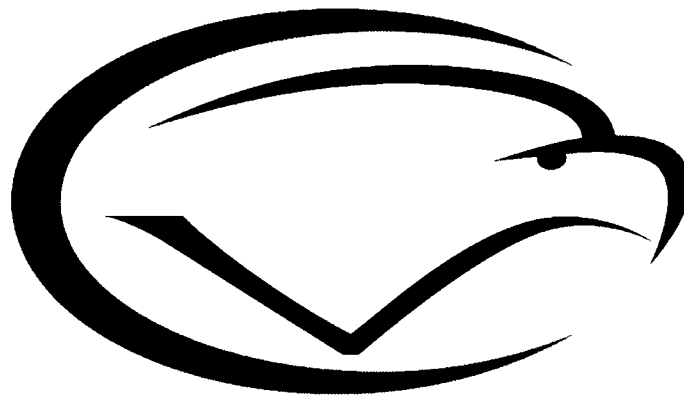


Secondary Curriculum Maps



Cumberland Valley School District
Soaring to Greatness, Committed to Excellence

HS FCS – Advanced Clothing

FCS Curriculum Map

CV Priority Standard/PA Academic Standard	
11.1.9.A Analyze current conservation practices and their effect on future renewable and non-renewable resources. -Refuse -Reduce -Reuse -Recycle	
Taught in Unit(s)	
Wardrobe Planning	
Explanation/Example of the Standard	
Students will go through the wardrobe planning process and choose which items they can reduce, reuse and recycle. They will then upcycle an item of clothing they no longer wear to recycle it.	
Big Idea(s)	Essential Question(s)
Resources need to be conserved and not wasted.	How can I reduce, recycle and reuse clothing to create less waste?
Assessments	
See unit maps for specific unit common assessments.	
Concepts (what students need to know)	Skills (what students must be able to do)
Conservation practices Renewable resources Non-renewable resources Refuse Reduce Reuse Recycle	Analyze ways to reduce, reuse and recycle clothing. Produce an upcycled clothing item.

FCS Curriculum Map

CV Priority Standard/PA Academic Standard	
<p>11.2.9.A Solve dilemmas using a practical reasoning approach</p> <ul style="list-style-type: none"> · Identify situation · Identify reliable information · List choices and examine the consequences of each · Develop a plan of action · Draw conclusions · Reflect on decisions 	
Taught in Unit(s)	
Research/Plan- Advanced Clothing 3 and 4	
Explanation/Example of the Standard	
<p>Students will use the practical reasoning approach to research information on garment style and then choose the one they want to complete in a project.</p> <p>For example, students will research multiple types of collars and then choose the type of collar they want to sew in a project.</p>	
Big Idea(s)	Essential Question(s)
The practical reasoning approach is effective when solving dilemmas.	How can I use the practical reasoning approach to choose which garment style would be best for a particular project?
Assessments	
See unit maps for specific unit common assessments.	
Concepts (what students need to know)	Skills (what students must be able to do)
<p>The practical reasoning approach:</p> <ul style="list-style-type: none"> o Identify situation o Identify reliable information o List choices and examine the consequences of each o Develop a plan of action o Draw conclusions o Reflect on decisions · Critical thinking skills needed to solve decisions 	<p>Identify all types of garment styles in a category.</p> <p>Develop a plan of which garment style would work best in their project.</p> <p>Reflect on the decision that was made.</p>

FCS Curriculum Map

CV Priority Standard/PA Academic Standard	
11.2.9.E Evaluate the impact of technology and justify the use or nonuse of it (e.g., safety, cost/budget, appearance, efficiency).	
Taught in Unit(s)	
Technology and Clothing- Advanced Clothing 2	
Explanation/Example of the Standard	
Students will evaluate technology related to the textile industry and how using it can be beneficial. For examples, students will evaluate how using a serger to finish edges of fabric can save time and make the end product look more professional.	
Big Idea(s)	Essential Question(s)
Decisions regarding the use of technology need to be carefully evaluated for a variety of factors.	What impact does technology have on the textile industry?
Assessments	
See unit maps for specific unit common assessments.	
Concepts (what students need to know)	Skills (what students must be able to do)
Sergers Embroidery machines CAD	Evaluate technology items related to the textile industry. Justify the use or non-use of that technology.

FCS Curriculum Map

CV Priority Standard/PA Academic Standard	
16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textile, apparel and fashion products	
Taught in Unit(s)	
Production- Advanced Clothing 3 and 4	
Explanation/Example of the Standard	
When students are producing products, they will utilize the elements and principles of design.	
Big Idea(s)	Essential Question(s)
The elements and principles of design are utilized in the design, construction and/or altering of textile, apparel and fashion products.	Why do the elements and principles of design need to be utilized with designing, constructing and/or altering textile, apparel and fashion products?
Assessments	
See unit maps for specific unit common assessments.	
Concepts (what students need to know)	Skills (what students must be able to do)
Color Line Shape Texture Rhythm Balance Proportion Emphasis Harmony	Utilize the elements and principles of design when designing, constructing and/or altering products.

FCS Curriculum Map

CV Priority Standard/PA Academic Standard	
16.5.5 Critique varied methods for promoting apparel and textile products.	
Taught in Unit(s)	
Visual Merchandising- Advanced Clothing 3	
Explanation/Example of the Standard	
Students will critique methods for promoted apparel and textile products.	
Big Idea(s)	Essential Question(s)
There are a variety of methods used to effectively promote apparel and textile products.	How are different methods of promoting apparel and textile products effective?
Assessments	
See unit maps for specific unit common assessments.	
Concepts (what students need to know)	Skills (what students must be able to do)
Visual merchandising Store design Window displays Mannequins Fixtures	Critique multiple store displays. Design a display case.