

<b>Time Frame</b>	<b>5 days</b>		
<b>Topic</b>	<b>Design</b>	<b>Unit</b>	<b>Using Color</b>
<b>Essential Questions</b>			
<ul style="list-style-type: none"> <li>▪ How can color improve personal appearance?</li> <li>▪ What if there was a world without color?</li> <li>▪ What factors about color have an affect on clothing choices?</li> </ul>			
<b>Content</b>			
<ul style="list-style-type: none"> <li>▪ Hue</li> <li>▪ Intensity</li> <li>▪ Value</li> <li>▪ Color Schemes</li> </ul>			
<b>Enduring Understandings / Skills</b>			
<ul style="list-style-type: none"> <li>▪ Recognize the various intensity and value of hues.</li> <li>▪ List the ways color affects our mood, feelings and appearance.</li> <li>▪ Identify the ways color can camouflage or accent and individual's body shape problems and assets.</li> <li>▪ Work with various color schemes to enhance personal features and emotions.</li> </ul>			
<b>Assessments</b>			
<ul style="list-style-type: none"> <li>▪ Scrap book: Select various colors that could be used to create the most flattering color grouping for different personal features.</li> <li>▪ Personal Color Selection</li> <li>▪ Color and You quiz</li> </ul>			
<b>Learning Activities</b>			
<ul style="list-style-type: none"> <li>▪ Study sheets: <ul style="list-style-type: none"> <li>○ The Seasonal Approach: Selecting Your Best Colors</li> <li>○ Effects of Color on Body Shape</li> </ul> </li> <li>▪ Look in magazines colors this season that work for you.</li> <li>▪ Scrap book of color schemes used in this season in clothing</li> <li>▪ Conduct color analysis with fabric collars on Fashion, Design and Technology I students.</li> <li>▪ Chapter Study guide</li> </ul>			
<b>Resources</b>			
<ul style="list-style-type: none"> <li>▪ Video: Exploring Color: Creating Color Wheels and Color Schemes</li> <li>▪ Text book</li> <li>▪ Fabric Analysis Color Collars</li> <li>▪ Scrap books</li> <li>▪ Craft supplies: Glue, paper and Scissors.</li> <li>▪ FCCLA</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> </ul>			

- (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>Understanding Design</b>
<b>Essential Questions</b>			
<ul style="list-style-type: none"> <li>▪ How do you produce a pleasing visual unity (harmony) in fashion design?</li> <li>▪ What can be used in fashion design to draw attention to a person's assets while camouflaging their liabilities?</li> <li>▪ Why does this fur make me look fat?</li> </ul>			
<b>Content</b>			
<ul style="list-style-type: none"> <li>▪ Creating Illusions with Lines</li> <li>▪ Structural and Visual Texture in Clothing</li> <li>▪ Radical Arrangement</li> <li>▪ Harmony</li> </ul>			
<b>Enduring Understandings / Skills</b>			
<ul style="list-style-type: none"> <li>▪ Review the elements and principles of design.</li> <li>▪ Discuss texture and how to use it effectively to improve appearance through clothing.</li> <li>▪ Explain how the principles of design can be used to produce harmony in clothing.</li> <li>▪ Demonstrate the use of the elements and principles of design in choosing and creating personal fashions</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 used to create harmony.</li> <li>▪ You Name the 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>○ Texture</li> <li>○ Line Categories and Illusions</li> <li>○ Misfits and More fits</li> <li>○ Analyzing "the Latest."</li> <li>○ Choosing Flattering Outfits.</li> </ul> </li> <li>▪ Study Sheets             <ul style="list-style-type: none"> <li>○ Apparel Line Directions</li> <li>○ Design Elements in Today's Fashions</li> <li>○ Visualizing the Design Process (also a transparency)</li> <li>○ Today's Fashions</li> </ul> </li> <li>▪ Illusion Solutions: list of five problems with body shape and size and how to address them with clothing illusions. Describe in writing what you would say if you were a fashion consultant. Include magazine pictures or drawings.</li> <li>▪ Scrap book of elements of design used in clothing that would be your personal best choices in today's fashion.</li> </ul>			
<b>Resources</b>			
<ul style="list-style-type: none"> <li>▪ Video:             <ul style="list-style-type: none"> <li>○ Visual Design: Elements and Principles</li> </ul> </li> </ul>			

○ Applying the Elements

- Text book
- Magazines
- Scrap books
- Craft supplies: Glue, paper and Scissors.
- FCCLA

**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>▪ Does Polyester grow on trees?</li> <li>▪ Do all fabrics have the same qualities and characteristics to make them suitable for any application in the textile industry?</li> <li>▪ How did chemicals become a yellow flowered, water replant rain coat?</li> <li>▪ Where do fur coats and leather shoes come from?</li> <li>▪ Do all weaves create the fabric with similar characteristics and design?</li> </ul>			
<b>Content</b>			
<ul style="list-style-type: none"> <li>▪ Manufactured Fibers: sources and characteristics</li> <li>▪ Types of Yarns: blends</li> <li>▪ Filament</li> <li>▪ Sericulture</li> <li>▪ Polymer</li> <li>▪ Generic name</li> <li>▪ Trade name</li> <li>▪ Denier</li> <li>▪ Spinneret</li> <li>▪ Wicking</li> <li>▪ Knits as fabric</li> <li>▪ Wales, ply, pile and Nap</li> <li>▪ Tensile strength</li> <li>▪ resilient</li> <li>▪ Colorfast</li> <li>▪ Fabric finishes: Color/Design and Texture/Performance</li> <li>▪ Hand</li> </ul>			
<b>Enduring Understandings / Skills</b>			
<ul style="list-style-type: none"> <li>▪ List the various items that are made out of textiles.</li> <li>▪ Explain how fibers are classified.</li> <li>▪ Explain how yarn is formed into fabric.</li> <li>▪ Describe the four distinguishing characteristics of man made fabrics</li> <li>▪ Describe and compare the characteristics of different types of knitted fabrics.</li> <li>▪ Explain the dyeing processes for man made fabrics.</li> <li>▪ Explain how a fabric texture can be changed.</li> <li>▪ Identify finishes that improve a fabric's performance.</li> </ul>			
<b>Assessments</b>			
<ul style="list-style-type: none"> <li>▪ Manufactured fibers quiz.</li> <li>▪ Fabric Construction and Finishes quiz</li> <li>▪ Textiles Quiz.</li> <li>▪ Samples of Fabric Swatches labeled by name in Scrap book</li> </ul>			

## Learning Activities

- Worksheets:
  - Generic Names and Trademarks
  - Fiber Uses
  - Practice with Fabric Construction
  - Fabric Construction Terms
  - Fabric Coloring and Printing Crossword
  - Fabric Knowledge
  - Fabric Finishes Scramble
  - Identifying Fabrics by weave
- Study Guides:
  - Characteristics of Manufactured Fibers
  - Yarns
  - Fabric: Definitions and Bingo
- Tie dye a two pieces of 100% cotton and polyester blend. Compare how each fabric took the dye.
- Make a list of statements about different manufactured fabric qualities and characteristics. Have class discussion about them.
- Read and record fiber information on the label of 10 pieces of your own wardrobe. Which fibers appear most often? Write why these fibers are the most common in your wardrobe. How many are blends, manufactured or natural fibers?
- Find two similar garments in a catalog with different fiber content. One manufactured (Fashion II) and one natural (Fashion I). Compare the prices. Discuss in class with the other students everyone's findings.
- Video:
  - Manufactured Fibers to Fabrics and Beyond
  - Clothing Fibers
  - Understanding Fabrics
- Discuss Leather, fur and down: why are they not textiles, but are used in apparel.
- Write reports on the various manufactured fiber/fabric. Use [www.fibersource.com](http://www.fibersource.com) as a resource.
- Locate 3 pieces of apparel in a clothing catalog. Report on how the fiber properties would affect the wear ability of the garments.
- Life Cycle of EcoSpun (transparency) Show how recycle plastic trash is made into apparel and home fashion products.
- Using the Fabric Study Guide: Each student is to define a term. As this is done the word is written any where I a box. When all definitions are completed, play bingo.
- Have samples of various fabrics and types of printing. Students label and put in scrapbooks. Label with fiber content, construction, finish, cost per yard and width on the bolt.
- Visit a fabric store. Locate what fabrics from the glossary are available and what is the cost per yard.
- Choosing Fabrics: Using knowledge about fibers and fabrics, what fiber content and fabric type would you use for the following purposes: yard work, school, lounging, athletics and the prom.
- Water repellency: Collect different types of outdoor apparel, including sweatshirts, jackets, windbreakers and umbrellas. Using a small spoon, place droplets of water on each. How long does it take to soak into the garment? Write a summary.

## Resources

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

## **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>▪ Does it matter what fabric you make items out of?</li> <li>▪ How can I make a pattern that is perfect for me?</li> <li>▪ What is a dress form?</li> </ul>			
<b>Content</b>			
<ul style="list-style-type: none"> <li>▪ Figure types</li> <li>▪ Pattern Marking Techniques</li> <li>▪ Alterations</li> <li>▪ Dress Form</li> </ul>			
<b>Enduring Understandings / Skills</b>			
<ul style="list-style-type: none"> <li>▪ Select a suitable pattern based on skill level</li> <li>▪ Interpret and use information on a pattern envelope.</li> <li>▪ Alter pattern for correct fit using a dress form.</li> <li>▪ Determine amount of fabric needed after creating a design from a combination of various commercial patterns.</li> </ul>			
<b>Assessments</b>			
<ul style="list-style-type: none"> <li>▪ Evaluate sewing skill level quiz</li> <li>▪ Figure Type Quiz</li> </ul>			
<b>Learning Activities</b>			
<ul style="list-style-type: none"> <li>▪ DVD's:             <ul style="list-style-type: none"> <li>○ Threads Fitting series                 <ul style="list-style-type: none"> <li>▪ Waist and Hips</li> <li>▪ Arms</li> <li>▪ Torso</li> <li>▪ Bust</li> </ul> </li> </ul> </li> <li>▪ Worksheets:             <ul style="list-style-type: none"> <li>○ My personal Measurement Chart</li> </ul> </li> <li>▪ Study Sheets:             <ul style="list-style-type: none"> <li>○ How to make a dress form</li> <li>○ Figure types for Girls and Women</li> <li>○ Figure Types for Boys and Men</li> <li>○ Measuring for a Perfect Fit</li> </ul> </li> <li>▪ Make a personal Dress form with tee shirts and duct tape. Female students work in pairs to take body measurements. Directions on <a href="http://www.threads.com">www.threads.com</a></li> </ul>			



## Resources

- Pattern books
- Shears, pins, tape measure
- Old tee shirt
- Duct tape
- Stuffing
- FCCLA
- Websites
  - <http://www.mccall.com/>
  - <http://www.simplicity.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 Specialized Machines and Equipment</b>
<b>Essential Questions</b>			
<ul style="list-style-type: none"> <li>▪ How do sewing machines work and do they all operate the same way?</li> <li>▪ How can I sew seams that look like manufactured clothing?</li> <li>▪ If I could only buy one kind of sewing machine, what kind would I buy?</li> <li>▪ Why does my thread keep breaking?</li> <li>▪ Does a Serger and Embroidery machine use the same type of thread?</li> <li>▪ How can I make textile projects that don't look like I "made" them?</li> <li>▪ How does using a Serger affect the pattern and fabric I select?</li> <li>▪ Why do tailors need tacks?</li> <li>▪ Can I pin pattern pieces together when using a Serger?</li> </ul>			
<b>Content</b>			
<ul style="list-style-type: none"> <li>▪ Tailor tacks</li> <li>▪ Pattern Marking Techniques</li> <li>▪ Machine Stitching Equipment</li> <li>▪ Adjusting Machine Tension</li> <li>▪ Resolving Machine Problems</li> <li>▪ Serger</li> <li>▪ Cone</li> <li>▪ Loopers</li> <li>▪ Overedge stitch</li> <li>▪ flatlock stitch</li> <li>▪ Rolled edge stitch</li> <li>▪ Cover stitch</li> <li>▪ chainstitch</li> <li>▪ Spool caps</li> <li>▪ Chaining off</li> <li>▪ Stabilizing</li> </ul>			
<b>Enduring Understandings / Skills</b>			
<ul style="list-style-type: none"> <li>▪ Use various methods of transferring pattern symbols to fabric.</li> <li>▪ Select the method of marking that is most appropriate for various types of fabric</li> <li>▪ Operate and care for sewing machine.</li> <li>▪ Determine what causes of machine problems and compile a checklist to follow when resolving sewing machine problems.</li> <li>▪ Review safety rules for use of sewing machines and equipment.</li> <li>▪ Review the meaning of pressing and its importance in sewing construction.</li> <li>▪ Identify the direction to press various seams and darts and select the pressing equipment to use.</li> </ul>			
<b>Assessments</b>			
<ul style="list-style-type: none"> <li>▪ Sewing Safety Quiz</li> <li>▪ Threading and Parts of the Embroidery Machine Quiz</li> <li>▪ Construct a project using a Serger.</li> <li>▪ Serging Skills Test</li> </ul>			

- Evaluate learning: Activity 44-3 in “*Successful Sewing*,” workbook.

## Learning Activities

- DVD's:
  - Basic Serging
  - Creative Serging
- Worksheets
  - Practicing Machine Stitching : curves and designs
  - Marking the Fabric using Tailor Tacks
  - Sewing Skills Crossword
  - Serging Skills
  - Serger Machine Parts
  - Serger Stitch Identification
  - Parts of Serger Stitches
  - Serger Problems and Solutions
  - Identify Embroidery Machine Parts
- Study Sheets
  - The Overlock Stitch
  - Common Serger Stitches
  - Serger Stitches and Their Uses
  - Making a Trial Run
  - Adjusting Thread Tension
  - Unpicking Serged Seams
  - A Simple Serger Project
  - Stitching problems and Solutions
  - Each student will construct a tissue pack cover.
- Review parts of conventional sewing machine.
- Instruct and assist Fashion, Design and Technology I students the parts of a sewing machine.
- Read chapter 45 in “*Successful Sewing*,” text book and complete activity 45-1. Serge various types of seam samples for scrap book.
- Each student will use the Embroidery Machine to make on design to be used in a future project.
- Complete activity 44-2 in “*Successful Sewing*,” text book.
- Review by demonstrating Ironing and Pressing to Fashion, Design and Technology I students

## Resources

- Textbook
- Workbook
- FCCLA
- Serger Machine
- Embroidery Machine
- Embroidery Machine thread
- Small sewing equipment
- Fabric, stuffing and thread
- Ironing Board and other pressing equipment

## **NJCCCS**

- Textbook
- Workbook
- FCCLA
- Serger Machine
- Embroidery Machine
- Embroidery Machine thread
- Small sewing equipment
- Fabric, stuffing and thread
- Ironing Board and other pressing equipment

Time Frame	45 Days		
Topic	Design	Unit	Advanced Construction Skills
<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> <li>▪ Are all seams constructed the same?</li> <li>▪ How do you insert a zipper in a seam?</li> <li>▪ Is the layout the same for all fabric types?</li> <li>▪ Are some fabrics more difficult to use in projects.</li> <li>▪ What keeps your pants up?</li> <li>▪ If the design calls for a zipper, can I leave it out?</li> <li>▪ How do you sew and inside curve to an outside curve?</li> <li>▪ How can I have pockets that don't show?</li> <li>▪ What keeps buttonholes from getting larger?</li> <li>▪ Are all collars the same?</li> </ul>			
<b>Content</b>			
<ul style="list-style-type: none"> <li>▪ Seams               <ul style="list-style-type: none"> <li>○ Flat-felled</li> <li>○ French</li> <li>○ Welt</li> <li>○ Bound</li> <li>○ Slot</li> <li>○ Topstitched</li> </ul> </li> <li>▪ Pockets               <ul style="list-style-type: none"> <li>○ Patch</li> <li>○ In seam</li> <li>○ Welt</li> </ul> </li> <li>▪ Fasteners               <ul style="list-style-type: none"> <li>○ Buttons and Buttonholes</li> <li>○ Elastic</li> <li>○ Velcro</li> <li>○ Snaps, hooks and eyes</li> <li>○ Grommets</li> <li>○ Casings</li> </ul> </li> <li>▪ Zippers               <ul style="list-style-type: none"> <li>○ Centered</li> <li>○ Lapped</li> <li>○ Invisible</li> </ul> </li> <li>▪ Tucks and Pleats</li> <li>▪ Sleeves</li> <li>▪ Cuffs</li> <li>▪ Collars               <ul style="list-style-type: none"> <li>○ Flat</li> <li>○ Rolled</li> <li>○ Standing</li> </ul> </li> </ul>			

- Hemming Methods

### **Enduring Understandings / Skills**

- Identify and demonstrate the knowledge of clothing and home textile advanced construction terms.
  - Visualizing the Design Process (also a transparency)
  - Today's Fashions
- Construct the three ways to insert a zipper in a seam.
- Understand various ways to construct seams.
- List the various types of collars
- Select the appropriate pattern and fabric to construct a garment using a Serger.
- Create sample construction applications if not present in chosen construction project.
- Calculate the cost of constructing and time spent on a constructing a sewing skills project using advanced skills.

### **Assessments**

- Samples of Advanced Sewing Techniques Evaluation Sheets
- Completed Advanced sewing project Rubric (23-2A)
- Samples of Advanced sewing techniques in scrapbook
- Advanced Sewing Skills Test

### **Learning Activities**

- DVD's:
  - Threads Industry Insider: Techniques
  - How to Make Your First Quilt
  - Sewing with Nancy: "Denim Redesign".
  - Sewing with Nancy: Sew with Confidence
  - Basic Serging Techniques
- NJ FCCLA Competitive Events
  - Personal Patchwork
  - Fashion Runway
- FCCLA STAR EVENTS
  - Fashion Design
  - Recycle Redesign
  - Touch the Future Teach
- Worksheets:
  - Teacher for a Day
  - Attaching Fasteners
  - Steps to Inserting Zippers
  - Constructing Collars
  - Constructing Sleeves and Sleeve openings
  - Constructing Cuffs
  - Constructing Waistbands
  - Pockets
  - Advanced sewing skills crossword
  - Sewing with Knits and Pile Fabrics
  - Skills Check List
  - Project Selection Worksheet
  - Pattern Selection Worksheet

- Fabric Selection Worksheet
- Study sheets:
  - Types of Collars
  - Collar Construction
  - Sleeve Construction
    - Raglan
    - Kimono
    - Set in
  - Patch Pockets
  - In seam Pockets
  - Front Hip Pockets
  - Layouts for Special Fabrics
  - Topstitching
  - Hand Stitching
  - Hemming Methods
- Prepare samples of all advanced sewing techniques, label and put in personal scrapbook.
- Construct an article of clothing, accessory or home fashion project using advanced sewing construction techniques after completing a skills check list.
- Demonstrate to the Fashion, Design and Technology I class how to mark pattern symbols, staystitch, gather, press, topstitch, understitch, make casings, sew fasteners, and hems. Each student teaches two lessons.

## Resources

- FCCLA
- Textbook
- Workbook
- Sewing Machines
- Serger
- Pressing Equipment: Iron, Ironing Board etc.
- Thread
- Shears
- Students Need to Supply:
  - Fabric, Pattern and Notions

## 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.
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- (9.2.12.F.5) Implement safety procedures in the classroom and workplace where appropriate.



<b>Time Frame</b>	<b>7 days</b>		
<b>Topic</b>	<b>Fashion</b>	<b>Unit</b>	<b>History of Fashion and Fashion Cycles</b>
<b>Essential Questions</b>			
<ul style="list-style-type: none"> <li>▪ How were the first articles of clothing made and worn?</li> <li>▪ What factors have influenced the history of fashion?</li> <li>▪ How have clothing styles evolved from early civilizations to the clothing styles worn today?</li> </ul>			
<b>Content</b>			
<ul style="list-style-type: none"> <li>▪ The Earliest Clothing</li> <li>▪ Fashions of Early Civilizations</li> <li>▪ Evolution of Fashion</li> <li>▪ Influences on Fashion History             <ul style="list-style-type: none"> <li>○ Trade</li> <li>○ Politics and Power</li> <li>○ Religion</li> <li>○ Technology</li> </ul> </li> <li>▪ Industrial Revolution             <ul style="list-style-type: none"> <li>○ Development of factories</li> <li>○ Ready-to-wear</li> <li>○ Invention of new fibers</li> </ul> </li> <li>▪ Fashions of the Twentieth Century</li> <li>▪ Fashion Cycles</li> <li>▪ Sumptuary laws</li> <li>▪ Sweatshops</li> </ul>			
<b>Enduring Understandings / Skills</b>			
<ul style="list-style-type: none"> <li>▪ Explain how the first clothes and fabrics were made and worn.</li> <li>▪ Describe the evolution of fashions from early civilizations to the nineteenth century.</li> <li>▪ Analyze factors that influenced fashion history.</li> <li>▪ Explain fashion swings.</li> <li>▪ Describe a fashion cycle.</li> <li>▪ Compile examples of clothing styles in the twentieth century.</li> </ul>			
<b>Assessments</b>			
<ul style="list-style-type: none"> <li>▪ History of Fashion Quiz</li> <li>▪ Knowing About Fashion Test</li> <li>▪ History of Fashion Report Rubric</li> </ul>			
<b>Learning Activities</b>			
<ul style="list-style-type: none"> <li>▪ Research paper with pictures of fashions at a particular time period or age. Visit the website <a href="http://www.fashiondig.com">www.fashiondig.com</a> for extra information.</li> <li>▪ Worksheets:             <ul style="list-style-type: none"> <li>○ Fashion Cycles</li> </ul> </li> <li>▪ Research clothing styles in another country. What did you learn about the culture from their clothing styles? Oral reports to the class.</li> </ul>			

- Have a fashion historian speak to the class.
- Compose a list of the 20<sup>th</sup> Century Fashion Trends. Find picture examples on the internet. Prepare a power point presentation.

## **Resources**

- FCCLA
- Textbook
- Craft supplies: Glue, scissors and paper
- Video:
  - Fashion Show through History
  - History of Apparel Design: 1930 to the 21<sup>st</sup> Century
  - Why Shirts have Buttons

## **NJCCCS**

- (6.3.12.A.1) Understand How The Historical Events Studied In The Following Period Shape The Modern World.
- (6.3.12.A.6) Evaluate Current Issues, Events or Themes and Trace Their [Its] Evolution through the World History Periods Studied.
- (6.3.12.C.1) Evaluate The Causes And Results Of Political And Social Changes In Europe, Including: Revolutions In Europe And The Americas; Emergence Of A Politically Active Middle Class; Industrial Revolution; Democratic And Social Reforms; Rise Of European Nationalism, Imperialism, And Its Effect On The European Balance Of Power; Continuing Significance Of The Scientific Revolution And The Age Of Enlightenment
- (6.4.12.D.5) Interpret The Social, Cultural And Technological Changes In The Inter-War Period, Including The New Woman, In The Rise Of A Consumer Economy, The Resurgence Of Nativism And Racial Violence, The Harlem Renaissance, And The Great Migration Of African Americans To New Jersey From The South.
- (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>8 days</b>		
<b>Topic</b>	<b>Fashion</b>	<b>Unit</b>	<b>Styles</b>
<b>Essential Questions</b>			
<ul style="list-style-type: none"> <li>▪ Do men and women have the same styles in clothing?</li> <li>▪ Can you list all the different styles of dresses, shirts, skirts, pants coats, jackets and sleeves? How many are there?</li> <li>▪ Are all neck and collar styles the same?</li> <li>▪ Can you mix and match styles and designs?</li> </ul>			
<b>Content</b>			
<ul style="list-style-type: none"> <li>▪ Basic Dress Styles <ul style="list-style-type: none"> <li>○ Other dress styles</li> </ul> </li> <li>▪ Neckline Styles</li> <li>▪ Collar Styles</li> <li>▪ Sleeve Styles</li> <li>▪ Skirt Styles</li> <li>▪ Pant Styles</li> <li>▪ Coat and Jacket Styles</li> <li>▪ Miscellaneous Styles and Parts</li> <li>▪ Design Options</li> </ul>			
<b>Enduring Understandings / Skills</b>			
<ul style="list-style-type: none"> <li>▪ List and describe the many styles of the parts of garment.</li> <li>▪ Recognize and label the style of the garment parts.</li> <li>▪ Discuss how the styles of garment parts can be combined in different ways to achieve new and different fashions.</li> </ul>			
<b>Assessments</b>			
<ul style="list-style-type: none"> <li>▪ Garment Styles and parts Test</li> <li>▪ Scrap book pages Rubric</li> </ul>			
<b>Learning Activities</b>			
<ul style="list-style-type: none"> <li>▪ DVD's: <ul style="list-style-type: none"> <li>○ Project Runway: Seasons One - Four</li> </ul> </li> <li>▪ Worksheets <ul style="list-style-type: none"> <li>○ Categorizing Styles</li> <li>○ Garment terms Crossword</li> <li>○ Learning from Looking at Illustrations</li> <li>○ Combining Garment Parts into Total Designs</li> </ul> </li> <li>▪ Study Guides <ul style="list-style-type: none"> <li>○ New Descriptions</li> <li>○ Design Combinations</li> <li>○ Drawings Dictionary pages 450-477</li> <li>○ Differences</li> </ul> </li> <li>▪ Transparencies and study sheet:</li> </ul>			

- Dress Styles
- Neckline Styles
- Collar Styles
- Basic Sleeve Styles
- Skirt Styles
- Pant Styles
- Coat and Jacket Styles
- Cut, mount and label 1 sample of all types of dress, neckline, collar, basic sleeve, skirt, pant, and coat and jacket styles and put in personal scrapbook.
- Label the styles in five of the pictures located for history of fashion.

### **Resources**

- Text book
- FCCLA
- Magazines and clothing catalogs
- Tracing paper
- Colored Pencils
- 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.
- (9.1.12.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>Fashion Industry</b>
<b>Essential Questions</b>			
<ul style="list-style-type: none"> <li>▪ What ways are fibers and fabrics used other than clothing?</li> <li>▪ How does the manufacturing process for clothing work?</li> <li>▪ What is fashion merchandising?</li> <li>▪ What promotion methods are used by designers, manufacturers and retailers?</li> <li>▪ What is the home pattern company's role in the fashion industry?</li> <li>▪ What are the names of Trade Associations?</li> <li>▪ Do you know what is involved with owning an apparel business?</li> <li>▪ Where is the majority of ready-to-wear clothing produced?</li> <li>▪ Why "must" you have that designer outfit?</li> </ul>			
<b>Content</b>			
<ul style="list-style-type: none"> <li>▪ Apparel Industry             <ul style="list-style-type: none"> <li>○ Fabrics to Garments</li> <li>○ Types of Manufacturer's</li> </ul> </li> <li>▪ Business of Clothing Production             <ul style="list-style-type: none"> <li>○ Inside and Outside Shops</li> <li>○ Merchandising Plans</li> <li>○ Design Process and production of sample</li> <li>○ Factory Production</li> <li>○ Unions</li> </ul> </li> <li>▪ Overseas Manufacturing</li> <li>▪ Home Sewing Patterns             <ul style="list-style-type: none"> <li>○ Business of Patterns</li> <li>○ Designing Home Sewing Patterns</li> </ul> </li> <li>▪ Fashion Centers</li> <li>▪ Retail Stores</li> <li>▪ Direct Retailers</li> <li>▪ Fashion Promotion             <ul style="list-style-type: none"> <li>○ Fashion publication</li> <li>○ Trade Publications</li> </ul> </li> <li>▪ Trade Associations</li> </ul>			
<b>Enduring Understandings / Skills</b>			
<ul style="list-style-type: none"> <li>▪ List ways that fibers and fabrics are used other than in clothing.</li> <li>▪ Explain how the worldwide textile industry of today and the future operates.</li> <li>▪ Describe the manufacturing process for clothing.</li> <li>▪ Describe fashion promotion in terms of advertising, publicity, visual merchandising, and video merchandising.</li> <li>▪ List and describe promotion methods used by designers, manufacturers, and retailers</li> <li>▪ Summarize the home sewing pattern industry.</li> <li>▪ List and define retail terms</li> <li>▪ Distinguish between the different types of apparel outlets</li> <li>▪ Summarize possibilities for the future in retail sales of apparel.</li> </ul>			

## Assessments

- Home Pattern Industry Report
- Home Sewing Patterns and Apparel Production Quiz
- Fashion Promotion and Retailing Test

## Learning Activities

- FCCLA STAR Events
  - Entrepreneurship
  - Career Investigation
  - Fashion Design
- Research apparel producers in the community or state. Check out [www.iacde.com](http://www.iacde.com) or [www.gidc.org](http://www.gidc.org)
- Research any apparel contracting plants in the area. Check at [www.usawear.org](http://www.usawear.org)
- Worksheets:
  - Apparel Production: Tell the difference
  - Apparel Production Terms
  - Fashion Promotion and Retailing: Fill in the Blanks
  - Noticing Private Labels
  - Retail Outlets
  - From Beginning to End
  - Bold Comments
- Study Guides:
  - Marketing Manufactured Apparel
  - Various Advertising Approaches
  - Appeals of Promotion Messages
  - Selling Merchandise: Manufacturers vs. Retailers
- Videos and DVDs
  - Real Women Have Curves
  - Wholesaling Fashion Merchandise
  - The Craftsmanship of Fashion
- Discuss the various fashion promotions in magazines and with video (TV). Find an example of one in a magazine. What is the current advertisement on television?
- Make an advertisement for the accessory designed in class.

## Resources

- FCCLA
- Textbook
- Magazines
- Television and DVD player
- Craft supplies: paper, markers, glue

## NJCCCS

- (6.5.12.C.7) Explain The Emotional Appeal Behind A Current Advertising Slogan Or Campaign.
- (6.5.12.C.9) Explain How Such Factors As Peer Pressure And Living Arrangements Affect Spending Patterns Of People.

- (9.2.12.E.6) Analyze the impact of advertising on personal purchasing decisions.
- 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>8 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>▪ How do you know you found the best deal for your clothing dollar?</li> <li>▪ How can you tell if a garment is made with quality?</li> <li>▪ Are there laws and protection for a consumer when they purchase clothing?</li> </ul>			
<b>Content</b>			
<ul style="list-style-type: none"> <li>▪ Government Legislation</li> <li>▪ Consumer Rights and Responsibilities</li> <li>▪ Standards</li> <li>▪ Comparison Shopping</li> <li>▪ Judging Value and Quality</li> <li>▪ Imports</li> <li>▪ Trademarks</li> <li>▪ Bargains</li> <li>▪ Payment for Clothing</li> <li>▪ Home Shopping</li> </ul>			
<b>Enduring Understandings / Skills</b>			
<ul style="list-style-type: none"> <li>▪ Summarize how to plan ahead as well informed comparison shoppers.</li> <li>▪ Evaluate information on hangtags, labels and packaging.</li> <li>▪ List the ways to judge value, quality and fit of garments.</li> <li>▪ List and summarize five laws related to apparel.</li> <li>▪ Identify the rights and responsibilities of consumers.</li> <li>▪ Summarize home shopping options.</li> </ul>			
<b>Assessments</b>			
<ul style="list-style-type: none"> <li>▪ Smart Shopper Quiz</li> <li>▪ Making the Right Purchase Quiz</li> </ul>			
<b>Learning Activities</b>			
<ul style="list-style-type: none"> <li>▪ <ul style="list-style-type: none"> <li>○ Worksheets: <ul style="list-style-type: none"> <li>○ Rating Retailers</li> <li>○ Preparing Ahead</li> <li>○ Laws That Relate to Consumers</li> <li>○ Consumer Complaints</li> <li>○ Smart Shopper Crossword</li> <li>○ Making the Right Purchase</li> <li>○ Comparison Shopping</li> <li>○ Judging Quality</li> <li>○ Smart Consumer Maze</li> </ul> </li> <li>○ Study Sheets: <ul style="list-style-type: none"> <li>○ Cost per Wearing</li> <li>○ Smart Shopper Concepts</li> </ul> </li> </ul> </li> </ul>			



- Unethical Consumer Practice
- Quality
- Garment Fit
- Evaluate two advertisements for an item they plan to purchase. Is the information helpful?
- Evaluate going a distance to a factory outlet vs. the store nearby, quality, cost of gas to travel etc.
- Discuss shopping at the height of the season vs. later on.
- Discuss how you should dress when you are shopping for a particular item.
  
- 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
  - Shopping
  - Don't Shop till you Drop
- Evaluate the Purchasing Habits on the worksheet.

## Resources

- Worksheets:
  - Rating Retailers
  - Preparing Ahead
  - Laws That Relate to Consumers
  - Consumer Complaints
  - Smart Shopper Crossword
  - Making the Right Purchase
  - Comparison Shopping
  - Judging Quality
  - Smart Consumer Maze
- Study Sheets:
  - Cost per Wearing
  - Smart Shopper Concepts
  - Unethical Consumer Practice
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  - Garment Fit
- Evaluate two advertisements for an item they plan to purchase. Is the information helpful?
- Evaluate going a distance to a factory outlet vs. the store nearby, quality, cost of gas to travel etc.
- Discuss shopping at the height of the season vs. later on.
- Discuss how you should dress when you are shopping for a particular item.
  
- 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
  - Shopping
  - Don't Shop till you Drop

- Evaluate the Purchasing Habits on the worksheet.

## **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>7 days</b>		
<b>Topic</b>	<b>Technology</b>	<b>Unit</b>	<b>Fashion Design</b>
<b>Essential Questions</b>			
<ul style="list-style-type: none"> <li>▪ What is a CAD system?</li> <li>▪ What is the process making a design become a garment?</li> </ul>			
<b>Content</b>			
<ul style="list-style-type: none"> <li>▪ Computer Aided Design (CAD)</li> <li>▪ Piece work system</li> <li>▪ Unit Production System (UPS)</li> <li>▪ Computer Aided Manufacturing (CAM)</li> <li>▪ Computer Integrated Manufacturing (CIM)</li> <li>▪ Quick Response (QR)</li> <li>▪ Business to Business (“B2B”)</li> <li>▪ E-commerce</li> </ul>			
<b>Enduring Understandings / Skills</b>			
<ul style="list-style-type: none"> <li>▪ Develop a design grouping with the use of a fashion design CAD system.</li> <li>▪ Develop a paper pattern with the uses of a pattern drafting CAD system.</li> </ul>			
<b>Assessments</b>			
<ul style="list-style-type: none"> <li>▪ Fashion Design Rubric</li> <li>▪ Paper Pattern Rubric</li> </ul>			
<b>Learning Activities</b>			
<ul style="list-style-type: none"> <li>▪ Use Digital Fashion Pro software to design a fashion garment.</li> <li>▪ Use Garment Designer software to make paper pattern for above design.</li> <li>▪ Video: <ul style="list-style-type: none"> <li>○ Digital Fashion Designer tutorial videos</li> </ul> </li> </ul>			
<b>Resources</b>			
<ul style="list-style-type: none"> <li>▪ Computers and Software</li> <li>▪ Television and VCR</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>▪ (8.1.12.B.7) Identify New Technologies, And Other Organizational Tools To Use In Personal, Home, And/Or Work Environments For Information Retrieval, Entry, And Presentation.</li> <li>▪ 8.2.12.B.4 Use A Computer Assisted Design (Cad) System in the Development of an Appropriate Design Solution.</li> </ul>			

- 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.

<b>Time Frame</b>	<b>30 Days</b>		
<b>Topic</b>	<b>Technology</b>	<b>Unit</b>	<b>Personal Design</b>
<b>Essential Questions</b>			
<ul style="list-style-type: none"> <li>▪ Would you like to show your creative side and design a garment that says you?</li> <li>▪ If you design your own sewing projects and garments, how do you get pattern pieces for a perfect fit and instructions for construction?</li> <li>▪ What can you do if you can't find clothing in the size or fabric that you like?</li> <li>▪ You have a design/line in your head, but you can't find the pattern anywhere; must you have a pattern?</li> </ul>			
<b>Content</b>			
<ul style="list-style-type: none"> <li>▪ Computer Assisted Design (CAD)</li> <li>▪ Customize</li> <li>▪ Pattern Drafting</li> <li>▪ Sloper</li> <li>▪ pattern editing</li> <li>▪ Style Sets</li> <li>▪ Group/Line</li> <li>▪ Options</li> <li>▪ plug-ins</li> </ul>			
<b>Enduring Understandings / Skills</b>			
<ul style="list-style-type: none"> <li>▪ Design an article of clothing using computer assisted design (CAD) to print pattern and instructions to be used in the construction of the project.</li> <li>▪ Illustrate a line of four garments.</li> <li>▪ Construct personal design in full, half or quarter size using sewing construction techniques.</li> <li>▪ Calculate the cost a project including the design using computer assisted design software.</li> </ul>			
<b>Assessments</b>			
<ul style="list-style-type: none"> <li>▪ Pattern Design Rubric</li> <li>▪ Completed Project Rubric</li> <li>▪ Project cost sheet</li> </ul>			
<b>Learning Activities</b>			
<ul style="list-style-type: none"> <li>▪ <ul style="list-style-type: none"> <li>○ Worksheets: <ul style="list-style-type: none"> <li>○ You as a Designer</li> </ul> </li> </ul> </li> <li>▪ NJ FCCLA State Event <ul style="list-style-type: none"> <li>○ Fashion Runway</li> </ul> </li> <li>▪ FCCLA STAR Event <ul style="list-style-type: none"> <li>○ Fashion Design</li> <li>○ Recycle Redesign</li> <li>○ Career Investigation</li> <li>○ Applied Technology</li> </ul> </li> </ul>			

- Design a pattern to make a garment for student, doll or stuffed animal using computer software programs Garment Designer or Click and Sew.
- Guest speaker: Invite a fashion designer. Be prepared with questions about training and education as well as opportunities for advancement.

## Resources

- Textbook
- Garment Designer (CAD software) with site license
- Click and Sew (CAD software) with site license
- Computers
- Printers and printer paper
- Sewing Machines
- Iron, Ironing Board and Pressing Equipment
- Students responsible for:
  - Fabric
  - Notions

## 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.7) Identify New Technologies, And Other Organizational Tools To Use In Personal, Home, And/Or Work Environments For Information Retrieval, Entry, And Presentation.
- (8.2.12.B.4) Use A Computer Assisted Design (Cad) System in the Development of an Appropriate Design Solution.
- (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>8 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, names, designs or logos get sewn onto hats, jackets and shirts?</li> <li>▪ What is a Serger?</li> <li>▪ What is a computerized sewing machine? Are they expensive?</li> <li>▪ How do purchased garments get that even, clean finish? Can you do that with a sewing machine?</li> </ul>			
<b>Content</b>			
<ul style="list-style-type: none"> <li>▪ Computer imaging and Robotic Machines</li> <li>▪ Ergonomics in the Sewing Room</li> <li>▪ Textile/Clothing Technology Corporation (TC2)</li> <li>▪ Electronic Data Interchange</li> <li>▪ CIM ((computer-integrated manufacturing)</li> <li>▪ Computer Embroidery Machines</li> <li>▪ Serger</li> </ul>			
<b>Enduring Understandings / Skills</b>			
<ul style="list-style-type: none"> <li>▪ Compare the cost and performance of standard, computerized and Serger machines.</li> <li>▪ Use a computerized embroidery machine.</li> </ul>			
<b>Assessments</b>			
<ul style="list-style-type: none"> <li>▪ Technology Equipment Quiz</li> <li>▪ Research Paper Rubric</li> </ul>			
<b>Learning Activities</b>			
<ul style="list-style-type: none"> <li>▪</li> <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>▪ Demonstrate a Serger to the Fashion, Design and Technology I class.</li> <li>▪ Demonstrate computerized Embroidery machine to the Fashion, Design and Technology I class.</li> <li>▪ Compare the cost of computerized sewing machines with standard sewing machines.</li> <li>▪ Discuss how computerized machines are used in production of apparel.</li> <li>▪ Video <ul style="list-style-type: none"> <li>○ The World of Fashion</li> </ul> </li> </ul>			
<b>Resources</b>			
<ul style="list-style-type: none"> <li>▪ Textbook</li> <li>▪ Computers</li> <li>▪ Transfer paper</li> <li>▪ Fabric</li> <li>▪ Serger</li> <li>▪ Computerized Sewing Machine</li> <li>▪ Computerized Embroidery Machine</li> </ul>			

## **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.



<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>▪ 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>Learning Activities</b>			
<ul style="list-style-type: none"> <li>▪ FCCLA STAR Events <ul style="list-style-type: none"> <li>○ Career Investigation</li> <li>○ Entrepreneurship</li> <li>○ Job Interview</li> </ul> </li> <li>▪ Video: <ul style="list-style-type: none"> <li>○ Careers in Fashion</li> </ul> </li> <li>▪ Invite guest speakers from the field</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**

- Textbook
- FCCLA

### **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.