Unit 7: Clothing Care Copied from: Clothing 1, Copied on: 02/21/22

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Fashion

Grades 9-12

Belleville Board of Education

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Unit Overview

By Federal Law, the Federal Trade Commission (FTC) requires care labels on all clothing except garments made primarily of suede or leather, footwear, gloves, hats, or other items for the hands or head. Care labels are not required for household items, such as linens. Care labels help consumers select clothing based on upkeep. Care instructions must be easily seen at point of sale. Manufacturers must provide complete instructions concerning regular care for the garment or provide warnings if the garment cannot be cleaned without harm. Labels must be attached permanently and securely to all wearing apparel. Labels must be legible during the useful life of the product. Universal care symbols help consumers decode care instructions.

NJSLS

9.3.12.ED.1	Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
9.3.12.ED.3	Use critical thinking to process educational communications, perspectives, policies and/or procedures.
9.3.12.ED.4	Evaluate and manage risks to safety, health and the environment in education and training

	settings.
9.3.12.ED.10	Apply organizational skills and logic to enhance professional education and training practice.
9.3.12.ED-ADM.2	Identify behaviors necessary for developing and sustaining a positive learning culture.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

Exit Skills

Student will be able to:

- locate and analyze clothing care labels on clothing.
- interpret universal clothing care symbols and explain their meaning.
- select appropriate procedures for care of textile products.
- compare and contrast types of bleach used to whiten and brighten clothing.
- compare and contrast washing methods.
- explain warnings that would harm clothing.

Enduring Understanding

- The Federal Trade Commission (FTC) requires care labels on all clothing except garments made primarily of suede or leather, footwear, gloves, hats, or other items for the hands or head.
- Care labels help consumers select clothing based on upkeep.
- Care instructions must be easily seen at point of sale.
- Manufacturers must provide complete instructions concerning regular care for the garment or provide warnings if the garment cannot be cleaned without harm.
- Labels must be attached permanently and securely to all wearing apparel.
- Labels must be legible during the useful life of the product.
- Universal care symbols help consumers decode care instruction.

Essential Questions

- Can the student locate and analyze clothing care labels on clothing?
- Is the student able to interpret universal clothing care symbols and explain their meaning?
- Can the student select appropriate procedures for care of textile products?
- Is the student able to explain warnings that would harm clothing?

- Is the student able to apply knowledge by demonstrating how to care for their clothes?
- Can the student save money by properly caring for their clothes to keep them new longer?
- Is the student able to sort clothing accordingly: color, colorfast, non-colorfast?
- Is the student able to operate a washer and dryer efficiently?
- Is the student able to operate an iron safely and apply it to press clothing?

Learning Objectives

Students will demonstrate ability to :

- actively participate in class discussions.
- locate and analyze clothing care labels on clothing.
- interpret universal clothing care symbols and explain their meaning.
- select appropriate procedures for care of textile products.
- explain warnings that would harm clothing.
- apply knowledge by demonstrating how to care for their clothes.
- save money by properly caring for their clothes to keep them new longer.
- sort clothing accordingly: color, colorfast, non-colorfast.
- operate a washer and dryer efficiently.
- operate an iron safely and apply it to press clothing.

Interdisciplinary Connections

Please list all and any cross-curricular content standards that link to this Unit.

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Alignment to 21st Century Skills & Technology

- Communication Skills – English, Reading, Writing
- Mathematics
- Economics
- Science
- Social Skills/Interpersonal Skills

21st Century/Interdisciplinary Themes

- ICT (Information, Communications and Technology) Literacy
- Interpersonal Communication
- Problem-Solving
- Financial, Economic, Business and Entrepreneurial Literacy
- Health Literacy

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

21st Century Skills

Students will be able to use their learning to …

- Use effective oral and written communication strategies for creating, expressing, and interpreting information and ideas.
- Use critical and creative thinking strategies to facilitate innovation and problem-solving both independently and in teams.
- Use technology is used to access, manage, integrate, and disseminate information.
- Use effective leadership and teamwork strategies to foster collaboration and cooperation to accomplish goals.
- Develop life skills in order to achieve continuing success in various life roles related to continuing education, career development, and personal growth.

- Develop employable skills to build the capacity for successful careers.

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

Technology Infusion

- Interactive SmartBoard Technology
- Technology Internet Research and Word Processing
- Video Demonstration
- Calculations
- Online Design Applications
- Sewing Machines

Differentiation

• Small group assignments
• Added time to complete assignments
• Pairing oral instructions with visuals
• Repeat directions as needed
• Reinforcing on-task behaviors and skill acquisition
• Reduce amount of assignments that are due
• Rephrase written directions
• Study guides provided
• Additional time for skill mastery
• Test read to student
• Visual presentation
• Computer or electronic device utilizes
• Techniques of repetition, review, and summarization
• Small group setting
• Paired given oral as well as written instructions
• Peer assistance provided
• Printed copy of board work/notes provided
• Study guides/questions provided
• Extra time for completion
• Use of study sheets, notes, open book

Special Education

- Study Guides/Board Notes
- Additional Time for Skill Mastery

- Assistive Technology
- Computer or Electronic Device Utilizes
- Multi-sensory Instruction
- Preferential Seating
- Student Working with an Assigned Partner
- Small Group Instruction
- Check Work Frequently for Understanding
- Extended Time on Tests/Quizzes

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

ELL

- Teach Key Concepts
- Visual Teaching Aids: Videos, Illustrations, Pictures and Drawings
- Use of note cards, study guides and open book during testing
- Small Group Instruction
- Student Working with and Assigned Partner

- Preview of Content, Concepts, and Vocabulary
- Check Work Frequency for Understanding
- Peer Tutoring

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

Intervention Strategies

- Small Group Instruction
- Student Working with and Assigned Partner
- Preview of Content, Concepts, and Vocabulary
- Check Work Frequency for Understanding
- Study Guides
- Assistive Technology
- Computer or Electronic Devices
- Extended Time on Tests/Quizzes
- Preferential Seating
- Peer Tutoring

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.

- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Evidence of Student Learning-CFU's

Formative:

- Study Guide
- Fashion Learning Logs
- Group/Lab Participation
- Interactive Notebook
- Observations
- Accomplishing Daily Objectives
- Exit Questions
- Mental Checklists

Summative**:**

- Quizzes
- Tests
- Projects
- Presentations
- Exams

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics

- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources

- Textbook –*Simplicity's Simply the Best Sewing Book*
- Textbook – *Clothing Concepts and Construction*
- Power Point Presentations
- Business Area Guest Speakers
- Internet/online resources

Ancillary Resources

- Demonstrations
- Sewing Tools and Equipment Presentations/Discussions
- Commercial Fashion Production
- Video – Study Guide
- Worksheets/questions
- Filling out fashion learning logs

Sample Lesson

Unit Name: Clothing Care

NJSLS: See link below

Interdisciplinary Connection: Note writing/Learning Logs

Statement of Objective:

SWDAT locate and analyze clothing care labels on clothing.

SWDAT interpret universal clothing care symbols and explain their meaning.

SWDAT select appropriate procedures for care of textile products.

SWDAT explain warnings that would harm clothing.

Anticipatory Set/Do Now: You have a $100. gift card. You are purchasing clothing. What would you select and why? What would help you determine on your purchases?

Learning Activity: Clothing purchase Discussion

Analyzing Clothing Care Labels

Decoding universal care symbol

Role playing clothing care procedures

Consumer cost comparison on clothing purchase and upkeep costs.

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Student Assessment/CFU's: class participation, observation, student logs, see above

Materials: clothing care labels, universal care label symbols charts, Power point, video clips

21st Century Themes and Skills: see link above

Differentiation: see link above

Integration of Technology: Power Point, video clips, SmartBoard/overhead projector

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