

# Fashion Design 1

Grade 9-10

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## Introduction

The Fashion Design course is designed for students who are interested in learning how to create their own fashions.

Students will be guided through the designing phase of fashion and learn the basics of sewing to bring their creations to life.

## Grades

Assessment of student learning includes: Weekly demonstration of learning (DOL) grades, quizzes, benchmark unit tests every quarter and ongoing completion of a personal portfolio binder. Students will be graded on the following scale:

*Grading Policy.*

A (90-100) Excellent to superior work

B (80-89) Commendable achievement

C (70-79) Average achievement

D (69-65) Poor achievement that meets minimum standards

F (64 and Below) Failure to meet the minimum standards

Homework – 5%

Tests – 70%

Quizzes – 25%

## Rubrics

Rubrics are used to give a clear picture of the grade pathway. These rubrics allow students to achieve desired grades by following an outlined pathway.

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## Instructional Plan:

The course is broken up into 5 units. Each unit will include project based learning assignments, formative and summative assessments, and instruction that embeds literacy and math skills.

Unit 1 Sewing tools/equipment. Fashion Construction. Grade Level: 9-12 Time Frame: 10 weeks (40 min classes)
Essential Questions
<ol style="list-style-type: none"><li>1. Why is it necessary to take precaution and prevent accidents when utilizing equipment in the fashion laboratory?</li><li>2. What equipment is necessary in the construction of fashion related products? How do quality-sewing techniques relate to apparel production?</li><li>3. What are the parts of a pattern? What skills are needed in order to create a wearable garment or accessory?</li><li>4. Why is sewing an important lifetime skill?</li></ol>
CCSS Standards/NJCCCS
9.3 – Career & Technical Education (CTE)
9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.
9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.
] 9.2.12.C.3 Identify transferable career skills and design alternate career plans
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
<u>CCSS.ELA-Literacy.RI.11-12.7</u> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
ELA-Literacy.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing

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perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes

1.3.8.D.1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).

[CCSS.Math.Content.HSG-MG.A.3](#) Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).

[CCSS.Math.Content.HSF-LE.A.1a](#) Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.

8.1.12.A.4 Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations.

9.1.12.A.1 Apply critical thinking and problem solving strategies during structured learning experiences.

9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including course selections, assessments, and extracurricular activities.

9.3.12.C.3 Develop personal interests and activities that will support declared career goals and plans.

9.1.12.F2 Demonstrate a positive work ethic in various settings, including the classroom and during structures learning experiences.

9.3.12.C.5 Identify transferable skills in career choices and design alternative career plans based upon those skills.

9.3.12.C.6 Develop job readiness skills by participating in structures learning experiences and employment seeking opportunities.

9.3.12.C.7 Pursue a variety of activities related to career preparation (e.g., volunteer, seek employment, apply for training grants, higher education grants and loans.)







9.3.12.C.11 Evaluate the responsibility of employers and employees for maintaining workplace safety and health rights related to a particular occupation/ career.

9.3.12.C.21 Analyze employment trends by industry sector to determine how employment and training requirements change over time.











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  - CRP4. Communicate clearly and effectively and with reason.
  - CRP5. Consider the environmental, social and economic impacts of decisions.
  - CRP6. Demonstrate creativity and innovation.
  - CRP7. Employ valid and reliable research strategies.
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  - CRP9. Model integrity, ethical leadership and effective management.
  - CRP10. Plan education and career paths aligned to personal goals.
  - CRP11. Use technology to enhance productivity.
  - CRP12. Work productively in teams while using cultural global competence.

Instructional Plan


Pre-Assessment: Pre-Assessment test.

SLOs WALT.....	Formative Assessments	Learning Activities	Reflection
<p>Identify and describe sewing tools.</p> <p>Demonstrate the ability to properly and safely utilize appropriate tools for successful sewing.</p> <p>Practice the safe use of tools and equipment.</p>	<p>Student involvement in discussions.</p> <p>Various interactive activities. Students participate in hands-on activities.</p> <p>Student demonstration.</p> <p>Written quiz.</p> <p>Exit tickets</p> <p>DOL: Do Now</p> <p>Teacher worksheets</p> <p>Exit tickets</p> <p>DOL: Do Now</p> <p>Complete Sewing</p>	<ul style="list-style-type: none"> <li>Teacher explains and demonstrates each sewing tool and its use/function.</li> </ul> <p>Q. Name the three essential measuring tools.</p> <p>Q. What is the difference between scissors and shears?</p> <ul style="list-style-type: none"> <li>Teacher discusses safety tips to prevent accidents when utilizing tools in the fashion laboratory.</li> </ul> <p>Slides:</p> <p> Safety First.- Sewing</p> <p><a href="#">IMPORTANT SAFETY INSTRUCTIONS.pdf</a></p> <p>Q. What are the correct ways to handle the following tools? Rotary cutter, Hand sewing needle, Shears, Scissors, Pins, Iron.</p> <p>Students take notes- Sewing tools/use/function.</p> <p>Students will experiment using all the sewing tools.</p> <p>Students will match definitions to their terms. Worksheet.</p> <p>Vocabulary terms:</p> <p>Sewing tools: Tape measure, sewing gauge, Transparent ruler, Pins, Pin magnet, pin cushion, Shears, scissors, pinking shears, seam ripper, rotary cutter, Tailor's chalk, tracing wheel, tracing paper, Hand sewing needle, Thimble, needle threader, Thread, bodkin, loop turner, Pointer, Iron, Ironing board, Press cloth.</p> <p>Helpful videos:</p> <p> 15 Basic Sewing Tools and Equipment What Beginner Shou...</p> <p>-Worksheets:</p> <p> Sewing tools.</p> <p> Tools/Equipment</p> <p>Slides:</p> <p> SEWING TOOLS</p> <p> ADDITIONAL SEWING TOOLS</p>	

<p>Identify, locate and explain the function of various sewing machine parts.</p> <p>Demonstrate knowledge of sewing safety.</p> <p>Demonstrate the ability to thread the machine, wind the bobbin, and correctly place the bobbin in the case.</p> <p>Operate a sewing machine.</p>	<p>practice sheets.</p> <p>Worksheets.</p>	<p>Helpful sites:  <a href="http://www.sewing.org/files/guidelines/1_105_basic_tools.pdf">http://www.sewing.org/files/guidelines/1_105_basic_tools.pdf</a>  <a href="http://www.sewing.org/files/guidelines/1_107_sewing_tools.pdf">http://www.sewing.org/files/guidelines/1_107_sewing_tools.pdf</a></p> <p>Parts of the sewing machine:</p> <ul style="list-style-type: none"> <li>• Teacher explains and demonstrates each sewing machine part and its use/function.</li> <li>• Care and use of sewing machines.</li> <li>• Teacher demonstrates how to properly use the sewing machine.</li> <li>• Preparation for stitching.</li> </ul> <p>Students take notes- Sewing machine parts/use/function.  Students will experiment operating the sewing machine.</p> <ul style="list-style-type: none"> <li>- Practice sewing straight, zigzag and curved lines on paper.</li> <li>- Practice controlling sewing machine speed.</li> </ul> <p>Slides:</p> <ul style="list-style-type: none"> <li>▣ Sewing Practice Sheets.</li> <li>▶ LEARN TO SEW: Level 1: Lesson 3: MACHINE STITCHING ...</li> </ul> <p>Students will complete a diagram of a sewing machine, by matching the correct part with its term.</p> <p>Vocabulary terms:  Sewing machine parts: Bobbin, Bobbin winder, Slide plate, Spool pin, Hand wheel, Thread guide, Tension control, Take up lever, Needle, Needle clamp screw, Presser foot, Feed dog, Stitch length control, Stitch width control, Reverse stitch control, Stitch selector, Throat plate, power and light switch, presser foot lever, socket, and flat bed.</p> <ul style="list-style-type: none"> <li>• Teacher explains and demonstrates how to properly set up a sewing machine for sewing.</li> </ul> <p>Q. What three recommendations would you make to winding and inserting the bobbin?  Q. If you have a specific question or problem with your sewing machine, what should you do?</p> <p>Students will practice the following:</p> <ul style="list-style-type: none"> <li>- Wind the bobbin</li> <li>- Thread the sewing machine</li> </ul>
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		<ul style="list-style-type: none"> <li>- Correctly placing the bobbin in the case</li> <li>- Pulling up the bobbin thread.</li> <li>- Backstitch.</li> </ul> <p>Q. Before you start to stitch, what are two things you should do to prevent tangled stitches?</p> <p>Worksheets:</p> <ul style="list-style-type: none"> <li> Knowing your machine.</li> </ul> <p>Slides:</p> <ul style="list-style-type: none"> <li> Parts of the sewing machine - Review</li> <li> Safety First.- Sewing</li> </ul> <p><a href="#">Parts of the sewing machine Brother</a></p> <p>Helpful Videos:</p> <ul style="list-style-type: none"> <li> Brother CS-6000i Sewing Machine Overview</li> <li> Brother CS 6000i 5 Threading &amp; Winding a Bobbin</li> <li> Brother CS 6000i 7 Needle Threader</li> <li> Brother CS 6000i 2 Accessories</li> <li> Brother CS 6000i 11 Stitch Width, Length &amp; Needle Position</li> <li> Brother CS 6000i 8 Inserting the Bobbin</li> <li> Brother CS 6000i 22 Reverse Function</li> </ul>	
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Benchmark Assessment #1: QUIZ- Sewing tools and equipment.  
 Students identify all the important sewing tools and equipment. (Identity and explain use/function)  
 Sewing machine license- Students demonstrate the ability to wind the bobbin, correctly place the bobbin in the case, and thread the sewing machine.

Demonstrate the ability to properly and safely utilize the appropriate tools and machinery for successful sewing.	Worksheet- Reading a ruler.	Pattern making: <ul style="list-style-type: none"> <li>● Teacher demonstrates and explains how to read a ruler. Measurements.</li> <li>● Teacher demonstrates how to create patterns using a transparent ruler.</li> </ul> <p>Students complete a ruler worksheet.        Students create a pincushion pattern.</p> <p>Q. Why is it important to be accurate when measuring?</p> <p>Slides</p> <ul style="list-style-type: none"> <li> Ruler</li> </ul>	Student demonstration.
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<p>Demonstrate the ability to properly and safely utilize the appropriate tools and machinery for successful sewing.</p> <p>Identify notions, supplies, and equipment you will need to use to construct your sewing project.</p>		<p>pillow case. Using a rubric, students will monitor their progress. Q. How does a rubric help one evaluate their work?</p> <ul style="list-style-type: none"> <li>Teacher will assist students as needed.- Pillow construction.</li> </ul> <p>Helpful sites: <a href="http://www.sewing.org/files/guidelines/8_120_pillows.pdf">http://www.sewing.org/files/guidelines/8_120_pillows.pdf</a>  <a href="#">Sew an Envelope Pillow Cover: Beginner</a></p> <p>Slides:  <a href="#">Pillow</a>  <a href="#">Pillow_Envelope pillow cover</a></p>
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<p>Benchmark Assessments #2: Students will construct a pillow.</p>			

<p>Summative Performance Assessment</p>	
<p>Refinement, improvement and/or modification of Student Projects.</p> <p>- Give a brief account of the parts of a sewing machine and their functions.</p>	

<p>Summative Written Assessment</p>	
<p>Students will evaluate their own completed projects using a rubric. Students write a reflection paper. (Pillow project.)</p> <ul style="list-style-type: none"> <li>What were the steps you took to complete this project?</li> <li>List all tools, and notions you used to complete this project.</li> </ul> <p>-Explain all sewing techniques used.</p>	

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Unit 2  
Sewing Techniques  
Grade Level: 9-12  
Time Frame: 10 weeks (40 min classes)

Essential Questions

1. How do sergers differ from conventional machines?
2. Explain the function of a serger machine parts.
3. How is an opening for drawstrings made?
4. What are the two basic types of casings?
5. In what two ways can zippers be applied?

CCSS Standards/NJCCCS

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1.3.8.D.1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad

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9.3.12.C.21 Analyze employment trends by industry sector to determine how employment and training requirements change over time.

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CRP6. Demonstrate creativity and innovation.





CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.  
 CRP10. Plan education and career paths aligned to personal goals.  
 CRP11. Use technology to enhance productivity.  
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Instructional Plan			
Pre-Assessment: Pre-Assessment test.			
SLOs WALT.....	Formative Assessments	Learning Activities	Ref lecti on
<p>Identify and describe parts of the Serger.</p> <p>Demonstrate the ability to properly and safely utilize appropriate tools for successful sewing.</p> <p>Practice the safe use of tools and equipment.</p> <p>Determine which steps are necessary to construct a drawstring bag.</p>	<p>Student involvement in discussions.</p> <p>Various interactive activities. Students participate in hands-on activities.</p> <p>Student demonstration</p> <p>Pattern making</p> <p>DOL: Do Now</p>	<ul style="list-style-type: none"> <li>Teacher demonstrates and explains how to properly and safely use a serger.</li> </ul> <p>-Discuss Parts of a serger.</p> <ul style="list-style-type: none"> <li>Teacher explains how sargers are used and how they differ from conventional sewing machines.</li> <li>Teacher explains the following:  <i>Functions of various serger machine parts</i>  <i>Different types of sergers</i>  <i>Selecting thread</i>  <i>Operate and maintain a serger</i></li> </ul> <p>Students take notes (gathering information)            Students practice using the serger machine.</p> <ul style="list-style-type: none"> <li>Teacher: Explains and demonstrates steps to construct a sewing project.</li> <li>Teacher will assist students as needed.</li> </ul> <p>Pattern:            Using prior knowledge, students Create a pattern for a drawstring bag.</p>	

<p>Identify methods for construction/pattern making</p> <p>Identify the various ways fabric may be folded in preparation for layout, pinning and cutting.</p> <p>Identify notions, supplies, and equipment needed to construct a project.</p>	<p>Project</p>	<p>Using prior knowledge, students layout / pin and cut out their fabric.</p> <ul style="list-style-type: none"> <li>Teacher: Explains and demonstrates how to sew a drawstring bag using a sewing machine and a serger (<i>Serger used to finish seams/hems</i>)</li> <li>Teacher explains and demonstrates how to create a casing.</li> </ul> <p>Project: Drawstring Bag. Slides:  Drawstring bag</p> <p>Students construct a drawstring bag applying the following techniques learned:  <i>Sewing 5/8 seam allowance</i>  <i>Apply a Serge seam finish</i>  <i>Create a casing.</i></p>	
<p>Identify and determine which skills are necessary to create a heat press vinyl design on my bag</p> <p>Identify methods for Design/Construction</p> <p>Properly and safely operate the Cricut and Heat</p>	<p>Project</p>	<ul style="list-style-type: none"> <li>Teacher explains and demonstrates how to create and apply a heat press transfer onto the drawstring bag.</li> <li>Teacher explains how to use the cricut machine and heat press.</li> </ul> <p>Students create a design on the computer:  Options: Adobe Logo Maker or Google Drawings.  Students will upload their image into Cricut Design Space  <i>-Edit image</i>  <i>-Cut</i>  <i>-Weed the image</i>  <i>-Placement of image</i>  <i>-Heat press using a heat press machine.</i></p>	

Press Machine.			
Benchmark Assessment #1: Project: Drawstring Bag. Slides:  Drawstring bag			
<p>Demonstrate the ability to properly and safely utilize the appropriate tools and machinery for successful sewing.</p> <p>Identify notions, supplies, and equipment you will need to use to construct your sewing project.</p> <p>Identify the various ways fabric may be folded in preparation for layout, pinning and cutting.</p> <p>Demonstrate basic hand stitch techniques.</p> <p>Identify notions, supplies and equipment needed to construct a Bag. -Insert a zipper</p>	<p>Student involvement in discussions</p> <p>Pattern</p> <p>Project.</p>	<ul style="list-style-type: none"> <li>Teacher explains and demonstrates new techniques: <i>Basting, Standard and Reinforcement.</i> Teacher explains and demonstrates how to insert a zipper using a basting stitch technique along with sewing with a zipper foot.</li> </ul> <p>Project: Students sew a zipper pouch using skills learned.</p> <ul style="list-style-type: none"> <li>-Pattern making</li> <li>-Layout, pinning, cutting</li> <li>-Insert zipper</li> <li>-Basting stitch</li> <li>-Zipper foot.</li> <li>-Straight sew <math>\frac{5}{8}</math></li> <li>-Sergger seam finish.</li> <li>-Blind stitch.</li> </ul> <p>Slides:  Zipper Pouch</p> <p>Helpful website:  Best Tips! How to thread a Needle + How to tie a Knot <a href="https://www.instructables.com/Sewing-Zippers-and-Buttons/">https://www.instructables.com/Sewing-Zippers-and-Buttons/</a></p>	
Benchmark Assessments #2:Construct a ZIPPER POUCH. Slides:  Zipper Pouch			

Summative Performance Assessment	
Refinement, improvement and/or modification of Student Projects. - Give a brief account of the parts of a Serger machine and the functions.	
Summative Written Assessment	
Students will evaluate their own completed projects using a rubric. Students write a reflection paper. (Zipper pouch project.) - What were the steps you took to complete this project? - List all tools, and notions you used to complete this project. -Explain all sewing techniques used.	

Unit 3 Fashion World Grade Level: 9-12 Time Frame: 6 weeks 40 min - 3 weeks 80 min	
Essential Questions	
<ol style="list-style-type: none"> <li>1. What is the specialized vocabulary to interpret fashion information?</li> <li>2. How might avant-garde and retro fashions be considered opposites?</li> <li>3. What is the fashion cycle?</li> <li>4. Why do you think the decline stage of the fashion cycle is typically shorter than the introduction stage?</li> </ol>	
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9.3.12.C.7 Pursue a variety of activities related to career preparation (e.g., volunteer, seek employment, apply for training grants, higher education grants and loans.)

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Instructional Plan			
SLOs WALT.....	Formative Assessments	Learning Activities	Refle ction

<p>Define fashion terms, including style, classic, fad, avant-garde and retro.</p> <p>Compare and contrast how current fashion trends are a reflection of styles from the past.</p> <p>Identify new, current and past trends.</p>	<p>Student involvement in discussions.</p> <p>Completed worksheet.</p> <p>DOL: Do Now</p> <p>Exit tickets</p> <p>Research Project.</p>	<ul style="list-style-type: none"> <li>Teacher explains and demonstrates each fashion term. Teacher gives specific fashion examples that illustrate each fashion term.</li> </ul> <p>Vocabulary terms:  Fashion Trend, Style, Classic  Fad, Avant-garde, Retro, Vintage, Haute couture, Designer label, Mass market fashion, Fast Fashion</p> <p>Slides:  <input type="checkbox"/> Fashion Terms-Fad-Style-Classic</p> <p>Students take notes- Vocabulary terms.  Picture slideshow:  Students describe how each example fits the definition of the term.</p> <p>Students bring pictures, detailed descriptions, or articles of clothing to class that show a fad of the past. Discuss why is it no longer in fashion? Discuss current fads.</p> <p>Today's trends. Research the latest trends. Find pictures of garments that are currently in fashion. Create a slideshow display of today's trends. Label the styles shown.  As a class, discuss which styles may become classics and which may be fads</p>
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Benchmark Assessment #1: Test- FASHION VOCABULARY TERMS.

<p>Describe and explain the fashion cycle.</p>	<p>Do Now</p> <p>Student involvement in discussions.</p> <p>Exit Ticket</p> <p>Vocabulary Test</p> <p>Project</p>	<ul style="list-style-type: none"> <li>Teacher explains and demonstrates through Slides presentation, how a style moves through stages from the time it is introduced until consumer interest in the style ends.</li> </ul> <p>- Students explore the main principles that affect fashion change.</p> <p>Q. Why do you think the decline stage of the fashion cycle is typically shorter than the introduction stage?</p> <p>Class discussion: Locate where different fashions are in their cycles and who's wearing them.</p> <p>Students take notes- Vocabulary terms.</p> <p>Vocabulary terms: Fashion cycle, Introduction stage, Growth stage, Maturity stage, Decline stage. A style moves through stages from the time it is introduced until consumer interest in the style ends. The time lapse for this cycle is not the same for every style.</p> <p>Slides:  <input type="checkbox"/> fashion cycle</p>
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Benchmark Assessments #2: Fashion Cycle: Create a board of a fashion cycle.

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Summative Performance Assessment

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Summative Written Assessment

	<p>Today's trends. Research the latest trends. Find pictures of garments that are currently in fashion. Create a slideshow display of today's trends. Label the styles shown.</p> <p>As a class, discuss which styles may become classics and which may be fads.</p>
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<p>Unit 4          Fashion Designers          Grade Level: 9-12          Time Frame: 6 weeks 40min</p>
<p>Essential Questions</p>
<ol style="list-style-type: none"> <li>1. What does a Fashion Designer do? Identify influential design names.</li> <li>2. How are the elements and principles of design applied to create cohesive and original collections?</li> <li>3. How are the elements and principles of design utilized in designing fashion products?</li> <li>4. What skills are needed in order to take a sketch to a final garment?</li> <li>5. What steps does a designer need to take in developing a line or collection?</li> <li>6. What are some things that designers need to think about before they sit down to design a line? Try to list at least 5 things.</li> </ol>
<p>CCSS Standards/NJCCCS</p>

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### 9.3 – Career & Technical Education (CTE)

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

] 9.2.12.C.3 Identify transferable career skills and design alternate career plans

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

ELA-Literacy.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes

1.3.8.D.1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).

CCSS.Math.Content.HSG-MG.A.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).

CCSS.Math.Content.HSF-LE.A.1a Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.

8.1.12.A.4 Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations.

9.1.12.A.1 Apply critical thinking and problem solving strategies during structured learning experiences.

9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including course selections, assessments, and extra-curricular activities.

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- 9.3.12.C.3 Develop personal interests and activities that will support declared career goals and plans.
  - 9.1.12.F2 Demonstrate a positive work ethic in various settings, including the classroom and during structures learning experiences.
  - 9.3.12.C.5 Identify transferable skills in career choices and design alternative career plans based upon those skills.
  - 9.3.12.C.6 Develop job readiness skills by participating in structures, learning experiences and employment seeking opportunities.
  - 9.3.12.C.7 Pursue a variety of activities related to career preparation (e.g., volunteer, seek employment, apply for training grants, higher education grants and loans.)
  - 9.3.12.C.11 Evaluate the responsibility of employers and employees for maintaining workplace safety and health rights related to a particular occupation/ career.
  - 9.3.12.C.21 Analyze employment trends by industry sector to determine how employment and training requirements change over time.

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.


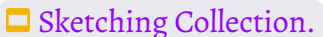
Instructional Plan

Pre-Assessment: DO NOW: How many fashion designers can you list? In 10 minutes.


SLOs WALT.....	Formative Assessments	Learning Activities	Reflection
<p>Recognize and identify influential design names, labels and achievements of famous fashion designers.</p> <p>Recognize and identify influential design names, labels and achievements of famous fashion designers by gathering information on a famous fashion designer</p>	<p>Student involvement in discussions.</p> <p>Worksheets Video</p> <p>Gathering information- Exit tickets</p> <p>DOL: Do Now</p> <p>Test - Fashion Designers</p> <p>Research-project</p>	<p>Gathering information- Video/Slides - the role of a fashion designer.</p> <p>Q. What does a Fashion Designer do? Q. Name two famous fashion designers? -Students identify important information about fashion designers. -Students take notes</p> <ul style="list-style-type: none"> <li>Teacher shows a video of famous fashion designers.</li> </ul> <p>Class discussion about influential designers, names, labels and designers achievements.</p> <p>Slides:</p> <ul style="list-style-type: none"> <li>COCO CHANEL</li> <li>Versace</li> <li>Marc Jabobs</li> <li>Jean Paul</li> <li>BetseyJ</li> <li>DVF</li> <li>DIOR</li> <li>ALEXANDER MCQUEEN</li> </ul> <p>Review:</p> <ul style="list-style-type: none"> <li>Fashion Designer Review.</li> </ul> <p>Students: Students research famous fashion designers: Recognize and identify influential design names, labels and achievements of famous fashion designers by gathering information on a famous fashion designer</p> <p>Slides:</p> <ul style="list-style-type: none"> <li>Fashion Designer Research</li> </ul>	

Benchmark Assessment #1: Test – Fashion Designers.

Students identify influential design names, labels and achievements of famous fashion designers:

<p>Integrate knowledge, skills and practices required for careers in apparel and textiles.</p> <p>Demonstrate the ability to properly sketch garments using elements and principles of design.</p>	<p>Student demonstration.</p> <p>Class participation</p> <p>Project rubrics</p> <p>Project- Students will design and sketch a coordinating collection.</p> <p>Do Now</p>	<p>The works of a fashion designer.</p> <ul style="list-style-type: none"> <li>• Discuss how a designer plans a collection, following important information such as.</li> <li>• Mood Board/ Instruction board, Trends, color story, principles and elements of design.</li> </ul> <p>Slides:   MOOD BOARD</p> <p>Q. What steps does a designer need to take in developing a line or collection?</p> <p>Students:      What are some things that designers need to think about before they sit down to design a line? Try to list at least 5 things.</p> <ul style="list-style-type: none"> <li>• Color</li> <li>• Season</li> <li>• Target market</li> <li>• Shape</li> <li>• Silhouette</li> <li>• Inspiration</li> <li>• Kind of fabric</li> <li>• Print</li> <li>• Size</li> <li>• Location</li> </ul> <p>Vocabulary:      ELEMENTS OF DESIGN: Color, Shape, Line, Texture</p> <p>PRINCIPLES OF DESIGN :Balance , Rhythm/Movement , Emphasis, Proportion/scale , Harmony/unity.</p> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to properly sketch garments.</li> <li>• Teacher shows students how to render with markers and coloring pencils.</li> <li>• Teacher will assist students as needed.</li> </ul> <p>Slides:   Sketching Collection.</p>
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		<p>Students will demonstrate sketching techniques and principles and elements of design that communicate a clear idea of style.</p> <p>Example Project: Sketch garments using principles of design that communicate a clear idea of style.</p> <p>Slides:   <a href="#">Example Project</a></p>	
<p>Benchmark Assessments #2: Students Create a Mini Collection Board. That includes a Mood Board, Swatches, and 3 fully rendered fashion sketches.</p>			

Summative Performance Assessment	
Refinement, improvement and/or modification of Student Projects.	
Summative Written Assessment	
-Students will evaluate their own completed projects using a rubric.	
SW complete a writing task answering the Essential Questions: What does a Fashion Designer do? Identify influential design names. Recognize and identify influential design names, labels and achievements of famous fashion designers.	

Unit 5 Patterns and Pattern symbols. Grade Level: 9-12 Time Frame: 6 weeks
Essential Questions
<ol style="list-style-type: none"> <li>1. How does one read a pattern envelope?</li> <li>2. How does one take proper measurements?</li> <li>3. What supplies does one need to make a garment?</li> <li>4. Why is it important to nete the fabric width needed for a pattern?</li> <li>5. What measurements are needed to determine the correct pattern size you need?</li> </ol>
CCSS Standards/NJCCCS
9.3 – Career & Technical Education (CTE)  9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.  9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.  ] 9.2.12.C.3 Identify transferable career skills and design alternate career plans  9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

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[CCSS.ELA-Literacy.RI.11-12.7](#) Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

ELA-Literacy.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes

1.3.8.D.1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).

[CCSS.Math.Content.HSG-MG.A.3](#) Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).

[CCSS.Math.Content.HSF-LE.A.1a](#) Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.

8.1.12.A.4 Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations.

9.1.12.A.1 Apply critical thinking and problem solving strategies during structured learning experiences.

9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including course selections, assessments, and extra-curricular activities.

9.3.12.C.3 Develop personal interests and activities that will support declared career goals and plans.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structures learning experiences.

9.3.12.C.5 Identify transferable skills in career choices and design alternative career plans based upon those skills.

9.3.12.C.6 Develop job readiness skills by participating in structures learning experiences and employment seeking opportunities.

9.3.12.C.7 Pursue a variety of activities related to career preparation (e.g., volunteer, seek employment, apply for training grants, higher education grants and loans.)

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9.3.12.C.11 Evaluate the responsibility of employers and employees for maintaining workplace safety and health rights related to a particular occupation/ career.

9.3.12.C.21 Analyze employment trends by industry sector to determine how employment and training requirements change over time.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.



CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Instructional Plan

Pre-Assessment:


SLOs WALT.....	Formative Assessments	Learning Activities	Reflection
<p>Identify how body measurements are taken for both men and women.</p> <p>Take your own body measurements with the assistance of another individual.</p> <p>Use a measurement chart to find your body type and pattern size.</p> <p>Implement proper measurements to the identification of their Pattern type and size</p> <p>Identify the types of information found on the pattern envelope.</p> <p>Read and analyze information found on the front and back of a pattern envelope to</p>	<p>Student involvement in discussions.</p> <p>Worksheet- Body measurements</p> <p>Demonstrate proper measuring skills.</p> <p>Gathering information- Students take notes.</p> <p>Exit tickets</p> <p>DOL: Do Now</p> <p>Teacher worksheets- Pattern symbols.</p> <p>Students take notes- Define each symbol.</p>	<ul style="list-style-type: none"> <li>Gathering information-Teacher explains and demonstrates how to take measurements and how to determine pattern size for both men and women.</li> </ul> <p>Q. How do you measure properly?</p> <p>Q. How do you determine your pattern size?</p> <ul style="list-style-type: none"> <li>- Students practice measuring on other students.</li> <li>Discuss Yardage and how to calculate yardage.</li> <li>-Students calculate fabric yardage and self-measurements.</li> </ul> <p>Students take notes- How to properly measure the body.</p> <p>Students will experiment using all the sewing tools.</p> <p>Students will complete- Worksheet (body measurements)</p> <p>Slides:</p> <p><input type="checkbox"/> Taking body measurements for PANTS</p> <p>Pattern envelope.</p> <ul style="list-style-type: none"> <li>Gathering information-Teacher explains and demonstrates found on the pattern envelope.</li> </ul> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>Information found on the front: Company, cost, level of difficulty</li> <li>Number, Views/picture, size.</li> <li>Information found on the back: Back views, notions, Writing</li> <li>Size chart, suggested fabrics, and yardage chart.</li> </ul> <p>Q. What information is found on the back and front of a pattern envelope?</p>	



<p>determine the amount of fabric and notions needed to complete a garment/accessory.</p> <p>Define basic fashion terms.</p> <p>Identify information on a pattern envelope needed for successful selection of clothing construction supplies</p> <p>Identify pattern symbol names, pattern symbols and lines.</p> <p>Interpret and use basic sewing pattern symbols.</p> <p>Analyze and interpret the construction diagrams used on the instruction sheet.</p> <p>Read and identify important information on the pattern envelope and guide</p>	<p>Exit tickets</p> <p>DOL: Do Now</p> <p>Complete Sewing practice sheets.</p> <p>Worksheets. Matching the correct term with a picture.</p>	<ul style="list-style-type: none"> <li>Gathering information-Teacher explains and demonstrates each pattern symbol.</li> </ul> <p>Q. What do the symbols on the pattern pieces mean?</p> <p>Q. How do you determine if pattern pieces are placed on the straight grain?</p> <p>Students take notes- Sewing pattern symbols. Students will complete a worksheet. (Draw pattern symbol, identify and define.)</p> <p>Slides:</p> <p> PATTEN SYMBOLS</p> <p>Helpful videos:</p> <p> How to understand sewing patterns (for beginners!)</p> <p><a href="#">Pattern markings 1.pdf</a></p> <p>Vocabulary terms: Adjustment lines (shortening and lengthening lines), Grain line, Cutting line, Stitching line, Darts, Circles and squares, Notches, Fold line, Button and buttonhole placement, Layout, Alterations, Welt pocket, Pocket placement, Pleats</p> <ul style="list-style-type: none"> <li>Lecture and discussion</li> </ul> <p>How to read and interpret information on the guide sheet.</p> <p>Every pattern comes with step-by-step instructions on a separate sheet (user guide), as well as the pattern template sheet (pattern tissue).</p> <p>-Students read and interpret information found on the guide sheet. (Pajama pants pattern)</p> <p>Q. Where do you begin reading the instruction sheet in order to construct the pattern you will be making?</p> <p>Handout: <a href="#">Read a pattern.pdf</a></p>
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<p>sheet/instruction for pre-construction skills.</p> <p>Demonstrate the ability to properly and safely utilize appropriate tools for successful sewing.</p>		
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Benchmark Assessment #1: QUIZ- Pattern symbols.  
 Students identify pattern symbol names, symbols and lines.

<p>Demonstrate the ability to properly and safely utilize the appropriate tools and machinery for successful sewing.</p> <p>Identify notions, supplies, and equipment you will need to use to construct your sewing project.</p> <p>Identify the various ways fabric may be folded in preparation for layout, pinning and cutting.</p>	<p>Student demonstration.</p> <p>Demonstrate understanding by constructing a pants pattern.</p> <p>-Demonstrate pattern-making techniques.</p> <p>-Demonstrate layout, cutting and tracing techniques.</p> <p>-Demonstrate machine-sewing techniques.</p>	<p>Pattern making:</p> <ul style="list-style-type: none"> <li>Teacher demonstrates how to use and alter pants/shorts patterns.</li> </ul> <p>Students create a pants pattern to fit their body.</p> <p>Q. Why is it important to be accurate when measuring?</p> <ul style="list-style-type: none"> <li>Teacher demonstrates how to properly lay out, cut and trace patterns onto fabric.</li> <li>Teacher will assist students as needed.</li> </ul> <p>Students will demonstrate pattern making, layout, cutting and tracing techniques.</p> <p>Lay out your pattern according to the directions. Pin pattern to fabric.</p> <p>Cut out the pattern pieces. Mark pattern symbols on the material.</p> <p>Students construct pants by following sequential directions for completion of the project.</p> <p>Materials needed:</p>
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<p>Determine which skills are necessary to construct pajama pants.</p>	<p>Construction- Pajama pants.</p>	<p>Sewing machine, Serger, Thread, Shears, Pinking shears, Bobbin, Fabric, Hand sewing needle, scissors, pencil, ruler, pins, pin magnet, iron, ironing board, paper and folders.</p> <p>Slides:</p> <ul style="list-style-type: none"> <li> Pajama Pants/Shorts</li> </ul>	
<p>Benchmark Assessments #2:</p>			
<p>Benchmark Assessments #3:</p>			

Summative Performance Assessment	
<p>Refinement, improvement and/or modification of Student Projects.</p> <p>Construct pajama pants/ or shorts.</p> <p> Pajama Pants/Shorts</p> <p>Helpful sites:</p> <p> How to Sew Pyjama Bottoms</p> <p><a href="https://www.wikihow.com/Sew-Using-Patterns">https://www.wikihow.com/Sew-Using-Patterns</a></p>	
Summative Written Assessment	
<p>-Students will evaluate their own completed projects using a rubric.</p> <p>-SW complete a writing task answering the following questions about (pants project)</p> <ul style="list-style-type: none"> <li>- What were the steps you took to complete this project?</li> <li>- Explain and identify all tools, and notions you used to complete this project.</li> <li>- Explain all sewing techniques used.</li> </ul> <p>SW complete a writing task answering the Essential Questions:            What equipment is necessary in the construction of fashion related products?            Why is sewing an important lifetime skill?</p>	

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GRADING OF GARMENTS (and Assignments/Projects) - Grading will be based on quality according to the rubric specifications. Exams: There will be exams during the semester to test students' knowledge of terminology and processes.

#### MAKE-UP ASSIGNMENTS/LATE WORK

Students are expected to make up any missed class work or homework during an absence from school.

Students may only make up missed work for up to one week following an absence. After a period of one week teachers will not accept any make-up assignments, unless the teacher approves an extension is based on extenuating circumstances.

#### STUDENT ATTENDANCE

• Students who exceed eighteen (18) unexcused absences within a school year will risk losing credit in any given class (es) Mrs. Mogielski Guaba FASHION DESIGN

EMAIL: mmogielski@lakewoodpiners.org Extra help day: Thursday More than (4.5) unexcused absences in a class within a marking period is an early indicator that a student is at risk to fail for the year.

• Four (4) tardies / lateness to a class is the equivalent of one absence in that class. A student is considered tardy when he/she is not seated when the late bell rings.

• The school will notify parents about attendance problems in accordance with district/school policy and state and federal statutes

Students should be aware of the following:

• Student Responsibilities - • to attend school regularly. • arrive to class on time.

• Students should bring the proper tools to class, including pencil, paper, and required items. Equipment/tools are provided; Students are required to purchase FABRIC.

• No electronics • Electronic devices are not permitted during class. If a student refuses to follow rules - Disciplinary action will be taken.

• Students are expected to make up any missed class work or homework during an absence from school. It is the student's responsibility to check with their teacher to determine what work they have to make up.

• Late assignments will not be accepted and will result in a grade of "F"

• Students are to respect the rights of others by treating faculty and classmates with respect. They are to respect the property of others and to use departmental supplies and equipment carefully.

• Students are to follow all guidelines as stated in the Student Handbook.

Mrs. MO I began sewing when I was 15, mostly restyling my clothes. I continued sewing and graduated from the Fashion Institute of Technology with a bachelor's degree in Fine Arts, emphasis on Fashion Design. I enjoy teaching and spreading the love of sewing as an avenue for self-expression.

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- I will present a curriculum that involves the interests of the students and makes learning exciting. I will incorporate assignments, projects, group work, individual work, and hands-on learning in order to make students active learners. My goal this year is to teach my students to become creative, motivated, insightful, and enthusiastic thinkers.