Now's</p> <p>Notes in interactive notebook</p> <p>Exit tickets</p> <p>Written class work</p> <p>Teacher Observation</p> <p>Class Participation</p> <p>Written reflections</p> <p>Brainstorming activities</p> <p>Design sketches</p> <p>Write about one or more people who you consider to be current fashion leaders.</p> <p>Describe the new styles that people are wearing.</p>	<p>Class discussion on school dress codes. Have students sketch an acceptable school uniform or an outfit that illustrates the school dress code.</p> <p>Create posters illustrating the various elements of design and how they can be used to enhance the human figure.</p> <p>Designer Report</p>	<p>Original design sketches</p> <p>Wardrobe make-over (from student to career wear)</p> <p>Shopping project: Create a brochure about your shopping tips. Shopping survey Comparison shopping</p> <p>Final project: may include designing for a character in a play/movie/book; Your own store (what you would sell if you had your own store); Design Collection by: YOU.</p>	<p>Design Sketches</p> <p>Shopping project</p> <p>Wardrobe Makeover</p> <p>Designer Report</p> <p>Final unit project</p>

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
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<p>Follow all IEP modifications/504 plan</p> <p>Modified assignments and tests</p> <p>Written reflections can be oral responses</p> <p>Additional time</p> <p>Vary test formats</p> <p>Highlight key parts of the text</p> <p>Clarify all directions</p> <p>Provide list of brainstorm items</p> <p>Use manipulables</p> <p>Modified projects</p>	<p>Modified assignments and tests</p> <p>Allow oral responses</p> <p>Use multiple choice format</p> <p>Read test aloud</p> <p>Provide definitions of key terms in native language</p> <p>Use native language for directions</p> <p>Single step directions</p> <p>Interest based projects</p>	<p>Follow all IEP modifications/504 plan</p> <p>Additional time</p> <p>Vary test formats</p> <p>Provide study guides or study opportunities</p> <p>Use Google classroom for posting and completing missed assignments</p> <p>Interest based projects</p>	<p>Tiered assessments</p> <p>Learning Menu(s)</p> <p>Interest based projects</p>
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<p>Instructional Strategies: <i>(List and describe.)</i></p>			
<p>Individual Projects</p> <p>Modeling using teacher or video guided demos</p> <p>Student practice and samples</p> <p>Student reflection in writing and discussion</p> <p>Guided notes using the interactive notebook and Power point presentations</p> <p>Provide goals and scales</p> <p>Establish classroom and lab routines</p> <p>Identify critical content both verbally, written, and visually</p> <p>Scaffolding of techniques and methods</p> <p>Provide visual examples</p> <p>Cooperative learning between students on techniques</p> <p>Direct instruction with individual students</p> <p>Check student and/or group progress individually and provide meaningful feedback and individualized instruction</p> <p>Help students reflect on learning through written reflections of lab experiences</p> <p>Help students revise knowledge through discussion and labs</p> <p>Provide resources and guidance for cognitively complex tasks</p>			
<p>Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): <i>How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?</i></p>			
<p>Special Education Students</p>	<p>English Language Learners (ELLs)</p>	<p>At-Risk Learners</p>	<p>Advanced Learners</p>

Preferential seating Hands on activities Movement around the room modified recipes Visual and verbal cues Interactive notebook guided notes modified assignments re-teaching opportunities teacher/video demonstrations Word wall with pictures	Hands on activities Movement around the room Interactive notebook guided notes Word wall with pictures modified assignments re-teaching opportunities; teacher/video demonstrations Visual cues and images Provide oral prompts Additional time on assignments	Hands on activities Movement around the room Interactive notebook guided notes Small group instruction Personalize projects Word Wall	Hands on activities Movement around the room Interactive notebook guided notes Tiered assessments Personalized projects Leadership roles in class
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Unit Vocabulary:
Essential:
Non-Essential:

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E/LA: LA.11-12.RL.11-12.4 LA.11-12.RI.11-12.7 LA.11-12.W.11-12.8 LA.11-12.SL.11-12.2 Mathematics: Science: Visual and Performing Arts: 1.3.12.D.1 1.2.12.A.1	S: Using Google classroom to access, complete and turn in assignments Find examples and create a collage A: Search for examples of principles and elements Research, create and present	<input checked="" type="checkbox"/> Global Awareness <ul style="list-style-type: none"> Fashions around the world <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy <input type="checkbox"/> Health Literacy	<input checked="" type="checkbox"/> Creativity & Innovation <ul style="list-style-type: none"> Design sketches Project <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Critical Thinking & Problem Solving <ul style="list-style-type: none"> Wardrobe Makeover Shopping project <input checked="" type="checkbox"/> Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity,</i>

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<p>Health/PE:</p> <p>World Languages:</p> <p>Social Studies:</p> <p>Technology: TECH.8.1.12.B.CS2 TECH.8.1.12.C.CS1 TECH.8.1.12.C.CS4</p> <p>Career Ready Practices: CRP1. CRP2. CRP3. CRP4. CRP5. CRP6. CRP7. CRP8. CRP9. CRP10. CRP11. CRP12.</p> <p>Library:</p>	<p>Fashion Designer report.</p> <p>M:</p> <p>R:</p>		<p><i>leadership, etc.)</i></p> <ul style="list-style-type: none"> • Active participation in class • Time management meeting deadlines • Respect of differing opinions and beliefs <p>___ Information & Communication Technologies Literacy</p> <p>__x__ Communication & Collaboration</p> <ul style="list-style-type: none"> • Designer report • Peer critique <p>___ Information Literacy</p>

Resources:
Texts/Materials: Teacher made power points, templates, magazines, Chrome books or computers, Google classroom and Google drive, paint, fabric, flooring samples.

Resources:

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