



Wethersfield Public Schools

WHS Curriculum: Fashion Design

Grade(s)	9-12
Unit Title and Purpose	Unit 1: Understanding Clothing and Design Students will demonstrate a knowledge of how clothing choices impact lives, how fashion has changed through the years, and education/careers within the garment industry.
Timeframe	2 weeks
Vision of the Graduate	
Communicator: Students present different topics of choice through visual media.	
Unit Priority Standards	
Textiles and Design A1. Apply consumer skills to providing and maintaining clothing. A2. Analyze how clothing and textile buying decisions are influenced through media and technology.	
Unit Supporting Standards	
Textiles and Design E18. Identify education and training pathways in textile, apparel, and fashion careers.	
Essential Questions	
Does fashion reflect culture or shape it? Is fashion inspired by available resources or the latest trend?	
Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
S1. Compare and contrast the care of various apparel items S2. Identify and analyze what influences clothing choices S3. Identify and analyze different careers within the garment and apparel industry	K1. Describe methods of caring for various apparel items K2. Explain what influences one's clothing choices
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Read and Reflect: Chapters 1 and 2: "Understanding Clothing" and Chapter 30: "A job and a career" (K3) Decade Project: Exploring fashion through the years (S1, S2, K1, K2) Style Project: Exploring styles, fashion and trends (S1, S2, K2) Career Investigation Project: Exploring careers in the garment and apparel industry (K3)	Textbook: <i>Apparel: Design, Textiles, & Construction</i>



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Grade(s)	9-12
Unit Title and Purpose	Unit 2: Fibers and Fabrics Students will demonstrate an understanding of how fibers impact fabric choices when designing garments for specific use.
Timeframe	2 weeks
Vision of the Graduate	
Communicator and Collaborator: Students present different topics of choice through visual media through individual and a group project.	
Unit Priority Standards	
Textiles and Design B4. Identify, compare, and analyze the most common natural and manufactured textile fibers. B6. Describe and assess effects of textile characteristics on design, construction, care, use, and maintenance of products.	
Unit Supporting Standards	
CCSS.ELA-LITERACY.WHST.9-10.2.A. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	
Essential Questions	
How do the textile’s appearance and performance depend on the fiber content, type of yarn and fabric construction?	
Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
S1. Utilize the appropriate fabric choice for an apparel item.	K1. Identify characteristics of various fibers K2. Explain the difference between natural and manufactured fibers
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Read and Reflect: Chapter 18: “The Natural Fibers” and Chapter 19: “The Manufactured Fibers” (K1, K2) Choose the Right Fabric: Working in groups, students identify the appropriate fiber content of fabric swatches. (K1, K2) My Design: Students design an apparel item utilizing the appropriate fiber/fabric choice for their design. Students create a digital presentation of design ideas. (S1) Fiber/Fabric Research Project: Students work with a group researching a chosen fiber/fabric and create a	- Textbook: <i>Apparel: Design, Textiles, & Construction</i> - Fabric swatches



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presentation either digitally or poster to present to the class. (S1, K2)	
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Grade(s)	9-12		
Unit Title and Purpose	Unit 3: Sewing machine basics and tools Students will master sewing machine functions and the tools used in the sewing lab to successfully complete sewing projects.		
Timeframe	2 weeks		
Vision of the Graduate			
Problem Solver and Collaborator: Students will problem solve difficulties using the sewing machine to identify why the machine or stitching is incorrect.			
Unit Priority Standards			
Textiles and Design D12. Explain the purposes and uses of a variety of common equipment, tools, and supplies for apparel and textile construction, alteration, and repair. D13. Describe and demonstrate basic skills for producing and altering textile products and apparel.			
Unit Supporting Standards			
CCSS.ELA-LITERACY.RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.			
Essential Questions			
How can understanding the basic equipment and the functions of a sewing machine contribute to successful sewing?			
What are the essential tools you use when sewing?			
Performance Expectations: Skills		Performance Expectations: Essential Knowledge/Concepts	
S1. Demonstrate using the basic equipment and their functions needed for sewing S2. Demonstrate how to safely operate a sewing machine		K1. Identify and describe the basic equipment and their functions needed for sewing K2. Explain how to safely thread and use the sewing machine and tools	
Student Learning Tasks & Resources		Suggested Teacher Materials & Resources	
Read and Reflect: Chapter 25: “Getting Ready to Sew” and Chapter 26: “Basic Sewing Skills” (K1, K2) Sewing Machine: After viewing a video, students practice using the sewing machine experimenting with the various functions/stitches while sewing on paper. (S1, S2, K1) Threading the Machine: After instructing how to thread the machine (teacher demo, video, printed instructions), students practice with a partner threading the machine. Students then write on a large index card any notes to help them as an additional resource. (S1, S2, K1, K2)		• Textbook: <i>Apparel: Design, Textiles, & Construction</i> • Sewing machines • Sewing tools: needle, thread, pins etc. • Bin for each student • Sewing machine identification hand out • “road maps” • Fabric swatches for “seam samples” and hand sewing • Cut fabric for pillow and/or cord wraps ○ pattern/instructions	



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Sewing Samples: Students create sewing samples of various seam allowances. (S1, S2, K1, K2)

Pillow and/or Cord Wraps: Students complete one to two small sewing projects to demonstrate skills (S1, S2, K1, K2)

Hand Sewing: Students complete hand sewing sample of various stitches (S1, K1)



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Grade(s)	9-12
Unit Title and Purpose	Unit 4: Patterns, Envelops and Cutting Students will demonstrate fundamentals of patterns, the pattern envelope and cutting of fabric to create various sewing projects
Timeframe	2 weeks
Vision of the Graduate	
Problem Solver and Collaborator: Students will identify and analyze how to choose appropriate size from pattern, layout fabric and pattern pieces working with a partner.	
Unit Priority Standards	
Textiles and Design D14. Implement the use of commercial pattern layouts, markings, and symbols. D15. Implement the use of commercial pattern envelope information to complete a project.	
Unit Supporting Standards	
CCSS.ELA-LITERACY.RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.	
Essential Questions	
How do you interpret the information provided on the back of the pattern envelope? How do you use the pattern instructions to begin to turn your fabric into a garment? What do you have to take into consideration when you combine two or more different patterns together to create one garment?	
Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
S1. Properly use a ruler, seam gauge and tape measure S2. Evaluate information from the pattern envelope S3. Identify commercial pattern layouts, markings and symbols	K1. Explain how size was determined to create project K2. Identify notions and fabric yardage required to create a project
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Measuring: Students complete measurement worksheets using ruler, seam gauge and tape measure. (S1) Finding your size: Students take body measurements using a tape measure to identify their measurements to determine individual pattern size. Students will analyze the information on the pattern envelope to determine yardage and notions required to complete the project. (S1, S2, K1, K2)	- Commercial patterns - Fabric samples - Sewing tools and equipment



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Pattern Pieces: Using scissors, students cut out the appropriate pattern pieces for their individual project. (S3)

Fabric Layout: Working with partners, students are given fabric to identify grainlines to determine proper layout of fabric and pattern pieces. (S3)



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Grade(s)	9-12		
Unit Title and Purpose	Unit 5: Apparel Construction		
Timeframe	5 weeks		
Vision of the Graduate			
Problem Solver: Students will identify and analyze how to layout fabric and pattern pieces, cut and assemble garments. Students will use resources created throughout the semester to identify and correct errors as they work through the project.			
Unit Priority Standards			
Textiles and Design D16. Implement the use of commercial pattern guide sheet instructions to construct a project. D17. Demonstrate the correct and safe operation of a consumer sewing machine.			
Unit Supporting Standards			
Textiles and Design E19. Demonstrate transferable and employability skills used in the community and workplace settings.			
Essential Questions			
What are different techniques that are used to create structured garments for a person to wear?			
Performance Expectations: Skills		Performance Expectations: Essential Knowledge/Concepts	
S1. Properly identify grain of fabric S2. Proper use of pins and sheers S3. Analyze instructions and problem solve how to construct the project S4. Proper use of the iron and pressing techniques		K1. Explain each step in the construction process K2. Identify proper seam construction	
Student Learning Tasks & Resources		Suggested Teacher Materials & Resources	
Read and Reflect: “Pattern Instructions” (S3) Cutting out the Fabric: Students accurately lay out their fabric and pattern pieces, pin and then cut out pieces using sheers (S1, S2, K1) Getting Ready to Sew: Students read and analyze technical instructions to construct their project. (S3, K1) Construction of Project: Students ‘pin, stitch, press’ using proper seam allowance. Students will also work on a hand sewing project alternating between the two. (S3, S4, K1, K2)		• Commercial patterns • Fabric • Sewing tools and equipment	