

Clothing and Design

Power Standards

Students will be able to:

- 1. Understand elements and principles of design.**
- 2. Recognize selection, construction, and care techniques related to the textile industry.**
- 3. Demonstrate technical reading skills.**

Power Benchmarks

- 1. Apply elements and principles to the design of a room. 1**
- 2. Identify the impact of figure types on clothing construction. 1**
- 3. Demonstrate proper selection and use of sewing tools and equipment. 2**
- 4. Follow sequential directions for completion of clothing projects and assignments. 3**
- 5. Exhibit basic sewing construction techniques. 2**
- 6. Recognize the role of creative arts in leisure-time activities. 2**
- 7. Differentiate between natural and manufactured fibers. 2**
- 8. Determine basic clothing care techniques. 2**
- 9. Compare and contrast consumer choices in clothing selection. 2**
- 10. Demonstrate positive job skills for future careers. 2**

Clothing and Design

Power Standards with Power Benchmarks

Students will be able to:

1. Understand elements and principles of design.
 - Apply elements and principles to the design of a room. (Power Benchmark 1)
 - Identify the impact of figure types on clothing construction. (Power Benchmark 2)

2. Recognize selection, construction, and care techniques related to the textile industry.
 - Demonstrate proper selection and use of sewing tools and equipment. Power Benchmark 3)
 - Exhibit basic sewing construction techniques. (Power Benchmark 5)
 - **Recognize the role of creative arts.** (Power Benchmark 6)
 - Differentiate between natural and manufactured fibers. (Power Benchmark 7)
 - Determine basic clothing care techniques. (Power Benchmark 8)
 - Compare and contrast consumer choices in clothing selection. (Power Benchmark 9)
 - Demonstrate positive job skills for future careers. (Power Benchmark 10)

3. Demonstrate technical reading skills.
 - Follow sequential directions for completion of clothing projects and assignments. (Power Benchmark 4)

Clothing and Design

Stage 1 – Desired Results:

<p>Power Standard 1: Understand elements and principles of design.</p> <p>Power Benchmark/Competency: 1 Apply elements and principles to the design of a room.</p> <p>Estimated Timeline: 3-4 weeks & on-going application</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Global & Cultural</th> <th style="padding: 2px;">Personal Responsibility</th> </tr> <tr> <td style="padding: 2px;">x</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> </tr> <tr> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td style="padding: 2px;">x</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> <td style="padding: 2px;"></td> </tr> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	x		x	x	x	Math	Science	Reading	Social Responsibility	Communication	x		x	x	
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x		x	x	x																	
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<p>Understandings: <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> ➤ Elements and principles of design influence living space. ➤ Color schemes affect home design. ➤ Lines create illusions and visual effects. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What are the elements and principles of design and how do they apply to room design? ➤ What is the effect of color on space? ➤ What are the effects of different types of line? 																				
<p>Students will (know): ... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Analyze rooms for color schemes, line, and texture. ➤ Identify elements and principles of design. <ul style="list-style-type: none"> ○ Elements & principles of design ○ Hue ○ Primary, secondary, intermediate/tertiary colors ○ Tints, shades, value ○ Warm colors, cool colors ○ Intensity 	<p>Students will be able to: (i.e. do)... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Create a color wheel and a value scale. ➤ Produce a project applying elements and principles of design terminology. ➤ Design a room utilizing the elements and principles of design. <ul style="list-style-type: none"> ○ Color schemes: monochromatic, analogous, complementary, neutral, triadic ○ Emphasis ○ Line: horizontal, vertical, diagonal, curved 																				
<h2 style="margin: 0;">Stage 2 – Assessment Evidence</h2>																					
<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ (TBD) 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ TBD 																				

Clothing and Design

Stage 3 – Learning Plan: Power Benchmark/Competency:

Learning Activities:	Resources:
Color wheel	
Create a bedroom	

Stage 3 - Work in Progress

Clothing and Design

Stage 1 – Desired Results:

<p>Power Standard 1: Understand elements and principles of design.</p> <p>Power Benchmark/Competency: 2 Identify the impact of figure types on clothing construction.</p> <p>Estimated Timeline: 2-3 days & on-going</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="background-color: #ffff00;">Career</td> <td style="background-color: #ffff00;">Technology</td> <td style="background-color: #ffff00;">Critical Thinking</td> <td style="background-color: #ffff00;">Global & Cultural</td> <td style="background-color: #ffff00;">Personal Responsibility</td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> </tr> <tr> <td style="background-color: #ffff00;">Math</td> <td style="background-color: #ffff00;">Science</td> <td style="background-color: #ffff00;">Reading</td> <td style="background-color: #ffff00;">Social Responsibility</td> <td style="background-color: #ffff00;">Communication</td> </tr> <tr> <td style="text-align: center;">x</td> <td></td> <td></td> <td style="text-align: center;">x</td> <td></td> </tr> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility			x	x	x	Math	Science	Reading	Social Responsibility	Communication	x			x	
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		x	x	x																	
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x			x																		
<p>Understandings: <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> ➤ Everyone is predisposed to a body type. ➤ Proper body measurement ensures a better fitting garment. ➤ Optical illusions impact suitable garment selection. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What are the different body types and how do they impact clothing selection? ➤ How do body measurements impact garment selection? ➤ What clothing choices enhance each figure type? ➤ What do you think about when you go to select clothing for yourself? 																				
<p>Students will (know): ... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Identify different body types. ➤ Assess own body type for clothing selection. ➤ Understand the impact of optical illusions in garment selection. <ul style="list-style-type: none"> ○ yardage, body types, optical illusions 	<p>Students will be able to: (i.e. do)... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Use a tape measure. ➤ Relate body measurements to garment selection. ➤ Differentiate garment selection for different body types. <ul style="list-style-type: none"> ○ Ease, garment 																				
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<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ TBD 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ TBD 																				

Clothing and Design

Stage 3 – Learning Plan: Power Benchmark/Competency:

Learning Activities:	Resources:
Use celebrities/magazine pictures and design garments utilizing impact of optical illusions on appearance.	
Personal Measurement Chart	

Clothing and Design

Stage 1 – Desired Results:

Power Standard 2: Recognize selection, construction, and care techniques related to the textile industry.

Power Benchmark/Competency: 3

Demonstrate proper selection and use of sewing tools and equipment.

Estimated Timeline: 5 days + on-going application

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility
	x	x		x
Math	Science	Reading	Social Responsibility	Communication
x		x	x	x

Understandings:

Students will understand that (sentence):

- Using the right tools makes sewing more efficient.
- Knowledge of sewing machine parts and functions makes operation easier and more efficient.

Essential Questions:

- What do you need to know to operate a sewing machine?
- What are safe ways to operate a sewing machine that ensure personal safety and machine care?
- How can choosing the right tools make sewing more efficient?

Students will (know): ... (Include vocabulary)

- Explain the use of small sewing equipment.
 - Pin cushion, fabric marker, seam ripper, shears, tape measure, thimble, tracing wheel, tracing paper, marking pencil, pins, needles, iron

Students will be able to: (i.e. do)... (Include vocabulary)

- Demonstrate operation of a sewing machine.
 - Hand wheel, needle, presser foot, presser foot lifter, speed control/foot control, bobbin, bobbin case, stitch length, stitch width, tension, pattern selector dial, seam gauge

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)

- TBD

Key Criteria: (Rubric)

- TBD

Clothing and Design

Stage 1 – Desired Results

<p>Power Standard 3: Demonstrate technical reading skills</p> <p>Power Benchmark/Competency: 4 Follow sequential directions for completion of clothing projects and assignments.</p> <p>Estimated Timeline: 1-2 days + on-going</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <th style="background-color: #ffff00;">Career</th> <th style="background-color: #ffff00;">Technology</th> <th style="background-color: #ffff00;">Critical Thinking</th> <th style="background-color: #ffff00;">Global & Cultural</th> <th style="background-color: #ffff00;">Personal Responsibility</th> </tr> <tr> <td style="text-align: center;">x</td> <td></td> <td style="text-align: center;">x</td> <td></td> <td style="text-align: center;">x</td> </tr> <tr> <th style="background-color: #ffff00;">Math</th> <th style="background-color: #ffff00;">Science</th> <th style="background-color: #ffff00;">Reading</th> <th style="background-color: #ffff00;">Social Responsibility</th> <th style="background-color: #ffff00;">Communication</th> </tr> <tr> <td style="text-align: center;">x</td> <td></td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> </tr> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	x		x		x	Math	Science	Reading	Social Responsibility	Communication	x		x	x	x
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x		x		x																	
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x		x	x	x																	
<p>Understandings: <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> ➤ It is critical that sequential directions are followed to achieve the intended results. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ How will listening to verbal directions and watching demonstrations ensure success of your clothing projects and assignments? ➤ Why is it important to follow the guide sheet sequentially? 																				
<p>Students will (know) ...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Interpret sequential directions from the guide sheet <ul style="list-style-type: none"> ○ layout, seam finish, construction markings 	<p>Students will be able to: (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Create a sewing project using the guide sheet. <ul style="list-style-type: none"> ○ Cutting line, straight of grain, notches, seam allowance, salvage 																				
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Stage 1 – Desired Results

<p>Power Standard 2: Recognize selection, construction, and care techniques related to the textile industry.</p> <p>Power Benchmark/Competency: 5 Exhibit basic sewing construction techniques.</p> <p>Estimated Timeline: 2-3 days + on-going</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="background-color: #ffffcc;">Career</td> <td style="background-color: #ffffcc;">Technology</td> <td style="background-color: #ffffcc;">Critical Thinking</td> <td style="background-color: #ffffcc;">Global & Cultural</td> <td style="background-color: #ffffcc;">Personal Responsibility</td> </tr> <tr> <td></td> <td></td> <td>x</td> <td></td> <td>x</td> </tr> <tr> <td style="background-color: #ffffcc;">Math</td> <td style="background-color: #ffffcc;">Science</td> <td style="background-color: #ffffcc;">Reading</td> <td style="background-color: #ffffcc;">Social Responsibility</td> <td style="background-color: #ffffcc;">Communication</td> </tr> <tr> <td>x</td> <td></td> <td>x</td> <td>x</td> <td>x</td> </tr> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility			x		x	Math	Science	Reading	Social Responsibility	Communication	x		x	x	x
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x		x	x	x																	
<p>Understandings: <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> ➤ Different techniques are used for specific construction purposes. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ How are garments made? ➤ When would hand stitching be used over machine stitching? ➤ What factors influence your choice of technique when constructing a project? 																				
<p>Students will (know): ...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Define common clothing construction terms. <ul style="list-style-type: none"> ○ Seam allowance, darts, grain line 	<p>Students will be able to: (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Perform sewing skills using a variety of basic techniques. <ul style="list-style-type: none"> ○ Basting, directional stitching, seam finishes, back stitching, seam grading, notching, clipping, trim, hand stitching, hems, zigzag 																				
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Clothing and Design

Stage 1 – Desired Results

<p>Power Standard 2: Recognize selection, construction, and care techniques related to the textile industry.</p> <p>Power Benchmark/Competency: 6 Recognize the role of creative arts in leisure-time activities.</p> <p>Estimated Timeline: 1-2 days + on-going application</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Global & Cultural</th> <th style="padding: 2px;">Personal Responsibility</th> </tr> <tr> <td style="padding: 2px;">x</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td style="padding: 2px;">x</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> <td style="padding: 2px;"></td> </tr> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	x		x	x	x	Math	Science	Reading	Social Responsibility	Communication	x		x	x	
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Math	Science	Reading	Social Responsibility	Communication																	
x		x	x																		
<p>Understandings: <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> ➤ Personal keepsakes/gifts can be created. ➤ Creative arts can reduce stress. ➤ Creative arts can be turned into an entrepreneurial opportunity. ➤ Designing your own pattern expresses creativity. ➤ Creative arts can be a life-long leisure-time activity. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What do you do with your leisure-time? ➤ What is counted cross stitch? ➤ What can you create to give someone as a personal gift? ➤ What sewing activities could you choose for leisure time and/or entrepreneurial opportunities? ➤ How could you create your own pattern? 																				
<p>Students will (know): ...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Appreciate the benefits of creative arts. ➤ Understand how to add their own creative touches to personalize a project. <ul style="list-style-type: none"> ○ Creative arts, keepsakes, entrepreneurial, crafts, leisure 	<p>Students will be able to: (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Interpret a stitch pattern and transfer the design to fabric. <ul style="list-style-type: none"> ○ Stitch pattern, embroidery floss, counted cross stitch, transfer 																				
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<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ TBD 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ TBD 																				

Clothing and Design

Stage 1 – Desired Results

Power Standard 2: Recognize selection, construction, and care techniques related to the textile industry.

Power Benchmark/Competency: 7

Differentiate between natural and manufactured fibers.

Estimated Timeline: 2 days + on-going application

Place ‘X’ in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility
		x	x	
Math	Science	Reading	Social Responsibility	Communication
	x	x	x	

Understandings:

Students will understand that (sentence):

- Consumer clothing choices are influenced by the global society in which we live.

Essential Questions:

- Why might articles made from natural fibers be more expensive than those made from manufactured fibers?
- What factors influence the production and cost of clothing?

Students will (know): ...(Include vocabulary)

- Identify the source of 3 natural fibers.
- Give 3 examples of knit fabric use.
 - Fibers, natural fibers, manufactured fibers, global society, cotton, polyester, acrylic blends, wool, linen, woven, knit

Students will be able to: (i.e. do)...(Include vocabulary)

- Interpret information found on clothing labels.
- Categorize fabrics as natural or manufactured.
- Compare and contrast characteristics of woven and knit fabrics.
 - Compare, contrast, clothing label

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)

- TBD

Key Criteria: (Rubric)

- TBD

Clothing and Design

Stage 1 – Desired Results

<p>Power Standard 2: Recognize selection, construction, and care techniques related to the textile industry.</p> <p>Power Benchmark/Competency: 8 Determine basic clothing care techniques.</p> <p>Estimated Timeline: 1 day + on-going application</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="background-color: #ffffcc;">Career</td> <td style="background-color: #ffffcc;">Technology</td> <td style="background-color: #ffffcc;">Critical Thinking</td> <td style="background-color: #ffffcc;">Global & Cultural</td> <td style="background-color: #ffffcc;">Personal Responsibility</td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">x</td> <td></td> <td style="text-align: center;">x</td> </tr> <tr> <td style="background-color: #ffffcc;">Math</td> <td style="background-color: #ffffcc;">Science</td> <td style="background-color: #ffffcc;">Reading</td> <td style="background-color: #ffffcc;">Social Responsibility</td> <td style="background-color: #ffffcc;">Communication</td> </tr> <tr> <td></td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> <td></td> <td></td> </tr> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility			x		x	Math	Science	Reading	Social Responsibility	Communication		x	x		
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<p>Understandings: <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> ➤ Clothing care improves the appearance and life of garments. ➤ Not all garments are cared for in the same manner. ➤ Prompt clothing repair extends the appearance and life of garments. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What are the benefits of caring for your wardrobe? ➤ Why are there so many laundry-care products from which to choose? ➤ What setting options may be on a washer and dryer? 																				
<p>Students will (know): ... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Determine routine clothing care and storage. <ul style="list-style-type: none"> ○ colors, whites, synthetics, water temperatures, dryer settings, wardrobe 	<p>Students will be able to: (i.e. do)... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Make simple clothing repairs. ➤ Describe ironing techniques. ➤ Analyze basic laundry products and their use. ➤ Analyze whether to fold or hang clothes to extend the life and appearance of garments. <ul style="list-style-type: none"> ○ sort, pre-treat, stain removal, fold 																				
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Clothing and Design

Stage 1 – Desired Results

Power Standard 2: Recognize selection, construction, and care techniques related to the textile industry.

Power Benchmark/Competency: 9

Compare and contrast consumer choices in clothing selection.

Estimated Timeline: 1 day + ongoing application

Place ‘X’ in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility
x		x	x	x
Math	Science	Reading	Social Responsibility	Communication
x		x	x	

Understandings:

Students will understand that (sentence):

- Cost isn't the only factor to consider in consumer choices.
- Quality workmanship affects selection of ready-to-wear garments.

Essential Questions:

- How does the intended use impact your choice of garment?
- What determines a “good buy”?

Students will (know): ... (Include vocabulary)

- Give guidelines when shopping for clothes.
- Analyze factors influencing selection
- Understand construction techniques to look for in ready-to-wear garments.
 - Fashion, fads, classics, consignment stores, retail stores, ready-to-wear

Students will be able to: (i.e. do)... (Include vocabulary)

- Evaluate strategies that help consumers make wise decisions when shopping for clothing.
- Compare and contrast purchases made at upscale stores compared to discount/resale stores.
 - Purchase price, workmanship, cost per wearing,

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)

- TBD

Key Criteria: (Rubric)

- TBD

Clothing and Design

Stage 1 – Desired Results

Power Standard 2: Recognize selection, construction, and care techniques related to the textile industry.

Power Benchmark/Competency: 10

Demonstrate positive job skills for future careers.

Estimated Timeline: 1 day + on-going application

Place ‘X’ in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility
x		x		x
Math	Science	Reading	Social Responsibility	Communication
			x	x

Understandings:

Students will understand that (sentence):

- Interests, aptitudes, and skills influence career choices.
- Personal choices influence employability.

Essential Questions:

- What do employers look for in a responsible employee?
- What jobs exist in the clothing industry?

Students will (know): ... (Include vocabulary)

- Understand that personal behavior and attitudes impact others.
- Describe ways to deal with conflict in a lab/work setting.
 - Aptitude, interest, career

Students will be able to: (i.e. do)... (Include vocabulary)

- Explore careers in the clothing industry.
- Evaluate own work ethic during the construction of their projects.
- Exhibit social skills appropriate for a lab setting.
 - Work ethic, dependability, reliability, cooperation, teamwork, conflict resolution, punctuality, evaluate

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)

- TBD

Key Criteria: (Rubric)

- TBD

Clothing and Design

**Stage 3 – Learning Plan:
Power Benchmark/Competency:**

Learning Activities:	Resources: