

WGSD Curriculum  
Family and Consumer Science Department

**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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