

PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT

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

Course Name: ADVANCED FASHION DESIGN

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

Course Description: Advanced Fashion Design

Advanced Fashion Design will serve as a continuation to develop an awareness of design and needs of the fashion field. This course presents an overview of the historical development of fashion as it is related to current design. Students will develop the skill of drawing the figure, designing for specific figure variations, coordinating accessory design, and studying fashion trends in textiles. Students will continue to learn how to develop a designer's sketch using fashion figure proportions. Further emphasis will be placed on drawing and rendering the design to create a fashion line. Students have the opportunity to design and construct complete outfits from drawing to finished products by the end of the year. Students may also engage in creating their own fashion design portfolio.

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 teacher	assignments Provide copy of class notes
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		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:

Advanced Fashion Design	
Unit 1: Technical Drawing, Foundations, and Croquis Illustration	Weeks 1–7 (209 minutes/week)
Unit 2: The Language of Design & Conceptual Storytelling	Weeks 8–10 (209 minutes/week)
Unit 3: Technical Execution: Fabric Engineering, Draping, and Machinery	Weeks 11–14 (209 minutes/week)
Unit 4: High-Intensity Design Studio: Independent Garment Creation Capstones	Weeks 15–32 (209 minutes/week)
Unit 5: Portfolio Engineering, Brand Identity, and Creative Career Marketing	Weeks 33–34 (209 minutes/week)
Unit 6: Sourcing, Merchandising, and Fashion Show Production and Sustainable Community Service	Weeks 35–36 (209 minutes/week)

Unit 1: Technical Drawing, Foundations, and Croquis Illustration (Weeks 1-7)

Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials and Resources
Topic: Haute Couture Design Foundations, Vector Technical Flats (CAD or other digital program), and Advanced 10-Head Figurative Illustration Media Content Statement: High-level apparel design demands fluid transition between strict geometric engineering and expressive, high-concept illustration. Advanced technical flats function as industrial blueprints; they require microscopic precision, standardized vector line weights, and explicit callouts of manufacturing construction parameters (stitching indices, structural	Students will be able to: * Draft perfectly proportional, industry-grade two-dimensional technical apparel flats detailing intricate construction mechanisms (invisible zippers, tailored princess seams, double-welt pockets, and contrast topstitching). * Execute vector-style line adjustments manually or digitally to communicate explicit industrial manufacturing data to production plants. * Sketch highly stylized, anatomically balanced designs atop an original, self-drafted	* The Advanced Tech-Flat Anatomy Lab: Students disassemble a high-end retail garment (or complex thrifted tailored jacket), measure every panel to the millimeter, and draft an industry-ready, front-and-back 2D technical flat detailing stitch type per inch (SPI) and hardware placement specs. * Industrial Textile Texture Swatch-Off: Students receive a raw swatch of dynamic fabric (e.g., heavy jacquard brocade or reflective vinyl) and construct a rendering quad matrix, proving they can replicate its exact tactile properties using four different media layers: pastels,	9.2.12.CAP.3 9.3.AAVTC-VPA.2 9.3.AAVTC-VPA.4 9.4.12.CI.1 9.4.12.TL.3 * Amistad Law (N.J.S.A. 18A 52:16A-88): Students historical-map the master patternmaking innovations, luxury construction techniques, and structural obstacles overcome by legendary African American couturier Ann Lowe, analyzing her historic execution of Jackie Kennedy's 1953 wedding gown. * LGBT & Disabilities Law (N.J.S.A. 18A:35-4.35): Students	Formative: Technical details drawing assessments (industrial zipper installations, collar drafting, complex pleat systems); Weekly media texture rendering drills. Summative: <i>The Technical-to-Artistic Apparel Diptych</i> — A major portfolio assessment requiring the submission of a museum-grade dual layout presentation. Students display a single complex garment rendered in two opposing ways: a highly strict, micro-detailed technical engineering flat featuring manufacturing specifications alongside a fully rendered, stylized	Professional 10-head croquis layout grids, Bristol board (smooth and vellum finishes), archival fine-liner technical drawing pens (0.05mm to 1.2mm), professional alcohol-based fashion markers (Copic/Prismacolor), professional pan watercolors, soft pastels, blendable wax/oil colored pencils, digital vector software (Adobe Illustrator or open-source vector tools), lightbox tables.

plackets, and closure hardware tolerances). Conversely, artistic fashion illustration demands an anatomical transformation using the elongated 10-head master croquis. Utilizing advanced, layered mixed media (copic markers, dry-brush watercolor washes, soft pastels, and variable-weight archival ink pens) allows designers to translate the micro-weight, light-refractive index, and kinetic drape profile of specialized textiles from abstract vision to paper. Essential Question: How does an advanced apparel designer successfully balance the absolute, unyielding geometric engineering of an industrial tech flat with the evocative, fluid narrative storytelling of a mixed-media 10-head	10-head fashion croquis template. * Master and manipulate diverse mixed-media layering protocols (alcohol markers over watercolor resists, pastel dust blending) to capture challenging textile surface properties (e.g., silk-satin lustre, raw heavy denim slub, high-pile wool fleece, and sheer organza overlays).	permanent markers, watercolor washes, and technical colored pencils. * The 10-Head Architectural Grid Challenge: Students blueprint an elite, personal signature croquis figure from scratch using a strict mathematical geometric head-scaling template, capturing varying weights, stances, and dynamic poses.	research and draft adaptive technical flats designed specifically for consumers with physical/sensory disabilities (e.g., seated 10-head croquis models, hidden magnetic panels, and flat-locked sensory-friendly seams). Interdisciplinary Connections: Technology/Engineering: Apply engineering drawing principles and digital design techniques to create production-ready technical specifications suitable for apparel manufacturing. Mathematics: Utilize proportional reasoning, geometric constructions, scaling, precision measurement, and spatial visualization to draft industry-standard technical flats and	10-head mixed-media illustration capturing the emotional movement and textile profile of the piece. Evaluated against a professional-tier industry rubric. Benchmark: Professional Technical Illustration Portfolio	
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illustration?			architecturally accurate croquis figures.		
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Unit 2: The Language of Design & Conceptual Storytelling (Weeks 8-10)

Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials and Resources
Topic: Advanced Elements and Principles of Structural Design & Global/Thematic Fashion Line Storytelling Content Statement: Cohesive apparel collections depend on the conscious manipulation of structural elements (color psychology, dynamic line, geometric/organic form, textile mass, and negative space) governed by mathematical and visual composition principles (asymmetrical balance, focal emphasis, visual rhythm, golden ratio proportion, and absolute collection unity). Modern avant-garde and commercial collections	Students will be able to: * Deeply deconstruct historical and contemporary runway garments to isolate, map, and critique the designer's use of dominant elements and principles of design. * Curate a highly advanced, mathematically sound color story, high-end textile array, and progressive silhouette narrative that flawlessly articulates an abstract socio-political or aesthetic theme. * Formulate an industry-standard "Fashion Line Story" collection architecture layout, providing visual continuity, styling balance, and	* The Trend/Concept Digital & Physical Synthesis: Students select a high-concept abstract design prompt through rigorous academic and trend-forecasting online database research (e.g., <i>"Biophilic Brutalism"</i>, <i>"Neo-Constructivism"</i>, or <i>"1920s Deconstructed Aviator"</i>). They build an elite, physical or digital multimedia mood board featuring tactile textile swatches, historical documentation, pantone color chips, and concept-driven silhouette thumbnails. * The Line Continuity Boardroom Critique: Students display rough collection illustrations across a gallery wall and act as an editorial	9.1.12.EG.5 9.2.12.CAP.2. 9.3.AAVTC-VPA.1 9.3.AAVTC.6 9.4.12.CT.2 9.4.12.IML.2 * Amistad Law (N.J.S.A. 18A 52:16A-88): Students analyze the profound, often uncredited historical and economic impact of West African textile architectures (e.g., Kente weave structures, hand-dyed Indigo resist fabrics, and Ankara print geometries) on contemporary global luxury fashion line storytelling and resource allocation.	Formative: Design Elements & Principles structural analysis test; Peer-led collection concept pitch evaluations. Summative: <i>The Concept-to-Collection Master Mood Pitch</i> — A formal executive presentation of a highly curated fashion line story. The pitch must defend a 6-look cohesive capsule collection backed by an exact color wheel harmony scheme, direct textile yield pairings, targeted market demographic breakdowns, and clear continuity across all looks. Benchmark: Luxury Fashion Collection Development Portfolio	Digital curation environments (Canva, Pinterest, Adobe Creative Suite), premium WGSN style trend forecasting publications, museum costume digital archives (Met Costume Institute, FIT Digital Collections or museum field trip), heavyweight mounting boards, textile swatches, Pantone color match chips.

do not exist in isolation; they function as socio-political and historical narratives. A master designer must synthesize deep-dive anthropological, cultural, or architectural research, distilling abstract conceptual paradigms into a commercially viable, unified "line story" that targets explicit niche global demographics. Essential Question: How do designers synthesize complex abstract visual principles with deep-dive cultural and historical research to engineer a cohesive, commercially dominant apparel line story?	commercial scaling across a 6-look luxury collection.	design board, systematically auditing, modifying, or extracting individual looks until the remaining items project flawless balance, commercial rhythm, and unified collection continuity.	* LGBT & Disabilities Law (N.J.S.A. 18A:35-4.35): Students investigate the historical evolution, socio-political significance, and silhouette architectures of gender-neutral, non-binary, and androgynous fashion movements (e.g., Radical Gender-Blurring Tailoring across history), evaluating how subcultural identity redefines mainstream retail lines. Interdisciplinary Connections: Social Studies: Analyze how historical events, cultural movements, politics, architecture, and global social issues influence fashion trends, luxury collections, and consumer behavior.		
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			English Language Arts: Conduct scholarly research, evaluate multiple sources, and develop written design narratives and collection statements using industry-specific vocabulary.		
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Unit 3: Technical Execution: Fabric Engineering, Draping, and Machinery (Weeks 11-14)

Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials and Resources
Topic: Advanced Fabric Blocking, Pattern Trueing, 3D Muslin Draping, and Industrial Machinery Engineering/Techniques Content Statement: The physics of apparel design relies on the mechanical manipulation of textiles and precise structural engineering. Converting a flat, two-dimensional woven web into a fluid three-dimensional form requires absolute mastery of fabric grain dynamics: blocking (manipulating warp and weft fibers into perfect 90° perpendicular orientations), draping (sculpting raw muslin directly onto a 3D dress form to map	Students will be able to: * Operate, thread, maintain, and troubleshoot industrial and residential sewing machinery, executing advanced tension and speed adjustments autonomously. * Master and execute advanced apparel assembly construction, including perfectly engineered enclosed seams, contour darts, mechanical gathers, balanced waistbands, and blind/rolled hems. * Manipulate warp, weft, and bias thread lines through precise fabric blocking, draping raw muslin onto a 3D dress form to engineer custom fitted bodices and skirts.	* The Machine Mechanics Boot Camp: Students undergo a high-intensity machine operation drill, stitching complex, unthreaded geometric mazes (spiral, sharp pivot, and variable wave templates) on heavy paper cards to perfect motor speed control before advancing to active threaded fabric construction. * The Draping & Trueing Engineering Lab: Students block a raw muslin panel, manipulate it onto a 3D dress form to drape a custom front bodice containing an integrated waist/shoulder dart, mark structural apex points, unpin, press the distorted muslin, and utilize French curves	9.2.12.CAP.4 9.3.12.AC.5 9.4.12.TL.1 9.4.12.CT.1 9.4.12.IML.1 * Amistad Law: Students explore the mathematical precision, geometric pattern drafting, and innovative textile piecing methodologies perfected by historical textile engineers and artisans, analyzing their unique approach to structural layout. * LGBT & Disabilities Law: Students audit and re-engineer standard technical pattern blocks to fit non-traditional, asymmetrical, or seated anatomy	Formative: Mechanical machine troubleshooting assessment; Muslin warp/weft grainline right-angle blocking precision check. Summative: <i>The Sample Technical Reference Binder</i> — The compilation of a professional physical engineering binder. Must contain perfectly executed, labeled student samples of variable industrial seams, contour darts, continuous lap plackets, machine hems, and the final trued, notched paper sloper pattern engineered during the draping lab. Benchmark: Advanced Garment Engineering Performance	Heavy industrial sewing machines, multi-thread sergers/overlockers, unbleached cotton muslin fabric, professional pinnable dress forms, master fabric shears, oak tag pattern paper, French curves, L-squares, transparent styling rulers, grading chalk, tracing wheels, industrial gravity-feed steam irons.

bodily curves), and trueing (the geometric translation of asymmetrical fabric drapes back into perfectly balanced, flat, industrial paper slopers/patterns). Safe, high-speed execution on advanced industrial sewing machinery and perfect structural seam selection form the foundational mechanics of garment stability and commercial longevity. Essential Question: Why must an apparel designer master the chemical physics of textile grainlines and mechanical machine engineering before attempting to construct a structurally stable garment?	* True an asymmetrical draped muslin mockup, translating marked fabric contours into clean, production-ready flat pattern sheets with precise grainline markings and notch callouts.	and L-squares to true the lines into a perfect flat paper master pattern sloper. * Advanced Seam Strength Lab: Students fabricate a structural seam index sheet, constructing and strain-testing flat-felled, French, surged, and bias-bound seam edges across different textile weights.	profiles (e.g., altering pattern rise and seam placement for permanent wheelchair configurations, addressing sensory-processing needs via zero-friction seams). Interdisciplinary Connections: Physics: Investigate how textile properties, grain direction, tension, force, and mechanical stress influence garment construction, durability, and fit. Engineering: Apply engineering principle and precision manufacturing processes while operating industrial sewing equipment and translating three-dimensional forms into production-ready patterns.	Assessment	
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Unit 4: High-Intensity Design Studio: Independent Garment Creation Capstones (weeks 15-32)

Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials and Resources
Topic: Self-Directed Master Apparel Collections (Concept to Conclusion Tri-Garment Capstones) Content Statement: The ultimate metric of fashion design literacy is the autonomous execution of multiple complex garments from abstract ideation to industrial garment finish. Operating within a simulated high-intensity professional atelier environment, students complete three complete design and manufacturing cycles. Each independent capstone cycle requires students to pitch an original design concept, engineer custom paper patterns via flat-pattern slashing or	Students will be able to: * Autonomously project-manage a critical path 18-week timeline, logging construction benchmarks to deliver multi-garment collections on schedule. * Translate personal 10-head collection sketches into custom pattern sets mapped to specific physical body measurements. * Evaluate and select appropriate retail textiles based on chemical weight, structural stretch, and compatibility with specific design architectures. * Diagnostically identify and correct	* Project 1 (Weeks 15–20) - The Structured Silhouette Capstone: Focus on tailored structural geometry. Students design and construct a highly tailored garment (e.g., custom trousers with a fly front, a lined structured skirt, or a utility outerwear vest), prioritizing fly-front insertions, exact waistband fittings, and internal pocket mechanics. * Project 2 (Weeks 21–26) - The Fluid Textile Material Challenge: Focus on working with difficult, unstable, or lightweight textiles. Students design and construct a fluid garment using knits, slinky silks, or sheer organzas, mastering	9.1.12.CBR.2 9.2.12.CAP.3 9.3.AAVTC-VPA.2 9.4.12.NT.2 9.4.12.CCR.2 9.4.12.CI.2 * Amistad Law (N.J.S.A. 18A 52:16A-88): Students investigate the modern global luxury landscape altered by streetwear aesthetics pioneered by contemporary Black creative directors (e.g., Virgil Abloh, Olivier Rousteing), analyzing the synthesis of casual subcultural silhouettes with elite luxury apparel engineering. * LGBT & Disabilities Law (N.J.S.A. 18A:35-4.35): Students	Formative: Bi-weekly production milestone critiques; Student manufacturing journal audits; Live muslin/fitting mock-up adjustments on fit models. Summative: <i>The Advanced Apparel Trilogy Jury</i> — A high-stakes panel evaluation of the 3 completed physical garments. Pieces are scrutinized inside and out against rigorous industrial manufacturing standards: internal seam edge finishes (overlocked/bound), alignment of intersecting seams, pattern grainline symmetry, zipper functionality, flawless hemlines, and total structural wearability on a model.	Wide array of fashion fabrics (wovens, knits, tailoring weights), fusibles, weft-insertion and knit interfacings, industrial hardware indices (invisible/metal zippers, hardware buttons, heavy grommets, closures), custom pattern tools, industrial iron pressing matrices, active fitting models.

draping, calculate precise textile yields, navigate a strict multi-week assembly schedule, independently troubleshoot structural construction failures, and apply industrial quality control parameters to deliver fully finished, wearable retail assets. Essential Question: How does an apparel engineer effectively manage production workflows, raw material budgets, and unpredictable fabric structural failures during a high-stakes product manufacturing cycle?	complex fabrication errors (e.g., seam puckering under active tension, grainline twisting, improper ease, zipper buckling, and structural bulk). * Manufacture a minimum of three distinct, fully finished garments showcasing immaculate commercial-grade interior and exterior finishing techniques.	ballpoint/stretch needles, differential feed adjustments on sergers, French seams, and delicate narrow rolled hems. * Project 3 (Weeks 27–32) - Advanced Innovation Design Capstone: Focus on self-directed avant-garde structural complexity. Students create an advanced master garment integrating complex pattern manipulations (e.g., asymmetrical cowl drapery, lining integrations, built-in structural boning, or circular eco-upcycling pattern-making).	are provided the agency to construct their capstone trilogy around progressive non-binary sizing paradigms or fully functional adaptive fashion models, integrating tactile closures, magnetic entry paths, and seated comfort geometry directly into their garments. Interdisciplinary Connections: Business Education: Apply project management principles, budgeting, production scheduling, quality control, and resource management to complete multiple garments within established deadlines while meeting industry expectations. Mathematics: Apply advanced measurement, geometric reasoning, proportional scaling, and quantitative	Benchmark: Advanced Garment Collection Capstone	
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			analysis to develop custom patterns, optimize fabric utilization, and achieve precise garment fit.		
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Unit 5: Portfolio Engineering, Brand Identity, and Creative Career Marketing (Weeks 33-34)

Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials and Resources
Topic: Professional Portfolio Architecture: Sourcing, Merchandising, and Selling Your Creative Technical Skills Content Statement: A designer's ultimate professional asset and primary currency is their portfolio. Curating a high-end, competitive design portfolio requires intensive self-editing, digital media layout strategy, and flawless visual documentation of process-work engineering. To secure placement at elite global design universities or gain employment within corporate apparel firms, students must organize their entire creative workflow—mood boards, text-based	Students will be able to: * Curate, self-edit, and organize a multi-project body of design work to spotlight specific technical competencies and creative range. * Coordinate, light, and execute a professional fashion photoshoot to document physical garment details with absolute clarity. * Construct an industry-standard digital portfolio website architecture that seamlessly details process development from initial inspiration sketch to finished build. * Author an industry-specific professional resume,	* The Studio Editorial Photoshoot: Students act as Creative Directors and Technical Stylists, setting up clean photography studios, adjusting softbox three-point lighting matrices, and capturing high-resolution macro details (zippers, seam finishes, lining interiors) and full-body editorial shots of their physical Unit 4 capstone collections. * The Graphic Typography & Portfolio Layout Peer Review: Students import design assets into digital publishing suites, evaluating page layout flow, visual white-space balance, text-to-image	9.2.12.CAP.3 9.3.AAVTC.2 9.4.12.TL.3 9.4.12.IML.2 9.4.12.CCR.1 9.4.12.CI.1 * Amistad Law (N.J.S.A. 18A 52:16A-88): Students analyze the career-marketing, branding strategies, and industry-altering portfolio-level consulting work of trailblazing Black icons who restructured global fashion agency models and recruitment pipelines (e.g., Naomi Sims, Bethann Hardison and the Black Fashion Designers Directory).	Formative: Professional resume line-by-line edit; Digital image resolution and lighting optimization review checks. Summative: <i>The Professional Design Portfolio Launch</i> — A high-level evaluation of the student's finalized digital portfolio website and physical presentation book. The portfolio must showcase thorough process work, perfect technical flats, and high-resolution garment imagery, cross-referenced with a ready-to-print industry resume and professional brand statement. Benchmark: Professional Fashion Brand Portfolio	High-resolution digital camera or advanced smartphone cameras, studio softbox lighting setups, neutral backdrops (white/grey), digital web-publishing suites (Adobe InDesign, Wix, Squarespace, Behance), premium physical landscape presentation binders.

concept statements, technical CAD flats, textile swatches, illustration spreads, and high-resolution final garment photography—into a highly unified, distinct digital and physical brand presentation. Essential Question: How can a designer strategically structure and brand their technical and creative portfolio to capture a competitive market share in the global fashion sector?	artist statement, and brand matrix tailored to current global fashion market requirements.	hierarchy, and font typography to actively purge visual clutter and optimize storytelling across portfolio spreads.	* LGBT & Disabilities Law (N.J.S.A. 18A:35-4.35): Students integrate modern inclusive marketing frameworks into their portfolio designs, addressing diverse casting, expansive body-positive sizing metrics, and adaptive styling presentation within their final digital page spreads. Interdisciplinary Connections: English Language Arts: Develop professional written communication by composing artist statements, résumés, portfolio narratives, and reflective analyses tailored to postsecondary institutions and fashion industry employers. Technology/Computer Science: Utilize digital publishing, photography, image		
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