

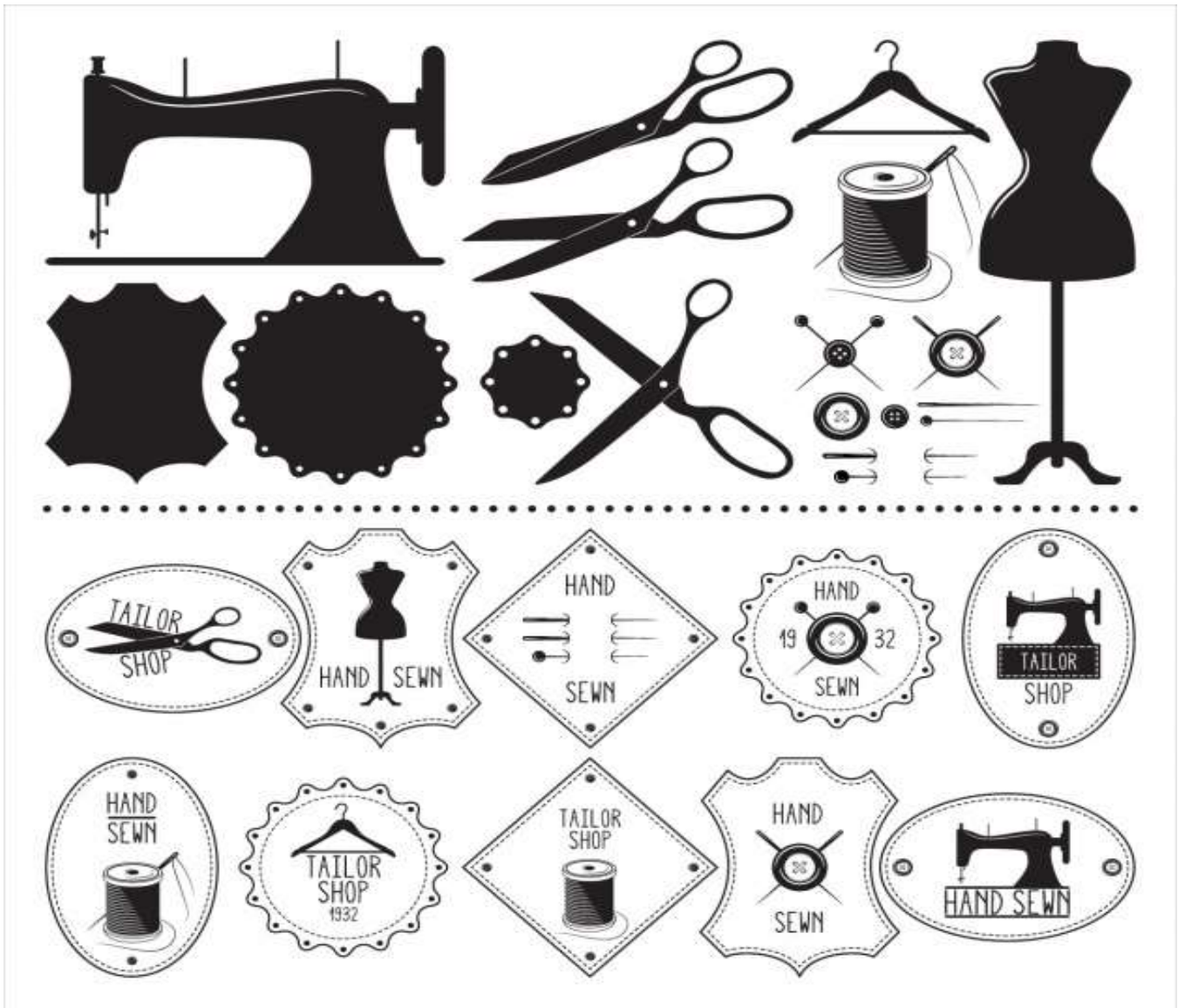
# \*CLOTHING AND TEXTILES

\*(Global Apparel and Textiles)

## A 9-12 Curriculum Guide

Atlantic City Public Schools  
Atlantic City, NJ

August 2018



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## **ACKNOWLEDGEMENTS**

This was a collaborative effort to address the many demands of NJ Student Learning Standards, 21<sup>st</sup> Life and Careers, Career and College Readiness, Career and Technical Education (CTE) requirements, and global connections that stem from various academic, social, and professional opportunities in \*Clothing and Textiles (\*GLOBAL APPAREL AND TEXTILES) course offerings.

To address the diverse and individual needs of the students the \*Clothing and Textiles (\*GLOBAL APPAREL AND TEXTILES) course program embraces a broader scope now known as Career Education and Consumer, Family and Life Skills in accordance with the mandate of the state of New Jersey and advances 21<sup>st</sup> century skills needed enhance the global worldview for the global workforce.

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## **USER'S NOTES**

### Career and Technical Education (CTE)

DEFINITION: A term applied to schools, institutions, and educational programs that specialize in the skilled trades, applied sciences, modern technologies, and career preparation.

### Learning Pathway

DEFINITION: Specific courses, academic programs, and learning experiences that individual students complete as they progress in their education toward graduation.

### Global Worldview

DEFINITION: The process of integrating an intercultural and international dimension into learning by achieving the highest potential by demonstrating the willingness and ability to understand new perspectives. By developing a comprehensive worldview, it enhances a global awareness to understand experiences that prepare learners to become confident and competent contributors to a global society.

### 21<sup>st</sup> Century Skills

DEFINITION: A broad set of knowledge, skills, work habits, and character traits that are believed—by educators, school reformers, college professors, employers, and others—to be critically important to success in today's world, particularly in collegiate programs and contemporary careers and workplaces. Generally speaking, 21<sup>st</sup> century skills can be applied in all academic subject areas, and in all educational, career, and civic settings throughout a student's life.

### Sense-Making

DEFINITION: Ability to determine the deeper meaning or significance of what is being expressed.

### Novel and Adaptive Thinking

DEFINITION: Proficiency at thinking and coming up with solutions and responses beyond that which is rote or rule-based.

### Computational Thinking

DEFINITION: Ability to translate vast amounts of data into abstract concepts and to understand data-based reasoning.

### Transdisciplinary

DEFINITION: Literacy in and ability to understand concepts across multiple disciplines.

### Cross-Cultural Competency

DEFINITION: Ability to operate in different cultural settings.

### Cognitive Load Management

DEFINITION: Ability to discriminate and filter information for importance, and to understand how to maximize cognitive functioning using a variety of tools and techniques.

### New-Media Literacy

DEFINITION: Ability to critically assess and develop content that uses new media forms, and to leverage these media for persuasive communication.

### Design Mindset

DEFINITION: Ability to critically assess and develop tasks and work processes for desired outcomes.

### Cognitive Load Management

DEFINITION: Ability to represent and develop tasks and work processes for desired outcomes.

### Virtual Collaboration

DEFINITION: Ability to work productively, drive engagement, and demonstrate presence as a member of a virtual team.

### Cross-Curricular Competency

DEFINITION: An interrelated set of attitudes, skills and knowledge that are drawn upon and applied to a particular content for successful learning and living. They are developed by every student, in every grade and every subject/discipline area.

### Basic Skills

DEFINITION: Reading, writing, arithmetic and mathematics, speaking and listening.

### Thinking Skills

DEFINITION: The ability to learn, to make decisions, and to solve problems.

### Personal Qualities

DEFINITION: Individual responsibility, self-esteem and self- management, sociability, and integrity, and honesty.

### Workplace Competency

DEFINITION: A range of knowledge and skills of how to use resources, interpersonal skills, and information to work productively.

Resources -- They know how to allocate time, money, materials, space, and staff.

Interpersonal skills -- They can work on teams, teach others, serve customers, lead, negotiate, and work well with people from culturally diverse backgrounds.

Information --They can acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information.

### Career and College Readiness

DEFINITION: The knowledge and skills that high school graduates must possess in English and mathematics— including, but not limited to, reading, writing, communications, teamwork, critical thinking, and problem solving—to be successful in any and all future endeavors (See 21<sup>st</sup> Century Life and Careers).

**Career Education and Consumer, Family, and Life Skills**  
**GRADE LEVEL 9-12**  
**Clothing and Textiles I (GLOBAL APPAREL AND TEXTILES I)**  
**21<sup>st</sup> CENTURY LIFE & CAREERS**

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

Each Career Ready Practice includes an overarching statement along with a more detailed description. Below are the 12 overarching statements:

- CPR1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP3.** Attend to personal health and financial well-being.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP5.** Consider the environmental, social and economic impacts of decisions.
- CRP6.** Demonstrate creativity and innovation.
- CRP7.** Employ valid and reliable research strategies.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP10.** Plan education and career paths aligned to personal goals.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

**Career Education and Consumer, Family, and Life Skills**  
**GRADE LEVEL 9-12**  
**Clothing and Textiles I (GLOBAL APPAREL AND TEXTILES I)**  
**OVERVIEW**

\*Clothing and Textiles I \*(Global Apparel and Textiles I) will provide students with the opportunity to earn five credits. The students will acquire the knowledge and skills to perform basic hand and machine sewing techniques. Students will learn how to identify information found on a pattern. Students will demonstrate knowledge of how to measure the body, fractions, and yardage. There will be an emphasis on garment construction and textile recognition.

The \*Clothing and Textiles I \*(Global Apparel and Textiles I) curriculum will incorporate the following New Jersey Core Content Standards:

**Career Education and Consumer, Family and Life Skills**

9.1 (Career and Technical Education) All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the work place.

9.2 (Consumer, Family and Life Skills) All students will demonstrate critical life skills in order to be functional members of society.

**Technological Literacy**

8.1 (Computer and Information Literacy) All students will use computer applications to gather and organize information and to solve problems.

8.2 (Technology Education) All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

**Health Education and Physical Education Standards**

2.1 (Wellness) All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.

2.2 (Integrated Skills) All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle

**Career Education and Consumer, Family, and Life Skills**  
**GRADE LEVEL 9-12**  
**\*CLOTHING AND TEXTILES I \*(Global Apparel and Textiles I)**  
**RATIONALE**

In today's society, emphasis has been on fashion, clothing selections and related careers. Students are well aware of fashion and how it affects their lives amongst their peers. This year long course will allow students to take a closer look at their own sense of fashion through the eyes of the fashion world. To establish a feeling of accomplishment and pride the students will construct their own garments using personal preference in fabric and notion choices.



**Career Education and Consumer, Family, and Life Skills**  
**GRADE LEVEL 9-12**  
**\*CLOTHING AND TEXTILES I \*(Global Apparel and Textiles I)**  
**STRATEGIES**

\*Clothing and Textiles I \*(Global Apparel and Textiles I) will be a combination of structured activities, self-motivated participation and classroom instruction. Presentations, demonstrations (teacher and student) will take place throughout the semester. Guest speakers and/or field trips may enhance the program as needed. A hands-on approach will be an integral part of the course. Students will evaluate their own projects and those of other classmates, as needed.

Some suggested activities might include, but not be limited to the following:

- Demonstrate proper safety measures with a selected piece of equipment
- Practice clothing construction techniques through sewing standards
- Create fabric swatch file box
- Read a variety of pattern pieces
- Read a variety of pattern instructions
- Demonstrate pressing and ironing
- Bring in examples of clothing hangtags and laundry instructions
- Practice straight sewing skills and construct a drawstring bag
- Practice casing and elastic and construct shorts
- Practice collar, sleeve, buttonholes, buttons and construct a pajama shirt and pants
- Select and construct a project that utilizes skills previously learned
- Model a garment made in class
- Invite parents/ faculty/ community entrepreneurs to demonstrate their specialty to the class
- Utilize local guest speakers from retail stores to reinforce career choices
- Present a power point presentation investigating sweatshops around the world
- Visit Joann's Fabric Store and purchase a pattern, fabric, or notion

**Career Education and Consumer, Family, and Life Skills**  
**GRADE LEVEL 9-12**  
**\*CLOTHING AND TEXTILES I \*(Global Apparel and Textiles I)**  
**SCOPE & SEQUENCE**

**Safety**

- Identify safe procedures for handling and working with equipment.
- Identify potentially hazardous conditions in a sewing classroom.
- Pass a safety test.

**Commercial Patterns**

- Identify pattern markings.
- Interpret pattern instructions for layout, marking, cutting and fabricating textile projects.
- Select appropriate patterns, fabrics and notions.

**Hand Tools**

- Learn correct terminology and use for all hand tools used in textile construction.
- Learn how to care for hand tools and to make minor repairs when necessary.

**Sewing Machines**

- Learn the safe use and care of multi-purpose sewing machine, including machine parts and function, troubleshooting and minor repair.
- Learn the safe use and care of a serger to professionally finish seams.
- Learn the safe use and care of a computerized embroidery machine and embroidery software to create original embroidery designs.

**Garment Construction Techniques**

Learn the various construction techniques required to complete a textile project such as:

- Pressing as you sew
- Staystitching
- Seams
- Clipping, notching, trimming and grading
- Seam finishes
- Clean finishing a seam
- Understitching
- Interfacing
- Ease and gathering
- Topstitching
- Handstitching
- Hemming

Learn the parts of a garment and how to construct each part

- Darts, tucks and pleats
- Construction of garment seams
- Pockets
- Ties
- Waistbands
- Zippers
- Plackets
- Facings
- Yokes
- Collars
- Sleeves
- Casings

### **Sewing with sergers**

- Operate a serger safely, describing its function and parts
- Demonstrate serger construction techniques in the preparation of a serged project.

### **Quilting**

- Learn the fundamental parts of a small quilt square.
- Learn color theory as it applies to pleasing design in quilt patterns.

### **Careers**

- Learn about career opportunities in fashion, clothing and accessory merchandising, home furnishings and interior design.
- Learn about post-secondary schooling for careers as stated above.

**Career Education and Consumer, Family, and Life Skills**  
**GRADE LEVEL 9-12**  
**\*CLOTHING AND TEXTILES I \*(Global Apparel and Textiles I)**  
**STUDENT OUTCOMES**

**After successfully completing this course, the student will be able to:**

1. Explain basic color theories.
2. Understand the differences in natural and synthetic fibers used in the fabrication of textiles, including cotton, wool, silk, rayon, and polyester
3. Discuss fabrication techniques for fibers, including woven, knit, felted and extruded fabrics
4. Explain about the care of a wide variety of fabrics, including washing and drying, dry-cleaning, spot removal, ironing and repairing
5. Describe the different pattern company offerings and be able to choose pattern styles according to desire, need and ability
6. Develop an understanding of how to interpret the pattern envelope and layout guide.
7. Take measurements in order to determine figure type and pattern size
8. Understand pattern symbols and markings on advanced patterns and successfully transfer them onto fabric
9. Make minor alterations in order to adjust a pattern to improve fit when necessary
10. Know how to successfully cut fabric pieces according to suggested layout in the instructions
11. Recite basic textile terminology
12. Successfully care for and operate a variety of sewing machines and related equipment, with concentrating on the more complex abilities of each machine
13. Care for and use a wide variety of hand tools and accessories used in the construction of textile projects
14. Use safety techniques required when working with all sewing machines and tools.
15. Embroidery in a variety of fonts and designs
16. Correctly use basic programming for digitalized embroidery designing.
17. Create a variety of traditional quilt block designs including those designed using computer technology

18. Use photography computer programs to create images for printing on textile-backed computer paper
19. Develop design skills for planning the form and function of textile structures.
20. Be aware of the occupational opportunities in clothing, fashion and accessory merchandising, and interior design
21. Design creations that illustrate patterns and techniques from different cultures
22. Be aware of the occupational opportunities in clothing, Apparel and Textile accessory merchandising.

In addition, the following CTE learning outcomes reflect the guiding expectations of all programs at Atlantic City High School.

- Human Diversity
- Cross- Cultural Interactions
- Effective Communication
- Critical Thinking

**Career Education and Consumer, Family, and Life Skills**  
**GRADE LEVEL 9-12**  
**\*CLOTHING AND TEXTILES I \*(Global Apparel and Textiles I)**  
**EVALUATION**

**Students will be evaluated in the following areas:**

- A. Completion of assigned project requirements, including presentations to class.
- B. Tests/ Quizzes
- C. Class work
- D. Class participation: including, but not limited to clothing construction, use of proper equipment and techniques, keeping work area clean and safe and respect for other students work.

Percentage for each of the above areas will vary with each unit of study.

**Career Education and Consumer, Family, and Life Skills**  
**GRADE LEVEL 9-12**  
**\*CLOTHING AND TEXTILES I \*(Global Apparel and Textiles I)**  
**RESOURCES**

**Text/ Supplemental Reading/ Technology Resources/References**

Primary resources for the course will consist of text books, pattern books, Media Center books and materials, internet materials, a variety of magazines and teacher supplied information. Equipment and teacher demonstrations will be major resources for this program.

Some of the supplemental resource books will be kept in the Clothing Laboratory.  
The main resource textbook used:

**Clothes and Your Appearance, Liddell and Samuels, Goodheart-Wilcox Co. Inc., 2008**

**Successful Sewing, Westfall, Goodheart-Wilcox Co. Inc., 2008**

**Fashion. Wolfe, Goodheart-Wilcox Co. Inc., 2008**

**Web Sites:**

[www.simplicity.com](http://www.simplicity.com)  
[www.butterick.com](http://www.butterick.com)  
[www.mccallpattern.com](http://www.mccallpattern.com)  
[www.joann.com](http://www.joann.com)  
[www.sewing.org](http://www.sewing.org)  
[www.sewing.about.com](http://www.sewing.about.com)  
[www.voguepatterns.com](http://www.voguepatterns.com)  
[www.kwiksew.com](http://www.kwiksew.com)  
[www.fabric.com](http://www.fabric.com)  
[www.berkeleycollege.edu](http://www.berkeleycollege.edu)  
[www.artinstitutes.edu](http://www.artinstitutes.edu) (Philadelphia)

**Career Education and Consumer, Family, and Life Skills**  
**GRADE LEVEL 10-12**  
**Clothing and Textiles II \*(Global Apparel and Textiles II)**  
**OVERVIEW**

\*Clothing and Textiles II \*(Global Apparel and Textiles II) will provide students with the opportunity to earn five credits. Having already acquired skills in Clothing and Textiles I, students will be able to apply their previous skill knowledge to create more advanced projects. The students will also gain knowledge of the variety of occupational careers in the clothing and textile field. Students must have successfully completed Clothing/Textiles I in order to take this course.

The \*Clothing and Textiles II \*(Global Apparel and Textiles II) curriculum will incorporate the following New Jersey Core Content Standards:

Career Education and Consumer, Family and Life Skills

9.1 (Career and Technical Education) All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the work place.

9.2 (Consumer, Family and Life Skills) All students will demonstrate critical life skills in order to be functional members of society.

Technological Literacy

8.1 (Computer and Information Literacy) All students will use computer applications to gather and organize information and to solve problems.

8.2 (Technology Education) All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

Health Education and Physical Education Standards

2.1 (Wellness) All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.

2.2 (Integrated Skills) All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle

**Career Education and Consumer, Family, and Life Skills**  
**GRADE LEVEL 10-12**  
**\*CLOTHING AND TEXTILES II \*(Global Apparel and Textiles II)**  
**RATIONALE**

As students become more familiar with terminology associated with the fashion industry and their ability to relate with hands-on activities, the industry comes alive with history, trends, and predictions. Coupled with hands-on experience, by creating their own garment, students will explore many areas of the industry. Many of our students are investigating careers in various fields of fashion. This course will assist in that journey. Not only will they learn the basics of the industry, but they will also learn how to select clothes best for them and plan a wardrobe. With their increased knowledge and expertise in the hands-on construction of a garment, the students will be able to make wise personal choices and enable them to apply that knowledge to their home, family and possible future job or career. Students will work independently on projects throughout the semester, some assigned by the teacher, others personally selected.



**Career Education and Consumer, Family, and Life Skills**  
**GRADE LEVEL 10-12**  
**\*CLOTHING AND TEXTILES II \*(Global Apparel and Textiles II)**  
**STRATEGIES**

\*Clothing and Textiles II \*(Global Apparel and Textiles II) will be a combination of structured activities, self-motivated participation and classroom instruction. Presentations, demonstrations (teacher and student) will take place throughout the semester. Guest speakers and/or field trips may enhance the program as needed. A hands-on approach will be an integral part of the course. Students will evaluate their own projects and those of other classmates, as needed.

Some suggested activities might include, but not be limited to the following:

- Demonstrate proper safety measures with a selected piece of equipment
- Practice lining, darts, and top-stitching and construct a book bag
- Practice in-seam pockets, neck band, and sleeves and construct a robe project
- Practice yolk, lace, facing, pleats and construct a shirt project
- Demonstrate inserting a zipper, select and construct a project that includes a zipper
- Select and construct a project that utilizes skills previously learned
- Guest speakers from colleges that offer fashion design
- Investigate colleges using the internet and make a presentation to the class
- Guest speaker from a casino or tailor shop to speak about a career in being a tailor
- Invite parents/ faculty/ community entrepreneurs to demonstrate their specialty to the class
- Model a garment made in class
- Create and construct a unique project to enter in the Springs Arts Festival
- Create a visual aid to teach a clothing construction technique
- Demonstrate correct use of equipment and tools
- Predict a future fashion trend and present to class, supporting their ideas
- Interview a person who works in the world of fashion or related fields
- Write a letter to a company requesting information about the fabric and/or care of their line of clothing
- Prepare a career presentation to share with the class

**Career Education and Consumer, Family, and Life Skills**  
**GRADE LEVEL 10-12**  
**\*CLOTHING AND TEXTILES II \*(Global Apparel and Textiles II)**  
**SCOPE & SEQUENCE**

**Safety**

- Identify safe procedures for handling and working with equipment.
- Identify potentially hazardous conditions in a sewing classroom
- Pass a safety test.

**Commercial Patterns**

- Identify pattern markings
- Interpret pattern instructions for layout, marking, cutting and fabricating textile projects.
- Select appropriate patterns, fabrics and notions.
- Select patterns for projects from more advanced pattern companies, such as Vogue and Burda.

**Original Patterns**

- Learn how to operate a computer to produce original patterns for quilting, embroidering and clothing construction.
- Learn how to alter commercial patterns to create original designs.
- Learn how to create computer-generated patterns of original designs.
- Create pants and dress slopers from commercial patterns and alter patterns for a perfect fit.

**Fabrics**

- Natural fiber
- Transitional fibers
- Manmade fibers
- Fiber blends
- Fibers to fabric
- Finishes

**Fashion**

- Definition of fashion
- History of fashion
- Fad versus fashion, trends and cycles

**Fashion Drawing**

- Basic figure drawing
- Pose and clothing relationships
- Drawing clothing

**Garment Parts and Style**

- How style is determined
- Parts of all garments
- Naming of garment parts and how they compose all garments

## **Color**

- The color wheel
- Color scheme
- Personal coloring
- Wearing color effectively
- Fabrics with design

## **Elements and Principles of Design**

- Elements of design - shape, space, line and texture
- Principles of design - balance, proportion, emphasis and harmony

## **Planning a Wardrobe**

- Fashion versus classic
- Color schemes
- Professional attire
- Play attire
- Smart shopping
- Reading labels and care of clothing
- Accentuating your figure in a positive manner

## **Careers in Fashion and Related Fields**

- Learn about career opportunities in fashion, clothing and accessory merchandising, home furnishings and interior design.
- Learn about post-secondary schooling for careers as stated above.

**Career Education and Consumer, Family, and Life Skills**  
**GRADE LEVEL 10-12**  
**\*CLOTHING AND TEXTILES II \*(Global Apparel and Textiles II)**

**STUDENT OUTCOMES**

**After successfully completing this course, the student will be able to:**

1. Develop a continual improvement in construction techniques.
2. Apply advanced color theories.
3. Expand on their knowledge of natural and synthetic fibers used in the fabrication of textiles, emphasizing those fibers that are used more extensively in advanced clothing construction and home furnishings.
4. Expand on their knowledge of fabrication techniques for fibers, including woven, knit, felted and extruded fabrics.
5. Care for a wide variety of fabrics, including washing and drying, dry cleaning, spot removal, ironing and repairing.
6. Choose patterns by different pattern company offerings and choose pattern styles according to desire, need and ability.
7. Successfully complete projects using advanced construction techniques.
8. Apply principles of flat pattern designing to make major adjustments to change the style of commercial patterns.
9. Use pattern symbols and markings on advanced patterns and successfully transfer them onto fabric.
10. Make major alterations in order to adjust a pattern to improve fit when necessary.
11. Successfully cut fabric pieces according to suggested layout in the instructions and to adjust layouts to accommodate problems associated with specialized fabrics.
12. Recite advanced textile terminology.
13. Successfully care for and operate a variety of sewing machines and related equipment, with concentrating on the more complex abilities of each machine.
14. Learn advanced programming for digitalized embroidery designing.
15. Expand their knowledge of photography computer programs to create images for printing on textile-backed computer paper and to incorporate these images into a major project.

16. Develop design skills for planning the form and function of textile structures, including a non-functional piece of fiber art.
17. Become aware of the occupational opportunities in the clothing, fashion and accessory merchandising, home furnishing and interior design.
18. Describe how an image is created and relate the role of clothing to projecting that image
19. Analyze and explain how texture and color of fabric, hair style, grooming and posture project different images
20. List the physical and socio-psychological needs to which clothing responds
21. Predict clothing needs according to activities and desired image
22. Describe and explain the psychology and symbolism of color in fashion
23. Identify and classify various fibers and fabrics used in clothing and explain the advantages and disadvantages of their use.
24. Analyze, select and apply the appropriate fashion for individuals of different proportions
25. Develop a fashion sense using the design principles of proportion, balance, emphasis, rhythm and harmony
26. Plan a wardrobe for a young professional working person out in the beginning of their careers
27. Explain various career options within the fashion industry

In addition, the following CTE learning outcomes reflect the guiding expectations of all programs at Atlantic City High School.

- Human Diversity
- Cross- Cultural Interactions
- Effective Communication
- Critical Thinking

**Career Education and Consumer, Family, and Life Skills**  
**GRADE LEVEL 10-12**  
**\*CLOTHING AND TEXTILES II \*(Global Apparel and Textiles II)**  
**EVALUATION**

**Students will be evaluated in the following areas:**

- A. Completion of assigned project requirements, including presentations to class.
- B. Tests/ Quizzes
- C. Class work
- D. Class participation: including, but not limited to clothing construction, use of proper equipment and techniques, keeping work area clean and safe and respect for other students work.

Percentage for each of the above areas will vary with each unit of study.

**Career Education and Consumer, Family, and Life Skills**  
**GRADE LEVEL 10-12**  
**\*CLOTHING AND TEXTILES II \*(Global Apparel and Textiles II)**  
**RESOURCES**

**Text/ Supplemental Reading/ Technology Resources/References**

Primary resources for the course will consist of text books, pattern books, Media Center books and materials, internet materials, a variety of magazines and teacher supplied information. Equipment and teacher demonstrations will be major resources for this program.

Some of the supplemental resource books will be kept in the Clothing Laboratory.

The main resource textbook used:

**Clothes and Your Appearance, Liddell and Samuels, Goodheart-Wilcox Co. Inc., 2008**

**Successful Sewing, Westfall, Goodheart-Wilcox Co. Inc., 2008**

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[www.mccallpattern.com](http://www.mccallpattern.com)

[www.joann.com](http://www.joann.com)

[www.sewing.org](http://www.sewing.org)

[www.sewing.about.com](http://www.sewing.about.com)

[www.voguepatterns.com](http://www.voguepatterns.com)

[www.kwiksew.com](http://www.kwiksew.com)

[www.fabric.com](http://www.fabric.com)

[www.berkeleycollege.edu](http://www.berkeleycollege.edu)

[www.artinstitutes.edu](http://www.artinstitutes.edu) (Philadelphia)

**Career Education and Consumer, Family, and Life Skills**  
**GRADE LEVEL 11-12**  
**Clothing and Textiles III \*(Global Apparel and Textiles III)**  
**OVERVIEW**

As the world becomes more complex and pluralistic in nature, it is imperative for students to develop skills to become community and career leaders as well as productive global citizens. Previous knowledge from courses in CAREER EDUCATION AND CONSUMER, FAMILY, AND LIFE SKILLS will accelerate students abilities to synthesize information, utilize prior knowledge, work cooperatively, and apply critical thinking skills as they prepare their career and college pathways. A combination of learning outcomes will empower students to gain confidence and competence as they engage in experimental activities that will contribute to dynamic perspectives and lifelong learning.

Clothing and Textiles III \*(Global Apparel and Textiles III) affords advanced students the opportunity to gain in-depth knowledge about the development of fashion and broaden familiarity with the ways in which fashion reflects historical, social, cultural, political, economic, and technological influences. Students will gain a deeper understanding of the global fashion industry and its impact on global citizens. Students will use the textile and design laboratory setting to design clothing from various regions and countries for a comparative analysis of textiles, fabrics, fibers, and design elements and principles. Students will participate in hands-on, engaging, and involved application of newly acquired knowledge and skills to expand authentic real-world experiences. Students will develop a global awareness of current international environment issues that influence fashion to assess factors that may impact the availability and quality of Apparel and textiles in the global marketplace.

The global focus of this course will enable students to investigate various transnational elements of design and gain knowledge about historical and cultural fashion influences as well as diverse cultures. Moreover, Clothing and Textiles III \*(Global Apparel and Textiles III) will nurture and integrate students' leadership, management, thinking skills. Students must have successfully completed Clothing and Textiles I and II (Global Apparel and Textiles I and II) in order to take this course. The \*Clothing and Textiles III \*(Global Apparel and Textiles III) curriculum will incorporate the following New Jersey Core Content Standards:

**Career Education and Consumer, Family and Life Skills**

9.1 (Career and Technical Education) All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the work place.

9.2 (Consumer, Family and Life Skills) All students will demonstrate critical life skills in order to be functional members of society.

**Technological Literacy**

8.1 (Computer and Information Literacy) All students will use computer applications to gather and organize information and to solve problems.

8.2 (Technology Education) All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

**Health Education and Physical Education Standards**

2.1 (Wellness) All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.

2.2 (Integrated Skills) All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle



**Career Education and Consumer, Family, and Life Skills**  
**GRADE LEVEL 11-12**  
**\*CLOTHING AND TEXTILES III \*(Global Apparel and Textiles III)**  
**RATIONALE**

\*CLOTHING AND TEXTILES III \*(Global Apparel and Textiles III) enhances students' abilities to identify, explain, and apply advanced Apparel and textile skills. This course will provide students with an opportunity to study various countries from around the world to gain advance global perspectives of fashion. Coupled with research and hands-on experience, students will use prior knowledge, academic concepts, facts, and procedures in applications related to career and college readiness skills. With their increased knowledge, students will be able to gain a deeper understanding the global, psychological, and social aspects of clothing, advanced Apparel and textile techniques and creative applications. Students will work independently on projects throughout the semester, some assigned by the teacher, others personally selected. Upon successful completion of this course, students will have acquired transferable skills, knowledge, and attributes for successful life management, employment, career development, post-secondary educational opportunities and life-long learning.

**Career Education and Consumer, Family, and Life Skills**

**GRADE LEVEL 11-12**

**\*CLOTHING AND TEXTILES III \*(Global Apparel and Textiles III)**

**STRATEGIES**

- Advanced safety measures with various equipment
- Develop and apply their creative skills to produce original ideas and products.
- Explain the use of elements and principles of design involved in the overall design process.
- Explain reasons why people choose the types of clothes they wear.
- Identify clothing styles and elements.
- Describe a variety of methods that the media uses to influence fashion choices.
- Identify history's impact on fashion trends.
- Use technology to aid in the design process.
- Describe a variety of careers related to fashion.
- Value the Aesthetics of Appearance
- Demonstrate Advanced Understanding of Design Fundamentals
- Expand vocabulary and use The Language of Fashion
- Develop Advanced Fashion Designs
- Conceptualize Fashion Centers and Cycles
- Understand advanced elements of design fashion
- Wearable Art: Explore and Apply Design
- Fundamentals in the Creation of Apparel and textile design
- Redesign, restore, and recycle fashion
- Business of Fashion: Careers in the Fashion and Textile Industry
- Demonstrate ability to make good consumer decisions based on research and sound information from a variety of sources.
- Apply sound resource management practices.
- Develop and implement a business plan beginning with a product idea to actually marketing and selling the product.
- Describe career options in the Apparel and textiles. Integrate technology into all areas of product development.

**Career Education and Consumer, Family, and Life Skills**  
**GRADE LEVEL 11-12**  
**\*CLOTHING AND TEXTILES III \*(Global Apparel and Textiles III)**  
**SCOPE & SEQUENCE**

**Fundamentals of Fashion**

- Determine the basic concepts related to the study of textiles, fashion and Apparel
- Name and describe the well-known international and domestic fashion centers and corresponding fashion designers

**The Science of Fashion**

- Evaluate fiber and textile products and materials
- Research innovative textile fibers, fabrics and finishes

**Fashion Design and Illustration**

- Demonstrate fashion design skills
- Demonstrate fashion illustration skills

**Fashion Marketing and Merchandising**

- Evaluate elements of Apparel and fashion marketing
- Evaluate elements of Apparel, and fashion merchandising

**Apparel Construction**

- Demonstrate skills needed to produce, alter, or repair Apparel and fashion accessories

**Global Perspective of Fashion**

- Explain the relationship between the economic climate of global communities, and textiles and Apparel.
- Examine current global issues in textiles and Apparel

**Careers in Textiles, Fashion, and Apparel**

- Analyze career paths within the textile, fashion, Apparel and design industries
- Integrate the knowledge, skills, and practices required for careers in textiles fashion, and Apparel, and evaluate personal suitability for these careers Identify and analyze the role of professional organizations in textiles, fashion, and Apparel industries
- Based on current global and technological trends, students will attempt to predict possible future careers in textiles, fashion and Apparel

**Career Education and Consumer, Family, and Life Skills**  
**GRADE LEVEL 11-12**  
**\*CLOTHING AND TEXTILES III \*(Global Apparel and Textiles III)**  
**STUDENT OUTCOMES**

**After successfully completing this course, the student will be able to:**

1. Identify and explain terminology commonly used in the textile, fashion and Apparel fields
2. Explain how fashion has reflected social, cultural, political, economic and technological changes throughout history
3. Discuss major changes in the fashion industry throughout history
4. Describe the stages and time spans of fashion cycles
5. Identify and discuss the role of international and domestic fashion centers
6. Examine the design collections of well-known fashion designers
7. Give examples of how designers have influenced ready-to-wear Apparel
8. Apply appropriate terminology for identifying, comparing and analyzing the most common generic textile fibers
9. Explain production processes for creating fibers, yarn, woven, and knit fabrics, and non-woven textile products
10. Evaluate performance characteristics of textile fiber and fabrics
11. Analyze the effects of textile characteristics on design, construction, care, use, and maintenance of Apparel
12. Summarize textile legislation, standards, and labeling in the global economy
13. Apply appropriate procedures for care of textile fibers and fabrics
14. Analyze how the properties of new fibers, fabrics, and finishes impact the design, construction, performance, and care of Apparel
15. Research fibers and textiles through the lens of ecological and/or environmental trends and issues
16. Name and describe the steps of the fashion design process

17. Draw a simple fashion figure showing appropriate body shapes and proportions
18. Identify silhouettes in current fashion and recognize silhouettes as a starting point for design
19. Apply elements and principles of design to design Apparel and fashion accessories
20. Communicate design ideas in a fashion sketch through garment details, silhouettes, and color theory
21. Apply basic and complex color schemes and color theory to develop and enhance visual effects
22. Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance
23. Demonstrate ability to use current technology for Apparel and fashion design
24. Render textures, patterns and hands (weight) in fashion designs
25. Select and portray appropriate fabrics through rendering

**Career Education and Consumer, Family, and Life Skills**  
**GRADE LEVEL 11-12**  
**\*CLOTHING AND TEXTILES III \*(Global Apparel and Textiles III)**  
**EVALUATION**

**Students will be evaluated in the following areas:**

- A. Completion of assigned project requirements, including presentations to class.
- B. Tests/ Quizzes
- C. Class work
- D. Class participation: including, but not limited to clothing construction, use of proper equipment and techniques, keeping work area clean and safe and respect for other students work.
- E. Complete

**Career Education and Consumer, Family, and Life Skills**  
**GRADE LEVEL 11-12**  
**\*CLOTHING AND TEXTILES III \*(Global Apparel and Textiles III)**

Capstone Project(s) to demonstrate ability to:

Develop skills necessary to become responsible workers, employees, consumers and citizens in an ever-changing world.

Gain skills in time management and decision making.

Learn by practical application.

Explore educational and career opportunities.

Demonstrate responsible and respectful behavior as citizens of their school and community.

Make informed responsible judgments regarding their personal, emotional and physical well-being.

Demonstrate integrity, persistence, and the ability to work independently and cooperatively

Utilize current technology in their educational experiences.

**Career Education and Consumer, Family, and Life Skills**  
**GRADE LEVEL 11-12**  
**\*CLOTHING AND TEXTILES III \*(Global Apparel and Textiles III)**  
**RESOURCES**  
**Text/ Supplemental Reading/ Technology Resources/References**

Primary resources for the course will consist of text books, pattern books, Media Center books and materials, internet materials, a variety of magazines and teacher supplied information. Equipment and teacher demonstrations will be major resources for this program.

Some of the supplemental resource books will be kept in the Clothing Laboratory.  
The main resource textbook used:

**Clothes and Your Appearance, Liddell and Samuels, Goodheart-Wilcox Co. Inc., 2008**

**Successful Sewing, Westfall, Goodheart-Wilcox Co. Inc., 2008**

**Fashion. Wolfe, Goodheart-Wilcox Co. Inc., 2008**

**Web Sites:**

[www.simplicity.com](http://www.simplicity.com)

[www.butterick.com](http://www.butterick.com)

[www.mccallpattern.com](http://www.mccallpattern.com)

[www.joann.com](http://www.joann.com)

[www.sewing.org](http://www.sewing.org)

[www.sewing.about.com](http://www.sewing.about.com)

[www.voguepatterns.com](http://www.voguepatterns.com)

[www.kwiksew.com](http://www.kwiksew.com)

[www.fabric.com](http://www.fabric.com)

[www.berkeleycollege.edu](http://www.berkeleycollege.edu)

[www.artinstitutes.edu](http://www.artinstitutes.edu) (Philadelphia)

**GENERAL COURSE OBJECTIVES FOR \*CLOTHING AND TEXTILES I, II and III \*(Global Apparel and Textiles I, II, and III )**

**NATIONAL STANDARDS for FAMILY and CONSUMER SCIENCES (NASAFACS)**

<http://www.nasafacs.org/national-standards-and-competencies.html>

**NEW JERSEY CORE CURRICULUM CONTENT STANDARDS  
FOR 21st CENTURY LIFE AND CAREERS AND TECHNOLOGY**

<http://www.state.nj.us/education/cccs/>

**NEW JERSEY CAREER & TECHNICAL EDUCATION (CTE) STANDARDS**

<http://www.state.nj.us/education/cccs/2014/career/>

**THE 12 CAREER READY PRACTICES:**

Career Ready Practices outline the skills that all diverse learners need to acquire to be flexible, reflective, and proactive in life and careers. These researched practices are essential to career readiness skills.

**STANDARD 9.1**

**PERSONAL FINANCIAL LITERACY:**

Personal Financial Literacy outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance and fiscal responsibility. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

**STANDARD 9.2**

**CAREER AWARENESS, EXPLORATION, AND PREPARATION:**

Career Awareness, Exploration, and Preparation outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

**STANDARD 9.3**

**CAREER AND TECHNICAL EDUCATION:** Career and Technical Education outlines what students should know and be able to do upon completion of a CTE Program of Study.

**STANDARD 8.1**

**TECHNOLOGY:** All diverse learners will improve digital literacy skills and use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge

**PROFICIENCY LEVELS**

This course is open to grades 9–12.



## **METHODS OF ASSESSMENT**

### **Student Assessment**

The instructor will provide a variety of assessments during the course of the year. A majority of participants' evaluation of success will include authentic, project-based assessments. In addition, participants are required to successfully complete marking period projects, individual and group projects and a final project. Participants are also responsible for designing projects to improve career readiness skills and demonstrate mastery of concepts.

### **Curriculum/Teacher Assessment**

There will be an ongoing self and department assessment to determine the effectiveness of all aspects of the CTE program, including:

Teacher/departmental meetings

Teacher observations

Completed projects

Self-Evaluations/Reflective Practice

Suggestions for changes to CTE administrator

### **GROUPING**

Heterogeneous ability grouping of Grades 9-12

### **ARTICULATION SCOPE and SEQUENCE TIME FRAME (See Year-At -A- Glance)**

Course length is one year and is offered to students in grades 9-12. This course meets five days a week.

## **RESOURCES**

### **Field Trips**

Field trips to learn about traditional, innovative Global Apparel and Textile practices and techniques are encouraged. In addition, field trips to Arts and Craft stores, Fabric stores, Retail stores, and other Cultural Apparel and textile settings will enable diverse learners to discover career opportunities in fashion, clothing, accessory merchandising, and textile creations are beneficial to diverse learners interest and learning opportunities.

### **Guest Speakers**

Formal and informal engagements with community program representatives, business owners, and colleges that offer programs in Apparel and Textiles will provide authentic, real-world knowledge. Other guest speakers from the industry will provide expertise and insight into professional experiences.

### **METHODOLOGIES**

The following methods of instructional methods and techniques are suggested:

- Lecture
- Demonstration
- Practice projects
- Individualized project.
- Essay writing
- Class Projects
- CTE Student Portfolios
- Student self-evaluations
- Peer evaluations
- Concept maps
- Competition results
- Pre/post course exams
- Class discussions
- Other creative method of assessments

### **SUGGESTED ACTIVITIES**

The instructor should incorporate an assortment of techniques and projects-based activities integrating the use of various materials and machinery and other **\*Clothing and Textiles \***(Global Apparel and Textiles ) models.

## **DIFFERENTIATED INSTRUCTION WITH DIVERSE LEARNERS**

Every CTE student is unique with specific interests and learning styles. Successful instructors implement various behaviors and strategies to meet the distinct needs of diverse learners. Participants in **\*Clothing and Textiles\*** (Global Apparel and Textiles) can learn in multiple ways as instructors become aware of students' prior knowledge as well as their global perspectives. CTE students can benefit from contextual learning and accommodations in the four major categories: context, process, product, and learning environment. By offering appropriately challenging learning experiences, instruction can accommodate and maximize success for all learners.

### **Examples of Differentiated Strategies and Practices that Support:**

#### **Students with Disabilities**

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

#### **Gifted & Talented Students**

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

#### **English Language Learners**

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Think-pair-share
- Cooperative learning groups
- Exit activities

### INTERDISCIPLINARY CONNECTIONS

This course requires the application of Basic math and reading skills, with patterns and instructional guides. Historical and Scientific methods are covered when discussing Global Apparel and Textile throughout the periods and in the discussion of the alignment of **\*Clothing and Textiles\*** (Global Apparel and Textiles). The arts are covered through the visual representation of the elements and principles of design in **\*Clothing and Textiles\*** (Global Apparel and Textiles) skills, along with proper use of the elements in their creation. Technology is infused when using various research and applications to craft innovative designs for embroidery, and clothing.

Where appropriate, the instructor will include other disciplines as well.

- Appropriate and competent use of relevant websites and digital software and equipment **8.1.12**
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress **8.1.12**
- Presentation and exploration of related career possibilities **9.2.12**
- Working in teams to create group based learning activities and projects **CRP1**
- Application of skills learned in class to project based activities **CRP2**
- Emphasis on importance of proper nutrition for student learning **CRP3**

## INTERDISCIPLINARY CONNECTIONS

An individual wants to select a career pathway from Career Education and Consumer, Family, and Life Skills in an area of interest for future employment and postsecondary and lifelong learning.

Focus: Participate in a variety of activities to explore possible career pathways. Conduct research and perform preparatory activities to select a specific career pathway for future employment, postsecondary education and lifelong learning.

Links to Other Standards: Visual and Performing Arts 1.3, 1.6; Language Arts Literacy 3.1–3.5;

Mathematics 4.1, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.11, 4.12; Science 5.2; Social Studies 6.1, 6.3, 6.4, 6.5, 6.6; World Languages 7.1

| Cross-Content Workplace Readiness Standards                   | Visual and Performing Arts  | Language Arts Literacy   | Math   | Science   | Social Studies   | World Languages  |
|---|---|--|--|---|--|--|
| <b>Develop Career Planning and Workplace Readiness Skills</b> | Chose a learning pathway to design a hands-on project and visual presentation that involves skill development related to a career pathway choice. Use novel and adaptive thinking and cognitive load management to demonstrate originality, technical skills, and creativity in the creation of desired project-based learning outcomes. Use design mindset to enhance, assess, evaluate final product. | Recognize that written communication can impact the ability to engage in transdisciplinary learning experiences. | Implement mathematical concepts and authentic learning experiences in daily lives, authentic learning experiences and career-related contexts. | Relate <b>21<sup>st</sup> Century Skills</b> to understand scientific contributions in response to transformation in societal, political, and geographical factors. | Use interdisciplinary applications to gain a deep and enduring understanding of knowledge and ideas in real world settings. Develop career and college readiness skills in the 21 <sup>st</sup> century. | Recognize the valuable traits of second and multiple languages. Explore employment paths and where languages are beneficial for marketability, distinguishability, relationship building, business skills, and global opportunities. |

| Cross-Content Workplace Readiness Standards               | Visual and Performing Arts   | Language Arts Literacy  | Math   | Science  | Social Studies  | World Languages  |
|---|--|---|--|--|---|--|
| <p><b>Use Technology, Information and Other Tools</b></p> | <p>Navigate and infuse elements of technology to complete research about career pathways of interest, conduct electronic multimedia searches on respective career interests, and prepare multimedia presentations. Use new-literacy skills to advance learning and thinking and engage in virtual collaboration.</p> | <p>Gather information from multimedia resources such as films, presentations, observations, and other media. Develop a visual presentation report or visual representation using various communication and forms of expression.</p> | <p>Infuse technological skills to gather, analyze, and evaluate information and mathematical data.</p> | <p>Acquire an understanding of the use of technology for the application of scientific principles to complete an investigation and draw conclusions.</p> | <p>Demonstrate ability to use job-specific technologies. Use technological resources to gain workplace readiness skills and insight into global dimensions.</p> | <p>Use technological resource to examine the interrelationship among language, culture and communication to improve knowledge of other cultures. Explore technology resources to enhance language acquisition.</p> |

| Cross-Content Workplace Readiness Standards                                      | Visual and Performing Arts  | Language Arts Literacy  | Math   | Science   | Social Studies  | World Languages  |
|--|---|---|--|---|---|--|
| <p><b>Use Critical Thinking, Decision-Making, and Problem-Solving Skills</b></p> | <p>Identify and use basic skills and thinking skills to solve design problems in space, structures, objects, sound, and/or events for home and workplace. Analyze the experience in terms of future career goals and objectives. Identify skills transferable to future jobs.</p> | <p>Analyze informational text for the purpose, ideas, and intent relative to career pathways.</p> | <p>Use computational skills, information and resources to practice multiple problem-solving methods, techniques, and strategies,</p> | <p>Use the scientific process to develop strategies and skills for information gathering to investigate and discover alternative solutions to practical problems.</p> | <p>Reason with diverse perspectives of historical, social, and political knowledge by using evidence-based resources, cooperative learning, and higher-cognitive thinking skills.</p> | <p>Recognize languages and cross-cultural issues that impact literacy and workplace readiness. Gain awareness and competency of diverse perspectives. Improve self-awareness by examining cross-cultural viewpoints and behaviors.</p> |

| Cross-Content Workplace Readiness Standards | Visual and Performing Arts   | Language Arts Literacy   | Math  | Science  | Social Studies  | World Languages  |
|---|--|--|---|--|---|--|
| <b>Demonstrate Self-Management Skills</b>   | Provide constructive critique for self-assessment of own work and peer evaluation of other's work. Empower self through reflective practices. Analyze interpersonal skills, personal qualities, and workplace competency to develop an interest inventory for student portfolio. | Modify oral communications to accommodate different purposes and audiences. Use appropriate language and terms that are apropos for the workplace and professional settings. | Apply academic skills to improve study habits and expand knowledge. Enhance critical thinking skills to clarify concepts for argument and persuasion and drawing conclusions. | Record observations to reflect and clarify thinking to build upon knowledge and skills to recognize patterns and summarize findings. | Diversity awareness by working well with others. Respect cultural differences in workplace settings. Understand the distinctive rights and responsibilities of global citizens. Understand the significance of global worldview in the workplace. | Identify cultural differences that affect communication. Interact and communicate effectively with culturally and linguistically diverse groups in task-oriented projects and social settings. |



| Cross-Content Workplace Readiness Standards | Visual and Performing Arts  | Language Arts Literacy                                | Math  | Science  | Social Studies  | World Languages  |
|---|---|---|---|--|---|--|
| <b>Apply Safety Principles</b>              | Demonstrate appropriate use of technology, tools, terminology, and techniques to ensure safety. Apply sense-making skills to adhere to appropriate safety guidelines. | Comprehend and apply safety principles and practices. | Use mathematical concepts to ensure quality and universal safety precautions. | Incorporate various scientific relationships to design and conduct experiments. Demonstrate an awareness of the rationale of safety procedures as by evidenced by learning outcomes. | Expand ideals and practices that promote safety and consider the general welfare of collective concerns that impact social, cultural, economic, technological shifts. | Promote and ensure safety procedures by recognizing literacy and cultural differences in the workplace to maintain safety performance standards and address safety-related concerns. |

**Curriculum Concept Map-  
\*Clothing and Textiles I \*(GLOBAL APPAREL AND TEXTILES I)**

| <b>Class</b>                   | <b>September J</b>   | <b>October</b>  | <b>November</b>  | <b>December</b>  | <b>January</b>  |
|--------------------------------|--|---|--|--|---|
| <b>CLOTHING AND TEXTILES I</b> | <ul style="list-style-type: none"> <li>•Introduction</li> <li>• Sewing room safety</li> <li>• Fabric and fibers</li> <li>• Sewing machine</li> <li>• Sewing equipment</li> <li>• Hand sewing</li> <li>• Sewing samples               <ul style="list-style-type: none"> <li>o Hand sewing techniques and stitches</li> <li>o Hand embroidery stitches</li> </ul> </li> <li>• School supplied project               <ul style="list-style-type: none"> <li>o Hand sew pillow</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>•Machine embroidery</li> <li>•Create original design embroidery projects</li> <li>• School supplied project – tote bag embroider on pocket</li> </ul>  | <ul style="list-style-type: none"> <li>•Textile technology:               <ul style="list-style-type: none"> <li>Adobe Photoshop</li> <li>Photo printing on special fabric</li> </ul> </li> <li>•Quilting:               <ul style="list-style-type: none"> <li>Nine patch quilting</li> </ul> </li> </ul>                                     | <ul style="list-style-type: none"> <li>•Commercial patterns:               <ul style="list-style-type: none"> <li>o Identify pattern marking</li> <li>o Interpret pattern instructions, layout marking, cutting</li> <li>o Select appropriate fabrics and notions</li> </ul> </li> <li>• Student supplied project               <ul style="list-style-type: none"> <li>o Pajama pants</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>•Construction samples and projects:               <ul style="list-style-type: none"> <li>o Pressing</li> <li>o Stay stitching</li> <li>o Seams</li> <li>o Clipping: notching trimming grading</li> <li>o Seam finishes</li> </ul> </li> <li>•Student selected project requiring the above construction techniques</li> </ul> |
|                                | <b>February</b>  | <b>March</b>  | <b>April</b>   | <b>May</b>   | <b>June</b>   |
| <b>CLOTHING AND TEXTILES I</b> | <ul style="list-style-type: none"> <li>• Construction techniques and samples:               <ul style="list-style-type: none"> <li>o Clean finishing a seam</li> <li>o Serging</li> <li>o Understitching</li> <li>o Interfacing</li> <li>o Ease and gathering</li> <li>o Topstitching</li> <li>o Handstitching</li> <li>o Hemming</li> <li>o Buttons</li> </ul> </li> <li>• Student required project containing the above construction techniques</li> </ul>                                       | <ul style="list-style-type: none"> <li>•Construction techniques and samples:               <ul style="list-style-type: none"> <li>o Darts, tucks and pleats</li> <li>o Pockets</li> <li>o Ties</li> <li>o Waistbands</li> <li>o Zippers</li> </ul> </li> <li>• Student required project containing the above construction techniques</li> </ul> | <ul style="list-style-type: none"> <li>•Construction techniques and samples:               <ul style="list-style-type: none"> <li>o Plackets</li> <li>o Facing</li> <li>o Yokes</li> <li>o Collars</li> <li>o Sleeves</li> <li>o Casing</li> </ul> </li> <li>•Student required project containing the above construction techniques</li> </ul> | <ul style="list-style-type: none"> <li>• Careers:               <ul style="list-style-type: none"> <li>o Fashion</li> <li>o Clothing accessories</li> <li>oMerchandising</li> <li>o Home furnishings</li> <li>o Post-secondary schooling</li> </ul> </li> <li>• Student project of choice with teacher approval</li> </ul>   | <ul style="list-style-type: none"> <li>• Complete all projects</li> <li>• Review for written final exam</li> <li>• Final exam</li> </ul>  |

**Curriculum Concept Map-  
\*Clothing and Textiles I \*(GLOBAL APPAREL AND TEXTILES II)**

| Class                           | September J  | October   | November  | December   | January  |
|---------------------------------|--|---|---|--|--|
| <b>CLOTHING AND TEXTILES II</b> | <p>Sewing room safety • Review of sewing equipment and tools</p> <p>• Review use of commercial pattern</p> <p>• Fashion history:</p> <ul style="list-style-type: none"> <li>o Fashion</li> <li>o Fad</li> <li>o Trend</li> <li>o Cycles</li> </ul>   | <p>Fabrics:</p> <ul style="list-style-type: none"> <li>o Natural</li> <li>o Man made</li> <li>o Fiber blends</li> <li>o Finishes</li> </ul> <p>• Caring for fabric</p> <p>• Project using woven plaid fabrics • Project using knitted fabrics</p> | <p>• Fashion drawing:</p> <ul style="list-style-type: none"> <li>o Figures of people</li> <li>o Garment parts</li> </ul> <p>• Create computer generated patterns from original designs.</p> <p>• Create garment from original pattern</p> | <p>Color theory:</p> <ul style="list-style-type: none"> <li>o Color wheel</li> <li>o Personal coloring</li> <li>o Wearing color effectively</li> <li>o Fabric and design</li> </ul> <p>• Create garment using colors best suited for student</p> | <p>• Elements of design:</p> <ul style="list-style-type: none"> <li>o Shape</li> <li>o Space</li> <li>o Line</li> <li>o Texture</li> </ul> <p>• Principles of design:</p> <ul style="list-style-type: none"> <li>o Balance</li> <li>o Proportion</li> <li>o Emphasis</li> <li>o Harmony</li> </ul> <p>• Create garment or project showing effective use of the elements and principles of design</p> |
|                                 | February   | March   | April   | May  | June   |
| <b>CLOTHING AND TEXTILES II</b> | <p>• Wardrobe planning:</p> <ul style="list-style-type: none"> <li>o Professional attire</li> <li>o Casual attire</li> <li>o Evening attire</li> </ul> <p>• Shopping for clothing</p> <p>• Clothing care labels:</p> <ul style="list-style-type: none"> <li>o Caring for clothing and fabrics</li> </ul> <p>• Figure appropriate attire</p> <p>• Create easy to care for casual garment or outfit suitable for school.</p> | <p>• Create a three piece ensemble suitable for a first job or college interview.</p>   | <p>Create an evening garment.</p> <p>• Create completely serged garments using spandex fabrics.</p>   | <p>Careers in fashion and related fields</p> <p>• Create a garment or quilt of choice.</p>   | <p>Complete all projects</p> <ul style="list-style-type: none"> <li>• Review for Written final exam</li> <li>• Final exam</li> </ul>   |

GENERAL COURSE OVERVIEW FOR \*CLOTHING AND TEXTILES I and II  
 \*(GLOBAL APPAREL AND TEXTILES I AND II)  
 Atlantic City High School Year-At-A-Glance

Enduring Understandings

What students will learn:

- The different definitions of Global Apparel and Textiles.
- The merchandise categories of Global Apparel and Textiles.
  - The early history of clothing.
  - To define the term marketing.
- The three main market segments of the Global Apparel and Textiles industry.
  - How globalization has affected the Global Apparel and Textiles industry.
- The impact of the Global Apparel and Textiles industry on the U.S. and world economies.
  - The importance of global sourcing in the Global Apparel and Textiles industry.
- How cultural influences affect mainstream Global Apparel and Textiles.
- The Global Apparel and Textiles cycle.
- The different theories of Global Apparel and Textiles movement.
  - The main natural fibers & manufactured fibers.
- The importance of fabric in Global Apparel and Textiles.
- The types of Global Apparel and Textiles designers.
- The elements and principles of design used to create Global Apparel and Textiles.
- The steps of the Global Apparel and Textiles design process.
  - To explain trade publications & Global Apparel and Textiles magazines.
- The importance of math skills in the Global Apparel and Textiles industry.

**Mission:** Our mission is to provide students with business/industry experience and CTE skills to develop global citizens to prepare opportunities in a global society and workplace.



**Benchmark Assessments**

- Test given after each unit
- Projects as dictated by the unit

Knowledge and Skills-What student will do in the classroom and beyond:

- Research trends & emerging technologies affecting Global Apparel and Textiles marketing.
- Know the impact and value of diversity. Explain elements of culture and the need for understanding diversity.
  - Demonstrates the use of oral and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information.
- Select & employ appropriate reading & communication strategies and learn and use technical concepts and vocabulary in practice.
- Locate, organize, and reference written information from various sources to communicate with others.
- Use correct grammar, punctuation, & terminology to write & edit documents.
  - Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
- Knows how to use self-development techniques and interpersonal skills to accomplish marketing objectives.
- Knows the nature and scope of Global Apparel and Textiles.
- Knows that a career in Global Apparel and Textiles marketing requires knowledge of textiles and design.
- Knows that a career in Global Apparel and Textiles marketing requires knowledge of the industry.
  - Knows that a professional must complete required training, education, and certification to prepare for employment in a particular career field.
- Demonstrates mathematics knowledge & skills required to pursue the full range of postsecondary education & career opportunities.
- The student applies ethical reasoning to a variety of workplace situations to make ethical decisions.

**GENERAL COURSE OVERVIEW FOR \*CLOTHING AND TEXTILES III**

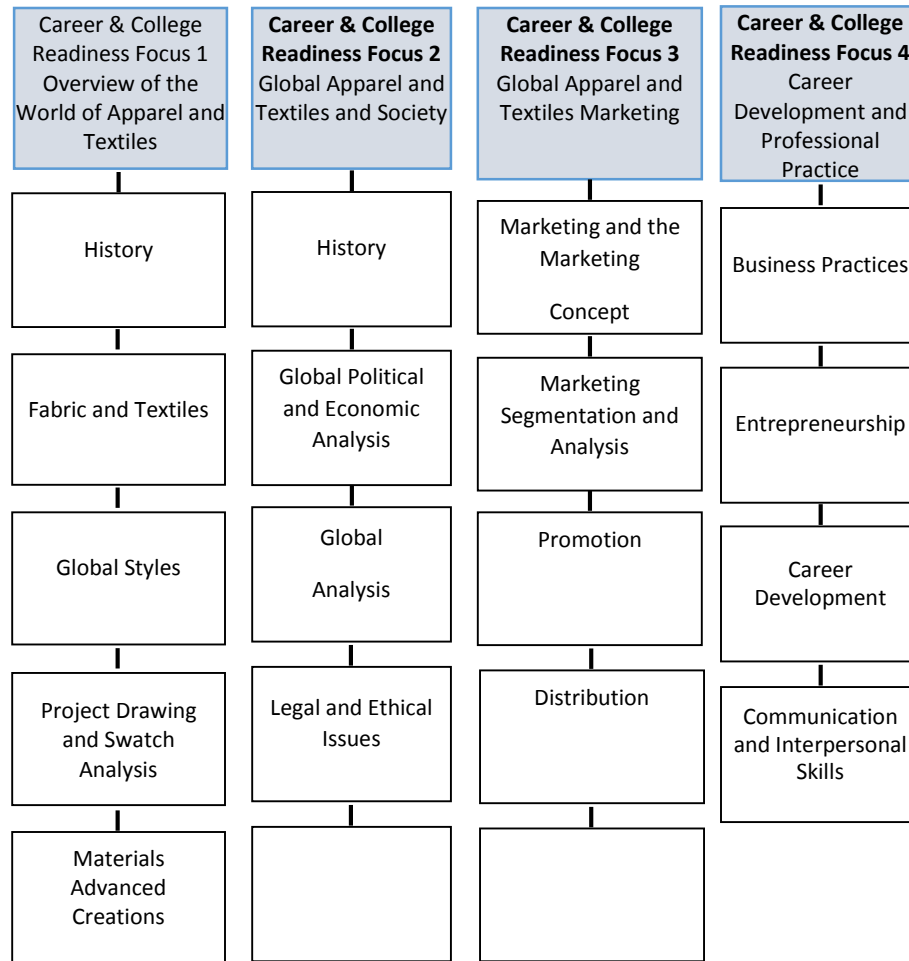
\*(GLOBAL APPAREL AND TEXTILES III)

**Enduring Understandings**

**What students will learn:**

- Define terms associated with Global Textile and Design.
- List the benefits of different clothing plan styles.
- Describe how the shape and textures of fabrics can affect the design.
- Identify features of common design styles.
- Define historical terms associated with clothing design.
- Define: integrity, ethics, confidence, professionalism.
- The roles of: leader, contributor, and encourager.
- How to work in a team.
- Identify and demonstrate characteristics of strong work ethics.
- Define appropriate dress for a professional environment.
- Categorize business activities as production, marketing, management, or finance.
- Explain the impact of an international economy on business activities.
- Identify ways that businesses contribute to their community.
- Describe each marketing function and how it illustrates the marketing concept.
- Communicate effectively in a business setting.
- Identify and practice effective interpersonal and team-building skills involving situations
- Explain the impact of multiculturalism on marketing activities.

**Mission:** Our mission is to provide students with business/industry experience and CTE skills to develop global citizens to prepare opportunities in a global society and workplace



**Knowledge and Skills**

**What student will do in the classroom and beyond:**

- Identify and demonstrate characteristics of strong work ethic.
- Demonstrate appropriate professional dress code.
- Understand that dependability, work ethic and employability are vital attributes in a professional environment.
- Explain the importance of a professional reputation, manners and etiquette.
- Develop descriptive vocabulary.
- Business concepts and how business satisfies economic needs.
- The relationship of business and society.
- The importance of marketing as well as the functions of marketing.
- That the marketing mix involves a combination of the decisions about product, price, place, promotion, and people
- That careers are ever changing and require continual self-assessment, research, and preparation to develop and implement responsible decisions.
- That a nation's economic system is determined by what is produced, how it is produced, and how it is distributed.
- Create & interpret intricate design drawings.
- Utilize time-management to complete tasks.
- Utilize precision measuring devices.
- Show examples of clothing design plans and working drawings.

**Benchmark Assessments**

Design Plan Project    Marketing Concepts    Garment Production    Global Apparel and Society  
Global Clothing I    Career Skills    Global Clothing II    Career Development

**\*Clothing and Textiles (\*GLOBAL APPAREL AND TEXTILES) Curriculum Map**

| Relevant Standards   | Enduring Understandings   | Essential Questions   | Assessments   |  |   |
|--|---|---|---|--|---|
|  |   |   | Diagnostic (before)   | Formative (during)   | Summative (after)   |
| 9.1.12.A.1; (21 <sup>st</sup> )<br>9.1.12.F.2; (21 <sup>st</sup> )<br>9.4.12.J.1; (21 <sup>st</sup> )<br>9.4.12.J.2; (21 <sup>st</sup> )<br>9.4.12.J.3; (21 <sup>st</sup> )<br>9.4.12.J.15; (21 <sup>st</sup> )<br>9.4.12.J.56 (21 <sup>st</sup> )<br>9.3.12.AR.1(21 <sup>st</sup> )<br>9.3.12.AR.2 (21 <sup>st</sup> )<br>9.3.12.AR.3 (21 <sup>st</sup> )<br>9.3.HT-RFB.4 (21 <sup>st</sup> )<br>RI.11-12.4 (ELA) | The business of fashion exists within our daily lives.                      | How do the various components of the fashion industry work together to create customer satisfaction?<br><br>Is personal style determined by the fashion industry? How do fashion trends affect consumer choices? What is the primary objective of all businesses?                                 | Pretest<br><br>Student Survey<br><br>Oral Questions/ Discussion<br><br>Anticipatory Set Questions | Written Assignments<br>Projects<br>Unit Tests & Quizzes<br>Oral Presentations<br>Observations<br>Participatory Rubrics Role Play<br>Research Assignments | Portfolios<br><br>Project Rubrics<br><br>Mid Term<br><br>Final Exam |
| 9.3.12.AR.4 (21 <sup>st</sup> )<br>9.3.HTRFB.4(21 <sup>st</sup> )<br>RI.11-12.4(ELA)<br>2.1.12.B.2 (PE)<br>6.1.12.D.14.f(SS)<br>6.1.12.D.16.a(SS)<br>8.1.12.E.1 (Tech)   | Various career opportunities exist in the fashion industry.                 | How does personality affect your career choice?<br><br>Why is the understanding of fashion vital to career opportunities within the fashion industry?<br><br>Why is self-awareness of personal interests, skills and knowledge paramount to future  |   |  |   |
| 9.3.12.AR.4 (21 <sup>st</sup> )<br>9.3.HTRFB.4(21 <sup>st</sup> )<br>RI.11-12.4(ELA)<br>2.1.12.B.2 (PE)<br>6.1.12.D.14.f(SS)<br>6.1.12.D.16.a(SS)  | Historical, cultural, social and economic changes affect fashion.           | Who and what influences your fashion choices?<br><br>What causes fashions to change and how are they predicted? What is the fashion cycle?<br><br>Why is fashion considered to be a mirror of our times?  |   |  |   |
| 8.1.12.E (Tech)<br>9.3.12.AR.4 (21 <sup>st</sup> )<br>9.3.HTRFB.4(21 <sup>st</sup> )<br>RI.11-12.4(ELA)<br>2.1.12.B.2 (PE)<br>6.1.12.D.14.f(SS)<br>6.1.12.D.16.a(SS) 1<br>8.1.12.F.1   | Technology is infused in all aspects of fashion and its related industries. | How is technology used in the design, construction and production of garments, accessories and textiles?<br><br>How can technology assist us in our knowledge of fashion; past, present and future?<br><br>In what way does technology assist in the buying, planning and selling of merchandise? |   |  |   |

| Relevant Standards                  | Enduring Understandings  | Essential Questions   | Assessments  |   |  |
|-------------------------------------|--|---|--|---|--|
|                                     |  |   | Diagnostic (before)  | Formative (during)  | Summative (after)  |
| RI.11-12.4(ELA)                     | Both verbal and non-verbal forms of communication are necessary in presenting fashion ideas.   | <p>What are different forms of communication used within the various segments of the fashion industry?</p> <p>How are verbal and non-verbal methods of communication used in the fashion industry?</p> <p>Why is it important to utilize different forms of communication to succeed in the fashion business?</p> | <p>Pretest</p> <p>Student Survey</p> <p>Oral Questions/ Discussion</p> <p>Anticipatory Set Questions</p> | <p>Written Assignments</p> <p>Projects</p> <p>Unit Tests &amp; Quizzes</p> <p>Oral Presentations</p> <p>Observations</p> <p>Participation</p> <p>Rubrics</p> <p>Role Play</p> <p>Research Assignments</p> | <p>Portfolios</p> <p>Project Rubrics</p> <p>Mid Term</p> <p>Final Exam</p> |
| 8.1.12.A1<br>8.1.12.A2<br>8.1.12.D1 | Elements and principles of design create visual aesthetics.  | <p>What are the elements and principles of design?</p> <p>How do the elements and principles of design combine to create successful fashions?</p> <p>How are the elements and principles used to create illusions in fashion?</p>   |  |   |  |
| 9.3.12.AR.2 (21 <sup>st</sup> )     | Safely utilizing the appropriate tools and machinery is essential to successful construction of garments and fashion related products. | <p>Why is it necessary to take precautions and prevent accidents when utilizing equipment in the fashion laboratory?</p> <p>What equipment is necessary in the construction of fashion related products?</p>  |  |   |  |
| 8.1.12.A1<br>8.1.12.A2<br>8.1.12.D1 | Applied usage of textiles, notions and patterns create wearable Apparel and accessories.   | <p>What are the parts of a pattern?</p> <p>How do quality sewing techniques relate to Apparel production?</p> <p>How do the characteristics of various textiles affect a garments outcome?</p> <p>What skills are needed in order to create a wearable garment or accessory?</p>                                  |  |   |  |
| 8.1.12.A1<br>8.1.12.A2<br>8.1.12.D1 | Illustrating and combining garment parts and details achieve new and different fashion styles.   | <p>Why is the knowledge of garment parts and styles essential for successful fashion design?</p> <p>How does the application of a variety of details result in new designs?</p>   |  |   |  |

### Course Proficiencies and Pacing

| Unit Title                                      | Unit Understandings and Goals   | Recommended Duration (in weeks) |
|---|---|---------------------------------|
| Unit #1:<br>Fashion Movement                    | <p>Historical, cultural, social and economic changes affect fashion.<br/>Technology is infused in all aspects of fashion and its related industries.</p> <p>The students will be able to-</p> <ul style="list-style-type: none"> <li>• Recognize how variations within fashion cycles are determined by the impact of changes in society.</li> <li>• Demonstrate changes in styles and silhouettes and examine their origin.</li> <li>• Compare and contrast how the advancements in technology have influenced fashion change.</li> </ul>  | 4                               |
| Unit #2:<br>Fashion Communication and Promotion | <p>Both verbal and non-verbal forms of communication are necessary in presenting fashion ideas. Technology is infused in all aspects of fashion and its related industries.</p> <p>Various career opportunities exist in the fashion industry.</p> <p>The students will be able to-</p> <ul style="list-style-type: none"> <li>• Generate a successful visual display for an intended audience and outcome.</li> <li>• Differentiate the various methods of communication and utilize them appropriately.</li> <li>• Determine why the understanding of fashion is vital to career opportunities within the fashion industry.</li> </ul>  | 4                               |
| Unit #3:<br>The Business of Fashion             | <p>The business of fashion exists within our daily lives.</p> <p>Technology is infused in all aspects of fashion and its related industries. Various career opportunities exist in the fashion industry.</p> <p>The students will be able to-</p> <ul style="list-style-type: none"> <li>• Implement the concept of merchandising.</li> <li>• Differentiate and compare between the various segments of the Apparel and accessory industries.</li> <li>• Perform a self-evaluation and identify career choices.</li> </ul>  | 4                               |
| Unit #4:<br>Fashion Construction                | <p>Safely utilizing the appropriate tools and machinery is essential to successful construction of garments and fashion related products.</p> <p>Applied usage of textiles, notions and patterns create wearable Apparel and accessories. Elements and principles of design create visual aesthetics.</p> <p>Technology is infused in all aspects of fashion and its related industries.</p> <p>The student will be able to-</p> <ul style="list-style-type: none"> <li>• Demonstrate the safe use of tools and equipment in the fashion laboratory.</li> <li>• Select appropriate tools and equipment for their specific use.</li> <li>• Construct a fitted garment or accessory</li> <li>• Integrate the use of elements and principles of design in garment or accessory development.</li> </ul> | 14                              |
| Unit #5:<br>Illustration and Design             | <p>Illustrating and combining garment parts and details achieve new and different fashion styles.</p> <p>Technology is infused in all aspects of fashion and its related industries. Various career opportunities exist in the fashion industry.</p> <p>The student will be able to-</p> <ul style="list-style-type: none"> <li>• Design croquet and create an original style of illustration and presentation.</li> <li>• Develop a line within a classification.</li> <li>• Generate fashion designs utilizing computer technology.</li> </ul>  | 8                               |



### Unit #1: Fashion Movement

**Enduring Understandings:** Historical, cultural, social and economic changes affect fashion. Technology is infused in all aspects of fashion and its related industries.

**Essential Questions:** Who and what influences your fashion choices? What causes fashion to change and how are the changes forecasted? What is the fashion cycle? Why is fashion considered to be a mirror of our times? How can technology assist us in our knowledge of fashion; past, present and future?

**Unit Goals:** The students will be able to recognize how variations within fashion cycles are determined by the impact of changes in society. The students will be able to demonstrate changes in styles and silhouettes and examine their origin.

The students will be able to contrast and compare how the advancements in technology have influenced fashion change.

**Duration of Unit:** TBD

**STANDARDS:** National Standards Family and Consumer Sciences (FACS) 16.1; 16.2; 16.3; 16.4; 16.5; 16.6; & 16.7

9.3- Career & Technical Education (CTE) Content Area: 21st Century Life and Careers

STANDARD 9.4 CAREER AND TECHNICAL EDUCATION 9.4.12.1; 9.4.12.5; 9.4.12.6; 9.4.12.7; 9.4.12. 8; 9.4.12.9; 9.4.12.13; 9.4.12.15

| Guiding / Topical Questions  | Content, Themes, Concepts, and Skills  | Instructional Resources and Materials   | Teaching Strategies  | Assessment Strategies  |
|--|--|---|--|--|
| <p>What factors determine your clothing and accessories choices?</p> <p>Who uses the Fashion Acceptance Curve and why?</p> <p>Why is fashion a reflection of historical events?</p>  | <p>1. Discuss the impact that values, culture, society and economics have on consumer purchasing decisions.</p> <p>2. Identify the how the stages of the fashion cycle are used to forecast trends by designers in the fashion industry.</p> <p>3. Contrast and compare how current fashion trends are a reflection of styles from the past.</p> | <p>Current textbook</p> <p>Student Activity Guides</p> <p>Internet</p> <p>Magazines</p> <p>Trade Publications</p> <p>Videos</p> | <p>Lecture and class discussion</p> <p>Chapter study guides</p> <p>Small group discussion</p> <p>Power Point</p> | <p>Quizzes</p> <p>Tests</p> <p>Project Assessments</p> <p>Student learning modules</p> <p>Article summaries</p> <p>Participation</p> |
| <p>Suggestions on how to differentiate in this unit:</p> <ul style="list-style-type: none"> <li>• Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods</li> <li>• A wide variety of assessments and strategies complement the individual learning experience.</li> </ul> |  |   |  |  |

## Unit #2: Fashion Communication and Promotion

**Enduring Understandings:** Both verbal and non-verbal forms of communication are necessary in presenting fashion ideas. Technology is infused in all aspects of fashion and its related industry. Various career opportunities exist in the fashion industry.

**Essential Questions:** What are different forms of communication used within the various segments of the fashion industry? How are verbal and non-verbal methods of communication used in the fashion industry? Why is it important to utilize different forms of communication to succeed in the fashion business? In what ways does technology assist in the buying, planning and selling of merchandise? Why is the understanding of fashion vital to career opportunities within the fashion industry?

**Unit Goals:** The students will be able to generate a successful visual display for an intended audience and outcome. The students will be able to differentiate the various methods of communication and utilize them appropriately. The students will be able to determine why the understanding of fashion is vital to career opportunities within the fashion industry.

**Duration of Unit:** TBD

**STANDARDS:** National Standards Family and Consumer Sciences (FACS) 16.1; 16.2; 16.3; 16.4; 16.5; 16.6; & 16.7  
9.3- Career & Technical Education (CTE) Content Area: 21st Century Life and Careers

STANDARD 9.4 CAREER AND TECHNICAL EDUCATION 9.4.12.1; 9.4.12.5; 9.4.12.6; 9.4.12.7; 9.4.12. 8; 9.4.12.9; 9.4.12.13; 9.4.12.15

| Guiding / Topical Questions   | Content, Themes, Concepts, and Skills  | Instructional Resources and   | Teaching Strategies  | Assessment Strategies   |
|---|--|---|--|---|
| <p>What is verbal communication?</p> <p>What is non-verbal communication?</p> <p>What are some examples of advancements in communication and technology that affect the fashion industry?</p> | <ol style="list-style-type: none"> <li>1. Discuss various forms of media.</li> <li>2. Describe skills needed for effective communication.</li> <li>3. Give examples of open ended questions that they might use with a customer if they were the salesperson.</li> <li>4. Write a business letter incorporating the eight parts of the letter, to a person company in the fashion industry.</li> <li>5. Discuss body language, personal appearance, print media, visual merchandising, and other non-verbal signals.</li> <li>6. Discuss proper appearance when going on a job interview.</li> <li>7. Students will role-play or sketch a fashion phrase for other students to guess.</li> <li>8. Student will role-play a job interview.</li> <li>9. Discuss how communication technologies in the fashion pipeline expanded the industry's information loop.</li> <li>10. Select one technology application and write a business report that analyzes why or why not it might be good for the fashion industry.</li> </ol> | <p>Current textbook</p> <p>Student Activity Guides</p> <p>Internet</p> <p>Magazines</p> <p>Trade Publications</p> <p>Videos</p> | <p>Lecture and class discussion</p> <p>Chapter study guides</p> <p>Small group discussion</p> <p>Power Point</p> | <p>Role-Playing</p> <p>Quizzes</p> <p>Tests</p> <p>Project Assessments</p> <p>Student learning modules</p> <p>Article summaries</p> |

**Suggestions on how to differentiate in this unit:**

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods
- A wide variety of assessments and strategies complement the individual learning experience.

### Unit #3: The Business of Fashion

**Enduring Understandings:** The business of fashion exists within our daily lives. Various career opportunities exist in the fashion industry. Technology is infused in all aspects of fashion and its related industry.

**Essential Questions:** How do the various components of the fashion industry work together to create customer satisfaction? Is personal style determined by the fashion industry? How do fashion trends affect consumer choices? What is the primary objective of all businesses? How does personality affect your career choice? Why is self-awareness of personal interests, skills and knowledge paramount to future success? How is technology used in the design, construction, and production of garments, accessories and textiles?

**Unit Goals:** The students will be able to implement the concept of merchandising. The students will be able to differentiate and compare between the various segments of the Apparel and accessory industries. The students will be able to perform a self-evaluation and identify career choices.

**Duration of Unit:** TBD

**STANDARDS:** National Standards Family and Consumer Sciences (FACS) 16.1; 16.2; 16.3; 16.4; 16.5; 16.6; 16.7

9.3- Career & Technical Education (CTE) Content Area: 21st Century Life and Careers

STANDARD 9.4 CAREER AND TECHNICAL EDUCATION 9.4.12.1; 9.4.12.5; 9.4.12.6; 9.4.12.7; 9.4.12. 8; 9.4.12.9; 9.4.12.13; 9.4.12.15

| Guiding / Topical Questions   | Content, Themes, Concepts, and Skills   | Instructional Resources and Materials   | Teaching Strategies  | Assessment Strategies  |
|---|---|---|--|--|
| <p>What are the roles of the designer, manufacturer, and retailer in the fashion business?</p> <p>Are your clothing choices influenced by a specific designer or style?</p> <p>Do you tend to keep up with the latest trends?</p> <p>Why is profit the primary objective of all business?</p> <p>Why is the understanding of fashion vital to career opportunities at all fashion business levels?</p>                                | <ol style="list-style-type: none"> <li>1. Discuss the four levels of the fashion business. Research a store type and create a retail report.</li> <li>2. Discuss what motivates you to purchase specific styles and designer names.</li> <li>3. Choose your favorite designer and create a product brand extension in the form of a mood board.</li> <li>4. Identify today's trends and compare them to the clothing you own.</li> <li>5. Contrast and compare the consumer buying cycle vs. the retailer buying cycle.</li> <li>6. Discuss net income, competition, diversity.</li> <li>7. Discuss the impact the economy has on employment opportunities.</li> <li>8. Identify federal laws affecting the fashion industry and explain changes made due to the enforcement of them.</li> <li>9. Complete self-evaluation for finding a job in fashion.</li> </ol> | <p>Current textbook</p> <p>Student Activity Guides</p> <p>Internet</p> <p>Magazines</p> <p>Trade Publications</p> <p>Videos</p> | <p>Lecture and class discussion</p> <p>Chapter study guides</p> <p>Small group discussion</p> <p>Power Point</p> | <p>Quizzes</p> <p>Tests</p> <p>Project Assessments</p> <p>Student learning modules</p> <p>Article summaries</p> <p>Participation</p> |
| <p><b>Suggestions on how to differentiate in this unit:</b></p> <ul style="list-style-type: none"> <li>• Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods</li> <li>• A wide variety of assessments and strategies complement the individual learning experience.</li> </ul> |   |   |  |  |

### Unit #4: Fashion Construction

**Enduring Understandings:** Safely utilizing the appropriate tools and machinery is essential to successful construction of garments and fashion related products. Applied usage of textiles, notions and patterns create wearable Apparel and accessories. Elements and principles of design create visual aesthetics.

Technology is infused in all aspects of fashion and its related industry.

**Essential Questions:** Why is it necessary to take precautions and prevent accidents when utilizing equipment in the fashion laboratory? What equipment is necessary in the construction of fashion related products? What are the parts of a pattern? How do quality sewing techniques relate to Apparel production? How do the characteristics of various textiles affect a garments outcome? What skills are needed in order to create a wearable garment or accessory? How do the elements and principles of design combine to create successful fashions? In what way does technology assist in the buying, planning, and selling of merchandise?

**Unit Goals:** The student will be able to demonstrate the safe use of tools and equipment in the fashion laboratory. The students will be able to select appropriate tools for their specific use. The students will be able to construct a fitted garment or accessory. The students will be able to integrate the use of elements and principles of design in garment or accessory development.

**Duration of Unit:** TBD

**STANDARDS:** National Standards Family and Consumer Sciences (FACS) 16.1; 16.2; 16.3; 16.4; 16.5; 16.6;16.7

9.3- Career & Technical Education (CTE) Content Area: 21st Century Life and Careers

STANDARD 9.4 CAREER AND TECHNICAL EDUCATION 9.4.12.1; 9.4.12.5; 9.4.12.6; 9.4.12.7; 9.4.12. 8; 9.4.12.9; 9.4.12.13; 9.4.12.15

| Guiding / Topical Questions   | Content, Themes, Concepts, and Skills   | Instructional Resources and Materials   | Teaching Strategies   | Assessment Strategies  |
|---|---|---|---|--|
| <p>What are the various tools for sewing and how are they safely used?</p> <p>What information do you need to choose a pattern size and the fabric and notions required for that pattern?</p> | <ol style="list-style-type: none"> <li>1. Review sewing lab safety rules.</li> <li>2. Student demonstration of the proper use of sewing tools.</li> <li>3. Accurately measure their partner’s body parts and determine their correct pattern size.</li> <li>4. Interpret the information on the back of the pattern envelop.</li> </ol> | <p>Current textbook</p> <p>Student Activity Guides</p> <p>Internet</p> <p>Magazines</p> <p>Trade Publications</p> | <p>Lecture and class discussion</p> <p>Chapter Study Guides</p> <p>Small group discussion</p> <p>PowerPoint</p> | <p>Quizzes</p> <p>Tests</p> <p>Project Assessments</p> <p>Student learning modules</p> |

**Suggestions on how to differentiate in this unit:**

**Suggestions on how to differentiate in this unit:**

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods
- A wide variety of assessments and strategies complement the individual learning experience.

## Unit #5: Illustration and Design

**Enduring Understandings:** Illustrating and combining garment parts and details achieve new and different fashion styles.

Technology is infused in all aspects of fashion and its related industry.

Elements and principles of design create visual aesthetics. Various career opportunities exist in the fashion industry.

**Essential Questions:** Why is the knowledge of garment parts and styles essential for successful fashion design? How does the application of a variety of details result in new designs? Why is the understanding of fashion vital to career opportunities within the fashion industry? What are the elements and principles of design? How are the elements and principles used to create illusions in fashion? How is technology used in the design, construction and production of garments, accessories and textiles?

**Unit Goals:** The student will be able to design a croquet and create an original style of illustration and presentation. The students will be able to develop a line within a classification incorporating the elements and principles of design. The students will be able to generate fashion designs utilizing computer technology.

**Duration of Unit:** TBD

**STANDARDS:** National Standards Family and Consumer Sciences (FACS) 16.1; 16.2; 16.3; 16.4; 16.5; 16.6; &16.7

9.3- Career & Technical Education (CTE) Content Area: 21st Century Life and Careers

STANDARD 9.4 CAREER AND TECHNICAL EDUCATION 9.4.12.1; 9.4.12.5; 9.4.12.6; 9.4.12.7; 9.4.12. 8; 9.4.12.9; 9.4.12.13; 9.4.12.15

| Guiding / Topical Questions   | Content, Themes, Concepts, and Skills   | Instructional Resources and Materials   | Teaching Strategies   | Assessment Strategies   |
|---|---|---|---|---|
| <p>What are the various parts of a garment?</p> <p>What career opportunities do you think exist in illustration and design?</p> <p>What creates harmony?</p> <p>How can the elements and principles be used to flatter one's body type?</p> <p>How are new designs created?</p>   | <ol style="list-style-type: none"> <li>1. Identify and discuss different garment parts and combine them into an original sketch.</li> <li>2. Research and present specific careers and skills required to successfully perform the duties of the positions.</li> <li>3. Demonstrate how the elements and principles of design are combined to create an aesthetically pleasing fashion design.</li> <li>4. Examine your body type and enhance your figure through the use of the elements and principles of design.</li> <li>5. Examine various designs on garments and recreate them through illustration and design.</li> </ol> | <p>Current textbook</p> <p>Student Activity Guides</p> <p>Internet</p> <p>Magazines</p> <p>Trade Publications</p> <p>Guest Speakers</p> | <p>Lecture and class discussion</p> <p>Small group discussion</p> <p>Power Point</p> <p>Demonstration</p> <p>Videos</p> | <p>Project Assessments</p> <p>Student learning modules</p> <p>Article summaries</p> <p>Portfolio</p> <p>Participation</p> |
| <p><b>Suggestions on how to differentiate in this unit:</b></p> <ul style="list-style-type: none"> <li>• Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods</li> <li>• A wide variety of assessments and strategies complement the individual learning experience.</li> </ul> |   |   |   |   |

## TENTATIVE BENCHMARK ASSESSMENT SCHEDULE

Benchmark assessment schedule to be determined by instructor. To ensure targeted interventions and additional support, students may have individual, internal, generic, functional, competitive, and national assessments to screen for academic support as well as career and college readiness preparedness.

### **Quarter 1 (Contingent upon selected course and/or skill level)**

**Tentative Test Window: October 10, 2018--November 7, 2018**

Topics/Units to be covered:

Classroom expectations/grading

Safety

Preparation of sewing skills – tool identification; ironing & pressing skills, etc

The sewing machine – identifying parts, threading, use and care

Why do we choose the clothes we wear and the messages they give

Clothing as a form of global expression-

Sewing project(s)

Global Fibers and Fabric for design – finishes, care, construction

Measuring

Fabric preparation

Pattern envelope

Using the serger – identify parts, threading, use and care, project

Sewing Project - curves

Review – safety, measuring, fabric preparation, reading pattern envelope

Review equipment use – sewing machine and serger

Using the embroidery machine- identify parts, threading, use and care

Sewing Projects using the varying fabrics of plaid, velvet, satin or jersey knit

**Quarter 2 (Contingent upon selected course and/or skill level)**

**Tentative Test Window: December 19, 2018-January 24, 2019**

Topics/Units to be covered:

Pattern selection – measurement & sizing, the pattern envelope, and guide sheet

Pattern preparation and adjustments

Fabric for construction

Pattern layout, marking and cutting

Sewing terminology

Textile Science – fibers, yarns, fabrics

Introduction hems, collars, sleeves, all techniques must be completed by the end of the year

Global Sewing Projects- using one of the selected fabrics and global patterns

Tailoring – marking, underlining, welts, binding, lining, bound buttonholes, button lopes

**Quarter 3 (Contingent upon selected course and/or skill level)**

**Tentative Test Window: February 27, 2019-March 25, 2019**

Topics/Units to be covered:

Basic Clothing Construction: seams, curves, casing, fasteners, buttons, button holes, interfacing, facing, darts, gathering

Continuation of work with varying techniques – , hems, collars, sleeves

You and your wardrobe/The art of global apparel

Sewing Projects-complete techniques, students select patterns

Altering Patterns – design changes, flat pattern design, draping

Sewing Projects-using a second selected fabrics



**Quarter 4 (Contingent upon selected course and/or skill level)**

**Tentative Test Window: May 3, 2019-June 7, 2019**

Topics/Units to be covered:

Basic Clothing Construction: seams, curves, casing, fasteners, buttons, button holes, interfacing, facing, darts, gathering

Clothes and fashion

Clothes and creativity

Background in fashion and its styles and parts

Complete projects using hems, collars and sleeves

History of clothing – evolution of design in clothes, culture

Sewing Projects-to complete techniques; student selected projects

Clothing care/upcycle

The Global Consumer – types of stores, quality, cost & care, consumer rights & protection

Retailing – stores, selling, buying, promotion

Careers – opportunities, experience, education, and training

Sewing Projects-using their third selected fabrics

**Final Exam-TBD**

Tentative Benchmark schedule is subject to change according to the needs of the students and may not be done in sequential order.