

CURRICULUM

FOR

ART

GRADE 7

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

### **ACKNOWLEDGMENTS**

**Joseph Elefante, Program Supervisor of Fine & Performing Arts, Family & Consumer Science, and  
Business**

The Board acknowledges the following who contributed to the preparation of this curriculum.

**Jennifer Swisstack**

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Subject/Course Title:  
**Art  
Grade 7**

Date of Board Adoption:  
**September 21, 2021**

# RAHWAY PUBLIC SCHOOLS CURRICULUM

Course Name: Art Grade 7

## *PACING GUIDE*

<b>Unit</b>	<b>Title</b>	<b>Pacing</b>
1	Sewing/Threading a Needle and Basic Stitching	1 weeks
2	Using Technology to Create Your Design	2 weeks
3	Embroidery on Cloth	2 weeks
4	Creating an Embroidered Pillow	1 weeks

## **ACCOMMODATIONS**

<p><b>504 Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Weekly home-school communication tools (notebook, daily log, phone calls or email messages).</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Quiet corner or room to calm down and relax when anxious.</li> <li>● Reduction of distractions.</li> <li>● Permit answers to be dictated.</li> <li>● Hands-on activities.</li> <li>● Use of manipulatives.</li> <li>● Assign preferential seating.</li> <li>● No penalty for spelling errors or sloppy handwriting.</li> <li>● Follow a routine/schedule.</li> <li>● Provide student with rest breaks.</li> <li>● Use verbal and visual cues regarding directions and staying on task.</li> <li>● Assist in maintaining agenda book.</li> </ul>	<p><b>IEP Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Provide students with additional information to supplement notes.</li> <li>● Modify questioning techniques and provide a reduced number of questions or items on tests.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Use of manipulatives.</li> <li>● Have students work with partners or in groups for reading, presentations, assignments, and analyses.</li> <li>● Assign appropriate roles in collaborative work.</li> <li>● Assign preferential seating.</li> <li>● Follow a routine/schedule.</li> </ul>
<p><b>Gifted and Talented Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Offer students additional texts with higher lexile levels.</li> <li>● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.</li> <li>● Allow for independent reading, research, and projects.</li> <li>● Accelerate or compact the curriculum.</li> <li>● Offer higher-level thinking questions for deeper analysis.</li> <li>● Offer more rigorous materials/tasks/prompts.</li> <li>● Increase number and complexity of sources.</li> <li>● Assign group research and presentations to teach the class.</li> <li>● Assign/allow for leadership roles during collaborative work and in other learning activities.</li> </ul>	<p><b>ELL Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide extended time.</li> <li>● Assign preferential seating.</li> <li>● Assign peer buddy who the student can work with.</li> <li>● Check for understanding frequently.</li> <li>● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).</li> <li>● Have student repeat directions.</li> <li>● Make vocabulary words available during classwork and exams.</li> <li>● Use study guides/checklists to organize information.</li> <li>● Repeat directions.</li> <li>● Increase one-on-one conferencing.</li> <li>● Allow student to listen to an audio version of the text.</li> <li>● Give directions in small, distinct steps.</li> <li>● Allow copying from paper/book.</li> </ul>

- Give student a copy of the class notes.
- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

## *UNIT 1 OVERVIEW*

**Content Area:** Visual Art

**Unit Title:** Sewing / Threading a Needle and Basic Stitching

**Target Course/Grade Level:** Art Grade 7

**Unit Summary:** Students will learn the following, but not limited: different ways of expressing themselves through clothing and the art of sewing, how different cultures use sewing to create different embroidered patterns and how different stitches can create a variety of effects in a design.

**Approximate Length of Unit:** 1 week

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 1.5.8.Cr1a.** Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
- 1.5.8.Cr1b.** Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
- 1.5.8.Cr2a.** Demonstrate persistence and willingness to experiment and take risks during the artistic process.
- 1.5.8.Cr2b.** Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.
- 1.5.8.Cr2c.** Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
- 1.5.8.Cr3a.** Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.
- 1.5.8.Pr4a.** Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion
- 1.5.8.Pr5a.** Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
- 1.5.8.Pr6a.** Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.
- 1.5.8.Re7a.** Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.
- 1.5.8.Re7b.** Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.

- 1.5.8.Re8a.** Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed
- 1.5.8.Re9a.** Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.
- 1.5.8.Cn10a.** Generate ideas to make art individually or collaboratively to positively reflect a group's identity
- 1.5.8.Cn11a.** Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
- 1.5.8.Cn11b.** Analyze and contrast how art forms are used to reflect global issues, including climate change.

### **Career Readiness, Life Literacies, and Key Skills:**

- 9.1.8.A.2** Relate how career choices, education choices, skills, entrepreneurship and economic conditions affect income.
- CRP1.** Act as a responsible citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP6.** Demonstrate creativity and innovation.

### **Interdisciplinary Connections and Standards:**

#### **English Language Arts**

- RI.7.2.** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- RI.7.3.** Analyze the interactions between individuals, events and ideas in a text (e.g., how ideas influence individuals or events or how individuals influence ideas or events).

### **NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

- RST.6-8.3.** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

### **Unit Understandings:**

*Students will understand that...*

- Stitches are used for a variety of reasons and uses such as for clothing construction and repair as well as for decorative purposes.
- A needle and thread are required tools for stitching, and how to properly utilize them.

### **Unit Essential Questions:**

- How can people express themselves through the clothes that they wear?
- How do people use stitching to decorate clothing?
- What would be good reasons to use a needle and thread in your everyday life?

**Knowledge and Skills:**

*Students will know...*

- How to thread a needle and tie a knot.
- How to create basic stitches, such as the cross, satin and stem stitch to decorate or repair fabrics.

*Students will be able to...*

- Thread a needle and create at least 3 distinctive stitches.

**EVIDENCE OF LEARNING****Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Students will complete a short battery of stitching activities to demonstrate mastery as an end of unit assessment.

**Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Students will receive direct as well as one to one assistance with the activities provided. Students will also be encouraged to assist each other.
- Students may choose a different needle that is larger and with a larger eye to make the task easier.

**RESOURCES****Teacher Resources:**

- Teacher generated resources
- [florida4h.org/projects/fcs/clothing/files/Fun\\_with.../Lesson1\\_FunwithClothes.pdf](http://florida4h.org/projects/fcs/clothing/files/Fun_with.../Lesson1_FunwithClothes.pdf)
- Google
- Pinterest



**Equipment Needed:**

- Needles
- Thread
- Scissors

## *UNIT 2 OVERVIEW*

**Content Area:** Visual Art

**Unit Title:** Using Technology to Create Your Design

**Target Course/Grade Level:** Art Grade 7

**Unit Summary:** Students will use computers and google slides to construct the design for their embroidered assignment and understand how technology has become a valuable tool for art making.

**Approximate Length of Unit:** 2 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 1.5.8.Cr1a.** Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
- 1.5.8.Cr1b.** Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
- 1.5.8.Cr2a.** Demonstrate persistence and willingness to experiment and take risks during the artistic process.
- 1.5.8.Cr2b.** Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.
- 1.5.8.Cr2c.** Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
- 1.5.8.Cr3a.** Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.
- 1.5.8.Pr4a.** Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion
- 1.5.8.Pr5a.** Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
- 1.5.8.Pr6a.** Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.
- 1.5.8.Re7a.** Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.
- 1.5.8.Re7b.** Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
- 1.5.8.Re8a.** Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed

- 1.5.8.Re9a.** Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.
- 1.5.8.Cn10a.** Generate ideas to make art individually or collaboratively to positively reflect a group's identity
- 1.5.8.Cn11a.** Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
- 1.5.8.Cn11b.** Analyze and contrast how art forms are used to reflect global issues, including climate change.

### **Career Readiness, Life Literacies, and Key Skills:**

- 9.1.8.A.2** Relate how career choices, education choices, skills, entrepreneurship and economic conditions affect income.
- CRP1.** Act as a responsible citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP6.** Demonstrate creativity and innovation.

### **Interdisciplinary Connections and Standards:**

#### **English Language Arts**

- RI.7.2.** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- RI.7.3.** Analyze the interactions between individuals, events and ideas in a text (e.g., how ideas influence individuals or events or how individuals influence ideas or events).

#### **Technology**

- 8.1.8.A.1** Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.2** Create a document (e.g., newsletter, report, personalized learning plan, business letter or flyer) using one or more digital applications to be critiqued by professionals for usability.

### **NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

- RST.6-8.3.** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

### **Unit Understandings:**

*Students will understand that...*

- Technology can be used to create works of art.
- Each student will create their own unique piece of art inspired by their ideas, culture, likes, and dislikes.

**Unit Essential Questions:**

- In what ways can we use technology that is available to us to create unique works of art?

**Knowledge and Skills:**

*Students will know...*

- How to use Google Slides, including to capture and combine images to create a work of art that is unique to the individual.
- Students will use tracing and drawing techniques to apply their images to cloth.

*Students will be able to...*

- Use Google Slides, along with capturing and combining images to create a work of art that is unique to the individual.
- Use tracing and drawing techniques to apply their images to cloth.

***EVIDENCE OF LEARNING***

**Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Students will create 2 significant works of art that demonstrate their grasp of the knowledge as an end of unit assessment, including a printout of their desired art work and the traced image onto their cloth.

**Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Students will receive individualized instruction as needed to progress. Students are also encouraged to assist their peers. Items such as lightboxes, tracing paper and transfer paper will assist the students who require additional help.

## *RESOURCES*

### **Teacher Resources:**

- Google Slides
- Student-generated art
- YouTube.com

### **Equipment Needed:**

- Computers (Lab or chrome carts)
- Printer
- Muslin cloth
- Tracing materials
- Pencils
- Light boxes
- Sharpie markers

## *UNIT 3 OVERVIEW*

**Content Area:** Visual Art

**Unit Title:** Embroidery on Cloth

**Target Course/Grade Level:** Art Grade 7

**Unit Summary:** Students will understand that many cultures of the world both past and present use hand stitching techniques to decorate clothing; to this end, students will use three basic stitches that they learned in a previous unit to embroider their design.

**Approximate Length of Unit:** 2 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 1.5.8.Cr1a.** Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
- 1.5.8.Cr1b.** Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
- 1.5.8.Cr2a.** Demonstrate persistence and willingness to experiment and take risks during the artistic process.
- 1.5.8.Cr2b.** Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.
- 1.5.8.Cr2c.** Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
- 1.5.8.Cr3a.** Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.
- 1.5.8.Pr4a.** Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
- 1.5.8.Pr5a.** Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
- 1.5.8.Pr6a.** Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.
- 1.5.8.Re7a.** Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.
- 1.5.8.Re7b.** Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.

- 1.5.8.Re8a.** Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
- 1.5.8.Re9a.** Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.
- 1.5.8.Cn10a.** Generate ideas to make art individually or collaboratively to positively reflect a group's identity.
- 1.5.8.Cn11a.** Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
- 1.5.8.Cn11b.** Analyze and contrast how art forms are used to reflect global issues, including climate change.

### **Career Readiness, Life Literacies, and Key Skills:**

- 9.1.8.A.2** Relate how career choices, education choices, skills, entrepreneurship and economic conditions affect income.
- CRP1.** Act as a responsible citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP6.** Demonstrate creativity and innovation.

### **Interdisciplinary Connections and Standards:**

#### **English Language Arts**

- RI.7.2.** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- RI.7.3.** Analyze the interactions between individuals, events and ideas in a text (e.g., how ideas influence individuals or events or how individuals influence ideas or events).

#### **Technology**

- 8.1.8.A.1** Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.2** Create a document (e.g., newsletter, report, personalized learning plan, business letter or flyer using one or more digital applications to be critiqued by professionals for usability).

### **NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

- RST.6-8.3.** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

### **Unit Understandings:**

*Students will understand that...*

- Sewing machines can be used to not only repair clothing, but to construct clothing and other items.
- Students will understand how to operate the sewing machine safely.

- Students will understand how to perform basic functions on the sewing machine, as well as how to operate the key parts of the machine.

**Unit Essential Questions:**

- How can we practice being safe at the sewing machine?
- What are some things that can be created using the sewing machine?

**Knowledge and Skills:**

*Students will know...*

- How to operate the sewing machine safely.
- How to perform basic functions on the sewing machine, as well as how to operate the key parts of the machine.

*Students will be able to...*

- Stitch in a straight line, pivot properly, and sew a curve.
- Use the key parts of the machine safely to stitch a small battery of stitching activities.

***EVIDENCE OF LEARNING***

**Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Students will complete sewing in a straight line, pivot, and curves activity as an end of unit assessment.

**Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Each student is given one-on-one assistance as they are instructed in a small group setting. Students are encouraged to take as much time as needed for safety and success.



## *RESOURCES*

### **Teacher Resources:**

- [florida4h.org/projects/fcs/clothing/files/Fun\\_with.../Lesson1\\_FunwithClothes.pdf](http://florida4h.org/projects/fcs/clothing/files/Fun_with.../Lesson1_FunwithClothes.pdf)
- <https://www.familyconsumersciences.com>

### **Equipment Needed:**

- Sewing machines
- Sewing needles
- Sewing activity sheets

## *UNIT 4 OVERVIEW*

**Content Area:** Visual Art

**Unit Title:** Creating an Embroidered Pillow

**Target Course/Grade Level:** Art Grade 7

**Unit Summary:** As a culminating project, students will create an embroidered pillow using their embroidered design, sewing machine and hand stitching.

**Approximate Length of Unit:** 1 week

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 1.5.8.Cr1a.** Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
- 1.5.8.Cr1b.** Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
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- 1.5.8.Re7b.** Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
- 1.5.8.Re8a.** Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

- 1.5.8.Re9a.** Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.
- 1.5.8.Cn10a.** Generate ideas to make art individually or collaboratively to positively reflect a group's identity.
- 1.5.8.Cn11a.** Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
- 1.5.8.Cn11b.** Analyze and contrast how art forms are used to reflect global issues, including climate change.

### **Career Readiness, Life Literacies, and Key Skills:**

- 9.1.8.A.2** Relate how career choices, education choices, skills, entrepreneurship and economic conditions affect income.
- CRP1.** Act as a responsible citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP6.** Demonstrate creativity and innovation.

### **Interdisciplinary Connections and Standards:**

#### **English Language Arts**

- RI.7.2.** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- RI.7.3.** Analyze the interactions between individuals, events and ideas in a text (e.g., how ideas influence individuals or events or how individuals influence ideas or events).

#### **Technology**

- 8.1.8.A.1** Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.2** Create a document (e.g., newsletter, report, personalized learning plan, business letter or flyer) using one or more digital applications to be critiqued by professionals for usability.

### **NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

- RST.6-8.3.** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

### **Unit Understandings:**

*Students will understand that...*

- The sewing machine along with hand stitching techniques can be used to create unique pieces of artwork.

### **Unit Essential Questions:**

- How can the sewing machine be used to create your final project?

## **Knowledge and Skills:**

*Students will know...*

- How to use the sewing machine to stitch their final projects together.
- How to stuff and hand close their projects for final completion.
- How to properly use pins to cut their backing cloth to the correct size for their embroidery.

*Students will be able to...*

- Use the sewing machine along with assorted fabrics, needles, and thread to complete their final projects.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- As an end of unit assessment, student pillows will be graded using a rubric.

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Students will be continually offered individualized instruction as needed. Students are highly encouraged to assist their peers.

## ***RESOURCES***

### **Teacher Resources:**

- Google
- Pinterest
- [florida4h.org/projects/fcs/clothing/files/Fun\\_with.../Lesson1\\_FunwithClothes.pdf](http://florida4h.org/projects/fcs/clothing/files/Fun_with.../Lesson1_FunwithClothes.pdf)
- <https://www.familyconsumersciences.com>

### **Equipment Needed:**

- Fabric

- Pins
- Needles
- Thread
- Scissors
- Stuffing
- Student-embroidered designs