

DOCUMENT RESUME

ED 090 407

CE 001 274

AUTHOR Casey, Ruth; And Others
TITLE Clothing and Textiles Curriculum Guide. Basic Unit, Advanced Unit, and Semester Course. Draft.
INSTITUTION Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE 72
NOTE 53p.; For other guides in the unit, see CE 001 266-273 and CE 001 275-277
EDRS PRICE MF-\$0.75 HC-\$3.15 PLUS POSTAGE
DESCRIPTORS Behavioral Objectives; *Clothing Instruction; Consumer Education; Curriculum Development; *Curriculum Guides; Educational Resources; Evaluation Methods; *High School Curriculum; Homemaking Education; *Secondary Grades; Teacher Developed Materials; *Textiles Instruction
IDENTIFIERS South Carolina

ABSTRACT

The clothing and textiles guide, part of a consumer and homemaking education unit, was developed in a 3-week curriculum workshop at Winthrop College in June 1972. The identified objectives and learning experiences have been developed with basic reference to developmental tasks, needs, interests, capacities, and prior learning experiences of students. Concepts considered in the basic, grade 9, unit are: selection of clothing, care of clothing, construction of a simple garment, and career opportunities in clothing and textiles. In the grade 10, advanced, unit the social and psychological aspects of clothing, management of the clothing dollar, selection and care of fabrics and notions, and advanced clothing techniques are considered. The semester course, for grades 10-12, examines the meaning of clothes, resources for personal clothing, influence of clothing and textile characteristics, clothing construction, accessories, and clothing and textile career opportunities. Under each concept, three columns list behavioral objectives, learning and evaluation experiences, and teaching resources. (AG)

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY.

Clothing and Textiles Curriculum Guide

Draft

Basic Unit

Advanced Unit

Semester Course

Prepared by:

State Department of Education
Office of Vocational Education
Consumer and Homemaking Education Section
Columbia, South Carolina 29201

In Cooperation with:

Vocational Education Media Center
Clemson University
Clemson, South Carolina 29631

1972

Acknowledgements

The guide for Clothing and Textiles was developed in a three week curriculum workshop at Winthrop College in June, 1972.

Grateful appreciation is extended to the following persons who contributed to the development of the guide:

Miss Ruth Casey of Laurens Senior High School, Laurens; Mrs. Caroline Proctor of Olanta High School, Olanta; and Mrs. Ola Lee Robinson, North High School, North, who wrote the Clothing and Textiles guide.

Dr. Twyla Shear, Professor of Home Economics Education, Pennsylvania State University, who gave leadership in the development of the guide and served as curriculum consultant for the workshop.

Miss Mary Marks, Graduate Assistant, School of Textiles, North Carolina State University, who served as consultant in clothing and textiles, and reviewed the guide.

Dr. Helen Loftis, Professor of Home Economics Education, Winthrop College, who assisted with arrangements for the curriculum workshop and reviewed the guide.

Personnel of the State Department of Education, especially the Office of Vocational Education, who gave support and encouragement in the development of the guide.

Contents

	<u>Page</u>
Use of the Guide	1
Interest Approaches	7
Estimated Length of Units and Courses.	11
Rationale	13
Conceptual Framework	15
Basic Unit	
Concepts	21
Content	23
Resources	33
Advanced Unit	
Concepts	37
Content	39
Resources	47
Semester Course	
Concepts	51
Content	55
Resources	65

Use of the Guide

The identified objectives and learning experiences have been developed with basic reference to developmental tasks, needs, interests, capacities, and prior learning experiences of students. The curriculum resource materials serve as the instructional program for all students and are a beginning point for the teacher in planning for the learning of students who may as a group not represent the norm, and who as individuals will reflect a range including both sides of the norm.

With a variety of students in a classroom, it seems imperative for the teacher to develop a plan for learning based upon a prior assessment of the performance status of students relative to the objectives specified. Pre-testing of students and cooperative planning, in relation to objectives and learning experiences are recommended for the homemaking teacher. Many group teaching-learning experiences may be necessary within the classroom but some learners will require individual objectives and learning experiences which may be provided for in numerous ways, including independent study, use of self-paced learning packages, programmed materials, paired-learner teams, and learning contracts.

As the teacher becomes skilled in providing for the individual learning needs of a few learners in each class, she can extend individualization to other learners in a given class. A basic part of the task is for learners to become increasingly independent and self-directive in their own learning which can be achieved only through experience. Both teachers and learners have to learn to function in their respective roles in the process, but the teacher is responsible in educating herself regarding the premises and strategies for individualizing instruction.

Since a basic principle of learning is to start where the learner is, the teacher can be viewed as a learner in seeking methods to individualize instruction. Prior experiences with clothing construction activities, home experiences, cooperative planning, and FHA activities can be analyzed as methods for meeting individual needs. A comparison of the analyses with guidelines from the literature on individualizing instruction may help to decide upon a first step. Taking one step at a time is much more feasible for both teacher and students than is a total immersion into a new change in behavior all at once.

Behavioral Objectives:

Educational objectives are specifications of behavior outcomes or post-instructional behavior

sought as a result of teaching-learning experiences. Behaviors sought include a range of intellectual or cognitive behaviors, feeling or affective behaviors, and doing or psychomotor behaviors.

By definition, educational objectives must have two components: behavior, and content or context about which or within which the behavior is. When the objectives are made operational for the instruction of an individual learner or of a given group of learners by a given teacher, two other components may be added to give precision to an objective. The two additional components are the conditions in which the learning is to be demonstrated and standards of performance to be achieved.

Making an educational objective operational also calls for stating the behavior component in action terms or in verbal or non-verbal observable behavioral terms. For example, "Know sources of vitamin C" is made operational when it is specified as "List sources of vitamin C". The act of listing or stating is an observable evidence of knowing. Another condition of the educational objective is that it be stated in reference to the learner. It is understood that an objective which states "Determines the best buy among three different size boxes of X brand detergent" means that the learner is to determine the best buy.

The objectives in the following curriculum materials are written in behavioral terms but are not fully operational since conditions and performance standards are not specified. The overall or terminal objectives stated for the major concept areas are supported by selected enabling objectives. Teachers may make the enabling objectives fully operational by structuring the conditions in which the learning will be demonstrated and the criteria or standard for successful performance. For example, the objective column might read "Evaluate house plans". Since evaluation involves use of relevant criteria to a situation, the teacher must establish the situation or condition. A possible condition might be specified as "Given three house plans and a description of the Burton family and using the criteria established in class, . . ." The next step is to state the observable behavior. In this example, "select" seems appropriate. The objective in complete form may read:

Given three house plans and a description of the Burton family, select the best house plan for the Burtons using the criteria established in class. State the basis for choice relative to each criterion.

Success in this example is the performance of the task as specified.

Learning Experiences:

A learning experience is the activity engaged in by the learner to learn. Learning occurs only through learner experience and through reflection upon the experience. The selected learning experiences in these materials are written with this premise in mind. The teacher can look at the learning experiences and determine her role as facilitator of the students' experiencing so that they may learn. For instance, a learning experience reads "Analyze a supply of pictures of housing . . ." The teacher's task is to provide a supply of pictures that represents the range of qualities for which the pictures are to be analyzed.

Interest Approaches

An "interest approach" or motivational device is a teaching technique which serves to establish a classroom climate conducive to learning. The interest approach is a brief learning activity for a daily lesson which serves to introduce the topic of the lesson and establish a positive emotional climate. An interest approach is not the main learning experience and is not intended to teach a concept, but rather to set the stage for learning.

Knowledge of the multiple, diverse nature of adolescents indicates that a teacher cannot expect a student to come into the classroom from immediately prior activities and be mentally and emotionally prepared to participate in particular learning experiences. Students do not come into classrooms from a sterile vacuum but they come from homes, classrooms, libraries, and/or from other environments of intimate relationships. Their experiences run the gamut of positive to negative, compelling to repelling, or exciting to boring. It is the responsibility of the teacher to attempt to establish a common focus and a climate within the classroom to facilitate learning the objectives for the daily lesson.

The technique of the interest approach not only serves to provide a mutual climate of interest and thought for the classroom but the technique should elicit participation by all class members. A shy, reticent student often learns to participate in groups through an interest approach activity even though the student would not participate in a learning experience.

Examples of interest approaches are as follows:

1. Family Life Education: One Minute Role Play With Unfinished Ending.
Two Students. Teacher established setting.
First Student: "Elaine, I thought you and Bill went steady. Why is he sitting in the lunchroom with Jackie?"
Second Student: "He better NOT be! Wait until I see him! I'll . . ."
Class completes sentence.
2. Home Furnishings: Work Simplification.
Ask each student to slide to front of desk, slide to right side, to left side, and back to original position. Thank them for helping to use management principle and dust twenty (substitute class number) chairs quickly.

3. Consumer Education: Case Problem.

Secure a month's canceled checks of individual. Read to whom and amount for which check was written and for what purpose. Students describe persons who wrote check regarding sex, age, education, employment, marital status, etc.

4. Child Development: Toss Ball.

Students stand. Ask a question. Toss ball. Student who catches ball answers questions; student asks another question and tosses to another student to answer. Students are alert since it is not known to whom the ball is to be thrown. Good review since student must answer one question and ask another one.

Other suggestions which may apply to many content areas and may be adapted for use in a variety of methods are as follows: tasting parties, crossword puzzles, magic squares, word sentences, equipment tray, connect-the-dot pictures, poems, short stories, cartoons, ink dot identification, paper item construction, scavenger hunt, slides, dress costume, hat parade, altered Bingo games, altered Scrabble games, developmental collage, questions taped under chairs, price guessing, surprise box, mobile construction, spelling bee, maze, incomplete story, and problem-solving case study.

An interest approach is most likely to establish a classroom climate conducive to learning if . . .

- . . . it is of short duration.
- . . . it involves every class member.
- . . . it is a pleasant and interesting activity.
- . . . it introduces the topic of the daily lesson.
- . . . the teacher is enthusiastic and energetic about the idea.



Estimated Length of Units and Courses
 Consumer and Homemaking Education for Secondary School

Area	Basic Unit Grade 9	Advanced Unit Grade 10	Semester Course Grades 10, 11, and 12
Career Opportunities	2	3	--
Child Development	6	-	18
Clothing and Textiles	8	8	18
Consumer Education	-	4	18
Family Health	-	3	--
Family Life Education (Personal and Family Relationships)	7	4	18
Foods and Nutrition	8	8	18
Housing and Home Furnishings	5	6	18
Total Weeks	36	36	

10/11

Clothing and Textiles

Rationale

Clothing and other products made of textile materials are a significant part of daily life in our society. Selection and use based on an understanding of the nature and characteristics of clothing and textile products is basic to greatest consumer satisfaction.

Clothing choices are affected by societal expectations and standards, personal values and perceptions, and availability of resources. New developments in products and processes make an impact on the extent to which self and family clothing needs are satisfactorily provided.

A student's early interest in self appearance and the later concern for the well-being of a family provide an interest to the study of clothing and textiles. But, all students do not have equal interests, aptitudes, or prior skills in working with their hands in the manipulation of fabric or in using sewing tools.

Since some students will show more enthusiasm and greater skill and will receive a higher degree of satisfaction from their projects than others, the teacher may need to guide them in selecting extended challenging activities. For students who do not keep pace, it may be necessary to individualize instruction to a great degree.

Clothing construction skills of each student should be determined through a pre-test before beginning any level of clothing instruction. After determining the sewing abilities of students, teacher and students are then able to choose processes and learning experiences which are new and within individual abilities.

The teacher should attempt to be aware of current resources in clothing and textiles and supplement or change the suggested outline to keep abreast of the inevitable changes.

Conceptual Framework - Clothing and Textiles

Basic 8 Weeks	Advanced 8 Weeks	Semester
<p>I. Selection of clothing and fads</p> <ol style="list-style-type: none"> A. Styles, fashions, and fads B. Clothing needs C. Individuality D. Appropriateness E. Coordination F. Color, line, and design G. Fabrics and finishes H. Shopping practices <p>II. Care of clothing and spot removal</p> <ol style="list-style-type: none"> A. Laundering and spot removal B. Pressing and ironing C. Dry cleaning D. Repairs E. Storage <p>III. Construction of a simple garment</p> <ol style="list-style-type: none"> A. Selection, use, and care of small equipment B. Selection of fabric and pattern C. Use and care of sewing machine and pressing equipment D. Basic construction techniques 	<p>I. Social and psychological aspects of clothing</p> <ol style="list-style-type: none"> A. Cultural variations B. Social change C. Values <p>II. Management of clothing dollar</p> <ol style="list-style-type: none"> A. Planning and selection B. Responsibilities of consumer C. Labels and hang tags D. Labeling legislation E. Finance methods F. Shopping knowledge G. Advertisement evaluation <p>III. Selection and care of fabrics and notions</p> <ol style="list-style-type: none"> A. Pattern selection B. Construction and care considerations C. Fabric preparation D. Pressing various types of fabrics 	<p>I. The meaning of clothing</p> <ol style="list-style-type: none"> A. Aesthetic qualities B. Self expression through clothing and accessories C. Coordination of style, fabrics, and colors <p>II. Resources for personal clothing</p> <ol style="list-style-type: none"> A. Clothing budget plan B. Garment purchase or construction <p>III. Influence of clothing and textile characteristics</p> <ol style="list-style-type: none"> A. Effect of physical properties B. Relationship of physical and chemical characteristics of textiles to end use <ol style="list-style-type: none"> 1. Effect of physical and chemical properties of fibers 2. Characteristics of yarns 3. Methods of structuring fabric 4. Effect of special finishes

14/15

Conceptual Framework - Clothing and Textiles

Basic	8 Weeks	Advanced	8 Weeks	Semester
<p>1. Directional stitching</p> <p>2. Staystitching</p> <p>3. Darts</p> <p>4. Fitted facings</p> <p>5. Seam and edge finishings</p> <p>6. Zipper application</p> <p>7. Hems</p> <p>IV. Introduction to career and job opportunities in clothing and textiles</p> <p>A. Qualities contributing to employability</p> <ol style="list-style-type: none"> 1. Attractive appearance 2. Appropriate clothing <p>B. Opportunities for teenagers</p> <ol style="list-style-type: none"> 1. Sales person 2. Model 3. Others 		<p>IV. Advanced clothing techniques</p> <ol style="list-style-type: none"> A. Pattern alteration and fitting B. Seams and seam finishes C. Interfacing methods D. Lining methods E. Collar techniques F. Sleeve techniques G. Hem treatments 		<p>5. Effect of decorative designs</p> <p>IV. Construction of individualized garments</p> <ol style="list-style-type: none"> A. Figure problems and flat pattern alterations B. Pattern study C. Fabric selection D. Fabric preparation E. Placement of pattern, cutting and marking F. Influence of pressing on finished garment G. Construction techniques <ol style="list-style-type: none"> 1. Directional stitching and staystitching 2. Darts 3. Zippers 4. Interfacings <ol style="list-style-type: none"> a. Cleanfinishing b. Understitching 5. Collars 6. Set-in sleeves 7. Cuffs and plackets 8. Pockets 9. Pleats and gathers

Conceptual Framework - Clothing and Textiles

Basic	8 Weeks	Advanced	8 Weeks	Semester
				<ul style="list-style-type: none"> 10. Waistline 11. Buttonholes 12. Hems
				<ul style="list-style-type: none"> V. Accessories <ul style="list-style-type: none"> A. Selection of accessories <ul style="list-style-type: none"> 1. Shoes and hosiery 2. Handbags 3. Jewelry P. Construction of accessories <ul style="list-style-type: none"> 1. Belts 2. Ties and scarves
				<ul style="list-style-type: none"> VI. Clothing and textile career opportunities <ul style="list-style-type: none"> A. Semi-professional or skilled job opportunities <ul style="list-style-type: none"> 1. Custom seamstress and alterer 2. Clothing maintenance specialist 3. Industrial seamstress 4. Merchandiser 5. Bridal consultant 6. Textile researcher

18/19

Conceptual Framework - Clothing and Textiles

Basic	8 Weeks	Advanced	8 Weeks	Semester
				<p>B. Skills and competencies needed</p> <ol style="list-style-type: none">1. Skills in clothing construction and alteration2. Knowledge of the clothing industry3. Creativity in designing fashions4. Knowledge of textiles

Clothing and Textiles

Basic Unit

Grade: 9

Estimated Length of Unit: 8 Weeks

Concepts:

- I. Selection of clothing
 - A. Styles, fashions and fads
 - B. Clothing needs
 - C. Individuality
 - D. Appropriateness
 - E. Coordination
 - F. Color, line and design
 - G. Fabrics and finishes
 - H. Shopping practices
- II. Care of clothing
 - A. Laundering and spot removal
 - B. Pressing and ironing
 - C. Dry cleaning
 - D. Repairs
 - E. Storage
- III. Construction of a simple garment
 - A. Selection, use and care of small equipment
 - B. Selection of fabric and pattern
 - C. Use and care of sewing machine and pressing equipment
 - D. Basic construction techniques
 - 1. Directional stitching
 - 2. Staystitching
 - 3. Darts
 - 4. Fitted facings
 - 5. Seam and edge finishings
 - 6. Zipper application
 - 7. Hems
- IV. Introduction to career and job opportunities in clothing and textiles
 - A. Qualities contributing to employability
 - 1. Attractive appearance
 - 2. Appropriate clothing
 - B. Opportunities for teenagers
 - 1. Sales person
 - 2. Model
 - 3. Others

20/21

CONCEPTS: Selection of Clothing

OVERALL OBJECTIVES: Show ability to integrate multiple factors as a basis for choice in clothing.

BEHAVIORAL OBJECTIVES

Distinguish between fads and fashions.

LEARNING AND EVALUATION EXPERIENCES

Read selected references to understand the difference between fads and fashions.

Participate in buzz groups to list the reasons that fads are appealing.

Wear or bring articles of clothing that are fads or fashions. Discuss the differences between fads and fashions.

Organize a fad-count survey to determine the extent to which students in your school are wearing fad clothing or accessories. Include in the count all aspects of the appearance - hair styles, use or omission of cosmetics, self adornment in addition to jewelry, etc. Discuss results and plan a way to share findings with student body.

Analyze the effects of color, line, design, and trim on individuals having different skin colors and figure characteristics.

Study the flower color wheel to identify various color schemes and discuss how they are achieved.

Select colors to bring out the most becoming personal features, by using assorted color swatches of fabric. Summarize principles of color-related emphasis.

Create color harmonies using paper dolls, old pattern books, or catalogues.

Analyze posters from McCall's for types of lines, divisions of space with lines, and optical illusions possible with lines. Develop

TEACHING RESOURCES

Barclay, et al.; Teen Guide to Homemaking, 3rd ed., pp. 271-272.

Barclay, et al.; Teen Guide to Homemaking, 3rd ed., pp. 260-263.

Swatches of fabric.

Charts: McCall Pattern Company, Optical Illusion Posters.

CONCEPTS: Selection of Clothing

OVERALL OBJECTIVES: Show ability to integrate multiple factors as a basis for choice in clothing.

BEHAVIORAL OBJECTIVES

LEARNING AND EVALUATION EXPERIENCES

generalizations to explain the relationship of line, space divisions and optical illusions to clothing choices.

Observe the effects of different widths of white ribbon on dark basic dress used to show effects of different lines and proportions. Discuss how lines alter appearance of figure structure.

Examine fabric samples to identify their common names and list ways in which they may be used. Describe their appearance characteristics.

Mount and label an exhibit of fabric samples.

Distinguish between selected samples of common and special purpose finishes.

Collect advertisements and pictures from magazines of common fabric finishes; place them on a bulletin board.

Research the literature for function and care of fabric finishes. Complete a checklist to distinguish between the following finishes:

1. Common finishes
 - a. Shrink proofing
 - b. Mercerizing
 - c. Sizing
2. Special purpose finishes
 - a. Stain resistant
 - b. Water-repellent

TEACHING RESOURCES

Bulletin board: "What's My Line?"

Suggested fabrics:
 Dotted Swiss Gingham
 Lace Voile
 Corduroy Velveteen
 Sailcloth Terrycloth
 Broadcloth Organdy
 Pique Seersucker
 Denim Flannel

Dunn, et al., Steps in Clothing Skills, pp. 107-113.

American Home Economics Association, Textile Handbook.

Selection of Clothing
Care of Clothing

OVERALL OBJECTIVES: Show ability to integrate multiple factors as a basis for choice in clothing.
Demonstrate selected procedures for quality care of clothing.

BEHAVIORAL OBJECTIVES

Develop a list of recommended shopping practices for the purchase of personal clothing.

Describe the general effects of care and storage practices on the appearance of clothing.

Sort laundry items as to water temperatures, types of detergent, and pre-treatment for washing.

Remove common stains from textile fabrics.

LEARNING AND EVALUATION EXPERIENCES

- c. Flame-resistant
- d. Durable press
- e. Shrink-resistant

Check and record information obtained from labels and hang tags and analyze them for helpfulness.

List brand names of finishes and find out what they mean on a label.

Discuss with classmates how a knowledge of fabrics, finishes and recommended care can help the consumer make wise decisions in buying personal clothing.

Examine a display of laundry products by reading the labels. List suggested uses and the unit cost for each product.

Watch a demonstration on the use of the washer and dryer. Discuss sorting, pre-treating of soiled clothes, and factors to know about special-care fabrics. Practice sorting clothing for machine washing. If possible, practice washing clothing articles requiring special care such as permanent press, polyester knits, etc.

Use suggested references and prepare file cards to explain how to remove twelve selected stains.

TEACHING RESOURCES

Labels and hang tags.

Gawne and Oerke, Dress, 3rd ed., pp. 144-149.

Barclay, et al., Teen Guide to Homemaking, 3rd ed., pp. 295-308.

Bulletins: U. S. Dept. of Agriculture,
Removing Stains from Fabrics-- Home Methods.
Clothing Fabrics: Facts for Consumer.
Education and Detergents for Home Laundering.

Dunn, et al., Steps in Clothing Skills, pp. 182-210.

CONCEPTS: Care of Clothing

OVERALL OBJECTIVES: Demonstrate selected procedures for quality care of clothing.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
<p>Make some common repairs to clothing.</p> <p>Identify storage accessories and explain their use.</p>	<p>View selected filmstrip to see methods of laundering that make the task easier and add life to the clothes. Summarize main points of filmstrip in writing.</p> <p>Discuss various ironing problems. Suggest corrective procedures.</p> <p>Watch a demonstration on selected repair procedures and practice one procedure, such as mending ripped seams or replacing hems, snaps, hooks, eyes, and buttons. List factors to consider and steps of procedure for each item.</p> <p>Examine a display showing a variety of storage accessories, such as multiple skirt, blouse, and pants hangers; garment bags; and shoe racks. Discuss their usefulness in protecting appearance of clothing.</p> <p>Explore self-made alternatives to buying storage accessories, such as clothes pins and wire hangers, shoe bags, etc.</p>	<p>Filmstrip: Calgon Corporation, <u>Recipe for Clean Clothes</u>.</p> <p>Barclay, et al., <u>Teen Guide to Homemaking</u>, 3rd ed., pp. 296-299.</p> <p>Pamphlet: Coats and Clark, Inc., <u>The Forgotten Art of Mending</u>.</p> <p>Selected storage items.</p>

CONCEPTS: Construction of a Simple Garment

OVERALL OBJECTIVES: Demonstrate ability to use selected construction techniques in making a simple garment.

BEHAVIORAL OBJECTIVES

Identify strengths and weaknesses in ability to use clothing construction techniques.

Demonstrate selection, use and care of small sewing equipment.

State the rules and importance for each in using and caring for the sewing machine and pressing equipment in the department.

LEARNING AND EVALUATION EXPERIENCES

Respond to a pre-test on clothing construction techniques. Use test results in planning your learning goals for the unit.

Examine a well-equipped sewing box with samples of tools required in class for sewing and discuss their uses.

Check the list of equipment you will need. Review the list of equipment furnished by the department for student use.

Identify parts of sewing machine and explain their functions, using sewing machine manuals, leaflets, and charts to assist you in identification.

TEACHING RESOURCES

Pre-test.

Well-equipped sewing box.

Equipment list:

<u>Student</u>	<u>Department</u>
<u>Dressmaking</u>	<u>Pinking</u>
shears	shears
Seam ripper	Yardstick
Tape measure	12 In. ruler
6 In. seam gauge	Skirt marker
Wrist pincushion	Tracing paper
Pins	Tracing wheel
Needles (crewel size and as-sorted)	
Bobbin	

Sewing machine manuals, leaflets and charts.

CONCEPTS: Construction of a Simple Garment

OVERALL OBJECTIVES: Demonstrate ability to use selected construction techniques in making a simple garment.

BEHAVIORAL OBJECTIVES

LEARNING AND EVALUATION EXPERIENCES

TEACHING RESOURCES

Earn Machine Operators License by successfully completing certain procedures:

1. Threading the machine
2. Threading the bobbin
3. Stitching a straight line
4. Tying threads at end of stitching .

Demonstrate the procedures in the use of selected pieces of sewing equipment.

Read selected references for guidelines in construction pressing. Practice pressing using steam iron, press board, cushion, and cloth as recommended.

Discuss and demonstrate the difference between pressing and ironing, using recommended procedures.

Determine the amount of fabric needed for various garment sizes, fabric widths and views.

Examine swatches of suitable fabrics and discuss characteristics, costs and yardages for a particular pattern.

Study pattern envelopes and discuss their use in purchasing fabric. List information given to assist in fabric purchase.

Identify fabrics which may be difficult to construct and specify the difficulty.

Analyze samples of fabric that may be difficult to construct, such as:

1. One-way design
2. Plaids and stripes
3. Pile fabrics
4. Designs printed off grain

Barclay, et al., Teen Guide to Homemaking, 3rd ed., p. 324.

Barclay, et al., Teen Guide to Homemaking, 3rd ed., pp. 348-349.

Dunn, et al., Steps in Clothing Skills, pp. 320-374.

Pressing equipment.

Selected swatches.

Pattern envelopes.

Samples of fabrics that may give difficulty in sewing.

CONCEPTS: Construction of a Simple Garment

OVERALL OBJECTIVES: Demonstrate ability to use selected construction techniques in making a simple garment.

BEHAVIORAL OBJECTIVES

Select the pattern, fabric, and notions for individual sewing project.

Identify pattern pieces needed and markings to be used for a particular design.

Determine alterations to be made in patterns, related to personal measurements.

LEARNING AND EVALUATION EXPERIENCES

Describe the problem early presents and a solution.

Develop criteria for use in selecting class sewing project. Consider techniques to be learned, time, aesthetics, etc.

Show how the same pattern can be individualized by the use of various fabric colors and trims.

Watch demonstration for taking body measurements to determine size, practice with your partner, record measurements and check decisions as to pattern size with the teacher.

Examine envelope and note kinds of information provided. Study the guide sheet. Study the symbols. Circle the proper layout.

Observe and summarize a demonstration showing simple alterations:

1. Positioning of darts
2. Lengthening and shortening hemlines
3. Adjusting hipline and waistline
4. Solving individual problems

TEACHING RESOURCES

Fabric swatches, trims, other notions.

Chart: McCall Pattern Company, Figure Your Type.

Transparencies: McCall Pattern Company, Figure Your Type and Size.

Patterns.

Bulletin: Simplicity Pattern Company, How to Use a Printed Pattern.

CONCEPTS: Construction of a Simple Garment

OVERALL OBJECTIVES: Demonstrate ability to use selected construction techniques in making a simple garment.

BEHAVIORAL OBJECTIVES

Make pattern alterations for shortening, lengthening, taking in width, adding width and shifting darts.

Demonstrate selected basic construction techniques.

LEARNING AND EVALUATION EXPERIENCES

Study resources on pattern alterations. Practice making alterations on patterns.

Determine standards to achieve in garment construction as a class before each item is constructed by students, but after a teacher demonstration. Develop the standards or checklist as a summary to each teacher demonstration.

Using circled cutting layout, place pattern pieces on fabric.

Observe demonstration of placement of pins, cutting and marking. Pin, cut and mark.

Watch demonstrations and examine illustrative materials on the following steps in the various construction techniques:

1. Directional stitching
2. Staystitching
3. Darts
4. Fitted facings
5. Seam and edge finishes
6. Zipper application
7. Hemming

Before using a construction technique on the garment, practice on a sample to achieve the level of skill desired.

TEACHING RESOURCES

Dunn, et al. Steps in Clothing Skills, pp. 267-299.

Barclay, et al, Teen Guide to Homemaking, 3rd ed., pp. 231-342.

Guide sheets from patterns.

Pattern, fabric and small equipment.

Charts of construction techniques from pattern companies.

Work check sheets.
Direction sheets.

CONCEPTS:

Construction of a Simple Garment
 Introduction to Career and Job Opportunities in Clothing and Textiles
 Demonstrate ability to use selected construction techniques in making a simple garment.
 Identify a range of career opportunities in clothing and textiles.

OVERALL OBJECTIVES:

BEHAVIORAL OBJECTIVES

Identify the qualities which contribute to employability in clothing and textiles.

Describe regulations regarding working conditions, personal qualifications, and standards of performance for selected employment opportunities.

LEARNING AND EVALUATION EXPERIENCES

Evaluate garment by using a form listing standards developed by students for each construction process.

Read to recognize certain traits that contribute to employability on any job. List those most important to employees in occupations related to clothing and textiles.

Discuss the importance of:

1. Health
2. Sense of responsibility
3. Neat appearance
4. Courteous and considerate behavior
5. Ability to get along well with others

Participate in buzz groups and review available resource materials for occupational opportunities in sales, modeling and other jobs related to clothing and textiles. List the occupations mentioned in each area and identify further information to seek about each.

Interview persons employed in jobs related to clothing and textiles. Report important findings concerning working conditions, personal qualifications, and standard of performance to the class. Summarize student reports into a teacher developed chart.

TEACHING RESOURCES

Dunn, et al., Steps in Clothing Skills, pp. 513-515.

McDermott, et al., Opportunities in Clothing, pp. 9-29.

Barclay, et al., Teen Guide to Homemaking, 3rd ed., pp. 91-94.

McDermott, et al., Opportunities in Clothing, pp. 30-42.

Resource persons.

Resources for Clothing and Textiles

Basic Unit

Books:

American Home Economics Association. Textile Handbook, 2010 Massachusetts Avenue N.W., Washington, D. C. 20036.

Barclay, Marion, Frances Champion, Jean Brinkley and Kathleen Funderburk. Teen Guide to Homemaking, 3rd ed. New York: Webster Division, McGraw-Hill Book Company, 1972.

Dunn, Lucille, Annetta Bailey and Wanda Vansickle. Steps in Clothing Skills. Peoria: Charles A. Bennett Company, 1970.

Gawne, Eleanor and Bess Oerke. Dress, 3rd ed. Peoria: Charles A. Bennett Company, 1969.

Kimbrell, Grady and Ben Vineyard. Succeeding in the World of Work. Bloomington: McKnight and McKnight Publishing Company, 1970.

McDermott, Irene and Jeanne Norris. Opportunities in Clothing. Peoria: Charles A. Bennett Company, 1968.

Bulletins and Pamphlets:

Coats and Clark, Inc. The Forgotten Art of Mending. Educational Bureau, Park Avenue, New York, New York 10022.

McCall Pattern Company. Educational Department, P. O. Box 9119, Manhattan, Kansas 66502.

Little Dictionary of Pattern Terms.

Little Dictionary of Sewing.

Know Your Pattern.

What Type Pattern Size Are You?

United States Department of Agriculture. Superintendent of Documents, U. S. Govt. Printing Office, Washington, D. C. 20402.

Clothing Fabrics: Facts for Consumer.

Resources for Clothing and Textiles

Basic Unit

Bulletins and Pamphlets:

Education and Detergents for Home Laundering.
Removing Stains from Fabrics--Home Methods.

Simplicity Pattern Company. How to Use a Printed Pattern. Educational Division,
200 Madison Avenue, New York, New York 10016.

Filmstrips and Transparencies:

Calgon Corporation. Recipe for Clean Clothes. Box 1346, Pittsburgh, Pennsylvania.

McCall Pattern Company. Figure Your Type and Size. Educational Department, P. O. Box
9119, Manhattan, Kansas 66502.

Charts:

McCall Pattern Company. Educational Department, P. O. Box 9119, Manhattan, Kansas 66502.
Figure Your Type.
Optical Illusion Posters.

Clothing and Textiles

Advanced Unit

Grade: 10

Estimated Length of Unit: 8 Weeks

Concepts:

- I. Social and psychological aspects of clothing
 - A. Cultural variations
 - B. Social change
 - C. Values
- II. Management of clothing dollar
 - A. Planning and selection
 - B. Responsibilities of consumer
 - C. Labels and hang tags
 - D. Labeling legislation
 - E. Finance methods
 - F. Shopping knowledge
 - G. Advertisement evaluation
- III. Selection and care of fabrics and notions
 - A. Pattern selection
 - B. Construction and care consideration
 - C. Fabric preparation
 - D. Pressing various types of fabrics
- IV. Advanced clothing techniques
 - A. Pattern alteration and fitting
 - B. Seams and seam finishes
 - C. Interfacing methods
 - D. Lining methods
 - E. Collar techniques
 - F. Sleeve techniques
 - G. Hem treatments

OVERALL OBJECTIVES: Show comprehension of psychological and social needs that are expressed through clothing.

BEHAVIORAL OBJECTIVES

Describe social factors which influence the selection of clothing. Give examples of the influence as seen in clothing selections.

Describe psychological factors which influence the selection of clothing. Give examples of the influence as seen in clothing selections.

LEARNING AND EVALUATION EXPERIENCES

Develop a collage of pictures representing previous fashions and discuss.

View selected filmstrip by Penney Company and identify the peer group influence on the criteria for judging appropriateness in dress. Discuss conformity and symbolism in clothing as seen in current styles of teen clothing.

Compile a list of present-day values in relation to today's fashions. Ask parents or others from older generation about values held during their teen years as to:

1. Modesty of dress
2. Cost of garment
3. Size of wardrobe

TEACHING RESOURCES

Magazine pictures.

Filmstrip: J. C. Penney Company, The Psychological Importance of Clothing.

Parents.

CONCEPTS: Management of Clothing Dollar

OVERALL OBJECTIVES: Show ability to make informed decisions in purchasing clothing.

BEHAVIORAL OBJECTIVES

Describe the relationship between shopping practices and use of the family clothing dollar.

Evaluate the usefulness of information on labels.

Cite examples of "symbol labeling."

Specify how to use labeling information in the selection and care of wardrobe items.

Develop criteria for managing the individual's share of the family clothing dollar.

LEARNING AND EVALUATION EXPERIENCES

Read selected references and discuss a basic wardrobe. List clothing items that would constitute a basic wardrobe for you.

Use suggested information in Dunn and make a poster on the responsibilities of a consumer.

Collect and bring to class labels and hang tags. Categorize and discuss the information found on the labels and tags. Put labels in piles of "useful" and "least useful". Analyze for qualities that make the labels useful.

Study and discuss "symbol labeling" for the care of various textiles. Identify examples of "symbol labeling."

Read suggested references and study the Textile Fiber Products Identification Act of 1960 to identify the laws that determine information provided on labels. Answer objective questions on labeling legislation.

Discuss the various methods of purchasing clothing:

1. Cash
2. Charge account
3. Lay-away plan
4. Installment purchasing

TEACHING RESOURCES

Gawne and Oerke, Dress, pp. 96-133.

Dunn, et al., Steps in Clothing Skills, pp. 161-181.

Labels and hang tags.

Vanderhoff, Clothes--Part of Your World, pp. 128-131.

Cross, Enjoying Family Living, pp. 290-291.

Sturm and Hefley, Guide to Modern Clothing, pp. 180-184.

Gawne and Oerke, Dress, pp. 152-157.

OVERALL OBJECTIVES: Show ability to make informed decisions in purchasing clothing.

BEHAVIORAL OBJECTIVES

LEARNING AND EVALUATION EXPERIENCES

TEACHING RESOURCES

Compare the advantages and disadvantages of purchasing clothes in season, before season, and after season.

Develop a list of advantages and disadvantages for the use of each method of paying for clothing purchases.

Discuss buying practices used by the class members or their families. How do these practices fit with practices suggested in the references?

Identify the problems involved in seasonal buying:

1. Storage space
2. Real need
3. Actual cost

Identify the helpful information carried by advertisements.

Select examples of advertisements which identify the information needed by the consumer. Analyze advertisements by using an opaque projector and discuss.

Interview persons to identify the use of advertising for wardrobe purchases. Summarize the findings.

Interview a store manager for his perceptions on how customers use clothing advertisements.

Compare responses of the store manager and customers.

Todd and Roberts, Clothes for Teens, pp. 183-187.

Barclay, et al., Teen Guide to Homemaking, pp. 218-219.

Persons in community.

Store manager.

CONCEPTS: Selection and Care of Fabrics and Notions

OVERALL OBJECTIVES: Show ability to coordinate the selection of patterns, fabrics and notions, considering design principles, fabric characteristics, and end use.

BEHAVIORAL OBJECTIVES

Select pattern and fabric for individual project which involves use of problem fabric, such as plaid or one-way design.

Describe criteria for selecting fabrics appropriate for various garments.

Describe various procedures used in preparing selected fabrics for sewing.

LEARNING AND EVALUATION EXPERIENCES

Examine selected swatches of fabrics which may present problems in pattern selection and layout. Identify these problems with relation to:

1. Plaids
2. Napped fabrics
3. One-way designs (including all knits)

Analyze fabrics in relation to their suitability for specific patterns. Use pattern books to point out examples.

Describe how fabric prices, construction and care vary according to finish and weave of fabric.

Read in Vogue Pattern pamphlet to learn preparation processes, namely:

1. Straightening knit
2. Pre-shrinking
3. Handling for cutting
4. Treatment of plain weaves
5. Treatment of fabrics

Examine notions for constructing garments of special fabrics. Discuss types of zippers, tapes, bindings and trims, and treatment before use.

TEACHING RESOURCES

McDermott, et al., Homemaking for Teenagers, 3rd ed., II, pp. 273-300.

Fabric swatches.

Pattern books.

Swatches labeled as to:

1. Price
2. Finish
3. Weave

Pamphlets: Butterick, Everything About Sewing Knits from Vogue Patterns, pp. 16-17.

Notions for several kinds of fabrics.

Concepts: Selection and Care of Fabrics and Notions

OVERALL OBJECTIVES: Show ability to coordinate the selection of patterns, fabrics and notions, considering design principles, fabric characteristics, and end use.

BEHAVIORAL OBJECTIVES

Choose appropriate equipment for pressing flat and curved areas, for preventing marks and for flattening seams.

LEARNING AND EVALUATION EXPERIENCES

Examine exhibit of pressing equipment. Observe a demonstration on use and practice using the equipment.

Practice special pressing techniques.

TEACHING RESOURCES

Pressing equipment.

McDermott, et al., Homemaking for Teenagers, 3rd ed., II, pp. 333-335.

Gawne and Oerke, Dress, 3rd ed., pp. 527-532.

CONCEPTS: Advanced Clothing Techniques

OVERALL OBJECTIVES: Demonstrate ability to apply selected advanced construction techniques.

BEHAVIORAL OBJECTIVES

Perform pattern alterations to achieve fit in garments.

LEARNING AND EVALUATION EXPERIENCES

Review construction terminology and techniques by responding to a pre-test.

Take basic measurements and record.

Review simple pattern alterations, and watch a demonstration on additional alteration techniques as needed.

Practice adjustments of pattern for shortening or lengthening bodice, skirt and sleeves; and widening or taking in hipline, bodice or waistline.

Apply advanced techniques of clothing construction.

Watch demonstrations on selected clothing construction processes; examine illustrative material and complete the construction processes needed.

1. Directional stitching*
2. Staystitching*
3. Darts and/or tucks*
4. Facings*
 - a. Clean finishing*
 - b. Understitching*
5. Interfacings
6. Linings
7. Collars
8. Set-in sleeves
9. Cuffs

TEACHING RESOURCES

Pre-test.

McDermott, et al., Homemaking for Teenagers, 3rd ed., II, pp. 260-275.

Gawne and Oerke, Dress, pp. 457-482.

Pamphlet: Butterick, Everything About Sewing Knits from Vogue Patterns, pp. 17, 30-33.

Pattern guide sheets.

Bishop and Arch, Fashion Sewing by the Bishop Method.

Charts: McCall Pattern Company,

How to Make a Dart.

How to Face a Neckline.

How to Interface a Neckline.

How to Make a Collar.

Chart: Unique Zipper Chart.
Company, Unique Zipper Chart.

CONCEPTS: Advanced Clothing Techniques

OVERALL OBJECTIVES: Demonstrate ability to apply selected advanced construction techniques.

BEHAVIORAL OBJECTIVES

LEARNING AND EVALUATION EXPERIENCES

TEACHING RESOURCES

10. Pleats and gathers
 11. Taping waist
 12. Hemming treatments
 13. Attaching bodice and skirt
 14. Zippers
 15. Fastenings
 16. Belts
- *Previous learnings

Iowa State Home Economics Association, Unit Method of Clothing Construction.

List criteria for evaluating constructed garment by observing a teacher demonstration. Evaluate daily sewing skills to determine progress.

Progress chart devised by teacher and students.

Evaluate self-constructed garment according to application of construction techniques, suitability of color, fabric, pattern, and general appearance of the garment.

Model and evaluate finished garment.

Resources for Clothing and Textiles

Advanced Unit

Books:

- Barclay, Marion, Frances Champion, Jean Brinkley and Kathleen Funderburk. Teen Guide to Homemaking. 3rd ed. New York: Webster Division, McGraw-Hill Book Company, 1972.
- Bishop, Edna and Marjorie Arch. Fashion Sewing by the Bishop Method. Philadelphia: J. B. Lippincott Company, 1962.
- Cross, Aleene. Enjoying Family Living. Philadelphia: J. B. Lippincott Company, 1967.
- Dunn, Lucille, Annetta Bailey and Wanda Vansickle. Steps in Clothing Skills. Peoria: Charles A. Bennett Company, Inc., 1970.
- Gawne, Eleanor and Bess Oerke. Dress. 3rd ed. Peoria: Charles A. Bennett Company, Inc., 1969.
- Iowa State Home Economics Association. Unit Method of Clothing Construction. 4th ed. Ames: Iowa State University Press, 1965.
- McDermott, Irene, Jeanne Norris and Florence Nicholas. Homemaking for Teenagers. 3rd ed., Book II. Peoria: Charles A. Bennett Company, Inc., 1972.
- Sturm, Mary and Edwina Hefley. Guide to Modern Clothing. 2nd ed. New York: Webster Division, McGraw-Hill Book Company, 1962.
- Todd, Elizabeth and Frances Roberts. Clothes for Teens. Boston: D. C. Heath Company, 1963.
- Vanderhoff, Margil. Clothes--Part of Your World. Boston: Ginn and Company, 1968.

48/49

Resources for Clothing and Textiles

Advanced Unit

Pamphlet:

Butterick Fashion Marketing Company. Everything About Sewing Knits from Vogue Patterns.
161 Sixth Avenue, New York, New York.

Charts:

McCall Pattern Company. Educational Department, P. O. Box 9119, Manhattan, Kansas 66502.

How to Make a Dart.

How to Face a Neckline.

How to Interface a Neckline.

How to Make a Collar.

Unique Zipper Company. Unique Zipper Chart. 1 Lethbridge Plaza, Mahwah, New Jersey 07430.

Filmstrips and Transparencies:

J. C. Penney Company. The Psychological Importance of Clothing. Educational and Consumer Relations, 1301 Avenue of the Americas, New York, New York 10019.

Simplicity Pattern Company. Transparency Kit. 200 Madison Avenue, New York, New York 10016.
Your Silhouette Is Showing.
Fashion Line and Designs to Flatter the Figure.

Clothing and Textiles

Semester Course

Grades: 10, 11 and 12

Length of Course: 18 Weeks

Concepts:

- I. The meaning of clothing
 - A. Aesthetic qualities
 - B. Self expression through clothing and accessories
 - C. Coordination of style, fabrics and colors
- II. Resources for personal clothing
 - A. Clothing budget plan
 - B. Garment purchase or construction
- III. Influence of clothing and textile characteristics
 - A. Effect of physical properties
 - B. Relationship of physical and chemical characteristics of textiles to end use
 1. Effect of physical and chemical properties of fibers
 2. Characteristics of yarns
 3. Methods of structuring fabric
 4. Effect of special finishes
 5. Effect of decorative designs
- IV. Construction of individualized garments
 - A. Figure problems and flat pattern alterations
 - B. Pattern study
 - C. Fabric selection
 - D. Fabric preparation
 - E. Placement of pattern, cutting and marking
 - F. Influence of pressing on finished garment
 - G. Construction techniques
 1. Directional stitching and staystitching
 2. Darts
 3. Zippers

Clothing and Textiles

Semester Course

Grades: 10, 11 and 12

Length of Course: 18 Weeks

Concepts:

4. Interfacings
 - a. Cleanfinishing
 - b. Understitching
5. Collars
6. Set-in sleeves
7. Cuffs and plackets
8. Pockets
9. Pleats and gathers
10. Waistline
11. Buttonholes
12. Hems

V. Accessories

- A. Selection of accessories
 1. Shoes and hosiery
 2. Handbags
 3. Jewelry
- B. Construction of accessories
 1. Belts
 2. Ties and scarves

VI. Clothing and textile career opportunities

- A. Semi-professional or skilled job opportunities
 1. Custom seamstress and alterer
 2. Clothing maintenance specialist

Clothing and Textiles

Semester Course

Grades: 10, 11 and 12

Length of Course: 18 Weeks

Concepts:

- 3. Industrial seamstress
- 4. Merchandiser
- 5. Bridal consultant
- 6. Textile researcher
- B. Skills and competencies needed
 - 1. Skills in clothing construction and alteration
 - 2. Knowledge of the clothing industry
 - 3. Creativity in designing fashions
 - 4. Knowledge of textiles

CONCEPTS: The Meaning of Clothing

OVERALL OBJECTIVES: Form generalizations showing the relationship of fashion trends and fabrics, and the application of art principles to clothing selection for the individual.

BEHAVIORAL OBJECTIVES

Identify clues from clothing and the personal attributes or qualities with which they are associated.

Evaluate the suitability of selected fabrics and colors for personal clothing styles.

LEARNING AND EVALUATION EXPERIENCES

Read selected references and write the relationship of clothing to:

1. Sex
2. Age
3. Occupation
4. Marital status
5. Intelligence
6. Values
7. Attitude
8. Personality

Report summaries to class and discuss.

Study assigned reading to learn specific textures, colors and styles suitable for a selected figure type. Form generalizations regarding these factors and figure types and report to class.

Discuss findings of the class on other figure types.

TEACHING RESOURCES

Ryan, Clothing: A Study in Human Behavior, pp. 8-36.

Gawne and Oerke, Dress, 3rd ed., pp. 12-21.

Craig, Clothing: A Comprehensive Study, pp. 8-36.

Gawne and Oerke, Dress, 3rd ed., pp. 36-94.

Chart: McCalls Pattern Company, Color Wheel.

CONCEPTS:

Resources for Personal Clothing

OVERALL OBJECTIVES: Form generalizations that show comprehension of resources as a basis for deciding whether to make or buy clothing.

BEHAVIORAL OBJECTIVES

Identify personal family resources available for achieving clothing goals.

Describe factors which affect decisions to make or to buy.

LEARNING AND EVALUATION EXPERIENCES

List several ways clothing choices are or might be affected by the amount of money available.

Given a certain amount of money for personal clothing, list what you would purchase and the costs. Defend your choices.

Analyze a collection of handmade and similar industry made garments, each labeled with information as to:

1. Cost
2. Construction
3. Time involvement

Summarize analysis by completing a teacher developed chart which compares the two methods.

Divide garments into two groups - "to make" and "to buy", and explain your choices.

TEACHING RESOURCES

Gawne and Oerke, Dress, 3rd ed., pp. 127-129.

Actual garments supplied by teacher and students.

Concepts: Influence of Clothing and Textile Characteristics

OVERALL OBJECTIVES: Show knowledge of the effects of the characteristics of fiber, yarn, fabric, and finish on the end use.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
<p>Explain how the physical characteristics of clothing affect the physical condition of the body with relation to:</p> <ol style="list-style-type: none"> 1. Body temperature 2. Dryness 3. Safety 4. Comfort <p>State the physical and chemical properties of fibers that affect the performance.</p>	<p>Examine various types of clothing worn by class members and decide which physiological needs they fulfill.</p> <p>Analyze physical and chemical properties of fibers that influence choice in selection of clothing.</p> <p>Discuss:</p> <ol style="list-style-type: none"> 1. Absorbency 2. Strength 3. Luster 4. Reaction to heat 5. Dye odors 6. Launderability <p>Prepare a chart to compare the characteristics of yarns and their end uses.</p> <p>Analyze swatches of fabric of different weaves and note how the weave adds to the appearance of the fabric.</p>	<p>Clothing worn by the students.</p> <p>Pandowski and Pandowski, <u>Basic Textiles</u>, pp. 3-13.</p> <p>American Home Economics Association, <u>Textile Handbook</u>.</p> <p>Bulletin: Man Made Fiber Producers Association, <u>Man Made Fiber Fact Book</u>.</p> <p>Fabric swatches.</p>

CONCEPTS:

Influence of Clothing and Textile Characteristics

OVERALL OBJECTIVES: Show knowledge of the effects of the characteristics of fiber, yarn, fabric, and finish on the end use.

BEHAVIORAL OBJECTIVES**LEARNING AND EVALUATION EXPERIENCES**

Select labels and tags to bring to class which indicate finish applied and care required. Discuss value of labels in relation to the information given.

Collect and record information about the characteristics and methods of adding decorative designs.

Note methods of:

1. Weaving
2. Printing
3. Embossing
4. Napping
5. Chemical treating

TEACHING RESOURCES

Gawne and Oerke, Dress, 3rd ed., pp. 424-435.

Labels and tags.

Bulletin: Clemson University Extension Service, Textile Fibers, Their Personality and Performance.

Construction of Individualized Garments

VERALL OBJECTIVES: Demonstrate application of selected construction techniques.

BEHAVIORAL OBJECTIVES

Demonstrate ability to use pattern symbols to make pattern layout.

Select fabric for individual project compatible with competency in clothing construction techniques.

Follow recommended practices for preparing and working with selected fabrics.

Use accepted symbol-marking techniques.

LEARNING AND EVALUATION EXPERIENCES

Read reproduced material on pattern symbols and respond to prepared test, "Do You Know Your Pattern Symbols?"

Read suggested references and identify factors that determine the difficulty of handling and construction of fabrics.

Observe a demonstration on selected difficult processes of straightening materials. Select the appropriate procedure and straighten own fabric.

Observe a demonstration of the correct placement of pattern pieces, cutting and marking.

TEACHING RESOURCES

Charts: Simplicity Pattern Company, How to Fit a Pantskirt.
How to Fit a Princess Jumper or Tunic.
How to Fit Shorts.
How to Take Your Measurements.

Pamphlet: Simplicity Pattern Company, Student Guide: Do You Know Your Pattern?

Barclay, et al., Teen Guide to Homemaking, 3rd ed., pp. 277-281.

Pamphlet: Coats and Clark, Inc., Grain in Fabric.

Bulletin: Butterick Fashion Marketing Company, Everything About Sewing Knits from Vogue Patterns, pp. 16.

Pattern guide sheet.

Teacher-made illustrative material.

CONCEPTS: Construction of Individualized Garments

OVERALL OBJECTIVES: Demonstrate application of selected construction techniques.

BEHAVIORAL OBJECTIVES

Identify strengths and weaknesses in ability to use clothing construction techniques.

Apply standard procedures in taking body measurements.

Select pattern size suited to figure type.

Demonstrate techniques in pattern alteration that correct special fitting problems.

LEARNING AND EVALUATION EXPERIENCES

Respond to a pre-test on clothing construction terminology and techniques. Use test results as basis for planning learning goals for the unit.

Study the procedures involved in measuring body to determine pattern size. Practice measurement procedures on classmates. Check results.

Read selected references to learn how patterns are sized to fit different figure types. Observe different figure types.

Choose a pattern size suited to own figure type. Check your choice with the teacher.

Read chosen references on and present student demonstrations on methods in which patterns are altered. Using different patterns, summarize where pattern would be altered to lengthen or shorten sleeves, bodice and skirt; add or take away fullness in bust, waist and hips.

Analyze own pattern in relation to appropriate alterations. List the alterations needed.

Alter own pattern.

TEACHING RESOURCES

Pre-test on construction terminology and techniques.

Pamphlet: Simplicity Pattern Company, How To Take Your Body Measurements.

Pamphlet: Simplicity Pattern Company, What Pattern Type and Size Are You?

Hollen, Pattern Making By The Flat Pattern Method, 3rd ed., pp. 146-161.

Pamphlet: McCall Pattern Company, Your Fingertips, "Adjust When Necessary."

Pamphlet: Simplicity Pattern Company, What Are Pants?

Construction of Individualized Garments

OVERALL OBJECTIVES: Demonstrate application of selected construction techniques.

BEHAVIORAL OBJECTIVES

Demonstrate recommended pressing techniques.

Demonstrate application of specialized techniques in the construction of individual clothing items.

LEARNING AND EVALUATION EXPERIENCES

Cut fabric and transfer pattern markings.

Observe a demonstration of pressing procedures that give a professional look to seams, seam edges and hems. Practice steps observed.

Examine equipment needed for the pressing of garments to be made in class.

Apply directional and unit pressing procedures throughout the construction process.

Observe demonstrations and analyze illustrative materials of the steps in the various construction techniques. Summarize each demonstration by writing the standards of quality for each process after the teacher demonstration.

Devise a checklist based on factors to use in evaluating the quality of construction techniques.

Study selected references related to construction processes for techniques applicable to own project.

TEACHING RESOURCES

Barclay, et al., Teen Guide to Homemaking, 3rd ed., pp. 340-344.

Gawne and Oerke, Dress, 3rd ed., pp. 527-537.

Craig, Clothing: A Comprehensive Study, pp. 386-387.

Barclay, et al., Teen Guide to Homemaking, 3rd ed., pp. 345-354.

Gawne, Oerke, Dress, 3rd ed., pp. 538-583.

Pamphlet: Coats and Clark, Inc., (available in quantity), Backing and Linings, Buttonholes, Hems.

Let's Face It.

Permanent Press Fabrics.

Sewing To-day's Fabric 1.

Sewing To-day's Fabric 2.

CONCEPTS:

Construction of Individualized Garments

OVERALL OBJECTIVES: Demonstrate application of selected construction techniques.

BEHAVIORAL OBJECTIVES

LEARNING AND EVALUATION EXPERIENCES

TEACHING RESOURCES

Sets of cards: Coats and Clark, Inc.,
Skirt Zipper Application.
Dress Zipper Application.
Neck Zipper Application.

Bishop and Arch, Fashion Sewing by the Bishop Method.

Charts: McCall Pattern Company,

How to Make a Dart.

How to Face a Neckline.

How to Interface a Neckline.

How to Make a Collar.

Evaluate garment according to application of construction techniques.

Revise checklist on construction techniques to incorporate evaluation.

Evaluate garment.

CONCEPTS: Accessories

OVERALL OBJECTIVES: Show ability to select, wear, care for and make costume accessories.

BEHAVIORAL OBJECTIVES

Describe the effect of well-chosen accessories.

Apply principles of design in selection and construction of accessories.

Wear accessories appropriate to garments.

LEARNING AND EVALUATION EXPERIENCES

Read suggested references on accessories. Participate in buzz groups to select and demonstrate suitable accessories for various figure types.

Illustrate with examples a discussion on the effect of poorly kept accessories on appearance.

Make accessories, such as bags, ties, scarves, belts, and beach bags.

Model apparel with appropriate accessories considering aesthetic functional factors.

TEACHING RESOURCES

Barclay, et al., Teen Guide to Homemaking, 3rd ed., pp. 290-292.

Cross, Introduction to Homemaking, pp. 290-292.

Bulletins: Butterick Pattern Company, Everything About Sewing Menswear from Vogue Patterns, pp. 44-45.

Coats and Clark, Inc., Make It A Shoulder Bag.

Bishop and Arch, The Bishop Method of Clothing Construction, rev. ed., pp. 14-25.

CONCEPTS:

Clothing and Textile Career Opportunities

OVERALL OBJECTIVES: Identify a range of career opportunities in clothing.

BEHAVIORAL OBJECTIVES

Identify job and career opportunities in the area of clothing and textiles.

Identify skills and competencies needed for selected opportunities in clothing and textiles.

LEARNING AND EVALUATION EXPERIENCES

Participate in question and answer session as resource people describe their jobs in the clothing industry. Summarize the session in writing.

Explore selected references for information concerning careers in fashion. Identify careers in which you might be interested.

Write to the personnel office of individual companies to investigate job opportunities for persons with training in clothing and textiles.

Respond to a school counselor discuss local occupational opportunities.
Ask questions about:

1. Education and training required.
2. Cost of the various types of training available.

TEACHING RESOURCES

Resource people.

Hoeflin, Careers in Home Economics, pp. 87-97.

Mills, Home Economics in Action.

Career library organized from information gained.

School guidance counselor.

Resources for Clothing and Textiles

Semester Course

Books:

- American Home Economics Association. Textile Handbook. 2010 Massachusetts Avenue, N.W., Washington, D. C. 20036.
- Barclay, Marian, Frances Champion, Jean Brinkley and Kathleen Funderburk. Teen Guide to Homemaking, 3rd ed. New York: Webster Division, McGraw-Hill Book Company, 1972.
- Bishop, Edna and Marjorie Arch. Fashion Sewing by the Bishop Method. Philadelphia: J. B. Lippincott Company, 1962.
- Bishop, Edna and Marjorie Arch. The Bishop Method of Clothing Construction, rev. ed. Philadelphia: J. B. Lippincott Company, 1966.
- Craig, Hazel. Clothing: A Comprehensive Study. Philadelphia: J. B. Lippincott Company, 1968.
- Cross, Aleene. Enjoying Family Living. Philadelphia: J. B. Lippincott Company, 1967.
- Gawne, Eleanor and Bess Oerke. Dress, 3rd ed. Peoria: Charles A. Bennett Company, Inc. 1969.
- Hoeflin, Ruth. Careers in Home Economists. New York: MacMillan Company, 1970.
- Hollen, Norma. Pattern Making by the Flat Pattern Method, 3rd ed. Minneapolis: Burgess Publishing Company, 1972.
- Mills, Nancy. Home Economics in Action. New York: Scholastic Book Services, 1968.
- Pankowski, Edith and Dallas Pankowski. Basic Textiles. New York: The MacMillan Company, 1972.
- Ryan, Mary. Clothing: A Study in Human Behavior. New York: Holt, Rinehart and Winston, Inc., 1966.

Resources for Clothing and Textiles

Semester Course

Bulletins and Pamphlets:

- Butterick Fashion Marketing Company. 161 Sixth Avenue, New York, New York 10013.
Everything about Sewing Knits from Vogue Patterns.
Everything about Sewing Menswear.
- Clemson University Extension Service. Textile Fibers, Their Personality and Performance, Bulletin 194. December 1970. Clemson University, Clemson, South Carolina 29631.
- Coats and Clark, Inc. Educational Mail Department, P. O. Box 308, Fair Lawn, New Jersey 07410.
Backings and Linings.
Buttonholes.
Grain in Fabric.
Hems.
Let's Face It.
Make It: A Shoulder Bag.
Permanent Press Fabrics.
Sewing To-day's Fabrics 1.
Sewing To-day's Fabrics 2.
- Man-Made Fiber Producers Association, Inc. Man-Made Fiber Fact Book. 1970. 350 Fifth Avenue, New York, New York 10001.
- New York College of Home Economics. Shoppers Handbook. Cornell Extension Bulletin 1093. Ithaca, New York.

Charts:

- Coats and Clark, Inc. Educational Mail Department, P. O. Box 308, Fair Lawn, New Jersey 07410.
Dress Zipper Application.
Neck Zipper Application.
Skirt Zipper Application.

Resources for Clothing and Textiles

Semester Course

Charts:

McCall Pattern Company. Educational Department, P. O. Box 9119, Manhattan, Kansas 66502.

Color Wheel.

Fashion at Your Fingertips.

How to Face a Neckline.

How to Interface a Neckline.

How to Make a Collar.

How to Make a Dart.

Simplicity Pattern Company. 200 Madison Avenue, New York, New York 10016.

Do You Know Your Pattern?

How to Fit a Pantskirt.

How to Fit a Princess Jumper or Tunic.

How to Fit Shorts.

How to Take Your Body Measurements.

Student Guide: Do You Know Your Pattern?

What Are Pants?

What Pattern Type and Size Are You?