Fashion Technology and Design 110

2022

New Brunswick / Nouveau Brunswick

Acknowledgments

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1. Introduction

1.1 Mission and Vision of Educational System

The New Brunswick Department of Education and Early Childhood Development is dedicated to providing the best public education system possible, wherein all students have a chance to achieve their academic best. The mission statement for New Brunswick schools is:

Each student will develop the attributes needed to be a lifelong learner, to achieve personal fulfillment and to contribute to a productive, just and democratic society.

1.2 New Brunswick Global Competencies

New Brunswick Global Competencies provide a consistent vision for the development of a coherent and relevant curriculum. The statements offer students clear goals and a powerful rationale for schoolwork. They help ensure that provincial education systems' missions are met by design and intention. The New Brunswick Global Competencies statements are supported by curriculum outcomes.

New Brunswick Global Competencies are statements describing the knowledge, skills and attitudes expected of all students who graduate high school. Achievement of the New Brunswick Global Competencies prepares students to continue to learn throughout their lives. These Competencies describe expectations not in terms of individual school subjects but in terms of knowledge, skills and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across subject boundaries if they are to be ready to meet the shifting and ongoing demands of life, work and study today and in the future.

See Appendix 6.1.

2. Pedagogical Components

2.1   Pedagogical Guidelines

Diverse Cultural Perspectives

It is important for teachers to recognize and honour the variety of cultures and experiences from which students are approaching their education and the world. It is also important for teachers to recognize their own biases and be careful not to assume levels of physical, social, or academic competencies based on gender, culture, or socio-economic status.

Each student's culture will be unique, influenced by their community and family values, beliefs, and ways of viewing the world. Traditional aboriginal culture views the world in a much more holistic way than the dominant culture. Disciplines are taught as connected to one another in a practical context, and learning takes place through active participation, oral communication, and experiences.   Immigrant students may also be a source of alternate world views and cultural understandings. Cultural variation may arise from the differences between urban, rural, and isolated communities. It may also arise from the different value that families may place on academics or athletics, books, or media, theoretical or practical skills, or on community and church. Providing a variety of teaching and assessment strategies to build on this diversity will provide an opportunity to enrich learning experiences for all students.

Universal Design for Learning

The curriculum has been created to support the design of learning environments and lesson plans that meet the needs of all learners. Specific examples to support Universal Design for Learning for this curriculum can be found in the appendices. The **Planning for All Learners Framework** will guide and inspire daily planning.

See Appendix 6.2

English as an Additional Language Curriculum

Being the only official bilingual province, New Brunswick offers the opportunity for students to be educated in English and/or French through our public education system. The EECD provides leadership from K-12 to assist educators and many stakeholders in supporting newcomers to New Brunswick. English language learners have opportunities to receive a range of instructional support to improve their English language proficiency through an inclusive learning environment. EECD, in partnership with the educational and wider communities offer a solid, quality education to families with school-aged children.

2.2   Assessment Guidelines

Assessment Practices

Assessment is the systematic gathering of information about what students know and are able to do. Student performance is assessed using the information collected during the evaluation process. Teachers use their professional skills, insight, knowledge, and specific criteria that they establish to make judgments about student performance in relation to learning outcomes. Students are also encouraged to monitor their own progress through self-assessment strategies, such as goal setting and rubrics.

Research indicates that students benefit most when assessment is regular and ongoing and is used in the promotion of learning (Stiggins, 2008). This is often referred to as formative assessment. Evaluation is less effective if it is simply used at the end of a period of learning to determine a mark (summative evaluation).

Summative evaluation is usually required in the form of an overall mark for a course of study, and rubrics are recommended for this task. Sample rubrics templates are referenced in this document, acknowledging teachers may have alternative measures they will apply to evaluate student progress.

Some examples of current assessment practices include:

• Questioning	• Projects and Investigations
• Observation	• Checklists/Rubrics
• Conferences	• Responses to texts/activities
• Demonstrations	• Reflective Journals
• Presentations	• Self and peer assessment
• Role plays	• Career Portfolios
• Technology Applications	• Projects and Investigations

Formative Assessment

Research indicates that students benefit most when assessment is ongoing and is used in the promotion of learning (Stiggins, 2008). Formative assessment is a teaching and learning process that is frequent and interactive. A key component of formative assessment is providing ongoing feedback to learners on their understanding and progress. Throughout the process adjustments are made to teaching and learning.

Students should be encouraged to monitor their own progress through goal setting, co-constructing criteria and other self-and peer-assessment strategies. As students become more involved in the assessment process, they are more engaged and motivated in their learning.

Additional details can be found in the Formative Assessment document.

Summative Assessment

Summative evaluation is used to inform the overall achievement for a reporting period for a course of study. Rubrics are recommended to assist in this process. Sample rubrics templates are referenced in this document, acknowledging teachers may have alternative measures they will apply to evaluate student progress.

For further reading in assessment and evaluation, visit the Department of Education and Early Childhood Development's Assessment and Evaluation site here.

Cross Curricular Literacy

Literacy occurs across learning contexts and within all subject areas. Opportunities to speak and listen, read and view, and write and represent are present every day -in and out of school.

3.   Subject Specific Guidelines

3.1   Rationale

Fashion Technology and Design 110 aims to prepare students for future careers in the fashion industry. Students will engage in problem solving and decision making, task and process analysis, and improve time management skills while exploring industry standards and practices. Through the application of current techniques of product construction and design this course of study will assist learners in gaining a better understanding of the fashion production process. While engaging in practical applications, learners will explore options that emphasize sustainability and a reduction of the industry's environmental impact. Learning through the activities in this course of study will empower students to make a positive difference in their lives, their families, and their communities.

3.2   Course Description

"As complex societal and ecological challenges increasingly jeopardize the future of the planet, it is critical that humans, especially younger generations develop new ways of being in the world" (Maguire & McCloat, 2017). This course has a fundamental aim of improving the life of individuals, their families, and their communities through the development of healthy and sustainable practices. Using Fashion Technology specific content, students will integrate knowledge, problem solving, and practical skills for everyday life with an emphasis on taking decisive action to enhance overall health and wellbeing (Maguire & McCloat, 2017).

This course aims to cultivate the need and desire of students to follow safe work practices and to develop the language and work skills of the trade. It incorporates a hands-on approach of both project-based and experiential learning with the interdisciplinary skills of observation, reflection, documentation, purposeful/intentional planning, goal setting, decision making, and problem solving.

Students will examine the world of textiles, their production process, and explore various fibers and fabrics.   Students will reflect on their own clothing needs and choices, examine the environmental impact of those choices, and hypothesize potential solutions for improvement. Students will learn to follow commercial patterns and apply current construction techniques.

Fashion Technology and Design 110 is primarily skills based and project based. As such, the "process" is just as important as the "product". Teachers will act as an instructor but also as a facilitator. Assessments should reflect what students know as well as what they can do.

Student portfolios and teacher conferences are the recommended means for assessing student progress. The rigour of the course is such that an exam is not required. Teachers may choose to assign an exit project in place of the exam. Interviews may be scheduled during exam week for students to share portfolios and demonstrate their learning.

3.3 Curriculum Organizers and Outcomes

Outcomes

The New Brunswick Curriculum is stated in terms of general curriculum outcomes, specific curriculum outcomes and achievement indicators.

General Curriculum Outcomes (**GCO**) are overarching statements about what students are expected to learn in each strand/sub-strand. The general curriculum outcome for each strand/sub-strand is the same throughout the grades.

Specific Curriculum Outcomes (**SCO**) are statements that identify specific concepts and related skills underpinned by the understanding and knowledge attained by students as required for a given grade.

Learning Outcomes Summary Chart

GCO 1	Students will explore the history of fashion and textiles to gain an understanding of the cultural, psychological, and social influences of clothing.
SCO 1.1	Students will examine the changes in clothing needs and designs over time.
SCO 1.2	Students will identify and analyse the psychological, social, and cultural reasons that people wear clothing, their personal clothing choices, and the images they portray.

GCO 2	Students will examine the properties of textiles and their production process while exploring the issues surrounding sustainability and ethical fashion.
SCO 2.1	Students will explore the properties of various textiles, analyse the advantages of certain fibres, fabrics, and finishes, and practice proper care of their textile items.
SCO 2.2	Students will compare past and present means of textile and clothing production and discuss the consequences of the fast fashion industry and its environmental and ethical impact.
SCO 2.3	Students will investigate Canadian textile labelling and advertising legislation.

GCO 3	Students will understand and demonstrate safe procedures and proper use of sewing equipment in the workplace.
SCO 3.1	Students will understand safe procedures, common potential hazards in the lab and workplace, and demonstrate safe use of equipment and tools.
SCO 3.2	Students will identify and understand the basic functions of the technology required for garment construction.

GCO 4	Students will investigate the clothing construction process and demonstrate professional sewing techniques.
SCO 4.1	Students will apply basic hand and machine sewing techniques.
SCO 4.2	Students will take body measurements and use them to determine size requirements needed for clothing construction.
SCO 4.3	Students will follow a commercial pattern (or similar) to create a garment or accessory while demonstrating professional sewing techniques.

GCO 5	Students will explore the basic concepts of Fashion Design.
SCO 5.1	Students will investigate careers in the fashion industry and evaluate their interest and aptitude for the field.
SCO 5.2	Students will evaluate current fashion designers, influencers, and trends.
SCO 5.3	Students will compare technical drawings and fashion illustrations.

4.   Curriculum Outcomes

GCO 1   Students will explore the history of fashion and textiles to gain an understanding of the cultural, psychological, and social influences of clothing.

SCO 1.1	Students will examine the changes in clothing needs and designs over time.
Concepts and Content	**I Can – exemplars:**
History of Clothing • Historical Reasons that Humans Wore Clothes (protection) • Evolution of Clothing (early humans to modern day, development of concept of fashion)	I can explain why humans began to wear clothing. I can explain how clothing has evolved over time. I can describe the origins of the concept of "fashion" as well as its founders. I can identify the defining characteristics of twentieth century fashion by decade.
Resources	

Video	Website	Document
Women's Fashion Through the Decades: https://www.youtube.com/watch?v=M4z90wlwYs8 Men's Fashion Through the Decades: https://www.youtube.com/watch?v=DaSkMWVlFUU		Mary G. Wolfe, "*Fashion*", 7th Edition, Goodheart-Wilcox, 2018. (Textbook and Student Workbook) Louise Liddell and Carolee Samuels, *"Apparel Design, Textiles & Construction"*, 11th Edition, 2018.

SCO 1.2	Students will identify and analyse the psychological, social, and cultural reasons that people wear clothing, their personal clothing choices, and the images they portray.
Concepts and Content	**I Can – exemplars:**
Psychology of Clothing • Psychological Reasons that Humans Wear Clothes (identification, modesty, decoration) • Individuality vs. Conformity (social and cultural factors that influence clothing choices) • First Impressions and Stereotypes	I can provide examples for the various reasons that humans wear clothing. I can demonstrate cultural clothing choices in my community (both traditional and modern). I can provide reasoning for my clothing choices. I can discuss the intended and unintended consequences of clothing choices and the messages that they communicate to others. I can identify and confront gender bias, prejudices, stereotyping and discrimination as they relate to clothing choices.

Resources

Video	Website	Document
		Mary G. Wolfe, "*Fashion*", 7th Edition, Goodheart-Wilcox, 2018. (Textbook and Student Workbook)

GCO 2 **Students will examine the properties of textiles and their production process while exploring the issues surrounding sustainability and ethical fashion.**

SCO 2.1	Students will explore the properties of various textiles, analyse the advantages of certain fibres, fabrics, and finishes, and practice proper care of their textile items.

Concepts and Content	I Can – exemplars:
Properties • Natural vs. Synthetic Fibers • Woven and Knit Fabrics • Fabric Treatments and Finishes	I can distinguish between natural and synthetic fibres. I can describe the differences between woven and knit fabrics. I can compare and articulate the characteristics of fibers and fabrics in order to determine the appropriate material for specific uses. I can select the treatment or finish required for specific uses.
Proper Care and Sustainability • Apparel and Textile Care Symbols • Cleaning Procedures	I can recognise and explain the apparel and textile care symbols on my textile items. I can practice the sanitation and stain removal procedures needed to take proper care of my textile items and recognise their importance to sustainability.

Resources		
Video	**Website**	**Document**
		Mary G. Wolfe, "*Fashion*", 7th Edition, Goodheart-Wilcox, 2018. (Textbook and Student Workbook) Louise Liddell and Carolee Samuels, *"Apparel Design, Textiles & Construction"*, 11th Edition, 2018.

SCO 2.2	Students will compare past and present means of textile and clothing production and discuss the consequences of the fast fashion industry and its environmental and ethical impact.

Concepts and Content	I Can – exemplars:

Means of Production
   • Historical and Cultural Means of Textile and Clothing Production (Traditional Weaving, Cottage Industry, Industrial Revolution)
   • Current Means of Textile and Clothing Production
 	
   • Global Economic and Environmental Impact
 	
   • Consumerism and Hierarchies of Power
	I can describe historical and cultural means of clothing and textile production and how they have evolved.
	
	I can explain how clothing is made today.
	
	I can identify where my clothing is made and understand the humanitarian impact of the global apparel market.
	
	I can discuss the environmental impact of the "fast fashion" industry and recognise sustainable and ethical production practices.
	
	I can understand the role that consumerism plays in the global market, challenge the hierarchies of power within the apparel industry, and advocate for solutions to improve the current production process.

Resources		
Video	**Website**	**Document**
Director: Andrew Morgan, "The True Cost" https://truecostmovie.com/ [Documentary], May 15, 2015.		Louise Liddell and Carolee Samuels, *"Apparel Design, Textiles & Construction"*, 11th Edition, 2018.

SCO 2.3	Students will investigate Canadian textile labelling and advertising legislation.	
Concepts and Content		**I Can – exemplars:**

Canadian Legislation
      Labelling Requirements (Canada Consumer Product Safety Act,
      Textile Labelling Act)
		I can evaluate whether textile items meet the national advertising and labeling requirements.

Resources		
Video	**Website** Canadian Consumer Product Safety Act https://laws-lois.justice.gc.ca/eng/acts/c-1.68/ Textile Labeling Act https://laws.justice.gc.ca/eng/acts/t-10/index.html Guide to the Textile Labelling and Advertising Regulations https://www.competitionbureau.gc.ca/eic/site/cb-bc.nsf/eng/01249.html	**Document**

GCO 3   Students will understand and demonstrate safe procedures and proper use of sewing equipment in the workplace.

SCO 3.1	Students will understand safe procedures, common potential hazards in the lab and workplace, and demonstrate safe use of equipment and tools.

Concepts and Content	I Can – exemplars:
Safety in the Lab and Workplace • Safety Orientation (Provincial Online Course) • Specific Training for Equipment Available	I can locate and properly use safety equipment I can explain the potential consequences for unsafe procedures I can explain the potential hazards of inappropriate clothing, footwear, and jewellery

Resources		
Video	**Website** NB Online Safety Orientation Registration http://www.nbcsa.ca/NBCSAStudent/	**Document**

SCO 3.2	Students will identify and understand the basic functions of the technology required for garment construction.	
Concepts and Content		**I Can – exemplars:**

Sewing Machine
    • Essential Parts (Foot Pedal, Power Switch, Power Cord, Spool Pin, Bobbin Winder, Bobbin Case, Presser Foot, Reverse Stitch Lever/Button etc.)
    • Functions of Essential Parts
 	
Tools and Other Technology
    • Use and Functions (Common Tools: Sheers, Rotary Cutter, Seam Ripper, Pin Cushion, Straight Pins, Iron, Ironing Board, Tailor's Ham, Collar Press/Presser Point, Loop Turner, Point Turner, Gauge, Flexible Measuring Tape, Tailor's Chalk and Marking Pens, Tracing Wheel and Paper, Pinking Sheers and Sergers)
		I can identify and locate the essential parts of the sewing machine
		
		I can explain how a basic sewing machine functions.
		
		I can demonstrate proper winding of a bobbin and threading of a sewing machine.
		
		I can determine the proper use for various sewing tools and technologies used in garment construction

Resources		
Video	**Website**	**Document** Machine Manual Specific to Machines in Classroom Mary G. Westfall, *"Successful Sewing"* Seventh Edition, Goodheart-Wilcox, 2013.

GCO 4 Students will investigate the clothing construction process and demonstrate professional sewing techniques.

SCO 4.1	Students will apply basic hand and machine sewing techniques.
Concepts and Content	**I Can – exemplars:**
Hand Sewing • Thread a Needle • Knot Thread • Basic Stitches (Running Stitch, Whip Stitch, Blanket Stitch, Hand Backstitch, Slip/Ladder Stitch) Basic Machine Sewing • Stitch Settings • Basic Machine Stitches (Standard Straight Stitch, Baste Stitch, Zigzag Stitch) • Seam Allowance Basic Seam Finishes • Purpose • Methods (Pinked, Zigzag Overlock, Double Stitched) • Pressing Sewing and Sustainability	I can thread a hand needle. I can knot the ends of my thread. I can apply basic hand stitches appropriately. I can adjust my sewing machine to the appropriate settings for various basic stitches. I can construct basic machine stitches while consistently maintaining the given seam allowance. I can determine whether a seam requires finishing. I can finish a seam using a basic method. I can press seams and understand the importance of pressing as I sew. I can recognise and apply appropriate sewing techniques to extend the life of a textile item to promote sustainability.

Resources		
Video	**Website**	**Document**
		Mary G. Westfall, *"Successful Sewing"* Seventh Edition, Goodheart-Wilcox, 2013. Anne Marie Soto (Editor), *"Simplicity's Simply the Best Sewing Book Paperback"* Simplicity Sewing Pattern Company, 2011.

SCO 4.2	Students will take body measurements and use them to determine size requirements needed for clothing construction.

Concepts and Content	I Can – exemplars:

Measuring
   • Flexible Measuring Tape
   • Body Measurements
 	
Pattern Requirements
   • Size
   • Fabric Necessities
	I can use and read imperial and metric flexible measuring tapes.
	
	I can take accurate body measurements necessary for determining a pattern size.
	
	I can read a pattern envelope/sizing table to determine the size needed for specific measurements.
	
	I can read a pattern envelop/materials table to determine the amount of fabric and notions required for specific measurements.

Resources		
Video	**Website**	**Document**
Simplicity Pattern Company: *How to Read and Understand the Envelope Back of a Simplicity Pattern* https://www.youtube.com/watch?v=q7YIfFD8 bAQ		Sample Commercial Patterns; tissue paper patterns and digital patterns ex: McCall's, Butterick, Simplicity, Burda, etc. Mary G. Westfall, *"Successful Sewing"* Seventh Edition, Goodheart-Wilcox, 2013. Anne Marie Soto (Editor), "*Simplicity's Simply the Best Sewing Book Paperback"* Simplicity Sewing Pattern Company, 2011.

SCO 4.3	Students will follow a commercial pattern (or similar) to create a garment or accessory while demonstrating professional sewing techniques.
Concepts and Content	**I Can – exemplars:**

Reading a Pattern
• Instruction Sections (Cutting Layouts, Glossary, Views, Flats, Pattern Markings, Adjustment Instructions, Sewing Directions).
• Vocabulary
• Symbols
 	
Preparing to Sew
• Fabric preparation
• Pattern Layout
• Pinning and Cutting
• Marking
 	
Construction
• Professional Sewing Techniques
   o Possible Stitches: Pivots, Curves, Edgestitching, Topstitching and Understitching
   o Possible Design Features: Darts, Tucks, Pleats, Gathers, Hems, Pockets and Collars
   o Matching Notches, Seams and Markings
• Professional Finishing
   o French Seam, Serger Overlock, Turned Under, Bias Bound)
• Professional Pressing
   o Seams Pressed Open, Pressed to One Side, Corners Pointed and Pressed, Clipping, Notching, Trimming and Grading
	I can navigate pattern instructions in order to locate specific information.
	
	I can interpret vocabulary and symbols used in beginner commercial sewing patterns.
	
	I can determine if a fabric requires preshrinking.
	
	I can set fabric on grain.
	
	I can follow a pattern layout and demonstrate proper pattern pinning and cutting.
	
	I can transfer markings to fabric.
	
	I can perform professional sewing techniques needed in the construction of a specific garment.
	
	I can demonstrate professional sewing finishings.
	
	I can execute proper techniques for ironing and pressing throughout the construction process.

Resources		
Video	**Website** University of Fashion (Free Video Tutorials and Subscriptions Available) https://www.universityoffashion.com/	**Document** Sample Commercial Patterns; tissue paper patterns and digital patterns ex: McCall's, Butterick, Simplicity, Burda, etc. Mary G. Westfall, *"Successful Sewing"* Seventh Edition, Goodheart-Wilcox, 2013. Anne Marie Soto (Editor), "*Simplicity's Simply the Best Sewing Book Paperback"* Simplicity Sewing Pattern Company, 2011.

GCO 5   Students will explore the basic concepts of Fashion Design.

SCO 5.1	Students will investigate careers in the fashion industry and evaluate their interest and aptitude for the field.
Concepts and Content	**I Can – exemplars:**

Careers
   • Sectors/Fields and Opportunities Within Them
   • Educational/Experiential Requirements
   • Personal Interest and Aptitude
	I can identify the sectors of the fashion industry and the career opportunities within them.
	
	I can explain the educational and/or experiential requirements needed for employment in the industry.
	
	I can evaluate my personal interest and aptitude for employment in the industry.

Resources	

Video	Website	Document
		Mary G. Wolfe, "*Fashion*", 7th Edition, Goodheart-Wilcox, 2018. (Textbook and Student Workbook) Louise Liddell and Carolee Samuels, *"Apparel Design, Textiles & Construction"*, 11th Edition, 2018.

SCO 5.2	Students will evaluate current fashion designers, influencers, and trends.	
Concepts and Content		**I Can – exemplars:**
Current Fashion • Designers • Influencers • Trends		I can list current fashion designers and recognise their signature pieces. I can analyse the significance of influencers and their impact on the fashion industry. I can identify current fashion trends and analyse them to predict upcoming trends.
Resources		
Video	**Website**	**Document** Mary G. Wolfe, "*Fashion*", 7th Edition, Goodheart-Wilcox, 2018. (Textbook and Student Workbook) Louise Liddell and Carolee Samuels, *"Apparel Design, Textiles & Construction"*, 11th Edition, 2018.

SCO 5.3	Students will compare technical drawings and fashion illustrations.	
Concepts and Content		**I Can – exemplars:**
Fashion Drawings • Types of Drawings (Flats, Technical Drawing/Specification Drawing, Illustration) • Design Features in Drawings		I can recognise the purpose of different types of fashion drawings. I can compare the representation of design features across different types of drawings. I can create a fashion drawing.
Resources		
Video	**Website**	**Document** Nancy Riegelman, *9 Heads: A Guide to Drawing Fashion*, (4th Edition), 9 Heads Media, 2016.

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6. Appendices

6.1 New Brunswick Global Competencies

Critical Thinking and Problem-Solving	Innovation, Creativity, and Entrepreneurship	Self-Awareness and Self-Management
• Engages in an inquiry process to solve problems • Acquires, processes, interprets, synthesizes, and critically analyzes information to make informed decisions (i.e., critical and digital literacy) • Selects strategies, resources, and tools to support their learning, thinking, and problem-solving • Evaluates the effectiveness of their choices • Sees patterns, makes connections, and transfers their learning from one situation to another, including real-world applications • Analyzes the functions and interconnections of social, ecological, and economic systems • Constructs, relates and applies knowledge to all domains of life, such as school, home, work, friends, and community • Solves meaningful, real-life, and complex problems by taking concrete steps to address issues and design and manage projects	• Displays curiosity, identifies opportunities for improvement and learning, and believes in their ability to improve • Views errors as part of the improvement process • Formulates and expresses insightful questions and opinions to generate novel ideas • Turns ideas into value for others by enhancing ideas or products to provide new-to-the-world or improved solutions to complex social, ecological, and economic problems or to meet a need in a community • Takes risks in their thinking and creating • Discovers through inquiry research, hypothesizing, and experimenting with new strategies or techniques • Seeks and makes use of feedback to clarify understanding, ideas, and products • Enhances concepts, ideas, or products through a creative process	• Has self-efficacy, sees themselves as learners, and believes that they can make life better for themselves and others • Develops a positive identity, sense of self, and purpose from their personal and cultural qualities • Develops and identifies personal, educational, and career goals, opportunities, and pathways • Monitors their progress • Perseveres to overcome challenges • Adapts to change and is resilient in adverse situations • Aware of, manages, and expresses their emotions, thoughts, and actions in order to understand themselves and others • Manages their holistic well-being (e.g., mental, physical, and spiritual) • Accurately self-assesses their current level of understanding or proficiency • Advocates for support based on their strengths, needs, and how they learn best • Manages their time, environment, and attention, including their focus, concentration, and engagement

• Formulates and expresses questions to further their understanding, thinking, and problem-solving		
Collaboration	**Communication**	**Sustainability and Global Citizenship**
• Participates in teams by establishing positive and respectful relationships, developing trust, and acting interdependently and with integrity • Learns from and contributes to the learning of others by co-constructing knowledge, meaning, and content • Assumes various roles on the team and respects a diversity of perspectives • Addresses disagreements and manages conflict in a sensitive and constructive manner • Networks with a variety of communities/groups • Appropriately uses an array of technology to work with others • Fosters social well-being, inclusivity, and belonging for themselves and others by creating and maintaining positive relationships with diverse groups of people • Demonstrates empathy for others in a variety of contexts	• Expresses themselves using the appropriate communication tools for the intended audience • Creates a positive digital identity • Communicates effectively in French and/or English and/or Mi'kmaq or Wolastoqey through a variety of media and in a variety of contexts • Gains knowledge about a variety of languages beyond their first and additional languages • Recognizes the strong connection between language and ways of knowing the world • Asks effective questions to create a shared communication culture, attend to understand all points of view, express their own opinions, and advocate for ideas	• Understands the interconnectedness of social, ecological, and economic forces, and how they affect individuals, societies, and countries • Recognizes discrimination and promotes principles of equity, human rights, and democratic participation • Understands Indigenous worldviews, traditions, values, customs, and knowledge • Learns from and with diverse people, develop cross-cultural understanding • Understands the forces that affect individuals and societies • Takes action and makes responsible decisions that support social settings, natural environments, and quality of life for all, now and in the future • Contributes to society and to the culture of local, national, global, and virtual communities in a responsible, inclusive, accountable, sustainable, and ethical manner • Participates in networks in a safe and socially responsible manner.
Foundation of Literacy and Numeracy		

6.2 Universal Design for Learning (UDL)

UDL helps meet the challenge of diversity by suggesting flexible instructional materials, techniques, and strategies that empower educators to meet these varied needs. UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. UDL provides guidelines to minimize barriers and maximize learning for all.

Is there a form of **assistive technology** that could be used to enhance/facilitate this lesson?	General Examples	Example in your subject area
Are there **materials which can appropriately challenge** readers to enhance this learning?	Audiobooks, EBSCO, Worldbook Online	
Are there students in this group who cannot **access this learning (PLP background)** and whose needs I must revisit before teaching?	PLP information/considerations	
Are there other **choices** that can be provided in this learning opportunity?	Differentiation models (RAFTs…)	
Is there another/a **variety of media** available? Only paper-based? Can it be listening? Can I add a visual component?		

Can **movement** be involved?	Quantum techniques	
Grouping and regrouping?	Cooperative learning; team games and tournaments	
Teacher versus non- teacher centered? **Instructional design strategies** –…	web based lesson… project-based, student research based	
Contracts?		
Opportunities for students to **propose variations** to the assignments/projects?	Tic Tac Toe	
Use of **art /music / technology**?	Songs, Videos, URL, YouTube	
Can I use **drama**? Art….	Use of improvisation; Skits; reader's theater; Can we make something? Demonstrate understanding visually? Paint a painting?	
Is there a plan to support the student/s who might already know this subject matter? **Enrichment**	Triad Model	

Does the **language level** need to be adjusted for the student to access this learning?	Link to adjust language level of text; CEFR information… SIOP techniques for EL learners; use of alternate texts…	
Is there an **independent or collaborative activity-project** that would be better meet the needs of one or more students?		
Are there any **experts** that I could bring into the classroom electronically or as a guest speaker?	Speakers list, Skype contacts, media links, television documentary, archived historical documents	
Have I linked the goal to as current event or a cultural event in the student's lives? Can I make the learning more **relevant**?	Can this be applied in real life? TED talk, news item; societal trend, popular song? Can we start the unit and adjust or create it based on the students, interests or direction?	
Is there a **hands-on experience** that we could do to launch this lesson or this learning?		

7. Resources

See Supplementary Document for additional optional resources.