



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: Clothing and Textiles II Grade Level(s): Grade 10-12 Units of Credit: .5 Classification: Elective	Length of Course: 15 cycles Periods Per Cycle: 6 Length of Period: 43 minutes Total Instructional Time: 64.5 hours
--	---

Course Description

Clothing and Textiles II is designed to build on the skills learned in Clothing and Textiles I with regards to fibers and their characteristics, choosing garments to sew based on body type, and advanced sewing techniques. Students will be required to construct a personal garment using advanced techniques, construct a child's garment, recycle an existing garment, and create a collaborative group project. The use of the electronic machine and the Serger is required. Studies will include repair, alterations, original design, elements of design, fashion history, and career exploration. Students will be responsible for the purchase of fabrics and supplies for most projects.

Instructional Strategies, Learning Practices, Activities, and Experiences

Teacher Demonstration and Lecture Math Skills Analyze Garments for Elements of Design Scavenger Hunt for Tools and Fabrics Critical thinking: Select Fabric Samples for Pattern Option to Visit a Fabric Store Article Reviews with Constructed Response	Class Discussion Charts and Diagrams Student Presentation Cooperative Learning: Identify the Necessary Tools Write a Fashion Commentary Oral Presentation about Recycled Garment Compare Home-Sewn with Ready-to-Wear	Cooperative Learning Self-evaluation of Garments / Projects Student Lab Experience Questions and Answers Collaborative Project Evaluation Question and Answer with Classmates iPad Use
--	---	--

Assessments

Bell Ringers Objectives Oral Presentation Rubric Clothing Construction Rubric Fashion Article Reviews Sample-book of Sewing Methods	Teacher Evaluation Performance-based Tests Homework Oral Presentations Student Self-evaluation Tests/Quizzes	Project Rubric Tests Quizzes Research Project Socratic Quizzes
--	---	--

Materials/Resources

Clothing: Fashion, Fabrics, and Construction-
Glencoe/McGraw-Hill, 2003 Textbook, Teacher
Resource Guide, Student Workbook
Fashion History Cards
Color Analysis Cards

Art Supplies and Color Wheels
Classroom Sewing Equipment
Pattern Catalogs
Fabric
Teacher-constructed Student Workbooks

Bernina Serger
iPad and Internet
Fashion Magazines
Sewing and Quilting Tools
Bernina Sewing Computer

Adopted: 9/18/2002

Revised: 10/2004; 5/15/2017

P:\MGDRBR\NEWCURR\Family ConsumerSciences\2017\Clothing and Textiles II\Planned Course Overview .doc

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Knowledge, skills, and practices required for careers in textiles and apparel</p> <p>Career paths within consumer service industries</p> <p>Career paths within the textile and apparel design industry</p> <p>Elements of textile and apparel merchandising</p> <p>The components of customer service</p>	<p>The student will explore the careers related to clothing construction and investigate the education and experience necessary for success.</p> <p>Financial and Resource Management</p> <p>11.1.12.F Compare and contrast the selection of goods and services by applying effective consumer strategies.</p> <p>11.1.12.G Compare the availability, costs, and benefits of accessing public, nonpublic, and for-profit services to assist the family.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Garments Classifications</p> <ul style="list-style-type: none"> • Classics • Fords • Fads • Retro • Vintage • An Investment Piece <p>American Fashion in the 20th Century</p> <p>How the Industrial Revolution Affected Fashion</p> <p>Iconic Garments and Styles Throughout History</p> <p>Why Fashion is Considered to be Cyclical</p> <p>Influence of Major Historical Events on Fashion</p> <p>People Who Were or Are Fashion Icons</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> • analyze fashion throughout history in order to understand how fashion has evolved. • analyze the products that are created today in ready-to-wear and the options available to anyone who creates fashion. • apply knowledge of fashion history to design current garment or create an advertisement that is based on a fashion item or specific historical period in fashion. <p>Financial and Resource Management</p> <p>11.1.12.D Evaluate the role of consumer rights and responsibilities in the resolution of a consumer problem through the practical reasoning process.</p> <p>Balancing Family, Work, and Community Responsibility</p> <p>11.2.12.A Justify solutions developed by using practical reasoning skills.</p> <p>11.2.12.E Assess the availability of emerging technology that is designed to do the work of the family and evaluate the impact of its use on individuals, families and communities.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>How line affects clothing design</p> <p>Appropriate shapes for body types</p> <p>Primary, secondary, and tertiary colors</p> <p>Tactile and Visual texture</p> <p>How colors create schemes that affect the appearance of fabrics and garment</p> <p>How to create pleasing designs using appropriate color schemes</p> <p>How texture can be used to create effects on garments and fabric products</p> <p>How to divide space in a garment and use pattern to fill that space</p>	<p>The student will be able to demonstrate apparel and textile design skills using line, color, shape, space, and texture to illustrate the Elements of Design.</p> <p>Balancing Family, Work, and Community Responsibility</p> <p>11.2.12.A Justify solutions developed by using practical reasoning skills.</p> <p>11.2.12.E Assess the availability of emerging technology that is designed to do the work of the family and evaluate the impact of its use on individuals, families, and communities.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Basic body types and the criteria used for classification of the types</p> <p>Take measurements with accuracy to select a pattern</p> <p>Apply the information found on both the front and back of pattern envelopes to secure the appropriate size and style</p>	<p>The student will be able to describe the methods used to determine body type and pattern size in order to choose patterns for garments appropriate to their type.</p> <p>Balancing Family, Work, and Community Responsibility</p> <p>11.2.12.A Justify solutions developed by using practical reasoning skills.</p> <p>11.2.12.E Assess the availability of emerging technology that is designed to do the work of the family and evaluate the impact of its use on individuals, families, and communities.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Fabric Characteristics</p> <p>Selecting appropriate fabrics for a specific project</p> <p>Types of natural and manufactured fibers</p> <p>Principles of nap, stripes, pile, and print designs</p>	<p>The student will be able to:</p> <ul style="list-style-type: none">• extend their prior knowledge of fibers and fabrics.• recognize, evaluate, and select fabrics that are appropriate for specific types of clothing construction.• compare and contrast fabrics based on hand, construction, and characteristics. <p>Financial and Resource Management</p> <p>11.1.12.D Evaluate the role of consumer rights and responsibilities in the resolution of a consumer problem through the practical reasoning process.</p> <p>11.1.12.F Compare and contrast the selection of goods and services by applying effective consumer strategies.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Types, parts, and functions of the following sewing resources:</p> <ul style="list-style-type: none"> • Sewing computer • Serger • Pressing equipment • Dressmaker forms <p>Use each of the above machines and resources to create individual projects</p> <p>Interpret pattern guide sheet and apply the information to create garments or fabric products</p> <p>Pattern markings and symbols</p> <p>Layout charts</p> <p>Sewing tools</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> • evaluate and demonstrate the use of updated technology used to generate products that will be utilized as individual and family resources. • demonstrate skills needed to use the updated technology to produce, alter, and repair textile products and apparel. <p>Balancing Family, Work, and Community Responsibility</p> <p>11.2.12.A Justify solutions developed by using practical reasoning skills.</p> <p>11.2.12.E Assess the availability of emerging technology that is designed to do the work of the family and evaluate the impact of its use on individuals, families, and communities.</p> <p>Financial and Resource Management</p> <p>11.1.12.D Evaluate the role of consumer rights and responsibilities in the resolution of a consumer problem through the practical reasoning process.</p> <p>11.1.12.F Compare and contrast the selection of goods and services by applying effective consumer strategies.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Clothing Construction Skills</p>	<p>The student will be able to demonstrate higher level skills needed to produce, alter, and repair textile products and apparel.</p> <ul style="list-style-type: none"> • Measuring • Pinning • Cutting • Marking • Sewing • Serging • Pressing • Finishing <p>Balancing Family, Work, and Community Responsibility</p> <p>11.2.12.A Justify solutions developed by using practical reasoning skills.</p> <p>11.2.12.E Assess the availability of emerging technology that is designed to do the work of the family and evaluate the impact of its use on individuals, families, and communities.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Shaping</p> <p>Specialty Seams: Flat-felled, French seam</p> <p>Fullness Control</p> <p>Clipping and Grading</p> <p>Standard and Invisible Zippers</p> <p>Buttonholes</p> <p>Hand and Machine Hemming</p> <p>Hand Stitches for Repair and Finishing</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> • demonstrate advanced apparel and textile design skills. • demonstrate higher level skills needed to produce, alter, and repair textile products and apparel. <p>Financial and Resource Management</p> <p>11.1.12.D Evaluate the role of consumer rights and responsibilities in the resolution of a consumer problem through the practical reasoning process.</p> <p>11.1.12.F Compare and contrast the selection of goods and services by applying effective consumer strategies.</p> <p>Balancing Family, Work, and Community Responsibility</p> <p>11.2.12.E Assess the availability of emerging technology that is designed to do the work of the family and evaluate the impact of its use on individuals, families, and communities.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Apply construction principles to ready-to-wear by repairing/altering an article of clothing, redesigning or making it more personal through appliqué or other embellishments.</p> <p>Evaluate the quality, cost, fit, and care for each of their projects to determine strengths and weaknesses, as well as relationship to ready-to-wear industry.</p>	<p>The student will be able to demonstrate skills needed to produce, alter, and repair textile products and apparel.</p> <p>Financial and Resource Management</p> <p>11.1.12.D Evaluate the role of consumer rights and responsibilities in the resolution of a consumer problem through the practical reasoning process.</p> <p>11.1.12.F Compare and contrast the selection of goods and services by applying effective consumer strategies.</p> <p>Balancing Family, Work, and Community Responsibility</p> <p>11.2.12.B Evaluate the effectiveness of action plans that integrate personal, work, family, and community responsibilities.</p> <p>11.2.12.C Analyze teamwork and leadership skills and their application in various family and work situations.</p> <p>11.2.12.E Assess the availability of emerging technology that is designed to do the work of the family and evaluate the impact of its use on individuals, families, and communities.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Service Learning</p> <p>Critiquing With Positive Feedback</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • work collaboratively to demonstrate construction skills and create a product to be donated to a district-approved charity or entity. • identify and explain the goals of service learning. <p>Financial and Resource Management</p> <p>11.1.12.A Evaluate the impact of family resource management on the global community.</p> <p>11.1.12.D Evaluate the role of consumer rights and responsibilities in the resolution of a consumer problem through the practical reasoning process.</p> <p>11.1.12.G Compare the availability, costs, and benefits of accessing public, nonpublic, and for-profit services to assist the family.</p> <p>Balancing Family, Work, and Community Responsibility</p> <p>11.2.12.A Justify solutions developed by using practical reasoning skills.</p> <p>11.2.12.B Evaluate the effectiveness of action plans that integrate personal, work, family, and community responsibilities.</p>