

Advanced Clothing

Power Standards

1. Demonstrate and apparel and textile design skills.
2. Demonstrate how fashion is formed by how garment parts are designed and combined.
3. Evaluate the components for garment quality.
4. Evaluate business profitability and career opportunities in textile industry.

Power Benchmarks

1. Classify characteristics of fabrics.
2. Identify common garment silhouettes and details.
3. Choose the appropriate construction terms needed.
4. Demonstrate advanced clothing construction techniques.
5. Select a pattern appropriate to interest and skill level.
6. Interpret pattern, envelope, and guide sheet.
7. Identify ways to restyle or redesign garments.
8. Evaluate garment for value and quality.
9. Identify the importance of the apparel industry and its leaders.
10. Identify career opportunities in the clothing field.

Advanced Clothing

Students will be able to:

1. Demonstrate apparel and textile design skills.
 - Demonstrate advanced clothing construction techniques. (4)
 - Choose the appropriate construction terms needed. (3)
 - Identify ways to restyle or redesign garments. (7)
 - Interpret pattern, envelope, and guide sheet. (6)

2. Demonstrate how fashion is formed by how garment parts are designed and combined.
 - Identify common garment silhouettes and details. (2)

3. Evaluate the components for garment quality.
 - Classify characteristics of fabrics. (1)
 - Select a pattern appropriate to interest and skill level. (5)
 - Evaluate garment for value and quality. (8)

4. Evaluate business profitability and career opportunities in textile industry.
 - Identify the importance of the apparel industry and its leaders. (9)
 - Identify career opportunities in the clothing field. (10)

Advanced Clothing

Stage 1 – Desired Results:

Power Standard 3: Evaluate the components for garment quality.

Power Benchmark/Competency # 1

Classify characteristics of fabrics.

Estimated Timeline: 2-3 days + on-going

Place ‘X’ in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
		X	X	
Math	Science	Reading	Social Responsibility	Communication
		X		X

Understandings:

Students will understand:

- The name of a fabric will tell you the characteristics of the fabric.

Essential Questions:

- How will a garment made from this fabric feel and drape?
- How will I care for this fabric?
- How will this fabric wear?

Students will: (*i.e. know*)...(Include vocabulary)

- Identify 15 fabrics.
 - Burlap
 - Gingham
 - Denim
 - Flannel
 - Satin
 - Wool
- List to be determined by teachers.

Students will be able to: (*i.e. do*)...(Include vocabulary)

- Identify care and wear of a textile product based on the manufacturers label and construction.
 - Strength
 - Shrinkage
 - Warmth
 - Durability
 - Absorbency
 - Wrinkle Resistant
 - Resiliency

Stage 2 – Assessment Evidence

Performance Tasks: (*i.e.* Assessment used to determine proficiency on competency)

- Quiz: Match fabric with name.

Key Criteria: (Rubric)

- TBD

Advanced Clothing

Stage 1 – Desired Results:

Power Standard 2: Demonstrate how fashion is formed by how garment parts are designed and combined.

Power Benchmark/Competency # 2

Identify common garment silhouettes and details.

Estimated Timeline: 1-2 days

Place ‘X’ in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
		X	X	
Math	Science	Reading	Social Responsibility	Communication
	X	X		X

Understandings:

Students will understand:

- Your fashion silhouette is the outline of your body shape plus the garment line.

Essential Questions:

- How do I determine my silhouette using my body proportions?
- How do I use line to effectively balance body proportions?

Students will: (i.e. know)...(Include vocabulary)

- Know three different figure types.
- Determine styles most flattering to their figure type.
- Flattering and unflattering lines in apparel.

Students will be able to: (i.e. do)...(Include vocabulary)

- Analyze their silhouette and apply it to a personal wardrobe.
- Choose flattering lines when shopping.

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)

- Draw or cut pictures to show the three figure types and select garments appropriate for each.

Key Criteria: (Rubric)

- TBD

Advanced Clothing

Stage 3 – Learning Plan:
Ascertain the proper care of fabrics.
Power Benchmark/Competency: #2

Learning Activities:	Resources:
Using fashion magazines identify the three body types. Select three outfits that would be appropriate (One selection should be casual, one dressy and one appropriate for job search.)	Magazines, internet, catalogs

Advanced Clothing

Stage 1 – Desired Results:

Power Standard 2: Demonstrate apparel and textile design skills.

Power Benchmark /Competency # 3

Choose the appropriate construction term needed.

Estimated Timeline: 1 – 2 days

Place ‘X’ in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
Math	Science	Reading	Social Responsibility	Communication

Understandings:

Students will understand:

- The similarities of sewing terms and when to use them.
- How terms relate to construction technique.

Essential Questions:

- Why do I need to pre-shrink fabric?
- What will happen if fabric is off grain?
- Why is clipping necessary on a curved area?
- Why do I need to backstitch?

Students will: (*i.e. know*)...(Include vocabulary)

- Key terms – see list of fabric finishes attached.
- Key terms –
 - Pre-shrink
 - Grain line
 - Transfer
 - Staystitching
 - Backstitching
 - Clean finish
 - Grading
 - Ease
 - Bias

Students will be able to: (*i.e. do*)...(Include vocabulary)

- When to use a term in the construction process.
- Appropriate use of terminology.

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)

- Construction samples
- Projects

Key Criteria: (Rubric)

- TBD

Advanced Clothing

Stage 1 – Desired Results:

<p>Power Standard 1: Demonstrate and apparel and textile design skills.</p> <p>Power Benchmark /Competency # 4 Demonstrate advanced clothing construction techniques.</p> <p>Estimated Timeline: On-going</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Personal Responsibility</th> <th style="padding: 2px;">Global & Cultural</th> </tr> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> </tr> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural	X	X	X	X		Math	Science	Reading	Social Responsibility	Communication	X		X	X	X
Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural																	
X	X	X	X																		
Math	Science	Reading	Social Responsibility	Communication																	
X		X	X	X																	
<p>Understandings: <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ➤ Learning more advance sewing techniques will increase project possibilities. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What are advanced sewing techniques? ➤ How are they used in different projects? 																				
<p>Students will: (<i>i.e. know</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Identify types of collars, sleeves, pockets, waistline treatments, facings, and casings. ➤ Identify the silhouettes of garments. 	<p>Students will be able to: (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Demonstrate advanced techniques. <ul style="list-style-type: none"> ○ Zippers ○ set-in sleeves ○ placket ○ buttons and buttonholes ○ collars ○ cuffs ○ waistbands 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Evaluation of finished product. 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ TBD
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Advanced Clothing

Stage 3 – Learning Plan:

Demonstrate advanced clothing construction techniques.

Power Benchmark/Competency: #4

Learning Activities:	Resources:
Students will complete projects/samples of advanced construction techniques	

Advanced Clothing

Stage 1 – Desired Results:

Power Standard 3: Evaluate the components for garment quality.

Power Benchmark/Competency # 5
Select a pattern appropriate to interest and skill level.

Estimated Timeline: 1 – 2 days

Place ‘X’ in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
			X	
Math	Science	Reading	Social Responsibility	Communication
				X

Understandings:
Students will understand that:

- The style features of a pattern will determine the garment difficulty.

Essential Questions:

- Do I have the skill to complete the project?

Students will: (*i.e. know*)...(Include vocabulary)

- How to use a pattern book.
- How to read the pattern envelope.

Students will be able to: (*i.e. do*)...(Include vocabulary)

- Select a pattern according to skill level.
- Select fabric and notion to complete project.

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)

- Selection of pattern and construction of project.

Key Criteria: (Rubric)

- TBD

Advanced Clothing

Stage 3 – Learning Plan:

Select a pattern appropriate to interest and skill level.

Power Benchmark/Competency: #5

Learning Activities:	Resources:
Construction of project	

Advanced Clothing

Stage 1 – Desired Results:

<p>Power Standard 1: Demonstrate and apparel and textile design skills.</p> <p>Power Benchmark /Competency # 7 Identify ways to restyle or redesign garments. Estimated Timeline: 2 – 3 days</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Personal Responsibility</th> <th style="padding: 2px;">Global & Cultural</th> </tr> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> </tr> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural	X		X	X		Math	Science	Reading	Social Responsibility	Communication			X	X	X
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X		X	X																		
Math	Science	Reading	Social Responsibility	Communication																	
		X	X	X																	
<p>Understandings: <i>Students will understand:</i></p> <ul style="list-style-type: none"> ➤ Clothing can be restyled, recycled, and redesigned to expand the wardrobe. ➤ New wardrobe purchases can be personalized using appliqué and embroidery. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What are techniques I can use to embellish a textile product? ➤ How can I redesign an old garment to make it more fashionable? ➤ How can I recycle an old garment to make a new product? 																				
<p>Students will: <i>(i.e. know)</i>...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Key terms and techniques – <ul style="list-style-type: none"> ○ Appliqué ○ Embroidery ○ Trims ○ sequin application ○ beading 	<p>Students will be able to: <i>(i.e. do)</i>...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Students will brainstorm ideas for redesigning, restyling or recycling garments. ➤ Students will come up with innovative ways of personalizing textile products. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ TBD 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ TBD
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Advanced Clothing

Stage 3 – Learning Plan:

Identify ways to customize a purchased garment or update an old garment.

Power Benchmark/Competency: #6

Learning Activities:	Resources:
Reading assignment	
Students will redesign, recycle or restyle a project.	

Advanced Clothing

Stage 1 – Desired Results:

<p>Power Standard 1: Demonstrate and apparel and textile design skills.</p> <p>Power Benchmark/Competency # 6 Interpret envelop, pattern and guide sheet.</p> <p>Estimated Timeline: 1 – 2 days + on-going</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Personal Responsibility</th> <th style="padding: 2px;">Global & Cultural</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural	X		X	X		Math	Science	Reading	Social Responsibility	Communication			X		X
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X		X	X																		
Math	Science	Reading	Social Responsibility	Communication																	
		X		X																	
<p>Understandings : <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ➤ The guide sheet is essential to the completion of a project. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ Why is it important to know how to follow the guide sheet? ➤ What is the unit method of construction? 																				
<p>Students will: (<i>i.e. know</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Pattern symbols <ul style="list-style-type: none"> ○ Notches ○ Dots ○ Darts ○ Squares ○ Buttonholes ○ center front ○ place on fold ○ Straight of grain ➤ Sewing terms <ul style="list-style-type: none"> ○ Backstitch ○ Pivot ○ seam allowance ○ clipping ○ basting 	<p>Students will be able to: (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Complete project following the guide sheet instructions. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Project 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ TBD
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Advanced Clothing

Stage 3 – Learning Plan:
Interpret guide sheet.
Power Benchmark/Competency: #7

Learning Activities:	Resources:
Construction of project.	

Advanced Clothing

Stage 1 – Desired Results:

<p>Power Standard 3: Evaluate the components for garment quality.</p> <p>Power Benchmark/Competency # 8 Evaluate garment for value and quality.</p> <p>Estimated Timeline: 1 day + on-going.</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Personal Responsibility</th> <th style="padding: 2px;">Global & Cultural</th> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> </tr> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural				X		Math	Science	Reading	Social Responsibility	Communication		X	X		
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			X																		
Math	Science	Reading	Social Responsibility	Communication																	
	X	X																			
<p>Understandings: <i>Students will understand:</i></p> <ul style="list-style-type: none"> ➤ <i>The cost of a garment doesn’t necessarily determine the quality.</i> 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ Do brand names determine the quality of a garment? ➤ How do you determine the value of a garment? 																				
<p>Students will: (<i>i.e. know</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Characteristics of a quality garment. ➤ Compare outlet stores, discount stores and specialty shops. ➤ What to look for in a quality garment. 	<p>Students will be able to: (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Estimate cost per wearing. ➤ Estimate cost of care. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ TBD 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ TBD
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Advanced Clothing

Stage 3 – Learning Plan:
Evaluate garment for value and quality.
Power Benchmark/Competency: #8

Learning Activities:	Resources:
Examine garments for quality	

Advanced Clothing

Stage 1 – Desired Results:

Power Benchmark 4: Evaluate business profitability and career opportunities in textile industry.

Power Benchmark/Competency # 9

Identify the importance of the apparel industry and its leaders.

Estimated Timeline: 2 days + on-going

Place ‘X’ in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
X	X	X	X	
Math	Science	Reading	Social Responsibility	Communication
X			X	X

Understandings:

Students will understand that:

- The influence the clothing industry has on all aspects of society.

Essential Questions:

- When is it appropriate to buy fads?
- What is the difference between wholesale and retail?
- How do designers influence the clothing market?

Students will: (*i.e. know*)...(Include vocabulary)

- Terms associated with fashion
 - Classics
 - Fashion
 - Fads
 - Haute Couture

Students will be able to: (*i.e. do*)...(Include vocabulary)

- Identify the sequence in the marketing of apparel.
- Research designers and their influence on the apparel industry.

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)

- Research and presentation of designer and/or label.

Key Criteria: (Rubric)

- TBD

Advanced Clothing

Stage 1 – Desired Results:

Power Benchmark 4: Evaluate business profitability and career opportunities in textile industry.

Power Benchmark/Competency # 10
Identify career opportunities in the clothing field.

Estimated Timeline: 1 day

Place ‘X’ in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
X	X	X	X	X
Math	Science	Reading	Social Responsibility	Communication
X	X	X	X	X

Understandings:
Students will understand that:

- There are a variety of career opportunities in the clothing industry.

Essential Questions:

- How much education do I need for a career in the clothing field?
- What is the earning potential?
- What careers are available?

Students will: (*i.e. know*)...(Include vocabulary)

- Preparation requirements and personal traits help determine career choices.

Students will be able to: (*i.e. do*)...(Include vocabulary)

- Identify careers of interest.

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)

- TBD

Key Criteria: (Rubric)

- TBD

Advanced Clothing

Stage 3 – Learning Plan:
Identify career opportunities in the clothing field.
Power Benchmark/Competency: #10

Learning Activities:	Resources:
Student research of careers in clothing industry.	