

Course: *Fashion & Clothing III*
Unit #2: *Collection Planning and Line Creation*

Year of Implementation: 2024-2025

Curriculum Team Members *Amanda Fritsch* afritsch@lrhsd.org, *Ashley Gerber* agerber@lrhsd.org, *Amanda Keepports* akeepports@lrhsd.org, *Ashley Pompei* apompei@lrhsd.org

Stage One - Desired Results

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

{provide all applicable links to standards here}

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:** *(keep each of the following headings in place)*

- **Content Standards**

- 1.2.12adv.Pr5c: Independently utilize and adapt tools, styles and systems in standard, innovative and experimental ways in the production of complex media artworks.
- 1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.

- **21st Century Life & Career Standards**

- 9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.

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

- **English Companion Standards**

- Grade 11-12 Companion Standards:

- RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text Craft and Structure.
- RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA_Companion11-12.pdf

- **Interdisciplinary Content Standards**

- 8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.
- 8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).
- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <https://www.nj.gov/education/amistad/about/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [**Asian American and Pacific Islander Heritage and History in the U.S.**](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning to research market needs in order to create a product that could be sold to a target market.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhdsd.org/Page/6163>

- 1. Apply critical thinking and problem-solving skills to make reasoned decisions at home, in the workplace, and in the global community.
- 6. Develop skills and technical proficiencies that transfer to family life and global career opportunities.

Enduring Understandings

Students will understand that. . .

EU 1

trends, economy, and current events contribute to the success of a product.

Essential Questions

- *What factors contribute to a successful product?*

Knowledge

Students will know . . .

EU 1

Skills

Students will be able to. . .

EU 1

- reliable research techniques and sources. (1.2.12adv.Pr5c, 1.5.12prof.Cr1a)
- how to identify current trends. (9.4.12.Cl.1)
- what defines a trend. (9.4.12.Cl.1)
- how to establish their target market. (RST.11-12.3)
- industry terminology. (RST.11-12.4)
- the current state of the economy's effect on resources. (9.4.12.CT.1, 8.1.12.CS.4, 8.2.12.ED.5)

- trend forecast for a specific season. (1.2.12adv.Pr5c, 1.5.12prof.Cr1a)
- select a target market. (1.5.12prof.Cr1a, RST.11-12.3)
- create a concept board from inspiration. (1.5.12prof.Cr1a, 9.4.12.Cl.1)
- sketch designs using croquis. (1.5.12prof.Cr1a, 9.4.12.Cl.1)
- create appropriate designs to meet the target market. (9.4.12.Cl.1, 8.1.12.CS.4)
- select fabrics that will compliment their designs. (1.5.12prof.Cr1a, 9.4.12.CT.1, 8.1.12.CS.4)

Stage Two - Assessment

-

-

Stage Three - Instruction

Learning Plan: 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} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

- Croquis teacher demonstration. **(A EU1)**
- Provide examples of concept boards. **(A EU1)**
- Instruction on utilizing available technology and tools to produce fashion illustrations such as Adobe Illustrator, Photoshop or CAD for Fashion Design. **(A EU1)**
- Target Market research. **(A,M EU1)**
- Class modeling for croquis poses. **(A,M EU1)**
- View and analyze costume collections in live action versions of classic animated fairy tale movies such as Beauty and the Beast, Cinderella or Alice in Wonderland. **(A,M EU1)**
- Watch and discuss clips of various movies on the design process such as Unzipped or Valentino: The Last Emperor. **(A,M EU1)**
- Class discussion on influences on fashion design. **(A,M EU1)**
- Field trip to RCBC tour and participate in Fashion workshops provided. **(A,M EU1)**
- Field Trip to Universities with Fashion Majors and Museums with Fashion exhibits to investigate, identify and sketch styles of clothing and textiles. **(A,M, EU1)**
- Nick Verreo videos on sketching various croquis. **(A,M,T EU1)**
- Nick Verreo videos on fashion sketching. **(A,M,T EU1)**
- Student-developed croquis. **(M EU1)**
- Student-created illustrations using available technology. **(M,T EU1)**
- Student-developed sketches. **(M,T EU1)**
- Assign class theme for student produced concept boards such as decades, nature, countries, and fairytales. **(M,T EU1)**

Pacing Guide

{This chart will be identical in all of the units for this course.}

Unit #	Title of Unit	Approximate # of teaching days
1	Foundations of Pattern Making	30
2	Collection Planning and Line Creation	15
3	Garment Development	50
4	Collection Construction	40

Instructional Materials

- *Fashion magazines*
- *Color printer*
- *Colored markers*
- *Colored pencils*
- *Watercolor pencils*
- *Lightboxes*
- *Paper (printer, construction, tagboard, cardstock)*
- *Presentation board*
- *Trifold boards*
- *Binders*
- *Glue (gluesticks, hot glue gun, rubber cement)*
- *X-acto blades*
- *Cutting mats*
- *Metal rulers*
- *C-thru rulers*

- *Fabric swatches*
- *Disney live action (Beauty and the Beast, Alice in Wonderland, Cinderella, etc.)*
- *Designer Documentaries*

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.