

**Southern Regional High School District  
Course of Study**

**FAMILY AND CONSUMER SCIENCES DEPARTMENT**

**Course Title:      Clothing Studio Intermediate**

**Essential Questions of the Course:**

**What projects can be sewn that will help the student further ones knowledge and skills in the area of clothing construction?**

**How can the learning about color and design help one in the selection of ones clothing?**

**Would the student be confident in a career related to textiles and the apparel industry?**

**Assessments:**

**Completion of sewn garments.**

**Oral presentation of sewn garments.**

**Mini projects**

**Tests on subject matter.**

## **Unit of Study**

**Unit Title: Review of the Preliminaries**

### **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**

**Content:****Clothing construction room organization and safety with****Equipment**

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

**Tools**

- **Shears**
- **Pins**
- **Needles**
- **Marking tools**
- **Measuring tools**

**Skills:**

**Recall of information -- previous course**

**Analytical skills – organizing the sewing room**

**Decision making skills – choosing the right piece of equipment and/or making an appropriate decision.**

**Purpose / Rational of the unit:**

**Even though students have learned this previously, a review of this content is necessary for safe use of the equipment in the clothing laboratory.**

# New Jersey Core Curriculum Content Standards:

## 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

<b>9.2</b>	<b>Demonstrate critical life skills in order to be functional members of society.</b>
<b>A</b>	<b>Critical Thinking</b>
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.
<b>F</b>	<b>Safety</b>
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: 1/2 week**

**Instructional Activities:**

**Brainstorm safety rules.**

**Identify tools and equipment through appropriate selection.**

**Identify tools and equipment through organizing clothing construction room.**

**Materials and Resources:**

**Text – Clothing: Fashion, Fabrics, and Construction, Weber  
Glencoe-McGraw Hill, 2003–  
Sewing and Serging Handbook,  
Part 2, Machines and Equipment, Lesson 4 and 6**

## **Unit of Study**

**Unit Title: The Serger**

### **Essential Questions of the Unit:**

**How does the serger work?**

**How is the serger threaded?**

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

**How do I care for the serger?**

**How do sewing machine and sergers differ?**

### **Assessments:**

**Teacher prepared tests on serger information.**

**Practical application of sewing on the serger.**

**Teacher observation of student activity on the machine.**

**Content:**

- **Identify the parts of the serger**
- **Threading the machine**
- **Machine use with material**
- **Machine care**
- **Safety with the serger**
- **Special precautions when sewing with serger**
  - **Cutting blade**

**Skills:**

**Verbal skills – identifying machine parts**

**Basic skill –threading the machine**

**Problem solving skills – determining the solution if machine not functioning properly**

**Analytical skills – determine the correct use of machine**

**Personal skills--patience**

**Purpose / Rational of the unit:**

**The student will be able to use a serger, a different type of sewing machine. Threading, tension, stitch width stitch length and basic stitch will be learned. The student will be able to sew on the serger and complete a simple mini project.**

# New Jersey Core Curriculum Content Standards:

## CROSS-CONTENT WORKPLACE READINESS STANDARDS AND PROGRESS INDICATORS

<b>2</b>	<b>All students will use information, technology, and other tools.</b>
2.2	Select appropriate tools and technology for specific activities.
<b>3</b>	<b>All students will use critical thinking, decision-making, and problem-solving skills.</b>
3.1	Recognize and define a problem, or clarify decisions to be made.
3.12	Interpret and analyze data to draw conclusions.
<b>4</b>	<b>All students will demonstrate self-management skills.</b>
4.3	Evaluate their own actions and accomplishments.
<b>5</b>	<b>All students will apply safety principles.</b>
5.4	Demonstrate safe use of tools and equipment.
5.5	Identify and demonstrate the use of recommended safety and protective devices.

## TECHNOLOGY LITERACY

<b>8.2</b>	<b>Develop an understanding of the nature and impact of technology, engineering, technological design and individual, society, and the environment.</b>
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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.
<b>F</b>	<b>Safety</b>
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: 3 - 4 weeks**

**Instructional Activities:**

**Teacher oriented worksheets.**

**Thread and adjust the serger**

**Make a small project – bag with straps**

**Materials and Resources:**

**Text – Clothing: Fashion, Fabrics, and Construction –  
Sewing Handbook , Lesson 5 Using the Serger pp. 465 –472**

**Manuals for White sergers**

**Teacher worksheets**

## **Unit of Study**

**Unit Title: Decision Making Review**

### **Essential Questions of the Unit:**

**What are the steps in the decision making process?**

**How does one go about using the decision making process?**

**Why is it important to use the decision making process?**

### **Assessments:**

**Teacher evaluation of student discussion of the Decision Making Process**

**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 decisions.**

**Organizational skills to complete the decision making process.**

**Purpose / Rational of the unit:**

**Throughout life, decisions are made daily. It is important that students know and use the appropriate steps in order to make good decisions.**

# New Jersey Core Curriculum Content Standards:

## CROSS CONTENT WORKPLACE READINESS SKILLS

<b>3</b>	<b>All students will use critical thinking, decision-making, and problem-solving skills.</b>
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

<b>9.2</b>	<b>Demonstrate critical life skills in order to be functional members of society.</b>
<b>A</b>	<b>Critical Thinking</b>
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: ½ week**

**Instructional Activities:**

**Have students review the decision making process;**

**Apply decision making process to work through out the year.**

**Case Studies to practice problem solving techniques.**

**Materials and Resources:**

**Decision Making Chart FCCLA Resource**

**Clothing: Fashion, Fabrics & Construction, Weber,  
Glencore McGraw Hill, 2003 p. 33**

## **Unit of Study**

**Unit Title: Choosing my Project**

### **Essential Questions of the Unit:**

**What garment parts and concepts are necessary to include to further the student's knowledge and skill in the area of clothing construction?**

**What fabrics are needed for the project?**

**What notions are needed for the project?**

**Will this project increase my sewing knowledge?**

### **Assessments:**

**Evaluation by student as to number of concepts to be mastered.**

**Teacher evaluation through discussion with student.**

**Content:****Selection of Pattern****Techniques**

- **Hems**
  
- **Sleeves**
  
- **Seam finishes**
  - **French Seam**
  - **Flat felled**
  
- **Zippers**

**(Plus a variety of individual concepts and techniques that follow students through their entire clothing course instruction through out high school.)\_**

**Selection of Fabric****Selection of Notions**

	Pattern #	Pattern #	Pattern #	Pattern #	Pattern #
.					
applique					
belt, fabric					
belt loops					
bias seam binding					
boning					
buttonhole, bound					
buttonhole, loop					
buttonhoke, 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					
<b>FABRICS</b>					

Fabrics					
knit					
woven					
slippery					
stretchy					
thick, heavy					
lace					
<b># pattern pcs. used/cut</b>					
<b>grade on project</b>					
<b># new learnings</b>					
<b>date proj. completed</b>					

**Skills:**

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

**Verbal skills – vocabulary, recognize symbols**

**Analytical skills – ability to read charts**

**Decision making skills – determine pattern to make**

**Purpose / Rational of the unit:**

**In order to sew a garment a pattern and the appropriate materials must be determined. The student will further his/her knowledge as he/she select new learning experiences.**

## 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.

**Time Frame of Unit: 4 weeks**

**Instructional Activities:**

**Students examine their Concept Learning Sheet and determine what is needed for further knowledge.**

**Choose appropriate pattern.**

**Determine fabrics and notions for project.**

**Completion of samples of techniques.**

**Materials and Resources:**

**Text – Clothing: Fashion, Fabrics, and Construction –  
Sewing Handbook , Parts 4 and 5**

**Concept Learning Sheet as developed by teacher.**

**Pattern company posters**

**Clothing Pattern company catalogues**

**Unit Title: Making the Garments****Essential Questions of the Unit:**

**Fabric--what can be used for this garment and what is it's care?**

**Pattern pieces—are there adjustments and how are they placed on fabric?**

**Cutting and marking must any special techniques be used?**

**Should certain steps and procedures be followed to complete the garment?**

**Assessments:**

**Students evaluation of 3 garments made throughout the course.**

**Teacher evaluation of garments and each concept.**

## **Content:**

### **The Fabric**

- **Getting fabric ready for project**
  - **Preshrinking**
  - **Folding**

### **The Pattern**

- **Selecting pieces**
- **Pattern adjustment**
- **Pinning on pattern pieces**
- **Cutting pieces**
- **Marking pieces**

### **Sewing the three garments**

- **Following the direction sheet**
- **Incorporating the various**
  - **techniques**
  - **concepts**

**(Using a variety of individual concepts and techniques that follow students through their entire clothing course instruction through out high school.)**

### **Fitting the garments**

### **Finishing touches**

**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 / Rational of the unit:**

**Further develop skills and increase knowledge of clothing construction.**

## New Jersey Core Curriculum Content Standards:

### CROSS-CONTENT WORKPLACE READINESS STANDARDS AND PROGRESS INDICATORS

<b>1</b>	<b>All students will develop career planning and workplace readiness skills.</b>
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.
<b>3</b>	<b>All students will use critical thinking, decision-making, and problem-solving skills.</b>
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.
<b>4</b>	<b>All students will demonstrate self-management skills.</b>
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.
<b>5</b>	<b>All students will apply safety principles.</b>
5.3	Demonstrate principles of safe physical movement.
<b>VISUAL AND PERFORMING ARTS</b>	
<b>1.2</b>	<b>All students will refine perceptual, physical, and technical skills through creating dance music, theater, and/or visual arts.</b>
1.2.3	Create, produce, visual arts, individually and with others.
<b>LANGUAGE ARTS LITERACY</b>	
<b>3.2</b>	<b>All students will listen actively in a variety of situations to information from a variety of sources.</b>
3.2.3	Listen for a variety of purposes, such as enjoyment and obtaining information.
3.2.7	Follow oral directions.
<b>3.4</b>	<b>All students will read a variety of materials and texts with comprehension and critical analysis.</b>
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,
<b>MATHEMATICS</b>	
<b>4.6</b>	<b>All students will develop number sense and an ability to represent numbers in a variety of forms and use numbers in diverse situations.</b>
4.6.1	Use real-life experiences, physical materials, and technology to construct meanings for whole numbers, commonly used fractions, and decimals.
<b>4.8</b>	<b>All students will understand, select, and apply various methods of performing numerical operations.</b>
4.8.5	Use a variety of mental computation and estimation techniques.
<b>4.9</b>	<b>All students will develop an understanding of and will use measurement to describe and analyze phenomena.</b>
4.9.14	Understand and 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: 16 weeks**

**Instructional Activities:**

**Completion of three garments containing a variety of learned and new concepts and techniques and listed on the supplemental Concept page.**

**Materials and Resources:**

**Commercial garment pattern and guide sheet.**

**Various classroom reference texts.**

**Text: Clothing: Fashion-Fabrics-Construction,  
Sewing and Serging Handbook,  
**Basic Construction, pp. 500-585 as applicable****

**Simplicity's Simply the Best Sewing Book, Soto,  
Simplicity Pattern co., 2001**

## **Unit of Study**

**Unit Title: You and Your Wardrobe**

### **Essential Questions of the Unit:**

**What colors should be in your wardrobe?**

**What are the various aspects of color? (language, schemes, and personal compliment)?**

**What are the various line, shapes and spaces used in clothing?**

**How can one use various elements of design to create the look one want?**

### **Assessments:**

**Student sew a color wheel containing 6 or 12 segments.**

**Identification of color schemes**

**Selection of personal colors to wear through evaluation by peers and teacher.**

**Teacher make test.**

## **Content:**

### **Color and Design**

#### **Understanding Color**

- **The Message of Color**
  - **Color and clothing**
  - **The Impact of color**
  - **The Language of color**
    - **What is Color**
    - **The color Wheel;**
    - **Color Variations**
    - **Neutral Colors**
- **Creating a color Scheme**
  - **Monochromatic**
  - **Analogous**
  - **Complimentary**
  - **Split complimentary**
  - **Triadic**
  - **Accent neutral**
- **Selecting Colors for You**
  - **Personal coloring**

#### **Understanding Design**

- **The Language of Design**
  - **Shape and Size**
  - **Elements of Design**
    - **Understanding Line**
    - **Understanding shape**
    - **Understanding space**
    - **Understanding Texture**
    - **Understanding Pattern**
- **Principles of design**
  - **Balance**
  - **Proportion**
  - **Emphasis**
  - **Rhythm**
  - **Harmony**
  - **Individuality**

**Skills:***Thinking skills:*

**Identification of color schemes, elements and principles of design.**

**Application of factual information into clothing selection for self.**

**Purpose / Rational of the unit:**

**Clothing is designed using color and art principles. Knowing about color and principles of design and how they contribute to the total design in clothing will enable the student to be more knowledgeable as a consumer of clothing and especially as it relates to oneself.**

# New Jersey Core Curriculum Content Standards:

## CROSS-CONTENT WORKPLACE READINESS STANDARDS AND PROGRESS INDICATORS

<b>3</b>	<b>All students will use critical thinking, decision-making, and problem-solving skills.</b>
3.1	Recognize and define a problem, or clarify decisions to be made.
3.12	Interpret and analyze data to draw conclusions.
<b>4</b>	<b>All students will demonstrate self-management skills.</b>
4.2	Work cooperatively with others to accomplish a task.
4.5	Provide constructive criticism to others.

## VISUAL AND PERFORMING ARTS

<b>1.1</b>	<b>All students will acquire knowledge and skills that increase aesthetic awareness in dance, music, theater, and visual arts.</b>
1.1.2	Understand that arts elements, such as color, line, rhythm, space, form, may be combined selectively to elicit a specific aesthetic response.
1.2.3	Create, produce, or perform works of dance, music, theater, or visual arts, individually and with others.

**Time Frame of Unit: 3 weeks**

**Instructional Activities:**

**Teacher made worksheets.**

**Text supplied worksheets.**

**Students sew a color wheel containing or 12 segments.**

**Find pictures of various color schemes**

**Try on fabric bibs for personal color season.**

**Materials and Resources:**

**Text –Clothing: Fashion, Fabrics, and Construction, Chapters  
9, 10**

**Text: Teachers Manual, Teachers Resource Book**

**Color Me Beautiful teacher produced “seasons” posters**

**Fabric bibs grouped by “season colors”**

## **Unit of Study**

**Unit Title: Fibers and Fabrics**

### **Essential Questions of the Unit:**

**How can the knowledge of fabric help you make wise consumer decisions?**

**What are the different characteristics of fabrics?**

**How do fabric characteristics affect fabric performances?**

**What fabrics are use in clothing, home furnishings and recreational items?**

### **Assessments:**

**Teacher made test.**

**Students created pillow top weaving a variety of ribbons using specific weaves, twill, basket, etc.**

## **Content:**

### **Fibers and Fabrics**

- **What are Fibers?**
- **Fiber Names**
- **Fiber Characteristics**
- **Natural Fibers**
  - **Cotton**
  - **Flax**
  - **Wool**
  - **Silk**
  - **Other Natural Fibers**
- **Manufactured Fibers**
- **Making Manufactured Fibers**
- **Specific Manufactured Fibers**
  - **Rayon, Polyester, Nylon, Lyocell, Acrylic, ModAcrylic**
  - **Triacetate, Olefin, Spandex. Metallic, Aramid**
- **Identifying Fibers**

### **Fabrics construction**

- **Yarn**
  - **Types**
  - **Texturing and blending**
- **Fabric characteristics**
- **Woven Fabrics**
- **Weaving Process**
- **Basic Weaves**
- **Knit Fabrics**
- **Types of Knits**
- **Other Fabric constructions**

### **Fabric Finishes**

- **Finishing Processes**
- **Color and Design finishes**
  - **Dyeing**
  - **Printing Textiles**
- **Textile and Performance Finishes**

**Skills:***Thinking skills:*

**Recall of specific information in this and units.**

**Identification of fabrics, weaves and finishes.**

**Application of factual information into clothing selection for self.**

*Manipulative skills:*

**Weaving a variety of weaves.**

**Purpose / Rational of the unit:**

**Clothing is selected by considering the fabric in or for a particular use. Knowing about fabrics will enable the student to be more knowledgeable as a consumer.**

# **New Jersey Core Curriculum Content Standards:**

## **CROSS-CONTENT WORKPLACE READINESS SKILLS**

<b>2</b>	<b>All students will use information, technology, and other tools.</b>
<b>2.6</b>	<b>Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.</b>
<b>3</b>	<b>All students will use critical thinking, decision-making, and problem-solving skills.</b>
<b>3.1</b>	<b>Recognize and define a problem, or clarify decisions to be made.</b>
<b>3.8</b>	<b>Organize, synthesize, and evaluate information for appropriateness and completeness .</b>

## **SCIENCE**

<b>5.8</b>	<b>All students will gain an understanding of the structure and behavior of matter.</b>
<b>5.8.5</b>	<b>Show how substances can react with each other to form new substances having characteristic properties different from those of the original substances.</b>

**Time Frame of Unit: 3 weeks**

**Instructional Activities:**

**Students will construct a small project using one of the various weaves.**

**Complete written and identification worksheets and assignments which will help reinforce their knowledge of various topics in the unit.**

**Materials and Resources:**

**Text: Clothing: Fashion, Fabrics, and Construction – Chapters 11, 12, 13.**

**Text: Teachers Manual, Teachers Resource Book**

## **Unit of Study**

**Unit Title: Clothing Care**

### **Essential Questions of the Unit:**

**What are the general rules for care of clothing?**

**What are the differences in laundering and dry cleaning?**

**What is the information found on care labels?**

**How can clothing be redesigned, repaired and recycled?**

### **Assessments:**

**Teacher assessment of recycled and/or redesigned clothing project.**

**Teacher assessment of simple repairs to clothing.**

## **Content:**

### **Clothing Care Basics**

- **Routine Care**
- **Examining Garments**
- **Stain Removal**
- **Checking for Repairs**
- **Pressing**
- **Putting Clothes Away**
- **Fabric care Labels**
- **Storing Clothes**
- 

### **Laundry and Dry cleaning**

- **Laundry Products and Equipment**
- **Laundering clothes**
- **Drying clothes**
- **Ironing clothes**
- **Dry-Cleaning clothes**

### **Redesigning, Repair and Recycle**

- **Redesigning Clothes**
- **Repairing Clothes**
- **Recycling clothes**

### **Careers in Fashion Services**

- **Education and Training**
- **Possible Career Paths**
- **Skills Needed**
- **Careers**
  - **Dry cleaner**
  - **Stylist**
  - **Wardrobe consultant**
  - **Personal Shopper**
  - **Clothier**

**Skills:**

**Analytical skill--Decision making as they determine if a garment should be laundered or dry-cleaned.**

**Critical thinking skills as clothing is recycled or redesigned.**

**Problem solving – solutions of a garment problem arises**

**Research skills—using the Internet**

**Purpose / Rational of the unit:**

**The unit supplies basic knowledge of clothing care which is needed by every individual. Also simple garment alterations and repairs are easily completed by the home sewer.**

**With just a few changes, garments can be changed or redesigned to become more current in style and therefore decreasing the monetary expenditure for new clothing.**

# **New Jersey Core Curriculum Content Standards:**

## **CROSS-CONTENT WORKPLACE READINESS SKILLS**

<b>2</b>	<b>All students will use information, technology, and other tools.</b>
<b>2.6</b>	<b>Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.</b>
<b>3</b>	<b>All students will use critical thinking, decision-making, and problem-solving skills.</b>
<b>3.1</b>	<b>Recognize and define a problem, or clarify decisions to be made.</b>
<b>3.8</b>	<b>Organize, synthesize, and evaluate information for appropriateness and completeness .</b>

## **TECHNOLOGY LITERACY**

<b>8.2</b>	<b>Develop an understanding of the nature and impact of technology, engineering, technological design and individual, society, and the environment.</b>
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**Time Frame of Unit: 5 weeks**

## **Instructional Activities:**

**Students will complete a variety of assignments as selected by the teacher.**

**Simple repairs such as hemming, patching, and alternations will be done by the student.**

**A garment not currently in fashion will be updated by redesigning and recycling.**

## **Materials and Resources:**

**Text: Clothing: Fashion, Fabrics, and Construction –  
Chapters 14, 15, 16.**

**Text: Teachers Manual, Teachers Resource Book**