

WGSD Curriculum  
Family and Consumer Science Department

**Course: Fashion Design I**

**Grade Level: 9-12**

**LG 1 Fashion History**

**High priority standards**

**National standards for family and consumer sciences education**

**Area of study 16.0: Textiles, fashion, and apparel**

**Comprehensive Standard**

Integrate knowledge, skills, and practices required for careers in textiles and apparels.

Content standards:

16.2. Evaluate fiber and textile products and materials.

16.2.3: Summarize textile legislation, standards, and labeling in the global economy.

16.2.4: Analyze effects of textile characteristics on design, construction, care, use, and maintenance of products.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
<p>Students will understand how culture, history, and technology influence fashion.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"><li>• Analyzing the standards and labeling that affect the textile industry in today's culture.</li><li>• Comparing how clothing reflects culture.</li><li>• Analyzing the effect of media and technology on clothing choice.</li></ul> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: labels, standards,</li></ul>

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	<p>textiles, fashion.</p> <ul style="list-style-type: none"><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Identifying the effect of media and technology on clothing choice.</li><li>○ Describing clothing customs and expectations in the United States.</li></ul></li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;"><b>Learning Targets</b></p> <p><b>Students know how to:</b></p> <ul style="list-style-type: none"><li>• Summarize factors that influence clothing choices.</li><li>• Explain Maslow’s Hierarchy of Needs as related to the subject.</li><li>• Identify stages and time spans of fashion cycles.</li></ul>	

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**Course: Fashion Design I**

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**LG 2 Elements and Principles of Design**

**High priority standards**

**National standards for family and consumer sciences education**

**Area of study 16.0: Textiles, fashion, and apparel**

**Comprehensive standard**

Integrate knowledge, skills, and practices required for careers in textiles and apparels.

16.3: demonstrate fashion, apparel, and textile design skills.

16.3.1: explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance.

16.3.2: apply basic and complex color schemes and color theory to develop and enhance visual effects.

16.3.3: utilize elements and principles of design in designing, constructing, and/or altering textile, apparel, and fashion products.

**Learning goal**

Students will be able to apply the elements and principles of design to clothing choices and construction

**Proficiency scale**

Level 4: student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: student demonstrates mastery with the learning goal as evidenced by:

- Applying basic and complex color schemes and color theory to develop and enhance visual effects.
- Analyzing ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance.

Level 2: student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: elements of design, principles of design, color terms, color schemes, color wheel, body type.
- Performing processes such as:

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- Identifying elements that enhance or detract from the visual appeal of some clothing choices.

Level 1: student demonstrates a limited understanding or skill with the learning goal.

**Learning targets**

**Students know how to:**

- Describe and assess colors that enhance skin tone, eye color, body type, and personality.
- Apply the elements and principles of design to enhance clothing selection.

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**Course: Fashion Design I**

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**LG 3 Equipment**

**High Priority Standards**

**National standards for family and consumer sciences education**

**Area of study 16.0: Textiles, fashion, and apparel**

**Comprehensive Standard**

Integrate knowledge, skills, and practices required for careers in textiles and apparels.

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

16.4.1: Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
Students will be able to utilize sewing equipment.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.  Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none"><li>• Exhibiting proficient and accurate use, maintenance, safety and threading of sewing and serging machines.</li></ul> Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: sewing machine, serger, hand wheel, bobbin, bobbin case, thread, needle, looper, tension disks</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Identifying the parts and processes associated with sewing machines and sergers.</li></ul></li></ul>

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- Choosing the correct tools for the job at hand.
- Handling machines and sharp tools in a safe manner.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

**Learning Targets**

**Students know how to:**

- Identify the parts of the sewing machine and serger.
- Correctly use sewing tools and equipment.
- Use stitching and cutting hand tools.

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**Course: Fashion Design I**

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**LG 4 Patterns**

**High Priority Standards**

**National standards for family and consumer sciences education**

**Area of study 16.0: Textiles, fashion, and apparel**

**Comprehensive Standard**

Integrate knowledge, skills, and practices required for careers in textiles and apparels.

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

16.4.3: Demonstrate basic skills for producing and altering textile products and apparel.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
Students will understand the function and purpose of a pattern.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.  Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none"><li>• Exhibiting accurate use of all pattern markings, directions, and layout guidelines.</li><li>• Adjusting standard patterns to fit unique body types.</li><li>• Interpreting yardage and fabric type based on pattern recommendations.</li></ul> Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: wear ease, design ease, bust, chest, waist, hips, back length, sleeve length, inseam, height, girls, misses, women's, men's, teen boy sizes, guide sheet, on the fold, notches, grain line, selvages, marking symbols, tracing wheel and paper, layouts.</li></ul>

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- Performing processes such as:
  - Selecting the best pattern for body type and clothing need.
  - Pinning patterns to the fabric and marking and cutting fabric as directed.
  - Identifying best fabrics for particular uses.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

**Learning Targets**

**Students know how to:**

- Take accurate body measurements according to figure type and pattern size.
- Select a pattern based off of size.
- Adjust a pattern length.
- Find the fabric grain and biases.
- Prepare the fabric for cutting and sewing as well as marking the fabric with sewing symbols.
- Pin correctly.



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**LG 5 Construction**

**High priority standards**

**National standards for family and consumer sciences education**

**Area of study 16.0: Textiles, fashion, and apparel**

**Comprehensive standard**

Integrate knowledge, skills, and practices required for careers in textiles and apparels.

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

16.4.3: demonstrate basic skills for producing and altering textile products and apparel.

<b>Learning goal</b>	<b>Proficiency scale</b>
<p>The student will understand how to use sewing techniques to construct projects and garments.</p>	<p>Level 4: student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"><li>• Utilizing construction techniques such as stay-stitching, darts, interfacing, seams and seam finishes, hems, and casing.</li></ul> <p>Level 2: student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: guide sheet, trimming, seam finish, matching seams, elastic, casing, hem, bodkin</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Identifying the best techniques to use with a given pattern.</li><li>○ Pressing fabric during garment construction.</li><li>○ Finishing a project as indicated by the pattern.</li></ul></li></ul>

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	Level 1: student demonstrates a limited understanding or skill with the learning goal.
<p style="text-align: center;"><b>Learning targets</b></p> <p><b>Students know how to:</b></p> <ul style="list-style-type: none"><li>• Use proper pressing techniques</li><li>• Demonstrate proper basic construction techniques.</li></ul>	

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**Course: Fashion Design II**

**Grade Level: 9-12**

**LG 6 Portfolio**

**High Priority Standards**

**National standards for family and consumer sciences education**

**Area of study 16.0: Textiles, fashion, and apparel**

**Comprehensive standard**

Integrate knowledge, skills, and practices required for careers in textiles and apparels.

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

16.3.2: Apply basic and complex color schemes and color theory to develop and enhance visual effects.

16.3.3: Utilize elements and principles of design in designing, constructing, and/or altering textile, apparel, and fashion products.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
<p style="text-align: center;">Students will understand how to use complex sewing techniques to construct projects and garments.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"><li>• Developing a sample portfolio of completed projects using specific sewing machine and hand-sewing techniques, and specific embroidery designs.</li><li>• Demonstrating pressing as a technique used in sewing complex garments and other products.</li></ul> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: pressing, applique, hemming, seam tape, bias tape, zipper foot, buttonhole, pin tucks, machine</li></ul>

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	<p>embroidery, lining.</p> <ul style="list-style-type: none"><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Identifying the steps needed to complete a garment with complex shaping.</li><li>○ Pinning and cutting patterns with a working knowledge of bias, grain line, selvedge, and pattern marking.</li></ul></li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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**Course: Fashion II**

**Grade Level: 9-12**

**LG 7 Careers**

**High Priority Standards**

**National standards for family and consumer sciences education**

**Area of study 16.0: Textiles, fashion, and apparel**

**Comprehensive standard**

Integrate knowledge, skills, and practices required for careers in textiles and apparels.

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

16.1.1: Explain the roles and functions of individuals engaged in textiles and apparel careers.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
<p style="text-align: center;">Students will be able to evaluate career paths within the textile and apparel design industries.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"><li>• Assessing personal characteristics and professional requirements for occupations related to fashion.</li><li>• Analyzing how career clusters and pathways help in making a career plan.</li><li>• Analyzing how to use sources of career information.</li></ul> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: career path, career cluster, professional requirements.</li><li>• Performing processes such as:</li></ul>

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	<ul style="list-style-type: none"><li>○ Identifying a range of possible careers in the textile and design industries.</li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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