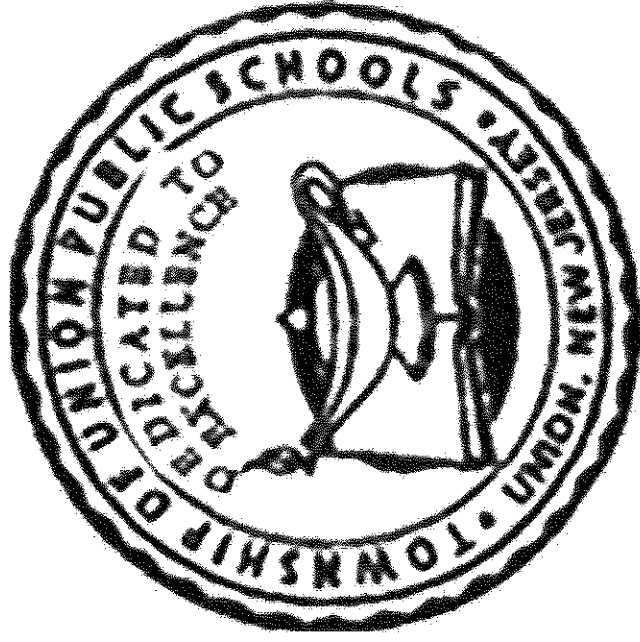


TOWNSHIP OF UNION PUBLIC SCHOOLS



Clothing III & IV

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 III & IV

Course Description

Clothing III is a two semester elective course geared to the student who has mastered the basic construction skills and possesses the ability to give garments a more professional look. Emphasis will be placed on improving fit through measurement and pattern alteration. These skills will be applied to advanced projects and coordinated accessories. To aid students in making choices about their future, a unit on careers will acquaint students with the fashion industry and training needed for employment in the field.

The purpose of this course is to present sewing as both a practical art and a life skill. Students are provided instruction in fit, alteration, and advanced clothing construction skills. Information introduced will acquaint aspiring and interested students with career opportunities in the fashion industry.

Clothing IV is a two semester elective course. In this final clothing course, the seniors enrolled will receive instruction in tailoring. These techniques will then be incorporated into their projects to achieve quality and good fit. The students are encouraged to work independently and cooperatively, and apply all skills mastered previously. Students will also have the opportunity to create new designs by drawing their own patterns or by combining and reshaping commercial styles.

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...

- 1. Demonstrate safety habits in the clothing lab.**
- 2. Develop a working knowledge of fit and alteration techniques.**
- 3. Develop proficiency in the application of advanced sewing and tailoring techniques.**
- 4. Demonstrate an understanding and knowledge of using sewing patterns.**
- 5. Demonstrate an understanding of careers in the textile and fashion industries.**
- 6. Apply an array of clothing knowledge and construction skills gained in previous clothing courses.**

Curriculum Units

Unit 1: Lab safety review

Unit 2: Fit and Alterations

Unit 3: Advanced sewing and tailoring techniques

Unit 4: Reading and understanding sewing patterns

Unit 5: Career in the textile and fashion industries

Unit 6: Garment construction

Pacing Guide- Course

<u>Content</u>	<u>Number of Days</u>
<u>Unit 1: Safety practices in the clothing lab</u>	<u>10</u>
<u>Unit 2: Fit and Alterations</u>	<u>50</u>
<u>Unit 3: Advanced sewing and tailoring techniques</u>	<u>50</u>
<u>Unit 4: Reading and understanding sewing patterns</u>	<u>60</u>
<u>Unit 5: Career in the textile and fashion Industries</u>	<u>60</u>
<u>Unit 6: Garment construction</u>	<u>130</u>

Unit 1

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/Is)	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>Brainstorm and create safety rules for the clothing lab.</p> <p>Open ended response.</p> <p>Review safety ways to unplug electric cords, handle and use iron, hand another person needles and scissors.</p>	<p>Class discussions</p> <p>Oral question and answer.</p> <p>Pass a written safety test to 100% accuracy.</p>

Unit 2

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
<p>How can you use color to change the mood or look of an outfit?</p> <p>Why should you know about a garment's fabric before you try to alter it?</p> <p>How might you redesign a jacket that is outdated?</p> <p>What problems may occur in lengthening a garment?</p> <p>What are two simple alterations that could be done on a garment to enhance the appearance and the fit of that garment?</p> <p>If there is not enough hem to lengthen a garment, what can you do?</p>	<p>Alter garments to improve their fit.</p> <p>Expand your wardrobe by repairing, redesigning, and recycling garments.</p> <p>Demonstrate various clothing repair techniques.</p> <p>Update the fashion look of older clothes.</p> <p>Recycle clothes and fabrics for new uses.</p>	<p>Choose one item from your wardrobe to redesign for yourself or for another family member. Explain what steps or techniques you will use.</p> <p>Change or add some color to old outfit by changing the buttons, or the zipper.</p> <p>Practice making the following simple repairs on fabrics: restitch a seam, sew a button, repair a hem, sew a snap, mend a small tear, sew a hook and eye, and patch a hole.</p>	<p>Class discussion/participation</p> <p>Written assignments.</p> <p>Demonstration of sewing skills.</p> <p>Completed lab assignments.</p> <p>Written tests.</p> <p>Safety and Time management skills.</p>

Unit 3

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/Is)	Activities	Assessments
<p>What are two techniques for creating special effects on a seam?</p> <p>What is the difference between tucks and pleats?</p> <p>What is a placket?</p> <p>What is purpose of interfacing?</p> <p>What type of pocket is purely functional?</p> <p>What is the difference between piping and tubing?</p> <p>To which side of a collar is interfacing usually applied?</p>	<p>Apply previously acquired skills to create decorative seams on garments.</p> <p>Identify various advanced tailoring skills: yokes, lapels, plackets, cuffs, and invisible zippers.</p> <p>Construct various types of tucks, pleats, plackets, curved patched pockets, yokes, and cuffs.</p> <p>Plan and manage time effectively.</p>	<p>Demonstrate two techniques for creating special effects on a seam.</p> <p>Practice and make samples of the following techniques: self-finished seams, decorative seams, tucks, pleats, tubing, and trims.</p> <p>Make mini-samples of a flat or rolled collar, set-in sleeve, cuff, in-seam pocket, and curved patched pocket.</p> <p>Construct and sew garments that each incorporates some of the advanced tailoring 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 tasks assigned.</p> <p>Accuracy and neatness of finished projects.</p> <p>Written reports.</p> <p>Written quizzes and tests.</p> <p>Safety and time management skills.</p>

Unit 4

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Why are most garments cut with the lengthwise grain running vertically, or up and down?</p> <p>Why should you never tilt or angle a pattern piece in order to save fabric?</p> <p>Why do most layouts have the fabric folded with the right side in?</p> <p>Why should stripes, plaids, and prints be folded with the right side out for layouts?</p> <p>What are at least five construction lines or symbols that should be marked?</p> <p>What will happen if you ignore instructions to place a</p>	<p>Compare and contrast the information found on a pattern envelop, guide sheet, and tissue pattern pieces.</p> <p>Identify the various lines and symbols found on pattern pieces. Explain the purpose of each symbol.</p> <p>Compare your own measurement with the body measurement listed on a pattern envelop. Indicate any differences.</p> <p>Interpret layout, pinning, and cutting information found on the pattern instruction sheet.</p>	<p>From your wardrobe, select one item of clothing, make a large diagram of the item for its construction analysis:</p> <p>How many individual garment pieces were used? List them.</p> <p>How many of the garment pieces were cut on a fold line? Name them.</p> <p>What pattern markings were probably on the pattern pieces? Show them.</p> <p>Was the pattern laid on-grain correctly? How do you know?</p> <p>Combine your construction analysis with those of your classmate and make a bulletin board to illustrate your findings.</p> <p>Select a pattern, construct it, and sew it to fit your style</p>	<p>Class projects.</p> <p>Lab demonstration.</p> <p>Completed sewing projects.</p> <p>Written reports.</p> <p>Quizzes and tests.</p> <p>Safety and time management skills.</p>

pattern piece on the fold of a folded fabric?			and personality.
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Unit 5

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What is the difference between a designer and a stylist?</p> <p>What is the role of contractors in the apparel industry?</p> <p>What are two skills that are important for sales reps?</p> <p>Why are engineers an important part of research and development?</p> <p>What are three questions you should to ask yourself when choosing a career field?</p> <p>What role do illustrator, publicist, and editor, play in</p>	<p>Describe the work of a fashion designer and the qualifications needed for that career.</p> <p>Discuss the wide range of career in the textile industry.</p> <p>Name top management and administration job and their responsibilities.</p> <p>Discuss careers in fashion advertising and display.</p> <p>Explain the work of fashion illustrators, models, and photographers.</p> <p>List and describe careers in the home sewing industry.</p>	<p>What career in the textile industry do you find most interesting? Explain why?</p> <p>Work in small groups to outline the creation and production of a garment. List all the people and all the steps involved in getting the garment to the manufacturer's showroom.</p> <p>Present your work in form of a written report or PowerPoint presentation.</p> <p>There are many types of jobs in retailing. Research to find what common characteristics they all share.</p> <p>Create a sales campaign for</p>	<p>Class discussion.</p> <p>Research paper.</p> <p>Class presentation.</p> <p>Written test.</p> <p>Open ended response.</p> <p>Safety and time management skills</p>

<p>the fashion industry?</p> <p>Where do fashion designers get ideas for new garment designs?</p> <p>Who is responsible for developing the fashion personality or image of a store?</p> <p>What is the difference between a department store and a chain store?</p>	<p>Explain how to become an entrepreneur of an apparel-related business.</p> <p>Explain the role of a buyer, merchandise manager, and fashion director in choosing the items that are available in the store.</p> <p>Discuss how new fibers and methods of production are developed.</p> <p>Explain the designer's role in creating the fashion look of fabrics and garments.</p>	<p>an apparel item you created. Develop an advertisement for a commercial electronically, using words and images. Share it with the class.</p> <p>Examine textile job opportunities advertised in the local newspaper or the internet. What education, training, or skills are required? Are salaries mentioned? Present your finding in an electronic slide presentation.</p>	
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Unit 6

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
If a casing is inch wide, what width of elastic should you use?	Choose a sewing pattern according to your interest and skills.	Look through a fashion magazine and select a garment that have interesting construction	Class discussions/participation.
How can you ease in the fullness in a set-in sleeve?	Describe and gather sewing supplies that will make your sewing job easier.	design details such as neckline, sleeves, seams, and hem line. Cut out the picture and write a short description of the garment. If you were the designer, what would you have done differently? Sketch your own version of the garment and explain what you have done to change the look of the garment.	Class presentation.
What can be done to stabilize seams and keep them from stretching, such as on a front hip pocket?	Recognize and solve minor sewing machine problems that might occur.		Demonstration of sewing skills.
Which type of fastener would you use for an edge that just meets?	Check the grain of fabric and prepare fabric for cutting and sewing.		Completion of sewing projects assigned.
Which two guidelines would you follow when pressing during the construction of a garment?	Lay out a pattern and properly cut out a garment. Transfer pattern markings to fabric.		Written reports.
Which hem finish could you use on a shirt or blouse that will be tucked into another garment?	Construct darts, pockets, collars, seams, and other required construction techniques.	Decide two events you will attend that require special outfits. Select appropriate patterns, fabrics, and notions. Construct and make the garments following pattern instructions guide sheets, and skills previously	Open ended response
			Quizzes and Tests.
			Safety and time management skills.

<p>How is blind stitch done, and what is the purpose?</p> <p>How can you find the lengthwise, crosswise, and bias grain of a fabric?</p> <p>Which type of zipper would you choose if you were sewing a jacket and why?</p> <p>How would you decide what weight of interfacing to buy?</p> <p>What is the advantage of bent-handled shears?</p> <p>Why is polyester/cotton thread a good choice for sewing almost all fabrics?</p>	<p>Apply various seam finishes: French seam, zigzag, and serger.</p> <p>Identify various types of fasteners and zippers and demonstrate how to apply them.</p> <p>Demonstrate how to use the hem marker to finish the edge of the garment.</p>	<p>acquired in the clothing courses.</p> <p>Inspect your finished work, and complete The Conventional Sewing Project Evaluation sheet.</p>	
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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"> 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 apparent control Severe/numerous errors 	<ul style="list-style-type: none"> Numerous errors 	<ul style="list-style-type: none"> Some lapses or flaws in organization Errors/ patterns of errors may be evident 	<ul style="list-style-type: none"> Ideas loosely connected Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Logical progression of ideas Few errors 	<ul style="list-style-type: none"> Logical progression of ideas Very few, if any, errors
Sentence Construction	<ul style="list-style-type: none"> No planning evident; disorganized 	<ul style="list-style-type: none"> Attempts organization Few, if any, transitions between ideas Excessive monotony/ same structure Assortment of incomplete and/or incorrect sentences 	<ul style="list-style-type: none"> Some lapses or flaws in organization Transitions between ideas Little variety in syntax 	<ul style="list-style-type: none"> Transition evident Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Moderately fluent Attempts compositional risks Few errors 	<ul style="list-style-type: none"> Fluent, cohesive Compositional risks successful 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