

PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT

**Pascack Hills High School, Montvale, New Jersey
Pascack Valley High School, Hillsdale, New Jersey**

COURSE NAME: ADVANCED FASHION DESIGN

Born On: August, 2015
Previous Revision: July, 2020
Current Revision: August, 2023
Board Approval: 8/28/23

COURSE DESCRIPTION: **ADVANCED FASHION DESIGN**

Advanced Fashion Design will serve as a continuation to develop an awareness of design and needs of the fashion field. This course presents an overview of the historical development of fashion as it is related to current design. Students will develop the skill of drawing the figure, designing for specific figure variations, coordinating accessory design, and studying fashion trends in textiles.

Students will continue to learn how to develop a designer's sketch using fashion figure proportions. Further emphasis will be placed on drawing and rendering the design to create a fashion line. Students have the opportunity to design and construct complete outfits from drawing to finished products by the end of the year. Students may also engage in creating their own fashion design portfolio.

Standard 9: Career Readiness, Life Literacies, and Key Skills

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, Career Readiness, Life Literacies and Key Skills, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

Mission: Career Readiness, Life Literacies, and Key Skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

Vision: To integrate Career Readiness, Life Literacies, and Key Skills across the 9-12 curriculum and in Career and Technical Education (CTE) programs to foster a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
- Uses effective communication and collaboration skills and resources to interact with a global society.
- Is financially literate and financially responsible at home and in the broader community.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions. Seeks to attain skill and content mastery to achieve success in a chosen career path.

The *Disciplinary Concepts and Core Ideas* are the joists and play an integral role in the framing by making connections among the performance expectations. Core

ideas help to prioritize the important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They provide clear guidance as to what should be the focus of learning by the end of each grade band level (i.e., end of grade 12).

The Standards: Standard 9 is composed of the Career Ready Practices and **Standards 9.1, 9.2, 9.3, 9.4** which are outlined below:

The following content statements can be integrated into any of the adopted Family & Consumer Science strands:

- **The 12 Career-Ready Practices**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

- **9.1 Personal Financial Literacy**

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

- Civic Financial Responsibility
- Credit and Debt Management
- Credit Profile
- Economic and Government Influences
- Financial Institutions
- Financial Psychology
- Planning & Budgeting
- Risk Management and Insurance

- **9.2 Career Awareness, Exploration, and Preparation**

This standard 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.

- **9.3 Career and Technical Education**

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

- **9.4 Life Literacies and Key Skills**

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.*

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Digital Citizenship
- Global and Cultural Awareness
- Information and Media Literacy
- Technology Literacy

The core ideas are derived from the disciplinary concepts and students' understandings increase in sophistication over time as they engage with these ideas in new and varied contexts. The core ideas are what is most essential for students to learn and represent the knowledge and skills that they should be able to apply to new situations outside of the school experience. Curriculum writers and educators can use these core ideas as the basis for formative, summative, and benchmark assessments.

For NJSLS-CLKS, abbreviated forms of the disciplinary concepts are included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

- Civic Financial Responsibility (CFR)
- Credit Profile (CP)
- Financial Psychology (FP)
- Financial Institutions (FI)
- Planning and Budgeting (PB)
- Risk Management and Insurance (RMI)
- Economic and Government Influences (EGI)
- Career Awareness and Planning (CAP)
- Creativity and Innovation (CI)
- Critical Thinking and Problem-Solving (CT)
- Digital Citizenship (DC)
- Global and Cultural Awareness (GCA)

- Information and Media Literacy (IML)
- Technology Literacy (TL)

Family & Consumer Science and Technology Indicators

As teaching, learning and curriculum across New Jersey evolves to better meet student needs, teachers when addressing standards in music are expected to integrate the adopted 8.1 Educational Technology, 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming, and 21st Century Skills into their classroom practice. To that end, teachers will be expected to apply the following anchor standards into their classroom practice.

The following content statements can be integrated into any of the adopted Family & Consumer Strands strands:

8.1 Educational Technology

- Understand and use technology systems.
- Select and use applications effectively and productively.
- Apply existing knowledge to generate new ideas, products, or processes
- Create original works as a means of personal or group expression.
- Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
- Communicate information and ideas to multiple audiences using a variety of media and formats.
- Develop cultural understanding and global awareness by engaging with learners of other cultures.
- Contribute to project teams to produce original works or solve problems.
- Advocate and practice safe, legal, and responsible use of information and technology.
- Demonstrate personal responsibility for lifelong learning.
- Exhibit leadership for digital citizenship.
- Plan strategies to guide inquiry.
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
- Process data and report results.
- Identify and define authentic problems and significant questions for investigation.
- Plan and manage activities to develop a solution or complete a project.
- Collect and analyze data to identify solutions and/or make informed decisions.
- Use multiple processes and diverse perspectives to explore alternative solutions.

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming

- The characteristics and scope of technology.
- The core concepts of technology.
- The relationships among technologies and the connections between technology and other fields of study.
- The cultural, social, economic and political effects of technology.
- The effects of technology on the environment.
- The role of society in the development and use of technology.
- The influence of technology on history.
- The attributes of design.
- The applications of engineering design.
- The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.
- Apply the design process.
- Use and maintain technological products and systems
- Assess the impact of products and systems
- Computational thinking and computer programming as tools used in design and engineering

Instructional resources are available to educators to teach Family & Consumer Science with students' diverse interests and needs in mind. The below lists represent current and prominent instructional resources that are referenced often in classrooms. Digital sources are hyperlinked.

Career Readiness Partner Council. (2014). What it Means to be Career Ready? https://cte.careertech.org/sites/default/files/CRPC_4pager.pdf

Advance CTE: State Leaders Connecting Learning to Work. (2014, June) The Common Career

Technical Core. <https://www.careertech.org/cctc>

Folkers, D. R. (2011, October). Setting a New Standard with a Common Career Technical Core. *Techniques*.

Partnership for 21st Century Skills. <http://www.p21.org/>

New Jersey Career Assistance: <https://portal.njcis.intocareers.org/>

National Career Clusters: <http://www.nj.gov/education/cte/career/>

[WIDA Standards 2012](#)

Assessments

The Career Ready Practices will develop on a continuum and utilize formative assessments. Students should be encouraged to self-reflect on their progress in the practices, and portfolios can be a strong vehicle for observing growth.

The performance expectations describe what students should know and be able to do. It is expected that curriculum writers and educators will bundle these performance expectations together in meaningful ways as a basis for classroom instruction and to guide the creation of formative, summative, and benchmark assessments.

9.1 Personal Financial Literacy

School districts are "responsible for assessing and publicly reporting on the progress of all students in developing the knowledge and skills specified by the New Jersey Student Learning Standards, including civics, financial literacy, and all content areas not currently included in the statewide assessment program," as specified by N.J.A.C. 6A:8-3.1(a)3.

- Civic Financial Responsibility
- Credit and Debt Management
- Credit Profile
- Economic and Government Influences
- Financial Institutions
- Financial Psychology
- Planning & Budgeting
- Risk Management and Insurance

9.2 Career Awareness, Exploration, and Preparation

Teachers are encouraged to develop both formative and summative assessments in the area of career awareness, exploration, and preparation.

1. What factors should be considered in planning for assessment?
 - Content mastery (which standards are being assessed)
 - Analysis of content

- Skills development
- Connections between and among essential learnings
- Connections between the past, present, and the future
- Interdisciplinary connections
- Diversity in student learning styles and needs
- Opportunities for democratic participation

2. How are goals of instruction and assessment related?

- Are the goals for learning actually being assessed?
- To what degree are we asking students to extend learning?
- Can students transfer their learning to a new situation?
- Does the assessment reflect what is valued instructionally?
- Does the assessment benefit the learner by informing teaching practices?
- Does the assessment allow for a variety of learners to demonstrate their understanding?

3. What should you consider as you develop criteria for scoring?

- How many ways can students demonstrate they have learned the material?
- How will students be scored?
- How will the needs of a variety of learners be addressed with this assessment?
- Does the scoring tool reflect the learning goals?

4. What are the most constructive assessment designs and methods for music educators?

- Performance assessment
- Authentic assessment
- Authentic instruction
- Portfolio assessment

Authentic assessment can include (but are not limited to) the following:

- Observation
- Performance tasks
- Exhibitions and demonstrations
- Portfolios
- Journals
- Self- and peer-evaluation
- Project Based Learning: EduTopia

- Test and/or quizzes
- Blogs, Vlogs, other Web 2.0 tools to extend beyond classroom walls
- Virtual Field Trips - (article)
- Performance Based Assessments Clearinghouse

4. What are the most constructive assessment designs and methods for FACS educators?

- Performance assessment
- Authentic assessment
- Authentic instruction
- Portfolio assessment

Authentic assessment can include (but are not limited to) the following:

- Observation
- Performance tasks
- Exhibitions and demonstrations
- Portfolios
- Journals
- Self- and peer-evaluation
- Project Based Learning: EduTopia
- Test and/or quizzes
- Blogs, Vlogs, other Web 2.0 tools to extend beyond classroom walls
- Virtual Field Trips - ([article](#))

Differentiation/Modifications

Curriculum Differentiation is a process teachers use to increase achievement by improving the match between the learner’s unique characteristics: prior knowledge, cognitive level, learning style, motivation, strength or interest and various curriculum components: Nature of the objective, teaching activities, learning activities, resources and products. This broad notion applies to learners from a diverse range of abilities, including: Gifted and Talented, Multilingual Learners, Students with Disabilities, and Students at Risk of School Failure. FACS is a field of education that provides educators with a wealth of opportunities for differentiation, but also real challenges of meeting the needs of diverse learners. This addendum reveals pathways for music differentiation specific to four distinct student populations.

Teachers can differentiate

- Content: What we teach and how we give students access to the information and ideas that matter
- Process: How students come to understand and “own” the knowledge, understanding, and skills essential to a topic

- Product: How a student demonstrates what he or she has come to know, understand and be able to do as a result of a segment of study

According to students’

- Readiness: The current knowledge, understanding, and skill level a student has related to a particular sequence of learning
- Interest-: What a student enjoys learning about, thinking about, and doing
- Learning Style-: A student’s preferred mode of learning. It is influenced by learning style, intelligence preference, gender and culture

The NJ Family & Consumer Science Framework contains an in depth overview for meeting the needs of diverse learners in Family & Consumer Science. Many of these content specific suggestions are classroom ready.

Gifted and Talented (content, process, product and learning environment)	Multilingual Learners	Students with Disabilities (appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)	Students at Risk of School Failure
<p>N.J.A.C. 6A:8-3.1 Curriculum and Instruction</p> <p>District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.</p> <p><i>Sample Differentiation Strategies and Techniques that apply to FACS</i></p> <p>Acceleration:</p>	<p>The purpose of adaptations is to reduce the complexity of the language, not the depth of the subject content. By lowering the language barrier and making the lessons as comprehensible as possible, the students’ ability to understand is increased. Two factors will influence the student’s ability: (1) the level of familiarity the student has with the content; and (2) the degree to which the content is given meaning through visuals such as pictures, charts, and diagrams. Nonlinguistic cues enable the student to comprehend the material and the teacher’s messages. The aim is to lower the language barrier by making the classroom communication simple, clear, and meaningful to the student. Students may sound “fluent”</p>	<p>Participation in and benefit from Family & Consumer Science: Students with disabilities demonstrate a broad range of learning, cognitive, communication, physical, sensory, and social/emotional differences that may necessitate adaptations to the general education program. Each pupil manifests his or her learning abilities, learning style, and learning preferences in a unique way. Consequently, the type of adaptations needed and the program in which the adaptations will be implemented are determined individually within the IEP or 504 planning processes.</p>	<p>Districts are required to administer grade level benchmark and/or interim assessments in FACS. After each administration, districts should analyze the data to identify which students are at-risk in this content area.</p>

<p>Acceleration can be achieved through the following:</p> <ul style="list-style-type: none"> ● flexible pacing ● content acceleration ● early entrance to school ● multi-age classes ● compacting ● college coursework/portfolio 	<p>in a social setting but have difficulty with “academic” language. Students will go through stages of silence, then mimicking the language before using the language spontaneously.</p>	<p>Some adaptations may structure students’ learning in an explicit and systematic way, including presenting and organizing instruction. An example of instructional adaptation may be placing greater emphasis on foundation skills.</p>	
	<p>Preparation for the Student</p> <ul style="list-style-type: none"> ● Work with an ESL/Bilingual teacher to identify key objectives, skills, and concepts prior to introducing a unit. ● Have students retell in their own words before attempting the task. ● Allow bilingual teachers to reiterate key concepts in simple English or student’s language. <p>Preparing students for the lesson:</p> <ul style="list-style-type: none"> ● <i>Building Background Information</i> through brainstorming, semantic webbing, use of visual aids and other comprehension strategies. ● <i>Simplifying Language for Presentation</i> by using speech that is appropriate 	<p>Classroom Organization: Students with disabilities may require specific adaptations in the classroom in order for them to participate.</p> <p>Participation is enhanced by classroom organization and an environment that will maximize the students’ attention, comfort, interaction, peer/adult communication, independence, and mobility. Some considerations are instructional grouping, individual support, environmental conditions, and adaptive equipment.</p> <p>Instructional Presentation: The primary purpose of these adaptations is to provide special</p>	<p>Classroom Organization: Students at risk of failure may require specific adaptations in the classroom in order for them to participate.</p> <p>Participation is enhanced by classroom organization and an environment that will maximize the students’ attention, comfort, interaction, peer/adult communication, independence, and mobility. Some considerations are instructional grouping, individual support, environmental conditions, and adaptive equipment.</p> <p>Instructional Presentation:</p>

	<p>to students' language proficiency level. Avoid jargon and idiomatic speech.</p> <ul style="list-style-type: none"> ● <i>Developing Content Area</i> <i>Vocabulary</i> through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary in music. ● <i>Concept</i> <i>Development</i>-Students will be learning about instruments, rhythm, and many new concepts. ● <i>Giving Directions</i>-Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc. 	<p>education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (Instructional Preparation); structure and organize information (Instructional Prompts); and foster understanding of new concepts and processes (Instructional Applications)</p> <p>Preparation</p> <ul style="list-style-type: none"> · Preview materials to increase interest · Use organizing tools highlight key ideas · Use questioning techniques to elicit prior knowledge Prompts · Mnemonics · Repeat and clarify directions · Segment techniques and task analysis <p>Application</p> <ul style="list-style-type: none"> · Dramatization · Props/manipulatives to relate to experience · Simulations · Games/puzzles to generalize information 	<p>The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (Instructional Preparation); structure and organize information (Instructional Prompts); and foster understanding of new concepts and processes (Instructional Applications)</p> <p>Preparation</p> <ul style="list-style-type: none"> · Preview materials to increase interest · Use organizing tools highlight key ideas · Use questioning techniques to elicit prior knowledge Prompts · Mnemonics · Repeat and clarify directions · Segment techniques and task analysis <p>Application</p>
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			<ul style="list-style-type: none"> ·Dramatization ·Props/manipulatives to relate to experience · Simulations · Games/puzzles to generalize information
	<p>Prepare Instruction</p> <ul style="list-style-type: none"> ● Eliminate peripheral information. ● Translate abstract to concrete. ● Build background information with brainstorming, semantic webbing, and maps/graphics, photos, illustrations, and videos. ● Use KWL Charts ● Slowly expand the amount of material being learned. ● Maintain consistent classroom procedures/routines for prediction and comfort level. ● Share routine expectations. ● Assign buddies/peer tutors to assist with acclimation to the school environment. ● Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction. ● Provide students with 	<p>Instructional Monitoring: Frequent monitoring of the performance and progress of students with disabilities is essential to ensure that students are, in fact, understanding and benefiting from learning activities. Monitoring provides teachers with a means of obtaining information about students and their ability to participate effectively in activities. Monitoring also provides a means for teachers to determine when and how to adjust instruction and provides supports to promote student development. Equally important is student self-monitoring, self-evaluation, and self-management to promote student self-reflection and self-direction regarding task demands, goal attainment, and performance accuracy.</p> <ul style="list-style-type: none"> · Goal Setting · Anecdotal records · Portfolios · Videos 	<p>Instructional Monitoring: Frequent monitoring of the performance and progress of students with disabilities is essential to ensure that students are, in fact, understanding and benefiting from learning activities. Monitoring provides teachers with a means of obtaining information about students and their ability to participate effectively in activities. Monitoring also provides a means for teachers to determine when and how to adjust instruction and provides supports to promote student development. Equally important is student self-monitoring, self-evaluation, and self-management to promote student self-reflection and self-direction regarding task demands, goal attainment,</p>

	<p>opportunities to express new knowledge and learning using written, verbal, and nonverbal communication.</p>	<ul style="list-style-type: none"> · Audio Tapes · Student Contracts 	<p>and performance accuracy.</p> <ul style="list-style-type: none"> · Goal Setting · Anecdotal records · Portfolios · Videos · Audio Tapes · Student Contracts
	<p>Instructional Supports: Hands-on materials</p> <ul style="list-style-type: none"> ● bilingual dictionaries ● visual aids ● teacher made adaptations, outlines, study guides ● varied leveled texts of the same content <p>Teaching Strategies</p> <ul style="list-style-type: none"> ● Simplify vocabulary/sentence structure. ● Provide concrete examples with hands--on activities. ● Elaborate understanding using “think aloud” demonstrations ● Build associations/connections between the new and known. ● Use a variety when presenting materials. ● Summarize with visual and auditory materials. <p>Enhance Vocabulary</p> <ul style="list-style-type: none"> ● Start a picture dictionary or file. 	<p>Student Motivation: Expanding student motivation to learn content in music can occur through: activity choice, appeal to diverse learning styles, choice to work with others or alone, hands-on activities, and multimodal activities.</p> <p>Student Response: Students with disabilities may require specific adaptations in order to demonstrate acquisition, recall, understanding, and application of visual and performing arts content and related processes in a variety of situations and materials while they are developing proficiencies in these areas. The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward the lesson objectives related to the Career Readiness, Life Literacies, and Key Skills Curriculum</p>	<p>Student Motivation: Expanding student motivation to learn content in music can occur through: activity choice, appeal to diverse learning styles, choice to work with others or alone, hands-on activities, and multimodal activities.</p> <p>Student Response: Students with disabilities may require specific adaptations in order to demonstrate acquisition, recall, understanding, and application of visual and performing arts content and related processes in a variety of situations and materials while they are developing proficiencies in these areas. The primary purpose of student performance responses is to provide students with disabilities a means of</p>

	<ul style="list-style-type: none"> • Pre Teach appropriate vocabulary. <ul style="list-style-type: none"> • Label objects in room. <p>Sample Resources: Can Do Descriptors - https://www.wida.us/standards/CAN_DOs/</p> <p>Colorin Colorado - http://www.colorincolorado.org/educators/</p> <p>WIDA - https://www.wida.us/</p>	<p>Framework activities.</p> <p>Response Procedures</p> <ul style="list-style-type: none"> • Extended time • Provide practice exercises • Interpret/Interpreter • Peer-teach • Provide choices to students <p>Sample Resources: EduTopia</p>	<p>demonstrating progress toward the lesson objectives related to the Career Readiness, Life Literacies, and Key Skills Curriculum Framework activities.</p> <p>Response Procedures</p> <ul style="list-style-type: none"> • Extended time • Provide practice exercises • Interpret/Interpreter • Use preferred response mode (written, dictated, or oral) Response Formats • Peer-teach • Provide choices to students
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Pacing Guide

Advanced Fashion Design	
Advanced Garment Design (Drawing Flats/Folds/Shading/Details) and Fabric/Career focus	2-3 weeks
Blocking, Trueing, Draping: Sewing Machine and Advanced Techniques	4 weeks
Theme with Illustrations & Tech Pack	2 weeks
Croquis/Illustrations	3 weeks
Principles and Elements of Design	1 week

Fashion Line...A Story	3 weeks
Independent garment creation: Concept to conclusion: 5-6 Fashion Projects	9 weeks
Portfolio: Sell your skills	2 weeks
Selling the fashion line: Fashion Show Production	4 weeks
Service Project	2 weeks
Trending and More	1 week

(Unit: Advanced Design and Fabric)

OBJECTIVES	ACTIVITIES & EXPERIENCES	MATERIALS	EVALUATION	New Jersey Student Learning Standards (NJSLS):
<p>Students will:</p> <ul style="list-style-type: none"> ● Become familiar with proficiencies and expectations. ● Reacquaint with supplies and tools used in fashion design and illustration. ● Identify garment styles and fabric content. ● Refine drawing skills ● Focus on a fashion career that most interests them 	<ol style="list-style-type: none"> 1. Handouts 2. Examples of fashion design supplies 3. Demo of fashion design supplies 4. Internet Research 5. Prepare a job responsibility list for 2 different jobs in the fashion industry. 	<p>Beginning of the year handouts and tutorials.</p> <p>Fashion design supplies</p> <p>Textbook-Inside Fashion Design</p> <p>Laptop</p> <p>Fashion Show Video</p> <p>Duct tape</p>	<ol style="list-style-type: none"> 1. Students will bring necessary supplies. 2. Demonstration of proper use of supplies. 3. Open discussion and sharing of ideas as a class. 4. Individual consultations on current projects. 5. Individual presentations to class in 	<p><u>Standard 9.2</u></p> <p><u>Standard 9.3</u></p> <p><u>Standard 9.4</u></p>

<ul style="list-style-type: none"> • Become familiar with fashion show requirements, as students are in charge of the production. • Apply dimensions of human figure to patternmaking and design easily. 	<ol style="list-style-type: none"> 6. Show fashion show video. 7. 3 Minute Pose Drawing 8. Flat illustrations of garment ideas. 9. Create a mannequin 	<p>Newspaper</p>	<p>demonstration format.</p>	
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(Unit: Blocking, Trueing, Draping: Sewing Machine and Advanced Techniques)

OBJECTIVES	ACTIVITIES & EXPERIENCES	MATERIALS	EVALUATION	New Jersey Student Learning Standards (NJSLS):
	<ol style="list-style-type: none"> 1. Research the internet to discover what is trending. 2. Search Pinterest boards for ideas/inspiration. 3. Perfect garment drawing for construction details to include 	<p>Fashion Magazines</p> <p>Pattern books</p> <p>Tracing paper</p> <p>Garments</p> <p>Pencils and Erasers</p>	<ol style="list-style-type: none"> 1. Flat drawings in progress: indication of seams and closures. 2. 2 minute Presentation to the class on a specific mastered topic: 	<p><u>Standard 9.2</u></p> <p><u>Standard 9.3</u></p> <p><u>Standard 9.4</u></p>

<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Complete complex flat drawings of original designs. ● Discuss fabrics, colors, design features of fashion. ● Perfect skills in blocking, trueing and draping for pattern creation. ● Demonstrate a working knowledge of the sewing machine. ● Demonstrate knowledge of specific sewing techniques. ● Focus on two new techniques to apply in garment construction. 	<p>notes and swatches.</p> <ol style="list-style-type: none"> 4. Research two techniques students would like to learn and apply in construction. 5. Students complete flat drawings of garments. 	<p>Laptop</p>	<p>manage class discussion.</p> <ol style="list-style-type: none"> 3. Sewing machine proficiency test. 4. Garment sample completed to demonstrate 2 new techniques. 5. Flat drawings submitted with RUBRIC. 	
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(Unit: Theme with Illustrations & Tech Pack)

OBJECTIVES	ACTIVITIES & EXPERIENCES	MATERIALS	EVALUATION	New Jersey Student Learning Standards (NJSLS):
<p>Students will be able to:</p>	<ol style="list-style-type: none"> 1. Handouts on specific body parts, feet, knees, arms, legs. 	<p>Balance and Proportion handouts</p>	<ol style="list-style-type: none"> 1. Self-evaluation of fashion illustration and tie to flats and garment patterns. 	<p>Standard 9.2 Standard 9.3 Standard 9.4</p>

<ul style="list-style-type: none"> ● Independently select appropriate fabric for their garments in illustration. ● Create patterns and construction steps for 2 tops, 2 bottoms and one dress. ● Construct garments created. ● Create a tech pack of garments to reflect cost of garment construction and resulting retail price. 	<ol style="list-style-type: none"> 2. Maintain an updated swatch book. 3. Design 5 original patterns to correspond with fashion illustration. 4. Research digital tech packs. May choose to complete the presentation digitally or by hand. 	<p>Drawing paper, pencil, erasers</p> <p>Handouts on body parts.</p> <p>Laptop</p> <p>Fabric swatch fabric and related supplies</p> <p>Sample patterns and sample garment</p>	<ol style="list-style-type: none"> 2. Individual consultations with students on garment construction techniques in combination with fabric drape. 3. Swatch book updated. 4. Sample garment created from muslin submitted with RUBRIC. 5. Actual garment created. 6. Tech pack presentation: Add to portfolio of work. 	
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(Unit: Fashion Line...A Complex Story)

OBJECTIVES	ACTIVITIES & EXPERIENCES	MATERIALS	EVALUATION	New Jersey Student Learning Standards (NJSL):
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<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Find a source of inspiration and parlay into mood board and sequence story illustration. ● Illustrate hair and facial features on a fashion illustration. ● Use watercolor, pencils and/or fashion markers for a fashion illustration. ● Create a pattern for 6th garment. 	<ol style="list-style-type: none"> 1. Discover an inspirational source and develop a theme. 2. Discussion of placement of features on head. 3. Demonstrate use of watercolor, pencils and/or fashion markers. 4. Students use inspiration and theme to create a Sequence Story Illustration. 5. Students create 6th garment depicted in Sequence Story Illustration. 	<p>Drawing paper.</p> <p>Erasers</p> <p>Foam Board.</p> <p>Fashion Markers and watercolor.</p> <p>Quick dry adhesive.</p> <p>Pinking shears.</p> <p>Muslin and pattern paper.</p> <p>Fabric and notions for actual garment.</p>	<ol style="list-style-type: none"> 1. Mood board submitted with RUBRIC. 2. Sequence Story Fashion Illustration submitted applying theme and fabric drape. 3. Muslin or paper pattern for garment submitted for accuracy. 4. Actual 6th garment submitted with RUBRIC. 	<p><u>Standard 9.2</u> <u>Standard 9.3</u></p>
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(Unit: Portfolio: Sell your skills)

OBJECTIVES	ACTIVITIES & EXPERIENCES	MATERIALS	EVALUATION	New Jersey Student Learning Standards (NJSL):
<p>Students will be able to:</p> <ul style="list-style-type: none"> • Present original artwork and garments for portfolio presentation. 	<ol style="list-style-type: none"> 1. Students will research current portfolios posted online. 2. Students will revisit prior work to ensure current drawing, garment standards: Corrections or revisions made. 3. Students will scan their original work compiled to be presented in ppt format for interview purposes. 	<p>All artwork, mood boards and garments created throughout the current year.</p> <p>Flashdrive</p> <p>Laptops</p>	<ol style="list-style-type: none"> 1. Students share research on the best portfolio example with class. 2. Individual consultations based on portfolio needs and requirements of the desired institution. 3. Portfolio ppt submission via google.docs 	<p>Standard 9.2 Standard 9.3 Standard 9.4</p>

(Unit: Selling the fashion line: Coordinating a Fashion Show)

OBJECTIVES	ACTIVITIES & EXPERIENCES	MATERIALS	EVALUATION	New Jersey Student Learning Standards (NJSLS):
<p>Students will be able to:</p> <p>Apply skills in an entertaining format to sell their fashion line.</p> <p>Develop interpersonal skills by working with each other toward a common goal.</p> <p>Lead others via organization, motivation, fairness and enthusiasm.</p>	<ol style="list-style-type: none"> 1. Students will participate in a collaborative “Photo Shoot” with photography students to generate live work depicting garments. 2. Advanced students will coordinate the completion of jobs for the fashion show; theme, advertising, line-up, brochure, music, invitations. 3. Students will categorize the clothing they made by style and genre. 4. Students will coordinate and participate in the fashion show. 	<p>Laptops</p> <p>Clothing created</p> <p>Camera (headshots)</p>	<ol style="list-style-type: none"> 1. Photos from “Photo Shoot.” 2. Self evaluation RUBRIC for fashion show responsibilities. 3. Participation in the fashion show. 4. Self evaluation of coordination in planning the fashion show. 	<p>Standard 9.1 Standard 9.2 Standard 9.3 Standard 9.4</p>

(Unit: Service Project)

OBJECTIVES	ACTIVITIES & EXPERIENCES	MATERIALS	EVALUATION	New Jersey Student Learning Standards (NJSLS):
<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Develop self esteem and sense of giving back to the community. ● Take a leadership role in project completion. <p style="text-align: center;">-</p>	<ol style="list-style-type: none"> 1. Students will view various video clips on the current service project. 2. Determine the cost of service project. 3. Instruct peers on how to construct the garment and collect completed work for donation. 4. Students will construct 2 simple garments to donate to those in need. 5. Students will size and sort garments, and prepare for mailing. 	<p>Laptop.</p> <p>Fabric and notions.</p>	<ol style="list-style-type: none"> 1. Class discussion on the importance of giving to community/world in a meaningful way. 2. Open questions on the service project and construction techniques. 3. Submission of completed garments with RUBRIC. 4. Time management record submitted as mentor to other students. 	<p>Standard 9.1 Standard 9.2 Standard 9.3 Standard 9.4</p>

(Unit: Trending and More)

OBJECTIVES	ACTIVITIES & EXPERIENCES	Materials	EVALUATION	New Jersey Student Learning Standards (NJSLS):
<p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand the cyclical nature of fashion as it relates to society and mores of current times. • Learn how geography, ethnic affiliation, political climate, gender identification and disposable income affect the fashion industry. • Relate pricing to supply and demand principles. • Learn potential styling for disabled persons. 	<ol style="list-style-type: none"> 1. Class will view current fashion shows to discuss garment trending and supply and demand. 2. Students will become familiar with how society shapes trends, influencing supply and demand. 3. Students will create a pictorial and factual ppt of the life and accomplishments of their designer to present to class. 	<p>Laptop</p> <p>Flashdrive</p>	<ol style="list-style-type: none"> 1. Participation in discussion about why they think particular styles are trending in society. 2. Evaluation of factual information according to rubric. 3. Presentation to the class on designer and the market said designer has targeted. 	<p>Standard 9.1 Standard 9.2 Standard 9.3 Standard 9.4 Amistad Law: N.J.S.A. 18A 52:16A-88 LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35</p>

Differentiation, Accommodations & Modifications:

Gifted and Talented	Multilingual Learners	Students with Disabilities	Students at Risk of School Failure
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<p>Extension Activities</p> <p>Thematic topics for discussion and research: families & communities, science and technology, beauty and aesthetics, contemporary life, global challenges, personal and public identities.</p> <p>Use of technological devices to gain access to online resources in order to research and explore current events and cultural practices.</p> <p>Use advanced supplementary / reading materials</p> <p>Use of authentic resources to promote a deeper understanding of culture.</p> <p>Provide opportunities for open-ended, self-directed activities</p> <p>Communication outside the language classroom for travel, study, work, and/or interviews with community members.</p> <p>Provide opportunities to develop depth and breadth of knowledge in the subject area (examples: create drawings/illustrations, use of music, create poems/songs, write opinion</p>	<p>Modifications for Classroom</p> <p>Multi-sensory approach</p> <p>Pair Visual Prompts with verbal presentation</p> <p>Provide repetition and practice</p> <p>Restate Directions (verbal or written)</p> <p>Model skills / techniques to be mastered</p> <p>Provide summary of text or study guides</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Use graphic organizers</p> <p>Highlight key vocabulary</p> <p>Extended time for assignment completion as needed</p> <p>Assess comprehension through demonstration such as gestures, drawing and retelling.</p> <p>Modified tests (orally)</p> <p>Use anecdotal records or portfolio work as a form of assessment</p>	<p><i>*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team</i></p> <p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Students may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Students may request books on CD / digital media, as available and appropriate.</p>	<p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Students may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Students may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p>
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<p>letters, create videos/stories/comic strips, etc.)</p> <p>Conduct research and provide presentations on a variety of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Anchor Activities</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p>	<p>Modifications for Homework/Assignments</p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p> <p>Use graphic organizers</p>	<p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Modifications for Homework and Assignments</p> <p>Extended time to complete assignments.</p> <p>Students require more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p>	<p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Modifications for Homework and Assignments</p> <p>Extended time to complete assignments.</p> <p>Students require more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format,</p>
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