

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

Department Family and Consumer Sciences

Course Title: Clothing Studio IV – written by Patricia Penn

Essential Questions of the Course:

What projects can and will be sewn that will help the student further one's knowledge and skills in the area of clothing construction, tailoring and fashion merchandise?

How can knowledge and skills in the areas of clothing construction, tailoring, and fashion merchandising continue to be enhanced through the selection of individual projects?

Assessments:

**Completion of sewn garments
Oral presentation of sewn garments
Mini projects
Tests
Portfolio of work**

Unit of Study

Unit Title: Evaluation of sewing construction standards

Essential Questions of the Unit:

What standards must be upheld for successful clothing lab?

How can I protect myself and others in the sewing room?

How can equipment be maintained for optimum use?

What supplies will I need to complete my projects?

Assessments:

Teacher based tests

Identification of supplies

Identification of equipment

Content:

Clothing construction room organization, use and safety with the following:

Equipment

Sewing machines

Embroidery machine

Sergers

Mannequin

Iron

Cutting tables

Washing machine

Dryer

Tools

Shears

Pins

Needles

Marking tools

Skills:

Recall of information – previous course

Analytical skills – maintenance and organization of supplies

Decision making skills – choosing the correct equipment and/or making appropriate decisions for projects.

Purpose / Rationale 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	All students will apply safety principles.
5.1	Explain how common injuries can be prevented.
5.3	Demonstrate principles of safe physical movement.
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, 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: 2 weeks

Instructional Activities:

Brainstorm safety rules

Make an informative poster and/or pamphlet for safety in the clothing room

Identify tools and equipment through organization of clothing room.

Check the condition of the equipment and tools in the clothing room.

Materials and Resources:

Text – Clothing: Fashion, Fabrics, and Construction

Sewing and Serging Handbook

Equipment manuals

Unit of Study

Unit Title: Decision Making

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:

Selection of a project in a timely manner using the decision making process as part of next unit.

Selection of another project to alter from original pattern.

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:

Thinking skills to determine the many aspects of a project from idea to completing.

Organizational skills to complete the decision making process.

Math skills altering geometric patterns.

Purpose / Rationale of the unit:

Even though this unit has been introduced in previous courses, decisions are made daily. It is of the utmost importance that students know the appropriate way to make decisions in a timely manner and experience decision making on a daily bases.

New Jersey Core Curriculum Content Standards:

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.
3.4	Identify and access resources, sources of information, and services in the school and the community.
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.

Time Frame of Unit: 4 weeks and throughout the year which includes changing of patterns and making of items

Instructional Activities:

Students will apply principles of the decision making process when working in various units in the course.

Materials and Resources:

Decision Making Chart FCCLA Resource

Clothing: Fashion, Fabrics & Construction, Weber, Glencoe-McGraw Hill, 2003

Unit of Study

Unit Title: Choosing My Project

Essential Questions of the Unit:

What garment parts and concepts are necessary to gain additional knowledge and clothing construction skills?

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 to include

- **Techniques**
 - **Tailored garment**
 - **Bound button holes/welts**
 - **Notched Collar**
 - **Lining**
 - **Underlining**
 - **Binding**
 - **Plaids**
 - **Wool fabric**
- **Working with advanced patterns**
- **Selection of Fabric**
 - **Working with wool fabrics**
 - **Working with difficult fabrics**
 - **Yardages for plaids**
- **Selection of Notions**

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

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 / Rationale 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.
Career Education and Consumer, Family and Life Skills	
9.2	Demonstrate critical life skills in order to be functional members of society.
B	Self-Management
9.2.2	Apply projects planning and management skills in academic and/or occupational settings.
9.2.3	Compare and contrast methods for maximizing personal productivity.

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:

Concept Learning Sheet as developed by teacher.

Pattern company posters

Clothing Pattern company catalogues

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

Unit of Study

Unit Title: Making the Garments

Essential Questions of the Unit:

What fabric can be used for garment chosen?

What is care is required for chosen fabric?

Will pattern pieces require adjustments?

How are pattern pieces placed on the fabric?

Are there any special techniques be used for cutting and marking?

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

Assessments:

Student's evaluation of 3 garments made throughout the course.

Teacher evaluation of garments

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**
 - **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 for preparation of garment.

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

Verbal skills – vocabulary – identifying techniques

Mathematical skills – measurements, geometric piecing together of pattern pieces

Social skills – sharing knowledge of techniques with peers.

Problem solving – garment construction problems

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

Purpose / Rationale of the unit:

Further develop skills and increase knowledge of clothing construction and tailoring

New Jersey Core Curriculum Content Standards:

Cross Content Workplace Readiness Skills

	All students will develop career planning and 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	All students will use critical thinking, decision-making, and problem-solving skills.
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	All students will demonstrate self-management skills.
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	All students will apply safety principles.
5.3	Demonstrate principles of safe physical movement.
VISUAL AND PERFORMING ARTS	
1.2	All students will refine perceptual, physical, and technical skills through creating dance music, theater, and/or visual arts.
1.2.3	Create, produce, visual arts, individually and with others.
LANGUAGE ARTS LITERACY	
3.2	All students will listen actively in a variety of situations to information from a variety of sources.
3.2.3	Listen for a variety of purposes, such as enjoyment and obtaining information.
3.2.7	Follow oral directions.
3.4	All students will read a variety of materials and texts with comprehension and critical analysis.
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,
MATHEMATICS	
4.6	All students will develop number sense and an ability to represent numbers in a variety of forms and use numbers in diverse situations.
4.6.1	Use real-life experiences, physical materials, and technology to construct meanings for whole numbers, commonly used fractions, and decimals.
4.8	All students will understand, select, and apply various methods of performing numerical operations.
4.8.5	Use a variety of mental computation and estimation techniques.
4.9	All students will develop an understanding of and will use measurement to describe and analyze phenomena.
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: 17 -18 weeks

Instructional Activities:

Completion of three garments containing a variety of previous and new concepts and techniques.

Materials and Resources:

Commercial garment pattern and guide sheet.

Various classroom reference texts.

Text: Clothing: Fashion-Fabrics-Construction, Sewing and Serging Handbook, Part 5 pp. 500-546

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

Classroom references

Unit of Study

Unit Title: Building a Portfolio

Essential Questions of the Unit:

What is a portfolio?

What are the benefits of a portfolio to further my education and /or a career?

What are the criteria for a portfolio?

Assessments:

Completion of a personal portfolio

Content:

Inspirations

Development of a personal introduction.

Personal goals.

Recognition of problems

Solutions to complete goals

Thinking outside the box

Skills:

Writing skills

Analytical skills – analyze personal information

Critical thinking skills

Interpretation of information

Purpose / Rationale of the unit:

The personal portfolio will enable the student to portray their ability to set, and achieve goals, as well as demonstrate their personality. This is a personal acknowledgement of their achievements and their ability to succeed.

New Jersey Core Curriculum Content Standards:

Visual and Performing Arts

1.4.1	Explain the criteria by which they evaluate the quality of their work and the work of others.
1.4.2	Offer constructive critique in the evaluation of their own and others' work in dance, music, theater, or visual arts.
1.4.3	Evaluate and interpret works of art orally and in writing, using appropriate terminology.

Language Arts

3.3.1	Use speaking, listening, reading, and viewing to assist with writing.
3.3.2	Write from experiences, thoughts, and feelings.
3.3.3	Use writing to extend experience.
3.3.4	Write for a variety of purposes, such as to persuade, enjoy, entertain, learn, inform, record, respond to reading, or
3.3.5	Write on self-selected topics in a variety of literary forms.
3.3.6	Write collaboratively and independently.
3.3.7	Use a variety of strategies and activities, such as brainstorming, listing, discussion, drawing, role playing, note-taking, and
	developing ideas about which to write.
3.5.7	Use symbols, drawings, and illustrations to represent information that supports and/or enhances their writing.

Time Frame of Unit: 4 weeks

Instructional Activities:

Collect pictures of all fashion projects they have created

Organize inspirations of their work

Write a cover letter

Identify personal character growth with the presentation of their fashion items.

Develop a working portfolio

Materials and Resources:

Text: Clothing – Fashion, Fabric and Construction, Chapter 22

Unit of Study

Unit Title: The Workplace

Essential Questions of the Unit:

What specifically are your interests and skills for a job?

How do you go about applying for a job?

What are personal qualities that lead to productive workers who can advance in their job?

What are the responsibilities for and the qualities that make a successful entrepreneur?

What are the various aspects of a global marketplace?

Assessments:

Teacher observation of students' laboratory actions, activities, and conduct.

Teacher evaluation thru a written and/or oral test.

Content:

Career Preparation

- **Knowing Oneself**
- **Researching Career Paths**
- **Looking for a Job**
- **Applying for a Job**

Success on the Job

- **Ingredients for Success**
- **Traveling the Career Path**
- **Balancing Work and Life**

Fashion Entrepreneurs

- **Qualities of the Successful Entrepreneur**
- **Opportunities for Entrepreneurs**
- **Responsibilities of Entrepreneurs**
- **Developing a Business Plan**

Global Marketplace

- **Global Issues**
- **Fashion Industry Trends**

Skills:

Application of decision-making.

Analytical skills—analyze information.

Critical thinking skills.

Interpretation of information

Purpose / Rationale of the unit:

As students mature and begin to think about their future, the more personal and career related information they can acquire about themselves, should enable them to make better decisions about their future career plans.

New Jersey Core Curriculum Content Standards:

Cross-Content Workplace Readiness

1	All students will develop career planning and 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	All students will use critical thinking, decision-making, and problem-solving skills.
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	All students will demonstrate self-management skills.
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.

Language Arts Literacy

3.2	All students will listen actively in a variety of situations to information from a variety of sources.
3.2.3	Listen for a variety of purposes, such as enjoyment and obtaining information.
3.2.7	Follow oral directions.
3.4	All students will read a variety of materials and texts with comprehension and critical analysis.
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,

Career Education and Consumer, Family and Life Skills

9.1	Develop career awareness and planning, employability skills, and foundational knowledge necessary for
A	Career Awareness/Preparation
9.1.1	Re-evaluate personal interests, abilities, and skills through various measures including self assessments
9.1.2	Evaluate academic and career skills needed in various career clusters.
B	Employability Skills
9.1.1	Assess personal qualities that are needed to obtain and retain a job related to career clusters.

**Time Frame of Unit: 6 weeks throughout the course,
2 weeks per garment**

Instructional Activities:

Thinking skills:

- **Identification of self qualities that determine a successful career for oneself**

- **Application of factual information**

Materials and Resources:

**Text: Clothing: Fashion-Fabrics-Construction,
Chapters 22, 23, 24, 25.**

Internet searches for articles pertaining to careers.

Unit of Study

Unit Title: Careers in the Fashion World

Essential Questions of the Unit:

What are the various careers available in the world of fashion?

Where can I obtain work in these careers?

Are these careers suitable for my interests and knowledge?

Assessments:

Evaluation of career report in an area related to fashion.

Content:**Careers in the Fashion World**

- **Choosing a Career Path**
 - **Education and Training**
 - **Possible Career Paths**
 - **Skills you Need**

- **Choosing a Specific Career**
 - **Fashion Promotion**
 - **Market Analyst**
 - **Public Relations specialist**
 - **Sales Representative**
 - **Fashion Model**
 - **Graphic Designer**

 - **Apparel Production**
 - **Patternmaker**
 - **Inspector**
 - **Sewing Machine Operator**
 - **Supervisor**
 - **Shipping and Receiving**

 - **Design**
 - **Apparel Designer**
 - **Apparel stylist**
 - **Design Associate**
 - **Fabric Designer**

Content continued

- **Textile Production**
 - **Textile Chemist**
 - **Textile Converter**
 - **Chemical Technician**
 - **Machine Operator**
 - **Environmental Engineer**

- **Fashion Services Careers**
 - **Dry cleaner**
 - **Stylist**
 - **Wardrobe Consultant**
 - **Personal Shopper**
 - **Clothier**

- **Fashion Merchandising**
 - **Stock Clerk**
 - **Sales Associate**
 - **Buyer**
 - **Fashion Coordinator**
 - **Merchandise Manager**

- **Communication and Education**
 - **Fashion Writer**
 - **Web-Site Designer**
 - **FCS Teacher**
 - **Costume Historian**
 - **Photographer**

Skills:

Verbal skills – vocabulary

Analytical skills – evaluating if a career in the world of fashion is suitable for oneself.

Research skills

Purpose / Rationale of the unit:

Career awareness is of importance to the high school student. The unit will make them aware of various careers in the world of fashion.

New Jersey Core Curriculum Content Standards:

Cross-Content Workplace Readiness Skills

1	All students will develop career planning and workplace readiness skills.
1.3	Identify career interests, abilities, and skills.
1.4	Develop an individual career plan.
1.9	Identify job openings.

Career Education and Consumer, Family and Life Skills

9.1	Develop career awareness and planning, employability skills, and foundational knowledge necessary for
A	Career Awareness/Preparation
9.1.1	Re-evaluate personal interests, abilities, and skills through various measures including self assessment.
9.1.2	Evaluate academic and career skills needed in various career clusters.
B	Employability Skills
9.1.1	Assess personal qualities that are needed to obtain and retain a job related to career clusters.

Time Frame of Unit: 2-3 weeks

Instructional Activities:

Complete an independent study on the subject.

Guest speakers

Search Internet for resources on the topic.

Materials and Resources:

**Text: Clothing: Fashion, Fabrics, and Construction
pp. 72, 150,190,244,374, 432-**

Text: Teachers Manual, Teachers Resource Book

Guest speakers from retail and clothing careers.

Field trip to a retail clothing store.