

**ROBBINSVILLE PUBLIC SCHOOLS**

**OFFICE OF CURRICULUM AND INSTRUCTION**

**DEPARTMENT  
FAMILY AND CONSUMER SCIENCES**

**CLOTHING, FASHION, AND FABRICS**

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## **Course Philosophy**

Every individual develops intellectually at his or her own unique pace through a variety of structured individual and group experiences. Through the study of Clothing, Fashion and Fabrics, students develop critical thinking skills, patience, teamwork, and a sense of accomplishment from a job well done. Additionally, students learn to follow directions systematically and how to troubleshoot and problem-solve individually and collectively. Whether a student decides to pursue a career in this field in the future or applies the principles learned personally, the knowledge and skills gained as a result of completing this course will continue to be a source of lifelong learning and fulfillment.

## **Course Description**

Clothing, Fashion, and Fabrics is a 2.5 credit semester course that is open to students in grades 9-12. Subjects covered are clothing and society, fashion history, fashion styles, fashion designers, principles of color and design, and application of those principles to ensure the most flattering wardrobe selections. Students will learn the differences between natural and synthetic fibers, fabric construction, fabric finishes, and identification of quality clothing. Additionally, the students will learn about caring for one's clothing, including laundry, dry cleaning, and basic repairs. Finally, the students will explore careers in the industry. Throughout the course, students will participate in class activities individually and in small groups.

## Integration of 21st Century Themes and Skills

### Educational Technology

#### Standards (8.1.12.A.2, 8.1.12.C.1., 8.1.12.E.1)

- **Technology Operations and Concepts:** Students can produce and edit a multi-page digital document for a commercial or professional audience and present it to peers or professionals in that related area for review (8.1.12.A.2).

**Example:** Students can collaborate online to produce, edit, and electronically submit a virtual museum presentation or timeline as part of the unit on fashion history. Students can receive peer feedback before and after publishing their presentations via Google Classroom.

- **Creativity and Innovation:** Students can apply previous content knowledge by creating and piloting a digital learning game or tutorial. (8.1.12.B.2) Example: A website allowing students to create games online can be used to develop a game about how the principles of color and design affect clothing selection.

**Example:** Students can develop an online game to be played by the class. The game would be designed to reinforce information learned about the application of the principles of color and design to personal wardrobe selection.

- **Communication and Collaboration:** Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community (8.1.12.C.1). Example: Students can investigate multiple online resources to develop a presentation about the selection and care of clothing.

**Example:** Students can collaborate and use multiple online resources to produce a document about the selection of a category of clothing and its care, including laundry and/or dry cleaning and basic repair. The project would be part of the unit on clothing selection and care.

- **Research and Information Fluency:** Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources (8.1.12.E.1). Example: Students can research the impact of the synthetic fiber manufacturing process on the environment.

**Example:** Students can use multiple online and print resources to produce a multimedia presentation illustrating the impact of the manufacture of synthetic fibers on the environment.

## Career Ready Practices

### Standards

**CRP1.** Act as a responsible and contributing citizen and employee. Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

**Example:** Students will demonstrate the responsibilities associated with being a member of a community when engaging collaboratively during sharing in pairs/trios and participating in whole group discussions. Examples may include jigsaw and fishbowl activities.

**CRP4.** Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

**Example:** Students will communicate clearly and effectively with their classmates when presenting their projects. They will be active listeners during others' presentations. They will ask thoughtful questions and respond appropriately.

**CRP6.** Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

**Example:** Students will brainstorm ideas and collaborate with their classmates to find creative solutions to the task at hand. This may include research as a basis for discussion.

**CRP7.** Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

**Example:** Students will employ accepted research strategies and cite their sources.

**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

**Example:** Once students have brainstormed and collaborated and decided on a course of action, they work diligently until the project has been completed.

**CRP11.** Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

**Example:** Students use technology responsibly to complete their assigned projects.

### **Robbinsville Ready 21st Century Skill Integration**

**The following skills will be embedded throughout the curriculum and instruction of this course.**

**Collaborative Team Member:** Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

**Effective Communicator:** Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas.

Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

**Emotionally Intelligent Learner:** Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, are willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams, and are leaders who can grow and help to develop others.

**Informed and Involved Citizen:** Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be “literate” has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally, and informationally literate.

**Innovative Thinker:** Robbinsville students must encompass innovative thinking skills in order to be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film *Shift Happens*, “We are currently preparing students for jobs that don’t yet exist...using technologies that haven’t been invented...in order to solve problems we don’t even know are problems yet.” Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

**Resilient and Self-Directed Learner:** Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-changing world. Author of *Life, the Truth, and Being Free*, Steve Maraboli stated, “Life doesn’t get easier or more forgiving, we get stronger and more resilient.” Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

### Interdisciplinary Connections

**Reading/Writing: NJSLSA.R7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Examples: Students can create a multi media presentation about fashion designers. Students can create a multi media presentation

about fashion styles.

**Math: Modeling with Geometry (G-MG):** A. Apply geometric concepts in modeling situations 1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder). Examples: Students will use geometric shapes in sketching their clothing designs on a croquis. Students can relate geometric shapes and measures to body shapes and sizes; this is part of selecting clothing with flattering lines.

**Science: HS-ESS3-4:** Evaluate or refine a technological solution that reduces impacts of human activities on natural systems. Examples: Students can research the impact of synthetic fiber creation on earth's natural systems and how that impact might be altered. Students can research the effectiveness of commercial vs. homemade laundry products and the impact of each upon the environment.

**Social Studies: 6.2.12.D.3.b:** Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment. Examples: Students can research the impact of the Industrial Revolution on clothing construction, availability, and cost. Students can create a timeline of fashion throughout the twentieth and twenty-first centuries, including trends and technological advances.

**Career and Tech Education: 9.3.12.AR-VIS.2:** Analyze how the application of visual arts elements and principles of design communicate and express ideas. Examples: Students can evaluate current-day fashion based on the recognized principles of design.

**Technology: 8.1.12.C.1:** Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community. Examples: Students can create a basic wardrobe needed for a particular career including the elements of quality garments, versatility, and cost effectiveness.

**World Languages: 7.1.NH.C.5:** Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives. Examples: Students can create a collage about national costumes. Students can create a national costume for the United States.



General Differentiated Instruction Strategies	
<ul style="list-style-type: none"> <li>• Leveled texts</li> <li>• Chunking texts</li> <li>• Choice board</li> <li>• Socratic Seminar</li> <li>• Tiered Instruction</li> <li>• Small group instruction</li> <li>• Guided Reading</li> <li>• Sentence starters/frames</li> <li>• Writing scaffolds</li> <li>• Tangible items/pictures</li> <li>• Adjust length of assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat, reword directions</li> <li>• Brain breaks and movement breaks</li> <li>• Brief and concrete directions</li> <li>• Checklists for tasks</li> <li>• Graphic organizers</li> <li>• Assistive technology (spell check, voice to type)</li> <li>• Study guides</li> <li>• Tiered learning stations</li> <li>• Tiered questioning</li> <li>• Data-driven student partnerships</li> <li>• Extra time</li> </ul>

Possible Additional Strategies for Special Education Students, At-Risk Students, and English Language Learners (ELLs)			
Time/General	Processing	Comprehension	Recall
<ul style="list-style-type: none"> <li>• Extra time for assigned tasks</li> <li>• Adjust length of assignment</li> <li>• Timeline with due dates for reports and projects</li> <li>• Communication system between home and school</li> <li>• Provide lecture notes/outline</li> </ul>	<ul style="list-style-type: none"> <li>• Extra Response time</li> <li>• Have students verbalize steps</li> <li>• Repeat, clarify or reword directions</li> <li>• Mini-breaks between tasks</li> <li>• Provide a warning for transitions</li> <li>• Reading partners</li> </ul>	<ul style="list-style-type: none"> <li>• Precise step-by-step directions</li> <li>• Short manageable tasks</li> <li>• Brief and concrete directions</li> <li>• Provide immediate feedback</li> <li>• Small group instruction</li> <li>• Emphasize multi-sensory learning</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-made checklist</li> <li>• Use visual graphic organizers</li> <li>• Reference resources to promote independence</li> <li>• Visual and verbal reminders</li> <li>• Graphic organizers</li> </ul>
Assistive Technology	Assessments and Grading	Behavior/Attention	Organization

<ul style="list-style-type: none"> <li>● Computer/whiteboard</li> <li>● Tape recorder</li> <li>● Spell-checker</li> <li>● Audio-taped books</li> </ul>	<ul style="list-style-type: none"> <li>● Extended time</li> <li>● Study guides</li> <li>● Shortened tests</li> <li>● Read directions aloud</li> </ul>	<ul style="list-style-type: none"> <li>● Consistent daily structured routine</li> <li>● Simple and clear classroom rules</li> <li>● Frequent feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Individual daily planner</li> <li>● Display a written agenda</li> <li>● Note-taking assistance</li> <li>● Color code materials</li> </ul>
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## Enrichment

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

**Robbinsville Public Schools**

**Curriculum Map**

**Clothing, Fashion and Fabrics**

<b>Relevant Standards</b>	<b>Standards Unpacked Skill / Concept / Process?</b>	<b>Enduring Understandings / Unit Goals</b>	<b>Essential Questions</b>	<b>Unit Title / Suggested Timeline</b>
Unit #1 8.1.12.A.2 7.1.NH.C.5 CRP1 CRP4 CRP6 CRP7 CRP8 CRP11 NJSLA.R1	Describe basic functions of clothing, evaluate media influences on fashion, explain personal influences on fashion choices, explain how clothing reflects cultures, identify appropriate dress, describe development of personal style/Clothing fulfills many functions, clothing choices are influenced by many factors, dress codes have been established to , personal style develops over time/Textbook readings, internet research, individual and group projects	Clothing fulfills many basic functions. There are many internal and external factors that influence fashion and fashion choices. Clothing reflects cultures. Appropriate clothing choices differ for various occasions. SWBAT describe the basic functions that clothing fulfills. SWBAT evaluate factors that affect fashion and fashion choices. SWBAT explain how clothing reflects cultures. SWBAT analyze dress codes in U.S. culture.	What are the basic functions of clothing? How do internal and external factors affect fashion choices? How does clothing reflect cultures? What is appropriate dress?	Clothing and Society/3 weeks

NJSLSA.R2				
NJSLSA.R7				
NJSLSA.W7				
NJSLSA.W8.				
NJSLSA.W9				
NJSLSA.SL1				
NJSLSA.SL2.				
NJSLSA.SL3.				
NJSLSA.SL4				
NJSLSA.SL5				
NJSLSA.SL6.				
NJSLSA.L1				
NJSLSA.L2				
Unit #2 6.2.12.D.3.b CRP1 CRP4 CRP6 CRP7	Describe the evolution of fashions from early civilizations to the present day, discuss factors that influenced fashion history, identify classics v. fads, identify and describe components of garments, identify the names, styles and achievements of famous fashion designers, explain how clothing is produced and marketed, identify the career opportunities in the fashion	Many factors have contributed to the evolution of fashion from early civilizations through the present day. Classics are fashions that have endured, and fads are fashions that are in style for a short time. There are many components to garments; each component has many variations. Famous fashion designers influence the clothing market. There are many steps in the design, production and	What factors contributed to the evolution of fashion from early civilizations through the present day? What are classic fashions? Fads? What are the components and variations thereof of skirts, blouses, dresses, pants, jackets and outerwear? Who are the famous fashion designers, and how did they influence the clothing market?	The Fashion World/5 weeks

CRP8 CRP11 NJSLSA.R1 NJSLSA.R2 NJSLSA.R7 NJSLSA.W7 NJSLSA.W8. NJSLSA.W9 NJSLSA.SL1 NJSLSA.SL2. NJSLSA.SL3. NJSLSA.SL4 NJSLSA.SL5 NJSLSA.SL6. NJSLSA.L1 NJSLSA.L2	industry/Textbook readings, internet research, individual and group projects	marketing of clothing. SWBAT explain the factors that have contributed to the evolution of fashion from early civilizations through the present day. SWBAT identify the difference between classics and fads. SWBAT identify the basic components and variations thereof of clothing. SWBAT identify famous fashion designers and their influences on the fashion world. SWBAT explain the steps in the design, production and marketing of clothing. SWBAT explain the career opportunities in the fashion industry.	What are the steps in the design, production and marketing of clothing? What career opportunities are available in the fashion industry?	
Unit #3 8.1.12.B.2 G-MG	Describe the impact of color; identify primary, secondary and intermediate colors on the color wheel; identify color schemes; choose personally flattering colors; define the elements and	Color can affect mood. The color wheel is an effective tool to determine personally flattering colors and color schemes. An understanding of the elements and principles of design can assist in	How can color affect mood? How can the color wheel be used to determine personally flattering colors and color schemes? What are the elements and principles of design, and how can	Color and Design/5 weeks

9.3.12.AR-VIS. 12 8.1.12.C.1 CRP1 CRP4 CRP6 CRP7 CRP8 CRP11 NJSLSA.R1 NJSLSA.R2 NJSLSA.R7 NJSLSA.W7 NJSLSA.W8. NJSLSA.W9 NJSLSA.SL1 NJSLSA.SL2. NJSLSA.SL3. NJSLSA.SL4 NJSLSA.SL5	principles of design; demonstrate the use of design elements and principles in choosing and creating fashion/Textbook readings, internet research, individual and group projects	choosing and creating fashion./SWBAT explain how color can affect mood. SWBAT employ the color wheel to identify color schemes and select personally flattering colors. SWBAT demonstrate knowledge of the elements and principles of design and how they can assist in choosing and creating fashion.	they assist in choosing and creating fashion?	
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NJSLSA.SL6.				
NJSLSA.L1				
NJSLSA.L2				
Unit #4	Describe the characteristics of fibers that determine which to use in fabrics, explain how manufactured fibers are made, explain how yarns are formed, compare the characteristics of woven and knitted fabrics, explain the different dyeing processes, describe common printing techniques, identify finishes applied to fabrics and their purposes./Textbook readings, internet research, individual and group projects	The characteristics of fibers determine which to use in fabrics. Fibers can be natural or manufactured. Woven and knitted fabrics are produced using distinctly different methods. There are different dyeing processes depending on the properties of the fabric being dyed. Finishes are applied to fabrics for specific purposes./SWBAT explain the characteristics of various fibers and why each is used in fabrics. SWBAT distinguish between natural and manufactured fibers. SWBAT compare woven and knitted fabrics. SWBAT identify dyeing processes and the uses for each one. SWBAT identify fabric finishes and the purpose of each one.	Why are certain fibers used in various fabrics? How are natural fibers and manufactured fibers made? How are woven and knitted fabrics produced? What determines the dyeing process of any given fabric? What are some fabric finishes, and what is the purpose of their application?	Fibers and Fabrics/3 weeks
8.1.12.E.1				
HS-ESS3-4				
CRP1				
CRP4				
CRP6				
CRP7				
CRP8				
CRP11				
NJSLSA.R1				
NJSLSA.R2				
NJSLSA.R7				
NJSLSA.W7				
NJSLSA.W8.				
NJSLSA.W9				
NJSLSA.SL1				

NJSLSA.SL2.				
NJSLSA.SL3.				
NJSLSA.SL4				
NJSLSA.SL5				
NJSLSA.SL6.				
NJSLSA.L1				
NJSLSA.L2				
Unit #5 8.1.12.C.1 NJSLSA.R7 CRP1 CRP4 CRP6 CRP7 CRP8 CRP11 NJSLSA.R1 NJSLSA.R2 NJSLSA.R7	Explain the features of quality clothing; explain how to care for clothing, identify fabric care symbols, demonstrate basic hand sewing techniques/Textbook readings, internet research, individual and group projects	Quality clothing lasts longer and looks more attractive than poorly made clothing. Caring for one's clothing can help it last longer and look more attractive. Knowing what fabric care symbols mean can help one to properly care for clothing. Basic hand sewing techniques are used to perform simple repairs on clothing. SWBAT identify what to look for in quality clothing. SWBAT explain how to care for clothing. SWBAT explain the meaning of fabric care symbols. SWBAT demonstrate basic hand sewing techniques.	What are the characteristics of quality clothing? What is the meaning of various fabric care symbols, and how can that knowledge help one to properly care for clothing? How can clothing be repaired by using basic hand sewing techniques?	Clothing Selection and Care/4 weeks



NJSLSA.W7				
NJSLSA.W8.				
NJSLSA.W9				
NJSLSA.SL1				
NJSLSA.SL2.				
NJSLSA.SL3.				
NJSLSA.SL4				
NJSLSA.SL5				
NJSLSA.SL6.				
NJSLSA.L1				
NJSLSA.L2				

**Robbinsville Public Schools**  
**Scope, Sequence, Pacing and Assessment**

**Clothing, Fashion and Fabrics**

Unit Title	Unit Understandings and Goals	Recommended Duration/ Pacing	Benchmark Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
Unit #1: Clothing and Society	Clothing fulfills many basic functions. There are many internal and external factors that influence fashion and fashion choices. Clothing reflects cultures. Appropriate clothing choices differ for various occasions. /SWBAT describe the basic functions that clothing fulfills. SWBAT evaluate factors that affect fashion and fashion choices. SWBAT explain how clothing reflects cultures. SWBAT analyze dress codes in U.S. culture.	4 weeks	Written pretest	Peer assessment  Interim project checks  Quizzes	Chapter test  Unit test  Project rubrics
Unit #2: The Fashion World	Many factors have contributed to the evolution of fashion from early civilizations through the present day. Classics are fashions that have endured, and fads are fashions that are in style for a short time. There are many components to garments; each component has many variations. Famous fashion designers influence the clothing market. There are many steps in the design, production and marketing of clothing. There are many career opportunities in the fashion industry./SWBAT explain the factors that have contributed to the evolution of fashion from early civilizations through the present day. SWBAT identify the difference between classics and fads. SWBAT identify the basic components and variations thereof of clothing. SWBAT identify famous fashion designers and their influences on the fashion world. SWBAT explain the steps in the design, production	6 weeks	Written pretest	Peer assessment  Interim project checks  Quizzes	Chapter test  Unit test  Project rubrics

	and marketing of clothing.SWBAT explain the many career opportunities in the fashion industry.				
Unit #3: Color and Design	Color can affect mood. The color wheel is an effective tool to determine personally flattering colors and color schemes. An understanding of the elements and principles of design can assist in choosing and creating fashion./SWBAT explain how color can affect mood. SWBAT employ the color wheel to identify color schemes and select personally flattering colors. SWBAT demonstrate knowledge of the elements and principles of design and how they can assist in choosing and creating fashion.	5 weeks	Written pretest	Peer assessment  Interim project checks  Quizzes	Chapter test  Unit test  Project rubrics
Unit #4: Fibers and Fabrics	The characteristics of various fibers determine which to use in fabrics. Fibers can be natural or manufactured. Woven and knitted fabrics are produced using distinctly different methods. There are different dyeing processes depending on the properties of the fabric being dyed. Finishes are applied to fabrics for specific purposes./SWBAT explain the characteristics of various fibers and why each is used in fabrics. SWBAT distinguish between natural and manufactured fibers. SWBAT compare woven and knitted fabrics. SWBAT identify dyeing processes and the uses for each one. SWBAT identify fabric.	3 weeks	Written pretest	Peer assessment  Interim project checks  Quizzes	Chapter test  Unit test  Project rubrics
Unit #5: Clothing Selection and Care	Quality clothing lasts longer and looks more attractive than poorly made clothing. Caring for one's clothing can help it last longer and look more attractive. Knowing what fabric care symbols mean can help one to properly care for clothing. Basic hand sewing techniques are used to perform simple repairs on clothing./SWBAT identify what to look for in quality clothing. SWBAT explain how to care for clothing. SWBAT explain the meaning of fabric care symbols. SWBAT demonstrate basic hand sewing techniques.	4 weeks	Written pretest	Peer assessment  Interim project checks  Quizzes	Chapter test  Unit test  Project rubrics

**Unit #: 1**  
**Clothing and Society**

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Clothing fulfills many basic functions.</li> <li>• There are many internal and external factors that influence fashions.</li> <li>• Clothing reflects cultures.</li> <li>• Appropriate clothing choices differ for various occasions.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What are the basic functions of clothing?</li> <li>• How do internal and external factors affect fashion choices?</li> <li>• How does clothing reflect cultures?</li> <li>• What is appropriate dress?</li> </ul>
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Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
8.1.12. A.2	How does clothing provide protection, identification, modesty, status and adornment?	Basic functions of clothing	Textbook reading	Textbook	Quizzes
7.1.NH .C.5		Influences of clothing selection	Create a graphic illustration of the basic functions of clothing.	Internet Resources	Chapter tests
CRP1	How do your peers influence your clothing choices?	National costumes	Class discussion about external influences on clothing choices	DVDs	Project rubrics
CRP4		Clothing as symbolic	Research the impact of the media on clothing choices.	Assorted Art Supplies	Unit test
CRP6	What is the impact of the media on clothing choices?	Dress codes	Read the section of the RHS handbook about dress code. Sketch an appropriate outfit.		
CRP7		Dressing appropriately	Create a collage depicting various national costumes. Research one and report to class.		
CRP8	How do national costumes reflect the culture of a society?		Design a national outfit for the United States. Write a short report explaining the symbolism represented. Present to the class.		
CRP11					
NJSLS A.R1	How can clothing act as a symbol?				
NJSLS A.R2	What is a dress code?				
NJSLS A.R7	How do you know what clothing is acceptable or				

NJSLS A.W7	unacceptable in any given situation?				
NJSLS A.W8.					
NJSLS A.W9					
NJSLS A.SL1					
NJSLS A.SL2.					
NJSLS A.SL3.					
NJSLS A.SL4					
NJSLS A.SL5					
NJSLS A.SL6.					
NJSLS A.L1					
NJSLS A.L2					

# Robbinsville Public Schools

## Unit #: 2 The Fashion World

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Many factors have contributed to the evolution of fashion.</li> <li>Classics are fashions that have endured, and fads are fashions that are in style for a short time.</li> <li>There are many components to garments; each component has many variations.</li> <li>Famous fashion designers influence the clothing market.</li> <li>There are many steps in the design, production, and marketing of clothing.</li> <li>There are many career opportunities in the fashion industry</li> </ul>	<ul style="list-style-type: none"> <li>What factors contributed to the evolution of fashion from early civilizations through the present day?</li> <li>What are classic fashions? Fads?</li> <li>What are the components and variations thereof of skirts, blouses, dresses, pants, jackets, and outerwear?</li> <li>Who are the famous fashion designers, and how did they influence the clothing market?</li> <li>What are the steps in the design, production, and marketing of clothing?</li> <li>What career opportunities are available in the fashion industry?</li> </ul>
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Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
6.2.12. D.3.b CRP1	What were the first known clothes and fabrics?	Similarities and differences between ancient Egyptian, Minoan, Greek, Roman, Chinese, and Japanese clothing	Create a timeline of fashions throughout the centuries	Textbook	Quizzes
CRP4	What are the characteristics of ancient Egyptian, Minoan, Greek, Roman, Chinese, and Japanese clothing?	How social strata impacted clothing in the Middle Ages	Create from fabric an outfit representative of one worn in ancient times. Write a report identifying the civilization and explaining the construction of the outfit.	Internet Resources	Chapter tests
CRP6	How are they the same?	Sumptuary laws		DVDs	Project rubrics
CRP7	How do they differ?	Influence of trade, politics, power and religion on fashions of the 18th and 19th centuries		Assorted Art Supplies	Unit test
CRP8					
CRP11 NJSLS A.R1	What were sumptuary laws?	The Industrial Revolution and how it changed the fashion world	Create a multi-media presentation about the how the Industrial Revolution changed the fashion world.		
NJSLS A.R2	What clothing was worn by people of different	Styles of the decades of the 20th and 21st centuries			

NJSLS A.R7	strata of society during the Middle Ages, Renaissance, 18th and 19th centuries?	Classics and fads	Create a visual representation of a classic fashion and a fad. Write advertising copy for each.		
NJSLS A.W7	How did trade, politics and power, and religion influence fashion?	How to write fashion copy	Research examples of fashion cycles.		
NJSLS A.W8.	How did the Industrial Revolution change the fashion world?	Fashion cycles	Sketch original designs using components of garments and variations.		
NJSLS A.W9	What are the style features of the clothing of each decade of the 20th and 21st centuries?	Components of garments and variations	Create a test about information in this unit. Take each others' tests. Grade them.		
NJSLS A.SL1	What are the definitions of style, classic, fad, avant-garde, and retro?	Famous fashion designers and their impact	Create a multi media presentation about a famous fashion designer. Sketch a fashion in the style of that designer.		
NJSLS A.SL2.	What is included in writing fashion copy?	Using a croquis	Research the cost of producing a garment.		
NJSLS A.SL3.	What is a fashion cycle?	Draping	Report on the impact of labor unions and trade associations on the fashion industry.		
NJSLS A.SL4	What are the components of garments and the style features of each?	Pricing of commercially made garments	Create a presentation about fashion centers of the world.		
NJSLS A.SL5	Who are some of the famous designers of today? How did their achievements impact the fashion world?	Labor unions	Collaborate to produce, edit, and electronically submit a virtual museum presentation or timeline of fashion history. Receive peer feedback before and after publishing presentations via Google Classroom.		
NJSLS A.SL6.		Trade associations			
NJSLS A.L1		Fashion centers of the world			
NJSLS A.L2		Career opportunities			

	<p>What is a croquis?</p> <p>What is draping?</p> <p>Who was Charles Worth?</p> <p>What are uses of fibers and fabrics other than for clothing?</p> <p>What factors should be considered when computing the price of producing a garment?</p> <p>What are some labor unions in the garment industry, and what is their function?</p> <p>What are some well known fashion centers?</p> <p>How is fashion promoted?</p> <p>What are trade associations?</p> <p>What are some careers that one might pursue in the fashion industry?</p>		<p>Research a selected career in the fashion industry. Create a poster illustrating your findings.</p>		
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## Unit #: 3 Color and Design

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Color can affect mood.</li> <li>The color wheel is an effective tool to determine personally flattering colors and color schemes.</li> <li>An understanding of the elements and principles of design can assist in choosing and creating fashion.</li> </ul>	<b>Essential Questions</b> <ul style="list-style-type: none"> <li>How can color affect mood?</li> <li>How can the color wheel be used to determine personally flattering colors and color schemes?</li> <li>What are the elements and principles of design, and how can they assist in choosing and creating fashion?</li> </ul>
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Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
8.1.12. B.2 G-MG	What is color?  What are some examples of colors as symbols?	Color as symbols  Color and temperature  Color and movement	Research how color is used symbolically.  Find examples in magazines of color as it relates to temperature, movement, and mood.	Textbook  Internet Resources  DVDs	Quizzes  Chapter tests  Project rubrics
9.3.12. AR-VI S.12	How does color suggest temperature?	Color and mood	Find examples of various color schemes in magazine photos.	Assorted Art Supplies	Unit test
8.1.12. C.1 CRP1	How does color suggest movement?  How can color affect mood?	Components of the color wheel  Identification of primary, secondary, and complementary colors	Sketch several outfits illustrating various color schemes.		
CRP4	What is the color wheel?	Definitions of value and intensity	Create an online game about the application of the principles of color and design to personal wardrobe selection.		
CRP6	What are primary, secondary, intermediate, and complementary colors?	Identification of color schemes			
CRP7		Selecting personally flattering colors			
CRP8		Basic geometric body shapes			

CRP11	What is value?	Using elements and principles of design	Employ the use of geometric shapes and measures to sketch a design on a croquis.		
NJSLS A.R1	What is intensity?				
NJSLS A.R2	What are neutral colors?		Work with a partner to determine flattering wardrobe colors using colored paper.		
NJSLS A.R7	How can you create a color scheme using the color wheel as a tool?		Determine one's own geometric body shape and, using elements and principles of design, sketch a flattering outfit. Write a synopsis of the design and why it is flattering.		
NJSLS A.W7	How can you select colors that are personally flattering?				
NJSLS A.W8.	How can you use color to create illusions in body shape or height?				
NJSLS A.W9	What are the basic body geometric shapes?				
NJSLS A.SL1	How can line be used to create illusions?				
NJSLS A.SL2.	How can shape be used to create design illusions?				
NJSLS A.SL3.	How does the concept of space contribute to the visual effect of a garment?				
NJSLS A.SL4					
NJSLS A.SL5	How can texture create illusion?				
	What is balance?				
	What is proportion?				

NJSLS A.SL6.	What is emphasis?				
NJSLS A.L1	What is rhythm?				
NJSLS A.L2	What is harmony?				

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## Unit #: 4 Fibers and Fabrics

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>The characteristics of fibers determine which to use in fabrics.</li> <li>Fibers can be natural or manufactured.</li> <li>Woven and knitted fabrics are produced using distinctly different methods.</li> <li>There are different dyeing processes depending on the properties of the fabric being dyed.</li> <li>Finishes are applied to fabrics for specific purposes.</li> </ul>	<ul style="list-style-type: none"> <li>Why are certain fibers used in various fabrics?</li> <li>How are natural fibers and manufactured fibers made?</li> <li>How are woven and knitted fabrics produced?</li> <li>What determines the dyeing process of any given fabric?</li> <li>What are some fabric finishes, and what is the purpose of their application?</li> </ul>
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**Duration of Unit:** 4 weeks

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
8.1.12. E.1	What are fibers?	Characteristics of natural and manufactured fibers and how that impacts their uses	Complete chapter study guides.	Textbook	Quizzes
HS-ES S3-4	How are fibers named?	How manufactured fibers are produced	Research the history of a manufactured fiber. Report to the class.	Internet Resources	Chapter tests
CRP1	How does a manufacturer decide what fibers to use in a fabric?	Definition and examples of microfibrers	Examine various fabrics under a magnifying glass. Report findings.	DVDs	Project rubrics
CRP4		How yarns are made		Assorted Art Supplies	Unit test
CRP6	What are the natural fibers and where do they come from?	Determining which fabric to use for what purpose	Using a small loom, construct various weaves.		
CRP7		Types of woven fabrics and how they are produced	Compare and contrast weaving and knitting for similarities and differences.		
CRP8	What are the two basic types of manufactured fibers?	Types of knitted fabrics and how they are produced			
CRP11			Create a scavenger hunt for fabrics as illustrated in the textbook.		
NJSLS A.R1	How are manufactured fibers produced?	Nonwoven fabrics			

NJSLS A.R2 NJSLS A.R7	What are microfibers?	How fabric finishes are applied and their purposes	Create an online game to teach the class about the characteristics of various fibers.		
NJSLS A.W7	What are some specific manufactured fibers, and what are their characteristics?	How fabric is dyed	Create a virtual shirt. Choose a fiber content and finishes. Discuss choices.		
NJSLS A.W8.	What are the types of yarns, and how is each made?	Texture finishes	Create a presentation about dyeing processes.		
NJSLS A.W9		Performance finishes			
NJSLS A.SL1	How can you determine if a fabric is right for your purpose?		Research and produce a multimedia presentation about the impact of the synthetic fiber manufacturing process on the environment.		
NJSLS A.SL2.	How are woven fabrics produced?				
NJSLS A.SL3.	What are the basic weaves?				
NJSLS A.SL4	How are knitted fabrics produced?				
NJSLS A.SL5	What are the types of knits?				
NJSLS A.SL6.	How are nonwoven fabrics produced?				
NJSLS A.L1	What are finishes?				
NJSLS A.L2	What are dyes? What is colorfastness?				

	<p>What are some ways of printing on fabric?</p> <p>What are some texture finishes?</p> <p>What are some performance finishes?</p>				
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## Unit #: 5 Clothing Selection and Care

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Quality clothing lasts longer and looks more attractive than poorly made clothing.</li> <li>Caring for one's clothing can help it last longer and look more attractive.</li> <li>Knowing what fabric care symbols mean can help one to properly care for clothing.</li> <li>Basic hand sewing techniques are used to perform simple repairs on clothing.</li> </ul>	<ul style="list-style-type: none"> <li>What are the characteristics of quality clothing?</li> <li>What is the meaning of various fabric care symbols, and how can that knowledge help one to properly care for clothing?</li> <li>How can clothing be repaired by using basic hand sewing techniques?</li> </ul>
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Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
8.1.12. C.1	How do you know if a garment is well made and will last?	Selecting quality clothing	DVD - "Shopping Between the Seams" with accompanying teaching materials	Textbook	Quizzes
NJSLS A.R7	Why is it important to care for clothing?	How to remove various stains		Internet Resources	Chapter tests
CRP1		How to press a garment	Create a poster informing about stain removal.	DVDs	Project rubrics
CRP4	What are the steps in stain removal?	Difference between pressing and ironing	Demonstrate the difference between pressing and ironing and when each technique is used.	Assorted Art Supplies	Unit test
CRP6	How are various specific stains removed?	Storing clothing			
CRP7		Fabric care labeling			
CRP8	How do you press a garment?	Organizing a clothes closet	Using online resources and print materials, research closet design companies and closet organizing materials. Create an online presentation to show a "client" who needs help organizing a clothes closet.		
CRP11		Types of detergents and their uses			
NJSLS A.R1	How should clothing be put away?	Uses for other laundry products Machine and hand washing			

NJSLS A.R2	What is the purpose of care labeling on clothing?	Dry cleaning	Explain how to sort laundry using care labels as a guide.		
NJSLS A.R7	What are some common dye problems in clothing?	Basic hand sewing stitches	Collaborate and use multiple online resources to produce a document about the selection of a category of clothing and its care, including laundry and/or dry cleaning and basic repair.		
NJSLS A.W7	What do fabric care labels mean?				
NJSLS A.W8.	How can a closet be effectively organized?		Create a sampler of basic hand sewing stitches, including sewing on a two-hole, four-hole, and shank button.		
NJSLS A.W9	What are detergents?				
NJSLS A.SL1	What are some types of detergents, and what are their specific properties?				
NJSLS A.SL2.	What are some types of bleach?				
NJSLS A.SL3.	What are some other commonly used laundry products?				
NJSLS A.SL4	How does a top-loading washer differ from a front-loading washer?				
NJSLS A.SL5	How should clothes be sorted and pretreated before laundering?				
NJSLS A.L1	What are some factors to consider in machine washing clothes?				
NJSLS A.L2					



<p>When would you hand wash rather than machine wash clothes?</p> <p>What are some ways to dry clothes?</p> <p>What is the difference between pressing and ironing?</p> <p>What are the advantages and disadvantages of professional dry cleaning, home dry cleaning, and coin-operated dry cleaning?</p> <p>How do you sew on a four-hole button?</p> <p>How do you sew running stitches, backstitches, and whip stitches, and for what purpose is each used?</p> <p>How do you hem a garment?</p> <p>How do you sew on a four-hole button?</p>				
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## English Language Learner (ELL) Resources

- Learning style quiz for students- <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- “Word clouds” from text that you provide-<http://www.wordle.net/>
- Bilingual website for students, parents and educators: <http://www.colorincolorado.org/>
- Learn a language for FREE-[www.Duolingo.com](http://www.Duolingo.com)
- Time on task for students-<http://www.online-stopwatch.com/>
- Differentiation activities for students based on their Lexile-[www.Mobymax.com](http://www.Mobymax.com)
- WIDA-<http://www.wida.us/>
- Everything ESL - <http://www.everythingESL.net>
- ELL Tool Box Suggestion Site<http://www.wallwisher.com/wall/elltoolbox>
- Hope4Education - <http://www.hope4education.com>
- Learning the Language <http://blogs.edweek.org/edweek/learning-the-language/>
- FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: <http://www.flenj.org/Publications/?page=135>
- OELA - <http://www.ed.gov/offices/OBEMLA>
- New Jersey Department of Education- Bilingual Education information <http://www.state.nj.us/education/bilingual/>

## Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share. <https://animoto.com>
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. <http://bookbuilder.cast.org/>
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. <http://www.cast.org>
- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. <http://www.cosketch.com/>
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple sources together, thus creating an individualized and customized newspaper. <http://crayon.net/> Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more! <http://www.educationoasis.com/printables/graphic-organizers/>

- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. <http://www.edutopia.org/>
- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embedded media links, sound, and video, and then share their posters with friends. <http://edu.glogster.com/?ref=personal>
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. <http://www.learner.org/interactives/story/index.html>
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. <http://www.nwp.org>
- Pacecar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word. <http://pacecar.missingmethod.com/>