

Secaucus
Board of
Education

Fashion Design II

Course Code: 7720

Family/Consumer Science Department



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

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.

Course Description

Prerequisite: Fashion Design I

Fashion Design II is a course designed to expose students to more advanced concepts in clothing construction as well as fashion history. This course is for students who want to further their knowledge of basic sewing skills so that more complicated garments can be constructed. 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 topographic 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>UNIT 1 - PREPARATION FOR CLOTHING CONSTRUCTION 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>Timing:</p>	<p>5 Days</p>
<p>Standards:</p>	<p>NJSLS – 21st Century Life and Careers: 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.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.</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>Essential Questions:</p> <ul style="list-style-type: none"> • How can I protect myself in the sewing room? • How do I safely use the clothing construction equipment? 	<p>Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Use tools safely. • Identify the right tool for the right project. <p>Activities, Investigation, and Student Experiences:</p> <ul style="list-style-type: none"> • The instructor will review the basic tools in the sewing room and what they are used for • The safety of particular equipment in the sewing

<ul style="list-style-type: none"> • What is the equipment that I will need to construct a garment? • What supplies am I going to need to complete a project? 	<ul style="list-style-type: none"> • Identify a safety hazard and make it safe. 	<p>room will be discussed and reviewed with students prior to their use</p> <ul style="list-style-type: none"> • Students will review what tools are used for what purpose in clothing construction
<p>Assessments:</p>		
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Identification/use of supplies • Identification/use of equipment • Open-ended questions • Games • Worksheets • Self-evaluation forms • Peer evaluations • Notebooks/Folders <p>Summative Assessments</p> <ul style="list-style-type: none"> • Projects • Computer Adaptive Tests/Quizzes • Performance Tasks • SGO pre and post assessments • Quarterly exam • Final exam 	<p>Materials:</p> <ul style="list-style-type: none"> • Iron • Ironing board • Washing machine • Dryer • Cutting tables • Sewing Machines • Shears • Pins • Needles • Marking tools • Measuring tools • Patterns • Material 	<p>Resources:</p> <ul style="list-style-type: none"> • Unit Presentation • YouTube Videos • Assessment/Evaluation sheets

<p>Unit:</p>	<p>UNIT 2 - THE SERGER The student will learn to use a serger. Threading, tension, stitch width stitch length and basic stitch will be learned. The student will be able to sew on the serger and complete a simple mini project.</p>
<p>Timing:</p>	<p>17 Days</p>
<p>Standards:</p>	<p>NJSLS – 21st Century Life and Careers: 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>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>Essential Questions:</p> <ul style="list-style-type: none"> ● How does the serger work? ● How is the serger threaded? ● Does the machine have to be handled in a specific manner? 	<p>Objectives: Students will be able to:</p> <ul style="list-style-type: none"> ● Identify the parts of the serger ● Thread and use the machine with different types of material. <p>Activities, Investigation, and Student Experiences:</p> <ul style="list-style-type: none"> ● The instructor will review the special precautions when sewing with a serger. ● Students will review the different parts of a serger.

<ul style="list-style-type: none"> ● How do I care for the serger? ● How do sewing machine and sergers differ? 	<ul style="list-style-type: none"> ● Explain machine care. ● List the safety rules when working with the serger. ● Demonstrate the safety precautions to take when working with a rotary blade. 	<ul style="list-style-type: none"> ● Students will review how to thread a sewing machine. ● The instructor will demonstrate how to thread a serger and students will follow suit ● Both the instructor and students will review the safety rules of the classroom.
<p>Assessments:</p>		
<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Identification/use of supplies ● Identification/use of equipment ● Open-ended questions ● Games ● Worksheets ● Self-evaluation forms ● Peer evaluations ● Notebooks/Folders 	<p>Materials:</p> <ul style="list-style-type: none"> ● Iron ● Ironing board ● Washing machine ● Dryer ● Cutting tables ● Sewing Machines ● Shears ● Pins ● Needles ● Marking tools ● Measuring tools ● Patterns ● Material 	<p>Resources:</p> <ul style="list-style-type: none"> ● Unit Presentation ● YouTube Videos ● Assessment/Evaluation sheets
<p>Summative Assessments</p> <ul style="list-style-type: none"> ● Projects ● Computer Adaptive Tests/Quizzes ● Performance Tasks ● SGO pre and post assessments ● Quarterly exam ● Final exam 		

<p>Unit:</p>	<p>UNIT 3 - DECISION MAKING REVIEW In this unit students will review the decision making process introduced in Clothing Studio Beginning. 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>Timing:</p>	<p>3 Days</p>
<p>Standards:</p>	<p>NJSLS – 21st Century Life and Careers: 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>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>Essential Questions:</p> <ul style="list-style-type: none"> ● What are the steps in the decision making process? ● Why is it important to use the decision making process? 	<p>Objectives: Students will be able to:</p> <ul style="list-style-type: none"> ● Use analytical skills to determine the many choices leading to the selection of a project. <p>Activities, Investigation, and Student Experiences:</p> <ul style="list-style-type: none"> ● Review the steps of the decision making process pertaining to fashion selections

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

<p>Unit:</p>	<p>UNIT 4 - CHOOSING YOUR PROJECT 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>Timing:</p>	<p>20 Days</p>	
<p>Standards:</p>	<p>NJSLS – 21st Century Life and Careers: 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>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>Essential Questions:</p> <ul style="list-style-type: none"> ● What fabrics are needed for the project? ● What notions are needed for the project? 	<p>Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Select the appropriate fabric and notions for their pattern. 	<p>Activities, Investigation, and Student Experiences:</p> <ul style="list-style-type: none"> ● Students will review the steps to selecting a pattern ● Students will complete the following techniques <ul style="list-style-type: none"> ○ Hems

<ul style="list-style-type: none"> ● Will this project increase my sewing knowledge? 	<ul style="list-style-type: none"> ● Successfully master the following sewing techniques: e a hem, sewing a sleeve, putting in a zipper, a French seam, different seam finishes and creating different seam finishes. 	<ul style="list-style-type: none"> ○ Sleeves ○ Seam finishes ○ French Seam ○ Flat felled ○ Zippers ○ (Plus a variety of individual concepts and techniques that follow students through their entire clothing course instruction throughout high school.) ● The instructor will review the process of selecting fabric and notions.
<p>Assessments:</p>	<p>Materials:</p>	<p>Resources:</p>
<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Identification/use of supplies ● Identification/use of equipment ● Open-ended questions ● Games ● Worksheets ● Self-evaluation forms ● Peer evaluations ● Notebooks/Folders <p>Summative Assessments</p>	<ul style="list-style-type: none"> ● Iron ● Ironing board ● Washing machine ● Dryer ● Cutting tables ● Sewing Machines ● Shears ● Pins ● Needles ● Marking tools ● Measuring tools ● Patterns ● Material 	<ul style="list-style-type: none"> ● Unit Presentation ● YouTube Videos ● Assessment/Evaluation sheets

<ul style="list-style-type: none"> ● Projects ● Computer Adaptive Tests/Quizzes ● Performance Tasks ● SGO pre and post assessments ● Quarterly exam ● Final exam 	<ul style="list-style-type: none"> ● Internet access and Chromebook/Laptop/Desktop 	
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<p>Unit:</p>	<p>UNIT 5 - CONSTRUCTING THE GARMENTS Students will further develop skills and knowledge of clothing construction.</p>	
<p>Timing:</p>	<p>50 Days</p>	
<p>Standards:</p>	<p>NJSLS – 21st Century Life and Careers: 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>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>Essential Questions:</p> <ul style="list-style-type: none"> ● What is the best fabric for my project ● and what care does it require? ● Do I need to make adjustments to my pattern? ● pattern? 	<p>Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Prepare the fabric for the pattern by preshrinking & properly folding. ● Successfully pin and cut the pattern and fabric. 	<p>Activities, Investigation, and Student Experiences:</p> <ul style="list-style-type: none"> ● Teachers will review how students must follow steps outlined in their pattern directions to complete their project. ● Students will review the process of selecting and adjusting a pattern:

<ul style="list-style-type: none"> ● How do the pattern pieces fit on my fabric? ● Are there any special techniques for cutting and marking? ● Should certain steps and procedures be followed to complete the garment? 	<ul style="list-style-type: none"> ● Mark the appropriate pieces and sizes for their pattern ● Follow the direction sheet. ● Fit the garment to themselves. ● Use their mathematical skills when placing their pattern pieces on their fabric. ● Cooperatively work together. ● Use their problem solving skills to successfully overcome problems that arise during their garment construction. 	<ul style="list-style-type: none"> ○ Prepare the fabric for the pattern by preshrinking & properly folding. ○ Successfully pin and cut the pattern and fabric. ○ Mark the appropriate pieces and sizes for their pattern ○ Follow the direction sheet. ○ Fit the garment to themselves. ○ Use their mathematical skills when placing their pattern pieces on their fabric. ○ Cooperatively work together. ○ Use their problem solving skills to successfully overcome problems that arise during their garment construction.
<p>Assessments:</p> <p>Formative Assessments</p> <ul style="list-style-type: none"> ● Identification/use of supplies ● Identification/use of equipment ● Open-ended questions ● Games 	<p>Materials:</p> <ul style="list-style-type: none"> ● Iron ● Ironing board ● Washing machine ● Dryer ● Cutting tables ● Sewing Machines 	<p>Resources:</p> <ul style="list-style-type: none"> ● Unit Presentation ● YouTube Videos ● Assessment/Evaluation sheets

<ul style="list-style-type: none"> ● Worksheets ● Self-evaluation forms ● Peer evaluations ● Notebooks/Folders <p>Summative Assessments</p> <ul style="list-style-type: none"> ● Projects ● Computer Adaptive Tests/Quizzes ● Performance Tasks ● SGO pre and post assessments ● Quarterly exam ● Final exam 	<ul style="list-style-type: none"> ● Shears ● Pins ● Needles ● Marking tools ● Measuring tools ● Patterns ● Material ● Internet access and Chromebook/Laptop/Desktop 	
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<p>Unit:</p>	<p>UNIT 6 - THE ART OF APPAREL This unit will address the use of color and art principles. Students will learn about color and principles of design and how they contribute to the total design in clothing. This will enable the student to be more knowledgeable as a consumer of clothing and especially as it relates to oneself.</p>
<p>Timing:</p>	<p>25 Days</p>
<p>Standards:</p>	<p>NJSLS – 21st Century Life and Careers: 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>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>Essential Questions:</p> <ul style="list-style-type: none"> • What colors should be in your wardrobe? • What are the various line, shapes and spaces used in clothing? 	<p>Objectives:</p> <p>Students will be able to:</p> <p>Activities, Investigation, and Student Experiences:</p> <ul style="list-style-type: none"> • The instructor will discuss how to use color and design to choose a wardrobe.

<ul style="list-style-type: none"> • What are the various aspects of color? (language, schemes, and personal compliment) • How can one use various elements of design to create the look one wants? 	<ul style="list-style-type: none"> • Identify the different color schemes and explain how they affect the overall design • Explain how color impacts clothing. • Use the proper language when discussing the elements of design, principles of design and color. • Explain how the color wheel works • Define the terms used in this unit • List and define the different color schemes • Create a personalized color palate • Explain how balance, proportion, emphasis, rhythm, harmony and individuality are all principles of design and how they are used in design. • Explain how line, shape , space, texture & pattern are used in design. 	<ul style="list-style-type: none"> • Students will discuss how color and clothing send a message and have an impact on who you encounter • Students will learn how to use the color wheel and the variations, monochromatic, analogous, complimentary, split complementary, triadic, accent neutral variations. • The teacher will demonstrate how to create a color scheme. • Students will review how to select colors appropriate for themselves and learn their personal color. • Students will discuss, in cooperative groups, how to use the elements and principles of design. • The instructor will review how line, shape , space, texture & pattern are used in design • Students will show how balance, proportion, emphasis, rhythm, harmony and individuality are all principles of design and how they are used.
<p>Assessments:</p>	<p>Materials:</p>	<p>Resources:</p>

<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Identification/use of supplies ● Identification/use of equipment ● Open-ended questions ● Games ● Worksheets ● Self-evaluation forms ● Peer evaluations ● Notebooks/Folders <p>Summative Assessments</p> <ul style="list-style-type: none"> ● Projects ● Computer Adaptive Tests/Quizzes ● Performance Tasks ● SGO pre and post assessments ● Quarterly exam ● Final exam 	<ul style="list-style-type: none"> ● Iron ● Ironing board ● Washing machine ● Dryer ● Cutting tables ● Sewing Machines ● Shears ● Pins ● Needles ● Marking tools ● Measuring tools ● Patterns ● Material ● Internet access and Chromebook/Laptop/Desktop 	<ul style="list-style-type: none"> ● Unit Presentation ● YouTube Videos ● Assessment/Evaluation sheets
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<p>Unit:</p>	<p>UNIT 7 - FABRICS AND FIBERS Clothing is selected by considering the fabric in or for a particular use. This unit will help the student to be more knowledgeable as a consumer.</p>
<p>Timing:</p>	<p>20 Days</p>
<p>Standards:</p>	<p>NJSLS – 21st Century Life and Careers: 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>Essential Questions:</p> <ul style="list-style-type: none"> • How can the knowledge of fabric help you make wise consumer decisions? • What are the different characteristics of fabrics? • How do fabric characteristics affect fabric performances? 	<p>Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify fabrics, weaves and finishes. • Apply factual information for clothing construction project selection. • Weave a variety of weaves. • Perform finishing processes
	<p>Activities, Investigation, and Student Experiences:</p> <ul style="list-style-type: none"> • Discuss with students how there are many different types of fiber and fabrics. • Contrast the difference between natural and manufactured fibers.

<ul style="list-style-type: none"> • What fabrics are used in clothing, home furnishings and recreational items? 	<ul style="list-style-type: none"> • Color and design finishes • Perform dyeing • Print on textiles • Work with textile and Performance Finishes 	<ul style="list-style-type: none"> • Review how there are different finishes that can be applied to fabrics.
<p>Assessments:</p>	<p>Materials:</p>	<p>Resources:</p>
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Identification/use of supplies • Identification/use of equipment • Open-ended questions • Games • Worksheets • Self-evaluation forms • Peer evaluations • Notebooks/Folders <p>Summative Assessments</p> <ul style="list-style-type: none"> • Projects • Computer Adaptive Tests/Quizzes • Performance Tasks • SGO pre and post assessments • Quarterly exam • Final exam 	<ul style="list-style-type: none"> • Iron • Ironing board • Washing machine • Dryer • Cutting tables • Sewing Machines • Shears • Pins • Needles • Marking tools • Measuring tools • Patterns • Material • Internet access and Chromebook/Laptop/Desktop 	<ul style="list-style-type: none"> • Unit Presentation • YouTube Videos • Assessment/Evaluation sheets

<p>Unit:</p>	<p>UNIT 8 - CLOTHING CARE This unit supplies basic knowledge of clothing care which is needed by every individual. Simple garment alterations and repairs are that are easily completed by the home sewer will be taught.</p>
<p>Timing:</p>	<p>20 Days</p>
<p>Standards:</p>	<p>NJSLS – 21st Century Life and Careers: 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>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>Essential Questions:</p> <ul style="list-style-type: none"> ● What are the general rules for care of clothing? ● What are the differences in laundering and dry cleaning? ● What information is found on care labels? 	<p>Objectives: Students will be able to:</p> <ul style="list-style-type: none"> ● Read and understand garment labels. ● List what stain removal techniques work for different stains. ● How to check a garment for repair. <p>Activities, Investigation, and Student Experiences:</p> <ul style="list-style-type: none"> ● Students will review: <ul style="list-style-type: none"> ○ Clothing Care Basics ○ Routine Care ○ Examining Garments ○ Stain Removal ○ Checking for Repairs

<ul style="list-style-type: none"> ● How can clothing be redesigned, repaired and recycled? 	<ul style="list-style-type: none"> ● Properly store and fold clothing. ● Successfully launder a wardrobe. ● Define dry cleaning. ● List ideas for recycling and repairing clothing. ● Describe different careers in fashion services. 	<ul style="list-style-type: none"> ○ Pressing ○ Putting Clothes Away ○ Fabric care Labels ○ Storing Clothes ○ Laundry and Dry cleaning ○ Laundry Products and Equipment ○ Laundering clothes ○ Ironing clothes ○ Dry-Cleaning clothes ○ Redesigning, Repair and Recycle ○ Careers in Fashion Services and clothing are: Dry cleaner, Stylist, Wardrobe consultant, Personal Shopper, Clothier
<p>Assessments:</p> <p>Formative Assessments</p> <ul style="list-style-type: none"> ● Identification/use of supplies ● Identification/use of equipment ● Open-ended questions ● Games ● Worksheets ● Self-evaluation forms ● Peer evaluations 	<p>Materials:</p> <ul style="list-style-type: none"> ● Iron ● Ironing board ● Washing machine ● Dryer ● Cutting tables ● Sewing Machines ● Shears ● Pins ● Needles ● Marking tools 	<p>Resources:</p> <ul style="list-style-type: none"> ● Unit Presentation ● YouTube Videos ● Assessment/Evaluation sheets

<ul style="list-style-type: none"> ● Notebooks/Folders Summative Assessments ● Projects ● Computer Adaptive Tests/Quizzes ● Performance Tasks ● SGO pre and post assessments ● Quarterly exam ● Final exam 	<ul style="list-style-type: none"> ● Measuring tools ● Patterns ● Material ● Internet access and Chromebook/Laptop/Desktop 	
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