

BOE Approval 7/09

<b>Time Frame</b>	<b>5 days</b>		
<b>Topic</b>	<b>Design</b>	<b>Unit</b>	<b>Understanding Color</b>
<b>Essential Questions</b>			
<ul style="list-style-type: none"> <li>▪ What is the impact of color on human emotions?</li> <li>▪ What symbolism and terms are used to identify color?</li> <li>▪ Why is understanding the color wheel important?</li> <li>▪ How do various color schemes work together?</li> </ul>			
<b>Content</b>			
<ul style="list-style-type: none"> <li>▪ Complementary color</li> <li>▪ Intermediate color</li> <li>▪ Pigments</li> <li>▪ Primary colors</li> <li>▪ Secondary colors</li> <li>▪ Shade</li> <li>▪ Tint</li> </ul>			
<b>Enduring Understandings / Skills</b>			
<ul style="list-style-type: none"> <li>▪ List and define the various color schemes</li> <li>▪ Recognize the various color schemes used in clothing</li> <li>▪ Recognize how colors are formed and place colors on the color wheel.</li> <li>▪ List the associations of color with psychology</li> </ul>			
<b>Assessments</b>			
<ul style="list-style-type: none"> <li>▪ Clothing Scrap book: Examples of clothing in the various color schemes and neutrals</li> <li>▪ Color quiz</li> </ul>			
<b>Learning Activities</b>			
<ul style="list-style-type: none"> <li>▪ Worksheets:             <ul style="list-style-type: none"> <li>○ Working with Color Schemes</li> <li>○ Color Fill-In</li> <li>○ Using Color for Effect</li> <li>○ Flattering Personal Coloring</li> <li>○ Color in Everyday Life (video worksheet)</li> </ul> </li> <li>▪ Look in magazines for “fashionable” names for colors this season</li> <li>▪ Analyze personal color with Color Collars.</li> <li>▪ Scrap book of color schemes used in clothing</li> <li>▪ Chapter Study guide</li> </ul>			
<b>Resources</b>			
<ul style="list-style-type: none"> <li>▪ FCCLA</li> <li>▪ Video: Color in Everyday Life</li> <li>▪ Text book</li> <li>▪ Magazines</li> </ul>			

- Scrap books
- Craft supplies: Glue, paper and Scissors.

### **NJCCCS**

- (1.3.12.D.1) Compare And Contrast Innovative Applications Of The Elements Of Art And Principles Of Design.
- (9.2.12.A.3) Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic and/or occupational settings.

<b>Time Frame</b>	<b>5 days</b>		
<b>Topic</b>	<b>Design</b>	<b>Unit</b>	<b>More Elements of Design</b>
<b>Essential Questions</b>			
<ul style="list-style-type: none"> <li>▪ What can a person wear to change the illusion of their size and shape.</li> <li>▪ Why do you look taller when you wear different types of lines?</li> </ul>			
<b>Content</b>			
<ul style="list-style-type: none"> <li>▪ Shape in Clothing</li> <li>▪ The shape of Fashion</li> <li>▪ Facial Shapes</li> <li>▪ Line Types and Directions</li> <li>▪ Line Applications</li> </ul>			
<b>Enduring Understandings / Skills</b>			
<ul style="list-style-type: none"> <li>▪ List and define the elements of design.</li> <li>▪ Line types, directions and applications</li> <li>▪ Summarize how to use lines to the best advantage in garments to enhance the appearance of body shapes.</li> <li>▪ Discuss texture and how to use it effectively to improve appearance through clothing.</li> </ul>			
<b>Assessments</b>			
<ul style="list-style-type: none"> <li>▪ Clothing Scrap book: Examples of clothing for each element of design.</li> <li>▪ Elements of Design quiz.</li> </ul>			
<b>Learning Activities</b>			
<ul style="list-style-type: none"> <li>▪ Worksheets: <ul style="list-style-type: none"> <li>○ More Elements of Design</li> <li>○ Creating with Lines</li> <li>○ Texture</li> <li>○ Line Categories and Illusions</li> </ul> </li> <li>▪ Study Sheets <ul style="list-style-type: none"> <li>○ Straight Lines in Use</li> <li>○ Other Lines in Use</li> <li>○ Apparel Line Directions</li> <li>○ Design Elements in Today's Fashions</li> </ul> </li> <li>▪ Scrap book of element of design used in clothing</li> </ul>			
<b>Resources</b>			
<ul style="list-style-type: none"> <li>▪ FCCLA</li> <li>▪ Video: <ul style="list-style-type: none"> <li>○ Elements of design</li> </ul> </li> <li>▪ Text book</li> <li>▪ Magazines</li> </ul>			

- Scrap books
- Craft supplies: Glue, paper and Scissors.

## **NJCCCS**

- (1.3.12.D.1) Compare And Contrast Innovative Applications Of The Elements Of Art And Principles Of Design.
- (9.2.12.A.3) Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic and/or occupational settings.

<b>Time Frame</b>	<b>10 days</b>		
<b>Topic</b>	<b>Design</b>	<b>Unit</b>	<b>Principles of Design</b>
<b>Essential Questions</b>			
<ul style="list-style-type: none"> <li>▪ What are principles of design?</li> <li>▪ Why do I look short in horizontal line?</li> <li>▪ Why can't a small person wear big prints?</li> </ul>			
<b>Content</b>			
<ul style="list-style-type: none"> <li>▪ Principles of design</li> <li>▪ Design</li> <li>▪ Balance             <ul style="list-style-type: none"> <li>○ Formal balance</li> <li>○ Informal balance</li> </ul> </li> <li>▪ Proportion</li> <li>▪ Emphasis</li> <li>▪ Rhythm             <ul style="list-style-type: none"> <li>○ Repetition</li> <li>○ Gradation</li> <li>○ Transition</li> <li>○ Opposition</li> </ul> </li> </ul>			
<b>Enduring Understandings / Skills</b>			
<ul style="list-style-type: none"> <li>▪ Name and define the principles of design.</li> <li>▪ Recognize the use of the elements and principles of design in articles of clothing.</li> <li>▪ Describe ways to determine body shape and size.</li> </ul>			
<b>Assessments</b>			
<ul style="list-style-type: none"> <li>▪ Clothing Scrap book: Examples of clothing pictures labeled with the Principles of Design</li> <li>▪ Principles of design quiz.</li> <li>▪ Elements and Principles of Design TEST.</li> </ul>			
<b>Learning Activities</b>			
<ul style="list-style-type: none"> <li>▪ Worksheets:             <ul style="list-style-type: none"> <li>○ Unscramble the terms</li> <li>○ A personal Style Analysis</li> </ul> </li> <li>▪ Study Sheets:             <ul style="list-style-type: none"> <li>○ Proportion Illusions</li> <li>○ Proportion of the Golden Mean</li> </ul> </li> <li>▪ Divide class in half. One half find examples of formal balance and the other half find example of informal balance.</li> <li>▪ Scrap book pages: Find and Label all of principles of design.</li> <li>▪ Video:             <ul style="list-style-type: none"> <li>○ Your Clothes Lines are Showing</li> <li>○ Principles of Design</li> <li>○ Elements and Principles of Design</li> </ul> </li> </ul>			

## **Resources**

- FCCLA
- Text book
- Clothing Catalogs and Magazines
- Scissors, Glue and paper

## **NJCCCS**

- (1.3.12.D.1) Compare And Contrast Innovative Applications Of The Elements Of Art And Principles Of Design.
- (9.2.12.A.3) Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic and/or occupational settings.

<b>Time Frame</b>	<b>15 days</b>		
<b>Topic</b>	<b>Design</b>	<b>Unit</b>	<b>Textiles: The Science of Apparel</b>
<b>Essential Questions</b>			
<ul style="list-style-type: none"> <li>▪ What items are made out of Textiles?</li> <li>▪ How are yarns formed and Fabric made?</li> <li>▪ What are natural fibers?</li> <li>▪ How does wool from a white sheep become a red sweater?</li> <li>▪ How is a did my white fabric become yellow with black dots?</li> </ul>			
<b>Content</b>			
<ul style="list-style-type: none"> <li>▪ Natural Fibers: sources and characteristics</li> <li>▪ Types of Yarns: Woolen, Worsted, Warp</li> <li>▪ Staple fibers</li> <li>▪ Types of fabric construction: woven, non-woven</li> <li>▪ Weaving and types of weaves</li> <li>▪ Selvage</li> <li>▪ Piece Dye</li> <li>▪ Roller Print</li> <li>▪ Hand</li> </ul>			
<b>Enduring Understandings / Skills</b>			
<ul style="list-style-type: none"> <li>▪ List various natural fibers and describe their characteristics needed for use in fabrics.</li> <li>▪ Explain how yarns are formed to make fabrics.</li> <li>▪ Describe the four distinguishing characteristics of fabrics.</li> <li>▪ Describe and Compare the characteristics of woven and non-woven fabrics.</li> <li>▪ Explain the different dyeing and printing processes.</li> </ul>			
<b>Assessments</b>			
<ul style="list-style-type: none"> <li>▪ Natural Fibers quiz.</li> <li>▪ Fabric Construction quiz</li> <li>▪ Samples of Fabric Swatches labeled by name in Scrap book</li> </ul>			
<b>Learning Activities</b>			
<ul style="list-style-type: none"> <li>▪ Worksheets:             <ul style="list-style-type: none"> <li>○ Fiber Facts</li> <li>○ A Spool of Fibers</li> <li>○ Chapter Content Clues</li> <li>○ Identifying Fabrics</li> </ul> </li> <li>▪ Study Guides:             <ul style="list-style-type: none"> <li>○ Popular Natural Fibers</li> <li>○ Yarns</li> <li>○ Grain Direction Guidelines</li> </ul> </li> <li>▪ Make a list of statements about different natural fiber fabric qualities and characteristics. Have class discussion about them.</li> <li>▪ Find two similar garments (silk and cotton blouses) in a catalog with different natural fiber content. Compare the prices. Discuss in class with the other students everyone's findings.</li> </ul>			

- Video:
  - Fibers to Fabrics
  - Norma Rae
  - Tour of a Fabric Store
- Field trip of a museum, textile artists' studio or craft studio where weaving is done by hand.
- Use "pot holder" looms and weave a plain weave potholder.
- Use "pot holder" looms to make samples of basket, twill and satin weaves.
- Demonstrate piece dyeing of fabrics containing various fibers discuss with the class the results.
- Tie dye an old tee shirt or piece of muslin.
- Find pictures in apparel catalogs and magazines of over all print, border prints, directional prints, even plaids and uneven plaids.

## Resources

- FCCLA
- Textbook
- Magazines and clothing catalogs.
- Fabric samples
- Fabric dyes
- Old tee shirts
- Glue, scissors, paper

## NJCCCS

- (1.3.12.D.1) Compare And Contrast Innovative Applications Of The Elements Of Art And Principles Of Design.
- (5.6.12.A.7) Recognize That The Properties Of Matter Are Related To The Structure And Arrangement Of Their Molecules And Atoms, Such As In Metallic And Nonmetallic Crystals And Carbon Compounds
- (8.2.12.A.3) Provide Various Examples Of How Technological Developments Have Shaped Human History.
- (8.2.12.C.2) Analyze The Factors That Influence Design Of Products, Systems, And Environments
- (8.2.12.C.3) Compare And Contrast The Effectiveness Of Various Products, Systems, And Environments Associated With Technological Activities In Energy, Transportation, Manufacturing, And Information And Communication.



<b>Time Frame</b>	<b>15 days</b>		
<b>Topic</b>	<b>Design</b>	<b>Unit</b>	<b>Patterns, notions, fabric selection and preparation</b>
<b>Essential Questions</b>			
<ul style="list-style-type: none"> <li>▪ How are items of apparel made to fit the individual person?</li> <li>▪ Why must you have a pattern to construct apparel and accessories?</li> <li>▪ What other information comes with a paper pattern?</li> <li>▪ How do you know how much fabric to purchase?</li> <li>▪ Do you need anything else to complete the project other than the fabric?</li> <li>▪ What are the basic pieces of equipment needed to construct items out of textiles?</li> <li>▪ What are pattern symbols and how are they used?</li> <li>▪ Why must garments be cut on the straight of grain?</li> </ul>			
<b>Content</b>			
<ul style="list-style-type: none"> <li>▪ Pattern view</li> <li>▪ Notions</li> <li>▪ Pattern guide sheet and pattern layout</li> <li>▪ Pattern symbols: cutting line, notch, dot, stitching line, grain line arrow, adjustment lines</li> <li>▪ Commercial Pattern Alterations</li> <li>▪ Seam allowance</li> <li>▪ Preshrinking</li> </ul>			
<b>Enduring Understandings / Skills</b>			
<ul style="list-style-type: none"> <li>▪ Take accurate body measurements and determine figure type and pattern size.</li> <li>▪ Prepare a shopping list of supplies needed from information on a pattern envelope.</li> <li>▪ Select and purchase suitable fabric for a garment based on size, fabric type and pattern view.</li> <li>▪ Identify and purchase necessary sewing notions for the selected garment.</li> <li>▪ Identify the various ways fabric can be folded in preparation for layout, pinning and cutting.</li> <li>▪ List reasons for so many layout choices on the guide sheet.</li> <li>▪ Place pattern pieces on grain.</li> <li>▪ Determine if fabric must be preshrunk.</li> <li>▪ Identify the types of information found on a pattern guide (instruction) sheet.</li> <li>▪ Determine when to make pattern adjustments.</li> <li>▪ Make a variety of pattern adjustments.</li> </ul>			
<b>Assessments</b>			
<ul style="list-style-type: none"> <li>▪ Basic Sewing Pretest</li> <li>▪ Pattern Envelope and Pattern Symbols Quiz</li> <li>▪ Pattern Layout and Guide sheet Quiz</li> <li>▪ Fabric Store Shopping List</li> <li>▪ Fabric selection Quiz</li> <li>▪ Pin and cut out fabric pieces for an item to be constructed.</li> </ul>			

## Learning Activities

- Worksheets:
  - Pattern Layout: Don't Let it Puzzle You
  - Patterns from Yesteryear-We've Come a Long Way
  - Pattern Alteration Pieces
  - Straightening Fabric
  - Practicing Using a Pattern Envelope
  - Identifying Grainlines
  - Determining if Fabric is On-Grain
  - Locating Types of Information on Instruction Sheets
  - Using Instruction Diagrams and Written Information
  - Interpreting Diagrams
  - Interpreting Written Instructions
  - Identifying Symbols
  - Using Symbols to Match Pattern Pieces
  - Drawing Symbols
  - Practicing Pattern Adjustments
  - Determining Pattern Adjustments
  - Practice Folding and Laying Out the Pattern
  - Practice Pattern Pieces
  - Using the Instruction Sheet
- Study Sheets:
  - Selecting Pattern Size
  - The Pattern Envelope
  - Fabric Preparation and Choices
  - The Instruction Sheet
  - Pattern Symbols
  - Pattern Adjustments
  - Pattern Layout, Pinning and Cutting
- Female students work in pairs to take body measurements.
- Library: Go to pattern company web sites or Look thru pattern catalogs and select patterns for beginning sewers to use.
- Use an online resource to select a pattern for a garment. List all fabric yardage and notions required. Calculate the cost of making the garment.
- Practice with mini pattern pieces to alter length of a garment.
- Demonstrate the method of pinning pattern pieces to fabric and cutting with Shears.
- Pin mini pattern pieces on fabric and cut out.

## Resources

- FCCLA
- Magazines
- Pattern books
- Shears, pins, tape measure
- Mini pattern pieces and fabric
- Tissue paper
- Websites
  - <http://www.mccall.com/>
  - <http://www.simplicity.com/>
  - <http://joann.com>
  - <http://www.hancockfabrics.com>

## NJCCCS

- (4.2.12.D.2) Choose appropriate tools and techniques to achieve the specified degree of precision and error needed in a situation. Degree of accuracy of a given measurement tool; Finding the interval in which a computed measure (e.g., area or volume) lies, given the degree of precision of linear measurements
- (4.3.12.D.1) Evaluate and simplify expressions. Add and subtract polynomials; Multiply a polynomial by a monomial or binomial; Divide a polynomial by a monomial
- (4.5.12.A.1) Learn mathematics through problem solving, inquiry, and discovery.
- (4.5.12.C.3) Recognize that mathematics is used in a variety of contexts outside of mathematics.
- (4.5.12.C.4) Apply mathematics in practical situations and in other disciplines.
- (8.1.12.B.8) Draft Career Education and Consumer, Family - 8. Evaluate The Accuracy, Relevance, And Appropriateness Of Electronic Information Sources.
- (9.1.12.B.2) Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings.
- (9.1.12.B.3) Select and utilize appropriate technology in the design and implementation of teacher- approved projects relevant to occupations and/or higher educational settings.
- (9.2.12.A.3) Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic and/or occupational settings.
- (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.

<b>Time Frame</b>	<b>30 days</b>		
<b>Topic</b>	<b>Design</b>	<b>Unit</b>	<b>Operating Sewing Machines and Equipment Use</b>
<b>Essential Questions</b>			
<ul style="list-style-type: none"> <li>▪ If the sewing machine doesn't work correctly, can you figure out what is wrong?</li> <li>▪ Does it matter if the machine is not threaded correctly and the bobbin is a mess?</li> <li>▪ Needle, pin...scissors, shears...string, thread; is there a difference and do you know all the names and uses of the many types of sewing equipment?</li> <li>▪ If the paper pattern is removed after cutting, how will you know where to use the required pattern symbols?</li> <li>▪ What is the difference between pressing and ironing? What would happen if you didn't press as you constructed your project?</li> </ul>			
<b>Content</b>			
<ul style="list-style-type: none"> <li>▪ Measuring equipment</li> <li>▪ Cutting equipment</li> <li>▪ Pattern marking equipment</li> <li>▪ Pattern Marking Techniques</li> <li>▪ Machine Stitching Equipment</li> <li>▪ Hand sewing Equipment</li> <li>▪ Time saving tools</li> <li>▪ Sewing Machine Parts</li> <li>▪ Threading the Sewing Machine</li> <li>▪ Adjusting Machine Tension</li> <li>▪ Bobbin Winding</li> <li>▪ Pressing Equipment</li> <li>▪ Pressing vs. Ironing</li> </ul>			
<b>Enduring Understandings / Skills</b>			
<ul style="list-style-type: none"> <li>▪ Identify two methods of transferring pattern symbols to fabric.</li> <li>▪ Operate and care for a sewing machine.</li> <li>▪ Demonstrate a safe speed while sewing straight, curves and corners on a sewing machine.</li> <li>▪ List safety rules for use of sewing machines and equipment.</li> <li>▪ Compile a checklist to follow when resolving sewing machine problems.</li> <li>▪ List supplies and small equipment needed to construct the sewing project.</li> <li>▪ Construct a small pin cushion</li> <li>▪ Construct an equipment bag made from the tie-dyed muslin.</li> <li>▪ Identify the meaning of pressing and its importance in sewing construction.</li> </ul>			
<b>Assessments</b>			
<ul style="list-style-type: none"> <li>▪ Sewing Safety Quiz</li> <li>▪ Threading and Parts of the Sewing Machine Quiz</li> <li>▪ Pin Cushion Rubric</li> <li>▪ Draw string bag Rubric</li> <li>▪ Small Sewing Equipment Quiz</li> <li>▪ Constructed Small Pin Cushion</li> </ul>			

## Learning Activities

- Worksheets
  - Sewing Supplies Puzzle
  - Practicing Machine Stitching : lines, curves and corners on paper
  - Marking the Fabric
  - Determining Which Marking Method to Use
  - Locating Materials
  - Marking the Fabric
  - Sewing Techniques-Practice Sample
  - Identify Sewing Machine Parts
  - Practicing Basic Machine Operation
  - Selecting Iron Temperature
  - Pressing Garment Details
- Study Sheets
  - Small Equipment and Notions Packet
  - Transferring Pattern Symbols to Fabric
  - Operating the Sewing Machine
  - Sewing Machine Features
  - Stitching problems and Solutions
  - Pressing vs. Ironing Information Packet
- Small sewing “grab” bag. Each student selects small sewing equipment and explains its use to the class.
- Practice using the machine on a sample piece of fabric using the worksheet, “*Sewing Techniques- Practice Sample.*”
- Each student will construct a small pin cushion for use in this class.
- Demonstrate Ironing and Pressing

## Resources

- Textbook
- Workbook
- Sewing Machines
- Small sewing equipment
- Fabric, stuffing and thread
- Hand sewing needles
- Ironing Board and other pressing equipment

## NJCCCS

- (9.1.12.B.2) Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings.
- (9.1.12.B.3) Select and utilize appropriate technology in the design and implementation of teacher- approved projects relevant to occupations and/or higher educational settings.
- (9.2.12.A.3) Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic and/or occupational settings.
- (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.

<b>Time Frame</b>	<b>35 days</b>		
<b>Topic</b>	<b>Design</b>	<b>Unit</b>	<b>Basic Construction</b>
<b>Essential Questions</b>			
<ul style="list-style-type: none"> <li>▪ What do you know about apparel or home textile construction?</li> <li>▪ What techniques do you need to complete a sewing project that is not too difficult for your skills.</li> <li>▪ Why must you have seam finishes?</li> <li>▪ What is staystitching?</li> </ul>			
<b>Content</b>			
<ul style="list-style-type: none"> <li>▪ Staystitching</li> <li>▪ Seams             <ul style="list-style-type: none"> <li>○ Plain</li> </ul> </li> <li>▪ Clipping, notching, trimming and Grading</li> <li>▪ Seam Finishes             <ul style="list-style-type: none"> <li>○ Clean/turned and stitched</li> <li>○ Zigzag</li> <li>○ Pinked</li> <li>○ Pinked and Stitched</li> </ul> </li> <li>▪ Understitching</li> <li>▪ Stitch in the Ditch</li> <li>▪ Easing and Gathering</li> <li>▪ Interfacing</li> <li>▪ Topstitching</li> <li>▪ Hand Stitching Terms</li> <li>▪ Hemming Methods</li> </ul>			
<b>Enduring Understandings / Skills</b>			
<ul style="list-style-type: none"> <li>▪ Identify and demonstrate the knowledge of clothing and home textile basic construction terms.</li> <li>▪ Select the appropriate basic construction application to be used based on fabric and project standards.</li> <li>▪ Utilize and interpret pattern envelope, layout and instruction sheet to construct an article of clothing or home apparel.</li> <li>▪ Create samples of basic construction applications if not present in chosen construction project.</li> <li>▪ Calculate the cost of constructing and time spent on a basic sewing skills project.</li> </ul>			
<b>Assessments</b>			
<ul style="list-style-type: none"> <li>▪ Basic Sewing Techniques Test</li> <li>▪ Sewing Construction Vocabulary Quiz</li> <li>▪ Samples of Basic Sewing Techniques Evaluation Sheets</li> <li>▪ Completed Basic sewing project Rubric</li> <li>▪ Samples of Basic sewing techniques in scrapbook</li> </ul>			
<b>Learning Activities</b>			
<ul style="list-style-type: none"> <li>▪ FCCLA STAR Event             <ul style="list-style-type: none"> <li>○ Fashion Construction</li> <li>○ Recycle Redesign</li> </ul> </li> <li>▪ NJ FCCLA Competitive Event</li> </ul>			

- Personal Patchwork
- Successories
- Fashion Runway
- Worksheets:
  - Practice Pattern pieces for Techniques
  - Matching seams to fabric
  - Practicing Making Seams
  - Practicing Clipping, Notching, Trimming and Grading
  - Matching Seam Finishes to Fabric
  - Practicing Seam Finishes
  - Determining When to and Practicing a Clean Finish Edge
  - Practice making Decisions About Interfacing
  - Sample Facing and Interfacing Application
  - Making Topstitching Choices
  - Practicing Topstitching
  - Practicing Hand Stitching
  - Choosing a Stitch
  - Choosing a Hem
  - Practicing a Hem
  - Skills Check List
  - Project Selection Worksheet
  - Pattern Selection Worksheet
  - Fabric Selection Worksheet
  - Project Cost Worksheet
  - Planning Your Project
  - Beginning Your Project
- Study sheets:
  - Staystitching
  - Seams
  - Clipping, Notching, Trimming and Grading
  - Seam Finishes
  - Clean Finishing
  - Understitching
  - Easing and Gathering
  - Interfacing
  - Hand Stitching
  - Hemming Methods
- Prepare samples of all basic sewing techniques, label and put in personal scrapbook.
- Construct and article of clothing, accessory or home fashion project using basic sewing construction techniques after completing a skills check list.
- Fashion, Design and Technology II student demonstrate to the class how to mark pattern symbols, staystitch, gather, press, topstitch, understitch, make casings, sew fasteners, and hems.
- Sewing terms Bingo: Students write sewing terms in Bingo spaces. Called defines a term. Students raise hands to answer and if it is on BINGO card it is marked off until someone gets BINGO.

## Resources

- Textbook
- Workbook
- Sewing Machines
- Pressing Equipment: Iron, Ironing Board etc.
- Thread

- Shears
- Students Need to Supply:
  - Fabric, Pattern and Notions
  - Plastic storage box for equipment (18 X 24 X4)

## **NJCCCS**

- (4.2.12.D.2) Choose appropriate tools and techniques to achieve the specified degree of precision and error needed in a situation. Degree of accuracy of a given measurement tool; Finding the interval in which a computed measure (e.g., area or volume) lies, given the degree of precision of linear measurements
- (4.3.12.D.1) Evaluate and simplify expressions. Add and subtract polynomials; Multiply a polynomial by a monomial or binomial; Divide a polynomial by a monomial
- (4.5.12.A.1) Learn mathematics through problem solving, inquiry, and discovery.
- (4.5.12.C.3) Recognize that mathematics is used in a variety of contexts outside of mathematics.
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- (9.2.12.A.3) Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic and/or occupational settings.
- (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.



<b>Time Frame</b>	<b>25 days</b>		
<b>Topic</b>	<b>Design</b>	<b>Unit</b>	<b>Special Construction Techniques</b>
<b>Essential Questions</b>			
<ul style="list-style-type: none"> <li>▪ Now that you have mastered basic sewing techniques are you ready to construct a project out of textiles using more difficult pattern construction steps?</li> <li>▪ Can previous basic sewing skills be integrated into more difficult sewing projects?</li> <li>▪ What is the cost of constructing your own apparel or home textile project?</li> <li>▪ What can you do with clothing that no longer fits or has gone out of style?</li> <li>▪ What is the cost of repairing damaged articles of clothing?</li> </ul>			
<b>Content</b>			
<ul style="list-style-type: none"> <li>▪ Waistbands</li> <li>▪ Repair</li> <li>▪ Restyle</li> <li>▪ Recycle</li> </ul>			
<b>Enduring Understandings / Skills</b>			
<ul style="list-style-type: none"> <li>▪ Construct a sewing project using more difficult construction techniques than the previous project.</li> <li>▪ Demonstrate an assigned construction technique to the class.</li> <li>▪ Calculate the cost of constructing and time spent on a sewing project that is using recycled garments</li> </ul>			
<b>Assessments</b>			
<ul style="list-style-type: none"> <li>▪ Second Stitches Rubric</li> <li>▪ Completed Sewing Project</li> <li>▪ Evaluation of Construction Samples</li> <li>▪ Demonstration Rubric</li> </ul>			
<b>Learning Activities</b>			
<ul style="list-style-type: none"> <li>▪ FCCLA STAR Event:             <ul style="list-style-type: none"> <li>○ Recycle Redesign</li> </ul> </li> <li>▪ Calculate the cost of a recycled project.</li> <li>▪ Worksheets:             <ul style="list-style-type: none"> <li>○ Recycle Redesign Packet</li> <li>○ Extending the Life of Clothes</li> <li>○ Recycling Clothes</li> <li>○ Applying Sewing Skills</li> <li>○ Construction Technique Demonstration</li> </ul> </li> <li>▪ Student Study Sheets:             <ul style="list-style-type: none"> <li>○ Constructing Facings</li> <li>○ Constructing Yokes</li> <li>○ Fasteners                 <ul style="list-style-type: none"> <li>▪ Elastic with casing</li> <li>▪ buttons</li> </ul> </li> </ul> </li> </ul>			

## Resources

- FCCLA
- Textbook
- Workbook
- Sewing Machines
- Student Supplies:
  - Garments to Recycle
  - Thread
  - Pattern and Notions
- Iron, Ironing Board and Pressing Equipment
- Scrap Fabric for samples

## NJCCCS

- (4.2.12.D.2) Choose appropriate tools and techniques to achieve the specified degree of precision and error needed in a situation. Degree of accuracy of a given measurement tool; Finding the interval in which a computed measure (e.g., area or volume) lies, given the degree of precision of linear measurements
- (4.3.12.D.1) Evaluate and simplify expressions. Add and subtract polynomials; Multiply a polynomial by a monomial or binomial; Divide a polynomial by a monomial
- (4.5.12.A.1) Learn mathematics through problem solving, inquiry, and discovery.
- (4.5.12.C.3) Recognize that mathematics is used in a variety of contexts outside of mathematics.
- (4.5.12.C.4) Apply mathematics in practical situations and in other disciplines.
- (9.1.12.B.2) Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings.
- (9.1.12.B.3) Select and utilize appropriate technology in the design and implementation of teacher- approved projects relevant to occupations and/or higher educational settings.
- (9.2.12.A.3) Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic and/or occupational settings.
- (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.

<b>Time Frame</b>	<b>5 days</b>		
<b>Topic</b>	<b>Fashion</b>	<b>Unit</b>	<b>Clothing and Society</b>
<b>Essential Questions</b>			
<ul style="list-style-type: none"> <li>▪ Why do we wear clothes?</li> <li>▪ How does clothing satisfy physical, psychological and social needs?</li> <li>▪ How do values, attitudes, conformity, individuality and personality affect clothing decisions and selections?</li> </ul>			
<b>Content</b>			
<ul style="list-style-type: none"> <li>▪ Protective Clothing</li> <li>▪ Adornment</li> <li>▪ Modesty</li> <li>▪ Status</li> <li>▪ Values and Attitudes</li> <li>▪ Conformity versus Individuality</li> <li>▪ Personality</li> <li>▪ Fashion Terms</li> <li>▪ Fashion Cycles</li> <li>▪ Social and Economic Influences on Fashion</li> </ul>			
<b>Enduring Understandings / Skills</b>			
<ul style="list-style-type: none"> <li>▪ List and explain the various reasons people wear clothes.</li> <li>▪ Analyze how clothing satisfies certain physical, psychological and social needs.</li> <li>▪ Recognize how values, attitudes, conformity, individuality and personality affect clothing selections and personal style.</li> <li>▪ Analyze the influence that social and economic factors have on fashions.</li> </ul>			
<b>Assessments</b>			
<ul style="list-style-type: none"> <li>▪ The Why of Clothes Test</li> <li>▪ Scrapbook pictures Rubric</li> </ul>			
<b>Learning Activities</b>			
<ul style="list-style-type: none"> <li>▪ DVD's:             <ul style="list-style-type: none"> <li>○ What Not to Wear</li> </ul> </li> <li>▪ Worksheet:             <ul style="list-style-type: none"> <li>○ Past, Present, and Future</li> <li>○ The Why of Clothes</li> <li>○ The Significance of Uniforms</li> <li>○ Vocabulary Review</li> <li>○ Marketing the Latest Fad</li> <li>○ Physical Needs in Clothing Decisions</li> <li>○ Dressed for the Occasion</li> <li>○ Which factors Influence Your Wardrobe?</li> <li>○ Is it a Classic or Fad?</li> <li>○ The mirror of Fashion</li> </ul> </li> </ul>			

- Conformity and Individuality
- Defining Terms
- Fashion News
- Cut pictures out of magazines to illustrate:
  - Protective clothing, Uniforms, Status, Modesty, Adornment, Past or present Fad, Classic styles
- Write an essay about a person whom you consider a current fashion leader.
- Visit the website [www.badfads.com](http://www.badfads.com) Discuss why these are no longer fashionable.

### **Resources**

- Textbook
- Magazines and Craft supplies: paper, glue and scissors
- Computer and website [www.badfads.com](http://www.badfads.com)

### **NJCCCS**

- 1.3.12.D.1) Compare And Contrast Innovative Applications Of The Elements Of Art And Principles Of Design.
- (9.1.12.B.2) Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings.

<b>Time Frame</b>	<b>10 days</b>		
<b>Topic</b>	<b>Fashion</b>	<b>Unit</b>	<b>Fashion Designers</b>
<b>Essential Questions</b>			
<ul style="list-style-type: none"> <li>▪ Can you name five famous fashion designers and their achievements in the fashion industry?</li> <li>▪ What is the role of a fashion designer in the apparel industry?</li> <li>▪ What education and training do you need to become a fashion designer?</li> <li>▪ What careers are available for fashion designers?</li> <li>▪ What are couture and prêt-a-porter collections and how do they compare to each other?</li> </ul>			
<b>Content</b>			
<ul style="list-style-type: none"> <li>▪ The Role of Fashion Designer             <ul style="list-style-type: none"> <li>○ High-Fashion Designers</li> <li>○ Apparel Industry Designers</li> <li>○ The Business of Designing</li> </ul> </li> <li>▪ The Design Process             <ul style="list-style-type: none"> <li>○ Finding Inspiration</li> <li>○ Sketching Designs</li> <li>○ Draping</li> <li>○ Selecting Fabrics and Trims</li> <li>○ Making Sample Garments</li> </ul> </li> <li>▪ Designer Collections             <ul style="list-style-type: none"> <li>○ Couture</li> <li>○ History of Haute Couture</li> <li>○ Fashion Show</li> </ul> </li> <li>▪ Designer Ready-to-Wear             <ul style="list-style-type: none"> <li>○ Prêt-a-porter</li> <li>○ Licensing</li> <li>○ royalty</li> </ul> </li> <li>▪ Famous Designers             <ul style="list-style-type: none"> <li>○ Adolfo to Michael Wesetley</li> </ul> </li> </ul>			
<b>Enduring Understandings / Skills</b>			
<ul style="list-style-type: none"> <li>▪ Explain the role of fashion designers in the apparel industry.</li> <li>▪ List the names and achievements of famous fashion designers.</li> <li>▪ Describe the design process.</li> <li>▪ Compare couture and prêt-a-porter collections.</li> <li>▪ Explain how the couture industry is changing.</li> <li>▪ Summarize the importance of the designer ready-to-wear.</li> </ul>			
<b>Assessments</b>			
<ul style="list-style-type: none"> <li>▪ Explain the role of fashion designers in the apparel industry.</li> <li>▪ List the names and achievements of famous fashion designers.</li> <li>▪ Describe the design process.</li> <li>▪ Compare couture and prêt-a-porter collections.</li> <li>▪ Explain how the couture industry is changing.</li> <li>▪ Summarize the importance of the designer ready-to-wear.</li> </ul>			

## Learning Activities

- FCCLA STAR Events:
  - Career Investigation
  - Job Interview
  - Fashion Design
- NJ FCCLA Event:
  - Fashion Runway
- Worksheets
  - Your fashion interest rating
  - Famous Designers Crossword
  - Characteristic Work of Designers
  - Fashion Interview
- Study Sheets
  - Chambre Syndicale Membership Requirements
  - Services Offered by the Chambre Syndicale
  - Fashion Design Examples
- Find 2 pictures of 3 famous designers mount on paper and label. Add to scrapbook.
- Report: Extending Your Knowledge of Designers: read about a designer and write a brief report.
- Have students decorate the bulletin board about a famous designer.
- Videos and DVDs
  - Confessions of Fashion Designer
  - Get Cartier: Defending a Crown
  - Project Runway: Seasons 1,2,3,4
  - The Fashion Show: Season one
  - Nike
  - Icons of Fashion
  - The Versace Family

## Resources

- FCCLA
- Textbook
- Trade Magazines
- Websites:
  - [www.fashion.net/biographies](http://www.fashion.net/biographies)
  - [www.fashion.about.com/cs/designersaz/index.htm](http://www.fashion.about.com/cs/designersaz/index.htm)

## NJCCCS

- (1.1.12.A.2) Discern The Value Of Works Of Art, Based On Historical Significance, Craftsmanship, Cultural Context, And Originality Using Appropriate Domain Specific Terminology
- (1.2.12.D.4) Outline A Variety Of Pathways And The Requisite Training For Careers In The Visual Arts.
- (1.3.12.D.1) Compare And Contrast Innovative Applications Of The Elements Of Art And Principles Of Design.
- (1.4.12.A.3) Determine The Influence Of Tradition On Arts Experience, Both As Arts Creator, Performer And Arts Consumer
- (9.1.12.B.2) Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings.

- (9.1.12.B.3) Select and utilize appropriate technology in the design and implementation of teacher- approved projects relevant to occupations and/or higher educational settings.

<b>Time Frame</b>	<b>5 days</b>		
<b>Topic</b>	<b>Fashion</b>	<b>Unit</b>	<b>Clothing Options</b>
<b>Essential Questions</b>			
<ul style="list-style-type: none"> <li>▪ When you got dressed today, what made you decide to wear the clothing that you have on now?</li> <li>▪ How do clothes project images and communicated messages?</li> <li>▪ Why is it important to dress appropriately for your lifestyle, the climate and community standards?</li> <li>▪ Are there any benefits to well-planned wardrobe?</li> <li>▪ What are the benefits of choosing and wearing correct clothing?</li> </ul>			
<b>Content</b>			
<ul style="list-style-type: none"> <li>▪ The Image You Project</li> <li>▪ Grooming</li> <li>▪ Clothing as communication of your personality</li> <li>▪ Yig and Yang traits</li> <li>▪ Choosing What to Wear             <ul style="list-style-type: none"> <li>○ Lifestyle</li> <li>○ Needs</li> <li>○ Activities</li> <li>○ Modesty</li> <li>○ Preferences</li> </ul> </li> <li>▪ Influences             <ul style="list-style-type: none"> <li>○ Family</li> <li>○ Friends</li> <li>○ Impact of Media</li> </ul> </li> <li>▪ Changing society             <ul style="list-style-type: none"> <li>○ More casual</li> <li>○ Rapid communication</li> <li>○ Global Marketplace</li> </ul> </li> <li>▪ Clothing reflects Culture</li> <li>▪ Clothing as Symbols</li> <li>▪ Clothing Customs</li> <li>▪ Appropriate for Occasions</li> <li>▪ Stage of Life Cycle</li> </ul>			
<b>Enduring Understandings / Skills</b>			
<ul style="list-style-type: none"> <li>▪ Evaluate the influence of family and friends on clothing choices.</li> <li>▪ List examples of clothing symbols.</li> <li>▪ List clothing that would be appropriate to wear to special occasions.</li> <li>▪ List examples of how people use clothing to project images and communicate messages.</li> <li>▪ Summarize the reasons for dressing appropriately for lifestyles, climate and community standards.</li> <li>▪ Evaluate how clothing needs differ among families.</li> </ul>			
<b>Assessments</b>			
<ul style="list-style-type: none"> <li>▪ The Best Clothes for You TEST</li> <li>▪ My Values Essay Rubric</li> <li>▪ Scrapbook pages Rubric</li> </ul>			



## Learning Activities

- DVD's:
  - What Not to Wear
- Worksheets:
  - Pictures and Words
  - Personal Approach to Apparel
  - Vocabulary Pyramid
- Study Sheets:
  - Communication
  - Communication and Clothing
  - Fashion Lifestyle Personalities
  - Lifestyle Dressing
- Write an essay listing at least five personal values that you use when choosing clothing.
- Find pictures of clothing that give a clear message. Discuss.
- Students collect picture of four people. Then have a discussion of what is your first impression of the people in the pictures.
- Write a paper about two occasions when clothing must give a good first impression.
- Have students list the clothing they must have for their personal life style.
- Discuss the layered look.
- Discuss the reason behind dress Codes. Read the dress code. Are students following it?
- Brainstorm: list of current status symbol clothing. How many of them are expensive?
- Look thru magazines and look for five illustrations of people in ethnic garments. Glue to paper. Label the country and add to scrapbook.

## Resources

- FCLA
- Textbook
- Magazines
- Craft Supplies: Glue, paper, scissors

## NJCCCS

- 1.3.12.D.1 Compare And Contrast Innovative Applications Of The Elements Of Art And Principles Of Design.
- 8.2.12.A.3 Provide Various Examples Of How Technological Developments Have Shaped Human History.
- 8.2.12.C.1 Explain The Life Cycle Of A Product, From Initial Design To Reuse, Recycling, Remanufacture, Or Final Disposal, And Its Relationship To People, Society, And The Environment, Including Conservation And Sustainability Principles.
- 9.1.12.A.3 Analyze factors that can impact an individual's career.

<b>Time Frame</b>	<b>5 days</b>		
<b>Topic</b>	<b>Fashion</b>	<b>Unit</b>	<b>Wardrobe Planning and Care</b>
<b>Essential Questions</b>			
<ul style="list-style-type: none"> <li>▪ Did you ever purchase that great little top, just to find out you own nothing and can't find anything to wear it with and can't find anything?</li> <li>▪ What are the available resources for building a wardrobe?</li> <li>▪ Are there ways to expand your wardrobe without spending a lot of money?</li> <li>▪ If clothing is stained, do you have to throw it away?</li> <li>▪ Why is it important to keep your wardrobe clean and in good repair?</li> </ul>			
<b>Content</b>			
<ul style="list-style-type: none"> <li>▪ Evaluating Your Wardrobe</li> <li>▪ Inventory</li> <li>▪ Wardrobe Action Plan</li> <li>▪ Priorities and Resources</li> <li>▪ Ways to Expand your Wardrobe</li> <li>▪ Bridge, Fine and Costume jewelry</li> <li>▪ Extenders</li> <li>▪ Basic apparel</li> <li>▪ Daily Care of Clothes</li> <li>▪ Detergents</li> <li>▪ Biodegradable</li> <li>▪ Dry Cleaning</li> </ul>			
<b>Enduring Understandings / Skills</b>			
<ul style="list-style-type: none"> <li>▪ Evaluate your wardrobe in order to identify and prioritize additions.</li> <li>▪ Identify and list available resources for building a wardrobe.</li> <li>▪ Analyze different ways of expanding a wardrobe.</li> <li>▪ Evaluate the best ways to treat and remove stains.</li> <li>▪ Summarize how to provide daily and weekly care for your clothing while keeping it clean and pressed.</li> </ul>			
<b>Assessments</b>			
<ul style="list-style-type: none"> <li>▪ Wardrobe Planning Quiz</li> <li>▪ Caring for Clothing Quiz</li> </ul>			
<b>Learning Activities</b>			
<ul style="list-style-type: none"> <li>▪ Worksheets:             <ul style="list-style-type: none"> <li>○ Write the Right terms</li> <li>○ The Final Analysis</li> <li>○ Personal Reactions</li> <li>○ Accessory Show and Tell</li> <li>○ Record Your Resources</li> <li>○ My Care of Clothes</li> <li>○ Note the Differences</li> <li>○ Laundry Product Comparisons</li> <li>○ Storage Ideas</li> </ul> </li> </ul>			

- Clothing Care and Selection Crossword
- Follow the label
- Study Sheets
  - Wardrobe Inventory Chart
  - Accessories Guidelines
  - Wardrobe Planning Chart
  - Wardrobe Thoughts
  - Daily Care of Clothes
  - Weekly Care of Clothes
  - Clothing Care
- Write down 5 garments you own. Describe two new ways to wear each one.
- List the four different categories into which apparel should be grouped.
- Bring an article of clothing to class to be recycled or restyled . Have class brainstorm ideas.
- Go on line to see various trims available to update old clothing.
- Write a list of how many things could you make with an old pair of jeans?
- Video:
  - Wardrobe Planning
  - Clothing and You
  - Wardrobe Management: Dress well for Less
  - Clothing Dollars and Sense
  - Gone with the Wash
  - Laundry 101
  - Storage
- Websites:
  - [www.Fabriclink.com/CARE](http://www.Fabriclink.com/CARE).
- Find pictures of home storage aids for clothing.
- Create a bulletin board: Students find pictures of various laundry products. Make a collage.
- Demonstrate various stain removal techniques.
- Have the students “sort” into Cold, Warm and Hot Water wash, by what they are wearing.

## Resources

- FCCLA
- Textbook
- Television
- VCR or DVD player
- Magazines
- Craft supplies: glue, paper, scissors

## NJCCCS

- 1.3.12.D.1 Compare and Contrast Innovative Applications of the Elements of Art and Principles of Design.
- 2.1.12.A.1 Compare And Contrast Healthcare And Personal Hygiene Products And Services Commonly Used By Adolescents And Young Adults
- 2.2.12.C.2 Evaluate How Family, Peers, Healthcare Providers And The Community Support Or Hinder The Achievement Of A Wellness Plan
- 8.2.12.A.3 Provide Various Examples Of How Technological Developments Have Shaped Human History.
- 8.2.12.C.1 Explain The Life Cycle Of A Product, From Initial Design To Reuse, Recycling, Remanufacture, Or Final Disposal, And Its Relationship To People, Society, And The Environment, Including Conservation And Sustainability Principles.

- 9.1.12.A.3 Analyze factors that can impact an individual's career.

<b>Time Frame</b>	<b>5 days</b>		
<b>Topic</b>	<b>Fashion</b>	<b>Unit</b>	<b>Consumer Skills and Evaluating Clothing Choices</b>
<b>Essential Questions</b>			
<ul style="list-style-type: none"> <li>▪ When you purchase clothing does it cost the same any where you buy it?</li> <li>▪ What information is on the hang tag of clothing?</li> <li>▪ Is a hang tag the same as garment label?</li> </ul>			
<b>Content</b>			
<ul style="list-style-type: none"> <li>▪ Be a Smart Shopper</li> <li>▪ Fashion Conscious</li> <li>▪ Impulse buying</li> <li>▪ Bargains</li> <li>▪ Shoplifting</li> </ul>			
<b>Enduring Understandings / Skills</b>			
<ul style="list-style-type: none"> <li>▪ Analyze bargains and sales of apparel.</li> <li>▪ Evaluate and compare methods of payment for clothing purchases.</li> <li>▪ Understand how shoplifting “cost” is passed on to the consumer.</li> </ul>			
<b>Assessments</b>			
<ul style="list-style-type: none"> <li>▪ Hangtag Rubric</li> <li>▪ Care Label Rubric</li> </ul>			
<b>Learning Activities</b>			
<ul style="list-style-type: none"> <li>Design a hangtag for the Accessory which was constructed in class.</li> <li>▪ Design a care label for the garment constructed in class.</li> <li>▪ Worksheets:             <ul style="list-style-type: none"> <li>○ Shopping Manners</li> <li>○ Purchasing Habits</li> </ul> </li> <li>▪ Study Sheets:             <ul style="list-style-type: none"> <li>○ Planned vs. Unplanned Purchases</li> <li>○ Quality/Price Relationships</li> <li>○ Quality</li> <li>○ Garment Fit</li> </ul> </li> <li>▪ Inventory the types of stores at the Local Mall. Why do people shop there instead of elsewhere?</li> <li>▪ Visit a department store and observe good and bad shopping manners.</li> <li>▪ Discuss shoplifting and how it affects the cost of products.</li> <li>▪ Websites:             <ul style="list-style-type: none"> <li>○ <a href="http://www.nca-i.com">www.nca-i.com</a></li> <li>○ <a href="http://www.ftc.gov">www.ftc.gov</a></li> <li>○ <a href="http://www.retailing.org">www.retailing.org</a></li> <li>○ <a href="http://www.pueblo.gsa.gov">www.pueblo.gsa.gov</a></li> <li>○ <a href="http://www.tc2.com">www.tc2.com</a></li> <li>○ <a href="http://www.fashionmall.com">www.fashionmall.com</a></li> </ul> </li> <li>▪ Videos and DVDs</li> </ul>			

- Dollars and Sense: Clothing
- Don't Shop til you Drop
- Have students bring in articles of clothing with a Trademark. Why do they like certain trade marks?

### **Resources**

- Textbook
- Magazines and clothing catalogs
- Craft supplies
- Television and VCR or DVD player

### **NJCCCS**

- 9.2.12.E.5 Use comparative shopping techniques for the acquisition of goods and services.
- 9.2.12.E.6 Analyze the impact of advertising on personal purchasing decisions.

<b>Time Frame</b>	<b>5 days</b>		
<b>Topic</b>	<b>Technology</b>	<b>Unit</b>	<b>Equipment and Consumer</b>
<b>Essential Questions</b>			
<ul style="list-style-type: none"> <li>▪ How do factories cut all the required fabric pattern pieces?</li> <li>▪ How did my birthday party get on that tee shirt?</li> </ul>			
<b>Content</b>			
<ul style="list-style-type: none"> <li>▪ Photos to Fabric</li> <li>▪ Computerized Laser Cutter</li> <li>▪ Computerized Sewing Machines</li> </ul>			
<b>Enduring Understandings / Skills</b>			
<ul style="list-style-type: none"> <li>▪ List the many ways technology machines are used in the fashion industry.</li> <li>▪ Design a textile project with a computerized photo image.</li> </ul>			
<b>Assessments</b>			
<ul style="list-style-type: none"> <li>• Photo textile project Rubric</li> </ul>			
<b>Learning Activities</b>			
<ul style="list-style-type: none"> <li>▪ Research the various types and cost of sewing machines.</li> <li>▪ Invite a salesman of computerized sewing machines to come to class and demonstrate the operation. Or take a class trip to the fabric or sewing machines store to see the operation of the machine.</li> <li>▪ Video             <ul style="list-style-type: none"> <li>○ The World of Fashion</li> </ul> </li> <li>▪ Have students take a digital picture. Down load into a color computer and print on transfer paper. Iron onto a small textile project or fabric and design and construct a product</li> </ul>			
<b>Resources</b>			
<ul style="list-style-type: none"> <li>▪ FCCLA</li> <li>▪ Textbook</li> <li>▪ Computers</li> <li>▪ Digital Camera</li> <li>▪ Transfer paper</li> <li>▪ Fabric</li> </ul>			
<b>NJCCCS</b>			
<ul style="list-style-type: none"> <li>▪ (1.3.12.D.1) Compare And Contrast Innovative Applications Of The Elements Of Art And Principles Of Design.</li> <li>▪ (8.2.12.B.2) Evaluate The Function, Value, And Appearance Of Technological Products, Systems, And Environments From The Perspective Of The User And The Producer.</li> <li>▪ (8.2.12.C.3) Compare And Contrast The Effectiveness Of Various Products, Systems, And Environments</li> </ul>			

Associated With Technological Activities In Energy, Transportation, Manufacturing, And Information And Communication.

- (9.1.12.B.3) Select and utilize appropriate technology in the design and implementation of teacher- approved projects relevant to occupations and/or higher educational settings.



<b>Time Frame</b>	<b>5 days</b>		
<b>Topic</b>	<b>Careers</b>	<b>Unit</b>	<b>Careers in Fashion, Design and Technology</b>
<b>Essential Questions</b>			
<ul style="list-style-type: none"> <li>▪ What careers are available in Textiles and Fashion?</li> <li>▪ What training and education is necessary to have a successful career in fashion and textiles?</li> <li>▪ What are the salaries people make in the fashion/textile industry?</li> </ul>			
<b>Content</b>			
<ul style="list-style-type: none"> <li>▪ Careers in the Textile Industry</li> <li>▪ Careers in Apparel Design and Production</li> <li>▪ Fashion Merchandising and Other Retail Industry Careers</li> <li>▪ Careers in Fashion Promotion</li> <li>▪ Other Careers: <ul style="list-style-type: none"> <li>○ Apparel Educators</li> <li>○ Home Sewing</li> <li>○ Textile and Clothing Historians</li> <li>○ Theatrical Costumers</li> <li>○ Clothing Care</li> <li>○ Entrepreneur</li> </ul> </li> </ul>			
<b>Enduring Understandings / Skills</b>			
<ul style="list-style-type: none"> <li>▪ Discuss the wide range of careers in fashion and textiles.</li> <li>▪ Explain the education and training needed for careers in the fashion/textile industry.</li> <li>▪ List the opportunities available and the range of benefits and salaries.</li> </ul>			
<b>Assessments</b>			
<ul style="list-style-type: none"> <li>▪ Career Quiz</li> <li>▪ Career Research Paper Rubric</li> </ul>			
<b>Learning Activities</b>			
<ul style="list-style-type: none"> <li>▪ FCCLA STAR Event: <ul style="list-style-type: none"> <li>○ Career Investigation</li> <li>○ Entrepreneurship</li> <li>○ Job Interview</li> <li>○ Applied Technology</li> </ul> </li> <li>▪ DVD: <ul style="list-style-type: none"> <li>○ Careers in Fashion</li> </ul> </li> <li>▪ Invite guest speakers from the field</li> <li>▪ Invite College representatives tell about there programs in Fashion/Textiles.</li> <li>▪ Visit Colleges or Universities that have fashion/textile areas of study.</li> <li>▪ Worksheets: <ul style="list-style-type: none"> <li>○ Careers in Textile Industry</li> <li>○ Textile Career Crossword</li> <li>○ Careers in Apparel Design</li> <li>○ A Diamond of Retail Occupations Crossword</li> <li>○ Retail Ladder Game</li> </ul> </li> </ul>			

- Careers in Fashion Promotion
- Entrepreneurial Opportunities
- A Career for You Definition Match-up
- Job Application
  
- Study Sheets:
  - Textile Research and Design Jobs
  - Textile Production Jobs
  - Apparel Industry Employment
  - Merchandise Management Career Path
  - Operations Management Career Path
  - Advertising Purposes
  - Commercial Pattern Development
  - Pattern Guide Sheet and Envelope Production
  - Attire for Careers
  - Career Planning Process

### **Resources**

- FCCLA
- Textbook

### **NJCCCS**

- 9.1.12.A.1 [Analyze] Re-evaluate personal interests, abilities, and skills through various measures including self assessments.
- 9.1.12.A.2 Evaluate academic and career skills needed in various career clusters.
- 9.1.12.A.3 Analyze factors that can impact an individual s career.
- 9.1.12.A.5 Research current advances in technology that apply to a selected occupational career cluster.
- 9.2.12.B.3 Compare and contrast methods for maximizing personal productivity.