

Course: Fashion & Clothing III
Unit #4: Collection Construction

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**
https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA_Companion9-10.pdf
 - 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

(NJSL) 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 take a product from concept to creation.

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

ideas turn into products.

EU 2

many steps and skills are required to create a product.

Essential Questions

- *Why is recalling previous knowledge required to be successful?*

Knowledge

Students will know . . .

Skills

Students will be able to . . .

EU 1

- appropriate fabric choices, based on content and construction. (1.5.12prof.Cr1a, NJSLSA.R4)
- characteristics of fabrics. (8.2.12.ED.5)
- woven versus knit fabrics. (8.2.12.ED.5)
- yardage requirements. (RST.11-12.4, 8.2.12.ED.5)
- sourcing notions. (1.5.12prof.Cr1a)

EU 2

- appropriate sewing techniques for fabric choice. (9.4.12.CI.1)
- multiple construction techniques are needed in completing a finished garment. (9.4.12.CT.1, RST.11-12.3)
- safety procedures in a sewing lab. (8.1.12.CS.4)

EU 1

- choose an appropriate fabric for their garments. (1.5.12prof.Cr1a)
- determine the correct amount of fabric needed for their garments. (1.5.12prof.Cr1a, 8.2.12.ED.5)
- select the proper notions needed for their garments. (1.5.12prof.Cr1a)

EU 2

- properly construct their garment. (1.2.12adv.Pr5c)
- follow step by step directions for their garments. (8.1.12.CS.4)
- safely use a sewing machine, serger, and iron. (8.2.12.ED.5)

Stage Two - Assessment

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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*

- Review of previous vocabulary. (A EU1)
- Review of safety procedures. (A EU1)
- Review of woven versus knit fabrics. (A EU1)
- Review of notion choices. (A EU1)
- Review of fiber choices. (A EU1)
- Select appropriate fabrics for collection. (A,M EU1)
- Peer conferences and critiquing throughout the design process. (M EU2)
- Field Trip to 4th Street 'Fabric Row' in Philadelphia and/or Mood Store in NYC to purchase appropriate textiles for the student's projects and to tour the fabric and trim stores. (M,T EU1)
- Student-activated prior knowledge to construct an original design based on fashion sketches. (M,T EU2)
- Student drafted step-by-step instructions on how to construct their original garments. (M,T EU2)
- Work in pairs to ensure that the garments fit properly. (M,T EU2)
- Transfer correct markings and notches to fabric. (M,T EU2)
- Properly lay out pattern pieces on fabric for best usage. (M,T EU2)
- Self-reflection of the final showcase. (M,T EU2)
- Construct 3 original finished garments. (T EU2)

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 weights*
- *Dress forms*
- *Fabric*
- *Thread*
- *Bobbins*
- *Sewing machine and Serger*
- *Sewing tools (pins, seam gauge, marking tools, turning tools, etc.)*
- *Cutting tools (fabric shears, rotary blade and cutting mat, seam ripper, embroidery scissors, paper scissors)*
- *Notions (zippers, buttons, snaps, elastic, velcro, bias tape, cording etc.)*
- *Irons*
- *Steamer*
- *Ironing board*
- *Ironing tools (sleeve board, ham, seam roll)*

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.