# Essential Questions

- What is the impact of color on human emotions?
- What symbolism and terms are used to identify color?
- Why is understanding the color wheel important?
- How do various color schemes work together?

# Content

- Complementary color
- Intermediate color
- Pigments
- Primary colors
- Secondary colors
- Shade
- Tint

# Enduring Understandings / Skills

- List and define the various color schemes
- Recognize the various color schemes used in clothing
- Recognize how colors are formed and place colors on the color wheel.
- List the associations of color with psychology

# Assessments

- Clothing Scrap book: Examples of clothing in the various color schemes and neutrals
- Color quiz

# Learning Activities

- Worksheets:
  - Working with Color Schemes
  - Color Fill-In
  - Using Color for Effect
  - Flattering Personal Coloring
  - Color in Everyday Life (video worksheet)
- Look in magazines for “fashionable” names for colors this season
- Analyze personal color with Color Collars.
- Scrap book of color schemes used in clothing
- Chapter Study guide

# Resources

- FCCLA
- Video: Color in Everyday Life
- Text book
- Magazines
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.
## Time Frame

<table>
<thead>
<tr>
<th>Topic</th>
<th>Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit</td>
<td>More Elements of Design</td>
</tr>
</tbody>
</table>

### Essential Questions

- What can a person wear to change the illusion of their size and shape.
- Why do you look taller when you wear different types of lines?

### Content

- Shape in Clothing
- The shape of Fashion
- Facial Shapes
- Line Types and Directions
- Line Applications

### Enduring Understandings / Skills

- List and define the elements of design.
- Line types, directions and applications
- Summarize how to use lines to the best advantage in garments to enhance the appearance of body shapes.
- Discuss texture and how to use it effectively to improve appearance through clothing.

### Assessments

- Clothing Scrap book: Examples of clothing for each element of design.
- Elements of Design quiz.

### Learning Activities

- Worksheets:
  - More Elements of Design
  - Creating with Lines
  - Texture
  - Line Categories and Illusions
- Study Sheets
  - Straight Lines in Use
  - Other Lines in Use
  - Apparel Line Directions
  - Design Elements in Today’s Fashions
- Scrap book of element of design used in clothing

### Resources

- FCCLA
- Video:
  - Elements of design
- Text book
- Magazines
- 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.
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<tr>
<td><strong>Topic</strong></td>
<td>Design</td>
</tr>
<tr>
<td><strong>Unit</strong></td>
<td>Principles of Design</td>
</tr>
</tbody>
</table>

**Essential Questions**

- What are principles of design?
- Why do I look short in horizontal line?
- Why can’t a small person wear big prints?

**Content**

- Principles of design
- Design
- Balance
  - Formal balance
  - Informal balance
- Proportion
- Emphasis
- Rhythm
  - Repetition
  - Gradation
  - Transition
  - Opposition

**Enduring Understandings / Skills**

- Name and define the principles of design.
- Recognize the use of the elements and principles of design in articles of clothing.
- Describe ways to determine body shape and size.

**Assessments**

- Clothing Scrap book: Examples of clothing pictures labeled with the Principles of Design
- Principles of design quiz.
- Elements and Principles of Design TEST.

**Learning Activities**

- **Worksheets:**
  - Unscramble the terms
  - A personal Style Analysis
- **Study Sheets:**
  - Proportion Illusions
  - Proportion of the Golden Mean
- Divide class in half. One half find examples of formal balance and the other half find example of informal balance.
- Scrap book pages: Find and Label all of principles of design.
- **Video:**
  - Your Clothes Lines are Showing
  - Principles of Design
  - Elements and Principles of Design
### 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.
<table>
<thead>
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<tbody>
<tr>
<td>Topic</td>
<td>Design</td>
</tr>
<tr>
<td>Unit</td>
<td>Textiles: The Science of Apparel</td>
</tr>
</tbody>
</table>

**Essential Questions**
- What items are made out of Textiles?
- How are yarns formed and Fabric made?
- What are natural fibers?
- How does wool from a white sheep become a red sweater?
- How is a did my white fabric become yellow with black dots?

**Content**
- Natural Fibers: sources and characteristics
- Types of Yarns: Woolen, Worsted, Warp
- Staple fibers
- Types of fabric construction: woven, non-woven
- Weaving and types of weaves
- Selvage
- Piece Dye
- Roller Print
- Hand

**Enduring Understandings / Skills**
- List various natural fibers and describe their characteristics needed for use in fabrics.
- Explain how yarns are formed to make fabrics.
- Describe the four distinguishing characteristics of fabrics.
- Describe and Compare the characteristics of woven and non-woven fabrics.
- Explain the different dyeing and printing processes.

**Assessments**
- Natural Fibers quiz.
- Fabric Construction quiz
- Samples of Fabric Swatches labeled by name in Scrap book

**Learning Activities**
- Worksheets:
  - Fiber Facts
  - A Spool of Fibers
  - Chapter Content Clues
  - Identifying Fabrics
- Study Guides:
  - Popular Natural Fibers
  - Yarns
  - Grain Direction Guidelines
- Make a list of statements about different natural fiber fabric qualities and characteristics. Have class discussion about them.
- 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.
- 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.3) Compare And Contrast The Effectiveness Of Various Products, Systems, And Environments Associated With Technological Activities In Energy, Transportation, Manufacturing, And Information And Communication.
<table>
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<tr>
<td>Topic</td>
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</tr>
<tr>
<td>Unit</td>
<td>Patterns, notions, fabric selection and preparation</td>
</tr>
</tbody>
</table>

### Essential Questions

- How are items of apparel made to fit the individual person?
- Why must you have a pattern to construct apparel and accessories?
- What other information comes with a paper pattern?
- How do you know how much fabric to purchase?
- Do you need anything else to complete the project other than the fabric?
- What are the basic pieces of equipment needed to construct items out of textiles?
- What are pattern symbols and how are they used?
- Why must garments be cut on the straight of grain?

### Content

- Pattern view
- Notions
- Pattern guide sheet and pattern layout
- Pattern symbols: cutting line, notch, dot, stitching line, grain line arrow, adjustment lines
- Commercial Pattern Alterations
- Seam allowance
- Preshrinking

### Enduring Understandings / Skills

- Take accurate body measurements and determine figure type and pattern size.
- Prepare a shopping list of supplies needed from information on a pattern envelope.
- Select and purchase suitable fabric for a garment based on size, fabric type and pattern view.
- Identify and purchase necessary sewing notions for the selected garment.
- Identify the various ways fabric can be folded in preparation for layout, pinning and cutting.
- List reasons for so many layout choices on the guide sheet.
- Place pattern pieces on grain.
- Determine if fabric must be preshrunk.
- Identify the types of information found on a pattern guide (instruction) sheet.
- Determine when to make pattern adjustments.
- Make a variety of pattern adjustments.

### Assessments

- Basic Sewing Pretest
- Pattern Envelope and Pattern Symbols Quiz
- Pattern Layout and Guide sheet Quiz
- Fabric Store Shopping List
- Fabric selection Quiz
- Pin and cut out fabric pieces for an item to be constructed.
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.mccall.com/)
  - [http://www.simplicity.com/](http://www.simplicity.com/)
  - [http://joann.com](http://joann.com)
  - [http://www.hancockfabrics.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.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.
<table>
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<tr>
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<tbody>
<tr>
<td>Topic</td>
<td>Design</td>
</tr>
<tr>
<td>Unit</td>
<td>Operating Sewing Machines and Equipment Use</td>
</tr>
</tbody>
</table>

### Essential Questions
- If the sewing machine doesn’t work correctly, can you figure out what is wrong?
- Does it matter if the machine is not threaded correctly and the bobbin is a mess?
- 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?
- If the paper pattern is removed after cutting, how will you know where to use the required pattern symbols?
- What is the difference between pressing and ironing? What would happen if you didn’t press as you constructed your project?

### Content
- Measuring equipment
- Cutting equipment
- Pattern marking equipment
- Pattern Marking Techniques
- Machine Stitching Equipment
- Hand sewing Equipment
- Time saving tools
- Sewing Machine Parts
- Threading the Sewing Machine
- Adjusting Machine Tension
- Bobbin Winding
- Pressing Equipment
- Pressing vs. Ironing

### Enduring Understandings / Skills
- Identify two methods of transferring pattern symbols to fabric.
- Operate and care for a sewing machine.
- Demonstrate a safe speed while sewing straight, curves and corners on a sewing machine.
- List safety rules for use of sewing machines and equipment.
- Compile a checklist to follow when resolving sewing machine problems.
- List supplies and small equipment needed to construct the sewing project.
- Construct a small pin cushion
- Construct an equipment bag made from the tye-dyed muslin.
- Identify the meaning of pressing and its importance in sewing construction.

### Assessments
- Sewing Safety Quiz
- Threading and Parts of the Sewing Machine Quiz
- Pin Cushion Rubric
- Draw string bag Rubric
- Small Sewing Equipment Quiz
- Constructed Small Pin Cushion
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.
### Essential Questions

- What do you know about apparel or home textile construction?
- What techniques do you need to complete a sewing project that is not too difficult for your skills.
- Why must you have seam finishes?
- What is staystitching?

### Content

- Staystitching
- Seams
  - Plain
- Clipping, notching, trimming and Grading
- Seam Finishes
  - Clean/turned and stitched
  - Zigzag
  - Pinned
  - Pinned and Stitched
- Understitching
- Stitch in the Ditch
- Easing and Gathering
- Interfacing
- Topstitching
- Hand Stitching Terms
- Hemming Methods

### Enduring Understandings / Skills

- Identify and demonstrate the knowledge of clothing and home textile basic construction terms.
- Select the appropriate basic construction application to be used based on fabric and project standards.
- Utilize and interpret pattern envelope, layout and instruction sheet to construct an article of clothing or home apparel.
- Create samples of basic construction applications if not present in chosen construction project.
- Calculate the cost of constructing and time spent on a basic sewing skills project.

### Assessments

- Basic Sewing Techniques Test
- Sewing Construction Vocabulary Quiz
- Samples of Basic Sewing Techniques Evaluation Sheets
- Completed Basic sewing project Rubric
- Samples of Basic sewing techniques in scrapbook

### Learning Activities

- FCCLA STAR Event
  - Fashion Construction
  - Recycle Redesign
- NJ FCCLA Competitive Event
- 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.

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**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
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- (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.
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<tbody>
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<td>Design</td>
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</table>

**Essential Questions**

- Now that you have mastered basic sewing techniques are you ready to construct a project out of textiles using more difficult pattern construction steps?
- Can previous basic sewing skills be integrated into more difficult sewing projects?
- What is the cost of constructing your own apparel or home textile project?
- What can you do with clothing that no longer fits or has gone out of style?
- What is the cost of repairing damaged articles of clothing?

**Content**

- Waistbands
- Repair
- Restyle
- Recycle

**Enduring Understandings / Skills**

- Construct a sewing project using more difficult construction techniques than the previous project.
- Demonstrate an assigned construction technique to the class.
- Calculate the cost of constructing and time spent on a sewing project that is using recycled garments

**Assessments**

- Second Stitches Rubric
- Completed Sewing Project
- Evaluation of Construction Samples
- Demonstration Rubric

**Learning Activities**

- FCCLA STAR Event:
  - Recycle Redesign
- Calculate the cost of a recycled project.
- Worksheets:
  - Recycle Redesign Packet
  - Extending the Life of Clothes
  - Recycling Clothes
  - Applying Sewing Skills
  - Construction Technique Demonstration
- Student Study Sheets:
  - Constructing Facings
  - Constructing Yokes
  - Fasteners
    - Elastic with casing
    - buttons
## 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
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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.
Time Frame | 5 days
---|---
Topic | Fashion
| Unit | Clothing and Society

**Essential Questions**

- Why do we wear clothes?
- How does clothing satisfy physical, psychological and social needs?
- How do values, attitudes, conformity, individuality and personality affect clothing decisions and selections?

**Content**

- Protective Clothing
- Adornment
- Modesty
- Status
- Values and Attitudes
- Conformity versus Individuality
- Personality
- Fashion Terms
- Fashion Cycles
- Social and Economic Influences on Fashion

**Enduring Understandings / Skills**

- List and explain the various reasons people wear clothes.
- Analyze how clothing satisfies certain physical, psychological and social needs.
- Recognize how values, attitudes, conformity, individuality and personality affect clothing selections and personal style.
- Analyze the influence that social and economic factors have on fashions.

**Assessments**

- The Why of Clothes Test
- Scrapbook pictures Rubric

**Learning Activities**

- DVD's:
  - What Not to Wear
- Worksheet:
  - Past, Present, and Future
  - The Why of Clothes
  - The Significance of Uniforms
  - Vocabulary Review
  - Marketing the Latest Fad
  - Physical Needs in Clothing Decisions
  - Dressed for the Occasion
  - Which factors Influence Your Wardrobe?
  - Is it a Classic or Fad?
  - The mirror of Fashion
**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

- (9.1.12.B.2) Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings.
**Fashion Design and Technology I / Ocean Township High School / Grades 10-12**

**Time Frame** 10 days  
**Topic** Fashion  
**Unit** Fashion Designers

### Essential Questions

- Can you name five famous fashion designers and their achievements in the fashion industry?  
- What is the role of a fashion designer in the apparel industry?  
- What education and training do you need to become a fashion designer?  
- What careers are available for fashion designers?  
- What are couture and prêt-a-porter collections and how do they compare to each other?

### Content

- The Role of Fashion Designer  
  - High-Fashion Designers  
  - Apparel Industry Designers  
  - The Business of Designing  
- The Design Process  
  - Finding Inspiration  
  - Sketching Designs  
  - Draping  
  - Selecting Fabrics and Trims  
  - Making Sample Garments  
- Designer Collections  
  - Couture  
  - History of Haute Couture  
  - Fashion Show  
- Designer Ready-to-Wear  
  - Prêt-a-porter  
  - Licensing  
  - royalty  
- Famous Designers  
  - Adofo to Michael Wesetley

### Enduring Understandings / Skills

- Explain the role of fashion designers in the apparel industry.  
- List the names and achievements of famous fashion designers.  
- Describe the design process.  
- Compare couture and prêt-a-porter collections.  
- Explain how the couture industry is changing.  
- Summarize the importance of the designer ready-to-wear.

### Assessments

- Explain the role of fashion designers in the apparel industry.  
- List the names and achievements of famous fashion designers.  
- Describe the design process.  
- Compare couture and prêt-a-porter collections.  
- Explain how the couture industry is changing.  
- Summarize the importance of the designer ready-to-wear.
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
  - 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. |
Time Frame | 5 days
---|---
Topic | Fashion
Unit | Clothing Options

**Essential Questions**
- When you got dressed today, what made you decide to wear the clothing that you have on now?
- How do clothes project images and communicated messages?
- Why is it important to dress appropriately for your lifestyle, the climate and community standards?
- Are there any benefits to well-planned wardrobe?
- What are the benefits of choosing and wearing correct clothing?

**Content**
- The Image You Project
- Grooming
- Clothing as communication of your personality
- Yig and Yang traits
- Choosing What to Wear
  - Lifestyle
  - Needs
  - Activities
  - Modesty
  - Preferences
- Influences
  - Family
  - Friends
  - Impact of Media
- Changing society
  - More casual
  - Rapid communication
  - Global Marketplace
- Clothing reflects Culture
- Clothing as Symbols
- Clothing Customs
- Appropriate for Occasions
- Stage of Life Cycle

**Enduring Understandings / Skills**
- Evaluate the influence of family and friends on clothing choices.
- List examples of clothing symbols.
- List clothing that would be appropriate to wear to special occasions.
- List examples of how people use clothing to project images and communicate messages.
- Summarize the reasons for dressing appropriately for lifestyles, climate and community standards.
- Evaluate how clothing needs differ among families.

**Assessments**
- The Best Clothes for You TEST
- My Values Essay Rubric
- Scrapbook pages Rubric
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.
- 9.1.12.A.3 Analyze factors that can impact an individual’s career.
### Time Frame
5 days

<table>
<thead>
<tr>
<th>Topic</th>
<th>Fashion</th>
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</table>

| Unit | Wardrobe Planning and Care |

**Essential Questions**

- 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?
- What are the available resources for building a wardrobe?
- Are there ways to expand your wardrobe without spending a lot of money?
- If clothing is stained, do you have to throw it away?
- Why is it important to keep your wardrobe clean and in good repair?

**Content**

- Evaluating Your Wardrobe
- Inventory
- Wardrobe Action Plan
- Priorities and Resources
- Ways to Expand your Wardrobe
- Bridge, Fine and Costume jewelry
- Extenders
- Basic apparel
- Daily Care of Clothes
- Detergents
- Biodegradable
- Dry Cleaning

**Enduring Understandings / Skills**

- Evaluate your wardrobe in order to identify and prioritize additions.
- Identify and list available resources for building a wardrobe.
- Analyze different ways of expanding a wardrobe.
- Evaluate the best ways to treat and remove stains.
- Summarize how to provide daily and weekly care for your clothing while keeping it clean and pressed.

**Assessments**

- Wardrobe Planning Quiz
- Caring for Clothing Quiz

**Learning Activities**

- **Worksheets:**
  - Write the Right terms
  - The Final Analysis
  - Personal Reactions
  - Accessory Show and Tell
  - Record Your Resources
  - My Care of Clothes
  - Note the Differences
  - Laundry Product Comparisons
  - Storage Ideas
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.

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

- 2.1.12.A.1 Compare And Contrast Healthcare And Personal Hygiene Products And Services Commonly Used By Adolescents And Young Adults
- 8.2.12.A.3 Provide Various Examples Of How Technological Developments Have Shaped Human History.
9.1.12.A.3 Analyze factors that can impact an individual's career.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Fashion</th>
<th>Unit</th>
<th>Consumer Skills and Evaluating Clothing Choices</th>
</tr>
</thead>
</table>

**Time Frame** 5 days

**Essential Questions**
- When you purchase clothing does it cost the same anywhere you buy it?
- What information is on the hang tag of clothing?
- Is a hang tag the same as garment label?

**Content**
- Be a Smart Shopper
- Fashion Conscious
- Impulse buying
- Bargains
- Shoplifting

**Enduring Understandings / Skills**
- Analyze bargains and sales of apparel.
- Evaluate and compare methods of payment for clothing purchases.
- Understand how shoplifting “cost” is pasted on to the consumer.

**Assessments**
- Hangtag Rubric
- Care Label Rubric

**Learning Activities**
- Design a hangtag for the Accessory which was constructed in class.
- Design a care label for the garment constructed in class.
- Worksheets:
  - Shopping Manners
  - Purchasing Habits
- Study Sheets:
  - Planned vs. Unplanned Purchases
  - Quality/Price Relationships
  - Quality
  - Garment Fit
- Inventory the types of stores at the Local Mall. Why do people shop there instead of elsewhere?
- Visit a department store and observe good and bad shopping manners.
- Discuss shoplifting and how it affects the cost of products.
- Websites:
  - [www.nca-i.com](http://www.nca-i.com)
  - [www.ftc.gov](http://www.ftc.gov)
  - [www.retailing.org](http://www.retailing.org)
  - [www.pueblo.gsa.gov](http://www.pueblo.gsa.gov)
  - [www.tc2.com](http://www.tc2.com)
  - [www.fashionmall.com](http://www.fashionmall.com)
- Videos and DVDs
- 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.
### Time Frame
5 days

<table>
<thead>
<tr>
<th>Topic</th>
<th>Technology</th>
<th>Unit</th>
<th>Equipment and Consumer</th>
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### Essential Questions
- How do factories cut all the required fabric pattern pieces?
- How did my birthday party get on that tee shirt?

### Content
- Photos to Fabric
- Computerized Laser Cutter
- Computerized Sewing Machines

### Enduring Understandings / Skills
- List the many ways technology machines are used in the fashion industry.
- Design a textile project with a computerized photo image.

### Assessments
- Photo textile project Rubric

### Learning Activities
- Research the various types and cost of sewing machines.
- 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.
- Video
  - The World of Fashion
- Have students take a digital picture. Download into a color computer and print on transfer paper. Iron onto a small textile project or fabric and design and construct a product

### Resources
- FCCLA
- Textbook
- Computers
- Digital Camera
- Transfer paper
- Fabric

### NJCCCS
- (1.3.12.D.1) Compare And Contrast Innovative Applications Of The Elements Of Art And Principles Of Design.
- (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.
- (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.

- (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.
### Time Frame
- **5 days**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Careers</th>
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<tbody>
<tr>
<td><strong>Unit</strong></td>
<td>Careers in Fashion, Design and Technology</td>
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### Essential Questions
- What careers are available in Textiles and Fashion?
- What training and education is necessary to have a successful career in fashion and textiles?
- What are the salaries people make in the fashion/textile industry?

### Content
- Careers in the Textile Industry
- Careers in Apparel Design and Production
- Fashion Merchandising and Other Retail Industry Careers
- Careers in Fashion Promotion
- Other Careers:
  - Apparel Educators
  - Home Sewing
  - Textile and Clothing Historians
  - Theatrical Costumers
  - Clothing Care
  - Entrepreneur

### Enduring Understandings / Skills
- Discuss the wide range of careers in fashion and textiles.
- Explain the education and training needed for careers in the fashion/textile industry.
- List the opportunities available and the range of benefits and salaries.

### Assessments
- Career Quiz
- Career Research Paper Rubric

### Learning Activities
- **FCCLA STAR Event:**
  - Career Investigation
  - Entrepreneurship
  - Job Interview
  - Applied Technology
- **DVD:**
  - Careers in Fashion
- Invite guest speakers from the field
- Invite College representatives to tell about their programs in Fashion/Textiles.
- Visit Colleges or Universities that have fashion/textile areas of study.
- **Worksheets:**
  - Careers in Textile Industry
  - Textile Career Crossword
  - Careers in Apparel Design
  - A Diamond of Retail Occupations Crossword
  - Retail Ladder Game
o Careers in Fashion Promotion
o Entrepreneurial Opportunities
o A Career for You Definition Match-up
o Job Application

- Study Sheets:
  o Textile Research and Design Jobs
  o Textile Production Jobs
  o Apparel Industry Employment
  o Merchandise Management Career Path
  o Operations Management Career Path
  o Advertising Purposes
  o Commercial Pattern Development
  o Pattern Guide Sheet and Envelope Production
  o Attire for Careers
  o Career Planning Process

Resources

- FCCLA
- Textbook

NJCCCS

- 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.