8th Grade 'My Style'

UNIT 1: Building Classroom Culture

ESSENTIAL QUESTION	BIG IDEAS
What is our classroom culture? **How will we work collectively to explore and learn?**	- Students understand the classroom culture of a sewing class - Students understand the importance of making wise decisions when working individually or with a team. - Students explore factors that impact their personal well being. - Students explore personal interest and strengths. - Students understand the importance of problem solving in a sewing lab.

GUIDING QUESTIONS

Content
- Why did I enroll in this class, and what do I want to learn?
- What is the purpose of this class?
- What does it mean to be a good citizen in my community (team, class, school, city, etc.)?

Process
- How can we work together as a team to meet the purpose of this class and the students' goals?
- In what ways can I contribute to this class?
- How can communication and respect affect the success of my team?
- How will I know if I am successful in this class?
- When and how can I serve as a leader? When and how can I be a supportive team member?

Reflective
- What are my strengths and how will they make me an effective team member?
- How have I demonstrated self-discipline (executive functioning skills) individually and as a team member?
- How have I learned to be a productive lab partner?
- How have I learned to problem-solve personality differences?
- How can we address behaviors that do not help out the team?
- How does my effort make a difference in my own learning?

FOCUS STANDARDS

- **1.0 Personal Development**
  1.1 Identify Maslow's Hierarchy of needs on meeting basic needs
  1.4 Analyze the benefits of making intelligent decisions
  1.5 Demonstrate effective communication skills
  1.6 Analyze role of communication on preventing conflicts with friends, family and others
  1.7 Apply problem-solving strategies to real-life situations
  1.8 Demonstrate strategies for respecting self and others
  1.9 Understand and practice appropriate skills and ethical behavior when using technology
- **2.0 Healthy Relationships**
  2.7 Understand what it means to be a good community citizen
- **3.0 Personal Resource Management**
  3.2 Practice personal management skills in a variety of settings.

DISCIPLINARY LITERACY SKILLS

Students will employ critical thinking, reading, writing, speaking, and listening skills during this unit. They will also practice problem solving tactics in their individual and group efforts.

SUPPORTING RESOURCES

Resources in Canvas
- Personality inventory
- Team roles and roles of leaders and supportive team members
- Teacher video for critique

SOCIAL-EMOTIONAL SKILLS

Relationship Skills
The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.
- Communication
- Social engagement
- Relationship building
- Teamwork

Self-Awareness
The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a 'growth mindset'.
- Identifying emotions
- Accurate self-perception

- Recognizing strengths
- Self-confidence
- Self-efficacy

TECHNOLOGY SKILLS

Empowered Learner
1.a. Students articulate personal learning goals, select and manage appropriate technologies to achieve them, and reflect on their successes and areas of improvement in working toward their goals.
Digital Citizen
2a. Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act in ways that are safe, legal and ethical.
Global Collaborator
7c. Students determine their role on a team to meet goals, based on their knowledge of technology and content, as well as personal preference.

KEY LEARNING EXPERIENCES

Choose learning activities to display student understanding of the importance of working collectively to explore and learn.
- Discussions
- Critique a teacher-created video
- Personality inventory, team roles, and team building
- Roles: Head cook, Assist. Cook, Equipment, Ingredients, Dish Washer, Steward, Health Inspector
- Job descriptions on lanyards
- Rubrics for team and individual

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UNIT 2: Fashion History
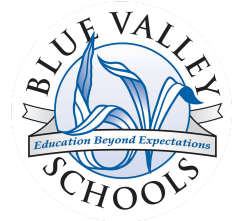
ESSENTIAL QUESTION	BIG IDEAS
What is the purpose of our clothing throughout history? **How do culture and personal preference influence the clothes throughout history?**	● Students come away with a greater understanding of how fashion has evolved throughout history ● Students understand how what they wear is influenced by history. ● Students understand how personality was expressed through clothing choices. ● Students evaluate different dress codes and cultural norms throughout history ● Students understand identity markers within clothing. ● Students identify emotional ties with specific clothing

GUIDING QUESTIONS

Content
- What is the purpose of clothing throughout history?
- How were clothes produced throughout history?
- What specific articles of clothing have certain meanings?
- What are the written and unwritten dress codes throughout history?
- What were the components of people's wardrobes throughout history?
- How did the identifying markers of clothing within socioeconomic levels affect emotions?
- What designers were prominent and for what are they known for throughout history?

Process
- How can students identify and compare the evolution of clothing?
- Why has clothing evolved throughout history?
- Why did historic events affect clothing?

Reflective
- What is a student's personal style and how was it affected by historical fashion?
- How did peer pressure affect clothing choices throughout history?

FOCUS STANDARDS

Kansas **FACS Middle Level/Junior High Standards:**

- **1.0 Personal Development**
  1.1 Identify Maslow's hierarchy of needs on meeting basic needs.
  1.2 Analyze factors that impact development of self-esteem and self-worth.

1.4 Analyze the benefits of making intelligent decisions.

1.7 Apply problem-solving strategies to real-life situations.

- **2.0 Healthy Relationships**

2.1 Analyze the importance of family and the role families play in personal development.

- **3.0 Personal Resource Management**

3.3 Distinguish the difference between needs and wants

3.6 Investigate basic roles and responsibilities of the consumer.

3.7 Identify and apply wise consumer practices.

- **6.0 Apparel and Textiles**

6.1. Analyze needs met through apparel decisions.

6.2 Compare and contrast different price points of clothing to determine best value.

6.3 Analyze factors in making wise apparel decisions.

DISCIPLINARY LITERACY SKILLS

Students will employ critical thinking, reading, writing, speaking, and listening skills during this unit. They will also practice problem solving tactics in their individual and group efforts.

SUPPORTING RESOURCES

SOCIAL-EMOTIONAL SKILLS

Self-Awareness

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a 'growth mindset'.

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

Social Awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- Perspective-Taking
- Empathy
- Appreciating diversity
- Respect for others

Responsible Decision-Making
The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.
- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

Self-Management
The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations- effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.
- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal setting
- Organizational skills

TECHNOLOGY SKILLS

Based on ISTE Standards for Students, these are discrete technology skills that unit designers will use to integrate digital tools in students' learning experiences. Intentionally broad and device and app agnostic, these skills build upon one another and provide students a strong foundation in technology use.

KEY LEARNING EXPERIENCES

Key learning experiences are **flexible, student-centered activities** in which all students will have the opportunity to engage. They support student understanding and serve as models for how to implement the curriculum in meaningful ways.

- Collective PPT (with pictures, videos, etc) of fashion history
  - depicting a specific time period or era
    - Each teacher will contribute 2 slides with appropriate information about the decade.

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UNIT 3: Nuts and Bolts of Sewing
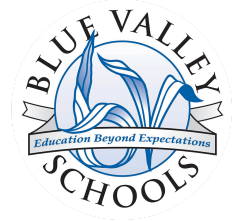
ESSENTIAL QUESTION	BIG IDEAS
Why is it important to demonstrate safety while using the sewing machine and tools? **Why is it important to learn and understand the parts of the machine and sewing tools?**	● Students identify and correctly utilize all parts of the sewing machine. ● Students develop construction techniques (seams). ● Students apply and demonstrate the safe use of the sewing machine and tools. ● Students identify and create basic seam allowances.

GUIDING QUESTIONS

Content
- What steps should be taken to ensure personal safety is practiced while in the sewing lab?
- What are the parts of the sewing machine?
- What is a plain seam? (⅝")
- What common seams are used, and how are they produced?
- What is a top stitch? (¼")
- What is a zigzag seam finish?
- What is a basting stitch length?

Process
- How can the students demonstrate safe practices on the sewing machine?
- How do you change the needle placement on the machine?
- How do you backstitch?
- How can you demonstrate a plain seam, top stitch, zigzag seam finish and a basting seam while completing a sewing Driver's Test?

Reflective

- How have your seams/stitches improved as you have completed your Driver's Test?

FOCUS STANDARDS

- **1.0 Personal Development**
  1.4 Analyze the benefits of making intelligent decisions.
  1.7 Apply problem-solving strategies to real-life situations.
  1.8 Demonstrate strategies for respecting self and others.
  1.9 Understand and practice appropriate skills and ethical behavior when using technology.
  1.10 Evaluate the importance of building foundational life literacy skills.
- **3.0 Personal Resource Management**
  3.1 Apply leadership and cooperative learning skills to achieve personal goals.
  3.2 Practice personal management skills in a variety of settings.
- **4.0 Healthy Living Environment**
  4.2 Apply concepts of personal safety in physical environments.
  4.3 Analyze storage needs of personal possession that fits lifestyle and space.
- **6.0 Apparel and Textiles**
  6.4 Practice appropriate repair and care of apparel as a means of extending life of item.
- **7.0 Career Readiness**
  7.4 Analyze the technical knowledge and skill development needed for specific career clusters.
- **8.0 Career Awareness**
  8.6 Develop foundational apparel design and production skills.

DISCIPLINARY LITERACY SKILLS

Students will employ critical thinking, reading, writing, speaking, and listening skills during this unit. They will also practice problem solving tactics in their individual and group efforts.

SOCIAL-EMOTIONAL SKILLS

Self-Awareness
The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of

confidence, optimism, and a 'growth mindset'.
- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

Social Awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.
- Perspective-Taking
- Empathy
- Appreciating diversity
- Respect for others

Responsible Decision-Making

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.
- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

Self-Management

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations- effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.
- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal setting
- Organizational skills

TECHNOLOGY SKILLS

Knowledge Construction

3c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

KEY LEARNING EXPERIENCES

Choose lessons and projects to promote students' understanding of the parts and elemental use of a sewing machine.
- Parts of the Sewing Machine/Safety/Tools
- Driver's Test
- Sewing Samples

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UNIT 4: Projects (Take-Away Concepts)

ESSENTIAL QUESTION	BIG IDEAS
What sewing skills will you demonstrate to construct a project?	● Students create a usable project.

GUIDING QUESTIONS

Content

- What steps should be taken to ensure personal safety is practiced while in the sewing lab?
- How can I use various methods of measuring throughout the construction process?
- How do I select the correct cutting and pinning tools in the construction process?
- How can I correctly hand sew various construction projects?
- How can I consistently sew correct stitch widths?
- Why is it important to understand and follow instructions?
- What is the difference between pressing and ironing?
- Why is it important to use pressing and ironing skills?
- Why is it important to backstitch?
- How can I demonstrate the proper use of tools and machines in the sewing lab?
- How can I properly complete a project using the correct finishing techniques?

Process

- In what ways can I help to contribute to this class and to learning?
- How can communication and respect of the sewing lab affect my success?
- How will I know if I am successful in this class?
- When and how can I serve as a leader in a lab environment?
- How will I know when my project is constructed correctly?

Reflective

- What went well while constructing your project?
- How did you feel when you were constructing your project?
- How can you improve your final project?
- What skills did you develop?
- How did you use your time wisely during the project?

- 1.4 Analyze the benefits of making intelligent decisions.
- 1.5 Demonstrate effective communication skills.
- 1.7 Apply problem-solving strategies to real-life situations.
- 1.8 Demonstrate strategies for respecting self and others.
- 1.9 Understand and practice appropriate skills and ethical behavior when using technology
- 1.10 Evaluate the importance of building foundational life literacy skills.
- 3.1 Apply leadership and cooperative learning skills to achieve personal goals.
- 3.2 Practice personal management skills in a variety of settings.
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- 4.3 Analyze storage needs of personal possession that fits lifestyle and space.
- 6.4 Practice appropriate repair and care of apparel as a means of extending life of item.
- 7.4 Analyze the technical knowledge and skill development needed for specific career clusters.
- 8.6 Develop foundational apparel design and production skills.

DISCIPLINARY LITERACY SKILLS

Students will employ critical thinking, reading, writing, speaking, and listening skills during this unit. They will also practice problem solving tactics in their individual and group efforts.

SUPPORTING RESOURCES

Supporting resources are district-adopted or endorsed resources, texts and digital tools aligned to the curriculum. These resources should serve as anchors for unit and lesson design

SOCIAL-EMOTIONAL SKILLS

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Relationship Skills

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- Communication

- Social engagement
- Relationship building teamwork

TECHNOLOGY SKILLS

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KEY LEARNING EXPERIENCES

Key learning experiences are flexible, student-centered activities in which all students will have the opportunity to engage. They support student understanding and serve as models for how to implement the curriculum in meaningful ways.

The student will display the understanding of completion of a usable project, such as the following:
- PJ pants
- Sports bag
- Sweatshirt
- Quilt
- Burrito Pillowcase
- Fashion show