

**Course: Fashion & Clothing 1
Unit 4 - Textiles**

Year of Implementation: 2021-2022

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CSDT.pdf>

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-VPA.pdf>

Unit Standards:

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

1.5.12prof.Cr2b: Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g.,).

9.4.12.Cl.2: Identify career pathways that highlight personal talents, skills, and abilities

8.2.12.Ith.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen

art form.

1.5.12adv.Cr2b: Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.

8.2.12.ETW.1: Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product.

Transfer Goal: Students will be able to determine fiber content, fabric construction, and proper care of fabrics.

As aligned with LRHSD Long Term Learning Goal(s): apply critical thinking and problem-solving skills to make reasoned decisions at home, in the workplace, and in the global community. Manage finances and budgets responsibly. communicate and collaborate effectively in a variety of professional and personal situations. Seek and attain employment, especially in FCS-related fields. Develop skills and technical proficiencies that transfer to family life and global career opportunities.

Enduring Understandings

Students will understand that. . .

EU 1

- fabric construction influences a fabric's appearance as well as performance.

EU 2

- clothing labels provide valuable information for laundering and care.

Essential Questions

EU 1

- Where do natural fibers come from?
- Why is it beneficial to blend fibers?
- What fiber characteristics improve quality of clothing?
- What impact will your choice of fabric have on the finished sewing project?

EU 2

- Why is the routine care of a garment important in prolonging its useful life?
- Why is it important to read clothing care labels before laundering?
- How can pre-treating assist in the process of stain removal?

Knowledge

Students will know . . .

EU 1

- *types of natural and manufactured fibers. (8.2.12.ITH.1:)*
- *advantages, disadvantages and uses for each type of fiber. (1.5.12adv.Cr2b)*
- *fiber characteristics and fabric finishes. (1.5.12adv.Cr2b)*
- *woven, knit, and non-woven fabric construction. (1.5.12prof.Cr2b)*
- *what fabrics are appropriate choices for specific garments. (1.5.12adv.Cr2b)*
- *up-to-date technological advances in fabric construction. (1.5.12prof.Cr2b, 8.2.12.ETW.1)*

EU 2

- *the routine care of garments based on fabric type and construction. (9.4.5.CT.4)*
- *clothing label symbols. (1.5.12acc.Cr2a)*
- *how to utilize an iron or steamer efficiently. (1.5.12prof.Cr2b)*
- *the importance of pretreating stains. (9.4.2.CT.3)*
- *basics of stain removal for a variety of stain types. (9.4.2.CT.3)*

Skills

Students will be able to . . .

EU 1

- *determine where natural fibers come from. (8.2.12.ITH.1:)*
- *identify fiber content through observation and tactile interaction. (8.2.12.ITH.1:)*
- *debate the pros and cons of natural and manufactured fibers. (1.5.12adv.Cr2b)*
- *identify different types of weaves. (1.5.12prof.Cr2b)*
- *differentiate between knits and wovens. (1.5.12prof.Cr2b)*
- *choose the appropriate fabric for each sewing project. (1.5.12adv.Cr2b)*
- *recognize the historical significance of technological advances in fabric construction. (1.5.12prof.Cr2b, 8.2.12.ETW.1)*

EU 2

- *proper care of clothing will prolong the life and quality of the garment. (9.4.5.CT.4)*
- *read a clothing care label to decipher the symbols and instructions. (1.5.12acc.Cr2a)*
- *use a washer and dryer to effectively clean garments. (1.5.12prof.Cr2b)*
- *properly press or steam a garment according to label instructions. (1.5.12prof.Cr2b)*
- *treat a variety of stains dependent upon their source using various methods. (9.4.2.CT.3)*

Stage Two - Assessment	
<p><u>Other Evidence:</u></p> <ul style="list-style-type: none">• Loom weaving• Weaving ID with magnifying glass• Sample sheets for various fabrics• Fibers and fabric construction test• Class discussions• Teacher observations• Stain removal chart• Fabric care test• Summarizers	
Stage Three - Instruction	
<p><u>Learning Plan:</u> Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement}</p> <ul style="list-style-type: none">• Present overview of fabric unit using technology. (A EU 1)• Show brief videos of natural and manufactured fiber production. (A EU 1)• Pass around samples of a variety of fibers and fabrics. (A EU 1)• Class discussion on the properties of each fiber type. (M EU 1)• Use a microscope to view fabrics to see fibers, yarns and construction. (A EU 1)• Students will make looms to understand the basic types of weaves. (M,T EU 1)• Identify warp and weft knits. (M,T EU 1)• Student presentations on fibers. (M,T EU 1)• Discuss the value of proper garment care. (A,M EU 2)• Show examples of a recently stained garment, students discuss how they would handle it. (M EU 2)	

- *Give lessons on correct methods of laundering. (A EU 2)*
- *Have students fill out a stain removal chart. (A EU 2)*
- *Read clothing care labels to decipher symbols and instructions. (A EU 2)*
- *Students examine their own garments and read clothing care labels to determine the correct care/laundry method. (T EU 2)*
- *Have class discussion about stains they have been challenged with in the past. (M EU 2)*