

Southern Regional High School District Course of Study

Department: Family and Consumer Sciences

Course Title: Clothing Studio Beginning

Essential Questions of the Course:

Why do people wear clothes?

How can I work safely while in the sewing laboratory?

How are clothes constructed?

What equipment is needed to construct clothes?

Can clothes be altered to keep up with fashion trends?

How can clothing be fitted to my figure?

How can I budget my time to accomplish a finished garment?

Assessments:

Examination and usage of equipment used in clothing construction.

Utilization of fabric for clothing construction.

Construction of garments for the student to wear.

Teacher based test.

Unit of Study

Unit Title: Preparation for Clothing Construction

Essential Questions of the Unit:

How can I protect myself in the sewing room?

How do I safely use the clothing construction equipment?

What is the equipment that I will need to construct a garment?

What supplies am I going to need to complete a project?

Assessments:

Teacher based tests

Identification of supplies

Identification of equipment

Safety report

Content:

Safety

Clothing construction room organization

Equipment

- **Iron**
- **Ironing board**
- **Washing machine**
- **Dryer**
- **Cutting tables**
- **Sewing Machines**

Tools

- **Shears**
- **Pins**
- **Needles**
- **Marking utensils**
- **Measuring utensils**

Skills:

Verbal skills – identifying tools and supplies

Analytical skills – organizing the sewing room

Decision making skills – assessing a safety hazard and rectifying the situation

Purpose / Rationale of the unit:

Students will be better able to identify the tools and equipment in the clothing construction room. They will be able to properly and safely handle these items. Being able to identify possible safety hazards and how to rectify a hazard will allow the student to be in a safe environment.

New Jersey Core Curriculum Content Standards:

WORKPLACE READINESS SKILLS

1.1	Demonstrate employability skills and work habits, such as work ethic, dependability, Promptness and getting along with others, needed to get and keep a job.
1.2	Describe the importance of personal skills and attitudes to job success.
1.3	Identify career interests, abilities, and skills.

SCIENCE

5.1	Explain how common injuries can be prevented.
5.4	Demonstrate safe use of tools and equipment.
5.5	Identify and demonstrate the use of recommended safety and protective devices.
5.6	Identify common hazards and describe methods to correct them.
5.9	Describe and demonstrate procedures for basic first aid and safety precautions.

LANGUAGE ARTS

3.2.1	Use speaking, writing, reading, and viewing to assist with listening.
3.5.1	Use speaking, listening, writing, and reading to assist with viewing.

CAREER EDUCATION AND CONSUMER, FAMILY & LIFE SKILLS

9.2	Demonstrate critical life skills in order to be functional members of society.
A	Critical Thinking
9.2.3	Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected projects in academic and/or occupational settings.
F	Safety
9.2.1	Engage in an informed discussion about rules and laws designed to promote safety and health.
9.2.2	Describe and demonstrate basic first aid and safety procedures.
9.2.3	Analyze the occurrence of workplace hazards.
9.2.4	Practice the safe use of tools and equipment.
9.2.5	Implement safety procedure in the classroom and workplace, where appropriate.

Time Frame of Unit: One and a half weeks

Instructional Activities:

Teacher oriented work sheets.

Brainstorm safety rules.

Identify tools and equipment through work sheets.

Identify tools and equipment through organizing clothing construction room.

Materials and Resources:

**Text – Clothing: Fashion, Fabrics, and Construction , Weber, Glencoe-McGrawHill, 2003
Sewing Serger Handbook, Safety Tips p. 463, 473, 512, and 519.**

Videos

Teacher worksheets

Unit of Study

Unit Title: Using The Sewing Machine

Essential Questions of the Unit:

How does the sewing machine work?

How is the sewing machine threaded?

Does the machine have to be handled in a specific manner?

How do I care for the sewing machine?

Assessments:

Teacher prepared tests.

Practical application of sewing on material.

Teacher observation of student activity on the machine.

Content:

- **Identify the parts of the sewing machine**
- **Threading the bobbin**
- **Threading the machine**
- **Machine use with material**
- **Machine care**
- **Safety with the sewing machine**

Skills:

Verbal skills – identifying sewing machine parts

Basic skill –threading the machine

Problem solving skills – determining the solution if machine not functioning

Analytical skills – determine the correct use of machine

Mathematical skills - measurements

Purpose / Rationale of the unit:

The student will be better able to safely use the sewing machine. The student will also be able to identify simple problems with the machine that relate to threading, tension and stitch. The student will be able to sew simple seams and a simple mini project.

New Jersey Core Curriculum Content Standards:

WORKPLACE READINESS SKILLS

1.5	Identify skills that are transferable from one occupation to another.
2.2	Select appropriate tools and technology for specific activities.
3.1	Recognize and define a problem, or clarify decisions to be made.
3.2	Use models, relationships, and observations to clarify problems and potential solutions.
3.12	Interpret and analyze data to draw conclusions.
4.3	Evaluate their own actions and accomplishments.
5.4	Demonstrate safe use of tools and equipment.
5.5	Identify and demonstrate the use of recommended safety and protective devices.

MATHEMATICS

4.1.2	Recognize, formulate, and solve problems arising from mathematical situations and everyday experiences.
4.5.4	Use a variety of tools to measure mathematical and physical objects in the world around them.
4.6.1	Use real-life experiences, physical materials, and technology to construct meanings for Whole numbers, commonly used fractions, and decimals.
4.6.5	Understand the various uses of numbers including counting, measuring, labeling, and indication location.

SCIENCE

5.5.2	Use a variety of measuring instruments, emphasizing appropriate units.
5.7	Identify and follow safety procedures for laboratory and other hands-on experiences.

TECHNOLOGY LITERACY

8.2	Develop an understanding of the nature and impact of technology, engineering, technological design and the de i society, and the environment.
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CAREER EDUCATION AND CONSUMER, FAMILY, AND LIFE SKILLS

9.2	Demonstrate critical life skills in order to be functional members of society.
F	Safety
9.2.1	Engage in an informed discussion about rules and laws designed to promote safety and health.
9.2.2	Describe and demonstrate basic first aid and safety procedures.
9.2.3	Analyze the occurrence of workplace hazards.
9.2.4	Practice the safe use of tools and equipment.
9.2.5	Implement safety procedure in the classroom and workplace, where appropriate.

Time Frame of Unit: Three weeks

Instructional Activities:

Teacher oriented worksheets.

Thread the bobbin

Thread the sewing machine.

Sew a variety of stitches on a square of material.

Sew a seam sample.

Make a small project - tissue case.

Materials and Resources:

**Text – Clothing: Fashion, Fabrics, and Construction –
Sewing Serging Handbook , Lesson 4, p 455-464**

Videos

Teacher worksheets

Unit of Study

Unit Title: Decision Making

Essential Questions of the Unit:

What are the steps in the decision making process?

How does one use the decision making process?

Why is it important to use the decision making process?

Assessments:

Choose a specific article of clothing to make and apply the decision making process to all its aspects.

This may be done in written or oral form.

Content:**Decision Making Process:**

- **Identify Concern or problem**
- **Set a Goal**
- **Form a plan**
- **Act out the plan**
- **Follow up and Evaluate**
- **Re-adjust for future**

Skills:

Analytical skills to determine the many choices leading to the selection of a project.

Organizational skills to complete the decision making process.

Problem solving skills – identifying the problem

Purpose / Rational of the unit:

Throughout life, decisions are made daily. It is of the utmost importance that students know the appropriate steps in order to make good decisions.

New Jersey Core Curriculum Content Standards:

CROSS CONTENT WORKPLACE READINESS SKILLS

3	All students will use critical thinking, decision-making, and problem-solving skills.
3.1	Recognize and define a problem, or clarify decisions to be made.
3.2	Use models, relationships, and observations to clarify problems and potential solutions.
3.3	Formulate questions and hypotheses.
3.10	Monitor and validate their own thinking.
3.11	Identify and evaluate the validity of alternative solutions.
3.12	Interpret and analyze data to draw conclusions.
3.13	Select and apply appropriate solutions to problem-solving and decision-making situations.
3.14	Evaluate the effectiveness of various solutions.

CAREER EDUCATION AND CONSUMER, FAMILY, AND LIFE SKILLS

9.2	Demonstrate critical life skills in order to be functional members of society.
A	Critical Thinking
9.2.1	Apply communications and data analysis to the problem-solving and decision making processes in a variety of life situations.

Time Frame of Unit: One half week

Instructional Activities:

“Case-study” examples to practice using problem-solving techniques.

Students will go through the decision making process as they select their clothing project.

Materials and Resources:

Decision Making Chart FCCLA Resource

Clothing: Fashion, Fabrics and Construction p. 33

Unit Title: Patterns, Fabrics and Notions**Essential Questions of the Unit:**

How do I select a pattern to make the garment I want?

Will the pattern fit me?

Will I need any other items to complete the garment?

What fabric can I use for this garment?

Assessments:

Teacher based test.

Having a pattern that fits the individual.

Completion of a check- list of steps toward pattern preparation.

Content:

Selecting a Pattern

- **Pattern catalogue**
- **Selecting Right style**
- **Selecting the correct size**

Selecting Fabric

- **Checking the pattern**
- **Considering Sewing skills**
- **Choosing fabric for You**

Selecting Notions

- **Choosing Thread**
- **Choosing Fasteners**
- **Choosing Tapes and Trims**
- **Choosing Elastics**
- **Choosing Interfacings and Linings**

Skills:

**Mathematical skills – measurements, addition, subtraction
practical use of adjusting patterns,**

Verbal skills – vocabulary, recognize symbols

Analytical skills – ability to read charts

Thinking skills – determine pattern pieces

Social skills – help a partner with personal measurements

Decision making skills – determine pattern to make

Purpose / Rationale of the unit:

The student will be better able to use measuring equipment for practical and personal use for determining body and the correct pattern size. They will be able to read a chart to determine the amount of material and notions needed for the garment. The communication skills will be enhanced as they help one another.

New Jersey Core Curriculum Content Standards:

CROSS CONTENT WORKPLACE READINESS SKILLS

1.1	Demonstrate employability skills and work habits, such as work ethic, dependability, promptness, and getting along with others, needed to get and keep a job.
3.1	Recognize and define a problem, or clarify decisions to be made.
3.2	Use models, relationships, and observations to clarify problems and potential solutions.
3.11	Identify and evaluate the validity of alternative solutions.
3.12	Interpret and analyze data to draw conclusions.
3.13	Select and apply appropriate solutions to problem-solving and decision-making situations.
3.14	Evaluate the effectiveness of various solutions.
3.15	Apply problem-solving skills to original and creative/design projects.
3.2.7	Follow oral directions.
3.2.8	Demonstrate comprehension of, and appropriate listener response (e.g., listening attentively) to, an oral report, discussion, and interview.

MATHEMATICS

4.7.10	Investigate the occurrence of geometry in nature, art, and other areas.
4.7.12	Understand and apply the concepts of symmetry, similarity and congruence.
5.5.2	Use a variety of measuring instruments, emphasizing appropriate units.

CAREER EDUCATION AND CONSUMER, FAMILY, AND LIFE SKILLS

9.2	Demonstrate critical life skills in order to be functional members of society.
A	Critical Thinking
9.2.1	Apply communications and data analysis to the problem-solving and decision making processes in a variety of life situations.

Time Frame of Unit: Three and a half weeks

Instructional Activities:

Teacher oriented worksheets

Compare personal body measurements to pattern size.

Read pattern envelope and/or yardage charts.

Materials and Resources:

**Text – Clothing: Fashion, Fabrics, and Construction –
Sewing Serging Handbook,
Part 1-Patterns Fabrics and Notions, Lessons 1, 2, 3**

Videos

Teacher worksheets

Pattern Catalogues and School Promotional Pattern Kits

Unit of Study

Unit Title: Getting Ready to Sew

Essential Questions of the Unit:

What pattern pieces will I need for this garment?

Can pattern adjustments be made to make the desired design?

What fabric can I use for this garment?

What preparations must be done to the fabric before pinning on the pattern?

Do pattern pieces have to be placed in any special way on the fabric?

What is the proper method of cutting the fabric?

Are any of the pattern markings needed on the fabric?

Assessments:

Teacher based tests

Pattern is correctly applied to the fabric.

Pattern is cut out of fabric and markings correctly applied.

Content:

Understanding Patterns

- **Staying Organized**
- **Patterns and Their parts**
 - **Pattern Envelop**
 - **Guide sheet**
 - **Pattern Pieces**
- **Pattern Preparation**

Adjusting a Pattern

- **Understanding Ease**
- **Comparing Measurements**
- **Pattern adjustments**
 - **Width**
 - **Length**

Preparing Fabric

- **Straightening Fabric Ends**
- **Preshrinking Fabric**
- **Straightening Grain**
- **Pressing Fabric**

Laying Out a Pattern

- **Finding the Right Side**
- **Folding the Fabric**
- **Pinning the Pattern Pieces**
- **Special Layouts**

Cutting and Marking Fabric

- **Cutting accurately**
- **What to Mark**
- **Marking Methods**

Skills:

Verbal skills – vocabulary

Mathematical skills – parallel lines, measurements geometric location of patterns on fabric

Analytical skills – determine placement of pattern pieces, which marks are transferred

Basic skill – use of shears to cut out pattern

Problem solving – solutions to correct mistakes on fabric

Purpose / Rationale of the unit:

The student will become aware of the basics of sewing with a pattern. The student will be able to determine which pattern pieces are needed for the garment. The student will be better able to use decision-making skills by placing the pattern onto the fabric. They will be able to accurately cut the pattern out. They will be able to determine the markings to be transferred onto the fabric.

New Jersey Core Curriculum Content Standards:

CROSS CONTENT WORKPLACE READINESS SKILLS

3.1	Recognize and define a problem, or clarify decisions to be made.
3.8	Organize, synthesize, and evaluate information for appropriateness and completeness.
3.11	Identify and evaluate the validity of alternative solutions.
3.12	Interpret and analyze data to draw conclusions.
3.13	Select and apply appropriate solutions to problem-solving and decision-making situations.
3.14	Evaluate the effectiveness of various solutions.
3.15	Apply problem-solving skills to original and creative/design projects.
4.2	Work cooperatively with others to accomplish a task.
4.9	Use time efficiently and effectively.

MATHEMATICS

4.1.11	Recognize, formulate, and solve problems arising from mathematical situations, everyday experiences, and applications to other disciplines.
4.3.10	Apply mathematics in their daily lives and in career-based contexts.
4.3.11	Recognize situations in other disciplines in which mathematical models may be applicable, and apply appropriate models, mathematical reasoning, and problem solving.
4.5.2	Use physical objects and manipulatives to model problem situations, and to develop and explain mathematical concepts involving number, space, and data.
4.7.10	Investigate the occurrence of geometry in nature, art, and other areas.
4.7.19	Investigate, explore, and describe geometry in nature and real-world applications, using models, manipulatives, and appropriate technology.
4.7.20	Understand and apply properties involving angles, parallel lines, and perpendicular lines.
4.9.1	Use and describe measures of length, distance, capacity, weight, area, volume, time, and Temperature..

Time Frame of Unit: Five weeks

Instructional Activities:

Complete teacher made worksheets

Read pattern envelope.

Wash fabric for pre-shrinkage and removal of sizing.

Select the pattern pieces for the garment.

Make simple pattern adjustments.

Identify layout suited for the fabric width.

Pin pattern on to fabrics.

Cut the pattern out of the fabric.

Mark the symbols onto the fabric.

Materials and Resources:

**Text – Clothing: Fashion, Fabrics, and Construction – Sewing
Serging Handbook, Part 3 Lessons 7, 8, 9, 10 and 11.**

Simplicity Sewing Book

Video

Teacher worksheets

Unit of Study

Unit Title: Basic Clothing Construction

Essential Questions of the Unit:

How do I put these pieces of material together to construct a garment?

Are there special methods of doing techniques so the garment will look correct?

Assessments:

Teacher based tests.

Completed concepts on garments.

Small project completion such as a pillow.

Observation of weekly student progress.

Content:

Setting Goals

Organization of time

Techniques to be mastered in sewing of the garments

- **Seams** p. 519-520
- **Casing** p. 527-28
- **Staystitching** p. 502
- **Curves** p. 575-576
- **Interfacing** p. 553-554
- **Fasteners** p. 530-531
- **Facing** p. 524-526
- **Darts** p. 514-515
- **Gathers** p. 516-518
- **Buttons** p. 534
- **Buttonholes** p. 532-533

Plus a variety of individual concepts and techniques that follow students through their entire clothing course instruction throughout high school. Listing on following page.

	Pattern #	Pattern #	Pattern #	Pattern #	Pattern #
.					
applique					
belt, fabric					
belt loops					
bias seam binding					
boning					
buttonhole, bound					
buttonhole, loop					
buttonhole, machine					
button, flat					
button, shank					
casing					
clip					
clip and trim					
collar, band					
collar, convertible					
collar, notched					
collar, turtleneck					
cording					
cuff					
dart					
drawstring					
ease					
elastic					
embelishments, studs,rhinestone, sequins, etc.					
facing, applied					
facing turnback					
gather					
godet					
gusset					
hem, hand					
hem, machine blind stitch					
hem, rolled					
hem, topstitch					
hook & eye					
interfacing, fusible					
interfacing, sew in					
interfacing, hand stitch					
lining, bodice, dress					
lining, jacket, coat					
notch out					
peplum					
plaid balanced					
plaid unbalanced					
pleat					

princess seaming				
pocket inset,side seam				
pocket inset, pant front				
pocket patch				
ribbing				
ruffle, rias				
ruffle, gathered				
seam, flat-felled				
seam, French				
seam, regular				
seam, serged				
seam finish, edgestitch				
seam finish, pinked				
seam finished serged				
seam finish, turn under				
seam finish, zig zag				
shoulder pads				
sleeve dolman				
sleeve, raglan				
sleeve, set in				
snaps sew in				
snaps gripper				
square corner inset				
topstitching				
trim--lace, edging				
tuck				
underlining				
underlays				
vent-slit				
yoke, pants-skirt				
yoke, shirt				
zipper, centered				
zipper, fly				
zipper, invisible				
zipper, lapped				
zipper,separating				
FABRICS				
knit				
woven				
slippery				
stretchy				
thick, heavy				
lace				
# pattern pcs. used/cut				
grade on project				
# new learnings				
date proj. completed				

Skills:

Decision making skills - time frame of preparation of garment.

Workplace readiness skills – clean work area, appropriate use of time, goals set

Verbal skills – vocabulary – identifying techniques

Mathematical skills – measurements, geometry placing together pattern pieces

Social skills – sharing knowledge of techniques with peers.

Problem solving – solutions of a garment problem arises

Analytical skill – decision on how the garment fits and what to do to correct it.

Basic skills – clothing construction

Purpose / Rationale of the unit:

The students will be better able to plan their time wisely for preparation of sewing construction during a limited time period. They will be able to construct garments. They will be able to identify problems and determine several solutions to fix the problem. Their workplace readiness skills will increase as they plan, practice and clean up in the sewing lab. They will be able to identify learned techniques and discuss them.

New Jersey Core Curriculum Content Standards:

CROSS CONTENT WORKPLACE READINESS SKILLS

1.1	Demonstrate employability skills and work habits, such as work ethic, dependability, promptness, and getting along with others, needed to get and keep a job.
3.1	Recognize and define a problem, or clarify decisions to be made.
3.8	Organize, synthesize, and evaluate information for appropriateness and completeness.
3.10	Monitor and validate their own thinking.
3.11	Identify and evaluate the validity of alternative solutions.
3.12	Interpret and analyze data to draw conclusions.
3.13	Select and apply appropriate solutions to problem-solving and decision-making situations.
3.14	Evaluate the effectiveness of various solutions.
3.15	Apply problem-solving skills to original and creative/design projects.
4.1	Set short and long term goals.
4.2	Work cooperatively with others to accomplish a task.
4.9	Use time efficiently and effectively.
4.11	Describe how ability, effort, and achievement are interrelated.
5.3	Demonstrate principles of safe physical movement.

ART

1.6.3	Identify and solve design problems in space, structures, objects, sound, and/or events for home and workplace.
1.2.3	Create, produce, visual arts, individually and with others.

LANGUAGE ARTS

3.2.3	Listen for a variety of purposes, such as enjoyment and obtaining information.
3.2.7	Follow oral directions.
3.4.7	Use print concepts in developmentally appropriate ways.
3.4.8	Read with comprehension.
3.4.16	Read and use printed materials and technical manuals from other disciplines,
4.6.1	Mathematics Use real-life experiences, physical materials, and technology to construct meanings for whole numbers, commonly used fractions, and decimals.
4.6.5	Understand the various uses of numbers including counting, measuring, labeling, and indication location.
4.6.7	Use models to relate whole numbers, commonly used fractions, and decimals to each other, and to represent equivalent forms of the same number.
4.8.4	Use models to explore operations with fractions and decimals.
4.8.5	Use a variety of mental computation and estimation techniques.
4.7.19	Investigate, explore, and describe geometry in nature and real-world applications, using models, manipulatives, and appropriate technology.
4.9.14	Understand an apply measurement in their own lives and in other subject areas.
4.9.18	Use measurement appropriately in other subject areas and career-based contexts.

Time Frame of Unit Twenty one weeks

Instructional Activities:

Teacher oriented worksheets.

Construction of the garment.

Identify the techniques and concepts in the individual garment.

Construct samples of a variety of techniques.

Construct a pillow or a stocking as a small project.

Critique the finished project.

Record organization of time.

Materials and Resources:

Text - Clothing: Fashion, Fabrics, and Construction,
Sewing Serger Handbook pages listed in Content section.

Simplicity's Simply the Best Sewing Book, Soto, The Simplicity
Pattern Co., 2001

Teacher work sheets

Magazines

Unit of Study

Unit Title: Clothing and Society

Essential Questions of the Unit:

What influences are there are clothing choice??

How does clothing reflect customs and culture?

Why do clothing needs differ among families?

What is the value of first impressions when selecting clothing?

What are the effects of conformity and individuality on clothing choices?

How can I be creative in clothing construction?

What should be considered when choosing your personal style?

Assessments:

Teacher based test.

Report on fashion in society

Evaluation of clothing worn in certain professions.

Content:

Influences on Clothing

- **Choosing What to Wear**
- **Other Influences**
- **A Changing Society**
- **Looking Ahead**

Culture and Customs

- **Clothing reflects cultures**
- **Clothing as Symbols**
- **Clothing Customs**

Clothing and Families

- **Family clothing Needs**
- **Clothing Management**

Clothing and Self-Expression

- **Creating Impressions**
- **What Clothing communicates**
- **Developing Your personal Style**

Skills:

Verbal skills – vocabulary

Social skills – fashion etiquette

Work place readiness – appropriate dress for careers.

Analytical skills – evaluating how others view the clothing we wear

Purpose / Rationale of the unit:

The student will be better able to determine the rationale behind wearing clothing. They will be able to determine how clothing is an expression of their personality. They will be able to recognize appropriate dress for certain occasions and careers.

New Jersey Core Curriculum Content Standards

CROSS CONTENT WORKPLACE READINESS SKILLS

1.4	Develop an individual career plan.
1.5	Identify skills that are transferable from one occupation to another.
2.2	Select appropriate tools and technology for specific activities.
3.1	Recognize and define a problem, or clarify decisions to be made.
3.4	Identify and access resources, sources of information, and services in the school and the community.
3.7	Conduct systematic observations.
3.11	Identify and evaluate the validity of alternative solutions.
3.12	Interpret and analyze data to draw conclusions.
3.13	Select and apply appropriate solutions to problem-solving and decision-making situations.
3.14	Evaluate the effectiveness of various solutions.
3.15	Apply problem-solving skills to original and creative/design projects.
4.4	Describe constructive responses to criticism.
4.5	Provide constructive criticism to others.
4.6	Describe actions which demonstrate respect for people of different races, ages, religions, ethnicity and gender.

VISUAL AND PERFORMING ARTS

1.1.4	Demonstrate an understanding of different aesthetic philosophies through the evaluation and analysis of artistic styles, trends, and movements in an art form.
1.5.3	Apply knowledge of historical, social, and cultural influences to understanding a work of art.

LANGUAGE ARTS

3.3.8	Write to synthesize information from multiple sources.
3.4.9	Use prior knowledge to extend reading ability and comprehension and to link aspects of the text with experiences and people in their own lives.
3.4.20	Analyze main ideas and supportive details.
3.5.8	Use simple charts, graphs, and diagrams to report data.

TECHNOLOGY LITERACY

8.2	Develop an understanding of the nature and impact of technology, engineering, technological design and the design process, society, and the environment.
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CAREER EDUCATION AND CONSUMER, FAMILY, AND LIFE SKILLS

9.1	Develop career awareness and planning, employability skills, and foundational knowledge necessary for career success.
9.2	Demonstrate critical life skills in order to be functional members of society.

Time Frame of Unit: Four weeks

Instructional Activities:

Teacher oriented worksheets.

List the personal reasons clothing is worn.

Examine careers and the types of clothes needed for “business attire” and “business casual”.

Keep a journal of different clothing worn to different events.

Collect pictures of fashion statements that reflect the student’s conception of society’s fashions.

Materials and Resources:

**Text - Clothing: Fashion, Fabrics, and Construction
Chapters 1, 2, 3, and 4**

Teacher work sheets

Magazines

