

CARLSTADT-EAST RUTHERFORD REGIONAL SCHOOL DISTRICT  
ART DEPARTMENT  
FASHION DESIGN

<p><b>Pacing Guide:</b></p> <p><b>Fashion Design is a half-semester course that meets on a rotating basis for three (3) 55-minute blocks and one (1) 40-minute block for every five (5) day cycle.</b></p>	<p>History of Fashion &amp; Industry (approx. 2 weeks)</p> <p>Elements and Principles of Design in Fashion (approx. 2 weeks)</p> <p>Textiles (approx. 4 weeks)</p> <p>Design Process, Production &amp; Merchandising (approx. 6 weeks)</p> <p>Careers, Clients &amp; Portfolio ( approx. 4 weeks)</p>
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<p><b>Interdisciplinary Connections:</b></p>	<p>ELA-LIT.W.11-12.6</p>
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<p><b>Technology Standards:</b> 8.1 Educational Technology</p> <p>8.2 Technology Education, Engineering, Design, and Computational Thinking-Programming</p>	<p>8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.2.12.B.2 Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation and maintenance of a chosen product.</p> <p>8.2.12.B.3 Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs.</p> <p>8.2.12.C.2 Analyze a product and how it has changed or might change over time to meet human needs and wants.</p> <p>8.2.12.D.1 Design and create a prototype to solve a real world problem using a design process, identify constraints addressed during the creation of the prototype, identify trade-offs made, and present the solution for peer review.</p>
<p><b>21st Century Skills Standards:</b> 9.1 Personal Financial Literacy</p> <p>9.2 Career Awareness, Exploration, And Preparation</p>	<p>9.1.12.A.3 Analyze the relationship between various careers and personal earning goals.</p> <p>9.1.12.A.4 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.</p> <p>9.1.12.A.5 Analyze how the economic, social, and political conditions of a time period can affect the labor market.</p> <p>9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.</p> <p>9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.</p> <p>9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.</p> <p>9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.</p>

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**Differentiation/Accommodations/Modifications**

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p><i>(content, process, product and learning environment)</i></p> <p><b>Extension Activities:</b></p> <ul style="list-style-type: none"> <li>● Incorporate challenging assessments</li> <li>● Open forums and debates in the classroom regarding controversial issues</li> <li>● Utilize advanced materials and resources to meet the needs of student</li> <li>● Competitive and collaborative projects</li> <li>● Independent projects requiring research skills for assessing information</li> <li>● Anchor activities</li> <li>● Advanced discussion techniques</li> <li>● Set individual goals</li> </ul>	<p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>● Modified in-class assignments</li> <li>● Building background information</li> <li>● Simplifying language for presentation</li> <li>● Internet bilingual dictionaries during class and during assignments</li> <li>● Word banks for tests and quizzes</li> <li>● Developing content area vocabulary</li> <li>● Extended time for all assessments</li> <li>● Use of graphic organizers</li> <li>● Internet text translators</li> <li>● Simplification of requirements</li> <li>● Access to teacher designated power points and notes</li> <li>● Concept development</li> <li>● Collaboration between ESL and classroom teachers</li> <li>● Pair novice ELL students with advanced ELL students</li> </ul> <p><b>Modifications for Homework</b></p> <ul style="list-style-type: none"> <li>● Extended time to complete homework</li> <li>● Internet text translators</li> <li>● Use of graphic organizers</li> </ul>	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>● In-Class-Support</li> <li>● Graphic Organizers</li> <li>● Provide study guides</li> <li>● Extended time on assessments</li> <li>● Research guides</li> <li>● Analogies</li> <li>● Highlighting/underlining</li> <li>● Note-taking guides</li> <li>● Cue cards</li> <li>● Establish timelines</li> <li>● Clarify assignments, directions, instructions</li> <li>● Chapter/lecture notes</li> <li>● Assistive technology</li> <li>● Provide computer programs to assist with written assignments</li> <li>● Highlight key vocabulary</li> <li>● Model skills/techniques</li> <li>● Parent/teacher communication</li> <li>● Provide books on tape/CD/digital media as requested by student when appropriate</li> <li>● Assign peer helper in class</li> <li>● Pair visual prompts with verbal presentations</li> <li>● Provide verbal reminder of assignments</li> </ul>	<p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>● Intervention and Referral Team (I&amp;RS) in –house strategies for teachers</li> <li>● Extra textbooks at home</li> <li>● Extended time for assignments</li> <li>● Highlight key vocabulary</li> <li>● Pair visual prompts with verbal presentations</li> <li>● Model skills/techniques</li> <li>● Modify assignments</li> <li>● Preferential seating as noted by student and teacher</li> <li>● Parent/teacher communication</li> <li>● Provide books on tape/CD/digital media as requested by the student when appropriate</li> <li>● Assign peer helper in class</li> <li>● Pair visual prompts with verbal presentations</li> <li>● Repetition and practice</li> <li>● Provide copy of class notes</li> <li>● Use computers to complete assignments as requested by student</li> <li>● Provide verbal reminder of assignment</li> <li>● Check student independent work</li> <li>● Assist student with planning of assignment</li> <li>● Assist with technology</li> </ul>

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	<ul style="list-style-type: none"> <li>● Modified homework assignments</li> <li>● Internet bilingual dictionaries</li> <li>● Provide student with clearly stated and written expectations and grading criteria for homework</li> </ul> <p><b>Modification for Assessments</b></p> <ul style="list-style-type: none"> <li>● Extended time for tests and quizzes</li> <li>● Restate and clarify directions and questions</li> <li>● Establish procedures for accommodations/modifications for assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Check student independent work</li> <li>● Assist student with planning of Assignments</li> </ul> <p><b>Modifications for Homework</b></p> <ul style="list-style-type: none"> <li>● Extended time to complete homework Simplify complicated assignments into smaller units in phases as needed by student</li> <li>● Provide student with clearly stated and written expectations and grading criteria for assignments</li> </ul> <p><b>Modification for Assessments</b></p> <ul style="list-style-type: none"> <li>● Extended time for tests and quizzes</li> <li>● Restate and clarify directions and questions</li> <li>● Provide study guides for classroom tests</li> <li>● Establish procedures for accommodations/modifications for assessments</li> </ul>	<p><b>Modifications for Homework</b></p> <ul style="list-style-type: none"> <li>● Extended time to complete homework</li> <li>● Simplify complicated assignments into smaller units in phases as needed by student</li> <li>● Provide student with clearly stated and written expectations and grading criteria for assignments</li> </ul> <p><b>Modification for Assessments</b></p> <ul style="list-style-type: none"> <li>● Extended time for tests and quizzes</li> <li>● Restate and clarify directions and questions</li> <li>● Provide study guides for classroom tests</li> <li>● Establish procedures for accommodations/modifications for assessments</li> </ul>
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<b>CONTENT:</b> Unit 1				
<b>Theme:</b> History of Fashion Design & Industry Language				
<b>Essential Questions:</b> How has purpose and functionality changed fashion throughout the years? How can we recognize a specific time period based on the fashion? How does society shape what materials and styles we wear? How can we identify different parts of fashion? What are proper terms used when referring to garments?				
<p><b>Content</b> <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> <li>● The importance of clothing satisfying physical, psychological, and social needs.</li> <li>● How the fashion industry has changed throughout</li> <li>● How to recognize time period based on fashion</li> <li>● Terminology related to apparel and fashion</li> </ul>	<p><b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> <li>● Identify time period based on fashion trends</li> <li>● Understand how society influences fashion trends</li> <li>● Recognize how physical, psychological and social needs play a part in fashion choice</li> <li>● Identify types of apparel based on proper terminology</li> <li>● Understand how different types of clothing work together to create a style</li> </ul>	<p><b>Assessments</b> <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> <li>● Classroom Assignments and Activities</li> <li>● Independent Practice</li> <li>● Observation</li> <li>● Portfolio</li> <li>● Sketches</li> <li>● Quizzes/Tests</li> <li>● Projects</li> <li>● Midterm/Final Exam</li> </ul>	<p><b>Standards:</b> 8.1.12.A.1-4 1.2.12.D.1-2</p>	
			<p><b>Time Frame:</b> 2 weeks</p>	
			<p><b>Materials:</b> Demonstrations Classwork exercises/worksheets Computer software applications Internet research and activities</p>	

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<b>CONTENT:</b> Unit 2				
<b>Theme:</b> Elements and Principles of Design in Fashion				
<b>Essential Questions:</b> What are the Elements and Principles of Design in relation to fashion? How can we see Elements and Principles of Design used in clothing? How does the use of different Elements and Principles of Design attract buyers & the market?				
<p><b>Content</b> <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> <li>● The basic Elements and Principles of Design in relationship to fashion</li> <li>● Elements and Principles of Design reflected in materials</li> <li>● How use of Elements and Principles of Design attract buyers and the fashion industry</li> </ul>	<p><b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> <li>● Identify Elements and Principles of Design in fashion.</li> <li>● Identify visual samples of Elements and principles of design</li> <li>● Connect Elements and Principles of Design to create a cohesive fashion style</li> <li>● Recognize how Elements and Principles of Design can be used to attract buyers</li> </ul>	<p><b>Assessments</b> <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> <li>● Classroom Assignments and Activities</li> <li>● Independent Practice</li> <li>● Observation</li> <li>● Portfolio</li> <li>● Sketches</li> <li>● Magazine Projects</li> <li>● Quizzes/Tests</li> <li>● Projects</li> <li>● Midterm/Final Exam</li> </ul>	<p><b>Standards:</b> 8.1.12.A.1-4 1.1.12.D.1</p>	
			<p><b>Time Frame:</b> 2 weeks</p>	
			<p><b>Materials:</b> Demonstrations Classwork exercises/worksheets Computer software applications Internet research and activities</p>	

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<b>CONTENT:</b> Unit 3				
<b>Theme:</b> Textiles				
<b>Essential Questions:</b> What are textiles and how are they utilized in fashion? How are textiles created? What are traditional and modern embellishments used on fabrics? How do we create color on fabrics and surface design on fabrics?				
<p><b>Content</b> <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> <li>● How textiles are produced</li> <li>● Methods of stitching and embellishing fabric together</li> <li>● How to create color and design on fabric</li> <li>● How traditional and modern embellishments are used on fabrics</li> </ul>	<p><b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> <li>● Identify different textile materials using in fashion</li> <li>● Understand how textiles are created and produced</li> <li>● Produce unique design on fabrics using color and surface techniques.</li> <li>● Create traditional and modern embellishments by hand on fabric</li> <li>● Understand general stitching techniques</li> </ul>	<p><b>Assessments</b> <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> <li>● Classroom Assignments and Activities</li> <li>● Independent Practice</li> <li>● Fabric application/ Dye</li> <li>● Hand-stitching &amp; Embellishment Samples</li> <li>● Observation</li> <li>● Portfolio</li> <li>● Sketches</li> <li>● Quizzes/Tests</li> <li>● Projects</li> <li>● Midterm/Final Exam</li> </ul>	<p><b>Standards:</b> 8.1.12.A.1-4 1.3.12.D.1-2</p>	
			<p><b>Time Frame:</b> 4 weeks</p>	
			<p><b>Materials:</b> Demonstrations Classwork exercises/worksheets Computer software applications Internet research and activities Fabric Dye Fabric Markers T-shirts Embroidery Floss Sewing needles</p>	

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<b>CONTENT:</b> Unit 4						
<b>Theme:</b> Design Process, Production & Merchandising						
<b>Essential Questions:</b> What steps should be taken to create a fashion design? What is a croqui? What is a flat? How do we develop a proposal, plan and fashion presentation board? How do we transform current fashion trends to create new styles? How do we market our ideas? What is Merchandising?						
<p><b>Content</b> <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> <li>● How to proportionately illustrate a fashion form (croqui) and illustrate fabric</li> <li>● Terminology associated with fashion illustration</li> <li>● How to work with fabric to change/ alter design</li> <li>● How to market new styles, trends and fashion concepts</li> </ul>	<p><b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> <li>● Illustrate a proportionate croqui and create flats</li> <li>● Demonstrate the ability to illustrate fabric using shape, line and form</li> <li>● Utilize colored pencils, watercolor and/or markers to create the illusion of fabric on a 2-D surface.</li> <li>● Demonstrate ability to re-design/ re-invent a new style with existing garments</li> <li>● Apply knowledge of merchandising</li> </ul>	<p><b>Assessments</b> <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> <li>● Classroom Assignments and Activities</li> <li>● Independent Practice</li> <li>● Observation</li> <li>● Product Development</li> <li>● Mannequin Showcase</li> <li>● Marketing Plan</li> <li>● Portfolio</li> <li>● Sketches</li> <li>● Quizzes/Tests</li> <li>● Projects</li> <li>● Midterm/Final Exam</li> </ul>	<p><b>Standards:</b> 8.1.12.A.1-4 1.3.12.D.1-3 1.4.12.B.1-3</p>			
						<p><b>Time Frame:</b> 6 weeks</p>
						<p><b>Materials:</b> Demonstrations Classwork Fabric/garments from Field trip exercises/worksheets Camera- Marketing Campaign Internet research and activities</p>



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<b>CONTENT:</b> Unit 5				
<b>Theme:</b> Careers, Clients & Portfolio				
<b>Essential Questions:</b> What careers are available in the fashion field? How do all fashion related careers work together to produce what you see in magazine ads and showcases? How does creating for a client's needs differ from our own unique designs? How can we design for a specific store or client? How can we showcase our skills and abilities in fashion through a portfolio?				
<p><b>Content</b> <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> <li>● Career options in the field of fashion</li> <li>● How to create a design presentation for a specific company or client</li> <li>● How to market &amp; showcase designs through photography and online portfolios</li> </ul>	<p><b>Skills</b> <i>(As a result of this learning segment, students will be able to)</i></p> <ul style="list-style-type: none"> <li>● What careers are available in the field of fashion</li> <li>● Successfully contribute to a fashion team to produce a cohesive design plan</li> <li>● Tailor designs and concepts based on a client's needs or vision</li> <li>● Showcase fashion design and presentation skills through photography and an online portfolio.</li> </ul>	<p><b>Assessments</b> <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> <li>● Classroom Assignments and Activities</li> <li>● Independent Practice</li> <li>● Observation</li> <li>● Product Development</li> <li>● Design Presentation</li> <li>● Showcase design</li> <li>● Photography</li> <li>● Portfolio</li> <li>● Sketches</li> <li>● Quizzes/Tests</li> <li>● Projects</li> <li>● Midterm/Final Exam</li> </ul>	<p><b>Standards:</b> 8.1.12.A.1-4 1.3.12.D.1-3 1.4.12.B.1-3</p>	
			<p><b>Time Frame:</b> 4 weeks</p>	
			<p><b>Materials:</b> Demonstrations Classwork Cameras &amp; Models exercises/worksheets Computer software applications</p>	