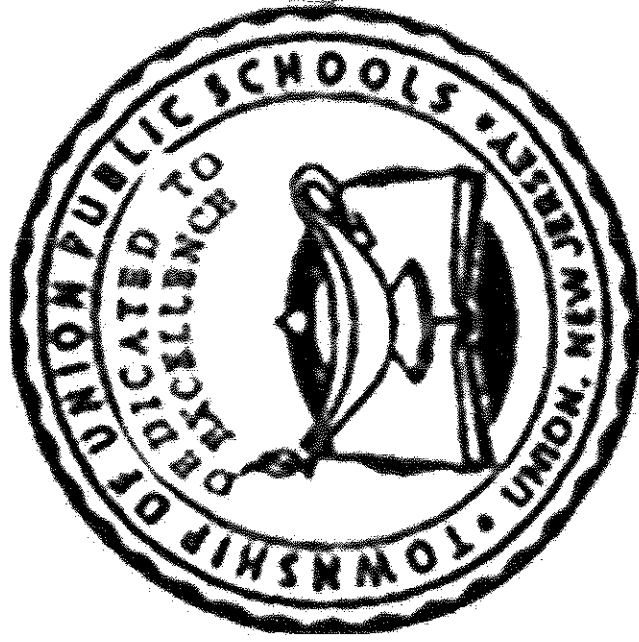


TOWNSHIP OF UNION PUBLIC SCHOOLS



Clothing I & II

Curriculum Guide

Curriculum Guide Approved June 2017

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Clothing I & II

Course Description

Clothing I is a two semester elective course. Students study clothing selection as well as the design and production of textile fabrics. Instruction is given in the safe and appropriate use of the sewing machine, serger, tools and hand sewing skills. While applying these techniques on clothing projects and repairs, students gain practical skills for everyday life and develop critical thinking skills needed for problem solving and decision making.

Clothing II is also a two semester elective course. In this advanced course, students study guidelines for the purchase and care of wardrobe items. The basic principles of clothing construction and design are reviewed and applied. Advanced techniques, including pattern alterations needed for proper fit, will be introduced and practiced. Emphasis is placed on the continued safe and appropriate use of the machines and small equipment as students set goals, carry out projects, and evaluate their work.

Recommended Textbooks

Clothes and Your Appearance, Liddle, Lucille and Samuels, Carolee
Goodheart-Wilcox

Fashion, Mary G. Wolfe
Goodheart-Wilcox

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

Successful Sewing, Mary G Westfall
Goodheart-Wilcox

Course Proficiencies

Students will be able to...

Proficiency #1 -- Develop an understanding of safety and practice safe habits in the clothing lab.

Proficiency #2 -- Become knowledgeable in the use of the sewing machine and small equipment.

Proficiency #3 -- Explain factors that affect clothing choice.

Proficiency #4 -- Become knowledgeable about textile production.

Proficiency #5 -- Develop a working knowledge of wardrobe planning

Proficiency #6 -- Become knowledgeable in the application of advanced clothing techniques.

Proficiency #7 -- Demonstrate proficiency in basic clothing construction techniques.

Proficiency #8 -- Follow written and oral directions and complete projects accordingly.

Proficiency #9 -- Manage time effectively.

Curriculum Units

Unit 1: Safety in the clothing lab

Unit 2: Use of sewing machine and small equipment

Unit 3: Factors that affect clothing choice

Unit 4: Textile production

Unit 5: Wardrobe planning

Unit 6: Basic sewing techniques

Unit 7: Advanced sewing techniques.

Unit 8: Clothing construction

Pacing Guide- Course

<u>Content</u>	<u>Number of Days</u>
<u>Unit 1: Safety in the clothing lab</u>	<u>10</u>
<u>Unit 2: The use of sewing machine and small equipment</u>	<u>30</u>
<u>Unit 3: Factors that affect clothing choices</u>	<u>30</u>
<u>Unit 4: Textile production</u>	<u>20</u>
<u>Unit 5: Wardrobe planning and decision making</u>	<u>20</u>
<u>Unit 6: Basic sewing techniques</u>	<u>60</u>
<u>Unit 7: Advanced clothing techniques</u>	<u>60</u>
<u>Unit 8: Clothing construction</u>	<u>120</u>

Unit 1

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Why is safety important in the clothing lab?</p> <p>Why should you report any unsafe behavior from your classmate?</p> <p>Who should report to first when there is an accident in the clothing lab?</p> <p>How should you test to see if the iron is hot enough for you begin to iron?</p> <p>Water and electricity do not mix, yet iron uses water. Explain?</p>	<p>Report all safety hazards.</p> <p>Describe how to prevent accidents.</p> <p>Maintain order and cleanliness in their work areas and storage spaces.</p> <p>Operate sewing machines and equipment efficiently.</p>	<p>Identify safety hazards in the sewing lab.</p> <p>Demonstrate safe ways to unplug electric cords, handle and use iron, hand another person needles and scissors.</p> <p>Create a poster of safety tips for using sewing machine, serger and equipment in the clothing lab</p>	<p>Take and pass a written safety test to 100% accuracy.</p> <p>Demonstration of safety behavior in the lab.</p> <p>Daily assessment of proper and orderly clean-up of the clothing lab.</p>

Unit 2

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are the differences between serger and conventional sewing machine?</p> <p>What can you use to help you stitch sewing straights?</p> <p>What does a serger have instead of a bobbin?</p> <p>What is a frequent cause of stitching problems?</p> <p>At what speed should you operate the sewing machine?</p> <p>What stitch length is recommended for regular stitching on most fabrics?</p> <p>What types of stitches are used for reinforcement stitching?</p>	<p>Describe the basic supplies needed for sewing.</p> <p>Identify and give the function of the parts of a sewing machine.</p> <p>Demonstrate how to operate the sewing machine correctly.</p> <p>Recognize and solve minor sewing machine problems that might occur.</p> <p>Explain how to care for a sewing machine.</p> <p>Understand how to use cutting tools safely and properly</p> <p>Demonstrate the knowledge of hand sewing techniques</p>	<p>Work with a partner, name and describe the various parts of a sewing machine or an overlock machine to the other person. Then reverse roles.</p> <p>Demonstrate how to wind the bobbin and then thread the sewing machine.</p> <p>Stitch rows of regular stitches, basting stitches, and reinforcement stitches.</p> <p>Compare a conventional sewing machine to an overlock machine. What are the advantages and disadvantages of each?</p> <p>If you could purchase either a conventional sewing machine or a serger, which would you choose? Support your answer.</p>	<p>Participation.</p> <p>Lab demonstration.</p> <p>Neatness and accuracy.</p> <p>Completion of tasks assigned.</p> <p>Bulletin board.</p> <p>Open ended response.</p> <p>Quizzes and Tests.</p> <p>Safety and time management skills.</p>

<p>What type of sewing machine needle is designed for knits and stretch fabrics?</p> <p>What sewing tools are needed to make project?</p> <p>What is the difference between shears and scissors?</p> <p>Why is hand needle needed in the sewing lab?</p>		<p>Identify sewing equipment and tools. Make a list of the essential sewing equipment and tools that would be needed to complete a project.</p> <p>Handle shears and scissors; Cut fabric swatches properly</p> <p>Demonstrate how to thread hand needle as well as making a knot.</p> <p>Make samples of hand stitches and projects.</p>	
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Unit 3

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What is a stereotype?</p> <p>What are status symbols?</p> <p>How do families influence clothing needs and choices?</p> <p>How does your mood affect your clothing choices?</p> <p>Do humans have the same human needs?</p> <p>What is peer pressure?</p> <p>How do your personality, values and self-concept become influenced by your environment?</p> <p>Are first impressions important?</p> <p>What is adornment?</p>	<p>Identify reasons why people wear clothes.</p> <p>Describe how self-concept affects clothing choices.</p> <p>Describe how your family, friends, school, culture, community and religion influence your clothing choices.</p> <p>Discuss how trade, economics, political power, religion, and technology affect clothing.</p> <p>Give examples of historical events that influenced fashion.</p> <p>Discuss the influence of peer pressure and advertising on clothing selections.</p>	<p>Working in small groups, look through magazines and newspapers for illustrations of people wearing clothes for different reasons; label the illustrations according to purpose. Create a display.</p> <p>Make a list of special occasions where special clothing styles and colors are worn. Describe how the clothing identifies various people at each occasion.</p> <p>Many cultures have used elaborate form of jewelry to decorate their bodies. Write a report about the role of jewelry in another culture.</p> <p>Research native dress or costumes worn in foreign countries and report on your findings to the class.</p>	<p>Bulletin board and displays</p> <p>Group assignments.</p> <p>Class assignments</p> <p>Fashion collages</p> <p>Written projects.</p> <p>Quizzes and Tests.</p>

Unit 4

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPI/s)	Activities	Assessments
What are the common textile fibers and their sources?	Describe the fiber characteristics needed for use in fabrics.	Compare and contrast the characteristics of two natural and synthetic fibers.	Class assignments.
Why do fabrics need special finishes?	Identify the different classifications of fibers.	If you could develop a new fabric finish, what would it be? Explain.	Open ended responses.
What is absorbency, and why might you want this characteristic in a fabric?	List the various fibers and describe their characteristics.	Collect samples of fabrics made from various fibers. Identify and compare characteristics.	Research paper.
Why is silk not produced in the United States?	Describe fabric finishes.	Compare the characteristics of wool and silk. In what ways are they similar and different?	Class presentation.
Why are fibers blended?	Explain how a fabric's texture can be changed.	Research to find some of the most recent innovations in fiber manufacturing and characteristics. Prepare a report for the class.	Quizzes and Tests.
How are non-woven fabrics made?	Identify the finishes that can improve a fabric's performance		Time management skills.
What manufactured fiber can be a substitute for wool?	Explain the sources and production steps of the natural fibers.		
What does the term Sanforized mean?			

Unit 5

Essential Questions	Instructional Objectives/ Skills and Benchmarks(CPIs)	Activities	Assessments
<p>What factors can affect your clothing decisions?</p> <p>How can mixing and matching extend your wardrobe?</p> <p>What are two benefits of knowing about fibers and fabrics?</p> <p>What is the difference between a human resource and a nonhuman resource?</p> <p>Would you rather wear a personal, original design or buy the garment from the store?</p> <p>What two skills can help you stretch your clothing dollars?</p>	<p>Explain the benefits of a wardrobe plan.</p> <p>Evaluate your wardrobe by creating new clothing combination.</p> <p>List factors that affect ones clothing decision making.</p> <p>Use decision-making process to make clothing decisions.</p> <p>Describe various resources for expanding a wardrobe.</p> <p>Describe factors affecting family clothing decisions.</p> <p>Analyze factors to consider when deciding to sew or buy garments.</p>	<p>Present a wardrobe problem to the class. Use the decision-making process to solve it.</p> <p>Explain how versatile clothing can make a wardrobe appear much larger.</p> <p>Pretend that you are going to college. Plan a wardrobe budget with a given amount of money.</p> <p>Interview your parents to find out how much your family budgets for clothes each year.</p> <p>What advice do they have for managing clothing costs?</p> <p>Write an essay about how your clothing choices are influenced by your lifestyle, personality, values, and resources.</p> <p>Summarize ways to trade one resource for another in clothing choices.</p>	<p>Class assignments.</p> <p>Class discussion.</p> <p>Question and Answer.</p> <p>Open ended response.</p> <p>Class presentation.</p> <p>Essay.</p> <p>Quizzes and Tests.</p> <p>Time management skills.</p>

Unit 6

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>At what speed would you operate the sewing machine?</p> <p>Which seam would you use for a sheer fabric that ravel easily?</p> <p>Why is staystitching done?</p> <p>What is the purpose of understitching?</p> <p>What two guidelines would you follow when pressing during the construction of a garment?</p> <p>What is the difference between clipping and notching?</p> <p>What type of fastener would you use for an edge that just meets?</p>	<p>Operate the sewing machine properly.</p> <p>Construct darts and seams.</p> <p>Trim, grade, and clip seams.</p> <p>Apply facings and interfacings.</p> <p>Identify various types of fasteners and zippers and describe how to apply them.</p> <p>Incorporate safety and time management skills.</p>	<p>Practice using the sewing machine. Learn to start and stop, sew straight, sew round curves, turn corners, and backstitch.</p> <p>Practice directional stitching, gathering stitch, pleats, and darts.</p> <p>Make samples of each type of seam and seam finish using 6 by 8 inch fabric swatches.</p> <p>Use three different methods to sew a zipper in fabric samples.</p> <p>Make simple projects that incorporate some of the sewing skills learned.</p>	<p>Lab assignment</p> <p>Demonstration of sewing skills in the lab.</p> <p>Identification of skills performed.</p> <p>Completion of task assigned.</p> <p>Accuracy and neatness.</p> <p>Safety and time management skills.</p>

Unit 7

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What causes a collar to roll rather to lie flat?</p> <p>What can you do to keep the under collar from rolling out and showing at the edge of the collar?</p> <p>Which sleeve style has a diagonal seam extended from the underarm to the neckline?</p> <p>Which type of pocket is not visible when the garment is worn?</p> <p>How does a waistband differ from a waist-line facing?</p> <p>What might cause parts of a velvet garment to appear a different color?</p>	<p>Identify various types of collars, sleeves, pockets, waistline treatments, and casing.</p> <p>Construct various types of collars, sleeves, pockets, waistline treatments, and casing.</p> <p>Attach a collar with or without a facing.</p> <p>Accurately Layout pattern pieces on napped fabric.</p>	<p>Practice making curved and square patch pockets using the pattern provided by your teacher.</p> <p>Practice different methods used to finish fabric edges. Experiment with zigzag stitch, an overcast stitch on the serger, and a hemmed edge. Use the same method on both woven fabrics and knit fabrics. Write a paper summarizing your result.</p> <p>Construct samples of self-casing, and applied casing.</p> <p>Sew a simple garment using napped fabric or knit fabric.</p> <p>Complete a sewing project evaluation sheet.</p>	<p>Lab assignment</p> <p>Demonstration of sewing skills in the lab.</p> <p>Identification of skills performed.</p> <p>Completion of task assigned.</p> <p>Accuracy and neatness.</p> <p>Written paper.</p> <p>Question and Answer.</p> <p>Safety and time management skills.</p>

Unit 8

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Why are actual photographs shown in pattern catalogs?</p> <p>How are figure types determined?</p> <p>Why do pattern companies group pattern types according to height and proportion?</p> <p>What are the advantages and the disadvantages of using multi-sized pattern?</p> <p>Why should you read through all the steps of the sewing instructions section before you begin sewing?</p> <p>What is wearing ease and design ease?</p> <p>Why are pattern symbols important when sewing?</p>	<p>Describe the different sections of a pattern catalog.</p> <p>List terms used to identify pattern figure types</p> <p>Choose a pattern size based on personal measurements</p> <p>Use the information printed on the pattern envelope to determine fabric yardage and notions needed for project.</p> <p>Identify the pattern symbols and understand what they mean.</p>	<p>Choose a classmate and take each other's body measurement.</p> <p>Complete a comparison chart of body measurements with those used by pattern companies.</p> <p>Select pattern of interest and appropriate to skill level.</p> <p>Select view and cut out pattern pieces needed for the view. Write your name on all pattern pieces, smooth out or press pattern pieces.</p> <p>Make any needed length or width adjustments on the pattern pieces.</p> <p>Fill out the fabric yardage, and notion chart. Get your required supply and label them for identification.</p>	<p>Class assignment.</p> <p>Proper determination of body type.</p> <p>Accurate use and decoding of pattern instructions.</p> <p>Demonstrate proper usage of sewing equipment and tools</p> <p>Complete satisfactory sewing projects.</p> <p>Complete evaluation form for each project completed.</p> <p>Open ended responses.</p> <p>Tests.</p> <p>Safety and time management skills.</p>

<p>What factors would you consider when choosing a pattern?</p> <p>What are the advantages of using the same pattern as other students in your class?</p> <p>What four things can you learn by looking at the front of the pattern envelope?</p>	<p>Read and analyze the directions on the instruction guide sheet.</p> <p>Choose a pattern according to interest and skills.</p>	<p>Select the layout suitable for your fabric width and pattern pieces size and circle it.</p> <p>Layout out your pattern pieces on your fabric, pin, cut them out. Use tracing paper and tracing wheel to transfer markings such as stitching line, notches, and other symbols found on the pattern pieces onto fabric.</p> <p>Using the instruction guide sheet, sew the pattern pieces together.</p> <p>Interpret pattern symbols, diagrams, and written directions found on pattern guide sheets</p>	
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New Jersey Core Curriculum Content Standards
Academic Area

9.3- Career & Technical Education (CTE)
Content Area: 21st Century Life and Careers

CONTENT AREA:	STANDARD 9.4 CAREER AND TECHNICAL EDUCATION
J. HUMAN SERVICE CAREER CLUSTER	
Number	Standard Statement
By the end of Grade 12, Career and Technical Education Program completers will be able to:	
CPI #	Cumulative Progress Indicator (CPI)
9.4.12. J. (1). 1	Describe and use proper English to enhance learning, direct behavior and strengthen classroom
COMMUNICATION SKILLS:	
9.4.12. J. (1). 5	Demonstrate listening and communication skills, including respectfully and attentively to the staff members to facilitate development activities.
9.3.12. J. (1). 6	Write plainly, synthesizing and summarizing information to ensure it is easily understood by parents
PROBLEM - SOLVING AND CRITICAL THINKING:	
9.4.12. J. (1). 7	Analyze situations and apply problem-solving and critical thinking skills to provide solution.

	INFORMATION TECHNOLOGY APPLICATION:
9.4.12. J. (1). 8	Select and use appropriate technology to enhance education programs.
	SAFETY, HEALTH, AND ENVIRONMENT:
9.4.12. J. (1). 9	Research knowledge of safety procedures to ensure compliance for potential hazards.
	LEADERSHIP AND TEAMWORK:
	Describe an inviting and encouraging atmosphere to encourage parent and family participation.
	EMPLOYABILITY AND CAREER DEVELOPMENT:
9.4.12. J. (1). 13	Research necessary education and state specific requirements to practice this pathway.
	TECHNICAL SKILLS:
9.4.12. J. (1). 15	Evaluate curriculum for multicultural awareness.

New Jersey Scoring Rubric

	4	3	2	1
Problem-Solving	Actively looks for and suggests solutions to problems	Refines solutions Suggested by others	Does not suggest or Refine solutions, but is willing to try out solutions suggested by others	Does not try to solve Problems or help other Solve problems. Prefers To let others work for them.
Focus on task	Consistently stays focuses on the task and what needs to be done. Very self-directed	Most of the time will focus on the task and what needs to be done.	Some of the time will focus on the task and what needs to be done	Rarely focuses on the task and what needs to be done
Preparedness	Brings needed materials to class and is always ready to work	Almost always brings needed materials to class and is ready to work	Almost always brings needed materials but sometimes needs to settle down and get to work.	Often forgets needed material or is rarely ready to get to work.
Pride	Work reflects this student's best efforts.	Work reflects a strong effort from this student.	Work reflects some effort from this student.	Work reflects very little effort On the part of this student.
Time Management	Routinely uses time well throughout the Project to ensure things get done on time.	Usually uses time well throughout the project, but may have procrastinated on one thing.	Tends to procrastinate, but Always gets things done by the deadline.	Rarely gets things done by the deadline.

New Jersey Registered Holistic Scoring Rubric - GEPA/HSPA

In Scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score	1	2	3	4	5	6
Content & Organization	<ul style="list-style-type: none"> • May lack opening and/or closing • Minimal response to topic; uncertain focus 	<ul style="list-style-type: none"> • May lack opening and/or closing • Attempts to focus • May drift or shift focus 	<ul style="list-style-type: none"> • May lack opening and/or closing • Usually has single focus 	<ul style="list-style-type: none"> • Generally has opening and/or closing • Single focus 	<ul style="list-style-type: none"> • Opening and closing • Single focus • Sense of unity and coherence • Key ideas developed 	<ul style="list-style-type: none"> • Opening and closing • Single, distinct focus • Unified and coherent • Well-developed
Usage	<ul style="list-style-type: none"> • No planning evident; disorganized 	<ul style="list-style-type: none"> • Attempts organization • Few, if any, transitions between ideas 	<ul style="list-style-type: none"> • Some lapses or flaws in organization • May lack some transitions between ideas 	<ul style="list-style-type: none"> • Ideas loosely connected • Transition evident 	<ul style="list-style-type: none"> • Logical progression of ideas • Moderately fluent • Attempts compositional risks 	<ul style="list-style-type: none"> • Logical progression of ideas • Fluent, cohesive • Compositional risks successful
Sentence Construction	<ul style="list-style-type: none"> • No apparent control • Severe/numerous errors • Assortment of incomplete and/or incorrect sentences 	<ul style="list-style-type: none"> • Numerous errors • Excessive monotony/ same structure • Numerous errors 	<ul style="list-style-type: none"> • Errors/ patterns of errors may be evident • Little variety in syntax • Some errors 	<ul style="list-style-type: none"> • Some errors that do not interfere with meaning • Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> • Few errors • Few errors 	<ul style="list-style-type: none"> • Very few, if any, errors • Very few, if any, errors
Mechanics	<ul style="list-style-type: none"> • Errors so severe they detract from meaning 	<ul style="list-style-type: none"> • Numerous serious errors 	<ul style="list-style-type: none"> • Patterns of errors evident 	<ul style="list-style-type: none"> • No consistent pattern of errors • Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> • Few errors 	<ul style="list-style-type: none"> • Very few, if any, errors