SUBJECT: Clothing and Design I	**GRADE: 9-12**
Unit Title: Fashion History	**Time Frame: 14 - 16 days**
UNIT OVERVIEW	
Students will examine and discuss national and international changes in the fashion industry to understand the impact on today's society.	
LRG	**PA STANDARDS**
Continual Learning & Growth Mindset Collaboration & Teamwork Creativity & Innovation	**11.2.9-12B**–Examine strategies for managing individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital **11.6.9-12C–**Analyze and evaluate emerging technologies that impact individuals, families, and communities
COMPETENCIES	**LEARNING TARGETS**
I can understand the need to explore global and cultural differences.	I can identify significant fashion designers and explain their impact on society and the fashion industry.
	I can explain influences on the fashion industry.
	I can identify fashion trends over time and explain their significance.
	I can explain how different garment parts and styles are combined to create fashion trends.

SUBJECT: Clothing and Design I	**GRADE: 9-12**
Unit Title: Elements & Principles of Design	**Time Frame: 15 - 17 days**
UNIT OVERVIEW	
Students will examine how each of the elements and principles of design are used to create unique, harmonious garments and designs, and will apply their learning through a sewing project.	

LRG	PA STANDARDS
Creativity & Innovation Continual Learning & Growth Mindset Critical Thinking & Problem Solving	**11.2.9-12E**–Demonstrate skills needed to produce, alter, repair, and care for textiles and fashion apparel **11.6.9-12A**–Evaluate the effectiveness of action plans that integrate personal, work, family, and community responsibilities **11.6.9-12C**–Analyze and evaluate emerging technologies that impact individuals, families, and communities
COMPETENCIES	**LEARNING TARGETS**
I can evaluate the effect of design concepts on aesthetics and function.	I can explain how the elements of shape, line, and texture are used in fashion design.
	I can use the color wheel to create color schemes in fashion design.
	I can explain how the principles of balance, rhythm, and proportion are used in fashion design.
	I can explain how emphasis is created using the elements of design, and how it is applied in fashion design.
	I can explain how the elements and principles of design are used together to create fashion designs showing harmony, unity, and variety.

SUBJECT: Clothing and Design I	**GRADE: 9-12**
Unit Title: Fibers & Fabrics	**Time Frame: 8 - 10 days**
UNIT OVERVIEW	
Students will explore the different sources of fibers and textile construction to better understand how to use, and care for, fabric/garments.	
LRG	**PA STANDARDS**

Creativity & Innovation Critical Thinking & Problem Solving Continual Learning & Growth Mindset	**11.2.9-12A**–Develop a global view to weigh consumer and design decisions with the parameters of sustainability, socioeconomic, and cultural contexts **11.2.9-12B**–Examine strategies for managing individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital **11.2.9-12D**–Compare and contrast the selection of goods and services by applying safe and effective consumer strategies **11.2.9-12E–**Demonstrate skills needed to produce, alter, repair, and care for textiles and fashion apparel **11.2.9-12F**–Analyze procedures for the selection of textiles, chemicals, and equipment associated with laundry **11.6.9-12C**–Analyze and evaluate emerging technologies that impact individuals, families, and communities
COMPETENCIES	**LEARNING TARGETS**
I can evaluate the effect of design concepts on aesthetics and function.	I can identify characteristics of natural fibers.
	I can identify characteristics of manufactured fibers.
	I can explain the processes used to create textiles from fibers.
	I can explain how fiber properties and fabric finishes impact clothing care.
	I can demonstrate basic laundry care skills.

SUBJECT: Clothing and Design I	**GRADE: 9-12**
Unit Title: Sewing Skills	**Time Frame: 39 - 41 days**
UNIT OVERVIEW	
Students will learn how to safely and correctly use sewing tools and sewing machines to create a product through the use of a sewing pattern. They will also examine and discuss the importance of being responsible for a clean work area and in working collaboratively with others.	
LRG	**PA STANDARDS**

Critical Thinking & Problem Solving Creativity & Innovation Collaboration & Teamwork Continual Learning & Growth Mindset Resilience & Grit	**11.2.9-12B–**Examine strategies for managing individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital **11.2.9-12D**–Compare and contrast the selection of goods and services by applying safe and effective consumer strategies **11.2.9-12E**–Demonstrate skills needed to produce, alter, repair, and care for textiles and fashion apparel **11.6.9-12A**–Evaluate the effectiveness of action plans that integrate personal, work, family, and community responsibilities **11.6.9-12B**–Analyze teamwork and leadership skills and their application in various family dynamics and employability skills **11.6.9-12C**–Analyze and evaluate emerging technologies that impact individuals, families, and communities
COMPETENCIES	**LEARNING TARGETS**
I can safely and effectively use tools and follow safety procedures.	I can identify and explain the purposes of sewing machine parts.
	I can identify and demonstrate how to correctly, and safely, use sewing tools.
	I can use the sewing machine for basic stitching, such as to sew straight lines, pivots, and curves.
I can effectively use tools and techniques to create a product.	I can identify the purposes of and demonstrate how to sew different seams and seam finishes.
	I can read and use a sewing pattern to make a product.

SUBJECT: Clothing and Design I	**GRADE: 9-12**
Unit Title: Careers	**Time Frame: 8 - 10 days**
UNIT OVERVIEW	
Students will explore career options related to the field of clothing and design, and begin a basic career portfolio.	
LRG	**PA STANDARDS**

Creativity & Innovation Continual Learning & Growth Mindset Critical Thinking & Problem Solving Healthy Living, Wellness, & Self-Awareness Digital Literacy & Technological Proficiency	**11.2.9-12G**–Analyze opportunities for employment, entrepreneurial endeavors, and emerging careers within resource management, including human, environmental, and consumer products, in the field of Family and Consumer Sciences **11.6.9-12B**–Analyze teamwork and leadership skills and their application in various family dynamics and employability skills **11.6.9-12C**–Analyze and evaluate emerging technologies that impact individuals, families, and communities
COMPETENCIES	**LEARNING TARGETS**
I can evaluate the effect of a person's choices on their well-being and interpersonal relationships.	I can identify career options related to clothing and design.
I can effectively use tools and techniques to create a product.	I can create a resume.
	I can create a basic career portfolio to demonstrate my skills and knowledge.