



Learning that works for Washington

Spokane Public Schools AP Studio Art 3D – Fabric & Fashion

Course: AP Studio Art 3D – Fabric & Fashion

Total Framework Hours: 90 Hours

CIP Code: 190901

Exploratory Preparatory

Career Cluster: Arts, Audio/Video Technology & Communications

Date Last Modified: Wednesday, December 03, 2015

Unit 1 TRENDS, FADS, CLASSICS

Hours: 5

Performance Assessment(s):

Students explore fashion design, fabric arts, and fabrication. This includes an analysis of trends, fads, and classics.

Leadership Alignment:

In class Leadership Alignment

Students will view patterns, trends and classics and their long-term influences.

Critical Thinking and Problem Solving

Use Systems Thinking

2.B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.

2.D.2 Identify and ask significant questions that clarify various points of view and lead to better solutions.

Standards and Competencies

16.3 Demonstrate fashion, apparel, and textile design skills.

16.3.1 Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance.

16.3.2 Apply basic and complex color schemes and color theory to develop and enhance visual effects.

16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textile, apparel, and fashion products.

16.3.4 Demonstrate design concepts with fabric or technology/computer, using draping and/or flat pattern making technique.

16.3.5 Generate design that takes into consideration ecological, environmental, sociological, psychological, technical, and economic trends and issues.

16.3.6 Apply elements and principles of design to assist consumers and businesses in making decisions.

16.3.7 Demonstrate ability to use technology for fashion, apparel, and textile design.

Aligned to Washington State Standards

Arts

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

1.1 Understands and applies arts concepts and vocabulary.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

2.1. Applies a creative process to the arts (dance, music, theatre and visual arts):

2.2 Applies a performance and/or presentation process to the arts (dance, music, theatre and visual arts):

2.3 Applies a responding process to an arts performance and/or presentation of dance, music, theatre and visual arts):

Arts 3.0 The student communicates through the arts.

3.1 Uses the arts to express feelings and present ideas. 3.2 Uses the arts to communicate for a specific purpose. 3.3. Develops personal aesthetic criteria to communicate artistic choices.

Communication - Speaking and Listening

Comprehension and Collaboration (9-10)

1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

1a - 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.

1b - Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

1c - Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Health and Fitness

Language

Mathematics

CC: Geometry (G)

Congruence (G-CO)

1 - Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.

2 - Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).

4 - Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.

5 - Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

6 - Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.

12 - Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.

Modeling with Geometry (G-MG)

1 - Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).*

Reading

CC: Reading Informational Text

Key Ideas and Details (9-10)

1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Craft and Structure (9-10)

4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

5 - Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Science

Social Studies

Writing

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)

Text Types and Purposes

2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

2a - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

2b - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

2c - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- Access and Evaluate Information
- Use and Manage Information

Media Literacy

- Analyze Media
- Create Media Products

Information, Communications, and Technology (ICT Literacy)

- Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- Adapt to Change
- Be Flexible

Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

Performance Assessment(s):

After learning about the elements and principals of design the students will apply and analyze these to a visual component (prepare color wheel, use of patterned fabrics, and make connections to trends, fads, classics.) Emphasis on integrating the arts standards moving students toward successful completion of an Arts CBA (such as the earth club logo modified for textiles to meet the arts equivalency standards.)

AP Studio Art 3-D Design: Introduction to the portfolio using Venn diagram to analyze connections between Breadth (8 designs), Concentration (6 designs), and Quality (5 designs) and brainstorm potential designs

Leadership Alignment:

In-class Leadership Alignment

Creation of Color wheel, looking at color connections:

Creative & Innovations

1.C.1 Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur.

1.B.3 Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas.

1.B.2 Be open and responsive to new and diverse perspectives.

Critical Thinking and Problem Solving

Use Systems Thinking

2.B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.

2.D.2 Identify and ask significant questions that clarify various points of view and lead to better solutions.

Standards and Competencies

16.3 Demonstrate fashion, apparel, and textile design skills.

16.3.2 Apply basic and complex color schemes and color theory to develop and enhance visual effects.

16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textile, apparel, and fashion products.

16.3.4 Demonstrate design concepts with fabric or technology/computer, using draping and/or flat pattern making technique.

16.3.5 Generate design that takes into consideration ecological, environmental, sociological, psychological, technical, and economic trends and issues.

16.3.6 Apply elements and principles of design to assist consumers and businesses in making decisions.

16.3.7 Demonstrate ability to use technology for fashion, apparel, and textile design.

Aligned to Washington State Standards**Arts**

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

1.1 Understands and applies arts concepts and vocabulary.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

2.1. Applies a creative process to the arts (dance, music, theatre and visual arts):

2.2 Applies a performance and/or presentation process to the arts (dance, music, theatre and visual arts):

2.3 Applies a responding process to an arts performance and/or presentation of dance, music, theatre and visual arts):

Communication - Speaking and Listening

Comprehension and Collaboration (9-10)

1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Health and Fitness

Language

Conventions of Standard English (9-10)

- 1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use (9-10)

- 4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

Mathematics

CC: Geometry (G)

Congruence (G-CO)

- 1 - Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
- 2 - Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
- 3 - Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
- 5 - Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.
- 6 - Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.

Modeling with Geometry (G-MG)

- 1 - Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).*
- 3 - Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).*

Reading

CC: Reading for Literacy in Science and Technical Subjects

Key Ideas and Details (9-10)

- 1 - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
- 2 - Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
- 3 - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.

Craft and Structure (9-10)

- 4 - 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 9–10 texts and topics.

Science

Social Studies

Writing

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)

Text Types and Purposes

- 1 - Write arguments focused on discipline-specific content.
- 2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Production and Distribution of Writing

6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

Creative Thinking and Problem Solving

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LIFE AND CAREER SKILLS

Flexibility and Adaptability

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Initiative and Self-Direction

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- Work Independently
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Social and Cross-Cultural

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Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

Performance Assessment(s):

After learning about the elements and principals of design the students will apply and analyze these to a visual component: provide sample designs for analysis (prepare color wheel, use of patterned fabrics, and make connections to trends, fads, classics.) Emphasis on integrating the arts standards moving students toward successful completion of an Arts CBA (such as the earth club logo modified for textiles to meet the arts equivalency standards.)

AP Studio Art 3-D Design: Sketch a potential design (breadth) or create a 3D design connected to the Concentration or Quality sections of the portfolio evaluating the project with a critical analysis

Leadership Alignment:

In-class Leadership Alignment

Logo and Designed Creations

Manage Goals & Time

8.A.2 Balance short term and long term goals.

8.A.3 Utilize time and manage workload efficiently.

7.B.1 Incorporate feedback effectively.

Standards and Competencies

16.3 Demonstrate fashion, apparel, and textile design skills.

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Communication - Speaking and Listening

Comprehension and Collaboration (9-10)

- Presentation of Knowledge and Ideas (9-10)

4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

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- 2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language (9-10)

- 3 - 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.

Vocabulary Acquisition and Use (9-10)

- 4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

Mathematics

CC: Mathematical Practices (MP)

- 1 - Make sense of problems and persevere in solving them.
- 2 - Reason abstractly and quantitatively.
- 3 - Construct viable arguments and critique the reasoning of others.
- 4 - Model with mathematics.
- 6 - Attend to precision.
- 7 - Look for and make use of structure.
- 8 - Look for and express regularity in repeated reasoning.

CC: Geometry (G)

Congruence (G-CO)

- 1 - Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
- 2 - Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
- 3 - Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
- 4 - Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
- 5 - Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.
- 6 - Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.
- 12 - Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.

Modeling with Geometry (G-MG)

- 1 - Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).*

Reading

CC: Reading for Literacy in Science and Technical Subjects

Craft and Structure (9-10)

- 4 - 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 9–10 texts and topics.

Integration of Knowledge and Ideas (9-10)

7 - Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

8 - Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

Science

Social Studies

Writing

CC: Writing (9-10)

Text Types and Purposes

1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- Access and Evaluate Information
- Use and Manage Information

Media Literacy

- Analyze Media
- Create Media Products

Information, Communications, and Technology (ICT Literacy)

- Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- Adapt to Change
- Be Flexible

Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

Performance Assessment(s):

Students will research a period in history to evaluate the historical use of textile fabrics and fibers using the Elements of Art and Principles of Designs to as guides for their analysis. Students will create a draped design and, if available, the design will be created using historical textiles or fabrics that could be connected to a historical period. Emphasis on integrating the arts standards moving students toward successful completion of an Arts CBA (such as the earth club logo modified for textiles to meet the arts equivalency standards.)

AP Studio Art 3D Design: Create a draped design to display optimum implementation of the Elements of Art and Principles of Design with consideration given to other media used in lieu of fabric.

Leadership Alignment:

In-class Leadership:

Application of Historical Referenced Designs

Creative & Innovations

1.C.1 Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur.

1.B.3 Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas.

1.B.2 Be open and responsive to new and diverse perspectives.

Critical Thinking and Problem Solving

Use Systems Thinking

2.B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.

2.D.2 Identify and ask significant questions that clarify various points of view and lead to better solutions.

Standards and Competencies

16.2 Evaluate fiber and textile products and materials.

16.2.1 Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers.

16.2.2 Evaluate performance characteristics of textile fiber and fabrics.

16.2.3 Summarize textile legislation, standards, and labeling in the global economy.

16.2.4 Analyze effects of textile characteristics on design, construction, care, use, and maintenance of products.

16.2.5 Apply appropriate procedures for care of textile products.

Aligned to Washington State Standards**Arts**

Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.

4.3. Understands how the arts impact and reflect personal choices throughout life

4.4. Understands how the arts influence and reflect culture/civilization, place and time.

4.5. Understands how arts knowledge and skills are used in the world of work including careers in the arts.

Communication - Speaking and Listening

Comprehension and Collaboration (9-10)

1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Health and Fitness

Language

Conventions of Standard English (9-10)

- 1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language (9-10)

- 3 - 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.

Vocabulary Acquisition and Use (9-10)

- 6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

Mathematics

CC: Mathematical Practices (MP)

- 1 - Make sense of problems and persevere in solving them.

Reading

CC: Reading for Literacy in History/Social Studies

Key Ideas and Details (9-10)

- 1 - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- 2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Craft and Structure (9-10)

- 4 - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- 5 - Analyze how a text uses structure to emphasize key points or advance an explanation or analysis

Integration of Knowledge and Ideas (9-10)

- 7 - Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Science

Social Studies

History

History 4.1: Understands historical chronology.

- 4.1.2 (9-10) Understands how the following themes and developments help to define eras in world history:

History 4.2: Understands and analyzes causal factors that have shaped major events in history.

- 4.2.1 (9-10) Analyzes how individuals and movements have shaped world history (1450—present)
- 4.2.3 (9-10) Analyzes and evaluates how technology and ideas have shaped world history (1450—present)

History 4.4: Uses history to understand the present and plan for the future.

- 4.4.1 (9-10) Analyzes how an understanding of world history can help us prevent problems today.

Writing

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)

Text Types and Purposes

Production and Distribution of Writing

4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

21st Century Skills

21st Century Skills		
<p>LEARNING AND INNOVATION</p> <p>Creativity and Innovation</p> <ul style="list-style-type: none"><input checked="" type="checkbox"/> Think Creatively<input checked="" type="checkbox"/> Work Creatively with Others<input type="checkbox"/> Implement Innovations <p>Creative Thinking and Problem Solving</p> <ul style="list-style-type: none"><input type="checkbox"/> Reason Effectively<input checked="" type="checkbox"/> Use Systems Thinking<input checked="" type="checkbox"/> Make Judgements and Decisions<input type="checkbox"/> Solve Problems <p>Communication and Collaboration</p> <ul style="list-style-type: none"><input checked="" type="checkbox"/> Communicate Clearly<input type="checkbox"/> Collaborate with Others	<p>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</p> <p>Information Literacy</p> <ul style="list-style-type: none"><input type="checkbox"/> Access and Evaluate Information<input checked="" type="checkbox"/> Use and Manage Information <p>Media Literacy</p> <ul style="list-style-type: none"><input type="checkbox"/> Analyze Media<input type="checkbox"/> Create Media Products <p>Information, Communications, and Technology (ICT Literacy)</p> <ul style="list-style-type: none"><input checked="" type="checkbox"/> Apply Technology Effectively	<p>LIFE AND CAREER SKILLS</p> <p>Flexibility and Adaptability</p> <ul style="list-style-type: none"><input checked="" type="checkbox"/> Adapt to Change<input checked="" type="checkbox"/> Be Flexible <p>Initiative and Self-Direction</p> <ul style="list-style-type: none"><input type="checkbox"/> Manage Goals and Time<input type="checkbox"/> Work Independently<input type="checkbox"/> Be Self-Directed Learners <p>Social and Cross-Cultural</p> <ul style="list-style-type: none"><input checked="" type="checkbox"/> Interact Effectively with Others<input type="checkbox"/> Work Effectively in Diverse Teams <p>Productivity and Accountability</p> <ul style="list-style-type: none"><input type="checkbox"/> Manage Projects<input type="checkbox"/> Produce Results <p>Leadership and Responsibility</p> <ul style="list-style-type: none"><input type="checkbox"/> Guide and Lead Others<input type="checkbox"/> Be Responsible to Others

Performance Assessment(s):

Student will complete a scientific fiber lab using industry terminology and technology to identify, compare, and analyze textile fibers and fabrics for appropriate product application. Students will apply safe environmental work procedures. Emphasis on integrating the arts standards moving students toward successful completion of an Arts CBA (such as the earth club logo modified for textiles to meet the arts equivalency standards.)

AP Studio Art 3D Design: Use of fabrics/materials for 3D Design to display optimum use of the Elements of Art and Principles of Design. Consider other mediums that could be used in lieu of fabric

Leadership Alignment:

In-class Fashion Construction / Recycle Redesign

Creation of Color wheel, looking at color connections:

Creative & Innovations

1.C.1 Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur.

1.B.3 Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas.

1.B.2 Be open and responsive to new and diverse perspectives.

Critical Thinking and Problem Solving

Use Systems Thinking

2.B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.

Standards and Competencies

16.2 Evaluate fiber and textile products and materials.

16.2.1 Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers.

16.2.2 Evaluate performance characteristics of textile fiber and fabrics.

16.2.3 Summarize textile legislation, standards, and labeling in the global economy.

16.2.4 Analyze effects of textile characteristics on design, construction, care, use, and maintenance of products.

Aligned to Washington State Standards**Arts**

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

1.1 Understands and applies arts concepts and vocabulary.

1.2 Develops arts skills and techniques.

Communication - Speaking and Listening

Comprehension and Collaboration (9-10)

2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Health and Fitness**Language**

Vocabulary Acquisition and Use (9-10)

4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

Mathematics

CC: Functions (F)

Linear, Quadratic, and Exponential Models (F-LE)

- 1 - Distinguish between situations that can be modeled with linear functions and with exponential functions.*
- 5 - Interpret the parameters in a linear or exponential function in terms of a context.*

Reading

CC: Reading for Literacy in Science and Technical Subjects

Integration of Knowledge and Ideas (9-10)

- 7 - Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
- 8 - Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
- 9 - Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Range of Reading and Level of Text Complexity (9-10)

- 10 - By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently

Science

Social Studies

Social Studies Skills

Social Studies Skills 5.2: Uses inquiry-based research.

- 5.2.1 (9-10) Creates and uses research questions that are tied to an essential question to focus inquiry on an idea, issue, or event.

Writing

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)

Text Types and Purposes

- 1 - Write arguments focused on discipline-specific content.
- 2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Research to Build and Present Knowledge

- 7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- 9 - Draw evidence from informational texts to support analysis, reflection, and research.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- Access and Evaluate Information
- Use and Manage Information

Media Literacy

- Analyze Media
- Create Media Products

Information, Communications, and Technology (ICT Literacy)

- Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- Adapt to Change
- Be Flexible

Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

Performance Assessment(s):

Product Development Phase 1 - Students construct a garment and analyze the Elements of Art and Principles of Design, in addition to creating a Cost Analysis to create item (materials, time spent during construction.) Emphasis on integrating the arts standards moving students toward successful completion of an Arts CBA (such as the earth club logo modified for textiles to meet the arts equivalency standards.)

AP Studio Art 3-D Design: Student creation of 3 or 4 Concentration pieces and 4 Breadth pieces. Students work toward creating a portfolio of work to demonstrate their understanding of 3D Design. Students self-assess to determine design quality in relationship to their portfolio and participate in constructive feedback as a means to consider modifications to their designs prior to portfolio submission

Leadership Alignment:

In class Leadership Alignment

Critical Thinking and Problem Solving

Use Systems Thinking

2.B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.

2.D.2 Identify and ask significant questions that clarify various points of view and lead to better solutions.

Standards and Competencies

16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.

16.4.1 Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair.

16.4.2 Explain production processes for creating fibers, yarn, woven, and knit fabrics, and non-woven textile products.

16.4.3 Use appropriate industry products and materials for cleaning, pressing, and finishing textile, apparel, and fashion products.

16.4.4 Analyze current technology and trends that facilitate design and production of textile, apparel, and fashion products.

16.4.5 Demonstrate basic skills for producing and altering textile products and apparel.

Aligned to Washington State Standards**Arts**

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

1.1 Understands and applies arts concepts and vocabulary.

1.2 Develops arts skills and techniques.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

2.1. Applies a creative process to the arts (dance, music, theatre and visual arts):

2.3 Applies a responding process to an arts performance and/or presentation of dance, music, theatre and visual arts):

Communication - Speaking and Listening**Health and Fitness****Language****Mathematics**

CC: Mathematical Practices (MP)

5 - Use appropriate tools strategically.

6 - Attend to precision.

7 - Look for and make use of structure.

CC: Geometry (G)

Congruence (G-CO)

1 - Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.

2 - Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).

3 - Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.

4 - Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.

5 - Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

Modeling with Geometry (G-MG)

1 - Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).*

3 - Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).*

Reading

CC: Reading for Literacy in Science and Technical Subjects

Key Ideas and Details (9-10)

1 - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

Craft and Structure (9-10)

4 - 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 9–10 texts and topics.

Integration of Knowledge and Ideas (9-10)

7 - Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

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Science

Social Studies

Writing

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- Work Creatively with Others
- Implement Innovations

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- Solve Problems

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- Adapt to Change
- Be Flexible

Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

Performance Assessment(s):

Product Development Phase 2 - Students construct a garment and synthesize the Elements of Art and Principles of Design, in addition to creating a Costs Analysis to create item (materials, time spent during construction.) Emphasis on integrating the arts standards moving students toward successful completion of an Arts CBA (such as the earth club logo modified for textiles to meet the arts equivalency standards.)

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Leadership Alignment:

In-class Leadership Alignment

Creation of Color wheel, looking at color connections:

Creative & Innovations

1.C.1 Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur.

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Communication - Speaking and Listening

Health and Fitness

Language

Mathematics

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- 1.2 Develops arts skills and techniques.
- 1.4 Understands and applies audience conventions in a variety of arts settings and performances.
- 2.1. Applies a creative process to the arts (dance, music, theatre and visual arts):
- 2.3 Applies a responding process to an arts performance and/or presentation of dance, music, theatre and visual arts):

Communication - Speaking and Listening**Health and Fitness****Language****Mathematics**

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Science

Social Studies

Writing

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

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Creative Thinking and Problem Solving

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LIFE AND CAREER SKILLS

Flexibility and Adaptability

- Adapt to Change
- Be Flexible

Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

Performance Assessment(s):

Students will research and analyze career paths and employment opportunities within the textile and apparel industry sharing their findings in a culminating project (written document and formal presentation.) May integrate with Senior projects, High School and Beyond plan, and Naviance, T-2-4 options.

AP Studio Art 3D Design: Complete the same research project looking at options beyond typical fashion design

Prepare and complete Arts CBA

Leadership Alignment:

USE THE STAR EVENTS: (See FCCLA document)

Career investigation

8.A.2 Demonstrate self-advocacy skills by achieving planned, individual goals.

9.A.2 Conduct self in a professional manner in practical career applications, organizational forums, and decision-making goals.

3.B.1 Communicate, participate and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.

Standards and Competencies

16.1 Analyze career paths within textile apparel and design industries.

16.1.1 Explain the roles and functions of individuals engaged in textiles and apparel careers.

16.1.2 Analyze opportunities for employment and entrepreneurial endeavors.

16.1.3 Summarize education and training requirements and opportunities for career paths in textile and apparel services.

16.1.4 Analyze the effects of textiles and apparel occupations on local, state, national, and global economies.

16.1.5 Create an employment portfolio for use with applying for internships, work-based learning opportunities and employment in textiles, fashion, and apparel.

16.1.6 Analyze the role of professional organizations in textiles, fashion, and apparel industries.

Aligned to Washington State Standards**Arts**

Arts 2.0 The student demonstrates thinking skills using artistic processes.

2.3 Applies a responding process to an arts performance and/or presentation of dance, music, theatre and visual arts):

Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.

4.1. Demonstrates and analyzes the connections among the arts disciplines.

4.2. Demonstrates and analyzes the connections between the arts and other content areas.

4.3. Understands how the arts impact and reflect personal choices throughout life

4.4. Understands how the arts influence and reflect culture/civilization, place and time.

4.5. Understands how arts knowledge and skills are used in the world of work including careers in the arts.

Communication - Speaking and Listening

- Presentation of Knowledge and Ideas (9-10)

4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Health and Fitness

Language

Mathematics

Reading

CC: Reading Informational Text

Key Ideas and Details (9-10)

1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Craft and Structure (9-10)

4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).



Science

Social Studies

Writing

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)

Production and Distribution of Writing

6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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