

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

<b>UNIT OF INSTRUCTION</b>	<b>OBJECTIVES/ESSENTIAL CONTENT</b>	<b>ASSESSMENT</b>	<b>LEARNING ACTIVITIES</b>
	<p><b><u>STANDARD STATEMENT E</u></b></p> <p>MATH            2.2. COMPUTATION AND ESTIMATION; A, B            2.3. MEASUREMENT AND ESTIMATION; A, B, C            2.5. MATHEMATICAL PROBLEM SOLVING AND COMMUNICATION; A</p> <p>READING            1.1. LEARNING TO READ INDEPENDENTLY; A, B            1.2. READING CRITICALLY IN ALL CONTENT AREAS; A</p> <p><b>OBJECTIVE:</b></p> <p>STUDENTS WILL IDENTIFY HOW INDIVIDUAL BODY MEASUREMENT DEFINES THE PROPER FIT OF A GARMENT.</p> <p>STUDENTS WILL PROVIDE INDIVIDUAL MEASUREMENTS USING PROPER EQUIPMENT AND USING MEASUREMENT CHARTS DETERMINE THE CORRECT SIZE FOR A PATTERN.</p> <p>STUDENTS WILL REVIEW THE VARIOUS INFORMATION PRESENTED ON THE PATTERN ENVELOPE AND DECIPHER THE INFORMATION FOR PROPER SIZING AND FIT OF THE GARMENT.</p>	<p>VOCABULARY QUIZ            MEASUREMENT LESSON ACTIVITY SHEETS + QUIZ            PATTERN ENVELOPE LESSON ACTIVITY SHEETS + QUIZ</p>	<p>1. VOCABULARY LIST            2. TEACHER DEMONSTRATION            3. PRACTICING TAKING WOMEN'S MEASUREMENTS: ACTIVITY 1-1            4. PRACTICING TAKING MEN'S MEASUREMENTS: ACTIVITY 1-2            5. LEARNING EVALUATION: ACTIVITY 1-3            6. INVESTIGATING PATTERN CLASSIFICATIONS: ACTIVITY 2-1            7. PRACTICING USING A PATTERN ENVELOPE: 2-3</p>
<b>ENRICHMENT:</b>	DEVELOP A BULLETIN BOARD OR DISPLAY CASE OF APPROPRIATE STYLES FOR SPECIFIC SITUATIONS.		
<b>REMEDIATION:</b>	READ TEXTBOOK: CLOTHING, FASHION, FABRICS, AND CONSTRUCTION (GLENCOE) PAGE 428 – 443. 1. ANSWER RECALLING THE FACTS 1-20 2. COMPLETE: THINKING CRITICALLY 1 -4 3. COMPLETE: PRACTICING YOUR SKILLS 1 – 2 4. COMPLETE: APPLYING YOUR KNOWLEDGE 1 -2		
<b>RESOURCES:</b>	SUCCESSFUL SEWING(WESTFALL)  TEXTBOOK: CLOTHING, FASHION, FABRICS, AND CONSTRUCTION (GLENCOE)		

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

<b>UNIT OF INSTRUCTION</b>	<b>OBJECTIVES/ESSENTIAL CONTENT</b>	<b>ASSESSMENT</b>	<b>LEARNING ACTIVITIES</b>
	<p><b><u>STANDARD STATEMENT E</u></b></p> <p>MATH</p> <p>2.2. COMPUTATION AND ESTIMATION; A, B</p> <p>2.3. MEASUREMENT AND ESTIMATION; A, B, C</p> <p>2.5. MATHEMATICAL PROBLEM SOLVING AND COMMUNICATION; A</p> <p>READING</p> <p>1.1. LEARNING TO READ INDEPENDENTLY; A, B</p> <p>1.2. READING CRITICALLY IN ALL CONTENT AREAS; A</p> <p><b>OBJECTIVE:</b></p> <p>STUDENTS WILL IDENTIFY FACTORS OF WARDROBE SELECTION USING THE DECISION MAKING PROCESS.</p> <p>STUDENTS WILL DEMONSTRATE THE CARE OF SPECIFIC FABRICS AND CLOTHING.</p> <p>STUDENTS WILL IDENTIFY HOW TO REDESIGN, REPAIR, RECYCLE, AND UPCYCLE CLOTHING FOR ECONOMIC AND FASHION REASONS.</p>	<ol style="list-style-type: none"> <li>1. COMPLETED VOCABULARY</li> <li>2. COMPLETED ACTIVITY SHEETS</li> <li>3. QUIZ</li> </ol>	<ol style="list-style-type: none"> <li>1. VOCABULARY</li> <li>2. DIRECT INSTRUCTION AND DEMONSTRATION.</li> <li>3. PERSONAL WARDROBE PLAN</li> <li>1. PERSONAL SPENDING PLAN</li> <li>2. HOW BIG A SAVINGS</li> <li>3. THE SOLUTION IS ...</li> <li>4. THE SCIENCE OF FABRIC DYES</li> </ol>

<b>ENRICHMENT:</b>	DEVELOP A BULLETIN BOARD OR DISPLAY CASE OF APPROPRIATE STYLES FOR SPECIFIC SITUATIONS.
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<b>REMEDATION:</b>	<p>TEXTBOOK: CLOTHING, FASHION, FABRICS, AND CONSTRUCTION (GLENCOE)</p> <p>BASED ON SPECIFIC REMEDIATION NEEDED:</p> <ol style="list-style-type: none"> <li>1. READ CHAPTER 15 DEVELOPING A WARDROBE PLAN (PAGES 232 – 242)</li> </ol> <p>COMPLETE:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> USING VOCABULARY TERMS (PAGE 242)</li> <li><input type="checkbox"/> RECALLING THE FACTS (PAGE 242)</li> <li><input type="checkbox"/> THINKING CRITICALLY (PAGE 242)</li> <li><input type="checkbox"/> APPLYING YOUR KNOWLEDGE #1 AND 2 (PAGE 242)</li> </ul> <ol style="list-style-type: none"> <li>2. READ CHAPTER 16 CLOTHING CHOICES (PAGES 244 – 254)</li> </ol> <p>COMPLETE:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> USING VOCABULARY TERMS (PAGE 254)</li> <li><input type="checkbox"/> RECALLING THE FACTS (PAGE 254)</li> <li><input type="checkbox"/> THINKING CRITICALLY (PAGE 254)</li> <li><input type="checkbox"/> APPLYING KNOWLEDGE 1-3 (PAGE 255)</li> <li><input type="checkbox"/> MAKING THE CONNECTION (PAGE 255)</li> </ul> <ol style="list-style-type: none"> <li>3. READ CHAPTER 17 CLOTHING CARE (PAGE 256- 270)</li> </ol>
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COMPLETE:

- USING VOCABULARY TERMS (PAGE 270)
- RECALLING THE FACTS (PAGE 270)
- THINKING CRITICALLY (PAGE 270)
- APPLYING YOUR KNOWLEDGE #3 (PAGE 271)
- MAKING THE CONNECTION #1 (PAGE 271)
- 4. READ CHAPTER 18 REDESIGN, REPAIR, AND RECYCLE (PAGE 272 – 282)

COMPLETE:

- USING VOCABULARY TERMS
- RECALLING THE FACTS
- THINKING CRITICALLY
- APPLYING YOUR KNOWLEDGE #1 AND 3

**RESOURCES:**

TEXTBOOK: CLOTHING, FASHION, FABRICS, AND CONSTRUCTION (GLENCOE)  
SUCCESSFUL SEWING(WESTFALL)

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

<b>UNIT OF INSTRUCTION</b>	<b>OBJECTIVES/ESSENTIAL CONTENT</b>	<b>ASSESSMENT</b>	<b>LEARNING ACTIVITIES</b>
	<p><u><b>STANDARD STATEMENT F</b></u></p> <p>MATH</p> <p>2.2. COMPUTATION AND ESTIMATION; A, B</p> <p>2.3. MEASUREMENT AND ESTIMATION; A, B, C</p> <p>2.5. MATHEMATICAL PROBLEM SOLVING AND COMMUNICATION; A</p> <p>READING</p> <p>1.1. LEARNING TO READ INDEPENDENTLY; A, B</p> <p>1.2. READING CRITICALLY IN ALL CONTENT AREAS; A</p> <p><b>OBJECTIVE:</b></p> <ol style="list-style-type: none"> <li>STUDENTS WILL IDENTIFY TERMINOLOGY SPECIFIC TO THE FASHION INDUSTRY.</li> <li>STUDENTS WILL IDENTIFY THE STYLES ASSOCIATED WITH PARTICULAR CLOTHING.</li> <li>STUDENTS WILL UTILIZE COLOR SCHEMES TO CONSTRUCT APPROPRIATE CLOTHING CHOICES FOR SPECIFIC BODY TYPES.</li> <li>STUDENTS WILL DEMONSTRATE THE ELEMENTS AND PRINCIPLES OF DESIGN.</li> </ol>	<ol style="list-style-type: none"> <li>COMPLETED VOCABULARY</li> <li>COMPLETED ACTIVITY SHEETS</li> <li>QUIZ</li> </ol>	<ol style="list-style-type: none"> <li>VOCABULARY</li> <li>DIRECT INSTRUCTION</li> <li>FASHION TERMINOLOGY (ACTIVITY 17)</li> <li>COLOR SCHEMES (ACTIVITY 19)</li> <li>COME TO TERMS WITH COLOR (ACTIVITY 20)</li> <li>ELEMENTS AND PRINCIPLES OF DESIGN (ACTIVITY 21)</li> <li>MY DESIGN ELEMENTS (ACTIVITY 22)</li> </ol>

<b>ENRICHMENT:</b>	DEVELOP A BULLETIN BOARD OR DISPLAY CASE OF APPROPRIATE STYLES FOR SPECIFIC SITUATIONS.
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<b>REMEDIATION:</b>	<ol style="list-style-type: none"> <li>READ CHAPTER 9 THE LANGUAGE OF FASHION COMPLETE:  <input type="checkbox"/> USING VOCABULARY TERMS  <input type="checkbox"/> RECALLING FACTS  <input type="checkbox"/> APPLYING YOUR KNOWLEDGE</li> <li>READ CHAPTER 10 UNDERSTANDING COLOR COMPLETE:  <input type="checkbox"/> USING VOCABULARY TERMS  <input type="checkbox"/> RECALLING THE FACTS  <input type="checkbox"/> APPLYING YOUR KNOWLEDGE</li> <li>READ CHAPTER 11 UNDERSTANDING DESIGN COMPLETE:  <input type="checkbox"/> USING VOCABULARY TERMS  <input type="checkbox"/> RECALLING THE FACTS  <input type="checkbox"/> APPLYING YOUR KNOWLEDGE</li> </ol>
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<b>RESOURCES:</b>	<p>TEXTBOOK: CLOTHING, FASHION, FABRICS, AND CONSTRUCTION (GLENCOE)</p> <p>SUCCESSFUL SEWING(WESTFALL)</p>
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<b>COURSE</b>	CREATIVE FASHION I	<b>GRADE:</b>	9-12
<b>STATE STANDARD:</b>	16.3 DEMONSTRATE APPAREL AND TEXTILES DESIGN SKILLS. 16.4 DEMONSTRATE SKILLS NEEDED TO PRODUCE, ALTER, OR REPAIR TEXTILES PRODUCTS AND APPAREL.	<b>TIME FRAME:</b>	90 DAYS (57 MINUTES PER DAY)
<b>UNIT:</b>	CLOTHING AND ALTERATIONS		

<b>UNIT OF INSTRUCTION</b>	<b>OBJECTIVES/ESSENTIAL CONTENT</b>	<b>ASSESSMENT</b>	<b>LEARNING ACTIVITIES</b>
	<p><b><u>STANDARD STATEMENT F</u></b></p> <p>MATH 2.2. COMPUTATION AND ESTIMATION; A, B, C 2.3. MEASUREMENT AND ESTIMATION; A, B, C 2.5. MATHEMATICAL PROBLEM SOLVING AND COMMUNICATION; A 2.9. GEOMETRY; A, B, C, D</p> <p>READING 1.1. LEARNING TO READ INDEPENDENTLY; A,B,G,H 1.2. READING CRITICALLY IN ALL CONTENT AREAS; A</p> <p><b>OBJECTIVE:</b></p> <p>STUDENTS WILL DEMONSTRATE HOW TO ACCURATELY USE MATHEMATICS TO ALTER PATTERNS FOR PROPER FIT</p>	<ol style="list-style-type: none"> <li>1. VOCABULARY LIST AND QUIZ</li> <li>2. CLASS PARTICIPATION</li> <li>3. LESSON 6 ACTIVITIES</li> <li>4. LESSON 7 ACTIVITIES</li> </ol>	<ol style="list-style-type: none"> <li>1. VOCABULARY LIST: TEACHER GENERATED</li> <li>2. SELECTING A PATTERN (ACTIVITY 62)</li> <li>3. SELECTING FABRIC + NOTIONS (ACTIVITY 63)</li> <li>4. SEWING MACHINE (ACTIVITY 64)</li> </ol>
<b>ENRICHMENT:</b>	MAKE PATTERN ADJUSTMENTS TO A PATTERN AND CREATE THE PATTERN TO ACCURATELY FIT THE STUDENT.		
<b>REMEDATION:</b>	<ol style="list-style-type: none"> <li>1. TEACHER DEMONSTRATION</li> <li>2. LESSON 6: PATTERN SYMBOLS</li> <li>3. IDENTIFYING SYMBOLS: ACTIVITY 6 – 1</li> <li>4. USING SYMBOLS TO MATCH PATTERN PIECES: ACTIVITY 6 – 2</li> <li>5. DRAWING SYMBOLS: ACTIVITY 6 – 3</li> <li>6. EVALUATING LEARNING: ACTIVITY 6 – 4</li> <li>7. LESSON 7: PATTERN ADJUSTMENTS</li> <li>8. PRACTICING PATTERN ADJUSTMENTS: ACTIVITY 7 -1</li> <li>9. DETERMINING PATTERN ADJUSTMENTS: ACTIVITY 7 – 2</li> <li>10. EVALUATING LEARNING: ACTIVITY 7 - 3</li> </ol>		
<b>RESOURCES:</b>	TEXTBOOK: CLOTHING FASHION, FABRICS AND CONSTRUCTION (GLENCOE) SUCCESSFUL SEWING(WESTFALL)		

<b>COURSE</b>	CREATIVE FASHION I	<b>GRADE:</b>	9-12
<b>STATE STANDARD:</b>	16.3 DEMONSTRATE APPAREL AND TEXTILES DESIGN SKILLS. 16.4 DEMONSTRATE SKILLS NEEDED TO PRODUCE, ALTER, OR REPAIR TEXTILES PRODUCTS AND APPAREL.	<b>TIME FRAME:</b>	90 DAYS (57 MINUTES PER DAY)
<b>UNIT:</b>	FABRICS		

<b>UNIT OF INSTRUCTION</b>	<b>OBJECTIVES/ESSENTIAL CONTENT</b>	<b>ASSESSMENT</b>	<b>LEARNING ACTIVITIES</b>
	<p><b><u>STANDARD STATEMENT F</u></b></p> <p>MATH 2.2 COMPUTATION AND ESTIMATION; A,B,C 2.3 MEASUREMENT AND ESTIMATION; A,B,C 2.5 MATHEMATICAL PROBLEM SOLVING AND COMMUNICATION; A 2.9 GEOMETRY</p> <p>READING 1.1 LEARNING TO READ INDEPENDENTLY; A,B,C,H 1.2 READING CRITICALLY IN ALL CONTENT AREAS; A</p> <p>SCIENCE 3.4 APPLY CONCEPTS OF THE STRUCTURE AND PROPERTIES OF MATTER.</p> <p><b>OBJECTIVE:</b></p> <p>STUDENTS WILL DEMONSTRATE KNOWLEDGE OF FIBERS, FABRICS AND FABRIC FINISHES.</p>	<ol style="list-style-type: none"> <li>1. VOCABULARY LIST AND QUIZ</li> <li>2. CLASS PARTICIPATION</li> <li>3. LESSON 3 AND 4 ACTIVITIES</li> </ol>	<ol style="list-style-type: none"> <li>1. VOCABULARY: TEACHER GENERATED</li> <li>2. EXPERIMENTS WITH FIBERS (ACTIVITY 23)</li> <li>3. FIBER CHARACTERISTICS (ACTIVITY 24)</li> <li>4. CONSTRUCTING FABRICS (ACTIVITY 27)</li> <li>5. SCAVENGER HUNT (ACTIVITY 28)</li> <li>6. PERSONAL SPENDING PLAN (ACTIVITY 32)</li> <li>7. HOW BIG A SAVINGS (ACTIVITY 35)</li> </ol>
<b>ENRICHMENT:</b>	<p>STUDENTS WILL CREATE A FABRIC BINDER USING THE "FIBER EXPERIMENT" PACKET. (THIS WOULD BE A PORTFOLIO ENTRY)</p> <p>EXPERIMENTS WITH FIBERS PG.33-34 FABRIC CHARACTERISTICS PG. 37-38 FINISHING UP PG. 42</p>		
<b>REMEDiation:</b>	<p>LESSON 3: MAKING FABRIC CHOICES</p> <ol style="list-style-type: none"> <li>1. INTERPRETING INFORMATION: ACTIVITY 3 -1</li> <li>2. DETERMINING FABRIC CHARACTERISTICS FROM FIBER CONTENT: ACTIVITY 3 – 2</li> <li>3. CHOOSING THE BEST FIBERS FOR GARMENTS: ACTIVITY 3 – 3</li> <li>4. EVALUATING LEARNING: ACTIVITY 3 – 4</li> </ol> <p>LESSON 4: FABRIC PREPARATION</p> <ol style="list-style-type: none"> <li>1. IDENTIFYING GRAIN LINES: ACTIVITY 4 – 1</li> <li>2. DETERMINING IF FABRIC IS ON-GRAIN: ACTIVITY 4 – 2</li> <li>3. DETERMINING WHEN FABRIC SHOULD BE PRESHRUNK: ACTIVITY 4 – 3</li> <li>4. EVALUATING LEARNING: ACTIVITY 4 - 4</li> </ol>		
<b>RESOURCES:</b>	<p>SUCCESSFUL SEWING; MARY G. WESTFALL (GOODHEART – WILCOX) TEXTBOOK: CLOTHING; FASHION, FABRICS AND CONSTRUCTION (GLENCOE)</p>		

<b>COURSE</b>	CREATIVE FASHION I	<b>GRADE:</b>	9-12
<b>STATE STANDARD:</b>	16.0 INTEGRATE KNOWLEDGE, SKILLS, AND PRACTICES REQUIRED FOR CAREERS IN TEXTILES AND APPARELS. 16.2 EVALUATE FIBER AND TEXTILE PRODUCTS AND MATERIALS. 16.3 DEMONSTRATE FASHION, APPAREL, AND TEXTILE DESIGN SKILLS. 16.4 DEMONSTRATE SKILLS NEEDED TO PRODUCE, ALTER, OR REPAIR FASHION, APPAREL, AND TEXTILE PRODUCTS	<b>TIME FRAME:</b>	90 DAYS (57 MINUTES PER DAY)
<b>UNIT:</b>	APPAREL PREPARATION		

<b>UNIT OF INSTRUCTION</b>	<b>OBJECTIVES/ESSENTIAL CONTENT</b>	<b>ASSESSMENT</b>	<b>LEARNING ACTIVITIES</b>
	<p><b><u>STANDARD STATEMENT E</u></b></p> <p>FAMILY AND CONSUMER SCIENCE 11.1.12; F. FINANCIAL AND RESOURCE MANAGEMENT: COMPARE AND CONTRAST THE SELECTION OF GOODS AND SERVICES BY APPLYING EFFECTIVE CONSUMER STRATEGIES. 11.2.12; A,B,C,E,G, H BALANCING FAMILY, WORK AND COMMUNITY RESPONSIBILITY:</p> <p>MATH 2.2 COMPUTATION AND ESTIMATION; A,B,C 2.3 MEASUREMENT AND ESTIMATION; A,B,C 2.5 MATHEMATICAL PROBLEM SOLVING AND COMMUNICATION; A 2.9 GEOMETRY</p> <p>READING 1.3 LEARNING TO READ INDEPENDENTLY; A,B,C,H 1.4 READING CRITICALLY IN ALL CONTENT AREAS; A</p> <p><b>OBJECTIVE:</b> STUDENTS WILL DEMONSTRATE UNDERSTANDING OF HOW PROPERLY LAYOUT, PIN, MARK AND CUT FABRIC UTILIZING A PATTERN.</p>	<p>COMPLETED PACKET COMPLETED EXPERIMENT</p>	<ol style="list-style-type: none"> <li>1. VOCABULARY LIST</li> <li>2. TEACHER DEMONSTRATION</li> <li>3. UNDERSTANDING THE PATTERN (ACTIVITY 67)</li> <li>4. ADJUSTING THE PATTERN (ACTIVITY 68)</li> <li>5. LAYOUT THE PATTERN (ACTIVITY 70)</li> <li>6. CUTTING + MARKING FABRIC (ACTIVITY 71)</li> </ol>
<b>ENRICHMENT:</b>	STUDENTS WILL CREATE OR DEVELOP A DISPLAY WITH HELPFUL HINTS TO HELP EDUCATE STUDENTS ON THE PROPER METHOD OF CLEANING STAINS FROM SPECIFIC TYPES OF FABRICS.		
<b>REMEDATION:</b>	<ol style="list-style-type: none"> <li>1. LESSON 8: PATTERN LAYOUT, PINNING, AND CUTTING</li> <li>2. PRACTICING FOLDING AND LAYING OUT THE PATTERN: ACTIVITY 8-1</li> <li>3. USING THE INSTRUCTION SHEET: ACTIVITY 8-2</li> <li>4. EVALUATING LEARNING: ACTIVITY 8-3</li> <li>5. LESSON 9: TRANSFERRING PATTERN SYMBOLS TO THE FABRIC</li> <li>6. PRACTICING VARIOUS MARKING METHODS: ACTIVITY 9-1</li> <li>7. DETERMINING WHICH MARKING METHODS TO USE: ACTIVITY 9-2</li> <li>8. EVALUATING LEARNING: ACTIVITY 9-3</li> </ol>		
<b>RESOURCES:</b>	<p>TEXTBOOK: CLOTHING; FASHION, FABRIC, AND CONSTRUCTION (GLENCOE) SUCCESSFUL SEWING: MARY G. WESTFALL (GOODHEART-WILCOX)</p>		

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<b>STATE STANDARD:</b>	16.0 INTEGRATE KNOWLEDGE, SKILLS, AND PRACTICES REQUIRED FOR CAREERS IN TEXTILES AND APPARELS. 16.2 EVALUATE FIBER AND TEXTILE PRODUCTS AND MATERIALS. 16.3 DEMONSTRATE FASHION, APPAREL, AND TEXTILE DESIGN SKILLS. 16.4 DEMONSTRATE SKILLS NEEDED TO PRODUCE, ALTER, OR REPAIR FASHION, APPAREL, AND TEXTILE PRODUCTS	<b>TIME FRAME:</b>	90 DAYS (57 MINUTES PER DAY)
<b>UNIT:</b>	CONSTRUCTION AND SEWING		

<b>UNIT OF INSTRUCTION</b>	<b>OBJECTIVES/ESSENTIAL CONTENT</b>	<b>ASSESSMENT</b>	<b>LEARNING ACTIVITIES</b>
	<p><b><u>STANDARD STATEMENT F</u></b></p> <p>MATH 2.2 COMPUTATION AND ESTIMATION; A,B,C 2.3 MEASUREMENT AND ESTIMATION; A,B,C 2.5 MATHEMATICAL PROBLEM SOLVING AND COMMUNICATION; A 2.9 GEOMETRY</p> <p>READING 1.5 LEARNING TO READ INDEPENDENTLY; A,B,C,H 1.6 READING CRITICALLY IN ALL CONTENT AREAS; A</p> <p><b>OBJECTIVE:</b> STUDENTS WILL DEMONSTRATE KNOWLEDGE OF BASIC SEWING AND CONSTRUCTION INFORMATION.</p>	<p>AUTHENTIC ASSESSMENT:</p> <p><input type="checkbox"/> COMPLETED DEMONSTRATION TEST OF THREADING THE SEWING MACHINE AND BOBBIN</p> <p><input type="checkbox"/> COMPLETED PRACTICE STITCHING (WITHOUT THREAD)</p> <p><input type="checkbox"/> COMPLETED PRACTICE STITCHING (WITH THREAD; 5/8", 1/2", 3/8", 1/4")</p> <p>COMPREHENSIVE ASSESSMENT:</p> <p><input type="checkbox"/> LESSON 10 AND 11 MATERIALS</p> <p><input type="checkbox"/> EVALUATING LEARNING QUIZZES</p>	<ol style="list-style-type: none"> <li>1. VOCABULARY LIST</li> <li>2. TEACHER DEMONSTRATION AND IDENTIFICATION</li> <li>3. SAFETY TEST (ACTIVITY 61)</li> <li>4. SEWING MACHINE PARTS (ACTIVITY 64)</li> <li>5. LEARN THE LINGO (ACTIVITY 66)</li> <li>6. PRACTICE THREADING THE SEWING MACHINE, MAKING A BOBBIN.</li> <li>7. PRACTICE SEWING (WITHOUT THREAD)</li> <li>8. PRACTICE STITCHES (STRAIGHT STITCHES; 5/8", 1/2", 3/8", 1/4")</li> </ol>

<b>ENRICHMENT:</b>	STUDENTS WILL CREATE AN ORIGINAL PATTERN, WHICH WILL INCLUDE ALL MARKINGS, NOTCHES AND INSTRUCTIONS.
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<b>REMEDATION:</b>	<ol style="list-style-type: none"> <li>1. LESSON 10: SMALL EQUIPMENT AND NOTIONS</li> <li>2. LOCATING MATERIALS: ACTIVITY 10-1</li> <li>3. LESSON 11: OPERATING THE SEWING MACHINE</li> <li>4. VOCABULARY LIST</li> <li>5. TEACHER DEMONSTRATION</li> <li>6. IDENTIFYING SEWING MACHINE PARTS: ACTIVITY 11-1</li> <li>7. PRACTICING BASIC MACHINE OPERATION: ACTIVITY 11-2</li> <li>8. PRACTICING ADVANCED MACHINE OPERATION: ACTIVITY 11-3</li> <li>9. PRACTICING MACHINE STITCHING: ACTIVITY 11-4</li> <li>10. SEWING MACHINE PROBLEM CHECKLIST: ACTIVITY 11-5</li> <li>11. LESSON 12: PRESSING AS YOU SEW</li> <li>12. SELECTING IRON TEMPERATURE: ACTIVITY 12-1</li> <li>13. PRESSING GARMENT DETAILS: ACTIVITY 12-2</li> <li>14. EVALUATING LEARNING: 12-3</li> </ol>
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<b>RESOURCES:</b>	SUCCESSFUL SEWING: MARY G. WESTFALL (GOODHEART-WILCOX) TEXTBOOK: CLOTHING; FASHIONS, FABRICS, AND CONSTRUCTION (GLENCOE) JANOME SEWING MACHINE INSTRUCTION BOOKLET
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<b>COURSE</b>	CREATIVE FASHION I	<b>GRADE:</b>	9-12
<b>STATE STANDARD:</b>	16.0 INTEGRATE KNOWLEDGE, SKILLS, AND PRACTICES REQUIRED FOR CAREERS IN TEXTILES AND APPARELS. 16.2 EVALUATE FIBER AND TEXTILE PRODUCTS AND MATERIALS. 16.3 DEMONSTRATE FASHION, APPAREL, AND TEXTILE DESIGN SKILLS. 16.4 DEMONSTRATE SKILLS NEEDED TO PRODUCE, ALTER, OR REPAIR FASHION, APPAREL, AND TEXTILE PRODUCTS	<b>TIME FRAME:</b>	90 DAYS (57 MINUTES PER DAY)
<b>UNIT:</b>	PRACTICING BEGINNER SKILLS		

<b>UNIT OF INSTRUCTION</b>	<b>OBJECTIVES/ESSENTIAL CONTENT</b>	<b>ASSESSMENT</b>	<b>LEARNING ACTIVITIES</b>
	<p><u><b>STANDARD STATEMENT E</b></u></p> <p>MATH 2.2 COMPUTATION AND ESTIMATION; A,B,C 2.3 MEASUREMENT AND ESTIMATION; A,B,C 2.5 MATHEMATICAL PROBLEM SOLVING AND COMMUNICATION; A 2.9 GEOMETRY</p> <p>READING 1.7 LEARNING TO READ INDEPENDENTLY; A,B,C,H 1.8 READING CRITICALLY IN ALL CONTENT AREAS; A</p> <p><b>OBJECTIVE:</b></p> <p>STUDENTS WILL DEMONSTRATE KNOWLEDGE OF SEWING SKILLS.</p>	<p>COMPLETED SKILLS ASSIGNMENTS COMPLETED COFFEE COZY COMPLETED PIN CUSHION COMPLETED POT HOLDER COMPLETED APRON (SKILL LEVEL)</p>	<p>SKILLS</p> <p><input type="checkbox"/> SEAM ALLOWANCES <input type="checkbox"/> PIVOT <input type="checkbox"/> PINKED SEAM <input type="checkbox"/> TURNED SEAM <input type="checkbox"/> FRENCH SEAM</p> <p>SKILLS PROJECTS</p> <p><input type="checkbox"/> PIN CUSHION <input type="checkbox"/> COFFEE COZY <input type="checkbox"/> REVERSIBLE TOTE BAG <input type="checkbox"/> APRON</p>
<b>ENRICHMENT:</b>	STUDENTS WILL RESEARCH PROJECTS TO ENHANCE THE ABOVE SKILLS AND CREATE THOSE PROJECTS FOLLOWING INSTRUCTIONS.		
<b>REMEDATION:</b>	HAND STITCH ALL ABOVE PROJECTS BEFORE ATTEMPTING THE SEWING MACHINE PROJECTS.		
<b>RESOURCES:</b>	TEXTBOOK: CLOTHING; FASHIONS, FABRICS, AND CONSTRUCTION (GLENCOE) SUCCESSFUL SEWING HANDBOOK: MARY G. WESTFALL (GOODHEART-WILCOX)		

<b>COURSE</b>	CREATIVE FASHION I	<b>GRADE:</b>	9-12
<b>STATE STANDARD:</b>	16.0 INTEGRATE KNOWLEDGE, SKILLS, AND PRACTICES REQUIRED FOR CAREERS IN TEXTILES AND APPARELS. 16.2 EVALUATE FIBER AND TEXTILE PRODUCTS AND MATERIALS. 16.3 DEMONSTRATE FASHION, APPAREL, AND TEXTILE DESIGN SKILLS. 16.4 DEMONSTRATE SKILLS NEEDED TO PRODUCE, ALTER, OR REPAIR FASHION, APPAREL, AND TEXTILE PRODUCTS	<b>TIME FRAME:</b>	90 DAYS (57 MINUTES PER DAY)
<b>UNIT:</b>	APPLICATION OF SKILLS		

<b>UNIT OF INSTRUCTION</b>	<b>OBJECTIVES/ESSENTIAL CONTENT</b>	<b>ASSESSMENT</b>	<b>LEARNING ACTIVITIES</b>
	<p><u><b>STANDARD STATEMENT E</b></u></p> <p>MATH 2.2 COMPUTATION AND ESTIMATION; A,B,C 2.3 MEASUREMENT AND ESTIMATION; A,B,C 2.5 MATHEMATICAL PROBLEM SOLVING AND COMMUNICATION; A 2.9 GEOMETRY</p> <p>READING 1.9 LEARNING TO READ INDEPENDENTLY; A,B,C,H 1.10 READING CRITICALLY IN ALL CONTENT AREAS; A</p> <p><b>OBJECTIVE:</b> DEMONSTRATE ABILITY TO APPLY SKILLS AND KNOWLEDGE.</p> <p>DEMONSTRATE WORK ETHIC DEVELOPMENT.</p>	<p>COMPLETED SYLLABUS LIST OF PROJECTS.</p> <p>COMPLETED SELF-EVALUATION AND CRITIQUE.</p> <p>COMPLETED PROJECT RUBRIC.</p>	<p><input type="checkbox"/> PAJAMA PANTS WITH CASING, DRAWSTRING, HEM AND POCKETS. <input type="checkbox"/> SKIRT WITH WAISTBAND, ZIPPER, AND BUTTONHOLE</p> <p>CHOOSE A PROJECT FROM THE SYLLABUS.</p> <p>IDENTIFY FABRICS NEEDED FOR CHOSEN PROJECT.</p> <p>FOLLOW THE TIMELINE TO COMPLETE THE CHOSEN PROJECTS.</p>

<b>ENRICHMENT:</b>	<input type="checkbox"/> TOTE BAG WITH APPLIQUÉ <input type="checkbox"/> EMBROIDERY
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<b>REMIEDIATION:</b>	REDO OR REWORK PROJECTS THAT DO NOT DEMONSTRATE A PROGRESSION OF SKILL IMPROVEMENT.
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<b>RESOURCES:</b>	<p>PROJECT PROCEDURES OR PATTERN GUIDE SHEET.</p> <p>SUCCESSFUL SEWING: MARY G. WESTFALL (GOODHEART-WILCOX)</p> <p>TEXTBOOK: CLOTHING; FASHIONS, FABRICS, AND CONSTRUCTION (GLENCOE)</p>
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<b>COURSE</b>	CREATIVE FASHION I	<b>GRADE:</b>	9-12
<b>STATE STANDARD:</b>	16.0 INTEGRATE KNOWLEDGE, SKILLS, AND PRACTICES REQUIRED FOR CAREERS IN TEXTILES AND APPARELS. 16.2 EVALUATE FIBER AND TEXTILE PRODUCTS AND MATERIALS. 16.3 DEMONSTRATE FASHION, APPAREL, AND TEXTILE DESIGN SKILLS. 16.4 DEMONSTRATE SKILLS NEEDED TO PRODUCE, ALTER, OR REPAIR TEXTILES PRODUCTS AND APPAREL. 16.7 DEMONSTRATE GENERAL OPERATIONAL PROCEDURES REQUIRED FOR BUSINESS PROFITABILITY AND CAREER SUCCESS.	<b>TIME FRAME:</b>	90 DAYS (57 MINUTES PER DAY)
<b>UNIT:</b>	COMMUNITY SERVICE		

<b>UNIT OF INSTRUCTION</b>	<b>OBJECTIVES/ESSENTIAL CONTENT</b>	<b>ASSESSMENT</b>	<b>LEARNING ACTIVITIES</b>
	<p><b><u>STANDARD STATEMENT F</u></b></p> <p>MATH 2.2 COMPUTATION AND ESTIMATION; A,B,C 2.3 MEASUREMENT AND ESTIMATION; A,B,C 2.5 MATHEMATICAL PROBLEM SOLVING AND COMMUNICATION; A 2.9 GEOMETRY</p> <p>READING 1.11 LEARNING TO READ INDEPENDENTLY; A,B,C,H 1.12 READING CRITICALLY IN ALL CONTENT AREAS; A</p> <p><b>OBJECTIVE:</b></p> <p>DEMONSTRATE HOW THE LEARNED SKILLS CAN POSITIVELY CONTRIBUTE TO THE NEEDS OF COMMUNITY FAMILIES.</p> <p>DEMONSTRATE A PERSONAL COMMITMENT BY ACTIVE PARTICIPATION IN COMMUNITY SERVICE EXPERIENCES</p>	<p>ACCURATELY SEWN CHEMOTHERAPY TURBAN, WALKER CADDY, BED/WHEELCHAIR SHAWL</p>	<p><input type="checkbox"/> CHEMOTHERAPY TURBAN <input type="checkbox"/> WALKER CADDY <input type="checkbox"/> BED OR WHEELCHAIR SHAWL</p>
<b>ENRICHMENT:</b>	<p>MACHINE EMBROIDER ONE OF THE PROJECTS MADE.</p> <p>USE THE SERGER TO SEW THE PROJECT.</p>		
<b>REMEDATION:</b>	SEW A PILLOW CASE FOR A CHILD TO USE DURING HOSPITAL VISITS		
<b>RESOURCES:</b>	<ol style="list-style-type: none"> <li>1. CREATIVE KINDNESS: NANCY ZIEMAN</li> <li>2. QUILTING FOR DUMMIES</li> <li>3. QUILTING A-Z</li> <li>4. SUCCESSFUL SEWING: LESSON 48</li> </ol>		