

MIDDLETOWN TOWNSHIP PUBLIC SCHOOLS

Clothing Construction & Fashion (Full Year Course)

Revised Spring 2019

Adopted by the Board of Education on May 22, 2019

(Revised March, 2021 to meet the goals and standards of the new 2020 New Jersey Student Learning Standards – Visual and Performing Arts and the 2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills)
Standards Update 2022

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Middletown Township Public School District
CLOTHING CONSTRUCTION & FASHION – Full Year Course

**MIDDLETOWN TOWNSHIP BOARD OF EDUCATION
EQUAL OPPORTUNITY POLICIES**

The Middletown Township Board of Education affirms its responsibilities to ensure all students in the public schools of this township equal educational opportunity regardless of race, color, creed, religion, sex, ancestry, national origin or social or economic status. Lack of English language skills will not be a deterrent to admission to any program. No otherwise qualified handicapped individuals shall solely by reason of their handicap be denied the benefits of or subjected to discrimination in any activity.

The school system's Affirmative Action Plans for School/Classroom Practices are on file in the Superintendent's

office.

AFFIRMATIVE ACTION GRIEVANCE PROCEDURE

The Board of Education has established a procedure for staff, students or parents on a student's behalf to follow in filing a complaint dealing with alleged violation, misinterpretation or inequitable application of the policies and practices of the school district relative to provisions of Federal and State anti discrimination legislation. Details of the grievance procedures are included in the school district's policy manual under Policy #4111.

The Building Principal or designee serves as the first step of this grievance procedure.

The District Affirmative Action Officer is:

Kimberly Pickus
Middletown Township Board of Education
August T. Miner Administrative Offices
Second Floor
834 Leonardville Road
Middletown, New Jersey 07737
(732) 671-3850

The District 504 Compliance Officer is:
Robert Dunn, District Director of Student Services
Middletown Township Board of Education
August T. Miner Administrative Offices
Second Floor
834 Leonardville Road
Middletown, New Jersey 07737
(732) 671-3850

Middletown Township Public School District
CLOTHING CONSTRUCTION & FASHION – Full Year Course

DISTRICT PHILOSOPHY OF INSTRUCTION

In order to prepare our students for the ever-increasing demand for a literate, technology-oriented workforce, Middletown Township Public School District embraces an instructional philosophy that is student-centered/personalized, inquiry-based, and that differentiates instruction based on student's individual abilities.

Teachers, as facilitators of lifelong learning, challenge students by providing an environment in which the students become active participants engaged in working together on projects and in solving problems that involve or simulate authentic data and events.

Students learn to value a variety of different approaches and are taught to take responsibility for their own meaningful learning as they become more adept at communicating their reasoning and in asking questions to help clarify their thinking and that of their classmates.

CLOTHING CONSTRUCTION & FASHION COURSE PHILOSOPHY

Popular fashion and accessory designers like Coco Chanel, Michael Kors, Ralph Lauren and Calvin Klein did not wait for the opportunity to come to them; they created it. In this class, students will do just that. Clothing Construction and Fashion can only be taken if the prerequisite course requirements of Fashion & Home Decor and Sewing & Fashion have been met. Students will continue to build upon their apparel construction and design skills to develop their very own clothing and accessory designs. Throughout this process students will understand the characteristics of textiles, develop mastery of sewing tools and equipment, apply the principles of pattern making, and clothing construction reflected upon in the fashion and accessory industry. *Prerequisite: Fashion & Home Decor and Sewing & Fashion*

INTRODUCTION

Clothing Construction and Fashion is a year-long elective course offered to students in grades 10-12. The course is designed to prepare students with the ability to demonstrate intermediate to advanced level design skills in the construction of clothing and accessory design. Students will use technology to research, create and implement projects associated with the scope of the course. This course incorporates individual and group problem solving and is project based with an active, hands-on approach. Students will be required to utilize mathematical skills and principles, use appropriate measurement tools and apply these skills in the creation of various projects. This course will incorporate the principles of art using their application in practical and aesthetic aspects. As students transfer and incorporate skills and knowledge from different content areas, they will be able to integrate what they've learned into life experience problem solving.

Suggestions for activities to accomplish course objectives are provided. Teachers may include additional activities and resources, but are required to ensure that they are aligned to the NJ Student Learning Standards. Students' progress in achieving the standards-based learning outcomes listed on the following pages should be assessed throughout the course. The curriculum guide also includes recommended activities for the purpose of differentiating instruction to meet the needs of special education students, English language learners, students at risk of school failure and gifted students.

The recommended activities section on the following pages includes activities for the purpose of differentiating instruction to meet the needs of Special Education students, Students with 504s, MLs, Students at Risk of Failure, and G&T students. The following are suggested modifications for teachers to use in each unit as appropriate:

- Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
- Provide students with choices including multiple options for how they can represent their understandings (e.g., conversations via digital tools such as Google Meet, experts from the community helping with a project, journal articles, biographies, multisensory techniques --auditory/visual aids: pictures, illustrations, graphs, charts, data tables, multimedia, modeling; etc.).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understanding. (Science specific)
- Use project-based learning to help students engage with content in an authentic way.
- Structure learning around explaining or solving a social or community-based issue.
- Provide ML students with multiple literacy strategies.
- Collaborate with after-school programs or clubs to extend learning opportunities.
- Alternative assessments

The district's expectation is for **ALL** teachers planning instruction for students with IEP's to thoroughly read and implement modifications and accommodations accordingly and consult with co-teacher. Accommodations and Modification are required for the following student groups: Special Education students, Students with 504s, MLs, Students at Risk of Failure, and G&T students.

Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections

District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2.

- 1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum.**
- 2. District boards of education shall integrate into the curriculum 21st century themes and skills [\(N.J.A.C. 6A:8-3.1\(c\)\).](#)**

Twenty-first century themes and skills integrated into all content standards areas [\(N.J.A.C. 6A:8-1.1\(a\)3\).](#)

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

Adopted Textbook

Each teacher of this course should have a class set of:

Weber, Jeanette. Clothing Fashion Fabrics & Construction. New York: McGraw Hill-Glencoe. Copyright 2008.

Westfall, Mary G., SUCCESSFUL SEWING. Tinley Park, Illinois: Goodheart-Wilcox (2002).

Note: No new adoption was made to correspond with this updated curriculum guide as no newer materials have been produced.

Middletown Township Public School District
CLOTHING CONSTRUCTION & FASHION – Full Year Course

New Jersey Student Learning Standards	21st Century Themes:
Clothing Construction and Fashion is a year-long course that prepares students with 21st century life and career skills. Throughout this course students will continue to explore the fashion industry by incorporating intermediate to advanced level sewing techniques through the product design and development of processes that lie behind the clothing and accessories that we wear each and every day. This course establishes the foundation for creating successful career opportunities available within the fashion industry within each unit of study. Clothing Construction and Fashion incorporates individual and group problem solving and is project based with an active, hands-on approach. Students will be required to utilize mathematical skills and principles, use appropriate measurement tools and apply these skills in the creation of various projects. This course will incorporate the principles of art using their application in practical and aesthetic aspects. A multidisciplinary approach will be used as the basis for course structure. As students transfer and incorporate skills and knowledge from different content areas, they will be able to integrate what they've learned into life experience problem solving. Students will use technology to research, create and implement projects associated with the scope of the course as outlined on the following pages. Each of the above mentioned skills encompassed within the Clothing Construction and Fashion course enables students with the ability to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace. The standards addressed within this course are composed of skills that all individuals need to have to truly be adaptable, reflective, and proactive in their 21st century life and careers. Each of these standards discuss the importance of being knowledgeable about one's interests and talents, being well informed about postsecondary and career options, career planning, and career requirements as students begin to enter the global workforce. For further information see: http://www.state.nj.us/education/cccs/	We must redefine literacy instruction by integrating the Internet, web-based resources and the vast quantity of digital information and communication technologies that are available. Students must be guided to develop literacy skills and strategies that will enable them to responsibly participate in a global environment. All students need to develop an understanding of the nature and impact of technology, engineering, and technological designs, as they relate to our individual and global societies. Technology and digital resources will continue to evolve and we must routinely seek tools and applications that will enhance student learning, creativity and productivity. For further clarification see NJ World Class Standards Introductions at: http://www.state.nj.us/education/cccs/

PLEASE NOTE: Online resources may be suggested throughout this curriculum guide. Due to the fact that the *precise* content of many sites may change over time, it is essential that teachers review each resource to be certain that it still remains an appropriate and valuable opportunity to support and enhance student learning.

Middletown Township Public School District
CLOTHING CONSTRUCTION & FASHION – Full Year Course

SCOPE & SEQUENCE

Unit 1 Plan: Explore the history of American fashion.

In this unit students will analyze and explore the history of the American fashion industry and lasting contributions that have been made to shape the fashion industry as we know it today.

Unit 2 Plan: Develop an understanding of fashion marketing techniques demonstrated in the fashion industry today. In this unit students will develop an understanding of fashion marketing techniques practiced by prominent brands in the fashion industry.

Unit 3 Plan: Understand the effects of fiber content and fabric construction on product performance.

In this unit students will understand the effects of fiber content and fabric construction by selecting appropriate textiles for specific applications and intended use in fashion design.

Unit 4 Plan: Demonstrate mastery of basic sewing and clothing construction terminology and techniques.

In this unit students will gain knowledge and skills required for the creation of textile products, demonstrating mastery of basic sewing and clothing construction terminology and techniques.

Unit 5 Plan: Develop skills in intermediate and advanced construction techniques.

In this unit students will demonstrate intermediate and advanced construction techniques in the creation and design of a garment.

Unit 6 Plan: Continue to develop skills in intermediate and advanced construction techniques.

In this unit students will continue to demonstrate intermediate and advanced construction techniques in the creation and design of a garment.

Unit 7 Plan: Design and create fashion accessories.

In this unit students will design and create a fashion accessory fulfilling both functional and artistic needs of the end user.

Unit 8 Plan: Refashion garments through redesign, repurpose and customization.

In this unit students will refashion garments through redesign, repurpose and customization during the up-cycling construction process.

Unit 9 Plan: Investigate careers in fashion, with focus on the business of fashion.

In this unit students will explore opportunities for entrepreneurship, locate sources of education and training, and identify available jobs and careers available in fashion related fields today.

Unit 1: Explore the history of American fashion.**Duration: 2 Weeks**

Unit Summary: In this unit students will analyze and explore the history of the American fashion industry and lasting contributions that have been made to shape the fashion industry as we know it today.

Enduring Understandings

- Fashion is reflective of social, political, and economic trends.
- Fashion is cyclical.
- Fashion is ever-changing and affected by a variety of cultural influences.

Essential Questions

- What determines whether or not Is something fashionable?
- What is the fashion cycle?
- How do political, social, and economic climates affect fashion?
- How can global influences affect fashion around the world?
- Which designers have had a major impact on U.S. fashion trends?

NJSLS for Unit 1

9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

9.3.12. ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

National Standards:

16.2.1 Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers and fabrics.

16.1.4 Analyze the effects of textiles, fashion and apparel industries on local, state, national and global economies.

16.1.6 Analyze the role of professional

		organizations in textiles, fashion and apparel industries. 16.3.5 Generate design that demonstrates consideration for ecological, environmental, ethnic, sociological, psychological, technical and economic trends and issues. 16.3.7 Demonstrate ability to use technology for fashion, apparel and textile design. 16.3.8 Evaluate the impact of history of design and designers, arts and culture, trend setters, and global influences on textiles, fashion , and apparel. <u>Interdisciplinary Connections: NJSL English Language Arts & Literacy</u> ● SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. ● SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. ● RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. ● RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
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Middletown Township Public School District
CLOTHING CONSTRUCTION & FASHION – Full Year Course

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Middletown Township Public School District
CLOTHING CONSTRUCTION & FASHION – Full Year Course

Student Learning Outcomes	Suggested Instructional Strategies Observable Teacher & Student Actions	Student Learning Activities Aligned to Specific Essential Question(s)
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Students can....

- Define the fashion cycle.
- Identify names of specific styles of skirts, necklines, collars, sleeves, dresses, shirts, pants, jackets and coats incorporated into garments throughout history.
- Examine the correlation between U.S. fashions and the political, social and economic influences of the times.
- Compare and contrast the historical cycles of fashion.
- Identify influential fashion designers who have made lasting contributions to the world of fashion.

- Teacher will present information on specific styles of skirts, necklines, collars, sleeves, dresses, shirts, pants, jackets and coats incorporated into garments throughout history.
- Students will research, compare, and contrast various garment styles and their evolution throughout fashion history.
- Students will complete a hands-on application project demonstrating their understanding of various garment styles and their evolution throughout fashion history.
- Students will present their findings on various garment styles and their evolution throughout fashion history to the class.
- Teacher will present information on the fashion cycle, examine the correlation between U.S. fashions and the political, social and economic influences of the times with students.
- Students will participate in a class discussion examining the correlation between U.S. fashions and the political, social and economic influences of the times citing specific examples from the fashion industry today.
- Teacher will present information comparing and contrasting the historical cycles of fashion and the impact that influential American fashion designers have made on the fashion industry today.
- Students will research a specific trend or garment style in fashion and create a fashion cycle diagram documenting each phase of the cycle in a presentation to the class.

- Students will research garment styles comparing and contrasting their evolution throughout history.
- Students will prepare a presentation on a specific garment style documenting their evolution throughout fashion history to the class.
- Students will participate in a class discussion examining the correlation between U.S. fashions and the political, social and economic influences of the times.
- Students will research a specific trend in fashion comparing and contrasting their evolution throughout history.
- Students will create a fashion cycle diagram documenting each phase of the cycle in a presentation to the class.

Middletown Township Public School District
CLOTHING CONSTRUCTION & FASHION – Full Year Course

Suggested Assessment Methods Providing Evidence of Student Learning Outcomes	Required Reading/Writing/SL Experiences	Suggestions for Differentiation to Meet Learning Needs/Styles
• Project based assessment using a rubric designed for each specific assignment demonstrating student understanding of aligned learning outcomes. • Formative written assessment in the form of a test, quiz, reflection, progress log, etc. demonstrating student understanding of aligned learning outcomes.	• Students will read, interpret and use technical documents and specifications to plan and successfully execute a project. • Students will use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.	• Students will have the opportunity to learn through verbal clarification, reading, hands on application throughout each lesson. • All assignments are posted on Google Classroom, where students have the opportunity to view the assignment before and after class. • Study guides for all work are given to students as well as posted on Google classroom. • Extra time and shortened assignments are given as needed. • Students with individual learning styles can be assisted by adjustments in assessment standards, teacher extra help as needed, additional time for written work in addition to all other provisions listed in their learning plans. • Cooperative learning groups and hands-on applications are favorable to student's differences in learning styles as indicated in their IEP. <u>Should include activities for the purpose of differentiating instruction to meet the needs of special education</u>

		<u>students,</u> <u>English language learners, students at</u> <u>risk of school failure and gifted</u> <u>students.</u>
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9

Middletown Township Public School District
CLOTHING CONSTRUCTION & FASHION – Full Year Course

Suggested Materials & Resources	Suggested Online Resources
RESOURCES: •Weber, Jeanette. Clothing Fashion Fabrics & Construction. New York: McGraw Hill-Glencoe. 2008. Print. •Westfall, Mary G. Successful Sewing. Illinois: The Goodheart Wilcox Company, Inc. 2002. Print. • Online professional learning communities MATERIALS: • Student Chromebooks • Poster Board	• Online professional learning communities • Online video tutorials • Google Classroom • Google for education suite

10

Middletown Township Public School District
CLOTHING CONSTRUCTION & FASHION – Full Year Course

Unit 2: Develop an understanding of fashion marketing techniques demonstrated in the fashion industry today.	Duration: 3 weeks
Summary	

In this unit students will develop an understanding of fashion marketing techniques practiced by prominent brands in the fashion industry.

Enduring Understandings	Essential Questions	NJSLS for Unit 2
• Marketing involves multiple activities that focus on promoting a good or service. • Defining a target market will allow companies to meet wants and needs of their specific client. • Successful marketing includes all four elements of the marketing mix. • A marketing plan consists of strategies that will effectively promote your company.	• Why does marketing matter to a fashion company? • How has fashion marketing changed in the past century? • What is the difference between needs and wants of a specific client? • What things can a fashion company do to influence consumer demand for its product? • What are the four elements of the marketing mix? • What are the components of a marketing plan?	9.3. MK.1 Describe the impact of economics, economics systems and entrepreneurship on marketing. 9.3. MK.2 Implement marketing research to obtain and evaluate information for the creation of a marketing plan. 9.3. MK.5 Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways. 9.3. MK.8 Obtain, develop, maintain, and improve a product or service mix in response to market opportunities. 9.3. MK.9 Communicate information about products, services, images and/or ideas to achieve a desired outcome. 9.3. MK.10 Use marketing strategies and processes to determine and meet client needs and wants. 9.3.12. ED.5 Demonstrate group collaboration skills to enhance professional education and training practice. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. 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. CRP12. Work productively in teams while using cultural global competence. National Standards: 1.2.1 Analyze potential career choices to determine the knowledge, skills, attitudes, and opportunities associated with each career. 3.1.2 Analyze opportunities for employment and entrepreneurial endeavors.

		Interdisciplinary Connections: <u>NJSLS English Language Arts & Literacy</u> • SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. • SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. • RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. • RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
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Middletown Township Public School District
CLOTHING CONSTRUCTION & FASHION – Full Year Course

Student Learning Outcomes	Suggested Instructional Strategies Observable Teacher & Student Actions	Student Learning Activities Aligned to Specific Essential Question(s)
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<i>Students can....</i> • Define marketing and describe a marketer's role in creating, communicating and delivering value in a fashion brand. • Distinguish between consumer needs and consumer wants. • Explain each of the four elements in the marketing mix. • Create and outline the five main components of the marketing plan for a fashion brand of their own.	• Teacher will present information and relevant videos on fashion marketing and describe a marketer's role in creating, communicating and delivering value within the fashion industry. • Students will explore and analyze popular fashion brands and examine their marketing plans. • Teachers will generate class discussion on how companies use social media to market their products. • Students will analyze given companies; decide how social media strategies fit into a marketing plan, and how these strategies will help achieve company objectives. • Students will develop different social media marketing strategies for a fashion brand and forecast how these strategies may be forced to change over time. • Students will be able to outline the main components of a marketing plan for their own clothing brand distinguishing consumer wants and needs, the four elements in the marketing mix.	• Students will research and analyze popular fashion brands and examine their marketing plan. • Students will participate in a class discussion on how companies use social media to market their products. • Students will analyze given companies; decide how social media strategies fit into a marketing plan, and how these strategies will help achieve company objectives. • Students will develop different social media marketing strategies for a fashion brand; forecast how these strategies may be forced to change over time. • Students will be able to outline the main components of a marketing plan for their own clothing brand distinguishing consumer wants and needs, and the four elements in the marketing mix.
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Middletown Township Public School District
CLOTHING CONSTRUCTION & FASHION – Full Year Course

Suggested Assessment Methods Providing Evidence of Student	Required Reading/Writing/SL Experiences	Suggestions for Differentiation to Meet Learning Needs/Styles
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Learning Outcomes		
● Project based assessment using a rubric designed for each specific assignment demonstrating student understanding of aligned learning outcomes. ● Formative written assessment in the form of a test, quiz, reflection, progress log, etc. demonstrating student understanding of aligned learning outcomes.	● Students will read, interpret and use technical documents and specifications to plan and successfully execute a project. ● Students will use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.	● Students will have the opportunity to learn through verbal clarification, reading, hands on application throughout each lesson. ● All assignments are posted on Google Classroom, where students have the opportunity to view the assignment before and after class. ● Study guides for all work are given to students as well as posted on Google classroom. ● Extra time and shortened assignments are given as needed. ● Students with individual learning styles can be assisted by adjustments in assessment standards, teacher extra help as needed, additional time for written work in addition to all other provisions listed in their learning plans. ● Cooperative learning groups and hands-on applications are favorable to student's differences in learning styles as indicated in their IEP. <u>Should include activities for the purpose of differentiating instruction to meet the needs of special education students, English language learners, students at risk of school failure and gifted students</u>

Middletown Township Public School District
CLOTHING CONSTRUCTION & FASHION – Full Year Course

Suggested Materials & Resources	Suggested Online Resources
<u>RESOURCES:</u> ● Weber, Jeanette. Clothing Fashion Fabrics & Construction. New York: McGraw Hill-Glencoe. 2008. Print. ● Westfall, Mary G. Successful Sewing. Illinois: The Goodheart Wilcox Company, Inc. 2002. Print. ● Online professional learning communities <u>MATERIALS:</u> • Student Chromebooks	● Online professional learning communities ● Online video tutorials ● Google Classroom ● Google for education suite

Unit 3: Understand the effects of fiber content and fabric construction on product performance.

Duration: 1 week

Summary

In this unit students will understand the effects of fiber content and fabric construction by selecting appropriate textiles for specific applications and intended use in fashion design.

Enduring Understandings

- Fabrics are created using a variety of fibers and different construction methods.
- The type of fiber used and the method of textile construction exhibit specific characteristics that affect the performance of products.
- Designers perform planning and analysis of specific textile construction within their designs.

Essential Questions

- How do science and technology affect the production and performance of textile fibers?
- How are textiles constructed? • How do fibers differ?
- How do designers choose specific textiles in the production of their design?

NJSLS for Unit 3

9.3.MNPPD.1 Produce quality products that meet manufacturing standards and exceed customer satisfaction.
9.3.12.ACDES.8 Apply standards, applications and restrictions pertaining to the selection and use of construction materials, components and assemblies in the project design.
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.
National Family & Consumer Sciences Standards:
16.1 Analyze career paths within textile apparel and design industries.

		16.1.1 Explain the roles and functions of individuals engaged in textiles and apparel careers. 16.2.1 Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers and fabrics. 16.2.4 Analyze characteristics of textile components in the design, construction, care, use, maintenance, and disposal or recycling of products. 16.2.7 Evaluate quality of textiles, fashion, and apparel construction and fit. 16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textiles, fashion, and apparel. 16.3.4 Demonstrate design concepts using fiber, fabric or digital means, employing draping and/or flat pattern making techniques. 16.4.1 Demonstrate professional skills in using traditional and technologically innovative equipment, tools, and supplies in textiles, fashion, and apparel construction, alteration, repair, and recycling 16.4.4 Analyze current technology, trends, and innovations that facilitate design and production of textiles, fashion, and apparel.
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Middletown Township Public School District
CLOTHING CONSTRUCTION & FASHION – Full Year Course

Student Learning Outcomes	Suggested Instructional Strategies Observable Teacher & Student Actions	Student Learning Activities Aligned to Specific Essential Question(s)
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Students can....

- Classify natural and synthetic fibers according to their sources and characteristics.
- Create a fashion line using fashion illustration sketches and select textiles appropriate for specific applications based on exhibited characteristics and intended use.
- Identify fiber characteristics, breakdowns and care required for appropriate fabrics.

Performance Expectations: Formative assessments may include observation, peer critique, and minor assignments listed below. Summative assessment may include larger projects (below). Benchmark assessment: quarterly exam or other end of marking period assessment of content. Alternative assessments will be used as appropriate.

Suggested activities are listed but not limited to:

- Teacher will present information to students examining and analyzing fiber and fabric samples to determine characteristics of different fibers.
- Teacher will show supporting videos on natural vs. synthetic fibers and how they are made into fabric.
 - Students will be able to identify the advantages and disadvantages of various fibers after viewing the presentation and supporting videos.
- Students will analyze fabric samples to determine characteristics of different fabrics and select textiles appropriate for specific applications in fashion design based on exhibited characteristics and intended use.
- Create a fashion line using fashion illustration sketches and select textiles appropriate for specific applications based on exhibited characteristics and intended use.
- Students will identify fiber characteristics, breakdowns and care required for appropriate fabrics within their clothing line.
- Students will present their clothing lines and supporting materials to the class.

- Students will complete a worksheet identifying the advantages and disadvantages of using various fibers in clothing after viewing the presentation and supporting videos.
- Students will participate in a hands-on project analyzing fabric samples to determine characteristics of different fabrics and select textiles appropriate for specific applications based on exhibited characteristics and their intended use.
- Students will create a fashion line using fashion illustration croqui sketching tool.
- Students will assign and select textiles appropriate for specific fashion design applications based on exhibited characteristics and intended use for their clothing line.
- Students will identify fiber characteristics, breakdowns and care required for appropriate fabrics within their clothing line.
- Students will present their clothing lines and supporting materials to the class.

Middletown Township Public School District
CLOTHING CONSTRUCTION & FASHION – Full Year Course

Suggested Assessment Methods Providing Evidence of Student Learning Outcomes	Required Reading/Writing/SL Experiences	Suggestions for Differentiation to Meet Learning Needs/Styles
● Project based assessment using a rubric designed for each specific assignment demonstrating student understanding of aligned learning outcomes. ● Formative written assessment in the form of a test, quiz, reflection, progress log, etc. demonstrating student understanding of aligned learning outcomes.	● Students will read, interpret and use technical documents and specifications to plan and successfully execute a project. ● Students will use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.	● Students will have the opportunity to learn through verbal clarification, reading, hands on application throughout each lesson. ● All assignments are posted on Google Classroom, where students have the opportunity to view the assignment before and after class. ● Study guides for all work are given to students as well as posted on Google classroom. ● Extra time and shortened assignments are given as needed. ● Students with individual learning styles can be assisted by adjustments in assessment standards, teacher extra help as needed, additional time for written work in addition to all other provisions listed in their learning plans. ● Cooperative learning groups and hands-on applications are favorable to student's differences in learning styles as indicated in their IEP. <u>Should include activities for the purpose of differentiating instruction to meet the needs of special education students.</u>

		<u>English</u> <u>language learners,</u> <u>students at risk</u> of school failure and gifted students
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Middletown Township Public School District
CLOTHING CONSTRUCTION & FASHION – Full Year Course

Suggested Materials & Resources	Suggested Online Resources
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RESOURCES:

- Weber, Jeanette. Clothing Fashion Fabrics & Construction. New York: McGraw Hill-Glencoe. 2008. Print.
- Westfall, Mary G. Successful Sewing. Illinois: The Goodheart Wilcox Company, Inc. 2002. Print.
- Online professional learning communities

MATERIALS:

- Student Chromebooks
- Croqui illustration tools
- Colored pencils/ markers
- Fabric swatch kits

- Online professional learning communities
- Online video tutorials
- Google Classroom
- Google for education suite

**Middletown Township Public School District
CLOTHING CONSTRUCTION & FASHION – Full Year Course**

Unit 4: Demonstrate mastery of basic sewing and clothing construction terminology and techniques.

Duration: 2 weeks

Summary

In this unit students will gain knowledge and skills required for the creation of textile products, demonstrating mastery of basic sewing and clothing construction terminology and techniques.

Enduring Understandings	Essential Questions	CCSS/NJSLS for Unit 4
• Textile products are created using a variety of construction methods. • Fashion is a combination of art and functional design. • Technology drives the creation and construction of clothing and accessories.	• What knowledge and skills are necessary for the creation of textile products? • How are sewing, mathematics, and reading related? • How is problem-solving used in the creation of textile products? • What skills and construction methods are required in the creation of textile products?	3.1.12. F.3 Apply reading vocabulary in different areas. 9.2.12. F.4 Practice safe use of tools and equipment. 9.2.12.F.5 Implement safety procedures in the classroom and workplace where appropriate. RST 9 -12.3 Follow precisely a complex, multistep procedure when carrying out experiments taking measurements, performing technical tasks, attending to special cases or exceptions defined in the text RST.9-12.4 Determine the meaning of symbols, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context. L11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence ingathering vocabulary knowledge when considering a word or phrase important to comprehension or 9.3.12.AC.1 Use vocabulary, symbols and formulas common to architecture and construction. 9.3.12.AC-DES.8 Apply standards, applications and restrictions pertaining to the selection and use of construction materials, components and assemblies in the project design. 9.3.12.AC-MO.1 Recognize and employ universal construction signs and symbols to function safely in the workplace.

Middletown Township Public School District
CLOTHING CONSTRUCTION & FASHION – Full Year Course

		9.3.MN-HSE.1 Demonstrate the safe use of manufacturing equipment. 9.3.MN-PPD.1 Produce quality products that meet manufacturing standards and exceed customer satisfaction. 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP 9. Model integrity, ethical leadership and effective management. National Family & Consumer Sciences Standards: 16.2.1 Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers and fabrics. 16.2.4 Analyze characteristics of textile components in the design, construction, care, use, maintenance, and disposal or recycling of products. 16.2.7 Evaluate quality of textiles, fashion, and apparel construction and fit. 16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textiles, fashion, and apparel. 16.3.4 Demonstrate design concepts using fiber, fabric
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		or digital means, employing draping and/or flat pattern making techniques. 16.4.1 Demonstrate professional skills in using traditional and technologically innovative equipment, tools, and supplies in textiles, fashion, and apparel construction, alteration, repair, and recycling 16.4.4 Analyze current technology, trends, and innovations that facilitate design and production of textiles, fashion, and apparel.
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Student Learning Outcomes	Suggested Instructional Strategies Observable Teacher & Student Actions	Student Learning Activities Aligned to Specific Essential Question(s)
<i>Students can....</i> • Analyze the design and construction of textile products. • Correctly identify the parts of the sewing machine and explain their functions. • Demonstrate safe use and care of sewing equipment within the sewing laboratory. • Identify and demonstrate proper use and care of small sewing tools and equipment. • Demonstrate basic clothing construction techniques	Performance Expectations: Formative assessments may include observation, peer critique, and minor assignments listed below. Summative assessment may include larger projects (below). Benchmark assessment: quarterly exam or other end of marking period assessment of content. Alternative assessments will be used as appropriate. <i>Suggested activities are listed but not limited to:</i> • Students will examine personal clothing, accessories and other examples of ready-to-wear to see types of materials and construction techniques used noting specific design and construction techniques. • Teacher instruction on safety protocol, care, use, and storage techniques of various sewing tools to be used in the sewing laboratory. • Teacher demonstration of the parts of	• Students will complete a worksheet analyzing personal clothing, accessories and other examples of ready-to-wear to see types of materials and construction techniques used noting specific design and construction techniques. • Presentation of sewing safety protocol, equipment safety, care, and storage techniques in the sewing laboratory. • Student study guide focusing on sewing safety in the sewing laboratory, the function and care of various sewing machine parts, sewing tools, and troubleshooting sewing machine malfunctions. • Sewing Safety Test Assessment • Student completion of the seam finish sample

	the sewing machine, their function, and proper sewing machine threading procedures in the sewing laboratory. • Students will complete a study guide focusing on sewing safety in the	
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Middletown Township Public School District
CLOTHING CONSTRUCTION & FASHION – Full Year Course

	sewing laboratory, the function and care of various sewing machine parts, sewing tools, and troubleshooting sewing machine malfunctions. • Students will pass a sewing safety test in order to participate successfully in the sewing laboratory. • Students demonstrate their understanding of threading the sewing machine and bobbin. • Students will complete a hands-on seam finish assignment focusing on specific skills required for upcoming construction project in addition to mathematical principles used in sewing.	exercise assignment that focuses on skills required for upcoming construction project.
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Suggested Assessment Methods Providing Evidence of Student	Required Reading/Writing/SL Experiences	Suggestions for Differentiation to Meet Learning Needs/Styles
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Learning Outcomes		
● Project based assessment using a rubric designed for each specific assignment demonstrating student understanding of aligned learning outcomes. ● Formative written assessment in the form of a test, quiz, reflection, progress log, etc. demonstrating student understanding of aligned learning outcomes.	● Students will read, interpret and use technical documents and specifications to plan and successfully execute a project. ● Students will use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.	● Students will have the opportunity to learn through verbal clarification, reading, hands on application throughout each lesson. ● All assignments are posted on Google Classroom, where students have the opportunity to view the assignment before and after class. ● Study guides for all work are given to students as well as posted on Google classroom. ● Extra time and shortened assignments are given as needed. ● Students with individual learning styles can be assisted by adjustments in assessment

		standards, teacher extra help as needed, additional time for written work in addition to all other provisions listed in their learning plans. ● Cooperative learning groups and hands-on applications are favorable to student's differences in learning styles as indicated in their IEP. <u>Should include activities for the purpose of differentiating instruction to meet the needs of special education students, English language learners, students at risk of school failure and gifted students.</u>
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Middletown Township Public School District
CLOTHING CONSTRUCTION & FASHION – Full Year Course

Suggested Materials & Resources	Suggested Online Resources
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RESOURCES:

- Weber, Jeanette. Clothing Fashion Fabrics & Construction. New York: McGraw Hill-Glencoe. 2008. Print.
- Westfall, Mary G. Successful Sewing. Illinois: The Goodheart Wilcox Company, Inc. 2002. Print.
- Online professional learning communities

MATERIALS:

- Student Chromebooks
- Small sewing equipment
- Sewing machine
- Measuring equipment
- Pattern paper
- Online demonstration videos
- Project appropriate fabric
- Project appropriate sewing notions

- Online professional learning communities
- Online video tutorials
- Google Classroom
- Google for education suite

Middletown Township Public School District
CLOTHING CONSTRUCTION & FASHION – Full Year Course

Unit 5 Plan: Develop skills in intermediate and advanced construction techniques.

Duration: 8 weeks

Summary

In this unit students will demonstrate intermediate and advanced construction techniques in the creation and design of a garment.

Enduring Understandings	Essential Questions	CCSS/NJSLS for Unit 5
• Specific construction techniques facilitate the successful creation of functional textile products. • Safe use of tools and equipment is essential in textile product construction. • The application of mathematics is fundamental to the creation of textile products. • Tools, techniques and resources influence construction of a sewing project. • All textiles and garments are not created equal. • Creative problem solving will result in more than one ‘right’ answer. • Creative, critical thinking and problem solving skills are needed to create and construct a quality wearable garment.	• How are sewing, mathematics, and reading related? • How is a garment constructed? • - What skills are necessary to create a wearable garment or accessory? • How can the techniques I use alter my desired results? • How can a variety of tools help me accomplish my desired goal? • How do the fabrics I choose influence the application of sewing techniques? • How do I choose the best method of construction?	9.3.12.AC.1 Use vocabulary, symbols and formulas common to architecture and construction. 9.3.12.AC-DES.8 Apply standards, applications and restrictions pertaining to the selection and use of construction materials, components and assemblies in the project design. 9.3.12.AC-MO.1 Recognize and employ universal construction signs and symbols to function safely in the workplace. 9.3.MN-HSE.1 Demonstrate the safe use of manufacturing equipment. 9.3.MN-PPD.1 Produce quality products that meet manufacturing standards and exceed customer satisfaction. 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. National Family & Consumer Sciences Standards: 16.2.1 Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers and fabrics. 16.2.4 Analyze characteristics of textile components in the design, construction, care, use, maintenance, and disposal or recycling of products.

		16.2.7 Evaluate quality of textiles, fashion, and apparel construction and fit. 16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textiles, fashion, and apparel. 16.3.4 Demonstrate design concepts using fiber, fabric or digital means, employing draping and/or flat pattern making techniques. 16.4.1 Demonstrate professional skills in using traditional and technologically innovative equipment, tools, and supplies in textiles, fashion, and apparel construction, alteration, repair, and recycling 16.4.4 Analyze current technology, trends, and innovations that facilitate design and production of textiles, fashion, and apparel.
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Middletown Township Public School District
CLOTHING CONSTRUCTION & FASHION – Full Year Course

Student Learning Outcomes	Suggested Instructional Strategies Observable Teacher & Student Actions	Student Learning Activities Aligned to Specific Essential Question(s)
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<i>Students can....</i> • Select and construct a garment using a commercial pattern, incorporating basic garment construction and fitting techniques. • Demonstrate intermediate construction techniques through the completion of a seam finish exercise. • Design a garment and incorporate simple flat pattern and draping techniques in its construction.	Performance Expectations: Formative assessments may include observation, peer critique, and minor assignments listed below. Summative assessment may include larger projects (below). Benchmark assessment: quarterly exam or other end of marking period assessment of content. Alternative assessments will be used as appropriate. <i>Suggested activities are listed but not limited to:</i> • Students will review basic principles of garment construction. • Students will choose pattern, fabric and notions, altering pattern as necessary. • Students will construct garment using intermediate level sewing techniques. • Students will fit garments to conform to individual figure. • Students will construct samples of intermediate construction techniques throughout the garment construction process.	• Students will choose pattern, fabric and notions, altering pattern as necessary. • Students will construct a garment using intermediate level sewing techniques. • Students will fit garments to conform to individual figures.
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Middletown Township Public School District
CLOTHING CONSTRUCTION & FASHION – Full Year Course

Suggested Assessment Methods Providing Evidence of Student Learning Outcomes	Required Reading/Writing/SL Experiences	Suggestions for Differentiation to Meet Learning Needs/Styles
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● Project based assessment using a rubric designed for each specific assignment demonstrating student understanding of aligned learning outcomes. ● Formative written assessment in the form of a test, quiz, reflection, progress log, etc. demonstrating student understanding of aligned learning outcomes.	● Students will read, interpret and use technical documents and specifications to plan and successfully execute a project. ● Students will use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.	● Students will have the opportunity to learn through verbal clarification, reading, hands- on application throughout each lesson. ● All assignments are posted on Google Classroom, where students have the opportunity to view the assignment before and after class. ● Study guides for all work are given to students as well as posted on Google classroom. ● Extra time and shortened assignments are given as needed. ● Students with individual learning styles can be assisted by adjustments in assessment standards, teacher extra help as needed, additional time for written work in addition to all other provisions listed in their learning plans. ● Cooperative learning groups and hands-on applications are favorable to student's differences in learning styles as indicated in their IEP. <u>Should include activities for the purpose of differentiating instruction to meet the needs of special education students, English language learners, students at risk of school failure and gifted students.</u>
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Middletown Township Public School District
CLOTHING CONSTRUCTION & FASHION – Full Year Course

Suggested Materials & Resources	Suggested Online Resources
<u>RESOURCES:</u> • Weber, Jeanette. Clothing Fashion Fabrics & Construction. New York: McGraw Hill-Glencoe. 2008. Print. • Westfall, Mary G. Successful Sewing. Illinois: The Goodheart Wilcox Company, Inc. 2002. Print. • Online professional learning communities <u>MATERIALS:</u> • Small sewing equipment • Sewing machine • Measuring equipment • Pattern paper • Online demonstration videos • Project appropriate fabric • Project appropriate sewing notions	• Online professional learning communities • Online video tutorials • Google Classroom • Google for education suite

Middletown Township Public School District
CLOTHING CONSTRUCTION & FASHION – Full Year Course

Unit 6 Plan: Continue to develop skills in intermediate and	Duration: 10 weeks
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advanced construction techniques.

Summary

In this unit students will continue to demonstrate intermediate and advanced construction techniques in the creation and design of a garment.

Enduring Understandings

- Tools, techniques, and resources influence construction of a sewing project.
- All textiles and garments are not created equal
- Creative problem solving will result in more than one 'right' answer.
- Creative, critical thinking and problem solving skills are needed to create and construct a quality wearable garment.

Essential Questions

- How can a variety of tools help me accomplish my desired goal?
- Where are the best places to go to gather the resources necessary for my project?
- How do the fabrics I choose influence the application of sewing techniques?
- How do I choose the best method of construction?

CCSS/NJSLS for Unit 6

9.3.12.AC.1 Use vocabulary, symbols and formulas common to architecture and construction.

9.3.12.AC-DES.8 Apply standards, applications and restrictions pertaining to the selection and use of construction materials, components and assemblies in the project design.

9.3.12.AC-MO.1 Recognize and employ universal construction signs and symbols to function safely in the workplace.

9.3.MN-HSE.1 Demonstrate the safe use of manufacturing equipment.

9.3.MN-PPD.1 Produce quality products that meet manufacturing standards and exceed customer satisfaction.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

National Family & Consumer Sciences Standards:
16.2.1 Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers and fabrics.

		16.2.4 Analyze characteristics of textile components in the design, construction, care, use, maintenance, and disposal or recycling of products. 16.2.7 Evaluate quality of textiles, fashion, and apparel construction and fit. 16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textiles, fashion, and apparel. 16.3.4 Demonstrate design concepts using fiber, fabric or digital means, employing draping and/or flat pattern making techniques. 16.4.1 Demonstrate professional skills in using traditional and technologically innovative equipment, tools, and supplies in textiles, fashion, and apparel construction, alteration, repair, and recycling 16.4.4 Analyze current technology, trends, and innovations that facilitate design and production of textiles, fashion, and apparel. National Family & Consumer Sciences Standards: 16.2.1 Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers and fabrics. 16.2.4 Analyze characteristics of textile components in the design, construction, care, use, maintenance, and disposal or recycling of products. 16.2.7 Evaluate quality of textiles, fashion, and apparel construction and fit. 16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textiles, fashion, and apparel. 16.3.4 Demonstrate design concepts using fiber, fabric or digital means, employing draping and/or flat pattern making techniques. 16.4.1 Demonstrate professional skills in using traditional and technologically innovative equipment,
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		tools, and supplies in textiles, fashion, and apparel construction, alteration, repair, and recycling 16.4.4 Analyze current technology, trends, and innovations that facilitate design and production of textiles, fashion, and apparel.
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Middletown Township Public School District
CLOTHING CONSTRUCTION & FASHION – Full Year Course

Student Learning Outcomes	Suggested Instructional Strategies Observable Teacher & Student Actions	Student Learning Activities Aligned to Specific Essential Question(s)
<i>Students can....</i> • Determine which textile will be best suited for their garment of choice. • Modify a pattern by taking proper and accurate body measurements. • Layout a pattern, including markings and cutting. • Select the correct construction techniques. Perform accurate and appropriate garment alterations during the sewing process. • Reflect on the construction process at various stages of the process.	Performance Expectations: Formative assessments may include observation, peer critique, and minor assignments listed below. Summative assessment may include larger projects (below). Benchmark assessment: quarterly exam or other end of marking period assessment of content. Alternative assessments will be used as appropriate. <i>Suggested activities are listed but not limited to:</i> • Students will construct samples of intermediate construction techniques. • Students will choose pattern, fabric, and notions. • Students will incorporate sewing techniques into garment construction • Students will be introducing basic draping techniques. • Students will design simple garment and create through the use of adapted flat patterns and draping techniques.	• Students will choose pattern, fabric, and notions. • Students will incorporate advanced sewing techniques into garment construction • Students will be introducing advanced clothing construction techniques. • Students will design an advanced garment and create through the use of adapted flat patterns and draping techniques.

Suggested Assessment Methods Providing Evidence of Student Learning Outcomes	Required Reading/Writing/SL Experiences	Suggestions for Differentiation to Meet Learning Needs/Styles
● Project based assessment using a rubric designed for each specific assignment demonstrating student understanding of aligned learning outcomes. ● Formative written assessment in the form of a test, quiz, reflection, progress log, etc. demonstrating student understanding of aligned learning outcomes.	● Students will read, interpret and use technical documents and specifications to plan and successfully execute a project. ● Students will use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.	● Students will have the opportunity to learn through verbal clarification, reading, hands- on application throughout each lesson. ● All assignments are posted on Google Classroom, where students have the opportunity to view the assignment before and after class. ● Study guides for all work are given to students as well as posted on Google classroom. ● Extra time and shortened assignments are given as needed. ● Students with individual learning styles can be assisted by adjustments in assessment standards, teacher extra help as needed, additional time for written work in addition

		to all other provisions listed in their learning plans. ● Cooperative learning groups and hands-on applications are favorable to student's differences in learning styles as indicated in their IEP. <u>Should include activities for the purpose of differentiating instruction to meet the needs of special education students, English language learners, students at risk of school failure and gifted students.</u>
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Middletown Township Public School District
CLOTHING CONSTRUCTION & FASHION – Full Year Course

Suggested Materials & Resources	Suggested Online Resources
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RESOURCES:

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- Westfall, Mary G. Successful Sewing. Illinois: The Goodheart Wilcox Company, Inc. 2002. Print.
- Online professional learning communities

MATERIALS:

- Small sewing equipment
- Sewing machine
- Measuring equipment
- Pattern paper
- Online demonstration videos
- Project appropriate fabric
- Project appropriate sewing notions

- Online professional learning communities
- Online video tutorials
- Google Classroom
- Google for education suite

Middletown Township Public School District
CLOTHING CONSTRUCTION & FASHION – Full Year Course

Unit 7 Plan: Design and create fashion accessories.

Duration: 5 weeks

Summary

In this unit students will design and create a fashion accessory fulfilling both functional and artistic needs of the end user.

Enduring Understandings

Essential Questions

CCSS/NJSLS for Unit 7

• Fashion accessories are both functional and artistic. • Clothing and accessories are used as a sign of personal expression. • The applied use of textiles, notions, and embellishments are fundamental to the creation of accessories. • Individually designed and constructed accessories are unique to the creator, and express a specific point of view as opposed to mass-produced, commercially available items.	• Why are the principles of art and mathematics necessary for the creation of personal accessories? • How can elements and principles of design contribute to the overall appearance of accessories? • How can problem-solving skills be applied to the creation of fashion accessories?	1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). 9.3.12.AC.1 Use vocabulary, symbols and formulas common to architecture and construction. 9.3.12.AC-DES.8 Apply standards, applications and restrictions pertaining to the selection and use of construction materials, components and assemblies in the project design. 9.3.12.AC-MO.1 Recognize and employ universal construction signs and symbols to function safely in the workplace. 9.3.MN-HSE.1 Demonstrate the safe use of manufacturing equipment. 9.3.MN-PPD.1 Produce quality products that meet manufacturing standards and exceed customer satisfaction CRP2. Apply appropriate academic and technical skills.
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		CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. National Family & Consumer Sciences Standards: 16.2.1 Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers and fabrics. 16.2.4 Analyze characteristics of textile components in the design, construction, care, use, maintenance, and disposal or recycling of products. 16.2.7 Evaluate quality of textiles, fashion, and apparel construction and fit. 16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textiles, fashion, and apparel. 16.3.4 Demonstrate design concepts using fiber, fabric or digital means, employing draping and/or flat pattern making techniques. 16.4.1 Demonstrate professional skills in using traditional and technologically innovative equipment, tools, and supplies in textiles, fashion, and apparel construction, alteration, repair, and recycling 16.4.4 Analyze current technology, trends, and innovations that facilitate design and production of textiles, fashion, and apparel.
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Student Learning Outcomes	Suggested Instructional Strategies Observable Teacher & Student Actions	Student Learning Activities Aligned to Specific Essential Question(s)
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<i>Students can....</i> • Examine the effects of elements and principles of design in fashion applications. • Categorize and evaluate various methods used in the creation of accessories • Design an accessory using principles of geometry and arithmetic. • Become skilled in a variety of embellishment and fabric design and manipulation techniques.	Performance Expectations: Formative assessments may include observation, peer critique, and minor assignments listed below. Summative assessment may include larger projects (below). Benchmark assessment: quarterly exam or other end of marking period assessment of content. Alternative assessments will be used as appropriate. <i>Suggested activities are listed but not limited to:</i> • Determine construction; discuss functionality and how they enhance overall appearance. • Sketch accessory design; create a pattern with accurate measurements and written instructions to complete the item. • Construct an accessory using a commercial pattern or one created by the student. • Study and apply embellishment techniques such as beading, embroidering, using lace and trims, using studs or crystals, and making three dimensional flowers or appliqués. • Study and apply surface design techniques such as tie-dying (shibori), stamping, silk screening, marbling, and batik.	• Students will construct an accessory using a commercial pattern or one created by the student. • Students will sketch and plan an accessory design; create a pattern with accurate measurements and written instructions to complete the item.
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Middletown Township Public School District
CLOTHING CONSTRUCTION & FASHION – Full Year Course

Suggested Assessment Methods Providing Evidence of Student Learning Outcomes	Required Reading/Writing/SL Experiences	Suggestions for Differentiation to Meet Learning Needs/Styles
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- Project based assessment using a rubric designed for each specific assignment demonstrating student understanding of aligned learning outcomes.
- Formative written assessment in the form of a test, quiz, reflection, progress log, etc. demonstrating student understanding of aligned learning outcomes.

- Students will read, interpret and use technical documents and specifications to plan and successfully execute a project.
 - Students will use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.

- Students will have the opportunity to learn through verbal clarification, reading, hands- on application throughout each lesson.
 - All assignments are posted on Google Classroom, where students have the opportunity to view the assignment before and after class.
- Study guides for all work are given to students as well as posted on Google classroom.
- Extra time and shortened assignments are given as needed.
- Students with individual learning styles can be assisted by adjustments in assessment standards, teacher extra help as needed, additional time for written work in addition to all other provisions listed in their learning plans.
- Cooperative learning groups and hands-on applications are favorable to student's differences in learning styles as indicated in their IEP.

Should include activities for the purpose of differentiating instruction to meet the needs of special education students, English language learners, students at risk of school failure and gifted students.

Middletown Township Public School District
CLOTHING CONSTRUCTION & FASHION – Full Year Course

Suggested Materials & Resources	Suggested Online Resources
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35

Middletown Township Public School District
CLOTHING CONSTRUCTION & FASHION – Full Year Course

Unit 8 Plan: Refashion garments through redesign, repurpose and customization.		Duration: 4 weeks
Summary In this unit students will refashion garments through redesign, repurpose and customization during the up-cycling construction process.		
Enduring Understandings	Essential Questions	CCSS/NJSLS for Unit 8

• Fashion is an art form. • Refashioning garments involves individual re-creation that utilizes creative problem-solving, reduces waste and conserves resources, and expresses individuality. • Using skills to create a variety of details results in new and unique fashions.	• In what ways does clothing express personality? • How are garments constructed? • How are elements and principles of design used to influence the overall appearance of a garment? • How can problem-solving be applied to the refashioning of garments?	1.5.12adv.Cr1a: Visualize and generate art and design that can affect social change. 1.5.12adv.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept 1.5.12adv.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. 1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision. 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes. 9.3.12. AC.1 Use vocabulary, symbols and formulas common to architecture and construction. 9.3.12.AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues. 9.3.12.AC-DES.8 Apply standards, applications and restrictions pertaining to the selection and use of construction materials, components and assemblies in the project design.
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Middletown Township Public School District
CLOTHING CONSTRUCTION & FASHION – Full Year Course

		9.3.12.AC-MO.1 Recognize and employ universal construction signs and symbols to function safely in the workplace. 9.3.MN-HSE.1 Demonstrate the safe use of manufacturing equipment. 9.3.MN-PPD.1 Produce quality products that meet manufacturing standards and exceed customer satisfaction. 9.3.12. ED.5 Demonstrate group collaboration skills to enhance professional education and training practice. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. National Family & Consumer Sciences Standards: 16.2.4 Analyze characteristics of textile components in the design, construction, care, use, maintenance, and disposal or recycling of products. 16.2.5 Demonstrate appropriate procedures for care and disposal or recycling of textile products, considering diverse needs locally and globally. 16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textiles, fashion, and apparel. 16.3.4 Demonstrate design concepts using fiber, fabric or digital means, employing draping and/or flat pattern making techniques. 16.3.7 Demonstrate ability to use technology for fashion, apparel, and textile design. 16.4.1 Demonstrate professional skills in using traditional and technologically innovative equipment, tools, and supplies in textiles, fashion, and apparel construction, alteration, repair, and recycling 16.4.4 Analyze current technology, trends, and innovations that facilitate design and production of textiles, fashion, and
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apparel.

Student Learning Outcomes	Suggested Instructional Strategies Observable Teacher & Student Actions	Student Learning Activities Aligned to Specific Essential Question(s)
<i>Students can...</i> • Students will describe how personality can be expressed through clothing. • Students will explore methods for refashioning and repurposing unused garments. • Students will deconstruct clothing to discover the relationship of its basic components. • Students will create a garment that has been refashioned from an older, unused one.	Performance Expectations: Formative assessments may include observation, peer critique, and minor assignments listed below. Summative assessment may include larger projects (below). Benchmark assessment: quarterly exam or other end of marking period assessment of content. Alternative assessments will be used as appropriate. <i>Suggested activities are listed but not limited to:</i> • Students will research and explore ways in which people have refashioned garments. • Students will identify the way the elements and principles of design are used in the creation of a new garment. • Students will develop and execute a plan to find an unused garment that can be redesigned and repurposed. • Students will be required to take apart as necessary to be able to use various components to reuse and customize into a new product. • Students will design and complete a refashioned garment that reflects personality and incorporates a variety of resources covered in class.	• Students will design and complete a refashioned garment that reflects personality and incorporates a variety of resources covered in class.

CLOTHING CONSTRUCTION & FASHION – Full Year Course

Suggested Assessment Methods Providing Evidence of Student Learning Outcomes	Required Reading/Writing/SL Experiences	Suggestions for Differentiation to Meet Learning Needs/Styles
● Project based assessment using a rubric designed for each specific assignment demonstrating student understanding of aligned learning outcomes. ● Formative written assessment in the form of a test, quiz, reflection, progress log, etc. demonstrating student understanding of aligned learning outcomes.	● Students will read, interpret and use technical documents and specifications to plan and successfully execute a project. ● Students will use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.	● Students will have the opportunity to learn through verbal clarification, reading, hands - on application throughout each lesson. ● All assignments are posted on Google Classroom, where students have the opportunity to view the assignment before and after class. ● Study guides for all work are given to students as well as posted on Google classroom. ● Extra time and shortened assignments are given as needed. ● Students with individual learning styles can be assisted by adjustments in assessment standards, teacher extra help as needed, additional time for written work in addition to all other provisions listed in their learning plans. ● Cooperative learning groups and hands-on applications are favorable to student's differences in learning styles as indicated in their IEP. <u>Should include activities for the purpose of differentiating instruction to meet the needs of special education students, English language learners, students at risk of school failure</u>

**Middletown Township Public School District
CLOTHING CONSTRUCTION & FASHION – Full Year Course**

Suggested Materials & Resources	Suggested Online Resources
<u>RESOURCES:</u> ● Weber, Jeanette. Clothing Fashion Fabrics & Construction. New York: McGraw Hill-Glencoe. 2008. Print. ● Westfall, Mary G. Successful Sewing. Illinois: The Goodheart Wilcox Company, Inc. 2002. Print. ● Online professional learning communities <u>MATERIALS:</u> ● Small sewing equipment ● Sewing machine ● Measuring equipment ● Pattern paper ● Online demonstration videos ● Project appropriate fabric ● Project appropriate sewing notions	● Online professional learning communities ● Online video tutorials ● Google Classroom ● Google for education suite

Middletown Township Public School District
CLOTHING CONSTRUCTION & FASHION – Full Year Course

Unit 9 Plan: Investigate careers in fashion, with focus on the business of fashion.

Duration: 1 Week

Summary

In this unit students will explore opportunities for entrepreneurship, locate sources of education and training, and identify available jobs and careers available in fashion related fields today.

Enduring Understandings	Essential Questions	CCSS/NJSLS for Unit 9
• Fashion-related industries play a major role in the global economy. • A variety of industry, small business, and entrepreneurial opportunities are available in fashion. • When choosing a career it is important to know your personal strengths and weaknesses. • There are many career paths within the Fashion Industry.	• What skills and knowledge are required to work in the fashion industry? • What types of jobs are available in fashion-related fields? • How does a person identify their strengths and weaknesses? • What are my strengths and weaknesses that will affect my career choices? • How can I best use my strengths to guide my Fashion career choice	9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth. 9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment. 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills. 9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors. 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes. 9.3.12. ED.5 Demonstrate group collaboration skills to enhance professional education and training practice. 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. CRP7. Employ valid and reliable research strategies. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. National Family & Consumer Sciences Standards: 16.1.1 Explain the roles and functions of individuals engaged in textiles, fashion, and apparel careers. 16.1.2 Analyze opportunities for employment and entrepreneurial endeavors. 16.1.3 Summarize education and training requirements and opportunities for career paths in textiles, fashion, and apparel industries. 16.1.4 Analyze the effects of textiles, fashion, and apparel industries on local, state, national, and global economies. 16.1.5 Create an employment portfolio to communicate textiles, fashion, and apparel knowledge and skills 16.1.6 Analyze the role of professional organizations in textiles, fashion, and apparel industries.
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Middletown Township Public School District
CLOTHING CONSTRUCTION & FASHION – Full Year Course

Student Learning Outcomes	Suggested Instructional Strategies	Student Learning Activities
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	Observable Teacher & Student Actions	Aligned to Specific Essential Question(s)
<i>Students can...</i> • Identify types of jobs and careers available in the fashion industry. • Locate sources of education and training for a variety of fashion-related careers. • Explore opportunities for entrepreneurship in the fashion field.	Performance Expectations: Formative assessments may include observation, peer critique, and minor assignments listed below. Summative assessment may include larger projects (below). Benchmark assessment: quarterly exam or other end of marking period assessment of content. Alternative assessments will be used as appropriate. <i>Suggested activities are listed but not limited to:</i> • Invite guest speakers to showcase specific jobs in the fashion industry. • Watch videos, documentaries or television shows about fashion-related careers. • Invite post-secondary school representatives to describe educational opportunities in fashion. • Explore online marketplaces for handmade items such as Etsy.	• Students will complete personal interest inventory and plan post-secondary education and a career in the fashion field. • Students will create a personal business as an entrepreneur within the fashion industry.

Suggested Assessment Methods Providing Evidence of Student Learning Outcomes	Required Reading/Writing/SL Experiences	Suggestions for Differentiation to Meet Learning Needs/Styles
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● Project based assessment using a rubric designed for each specific assignment demonstrating student understanding of aligned learning outcomes. ● Formative written assessment in the form of a test, quiz, reflection, progress log, etc. demonstrating student understanding of aligned learning outcomes.	● Students will read, interpret and use technical documents and specifications to plan and successfully execute a project. ● Students will use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.	● Students will have the opportunity to learn through verbal clarification, reading, hands - on application throughout each lesson. ● All assignments are posted on Google Classroom, where students have the opportunity to view the assignment before and after class. ● Study guides for all work are given to students as well as posted on Google classroom. ● Extra time and shortened assignments are given as needed. ● Students with individual learning styles can be assisted by adjustments in assessment standards, teacher extra help as needed, additional time for written work in addition to all other provisions listed in their learning plans.
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		● Cooperative learning groups and hands-on applications are favorable to student's differences in learning styles as indicated in their IEP. <u>Should include activities for the purpose of differentiating instruction to meet the needs of special education students, English language learners, students at risk of school failure and gifted students.</u>
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Middletown Township Public School District CLOTHING CONSTRUCTION & FASHION – Full Year Course	
Suggested Materials & Resources	Suggested Online Resources

RESOURCES:

- Weber, Jeanette. Clothing Fashion Fabrics & Construction. New York: McGraw Hill-Glencoe. 2008. Print.
- Westfall, Mary G. Successful Sewing. Illinois: The Goodheart Wilcox Company, Inc. 2002. Print.
- Online professional learning communities

MATERIALS:

- Student Chromebook

- Online professional learning communities
- Online video tutorials
- Google Classroom
- Google for education suite

Middletown Township Public School District
CLOTHING CONSTRUCTION & FASHION – Full Year Course

Modifications (ML, Special Education, At Risk Students, Gifted & Talented, & 504 Plans)

ML

- Use visuals
- Introduce key vocabulary before lesson
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or e-books
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / anchor charts

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Provide anchor charts with high frequency words and phonemic patterns