Course Description: Fashion Design I introduces students to fashion, consumer awareness, garment construction, technology, and careers. This course will focus on the design and construction foundations of fashion. Students will examine how the elements and principles of design have changed throughout the years and learn how to apply them to current fashion. They will learn how to hand stitch and safely operate a sewing machine to construct garments and accessories. This hands-on approach can prepare students for many future careers and life experiences.

Anchor Standard: 2009 NJCCC Standards for 21st Century Life and Careers

Standard 9.1 21st Century Life Skills: All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

Big Ideas: Course Objectives/Content Statement(s)
- Students will be able to independently use their learning to choose and care for clothing.
- Students will be able to safely use sewing tools and equipment to construct garments and accessories.
- Students will be able to use basic sewing skills to mend and alter garments.
- Students will be able to utilize self-management skills to complete tasks on time.

Essential Questions
What provocative questions will foster inquiry, understanding, and transfer of learning?
- How can I communicate more effectively?

Enduring Understandings
What will students understand about the big ideas?
- Effective communication skills are necessary to convey meaning and understanding to others. Nonverbal communication should reinforce what is conveyed verbally.
<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
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</thead>
<tbody>
<tr>
<td>How can I improve self-accountability?</td>
<td>Personal attitudes, behaviors, knowledge, and skills promote self-awareness, personal responsibility, self-direction, and accountability.</td>
</tr>
<tr>
<td>How is a garment constructed?</td>
<td>Using patterns and understanding their symbols simplifies garment construction and makes garments easier to mass produce.</td>
</tr>
<tr>
<td>How do you decide what to purchase when buying clothes?</td>
<td>Understanding the elements and principles of design can help you choose a wardrobe that helps you look your best.</td>
</tr>
<tr>
<td>What types of clothing enhance your look?</td>
<td>One’s consumer spending can have an impact on the global economics and environment.</td>
</tr>
<tr>
<td>How do the elements and principles of design influence your choices?</td>
<td>Comparing prices and merchandise at varying shops help me economize.</td>
</tr>
<tr>
<td>How do our purchases affect people and environment in the United States and other parts of the world?</td>
<td>Proper care of clothing helps them last longer, look better, and save you money.</td>
</tr>
<tr>
<td>How do I get the best value for my money when purchasing clothes?</td>
<td>Taking precautions and applying safety tips is everyone’s responsibility.</td>
</tr>
<tr>
<td>How do you properly launder clothes?</td>
<td>Lack of awareness about safety rules and tool/machine usage may lead to unsafe situations.</td>
</tr>
<tr>
<td>Why is it important to follow the clothing care label recommendations?</td>
<td>Fashion is influenced by culture and events that shape our world.</td>
</tr>
<tr>
<td>How can you prevent hazards or accidents in sewing?</td>
<td>Clothing is an expression of our beliefs and culture.</td>
</tr>
<tr>
<td>What injuries could occur in a sewing lab without precautions?</td>
<td></td>
</tr>
<tr>
<td>Areas of Focus: Proficiencies (Progress Indicators)</td>
<td>Examples, Outcomes, Assessments</td>
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Students will:

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

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

9.1.12.B.3 Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.

9.1.8.C.1 Determine an individual’s responsibility for personal actions and contributions to group activities.

9.1.12.C.1 Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.4.12A.68 Employ planning and time management skills and tools in the classroom and/or worksite to enhance results and complete work tasks.

9.4.12A.69 Demonstrate knowledge of tools, equipment, machinery, and technology to work in areas related to AFNR.

Instructional Focus:

Elements and Principles of Design
- Identify and analyze the elements of design (color, line, texture, and form).
- Identify and analyze the principles of design (balance, proportion, rhythm, and emphasis).

Choosing and Caring for Clothes
- Identify clothing care symbols
- Determine proper care of clothes (methods of cleaning, pretreating stains, ironing, and storing).
- Compare the cost of buying a “designer” garment vs. constructing one.

Lab Safety Procedures
- Identify sewing tools and how to use them safely.
- Identify the parts of the sewing machine and their functions.
- How to set up, thread, and operate a sewing machine.

Sewing Basics
- Sewing vocabulary and techniques (seam allowance, backstitching, stitch length, pivot, etc.).
- How to read a pattern
- Cut fabric, pin, and sew

Construction of Garments Using a Pattern
- Coasters
- Cloth masks
- Design a quilted pillow using the elements and principles of design. Patch 36 pieces in pillow and final result is a 12”x12” pillow.
- Pajama shorts
- Banner using ten types of hand stitches

Sample Assessments:
- Daily grades for class work and discussions
- Quizzes (vocabulary terms, labeling machine and tools, and lab safety).
- History of Fashion Presentation
- Performance rubric on construction techniques

Projects/Post Assessment:
- Students identify needs that arise from current situations, and use their skills to meet those needs. This year, they will be making a few cloth masks to meet the needs of our current virus crisis.
- Students will design their own line of clothing taking culture, personal beliefs, economics, and current trends into consideration.

Instructional Strategies
- Interdisciplinary Connections
  - The current health crisis is putting a strain on our health care workers. There are not enough masks to keep up with demand, so by making our own cloth masks, we can reserve the medical masks for the medical profession.
  - Measurements require math and following directions on patterns reinforces reading skills.

- Technology Integration
  Sewing machine
  Internet, YouTube tutorials

- Media Literacy Integration
  Google classroom, blogs
  Magazine ads, articles on fashion

- Global Perspectives
  Analyze how culture and personal beliefs influence fashion around the world.
  Analyze how our political and economic climate influences fashion.

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<tr>
<th>Career Readiness, Life Literacies, and Key Skills</th>
<th>21st Century Skills:</th>
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Practices:
- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/global competence.

Life and Career Skills
- Students will learn how to choose and care for clothing.
- Students will acquire skills to mend and create garments and accessories.

Creativity and Innovation
- Create a pattern for an accessory
- Design a banner for spring
- Make a cloth mask
- Create your own clothing line
- Make pajama shorts
- Make coasters as gifts

Critical thinking and Problem solving
- Discuss and analyze the elements of design
- Brainstorm and discuss how personal beliefs and cultures influence fashion.
- Compare and contrast fashion through the decades.

Communication and Collaboration
- Students will be brainstorming ideas, critiquing, and collaborating in group work.

Informational Literacy
- Students will be reading patterns and following instructions in sequential steps.

Life and Career Skills
- Students will have a better understanding of the design and construction aspect of the fashion industry.
- Students will acquire skills and readiness for career opportunities.

21st Century Themes

Civic Literacy
- How can you use your skills to help society?

Right now, we are in a health crisis. Sewing
### Recommended Texts:

**Teacher Resources:**

**Books:**
- *The World of Fashion Merchandising* by Mary Wolf
- *Textiles* by Sara J. Kadolph and Anna L. Langford
- *High Fashion Sewing Secrets* by Claire B. Shaeffer
- *The Vogue Sewing Book* Published by Vogue Patterns

**DVDs and Videos:**
- “Notebook on Cities and Clothes” Yohji Yamamoto; DVD

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### Intervention Strategies

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<th>Interventions</th>
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<td>Allow for verbal responses</td>
<td>Multi-sensory techniques</td>
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<td>Repeat/confirm directions</td>
<td>Increase task structure (e.g. directions, checks for understanding, feedback)</td>
<td>Differentiated materials</td>
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<td>Permit response provided via computer or electronic device</td>
<td>Increase opportunities to engage in active academic responding</td>
<td>Individualized assessment tools based on student need</td>
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<tr>
<td>Audio Books</td>
<td>Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping</td>
<td>Modified assessment grading</td>
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Skills can be used to make cloth masks as donations to nursing homes.

### S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)

- Students will be incorporating math, art, and technology as they design garments.
Curricular Addendum

Career-Ready Practices

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

**CRP2**: Apply appropriate academic and technical skills.

**CRP3**: Attend to personal health and financial well-being.

**CRP4**: Communicate clearly and effectively and with reason.

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

**CRP6**: Demonstrate creativity and innovation.

**CRP7**: Employ valid and reliable research strategies.

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

**CRP9**: Model integrity, ethical leadership and effective management.

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

**CRP11**: Use technology to enhance productivity.

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

Interdisciplinary Connections

- Close Reading of works of art, music lyrics, videos, and advertisements
- Use Standards for Mathematical Practice and Cross-Cutting Concepts in science to support debate/inquiry across thinking processes

Technology Integration

Ongoing:
- Listen to books on CDs, Playaways, videos, or podcasts if available.
- Use document camera or overhead projector for shared reading of texts.

Other:
- Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts.
- Use available technology to create concept maps of unit learning.
Instructional Strategies:
Supports for English Language Learners:

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<th>Graphic Supports</th>
<th>Interactive Supports</th>
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<td>Real-life objects (models)</td>
<td>Charts</td>
<td>In pairs or partners</td>
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<tr>
<td>Manipulatives</td>
<td>Graphic organizers</td>
<td>In triads or small groups</td>
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<td>Pictures &amp; photographs</td>
<td>Tables</td>
<td>In a whole group</td>
</tr>
<tr>
<td>Illustrations, diagrams, &amp; drawings</td>
<td>Graphs</td>
<td>Using cooperative group structures</td>
</tr>
<tr>
<td>Magazines &amp; newspapers</td>
<td>Timelines</td>
<td>With the Internet (websites) or software programs</td>
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<tr>
<td>Physical activities</td>
<td>Number lines</td>
<td>In the home language</td>
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<td>Videos &amp; films</td>
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<td>With mentors</td>
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<td>Broadcasts</td>
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<tr>
<td>Models &amp; figures</td>
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Media Literacy Integration
- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives
- The Global Learning Resource Library

Differentiation Strategies:

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