Unit 6: Apparel and Textiles

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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Fashion

Grades 9-12

Belleville Board of Education

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Unit Overview

Textiles or cloth is a flexible material consisting of a network of natural or artificial fibers (yard or thread). Yarn is produced by spinning raw fibers of wool, flax, cotton or other material to produce long strands. Textiles are formed by weaving, knitting, crocheting, knotting or felting. Textile refers to material made of interlacing fiber. Fabric refers to any material make through weaving, knitting, spreading, crocheting, or bonding that may be used in production of fashion goods. Cloth is synonymous with fabric.

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:

- list natural fibers and explain their characteristics.
- list synthetic fibers and explain their characteristics.
- explain fiber blends and explain their characteristics.
- explain how fibers are combined to make cloth.
- explain how color is added to cloth.
- explain how to care for apparel based on the fiber content of the cloth.
- select apparel based on fiber content and fabric care.

Enduring Understanding

- Textiles or cloth is a flexible material consisting of natural or artificial fibers.
- Natural fibers are cotton, linen, wool and silk.
- Synthetic fibers are polyester, nylon, rayon and
- Fiber blends are a combination of natural and synthetic fibers.
- Fibers have unique characteristics and care instructions.
- Fabric or cloth consists of fibers twisted into yarns or threads and woven, knitted, bonded into a flexible material.
- Color is added to cloth through dying or printing.
- Clothing fibers determine the apparel garment's fabric care.

Essential Questions

- Can students list natural fibers and explain their characteristics?
- Can students list synthetic fibers and explain their characteristics?
- Can students explain fiber blends and explain their characteristics?
- Is the student able to explain how fibers are combined to make cloth?
- Can the student explain how color is added to cloth?
- Can the student explain how to care for apparel based on the fiber content of the cloth?

Learning Objectives

Students will demonstrate ability to :

- list natural fibers and explain their characteristics.
- list synthetic fibers and explain their characteristics.
- explain fiber blends and explain their characteristics.
- explain how fibers are combined to make cloth.
- explain how color is added to cloth.
- explain how to care for apparel based on the fiber content of the cloth.

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: Apparel and Textiles

NJSLS: see link below

Interdisciplinary Connection: Note writing/Learning Logs

Statement of Objective:

SWDAT list natural fibers and explain their characteristics.

SWDAT list synthetic fibers and explain their characteristics.

SWDAT explain fiber blends and explain their characteristics.

SWDAT explain the care of apparel fabric based on its fiber content.

Anticipatory Set/Do Now: What is the textile advertised as the fabric of our lives? What are the characteristics that make it so appealing? (commercial video clip)

Learning Activity: Research natural fibers and discover their sources, characteristics and usages.

Research synthetic fibers and discover their sources, characteristics and usages.

Design a clothing care label based on designated fiber content.

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Student Assessment/CFU's: participation, learning logs see above

Materials: cell phone research, power point presentation construction, fiber samples, fiber handouts

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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