

<b>COURSE</b>	CREATIVE FASHION III	<b>GRADE:</b>	9-12
<b>STATE STANDARD:</b>	16.0 INTEGRATE KNOWLEDGE, SKILLS, AND PRACTICES REQUIRED FOR CAREERS IN TEXTILES AND APPAREL	<b>TIME FRAME:</b>	90 DAYS (57 MINUTES PER DAY)
<b>UNIT:</b>	Pattern Design		

UNIT OF INSTRUCTION	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
	<p><b><u>STANDARD STATEMENT</u></b> 16.0 INTEGRATE KNOWLEDGE, SKILLS, AND PRACTICES REQUIRED FOR CAREERS IN TEXTILES AND APPAREL</p> <p><b>OBJECTIVE:</b> Demonstrate knowledge of pattern making and design.</p>	<p>Authentic Assessment</p> <ol style="list-style-type: none"> <li>1. Pattern</li> <li>2. Skirt</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher Demonstration</li> <li>2. Students will design and create a skirt pattern specifically designed for their body measurements.</li> <li>3. Students will take their measurements and calculate waist, hip and length based on measurement and calculation worksheet.</li> <li>4. Students will draw out an original pattern according to calculations.</li> <li>5. Students will create skirt.</li> </ol>
<b>ENRICHMENT:</b>	<ol style="list-style-type: none"> <li>1. Design a pattern for:               <ol style="list-style-type: none"> <li>a. Skirt</li> <li>b. Pants</li> <li>c. Jacket</li> <li>d. Blouse/shirt</li> </ol> </li> </ol> <p>Develop the pattern in to an garment</p>		
<b>REMEDIATION:</b>	<ol style="list-style-type: none"> <li>1. Adjust a commercially designed pattern.</li> <li>2. Create a pattern based on a commercially sold pattern.</li> <li>3. Create a skirt.</li> </ol>		
<b>RESOURCES:</b>	<p>Sew What! Skirts: 16 Simple Styles You Can Make With Fabulous Fabrics; Francesca DenHartog Text: Clothing: Fashion, Fabrics, and Construction Successful Sewing; Mary Westfall</p>		

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<b>STATE STANDARD:</b>	16.0 INTEGRATE KNOWLEDGE, SKILLS, AND PRACTICES REQUIRED FOR CAREERS IN TEXTILES AND APPAREL	<b>TIME FRAME:</b>	90 DAYS (57 MINUTES PER DAY)
<b>UNIT:</b>	Fibers and Textiles		

UNIT OF INSTRUCTION	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
	<p><b><u>STANDARD STATEMENT</u></b> 16.0 INTEGRATE KNOWLEDGE, SKILLS, AND PRACTICES REQUIRED FOR CAREERS IN TEXTILES AND APPAREL</p> <p><b>OBJECTIVE:</b> Distinguish specific fibers, weaves and fabrics.</p>	<ol style="list-style-type: none"> <li>1. Fiber Analysis Packet</li> <li>2. Vocabulary Test</li> <li>3. Design plus fabric entry</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher Instruction</li> <li>2. Vocabulary</li> <li>3. Students will create a fabric and fiber binder:               <ol style="list-style-type: none"> <li>a. Fiber analysis packet</li> <li>b. Burn test</li> <li>c. Natural fibers vs. Manmade fibers</li> <li>d. Weaves</li> <li>e. Fiber tinting and analysis</li> </ol> </li> <li>4. Designs plus fabrics               <ol style="list-style-type: none"> <li>a. Illustrate specific designs</li> <li>b. Identify appropriate fabrics for designs</li> <li>c. Maintain binder</li> </ol> </li> </ol>
<b>ENRICHMENT:</b>	Provide a section of the portfolio with designs and fabric samples.		
<b>REMEDATION:</b>	<ol style="list-style-type: none"> <li>1. Read chapter on fibers and fabrics.</li> <li>2. Complete review questions at the end of the chapter.</li> </ol>		
<b>RESOURCES:</b>	Text: Clothing: Fashion, Fabrics, and Construction Successful Sewing; Mary Westfall Fibers and Fabric Activity Packet		

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**OBJECTIVES/ESSENTIAL CONTENT****ASSESSMENT****LEARNING ACTIVITIES****STANDARD STATEMENT**

16.0 INTEGRATE KNOWLEDGE, SKILLS, AND PRACTICES REQUIRED FOR CAREERS IN TEXTILES AND APPAREL

**OBJECTIVE:**

Students will develop and demonstrate advanced sewing skills.

1. Vocabulary log
2. Skills binder and checklist
3. Sewing projects and checklist (authentic assessment)
4. Skills development checklist and rubric

1. Teacher Instruction
2. Vocabulary
3. Students will create a sewing binder and checklist:
  - A. Beginner Level Skills
    - i. Fabric Preparation
    - ii. Pattern Symbols
    - iii. Pattern Layout, pinning, and cutting
    - iv. Transferring pattern symbols to the fabric
    - v. Small equipment and notions
    - vi. Operating the sewing machine
    - vii. Pressing as you go
    - viii. Stay stitching
    - ix. Seams
    - x. Clipping, notching, trimming, and grading
    - xi. Seam finishes
    - xii. Hand stitching
  - B. Intermediate Level Skills
    - i. Taking body measurement and selecting proper pattern size
    - ii. The pattern envelope
    - iii. Making fabric choices
    - iv. Reading the instruction sheet
    - v. Pattern adjustments
    - vi. Operating the sewing machine
    - vii. Clean finishing
    - viii. Under stitching
    - ix. Easing and gathering
    - x. Interfacing
    - xi. Topstitching
    - xii. Hemming Methods
    - xiii. Constructing seams, fasteners, darts, tucks, pleats, pockets, ties, facings, waistbands, elastic

- casings, hems and inserting zippers
- C. Advanced Level Skills
  - i. Operating the serger sewing machine
  - ii. Constructing waistline seams and stays, placket openings
  - iii. Yokes
  - iv. Collars,
  - v. Lapels, sleeves, sleeve openings, cuffs, shoulder pads
- D. Serger construction techniques
- 5. Students will create clothing to incorporate the skills needed. Examples of appropriate choices include:
  - a. Coat
  - b. Suit (men or women)
  - c. Robes
  - d. Costumes
  - e. Jacket
  - f. Blazer
  - g. Personal student design

**ENRICHMENT:**

Students will embellish the required clothing with surface designs. This would include:

1. Embellishment
  - a. Paint
  - b. Beads
  - c. Buttons
  - d. Appliqué
  - e. Other
2. Couching
3. Fraying
4. Appliqué
  - a. Fusing
  - b. Hand stitching
  - c. Machine stitching

And/or

Students will embellish their designs by including quilting or quilting techniques. These technique should include:

	<ol style="list-style-type: none"> <li>1. Stencil</li> <li>2. Piecing</li> <li>3. Appliqué</li> <li>4. Border</li> <li>5. Batting</li> <li>6. Stitch-in-the-ditch</li> <li>7. Stipple</li> <li>8. Crosshatch (grid) quilting</li> <li>9. Binding</li> </ol>
<b>REMEDATION:</b>	<ol style="list-style-type: none"> <li>1. Read chapter on fibers and fabrics.</li> <li>2. Complete review questions at the end of the chapter.</li> </ol>
<b>RESOURCES:</b>	<p>Text: Clothing: Fashion, Fabrics, and Construction</p> <p>Successful Sewing; Mary Westfall</p>

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<b>UNIT:</b>	INTERIOR DESIGN		

UNIT OF INSTRUCTION	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
	<p><b><u>STANDARD STATEMENT</u></b>            16.0 INTEGRATE KNOWLEDGE, SKILLS, AND PRACTICES REQUIRED FOR CAREERS IN TEXTILES AND APPAREL</p> <p><b>OBJECTIVE:</b>            Demonstrate knowledge of principles of design.            Demonstrate skills associated with the career of interior design.</p>	<p>Authentic Assessment</p> <ol style="list-style-type: none"> <li>1. Portfolio</li> <li>2. Designs</li> <li>3. Cost sheets</li> <li>4. Presentation (display board and oral presentation)</li> </ol>	<ol style="list-style-type: none"> <li>1. Create a portfolio entry for meeting human needs through housing.</li> <li>2. Create a portfolio entry to include:               <ol style="list-style-type: none"> <li>a. Historical</li> <li>b. Cultural</li> <li>c. Societal</li> <li>d. Economical</li> <li>e. Technological</li> </ol>               Influences on interior design             </li> <li>3. Compile illustrations of a variety of:               <ol style="list-style-type: none"> <li>a. Housing styles</li> <li>b. Floor plans</li> <li>c. Blueprints</li> </ol> </li> <li>4. Compare and contrast</li> <li>5. Create a home-living environment display board as part of a professional presentation. Include:               <ol style="list-style-type: none"> <li>a. Floor plans</li> <li>b. Scale drawings</li> <li>c. Furniture</li> <li>d. Accessories</li> <li>e. Window treatments</li> <li>f. Fabric swatches</li> <li>g. Floor samples</li> <li>h. Pricing</li> <li>i. Contractor pricing</li> <li>j. Subcontractor pricing</li> <li>k. Time/work schedule</li> <li>l. Etc.</li> </ol> </li> <li>6. Cost factor for design. Current price list must be included.</li> </ol>

<b>ENRICHMENT:</b>	<p>Design <u>your own</u> living space.          Include:</p> <ul style="list-style-type: none"> <li>• Floor plan</li> <li>• Furniture arrangement</li> <li>• Furniture choice + cost</li> <li>• Color coordination</li> <li>• Accessories</li> <li>• Final budgetary analysis</li> </ul>		
<b>REMIEDIATION:</b>	<p>Teacher generated design packet. Students will still complete assignments but will have a skeleton assignment to fill in and complete.</p>		
<b>RESOURCES:</b>	<p>Text: Homes          Text: Clothing: Fashion, Fabrics, and Construction          Successful Sewing; Mary Westfall          Internet          Television programming          Magazines</p>		

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<b>UNIT:</b>	Business Management/Marketing		

UNIT OF INSTRUCTION	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
	<p><b><u>STANDARD STATEMENT</u></b> 16.0 INTEGRATE KNOWLEDGE, SKILLS, AND PRACTICES REQUIRED FOR CAREERS IN TEXTILES AND APPAREL</p> <p><b>OBJECTIVE:</b> Demonstrate the skills necessary to develop a business plan.</p>	<p>Authentic Assessment</p> <ol style="list-style-type: none"> <li>1. Business plan</li> <li>2. Market Survey</li> <li>3. Advertising plan</li> <li>4. Portfolio entry</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher Instruction</li> <li>2. Business plan</li> <li>3. Market survey</li> <li>4. Advertising</li> <li>5. Cost analysis</li> <li>6. Assessment of business plan</li> <li>7. Portfolio entry</li> </ol>
<b>ENRICHMENT:</b>	<p>Implement business plan.</p> <p>Participate in a shadowing program.</p>		
<b>REMEDIATION:</b>	<p>Read chapter 27</p> <p>Answer questions at the end of the chapter</p> <p>Complete teacher generated business plan packet.</p>		
<b>RESOURCES:</b>	<p>Text: Clothing: Fashion, Fabrics, and Construction</p> <p>Successful Sewing; Mary Westfall</p>		



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<b>UNIT:</b>	DESIGN TO MARKET		

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	<p><b><u>STANDARD STATEMENT</u></b> 16.0 INTEGRATE KNOWLEDGE, SKILLS, AND PRACTICES REQUIRED FOR CAREERS IN TEXTILES AND APPAREL</p> <p><b>OBJECTIVE:</b> Demonstrate operational procedures needed for a profitable business.</p>	<ol style="list-style-type: none"> <li>1. Display board (visual)</li> <li>2. Presentation (verbal)</li> <li>3. Test</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher instruction</li> <li>2. Vocabulary</li> <li>3. Create a display board to illustrate design to customer.</li> <li>4. Presentation</li> <li>5. Test</li> </ol>
<b>ENRICHMENT:</b>	Create a section in your portfolio to include the process of design to market with a quick reference visual presentation.		
<b>REMEDATION:</b>	<ol style="list-style-type: none"> <li>1. Read chapter in text</li> <li>2. Outline information</li> <li>3. Complete activities one and two at the end of the chapter.</li> </ol>		
<b>RESOURCES:</b>	Text: Clothing: Fashion, Fabrics, and Construction  Successful Sewing; Mary Westfall		