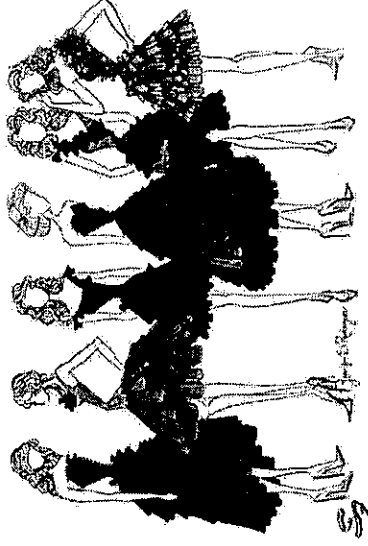


Secaucus  
Board of  
Education

# Fashion Design III

Course Code: 7721

*Family/Consumer Science Department*



*Born on November 2016  
NJSL - Mathematics (2016)*

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

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

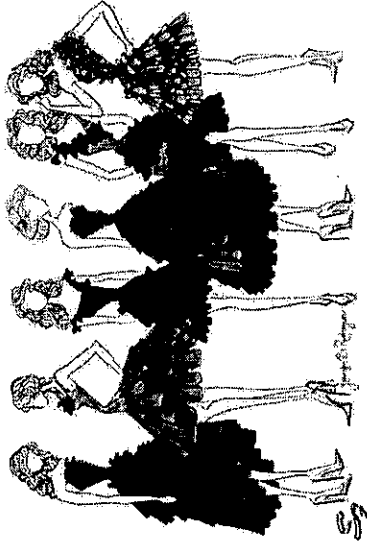


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**District Equity Statement**

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

*Prerequisite:* Fashion Design II

Fashion Design III is a more sophisticated course in creative sewing and design. Areas to be explored are advanced sewing techniques and the use of more complicated machines and equipment. At this level, fashion students will be expected to produce garments using more complex patterns (such as Vogue) and learn the technical skills not taught in previous fashion courses. Careers in the fashion industry 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 1 - REVIEW OF EQUIPMENT USE AND SAFETY</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. Being able to identify possible safety hazards and how to rectify a hazard will allow the student to be in a safe environment.</p>
<p><b>Timing:</b></p>	<p>20 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.HT-RFB.4 Demonstrate leadership qualities and collaboration with others                  9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.</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> <li>• How do I safely use the clothing construction equipment?</li> </ul>	<p><b>Objectives:</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Use tools safely.</li> <li>• Identify the right tool for the right project.</li> </ul> <p><b>Activities, Investigation, and Student Experiences:</b></p> <ul style="list-style-type: none"> <li>• The instructor will review the tools in the sewing room and what they are used for</li> <li>• The safety of particular equipment in the sewing room will be discussed and</li> </ul>



<ul style="list-style-type: none"> <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 a safety hazard and make it safe.</li> </ul>	<p>reviewed with students prior to their use</p> <ul style="list-style-type: none"> <li>• Students will review what tools are used for what purpose in clothing construction</li> <li>• Students will construct a 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>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> </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 2 - DECISION MAKING</b>                  In this unit students will review the decision making process introduced in Clothing Studio Beginning and Clothing Studio Intermediate. They will review the steps as they chose their clothing construction projects. These steps can be used as students go through life making important decisions.</p>
<p><b>Timing:</b></p>	<p>5 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>• 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> <p><b>Activities, Investigation, and Student Experiences:</b></p> <p>Students will utilize their analytical skills to determine the many choices leading to the selection of a project.</p>



	<ul style="list-style-type: none"> <li>Go through the decision making process as they select their clothing project.</li> </ul>	<p>Students will utilize their organizational skills to complete the decision making process.</p> <p>The instructor will discuss the specific problem solving skills that assist in the decision making process.</p>
<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> </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 3 - EMBROIDERY MACHINE</b> Students will be able to use the computer based, embroidery machine. Threading, tension, stitch width stitch length and basic stitch will be learned. Student will be able to sew on the embroidery machine and complete a simple mini project.</p>	
<p><b>Timing:</b></p>	<p>20 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>• How does the embroidery machine work?</li> <li>• How is the embroidery machine threaded?</li> <li>• Does the machine have to be handled in a specific manner?</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>• The instructor will identify the parts of the embroidery machine, which students will review</li> <li>• Students will review, with the instructor, how to properly care for the machine.</li> </ul>



<ul style="list-style-type: none"> <li>• How do I care for the embroidery machine?</li> <li>• How do sewing machines, sergers, and embroidery machines differ?</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>• The instructor will demonstrate proper machine use with material.</li> <li>• The instructor will review proper safety when using the embroidery machine.</li> <li>• Students will learn how to properly use the embroidery machine using computer programs and youtube videos</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> <li>• Internet access and Chromebook/Laptop/Desktop</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 4 - CHOOSING MY PATTERN</b>                  In this unit students will continue to learn about pattern selection and how to select the appropriate materials. The student will further his/her knowledge as he/she selects more challenging projects.</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 fabrics are needed for the project?</li> <li>• What notions are needed for the project?</li> </ul>	<p><b>Objectives:</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Select the appropriate fabric and notions for their pattern.</li> <li>• Successfully master the following sewing techniques: complete a hem, sewing a</li> </ul>
	<p><b>Activities, Investigation, and Student Experiences:</b></p> <ul style="list-style-type: none"> <li>• Students will review the steps to selecting a complex pattern</li> <li>• Students will review and learn how to do the following techniques:                         <ul style="list-style-type: none"> <li>○ Marking</li> </ul> </li> </ul>



<ul style="list-style-type: none"> <li>● Will this project increase my sewing knowledge?</li> </ul>	<p>sleeve, putting in a zipper, a French seam, and other different seam finishes including those they have created.</p>	<ul style="list-style-type: none"> <li>○ Underlining</li> <li>○ Lining</li> <li>○ Welts</li> <li>○ Bound buttonholes</li> <li>○ Button loops</li> <li>○ A variety of other individual concepts and techniques that follow students through their clothing instruction throughout high school.</li> </ul> <ul style="list-style-type: none"> <li>● The instructor will review the process of selecting fabric and notions.</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> </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>



<ul style="list-style-type: none"><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>		
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<p><b>Unit:</b></p>	<p><b>UNIT 5 - MAKING GARMENTS</b> Students will further develop sewing skills and continue to increase knowledge of clothing construction.</p>	
<p><b>Timing:</b></p>	<p>70 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 is the best fabric for my project and what care does it require?</li> <li>• Do I need to make adjustments to my pattern?</li> </ul>	<p><b>Objectives:</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Prepare the fabric for the pattern by preshrinking &amp; properly folding.</li> <li>• Successfully pin and cut the pattern and fabric.</li> </ul>	<p><b>Activities, Investigation, and Student Experiences:</b></p> <ul style="list-style-type: none"> <li>• Teachers will review how students must follow steps outlined in their pattern directions to complete their project.</li> <li>• Students will review the process of selecting and adjusting a pattern:</li> </ul>





<ul style="list-style-type: none"> <li>• How do the pattern pieces fit on my fabric?</li> <li>• Are there any special techniques for cutting and marking?</li> <li>• Should certain steps and procedures be followed to complete the garment?</li> </ul>	<ul style="list-style-type: none"> <li>• Mark the appropriate pieces and sizes for their pattern</li> <li>• Follow the direction sheet.</li> <li>• Fit the garment to themselves.</li> <li>• Use their mathematical skills when placing their pattern pieces on their fabric.</li> <li>• Cooperatively work together.</li> <li>• Use their problem solving skills to successfully overcome problems that arise during their garment construction.</li> </ul>	<ul style="list-style-type: none"> <li>○ Prepare the fabric for the pattern by preshrinking &amp; properly folding.</li> <li>○ Successfully pin and cut the pattern and fabric.</li> <li>○ Mark the appropriate pieces and sizes for their pattern</li> <li>○ Follow the direction sheet.</li> <li>○ Fit the garment to themselves.</li> <li>○ Use their mathematical skills when placing their pattern pieces on their fabric.</li> <li>○ Cooperatively work together.</li> <li>○ Use their problem solving skills to successfully overcome problems that arise during their garment 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> </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> </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>● 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>● 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>	
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<p><b>Unit:</b></p>	<p><b>UNIT 6 - PATTERN ALTERATION</b>                  With fashions in the news every day, students want to be able to produce a garment that is up to date and fits them. Using these methods enables them to visualize a goal and think outside the box to achieve the desired end result.</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>• How can I make a garment look like the designs on the runways?</li> <li>• How do I alter a pattern so it fits me?</li> </ul>	<p><b>Objectives:</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Use practical methods of adjusting patterns such as adjusting patterns and draping material.</li> </ul>
<p><b>Activities, Investigation, and Student Experiences:</b></p> <ul style="list-style-type: none"> <li>• Students will learn that it takes various alterations to make a garment look like the designs on the runways</li> </ul>	<p><b>Activities, Investigation, and Student Experiences:</b></p> <ul style="list-style-type: none"> <li>• Students will learn that it takes various alterations to make a garment look like the designs on the runways</li> </ul>



<ul style="list-style-type: none"> <li>● Do I always need a pattern to make a garment?</li> </ul>	<ul style="list-style-type: none"> <li>● Determine type of method to use for the garment design</li> <li>● Select a garment or pattern and alter to update or fit the person's figure.</li> <li>● Use two existing patterns and combine to make a different garment.</li> <li>● Drape a mannequin with two yards of material.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will learn that there are techniques that can be used to alter a pattern to fit them.</li> <li>● The instructor will review how draping is a method used to make a garment without a pattern.</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> </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>





- Final exam



<p><b>Unit:</b></p>	<p><b>UNIT 7 - CLOTHING SELECTION</b>                  Clothing purchases are one of the major expenditures of money during one's lifetime. This unit will help students understand that with knowledge in these areas, a consumer will be able to make better choices when selecting and purchasing clothing for him/her self and others.</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.HT-RFB.4 Demonstrate leadership qualities and collaboration with others                  9.3.12.ACCST.5 Apply practices and procedures required to maintain jobsite safety                  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>21st Century Themes 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 differences between department, specialty, discount and resale stores?</li> </ul>	<p><b>Objectives:</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify fabrics, weaves and finishes.</li> </ul> <p><b>Activities, Investigation, and Student Experiences:</b></p> <ul style="list-style-type: none"> <li>• Generate a class discussion on the many places to purchase clothing including retail stores, catalogues,</li> </ul>



<ul style="list-style-type: none"> <li>• How do image and informational ads affect a person's shopping habits?</li> <li>• How does one go about evaluating selections when making purchases?</li> <li>• What are the criteria for selecting clothing for different age groups?</li> </ul>	<ul style="list-style-type: none"> <li>• Apply factual information for clothing construction project selection.</li> <li>• Weave a variety of weaves.</li> <li>• Perform finishing processes</li> <li>• Color and design finishes</li> <li>• Perform dyeing</li> <li>• Print on textiles</li> <li>• Work with textile and Performance Finishes</li> </ul>	<p>internet, television, at-home selling, and fairs and flea markets</p> <ul style="list-style-type: none"> <li>• The instructor reviews the correct decisions when buying clothes based on correct size, fit, quality, care, and price.</li> <li>• Students will review the importance of being a responsible consumer including understanding methods of paying for purchases, how to make exchanges and returns and consumer protection laws.</li> <li>• Students should generate a discussion on how to select clothes for friends and family, children, older adults, people with disabilities, etc.</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> </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> </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>● 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>● 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>	
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	<p><b>UNIT 8 - FASHION PROMOTION AND CAREERS IN DESIGN</b></p> <p>This unit will make students aware of the impact of various types of promotions have on a person's purchasing habits and what time, energy and skills are needed to create a specific promotion. Students in this course will produce the annual Fashion Show showcasing student work and local merchants.</p>
<p><b>Unit:</b></p>	<p>10 Days</p>
<p><b>Timing:</b></p>	<p><b>NJSLS – 21<sup>st</sup> Century Life and Careers:</b></p> <p>9.1.12.A.3 Analyze the relationship between various careers and personal earning</p> <p>9.1.12.A.4 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.</p> <p>9.1.12.A.5 Analyze how the economic, social, and political conditions of a time period can affect the labor market.</p> <p>9.1.12.A.6 Summarize the financial risks and benefits of entrepreneurship as a ca</p> <p>9.1.12.A.7 Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.</p> <p><b>Standards:</b></p> <p>9.3.MK-COM.1 Apply techniques and strategies to convey ideas and information through marketing communications.</p> <p>9.3.MK-COM.2 Plan, manage and monitor day-to-day activities of marketing communications operations.</p> <p>9.3.MK-SAL.1 Access, evaluate and disseminate sales information</p> <p>9.3.MK-SAL.2 Apply sales techniques to meet client needs and wants</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.AR.3 Analyze the lifestyle implications and physical demands required in the arts,</p>



	<p>audio/visual technology and communications workplace.</p> <p>9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.</p> <p>9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology &amp; Communications Career Pathways.</p> <p>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.</p> <p>9.3.12.AC-CST.4 Apply scheduling practices to ensure the successful completion of a construction project.</p> <p>9.3.12.AC-CST.5 Apply practices and procedures required to maintain jobsite</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 types of fashion promotions, both direct and indirect that influence people to purchase apparel?</li> <li>• What are the characteristic and responsibilities of various fashion promotion personnel?</li> <li>• What does it take to be successful in a career?</li> </ul>	<p><b>Objectives:</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Create a specific promotion for a store or company.</li> <li>• Have the students target an audience and plan a theme for this year's Fashion Show</li> <li>• Produce the fashion show with students taking on the various roles of all people needed:</li> </ul> <p><b>Activities, Investigation, and Student Experiences:</b></p> <ul style="list-style-type: none"> <li>• Students will research the following positions related to Fashion and Design:             <ul style="list-style-type: none"> <li>○ Fashion Promotion</li> <li>○ Advertising</li> <li>○ Account executives</li> <li>○ Art director—advertising designer</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>○ Set design</li> <li>○ Program</li> <li>○ Music</li> <li>○ Lighting</li> <li>○ Line up</li> <li>○ Models,</li> <li>○ Commentator</li> <li>○ Back stage</li> <li>○ Dressers</li> <li>○ Ticket</li> <li>○ Sales</li> <li>○ Publicity.</li> </ul>	<ul style="list-style-type: none"> <li>○ Graphic designer—layout artist, paste up artist</li> <li>○ Advertising director</li> <li>○ Publicist</li> <li>○ Fashion writer</li> <li>○ Press kits</li> <li>○ Copy writer</li> <li>○ Editor</li> <li>○ Public relations agent</li> <li>○ Visual Merchandising</li> <li>○ Fashion display designer, manager</li> <li>○ Fashion illustrator</li> <li>○ Fashion model—mannequin, runway,</li> <li>○ photography</li> <li>○ Fashion</li> <li>○ photographer—assistant, photo stylist</li> <li>○ Video Merchandising</li> <li>○ Writer</li> <li>○ Sound</li> <li>○ Camera person</li> <li>● The instructor will review what is required for participation in ‘The Fashion show’:             <ul style="list-style-type: none"> <li>○ Positive personal traits</li> <li>○ Communication skills</li> </ul> </li> </ul>
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		<ul style="list-style-type: none"> <li>○ A Faculty Mentor</li> <li>○ Positive response to pressure</li> <li>○ Develop decision making skills</li> <li>○ Leadership skills</li> <li>○ Professional image</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 9 - CAREERS IN THE FASHION WORLD</b>                  Career awareness is of importance to the high school student. The unit will make them aware of various careers in the world of fashion.</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>                  9.1.12.A.3 Analyze the relationship between various careers and personal earning                  9.1.12.A.4 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.                  9.1.12.A.5 Analyze how the economic, social, and political conditions of a time period can affect the labor market.                  9.1.12.A.6 Summarize the financial risks and benefits of entrepreneurship as a ca                  9.1.12.A.7 Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.                  9.3.MK-COM.1 Apply techniques and strategies to convey ideas and information through marketing communications.                  9.3.MK-COM.2 Plan, manage and monitor day-to-day activities of marketing communications operations.                  9.3.MK-SAL.1 Access, evaluate and disseminate sales information                  9.3.MK-SAL.2 Apply sales techniques to meet client needs and wants                  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.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.                  9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts,</p>



	<p>audio/visual technology and communications workplace.</p> <p>9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology &amp; Communications Career Pathways.</p> <p>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.</p> <p>9.3.12.AC-CST.4 Apply scheduling practices to ensure the successful completion of a construction project.</p> <p>9.3.12.AC-CST.5 Apply practices and procedures required to maintain jobsite</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 careers available in the world of fashion?</li> <li>• Where can you obtain work in these careers?</li> <li>• Are these careers suitable for my interests and knowledge?</li> </ul>	<p><b>Objectives:</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Apply their knowledge of careers in the fashion industry to help them determine the correct career path for them.</li> </ul>
	<p><b>Activities, Investigation, and Student Experiences:</b></p> <ul style="list-style-type: none"> <li>• The instructor will generate a discussion with the students highlighting various career options available to them in the fashion industry.</li> <li>• Students will discuss what will be needed to successfully gain employment.</li> <li>• Students will discuss what careers would be suitable for their personalities</li> </ul>



<ul style="list-style-type: none"> <li>• The instructor will perform mock interviews of the students to prepare them for life after high school.</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>

