

Conceptual Curriculum Map (CCM)

Content Area Family and Consumer Science

Course Fashion 1

Grade Level 10-12

Version 2: Curriculum Mapping in conjunction with Long-Term Outcomes

Unit 1	Long-Term Outcomes/Transfer Goals: <i>Students will be able to independently use their learning to...</i> TG1: Identify and evaluate careers within the fashion industry GC: (Critical Thinking/Problem Problem-solving and Solution Finding): Engages in inquiry related to the provided problem, investigation, or challenge. GC: (Creativity and Innovation/Presentation): Presents an idea or product in a well-crafted manner designed with a distinct style that is appropriate for the purpose and audience. GC: (Collaboration/Articulated Thoughts): Articulates thoughts using specific evidence and reasoning in writing, speaking, and/or multimedia to meet an objective		
	Standards	Conceptual Overview	Rationale
Careers in Fashion Classes - 5	NFSCE 16.1 Analyze career paths within textile apparel and design industries.	Students will be able to analyze careers in fashion. Students will also understand the global effects of the fashion industry.	Students need to understand the various careers available in the field of graphic design and what is expected of each position.
Unit 2	Long-Term Outcomes/Transfer Goals: <i>Students will be able to independently use their learning to...</i> TG1: evaluate the design features of textiles, apparel, and fashion merchandise in the fashion industry. GC: (Critical Thinking/Problem Problem-solving and Solution Finding): Engages in inquiry related to the provided problem, investigation, or challenge. GC: (Creativity and Innovation/Presentation): Presents an idea or product in a well-crafted manner designed with a distinct style that is appropriate for the purpose and audience. GC: (Collaboration/Articulated Thoughts): Articulates thoughts using specific evidence and reasoning in writing, speaking, and/or multimedia to meet an objective		
	Standards	Conceptual Overview	Rationale
Elements of Fashion Classes - 8	NFSCE 16.5 Evaluate elements of textile, apparel, and fashion merchandising. NFSCE 16.3 Demonstrate fashion, apparel, and textile design skills.	Students will have an understanding of all the influences in our environment that affect clothing choices.	Basic knowledge of clothing construction and purpose to create their own garments
Unit 3	Long-Term Outcomes/Transfer Goals: <i>Students will be able to independently use their learning to...</i> TG1: identify, compare, and analyze the most common textile fibers. GC: (Critical Thinking/Problem Problem-solving and Solution Finding): Engages in inquiry related to the provided problem, investigation, or challenge. GC: (Creativity and Innovation/Presentation): Presents an idea or product in a		
	Standards	Conceptual Overview	Rationale

	<p>well-crafted manner designed with a distinct style that is appropriate for the purpose and audience.</p> <p>GC: (Collaboration/Articulated Thoughts): Articulates thoughts using specific evidence and reasoning in writing, speaking, and/or multimedia to meet an objective</p> <p>...</p>		
	Standards	Conceptual Overview	Rationale
The Fashion Process Classes - 15	<p>NFSCE 16.3 Demonstrate fashion, apparel, and textile design skills.</p> <p>NFSCE 16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products. components of customer service.</p>	<p>Students will be able to classify fibers, recognize fiber characteristics, and read and understand a care label.</p>	<p>Knowledge of where and how clothing is constructed in factories</p>
Unit 4	<p>Long-Term Outcomes/Transfer Goals: <i>Students will be able to independently use their learning to...</i></p> <p>TG1:use basic sewing skills for producing and altering textile products and apparel.</p> <p>GC: (Critical Thinking/Problem Problem-solving and Solution Finding): Engages in inquiry related to the provided problem, investigation, or challenge.</p> <p>GC: (Creativity and Innovation/Presentation): Presents an idea or product in a well-crafted manner designed with a distinct style that is appropriate for the purpose and audience.</p> <p>GC: (Collaboration/Articulated Thoughts): Articulates thoughts using specific evidence and reasoning in writing, speaking, and/or multimedia to meet an objective.</p>		
	Standards	Conceptual Overview	Rationale
Clothing Construction Classes - 18	<p>NFSCE 16.3 Demonstrate fashion, apparel, and textile design skills.</p> <p>NFSCE 16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.</p>	<p>Students will know how to read a pattern and properly use sewing equipment to creatively construct garments and projects.</p>	<p>Providing hands-on experience in using patterns, hand and machine sewing in the construction of garments</p>

(Delete rows as needed; Only use as many rows as the number of units across the course of a year/grade)