Summit Public Schools
Summit, New Jersey
Grade Level: 9-12/ Content Area: Fashion Design I: Semester course

Overview: Fashion Design I introduces students to fashion, consumer awareness, garment construction, technology, and careers. This course will focus on the design and construction foundations of fashion. Students will examine how the elements and principles of design have changed throughout the years and learn how to apply them to current fashion. Students will understand the wants and needs of different consumers based on their culture, personal beliefs, budget, and interests. They will learn how to hand stitch and safely operate a sewing machine to construct garments and accessories. This hands-on approach can prepare students for many future careers and life experiences.

Unit 1: Elements and Principles of Design

Anchor Standard: 2020 version of Career Readiness, Life Literacies and Key Skills Standards: https://www.nj.gov/education/standards/

• Standard 9.2 Career Awareness, Exploration, Preparation and Training. All students will demonstrate knowledge about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

• Standard 9.4 Life Literacies and Key Skills. All students will demonstrate key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Big Ideas: *Course Objectives/Content Statement(s)*

- Students will be able to independently use their learning to choose and care for clothing.
- Students will be able to safely use sewing tools and equipment to construct garments and accessories.
- Students will be able to use basic sewing skills to mend and alter garments.
- Students will be able to utilize self-management skills to complete tasks on time.
- Students will be able to identify the wants and needs of consumers.
- Students will be able to work as a team to design a look on a dress form using draping techniques.
- Students will be able to use the elements and principles, culture, personal beliefs, economics, and current trends to shop for consumers and construct garments.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• How do the elements and principles of design influence your choices? • What influences shape the fashion industry? • What does culture mean in fashion? • How does clothing reflect and preserve culture? • How can I communicate more effectively? • How can I improve self-accountability?	**Students will understand that:** • Fashion is influenced by culture and events that shape our world. • Clothing is an expression of our beliefs and culture. • Understanding the elements and principles of design can help a person choose a wardrobe that helps a person look their best.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: • *9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).* • *9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.*	**Lesson 1:** *Elements and Principles of Design* • *Identify and analyze the elements of design (color, line, texture, and form).* • *Identify and analyze the principles of design (balance, proportion, rhythm, and emphasis).* • *Understand how to shop for a consumer based on their budget, silhouette, culture, and wants and needs.*

• *9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).* • *9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).* • *9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).* • *9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.* **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	
Differentiation	**Assessments**
Interdisciplinary Connections ● Psychology of how humans interpret and understand visual information. Ex. The elements and principles of design include the understanding of how people view certain styles through different types of lines, the meaning of certain colors, balance, emphasis, proportion, etc. and how they help design a look that is pleasing for a consumer. ● Technology – The development of techniques and skills that impact garment making. The use of sewing	**Formative Assessments:** ● *Observation* ● *In-Progress Critiques* ● *Exit Tickets* ● *Student Interviews / Conferences* ● *Classwork and discussions* **Summative Assessments, Projects, and Celebrations:** ● *Rubrics for Completed Projects*

machines, the internet, and youtube tutorials.
- Mathematics – Measurements require math and following directions on patterns reinforces reading skills. Understanding budgets when creating garments or shopping for a consumer.
- Close Reading of works of art, music lyrics, videos, and advertisements

Technology Integration

- Use of sewing machines to complete projects.
- Use of the Internet to research projects, inspiration, topics, trends, tutorials.
- Use of a Google Docs and Google Slides as a place for collecting inspiration as well as for completed projects
- Use of Google Slides to create a presentation that documents their personal shopping choices.
- Submission of projects through Google Classroom
- Listen to books on CDs, Playaways, videos, or podcasts if available.
- Use of a projector to share information.

Media Literacy Integration

- Google classroom, blogs
- Magazine ads, articles on fashion
- Use of social media for inspiration and to understand trends in fashion.
- Discussion of careers related to fashion design

Global Perspectives

- Analyze how history, culture, and beliefs influence fashion around the world.
- Analyze how our political and economic climate influences fashion.
- The design process and how it relates to other disciplines

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups

- *Quizzes (elements and principles of design, vocabulary terms, labeling machine and tools, and lab safety).*
- *Performance rubric on construction techniques*
- *Oral and Visual Presentation of work*
- *Documentation of work at various stages*
- *Reflections on progress of projects, and final projects*

Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

Recommended Texts:

- Teacher Resources:

Books:

- The Fundamentals of Fashion Design by Richard Sorger & Jenny Udale
- The World of Fashion Merchandising by Mary Wolf
- Textiles by Sara J. Kadolph and Anna L. Langford
- High Fashion Sewing Secrets by Claire B. Shaeffer
- The Vogue Sewing Book Published by Vogue Patterns
- DVDs and Videos:
- "Notebook on Cities and Clothes" Yohji Yamamoto; DVD
- "Fashion in Film"; DVD"
- "Project Runway: The Complete Fourth Season"; DVD
- "What Not to Wear Season 3 – Episode 40"; DVD

Internet Sites:

- www.sewing.com
- www.biography.com
- www.moodfabrics.com

Unit 2: Choosing and Caring for Clothes

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• Standard 9.4 Life Literacies and Key Skills. All students will demonstrate key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Big Ideas: *Course Objectives/Content Statement(s)*

- Students will be able to independently use their learning to choose and care for clothing.
- Students will be able to utilize self-management skills to complete tasks on time.
- Students will be able to identify the wants and needs of consumers.
- Students will be able to work as a team to design a look on a dress form using draping techniques.
- Students will be able to use the elements and principles, culture, personal beliefs, economics, and current trends to shop for consumers and construct garments.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• How do you decide what to purchase when buying clothes? • What types of clothing enhance your look? • How do the elements and principles of design influence your choices? • How do our purchases affect people and the environment in the United States and other parts of the world? • How do I get the best value for my money when purchasing clothes? • How do you properly launder clothes? • Why is it important to follow the clothing care label recommendations?	**Students will understand that:** • One's consumer spending can have an impact on the global economics and environment. • Comparing prices and merchandise at varying shops helps me economize. • Proper care of clothing helps them last longer, look better, and saves you money.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: *• 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).*	**Lesson 2:** *Choosing and Caring for Clothes* • *Identify clothing care symbols* • *Determine proper care of clothes (methods of cleaning, pretreating stains, ironing, and storing).*

• *9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.* • *9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).* • *9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).* • *9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).* • *9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.* **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	● *Identify how to prepare fabric before constructing a garment.*
Differentiation	**Assessments**
Interdisciplinary Connections ● Psychology of how humans interpret and understand visual information. Ex. The elements and principles of design include the understanding of how people view certain styles through different types of lines, the meaning of certain colors, balance, emphasis,	**Formative Assessments:** ● *Observation* ● *In-Progress Critiques* ● *Exit Tickets* ● *Student Interviews / Conferences* ● *Classwork and discussions*

proportion, etc. and how they help design a look that is pleasing for a consumer.
- Technology – The development of techniques and skills that impact garment making. The use of sewing machines, the internet, and youtube tutorials.
- Mathematics – Measurements require math and following directions on patterns reinforces reading skills. Understanding budgets when creating garments or shopping for a consumer.
- Close Reading of works of art, music lyrics, videos, and advertisements

Technology Integration

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- Use of the Internet to research projects, inspiration, topics, trends, tutorials.
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- Use of Google Slides to create a presentation that documents their personal shopping choices.
- Submission of projects through Google Classroom
- Listen to books on CDs, Playaways, videos, or podcasts if available.
- Use of a projector to share information.

Media Literacy Integration

- Google classroom, blogs
- Magazine ads, articles on fashion
- Use of social media for inspiration and to understand trends in fashion.
- Discussion of careers related to fashion design

Global Perspectives

- Analyze how history, culture, and beliefs influence fashion around the world.
- Analyze how our political and economic climate influences fashion.
- The design process and how it relates to other disciplines

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners

Summative Assessments, Projects, and Celebrations:

- *Rubrics for Completed Projects*
- *Quizzes (elements and principles of design, vocabulary terms, labeling machine and tools, and lab safety).*
- *Performance rubric on construction techniques*
- *Oral and Visual Presentation of work*
- *Documentation of work at various stages*
- *Reflections on progress of projects, and final projects*

Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

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- Teacher Resources:

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- DVDs and Videos:
- "Notebook on Cities and Clothes" Yohji Yamamoto; DVD
- "Fashion in Film"; DVD"
- "Project Runway: The Complete Fourth Season"; DVD
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Internet Sites:

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Unit 3: Lab Safety and Procedures

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Big Ideas: *Course Objectives/Content Statement(s)*

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- Students will be able to safely use sewing tools and equipment to construct garments and accessories.
- Students will be able to use basic sewing skills to mend and alter garments.
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- Students will be able to identify the wants and needs of consumers.
- Students will be able to work as a team to design a look on a dress form using draping techniques.
- Students will be able to use the elements and principles, culture, personal beliefs, economics, and current trends to shop for consumers and construct garments.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• How can you prevent hazards or accidents in sewing? • What injuries could occur in a sewing lab without precautions?	**Students will understand that:** • Taking precautions and applying safety tips is everyone's responsibility. • Lack of awareness about safety rules and tool/machine usage may lead to unsafe situations.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: • *9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).* • *9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.*	**Lesson 3:** *Lab Safety Procedures* • *Identify sewing tools and how to use them safely.* • *Identify the parts of the sewing machine and their functions.* • *How to set up, thread, and operate a sewing machine.* • *Stitch controls*

• *9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).* • *9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).* • *9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).* • *9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.* **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	
Differentiation	**Assessments**
Interdisciplinary Connections ● Psychology of how humans interpret and understand visual information. Ex. The elements and principles of design include the understanding of how people view certain styles through different types of lines, the meaning of certain colors, balance, emphasis, proportion, etc. and how they help design a look that is pleasing for a consumer. ● Technology – The development of techniques and skills that impact garment making. The use of sewing	**Formative Assessments:** ● *Observation* ● *In-Progress Critiques* ● *Exit Tickets* ● *Student Interviews / Conferences* ● *Classwork and discussions* **Summative Assessments, Projects, and Celebrations:** ● *Rubrics for Completed Projects*

machines, the internet, and youtube tutorials.
- Mathematics – Measurements require math and following directions on patterns reinforces reading skills. Understanding budgets when creating garments or shopping for a consumer.
- Close Reading of works of art, music lyrics, videos, and advertisements

Technology Integration

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- Use of Google Slides to create a presentation that documents their personal shopping choices.
- Submission of projects through Google Classroom
- Listen to books on CDs, Playaways, videos, or podcasts if available.
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Media Literacy Integration

- Google classroom, blogs
- Magazine ads, articles on fashion
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- Discussion of careers related to fashion design

Global Perspectives

- Analyze how history, culture, and beliefs influence fashion around the world.
- Analyze how our political and economic climate influences fashion.
- The design process and how it relates to other disciplines

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups

- *Quizzes (elements and principles of design, vocabulary terms, labeling machine and tools, and lab safety).*
- *Performance rubric on construction techniques*
- *Oral and Visual Presentation of work*
- *Documentation of work at various stages*
- *Reflections on progress of projects, and final projects*

Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

Recommended Texts:

- Teacher Resources:

Books:

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Internet Sites:

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Unit 4: Sewing and Construction of Garments

Anchor Standard: 2020 version of Career Readiness, Life Literacies and Key Skills Standards: https://www.nj.gov/education/standards/

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• Standard 9.4 Life Literacies and Key Skills. All students will demonstrate key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Big Ideas: *Course Objectives/Content Statement(s)*

- Students will be able to independently use their learning to choose and care for clothing.
- Students will be able to safely use sewing tools and equipment to construct garments and accessories.
- Students will be able to use basic sewing skills to mend and alter garments.
- Students will be able to utilize self-management skills to complete tasks on time.
- Students will be able to identify the wants and needs of consumers.
- Students will be able to work as a team to design a look on a dress form using draping techniques.
- Students will be able to use the elements and principles, culture, personal beliefs, economics, and current trends to shop for consumers and construct garments.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• How can I communicate more effectively? • How can I improve self-accountability? • How is a garment constructed? • How can you prevent hazards or accidents in sewing? • What injuries could occur in a sewing lab without precautions? • What influences shape the fashion industry? • What does culture mean in fashion? • How does clothing reflect and preserve culture?	**Students will understand that:** • Effective communication skills are necessary to convey meaning and understanding to others. Nonverbal communication should reinforce what is conveyed verbally. • Personal attitudes, behaviors, knowledge, and skills promote self-awareness, personal responsibility, self-direction, and accountability. • Using patterns and understanding their symbols simplifies garment construction and makes garments easier to mass produce. • Understanding the elements and principles of design can help a person choose a wardrobe that helps a person look their best. • Fashion is influenced by culture and events that shape our world. • Clothing is an expression of our beliefs and culture.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will: • *9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).* • *9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.* • *9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).* • *9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).* • *9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).* • *9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.* **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	*Sewing Basics* ● *Sewing vocabulary and techniques (seam allowance, backstitching, stitch length, pivot, etc.).* ● *How to read a pattern* ● *Cut fabric, pin, and sew* *Construction of Garments Using a Dress form* ● *Use recycled items to identify how to drape, pleat, add darts, and other techniques on a dress form.* *Construction of Garments Using a Pattern* ● *Pin cushion* ● *Pajama Shorts/Pants* ● *Beach bag* ● *Individual choice of sewing project* ● *Design a quilted pillow using the elements and principles of design. Patch 36 pieces in pillow and final result is a 12"x12" pillow.*

Differentiation	Assessments
Interdisciplinary Connections ● Psychology of how humans interpret and understand visual information. Ex. The elements and principles of design include the understanding of how people view certain styles through different types of lines, the meaning of certain colors, balance, emphasis, proportion, etc. and how they help design a look that is pleasing for a consumer. ● Technology – The development of techniques and skills that impact garment making. The use of sewing machines, the internet, and youtube tutorials. ● Mathematics – Measurements require math and following directions on patterns reinforces reading skills. Understanding budgets when creating garments or shopping for a consumer. ● Close Reading of works of art, music lyrics, videos, and advertisements **Technology Integration** ● Use of sewing machines to complete projects. ● Use of the Internet to research projects, inspiration, topics, trends, tutorials. ● Use of a Google Docs and Google Slides as a place for collecting inspiration as well as for completed projects ● Use of Google Slides to create a presentation that documents their personal shopping choices. ● Submission of projects through Google Classroom ● Listen to books on CDs, Playaways, videos, or podcasts if available. ● Use of a projector to share information. **Media Literacy Integration** ● Google classroom, blogs ● Magazine ads, articles on fashion ● Use of social media for inspiration and to understand trends in fashion. ● Discussion of careers related to fashion design **Global Perspectives** ● Analyze how history, culture, and beliefs influence fashion around the world. ● Analyze how our political and economic climate influences fashion. ● The design process and how it relates to other disciplines	**Formative Assessments:** ● *Observation* ● *In-Progress Critiques* ● *Exit Tickets* ● *Student Interviews / Conferences* ● *Classwork and discussions* **Summative Assessments, Projects, and Celebrations:** ● *Rubrics for Completed Projects* ● *Quizzes (elements and principles of design, vocabulary terms, labeling machine and tools, and lab safety).* ● *Performance rubric on construction techniques* ● *Oral and Visual Presentation of work* ● *Documentation of work at various stages* ● *Reflections on progress of projects, and final projects*

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
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Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
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Permit response provided via computer or	Increase opportunities to engage in active	Individualized assessment tools based on student

electronic device	academic responding	need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

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