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:

<table>
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<tr>
<th>Timeframe</th>
<th>Unit</th>
<th>Instructional Topics</th>
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<tr>
<td>3 Weeks</td>
<td>Elements of Fashion</td>
<td>Topic 1: Fashion Influences</td>
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<td>Topic 2: Shopping for Fabric</td>
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<td>Topic 3: Elements of Design</td>
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<td>Topic 4: Body Type</td>
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<td>Topic 2: Patterns</td>
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<td>Topic 3: Sewing Skills</td>
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<td>Topic 4: Project Construction</td>
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<td>2 Weeks</td>
<td>Fibers and Textiles</td>
<td>Topic 1: Fiber Classification</td>
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<td>Topic 2: Fiber Characteristics</td>
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<td>Topic 4: Weaves</td>
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<td>Careers in Fashion</td>
<td>Topic 1: Exploration</td>
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<td>Topic 2: Global Effect</td>
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</tbody>
</table>
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:
- Evaluate elements of textile, apparel, and fashion merchandising. (NSFACS: 16.5)
- Demonstrate fashion, apparel, and textile design skills. (NSFACS: 16.3)

Supporting Standards for unit:
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
  - Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  - Identify and define authentic problems and significant questions for investigation.
  - Plan and manage activities to develop a solution or complete a project.
  - Collect and analyze data to identify solutions and/or make informed decisions.
  - Use multiple processes and diverse perspectives to explore alternative solutions.
- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).
  - Advocate and practice safe, legal, and responsible use of information and technology.
  - Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements of textile, apparel, and fashion merchandising</td>
<td>Evaluate</td>
<td>Evaluate</td>
<td>4</td>
</tr>
<tr>
<td>Fashion, apparel, and textile design skills.</td>
<td>Demonstrate</td>
<td>Create</td>
<td>3</td>
</tr>
</tbody>
</table>

**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:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Color scheme</td>
<td>Modesty</td>
</tr>
<tr>
<td>Analogous</td>
<td>Adornment</td>
</tr>
<tr>
<td>Monochromatic</td>
<td>Bolt</td>
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<tr>
<td>Tint</td>
<td>Silhouette</td>
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<tr>
<td>Shade</td>
<td>Body Type</td>
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<tr>
<td>Value</td>
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<tr>
<td>Complementary</td>
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</table>

**Resources for Vocabulary Development:**
Course Textbook: Clothing (Fourth Edition) by Jeanette Weber
Engaging Experience 1

Title: What influences clothing selection?

Suggested Length of Time: 3 Days

Priority:
- Evaluate elements of textile, apparel, and fashion merchandising. (NSFACS: 16.5)

Supporting:
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
  - Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

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

<table>
<thead>
<tr>
<th>Picture</th>
<th>Points (5)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protection</td>
<td></td>
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<tr>
<td>Identification</td>
<td></td>
<td></td>
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<tr>
<td>Modesty</td>
<td></td>
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<tr>
<td>Status</td>
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<tr>
<td>Adornment</td>
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<tr>
<td>Celebrity</td>
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<td>Formal Event</td>
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<td>Informal Event</td>
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<td>School Sponsored Event</td>
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<td>Age-Group</td>
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<tr>
<td>Fashion Trend</td>
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<td>National Costume</td>
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<tr>
<td>All-American</td>
<td></td>
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<tr>
<td>Fashion Related Career</td>
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</tbody>
</table>

**Total Points:** 5/65
Topic 2: Shopping for Fabric

Engaging Experience 1
Title: Shopping Basics
Suggested Length of Time: 2 Days

Standards Addressed

Priority:
- Evaluate elements of textile, apparel, and fashion merchandising. (NSFACS: 16.5)

Supporting:
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  - Identify and define authentic problems and significant questions for investigation.
  - Plan and manage activities to develop a solution or complete a project.
  - Collect and analyze data to identify solutions and/or make informed decisions.

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
Engaging Experience 1
Title: Color Scheme Project
Suggested Length of Time: 3 Days

Standards Addressed

Priority:
- Demonstrate fashion, apparel, and textile design skills. (NSFACS: 16.3)
- Evaluate elements of textile, apparel, and fashion merchandising. (NSFACS: 16.5)

Supporting:
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
  - Process data and report results.
- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).
  - Advocate and practice safe, legal, and responsible use of information and technology.
  - Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

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: To be created

<table>
<thead>
<tr>
<th>COLOR SCHEMES:</th>
<th>POINTS</th>
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<tr>
<td>Missing 2 parts of criteria</td>
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<tr>
<td>Incorrect example for scheme listed</td>
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<tr>
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<tr>
<td><strong>Complementary</strong></td>
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<tr>
<td>Color scheme correctly represented with all criteria</td>
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<tr>
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<td><strong>Monochromatic</strong></td>
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<td>Color scheme correctly represented with all criteria</td>
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<td>Missing 1 part of criteria</td>
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<td><strong>Split-complimentary</strong></td>
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<td>Color scheme correctly represented with all criteria</td>
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<td><strong>Triadic</strong></td>
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</tr>
<tr>
<td>Analysis not given</td>
<td>1</td>
</tr>
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</table>

**PRESENTATION PROJECT NEATNESS**
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:
- Demonstrate fashion, apparel, and textile design skills. (NSFACS: 16.3)

Supporting:
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  - Identify and define authentic problems and significant questions for investigation.
  - Plan and manage activities to develop a solution or complete a project.
  - Collect and analyze data to identify solutions and/or make informed decisions.
  - Use multiple processes and diverse perspectives to explore alternative solutions.

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.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fashion Influences</td>
<td>What influences clothing selection?</td>
<td>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.</td>
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<td>Shopping Basics</td>
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<td>3 Days</td>
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<td>Body Type</td>
<td>Dressing for Various Body Types</td>
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<td>3 Days</td>
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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:
- Demonstrate fashion, apparel, and textile design skills. (NSFACS: 16.3)
- Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products. (NSFACS: 16.4)

Supporting Standards for unit:
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Apply existing knowledge to generate new ideas, products, or processes.
  - Create original works as a means of personal or group expression.
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  - Identify and define authentic problems and significant questions for investigation.
  - Plan and manage activities to develop a solution or complete a project.
  - Collect and analyze data to identify solutions and/or make informed decisions.

<table>
<thead>
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<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fashion, apparel, and textile design skills</td>
<td>Demonstrate</td>
<td>Create</td>
<td>4</td>
</tr>
<tr>
<td>Skills needed to produce, alter, or repair fashion, apparel, and textile products</td>
<td>Demonstrate</td>
<td>Create</td>
<td>4</td>
</tr>
</tbody>
</table>

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:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Backstitch</td>
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<td>Presser foot</td>
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<tr>
<td>Hand wheel</td>
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<td>Selvage</td>
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<tr>
<td>Seam allowance</td>
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<td>Stitch length dial</td>
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<tr>
<td>Stitch width dial</td>
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<tr>
<td>Pattern markings</td>
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<td>Body measurements</td>
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<td>Press</td>
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<td>Pattern Envelope</td>
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<td>Bobbin</td>
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<td>Guide Sheet</td>
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<td>Clipping</td>
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<td>Crosswise fold</td>
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<td>Grading</td>
<td></td>
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<td>Overcast</td>
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<td>Staystitching</td>
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<td>Lengthwise Grain</td>
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<td>Crosswise Grain</td>
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<td>Thread</td>
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<td>Shears</td>
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<td>Seam Ripper</td>
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<td>Seam Gauge</td>
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<td>Marking Pen</td>
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<td>Rotary Cutter</td>
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<td>Rotary Mat</td>
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<td>Bias</td>
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<td>Pleats</td>
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<tr>
<td>Pleats</td>
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</tbody>
</table>

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

Supporting:
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  - Identify and define authentic problems and significant questions for investigation.
  - Plan and manage activities to develop a solution or complete a project.
  - Collect and analyze data to identify solutions and/or make informed decisions.

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

Supporting:
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  - Identify and define authentic problems and significant questions for investigation.
  - Plan and manage activities to develop a solution or complete a project.
  - Collect and analyze data to identify solutions and/or make informed decisions.
**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
Engaging Experience 1
Title: Pajama Pant Layout
Suggested Length of Time: 3 Days
Standards Addressed

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

Supporting:
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  - Identify and define authentic problems and significant questions for investigation.
  - Plan and manage activities to develop a solution or complete a project.
  - Collect and analyze data to identify solutions and/or make informed decisions.

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

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

*Supporting:*  
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).  
  - Apply existing knowledge to generate new ideas, products, or processes.  
  - Create original works as a means of personal or group expression.  
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).  
  - Identify and define authentic problems and significant questions for investigation.  
  - Plan and manage activities to develop a solution or complete a project.

**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
## Fashion and Apparel Seam Sample Notebook

### Grading Sheet

(Evaluation is based on accuracy of construction and neatness)

<table>
<thead>
<tr>
<th>Sample</th>
<th>Points Earned (5 max)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/8&quot; Seam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trimming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clipping/Notching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Straight Topstitching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decorative Topstitching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overcast (Zigzag)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Machine Hem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Casing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buttonholes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Embroidery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Serged Seam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staystitching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gathering</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pleats</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buttons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hemming Stitch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slipstitch/Hidden Stitch</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total:** 90
Engaging Experience 1

Title: Pajama Pants

Suggested Length of Time: 6 Days

Standards Addressed

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

Supporting:
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Apply existing knowledge to generate new ideas, products, or processes.
  - Create original works as a means of personal or group expression.
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  - Plan and manage activities to develop a solution or complete a project.

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:

#### Rubric---Project #2--Skirt/short/pants Pattern #0, 754

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

<table>
<thead>
<tr>
<th>Homework Preparation: 1 point each</th>
<th>Check off as you go</th>
<th>1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pattern: 1 point each</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 1: trace off pattern guide and arrange pieces</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 2: apply iron to pattern pieces</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 3: circle layout on instruction sheet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 4: highlight traced steps to completion, check them off as you go</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 5: Pattern pieces cut correctly, follow cut out lines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Layout: 1 point each</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 1: check that the correct hem and finished layout for a seamstress of pattern pieces</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 2: Measure and mark line for perfect, then pinned the rest of the pattern pieces every 6 1/2 and corners pinned diagonally</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cutting/Marking: 1 point each</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 3: Get straight, check and recheck each cutting line</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 2: marked at pattern symbols</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Total: 10 |         |

<table>
<thead>
<tr>
<th>Construction: 5 points each</th>
<th>5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1: trace leg evenly with right side of leg with right side</td>
<td></td>
</tr>
<tr>
<td>Day 2: Measure and mark line for perfect, then pinned the rest of the pattern pieces every 6 1/2 and corners pinned diagonally</td>
<td></td>
</tr>
<tr>
<td>Day 3: Mark line</td>
<td></td>
</tr>
<tr>
<td>Day 4: Side seams 5/8'' overcast, pressed, threads trimmed</td>
<td></td>
</tr>
<tr>
<td>Day 5: Upper and lower hem allowance, pressed, threads trimmed</td>
<td></td>
</tr>
</tbody>
</table>

| Total: 50 |

### Engaging Experience 2

#### Title: Skirt/short/pants

**Suggested Length of Time:** 12 days

**Standards Addressed**

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

**Supporting:**
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Apply existing knowledge to generate new ideas, products, or processes.
  - Create original works as a means of personal or group expression.
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  - Plan and manage activities to develop a solution or complete a project.

**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** | **SEAMS**     | **FABRIC CUT ACCURATELY** | **SEAMS STITCHED 5/8 in.** | **ALTERATIONS** | **SEAMS FINISHED APPROPRIATE** | **SEAMS PRESSED OPEN** | **STITCHING SEWED STRAIGHT** | **TECHNIQUES**               | **FACINGS/LININGS LAY SMOOTH** | **DARTS/GATHERING/EASING /HOOK** | **ZIPPER/CLOSURE DONE CORRECTLY** | **TAPE/BASTING THREADS REMOVED** | **HEMS**                        | **HEM MEASURED EVENLY** | **HEM STITCHED STRAIGHT** | **HEM STITCHED APPROPRIATE FOR STYLE AND FABRIC** |
|-------------------------------------|---------------------------------------------|---------------|--------------------------|---------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|-----------------------------|-----------------------------|-----------------------------|----------------------------------------------------------------|
| FABRIC APPROPRIATE FOR PATTERN SELECTION | 5  | 4  | 3  | 2  | 1  | SEAMS STITCHED 5/8 in. | 5  | 4  | 3  | 2  | 1  | SEAMS FINISHED APPROPRIATE | 5  | 4  | 3  | 2  | 1  | 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 | 5  | 4  | 3  | 2  | 1  | HEMS 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  |

**OVERALL APPEARANCE**

Board Approved: January 26, 2017
**THREADS TRIMMED**  
5 4 3 2 1

**GARMENT PRESSED**  
5 4 3 2 1

**GARMENT FIT**  
5 4 3 2 1

**WORK HABITS**  
**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:**
- Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products. (NSFACS: 16.4)

**Supporting:**
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Apply existing knowledge to generate new ideas, products, or processes.
  - Create original works as a means of personal or group expression.
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  - Plan and manage activities to develop a solution or complete a project.

**Detailed Description/Instructions:** For the final project students will choose 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

<table>
<thead>
<tr>
<th>Objective</th>
<th>Exemplary performance</th>
<th>Above average</th>
<th>Average</th>
<th>Below average</th>
<th>Low performance</th>
<th>Earned point:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cutting of Pattern &amp; Fabric</td>
<td>10 points</td>
<td>All pieces cut out as directed. All pieces evenly cut.</td>
<td>8 points</td>
<td>Most pieces are cut as directed on line with clean edges.</td>
<td>5 points</td>
<td>Fabric was cut evenly with a few pieces frayed or out of alignment.</td>
</tr>
<tr>
<td>Seams</td>
<td>10 points</td>
<td>All seams have an even seam allowance. Clipped and double stitched when needed. Backstitched or topstitched when directed.</td>
<td>7 points</td>
<td>Most seams have even seam allowance. Clipped and double stitched when needed. Majority of seams topstitched or backstitched when directed.</td>
<td>5 points</td>
<td>Seams slightly uneven.</td>
</tr>
<tr>
<td>Hems/Edges</td>
<td>10 points</td>
<td>All hems and edges are done according to directions, stitched evenly, and at proper width.</td>
<td>7 points</td>
<td>All hems and edges are done according to directions, stitched evenly, not proper width</td>
<td>5 points</td>
<td>Hems and edges are done according to directions, stitch slightly uneven, width varies</td>
</tr>
<tr>
<td>Safety</td>
<td>10 points</td>
<td>Always followed safety procedures</td>
<td>7 points</td>
<td>Almost always followed safety procedures</td>
<td>5 points</td>
<td>Sometimes disobeyed safety rules</td>
</tr>
<tr>
<td>Use of time</td>
<td>10 points</td>
<td>Always completed objective for the day. Met and deadline.</td>
<td>7 points</td>
<td>Usually completed objective for the day. Met and deadline.</td>
<td>5 points</td>
<td>Sometimes completed objective for the day. Met and deadline.</td>
</tr>
<tr>
<td>Following Guided Instructions</td>
<td>10 points</td>
<td>Student always followed directions</td>
<td>7 points</td>
<td>Usually followed directions</td>
<td>5 points</td>
<td>Sometimes followed directions</td>
</tr>
<tr>
<td>Final Appearance</td>
<td>20 points</td>
<td>Final appearance is neat. Student would be proud to wear/use garment. All threads clipped</td>
<td>17 points</td>
<td>Final appearance is neat. Most threads clipped and product has an overall nice appearance.</td>
<td>12 points</td>
<td>Final appearance is messy. Garment/project needs to be pressed</td>
</tr>
<tr>
<td>Willingness to try</td>
<td>20 points</td>
<td>Student’s attitude remained positive the entire unit. Gave their best at all times.</td>
<td>17 points</td>
<td>Student’s attitude remained positive mostly the entire unit. Student did their best most of the time.</td>
<td>12 points</td>
<td>Student’s attitude was slightly positive. Did not always try their best.</td>
</tr>
</tbody>
</table>

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, & mail to bsoarta@aparthill.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 stack of the pattern envelope for size, notions, fabric information,

OR . . . .

- Choose two of the following: “how to properly seam rip,” three reasons you would need to use it, “how to loop 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, “wha notches, and darts 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 ___________ /50
Easy to follow ___________ /25
Use of correct tools, pieces, fabric etc… ___________ /15
Use of correct terminology
(Avoid using the words ‘things, this, or skipping over something because you don’t know what it is.) ___________ /50

Talk loud and clear ___________ /15
Video is at least 30 seconds long ___________ /15

__________/120 points total
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipment</td>
<td>Identifying Tools</td>
<td>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 &amp; Apparel 1.</td>
<td>1 Day</td>
</tr>
<tr>
<td>Equipment</td>
<td>Using the Sewing Machine</td>
<td>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.</td>
<td>1 Day</td>
</tr>
<tr>
<td>Patterns</td>
<td>Pajama Pant Layout</td>
<td>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.</td>
<td>3 Days</td>
</tr>
<tr>
<td>Sewing Skills</td>
<td>Seam Sample Notebook</td>
<td>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</td>
<td>8 Days</td>
</tr>
</tbody>
</table>
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.

| 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:
● Evaluate fiber and textile products and materials. (NSFACS: 16.2)

Supporting Standards for unit:
● Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  ○ Apply existing knowledge to generate new ideas, products, or processes.
  ○ Create original works as a means of personal or group expression.
● Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
  ○ Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
  ○ Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
● Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  ○ Plan strategies to guide inquiry.
  ○ Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  ○ Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
  ○ Process data and report results.
● Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  ○ Identify and define authentic problems and significant questions for investigation.
  ○ Plan and manage activities to develop a solution or complete a project.
  ○ Collect and analyze data to identify solutions and/or make informed decisions.
  ○ Use multiple processes and diverse perspectives to explore alternative solutions.
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:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiber</td>
<td>Textile</td>
</tr>
<tr>
<td></td>
<td>Man-made fiber</td>
</tr>
<tr>
<td></td>
<td>Natural fiber</td>
</tr>
<tr>
<td></td>
<td>Clothing label</td>
</tr>
<tr>
<td></td>
<td>Fabric care</td>
</tr>
<tr>
<td></td>
<td>Plain weave</td>
</tr>
<tr>
<td></td>
<td>Twill weave</td>
</tr>
<tr>
<td></td>
<td>Satin weave</td>
</tr>
<tr>
<td></td>
<td>Basket weave</td>
</tr>
<tr>
<td></td>
<td>Durability</td>
</tr>
<tr>
<td></td>
<td>Luster</td>
</tr>
<tr>
<td></td>
<td>Wickability</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:**
Course Textbook:  Clothing (Fourth Edition) by Jeanette Weber
Engaging Experience 1
Title: Textile Spotlight
Suggested Length of Time: 2 Days
Standards Addressed

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

Supporting:
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Apply existing knowledge to generate new ideas, products, or processes.
  - Create original works as a means of personal or group expression.
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
  - Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
  - Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
  - Process data and report results.

Detailed Description/Instructions: 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.

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:
- Evaluate fiber and textile products and materials. (NSFACS: 16.2)

Supporting:
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
  - Process data and report results.
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  - Identify and define authentic problems and significant questions for investigation.
  - Plan and manage activities to develop a solution or complete a project.
  - Collect and analyze data to identify solutions and/or make informed decisions.
  - Use multiple processes and diverse perspectives to explore alternative solutions.

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
Engaging Experience 1

Title: Laundry Care How to Video

Suggested Length of Time: 3 Days

Standards Addressed

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

Supporting:
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Apply existing knowledge to generate new ideas, products, or processes.
  - Create original works as a means of personal or group expression.

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
Topic 4: Weaves

**Engaging Experience 1**

**Title:** Weaving Project

**Suggested Length of Time:** 5 Days

**Standards Addressed**

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

**Supporting:**
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Apply existing knowledge to generate new ideas, products, or processes.
  - Create original works as a means of personal or group expression.

**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.

<table>
<thead>
<tr>
<th><strong>Plain Weave</strong></th>
<th>Excellent</th>
<th>Some Improvement Needed</th>
<th>Concept not developed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correctly labeled</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Correctly woven</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Correct description</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Neat work</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Basket Weave</strong></th>
<th>Excellent</th>
<th>Some Improvement Needed</th>
<th>Concept not developed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correctly labeled</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>-------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Correctly woven</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Correct description</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Neat work</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Satin Weave</strong></th>
<th>Excellent</th>
<th>Some Improvement Needed</th>
<th>Concept not developed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correctly labeled</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Correctly woven</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Correct description</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Neat work</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Twill Weave</strong></th>
<th>Excellent</th>
<th>Some Improvement Needed</th>
<th>Concept not developed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correctly labeled</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Correctly woven</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Correct description</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Neat work</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
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.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiber Classification</td>
<td>Textile Spotlight</td>
<td>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.</td>
<td>2 Days</td>
</tr>
<tr>
<td>Fiber Characteristics</td>
<td>Fibers Webquest</td>
<td>Students will complete a fibers webquest by visiting a variety of websites to research fiber characteristics.</td>
<td>2 Days</td>
</tr>
<tr>
<td>Fiber Care</td>
<td>Laundry Care How To Video</td>
<td>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.</td>
<td>3 Days</td>
</tr>
<tr>
<td>Weaves</td>
<td>Weaving Project</td>
<td>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.</td>
<td>5 Days</td>
</tr>
</tbody>
</table>
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:
- Analyze career paths within textile apparel and design industries. (NSFACS: 16.1)

Supporting Standards for unit:
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
  - Process data and report results
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  - Plan and manage activities to develop a solution or complete a project.
  - Collect and analyze data to identify solutions and/or make informed decisions.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career paths within textile apparel and design industries</td>
<td>Analyze</td>
<td>Analyze</td>
<td>3</td>
</tr>
</tbody>
</table>

Essential Questions:
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?
**Enduring Understanding/Big Ideas:**
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.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global footprint</td>
<td>Fashion designer</td>
</tr>
<tr>
<td></td>
<td>Haute Couture</td>
</tr>
<tr>
<td></td>
<td>Merchandising</td>
</tr>
<tr>
<td></td>
<td>Product development</td>
</tr>
<tr>
<td></td>
<td>Alterationist</td>
</tr>
<tr>
<td></td>
<td>Buyer</td>
</tr>
<tr>
<td></td>
<td>Costume designer</td>
</tr>
<tr>
<td></td>
<td>Model</td>
</tr>
<tr>
<td></td>
<td>Classic Style</td>
</tr>
<tr>
<td></td>
<td>Fad</td>
</tr>
<tr>
<td></td>
<td>Trend</td>
</tr>
<tr>
<td></td>
<td>Fashion cycle</td>
</tr>
<tr>
<td></td>
<td>Knock-offs</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:**
Course Textbook: Clothing (Fourth Edition) by Jeanette Weber
Topic 1: Exploration

Engaging Experience 1
Title: Careers in Fashion
Suggested Length of Time: 5 Days
Standards Addressed

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

Supporting:
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
  - Process data and report results
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  - Plan and manage activities to develop a solution or complete a project.
  - Collect and analyze data to identify solutions and/or make informed decisions.

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
Rubric: Class participation
Engaging Experience 1
Title: Business of Fashion
Suggested Length of Time: 1 Day

Standards Addressed

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

Supporting:
- N/A

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
Rubric: Class participation
**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.

**Rubric for Engaging Scenario:** Class participation
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploration</td>
<td>Careers in Fashion</td>
<td>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 most interested in pursuing.</td>
<td>5 Days</td>
</tr>
<tr>
<td>Global Effect</td>
<td>Business of Fashion</td>
<td>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 topics discussed in class.</td>
<td>1 Day</td>
</tr>
</tbody>
</table>
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.

**Symbols:**
- This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.
- This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.