

# FASHION AND CLOTHING I AND II

***Curriculum Standard One: The student will understand the values and goals that are the foundation for clothing choices.***

<b>Performance Objective</b>	<b>Critical Attributes</b>	<b>Benchmarks/Assessment</b>
<p>1. The student will identify a variety of personal needs and values involved in the clothing decision-making process.</p>	<p>A. Can the student identify the ways in which clothing can satisfy a variety of personal needs and values?</p>	<ul style="list-style-type: none"> <li>• The student will create a collage of pictures of clothing from magazines and identify the needs and values they represent and the messages they are trying to send about the wearer.</li> </ul>
<p>2. The student will identify goals and criteria utilized in individual decisions regarding clothing/fashion.</p>	<p>A. Can the student examine his/her own clothing buying decisions and determine the criteria/goals he/she used in selection and purchase?</p>	<ul style="list-style-type: none"> <li>• The student will identify three recent fashion purchases and evaluate the criteria/goals/needs and values he/she reflected when he/she chose to purchase them.</li> </ul>
<p>3. The student will explore the roles that self-concept and self-expression play in decisions about clothing.</p>	<p>A. Can the student identify the ways our clothing reflects ourselves, our self-concepts, and our views?</p>	
<p>4. The student will identify the role of society and media in the creation of clothing fads and fashion trends.</p>	<p>A. Can the student trace the relationship between events in society, media and business influences, and current societal views to changes and trends in clothing?</p>	<ul style="list-style-type: none"> <li>• In groups, the student will research the clothing trends, societal views, and major events that influence fashion for a variety of time periods.</li> </ul>

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<b>Performance Objective</b>	<b>Critical Attributes</b>	<b>Benchmarks/Assessment</b>
<p>5. The student will understand needs for specialized clothing.</p>	<p>A. Can the student identify accommodations that must be made in clothing for specialized needs and populations?</p>	<ul style="list-style-type: none"><li>• The student will examine samples of specialized clothing and evaluate the purpose and effectiveness of the accommodations.</li><li>• The student will brainstorm regarding future occupations that may require specialized clothing and the career opportunities available to develop it.</li></ul>

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**Curriculum Standard Two: The student will understand and appreciate the elements and principles of design as they apply to clothing.**

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will apply the elements and principles of design in the selection of clothing for different body types and the coordination of garments with accessories for an aesthetically pleasing appearance.</p>	<p>A. Can the student identify and define the elements and principles of design?</p> <p>B. Can the student apply the elements and principles of design to fashion and clothing?</p> <p>C. Can the student utilize the elements and principles of design to the select clothing that suits his/her body type and is aesthetically pleasing?</p>	<ul style="list-style-type: none"> <li>• The student will complete a framed outline identifying and defining the elements and principles of design.</li> <li>• The student will analyze pictures and samples of clothing according to the elements and principles of design.</li> </ul>
<p>2. The student will apply the principles of color theory.</p>	<p>A. Can the student identify different types of color schemes?</p> <p>B. Can the student explain the way color is produced and the effect of light on color?</p>	<ul style="list-style-type: none"> <li>• The student will match color schemes with a variety of personal skin and color tones.</li> <li>• The student will perform experiments with color and light.</li> </ul>

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<b>Performance Objective</b>	<b>Critical Attributes</b>	<b>Benchmarks/Assessment</b>
	<p>C. Can the student describe the psychological effect of color?</p>	<ul style="list-style-type: none"><li>• The student will complete a chart of warm vs. cool colors and research the way colors have been used to produce a desired psychological effect.</li></ul>

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*Curriculum Standard Three: The student will understand the principles of wardrobe planning.*

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will understand the role of history in current fashion movements.</p> <p>2. The student will practice wardrobe planning principles.</p>	<p>A. Can the student trace the history of his/her current fashion fads and trends?</p> <p>A. Can the student, given a set of criteria, plan a wardrobe that follows given wardrobe planning principles?</p>	<ul style="list-style-type: none"> <li>• The student will examine examples of historical costumes for similarities to today’s fashions.</li> <li>• The student will practice planning a wardrobe within a given set of criteria (budget, lifestyle, needs, etc.).</li> </ul>

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***Curriculum Standard Four: The student will understand the forces and criteria involved in the clothing purchasing process.***

Performance Objective	Critical Attributes	Benchmarks/Assessment
1. The student will evaluate clothing advertisements and their effect on the consumer.	A. Can the student recognize the persuasion tactics that advertisers use to sell fashions?	<ul style="list-style-type: none"> <li>• The student will view television, magazine, and other types of fashion advertising and evaluate the tactics and strategies used by advertisers.</li> </ul>
2. The student will evaluate the information provided on labels and hangtags.	A. Can the student understand the symbols and information provided on hangtags and labels?	<ul style="list-style-type: none"> <li>• The student will evaluate a retail floor plan and displays for sales strategies.</li> </ul>
3. The student will identify textile types and the long-term care and wearability factors involved.	A. Can the student use the textile information provided on tags to determine the best care options to preserve clothing?	<ul style="list-style-type: none"> <li>• The student will evaluate a variety of hangtags and labels for essential care information.</li> <li>• The student will take a variety of types of fabrics and match them with the appropriate care option.</li> </ul>
4. The student will identify purchasing strategies to maximize the consumers clothing budget.	A. Can the student identify common consumer strategies and resources used to maximize an individual's budget?	<ul style="list-style-type: none"> <li>• The student will complete examples of budgets and other shopping strategies for fashions.</li> </ul>
5. The student will evaluate shopping resources for purchasing clothing.		<ul style="list-style-type: none"> <li>• The student will compare and evaluate shopping resources, such as retail stores, mail order, television, computer, and discount stores.</li> </ul>

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<b>Performance Objective</b>	<b>Critical Attributes</b>	<b>Benchmarks/Assessment</b>
<p>6. The student will analyze clothing for differences in quality, construction, fabric, cost, etc.</p>	<p>A. Can the student evaluate clothing samples for quality of fabrics, construction, and design?</p>	<ul style="list-style-type: none"><li>• The student will examine clothing samples and evaluate their quality according to set criteria.</li></ul>

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*Curriculum Standard Five: The student will understand the principles of textiles, clothing care, and maintenance.*

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will examine care labels and understand the symbols and their meaning.</p>	<p>A. Can the student use the textile information provided on tags to determine the best care options to preserve clothing?</p> <p>B. Can the student operate standard garment care appliances according to care recommendations?</p>	<ul style="list-style-type: none"> <li>• The student will evaluate a variety of hangtags and labels for essential care information.</li> <li>• The student will take a variety of types of fabrics and match them with the appropriate care option.</li> <li>• The student will learn the setting of the washing machine, dryer, and iron and be able to set them according to care labels.</li> </ul>
<p>2. The student will examine the cost/benefit of certain fabrics and their maintenance costs.</p>	<p>A. Can the student estimate the future cost of maintaining a garment and analyze whether its benefits outweigh its cost?</p>	<ul style="list-style-type: none"> <li>• The student will estimate and compare the maintenance costs of laundered garments vs. dry-cleaned garments.</li> </ul>
<p>3. The student will understand the processes involved in laundering and spot removal.</p>	<p>A. Can the student properly choose cleaning products, cycles, and equipment for cleaning garments?</p>	<ul style="list-style-type: none"> <li>• The student will sort items to prepare.</li> </ul>
<p>4. The student will understand the characteristics of different textile fibers, fabrics, and finishes.</p>		



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***Curriculum Standard Six: The student will examine all the equipment commonly used in clothing construction.***

<b>Performance Objective</b>	<b>Critical Attributes</b>	<b>Benchmarks/Assessment</b>
<p>1. The student will examine the parts of the sewing machine and understand their use and function.</p>	<p>A. Can the student identify the name and function of the parts of a standard sewing machine?</p> <p>B. Can the student properly thread the machine and prepare it for use?</p>	<ul style="list-style-type: none"> <li>• The student will first identify on paper and then on the machine, the parts and explain their function(s).</li> <li>• The student will independently pass a machine performance test that demonstrates threading and use skills.</li> </ul>
<p>2. The student will examine sewing tools and understand their use and function.</p>	<p>A. Can the student identify common sewing tools and describe and/or demonstrate their functions?</p> <p>B. Can the student use tools and equipment in a safe manner for himself/herself and those around him/her?</p>	<ul style="list-style-type: none"> <li>• The student will complete objective and performance activities that will describe and/or demonstrate a student knowledge of the safe and effective use of sewing tools and equipment.</li> <li>• The student will complete a safety and accident prevention unit demonstrating and practicing the identified recommended safety procedures.</li> </ul>
<p>3. The student will understand the safe use of all equipment and tools and how to prevent accidents while in use.</p>		

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**Curriculum Standard Seven: The student will practice a variety of clothing construction techniques (depending on his/her previous experience and expertise).**

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will practice taking personal measurements and selecting an appropriate pattern size.</p> <p>2. The student will examine factors relating to choosing appropriate patterns and materials. (i.e., body type, skill level, project criteria, etc.)</p> <p>3. The student will observe and practice reading and interpreting pattern directions, symbols, and pieces.</p> <p>4. The student will alter patter pieces for fit if necessary.</p>	<p>A. Can the student follow appropriate guidelines to obtain personal body measurements and translate them to the correct pattern size selection?</p> <p>A. Can the student make an appropriate pattern and materials selection while considering the various factors that could influence his/her choices (skill level, body type, project criteria)?</p> <p>A. can the student independently read, interpret, and utilize pattern direction, symbols, and pieces?</p> <p>A. Can the student compare the potential size of the pattern to his/her own individual body proportions and alter pattern pieces if necessary?</p>	<ul style="list-style-type: none"> <li>• The student will obtain personal body measurements in voluntary pairs and then using a pattern size chart, select the most appropriate pattern size for his/her use.</li> <li>• The student will select an appropriate pattern and the necessary materials to complete at least one to two class projects.</li> <li>• The student will utilize the pattern layout and direction sheet to cut out and mark a construction project.</li> <li>• The student will evaluate his/her body size and proportions and compare them to the pattern dimensions and make any necessary pattern alterations for fit.</li> </ul>

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<b>Performance Objective</b>	<b>Critical Attributes</b>	<b>Benchmarks/Assessment</b>
<p>5. The student will observe and practice cutting and marking pattern pieces.</p> <p>6. The student will observe and practice a variety of clothing construction techniques based on project criteria, skill level, etc.</p>	<p>A. Can the student utilize appropriate cutting and marking techniques while completing class projects?</p> <p>A. Can the student perform beginning, intermediate, and/or advanced clothing construction techniques as projects require?</p>	<ul style="list-style-type: none"> <li>• Following a teacher demonstration, the student will first lay out pattern pieces and then appropriately cut and mark the pieces and prepare them for assembly.</li> <li>• The student (Beginning, Advanced, and Intermediate) will demonstrate a progression of skills as his/her assigned projects require.</li> </ul>

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*Curriculum Standard Eight: The student will explore ways of altering or recycling clothing in his/her own wardrobe.*

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will choose a little used article of clothing to alter or recycle for additional use.</p> <p>2. The student will examine cost/benefit of recycling clothing vs. purchasing new.</p>	<p>A. Can the student creatively find ways to alter little-used clothing in order to create new demand for its use again?</p> <p>A. Can the student evaluate the costs and benefits of recycling little-used clothing vs. purchasing new clothing?</p>	<ul style="list-style-type: none"> <li>• The student will use a variety of techniques to alter clothing to make it useful again, including: repairs, fabric stamping, altering fit, embroidery, etc.</li> <li>• The student will identify the costs he/she incurred on recycling project and compare it to the cost of purchasing a similar new item.</li> </ul>

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*Curriculum Standard Nine: The student will explore a variety of career opportunities in the clothing and textile field.*

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will increase awareness of the variety of career opportunities relating to clothing and textiles.</p> <p>2. The student will explore the educational requirements for careers in clothing and textiles.</p>	<p>A. Can the student identify a variety of career opportunities that would allow him/her to work in the fashion and clothing industry?</p> <p>A. Can the student explore and develop an educational plan to accomplish a career goal working in the fashion and clothing industry?</p>	<ul style="list-style-type: none"> <li>• The student will research a fashion/clothing-related career utilizing a variety of resources: career center, professional interviews, guest speakers, internet, library resources, etc.</li> <li>• The student will select a career option and develop an educational plan that leads to that career, which includes: types of degrees, number of years of education required, prospective educational institutions with that degree program, experiential requirements (internships, student teaching, etc.)</li> </ul>