

CURRICULUM

Family and Consumer Science

**SEWING**

(Elective Course)

**Supports Academic Learning Expectation # 3**

Students and graduates of Ledyard High School will employ problem-solving skills effectively

**Supports Academic Learning Expectation # 4**

Students and graduates of Ledyard High School will employ effective research and study skills

**Approved by Instructional Council  
6/10/08**

## STUDENT LEARNING OBJECTIVES

### Sewing

As a result of family and consumer sciences education, students independently and collaboratively will be able to:

GOAL: District Goal # 1(State Standard # 1)	
Integrate multiple life roles and responsibilities in family work, and community settings	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i>  1.2 Demonstrate transferable and employability skills in school, community and workplace settings	<i>Students will be able to:</i>  a. Research and share orally the knowledge, skills and attitudes related to selected fashion industry career choices

## STUDENT LEARNING OBJECTIVES

### Sewing

As a result of family and consumer sciences education, students independently and collaboratively will be able to:

GOAL: District Goal # 2(State Standard # 2)	
Evaluate management practices related to the human, economic, and environmental resources	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>2.1 Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time and human capital</p> <p>2.2 Analyze the relationship of the environment to family and consumer resources</p> <p>2.3 Analyze policies that support consumer rights and responsibilities</p> <p>2.4 Evaluative the effects of technology on individual and family resources</p> <p>2.5 Analyze relationships between the economic system and consumer actions</p> <p>2.6 Demonstrate management of financial resources to meet the goals of individuals and families across the life span</p>	<p><i>Students will be able to:</i></p> <p>a. Identify and apply appropriate consumer skills when providing and maintaining clothing</p> <p>a. Demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment by creating a recycled clothing product</p> <p>a. Analyze state and federal policies and laws regarding fabric and clothing manufacturing</p> <p>a. Research and share current technology used in the garment industry</p> <p>b. Compare and contrast home produced garments with industry produced including a cost analysis</p> <p>a. Analyze economic effects of laws and regulations that pertain to consumers and providers of services in the clothing industry</p> <p>a. Identify personal articles of clothing currently not being worn, create a plan to restyle them and calculate the savings</p>

## STUDENT LEARNING OBJECTIVES

### Sewing

As a result of family and consumer sciences education, students independently and collaboratively will be able to:

<p>GOAL: District Goal # 13 (State Standard # 16)</p> <p>Integrate knowledge, skills, and practices required for careers in housing, interiors, and furnishings</p>	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>16.1 Analyze career paths within textile apparel and design industries</p> <p>16.2 Evaluate fiber and textile products and materials</p> <p>16.3 Demonstrate fashion, apparel, and textile design skills</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>a. Explain the roles and functions of individuals engaged in textiles and apparel careers</li> <li>b. Analyze opportunities for employment and entrepreneurial endeavors</li> <li>c. Summarize education and training requirements and opportunities for career paths in textile and apparel services</li> </ul> <ul style="list-style-type: none"> <li>a. Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers</li> <li>b. Evaluate performance characteristics of textile fiber and fabrics</li> <li>c. Summarize textile legislation and labeling in the global economy</li> <li>d. Analyze effects of textile characteristics on design, construction, care, use, and maintenance of products</li> <li>e. Apply appropriate procedures for care of textile products</li> </ul> <ul style="list-style-type: none"> <li>a. Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance</li> <li>b. Apply basic and complex color schemes and color theory to develop and enhance visual effects</li> <li>c. Utilize elements and principles of design in construction and/or altering textile, apparel, and fashion products</li> <li>d. Apply elements and principles of design to assist consumers in making decisions</li> </ul>

## STUDENT LEARNING OBJECTIVES

### Sewing

As a result of family and consumer sciences education, students independently and collaboratively will be able to:

<p>GOAL: District Goal # 13 (State Standard # 16)</p> <p>Integrate knowledge, skills, and practices required for careers in housing, interiors, and furnishings</p>	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products</p> <p>16.5 Evaluate elements of textile, apparel, and fashion merchandising</p> <p>16.6 Evaluate the components of customer service</p> <p>16.7 Demonstrate general operational procedures required for business profitability and career success</p>	<p><i>Students will be able to:</i></p> <p>a. Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair</p> <p>b. Explain production processes for creating woven, fibers, yarn, and knit fabrics, and non-woven textile products</p> <p>c. Use appropriate products and materials for cleaning, pressing, and finishing textile, apparel, and fashion products</p> <p>d. Demonstrate basic skills for producing and altering textile products and apparel</p> <p>a. Analyze and discuss the cost of constructing textile, apparel, and fashion products</p> <p>b. Identify and discuss ethical considerations for merchandising apparel and textile products</p> <p>c. Critique in writing varied methods for promoting apparel and textile products</p> <p>a. Analyze the influences of cultural diversity and factors that contribute to the quality of customer relations by designing a clothing store based on a selected geographical location and including a description of inventory, price range and target market</p> <p>a. Discuss legislation, regulations, and public policy affecting the textiles, apparel and fashion industries</p>