Course: *Intro to Family & Consumer Science* **Unit #3:** *Fashion and Sewing*	**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*
    - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)
    - 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g.1.4.12prof.CR2b, 2.2.12.LF.8).
    - 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
    - 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
    - 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
    - 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
    - 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
    - 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
    - 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
    - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for

accomplishing a specified task (e.g., W.11-12.6.).
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

- ***21st Century Life & Career Standards***
  - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)
  - 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g.1.4.12prof.CR2b, 2.2.12.LF.8).
  - 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
  - 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
  - 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
  - 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
  - 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
  - 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
  - 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
  - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
  - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
  - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
  https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf

- ***National Standards for FCS***
  - 16.3 Demonstrate textiles, fashion, and apparel design skills.
  - 16.3.2 Apply basic and complex color schemes and color theory to develop and enhance visual effects.
  - 16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textiles, fashion, and apparel.

- ■ 16.4 Demonstrate skills needed to produce, alter, or repair textiles, fashion, and apparel.
- ■ 16.4.1 Demonstrate professional skills in using traditional and technologically innovative equipment, tools, and supplies in textiles, fashion, and apparel construction, alteration, repair, and recycling.
- ■ 16.4.2 Explain production processes for creating fibers, yarns, woven and knit fabrics, and non-woven textile products.
- ■ 16.4.3 Use appropriate industry products and materials for cleaning, pressing, and finishing textiles, fashion, and apparel.
  https://www.leadfcsed.org/national-standards.htm

- ○ **Interdisciplinary Content Standards**
  - ■ 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.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 what they have learned to create and maintain their own clothing and textile items.

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
2. manage finances and budgets responsibly
3. communicate and collaborate effectively in a variety of professional and personal situations

4. seek and attain employment, especially in FCS-related fields
5. develop skills and technical proficiencies that transfer to family life and global career opportunities

Enduring Understandings Students will understand that. . .	Essential Questions
EU 1 numerous factors influence clothing decisions. *EU 2* basic sewing skills fosters creativity and independence.	● *How does your lifestyle affect your clothing choices? (EU 1)* ● *How are sewing projects including clothes constructed? (EU 2)*
Knowledge *Students will know . . .* *EU 1* ● how fibers affect the care of clothing. (9.4.12.CI.1) (9.4.12.CI.3) (16.4.2) (16.4.3) ● personal styles, trends and finances affect clothing choices. (9.4.12.CI.1) (9.4.12.CI.3) (16.3.3) (16.4.3) *EU 2* ● how to safely and correctly use sewing tools and equipment.(9.4.12.CI.1) (9.4.12.CI.3) (16.4) (16.4.1) (16.4.3) ● basic hand sewing techniques.(9.4.12.CI.1) (9.4.12.CI.3) (16.4) (16.4.1) ● apparel construction procedures. (9.4.12.CI.1) (9.4.12.CI.3) (16.4) (16.4.1) (16.4.3)	Skills *Students will be able to. . .* *EU 1* ● identify, compare, and contrast different fibers.(9.4.12.CI.1) (9.4.12.CI.3) (16.4.2) ● compare and contrast styles and fads. (9.4.12.CI.1) (9.4.12.CI.3) (16.3.3) ● manage a wardrobe. (9.4.12.CI.1) (9.4.12.CI.3) (16.3.3) (16.4) (16.4.3) *EU 2* ● identify and use various sewing tools.(9.4.12.CI.1) (9.4.12.CI.3) (16.4.1) ● operate sewing equipment.(9.4.12.CI.1) (9.4.12.CI.3) (16.4.1) (16.4.3) ● use hand sewing techniques.(9.4.12.CI.1) (9.4.12.CI.3) (16.4.1) ● use apparel construction procedures.(9.4.12.CI.1) (9.4.12.CI.3) (16.4) (16.4.1) (16.4.3) ● comprehend a guidesheet.(9.4.12.CI.1) (9.4.12.CI.3) (16.4.1)

	● complete a project with the correct sewing techniques (9.4.12.CI.1) (9.4.12.CI.3) (16.4) (16.4.1) (16.4.3)

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

- Graphic organizers **(A, M, EU 1, EU 2)**
- Writing and defining terminology **(A, M, EU 1, EU 2)**
- Discussion on types of fibers **(A, EU 1)**
- Matching games **(A, EU 1, EU 2)**
- Students create a slideshow to determine which fiber is best suited for a specific garment item **(M, T, EU 1)**
- Students will watch videos and research information on various fibers and their uses. **(A, EU 1)**
- Students will view a Google Slideshow or document camera to complete notes on the proper use and care of sewing equipment. **(A, EU2)**
- Students will view teacher demonstrations or YouTube videos for the proper use of sewing equipment and tools **(A, EU 2)**
- Students will watch demonstration and or videos on the proper ways to sew on the 3 types of buttons **(A, EU 2)**
- Students will watch demonstration and or videos on the proper ways to sew 3 types of hems **(A, EU 2)**
- Using the handout on sewing machine parts and functions, students work in pairs to identify parts of the machine. **(A, EU 2)**
- Using the handout on sewing machine parts and functions, students work in pairs to describe the functions of the sewing machine parts. **(A, EU 2)**
- Students will view a presentation on safe practices within the sewing lab to prepare them for the safety test. **(A, EU 2)**
- Students will view a presentation on parts of and reading of a pattern envelope. **(A, EU 2)**
- Students will view presentations on pattern symbols and their meanings. **(A, EU 2)**
- Using the pattern symbols to help them; students will correctly layout small scaled patterns on fabric. **(M, T, EU 2)**
- Reading a ruler worksheet and playing with on-line interactive activity **(A, M, EU 2)**
- Students and parents will read, understand and sign the classroom safety contract. **(A, M, EU 2)**
- Teacher demonstration of threading the sewing machine- students will practice with guidance how to safely and correctly thread the machine **(M, EU 2)**
- Discussion- troubleshooting machine problems. **(M, EU 2)**
- Practice operating the sewing machine using fabric scraps. **(M, T, EU 2)**
- Student self-assessment of sewing skills. **(M, EU 2)**

- Students will sew 3 types of buttons to scrap fabric **(M, T, EU 2)**
- Students will demonstrate that they can sew 3 types of hems. **(M, T, EU 2)**
- Students will view an incorrectly threaded sewing machine. Each student must correct the problem and demonstrate that the machine will then work correctly. **(T, EU 2)**
- Hand Puppet, Pajama Pants or Pillow Sewing project **(T, EU 2)**

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

Unit #	Title of Unit	Approximate # of teaching days
1	Family and Personal Dynamics	23 days
2	Foods and Nutrition	44 days
3	Fashion and Sewing	44 days
4	Housing and Interior Design	24 days

Instructional Materials

{Provide a list of all instructional materials used for this curriculum here. Items such as chromebooks and teaching tools such as Peardeck, EdPuzzle, etc… should NOT be listed.}

District Safety Test
Student/Parent Safety Contract
Youtube Videos
Teacher led presentation(s)
Sewing Machines for each student
Sewing machine bobbins
Sewing Thread
Buttons

Sewing machine needles
Fabric Scraps
Fabric for project
Polyester filling for pillow project
Pattern paper
Pattern Envelopes
Fabric markers
Irons
Ironing boards
Basic sewing tools (Shears, scissors, measuring tools, pins, pin cushions, marking pens, rulers, sewing gauges, needle threader, tailor's chalk, thimbles, seam rippers, hand sewing needles, etc)
Sewing 101 DVD ~ https://www.thegreatcourses.com/courses/sewing-101-skills-fabrics-and-techniques   Textbook and workbook: "Succeeding in Life and Career" Tenth Edition by Frances Baynor Parnell. Publisher: The Goodheart-Wilcox Company, Inc.

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.