

PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT

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

Course Name: FASHION DESIGN

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

Course Description: Fashion Design

Fashion Design will serve as an introduction 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. Marketing will be a focus, as supply and demand are dictated by political climate and social mores. Target market will be selected based on consumer geography, political climate, gender identification and disposable income. Students will learn how to develop a designer's sketch using fashion figure proportions. 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 product by the end of the year.

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:

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, Draping and Machine Mastery	Weeks 11–14 (209 minutes/week)
Unit 4: The Capstone Projects: Independent Garment Creation, 3 Garment projects	Weeks 15–32 (209 minutes/week)
Unit 5: Portfolio Engineering & Career Marketing	Weeks 33–34 (209 minutes/week)
Unit 6: Sourcing, Merchandising, and Fashion Show Production	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: Intro to Design, Technical Garment Flats, and Fashion Illustration Media Content Statement: Industrial fashion design requires a dual mastery of technical precision and artistic expression. Technical flats (two-dimensional blueprint drawings) utilize precise details, folds, and shading to communicate exact garment manufacturing specifications to production teams. Conversely, fashion illustration utilizes stylized figure drawing (croquis) and varied artistic media (pastels, fashion markers, watercolor, colored pencils) to visually capture the movement, texture, drape, and	Students will be able to: * Draft accurate, proportional two-dimensional technical flats detailing garment closures, stitching, folds, and pockets. * Apply advanced rendering techniques (shading, highlighting) to mimic fabric weight and depth on paper. * Sketch original designs on an elongated 10-head fashion croquis. * Select and manipulate diverse illustration mediums (pastels, alcohol-based markers, watercolor, and colored pencils) to realistically render distinct fabric textures (e.g., denim, silk, wool).	* The Flat Anatomy Lab: Analyze a physical retail garment (e.g., a button-down shirt), map its seams, and translate it into a perfectly symmetrical 2D technical flat showing topstitching and hardware detail. * Textile Texture Swatch-Off: Practice rendering a single textile swatch using four different mediums (pastels, markers, watercolor, colored pencil) to determine which medium best captures light reflection and weave. * The 10-Head Grid Challenge: Blueprint a standardized structural croquis template using a geometric head-scaling matrix.	9.3.AAVTC-VPA.2 9.3.AAVTC-VPA.4 9.4.12.CI.1 9.4.12.CT.1 9.4.12.TL.3 Interdisciplinary Connections: Mathematics: (Geometry & Measurement): Use ratios, scale, symmetry, proportion, and spatial reasoning to construct accurate technical flats and 10-head croquis templates. English Language Arts: Analyze fashion design prompts and communicate design decisions using appropriate industry vocabulary through written critiques,	Formative: Technical details drawing quiz (zippers, collars, pleats); Medium rendering technique quizzes. Summative: <i>The Technical-to-Artistic Apparel Diptych</i> — A presentation displaying a single garment rendered in two ways: a highly strict, micro-detailed technical construction flat alongside a fully rendered, stylized 10 head21 croquis fashion illustration. Benchmark: Fashion Technical Drawing and Illustration Portfolio Alternative Assessment: Design Process Journal (Process Portfolio)	Info on What Is A Diptych In Art? - Art Across Cultures Professional 10 head croquis templates, Bristol board, technical fine-liner drawing pens, alcohol-based fashion markers (e.g., Copic or Prismacolor), watercolors, soft pastels, blendable colored pencils.

emotional essence of a design line. Essential Question: How does a designer balance the objective, and accuracy of a technical flat with the expressive, fluid storytelling of a fashion illustration?			design journals, and presentations.	Students document each stage of the design process—including research, planning, sketches, pattern modifications, problem-solving, construction notes, and self-reflection—to demonstrate understanding beyond the final product.	
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Unit Title: 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: Principles and Elements of Design & The Fashion Line Story narrative Content Statement: Fashion lines are bound by structural elements (color, line, shape, texture, space) and composition principles (balance, emphasis, rhythm, proportion, unity) to create cohesive aesthetics. A successful fashion collection operates as visual storytelling; a designer must extract inspiration from historical, cultural, or socio-political themes and translate those abstract concepts into a unified "line story" that targets specific consumer demographics.	Students will be able to: * Deconstruct historical garments to isolate and identify dominant elements and principles of design. * Curate a unified color, textile, and silhouetted narrative that expresses a specific conceptual theme. * Formulate a cohesive "Fashion Line Story" mood board detailing cohesive styling across a multi-look collection.	* The Trend/Concept Synthesis: Students select an abstract prompt by researching online (e.g., "Biophilic Brutalism" or "1920s Aviator") and build a high-concept mood board featuring textile swatches, historical references, and color palettes. * The Line Continuity Critique: Arrange random apparel illustrations on a board and modify or extract items until the remaining pieces achieve perfect balance, continuity, and unity.	9.3.AAVTC-VPA.1 9.3.AAVTC.6 9.4.12.IML.2 9.4.12.DC.7 9.4.12.GCA.1 Interdisciplinary Connections: Social Studies: Investigate how historical events, cultural movements, architecture, and global traditions influence fashion trends, textiles, silhouettes, and consumer preferences. Visual and Performing Arts: Analyze how the elements and principles of design are used in historical and contemporary fashion	Formative: Design Elements & Principles visual identification test; Peer mini-pitch critiques. Summative: <i>The Concept-to-Collection Mood Pitch</i> — A formal presentation of a curated fashion line story containing inspiration images, a defined color story, textile selections, and quick thumbnail silhouettes for a 4-6 look cohesive collection. Benchmark: Fashion Line Story & Concept Development Portfolio	Digital curating software (Canva/Pinterest), fashion trend forecasting publications, premium matte boards for physical tactile display, fabric swatches.

Essential Question: How do designers synthesize structural design elements with a thematic narrative to build a cohesive, commercially viable fashion line?			to communicate meaning, mood, and artistic intent while developing an original fashion concept.		
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Unit 3: Technical Execution: Fabric, Draping, and Machine Mastery (Weeks 11-14)

Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials and Resources
Topic: Blocking, Trueing, Draping, and Sewing Machine Mechanics/Techniques Content Statement: The execution of fashion relies heavily on technical textile manipulation and structural engineering. Manipulating flat fabric into three-dimensional apparel requires precise execution of blocking (aligning fabric grain lines at right angles), draping (manipulating muslin directly on a dress form), and trueing (transferring draped lines accurately back onto flat paper patterns). Safe and proficient operation of commercial/residential sewing machinery is the baseline	Students will be able to: * Operate and troubleshoot a standard sewing machine safely (threading, bobbin winding, tension adjustments). * Execute standard sewing techniques including straight seams, darts, gathers, hems, and finishings. * Manipulate grain lines through fabric blocking and drape muslin shapes onto a 3D dress form to construct basic bodices. * True a draped muslin piece, accurately converting fabric contours into technical flat paper patterns.	* The Machine Mechanics Boot Camp: Practice threading, stitch selection, and sewing straight, curved, and pivoted lines on paper templates without thread, progressing to fabric seams. * The Draping & Trueing Lab: Drape a standard fitted front bodice on a dress form using muslin, mark cross-marks and darts, unpin the fabric, press it, and use styling curves to true the lines onto pattern paper.	9.3.12.AC.5 8.2.12.ED.2 9.4.12.CT.1 9.4.12.CI.2 9.4.12.CR.1 9.4.12.IML.1 Interdisciplinary Connections: Science: Investigate how fabric properties, grain lines, tension, balance, and textile structure influence garment construction, draping, and overall fit. Mathematics: Apply measurement, angles, symmetry, spatial reasoning, and geometric relationships when creating patterns,	Formative: Sewing machine anatomy and safety performance assessment; Fabric grain alignment accuracy check. Summative: <i>The Sample Technical Binder</i> — Construction of a physical reference binder containing labeled student-sewn samples of standard seams, darts, machine-made hems, and the final trued paper pattern from their draping lab. Benchmark: Draping and Pattern Development performance assessment	Sewing machines, unbleached muslin fabric, dress forms, fabric shears, pattern paper, French curves, L-squares, straight pins, tracing wheels. Binder or notebook for storage of student work.

requirement for manufacturing stable garments. Essential Question: Why must a designer master the chemical physics of fabric grain lines and mechanical machine techniques before attempting to construct a structural garment?			truing pattern pieces, and constructing garments.		
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Unit 4: The Capstone Projects: Independent Garment Creation (Weeks 15–32)

Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials and Resources
Topic: Independent Garment Projects (Concept to Conclusion Capstones) Content Statement: The culmination of apparel literacy is the self-directed, independent manufacturing of multiple garments from initial ideation to structural finish. This extensive block simulates a high-intensity industrial design studio environment. Students independently loop through three complete production cycles—each cycle requiring them to pitch an original concept, engineer the paper patterns, calculate textile yields, construct the garment prototypes,	Students will be able to: * Autonomously manage a multi-week production schedule to deliver an apparel asset on time. * Translate original concept sketches into custom pattern sets tailored to specific human proportions. * Select appropriate retail textiles based on structural compatibility with the intended garment prototype design. * Solve complex construction issues (e.g., puckering, structural strain, grain skew) during the fabrication phase. * Manufacture 3 or more completed	* Project 1 (Weeks 15–20) - The Structured Silhouette: Focus on tailored structural lines (e.g., a structured skirt, trousers, or utility vest) emphasizing exact fit, zipper insertion, and pocket mechanics. * Project 2 (Weeks 21–26) - The Fluid Textile Challenge: Focus on working with difficult textiles (knits, silks, or sheer layers) to build an unstructured garment, emphasizing grain matching, edge finishes, and delicate seams. * Project 3 (Weeks 27–32) - Innovation Design Capstone: Create an advanced garment featuring self-directed	9.3.AAVTC-VPA.2 8.2.12.NT.2 9.4.12.TL.3 9.4.12.GCA.1 9.4.12.CT.1 Interdisciplinary Connections: Environmental Science: Evaluate the environmental impact of textile selection and manufacturing practices by incorporating sustainable materials, minimizing waste, and exploring upcycling techniques during the design and production process. Mathematics: Use measurement, proportional	Formative: Bi-weekly production milestone check-ins; Student journaling; Mid-project fitting/muslin fitting critiques. Summative: <i>The Apparel Trilogy Evaluation</i> — Evaluation of 2–3 completed, runway-ready physical garments judged against industrial construction rubrics (seam strength, alignment, structural symmetry, closure functionality). Benchmark: Fashion Design Capstone Portfolio and Garment Exhibition	Assorted fashion fabrics, interfacings, structural hardware (zippers, buttons, hooks, grommets), industrial irons/presses, pattern-making tools, commercial patterns (optional for modifications).

troubleshoot construction failures, and apply rigorous garment quality control metrics. Essential Question: How does an apparel designer effectively manage production timelines, manufacturing budgets, and unforeseen material failures during a rigorous product manufacturing cycle?	garments featuring commercial-grade interior and exterior finishes.	complexity (e.g., lining integration, asymmetric drapery, or eco-upcycling).	reasoning, geometric concepts, and data analysis to create custom patterns, calculate fabric requirements, and ensure accurate garment fit.		
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