

WILBY HIGH SCHOOL



CLOTHING I

Teacher: Ms. Watkins

Room: 103

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Core Values and Beliefs:

The students, faculty, staff, and administration of Wilby High School will work cooperatively with families, members of the community, and the Board of Education to create a safe, welcoming, and academic environment which embraces, challenges, and nurtures the diverse talents, interests, and learning styles of all its students. All students will leave Wilby High School with the self-respect, respect for others, knowledge, and skills necessary to become independent, intellectually curious, and self-fulfilled members of society.

Course Description

This class will consist of the study of and design of clothing, and maintenance be projects constructed during the course We will keep the cost of projects as minimal as possible.



fabrics and how they are made, construction and care of clothing and fabrics. There will that will require additional supplies and cost.

Course Objectives:

- *Students will demonstrate apparel and textile design skills*
- *Students will demonstrate skills needed to produce, alter, or repair textile products and apparel*
- *Students will analyze career paths within textile and apparel design industries*
- *Students will demonstrate basic skills for producing and altering textile products and apparel*

Students will achieve goals and objectives by incorporating Wilby High School learning expectation standards:

- ***Effective Writer (EW)***
- ***Effective Reader (ER)***
- ***Collaborative/Cooperative Worker (CCW)***
- ***Effective Problem Solver (EPS)***
- ***Self-Directed Learner (SDL)***
- ***Respectful Person***
- ***Community Contributor***

Content-Based Instructional Practices

- Integrate hands-on activities and core knowledge into practical applications for home, community and workplace.
- Creating real world situations in which students can demonstrate content knowledge.
- Address multiple intelligences through the lessons.

Assessments (Common Formative Assessments to form teaching strategies, and summative assessments):

- Routine, informal, ongoing, day-by-day assessments to check intended learning, self evaluation. Clothing construction evaluation using rubrics.

Adaptations for English Language Learner, and for Special Education Students:

- Adapted materials to learn course content
- Manipulatives
- Pre-printed notes
- Bridging support within the classroom
- Flexibility of timelines, due dates
- Integrating curriculum with technology
- Additional analysis of lessons

Classroom Rules

Safety First, Respect for Yourself and Others, Be on Time and Ready to Work

Absences and Make-up Work

You are responsible for getting work that you have missed from the teacher, and for rescheduling a time for a make-up test. It is not the teacher's responsibility to track you down with any missed assignments or tests.

Supplies/Materials

Folder
Pencil
Pen

Textbook

Clothing-Fashion, Fabrics and Construction by Glencoe

Grading Policy

Projects/Homework	50%
Class Work	20%
Quiz	20%
Disposition to Learning	10%