

## Fashion II Bundle 1

<b>Essential Outcome:</b> Students identify careers in the fashion industry.			
<b>Standards &amp; Indicators:</b> 1.3			
<b>Declarative Knowledge (What they will know)</b>		<b>Procedural Knowledge (What they will do)</b>	
<b>Learning Goals</b>	(What the students should be learning) 1. Students will be able to identify careers in the fashion industry.	<b>Processes</b>	(The actions the students will perform) <ul style="list-style-type: none"><li>Evaluate interests</li><li>Research career paths and educational requirements</li><li>Research the global marketplace</li></ul>
<b>Organizing Ideas</b>	(The Concepts taught)  Careers in Fashion		
<b>Details</b>	(Activities or actions –write, use, identify) <ul style="list-style-type: none"><li>Identify careers in the fashion industry</li><li>Relate personal qualities to job interests</li></ul>	<b>Skills</b>	(Applied knowledge the student will execute) <ul style="list-style-type: none"><li>Read text</li><li>Computer research</li><li>Compare and contrast</li><li>Writing</li></ul>
<b>Vocabulary</b>	(Words essential to this bundle) Assembly line, chain, contractors, converters, copy fashion, fashion merchandising, fashion promotion, forecasting services, line, market week, marketing, mass-produced, apparel stylist, design associate, fabric designer, retail, wholesale, patternmaker, sewing machine operator, inspector, supervisor, shipping and receiving clerks, designer		
<b>Quarter 1: 2 weeks of a one semester class</b>			
<b>Resources</b>	(What materials do you use?)  Text, computer, internet, video	<b>Activities</b>	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none"><li>Read text</li><li>Research careers in fashion using the text and the internet</li><li>Report on research-written and oral</li><li>Create story board of the design process</li><li>Assessment</li></ul>

## Fashion II Bundle 2

<b>Essential Outcome:</b> Students know the name and use of construction tools.			
<b>Standards &amp; Indicators:</b> 4.1			
<b>Declarative Knowledge (What they will know)</b>		<b>Procedural Knowledge (What they will do)</b>	
<b>Learning Goals</b>	<b>(What the students should be learning)</b> 1. Students will be able to identify tools for clothing construction. 2. Students will use tools for constructing a garment.	<b>Processes</b>	<b>(The actions the students will perform)</b> <ul style="list-style-type: none"><li>Read text</li><li>View demonstrations</li><li>Identify tools</li></ul>
<b>Organizing Ideas</b>	<b>(The Concepts taught)</b>  Tools used in clothing construction		
<b>Details</b>	<b>(Activities or actions –write, use, identify)</b> <ul style="list-style-type: none"><li>Identify sewing tools needed for clothing construction</li></ul>	<b>Skills</b>	<b>(Applied knowledge the student will execute)</b> <ul style="list-style-type: none"><li>Practice using sewing tools</li><li>Watch demonstrations</li></ul>
<b>Vocabulary</b>	<b>(Words <u>essential</u> to this bundle)</b> Tape measure, seam gauge, yardstick, meter stick, hem gauge, pins, pincushion, needles, shears, pinking shears, seam ripper, marking tools, marking pen, tracing wheel, tailors chalk, thread, thimble, needle threader, ironing board, iron, press cloth, tailors ham, sleeve board, seam roll		
<b>Quarter 1: 1 week of a one semester class</b>			
<b>Resources</b>	<b>(What materials do you use?)</b>  Text, sewing tools	<b>Activities</b>	<b>(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title)</b> <ul style="list-style-type: none"><li>Watch demonstrations</li><li>Complete worksheet: Identifying Sewing Equipment</li><li>Demonstrate use of equipment</li><li>Assessment</li></ul>

### Fashion II Bundle 3

<b>Essential Outcome:</b> Students identify fabric construction and name.			
<b>Standards &amp; Indicators:</b> 2.1			
<b>Declarative Knowledge (What they will know)</b>		<b>Procedural Knowledge (What they will do)</b>	
<b>Learning Goals</b>	<b>(What the students should be learning)</b> 1. Students will be able to select fabric of various construction methods. 2. Students will demonstrate one construction method for fabrics.	<b>Processes</b>	<b>(The actions the students will perform)</b> <ul style="list-style-type: none"><li>Explain how fibers are classified</li><li>Describe fiber characteristics</li><li>Explain how fibers are made</li><li>Identify various fibers and know their characteristics</li><li>Explain how yarns are formed</li><li>Compare and contrast fiber characteristics</li><li>Describe the methods of fabric construction</li></ul>
<b>Organizing Ideas</b>	<b>(The Concepts taught)</b>  Fabric selection and identification		
<b>Details</b>	<b>(Activities or actions –write, use, identify)</b> <ul style="list-style-type: none"><li>Identify fabric uses</li><li>Identify fabric construction</li></ul>	<b>Skills</b>	<b>(Applied knowledge the student will execute)</b> <ul style="list-style-type: none"><li>Identify</li><li>Read text</li><li>Compare</li><li>Contrast</li><li>Explain</li></ul>
<b>Vocabulary</b>	<b>(Words <u>essential</u> to this bundle)</b> Abrasion, absorbent fiber generic name, luster, manufactured fibers, natural fibers, pill, resilient, tensile strength, trade name, blends, filament yarns, filling yarns, grain, knitting, pile, ply, selvage, spun yarns, texturing, warp yarns, weaving, yarns		
<b>Quarter 1: 1 week of a one semester class</b>			
<b>Resources</b>	<b>(What materials do you use?)</b>  Fabric samples, text book, workbook, magnifying glasses, fabric videos	<b>Activities</b>	<b>(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title)</b> <ul style="list-style-type: none"><li>Read text</li><li>View videos</li><li>Using fabric samples and magnifying glasses describe various fabric characteristics</li><li>Create a fabric chart including characteristics</li><li>Assessment</li></ul>

### Fashion 11 Bundle 4

<b>Essential Outcome:</b> Students understand a Serger (Overlock Sewing Machine) and its use.			
<b>Standards &amp; Indicators:</b> 4.1			
<b>Declarative Knowledge (What they will know)</b>		<b>Procedural Knowledge (What they will do)</b>	
<b>Learning Goals</b>	<b>(What the students should be learning)</b> <ol style="list-style-type: none"> <li>Students will be able to use the serger, overlock sewing machine.</li> <li>Students will demonstrate the use of the serger machine.</li> </ol>	<b>Processes</b>	<b>(The actions the students will perform)</b> <ul style="list-style-type: none"> <li>View video on serger use</li> <li>View demonstration by teacher on serger use</li> <li>Demonstrate serger use</li> <li>Demonstrate threading a serger</li> </ul>
<b>Organizing Ideas</b>	<b>(The Concepts taught)</b>  Serger use		
<b>Details</b>	<b>(Activities or actions –write, use, identify)</b> <ul style="list-style-type: none"> <li>Identify the parts of a serger</li> <li>Demonstrate using a serger</li> </ul>	<b>Skills</b>	<b>(Applied knowledge the student will execute)</b> <ul style="list-style-type: none"> <li>Demonstration</li> <li>Reading</li> <li>Threading</li> </ul>
<b>Vocabulary</b>	<b>(Words <u>essential</u> to this bundle)</b> Serger, overlock machines, spool pin, tension controls, side cover, thread guide pole, thread cone, spool base, cutter, upper looper, lower looper, rear feed, front feed, presser foot		
<b>Quarter 2: 1 week of a one semester class</b>			
<b>Resources</b>	<b>(What materials do you use?)</b>  Text, workbook, video, serger	<b>Activities</b>	<b>(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title)</b> <ul style="list-style-type: none"> <li>Read serger section of text</li> <li>Complete workbook pages identifying serger parts</li> <li>View demonstrations of threading, and using the serger machine</li> <li>Create a small project using the serger</li> </ul>

## Fashion II Bundle 5

<b>Essential Outcome:</b> Students apply some knowledge of clothing designers.			
<b>Standards &amp; Indicators:</b> 5.4			
<b>Declarative Knowledge (What they will know)</b>		<b>Procedural Knowledge (What they will do)</b>	
<b>Learning Goals</b>	<b>(What the students should be learning)</b> 1. Students will be able to identify clothing designers and the designs that made them famous.	<b>Processes</b>	<b>(The actions the students will perform)</b> <ul style="list-style-type: none"><li>Explain the role of fashion designers in the apparel industry</li><li>Identify names and achievements of famous fashion designers</li></ul>
<b>Organizing Ideas</b>	<b>(The Concepts taught)</b> Clothing designers		
<b>Details</b>	<b>(Activities or actions –write, use, identify)</b> <ul style="list-style-type: none"><li>Identify the names and creations of famous designers</li></ul>	<b>Skills</b>	<b>(Applied knowledge the student will execute)</b> <ul style="list-style-type: none"><li>Read text</li><li>Decision making</li><li>Compare and contrast</li><li>Computer research</li></ul>
<b>Vocabulary</b>	<b>(Words <u>essential</u> to this bundle)</b> Atelier, collection, computer-aided design, (CAD), couture, couturiers, croquis, draping, haute couture, knock-offs licensing, prêt-a-porter, royalty, sloper		
<b>Quarter 1: 2 weeks of a one semester class</b>			
<b>Resources</b>	<b>(What materials do you use?)</b>  Test, workbook, computer, poster board, markers	<b>Activities</b>	<b>(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title)</b> <ul style="list-style-type: none"><li>Read text</li><li>Select a designer</li><li>Research designer</li><li>Create a poster of information about the designer and illustrations of their designs</li><li>View video of some famous designers</li><li>Complete vocabulary assignment</li><li>Assessment</li></ul>

## Fashion II Bundle 6

<b>Essential Outcome:</b> Students understand pattern symbols and instructions.			
<b>Standards &amp; Indicators:</b> 4.1			
<b>Declarative Knowledge (What they will know)</b>		<b>Procedural Knowledge (What they will do)</b>	
<b>Learning Goals</b>	(What the students should be learning) 1. Students will be able to identify pattern symbols. 2. Students will follow an instruction sheet to complete a garment.	<b>Processes</b>	(The actions the students will perform) <ul style="list-style-type: none"><li>Read section of text showing pattern symbols</li><li>Identify symbols on their patterns</li></ul>
<b>Organizing Ideas</b>	(The Concepts taught) Pattern symbols and guide sheets		
<b>Details</b>	(Activities or actions –write, use, identify) <ul style="list-style-type: none"><li>Use pattern symbols to transfer markings</li><li>Follow instruction sheet to complete a garment</li></ul>	<b>Skills</b>	(Applied knowledge the student will execute) <ul style="list-style-type: none"><li>Complete workbook pages identifying pattern symbols</li><li>Identify symbols on their pattern pieces</li><li>Transfer necessary symbols</li></ul>
<b>Vocabulary</b>	(Words essential to this bundle) Pattern, layouts, grain line, cutting line, notches, stitching line, seam line, center front and center back, place on fold, fold line, dots, squares, dart, buttonholes, placement lines, adjustment lines, hemline, ease		
<b>Quarter 1: 2 weeks of a one semester class</b>			
<b>Resources</b>	(What materials do you use?)  Text, patterns, pattern guide sheet, workbook, tracing paper, tracing wheels, tailors chalk	<b>Activities</b>	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none"><li>Read text</li><li>Separate pattern pieces</li><li>Identify pieces needed for garment</li><li>Transfer markings to fabric according to instructions on guide sheet</li></ul>

## Fashion II Bundle 7

<b>Essential Outcome:</b> Students know basic machine use and maintenance.			
<b>Standards &amp; Indicators:</b> 4.1			
<b>Declarative Knowledge (What they will know)</b>		<b>Procedural Knowledge (What they will do)</b>	
<b>Learning Goals</b>	(What the students should be learning) 1. Students will be able to identify parts of the sewing machine. 2. Students will know the purpose of each machine part. 3. Students will demonstrate proper machine maintenance.	<b>Processes</b>	(The actions the students will perform) <ul style="list-style-type: none"><li>Read machine section of text</li><li>Define vocabulary</li><li>Demonstrate machine use</li><li>Demonstrate machine care</li></ul>
<b>Organizing Ideas</b>	(The Concepts taught) Sewing machine use Sewing machine maintenance		
<b>Details</b>	(Activities or actions –write, use, identify) <ul style="list-style-type: none"><li>Identify machine parts</li><li>Use basic maintenance techniques</li></ul>	<b>Skills</b>	(Applied knowledge the student will execute) <ul style="list-style-type: none"><li>Read text</li><li>Identifying machine parts</li><li>Demonstrating machine care</li></ul>
<b>Vocabulary</b>	(Words <u>essential</u> to this bundle) bobbin, bobbin case, bobbin winder, feed dog, foot control, hand wheel, needle, thread guide, needle clamp, power switch, light, presser foot, reverse button, spool pin, stitch-length dial, stitch pattern dial, stitch –width dial, take-up lever, tension control, throat plate, machine oil, cleaning brush, screwdriver		
<b>Quarter 1: 1 week of a one semester class</b>			
<b>Resources</b>	(What materials do you use?)  Text, workbook, sewing machines, sewing machine manual	<b>Activities</b>	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none"><li>Read sewing machine section of text</li><li>Identify machine parts</li><li>Practice paper stitching</li><li>Demonstrate machine care</li><li>Quiz</li><li>Use machine to construct garment</li></ul>

## Fashion II Bundle 8

<b>Essential Outcome:</b> Students know Principles and Elements of Design.			
<b>Standards &amp; Indicators:</b> 3.6			
<b>Declarative Knowledge (What they will know)</b>		<b>Procedural Knowledge (What they will do)</b>	
<b>Learning Goals</b>	<b>(What the students should be learning)</b> 1. Students will be able to apply the principles of design to a class project. 2. Students will be able to identify the elements of design.	<b>Processes</b>	<b>(The actions the students will perform)</b> <ul style="list-style-type: none"><li>Identify principles of design</li><li>Identify the elements of design</li><li>Demonstrate the use of elements and principles of design</li></ul>
<b>Organizing Ideas</b>	<b>(The Concepts taught)</b> Elements and Principles of Design		
<b>Details</b>	<b>(Activities or actions –write, use, identify)</b> Identify the elements of design Identify the principles of design	<b>Skills</b>	<b>(Applied knowledge the student will execute)</b> <ul style="list-style-type: none"><li>Read text</li><li>Defining vocabulary</li><li>Applying principles and elements of design</li></ul>
<b>Vocabulary</b>	<b>(Words <u>essential</u> to this bundle)</b> asymmetrical balance, balance, emphasis, harmony, line, proportion, rhythm, shape, silhouette, space, symmetrical balance, texture. Vertical lines, diagonal lines, illusion, texture, tubular, bell, full, natural		
<b>Quarter 2: 3 weeks of a one semester class</b>			
<b>Resources</b>	<b>(What materials do you use?)</b>  Text, workbook , video, notebook materials,	<b>Activities</b>	<b>(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title)</b> <ul style="list-style-type: none"><li>Read text</li><li>Define vocabulary</li><li>Complete workbook pages</li><li>Create a design notebook displaying the elements and principles of design</li><li>View videos on design</li><li>Assessment</li></ul>



## Fashion II Bundle 19

<b>Essential Outcome:</b> Students complete a sewing project using a pattern and sewing machine.			
<b>Standards &amp; Indicators:</b> 4.5			
<b>Declarative Knowledge (What they will know)</b>		<b>Procedural Knowledge (What they will do)</b>	
<b>Learning Goals</b>	(What the students should be learning) 1. Students will be able to complete a sewing project using a pattern and the sewing machine.	<b>Processes</b>	(The actions the students will perform) <ul style="list-style-type: none"><li>• Pattern layout</li><li>• Cutting of fabric</li><li>• Marking of fabric</li><li>• Following instructions assemble garment</li></ul>
<b>Organizing Ideas</b>	(The Concepts taught) Clothing construction		
<b>Details</b>	(Activities or actions –write, use, identify) <ul style="list-style-type: none"><li>• Create a garment using a pattern and the sewing machine</li></ul>	<b>Skills</b>	(Applied knowledge the student will execute) <ul style="list-style-type: none"><li>• Sewing skills</li><li>• Ironing and pressing skills</li><li>• Read text</li><li>• Following directions</li></ul>
<b>Vocabulary</b>	(Words <u>essential</u> to this bundle)		
<b>Quarter 2: 4 weeks of a one semester class</b>			
<b>Resources</b>	(What materials do you use?)  Pattern, sewing tools, sewing machine, ironing board, iron	<b>Activities</b>	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none"><li>• Using their pattern and sewing tools the students will construct a garment using the sewing machine</li><li>• Sewing project score sheet</li></ul>

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