

COURSE TITLE

Textiles

LENGTH

Full Year
Grade 9, 10, 11, and/or 12

DEPARTMENT

Fine, Practical & Performing Arts
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SCHOOL

Rutherford High School

DATE

Initial Approval: June 15, 2015
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Textiles

I. Introduction/Overview/Philosophy

Textiles is designed to allow the student the opportunity to create textile products on his/her own. The student will use commercial patterns and instructions to successfully complete a minimum of two major projects each marking period and benchmark project.

During the course of the year, each student will learn basic construction techniques to sew by both hand and machine. Students will actively participate in demonstrations, choosing projects, choosing fabrics and construction.

Students will also be exposed to the various career opportunities in clothing, fashion and accessory merchandising, home furnishings and interior design.

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. Hand Tools
 - a. Learn correct terminology and use for all hand tools used in textile construction.
 - b. Learn how to care for hand tools and to make minor repairs when necessary.
- C. Sewing Machines
 - a. Learn the safe use and care of multi-purpose sewing machine, including machine parts and function, troubleshooting and minor repair.
 - b. Learn the safe use and care of a serger to professionally finish seams.
 - c. Learn the safe use and care of a computerized embroidery machine and embroidery software to create original embroidery designs.
- D. 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.
- E. Garment Construction Techniques
 - a. Learn the various construction techniques required to complete a textile project such as:
 - b. Pressing as you sew
 - c. Staystitching
 - d. Seams
 - e. Clipping, notching, trimming and grading
 - f. Seam finishes
 - g. Clean finishing a seam
 - h. Understitching
 - i. Interfacing
 - j. Ease and gathering
 - k. Topstitching
 - l. Handstitching
 - m. Hemming
- F. Learn the parts of a garment and how to construct each part
 - a. Darts, tucks and pleats
 - b. Construction of garment seams
 - c. Pockets
 - d. Ties
 - e. Waistbands
 - f. Zippers
 - g. Plackets
 - h. Facings
 - i. Yokes
 - j. Collars
 - k. Sleeves
 - l. Casings

G. Sewing with sergers

- a. Operate a serger safely, describing its function and parts
- b. Demonstrate serger construction techniques in the preparation of a serged project.

H. Quilting

- a. Learn the fundamental parts of a small quilt square.
- b. Learn color theory as it applies to pleasing design in quilt patterns.

I. Careers

- 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:

- explain basic color theories.
- understand the differences in natural and synthetic fibers used in the fabrication of textiles, including cotton, wool, silk, rayon, and polyester.
- discuss fabrication techniques for fibers, including woven, knit, felted and extruded fabrics.
- explain about the care of a wide variety of fabrics, including washing and drying, dry-cleaning, spot removal, ironing and repairing.
- describe the different pattern company offerings and be able to choose pattern styles according to desire, need and ability.
- develop an understanding of how to interpret the pattern envelope and layout guide.
- take measurements in order to determine figure type and pattern size.
- understand pattern symbols and markings on advanced patterns and successfully transfer them onto fabric.
- make minor alterations in order to adjust a pattern to improve fit when necessary.
- know how to successfully cut fabric pieces according to suggested layout in the instructions.
- recite basic 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
- care for and use a wide variety of hand tools and accessories used in the construction of textile projects.
- use safety techniques required when working with all sewing machines and tools.
- embroider in a variety of fonts and designs.
- correctly use basic programming for digitalized embroidery designing.
- create a variety of traditional quilt block designs including those designed using computer technology.
- use photography computer programs to create images for printing on textile-backed computer paper.
- develop design skills for planning the form and function of textile structures.
- be aware of the occupational opportunities in clothing, fashion and accessory merchandising, home furnishing and interior design.

**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 9–12.

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 teacher will provide a variety of assessments during the course of the year. The majority of the assessment will be project-based. In addition, the student is required to successfully complete eight major marking period projects, several craft projects and a final project. Students are also responsible for constructing sampler projects to improve construction skills. In addition, two major projects must be completed by the end of each marking period in order to receive a passing grade.

Curriculum/Teacher Assessment

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

V. Grouping

There are no prerequisites for this course.

VI. Articulation/Scope & Sequence/Time Frame

Course length is one year and is offered to students in grades 9-12.

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 math and reading with patterns and instruction guide sheets. History and the sciences are covered when discussing fashion throughout the ages and in the discussion of the composition of textile fibers. The arts are covered through the visual representation of the elements and principles of design in clothing and quilts along with proper use of the elements in their creation. Computer skills are used when using various software to create original designs for embroidery, quilting and clothing. Where appropriate, the instructor will include other disciplines as well.

- 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> <ol style="list-style-type: none"> 1. Room safety 2. Potential hazardous conditions <p>Materials: Sewing and pressing equipment Videos-Internet You Tub 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. • Pass a safety test. 	1 week	<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 <p>Pairing students with students that have advanced skills <i>For Enhancement:</i></p>	<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>	<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"> • 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 	<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 Hand tools</p> <ol style="list-style-type: none"> 1. Identify equipment 2. Explain use of equipment and 3. Room location of various hand sewing tools <p>Materials: Hand tools Textbook- Successful sewing pp. 127-134 You tube videos Demonstration Equipment games</p> <p>Objectives:</p>	3 days	<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 	<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</i></p> <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>Formative</p> <p>Scavenger hunt Worksheets</p> <p>Summative</p> <p>Tool identification quiz</p>

<ul style="list-style-type: none"> • Learn correct terminology and use for all hand tools used in textile construction. • Learn how to care for hand tools and to make minor repairs when necessary. 		<p>student products</p> <ul style="list-style-type: none"> • 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>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 Sewing Machine</p> <ol style="list-style-type: none"> 1. Machine parts 2. Use of machine 3. Threading machine 4. Troubleshooting 5. Minor repair <p>Materials: Sewing machine</p>	2 weeks	<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 	<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>Formative</p> <p>Demonstration Practice sheets Threading</p> <p>Summative</p> <p>Threaded seams Straight stitching assessment</p>

<p>Textbook Successful sewing pp. 135-154 Demonstration Student practice Practice sheets You tube videos Internet instruction</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Learn the safe use and care of multi-purpose sewing machine, including machine parts and function, troubleshooting and minor repair. • Learn the safe use and care of a serger to professionally finish seams. • Learn the safe use and care of a computerized embroidery machine and embroidery software to create original embroidery designs. 		<ul style="list-style-type: none"> • 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>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> <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 4 Commercial Pattern</p> <p>1. Body measurements and</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 	<p><i>21st Century Standards CRP:</i></p> <ul style="list-style-type: none"> • CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, 	<p>Formative</p> <p>Question/answer parts of a pattern</p>

<p>sizing</p> <ol style="list-style-type: none"> 2. The pattern envelope 3. Fabric choices 4. Fabric preparation 5. Instruction sheet 6. Pattern symbols 7. Pattern adjustments 8. Layout pinning and cutting 9. Pattern markings <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"> • Identify pattern markings. • Interpret pattern instructions for layout, marking, cutting and fabricating textile projects. • Select appropriate patterns, fabrics and notions. 		<ul style="list-style-type: none"> • 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 • Student-driven 	<p>CRP7, CRP8, CRP9, CRP11</p> <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>21st Century Standards</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>21st Century Standards</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>21st Century Standards</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, 	<p>Select appropriate patterns for projects</p> <p>Review pattern symbols with worksheets and videos</p> <p>Summative</p> <p>Pattern quiz</p>
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<p>Unit 5 Garment Construction Techniques</p> <ol style="list-style-type: none"> Pressing as you sew Staystitching Seams Clipping, notching, trimming and grading Seam finishes Clean finishing a seam Under stitching Interfacing Ease and gathering Topstitching Hand stitching Hemming <p>Materials Fabric Tracing paper and tracing wheel Hand stitching tools Machine stitching tools Construction technique instructions Internet resources Textbook - Successful sewing pp. 155-237</p> <p>Objectives:</p>	12 weeks	<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><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>Formative</p> <p>Worksheets Samples</p> <p>Summative</p> <p>Projects sample construction</p>

<ul style="list-style-type: none"> • Identify pressing vs. ironing • Explain meaning of staystitching • Identify methods for constructing seams • Practice seams • Determine when to clip, notch and trim • Explain term clean finishing • Prepare an understitched stitch • Complete a seam using ease and gathering • Determine when to interface garments • Identify various topstitching techniques • Identity various hand stitches and when to use each stitch • Select appropriate hemming methods for various garments and fabrics 			<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 Construction of Garment parts</p> <ol style="list-style-type: none"> 1. Darts, tucks and pleats 2. Construction of garment seams 3. Pockets 4. Ties 5. Waistbands 6. Zippers 7. Plackets 	12 weeks	<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 	<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>Formative</p> <p>Worksheets Samples</p> <p>Summative</p> <p>Project sample construction</p>

<p>8. Facings 9. Yokes 10. Collars 11. Sleeves 12. Casings</p> <p>Materials Fabric Tracing paper and tracing wheel Hand stitching tools Machine stitching tools Construction technique instructions Internet resources Textbook - Successful sewing pp. 275-344</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Construct darts, tucks and pleats • Construct seams • Make pockets • Make ties • Make a waistband • Construct pockets • Make a yoke on a shirt • Add sleeves to a garment • Make sleeve placket • Add a cuff to a shirt • Make elastic casings 		<p>accommodating various learning styles</p> <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>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>21st Century Standards</i> <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 	
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<p>Unit 7 Sewing with sergers</p> <ol style="list-style-type: none"> 1. Demonstrate use of sergers 2. Purpose of sergers 3. How do they differ from conventional machine 4. Serger parts 5. Threading serger 6. Trouble shooting problems 7. When to use in a project <p>Materials: Serger Fabric Internet assignments and video lessons Demonstration Textbook Successful sewing 357-402</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Operate a serger safely, describing its function and parts • Demonstrate serger construction techniques in the preparation of a serged project. • Explain how sergers differ from conventional sewing machines • Thread a serger 	3 weeks	<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 • Inquiry-based instruction 	<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> <ul style="list-style-type: none"> • RI.11-12.7, SL.11-12.6, SL.11-12.4, 	<p>Formative</p> <p>Observation Practice Samples</p> <p>Summative</p> <p>Serger project</p>
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		<ul style="list-style-type: none"> • Interest-based content • Student-driven • Real-world problems and scenarios 	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 Quilting</p> <ol style="list-style-type: none"> 1. Show a nine-patch square and its relation to an entire quilt 2. Stich a nine patch 3. Demonstrate how to make a pillow 4. Embellish surface designs and show how sewing is also used in textile arts and is also an art form in addition to a practical life skill <p>Materials: Fabric Quilting instruction You tube demonstrations Teacher lead demonstration Quilting rulers and equipment</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Learn the fundamental parts of a small quilt square. • Learn color theory as it applies to pleasing design in 	4 weeks	<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>	<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, 	<p>Formative</p> <p>Worksheets Samples Practice Technology projects</p> <p>Summative</p> <p>Quilted project</p>

<p>quilt patterns.</p> <ul style="list-style-type: none"> • Apply surface embellishments to fabrics 		<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>9.3.12.C.5, 9.3.12.C.6, 9.3.12.C.7,</p> <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 8 Careers</p> <ol style="list-style-type: none"> 1. Textile designing 2. Manufacturing 3. Textile engineers 4. Lab technicians 5. Research and development 6. Marketing 7. Fashion designer 8. Merchandise managers and buyers 9. Sales 10. Illustrators 11. Writers 12. Models 13. Photographers <p>Materials: Internet resources</p>	<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 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, 	<p><i>21st Century Standards CRP:</i></p> <ul style="list-style-type: none"> • CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, 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>	<p>Formative</p> <p>Classwork Writing assignments Oral presentations Reports</p> <p>Summative</p> <p>Report/presentation</p>

<p>Classroom video Guest speakers</p> <p>Objectives:</p> <ul style="list-style-type: none"> describe career opportunities in fashion, clothing and accessory merchandising, home furnishings and interior design. Give examples of post-secondary schooling for careers as stated above. 		<ul style="list-style-type: none"> 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 	<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 	
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