High School Fashion and Apparel I Curriculum

Course Description: Fashion and Apparel I involves students in critical thinking through fashion, consumer awareness, clothing selection and care, garment construction, technology, and careers. The skills and techniques that are developed through hands-on application can be applied to many careers in today's society.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
3 Weeks	Elements of Fashion	Topic 1: Fashion Influences Topic 2: Shopping for Fabric Topic 3: Elements of Design Topic 4: Body Type
12 Weeks	Clothing Construction	Topic 1: Equipment Topic 2: Patterns Topic 3: Sewing Skills Topic 4: Project Construction
2 Weeks	Fibers and Textiles	Topic 1: Fiber Classification Topic 2: Fiber Characteristics Topic 3: Fiber Care Topic 4: Weaves
1 Week	Careers in Fashion	Topic 1: Exploration Topic 2: Global Effect

Curriculum Revision Tracking

Spring, 2018

All Units:
- Updated ISTE Standards

Unit 1: Elements of Fashion

Subject: Fashion and Apparel I
Grade: 9-12
Name of Unit: Elements of Fashion
Length of Unit: 3 Weeks
Overview of Unit: Students will have an understanding of all the influences in our environment that affect clothing choices.

Priority Standards for unit:
- NSFACS: 16.5Evaluate elements of textile, apparel, and fashion merchandising.
- NSFACS: 16.3 Demonstrate fashion, apparel, and textile design skills.

Supporting Standards for unit:
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Elements of textile, apparel, and fashion merchandising	Evaluate	Evaluate	4
Fashion, apparel, and textile design skills.	Demonstrate	Create	3

Essential Questions:
1. How do textiles, apparel, and fashion merchandising influence fashion?
2. Why is applying elements of design skills important when considering your personal style?
3. Why should cost be evaluated when shopping for textiles and apparel?

Enduring Understanding/Big Ideas:
1. Fashion is influenced by textile and apparel trends as well as media, culture, and society.
2. Line, color, and pattern should be considered when dressing for your body type.

3. Fabric content and care affect the price of owning a garment.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Color scheme Analogous Monochromatic Tint Shade Value Complementary	Modesty Adornment Bolt Silhouette Body Type

Resources for Vocabulary Development:

Course Textbook: Clothing (Fourth Edition) by Jeanette Weber

Topic 1: Fashion Influences

Engaging Experience 1
Title: What influences clothing selection?
Suggested Length of Time: 3 Days
Standards Addressed

> *Priority:*
> - NSFACS: 16.5 Evaluate elements of textile, apparel, and fashion merchandising.
>
> *Supporting:*
> - ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
> - ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
> - ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: After the class discussed reasons for different styles, they will apply their knowledge of each influence; modesty, status, protection, culture, and adornment. Students will use magazines or the Internet to find examples of each influence. Students using hard copy resources will create a book, one page per influence. Each page should define the influence and explain the student's perspective why their example fits that influence. In a similar fashion, students using an online resource will create a short multimedia presentation, one slide per influence containing the same information above within each slide. Students may present their book or multimedia presentation as time allows or what fits the personality of the class.
Bloom's Levels: Evaluate
Webb's DOK: 4

Rubric:

Clothing Influences Project Rubric

You will be graded on:

- Completion
- Neatness
- Quality
- Writing
- Understanding

Picture	Points (5)	Comments
Protection		
Identification		
Modesty		
Status		
Adornment		
Celebrity		
Formal Event		
Informal Event		
School Sponsored Event		
Age-Group Fashion Trend		
National Costume		
All-American		
Fashion Related Career		
Total Points:	**/ 65**	

Topic 2: Shopping for Fabric

<u>Engaging Experience 1</u>
Title: Shopping Basics
Suggested Length of Time: 2 Days
Standards Addressed
   Priority:
   ● NSFACS: 16.5 Evaluate elements of textile, apparel, and fashion merchandising.
Detailed Description/Instructions: After large group discussion on what to expect at a fabric store and how to determine fabric requirements students will shop for project supplies. Students will evaluate fabric options and pattern requirements to select fabric. They are also responsible for locating items in the store, purchasing the correct amounts and evaluating the cost of the project.
Bloom's Levels: Evaluate
Webb's DOK: 4

Topic 3: Elements of Design

<u>Engaging Experience 1</u>
Title: Color Scheme Project
Suggested Length of Time: 3 Days
Standards Addressed

> *Priority:*
> - NSFACS: 16.3 Demonstrate fashion, apparel, and textile design skills.
> - NSFACS: 16.5 Evaluate elements of textile, apparel, and fashion merchandising.
>
> *Supporting:*
> - ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
> - ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
> - ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: After introduction to the color wheel students will complete the color scheme project. This project consists of identifying five basic color schemes and their definition. Students will use the internet or magazines to find examples of each color scheme represented in an outfit. They will analyze the colors based on their tint, shade, value and intensity. Students will be expected to justify their selections.
Bloom's Levels: Evaluate, Create
Webb's DOK: 4, 3

Rubric:

<div align="center">RUBRIC</div>

COLOR SCHEMES:	POINTS
Analogous	
Color scheme correctly represented with all criteria	5
Missing 1 part of criteria	4
Missing 2 parts of criteria	3
Incorrect example for scheme listed	2
Analysis not given	1
Complementary	
Color scheme correctly represented with all criteria	5
Missing 1 part of criteria	4
Missing 2 parts of criteria	3
Incorrect example for scheme listed	2
Analysis not given	1
Monochromatic	
Color scheme correctly represented with all criteria	5
Missing 1 part of criteria	4
Missing 2 parts of criteria	3
Incorrect example for scheme listed	2
Analysis not given	1
Split-complementary	
Color scheme correctly represented with all criteria	5
Missing 1 part of criteria	4
Missing 2 parts of criteria	3
Incorrect example for scheme listed	2
Analysis not given	1
Triadic	
Color scheme correctly represented with all criteria	5
Missing 1 part of criteria	4
Missing 2 parts of criteria	3
Incorrect example for scheme listed	2
Analysis not given	1

PRESENTATION PROJECT NEATNESS:

	POINTS
Presentation was well organized, no spelling or grammatical errors, used transitions	5
Presentation had two of the three items listed above	3
Presentation had one of the three items listed above	2

TOTAL POINTS_____ /30

Topic 4: Body Type

Engaging Experience 1

Title: Dressing for Various Body Types

Suggested Length of Time: 3 Days

Standards Addressed

Priority:

- NSFACS: 16.3 Demonstrate fashion, apparel, and textile design skills.

Detailed Description/Instructions: Following instruction on identifying flattering fashions for various body-types students will create original designs on silhouettes. The designs will require the use of the elements of design, color, and accessories that will be flattering for a thin person, a full figured person, someone who wants to look taller, someone who wants to appear shorter, how to make a neck appear longer and they will be able to choose additional body types to dress.

Bloom's Levels: Create

Webb's DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will be presented with the challenge of designing their best "self" encompassing all of the topics discussed in Unit 1. Their self will involve dressing their body using elements of design to best accent their figure type and choose fabrics that support their favorite activity taking into consideration fashion influences that are important to them.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Fashion Influences	What influences clothing selection?	After the class discussed reasons for different styles, they will apply their knowledge of each influence, modesty, status, protection, culture, and adornment. Students will use magazines or the Internet to find examples of each influence. Students using hard copy resources will create a book, one page per influence. Each page should define the influence and explain the student's perspective why their example fits that influence. In a similar fashion, students using an online resource will create a short multimedia presentation, one slide per influence containing the same information above within each slide. Students may present their book or multimedia presentation as time allows or what fits the personality of the class.	3 Days
Shopping for Fabric	Shopping Basics	After large group discussion on what to expect at a fabric store and how to determine fabric requirements students will shop for project supplies. Students will evaluate fabric options and pattern requirements to select fabric. They are also responsible for locating items in the store, purchasing the correct amounts and evaluating the cost of the project.	2 Days
Elements of Design	Color Scheme Project	After introduction to the color wheel students will complete the color scheme project. This project consists of identifying five basic color schemes and their	3 Days

		definition. Students will use the internet or magazines to find examples of each color scheme represented in an outfit. They will analyze the colors based on their tint, shade, value and intensity. Students will be expected to justify their selections.	
Body Type	Dressing for Various Body Types	Following instruction on identifying flattering fashions for various body-types students will create original designs on silhouettes. The designs will require the use of the elements of design, color, and accessories that will be flattering for a thin person, a full figured person, someone who wants to look taller, someone who wants to appear shorter, how to make a neck appear longer and they will be able to choose additional body types to dress.	3 Days

Unit 2: Clothing Construction

Subject: Fashion & Apparel 1
Grade: 9-12
Name of Unit: Clothing Construction
Length of Unit: 12 Weeks
Overview of Unit: After completing this unit, students will know how to read a pattern and properly use sewing equipment to creatively construct garments and projects.

Priority Standards for unit:
- NSFACS: 16.3 Demonstrate fashion, apparel, and textile design skills.
- NSFACS: 16.4Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Fashion, apparel, and textile design skills	Demonstrate	Create	4
Skills needed to produce, alter, or repair fashion, apparel, and textile products	Demonstrate	Create	4

Essential Questions:
1. Why is it important to identify equipment and its proper use?
2. Why are patterns essential in design and construction?
3. How vital are construction techniques to the success of fashion?
4. Why are different construction techniques utilized in fashion design?

Enduring Understanding/Big Ideas:
1. Equipment safety and proper usage are essential to quality garment construction.
2. Through the use of patterns almost everything can be designed and constructed.
3. Proper construction techniques are an integral part of the design and success of fashion.
4. A variety of construction techniques are used to accommodate fabric types and garment styles.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Backstitch Presser foot

	Hand wheel
	Selvage
	Seam allowance
	Stitch length dial
	Stitch width dial
	Pattern markings
	Body measurements
	Press
	Pattern Envelope
	Bobbin
	Guide Sheet
	Clipping
	Crosswise fold
	Grading
	Overcast
	Staystitching
	Lengthwise Grain
	Crosswise Grain
	Thread
	Shears
	Seam Ripper
	Seam Gauge
	Marking Pen
	Rotary Cutter
	Rotary Mat
	Bias
	Pleats
	Topstitch

Resources for Vocabulary Development:

Course Textbook: Clothing (Fourth Edition) by Jeanette Weber

Topic 1: Equipment

Engaging Experience 1

Title: Identifying Tools

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- NSFACS: 16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.

Detailed Description/Instructions: Students will learn all the sewing tools used to construct a garment. After the introduction to these tools and their uses students will complete a scavenger hunt to find and describe all of the sewing tools used in Fashion & Apparel 1.

Bloom's Levels: Create

Webb's DOK: 4

Engaging Experience 2

Title: Using the Sewing Machine

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- NSFACS: 16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.

Detailed Description/Instructions: After learning sewing machine parts and their function, students will practice winding a bobbin and threading the sewing machine. Students will practice this process until they feel comfortable to test out. They will then assist a partner in threading the machine and then test out in front of their teacher.

Bloom's Levels: Create

Webb's DOK: 4

Topic 2: Patterns

Engaging Experience 1
Title: Pajama Pant Layout
Suggested Length of Time: 3 Days
Standards Addressed
> *Priority:*
> - NSFACS: 16.3 Demonstrate fashion, apparel, and textile design skills.
> - NSFACS: 16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.

Detailed Description/Instructions: Students will learn about identifying pattern markings and symbols, and pattern layout. After learning this information, students will apply what they learned by following the layout instructions for the pajama pants. Students must determine the correct way to fold their fabric, layout the pieces and measure grain line arrows with teacher approval before cutting the fabric.
Bloom's Levels: Create
Webb's DOK: 4

Topic 3: Sewing Skills

Engaging Experience 1
Title: Seam Sample Notebook
Suggested Length of Time: 8 days
Standards Addressed

Priority:

- NSFACS: 16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.

Detailed Description/Instructions: After watching a thorough demonstration or listening to instructions students will complete the identified sewing skill in their Seam Sample Notebook. The Seam Sample Notebook consists of 18 skills they will use throughout the semester on their sewing construction projects. Once completed students can use this notebook as a reference or guide in conjunction with Pattern Guides to help them complete their construction projects on their own.

Bloom's Levels: Create
Webb's DOK: 4
Rubric:

Name:_____

Fashion and Apparel Seam Sample Notebook
Grading Sheet
(Evaluation is based on accuracy of construction and neatness)

Sample	Points Earned (5 max)	Comments:
5/8" Seam		
Trimming		
Grading		
Clipping/ Notching		
Straight Topstitching		
Decorative Topstitching		
Overcast (Zigzag)		
Machine Hem		
Casing		
Buttonholes		
Embroidery		
Serged Seam		
Staystitching		
Gathering		
Pleats		
Buttons		
Hemming Stitch		
Slipstitch/ Hidden Stitch		
Total:	/90	

Topic 4: Project Construction

Engaging Experience 1

Title: Pajama Pants

Suggested Length of Time: 6 Days

Standards Addressed

　　Priority:

- NSFACS: 16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.

Detailed Description/Instructions: Students will use the skills acquired in their seam sample notebook to construct pajama pants. Students will follow the pajama pants pattern guide and pajama pants rubric to construct pajama pants individually and independently. Sewing skills that will be gained from this project are: ⅝ seam, trimming, grading, clipping/notching, straight topstitching, decorative topstitching, overcast, hemming, casing, buttonholes, and embroidery.

Bloom's Levels: Create

Webb's DOK: 4

Rubric:

Name_____ Date Due:_____

Rubric---Project #2—Pajama Pants *New Look Pattern #6764*

***For full credit, you must have your instructor check off each step as you go!!!!

Homework Preparation: 1 point each	Check off as you go	1 point
Correct fabric----Cotton/Flannel fabric		
Prewashed---Washed and Dried at home		
Pattern: 1 point each		
Day 1: Name on pattern guide and envelope		
Day 1: Circled layout on instruction sheet		
Day 1: Highlighted/circled steps to completion, check them off as you go		
Day 1: Pattern pieces cut neatly, notches cut outward		
Layout: 1 point each		
Day 1: Folded fabric the correct way and followed layout for placement of pattern pieces		
Day 1: Measured grain line first (perfect), then pinned the rest of the pattern piece(pins every 6-8 in and corners pinned diagonally		
Cutting/Marking: 1 point each		
Day 2: Cut straight, notches cut away from cutting line		
Day 2: Marked all pattern symbols		
Total:		/10
Construction: 5 points each		5 points
Day 3: Inner leg seam (Pin front leg to back leg with right sides touching) 5/8 and overcast, pressed, threads trimmed		
Day 3: Horseshoe 5/8," reinforced, overcast, threads trimmed		
Day 4: Side seams 5/8," overcast, pressed, thread trimmed		
Day 4: Buttonholes marked and sewed evenly, seam ripped neatly		
Day 5: Casing even, over casted, stitched on edges		

Day 5: Elastic not twisted, hole slipstitched neatly		
Day 6: Hems cleaned/Leg bands sewed evenly		
Day 6: Hems even		
Fit/Appearance: 5 points each		
Perfect Fit		
Professional appearance (neatly pressed, threads trimmed, all seams finished)		
Total		/50
Comprehension: 15 points		15 points
Read pattern guide and checked with teacher for understanding, not asking what do I next. • Ask three before you ask me		/15
Used Class time wisely: 20 points		
Each day that you do not sew or talk too much and do not make progress it is -5 points from this category		/20
Comments:		
Total		/100

List and define 3 new skills that you learn on this project. (5 points)

1.

2.

3.

Engaging Experience 2
Title: Skirt/short/pants
Suggested Length of Time: 12 days
Standards Addressed
    Priority:
- NSFACS: 16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.

Detailed Description/Instructions: The next step to build construction skills is for students to sew their choice of a skirt, shorts, or pants. Students will use the skills acquired in their seam sample notebook and follow the pattern guide sheet to complete this project. Skill emphasized are staystitching, gathering, pleats, button, and hemming.
Bloom's Levels: Create
Webb's DOK: 4
Rubric:

FASHION AND APPAREL 1
Dress/Skirt/Shirt/Shorts Evaluation

PATTERN

FABRIC APPROPRIATE FOR PATTERN SELECTION	5	4	3	2	1
FABRIC CUT ACCURATELY	5	4	3	2	1
ALTERATIONS	5	4	3	2	1
ABLE TO FOLLOW PATTERN GUIDE SHEET	5	4	3	2	1

SEAMS

SEAMS STITCHED 5/8 in.	5	4	3	2	1
SEAMS FINISHED APPROPRIATE	5	4	3	2	1
SEAMS PRESSED OPEN	5	4	3	2	1
STITCHING SEWED STRAIGHT	5	4	3	2	1

TECHNIQUES

FACINGS/LININGS LAY SMOOTH	5	4	3	2	1
DARTS/GATHERING/EASING /HOOK	5	4	3	2	1
ZIPPER/CLOSURE DONE CORRECTLY	5	4	3	2	1

TAPE/BASTING THREADS REMOVED

<u>HEMS</u>

HEM MEASURED EVENLY		5	4	3	2	1
HEM STITCHED STRAIGHT		5	4	3	2	1
HEM STITCHED APPROPRIATE FOR STYLE AND FABRIC		5	4	3	2	1

<u>OVERALL APPEARANCE</u>

THREADS TRIMMED	5	4	3	2	1	
GARMENT PRESSED	5	4	3	2	1	
GARMENT FIT	5	4	3	2	1	

<u>WORK HABITS</u>

WORKED QUIETLY	5	4	3	2	1	
HAD SUPPLIES/EQUIPMENT		5	4	3	2	1
USED TIME WELL	5	4	3	2	1	

Engaging Experience 3
Title: Final Project
Suggested Length of Time: 15 days
Standards Addressed
  Priority:
   ● NSFACS: 16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.
Detailed Description/Instructions: For the final project students will chose the item to construct with teacher approval. Some options include dress, quilt or bag. Item must include 2 new techniques such as, quilting, zipper, set in sleeves. This project will build on previous skills and teach additional techniques.
Bloom's Levels: Create
Webb's DOK: 4

Rubric:

Sewing Project Scoring Guide

Name:_____ Hour:___ Project: _____Score:_____/100

Objective	Exemplary performance	Above average	Average	Below average	Low performance	Earned points
Cutting of Pattern & Fabric	10 points All pieces cut out as directed. All pieces evenly cut.	8 points Most pieces are cut as directed on line with clean edges.	5 points Fabric was cut evenly with a few pieces frayed or out of alignment.	3 points Fabric was cut very unevenly on multiple pieces.	0 points Student did not do this procedure	
Seams	10 points All seams have an even seam allowance. Clipped and double stitched when needed. Backstitched or topstitched when directed.	7 points Most seams have even seam allowance. Clipped and double stitched when needed. Majority of seams topstitched or backstitched when directed.	5 points Seams slightly uneven.	3 points Seams very uneven, puckered or falling apart.	0 points Students did not do this procedure	
Hems/Edges	10 points All hems and edges are done according to directions, stitched evenly, and at proper width	7 points All hems and edges are done according to directions, stitched evenly, not proper width	5 points Hems and edges are done according to directions, stitch slightly uneven, width varies	3 points Directions not followed, stitching uneven, widths varies more then ¼ inch	0 points Hem not done	
Safety	10 points Always followed safety procedures	7 points Almost always followed safety procedures	5 points Sometimes disobeyed safety rules	3 points Often did not follow safety procedures	0 points Student was unsafe or did not use machine.	
Use of time	10 points Always completed objective for the day. Met end deadline	7 points Usually completed objective for the day. Met end deadline.	5 points Sometimes completed objective for the day. Met end deadline	3 points Rarely completed objective of the day. Turned in late	0 points Did not accomplish objectives. Project incomplete	
Following Guided Instructions	10 points Student always followed directions	7 points Usually followed directions	5 points Sometimes followed directions	3 points Student rarely followed directions	0 points Student did not follow directions	
Final Appearance	20 points Final appearance is neat. Student would be proud to wear/use garment. All threads clipped	17 points Final appearance is neat. Most threads clipped and end product has an overall nice appearance.	12 points Final appearance is messy. Garment/project needs to be pressed/has threads hanging off etc. Looks unprofessional.	5 points Garment/project is incomplete and progress so minimal as to determine outcome.	0 points Garment/project is not fully completed	
Willingness to try	20 points Student's attitude remained positive the entire unit. Gave their best at all times.	17 points Students attitude remained positive mostly the entire unit. Student did their best most of the time	12 points Student's attitude was slightly positive. Did not always try their best	5 points Poor attitude and did not always try their best.	0 points Bad attitude about sewing and did not give much effort	

Student's reflection on how the project went (3-5 sentences)

Teacher comments:

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

At the end of Unit 2 students will be presented with the challenge of creating a "How-To-Video" about a certain sewing skill or sewing process they mastered in this unit. Students will video each other completing this skill, edit their video, and then share their video with the class for comment and critique. Students are expected to be the expert in their skill and to thoroughly explain their skill or process using proper terminology and easy to follow instructions in their video.

Rubric for Engaging Scenario:

Your challenge is to create a How-To Video showcasing the skills you have learned this semester in Fashion & Apparel.

Get with a partner, use your cell phones to create an informational video, save, & email to bozartha@parkhill.k12.mo.us

- Choose a topic (Following a pattern guide to layout and pin pattern pieces to fabric for pajama pants, threading the sewing machine and winding the bobbin, how to read the back of the pattern envelope for size, notions, fabric information,

OR......

- Choose two of the following: *how to properly seam rip and three reasons you would need to use it, *how to baste and three reasons why you would use it, *how to make darts, what they are used for and where they would go on your project and why, *how to make pleats, three different kinds of pleats, *what notches, and dots are and how to cut them or mark them, and what they are used for

Your video will be graded on the following:

Creativity	_____ /10
Step by step instructions with visuals	_____ /30
Easy to follow	_____ /25
Use of correct tools, pieces, fabric etc….	_____ /15
Use of correct terminology (Avoid using the words "thingy, this, or skipping over something because you don't know what it is.)	_____ /30
Talk loud and clear	_____ /5
Video is at least 90 seconds long	_____ /5
	_____ /120 points total

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Equipment	Identifying Tools	Students will learn all the sewing tools used to construct a garment. After the introduction to these tools and their uses students will complete a scavenger hunt to find and describe all of the sewing tools used in Fashion & Apparel 1.	1 Day
Equipment	Using the Sewing Machine	After learning sewing machine parts and their function, students will practice winding a bobbin and threading the sewing machine. Students will practice this process until they feel comfortable to test out. They will then assist a partner in threading the machine and then test out in front of their teacher.	1 Day
Patterns	Pajama Pant Layout	Students will learn about identifying pattern markings and symbols, and pattern layout. After learning this information students will apply what they learned by following the layout instructions for the pajama pants. Students must determine the correct way to fold their fabric, layout the pieces and measure grain line arrows with teacher approval before cutting the fabric.	3 Days
Sewing Skills	Seam Sample Notebook	After watching a thorough demonstration or listening to instructions students will complete the identified sewing skill in their Seam Sample Notebook. The Seam Sample Notebook consists of 18 skills they will use throughout the semester on their sewing construction projects. Once completed students can use this notebook as a reference or guide in conjunction with Pattern Guides to	8 Days

		help them complete their construction projects on their own.	
Project Construction	Pajama Pants	Students will use the skills acquired in their seam sample notebook to construct pajama pants. Students will follow the pajama pants pattern guide and pajama pants rubric to construct pajama pants individually and independently. Sewing skills that will be gained from this project are: ⅝ seam, trimming, grading, clipping/notching, straight topstitching, decorative topstitching, overcast, hemming, casing, buttonholes, and embroidery.	6 Days
Project Construction	Skirt/short/pants	The next step to build construction skills is for students to sew their choice of a skirt, shorts, or pants. Students will use the skills acquired in their seam sample notebook and follow the pattern guide sheet to complete this project. Skill emphasized are staystitching, gathering, pleats, button, and hemming.	12 Days
Project Construction	Final Project	For the final project students will chose the item to construct with teacher approval. Some options include dress, quilt or bag. Item must include 2 new techniques such as, quilting, zipper, set in sleeves. This project will build on previous skills and teach additional techniques.	15 Days

Unit 3: Fibers and Textiles

Subject: Fashion & Apparel 1
Grade: 9-12
Name of Unit: Fibers and Textiles
Length of Unit: 2 Weeks
Overview of Unit: After completing this unit, students will be able to classify fibers, recognize fiber characteristics, and read and understand a care label.

Priority Standards for unit:
- NSFACS: 16.2 Evaluate fiber and textile products and materials.

Supporting Standards for unit:
- ISTE - EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Fiber and textile products and materials.	Evaluate	Evaluate	3

Essential Questions:
1. Why classify fibers?
2. How does one distinguish between the different fibers?
3. How does the fiber weave effect textile properties?

Enduring Understanding/Big Ideas:
1. Fibers are classified based on their composition and fabric care is determined by fiber classification.
2. Fibers are distinguished by their characteristics.

3. The type of weave used in the textile development can change the appearance and characteristics of the fabric.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Fiber	Textile Man-made fiber Natural fiber Clothing label Fabric care Plain weave Twill weave Satin weave Basket weave Durability Luster Wickability

Resources for Vocabulary Development:
Course Textbook: Clothing (Fourth Edition) by Jeanette Weber

Topic 1: Fiber Classification

Engaging Experience 1
Title: Textile Spotlight
Suggested Length of Time: 2 Days
Standards Addressed

> *Priority:*
> - NSFACS: 16.2 Evaluate fiber and textile products and materials.

> *Supporting:*
> - ISTE - EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
> - ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
> - ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
> - ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Students will be assigned a textile to become the expert on. They will complete the Textile Spotlight activity using the course textbook and the Internet. They will then present this information to the class by creating a brochure, handout, flipchart, or multimedia presentation. Students will participate in a gallery walk around the room to read through and record information from each of their classmates' presentations.
Bloom's Levels: Evaluate
Webb's DOK: 3

Topic 2: Fiber Characteristics

Engaging Experience 1
Title: Fibers Webquest
Suggested Length of Time: 2 Days
Standards Addressed

Priority:
- NSFACS: 16.2 Evaluate fiber and textile products and materials.

Supporting:
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will complete a fibers webquest by visiting a variety of websites to research fiber characteristics.
Bloom's Levels: Evaluate
Webb's DOK: 3

Topic 3: Fiber Care

Engaging Experience 1
Title: Laundry Care How to Video
Suggested Length of Time: 3 Days
Standards Addressed

Priority:
- NSFACS: 16.2 Evaluate fiber and textile products and materials.

Supporting:
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Following large group lessons on a variety of garment care products and methods students will create a "how to" video. In this video they will demonstrate sorting clothes, selecting cleaning products, water temperature, drying instructions as well as helpful tips.
Bloom's Levels: Evaluate
Webb's DOK: 3

Engaging Experience 1
Title: Weaving Project
Suggested Length of Time: 5 Days
Standards Addressed
  Priority:
  ● NSFACS: 16.2 Evaluate fiber and textile products and materials.
Detailed Description/Instructions: After discussions and videos on the different weaves, students will create weaving samples. Using a board, yarn and needle students will create samples of four weaves: plain, basket, satin and twill. After the samples are created the weaves are mounted on paper and students describe the weaving process, and fabric uses.
Bloom's Levels: Evaluate
Webb's DOK: 3
Rubric: See below

WEAVING RUBRIC

Your weaves should be mounted on a sheet of paper and each labeled and described.

Plain Weave	Excellent	Some Improvement Needed	Concept not developed
Correctly labeled	3	2	1
Correctly woven	3	2	1
Correct description	3	2	1
Neat work	3	2	1

Basket Weave	Excellent	Some Improvement Needed	Concept not developed
Correctly labeled	3	2	1
Correctly woven	3	2	1
Correct description	3	2	1
Neat work	3	2	1

Satin Weave	Excellent	Some Improvement Needed	Concept not developed
Correctly labeled	3	2	1
Correctly woven	3	2	1
Correct description	3	2	1
Neat work	3	2	1

Twill Weave	Excellent	Some Improvement Needed	Concept not developed
Correctly labeled	3	2	1
Correctly woven	3	2	1
Correct description	3	2	1
Neat work	3	2	1

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will complete the Fabric Identification activity. There will be 10 unidentified samples placed around the classroom. Students will have to identify the fiber sample by analyzing its characteristics and appearance. They will then identify satisfactory and unsatisfactory uses for each fiber in apparel.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Fiber Classification	Textile Spotlight	Students will be assigned a textile to become the expert on. They will complete the Textile Spotlight Worksheet using the course textbook and the Internet. They will then present this information to the class by creating a brochure, handout, flipchart, or multimedia presentation. Students will participate in a gallery walk around the room to read through and record information from each of their classmates' presentations.	2 Days
Fiber Characteristics	Fibers Webquest	Students will complete a fibers webquest by visiting a variety of websites to research fiber characteristics.	2 Days
Fiber Care	Laundry Care How To Video	Following large group lessons on a variety of garment care products and methods students will create a "how to" video. In this video they will demonstrate sorting clothes, selecting cleaning products, water temperature, drying instructions as well as helpful tips.	3 Days
Weaves	Weaving Project	After discussions and videos on the different weaves, students will create weaving samples. Using a board, yarn and needle students will create samples of four weaves: plain, basket, satin and twill. After the samples are created the weaves are mounted on paper and students describe the weaving process, and fabric uses.	5 Days

Unit 4: Careers in Fashion

Subject: Fashion & Apparel 1
Grade: 9-12
Name of Unit: Careers in Fashion
Length of Unit: 1 Week
Overview of Unit: After completing this unit students will be able to analyze careers in fashion. Students will also understand the global effects of the fashion industry.

Priority Standards for unit:
- NSFACS: 16.1 Analyze career paths within textile apparel and design industries.

Supporting Standards for unit:
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Career paths within textile apparel and design industries	Analyze	Analyze	3

<u>Essential Questions</u>:
1. How are fashion careers classified?
2. How does the fashion industry leave a global footprint?
3. Why is it important to analyze job outlook in the fashion industry?

<u>Enduring Understanding/Big Ideas</u>:
1. The world of fashion has many different facets for employment and different skill sets for careers.
2. Diversity in the global marketplace allows for new innovation in fashion.
3. Trends in fashion drive the number of positions in each career path.

<u>Unit Vocabulary:</u>

Academic Cross-Curricular Words	Content/Domain Specific
Global footprint	Fashion designer Haute Couture Merchandising

	Product development
	Alterationist
	Buyer
	Costume designer
	Model
	Classic Style
	Fad
	Trend
	Fashion cycle
	Knock-offs

Resources for Vocabulary Development:

Course Textbook: Clothing (Fourth Edition) by Jeanette Weber

Topic 1: Exploration

<u>Engaging Experience 1</u>

Title: Careers in Fashion

Suggested Length of Time: 5 Days

Standards Addressed

Priority:

- NSFACS: 16.1 Analyze career paths within textile apparel and design industries.

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Following group discussions regarding career paths in the fashion industry students will research a variety of career options. Using the Internet students will gather information on education requirements, places of employment, and salary. Upon completion students will write a reflection on the career that they are the most interested in pursuing.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 2: Global Effect

Engaging Experience 1

Title: Business of Fashion

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- NSFACS: 16.1 Analyze career paths within textile apparel and design industries.

Detailed Description/Instructions: Students will interact with a business professional in the fashion industry. They will learn about where products are manufactured, purchased, marketed, and priced for a retail store. Students will be able to ask questions and see real world examples of topic discussed in class.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will go on a field trip to nearby fashion related businesses to get a real-life glimpse into the fashion industry. The store owner/associate will give a tour of the store as well as explain to students the processes of staging, buying, merchandising, marketing, career outlook, trends, and any other fashion related topics they should inquire about.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Exploration	Careers in Fashion	Following group discussions regarding career paths in the fashion industry students will research a variety of career options. Using the Internet students will gather information on education requirements, places of employment, and salary. Upon completion students will write a reflection on the career that they are the most interested in pursuing.	5 Days
Global Effect	Business of Fashion	Students will interact with a business professional in the fashion industry. They will learn about where products are manufactured, purchased, marketed, and priced for a retail store. Students will be able to ask questions and see real world examples of topic discussed in class.	1 Day

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.