Content Area: Career Readiness, Life Literacies, and Key Skills  (NJSLS-CLKS 9.1, 9.2, 9.4) Grades K - 12
Business Education: Clothing Design I
Grade:9-12

Dev. Date:
2020

| Marking Period | Unit Title | Recommended Instructional Days |
|---|---|---|
| MP1  - MP4 | Unit 1 - Apparel & Fashion<br>Unit 2 - The Basics<br>Unit 3 - Color and Design<br>Unit 4 - Apparel and Fibers<br>Unit 5 - Sewing Techniques: Measuring/Patterns<br>Unit 5A - Sewing Techniques: Layout/Cutting Demonstration of Equipment<br>Unit 5B - Sewing Techniques: Accessory/Garment Construction Projects<br>Unit 5C - Sewing Techniques: Accessory/Garment Construction Projects<br>Unit 5D - Sewing Techniques: Accessory/Garment Construction Projects<br>Unit 6 - Apparel Decisions | MP1 - 45 days, Units 1-3<br>MP 2 - 45 days, Units 4-5A<br>MP 3 - 45 days, Units 5B-5C<br>MP 4 - 45 days, Units 5D-6 |

| Personal Finance Disciplinary Concept: *Core Ideas* | Performance Expectation/s: | |
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| Financial Psychology: To be fiscally responsible, an individual's finances should align with his or her values and goals. | PFL 9.1.12.FP2 - Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed. | **Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit** |
| **Career Awareness, Exploration, Preparation, & Training Disciplinary Concept:** *Core Ideas* | Performance Expectation/s: | |
| Career Awareness and Planning: Career planning requires purposeful planning based on research, | WRK.9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.<br>WRK.9.2.12.CAP.13: Analyze how the | **Essential Question/s:**<br><br>How does clothing satisfy basic human needs?<br><br>What are the factors that influence clothing choice? |

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| self-knowledge, and informed choices.<br><br>Career Awareness and Planning: An individual's income and benefit needs and financial plan can change over time. | economic, social, and political conditions of a time period can affect the labor market. | What is the purpose of making a positive first impression?<br><br>What verbal and nonverbal forms of communication are used to present fashion ideas?<br><br>What are the theories applied to the fashion movement and the fashion cycle?<br><br>What is the specialized vocabulary used in the fashion industry? |
| **Life Literacy & Key Skills Disciplinary Concept:**<br>*Core Ideas* | **Performance Expectation/s:** | What are the proper measuring tools for sewing?<br><br>What if nobody knew how to sew? |
| Creativity & Innovation: With a growth mindset, failure is an important part of success.<br><br>Creativity & Innovation: Innovative ideas or innovation can lead to career opportunities.<br><br>Critical Thinking and Problem Solving: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.<br><br>Technology and Literacy: Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people. | TECH.9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.<br>TECH.9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.<br>TECH.9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.<br>TECH.9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments. | What are considered sewing basics?<br><br>What are the basics of hand sewing?<br><br>What are the relationships of the color on the color wheel?<br><br>How do you construct a color wheel out of fabric?<br><br>How do historical, cultural, social, and economic changes affect fashion?<br><br>How do fiber properties affect design and manufacturing?<br><br>Why is taking accurate body measurements so important when constructing a garment?<br><br>How do you choose the right pattern for your figure type?<br><br>What equipment is needed for successful sewing?<br><br>How do you operate a sewing machine safely and properly?<br><br>How do you perform weekly maintenance on a sewing machine?<br><br>What are the preliminary steps in preparing fabric? |
| **Social and Emotional Learning:**<br>*Competencies* | **Social and Emotional Learning:**<br>*Sub-Competencies* | Why is the grain of fabric so important?<br><br>What is the proper method for marking fabric and cutting pattern? |
| ● Self- awareness<br>● Social Awareness<br>● Self- Management | ● Recognizing the importance of self-confidence in handling daily tasks and challenges. | How should pattern pieces be arranged on fabric? |

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| ● Relationship Skills<br>● Responsibility<br>● Decision-Making | ● Demonstrate an awareness of the expectations for social interactions in a variety of ways.<br>● Demonstrate an understanding of the need for mutual respect when viewpoints differ.<br>● Recognize the skills needed to establish and achieve personal and educational goals.<br>● Utilize positive communication and social skills to interact effectively with others.<br>● Develop, implement, and model effective problem solving and critical thinking skills. | Why do we read and follow fabric guidelines?<br><br>What are the benefits of planning a wardrobe?<br><br>Why would it be a good idea to take wardrobe inventory?<br><br>What is the difference between a need and a want?<br><br>Are dress codes important?  Why, why not?<br><br>**Activity Description:**<br><br>Students will participate in active note taking, learn key terminology, complete worksheets, graphic organizers, and diagrams for each chapter. Other activities such as Do Now's, Venn Diagrams, Star Diagrams, and "Review the Facts" will be used. In addition, students will have an opportunity to create projects each marking period. |

| Assessments (Formative)<br>*To show evidence of meeting the standard/s, students will successfully engage within:* | Assessments (Summative)<br>*To show evidence of meeting the standard/s, students will successfully complete:* |
|---|---|
| ● Observation<br>● Class Discussion<br>● Participation/Questioning<br>● Assignments<br>● Graphic Organizers<br>● Worksheets | **Benchmarks:**<br>● Students will obtain a score of 70% or higher, students who complete the proper assigned classwork will be assignmented.<br>● Rubric evaluations<br><br>**Summative Assessments:**<br>● Unit Tests<br>● District Assessments<br>● Project Based:<br>   ○ Construct a Color Wheel<br>   ○ Hand Sew Holiday Stocking<br>   ○ Patchwork Pillow<br>   ○ Kwik Sew Pattern Tote Bag<br>   ○ Butterick Pattern Pajama with Matching Pillowcase |

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| Differentiated Student Access to Content: | | | |
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| **Teaching and Learning *Resources/Materials*** | | | |
| **Core Resources** | **Alternate Core Resources** *IEP/504/At-Risk/ESL* | **ELL Core Resources** | **Gifted & Talented Core Resources** |
| | ● Meet with the student's special education or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual special needs, as well as to discuss whether or not homework is appropriate. <br><br> ● Provide access to an individual or classroom aide, when required by the student's IEP or 504, to improve student focus, comprehension and time on task. <br><br> ● Provide access to modified materials as needed to improve accessibility (slant boards, headphones for auditory processing disorders, gym mats for additional cushioning, active/sensory seating pads, helmets and body padding as required by physical therapist, etc.). Many can be borrowed from a student's special education classroom, | ● Allow access to supplemental materials, including use of online bilingual dictionaries. <br><br> ● Meet with an ELL trained or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual needs. | ● Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors. |

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| | or the school's Occupational or Physical Therapists. | | |
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## Supplemental Resources

**Technology:**
- Assistive technology may be required for students with IEPs and 504s. Access to computers with screen readers, voice recognition software, and talking word processing applications may be beneficial. Some students with limited verbal abilities may require access to assistive communication devices and tablets that can be accessed through the school's speech therapist.

**Other:**
- N/A

## Differentiated Student Access to Content:
### Recommended *Strategies & Techniques*

| Core Resources | Alternate Core Resources *IEP/504/At-Risk/ESL* | ELL Core Resources | Gifted & Talented Core |
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| • Offer resources to students in a variety of ways to accommodate for multiple learning styles.<br><br>• Engage all learners through implementation of various resources including visual, audio, and tactile materials.<br><br>• Provide easy access to course resources so the student can utilize materials within the classroom or at home to reiterate content learned within the course. | • Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners.<br><br>• Provide alternate presentations of skills and steps required for project completion by varying the method (repetition, simple explanations, visual step-by-step guides, additional examples, modeling, etc). | • Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified.<br><br>• Provide access to preferred seating, when requested.<br><br>• Check often for understanding, and review as needed, providing oral and visual prompts when necessary. | • Offer pre-assessments to better understand students' strengths, and create an enhanced set of introductory activities accordingly.<br><br>• Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically.<br><br>• Propose interest-based extension activities and |

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| | ● Allow additional time to complete classwork as needed, when required according to students' IEP or 504 plan. Break assignments up into shorter tasks while repeating directions as needed. Offer additional individual instruction time as needed.<br><br>● Modify test content and/or format, allowing students additional time and preferential seating as needed, according to their IEP or 504 plan. Review, restate and repeat directions during any formal or informal assessments. | | opportunities for extra credit. |

| New Jersey Legislative Statutes and Administrative Code | | | | | | |
|---|---|---|---|---|---|---|
| (place an "X" before each law/statute if/when present within the curriculum map) | | | | | | |
| | Amistad Law: *N.J.S.A. 18A 52:16A-88* | | Holocaust Law: *N.J.S.A. 18A:35-28* | | LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35* | Standards in Action: *Climate Change* |

# Standard 9

| **9 Career Ready Practices** | __X__ CRP1. Act as a responsible and contributing citizen and employee.<br>__X__ CRP2. Attend to financial well-being.<br>__X__ CRP3. Consider the environmental, social and economic impacts of |
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| | decisions. |
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| | __X__CRP4. Demonstrate creativity and innovation. |
| | __X__CRP5. Utilize critical thinking to make sense of problems and persevere in solving them. |
| | __X__CRP6. Model integrity, ethical leadership and effective management. |
| | __X__CRP7. Plan education and career paths aligned to personal goals. |
| | __X__CRP8. Use technology to enhance productivity, increase collaboration and communicate effectively. |
| | __X__CRP9. Work productively in teams while using cultural global competence. |