

COURSE TITLE

Advanced Textiles and Fashion Design

LENGTH

Full Year
Grade 10, 11, and/or 12

DEPARTMENT

Fine, Practical & Performing Arts
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SCHOOL

Rutherford High School

DATE

Initial Approval: June 15, 2015
Latest Revision: September 10, 2018

Advanced Textiles and Fashion Design

I. Introduction/Overview/Philosophy

Advanced Textiles & Fashion Design will provide students with the principles of fashion and personal wardrobe planning both through study of fashion, its elements and advanced textile construction techniques. The student will be expected to perfect learned skills from a foundation learned in its prerequisite course, Textiles. Students will use advanced construction techniques, learn how to use and interpret more difficult pattern instructions and learn how to handle fibers and fabrics that require special handling, such as silk, organza, tulle, overlock knits and plaids. The importance of quality work is stressed extensively.

Students will become aware of the elements of design, shape, space, line and texture as they apply to personal expression of clothing, and the principles of design, balance, proportion, emphasis and harmony as they explore enhancements specific to body types. There will be discussion regarding the impact of style, fashion, trends, and fads on the fashion industry. Students will be taught the skills necessary to achieve a personal fashion sense and will apply these principles to their wardrobes and personal appearance. The course will also deal with the influences of color, fabrics, figures and personal taste. In addition to enhancing the student's personal clothing image, Advanced Textiles & Fashion Design will provide a sound foundation for entry into the future study of fashion design, merchandising, and textile engineering.

II. Objectives

Course Outline:

- A. Safety
 - a. Identify safe procedures for handling and working with equipment.
 - b. Identify potentially hazardous conditions in a sewing classroom
 - c. Pass a safety test.
- B. Commercial Patterns
 - a. Identify pattern markings
 - b. Interpret pattern instructions for layout, marking, cutting and fabricating textile projects.
 - c. Select appropriate patterns, fabrics and notions.
 - d. Select patterns for projects from more advanced pattern companies, such as Vogue and Burda.
- C. Fabrics
 - a. Natural fiber
 - b. Transitional fibers
 - c. Manmade fibers
 - d. Fiber blends
 - e. Fibers to fabric
 - f. Finishes
- D. Fashion
 - a. Definition of fashion
 - b. History of fashion
 - c. Fad versus fashion, trends and cycles
- E. Fashion Drawing
 - a. Basic figure drawing
 - b. Pose and clothing relationships
 - c. Drawing clothing
- F. Garment parts and style
 - a. How style is determined
 - b. Parts of all garments
 - c. Naming of garment parts and how they compose all garments
- G. Original Patterns
 - a. Learn how to operate a computer to produce original patterns for quilting, embroidering and clothing construction.
 - b. Learn how to alter commercial patterns to create original designs.
 - c. Learn how to create computer-generated patterns of original designs.
 - d. Create pants and dress slopers from commercial patterns and alter patterns for a perfect fit.
- H. Color
 - a. The color wheel
 - b. Color scheme
 - c. Personal coloring
 - d. Wearing color effectively
 - e. Fabrics with design
- I. Elements and principles of Design
 - a. Elements of design - shape, space, line and texture
 - b. Principles of design - balance, proportion, emphasis and harmony
- J. Planning a wardrobe
 - a. Fashion versus classic

- b. Color schemes
 - c. Professional attire
 - d. Play attire
 - e. Smart shopping
 - f. Reading labels and care of clothing
 - g. Accentuating your figure in a positive manner
- K. Careers in Fashion and related fields
- a. Learn about career opportunities in fashion, clothing and accessory merchandising, home furnishings and interior design.
 - b. Learn about post-secondary schooling for careers as stated above.

Student Outcomes:

After successfully completing this course, the student will be able to:

- develop a continual improvement in construction techniques.
- apply advanced color theories.
- expand on their knowledge of natural and synthetic fibers used in the fabrication of textiles, emphasizing those fibers that are used more extensively in advanced clothing construction and home furnishings.
- expand on their knowledge of fabrication techniques for fibers, including woven, knit, felted and extruded fabrics.
- care for a wide variety of fabrics, including washing and drying, dry-cleaning, spot removal, ironing and repairing.
- choose patterns by different pattern company offerings and choose pattern styles according to desire, need and ability.
- successfully complete projects using advanced construction techniques.
- apply principles of flat pattern designing to make major adjustments to change the style of commercial patterns.
- use pattern symbols and markings on advanced patterns and successfully transfer them onto fabric.
- make major alterations in order to adjust a pattern to improve fit when necessary.
- successfully cut fabric pieces according to suggested layout in the instructions and to adjust layouts to accommodate problems associated with specialized fabrics.
- recite advanced textile terminology.
- successfully care for and operate a variety of sewing machines and related equipment, with concentrating on the more complex abilities of each machine.
- learn advanced programming for digitalized embroidery designing.
- develop design skills for planning the form and function of textile structures, including a non-functional piece of fiber art.
- become aware of the occupational opportunities in the clothing, fashion and accessory merchandising, home furnishing and interior design.
- describe how an image is created and relate the role of clothing to projecting that image
- analyze and explain how texture and color of fabric, hair style, grooming and posture project different images
- list the physical and socio-psychological needs to which clothing responds
- predict clothing needs according to activities and desired image
- describe and explain the psychology and symbolism of color in fashion
- identify and classify various fibers and fabrics used in clothing and explain the advantages and disadvantages of their use.
- analyze, select and apply the appropriate fashion for individuals of different proportions
- develop a fashion sense using the design principles of proportion, balance, emphasis, rhythm and harmony
- plan a wardrobe for a young professional working person out in the beginning of their careers
- explain various career options within the fashion industry

**21ST CENTURY LIFE AND CAREERS
CAREER READY PRACTICES*****CRP1 Act as a responsible and contributing citizen and employee***

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2 Apply appropriate academic and technical skills

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP3 Attend to personal health and financial well-being

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4 Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5 Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6 Demonstrate creativity and innovation

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7 Employ valid and reliable research strategies

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8 Utilize critical thinking to make sense of problems and persevere in solving them

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9 Model integrity, ethical leadership and effective management

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10 Plan education and career paths aligned to personal goals

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11 Use technology to enhance productivity

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12 Work productively in teams while using cultural global competence

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

TECHNOLOGY STANDARDS

STANDARD 8.1: EDUCATIONAL TECHNOLOGY: ALL STUDENTS WILL USE DIGITAL TOOLS TO ACCESS, MANAGE, EVALUATE, AND SYNTHESIZE INFORMATION IN ORDER TO SOLVE PROBLEMS INDIVIDUALLY AND COLLABORATE AND TO CREATE AND COMMUNICATE KNOWLEDGE.

A. Technology Operations and Concepts: *Students demonstrate a sound understanding of technology concepts, systems and operations.*

8.1.12.A.1 - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

8.1.12.A.2 - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

8.1.12.A.3 - Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

8.1.12.A.4 - Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.

8.1.12.A.5 - Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.

B. Creativity and Innovation: *Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.*

8.1.12.B.2 - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

C. Communication and Collaboration: *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*

8.1.12.C.1 - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

D. Digital Citizenship: *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*

8.1.12.D.1 - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

8.1.12.D.2 - Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.

8.1.12.D.3 - Compare and contrast policies on filtering and censorship both locally and globally.

8.1.12.D.4 - Research and understand the positive and negative impact of one's digital footprint.

8.1.12.D.5 - Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

E: Research and Information Fluency: *Students apply digital tools to gather, evaluate, and use information.*

8.1.12.E.1 - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

8.1.12.E.2 - Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.

F: Critical thinking, problem solving, and decision making: *Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.*

8.1.12.F.1 - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

TECHNOLOGY STANDARDS

STANDARD 8.2: TECHNOLOGY EDUCATION, ENGINEERING, DESIGN, AND COMPUTATIONAL THINKING – PROGRAMMING: ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE NATURE AND IMPACT OF TECHNOLOGY, ENGINEERING, TECHNOLOGICAL DESIGN, COMPUTATIONAL THINKING, AND THE DESIGNED WORLD AS THEY RELATE TO THE INDIVIDUAL, GLOBAL SOCIETY, AND THE ENVIRONMENT.

A. The Nature of Technology: Creativity and Innovation *Technology systems impact every aspect of the world in which we live.*

8.2.12.A.1 - Propose an innovation to meet future demands supported by an analysis of the potential full costs, benefits, trade-offs and risks, related to the use of the innovation.

8.2.12.A.2 - Analyze a current technology and the resources used, to identify the trade-offs in terms of availability, cost, desirability and waste.

8.2.12.A.3 - Research and present information on an existing technological product that has been repurposed for a different function.

B. Technology and Society: *Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.*

8.2.12.B.1 - Research and analyze the impact of the design constraints (specifications and limits) for a product or technology driven by a cultural, social, economic or political need and publish for review.

8.2.12.B.2 - Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation and maintenance of a chosen product.

8.2.12.B.3 - Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs.

8.2.12.B.4 - Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

8.2.12.B.5 - Research the historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product, and present the competing viewpoints to peers for review.

C. Design: *The design process is a systematic approach to solving problems.*

8.2.12.C.1 - Explain how open source technologies follow the design process.

8.2.12.C.2 - Analyze a product and how it has changed or might change over time to meet human needs and wants.

8.2.12.C.3 - Analyze a product or system for factors such as safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, and human factors engineering (ergonomics).

8.2.12.C.4 - Explain and identify interdependent systems and their functions.

8.2.12.C.5 - Create scaled engineering drawings of products both manually and digitally with materials and measurements labeled.

8.2.12.C.6 - Research an existing product, reverse engineer and redesign it to improve form and function.

8.2.12.C.7 - Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials.

D. Abilities for a Technological World: *The designed world is the product of a design process that provides the means to convert resources into products and systems.*

8.2.12.D.1 - Design and create a prototype to solve a real world problem using a design process, identify constraints addressed during the creation of the prototype, identify trade-offs made, and present the solution for peer review.

8.2.12.D.2 - Write a feasibility study of a product to include: economic, market, technical, financial, and management factors, and provide recommendations for implementation.

8.2.12.D.3 - Determine and use the appropriate resources (e.g., CNC (Computer Numerical Control) equipment, 3D printers, CAD software) in the design, development and creation of a technological product or system.

8.2.12.D.4 - Assess the impacts of emerging technologies on developing countries.

8.2.12.D.5 - Explain how material processing impacts the quality of engineered and fabricated products.

8.2.12.D.6 - Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.

E. Computational Thinking: Programming: *Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.*

8.2.12.E.1 - Demonstrate an understanding of the problem-solving capacity of computers in our world.

8.2.12.E.2 - Analyze the relationships between internal and external computer components.

8.2.12.E.3 - Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).

8.2.12.E.4 - Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).

21ST CENTURY LIFE AND CAREERS

STANDARD 9.2: CAREER AWARENESS, EXPLORATION, AND PREPARATION

9.2.12.C.1 – Review career goals and determine steps necessary for attainment.

9.2.12.C.2 – Modify Personalized Student Learning Plans to support declared career goals.

9.2.12.C.3 – Identify transferable career skills and design alternate career plans.

9.2.12.C.4 – Analyze how economic conditions and societal changes influence employment trends and future education.

9.2.12.C.5 – Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

9.2.12.C.6 – Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

9.2.12.C.7 – Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

9.2.12.C.8 – Assess the impact of litigation and court decisions on employment laws and practices.

9.2.12.C.9 – Analyze the correlation between personal and financial behavior and employability.

III. Proficiency Levels

This course is open to grades 10–12.

IV. Methods of Assessment

Student Assessment

- A variety of assessments will be provided including, but not limited to, the following items:
 - Tests
 - Quizzes
 - Homework
 - Classwork
 - Class Participation
 - Writing Assignments
 - Oral Presentations
 - Individual Projects, Presentations and Reports
 - Group Projects, Presentations and Reports
 - Technology Projects
 - Journals
- The majority of the assessment will be project-based. In addition, the student is required to successfully complete eight advanced projects along with drawings for a fashion design portfolio. Students are also responsible for constructing sample projects to improve construction skills.
- Preparation for class, including purchasing required patterns, fabric and notions in a timely fashion, will be part of each student's assessment. Required supplies are the responsibility

Curriculum/Teacher Assessment

The teacher will provide the subject area supervisor with suggestions for changes on an ongoing basis.

V. Grouping

Students must have successfully completed Textiles to be enrolled in this course.

VI. Articulation/Scope & Sequence/Time Frame

Course length is one year and is offered to students in grades 10-12.

VII. Resources

Texts/Supplemental Reading/References

- Field Trips
 - Field trips to museums to learn about traditional and innovative textile traditions from many countries are encouraged. In addition, field trips to a manufacturing plant, warehouses and retail stores to learn about career opportunities in fashion, clothing and accessory merchandising, home furnishings and interior design are also appropriate.
- Guest Speakers
 - Presentations from representatives from colleges that offer programs in textiles and other guest speakers from industry and the art world are appropriate for the students in this course.
- Texts/Supplemental Reading/References
 - *Successful Sewing* by Mary G. Westfall. The Goodheart-Willcox Company, Inc. 1998.
 - Various videos as deemed necessary. See department collection.

VIII. Suggested Activities

The instructor should incorporate a variety of projects incorporating the use of various pieces of equipment and a variety of visual design concepts.

The following methods of instruction are suggested:

- Lecture
- Demonstration
- Practice projects
- Heterogeneous ability grouping
- Individualized projects

IX. Methodologies

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes refer to the New Jersey Student Learning Standards for 21st Century Life and Careers – Career Ready Practices (2014).

- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4
- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Technology-aided instruction CRP2, CRP4, CRP8, CRP11
- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career and life success. By end of grade 12, students will be able to:

- 9.2.12.C.1 – Review career goals and determine steps necessary for attainment.
- 9.2.12.C.2 – Modify Personalized Student Learning Plans to support declared career goals.
- 9.2.12.C.3 – Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4 – Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.5 – Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
- 9.2.12.C.6 – Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
- 9.2.12.C.7 – Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
- 9.2.12.C.8 – Assess the impact of litigation and court decisions on employment laws and practices.
- 9.2.12.C.9 – Analyze the correlation between personal and financial behavior and employability.

X. Interdisciplinary Connections

This course requires the application of all language arts in the reading, viewing and understanding of materials provided for the study of fashion and garment construction. Math skills are used in the constructing of garments and quilting. Computer and life skills are used daily when using special software used to design patterns for both garments and quilting. History and culture are studied when discussing the history of fashion and the cultural influences of clothing throughout the world. Sciences are covered when discussing the natural and artificial fibers used to make fabrics. Other disciplines will be covered as necessary.

- Appropriate and competent use of relevant websites and digital software and equipment 8.1.12
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.12
- Presentation and exploration of related career possibilities 9.2.12
- Working in teams to create group based learning activities and projects CRP1
- Application of skills learned in class to project based activities CRP2
- Emphasis on importance of proper nutrition for student learning CRP3

XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)

- Peer mentoring on problems
- Differentiated teacher feedback on assignments
- Modelling out accounting problems on whiteboard
- Visual aids as we project problems on whiteboard
- Study guides
- Tiered assignments
- Scaffolding of materials and assignments
- Re-teaching and review
- Guided note taking
- Exemplars of varied performance levels
- Multi-media approach to accommodating various learning styles
- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments
- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
 - word walls
 - sentence frames
 - think-pair-share
 - cooperative learning groups
 - teacher think-alouds

Differentiation for Enrichment

- Supplemental reading material for independent study
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Enhanced expectations for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

XII. Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>Unit 1 Safety</p> <p>a. Safe procedures for handling sewing and pressing equipment</p> <p>b. Potential hazards in sewing classroom</p> <p>Materials: Sewing and pressing equipment Videos-Internet You Tube Worksheets Demonstration</p> <p>Objectives:</p> <ul style="list-style-type: none"> Identify safe procedures for handling and working with equipment. Identify potentially hazardous conditions in a sewing classroom. Successfully care for and operate a variety of sewing machines and related equipment. 	<p>2 days</p>	<p><i>Differentiation for Support (ELL, Special Education, Students at Risk)</i></p> <ul style="list-style-type: none"> Peer mentoring Differentiated teacher feedback Tiered assignments Scaffolding of materials and assignments Re-teaching and review Exemplars of varied performance levels Multi-media approach to accommodating various learning styles Use of visual and multi-sensory formats Use of assisted technology Modification of content and student products Authentic assessments Visual learning, Teacher modeling Pairing students with students that have advanced skills 	<p><i>21st Century Standards</i> <i>CRP:</i></p> <ul style="list-style-type: none"> CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP11 <p><i>Technology Standards</i> <i>8.1:</i></p> <ul style="list-style-type: none"> 8.1.3.8.D.1, 8.1.12.A.3, 8.1.12.A.4, <p><i>21st Century Standards</i> <i>9.1:</i></p> <ul style="list-style-type: none"> 9.1.12.A.1, 9.1.12.B.3, 9.1.12.C.4, 9.1.12.F.2, <p><i>21st Century Standards</i> <i>9.2</i></p> <ul style="list-style-type: none"> 9.2.12.C.3, 9.2.8.B.3, 9.2.12.C.6, 	<p><i>Formative Assessment:</i></p> <p>Worksheets Video quiz Question/answer</p> <p><i>Summative Assessment:</i></p> <p>Safety quiz</p>

<ul style="list-style-type: none"> • Pass a safety test. 		<p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Supplemental reading material • Flexible grouping • Tiered assignments • Topic selection by interest • Elevated questioning • Adjusting the pace of lessons • Inquiry-based instruction • Interest-based content • Student-driven • Real-world problems and scenarios 	<p><i>21st Century Standards</i> 9.3</p> <ul style="list-style-type: none"> • 9.3.12.C.2, 9.3.12.C.3, 9.3.12.C.5, 9.3.12.C.6, 9.3.12.C.7, <p><i>NJSLS STANDARDS</i></p> <ul style="list-style-type: none"> • RI.11-12.7, SL.11-12.6, SL.11-12.4, SL.11-12.1c, HSG-MG.A.3, HSF-LE.A.1a, AR-VIS.2, 9.3.12., AR-VIS.3, 9.2.12.C.3 	
<p>Unit 2 Commercial Patterns</p> <ol style="list-style-type: none"> Identify pattern markings Interpret pattern instructions for layout, marking, cutting and fabricating textile projects. Select appropriate patterns, fabrics and notions. Select patterns for projects from more advanced pattern companies, such as Vogue and Burda. 	<p>3 days</p>	<p><i>Differentiation for Support (ELL, Special Education, Students at Risk)</i></p> <ul style="list-style-type: none"> • Peer mentoring • Differentiated teacher feedback • Tiered assignments • Scaffolding of materials and assignments • Re-teaching and review • Exemplars of varied performance levels • Multi-media approach to accommodating various learning styles • Use of visual and multi-sensory formats • Use of assisted technology 	<p><i>21st Century Standards</i> <i>CRP:</i></p> <ul style="list-style-type: none"> • CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP11 <p><i>Technology Standards</i> 8.1:</p> <ul style="list-style-type: none"> • 8.1.3.8.D.1, 8.1.12.A.3, 8.1.12.A.4, <p><i>21st Century Standards</i> 9.1:</p> <ul style="list-style-type: none"> • 9.1.12.A.1, 9.1.12.B.3, 	<p>Formative</p> <p>Question/answer parts of a pattern Select appropriate patterns for projects Review pattern symbols with worksheets and videos</p> <p>Summative</p> <p>Pattern quiz</p>

<p>Materials: Pattern Instructions Fabric Yardage charts You tube video Internet Google classroom assignments Text - Successful sewing pp 31-128</p> <p>Objectives:</p> <ul style="list-style-type: none"> • choose patterns by different pattern company offerings and choose pattern styles according to desire, need and ability. • successfully complete projects using advanced construction techniques. • use pattern symbols and markings on advanced patterns and successfully transfer them onto fabric. • Successfully cut fabric pieces according to suggested layout in pattern instructions and adjust layouts to accommodate problems associated with specialized fabrics • Recite textile terminology 		<ul style="list-style-type: none"> • Modification of content and student products • Authentic assessments • Visual learning, • Teacher modeling • Pairing students with students that have advanced skills <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Supplemental reading material • Flexible grouping • Tiered assignments • Topic selection by interest • Elevated questioning • Adjusting the pace of lessons • Inquiry-based instruction • Interest-based content • Student-driven • Real-world problems and scenarios 	<p>9.1.12.C.4, 9.1.12.F.2,</p> <p><i>21st Century Standards</i> 9.2</p> <ul style="list-style-type: none"> • 9.2.12.C.3, 9.2.8.B.3, 9.2.12.C.6, <p><i>21st Century Standards</i> 9.3</p> <ul style="list-style-type: none"> • 9.3.12.C.2, 9.3.12.C.3, 9.3.12.C.5, 9.3.12.C.6, 9.3.12.C.7, <p><i>NJSLS STANDARDS</i></p> <ul style="list-style-type: none"> • RI.11-12.7, SL.11-12.6, SL.11-12.4, SL.11-12.1c, HSG-MG.A.3, HSF-LE.A.1a, AR-VIS.2, 9.3.12., AR-VIS.3, 9.2.12.C.3 	
<p>Unit 3</p>	<p>6 weeks</p>	<p><i>Differentiation for Support (ELL,</i></p>	<p><i>21st Century Standards</i></p>	<p>Formative</p>

<p>Fabrics and fibers</p> <ul style="list-style-type: none"> a. Natural fiber b. Transitional fibers c. Manmade fibers d. Fiber blends e. Fibers to fabric f. Finishes <p>Materials: Fabrics Textbook - Successful sewing pp. 49-75 Video/ppt Worksheet Internet data and assignments</p> <p>Objectives:</p> <ul style="list-style-type: none"> • expand on the knowledge of natural and synthetic fibers used in the fabrication of textiles, emphasizing those fibers that are used more extensively in advanced clothing construction and home furnishings. • expand on their knowledge of fabrication techniques for fibers, including woven, knit, felted and extruded fabrics. • care for a wide variety of fabrics, including washing and drying, dry-cleaning, 		<p><i>Special Education, Students at Risk)</i></p> <ul style="list-style-type: none"> • Peer mentoring • Differentiated teacher feedback • Tiered assignments • Scaffolding of materials and assignments • Re-teaching and review • Exemplars of varied performance levels • Multi-media approach to accommodating various learning styles • Use of visual and multi-sensory formats • Use of assisted technology • Modification of content and student products • Authentic assessments • Visual learning, • Teacher modeling • Pairing students with students that have advanced skills <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Supplemental reading material • Flexible grouping • Tiered assignments • Topic selection by interest • Elevated questioning • Adjusting the pace of lessons • Inquiry-based instruction • Interest-based content 	<p><i>CRP:</i></p> <ul style="list-style-type: none"> • CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP11 <p><i>Technology Standards</i> 8.1:</p> <ul style="list-style-type: none"> • 8.1.3.8.D.1, 8.1.12.A.3, 8.1.12.A.4, <p><i>21st Century Standards</i> 9.1:</p> <ul style="list-style-type: none"> • 9.1.12.A.1, 9.1.12.B.3, 9.1.12.C.4, 9.1.12.F.2, <p><i>21st Century Standards</i> 9.2</p> <ul style="list-style-type: none"> • 9.2.12.C.3, 9.2.8.B.3, 9.2.12.C.6, <p><i>21st Century Standards</i> 9.3</p> <ul style="list-style-type: none"> • 9.3.12.C.2, 9.3.12.C.3, 9.3.12.C.5, 9.3.12.C.6, 9.3.12.C.7, <p><i>NJSLS STANDARDS</i></p> <ul style="list-style-type: none"> • RI.11-12.7, SL.11-12.6, SL.11-12.4, 	<p>Classwork Homework Class participation Fabric lab</p> <p>Summative</p> <p>Fabric quiz project</p>
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<p>spot removal, ironing and repairing.</p> <ul style="list-style-type: none"> Recite textile fabric terminology Identify and classify various fibers and fabrics used in clothing and explain the advantages and disadvantages of their use 		<ul style="list-style-type: none"> Student-driven Real-world problems and scenarios 	<p>SL.11-12.1c, HSG-MG.A.3, HSF-LE.A.1a, AR-VIS.2, 9.3.12., AR-VIS.3, 9.2.12.C.3</p>	
<p>Unit 4 Fashion</p> <ol style="list-style-type: none"> Definition of fashion History of fashion Fad versus fashion, trends and cycles Social and psychological needs of clothing <p>Materials Teacher created materials Video presentations</p> <p>Objectives:</p> <ul style="list-style-type: none"> Recite fashion terminology Describe the influences of fashion images how they are created and the role that clothing plays in projecting that image List the physical and socio psychological needs to with clothing responds 	<p>4 weeks</p>	<p><i>Differentiation for Support (ELL, Special Education, Students at Risk)</i></p> <ul style="list-style-type: none"> Peer mentoring Differentiated teacher feedback Tiered assignments Scaffolding of materials and assignments Re-teaching and review Exemplars of varied performance levels Multi-media approach to accommodating various learning styles Use of visual and multi-sensory formats Use of assisted technology Modification of content and student products Authentic assessments Visual learning, Teacher modeling Pairing students with students that have advanced skills 	<p><i>21st Century Standards CRP:</i></p> <ul style="list-style-type: none"> CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP11 <p><i>Technology Standards</i></p> <p><i>8.1:</i></p> <ul style="list-style-type: none"> 8.1.3.8.D.1, 8.1.12.A.3, 8.1.12.A.4, <p><i>21st Century Standards 9.1:</i></p> <ul style="list-style-type: none"> 9.1.12.A.1, 9.1.12.B.3, 9.1.12.C.4, 9.1.12.F.2, <p><i>21st Century Standards 9.2</i></p> <ul style="list-style-type: none"> 9.2.12.C.3, 9.2.8.B.3, 9.2.12.C.6, 	<p>Formative</p> <p>Homework Class work Writing Assignments Presentations</p> <p>Summative</p> <p>Fashion Report Test Project</p>

<ul style="list-style-type: none"> Predict clothing needs according to activities and desired image 		<p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> Supplemental reading material Flexible grouping Tiered assignments Topic selection by interest Elevated questioning Adjusting the pace of lessons Inquiry-based instruction Interest-based content Student-driven Real-world problems and scenarios 	<p><i>21st Century Standards</i> 9.3</p> <ul style="list-style-type: none"> 9.3.12.C.2, 9.3.12.C.3, 9.3.12.C.5, 9.3.12.C.6, 9.3.12.C.7, 	
<p>Unit 5 Fashion Drawing</p> <ol style="list-style-type: none"> Basic figure drawing Pose and clothing relationships Drawing clothing <p>Materials: Internet assignments and video lessons Demonstration</p> <p>Objectives:</p> <ul style="list-style-type: none"> Practice drawing an elongated figure to use in fashion illustration Understand proportions of the human body 	<p>4 weeks</p>	<p><i>Differentiation for Support (ELL, Special Education, Students at Risk)</i></p> <ul style="list-style-type: none"> Peer mentoring Differentiated teacher feedback Tiered assignments Scaffolding of materials and assignments Re-teaching and review Exemplars of varied performance levels Multi-media approach to accommodating various learning styles Use of visual and multi-sensory formats Use of assisted technology Modification of content and student products Authentic assessments 	<p><i>21st Century Standards</i> <i>CRP:</i></p> <ul style="list-style-type: none"> CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP11 <p><i>Technology Standards</i> 8.1:</p> <ul style="list-style-type: none"> 8.1.3.8.D.1, 8.1.12.A.3, 8.1.12.A.4, <p><i>21st Century Standards</i> 9.1:</p> <ul style="list-style-type: none"> 9.1.12.A.1, 9.1.12.B.3, 9.1.12.C.4, 9.1.12.F.2, 	<p>Formative</p> <p>Draw fashion figures</p> <p>Summative</p> <p>Fashion portfolio Project</p>

<ul style="list-style-type: none"> Understand the basic shapes in drawing fashion garments 		<ul style="list-style-type: none"> Visual learning, Teacher modeling Pairing students with students that have advanced skills <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> Supplemental reading material Flexible grouping Tiered assignments Topic selection by interest Elevated questioning Adjusting the pace of lessons Inquiry-based instruction Interest-based content Student-driven Real-world problems and scenarios 	<p><i>21st Century Standards</i> 9.2</p> <ul style="list-style-type: none"> 9.2.12.C.3, 9.2.8.B.3, 9.2.12.C.6, <p><i>21st Century Standards</i> 9.3</p> <ul style="list-style-type: none"> 9.3.12.C.2, 9.3.12.C.3, 9.3.12.C.5, 9.3.12.C.6, 9.3.12.C.7, <p><i>NJSLS STANDARDS</i></p> <ul style="list-style-type: none"> RI.11-12.7, SL.11-12.6, SL.11-12.4, SL.11-12.1c, HSG-MG.A.3, HSF-LE.A.1a, AR-VIS.2, 9.3.12., AR-VIS.3, 9.2.12.C.3 	
<p>Unit 6 Garments parts and style</p> <ol style="list-style-type: none"> How style is determined Parts of all garments Naming of garment parts and how they compose all garments <p>Materials: Fabric Quilting instruction You tube demonstrations Teacher lead demonstration</p>	<p>6 weeks</p>	<p><i>Differentiation for Support (ELL, Special Education, Students at Risk)</i></p> <ul style="list-style-type: none"> Peer mentoring Differentiated teacher feedback Tiered assignments Scaffolding of materials and assignments Re-teaching and review Exemplars of varied performance levels Multi-media approach to accommodating various learning styles 	<p><i>21st Century Standards</i> <i>CRP:</i></p> <ul style="list-style-type: none"> CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP11 <p><i>Technology Standards</i> 8.1:</p> <ul style="list-style-type: none"> 8.1.3.8.D.1, 8.1.12.A.3, 8.1.12.A.4, <p><i>21st Century Standards</i></p>	<p>Formative</p> <p>Draw garment parts Sample construction</p> <p>Summative Report Description of parts on completed project</p>

<p>Quilting rulers and equipment</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Develop a continual improvement in construction techniques • Successfully complete projects using advanced construction techniques 		<ul style="list-style-type: none"> • Use of visual and multi-sensory formats • Use of assisted technology • Modification of content and student products • Authentic assessments • Visual learning, • Teacher modeling • Pairing students with students that have advanced skills <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Supplemental reading material • Flexible grouping • Tiered assignments • Topic selection by interest • Elevated questioning • Adjusting the pace of lessons • Inquiry-based instruction • Interest-based content • Student-driven • Real-world problems and scenarios 	<p><i>9.1:</i></p> <ul style="list-style-type: none"> • 9.1.12.A.1, 9.1.12.B.3, 9.1.12.C.4, 9.1.12.F.2, <p><i>21st Century Standards</i></p> <p><i>9.2</i></p> <ul style="list-style-type: none"> • 9.2.12.C.3, 9.2.8.B.3, 9.2.12.C.6, <p><i>21st Century Standards</i></p> <p><i>9.3</i></p> <ul style="list-style-type: none"> • 9.3.12.C.2, 9.3.12.C.3, 9.3.12.C.5, 9.3.12.C.6, 9.3.12.C.7, <p><i>NJSLS STANDARDS</i></p> <ul style="list-style-type: none"> • RI.11-12.7, SL.11-12.6, SL.11-12.4, SL.11-12.1c, HSG-MG.A.3, HSF-LE.A.1a, AR-VIS.2, 9.3.12., AR-VIS.3, 9.2.12.C.3 	
<p>Unit 7</p> <p>Original patterns</p> <p>c. Learn how to operate a computer to produce original patterns for quilting, embroidering and clothing construction.</p>	<p>4 weeks</p>	<p><i>Differentiation for Support (ELL, Special Education, Students at Risk)</i></p> <ul style="list-style-type: none"> • Peer mentoring • Differentiated teacher feedback • Tiered assignments • Scaffolding of materials and assignments 	<p><i>21st Century Standards</i></p> <p><i>CRP:</i></p> <ul style="list-style-type: none"> • CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP11 <p><i>Technology Standards</i></p>	<p>Formative</p> <p>Observation</p> <p>Computer generated patterns</p> <p>Construction techniques</p> <p>Summative</p>

<p>d. Learn how to alter commercial patterns to create original designs.</p> <p>e. Learn how to create computer-generated patterns of original designs.</p> <p>f. Create pants and dress slopers from commercial patterns and alter patterns for a perfect fit.</p> <p>Materials: Internet resources Classroom video Guest speakers</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Apply principles of flat pattern designing to make major adjustments to change the style of commercial patterns • Make alterations to patterns and garments to improve fit • Learn advanced programming of digitalized embroidery designing • • 		<ul style="list-style-type: none"> • Re-teaching and review • Exemplars of varied performance levels • Multi-media approach to accommodating various learning styles • Use of visual and multi-sensory formats • Use of assisted technology • Modification of content and student products • Authentic assessments • Visual learning, • Teacher modeling • Pairing students with students that have advanced skills <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Supplemental reading material • Flexible grouping • Tiered assignments • Topic selection by interest • Elevated questioning • Adjusting the pace of lessons • Inquiry-based instruction • Interest-based content • Student-driven • Real-world problems and scenarios 	<p>8.1:</p> <ul style="list-style-type: none"> • 8.1.3.8.D.1, 8.1.12.A.3, 8.1.12.A.4, <p>21st Century Standards 9.1:</p> <ul style="list-style-type: none"> • 9.1.12.A.1, 9.1.12.B.3, 9.1.12.C.4, 9.1.12.F.2, <p>21st Century Standards 9.2</p> <ul style="list-style-type: none"> • 9.2.12.C.3, 9.2.8.B.3, 9.2.12.C.6, <p>21st Century Standards 9.3</p> <ul style="list-style-type: none"> • 9.3.12.C.2, 9.3.12.C.3, 9.3.12.C.5, 9.3.12.C.6, 9.3.12.C.7, <p><i>NJSLS STANDARDS</i></p> <ul style="list-style-type: none"> • RI.11-12.7, SL.11-12.6, SL.11-12.4, SL.11-12.1c, HSG-MG.A.3, HSF-LE.A.1a, AR-VIS.2, 9.3.12., AR-VIS.3, 9.2.12.C.3 	<p>Construction of original garment</p>
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<p>Unit 8</p> <p>Color</p> <ul style="list-style-type: none"> a. The color wheel b. Color scheme c. Personal coloring d. Wearing color effectively e. Fabrics with design <p>Materials</p> <p>Color wheel</p> <p>Teacher made materials</p> <p>Internet lessons</p> <p>Objectives</p> <ul style="list-style-type: none"> • Apply advanced color theory to clothing • Analyze and explain how texture and color of fabric project different images • Describe and explain the psychology and symbolism of color in fashion 	<p>4 weeks</p>	<p><i>Differentiation for Support (ELL, Special Education, Students at Risk)</i></p> <ul style="list-style-type: none"> • Peer mentoring • Differentiated teacher feedback • Tiered assignments • Scaffolding of materials and assignments • Re-teaching and review • Exemplars of varied performance levels • Multi-media approach to accommodating various learning styles • Use of visual and multi-sensory formats • Use of assisted technology • Modification of content and student products • Authentic assessments • Visual learning, • Teacher modeling • Pairing students with students that have advanced skills <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Supplemental reading material • Flexible grouping • Tiered assignments • Topic selection by interest • Elevated questioning • Adjusting the pace of lessons 	<p><i>21st Century Standards CRP:</i></p> <ul style="list-style-type: none"> • CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP11 <p><i>Technology Standards 8.1:</i></p> <ul style="list-style-type: none"> • 8.1.3.8.D.1, 8.1.12.A.3, 8.1.12.A.4, <p><i>21st Century Standards 9.1:</i></p> <ul style="list-style-type: none"> • 9.1.12.A.1, 9.1.12.B.3, 9.1.12.C.4, 9.1.12.F.2, <p><i>21st Century Standards 9.2</i></p> <ul style="list-style-type: none"> • 9.2.12.C.3, 9.2.8.B.3, 9.2.12.C.6, <p><i>21st Century Standards 9.3</i></p> <ul style="list-style-type: none"> • 9.3.12.C.2, 9.3.12.C.3, 9.3.12.C.5, 9.3.12.C.6, 9.3.12.C.7, <p><i>NJSLS STANDARDS</i></p>	<p>Formative</p> <p>Observation</p> <p>Homework</p> <p>Classwork</p> <p>Oral presentations</p> <p>Group work</p> <p>Summative</p> <p>Construction of garment appropriate for skin type</p>
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		<ul style="list-style-type: none"> • Inquiry-based instruction • Interest-based content • Student-driven • Real-world problems and scenarios 	<ul style="list-style-type: none"> • RI.11-12.7, SL.11-12.6, SL.11-12.4, SL.11-12.1c, HSG-MG.A.3, HSF-LE.A.1a, AR-VIS.2, 9.3.12., AR-VIS.3, 9.2.12.C.3 	
<p>Unit 9 Elements and principles of design</p> <ul style="list-style-type: none"> • Elements of design - shape, space, line and texture • Principles of design - balance, proportion, emphasis and harmony <p>Materials Teacher made materials Internet assignments and materials</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Develop a fashion sense using the design principles of proportion, balance emphasis rythm and harmony. • Develop design skills for planning he form and function of textile structions including non functional pieces of fiber art 	<p>6 weeks</p>	<p><i>Differentiation for Support (ELL, Special Education, Students at Risk)</i></p> <ul style="list-style-type: none"> • Peer mentoring • Differentiated teacher feedback • Tiered assignments • Scaffolding of materials and assignments • Re-teaching and review • Exemplars of varied performance levels • Multi-media approach to accommodating various learning styles • Use of visual and multi-sensory formats • Use of assisted technology • Modification of content and student products • Authentic assessments • Visual learning, • Teacher modeling • Pairing students with students that have advanced skills 	<p><i>21st Century Standards CRP:</i></p> <ul style="list-style-type: none"> • CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP11 <p><i>Technology Standards 8.1:</i></p> <ul style="list-style-type: none"> • 8.1.3.8.D.1, 8.1.12.A.3, 8.1.12.A.4, <p><i>21st Century Standards 9.1:</i></p> <ul style="list-style-type: none"> • 9.1.12.A.1, 9.1.12.B.3, 9.1.12.C.4, 9.1.12.F.2, <p><i>21st Century Standards 9.2</i></p> <ul style="list-style-type: none"> • 9.2.12.C.3, 9.2.8.B.3, 9.2.12.C.6, 	<p>Formative</p> <p>Classwork Homework Drawing skills Group projects Individual projects Observation</p> <p>Summative</p> <p>Creation of a garment using the elements and principles of design</p>

<ul style="list-style-type: none"> Describe and explain the psychology and symbolism of color in fashion Analyze , select and apply the appropriate elements and principles of fashion for individuals of different proportions Develop a fashion sense using the design principles of proportion balance emphasis rhythm and harmony 		<p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> Supplemental reading material Flexible grouping Tiered assignments Topic selection by interest Elevated questioning Adjusting the pace of lessons Inquiry-based instruction Interest-based content Student-driven Real-world problems and scenarios 	<p><i>21st Century Standards</i> 9.3</p> <ul style="list-style-type: none"> 9.3.12.C.2, 9.3.12.C.3, 9.3.12.C.5, 9.3.12.C.6, 9.3.12.C.7, <p><i>NJSLS STANDARDS</i></p> <ul style="list-style-type: none"> RI.11-12.7, SL.11-12.6, SL.11-12.4, SL.11-12.1c, HSG-MG.A.3, HSF-LE.A.1a, AR-VIS.2, 9.3.12., AR-VIS.3, 9.2.12.C.3 	
<p>Unit 10 Wardrobe planning</p> <ol style="list-style-type: none"> Fashion versus classic Color schemes Professional attire Play attire Smart shopping Reading labels and care of clothing Accentuating your figure in a positive manner <p>Materials Video Internet PPT</p>	<p>2 weeks</p>	<p><i>Differentiation for Support (ELL, Special Education, Students at Risk)</i></p> <ul style="list-style-type: none"> Peer mentoring Differentiated teacher feedback Tiered assignments Scaffolding of materials and assignments Re-teaching and review Exemplars of varied performance levels Multi-media approach to accommodating various learning styles Use of visual and multi-sensory formats 	<p><i>21st Century Standards</i> <i>CRP:</i></p> <ul style="list-style-type: none"> CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP11 <p><i>Technology Standards</i> 8.1:</p> <ul style="list-style-type: none"> 8.1.3.8.D.1, 8.1.12.A.3, 8.1.12.A.4, <p><i>21st Century Standards</i> 9.1:</p> <ul style="list-style-type: none"> 9.1.12.A.1, 	<p>Formative</p> <p>Observation Homework Classwork Group assignments</p> <p>Summative</p> <p>Project- garment with multi-purpose Test</p>

<p>Objectives:</p> <ul style="list-style-type: none"> Plan a Wardrobe for a young professional working person out in the beginning of their career 		<ul style="list-style-type: none"> Use of assisted technology Modification of content and student products Authentic assessments Visual learning, Teacher modeling Pairing students with students that have advanced skills <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> Supplemental reading material Flexible grouping Tiered assignments Topic selection by interest Elevated questioning Adjusting the pace of lessons Inquiry-based instruction Interest-based content Student-driven Real-world problems and scenarios 	<p>9.1.12.B.3, 9.1.12.C.4, 9.1.12.F.2,</p> <p><i>21st Century Standards</i> 9.2</p> <ul style="list-style-type: none"> 9.2.12.C.3, 9.2.8.B.3, 9.2.12.C.6, <p><i>21st Century Standards</i> 9.3</p> <ul style="list-style-type: none"> 9.3.12.C.2, 9.3.12.C.3, 9.3.12.C.5, 9.3.12.C.6, 9.3.12.C.7, <p><i>NJSLS STANDARDS</i></p> <ul style="list-style-type: none"> RI.11-12.7, SL.11-12.6, SL.11-12.4, SL.11-12.1c, HSG-MG.A.3, HSF-LE.A.1a, AR-VIS.2, 9.3.12., AR-VIS.3, 9.2.12.C.3 	
<p>Unit 11 Careers</p> <ul style="list-style-type: none"> career opportunities in fashion, clothing and accessory merchandising, home furnishings and interior design. 	<p>1 week</p>	<p><i>Differentiation for Support (ELL, Special Education, Students at Risk)</i></p> <ul style="list-style-type: none"> Peer mentoring Differentiated teacher feedback Tiered assignments Scaffolding of materials and 	<p><i>21st Century Standards</i> <i>CRP:</i></p> <ul style="list-style-type: none"> CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11 	<p>Formative</p> <p>Classwork Writing assignments Oral presentations Reports</p>

<ul style="list-style-type: none"> • post-secondary schooling for careers as stated above. <p>Materials: Internet websites and assignments Videos/ppts Guest lecturers</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Explain various career options within the fashion industry. • Describe career opportunities in fashion, clothing and accessory merchandising, home furnishings and interior design. • Identify post-secondary schooling for careers as stated above. 		<p>assignments</p> <ul style="list-style-type: none"> • Re-teaching and review • Exemplars of varied performance levels • Multi-media approach to accommodating various learning styles • Use of visual and multi-sensory formats • Use of assisted technology • Modification of content and student products • Authentic assessments • Visual learning, • Teacher modeling • Pairing students with students that have advanced skills <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Supplemental reading material • Flexible grouping • Tiered assignments • Topic selection by interest • Elevated questioning • Adjusting the pace of lessons • Inquiry-based instruction • Interest-based content • Student-driven • Real-world problems and scenarios 	<p><i>Technology Standards</i></p> <p>8.1:</p> <ul style="list-style-type: none"> • 8.1.3.8.D.1, 8.1.12.A.3, 8.1.12.A.4, <p><i>21st Century Standards</i></p> <p>9.1:</p> <ul style="list-style-type: none"> • 9.1.12.A.1, 9.1.12.B.3, 9.1.12.C.4, 9.1.12.F.2, <p><i>21st Century Standards</i></p> <p>9.2</p> <ul style="list-style-type: none"> • 9.2.12.C.3, 9.2.8.B.3, 9.2.12.C.6, <p><i>21st Century Standards</i></p> <p>9.3</p> <ul style="list-style-type: none"> • 9.3.12.C.2, 9.3.12.C.3, 9.3.12.C.5, 9.3.12.C.6, 9.3.12.C.7, <p><i>NJSLS STANDARDS</i></p> <ul style="list-style-type: none"> • RI.11-12.7, SL.11-12.6, SL.11-12.4, SL.11-12.1c, HSG-MG.A.3, HSF-LE.A.1a, AR-VIS.2, 9.3.12., AR-VIS.3, 9.2.12.C.3 	<p>Summative</p> <p>Report/presentation</p>
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