

**Family and Consumer Science Planned Course: Fashion Technology and Merchandise  
Grades 10-12**

Unit: **Clothing and You**

Content Standard: **Recognize how clothing and personality are related.**

State Curriculum Standard: **16.3 Demonstrate apparel and textile design.**  
**16.4 Evaluate elements of textile and apparel merchandising.**  
 Math Anchor: **M11.A.3 Compute accurately and fluently and make reasonable estimates.**  
 Reading Anchor: **R11.A.2.1.1 Identify and/or apply meaning of context-specific words in text.**

Course Content	Student Performance	Resources	Assessments
A. Clothing and Consumer Choice <ul style="list-style-type: none"> <li>Clothing People Wear</li> <li>Choice Mechanisms in Clothing Selection</li> </ul> B. Clothing and Personality           C. Clothing Ethics-Appropriate Dress	<ul style="list-style-type: none"> <li>Demonstrate an understanding of the relevance clothing choice and acquisition has in life</li> <li>Assess and evaluate history, culture and the lifestyles that influence consumer clothing choices</li> <li>Demonstrate linkage(s) between clothing and personal identity</li> </ul>	<ul style="list-style-type: none"> <li><u>Clothing: Fashion, Fabrics &amp; Construction</u> (Weber, 2003)</li> <li><u>Maslow's Hierarchy of Needs</u></li> <li>Text-based <u>Student Motivation Kit</u> (Weber, 2003)</li> <li>"Fashion Then &amp; Now" VHASS (Learning Zone Express, 2002)</li> <li>"Your Ideal Silhouette Interactive" CD-ROM (Glencoe, 2002)</li> <li><u>The World of Fashion Merchandising</u> (Wolfe, 2003)</li> </ul>	<ul style="list-style-type: none"> <li>Self-evaluation</li> <li>Peer Evaluation</li> <li>Research Rubric</li> <li>Survey of fashion trends and fashion history</li> </ul>

**Family and Consumer Science Planned Course: Fashion Technology and Merchandise  
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Unit: **Design & You**

Content Standard: **Identify choices in design that can influence clothing choice(s).**

State Curriculum Standard: **16.3**

**Demonstrate apparel and textile design skills.**

**16.4**

**Evaluate elements of textile and apparel merchandising.**

Math Anchor:

**M11.B.1**

**Apply appropriate techniques, tools, and formulas to determine measurements.**

**M11.C.1.1. and M11C.1.2 Use the properties of triangles, circles, and line segments.**

**M11.A.3**

**Compute accurately and fluently and make reasonable estimates.**

Reading Anchor:

**R11.A.1.1.2**

**Identify and/or apply meaning of content-specific words in text.**

Course Content	Student Performance	Resources	Assessments
<p>A. Choices in Design and Personal style Can be Divided into ELEMENTS</p> <ul style="list-style-type: none"> <li>COLOR <ul style="list-style-type: none"> <li>Language</li> <li>Scheme</li> <li>Movement</li> <li>Symbolism</li> <li>Temperature</li> <li>Mood</li> </ul> </li> <li>LINE (Structural and Decorative) <ul style="list-style-type: none"> <li>Curved</li> <li>Zigzag</li> <li>Diagonal</li> <li>Vertical</li> <li>Horizontal</li> </ul> </li> <li>Texture <ul style="list-style-type: none"> <li>Surface</li> <li>Fabric</li> <li>Compositional</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Create a Display Board illustrating elements of design in fashion displays</li> <li>Create a collage of textiles illustrating design elements</li> <li>Brainstorm and prioritize current trends in teen clothing-based on design choice</li> <li>Brainstorm and prioritize current trends in teen clothing-based on design choice</li> <li>Discuss in PAIR/SHARE FORMAT the ways fashion defines personality</li> </ul>	<ul style="list-style-type: none"> <li><u>The World of Fashion Merchandising (Goodheart-Wilcox, 2003)</u></li> <li><u>“Design: The Elements” DVD (Insight Media, 2005)</u></li> <li>Flip Chart materials (poster board, large post-it sheets, rings, and markers)</li> <li>“How the World Dresses: Clothing &amp; Global Culture” DVD (Insight Media, 2005)</li> <li>Teacher-supplied rubric</li> </ul>	<ul style="list-style-type: none"> <li>Teacher/peer project evaluations</li> <li>Self-analysis scored by Rubric</li> <li>Collage</li> <li>Design Board</li> <li>Group Activity teacher observation</li> <li>Unit test and quiz</li> </ul> <p><b><u>Enrichment:</u></b></p> <ul style="list-style-type: none"> <li>Principles and/or Elements of Design Flip Chart illustrating historical use of design in specified fashion periods</li> </ul> <p><b><u>Remediation:</u></b></p> <ul style="list-style-type: none"> <li>Text reading with related sectional activities and/or questions on Principles and Elements</li> </ul>

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Content Standard: **Identify choices in design that can influence clothing choice(s).**

State Curriculum Standard:	<b>16.3</b>	<b>Demonstrate apparel and textile design skills</b>
	<b>16.4</b>	<b>Evaluate elements of textile and apparel merchandising.</b>
Math Anchor:	<b>M11.B.1</b>	<b>Apply appropriate techniques, tools, and formulas to determine measurements.</b>
	<b>M11.C.1.1 and M11.C1.2</b>	<b>Use the properties of triangles, circles, and line segments.</b>
	<b>M11.A.3</b>	<b>Compute accurately and fluently and make reasonable estimates.</b>
Reading Anchor:	<b>R11.A.2.1.2</b>	<b>Identify and/or apply meaning of content-specific words in text.</b>

Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> <li>SHAPE               <ul style="list-style-type: none"> <li>Outline</li> <li>Silhouette</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Create a Display Board illustrating elements of design in fashion displays</li> <li>Create a collage of textiles illustrating design elements</li> <li>Brainstorm and prioritize current trends in teen clothing-based on design choice</li> <li>Brainstorm and prioritize current trends in teen clothing-based on design choice</li> <li>Discuss in PAIR/SHARE FORMAT the ways fashion defines personality</li> </ul>	<ul style="list-style-type: none"> <li><u>The World of Fashion Merchandising (Goodheart-Wilcox, 2003)</u></li> <li><u>"Design: The Elements" DVD (Insight Media, 2005)</u></li> <li>Flip Chart materials (poster board, large post-it sheets, rings, and markers)</li> <li>"How the World Dresses: Clothing &amp; Global Culture" DVD (Insight Media, 2005)</li> <li>Teacher-supplied rubric</li> </ul>	<ul style="list-style-type: none"> <li>Teacher/peer project evaluations</li> <li>Self-analysis scored by Rubric</li> <li>Collage</li> <li>Design Board</li> <li>Group Activity teacher observation</li> <li>Unit test and quiz</li> </ul> <p><b><u>Enrichment:</u></b></p> <ul style="list-style-type: none"> <li>Principles and/or Elements of Design Flip Chart illustrating historical use of design in specified fashion periods</li> </ul> <p><b><u>Remediation:</u></b></p> <ul style="list-style-type: none"> <li>Text reading with related sectional activities and/or questions on Principles and Elements</li> </ul>

**Family and Consumer Science Planned Course: Fashion Technology and Merchandise  
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**Unit: Design & Patterns**

Content Standard: **Identify choices in pattern that can influence clothing choice(s).**

State Curriculum Standard: **16.3 Demonstrate apparel and textile design skills.**  
 Math Anchor: **M11.A.3 Compute accurately and fluently and make reasonable estimates.**  
**M11.B.1 Apply appropriate techniques and tools to determine measurements.**  
 Reading Anchor: **R11.A.2.1.1 Identify and/or apply meaning of content-specific words in text.**

Course Content	Student Performance	Resources	Assessments
<p>A. Pattern Choice is Affected by Individualism</p> <p>B. Pattern Information is:</p> <ul style="list-style-type: none"> <li>Organized</li> <li>Standardized</li> <li>Easily Accessible</li> </ul> <p>C. Personal Statistics Effect Choice in Clothing Design and Selection of Pattern Features</p> <p>D. Clothing Design Can be Manipulated to Downplay Flaws or Problem Areas and Focus on Attributes</p>	<ul style="list-style-type: none"> <li>Demonstrate the associations between clothing design and personal choice</li> <li>Apply knowledge to choose personally appropriate, flattering style(s)</li> <li>Demonstrate use of basic pattern principles by altering a pattern piece to accommodate a personal design need</li> <li>Demonstrate self-knowledge and make applications to make best use of personal style</li> </ul>	<ul style="list-style-type: none"> <li><u>The World of Fashion Merchandising</u> (Goodheart-Wilcox), Chapter 11</li> <li><u>"Your Ideal Silhouette"</u> INTERACTIVE CD-ROM (Glencoe, 2002)</li> <li>Self-analysis checklist</li> <li>Alteration Guidelines and Illustrations</li> <li>Runway and mannequin dressing materials</li> </ul>	<ul style="list-style-type: none"> <li>Self-analysis for problem-solving</li> <li>Case study with revisions for best use of pattern conversions</li> <li>Completed pattern alteration with presentation</li> <li>Demonstration of mannequin dressing and trade alterations for runway modeling</li> </ul> <p><b><u>Enrichment:</u></b></p> <ul style="list-style-type: none"> <li>Create a <i>Design Booklet</i> of illustrated drawings showing solutions to body shape problems by design alterations</li> </ul> <p><b><u>Remediation:</u></b></p> <ul style="list-style-type: none"> <li>Use Chapter 11 to create an analysis/solution proposal for a hypothetical "model"</li> </ul>

**Family and Consumer Science Planned Course: Fashion Technology and Merchandise  
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Unit: **Fiber to Fabric**

Content Standard: **Identify natural and synthetic fibers and explain how fibers are made into fabrics.**

State Curriculum Standard: **16.2 Evaluate fiber and textile materials.**

Math Anchor: **M11.B.1 Apply appropriate techniques, tools, and formulas to determine measurements.**

Reading Anchor: **R11.A.2.1.2 Identify and/or apply meaning of content-specific words in text.**

Course Content	Student Performance	Resources	Assessments
<p>A. The Selection and Use of Fiber in Cloth Determines That Cloth's Qualities and Potential Use</p> <p>B. Fibers are Categorized as:</p> <ul style="list-style-type: none"> <li>• Natural <ul style="list-style-type: none"> <li>• Cotton</li> <li>• Ramie</li> <li>• Flax</li> <li>• Wool</li> <li>• Silk</li> <li>• Jute</li> </ul> </li> <li>• Man-Made <ul style="list-style-type: none"> <li>• Acetate</li> <li>• Acrylic</li> <li>• Rayon</li> <li>• Polyester</li> <li>• Spandex</li> <li>• Mylar</li> </ul> </li> </ul> <p>C. Each Fiber Possesses:</p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Characteristics</li> <li>• Range of Use</li> <li>• Effects on Cloth</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiate between natural and man-made fabrics</li> <li>• Identify fibers and their characteristics</li> <li>• Recognize various methods of fabric construction</li> <li>• Select garment appropriate fabric</li> <li>• Analyze best uses for various fibers considering their characteristics</li> <li>• Become familiar with fabric terminology used in the clothing industry for buyers specifications and norms</li> <li>• Collaborate to analyze varied labels and symbols (both national and universal)</li> </ul>	<ul style="list-style-type: none"> <li>• United Streaming Clips on the spinning of yarn and the manufacture of fabric</li> <li>• Nasco's Fabric File (Schmelzel, 2005)</li> <li>• Tripod Magnifier (Nasco, 2006)</li> <li>• "Sewing is my Art" VHS Set (2) (Nasco, 2001)</li> <li>• "Design – The Elements" (Nasco, 2006)</li> <li>• Fabric samples with testing material</li> </ul>	<ul style="list-style-type: none"> <li>• Fabric Lab with stations</li> <li>• Fabric analysis</li> <li>• Label translation</li> </ul>

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State Curriculum Standard: **16.2 Evaluate fiber and textile materials.**

Math Anchor: **M11.B.1 Apply appropriate techniques, tools, and formulas to determine measurements.**

Reading Anchor: **R11.A.2.1.2 Identify and/or apply meaning of content-specific words in text.**

Course Content	Student Performance	Resources	Assessments
<p>D. Yarn is Classified and Subject to Clothing Industry Specifications by</p> <ul style="list-style-type: none"> <li>• Ply</li> <li>• Complexity</li> <li>• Texture</li> <li>• Density (thread count of denier)</li> </ul> <p>E. Fabrics are Comprised of Fibers and/or Yarns Held Together in Various Ways:</p> <ul style="list-style-type: none"> <li>• Weaving</li> <li>• Knitting</li> <li>• Bonding</li> <li>• Matting</li> <li>• Layering</li> <li>• Felting</li> </ul> <p>F. Fabric Terminology:</p> <ul style="list-style-type: none"> <li>• Selvage</li> <li>• Grain Line <ul style="list-style-type: none"> <li>• Lengthwise</li> <li>• Crosswise</li> <li>• Bias</li> </ul> </li> <li>• Novelty Weaves</li> <li>• Warp</li> <li>• Weft</li> <li>• Courses</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate to analyze varied labels and symbols</li> <li>• Produce a booklet to demonstrate variances in weaves, knits, novelty fabrics and other assigned terminology</li> <li>• Chart care factors that affect production of textiles to include <ul style="list-style-type: none"> <li>• Cost</li> <li>• Maintenance</li> <li>• Hand</li> <li>• Drapability</li> <li>• Stability</li> </ul> </li> <li>• Research origins and manufacturing of fabric(s) from both man-made and natural resources</li> <li>• Portray research findings in a flow chart of processing and production of man-made and natural fibers from their origin into fabric</li> </ul>	<ul style="list-style-type: none"> <li>• "Introducing Textiles" DVD (Insight-Media, 2003)</li> <li>• "New Fabrics Then Fibers" (Nasco, 2002)</li> <li>• "A Tour of a Woolen Mill": Fiber to Fabric" VHS (Nasco, 2002)</li> <li>• "Applications of Textiles" PowerPoint (Nasco, 2003)</li> <li>• <u>Clothing" Fashion, Fabrics &amp; Construction</u> (Text-Unit 4)</li> </ul>	<ul style="list-style-type: none"> <li>• Weave sample booklet</li> <li>• Video response(s)</li> <li>• Flow Chart Process Poster</li> </ul> <p><b><u>Enrichment:</u></b></p> <ul style="list-style-type: none"> <li>• Add to numbers of fibers researched to create a resource flip chart for future classroom use</li> </ul> <p><b><u>Remediation:</u></b></p> <ul style="list-style-type: none"> <li>• Develop a puzzle or memory game to practice vocabulary and terminology in unit</li> </ul>

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**Unit: Retailing Applications**

Content Standard: **Identify and demonstrate the skills needed for retailing.**

State Curriculum Standard: **16.4 Demonstrate skills needed to produce, alter, or repair textile products and apparel.**  
**16.7 Demonstrate general operational procedures required to business profitability and career success.**  
**Math Anchor: M11.B.1 Apply appropriate techniques, tools, and formulas to determine measurements.**  
**Reading Anchor: R11.A2.1.1 Identify and/or apply meaning of content-specific words in text.**

Course Content	Student Performance	Resources	Assessments
A. Creation of Products B. Cost Analysis <ul style="list-style-type: none"> <li>Use of Resources</li> <li>Time Management</li> <li>Reuse/Recycling</li> </ul> C. Retail Evaluation Assessment D. Criteria for Personal Satisfaction and the Meeting of Needs	<ul style="list-style-type: none"> <li>Demonstrate ability to apply skills and knowledge</li> <li>Exemplify fulfillment of <i>Maslow's Hierarchy of Needs</i></li> <li>Demonstrate evidence of personal and group work ethic</li> <li>Select a sequence of activities appropriate to skill building and skill development</li> <li>Follow a timeline to complete chosen project(s)</li> <li>Establish an entrepreneurial goal and work to make it a reality</li> </ul>	<ul style="list-style-type: none"> <li>Junior Achievement Module</li> <li>Achievement Syllabus (teacher-created)</li> <li>Community mentors (retailers, bankers, small business association speaker)</li> <li>Project Procedure Outline (teacher-generated)</li> <li>"Managing Products and Services" VHS ((Insight-Media, 2004)</li> <li>"How Clothing is Sold: Fashion Merchandising" DVD (Insight-Media, 2005)</li> <li>"Math for Merchandising" (Field trip format DVD) (Insight-Media, 2003)</li> <li>"Visual Merchandising" The Art of Creating Unique Environments" DVD (Insight-Media, 2002)</li> <li>"Marketing for Beginners" A Case Study in Retail" DVD (Insight, 2001)</li> </ul>	<ul style="list-style-type: none"> <li>Completed syllabus</li> <li>Completed cost analysis of project(s)</li> <li>Presentation of self-evaluation and critique</li> <li>Self-remediation recommendation(s)</li> <li>Insert in portfolio of diagrams, illustrations, and photos of projects as documentation</li> </ul> <p><b>Enrichment:</b></p> <ul style="list-style-type: none"> <li>Continue progress in syllabus of requirements and advance to the many options made available</li> </ul> <p><b>Remediation:</b></p> <ul style="list-style-type: none"> <li>Redo projects that do not demonstrate a progression of skill development</li> </ul>

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Unit: **Community Service**

Content Standard: **Demonstrate the ability to perform a community service.**

State Curriculum Standard: **1.3 Analyze the reciprocal impact of individual and family participation in community activities.**

Math Anchor: **M11.A.1 Demonstrate an understanding of numbers and ways of representing numbers.**

Reading Anchor: **R11.A.1.1 Identify and apply the meaning of vocabulary.**

<b>Course Content</b>	<b>Student Performance</b>	<b>Resources</b>	<b>Assessments</b>
A. Individual Use of Time, Energy, and Youth for Volunteerism B. Integrate Learning With Community Service C. Practice of Applied Learning D. Extension of Classroom Experience into Community E. Cooperative Learning With Other Departments (Art and Graphic Tech) F. Development of a Sense of Caring G. Recognition of Real Life Applications H. Meeting Needs of Families I. Connecting School to Community J. Recognition of Personal Potential and Positive Use of Entrepreneurial Skill(s)	<ul style="list-style-type: none"> <li>• Demonstrate how learned skill(s) can positively contribute to the needs of community families</li> <li>• Demonstrate personal commitment by active participation in a community service experience</li> <li>• Follow supplied product generation guidelines</li> <li>• Document individual participation in and process involved with project.</li> <li>• Complete original adaptation of an age appropriate stuffed toy project, applying all safety criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Textiles</li> <li>• Findings</li> <li>• Sewing machine</li> <li>• Serger</li> <li>• Embroidery machine</li> <li>• Sewing tools</li> <li>• Process outline(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment by critique and correction of all projects</li> <li>• Self-assessment</li> <li>• Teacher evaluation</li> </ul> <p><b><u>Enrichment:</u></b></p> <ul style="list-style-type: none"> <li>• Create additional project(s) from donated materials</li> <li>• Create and product an original toy for a special needs child</li> </ul> <p><b><u>Remediation:</u></b></p> <ul style="list-style-type: none"> <li>• Alter and correct any flaws in projects not meeting with criteria for age appropriateness, quality, appearance, and safety</li> </ul>



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Unit: **Career**

Content Standard: **Identify the careers available within the textile and apparel design industries.**

State Curriculum Standard: **16.1 Analyze career paths within textile and apparel design industries.**

Reading Anchor: **M11.A.3.2.1 Use estimations to solve problems.**

<b>Course Content</b>	<b>Student Performance</b>	<b>Resources</b>	<b>Assessments</b>
<p>A. Career Surveys:</p> <ul style="list-style-type: none"> <li>• Fashion Design</li> <li>• Textile Design and Manufacture</li> <li>• Entrepreneurship</li> <li>• Theater</li> <li>• Manufacturing</li> <li>• Modeling</li> <li>• Marketing</li> <li>• Arts</li> <li>• Interior Design</li> <li>• Education</li> </ul>	<ul style="list-style-type: none"> <li>• Create a career booklet illustrating knowledge of and potential for each industry career</li> <li>• Investigate five possible personal career choices in fashion, textiles, or clothing merchandising from available library and community resources (three careers will be student selected and two will be teacher assigned)</li> <li>• Represent findings in visual format</li> <li>• Present findings to peers</li> </ul>	<ul style="list-style-type: none"> <li>• Current Occupational Outlook Handbook (annual government publication available through guidance and library)</li> <li>• United Streaming Video</li> <li>• Internet</li> <li>• Standards and rubric for generation and evaluation of research</li> <li>• Presentation rubric for visual presentation format</li> <li>• <u>Clothing: Fashion, Fabrics &amp; Construction</u> (Weber, 2003)</li> <li>• <u>Merchandising...Text</u></li> <li>• <u>"Careers in Fashion Talent, Technology, and Opportunity"</u> DVD (Insight-Media, 2005)</li> <li>• "Fashion Display Skills" DVD (Insight-Media, 2000)</li> <li>• "Fashion 200 Set" VHS (set on 2) on high fashion careers) (Nasco)</li> </ul>	<ul style="list-style-type: none"> <li>• Completed booklet</li> <li>• Completed career presentation</li> <li>• Teacher and student evaluations by rubric</li> </ul>