

PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT

**Pascack Hills High School, Montvale, NJ
Pascack Valley High School, Hillsdale, NJ**

Course Name: CLOTHING CONSTRUCTION

Born On: August, 2020
Previous Revision: June, 2023
Current Revision: June, 2026
Board Approval: 8/24/26

Course Description: Fashion Design

This course is designed for students interested in learning how to construct their own garments. The elements and principles of design are emphasized in selecting and constructing attractive fashions. A prior knowledge of clothing construction is not necessary. The students learn how to care for and use various types of clothing equipment, including the sewing machine. This course is an excellent “first” course for those students who may find an interest in fashion designing, fashion retailing, fashion merchandising, and garment construction. Students will present their garments digitally and as a cumulative fashion show.

Standard 9: Career Readiness, Life Literacies and Key Skills

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, Career Readiness, Life Literacies and Key Skills, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

Mission: Career Readiness, Life Literacies, and Key Skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

Vision: To integrate career readiness, life literacies, and key skills career skills across the 9-12 curriculum and in Career and Technical Education (CTE) programs to foster a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
- Uses effective communication and collaboration skills and resources to interact with a global society.
- Is financially literate and financially responsible at home and in the broader community.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions. Seeks to attain skill and content mastery to achieve success in a chosen career path.

The *Disciplinary Concepts and Core Ideas* are the joists and play an integral role in the framing by making connections among the performance expectations. Core ideas help to prioritize the important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They provide clear guidance as to what should be the focus of learning by the end of each grade band level (i.e., end of grade 12).

The Standards: Standard 9 is composed of the Career Ready Practices and **Standards 9.1, 9.2, 9.3, 9.4** which are outlined below:

The following content statements can be integrated into any of the adopted Family & Consumer Science strands:

- **The 12 Career Ready Practices**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices

that are essential to career readiness.

- **9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

- Civic Financial Responsibility
- Credit and Debt Management
- Credit Profile
- Economic and Government Influences
- Financial Institutions
- Financial Psychology
- Planning & Budgeting
- Risk Management and Insurance

- **9.2 Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- **9.3 Career and Technical Education**

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

- **9.4 Life Literacies and Key Skills**

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.*

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Digital Citizenship
- Global and Cultural Awareness
- Information and Media Literacy
- Technology Literacy

The core ideas are derived from the disciplinary concepts and students' understandings increase in sophistication over time as they engage with these ideas in new and varied contexts. The core ideas are what is most essential for students to learn and represent the knowledge and skills that they should be able to apply to new situations outside of the school experience. Curriculum writers and educators can use these core ideas as the basis for formative, summative, and benchmark assessments.

Differentiation, Accommodations & Modifications:

Gifted and Talented	Multilingual Learners	Students with Disabilities	Students at Risk of School Failure
Provide opportunities to investigate a topic of personal interest related to Family and Consumer Sciences through research, presentations, or product development. Encourage students to analyze current industry trends, emerging technologies, sustainability practices, nutrition research, or consumer issues using credible sources. Assign leadership roles during labs, collaborative projects, peer mentoring, demonstrations, or classroom management activities. Provide enrichment tasks that require deeper analysis, innovation, entrepreneurship, or real-world applications.	Work with an ESL/Bilingual teacher to identify key objectives, skills, and concepts prior to introducing a unit. Have students retell in their own words before attempting the task. Allow bilingual teachers to reiterate key concepts in simple English or student's language. Building Background Information through brainstorming, semantic webbing, use of visual aids and other comprehension strategies. Simplifying Language for Presentation by using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech. Developing Content Area Vocabulary through the use of word walls and labeling classroom objects. Giving Directions- Stated clearly and distinctly and delivered in	(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team) Classroom Organization: Students with disabilities may require specific adaptations in the classroom in order for them to participate. Participation is enhanced by classroom organization and an environment that will maximize the students' attention, comfort, interaction, peer/adult communication, independence, and mobility. Some considerations are instructional grouping, individual support, environmental conditions, and adaptive equipment. Preview materials to increase interest Use organizing tools	Preferential seating to be determined by the student and teacher Provide oral reminders and monitor student work during independent work Small group instruction Maintain a consistent routine/schedule Flexible grouping Provide student exemplars to communicate expectations Provide immediate feedback when applicable Provide opportunities for repetition and practice Teacher modeling of skills/techniques to be mastered Extended time to complete

Challenge students to solve authentic problems involving budgeting, nutrition planning, sustainability, food insecurity, product design, or family resource management. Utilize advanced digital tools for research, design, data analysis, budgeting, multimedia presentations, or culinary planning. Permit students to establish personal learning goals and timelines for long-term projects.	both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc. Use KWL Charts Slowly expand the amount of material being learned. Maintain consistent classroom procedures/routines for prediction and comfort level. Assign buddies/peer tutors to assist with acclimation to the school environment. Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction. Provide students with opportunities to express new knowledge and learning using written, verbal, and nonverbal communication. Use of bilingual dictionaries Use of visual aids (teacher made adaptations, outlines, study guides)	Highlight key ideas Use questioning techniques to elicit prior knowledge Repeat and clarify directions Segment techniques and task analysis Props/manipulatives to relate to experience Simulations Games/puzzles to generalize information Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and practice Model skills / techniques to be mastered. Extended time to complete class work Provide copy of class notes Preferential seating to be mutually determined by the student and	assignments Provide copy of class notes
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		teacher Students may request to use a computer to complete assignments Provide oral reminders and check student work during independent work time Assist student with long and short term planning of assignments	
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PACING GUIDE:

Clothing Construction	
Unit 1: Introduction to Clothing Construction, Hand Tools, and Machine Operation	Weeks 1–4 (209 minutes/week)
Unit 2: Textile Science, Fiber Characterization, and Drape Analytics	Week 5 (209 minutes/week)
Unit 3: Primary Pattern Application: The Structured Lower Silhouette – Garment 1	Weeks 6–10 (209 minutes/week)
Unit 4: Intermediate Pattern Manipulation: The Upper Body Silhouette – Garment 2	Weeks 11–16 (209 minutes/week)
Unit 5: Advanced Apparel Assembly: The Combined Silhouette – Garment 3	Weeks 17–21 (209 minutes/week)
Unit 6: Tailored Finishes and Textile Customization – Garment 4	Weeks 22–26 (209 minutes/week)
Unit 7: Public Presentation, Merchandising, and Fashion Show Production	Weeks 27–31 (209 minutes/week)
Unit 8: Ethical Textiles & The Civic Service Project	Weeks 32–34 (209 minutes/week)
Unit 9: Creative Trend Forecasting & Emerging Industry Paradigms	Weeks 35-36 (209 minutes/week)

Unit 1: Introduction to Clothing Construction, Hand Tools, and Machine Operation (Weeks 1–4)

Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials and Resources
Topic: Hand Sewing Artistry, Sewing Machine Anatomy, Operational Safety, and Introductory Sample Stitching Content Statement: The foundation of professional clothing construction requires a systematic understanding of textile joinery, mechanical tool operation, and manufacturing safety. Mastery of precise hand sewing techniques establishes the control required for high-end garment details and basting applications. Concurrently, technical competency in sewing machine mechanics—including internal upper and	Students will be able to: * Identify, operate, and troubleshoot the core anatomical components of a sewing machine (e.g., stitch regulator, balance wheel, bobbin assembly, tension discs). * Execute precise foundational hand stitches (basting, slip stitch, backstitch, catch stitch) to join and finish textile structures. * Maintain strict compliance with safety guidelines while operating cutting tools, pressing irons, and high-speed electrical sewing mechanisms. * Engineer a completed small-scale textile	* Unthreaded Needle Accuracy Test: Students practice precision machine handling, speed modulation, and corner pivoting by running an unthreaded needle down complex geometric maze lines printed on cardstock before manipulating real fabric. * The Anatomical Diagnostic Scavenger Hunt: Working in technical pairs, students locate, label, and demonstrate the dynamic function of 15 essential machine components on their specific sewing machine model. * Master Stitch Samples: Students stitch a structural collection of sample	9.1.12.EG.5 9.2.12.CAP.4 9.3.12.AC.5 9.3.12.AR.2 9.4.12.TL.1. 9.4.12.CI.1 * Amistad Law: Research the structural pattern contributions and historical innovations of Elizabeth Keckley, a formerly enslaved woman who leveraged high-level hand construction and tailoring precision to become the official couturier to Mary Todd Lincoln. * LGBT and Disabilities Law: Explore universal adaptation	Formative * Timed sewing machine threading proficiency drill using a standardized speed checklist. * Sewing structural alignment checks and seam tension quizzes. Summative * <i>Sewing Construction & Sample Project:</i> Successful completion of an electrical safety and operation checklist, paired with the submission of a finalized small-scale utility sample project displaying square corner pivots, secure backstitches, flat seams, demonstrating accuracy. Benchmark: Students will safely operate a sewing	Standard sewing machines, paper stitching templates, cotton muslin, basic hand needles, tailor's chalk, pressing iron station, shears, seam rippers, technical machine operational manuals.

lower threading paths, active tension balancing, and diagnostic troubleshooting—is critical to achieving structurally stable, commercial-grade seam quality. Operating fabrication machinery safely ensures an injury-free production studio environment. Essential Question: How do absolute precision in mechanical machine settings and strict compliance with studio safety rules dictate the structural integrity and manufacturing quality of a physical garment?	project (e.g., a custom sample pouch, tote bag, or tech case) displaying straight seams, backstitching, and balanced thread tension.	lines, capturing consistent stitch length and spacing, then document and label each application.	modifications for apparel studio machinery, such as hand-controlled push-button accelerators designed for individuals with physical mobility limitations that impact foot pedal operation. Interdisciplinary Connections: Engineering & Technology Education: Analyze the mechanical systems of a sewing machine and explain how individual components work together to produce different stitch formations. Mathematics: Apply measurement, precision, and geometric accuracy when sewing seam allowances, pivoting corners, and maintaining consistent stitch lengths.	machine and complete a small textile project (e.g., tote bag, pouch, or tech case) demonstrating proper machine setup, accurate seam construction, balanced stitch tension, and appropriate use of hand stitches while following all laboratory safety procedures.	
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Unit 2: Textile Science, Fiber Characterization, and Drape Analytics (Week 5)

Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials and Resources
Topic: Fabric Classification, Grain Alignment Mechanics, Suitability Profiling, and Kinetic Drape Performance Content Statement: High-performance clothing construction is dependent on the chemical and physical characteristics of the textiles chosen. Textiles are governed by fiber content (natural vs. synthetic polymers) and weave geometry, which directly determine a fabric's physical performance, weight, memory, and structural drape. Aligning pattern geometry precisely with fabric grain boundaries—specifically the warp, weft, and bias axes—is	Students will be able to: * Classify textile fibers into natural, synthetic, and blended categories, tracking their unique durability and care properties. * Identify and mathematically align pattern layouts with the warp (lengthwise grain), weft (crosswise grain), and bias (diagonal) parameters of a textile. * Diagnose a textile's mechanical properties (stretch, recovery, stability, hand, and drape density) to determine its structural compatibility with explicit pattern profiles.	* The Forensic Burn Test Lab: Students ignite fibers (cotton, wool, silk, polyester) in a controlled setting, tracking smoke aroma, combustion rate, and ash characteristics to deduce polymer origin. * The Grain Realignment Mapping Challenge: Students take raw, skewed fabric sheets and manipulate the yarn geometry via strategic grain stretching until warp and weft indices meet at a perfect, perpendicular 90° angle. * The Kinetic Drape Analysis: Students pin equal dimensions of denim, silk-satin, jersey knit, and linen onto dress forms, mapping and logging	9.1.12.EG.4 9.2.12.CAP.3 9.3.AAVTC-VPA.4 9.4.12.CT.1 9.4.12.IML.1 9.4.12.GCA.1 * Amistad Law: Investigate the historical global cotton and indigo cultivation economies in the antebellum American South, evaluating the uncredited technical expertise enslaved agricultural workers provided to the international textile pipeline. * LGBT and Disabilities Law: Evaluate textiles specifically engineered for people with	Formative: * Textile vocabulary and fiber characteristics classification identification matching quiz. * Structural fabric layout matching test focusing on bias and straight-of-grain markers. Summative: * <i>Technical Textile Spec-Sheet</i>: Submission of an interactive sample page featuring 6 distinct fabric swatches. Each swatch must be backed by data listing fiber origin, weave structural pattern, verified warp/weft grainlines, physical drape density rating, and an objective pattern suitability recommendation.	Variety of textile swatches (cotton canvas, silk, wool coating, polyester jersey), safety matches, porcelain burn bowls, dissecting needles, pick glasses, pins, hanging dress forms, iron press.

mathematically and physically essential to avoid twisting, puckering, or long-term structural warping across a silhouette. Essential Question: How do fiber characteristics and grain structural physics dictate whether a specific textile is compatible with a chosen garment design pattern?		the visual fall, fold volume, and fluid flexibility of each textile.	sensory processing sensitivities, focusing on smooth weave geometries, organic bamboo blends, and soft-hand textiles that minimize skin friction. Interdisciplinary Connections: Mathematics: Calculate grain alignment, angles, fabric dimensions, and pattern placement to maximize material efficiency. Environmental Science: Evaluate the environmental impact, sustainability, and lifecycle of natural, synthetic, and blended textile fibers.	Benchmark: Students will analyze multiple textile samples, classify fiber content, evaluate grainline orientation, perform controlled textile tests, and recommend the most appropriate fabric for a selected garment based on fiber properties, drape, durability, and care requirements.	
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Unit 3: Primary Pattern Application: The Structured Lower Silhouette – Garment 1 (Weeks 6–10)

Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials and Resources
Topic: Pattern Navigation, Measurement Coding, Clean Cutting, and Lower-Body Assembly Architecture (Garment 1) Content Statement: Translating an industrial pattern into a physical, wearable prototype requires rigorous mathematical translation and strict sequence adherence. Mastering commercial pattern layouts involves analyzing technical guide sheets, decoding line symbols (grainlines, fold markers, notches, dart apexes), and calculating precise fabric yields. Constructing a primary lower-body garment (such as a structured skirt, shorts or tailored	Students will be able to: * Take accurate human body dimensions (waist, high-hip, low-hip, rise, inseam) and map them to commercial sizing frameworks. * Read, track, and transfer standard pattern markings (notches, darts, fold lines) flawlessly onto target fabrics using tailor's chalk or transfer wheels. * Execute grain-compliant layouts, pinning patterns down with attention to fabric nap or directional prints. * Manufacture a complete lower-body garment (Garment 1)	* Sizing Translation Chart: Students measure their own or a partner's dimensions, cross-examine those data points against standard measurement charts, calculate necessary adjustments, and select the appropriate cutting lines. * Pattern Notation Transfer Lab: Students utilize carbon tracing wheels or chalk to transfer dart geometries from paper down to raw fabric panels, proving line accuracy across left and right matching blocks. * Garment 1 Assembly Phase: Students follow an ordered construction path: join structural darts,	9.1.12.CBR.2 9.2.12.CAP.2 9.3.AAVTC-VPA.2 9.4.12.NT.1 9.4.12.TL.3 9.4.12.CA.1 * Amistad Law: Analyze the work of mid-century designer Jay Jaxon, the first African American designer to head a French haute couture house (Jean-Louis Scherrer), investigating his rigorous engineering of structured European silhouettes. * LGBT and Disabilities Law: Adjust standard trouser/skirt pattern rises and closures to	Formative: * Accuracy evaluation of raw fabric layout, grain alignment pin placement, and clean shear cuts. * Zipper installation sample tracking check-off checklist. Summative: * <i>Garment 1 Self Reflection and Evaluation:</i> Evaluation of the finished lower-body garment. The garment is assessed on a physical form against strict industrial parameters: zipper closure functionality without buckling, pattern notation accuracy, balanced dart symmetry, secure internal seam finishes, and clean level hem execution.	Commercial skirt, shorts or trouser patterns, stable woven fabric (denim, cotton twill, linen), centered or lapped zippers, matching thread, pattern weights, cutting mats, rotary cutters/shears, tailor's chalk, interface support materials.

trousers) establishes foundational skills in body measurement translation, clean cutting tracking, pocket integration, center-seam closure insertion, and clean machine-hemming. Essential Question: How does meticulous adherence to pattern-marking codes ensure that a multi-panel flat fabric layout shifts cleanly into a functional, properly fitting 3D garment?	that incorporates clean intersecting seams, balanced contour darts, a functional zipper insertion, and a level hemline finish.	embed side-seam or centered closures, mount waist facing or bands, execute blind or top-stitched structural hems.	maximize structural comfort for individuals using wheelchairs, exploring higher rear rises and magnetic or side-placed zip lines Interdisciplinary Connections: Visual Arts: Apply principles of balance, symmetry, proportion, and design while constructing garments. Health & Human Development: Examine body measurements, diversity of body types, and ergonomic considerations in apparel fit.	Benchmark: Students will construct a complete lower-body garment demonstrating accurate pattern selection, grainline placement, zipper installation, dart construction, seam accuracy, and professional finishing techniques.	
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Unit 4: Intermediate Pattern Manipulation: The Upper Body Silhouette – Garment 2 (Weeks 11–16)

Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials and Resources
Topic: Bodice Architecture, Interface Engineering, Sleeve Integration, and Collar Construction if necessary (Garment 2) Content Statement: Constructing an upper-body garment introduces complex contouring variables, including curvilinear shoulder seams, chest fitting, and armseye clearance tolerances. Advanced stabilization of points of structural stress (such as necklines, plackets, and collar wings) requires the targeted application of fusible or sew-in interfacings tailored to textile weight. Inserting curved sleeves into curved armholes requires calculating precise fabric ease to	Students will be able to: * Select and fuse appropriate weights of stabilizing interfacing to support collar bands, cuffs, and front closure plackets. * Execute curved stay-stitching to anchor neckline curves against stretching during active construction handling. * Manipulate sleeve-cap ease to set sleeves smoothly into curved armseye structures without puckering or gathering. * Manufacture a complete upper-body garment (Garment 2 —e.g., a button-up shirt, blouse, or	* The Interfacing Weight Test Lab: Students iron different interfacing weights (knit fusible, woven fusible, ultra-lightweight, heavyweight) onto fabric swatches to evaluate the shift in stiffness, drape, and bulk profile. * The Armseye Setting Exercise: Students run dual ease-stitching rows across a sleeve-cap profile, gently pulling bobbin threads to match the sleeve to the bodice opening without pleating the seam line. * Garment 2 Assembly Sequence: Students follow a logical construction path: stay-stitch curves, construct and back	9.2.12.CAP.3. 9.3.AAVTC-VPA.4 9.4.12.CI.1 9.4.12.ETSI.1 9.4.12.GCA.1 * Amistad Law: Investigate the historic sartorial influence and tailoring practices of early African American haberdashers and dressmakers, analyzing how they navigated post-reconstruction business landscapes. * LGBT and Disabilities Law: Explore apparel adaptations for consumers with upper-extremity mobility impairments or sensory profiles, such as replacing mechanical button	Formative: * Buttonhole gauge setting check and test sample stitching approval. * Evaluation of collar construction symmetry and step-by-step point clipping. Summative: * <i>Garment 2 Self Reflection and Evaluation:</i> Inspection of the completed upper-body prototype. Evaluation criteria require smooth sleeve-cap integration without pucker, crisp collar points, clean interfacing, and perfectly spaced, functional buttonhole placements. Benchmark: Students will construct an upper-body	Commercial button-up blouse or shirt patterns, shirting cotton, linen, lightweight chambray, fusible interfacing rolls, shirt buttons, buttonhole sewing machine feet, fine pins.

allow for human mobility without sacrificing structural form. Essential Question: How do internal structural supports like interfacing and advanced curved ease manipulation dictate the final form and quality of an upper-body garment?	structured top) featuring a collar configuration, set-in sleeves, and functional closures (buttons or buttonholes).	facings/collars, set sleeves into armholes, join side seams, calibrate machine buttonholes and stitch buttons.	lines with hidden hook-and-loop sheets or soft magnet arrays. Interdisciplinary Connections: Engineering & Design: Apply engineering design principles to garment structure, stability, and functional construction techniques. Visual Arts: Apply design principles to garment aesthetics, balance, proportion, and construction details.	garment featuring a collar, set-in sleeves, and functional closures while demonstrating accurate pattern manipulation, interfacing selection, curved seam construction, and professional finishing techniques. Alternative Assessment: Construction Process Portfolio (Students document each stage of garment construction through photographs, annotated sketches, and written reflections explaining the purpose of each technique. The portfolio demonstrates mastery of construction concepts even if the final garment is not fully completed)	
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Unit 5: Advanced Apparel Assembly: The Combined Silhouette – Garment 3 (Weeks 17–21)

Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials and Resources
Topic: Integrated Garment Design, Waistline Seam Structuring, Inseam Pocketing, and Facing Configurations (Garment 3) Content Statement: The execution of a full-body combined garment (such as a dress, jumpsuit, or coordinated two-piece assembly) requires managing weight distribution and ensuring clean internal finishes across complex connection points. Joining upper and lower body pattern panels introduces compound intersections that demand absolute notch matching and seam stabilization to prevent sagging. Integrating structural	Students will be able to: * Align and join complex intersection points where upper bodice blocks meet lower skirt or trouser panels. * Construct and embed hidden inseam pockets that lie flat without causing distortion along outer garment seams. * Draft, construct, and attach fitted neck and armhole facings, applying understitching to keep facings inside the garment. * Manufacture a complete combined silhouette garment (Garment 3) incorporating complex	* The Facing Understitching Practice Exercise: Students construct a curved neckline sample, clip the curved seam allowances, and execute precise understitching ¼" from the seam line) to anchor the facing panel inward. * The Inseam Pocket Check: Students map and sew pocket panels to front and back garment panels before closing side seams, ensuring the pocket mouths are structurally secure. * Garment 3 Construction Phase: Students build bodice elements, assemble skirt/pant panels, join bodice to waistline matching side seams,	9.1.12.EG.5 9.2.12.CAP.4 9.3.AAVTC.6 9.4.12.CT.2 9.4.12.TL.4 9.4.12.CA.1 * Amistad Law: Study the structural couture work and silhouette assembly innovation of modern African American fashion icons, such as Stephen Burrows, analyzing his pioneering use of knit innovations and raw "lettuce hem" edging in the 1970s. * LGBT and Disabilities Law: Explore design integration options for gender-fluid and non-binary sizing	Formative: * Alignment check of intersecting waist seams and notch registrations before machine stitching. * Facing understitching sample performance review. Summative: * <i>Garment 3 Self Reflection and Evaluation:</i> Product appraisal on a standard dress form. Garment must demonstrate crisp intersection alignment, flat inseam pockets, facings that roll cleanly inward, and interior seam finishes (serged or pinked, clean) that prevent raw edge fraying. Benchmark: Students will construct a combined garment	Commercial dress, jumpsuit, or coordinated set patterns, mid-weight woven fabrics (linen, sateen, light wool, stable crepe), invisible long zippers, matching thread, edge-stitching presser feet, serger machines.

interior components like pocket bags and neckline facings is necessary to maintain clean exterior design lines. Essential Question: How does a designer manage internal bulk and weight distribution when structurally merging upper and lower body silhouettes into a unified garment?	structural steps, matching seamlines, and finished interior seam edges.	install structural back closure, execute clean internal facing lines, level and finish the bottom hem.	parameters, analyzing the adjustment of chest darts, shoulder distributions, and hip curves to fit diverse human body types. Interdisciplinary Connections: Business & Entrepreneurship: Evaluate how construction quality, efficiency, and product craftsmanship contribute to consumer satisfaction and apparel industry success. Engineering: Apply systems thinking and sequential engineering processes to construct complex multi-component garments.	(dress, jumpsuit, or similar design) demonstrating accurate joining of bodice and lower-body components, inseam pocket construction, facing application, understitching, and professional interior finishing.	
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Unit 6: Tailored Finishes and Textile Customization – Garment 4 (Weeks 22–26)

Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials and Resources
Topic: Custom Surface Modification, Advanced Closures, Complex Edge Finishes, and Textile Manipulation (Garment 4) Content Statement: Advanced apparel execution involving complex textile structures requires specialized handling, needle selection, and bulk-reduction techniques. Creating structured garments out of heavier or textured materials (such as fine denims, dense brocades, or textured woolens) involves a deep knowledge of seam clipping, trimming, and corner grading to keep seams thin and flat. Integrating advanced	Students will be able to: * Calibrate machine configurations (tension, foot pressure, stitch variables) and select specialized needle gauges (e.g., jeans or heavy-duty needles) to control heavy or structural fabrics without skip-stitching. * Trim, grade, and notch complex multi-layer seam allowances to eliminate internal fabric bulk at curved seams and corner joins. * Engineer advanced closing mechanisms, such as structured fly fronts, asymmetrical hidden plackets, or tailored bounds.	* The Tiered Seam Practice Exercise: Students stitch a multi-layer heavy fabric corner join, practice trimming the internal seam allowances into distinct tiered steps, and notch the outer curves to ensure a crisp, bulk-free finish when turned right-side out. * The Fly-Front Construction Exercise: Students practice drafting and assembling a mock trouser zipper fly unit on sample fabric to master the technical overlap layer, topstitching guard, and structural bar-tack anchors. * Garment 4 Garment Construction: Cut	9.1.12.CBR.2 9.2.12.CAP.3 9.3.AAVTC-VPA.2 9.4.12.NT.2 9.4.12.CI.1 9.4.12.ED.2 * Amistad Law: Explore the historical legacy of Black-owned tailoring establishments in northern New Jersey during the late 19th and early 20th centuries, investigating their business strategies and advanced construction practices. * LGBT and Disabilities Law: Review adaptive apparel engineering for individuals with	Formative: * Inspection of nested corner seam grading and notch geometry before turning right-side out. * Alignment and spacing validation of advanced closure placements. Summative: * <i>Garment 4 Self Reflection and Evaluation:</i> Comprehensive review of the finished specialized garment. The prototype must show completely flat exterior corners, bulk-free nested seams, functional advanced closures, and pressed edge details. Benchmark: Students will construct a tailored garment demonstrating	Commercial structured jacket, heavy vest, or detailed trouser patterns, heavy fabrics (denim, corduroy, heavy linen, brocade), fusible stabilizing interfacings, specialized machine needles (90/14, 100/16), heavy trouser zippers, closures or separating zipper closure.

closure profiles (fly fronts, bound buttonholes, or hidden plackets) alongside targeted structural support or surface manipulations allows designers to achieve high-end garment quality. Essential Question: How do advanced material manipulation and bulk-reduction techniques elevate a raw garment into a professional, commercial-grade product?	* Manufacture a complete, structurally complex tailored garment (Garment 4) displaying pressed edge alignments, balanced internal stabilization, and custom closure finishes.	structural panels, apply internal interface supports, sew targeted darts and style seams, insert chosen advanced closure systems, grade and press heavy seam intersections, execute tailored edge topstitching.	limited upper-body range of motion, focusing on the configuration of split sleeve panels, underarm expansion gussets, and tactile pull extensions. Interdisciplinary Connections: Physics: Analyze how fabric weight, tension, needle size, and machine settings influence stitch formation and garment performance. Business & Marketing: Examine how tailored finishes and product quality affect consumer perception, branding, and market value	advanced seam finishing, specialized closures, professional pressing, graded seam allowances, and appropriate machine adjustments for heavy or specialty fabrics.	
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Unit 7: Public Presentation, Merchandising, and Fashion Show Production (Weeks 27–31)

Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials and Resources
Topic: Event Management, Visual Presentation, Brand Strategy, and Live/Digital Collection Runway Production Content Statement: The final stage of the apparel lifecycle involves marketing, public presentation, and visual merchandising. Moving design concepts from the studio to a public platform requires careful management of event logistics, model choreography, audio-visual timing, and promotional outreach. Organizing a live or digital runway show provides hands-on experience in collection curation, team-based coordination, and clear communication with	Students will be able to: * Collaborate within a team structure to manage all logistical areas of a live fashion show (e.g., staging, sound orchestration, lighting cues, backstage dresser schedules). * Create cohesive style progressions for a runway show, ensuring garments are safely prepared and correctly styled. * Draft promotional marketing assets and collection descriptions to communicate a design theme to a target audience. * Evaluate peer feedback of a presented collection to	* The Runway Technical Run-Through: Students establish cross-functional event roles (e.g., Backstage Manager, Light Director, PR Coordinator) and practice timing model walks and collection commentary with music selection. * The Garment Prep & Styling Lab: Students perform final detailing on all 4 constructed capstone garments, checking thread trims, steaming fabrics, and arranging styling choices to create a unified presentation. * The Live/Digital Show Production: Students run the public or digital school fashion show event,	9.1.12.EG.4 9.2.12.CAP.5 9.3.AAVTC.6: 9.3.AAVTC.7 9.4.12.GCA.1 9.4.12.TL.4 9.4.12.IML.6 * Amistad Law: Analyze the history of the Black Fashion Museum (founded by Lois K. Alexander-Lane) and the production of historic civil rights benefit fashion events, investigating how these presentations amplified marginalized creators and generated community funding.	Formative: * Evaluation of promotional material drafts and event timeline logs. * Check-off of backstage garment organization and model cue sheets. Summative: * <i>The Public Exhibition & Event Performance:</i> Collaborative evaluation during the live or digital school fashion presentation, assessing students on show preparation, garment presentation quality, and teamwork execution. Benchmark: Students will collaborate to plan, organize, and execute a live or digital fashion show that showcases their completed	Event staging platforms, spotlight and flood lighting equipment, sound mixing software, promotional design apps, ironing equipment, garment transport racks, digital recording tools.

public networks. Essential Question: How do creative design concepts, event planning, and marketing strategies work together to successfully launch an apparel collection to a target audience?	develop future design strategies.	presenting their finished garments on a runway and delivering conceptual statements to an audience.	* LGBT and Disabilities Law: Implement inclusive casting practices and accessible staging for the final runway show, incorporating diverse body profiles and arranging backstage layouts to accommodate all participants comfortably. Interdisciplinary Connections: Visual & Performing Arts: Apply principles of stage design, lighting, visual presentation, and artistic expression to produce a professional fashion show. English Language Arts: Write and deliver collection descriptions, designer statements, and promotional content using clear, audience-appropriate communication.	garment collection. Students will present their design concepts through professional runway presentation, marketing materials, and oral designer statements while demonstrating effective teamwork, event management, and reflective evaluation of peer feedback.	
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