Summit High School
Summit, New Jersey

Fashion Design II: Semester course
Grades 9-12
Revised: July 2020
by Giang Nee

Curriculum

Course Description: This one-semester course is designed for students who have successfully completed Fashion Design I and who have a strong interest in textiles or fashion. Students will learn advanced construction techniques and explore creating and constructing their own designs. Students will study textiles, fashion history, fibers, fit, and pattern selections. In addition to advanced design and construction, students will learn how to evaluate, select, and maintain a wardrobe, alter and repair garments, thus maximizing their clothing budget.

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:

- Students will be able to independently use their learning to purchase 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 advanced sewing skills to mend and alter garments.
- Students will be able to design and create garments for the drama department.
- Students will be able to evaluate, select, and maintain a wardrobe within their budget.
- Students will be able to self-management skills to complete tasks on time.

Essential Questions
What provocative questions will foster inquiry, understanding, and transfer of learning?

- How are garments constructed?

Enduring Understandings
What will students understand about the big ideas?

- Using patterns and understanding their symbols

Students will understand that:
Why is it important to use the elements and principles of design when designing clothes?
What types of clothing enhance your look?
How do the elements and principles of design influence your choices?

Why is routine care of garments important?

How can the variety of sewing tools and techniques help me accomplish my tasks and goal?
Why is it important to use the proper tool for each task?

How can you prevent hazards or accidents in sewing?
What injuries could occur in a sewing lab without precautions?

Why is time management important?

How can I communicate more effectively?

What is green clothing?

What influences shape the fashion industry?

Understanding the elements and principles of design can help you choose a wardrobe that helps you look your best.

Routine care of clothing extends the life and quality of garments.

Using essential sewing tools and techniques can help me save time and accomplish construction goals.
Choosing the right textile can help me achieve the desired look for my garment.
Using the correct sewing tool and equipment will help me complete my project successfully.

Taking precautions and applying safety tips is everyone’s responsibility.
Lack of awareness about safety rules and tool/machine usage may lead to unsafe situations.

Using good time management skills allows you to prioritize your work, save time, be more efficient, and help you achieve your goals. Good time management also promotes self-discipline, self-esteem, and prepares you for the workforce.

Effective communication skills are necessary to convey meaning and understanding to others. Nonverbal communication should reinforce what is conveyed verbally.

Recycling new and used clothing by altering and repairing them will help save our natural resources as well as money.

Fashion is influenced by culture and events that
- What does culture mean in fashion?
- How does clothing reflect and preserve culture?
- How can I choose a career path in the Fashion Industry that suits my interests and strengths?

<table>
<thead>
<tr>
<th>Areas of Focus: Proficiencies (Progress Indicators)</th>
<th>Examples, Outcomes, Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will:</strong></td>
<td><strong>Instructional Focus:</strong></td>
</tr>
<tr>
<td>9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.</td>
<td>Choosing and Caring for Clothes</td>
</tr>
<tr>
<td>9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking</td>
<td>- Reflect and evaluate how you choose your clothes based on learning acquired in Fashion Design I (Elements and principles of Design).</td>
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<tr>
<td>9.1.8.C.1 Determine an individual’s responsibility for personal actions and contributions to group activities.</td>
<td>Intermediate and Advanced Sewing Techniques</td>
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<td>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.</td>
<td>- Taking body measurements</td>
</tr>
<tr>
<td>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.</td>
<td>- Performing alteration techniques</td>
</tr>
<tr>
<td>9.4.12A.69 Demonstrate knowledge of tools,</td>
<td>- Garment construction: pleats, pockets, installing a zipper, linings, facings, waistline, and sleeves.</td>
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After students have learned the construction techniques, they will:
- Design a dress using the elements and principles of design.
- Create directions for the construction of the dress.
- Implement a timeline for completion.
- Construct the dress.
equipment, machinery, and technology to work in areas related to AFNR.

9.4.12.B.(1).10 Demonstrate understanding of principles, conventions, standards, applications, and restrictions pertaining to the manufacture and use of construction materials, components, and assemblies, and incorporate this understanding into project design.

Sample Assessments:
- Quizzes
- Teacher observation of safety and techniques used
- Teacher critique and feedback
- Performance rubric on construction techniques
- Weekly grade given on adherence to timeline and daily work performed.

Projects/Post Assessment:
Students design a garment incorporating techniques acquired while respecting the elements and principles of design.

Instructional Strategies
- Interdisciplinary Connections
  - Math - measurement
  - Writing - developing timeline and directions
  - Art - the esthetic design process

- Technology Integration
  - Sewing machine
  - Internet - YouTube for ideas and Tutorials
  - Word Processing - Typing instructions

- Media Literacy Integration
  - Magazine articles and advertising for fashionable clothing.
  - Internet ads, blogs

- Global Perspectives
  - Reflect on the environmental impact of mass producing clothes.
  - Predict how technology will affect fashion in the
Career Readiness, Life Literacies, and Key Skills 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.

21st Century Skills:

Creativity and Innovation
Developing the imagination through experimenting with ideas and working towards a goal of original self-expression.

Critical Thinking and Problem Solving
Students use critical thinking skills to plan and conduct research, and work through ideas to completion. Students analyze and interpret both students’ own ideas, as well as the ideas of others to make informed decisions.

Communication and Collaboration
Working with classmates, group critiques, group brainstorming.

Informational Literacy
Writing and following instructions in sequential steps using a variety of sources and media.

Life and Career Skills
Students will have a better understanding of the design/construction aspect of the fashion industry.

21st Century Themes:
S.T.E.A.M.
Students will be using Math, Art, and Technology

Instructional Focus
Students will construct several accessories and garments from a pattern in order to improve their skill level and knowledge of clothing design and construction.

Sample Assessments:
- Teacher observation of safety and techniques used

Supports for English Language Learners

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<td>Structures</td>
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<td>Physical activities</td>
<td>Number lines</td>
<td>Internet / Software support</td>
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- Performance rubric on construction techniques
- Weekly grade given on adherence to timeline and daily work performed.

### Instructional Strategies:

#### Technology Integration
- Sewing Machine
- Internet – YouTube for help

#### Interdisciplinary Connections
- Math - measurement
- Writing – developing directions
- Art – the design process

#### 21st Century Skills:

**Critical Thinking and Problem Solving**
The process of working through ideas and interpreting instructions.

**Communication and Collaboration**
Working with classmates, group critiques, group brainstorming.

**Informational Literacy**
Following instructions in sequential steps.

**Life and Career Skills**
Students will have a better understanding of the design/construction aspect of the fashion industry.

#### 21st Century Themes:

**S.T.E.A.M.**
Students will be using Math, Art, and Technology

### Instructional Focus:

In small groups or pairs, will choose a US based clothing/shoe/accessory company and research it to find out where they make their product. Research how the workers are treated,
9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

9.1.8.B.2 Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.

9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

the conditions they work in, and how they are remunerated, and the impact this company has on the environment. Students will evaluate and grade this company based on the information they find.

Sample Assessment:
Rubric evaluating the quality of research and final evaluation of company.

Instructional Strategies:
Interdisciplinary Connections
● Research and writing

Technology
● Computer research

Media Literacy
● Differentiating between legitimate reporting/internet sites and biased reporting/internet sites

Global perspective:
● Globalization of the fashion industry. Where are your clothes manufactured and where do they end up? Consider the production cost vs. retail price worldwide.

21st Century Skills:
Critical Thinking and Problem Solving
● Evaluating and analyzing information gathered from research

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

Information Literacy
● Differentiating between legitimate reporting/internet sites and biased reporting/internet sites.

21st Century Themes:
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.

9.4.12.B.(1).5 Evaluate and select suitable environmental impact practices to enhance project acceptance and quality.

9.4.12B.75 Use and maintain appropriate tools, machinery, equipment, and resources to accomplish project goals.

Economic and Entrepreneurial Literacy
- Students will evaluate and reflect on the working conditions, regulations, wages, and how they impact the cost of consumer products.

Instructional Focus:
- Students will brainstorm creative ways to alter and/or repair clothing. Given today’s global health crisis, students will construct cloth masks by recycling clothing.
- Students will assess the environmental, health, and economic impact of altering/repairing clothing.
- Students will utilize basic sewing techniques to alter/repair two garments.
- Students will make accessories and costumes for the theatre department needs.

Sample Assessments:
- Performance rubric on construction techniques
- Performance rubric on design, directions, and overall appearance and construction of garments and accessories.
- Weekly grade given on adherence to timeline and daily work performed.

Instructional Strategies:
Technology Integration
- Sewing Machine
- Internet – YouTube tutorials

Interdisciplinary Connections
- Math - reading and understanding measurement symbols and devices, drafting templates
- Art – the design process
- Theatre Arts- Designing accessories and costumes for theatre.

21st Century Skills:
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<td>● Creating templates and developing the imagination by experimenting with ideas and working towards a goal of original self-expression.</td>
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<td>● The process of using feedback and working through ideas to completion.</td>
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<td>● Analyzing, interpreting, and sharing both students’ own ideas as well as the ideas of others.</td>
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<td>● Reflecting on the various stages of the construction process and critiquing the methods used.</td>
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<td>● Working with classmates, group feedback, critiques, and brainstorming.</td>
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<tr>
<td>● Communicating and collaborating with Theatre Arts to help design and make essential theatre costumes.</td>
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<td>● Students will have a better understanding of the design/construction aspect of the fashion industry and will be able to apply that knowledge to career exploration.</td>
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<td>● Students will be given a hypothetical budget to purchase 5-day clothing wardrobe from various catalogues. Using internet research, students will make a poster or a Google slide presentation to display their work.</td>
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<th>Sample Assessments:</th>
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9.1.4.A.4 Use data accessed on the Web to inform solutions to problems and the decision-making process.
9.1.8.A.4 Design and implement a project management plan using one or more problem-solving strategies.
9.1.8.B.2 Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.

9.2.4.B.3 Explain what a budget is and why it is important.

9.2.8.E.1 Prioritize personal wants and needs when making purchases.

- Weekly grade given on adherence to timeline and daily work performed.
- Rubric based on budget and versatility of wardrobe selection.

**Instructional Strategies:**
- Math/Budgeting and cost analysis
- Technology/internet and slide presentation

**21st Century Skills:**
**Creativity and Innovations**
- Creating a 5-day wardrobe by utilizing the elements (color, shape, textures, and form) and principles (balance, proportion, rhythm, and emphasis) of design.

**Critical Thinking and Problem Solving**
- Evaluating and creating a working wardrobe using a given budget that respects the elements and principles of design.

**Life and Career Skills**
- Budgeting money
- Collecting and analyzing data to identify solutions to make informed decisions.

**21st Century Themes:**
**Financial Literacy**
- Students will learn cost effective strategies to stretch a budget.

**S.T.E.A.M.**
- Math - Budgeting
- Technology – Internet Searches
- Art – Elements of Design

**Recommended Texts:**
**Teacher Resources:**
*The Fundamentals of Fashion Design* by Richard Sorger and Jenny Udale
*The World of Fashion Merchandising* by Mary Wolf
Textiles by Sara Kadolph and Anna L. Langford
High Fashion Sewing Secrets by Claire B. Shaeffer
The Vogue Sewing Book published by Vogue Patterns
Pattern Making for Fashion Design by Helen Joseph Armstrong
Looking Good: Wardrobe Planning and Personal Style Development by Nancy Nix-Rice

DVD:
Pattern Making for Fashion Design
September Issue

Internet Sites:
www.sewing.com
www.threads.magazine.com
YouTube tutorials

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.
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<td>Magazines &amp; newspapers</td>
<td>Timelines</td>
<td>With the Internet (websites) or software programs</td>
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<td>Physical activities</td>
<td>Number lines</td>
<td>In the home language</td>
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<tr>
<td>Videos &amp; films</td>
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<td>With mentors</td>
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<tr>
<td>Broadcasts</td>
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<tr>
<td>Models &amp; figures</td>
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from https://wida.wisc.edu

## 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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<th>Accommodations</th>
<th>Interventions</th>
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<tr>
<td>Allow for verbal responses</td>
<td>Multi-sensory techniques</td>
<td>Modified tasks/expectations</td>
</tr>
<tr>
<td>Repeat/confirm directions</td>
<td>Increase task structure (e.g., directions, checks for understanding, feedback)</td>
<td>Differentiated materials</td>
</tr>
<tr>
<td>Permit response provided via computer or electronic device</td>
<td>Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class)</td>
<td>Individualized assessment tools based on student need</td>
</tr>
<tr>
<td>Audio Books</td>
<td>Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping</td>
<td>Modified assessment grading</td>
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