### Textiles I

<table>
<thead>
<tr>
<th>Strand</th>
<th>Relationships of Individuals and Groups to Institutions and Traditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Knowledge of the Relationships of the Individual and Groups to Institutions and Cultural Traditions</td>
</tr>
</tbody>
</table>

#### Standards

A. Analyze the basic functions that clothing fulfills

#### Learning Targets

1. 
   - Explain the four main functions clothing fulfills
   - Describe how our clothes express values, personality, and self-concept
   - Identify factors that influence first impressions

#### Alignments:

- CCSS: 11-12.RST.7
- Performance: 1.2, 1.6, 1.8
- Knowledge: (SS) 6
- SSCLE: RIGIT.6.I (US History)
- NSFACS: 16.6.2
- NETS: N/A
- DOK: 4

#### Instructional Strategies

- Teacher created: The Importance of Clothing PowerPoint
  - Student note taking
  - Class discussion
- Students will complete a video-provided “Why We Wear Clothes” activity
- Teacher led discussion on video questions

#### Assessments/Evaluations

- Teacher created Unit 1:
  - test
  - formative checklist

Mastery: 80%
<table>
<thead>
<tr>
<th>Sample Assessment Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explain the four basic clothing functions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Resources/Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>• “Why We Wear Clothes” DVD</td>
</tr>
<tr>
<td>• The Importance of Clothing Notes PowerPoint</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literacy Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cross Curricular Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Social Studies: Relationships of individuals to institutions and traditions</td>
</tr>
<tr>
<td>• ELA: Reading</td>
</tr>
<tr>
<td>Strand</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>Big Idea</td>
</tr>
</tbody>
</table>

### Standards

B. Describe the five elements of design

### Learning Targets

1. Identify and describe the five elements of design
2. Relate the lines in clothing to the optical illusion each presents
3. Relate textures to the appearance of addition or subtraction of body weight

### Alignments:

CCSS: 11-12.SL.4; 11-12.WHST.2a,b
Performance: 1.2, 1.6, 2.5
Knowledge: (FA) 1,2
VAGLE: EP.1.A-G (HS Level 1)
NSFACS: 16.3.3, 16.3.6
NETS: 3b-d
DOK: 2

### Instructional Strategies

- Teacher created: The Elements of Design PowerPoint
  - Student note taking
  - Class discussion
- Model use of Microsoft Publisher Newsletter template
- Shared reading of example newsletters to analyze effectiveness
- Students will complete teacher created Elements of Design Newsletter
### Assessments/Evaluations

- Teacher created:
  - Unit 1 test
  - Elements of Design Newsletter – assessed using a scoring guide

Mastery: 80%

### Sample Assessment Questions

- T or F. Balance is an element of design
- Describe how you use line and different textures regarding your own personal style

### Instructional Resources/Tools

- Elements of Design PowerPoint notes
- Internet
- Computers

### Literacy Connections

- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks
- Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes
  a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension
  b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic

### Cross Curricular Connections

- ELA:
  - Speaking and listening – presentations
  - Research
- Art: Elements of design
<table>
<thead>
<tr>
<th>Strand</th>
<th>Elements and Principles Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Select and Use Elements of Art for Their Effect in Communicating Ideas through Artwork Conventions of Standard English Knowledge of Language Vocabulary Acquisition and Use</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standards</th>
<th>Learning Targets</th>
</tr>
</thead>
</table>
| C. Describe common color associations and color’s effect on mood | 1.  
  - Identify the primary, secondary, and tertiary colors  
  - Define basic color vocabulary (e.g., hue, value, intensity, tint, shade)  
  - Describe color associations |

**Alignments:**  
CCSS: 11-12.L.1a; 11-12.L.3; 11-12.RST.7  
Performance: 1.2, 1.6  
Knowledge: (FA) 2  
VAGLE: EP.1.E (HS Level 2)  
NSFACS: 16.3.2, 16.3.3, 16.3.6  
NETS: 2a  
DOK: 2

**Instructional Strategies**

- Teacher created: The Role of Color PowerPoint  
  - Student note taking  
  - Class discussion  
- Cooperative learning groups quiz each other over color vocabulary flash cards  
- Teacher led class discussion on favorite colors and mood/items associated with different colors  
- Students will complete video provided “The Power of Color” worksheet  
- Teacher led discussion on video questions
<table>
<thead>
<tr>
<th>Textiles I</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessments/Evaluations</strong></td>
</tr>
</tbody>
</table>
| • Teacher created Unit 1:  
  • test  
  • formative checklist |
| Mastery: 80% |
| **Sample Assessment Questions** |
| • What are the primary colors?  
  • Identify common associations for the color yellow |
| **Instructional Resources/Tools** |
| • The Role of Color PowerPoint notes  
  • “The Power of Color” DVD |
| **Literacy Connections** |
| • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking  
  a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested  
  b. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening  
  • Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem |
| **Cross Curricular Connections** |
| • Social Studies: Psychology of color  
  • ELA:  
    • Speaking and listening  
    • Research  
  • Art: Color wheel |
### Textiles I

<table>
<thead>
<tr>
<th>Strand</th>
<th>Elements and Principles Speaking and Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Select and Use Elements of Art for Their Effect in Communicating Ideas through Artwork Comprehension and Collaboration</td>
</tr>
</tbody>
</table>

#### Standards

D. Develop color schemes that work well together

#### Learning Targets

1. Identify and give an example of the following color schemes: monochromatic, analogous, complementary, split-complementary, triadic, neutral, and accented neutral

#### Alignments:

- CCSS: 11-12.SL.1a; 11-12.RST.9
- Performance: 1.2, 1.6, 2.5
- Knowledge: (FA) 2,3
- VAGLE: EP.1.E (HS Level 2)
- NSFACS: 16.3.2, 16.3.3, 16.3.6
- NETS: N/A
- DOK: 3

#### Instructional Strategies

- Teacher created: Color Schemes PowerPoint
- Student note taking
- Class discussion
- Cooperative learning groups quiz each other over color schemes flash cards
- Students will complete a teacher created Color Schemes poster demonstrating knowledge of color schemes in fashion

#### Assessments/Evaluations

- Teacher created Unit 1:
  - test
  - formative checklist

Mastery: 80%
## Sample Assessment Questions

- Baby blue, blue, and navy is an example of what color scheme?

## Instructional Resources/Tools

- Color Schemes PowerPoint notes
- “The Power of Color” DVD
- Fashion magazines

## Literacy Connections

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively
  a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible

## Cross Curricular Connections

- Art: Color schemes
- ELA:
  - Speaking and listening
  - Reading
## Textiles I

<table>
<thead>
<tr>
<th>Strand</th>
<th>Properties and Principles of Force and Motion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Impact of Science, Technology and Human Activity</td>
</tr>
<tr>
<td></td>
<td>Missouri, United States and World History</td>
</tr>
<tr>
<td></td>
<td>Relationships of Individuals and Groups to Institutions and Traditions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Big Idea</th>
<th>The Motion of An Object Is Described by Its Change in Position Relative to Another Object or Point</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The Nature of Technology Can Advance, and Is Advanced by Science As It Seeks to Apply Scientific Knowledge of Continuity and Change in the History of the World</td>
</tr>
<tr>
<td></td>
<td>Knowledge of the Relationships of the Individual and Groups to Institutions and Cultural Traditions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standards</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>E. Describe developments during the industrial revolution that influenced apparel manufacturing</td>
<td>1. Describe the impact the industrial revolution had on the home sewer</td>
</tr>
</tbody>
</table>

### Alignments:
- CCSS: 11-12.RST.4; 11-12.WHST.2b
- Performance: 1.6, 1.8
- Knowledge: (FA) 4,5 (SC) 2,8 (SS) 2,6
- SCCLE: SC2.2.F; SC8.1.A,C
- NSFACS: 16.2.1, 16.2.3
- NETS: N/A
- DOK: 2

### Instructional Strategies

- Teacher created:
  - note packet: “Textiles & Apparel”
  - Textiles & Apparel Notes shared reading to determine importance
- Teacher led class discussion on who invented the sewing machine and the major developments that impacted the home sewer
- Students will complete a teacher created Textiles & Apparel study guide
### Assessments/Evaluations

- Teacher created Unit 1:
  - test
  - formative checklist

Mastery: 80%

### Sample Assessment Questions

- What are two major developments that impacted the home sewer?

### Instructional Resources/Tools

- “Textiles & Apparel” resource sheet

### Literacy Connections

- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics
- Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
  a. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic

### Cross Curricular Connections

- Science: Force and Motion – machines
- Social Studies:
  - Industrial Revolution
  - Fibers
- Fine Arts: Historical and cultural contexts
- ELA:
  - Writing
  - Reading
<table>
<thead>
<tr>
<th>Strand</th>
<th>Impact of Science, Technology and Human Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Speaking and Listening</td>
</tr>
<tr>
<td>Big Idea</td>
<td>Science and Technology Affect and Are Affected by Society</td>
</tr>
<tr>
<td></td>
<td>Presentation of Knowledge and Ideas</td>
</tr>
</tbody>
</table>

**Standards**

F. Compare and contrast the natural, manufactured, and synthetic fibers and their origin

**Learning Targets**

1. List common natural and synthetic fibers
2. Describe the strengths and weaknesses of the natural and synthetic fibers

**Alignments:**

- CCSS: 11-12.SL.4; 11-12.RST.4; 11-12.RST.9; 11-12.WHST.4
- Performance: 1.2, 1.6, 1.8
- Knowledge: (SC) 8
- SCCLE: SC8.3.A (Big Idea Only)
- NSFACS: 16.2.1-16.2.3, 16.3.1
- NETS: 3b-d
- DOK: 3

**Instructional Strategies**

- Teacher created: Fibers:
  - PowerPoint
  - note packet
- Cooperative learning groups on identifying natural and synthetic fibers
- Teacher led class discussion on strengths and weaknesses of:
  - cotton
  - wool
  - silk
  - linen
  - polyester
  - nylon
  - rayon
### Textiles I

- Students will complete a:
  - video provided “Clothing Fibers” worksheet
  - teacher created “Fibers” worksheet to assess their knowledge of natural and synthetic fibers

### Assessments/Evaluations

- Teacher created Unit 2:
  - test
  - formative checklist

  **Mastery:** 80%

### Sample Assessment Questions

- Which natural fiber is the most popular and comfortable but wrinkles easily?

### Instructional Resources/Tools

- “Fibers” note packet
- “Clothing Fibers” DVD

### Literacy Connections

- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
Textiles I

Cross Curricular Connections

- Science: Technology impact on environmental resources
- ELA:
  - Speaking and listening
  - Reading
  - Research
<table>
<thead>
<tr>
<th>Strand</th>
<th>Product/Performance Number and Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Select and Apply Two-Dimensional Media, Techniques, and Processes to Communicate Ideas and Solve Challenging Visual Art Problems Quantities</td>
</tr>
</tbody>
</table>

### Standards

G. Demonstrate knowledge of how to use a pattern envelope

### Learning Targets

1. Determine the amount of fabric required depending on pattern size, fabric width and fabric type
   - Identify the three parts of a pattern

### Alignments:

- CCSS: 11-12.RST.4; 11-12.RST.9; N-Q.1
- Performance: 1.2, 1.10
- Knowledge: (FA) 1 (MA) 1.2
- VAGLE: PP.1.D (HS Level 3)
- NSFACS: 16.2.1, 16.2.3, 16.2.4, 16.3.1
- NETS: N/A
- DOK: 2

### Instructional Strategies

- Teacher created note packet: “Understanding Patterns”
- Cooperative learning groups will read sample patterns to determine what information is found on (a):
  - pattern envelope
  - guide sheet
  - pattern pieces
- Teacher demonstration of how to:
  - use a pattern book in a textiles department
  - locate a pattern
  - read the back of the pattern envelope to determine fabric and notions required
- Students will complete a video provided “Tour of a Fabric Store” worksheet
## Textiles I

### Assessments/Evaluations

- Teacher created Unit 2:
  - test
  - formative checklist

Mastery: 80%

### Sample Assessment Questions

- Where would I find suggested fabrics for a pattern?

### Instructional Resources/Tools

- “Understanding Patterns” resource notes
- “Tour of a Fabric Store” DVD

### Literacy Connections

- Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible

### Cross Curricular Connections

- Art: Visual production
- ELA: Reading
- Math:
  - Measurement
  - Calculating numbers
<table>
<thead>
<tr>
<th>Strand</th>
<th>Product/Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Select and Apply Two-Dimensional Media, Techniques, and Processes to Communicate Ideas and Solve Challenging Visual Art Problems</td>
</tr>
</tbody>
</table>

### Standards

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>H. Identify pattern symbols and their use in sewing</td>
<td></td>
</tr>
</tbody>
</table>

### Learning Targets

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Be able to identify and describe the function of grain lines, dots, squares, notches, and adjustment lines</td>
</tr>
</tbody>
</table>

### Alignments:

- CCSS: 11-12.RST.4
- Performance: 1.2, 1.6
- Knowledge: (SS) 7
- SSCLE: TSSI.7.F
- VAGLE: PP.1.D (HS Level 3)
- NSFACS: 16.4.1, 16.4.5
- NETS: N/A
- DOK: 1

### Instructional Strategies

- Students will complete a teacher created Pattern Symbols foldable
- Teacher:
  - created note packet: “Understanding Patterns”
  - led discussion and demonstration of common pattern symbols and their function

### Assessments/Evaluations

- Teacher created:
  - Unit 2 test
  - pattern symbols foldable – assessed using a scoring guide

Mastery: 80%

### Sample Assessment Questions

- What is the purpose of pattern symbols?
### Instructional Resources/Tools

- “Understanding Patterns” resource notes

### Literacy Connections

- Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics

### Cross Curricular Connections

- ELA: Reading
- Social Studies: Social science inquiry tools
- Art: Patterns and visual products
<table>
<thead>
<tr>
<th>Strand</th>
<th>Geometry</th>
<th>Congruence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standards</strong></td>
<td><strong>Learning Targets</strong></td>
<td></td>
</tr>
<tr>
<td>I. Demonstrate the correct layout of a pattern on fabric</td>
<td>1. • Demonstrate the correct layout of the pattern on your fabric</td>
<td></td>
</tr>
<tr>
<td><strong>Alignments:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCSS: 11-12.RST.3; 11-12.RST.9; G.CO.1; G.CO.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance: 2.5, 3.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge: (MA) 1,2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NSFACS: 16.4.1, 16.4.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NETS: N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DOK: 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Instructional Strategies**

- Cooperative learning groups demonstrate how to correctly layout a letter pillow pattern
- Teacher demonstration on how to layout a pattern

**Assessments/Evaluations**

- Teacher created Unit 2:
  - test
  - formative checklist
  - Teacher observation

Mastery: 80%

**Sample Assessment Questions**

- What are cutting layouts?

**Instructional Resources/Tools**

- “Understanding Patterns” resource notes
- Project guide sheets showing cutting layouts
### Literacy Connections

- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible

### Cross Curricular Connections

- ELA: Reading
- Math: Geometric and spatial sense involving measurement
<table>
<thead>
<tr>
<th>Strand</th>
<th>Product/Performance Speaking and Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Big Idea</strong></td>
<td>Select and Apply Two-Dimensional Media, Techniques, and Processes to Communicate Ideas and Solve Challenging Visual Art Problems</td>
</tr>
<tr>
<td><strong>Presentation of Knowledge and Ideas</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standards</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>J. Transfer the correct markings onto the fabric from the pattern</td>
<td>1. • Demonstrate marking pattern symbols onto fabric</td>
</tr>
</tbody>
</table>

**Alignments:**  
CCSS: 11-12.SL.4; 11-12.RST.3  
Performance: 2.5  
Knowledge: (FA) 1  
VAGLE: PP.1.D (HS Level 2)  
NSFACS: 16.4.1, 16.4.5  
NETS: N/A  
DOK: 2  

**Instructional Strategies**  
• Cooperative learning groups demonstrate how to correctly mark a letter pillow pattern  
• Teacher demonstration on how to transfer pattern symbols from a pattern to fabric

**Assessments/Evaluations**  
• Teacher created Unit 2:  
  • test  
  • formative checklist  
  • Teacher observation  

Mastery: 80%

**Sample Assessment Questions**  
• Should pattern markings go on the right or wrong side of the fabric?
## Instructional Resources/Tools

- “Understanding Patterns” resource notes
- Tote bag cutting layout

## Literacy Connections

- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks
- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text

## Cross Curricular Connections

- **ELA:**
  - Speaking and listening
  - Reading
- **Art:** Visual products
### Strands

<table>
<thead>
<tr>
<th>Strand</th>
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<tbody>
<tr>
<td>Big Idea</td>
<td>Select and Apply Two-Dimensional Media, Techniques, and Processes to Communicate Ideas and Solve Challenging Visual Art Problems</td>
</tr>
</tbody>
</table>

#### Standards

| K. Demonstrate how to follow a guide sheet to complete a project |

#### Learning Targets

<table>
<thead>
<tr>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>• Define guide sheet and cutting layout</td>
</tr>
<tr>
<td>• Follow step by step directions</td>
</tr>
</tbody>
</table>

#### Alignments:

| CCSS: 11-12.RST.3; 11-12.RST.4; 11-12.RST.9                             |
| Performance: 1.2, 1.10                                                 |
| Knowledge: (CA) 3 (FA) 1                                               |
| VAGLE: PP.1.D (HS Level 3)                                            |
| NSFACS: 16.2.1-16.2.4, 16.3.1                                         |
| NETS: N/A                                                               |
| DOK: 2                                                                |

#### Instructional Strategies

- Teacher created note packet: “Understanding Patterns”
- Shared reading of how to read a guide sheet
- Students will read a McCall’s guide sheet on pajama pants and answer step by step questions

#### Assessments/Evaluations

- Teacher created Unit 2:
  - test
  - formative checklist

Mastery: 80%

#### Sample Assessment Questions

<table>
<thead>
<tr>
<th>Sample Assessment Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What part of a pattern would I find step-by-step directions on completing a project?</td>
</tr>
</tbody>
</table>
## Instructional Resources/Tools

- “Understanding Patterns” resource notes
- McCall’s guide sheet on pajama pants

## Literacy Connections

- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text
- Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible

## Cross Curricular Connections

- ELA:
  - Reading
  - Step-by-step directions
- Art: Visual product
<table>
<thead>
<tr>
<th>Strand</th>
<th>Product/Performance</th>
</tr>
</thead>
<tbody>
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<td>Big Idea</td>
<td>Select and Apply Two-Dimensional Media, Techniques, and Processes to Communicate Ideas and Solve Challenging Visual Art Problems</td>
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<tr>
<th>Standards</th>
<th>Learning Targets</th>
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<tbody>
<tr>
<td>L. Demonstrate basic hand sewing techniques</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>• Repair a rip in fabric by using the whipstitch</td>
</tr>
<tr>
<td></td>
<td>• Sew a button onto fabric</td>
</tr>
</tbody>
</table>

**Alignments:**
- CCSS: 11-12.RST.3
- Performance: 2.5
- Knowledge: (FA) 1,4
- VAGLE: PP.1.D (HS Level 3)
- NSFACS: 16.4.1, 16.4.5
- NETS: 3b
- DOK: 2

**Instructional Strategies**
- Teacher created resource sheets:
  - “Whipstitch”
  - “How to Sew on a Button”
- Teacher demonstration on how to:
  - complete a whipstitch
  - sew on a button
- Students will:
  - repair a rip in a fabric swatch
  - sew a button onto fabric
- One-on-one instruction on sewing techniques

**Assessments/Evaluations**
- Teacher created Unit 3 formative checklist

Mastery: 80%
## Sample Assessment Questions

- Identify three characteristics of quality button construction

## Instructional Resources/Tools

- Resource sheets:
  - “Whipstitch”
  - “How to Sew on a Button”
- YouTube videos on how to sew a whipstitch and a button ring

## Literacy Connections

- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text

## Cross Curricular Connections

- ELA: Reading
- Art: Visual product
<table>
<thead>
<tr>
<th>Strand</th>
<th>Impact of Science, Technology and Human Activity</th>
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<tbody>
<tr>
<td></td>
<td>Speaking and Listening</td>
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<tr>
<td></td>
<td>Presentation of Knowledge and Ideas</td>
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<td>M. Identify the parts of the sewing machine</td>
<td>1. Identify the parts of the sewing machine</td>
</tr>
</tbody>
</table>

**Alignments:**
- CCSS: 11-12.SL.4; 11-12.RST.9
- Performance: 1.2, 1.6
- Knowledge: (SC) 8
- SCCLE: SC8.3 (Big Idea Only)
- NSFACS: 16.4.1, 16.4.5
- NETS: 1b
- DOK: 1

**Instructional Strategies**
- Teacher created: Sewing Machine Parts PowerPoint
- Teacher demonstration of where the sewing machine parts are located on the Bernina Sewing Machine
- Cooperative learning groups will quiz each other using Sewing Machine Parts flash cards

**Assessments/Evaluations**
- Teacher created Unit 3 formative checklist
- Teacher observation

Mastery: 80%

**Sample Assessment Questions**
- Which part of the sewing machine moves the fabric through the sewing machine?

**Instructional Resources/Tools**
- Bernina Sewing Machine
- Sewing Machine Parts PowerPoint notes
Literacy Connections

- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Cross Curricular Connections

- Science: Technology impact on the environment
- ELA:
  - Speaking and listening
  - Reading
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### Standards

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<td>N. Demonstrate the ability to wind and thread the bobbin and thread the sewing machine</td>
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### Learning Targets

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### Alignments:

- CCSS: 11-12.RST.3; 11-12.RST.9
- Performance: 2.5
- Knowledge: (SC) 8
- SCCLE: SC8.3 (Big Idea Only)
- NSFACS: 16.4.1, 16.4.5
- NETS: 1b
- DOK: 2

### Instructional Strategies

- Bernina provided “Winding/Threading a Bobbin” resource sheet
- Students will wind a bobbin and thread their sewing machine
- One-on-one instruction on how to wind a bobbin and thread the sewing machine

### Assessments/Evaluations

- Teacher created Sewing Notebook – assessed using a scoring guide
- Teacher observation

Mastery: 80%

### Sample Assessment Questions

- Which direction does the thread wind onto a bobbin?

### Instructional Resources/Tools

- Bernina Sewing Machine
- Bernina provided “Winding/Threading a Bobbin” resource sheet
**Textiles I**

<table>
<thead>
<tr>
<th>Literacy Connections</th>
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<tbody>
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<td><strong>Standards</strong></td>
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<tr>
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<tbody>
<tr>
<td>1.</td>
<td>• Demonstrate how to sew straight, curved lines, and turn corners</td>
</tr>
<tr>
<td></td>
<td>• Sew a 5/8 and 1/4 inch seam</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate zigzag stitching, backstitching, hemming, and topstitching</td>
</tr>
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</table>

**Alignments:**
CCSS: 11-12.RST.3; 11-12.RST.4; 11-12.RST.9  
Performance: 2.5  
Knowledge: (FA) 1,4 (SC) 8  
SCCLE: SC8.3 (Big Idea Only)  
NSFACS: 16.4.1, 16.4.5  
NETS: 1b  
DOK: 2

**Instructional Strategies**
- Teacher created: Sewing Notebook that demonstrates how to sew:  
  - straight  
  - curved lines  
  - and turn corners  
  - a 5/8 inch seam  
  - a 1/4 inch seam  
  - zigzags  
  - backstitches  
  - hems  
  - topstitches  
- Class discussion on how to complete the Sewing Notebook techniques
**Textiles I**

- **Teacher:**
  - shares example Sewing Notebook for how to correctly complete techniques
  - explains Sewing Notebook scoring guide
  - Students will individually complete the Sewing Notebook techniques
  - One-on-One instruction on how to complete a sewing technique

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<td>Teacher created Sewing Notebook – assessed using a scoring guide</td>
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Mastery: 80%

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<td>What is the machine setting for a permanent stitch?</td>
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<td>Bernina Sewing Machine</td>
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<tr>
<td>“Sewing Notebook” resource sheets</td>
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<td>-------------</td>
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<td>Big Idea</td>
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**Standards**

P. Apply basic construction techniques on at least four projects. Techniques include:
- standard 5/8 inch seam
- 3/8 inch seam
- 1/4 inch seam
- zigzag seam finish

**Learning Targets**

1. Complete the tote bag, quilt, service learning (e.g., Little Dresses for Africa) and recycle/redesign projects

**Alignments:**

CCSS: 11-12.RST.3; 11-12.RST.4; 11-12.RST.9
Performance: 2.5, 3.5
Knowledge: (FA) 1, 4
VAGLE: PP.1.D (HS Level 4)
NSFACS: 16.4.1, 16.4.5
NETS: 1b
DOK: 4

**Instructional Strategies**

- Teacher created guide sheets for:
  - tote bag
  - quilt
  - service learning
  - recycle/redesign projects
- Teacher models steps in the multistep procedure
- Individually explain AFL targets and scoring guide for grading project
• Students will individually complete the:
  • tote bag
  • quilt
  • service learning
  • recycle/redesign projects
• One-on-one instruction on how to complete a step in the sewing projects

**Assessments/Evaluations**

• Student assessment and reflection of their project based on the given scoring guide
• Teacher created scoring guide for the:
  • tote bag
  • quilt
  • service learning
  • recycle/redesign projects
• Teacher observation

Mastery: 80%

**Sample Assessment Questions**

• Was the pattern layout and markings correct?

**Instructional Resources/Tools**

• Bernina Sewing Machine
• Guide sheets for the:
  • tote bag
  • quilt
  • service learning
  • recycle/redesign projects
Textiles I

Literacy Connections

• Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text
• Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics
• Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible

Cross Curricular Connections

• ELA:
  • Reading
  • Synthesizing information
• Art: Visual product

Board Approved 7-15-13

Revised 2013
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**Alignments:**
- CCSS: 11-12.RST.9
- Performance: 2.5
- Knowledge: (FA) 1,4
- VAGLE: PP.1.D (HS Level 4)
- NSFACS: 16.4.1, 16.4.3, 16.4.5
- NETS: 1b
- DOK: 4

**Instructional Strategies**
- Teacher created guide sheets for the:
  - tote bag
  - quilt
  - service learning
  - recycle/redesign projects
- Class discussion on how to safely use the iron and basic ironing techniques
- Students will demonstrate pressing skills during the completion of their projects

**Assessments/Evaluations**
- Teacher created scoring guide for the:
  - tote bag
  - quilt
  - service learning
  - recycle/redesign projects
- Teacher observation
  - Mastery: 80%
### Sample Assessment Questions

- How do you press open a seam?
- Explain the importance of pressing for sewing projects to turn out correctly

### Instructional Resources/Tools

- Rowenta iron
- Guide sheets for:
  - tote bag
  - quilt
  - service learning
  - recycle/redesign projects

### Literacy Connections

- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible

### Cross Curricular Connections

- ELA: Reading
- Art: Visual product
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### Standards

R. Clean and oil the machine

### Learning Targets

1. Clean and oil the sewing machine

### Alignments:

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</tr>
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<td>DOK</td>
<td>2</td>
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### Instructional Strategies

- Teacher demonstration on how to clean and oil the sewing machine
- Bernina provided “Cleaning and Oiling” resource sheets
- Students will clean and oil their sewing machine

### Assessments/Evaluations

- Teacher observation

Mastery: 80%

### Sample Assessment Questions

- Why should a person clean and oil a sewing machine?

### Instructional Resources/Tools

- Bernina Sewing Machine
- “Cleaning and Oiling” resource sheets

### Literacy Connections

- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible
## Cross Curricular Connections

- ELA: Reading
- Science: Technology impact on the environment