

Textiles, Construction & Design

Course Code: 090103

Course Description:

This course provides instruction in social, psychological and physiological aspects of clothing and textiles. Textile and apparel design, selection, construction, maintenance and alteration of textile products will be covered. This course integrates knowledge, skills, and practices required for careers in textiles, scientific research, and fashion and marketing.

Program of Study to which the course applies:

	Course Content	Crosswalk to Common Core Academic Standards	Crosswalk to Nebraska Academic Standards	Crosswalk to Nebraska Career Readiness Standards	Crosswalk Clarification
Standard 1	The student will analyze career paths within textile apparel and design industries.				
Benchmark 1.1	Explain the roles and functions of individuals engaged in textiles and apparel careers.	ELA.WHST.11-12.2.b ELA.SL.11-12.4	LA.12 2.1.b LA.12.3.1.a SS.12.2.6.d	CR.2.B.1 CR.2.C.1	When students explain information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students' written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11-12.2.b, ELA.SL.11-12.4; NE: CR.2.B.1, CR.2.C.1, LA.12 2.1.b, LA.12.3.1.a)
Sample Performance Indicators 1.1.1	Research career within the textiles, apparel and design industry.				
Sample Performance Indicators 1.1.2	Demonstrate a skill associated with a researched career with in textiles, apparel and design industry.				

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Benchmark 1.2	Analyze opportunities for employment and entrepreneurial endeavors.	NA	SS.12.2.6.b–d	CR.5.A.1 CR.10.A.1 CR.10.B.1	
Sample Performance Indicators 1.2.1	Identify businesses within the community using skills related to the textiles, apparel and design industry.				
Sample Performance Indicators 1.2.2	Observe a professional within the textiles, apparel and design industry (job-shadow / video clip).				
Sample Performance Indicators 1.2.3	Summarize local, regional, national and global projected job outlook of the textiles, apparel and design industry.				
Benchmark 1.3	Summarize education and training requirements and opportunities for career paths in textile, apparel and design services.	ELA.WHST.11-12.2.b ELA.SL.11-12.4	LA.12.1.6.d LA.12.2.1.b LA.12.3.1.a	CR.1.B.1 CR.2.B.1 CR.2.C.1 CR.10.A.1 CR.10.B.1	When students summarize information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students' written and oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11-12.2.b, ELA.SL.11-12.4; NE: CR.2.B.1, CR.2.C.1, LA.1.6.d, LA.12.2.1.b, LA.12.3.1.a).

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Sample Performance Indicators 1.3.1	Investigate the education and training requirements for a specific career within the textiles, apparel industry.				
Standard 2	The student will evaluate fiber and textile products and materials.				
Benchmark 2.1	Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers and fabrics.	ELA.RST.11-12.4 ELA.L.11-12.6	LA.12.1.5	CR.5.A.1	
Sample Performance Indicators 2.1.1	Identify natural and manufactured (synthetic) fibers.				
Sample Performance Indicators 2.1.2	Conduct a fiber burn test to compare/contrast natural and manufactured (synthetic) fibers.				
Sample Performance Indicators 2.1.3	Identify woven, non-woven, knit fabrics.				
Sample Performance Indicators 2.1.4	Create samples of basic woven fabrics, such as plain, twill, satin, etc.				
Benchmark 2.2	Evaluate performance characteristics and care of textile fiber and fabrics.	NA	NA	CR.5.A.1	
Sample Performance Indicators 2.2.1	Analyze various types and purposes of fiber/fabric finishes and affect on end-product. (such as Teflon coating, anti-static, stain repellent, bug-repellent, etc.)				
Sample Performance Indicators 2.2.2	Analyze clothing labels.				

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Benchmark 2.3	Analyze effects of textile characteristics on design, construction, care, use, and maintenance of products.	NA	SC.12.1.1.b	CR.5.A.1 CR.5.A.4	Alignment presumes students will design and conduct logical and sequential scientific investigations on the effects of textile characteristics on care, use, or maintenance of products (NE: SC.12.1.1.b)
Sample Performance Indicators 2.3.1	Compare/contrast performance characteristics of fabric types (such as abrasion, drapability, stretch & recovery, absorption, etc.).				
Sample Performance Indicators 2.3.2	Conduct experiments on stain removal.				
Sample Performance Indicators 2.3.2	Demonstrate proper clothing care (such as laundry basics, ironing, etc.).				
Standard 3	The student will demonstrate fashion, apparel, and textile design skills.				
Benchmark 3.1	Explain the ways in which fiber, fabric, texture, pattern, color, and finish can affect visual appearance.	NA	LA.12.2.1.b LA.12.3.1.a	CR.2.B.1 CR.2.C.1 CR.5.A.4	
Sample Performance Indicators 3.1.1	Identify colors that complement various skin tones.				
Sample Performance Indicators 3.1.2	Identify textures, patterns and colors that complement various body types.				
Benchmark 3.2	Utilize elements and principles of design in designing, constructing, and/or altering textile, apparel, and fashion products.	NA	NA	CR.6.A.1 CR.6.B.1	
Sample Performance Indicators 3.2.1	Identify the elements and principles of design.				
Sample Performance Indicators 3.2.2	Apply the elements and principles of design to various body shapes.				
Sample Performance Indicators 3.2.3	Select appropriate project pattern and fabric for their body shape.				

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Benchmark 3.3	Demonstrate ability to use technology for fashion, apparel, and textile design.	ELA.RST.11-12.3	LA.12.1.6.k LA.12.3.2	CR.1.A.4 CR.9.B.1 CR.9.B.2	Alignment presumes that students must comprehend oral or written instructions to complete the task (CC: ELA.RST.11-12.3; NE: LA.12.1.6.k, LA.12.3.2).
Sample Performance Indicators 3.3.1	Create a design using available technology that can be applied to fabric (such as in quilting, picture/pattern transfer, etc.).				
Standard 4	The student will demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.				
Benchmark 4.1	Demonstrate skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair.	ELA.RST.11-12.3	LA.12.1.6.k LA.12.3.2	CR.1.A.4	Alignment presumes that students must comprehend oral or written instructions to complete the task (CC: ELA.RST.11-12.3; NE: LA.12.1.6.k, LA.12.3.2).
Sample Performance Indicators 4.1.1	Demonstrate ability to thread sewing machine/serger.				
Sample Performance Indicators 4.1.2	Demonstrate correct pressing techniques using available pressing equipment.				
Sample Performance Indicators 4.1.3	Demonstrate measuring skills using the correct measuring devices.				
Benchmark 4.2	Demonstrate basic skills for producing and altering textile products and apparel.	ELA.RST.11-12.3	LA.12.1.6.k LA.12.3.2	CR.1.A.4	Alignment presumes that students must comprehend oral or written instructions to complete the task (CC: ELA.RST.11-12.3; NE: LA.12.1.6.k, LA.12.3.2).
Sample Performance Indicators 4.2.1	Demonstrate seams and seam finishes.				
Sample Performance Indicators 4.2.2	Follow a pattern guide to layout and construct a garment/accessory.				

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Sample Performance Indicators 4.1.3	Demonstrate hand sewing skills used to construct a garment.				
Standard 5	The student will evaluate elements of textile, apparel, and fashion merchandising.				
Benchmark 5.1	Evaluate marketing strategies for textile, apparel, and fashion products.	NA	SS.12.2.1.b SS.12.2.1.d	CR.5.A.1	
Sample Performance Indicators 5.1.1	Compare/contrast marketing strategies among retail establishments (such as boutique, department, on-line).				
Sample Performance Indicators 5.1.2	Identify how textiles, apparel and fashion is marketed to various demographics.				
Benchmark 5.2	Analyze the cost of constructing, manufacturing, altering, or repairing textile, apparel, and fashion products.	NA	MA.12.1.3.a SS.12.2.2.e	CR.5.A.1 CR.5.A.3	
Sample Performance Indicators 5.2.1	Compare/contrast cost effectiveness of "home sewing" vs. "manufactured" textiles, apparel and/or fashion products.				
Sample Performance Indicators 5.2.2	Analyze garment construction quality.				

Reference Sheet

Key Code	Source
KS	Career Clusters National Knowledge and Skill Statements. Revised 2008. National Career and Technical Education Foundation.
ASCA	National Association School Counselors
NCCRS	Nebraska College & Career Readiness Standards
NASAFACS	National Standards for Family & Consumer Sciences Education

Additional Resources for Educators

Suggestions for innovative teaching and learning strategies

FCCLA STAR Events: Fashion Construction, Fashion Design, Recycle & Redesign <http://www.fcclainc.org/content/star-event-descriptions>
Math: Measure It! <http://www.funbrain.com/measure/>
English Comprehension: Know Your “Fabric-isms” Worksheet (adapted from <http://www.fabriclink.com/Dictionaries/cism.cfm>)
Science: Closer Look at Soap and Detergent Lab Investigation http://www.neoscience.com/catalog.asp?sid=1073730241&showID=206&content=cn_showitem
Culture/Geography: Lesson Plan—Threads through South America: Weaving in Ecuador <http://www.learnnc.org/lp/pages/4135>
Math: Personal Tomato Pincushion <http://www.purlbee.com/very-easy-pincushions/>
Math/Science: Easy Backpack <http://www.chicaandjo.com/2009/04/27/make-a-drawstring-backpack/>
CareerShip
Math: Sleeves--Sewing with Convex & Concave Curves; Dealing with Tangents
Math: Sizing Buttons & Buttonholes
Math: Paper-Pieced Quilting-Geometric Pattern Shapes
Science: CSI Fiber Analysis Simulation
Math: Project--Personal Square Pincushion adapted from <http://www.bhg.com/crafts/sewing/accessories/patchwork-pincushion/>
Math: Don't Buy it—Get Media Smart! “The Cost of Cool” Game <http://pbskids.org/dontbuyit/buyingsmart/costofcool.html>
Math: Make-Up Bag Pattern adapted from <http://www.burdastyle.com/howtos/show/415>
Math: Darts--Vertex, Tangents & Acute Angles

Related Assessments

Extended Learning Opportunities

Professional Development Opportunities

Community Links/Resources available

Resource: Cotton Bolls

History: Cotton....The Perennial Patriot DVD

<https://extension.usu.edu/aitc/cart/details.cfm?ProdID=229&category=0>

Resource: Wool Spinning Kit

<https://extension.usu.edu/aitc/cart/details.cfm?ProdID=177&category=0>

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Date

Creation Date 6/12/2012

Approval Date

Revision Date 7/22/2013