

Course: *Fashion & Clothing III*
Unit #1: *Foundations of Pattern Making*

Year of Implementation: 2024-2025

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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 analyze how various body types influence fabric, clothing, and design choices.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhsd.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

measurements, techniques, and design choices affect the final outcome of a product.

Essential Questions

- *Why are accurate measurements important?*

Knowledge

Students will know . . .

EU 1

Skills

Students will be able to . . .

EU 1

- the tools, techniques and resources that are available to them. (1.2.12adv.Pr5c, RST.11-12.4)
- guidelines for taking body measurements correctly. (RST.11-12.4,8.2.12.ED.5)
- accurate body measurements are essential for creating a sloper. (RST.11-12.4, 8.2.12.ED.5, NJSLSA.R4)
- the difference between flat pattern and draping. (9.4.12.CI.1, 8.2.12.ED.5, 9.4.12.CT.1, NJSLSA.R4)
- patternmaking techniques used for various fabrics. (1.5.12prof.Cr1a, 9.4.12.CT.1)

- read a measuring device with an accuracy to an eighth of an inch. (1.2.12adv.Pr5c, RST.11-12.4)
- select and use a variety of drafting tools including but not limited to a french curve, C-thru ruler, dot paper and a hip curve ruler. (1.2.12adv.Pr5c, RST.11-12.4)
- accurately take all body measurements. (RST.11-12.4,8.2.12.ED.5)
- follow step-by-step instructions. (1.5.12prof.Cr1a, 9.4.12.CT.1)
- select an appropriate dress form based on body measurements. (9.4.12.CI.1, 8.2.12.ED.5, 9.4.12.CT.1, NJSLSA.R4)

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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*

- Teacher demonstration of proper body measurements. (A EU1)
- Play Rulergame.com. (A EU1)
- Electronic presentation of the equipment. (A EU1)
- Teacher demonstration on proper alteration skills. (A EU1)
- Visual presentation on how to true a pattern. (A EU1)
- Visual presentation on pattern markings. (A EU1)
- Determine and apply necessary alterations to muslin. (A,M EU1)
- Student pair activity- Students will work together to take each other's measurements. (A,M EU1)
- Students will make a muslin using their initial pattern draft. (A,M,T EU1)
- Have class discussion on issues which may arise when muslin/sloper doesn't correspond to desired results. (M EU1)
- Students will compare their personal measurements with sloper and problem solve to determine proper adjustments. (M,T EU1)
- Students will perform fit alterations with a partner. (M,T EU1)
- Students will make a sloper using their proper body measurements and finalized muslin. (T EU1)
- Students will make a finalized fitted muslin using their slopers. (T EU1)
- Students will use their proper body measurements to create a draped sloper. (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

- *Pattern Making for Fashion Design by Helen Joseph Armstrong (5th edition, hardcover spiral)*
- *Oaktag green and white pattern paper*
- *Blue dot paper*
- *Drafting rulers (hip curve, french curve, vary curve, clear ruler, t-square)*
- *Fabric tape measure*
- *C-thru rulers*
- *Pattern hooks*
- *Pattern weights*
- *Pattern notcher*
- *Pattern punch*
- *Pencils and erasers*
- *Red colored pencils*
- *Dress forms*

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.