

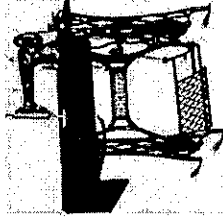
Secaucus  
Board of  
Education

# Fashion Design I

Course Code: 7620

*Family/Consumer Science Department*

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*Born on November 2016*  
*Aligned to the NJSL - 21st Century Life and Careers (2014), NJSL - Technology (2014), NJSL - ELA (2016),*  
*NJSL - Mathematics (2016)*

*Adopted by the Secaucus Board of Education on December 15, 2016*



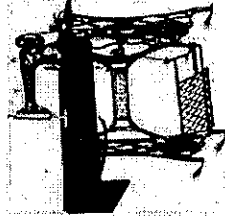
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### **District Equity Statement**

The Board of Education directs that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No students shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among and between the schools and classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula in the following areas will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability:

1. School climate/learning environment
2. Courses of study, including Physical Education
3. Instructional materials and strategies
4. Library materials
5. Software and audio-visual materials
6. Guidance and counseling
7. Extra-curricular programs and activities
8. Testing and other assessments.

Excerpt from Secaucus Board of Education, Policy 5750, Edited September 2016



### Course Description

Fashion Design I is a basic clothing construction and fashion appreciation course where students are introduced to the safe and proper use of a sewing machine, pattern alteration and interpretation, wardrobe planning, and textiles and clothing care. Selected projects may vary according to student's abilities. The history of fashion and popular designers will be explored. Students will have the opportunity to showcase their garments in the Annual Spring Fashion Show.

### Interdisciplinary Connections

#### **NJSLS – Technology:**

- ❖ 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- ❖ 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
- ❖ 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

#### **NJSLS – Mathematics:**

- ❖ G-CO.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.
- ❖ G-MG.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).





**NJSLS – ELA:**

- ❖ RI.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).
- ❖ W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- ❖ W.9-10.6 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.
- ❖ W.9-10.7 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.
- ❖ W.9-10.8 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.

**Career Ready Practices:**

Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- ❖ 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

**Course Modifications (ELLs, Special Education, Gifted and Talented)**

The course instructor will determine, with the assistance of guidance counselors, teacher assistant/aides, educational specialists, and/or special education teachers, what modifications will be made for his/her students. Such examples of modifications can include, but not be limited to:

- Extended time as needed
- Modification of tests and quizzes
- Preferential seating
- Alternative/Formative assessment (projects)
- Effective teacher questioning (ranging from simple recall to higher order critical thinking questions)
- Supplemental materials
- Cooperative learning
- Teacher tutoring
- Peer tutoring
- Differentiated Instruction



<p><b>Unit:</b></p>	<p><b>UNIT 1 - PREPARATION FOR CLOTHING CONSTRUCTION</b>                  Students will be better able to identify the tools and equipment in the clothing construction room. They will be able to properly and safely handle these items. Students will be able to identify possible safety hazards and how to rectify it if it is visible in the classroom environment</p>
<p><b>Timing:</b></p>	<p>10 Days</p>
<p><b>Standards:</b></p>	<p><b>NJSLS – 21<sup>st</sup> Century Life and Careers:</b>                  9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.                  9.3.12.AG-FD.1 Develop and implement procedures to ensure safety, sanitation and quality in food product and processing facilities                  9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.                  9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology &amp; Communications Career Cluster.                  9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.</p> <p><b>21st Century Themes</b> including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication</p>
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How can I protect myself in the sewing room?</li> </ul>	<p><b>Objectives:</b></p> <p>Students will be able to:</p>
<p><b>Activities, Investigation, and Student Experiences:</b></p> <ul style="list-style-type: none"> <li>• Students will be introduced to the basic tools in the sewing</li> </ul>	<p><b>Activities, Investigation, and Student Experiences:</b></p> <ul style="list-style-type: none"> <li>• Students will be introduced to the basic tools in the sewing</li> </ul>



<ul style="list-style-type: none"> <li>• How do I safely use the clothing construction equipment?</li> <li>• What is the equipment that I will need to construct a garment?</li> <li>• What supplies am I going to need to complete a project?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the tools and equipment in the clothing construction room and how to use them safely.</li> <li>• Recognize possible safety hazards and how to rectify a hazard to be in a safe environment.</li> </ul>	<p>room and review what they are used for</p> <ul style="list-style-type: none"> <li>• The safety of particular equipment in the sewing room will be discussed and reviewed with students prior to their use</li> <li>• Students will participate in a 'mock construction' of a clothing garment and review what tools are used for what purpose in clothing construction</li> </ul>
<p><b>Assessments:</b></p>		
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Identification/use of supplies</li> <li>• Identification/use of equipment</li> <li>• Open-ended questions</li> <li>• Games</li> <li>• Worksheets</li> <li>• Self-evaluation forms</li> <li>• Peer evaluations</li> <li>• Notebooks/Folders</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• Projects</li> <li>• Computer Adaptive Tests/Quizzes</li> <li>• Performance Tasks</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Iron</li> <li>• Ironing board</li> <li>• Washing machine</li> <li>• Dryer</li> <li>• Cutting tables</li> <li>• Sewing Machines</li> <li>• Shears</li> <li>• Pins</li> <li>• Needles</li> <li>• Marking tools</li> <li>• Measuring tools</li> <li>• Patterns</li> <li>• Material</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Unit Presentation</li> <li>• YouTube Videos</li> <li>• Assessment/Evaluation sheets</li> </ul>





<ul style="list-style-type: none"><li>• SGO pre and post assessments</li><li>• Quarterly exam</li><li>• Final exam</li></ul>		
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	<p><b>UNIT 2 - USING THE SEWING MACHINE</b>                  In this unit students will learn to safely use the sewing machine and be able to identify simple problems that relate to threading, tension and stitch. The student will also be able to sew a simple seam. This unit will include the completion of a simple mini- project</p>
<p><b>Timing:</b></p>	<p>10 Days</p>
<p><b>Standards:</b></p>	<p><b>NJSLS – 21<sup>st</sup> Century Life and Careers:</b>                  9.3.12. AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.                  9.3.12. AG-FD.1 Develop and implement procedures to ensure safety, sanitation and quality in food product and processing facilities                  9.3.12. AC-ST.4 Apply scheduling practices to ensure the successful completion of a construction project.</p> <p><b>21st Century Themes</b> including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication</p>
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How does the sewing machine work?</li> <li>● How is the sewing machine threaded?</li> <li>● Does the machine have to be handled in a specific</li> </ul>	<p><b>Objectives:</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Display the proper way to use a sewing machine.</li> <li>● Familiarize themselves on how a sewing machine works</li> </ul> <p><b>Activities, Investigation, and Student Experiences:</b></p> <ul style="list-style-type: none"> <li>● Students will be introduced to the basic workings of a sewing machine</li> <li>● The safety of using a sewing machine will be discussed and reviewed with students</li> </ul>



<p>manner?</p> <ul style="list-style-type: none"> <li>• How do I care for the sewing machine?</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how to fix simple problems on sewing machines such as threading and tension.</li> </ul>	<p>prior to their use</p> <ul style="list-style-type: none"> <li>• Students will participate in another 'mock construction' of a clothing garment, focusing on sewing and review what tools are used for what purpose in clothing construction</li> </ul>
<p><b>Assessments:</b></p>	<p><b>Materials:</b></p>	<p><b>Resources:</b></p>
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Identification/use of supplies</li> <li>• Identification/use of equipment</li> <li>• Open-ended questions</li> <li>• Games</li> <li>• Worksheets</li> <li>• Self-evaluation forms</li> <li>• Peer evaluations</li> <li>• Notebooks/Folders</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• Projects</li> <li>• Computer Adaptive Tests/Quizzes</li> <li>• Performance Tasks</li> <li>• SGO pre and post assessments</li> <li>• Quarterly exam</li> <li>• Final exam</li> </ul>	<ul style="list-style-type: none"> <li>• Iron</li> <li>• Ironing board</li> <li>• Washing machine</li> <li>• Dryer</li> <li>• Cutting tables</li> <li>• Sewing Machines</li> <li>• Shears</li> <li>• Pins</li> <li>• Needles</li> <li>• Marking tools</li> <li>• Measuring tools</li> <li>• Patterns</li> <li>• Material</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Presentation</li> <li>• YouTube Videos</li> <li>• Assessment/Evaluation sheets</li> </ul>



<p><b>Unit:</b></p>	<p><b>UNIT 3 - MAKING INFORMED DECISIONS</b>                  In this unit students will understand the importance of making the right decisions when choosing a project. Decisions about appropriate styles for body type, patterns, fabric and colors will be addressed.</p>	
<p><b>Timing:</b></p>	<p>10 Days</p>	
<p><b>Standards:</b></p>	<p><b>NJSLS – 21<sup>st</sup> Century Life and Careers:</b>                  9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.                  9.3.12.AG-D.1 Develop and implement procedures to ensure safety, sanitation and quality in food product and processing facilities                  9.3.12.AC-CST.4 Apply scheduling practices to ensure the successful completion of a construction project.</p> <p><b>21st Century Themes</b> including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication</p>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What are the steps in the decision making process?</li> <li>● Why is it important to use the decision making process?</li> </ul>	<p><b>Objectives:</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Use analytical skills to determine the many choices leading to the selection of a project.</li> <li>● Hone their organization skills to complete the decision making process.</li> </ul>	<p><b>Activities, Investigation, and Student Experiences:</b></p> <ul style="list-style-type: none"> <li>● Students will review the different body types and determine what styles work the best for each</li> </ul>





	<ul style="list-style-type: none"> <li>● Work on their problem solving skills to help in the decision making process.</li> </ul>	<ul style="list-style-type: none"> <li>● Learn the steps of the decision making process pertaining to fashion selections</li> <li>● Go through the decision making process as they select their clothing project.</li> </ul>
<p><b>Assessments:</b></p>		
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>● Identification/use of supplies</li> <li>● Identification/use of equipment</li> <li>● Open-ended questions</li> <li>● Games</li> <li>● Worksheets</li> <li>● Self-evaluation forms</li> <li>● Peer evaluations</li> <li>● Notebooks/Folders</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>● Projects</li> <li>● Computer Adaptive Tests/Quizzes</li> <li>● Performance Tasks</li> <li>● SGO pre and post assessments</li> <li>● Quarterly exam</li> <li>● Final exam</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● Iron</li> <li>● Ironing board</li> <li>● Washing machine</li> <li>● Dryer</li> <li>● Cutting tables</li> <li>● Sewing Machines</li> <li>● Shears</li> <li>● Pins</li> <li>● Needles</li> <li>● Marking tools</li> <li>● Measuring tools</li> <li>● Patterns</li> <li>● Material</li> <li>● Internet access and Chromebook/Laptop/Desktop</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Unit Presentation</li> <li>● YouTube Videos</li> <li>● Assessment/Evaluation sheets</li> </ul>



	<p><b>UNIT 4 - PATTERNS, NOTIONS, AND FABRICS</b></p> <p>The student will be better able to use measuring equipment for practical and personal use for determining body and the correct pattern size. They will be able to read the pattern chart to determine the amount of material and notions needed for the garment. Communication skills will also be enhanced as they help one another.</p>
<p><b>Timing:</b></p>	<p>15 Days</p>
<p><b>Standards:</b></p>	<p><b>NJSLS – 21<sup>st</sup> Century Life and Careers:</b></p> <p>9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.</p> <p>9.3.12.AG-D.1 Develop and implement procedures to ensure safety, sanitation and quality in food product and processing facilities</p> <p>9.3.12.AC-CST.4 Apply scheduling practices to ensure the successful completion of a construction project.</p> <p><b>21st Century Themes</b> including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication</p>
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How do I select a pattern to make the garment I want?</li> <li>● Will the pattern fit me?</li> </ul>	<p><b>Objectives:</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Prove that pattern selection is a process</li> <li>● Find the correct pattern size they need to have by taking correct body measurements.</li> </ul> <p><b>Activities, Investigation, and Student Experiences:</b></p> <ul style="list-style-type: none"> <li>● Students will learn how to take body measurements of a partner and themselves to determine the correct pattern size.</li> </ul>



<ul style="list-style-type: none"> <li>● Will I need any other items to complete the garment?</li> <li>● What fabric can I use for this garment?</li> </ul>	<ul style="list-style-type: none"> <li>● Realize that it is important to read the chart on the pattern envelope to determine the amount of material and notions needed for the garment.</li> <li>● Work on their social skills – help a partner with personal measurements</li> </ul>	<ul style="list-style-type: none"> <li>● Students will use decision making skills to determine the size needed to make the garment.</li> <li>● The teacher will review related vocabulary and instruct students on how to recognize symbols on a pattern envelope.</li> <li>● Through demonstration, the instructor will show students how to determine pattern pieces.</li> <li>● In cooperative groups, students should assist each other in taking measurements and determining what size pattern to use for a particular garment.</li> </ul>
<p><b>Assessments:</b></p> <p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>● Identification/use of supplies</li> <li>● Identification/use of equipment</li> <li>● Open-ended questions</li> <li>● Games</li> <li>● Worksheets</li> <li>● Self-evaluation forms</li> <li>● Peer evaluations</li> <li>● Notebooks/Folders</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● Iron</li> <li>● Ironing board</li> <li>● Washing machine</li> <li>● Dryer</li> <li>● Cutting tables</li> <li>● Sewing Machines</li> <li>● Shears</li> <li>● Pins</li> <li>● Needles</li> <li>● Marking tools</li> <li>● Measuring tools</li> <li>● Patterns</li> <li>● Material</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Unit Presentation</li> <li>● YouTube Videos</li> <li>● Assessment/Evaluation sheets</li> </ul>



<p><b>Summative Assessments</b></p> <ul style="list-style-type: none"><li>● Projects</li><li>● Computer Adaptive Tests/Quizzes</li><li>● Performance Tasks</li><li>● SGO pre and post assessments</li><li>● Quarterly exam</li><li>● Final exam</li></ul>	<ul style="list-style-type: none"><li>● Internet access and Chromebook/Laptop/Desktop</li></ul>	
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	<p><b>UNIT 5 - PREPARING TO SEW</b></p> <p>Student will become aware of the basics of sewing with a pattern. They will determine which pattern pieces are needed for the garment and use decision-making skills to place pattern onto the fabric. Students will learn the importance to cutting a pattern out accurately as well as determine which markings to transfer to their fabric.</p>
<p><b>Timing:</b></p>	<p>25 Days</p>
<p><b>Standards:</b></p>	<p><b>NJSLS – 21<sup>st</sup> Century Life and Careers:</b></p> <p>9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.</p> <p>9.3.12.AG-D.1 Develop and implement procedures to ensure safety, sanitation and quality in food product and processing facilities</p> <p>9.3.12.AC-CST.4 Apply scheduling practices to ensure the successful completion of a construction project.</p> <p><b>21st Century Themes</b> including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication</p>
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What pattern pieces will I need for this garment?</li> <li>● Can pattern adjustments be made to make the desired design?</li> </ul>	<p><b>Objectives:</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Review the basics of sewing with a pattern.</li> </ul>
	<p><b>Activities, Investigation, and Student Experiences:</b></p> <ul style="list-style-type: none"> <li>● The teacher will review the pattern parts with students and have them assemble a ‘mock’ garment themselves using a pattern,</li> </ul>



<ul style="list-style-type: none"> <li>● ● What fabric can I use for this garment?</li> <li>● ● What preparations must be done to the fabric before pinning on the pattern?</li> <li>● How should pattern pieces be placed on the fabric?</li> <li>● ● What is the proper method of cutting the fabric?</li> </ul>	<ul style="list-style-type: none"> <li>● Know about the importance of reading the directions carefully to know what pattern pieces they will be using.</li> <li>● Understand that some markings must be transferred onto their fabric.</li> </ul>	<ul style="list-style-type: none"> <li>● Learn the steps involved of clothing construction using patterns:             <ol style="list-style-type: none"> <li>1. Select the pattern pieces for the garment.</li> <li>2. Make simple pattern adjustments.</li> <li>3. Read pattern directions to determine pattern placement and how to cut fabric.</li> <li>4. Identify layout suited for the fabric width.</li> <li>5. Pin pattern onto fabrics.</li> <li>6. Cut the pattern out of the fabric.</li> <li>7. Mark the symbols onto the fabric.</li> </ol> </li> </ul>
<p><b>Assessments:</b></p>		
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>● Identification/use of supplies</li> <li>● Identification/use of equipment</li> <li>● Open-ended questions</li> <li>● Games</li> <li>● Worksheets</li> <li>● Self-evaluation forms</li> <li>● Peer evaluations</li> <li>● Notebooks/Folders</li> </ul> <p><b>Summative Assessments</b></p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● Iron</li> <li>● Ironing board</li> <li>● Washing machine</li> <li>● Dryer</li> <li>● Cutting tables</li> <li>● Sewing Machines</li> <li>● Shears</li> <li>● Pins</li> <li>● Needles</li> <li>● Marking tools</li> <li>● Measuring tools</li> <li>● Patterns</li> <li>● Material</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Unit Presentation</li> <li>● YouTube Videos</li> <li>● Assessment/Evaluation sheets</li> </ul>



<ul style="list-style-type: none"><li>● Projects</li><li>● Computer Adaptive Tests/Quizzes</li><li>● Performance Tasks</li><li>● SGO pre and post assessments</li><li>● Quarterly exam</li><li>● Final exam</li></ul>	<ul style="list-style-type: none"><li>● Internet access and Chromebook/Laptop/Desktop</li></ul>	
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	<p><b>UNIT 6 - THE BASICS OF CLOTHING CONSTRUCTION</b></p> <p>In this unit students will use the skills they have learned from the previous units as they begin to construct their first garment. They will learn the methods of simple clothes construction as they sew a simple project using basic sewing techniques by hand and on the sewing machine.</p>
<p><b>Timing:</b></p>	<p>70 - 80 Days</p>
<p><b>Standards:</b></p>	<p><b>NJSLS – 21<sup>st</sup> Century Life and Careers:</b></p> <p>9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.</p> <p>9.3.12.AG-D.1 Develop and implement procedures to ensure safety, sanitation and quality in food product and processing facilities</p> <p>9.3.12.AC-CST.4 Apply scheduling practices to ensure the successful completion of a construction project.</p> <p><b>21st Century Themes</b> including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication</p>
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How do I put these pieces of material together to construct a garment?</li> </ul>	<p><b>Objectives:</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Create daily and weekly goals for their project to finish in appropriate time period.</li> </ul>
	<p><b>Activities, Investigation, and Student Experiences:</b></p> <ul style="list-style-type: none"> <li>Students will be required to construct a 'work chart' which depicts their daily and weekly goals for themselves in this class.</li> </ul>





<ul style="list-style-type: none"> <li>• What special stitches will I need to construct my garment?</li> </ul>	<ul style="list-style-type: none"> <li>• Organize their time wisely to accomplish their daily and weekly goals</li> <li>• Master sewing techniques including: Seams, Casing, Stay stitching, Curves, Interfacing, Fasteners, Facing, Darts , Gathers, Buttons, Buttonholes</li> </ul>	<ul style="list-style-type: none"> <li>• After another teacher demonstration, students will be required to construct several garments to demonstrate their mastery of the previously covered topics</li> <li>• Students will construct a clothing design plan for each garment they construct.</li> </ul>
<p><b>Assessments:</b></p>		
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Identification/use of supplies</li> <li>• Identification/use of equipment</li> <li>• Open-ended questions</li> <li>• Games</li> <li>• Worksheets</li> <li>• Self-evaluation forms</li> <li>• Peer evaluations</li> <li>• Notebooks/Folders</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• Projects</li> <li>• Computer Adaptive Tests/Quizzes</li> <li>• Performance Tasks</li> <li>• SGO pre and post assessments</li> <li>• Quarterly exam</li> <li>• Final exam</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Iron</li> <li>• Ironing board</li> <li>• Washing machine</li> <li>• Dryer</li> <li>• Cutting tables</li> <li>• Sewing Machines</li> <li>• Shears</li> <li>• Pins</li> <li>• Needles</li> <li>• Marking tools</li> <li>• Measuring tools</li> <li>• Patterns</li> <li>• Material</li> <li>• Internet access and Chromebook/Laptop/Desktop</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Unit Presentation</li> <li>• YouTube Videos</li> <li>• Assessment/Evaluation sheets</li> </ul>



<p><b>Unit:</b></p>	<p><b>UNIT 7 - THE WORLD OF FASHION</b>                  In this unit students will learn about the variety of reasons people select the types of clothing they wear. When one understands the driving forces for selecting clothing, then they can make logical choices which can be applied to their personal decision about clothing and also think of the decision which needs to be used in the various aspects of fashion merchandising.</p>
<p><b>Timing:</b></p>	<p>15 Days</p>
<p><b>Standards:</b></p>	<p><b>NJSLS – 21<sup>st</sup> Century Life and Careers:</b>                  9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.                  9.3.12.AG-D.1 Develop and implement procedures to ensure safety, sanitation and quality in food product and processing facilities                  9.3.12.AC-CST.4 Apply scheduling practices to ensure the successful completion of a construction project.</p> <p><b>21st Century Themes</b> including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication</p>
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What are the various reasons why people wear clothing?</li> <li>• How does clothing satisfy certain physical, psychological and social needs?</li> </ul>	<p><b>Objectives:</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Illustrate through pictures the five physical needs that are fulfilled when people wear clothing.</li> </ul> <p><b>Activities, Investigation, and Student Experiences:</b></p> <ul style="list-style-type: none"> <li>• Students should explain that people wear clothing for a variety of reasons:                         <ul style="list-style-type: none"> <li>○ Physical needs</li> <li>○ Protection</li> </ul> </li> </ul>



<ul style="list-style-type: none"> <li>• How do values, attitudes, conformity, individuality and personality affect clothing selections?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain conformity and individuality in the world of fashion and how it pertains to a variety of activities.</li> <li>• Explain how values and attitudes influence the clothing one selects.</li> <li>• Describe the physical needs of wearing clothing for protection.</li> <li>• Describe the physiological needs of wearing clothing for adornment and identification.</li> </ul>	<ul style="list-style-type: none"> <li>○ Weather</li> <li>○ Environment</li> <li>○ Occupational</li> <li>○ Psychological needs (acceptance)</li> <li>○ Decorative</li> <li>○ Beauty</li> <li>○ Adornment</li> <li>○ Identification</li> <li>○ Societal needs</li> <li>○ Modesty</li> <li>○ Status</li> <li>○ Personality</li> </ul>
<p><b>Assessments:</b></p>	<p><b>Materials:</b></p>	<p><b>Resources:</b></p>
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Identification/use of supplies</li> <li>• Identification/use of equipment</li> <li>• Open-ended questions</li> <li>• Games</li> <li>• Worksheets</li> <li>• Self-evaluation forms</li> <li>• Peer evaluations</li> <li>• Notebooks/Folders</li> </ul> <p><b>Summative Assessments</b></p>	<ul style="list-style-type: none"> <li>• Iron</li> <li>• Ironing board</li> <li>• Washing machine</li> <li>• Dryer</li> <li>• Cutting tables</li> <li>• Sewing Machines</li> <li>• Shears</li> <li>• Pins</li> <li>• Needles</li> <li>• Marking tools</li> <li>• Measuring tools</li> <li>• Patterns</li> <li>• Material</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Presentation</li> <li>• YouTube Videos</li> <li>• Assessment/Evaluation sheets</li> </ul>



<ul style="list-style-type: none"><li>● Projects</li><li>● Computer Adaptive Tests/Quizzes</li><li>● Performance Tasks</li><li>● SGO pre and post assessments</li><li>● Quarterly exam</li><li>● Final exam</li></ul>	<ul style="list-style-type: none"><li>● Internet access and Chromebook/Laptop/Desktop</li></ul>	
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	<p><b>UNIT 8 - THE HISTORY OF FASHION: STYLES AND PARTS</b> Students will learn basic vocabulary of fashion terms, parts, components and styles of garments in order to understand fashion terminology.</p>
<p><b>Timing:</b></p>	<p>15 Days</p>
<p><b>Standards:</b></p>	<p><b>NJSLS – 21<sup>st</sup> Century Life and Careers:</b> 9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities. 9.3.12.AG-D.1 Develop and implement procedures to ensure safety, sanitation and quality in food product and processing facilities 9.3.12.AC-CST.4 Apply scheduling practices to ensure the successful completion of a construction project.</p> <p><b>21st Century Themes including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication</b></p>
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What vocabulary words are necessary to be able to discuss fashion, clothing and its parts?</li> <li>• What are the main methods of clothing construction?</li> </ul>	<p><b>Objectives:</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the design parts of an outfit.</li> <li>• Drape a student using a sheet.</li> <li>• Create garment designs having a variety of styles and parts.</li> </ul> <p><b>Activities, Investigation, and Student Experiences:</b></p> <ul style="list-style-type: none"> <li>• The teacher will demonstrate the proper ‘draping’ technique and students will do the same in cooperative groups</li> <li>• Students will construct complicated garments as part of a final project.</li> </ul>



<ul style="list-style-type: none"> <li>• Does fashion follow cycles? What are the cycles?</li> <li>• Do social, economic and political factors have an influence on fashion?</li> </ul>	<ul style="list-style-type: none"> <li>• Illustrate how fashion is affected by social, economic and political influences.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will identify parts of a designer outfit in a final practicum/assessment for the course</li> <li>• The teacher will assign students with a project that highlights the history of fashion and its influences throughout the years.</li> </ul>
<p><b>Assessments:</b></p> <p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Identification/use of supplies</li> <li>• Identification/use of equipment</li> <li>• Open-ended questions</li> <li>• Games</li> <li>• Worksheets</li> <li>• Self-evaluation forms</li> <li>• Peer evaluations</li> <li>• Notebooks/Folders</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• Projects</li> <li>• Computer Adaptive Tests/Quizzes</li> <li>• Performance Tasks</li> <li>• SGO pre and post assessments</li> <li>• Quarterly exam</li> <li>• Final exam</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Iron</li> <li>• Ironing board</li> <li>• Washing machine</li> <li>• Dryer</li> <li>• Cutting tables</li> <li>• Sewing Machines</li> <li>• Shears</li> <li>• Pins</li> <li>• Needles</li> <li>• Marking tools</li> <li>• Measuring tools</li> <li>• Patterns</li> <li>• Material</li> <li>• Internet access and Chromebook/Laptop/Desktop</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Unit Presentation</li> <li>• YouTube Videos</li> <li>• Assessment/Evaluation sheets</li> </ul>

