Textiles & Apparel 2
Grade 9-12

Credit Unit: One Semester (Elective)

Prerequisite: Textiles & Apparel 1

Course Description:
Textiles and Apparel 2 advances student's knowledge of sewing construction, fashion, art and design, fabrics. This class will enrich the student's knowledge of an efficient work place. Technology aids students in designing apparel and home furnishings. Technology will aid students in developing individualized projects and career development.

The content of Textiles and Apparel 2 is arranged around the five MCPS Career and Technical Education Standards. These standards include technological skills and Knowledge, Career and Life Planning, Skills for Life and Work and Structure and Organization of Work. **Activities offered may vary from one MCPS high school to another due to facilities.

Topics:
- Technology related to sewing machines and the apparel and home furnishing industry Leadership skills
- Apply advanced sewing and technology skills
- Understanding color and design techniques in apparel and home furnishings
- Career exploration
- Entrepreneurship

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

STANDARD 1: Students experience various career opportunities and assess personal career pathways.
Benchmark 1:
Explore and identify personal interests, aptitudes, and abilities and develop strategies to achieve tentative career goals.
Learning Targets (*Type*):
1. I can use Montana Career Information Systems (MCIS) and/or other systems or web resources to investigate and evaluate my personal interests, aptitudes and abilities. *(K,S)*
2. I can formulate tentative career goals. *(K)*
3. I can evaluate approaches for meeting my goals. *(K,S)*
4. I can analyze career paths within the textiles and apparel industry. *(K,R)*
5. I can analyze opportunities for employment and entrepreneurial endeavors. *(K.R.)*
6. I can identify skills necessary for a career in the textiles and apparel industry. *(K,R)*
Benchmark 2:
Utilize local resources to research career plans.
Learning Targets (*Type*):

1. I can identify local resources to develop career plans. *(K,S)*
2. I can contact my school career counselor or teacher to pursue career pathways. *(K,S)*

Benchmark 3:
Recognize the interrelationships of family, community, career, and leisure roles.

Learning Targets (*Type*):
1. I can describe the importance of balance between family and community in regards to career and leisure activities. *(K,S)*
2. I can compare and contrast the needs of career and leisure activities and how they relate to and/or affect family and community. *(K)*

STANDARD 2: Students demonstrate an understanding and apply principles of Resource Management (i.e. financial, time, personal management).

Benchmark 1:
Prepare a budget and keep financial records.

Learning Targets (*Type*):
1. I can research and report cost of materials and time. *(K,S)*
2. I can document financial inputs and outputs. *(K,S)*
3. I can identify the necessity to maintain accurate financial records. *(K)*
4. I can stay within a fixed budget. *(S)*

Benchmark 2:
Prioritize, allocate time, prepare and follow schedules to complete a project.

Learning Targets (*Type*):
1. I can estimate the required time to complete a project. *(S)*
2. I can prioritize resources, equipment and tasks. *(S)*
3. I can reflect upon completion. *(S)*

Benchmark 3:
Apply appropriate time to task.

Learning Targets (*Type*):
1. I can implement a time schedule for task completion. *(S,P)*

Benchmark 4:
Use physical resources wisely to accomplish a goal.

Learning Targets (*Type*):
1. I can identify the resources necessary to accomplish the task. *(K)*
2. I can maintain the tools of the trade. *(K,S)*
3. I can maximize the use of my resources. *(K,S)*

STANDARD 3: Students acquire and utilize personal and leadership skills to become successful, productive citizens.

Benchmark 1:
Demonstrate active leadership skills by participation in group activities and projects.

Learning Targets (*Type*):
1. I can investigate various leadership styles. *(K)*
2. I can apply leadership styles in group activities and projects. *(K)*
3. I can assess skills and distribute work accordingly, evaluate performance and provide feed back toward the accomplishment or personal and team goals.*(K,R)*

4. I can demonstrate and teach a learned skill including performance evaluation of self and others in this process. (*K,R*)
5. I can design, evaluate and refine a system composed of subsystems (e.g. community service project, peer mediation) (*K,S*)

Benchmark 2:
Demonstrate positive personal and work ethics.
Learning Targets (*Type*):
1. I can show up for class and work on time. *(S,P)*
2. I can develop personal and work related goals. *(K,S)*
3. I can describe ethical behavior in the workplace. *(K)*
4. I can demonstrate tasks related to effective personal management skills (time management, work ethic. (*S*)
5. I can demonstrate personal qualities that must be practiced in an environment that accurately represents the realities of today's workplace.(*K,S*)

Benchmark 3:
Demonstrate skills to be a productive citizen.
Learning Targets (*Type*):
1. I can develop professional relationships with community members. *(K,S)*
2. I can contribute to my community in a positive manner. *(K,S)*

Benchmark 4:
Apply self-esteem building practices.
Learning Targets (*Type*):
1. I can define and provide evidence of my strengths in my career interest areas. *(K,S)*

Benchmark 5:
Demonstrate appreciation for diverse perspective needs and characteristics.
Learning Targets (*Type*):
1. I can develop a working relationship with diverse populations. *(K,S)*
2. I can demonstrate communication skills that contribute to positive relationships. *(K,S)*
3. I can work to understand diverse points of view. *(R,S)*
4. I can demonstrate sensitivity to diversity and individuals with special needs.(*K,R*)
5. I can demonstrate an understanding of one's personal values. (*S,R,K*)

Benchmark 6:
Practice several methods of effective communication.
Learning Targets (*Type*):
1. I can demonstrate good listening skills. *(K,S)*
2. I can effectively communicate verbally through collaborative projects. *(S,P)*
3. I can develop quality written professional communications. *(K)*
4. I can demonstrate effective people and communication skills (*S*)

STANDARD 4: Students acquire and demonstrate current technical skills leading to an occupation.
Benchmark 1:
Practice technical skills and procedures required for an occupation.
Learning Targets (*Type*):
1. I can apply design concepts with material or computer applications. (*S, P*)
2. I can recycle a garment through redesign or other modification techniques. (*S, P*)

3. I can perform advanced sewing techniques (*S, P*)
4. I can set-in a cap sleeve.(*S, P*)
5. I can sew in a single flap zipper. (*S, P*)
6. I can sew a cuff and placket. (*S, P*)
7. I can sew a waistband. (*S, P*)
8. I can sew buttonholes with correct spacing and length.(*S, P*)
9. I can sew a variety of closures, i.e. hook and eyes, hook and loop, snaps. (*S, P*)

Benchmark 2:
Practice safe and appropriate use of technology.
Learning Targets (*Type*):
1. I can use technology effectively and efficiently.(*K,S*)
2. I can utilize technology applications in the apparel design process (*K,R*)

Benchmark 3:
Select the appropriate tools, equipment, and procedures for the task.
Learning Targets (*Type*):
1. I can select correct pattern size, appropriate fabric and notions for a project. (*S, P*)
2. I can determine alterations to solve common fitting problems resulting from individual differences and special needs. (*K, S, P*)
3. I can compare fiber and fabric qualities to product design and function.(*K,R*)
4. I can define and solve problems, using problem-solving skills. (*K,R*)
5. I can allocate sufficient time, materials and resources to set and achieve goals. (*K,R,*)

Benchmark 4:
Manage and maintain technological tools and follow troubleshooting protocol.
Learning Targets (*Type*):
1. I can operate a sewing machine, a serger sewing machine, and an embroidery machine. *(K,S)*
2. I can troubleshoot simple mechanical and technological problems with sewing machines. *(K,S)*

Benchmark 5:
Apply technical information to a variety of sources.
Learning Targets (*Type*):
1. I can demonstrate how technology relates to the textile and apparel industry. *(K,P)*

STANDARD 5: Students know and demonstrate the requirements of the workplace through authentic application.
Benchmark 1:
Practice and demonstrate academic and technical skills to a workplace setting.
Learning Targets (*Type*):
1. I can practice, and demonstrate my technical workplace skills in my school lab. *(S,P)*
2. I can research, write and present on the technical content utilizing academic skills found in workplace settings. *(K,S)*

Benchmark 2:
Apply the concepts of entrepreneurship.
Learning Targets (*Type*):
1. I can explain the concepts of entrepreneurship. *(K)*
2. I can demonstrate the concepts of entrepreneurship through a unique project. *(K,P)*
3. I can present my unique project to an authentic audience. *(K,S)*

Benchmark 3:
Identify possible outcomes and consequences of decisions.
Learning Targets (*Type*):
1. I can identify possible consequences of carelessness and horseplay. *(K)*
2. I can explain potential outcomes of not following directions, (i.e. safety, guidelines, rubrics). *(K)*

Benchmark 4:
Use acceptable industry standard equipment in a school setting.
Learning Targets (*Type*):
1. I can successfully use acceptable industry standard equipment to produce an authentic product within budget constraints. *(K,S,P)*