

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

FAMILY & CONSUMER SCIENCES DEPARTMENT

FASHION DESIGN 1

Grade Level: 9-12

Credits: 5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 30, 2010

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

Course Philosophy

Fashion Design I will provide students a chance to explore the world of fashion from developing and manufacturing fashion to selling and purchasing fashion. Influences on clothing choices, elements and principles of design, textile fibers and construction, selecting, purchasing and caring for fashion and career exploration in the fashion industry will enable students to make relevant application of the knowledge acquired.

Course Description

Fashion Design is a year long course open to all students, grades nine through twelve, interested in exploring the world of fashion. Students will study the reasons behind wearing clothing, learn how to classify garments and fashion accessories, utilize the elements and principles of design to render fashion sketches, operate a sewing machine, research purchase of and caring for garments and explore the world of fashion for job opportunities.

**Freehold Regional High School District
Curriculum Map**

Fashion Design I

| Relevant Standards ¹ | Enduring Understandings | Essential Questions | Assessments | | |
|---|--|---|---|--|---|
| | | | Diagnostic (before) | Formative (during) | Summative (after) |
| SOC.9-12.6.1 SOC.9-12.6.3 SOC.9-12.6.4 SCI.9-12.5.2 AR.9-12.1.5 | A person's appreciation of clothing is broadened as they become aware of the influences clothing has on them. | What are the basic functions that clothing fulfills? How does the media impact clothing choices? How do personal influences impact clothing choices? How has societal changes influenced clothing choices? | Pretest Oral Questions/ Discussion Anticipatory Set Questions | Quizzes Chapter Test Written Assignments Oral Presentations Research Interviews | Portfolios Projects Mid Terms Final Exam |
| SOC.9-12.6.1 SOC.9-12.6.3 SOC.9-12.6.4 | Clothing construction terms refer to how garments fit and are made. Fashions are formed by how garment parts are designed and combined. | What is the specialized vocabulary to interpret fashion information? What is the difference between various styles and features of fashion? | Pretest Oral Questions/ Discussion Anticipatory Set Questions | Quizzes Chapter Test Written Assignments Oral Presentations Research | Portfolios Projects Mid Terms Final Exam |
| AR.9-12.1.3.12.D | Knowledge of the elements and principles of design help an individual choose clothes and put together outfits that help them look their best | What are the elements of design? How do the principles of design relate to the elements of design? | Pretest Oral Questions/ Discussion Anticipatory Set Questions | Quizzes Chapter Test Written Assignments Oral Presentations Research | Portfolios Projects Mid Terms Final Exam |
| SCI.9-12.5.1 SCI.9-12.5.2 SCI.9-12.5.4 | Each fiber has certain characteristics which affect a fabric's performance, appearance and care. | What effects do fiber characteristics have on the use of fabrics? How do the characteristics of woven and knitted fabrics compare? What are the principles of fabric care? | Pretest Oral Questions/ Discussion Anticipatory Set Questions | Quizzes Chapter Test Written Assignments Oral Presentations Research | Portfolios Projects Mid Terms Final Exam |
| MA.12.4.1 MA.12.4.5 WORK.9-12.9.2.12F | Safely utilizing the appropriate tools and machinery is essential to successful construction of | Why is it necessary to take precaution and prevent accidents when utilizing equipment in the fashion laboratory? What equipment is necessary in the construction of fashion. related products? | Pretest Oral Questions/ Discussion | Quizzes Chapter Test Written Assignments Oral Presentations Research | Portfolios Projects Mid Terms |

| Relevant Standards ¹ | Enduring Understandings | Essential Questions | Assessments | | |
|--|--|---|---|--|---|
| | | | Diagnostic (before) | Formative (during) | Summative (after) |
| | garments and fashion related products. Applied usage of textiles, notions and patterns create wearable apparel and accessories. | How do quality sewing techniques relate to apparel production? What are the parts of a pattern? What skills are needed in order to create a wearable garment or accessory? | Anticipatory Set Questions | | Final Exam |
| SCO.9-12.6.5 MA.12.4.5 Work.9-12.9.2.12E | Responsible clothing care brings several benefits. | How is an inventory of a wardrobe conducted? How is information on hangtags, labels and packaging evaluated? What are the rights and responsibilities of consumers? How does one judge the value, quality and fit of garments? | Pretest Oral Questions/ Discussion Anticipatory Set Questions | Quizzes Chapter Test Written Assignments Oral Presentations Research | Portfolios Projects Mid Terms Final Exam |
| WORK.9-12.1.12 WORK.9-12.9.2.12 WORK.9-12.9.3.12 | Researching career paths will help identify the education, training and skills needed for a career. Career success depends on developing skills and qualities that will make you an asset. | How do evaluating interests and skills help choose a career path? What are the steps in applying for a job? What qualities are needed for on-the-job success? | Pretest Oral Questions/ Discussion Anticipatory Set Questions | Quizzes Chapter Test Written Assignments Oral Presentations Research Interviews | Portfolios Projects Mid Terms Final Exam |

Freehold Regional High School District
Course Proficiencies and Pacing
Fashion Design I

| Unit Title | Unit Understandings and Goals | Recommended Duration |
|--|--|-----------------------------|
| Unit #1: Influences on Clothing | <p>A person's appreciation of clothing is broadened as they become more aware of the influences clothing has on them.</p> <p>The students will be able to assess the influence of sociology, psychology, economics, history and technology on fashion and fashion trends.</p> | 3 weeks |
| Unit #2: Fashion Styles | <p>Clothing construction terms refer to how garments fit and are made. Fashions are formed by how garment parts are designed and combined.</p> <p>The students will be able to utilize specialized vocabulary to interpret fashion information and identify the various styles and features of fashion.</p> | 2 weeks |
| Unit #3: Elements and Principles of Design | <p>Knowledge of the elements and principles of design help an individual choose clothes and put together outfits that help them look their best.</p> <p>The students will be able to identify the elements and principles of design in fashion and demonstrate how the elements and principles of design relate to creating good design.</p> | 8 weeks |
| Unit #4: Fibers and Fabrics | <p>Each fiber has certain characteristics which affect a fabric's performance, appearance and care.</p> <p>The students will be able to assess explain the production and processing of natural and manufactured fibers and identify the characteristics and uses of various fibers.</p> | 4 weeks |
| Unit #5: Fashion Construction | <p>Safely utilizing the appropriate tools and machinery is essential to successful construction of garments and fashion related products. Applied usage of textiles, notions and patterns create wearable apparel and accessories.</p> <p>The students will be able to make equipment selections and use is a necessary skill for safety in the fashion laboratory. The students will be able to apply these skills along with the appropriate selection and use of textiles, notions and patterns and create successful wearable apparel and accessories.</p> | 8 weeks |
| Unit #6: Consumers of Clothing | <p>Responsible clothing care brings several benefits.</p> <p>The students will be able to inventory a wardrobe and using information on hangtags, labels and packaging, judge the value, quality and fit of a garment and make wise purchasing decisions.</p> | 6 weeks |
| Unit #7: Career Choices | <p>Researching career paths will help identify the education, training and skills needed for a career. Career success depends on developing skills and qualities that will make you an asset.</p> <p>The students will be able to investigate opportunities and requirements needed for fashion related careers.</p> | 3 weeks |

Freehold Regional High School District
Fashion Design I
Unit #1: Influences on Clothing Choices

Enduring Understanding: A person’s appreciation of clothing is broadened as they become more aware of the influences clothing has on them.

Essential Questions: What are the basic functions that clothing fulfills?
 How do the media impact clothing choices?
 How do personal influences impact clothing choices?
 How has societal changes influenced clothing choices?

Unit Goal: The students will be able to assess the influence of sociology, psychology, economics, history and technology on fashion and fashion trends.

Duration of Unit: 3 Weeks

NJCCCS: SOC.9-12.6.1 SOC.9-12.6.3 SOC.9-12.6.4 SCI.9-12.5.2 AR.9-12.1.5

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|------------------------------|---|--|--|--|
| Why do people wear clothing? | Protection Adornment Identification Modesty Values and Attitudes Status Personality | Current textbook and resource binders Internet Community resources | Compare and discuss student responses to different influences on clothing choices. Interview an older person about the clothing they wore when they were young. Share information with class. Research a uniform and how it has changed over the past 100 years. Class discussion on school dress codes. Have students sketch an acceptable school uniform or an outfit that illustrates the school dress code. | Written tests and quizzes Worksheets Project assessments |

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods
- A wide variety of assessments and strategies complement the individual learning experience.

Freehold Regional High School District
Fashion Design I
Unit #2: Fashion Style

Enduring Understandings: Clothing construction terms refer to how garments fit and are made.
 Fashions are formed by how garment parts are designed and combined.

Essential Questions: What is the specialized vocabulary to interpret fashion information?
 What is the difference between various styles and features of fashion?

Unit Goal: The students will be able to utilize specialized vocabulary to interpret fashion information and identify the various styles and features of fashion.

Duration of Unit: 2 weeks

NJCCCS: SOC.9-12.6.1 SOC.9-12.6.3 SOC.9-12.6.4

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|---|---|--|---|--|
| What are the three main methods of clothing construction? | Draped Tailored Composite | Current textbook and resource binders Internet, magazines, catalogs | Identify what type of outfit each member of the class is wearing? Search magazines for illustrations of the main methods of clothing construction. | Written tests and quizzes Worksheets Project assessments |
| What is a fashion cycle? | Fashion cycle Silhouettes of Fashion Cycle Social and Economic influences on Fashion | Current textbook and resource binders Internet, magazines, catalogs | Define fashion cycle. Write an essay about one or more people who you consider to be current fashion leaders. Describe the new styles that they are wearing. How and where do they display their fashion choices? Bring pictures, detailed descriptions, or articles of clothing to class that show a fad of the past. Discuss why is it no longer in fashion? Discuss current fads. Imagine what future fads may be. | Written tests and quizzes Worksheets Project assessments |
| What are the basic styles and features of garments? | Dress styles, skirt styles, pant styles, collar styles, sleeve styles, coats and jacket styles, neckline styles, shirt styles | Current textbook and resource binders Internet, magazines, catalogs | Complete chapter study guide. Create a collection of various styles and features of garments using magazines and catalogs. Label each part. Sketch an outfit utilizing different features and styles of garments. Write a description of the outfit | Written tests and quizzes Worksheets Project assessments |

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Freehold Regional High School District
Fashion Design I
Unit #3: Elements and Principles of Design

Enduring Understanding: Knowledge of the elements and principles of design help an individual choose clothes and put together outfits that help them look their best.

Essential Questions: What are the elements of design?
 How do the principles of design relate to the elements of design?

Unit Goal: The students will be able to identify the elements and principles of design in fashion and demonstrate how the elements and principles of design relate to creating good design.

Duration of Unit: 8 weeks

NJCCCS: AR.9-12.1.3.12.D

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|---|---------------------------------------|--|--|--|
| What is the terminology used for color? | Hue, Value, Intensity, Cool, Warm | Current textbook and resource binders Internet Magazines, catalogs | Define terminology. Draw a color wheel and illustrate shades, tints, cool and warm colors. | Written tests and quizzes Worksheets Project assessments |
| What colors go well together? | Color Harmonies | Current textbook and resource binder Magazines, catalogs | Define color harmonies. Look through magazines, and catalogs for illustrations of the various color harmonies. Choose one outfit and trace it three times on a piece of paper. Choose one color as a base color. Color each of the outfits in a monochromatic color scheme, analogous color scheme and complementary color scheme. Analyze the outfits as to which is the most flattering. | Written test and quizzes Worksheets Project Assessments |
| How does color enhance a person's personal coloring? | Seasonal colors Personal coloring | Current textbook and resource binders Color bibs | Complete activity on personal coloring Working with a classmate, determine best colors for person using color bibs. | Written test and quizzes Worksheets Project Assessments |
| How can the other elements of design enhance the figure or hide a flaw? | Line, shape, space, texture | Current textbook and resource binders Magazines, catalogs | Define terminology. Create posters illustrating the various elements of design and how they can be used to enhance the human figure. Look for examples of the various elements of design in magazines. Mount and label. | Written test and quizzes Worksheets Project Assessments |

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|---|--|--|---|---|
| What is the relationship between the elements and principles of design? | Balance, Rhythm, Proportion, Emphasis, Harmony | Current textbook and resource binders Magazines, catalogs | Define terminology. Create posters illustrating the various elements of design and how they can be used to enhance the human figure. Look for examples of the various elements of design in magazines. Mount and label. Design three outfits, appropriate for school, going out, and casual, that would enhance the student's figure. Mount on presentation board and write a critique of each outfit. | Written test and quizzes Worksheets Project Assessments |

Suggestions on how to differentiate in this unit:

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- A wide variety of assessments and strategies complement the individual learning experience.

Freehold Regional High School District
Fashion Design I
Unit #4: Fibers and Fabric

Enduring Understanding: Each fiber has certain characteristics which affect a fabric’s performance, appearance and care.

Essential Questions: What effects do fiber characteristics have on the use of fabrics?
 How do the characteristics of woven and knitted fabrics compare?
 What are the principles of fabric care?

Unit Goal: The students will be able to assess explain the production and processing of natural and manufactured fibers and identify the characteristics and uses of various fibers.

Duration of Unit: 4 weeks

NJCCCS: SCI.9-12.5.1 SCI.9-12.5.2 SCI.9-12.5.4

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|---|---|---|--|--|
| How are fibers classified? | Natural and Man Made fibers Characteristics of fibers | Current textbook and resource binders Internet | Create a poster of a fiber listing their advantages and disadvantages and their uses. Share information with class. Complete chapter study guide and student workbook activities. | Written tests and quizzes Worksheets Project assessments |
| How is fabric constructed? | Woven, Knitted, Felted Types of weaves, knits Fabric finishes | Current textbook and resource binders Internet | Create various weaves using strips of paper, or yarn. Create cotton felt by using cotton balls, liquid starch and an iron. Complete chapter study guide and student workbook activities. Compile a fabric swatch notebook, identifying samples of fiber content and construction. | Written tests and quizzes Worksheets Project assessments |
| What finishes are applied during or after construction of fabric? | Color and Design Finishes Texture and Performance Finishes | Current textbook and resource binders Internet | Complete chapter study guide and student workbook activities. Ty Dye t-shirts Working with a classmate, look through catalogs for descriptions of garments which mention a type of texture or performance finish. Summarize the findings in a chart or create a poster display of actual catalog descriptions. | Written tests and quizzes Worksheets Project assessments |

Suggestions on how to differentiate in this unit:

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- A wide variety of assessments and strategies complement the individual learning experience.

Freehold Regional High School District
Fashion Design I
Unit #5: Fashion Construction

Enduring Understandings Safely utilizing the appropriate tools and machinery is essential to successful construction of garments and fashion related products.
 Applied usage of textiles, notions and patterns create wearable apparel and accessories.

Essential Questions: Why is it necessary to take precaution and prevent accidents when utilizing equipment in the fashion laboratory?
 What equipment is necessary in the construction of fashion related products? How do quality sewing techniques relate to apparel production? What are the parts of a pattern? What skills are needed in order to create a wearable garment or accessory?

Unit Goals: The students will be able to make equipment selections and use is a necessary skill for safety in the fashion laboratory.
 The students will be able to apply these skills along with the appropriate selection and use of textiles, notions and patterns and create successful wearable apparel and accessories.

Duration of Unit: 8 weeks

NJCCCS: MA.12.4.1 MA.12.4.5 WORK.9-12.9.2.12F

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|--|--|--|--|---|
| What safety precautions should we take when utilizing equipment in the fashion laboratory? | Demonstrate the safe use of tools and equipment that will be utilized in the fashion laboratory. | Textbook Worksheets Study guides | Safety rules and worksheets. Teacher demonstration of fashion laboratory tools and equipment. Student demonstration of safety precautions in the fashion laboratory. | Worksheets Safety test (Appendix B) Student demonstration |
| What equipment is needed in order to create successful fashion garments and accessories? | Examine the variety of sewing machinery and equipment that can be utilized in fashion construction. | Textbook Worksheets Study guides | Worksheets Sample demonstration of equipment use | Written tests and quizzes Worksheets Project assessments |
| What are the parts of a pattern? | Pattern envelope Guide Sheets Tissue Pattern | Textbook Worksheets Study guides | Teacher demonstration on layout, pinning and cutting pattern pieces. Study guide on reading information on patterns | Written tests and quizzes Worksheets Project assessments |
| What are the basic units of constructing a garment or fashion accessory? | Stay stitching Regular stitching Darts, pleats, gathers Fasteners Zippers Seams and seam finishes Hems Pressing and Ironing | Textbook Worksheets Study guides | Teacher demonstration Practice samples of hand stitching and seam finishes. Make a garment or fashion accessory. | Written tests and quizzes Worksheets Project assessments |

Suggestions on how to differentiate in this unit:

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- A wide variety of assessments and strategies complement the individual learning experience.

Freehold Regional High School District
Fashion Design I
Unit #6: Consumers of Clothing

Enduring Understanding: Responsible clothing care brings several benefits.

Essential Questions: How is an inventory of a wardrobe conducted?
 How is information on hangtags, labels and packaging evaluated?
 What are the rights and responsibilities of consumers?
 How does one judge the value, quality and fit of garments?

Unit Goal: The students will be able to inventory a wardrobe and using information on hangtags, labels and packaging, judge the value, quality and fit of a garment and make wise purchasing decisions.

Duration of Unit: 6 weeks

NJCCCS: SCO.9-12.6.5 MA.12.4.5 Work.9-12.9.2.12E

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|---|---|--|---|--|
| How do you evaluate a wardrobe? | Wardrobe Inventory Needs and Wants Decision Making Process | Current textbook and resource binders Internet Community resources | Make a quick list of five to ten clothing items that you've thought about owning. Determine whether each is a need or want. Take an inventory of your wardrobe utilizing information in Chapter 17 in <u>Clothing</u> text. List five garments in your wardrobe. Describe two new ways to wear each one. | Written tests and quizzes Worksheets Project assessments |
| What are the differences between the various types of stores? | Department, specialty, discount, and resale stores. | Current textbook and resource binders Internet Community resources | Make a chart listing the advantages and disadvantages of each type of store. Using catalogs, select a garment that you would like to add to your wardrobe. Compare the cost of purchasing the garment versus sewing it. Survey 20 students about their favorite stores to shop along with the reasons for their choices. What are the most common reasons? Report findings to class. | Written tests and quizzes Worksheets Project assessments |
| Why does an informed consumer comparison shop? | Types of Advertising Information on labels and hang tags Impulse buying Types of sales | Current textbook and resource binders Internet Community resources | Locate five ads in magazines. Classify each as either information or image. Examine labels and hang tags on clothing in a store to see how information is listed. Design a label and hang tag of your own for a garment. Include both mandatory and voluntary information. Using three or more product resources, including catalogs or the Internet, find information on an item of clothing or an accessory that you would like to buy. Make a chart that compares design, quality and price. Working with a partner, compile a list called "Top Ten Shopping Do's and Don'ts" giving tips on shopping for clothes. Use information from Chapter 18 in <u>Clothing</u> . Create a brochure about your shopping tips. | Written tests and quizzes Worksheets Project assessments |

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|---|---|--|---|--|
| What responsibilities does a consumer have when shopping? | Consumer rights and responsibilities Paying options Making an exchange or return | Current textbook and resource binders Internet Community resources | Imagine that you have a part-time job as a sales associate. In writing, describe ways to show courtesy and appreciation for customers. Compare informational literature from credit card applications. Identify the APR and other terms and charges. Discuss which offers are the best. Research the penalties for shoplifting in your community, city or state. | Written tests and quizzes Worksheets Project assessments |
| How do you evaluate the fit and appearance of a garment? | Judging Fabric Workmanship of garment Fit of a garment Evaluating care of garment Evaluating price of garment | Current textbook and resource binders Internet Community resources | Create a poster that shows at least six points to consider when evaluating the fit of a garment. Choose three similar garments from a catalog or advertisement including at least one that requires dry cleaning and one that doesn't. Use these items to create a cost-per-wearing chart similar to the one on page 341 in <u>Clothing</u> text. Estimate care costs and the number of times you will wear these items per year. In writing, explain which garment you think is the best buy and why. | Written tests and quizzes Worksheets Project assessments |

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- A wide variety of assessments and strategies complement the individual learning experience.

Freehold Regional High School District

Fashion Design I

Unit #7: Career Choices

Enduring Understandings: Researching career paths will help identify the education, training and skills needed for a career.
Career success depends on developing skills and qualities that will make you an asset.

Essential Questions: How do evaluating interests and skills help choose a career path?
What are the steps in applying for a job?
What qualities are needed for on-the-job success?

Unit Goal: The students will be able to investigate opportunities and requirements needed for fashion related careers.

Duration of Unit: 3 weeks

NJCCCS: WORK.912.9.1.12 WORK.9-12.9.2.12 WORK.9-12.3.12

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|---|---|--|--|--|
| What resources are available to research career paths? | Interests and Skills Training Education Experience | Current textbook and resource binders Internet Community resources | Take an interest survey that helps you identify your interests and skills. Research a career using the Occupational Handbook as a resource. Compare salary levels of jobs requiring only a high school education with those requiring additional education. What conclusions can be made about the value of education? | Written tests and quizzes Worksheets Project assessments |
| What are the steps in applying for a job? | Job Applications Résumé Cover letter Job Interview | Current textbook and resource binders Internet Community resources | Write a cover letter and a résumé for a want ad in the newspaper. Working in pairs, write questions that might be asked during a job interview. Take turns interviewing each other. Discuss ways to improve skills. | Written tests and quizzes Worksheets Project assessments |
| How do personal qualities relate to on-the-job success? | Skills Critical Thinking Reliability Communication Skills Cooperation Initiative Teamwork Leadership Ethical Behavior | Current textbook and resource binders Internet Community resources | Choose a career that interests you. In writing, give specific examples of how each quality described in Chapter 23 in <u>Clothing</u> might be needed in that job. Suppose you're working on a project with two other people. You're the leader. Person A starts working ahead without consulting the team. Person B seems happy to let A do the work. Describe in writing how you will handle this situation. Role play situations found in the workplace. Class discussion on how the situations were handled. | Written tests and quizzes Worksheets Project assessments |

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- A wide variety of assessments and strategies complement the individual learning experience.

Freehold Regional High School District
21st Century Life & Careers
Fashion Design I, II, III, IV
Laboratory Safety Procedures

Working with equipment...

1. Use only the finest and sharpest rustproof dressmaker or silk pins.
2. Keep pins in a pin cushion, never in mouth or clothes because you may swallow or inhale one, especially if you are startled or move suddenly. Putting them in your clothing can cause scratches or they can stick into you.
3. Be careful not to drop pins. Always check carefully for pins on the floor, a person or pet may get one stuck in their foot.
4. A proper fitting thimble prevents the needle from puncturing your fingers.
5. A needle threader helps prevent eye strain if you have difficulty threading the needle.
6. Keep shears and scissors closed when not using.
7. When passing shears and/or scissors, pass the handles first.
8. Keep fingers away from blades when cutting.
9. Keep shears and scissors sharp. They are less likely to cause an accident than dull ones.
10. A rotary cutter must be used with rotary mat and ruler so that the surface under the fabric is not damaged. The blade is sharp so do not put your fingers too close. When finished with the cutter be sure the guard is in place, covering the blade. Always cut standing up. A cut-resistant glove helps protect your non-cutting hand when you rotary cut. Wear it on your hand that holds the ruler.
11. A seam ripper can be used to remove stitches; never use razor blades, they are too dangerous.
12. Keep all tools and supplies in a sewing box when not in use.
13. A sewing chair needs to have lumbar support and recline slightly. Make sure the chair height is set so your feet can rest comfortably on the floor.
14. Worktable height allows you to cut without bending over, which stresses the back muscles. Stand with your arms in front of you, bend your elbows at a right angle, and the surface should be just a little below your arms. This is also a good height for your ironing surface.
15. When working with X-Acto knives, safety glasses should be worn.
16. Keep the blade protector on the X-Acto knife when not in use.
17. An X-Acto knife must be used with a cutting mat so that the surface under the knife is not damaged.
18. Keep your fingers away from the X-Acto knife when cutting. Always cut away from yourself. Hold material securely when cutting. Do not apply excessive force on the blade. The X-Acto blade could break resulting in damage to your work or injury to you and/or others.
19. Discard used X-Acto knife blades in the "Blade Safe" container in the classroom.

Working with sewing machine or serger...

1. Before sewing, make sure the machine/serger is in good working condition and you understand how to use it properly.
2. The machine/serger should be placed on a sturdy table or cabinet, set close to an electrical outlet. Use an extension cord only temporarily. Keep the machine's cord out of people's way. Make sure the light is working to prevent eyestrain.
3. Use a slow speed when learning how to use the machine.
4. Keep your fingers away from the needle or cutting knives.
5. Do not lean your face too close when stitching in case the needle breaks.

6. Remove pins as you come to them. Do not stitch over pins.
7. Push the machine plug into the machine receptacle. Then connect the power-line plug to the electrical outlet.
8. Turn off the power and light switch before changing needles, presser feet, or needle plates and when leaving the machine unattended. This eliminates the possibility of starting the machine by accidentally pressing the speed controller.
9. A bent or damaged needle will not stitch properly. If a needle seems dull, replace it right away to prevent damage to the fabric and the machine.
10. Unplug the cord from the outlet and then disconnect the cord from the machine when not in use.
11. Close the machine carefully or replace its cover when you are finished sewing.
12. Clean machine regularly with a soft sewing machine brush to keep moving parts free of dust and lint. Keep lint away from the area around the feed dogs and the bobbin case.

Working with an iron...

1. Use iron only for its intended use.
2. To protect against a risk of electric shock, **do not** immerse the iron in water or other liquids.
3. Burns can occur from touching hot metal parts, hot water or steam. Use caution when you turn a steam iron upside down there may be hot water in the reservoir.
4. Keep your fingers and face away from steam.
5. Locate the iron cord so that the iron will not be accidentally pulled off the ironing board.
6. Rest the iron on its heel when not in use.
7. Never yank cord to disconnect from outlet, instead grasp plug and pull to disconnect.
8. Always disconnect iron from electrical outlet when filling iron with water, emptying iron or when not in use.
9. Do not operate iron with a damaged cord or if the iron has been dropped or damaged. To avoid the risk of electric shock, do not disassemble the iron.
10. Unplug the iron when finished. Empty any water in it. Let the iron cool and then store properly.

We have read the safety procedures for working in the fashion design lab.
The student agrees to follow these procedures.

(Student's signature)

(Date)

(Parent or guardian's signature)

(Date)

Resources for Fashion Design I

Textbooks

Weber, Jeanette. Clothing Fashion, Fabrics & Construction. New York, New York: McGraw Hill Glencoe, 2008.

| | |
|------------------------|---|
| ISBN 978-0-07-876795-1 | Student Text |
| ISBN 978-0-07-876796-8 | Student Activity Manual |
| ISBN 978-0-07-876797-5 | Student Activity Manual/Teacher Annotated Edition |
| ISBN 978-0-07-876802-6 | Clothing & Fashion Careers |
| ISBN 978-0-07-876801-9 | Fashion Merchandising |
| ISBN 978-0-07-876805-7 | Selection, Care & Repair |
| ISBN 978-0-07-876798-2 | Teacher Resource Guide |

Wolfe, Mary. Fashion! Tinley Park, Illinois: The Goodheart-Willcox Company, Inc, 2006.

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| ISBN 1-59070-628-5 | Student Text |
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| ISBN 1-59070-631-5 | Teacher's Resource Guide |