

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

Department Family and Consumer Sciences

Course Title: Clothing Studio Advanced –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 and tailoring?

Assessments:

**Completion of sewn garments.
Oral presentation of sewn garments.
Mini projects
Tests on subject matter.**

Unit of Study

Unit Title: Review of Equipment Use and Safety

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, use and safety with:

Equipment

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

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 / 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

5.1	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, 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: 3 weeks

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 –
Sewing and Serging Handbook**

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?

Assessments:

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

Selection of a 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:

Give students the tools and resources to make decisions in a timely fashion.

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.

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.
9.2.2	Describe and apply constructive responses to criticism.
9.2.4	Recognize bias, vested interest, stereotyping, and the manipulation and misuse of information while formulating solutions to problems that interfere with attaining goals.

Time Frame of Unit:

1 – 1 ½ weeks each time student chooses new project

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, pg. 33

Unit of Study

Unit Title: The Embroidery Machine

Essential Questions of the Unit:

How does the embroidery machine work?

How is the embroidery machine threaded?

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

How do I care for the embroidery machine?

How do sewing machines, sergers, and embroidery machines differ?

Assessments:

Teacher prepared tests on embroidery machine information.

Practical application of sewing on the embroidery machine.

Teacher observation of student activity on the machine.

Content:

- **Identify the parts of the embroidery machine**
- **Threading the machine**
- **Machine use with material**
- **Machine care**
- **Safety with the embroidery machine**
- **Special precautions when sewing with embroidery machine**
 - **Computer programs**

Skills:

Verbal skills – identifying machine parts

Basic skill –threading the machine, programming the embroidery

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

Analytical skills – determine the correct use of machine

Personal skills--patience

Math skills – positioning the pattern and the program

Purpose / Rationale of the unit:

The student will be able to use the computer based, embroidery machine. Threading, tension, stitch width stitch length and basic stitch will be learned. The student will be able to sew on the embroidery machine and complete a simple mini project.

New Jersey Core Curriculum Content Standards:

2	All students will use information, technology, and other tools.
2.1	Understand how technological systems function.
2.2	Select appropriate tools and technology for specific activities.
2.5	Access technology-based communication and information systems.
2.7	Use technology and other tools to solve problems, collect data, and make decisions.
2.9	Use technology to present designs and results of investigations.
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.
3.12	Interpret and analyze data to draw conclusions.
4	All students will demonstrate self-management skills.
4.3	Evaluate their own actions and accomplishments.
5	All students will apply safety principles.
5.4	Demonstrate safe use of tools and equipment.
5.5	Identify and demonstrate the use of recommended safety and protective devices.

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: 6 weeks

Instructional Activities:

Teacher oriented worksheets.

Thread embroidery machine

Program embroidery patterns for project

Make a small project – bag or pillow with embroidery applied.

Materials and Resources:

Manuals for Husqvarna Rose Embroidery machine

Teacher worksheets

Unit of Study

Unit Title: Choosing my Project

Essential Questions of the Unit:

What garment parts and concepts are necessary to include to further 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

Tailoring Techniques

- **Marking**
- **Underlining**
- **Lining**
- **Welts**
- **Bound buttonholes**
- **Button loops**

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

Selection of Fabric: Plaids, velvets, satins, and stretch knits

Selection of Notions

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 appropriate materials must be determined. The student will further his/her knowledge as he/she selects 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 of Study

Unit Title: Making the Garments

Essential Questions of the Unit:

What fabric can be used for this garment?

What is its care is required for fabric?

What adjustments need to be made to pattern pieces?

How are the pattern pieces placed on fabric?

Are there any special cutting and marking techniques be used?

What are the steps and procedures needed to complete the garment?

Assessments:

Student's evaluation of 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**
 -

Fitting the garments

Finishing touches

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

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.

Purpose / Rationale of the unit:

To further develop skills and knowledge of clothing construction, and the fitting of a garment to the body.

Developing these characteristics enables the student to gain confidence in their ability to approach problems, and persevere in reaching their goals

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.
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 and 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 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: 16 weeks

Instructional Activities:

Completion of three garments containing a variety of new and previously learned 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,
Basic Construction, pp. 500-585 as applicable**

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

Unit of Study

Unit Title: Pattern Alterations

Essential Questions of the Unit:

How can I make a garment look like the designs on the runways?

How do I alter a pattern so it fits me?

Do I always need a pattern to make a garment?

Assessments:

Evaluation by student and teacher of the altered garments.

Teacher evaluation through discussion with student.

Content:

Alterations of existing garments

Flat pattern design – changing an existing pattern

Draping – use of fabric and dress forms

Skills:

**Mathematical skills – measurements, addition, subtraction
practical use of adjusting patterns, use of geometric space
in draping material**

Verbal skills – vocabulary

Analytical skills – ability to use three dimensional designs

**Decision making skills – determine type of method to use for the
garment design**

Purpose / Rationale of the unit:

With fashions in the news every day, students want to be able to produce a garment that is up to date and fits them. Using these methods enables them to visualize a goal and think outside the box to achieve the desired end result.

New Jersey Core Curriculum Content Standards:

Cross Content Workplace Readiness Skills

3.1	Recognize and define a problem, or clarify decisions to be made.
3.2	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.

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
9.2.3	Apply the use of symbols, pictures, graphs, objects and other visual information to a selected project in academic and/or occupational settings.

Time Frame of Unit: 3 weeks

Instructional Activities:

Select a garment and alter to update or fit the person's figure.

Use a pattern and alter the size to fit the seamstress' figure.

Use two existing patterns and combine to make a different garment.

Drape a mannequin with two yards of material.

Materials and Resources:

Various classroom reference texts.

Text: Clothing: Fashion-Fabrics-Construction, Chapters 6 and 7

Unit of Study

Unit Title: Clothing Selection

Essential Questions of the Unit:

What are the differences between department, specialty, discount and resale stores?

How do image and informational ads affect ones shopping habits?

How does one go about evaluating selections when making purchases?

What are the criteria for selecting clothing for different age groups?

Assessments:

Comparison of purchasing a product in different types of stores.

Test on subject matter.

Evaluation of the quality of a garment.

Content:

Buying Clothing

- **Retail Stores**
- **Catalogues**
- **Internet**
- **Television**
- **At-Home Selling**
- **Fairs and Flea markets**

Accessing Information

- **Sources of Information**
- **Using Information Effectively**

Evaluating Selections

- **Correct Size**
- **Fit**
- **Quality**
- **Care**
- **Price**
- **Making a Final Decision**

Consumer Responsibility

- **The Responsible Consumer**
- **Paying for Purchases**
- **Exchanges and Returns**
- **Consumer Protection**

Selecting Clothes for Others

- **Friends and Family**
- **Children**
- **Maternity Wear**
- **Older Adults**
- **People with Disabilities**

Skills:

Application of decision-making.

Analytical skills—comparison.

Interpretation of information

Purpose / Rationale of the unit:

Clothing purchases are one of the major expenditures of money during one's lifetime. With knowledge in these areas, a consumer will be able to make better choices when selecting and purchasing clothing for him/her self and others.

New Jersey Core Curriculum Content Standards:

Cross-Content Workplace Readiness

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.

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.

Time Frame of Unit: 4 weeks

Instructional Activities:

Teacher worksheets.

Define and identify types of stores.

Compare products from several stores.

Guest speakers form retail stores.

Write letters of consumer concerns, which relate to the many topics associated with clothing.

Materials and Resources:

Text: Clothing: Fashion-Fabrics-Construction, Chapters 17, pp 311-317, Chap. 18, 19, 20,21.

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 you obtain work in these careers?

Are these careers suitable for my interests and knowledge?

Assessments:

Teacher evaluation through student discussions about fashion careers.

Content:

Career opportunities

Career changes

Experiences

Education and training opportunities

Skills:

Verbal skills – vocabulary

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

Research skills

Purpose / Rational 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

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 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: 2 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