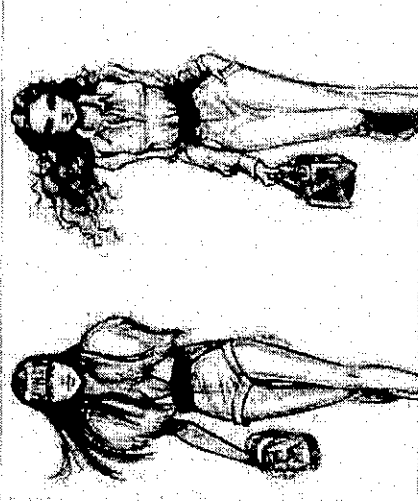


Secaucus
Board of
Education

Fashion Design IV

Course Code: 7810

Family/Consumer Science Department



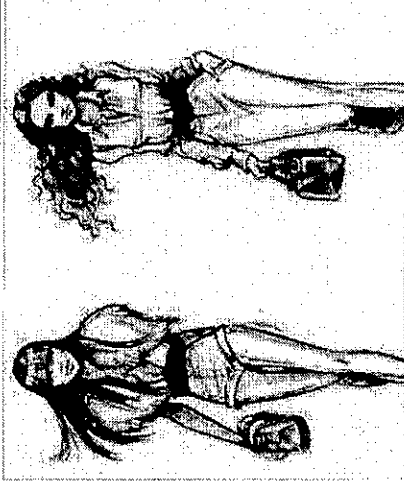
Born on November 2016
Aligned to the NJSL - 21st Century Life and Careers (2014), NJSL - Technology (2014), NJSL - ELA (2016),
NJSL - Mathematics (2016)
Adopted by the Secaucus Board of Education on December 15, 2016

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Fashion Design IV

Course Code: 7810

Family/Consumer Science Department



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

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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.

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

Course Description

Prerequisite: Fashion Design III

This advanced course is designed for students wishing to pursue a career in the fashion industry. Students will study fashion illustration, the next step in fashion design, and produce their own complicated garments such as wedding gowns. They will be exploring various careers in the textile industry, learning about the jobs available in design, production, merchandising and promotions. 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>Unit:</p> <p>UNIT 1 - EVALUATION OF SEWING CONSTRUCTION STANDARDS Students will review how to safely use equipment used in the clothing construction classroom including the sewing machine, serger, and embroidery machine and other equipment.</p>	<p>Timing:</p> <p>10 Days</p> <p>NJSLS – 21st Century Life and Careers:</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, audio/visual technology and communications workplace.</p> <p>9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.</p> <p>Standards:</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 standards must be upheld for a successful clothing lab? • How can I protect myself and others in the sewing room? • How can equipment be maintained for optimum use? <p>Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Recall and review safety procedures for all equipment used in clothing construction <p>Activities, Investigation, and Student Experiences:</p> <ul style="list-style-type: none"> • The instructor will review the tools in the sewing room and what they are used for • The safety of particular equipment in the sewing room will be discussed and reviewed with students prior
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<p>to their use</p> <ul style="list-style-type: none"> • Students will review what tools are used for what purpose in clothing construction 		
<p>Resources:</p> <ul style="list-style-type: none"> • Unit Presentation • YouTube Videos • Assessment/Evaluation sheets 	<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>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>Unit:</p>	<p>UNIT 2 - DECISION MAKING In this unit students will review the decision making process used in Clothing Studio Beginning, Clothing Studio Intermediate, and Clothing Studio Advanced. 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>20 Days (4 weeks throughout the school year as students select patterns)</p>	
<p>Standards:</p>	<p>NJSLS – 21st Century Life and Careers: 9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals. 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:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Go through the decision making process as they select their clothing project. 	<p>Activities, Investigation, and Student Experiences:</p> <ul style="list-style-type: none"> • Students must review and go through the decision making process as they select their projects.
<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 	<ul style="list-style-type: none"> ● Unit Presentation ● YouTube Videos ● Assessment/Evaluation sheets
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<p>Unit:</p>	<p>UNIT 3 - CHOOSING MY 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: 9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals. 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 garment parts and concepts are necessary to gain additional knowledge and clothing construction skills? ● 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"> ● Use analytical skills to determine the many choices leading to the selection of a project. ● Hone their organization skills to complete the decision making process. ● Work on their problem solving skills to help in the decision making process. 	<p>Activities, Investigation, and Student Experiences:</p> <p>Students will review...</p> <ul style="list-style-type: none"> ○ How to select a more complex pattern, fabric and notions ○ How to perform the following techniques: <ul style="list-style-type: none"> ■ Tailored garment ■ Bound buttonholes/welts ■ Notched Collar

<ul style="list-style-type: none"> ● Will this project increase my sewing knowledge? 		<ul style="list-style-type: none"> ■ Lining ■ Underlining ■ Binding ■ Plaids ■ Working with wool fabric ■ Working with advanced patterns ■ Selection of Fabric ■ Working with difficult fabrics ■ Yardages for plaids ■ (Plus a variety of individual concepts and techniques that follow students through their entire clothing course instruction throughout high school.)
<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 	<p>Materials:</p> <ul style="list-style-type: none"> ● Iron ● Ironing board ● Washing machine~ ● Dryer ● Cutting tables ● Sewing Machines ● Shears ● Pins ● Needles 	<p>Resources:</p> <ul style="list-style-type: none"> ● Unit Presentation ● YouTube Videos ● Assessment/Evaluation sheets

<ul style="list-style-type: none"> ● 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"> ● Marking tools ● Measuring tools ● Patterns ● Material ● Internet access and Chromebook/Laptop/Desktop 	
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	<p>UNIT 4 - MAKING THE GARMENTS Students will further develop sewing skills and continue to increase knowledge of clothing construction.</p>
<p>Unit:</p>	<p>20 Days</p>
<p>Timing:</p>	<p>NJSLS – 21st Century Life and Careers: 9.3.12.AC-CST.4 Apply scheduling practices to ensure the successful completion of a construction project. 9.3.12.AC-CST.5 Apply practices and procedures required to maintain job site safety. 9.3.12.AC.6 Read, interpret and use technical drawings, documents and specifications to plan a project 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.</p> <p>Standards:</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? 	<p>Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Follow direction sheets and incorporate various techniques and
	<p>Activities, Investigation, and Student Experiences:</p> <ul style="list-style-type: none"> • Students will review... <ul style="list-style-type: none"> ○ How to get fabric ready for a project.

<ul style="list-style-type: none"> ● Will pattern pieces require adjustments? ● How are pattern pieces placed on the fabric? ● Are there any special techniques be used for cutting and marking? ● Should certain steps and procedures be followed to complete the garment? 	<p>concepts to individualize their projects.</p>	<ul style="list-style-type: none"> ○ How to properly place pattern pieces on fabric and the techniques used for cutting and marking. ○ How to follow the direction sheet and incorporate various techniques and concepts to individualize their project.
<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 	<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



● Final exam			
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	<p>UNIT 5 - BUILDING A PORTFOLIO In this unit students will develop a portfolio of their work. This portfolio will highlight the student's knowledge of clothing construction, creativity as well as organizational skills.</p>
<p>Timing:</p>	<p>10 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 a portfolio? • What are the benefits of a portfolio to further my education and /or a career? 	<p>Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Develop a portfolio that a personal introduction and their inspirations and personal goals that show their <p>Activities, Investigation, and Student Experiences:</p> <ul style="list-style-type: none"> • Students will utilize this time to produce their personal portfolios. In doing this, it will enable them to portray their ability to set, and achieve goals, as well as

<ul style="list-style-type: none"> • What are the criteria for a portfolio? 	<p>knowledge of fashion and clothing construction.</p>	<p>demonstrate their personality. This is a personal acknowledgement of their achievements and their ability to succeed.</p>
<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 6 - THE WORKPLACE AND CAREERS IN THE FASHION WORLD As students mature and begin to think about their future, the more personal and career related information they can acquire about themselves, should enable them to make better decisions about their future career plans. This unit will make them aware of various careers in the world of fashion.</p>
<p>Timing:</p>	<p>10 Days</p>
<p>Standards:</p>	<p>NJSLS – 21st Century Life and Careers: 9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals. 9.2.12.C.3 Identify transferable career skills and design alternate career plans. 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education. 9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures. 9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business. 9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace. 9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.</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 specifically are your interests and skills for a job? • How do you go about applying for a job? • What are personal qualities that lead to productive workers who can advance in their job? • What are the responsibilities for and the qualities that make a successful entrepreneur? • What are the various aspects of a global marketplace? • What are the various careers available in the world of fashion? • Where can I obtain work in these careers? • Are these careers suitable for my interests and knowledge? 	<p>Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • List what skills and interests are needed for many different jobs in the fashion industry. • Explain how you go about applying for a job. • Describe what personal qualities are needed to be a productive team member. • Identify self-qualities that determine a successful career for oneself. 	<p>Activities, Investigation, and Student Experiences:</p> <ul style="list-style-type: none"> • Students will discuss the fact that there are many careers in the fashion industry. • Class discussions will focus on what education and training is necessary for many career paths in fashion. • The job application process will be discussed and reviewed by students • Students will be able to describe what personal qualities are needed to be a productive team member. • Students will be able to identify self-qualities that determine a successful career for oneself.
<p>Assessments:</p> <p>Formative Assessments</p> <ul style="list-style-type: none"> • Identification/use of supplies • Identification/use of equipment 	<p>Materials:</p> <ul style="list-style-type: none"> • Iron • Ironing board • Washing machine • Dryer 	<p>Resources:</p> <ul style="list-style-type: none"> • Unit Presentation • YouTube Videos • Assessment/Evaluation sheets

<ul style="list-style-type: none"> ● 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"> ● Cutting tables ● Sewing Machines ● Shears ● Pins ● Needles ● Marking tools ● Measuring tools ● Patterns ● Material ● Internet access and Chromebook/Laptop/Desktop 	
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<p>Unit:</p>	<p>UNIT 7 - FASHION PROMOTION AND CAREERS 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>Timing:</p>	<p>10 Days</p>
<p>Standards:</p>	<p>NJSLS – 21st Century Life and Careers: 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,</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 & 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 & 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>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 various types of fashion promotions, both direct and indirect that influence people to purchase apparel? • What are the characteristic and responsibilities of various fashion promotion personnel? • What does it take to be successful in a career? 	<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 • Color and design finishes • Perform dyeing • Print on textiles
	<p>Activities, Investigation, and Student Experiences:</p> <ul style="list-style-type: none"> • Students will discuss famous successful people and review how they became successful in their careers • Students will be able to review their personal attributes and share with their cooperative groups.

<ul style="list-style-type: none"> • What are the student's personal attributes? 	<ul style="list-style-type: none"> • Work with textile and Performance Finishes 	<ul style="list-style-type: none"> • Students will be required to know the various careers associated with Fashion Promotion <ul style="list-style-type: none"> ○ Advertising ○ Account executive ○ Art director—advertising designer ○ Graphic designer—layout artist, paste up artist ○ Advertising director ○ Publist ○ Fashion writer
<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 8 - THE BUSINESS OF APPAREL PRODUCTION The purpose of this unit is to enable the students to make a wise judgment in the actual purchasing of apparel. Students will be able to evaluate the products and price and then decide which method is best for payment of the purchase. A consumer needs to know what are his rights and responsibilities in the areas of apparel. By knowing one's right, responsibilities, the laws and legislation the consumer, producer and retailer will be more informed and be able to apply this information in daily life.</p>
<p>Timing:</p>	<p>10 Days</p>
<p>Standards:</p>	<p>NJSLS – 21st Century Life and Careers: 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences. 9.4.12.B.(1).1 Demonstrate communication skills and strategies that are used to work effectively with potential clients and others. 9.4.12.B.(1).2 Employ appropriate representational media to communicate concepts and design. 9.4.12.N.(5).1 Communicate information about retail products, services, images, and/or ideas to achieve desired outcomes.</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>	<p>Objectives:</p>
	<p>Activities, Investigation, and Student Experiences:</p>

<ul style="list-style-type: none"> ● According to law, what is the required information on hang-tags and labels? ● What are the specific apparel laws, currently in effect? ● What are the rights and responsibilities of consumers? ● What are some of the topics that one must consider that will insure the consumer he/she is making a wise purchase? How are the topics interrelated? 	<p>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. ● 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"> ● Students will read and review ... <ul style="list-style-type: none"> ○ The Consumer Apparel Labeling and Legislation ○ Hang-tags ○ Packaging ○ Apparel Legislation ○ Textile Fibers Product Identification Act ○ Permanent Labeling Act ○ Fur Product Labeling Act ○ Flammable Fabric Act
<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 	<ul style="list-style-type: none"> ● Internet access and Chromebook/Laptop/Desktop 	
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