

Wyoming Department of Education Required Virtual Education Course Syllabus

2201000 - Washakie County School District No. 1

Program Name	Washakie #1 Online	Content Area	VE
Course ID	W19207G0.5011	Grade Level	9-12
Course Name	WOL-Fashions & Interior Design	# of Credits	0.5
SCED Code	19207G0.5011	Curriculum Type	K-12 Fuel Education

COURSE DESCRIPTION

From the clothes we wear to the homes we live in, fashion and design is all around us. In this course, students who have a flair for fashion or who constantly redecorate their room find out what it is like to work in the design industry by exploring career possibilities and the background needed to pursue them. Students learn the basics of color and design, then test their skills through hands-on projects. They also learn essential communication skills that build success in any business. By the end of the course, students are well on their way to developing the portfolio needed to get started in this exciting field.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
CV12.1.1	College and career-ready students evaluate current knowledge and interests in order to set career goals.
CV12.1.2	College and career-ready students explore careers including outlook, salary, needed training, duties and lifestyle utilizing all available resources including mentors and industry experts.
CV12.1.3	College and career-ready students prepare an educational and career plan to enable them to gain desired knowledge and experience.
CV12.1.4	College and career-ready students demonstrate employability skills that enable them to be responsible and contributing citizens and employees.
CV12.2.1	College and career-ready students communicate clearly, effectively, and with reason.
CV12.2.2	College and career-ready students identify and model integrity, ethical leadership and effective management skills.
CV12.2.3	College and career-ready students work productively in teams while using cultural global competence.
CV12.2.4	College and career-ready students apply safe, legal, and responsible use of information and technology as appropriate to the task.
CV12.3.1	College and career-ready students identify and define authentic problems and significant questions for investigation.
CV12.3.2	College and career-ready students identify trends, forecast possibilities, and explore complex systems and issues.
CV12.3.3	College and career-ready students employ valid and reliable research strategies and apply prior knowledge to solve a problem or complete a project.
CV12.3.4	College and career-ready students demonstrate creativity and innovation while considering the environmental, social, and economic impacts of decisions.
CV12.4.1	College and career-ready students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (*CCSS W.11.4)
CV12.4.2	College and career-ready students determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in technical context. (*Adapted from CCSS RL.9.11)
CV12.4.3	College and career-ready students acquire, manipulate, analyze, diagnose, and/or report information, using the appropriate technology.
CV12.4.4	College and career-ready students precisely follow a complex multistep procedure when performing technical tasks. (*Adapted from CCSS RL.9.3)
CV12.5.1	College and career-ready students manage resources to develop, analyze, and implement systems and applications.
CV12.5.2	College and career-ready students productively complete tasks taking constraints, priorities and resources into account.
CV12.5.3	College and career-ready students safely and ethically use current industry-standard tools and emerging technologies.
CV12.5.4	College and career-ready students utilize technology to develop innovative solutions or products.

SCOPE AND SEQUENCE

COURSE OBJECTIVES:

- Describe careers in the fashion and design industry.
- Classify careers from entry to professional level.
- Explore entrepreneurship opportunities in the design industry.
- Research and present information on design careers, including the responsibilities, employment opportunities, and education/training requirements.
- Identify the basic components of Internet marketing.
- Define and illustrate the elements of design
- Create a color wheel
- Recognize basic color schemes
- Research the psychology of color
- Define and illustrate the principles of design
- Describe why communication is the basis of all relationships
- Distinguish between non-assertive, assertive, and aggressive communication
- Demonstrate communication skills that promote positive relationships in the work place ☑ Practice active-listening skills
- Utilize conflict-resolutions skills
- Exhibit work expectations of an employer in the design industry ☑ Identify and select the appropriate tools and equipment.
- Demonstrate the proper and safe use of tools and equipment.
- Practice care and maintenance of equipment.
- Identify a variety of fabrics through tactile activities.
- Compare and contrast natural and synthetic fabrics.
- Recognize types of fabric construction.
- Identify fabrics appropriate for various purposes.
- Identify roles and responsibilities of members and professional service organizations, including career and technical student organizations.
- Identify and explain the purpose of sewing machine parts.
- Demonstrate math skills as they relate to sewing.
- Demonstrate the threading of the sewing machine.
- Demonstrate straight stitching.
- Identify and demonstrate various stitches.
- Interpret written instructions and construct a basic sewing project.
- Identify technology utilized in the design field.
- Analyze technology trends impacting the design industry.
- Utilize technology to construct a sewing project.
- Explain the impact of trends and social climate on fashion styles.
- Identify appropriate clothing styles for various events.
- Identify factors that impact clothing costs.
- Demonstrate the procedure for recording accurate body measurements.
- Analyze proper fit.
- Select materials and supplies for fashion projects.
- Calculate the costs of a given fashion project.
- Interpret written directions for constructing a fashion project.
- Apply math skills and construct a fashion project.
- Identify steps of the decisions-making process.
- Describe the difference between a need and a want.
- Explain how values and goals affect decisions.
- Identify and utilize the planning process.

- Develop a personal-growth project.
- Explain the impact of political and social climates on decorating styles.
- Define green design.
- Research eco-friendly design products.
- Examine the positive and negative impact that a design product has on the environment.
- Redesign an item into another useful product.
- Identify the characteristics of furnishing styles.
- Identify factors that impact furnishing choices.
- Apply the principles and elements of the design in selecting an interior design project.
- Interpret written directions for assembling/constructing an interior project.
- Apply math skills and construct interior design project.
- Apply the principles and elements of design in selecting an interior design project.
- Work cooperatively as a group member to achieve organizational goals.
- Demonstrate leadership roles and organizational responsibilities.
- Exhibit work expectations of an employer in the design industry.
- Apply math, reading, science, and critical thinking skills as they relate to the design industry.
- Identify steps of the decision-making process. ☑ Distinguish between a need and a want.
- Explain how values and goals affect decisions.
- Identify and utilize the planning process.
- Develop a personal growth project.
- Identify personal talents and abilities that can contribute to self-esteem and success in the workplace.
- Practice employability skills.
- Practice a positive work ethic and identify negative work ethics.
- Exhibit work expectations of an employer in the design industry.
- Demonstrate communication skills that promote positive relationships in the workplace.
- Research and present information on a design career to include roles and responsibilities, employment opportunities, and requirements for education and training.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES STUDENT CENTERED GOALS
<p>COURSE OUTLINE: UNIT ONE: Introduction to Fashion and Interior Design</p>	<p>CV12.1.1 CV12.1.2 CV12.1.3 CV12.1.4 CV12.2.1 CV12.3.1 CV12.3.2 CV12.3.3 CV12.3.4 CV12.4.1 CV12.4.3</p>	<p>Students will:</p> <ul style="list-style-type: none"> ▪ Describe careers in the fashion and design industry. ▪ Classify careers from entry to professional level. ▪ Explore entrepreneurship opportunities in the design industry. ▪ Research and present information on design careers, including the responsibilities, employment opportunities, and education/training requirements.
<p>UNIT TWO: Building Basic Skills for the Design Industry</p>	<p>CV12.1.4 CV12.2.2 CV12.2.3 CV12.2.4 CV12.3.1 CV12.3.2 CV12.3.3 CV12.3.4 CV12.5.1 CV12.5.2 CV12.5.3 CV12.5.4</p>	<p>Students will:</p> <ul style="list-style-type: none"> ▪ Define and illustrate the elements of design. ▪ Create a color wheel. ▪ Recognize basic color schemes ▪ Research the psychology of color. ▪ Define and illustrate the principles of design. ▪ Describe why communication is the basis of all relationships. ▪ Distinguish between non-assertive, assertive, and aggressive communication. ▪ Demonstrate communication skills that promote positive relationships in the work place. ▪ Practice active listening skills ▪ Utilize conflict resolution skills ▪ Exhibit work expectations of an employer in the design industry.
<p>UNIT THREE: Tools of the Trade</p>	<p>CV12.1.4 CV12.2.2 CV12.2.3 CV12.2.4 CV12.3.1 CV12.3.2 CV12.3.3 CV12.3.4 CV12.5.1 CV12.5.2 CV12.5.3 CV12.5.4</p>	<p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify and select the appropriate tools and equipment. ▪ Demonstrate the proper and safe use of tools and equipment. ▪ Practice care and maintenance of equipment. ▪ Identify a variety of fabrics through tactile activities. ▪ Compare and contrast natural and synthetic fabrics. ▪ Recognize types of fabric construction. ▪ Identify fabrics appropriate for various purposes. ▪ Identify roles and responsibilities of members and professional service organizations, including career and technical student organizations.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES STUDENT CENTERED GOALS
UNIT FOUR: Sewing and Technology	CV12.1.4 CV12.2.2 CV12.2.3 CV12.2.4 CV12.3.1 CV12.3.2 CV12.3.3 CV12.3.4 CV12.5.1 CV12.5.2 CV12.5.3 CV12.5.4	Students will: <ul style="list-style-type: none"> ▪ Identify and explain the purpose of sewing machine parts. ▪ Demonstrate math skills as they relate to sewing. ▪ Demonstrate the threading of a sewing machine. ▪ Demonstrate straight stitching. ▪ Identify and demonstrate various stitches. ▪ Interpret written instructions and construct a basic sewing project. ▪ Identify technology utilized in the design field. ▪ Analyze technology trends impacting the design industry. ▪ Utilize technology to construct a sewing project.
UNIT FIVE: Clothing	CV12.1.4 CV12.2.2 CV12.2.3 CV12.2.4 CV12.3.1 CV12.3.2 CV12.3.3 CV12.3.4 CV12.5.1 CV12.5.2 CV12.5.3 CV12.5.4	Students will: <ul style="list-style-type: none"> ▪ Explain the impact of trends and social climate on fashion styles. ▪ Identify appropriate clothing styles for various events. ▪ Identify factors that impact clothing costs. ▪ Demonstrate the procedure for recording accurate body measurements. ▪ Analyze proper fit.
Midterm Exam		
UNIT SIX: Fashion Design Project	CV12.2.2 CV12.2.4 CV12.3.1 CV12.3.2 CV12.3.3 CV12.3.4 CV12.5.1 CV12.5.2 CV12.5.3 CV12.5.4	Students will: <ul style="list-style-type: none"> ▪ Select materials and supplies for fashion projects. ▪ Calculate the costs of a given fashion project. ▪ Interpret written directions for constructing a fashion project. ▪ Apply math skills and construct a fashion project. ▪ Identify steps of the decision-making process. ▪ Describe the difference between a need and a want. ▪ Explain how values and goals affect decisions. ▪ Identify and utilize the planning process. ▪ Develop a personal growth project.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES STUDENT CENTERED GOALS
UNIT SEVEN: Interior and Environmental Design	CV12.2.2 CV12.2.4 CV12.3.1 CV12.3.2 CV12.3.3 CV12.3.4 CV12.5.1 CV12.5.2 CV12.5.3 CV12.5.4	Students will: <ul style="list-style-type: none"> ▪ Explain the impact of political and social climates on decorating styles. ▪ Define green design. ▪ Research eco-friendly design projects. ▪ Examine the positive and negative impact that a design product has on the environment. ▪ Redesign an item into another useful product.
UNIT EIGHT: Considering Interior Design	CV12.2.2 CV12.2.4 CV12.3.1 CV12.3.2 CV12.3.3 CV12.3.4 CV12.5.1 CV12.5.2 CV12.5.3 CV12.5.4	Students will: <ul style="list-style-type: none"> ▪ Identify the characteristics of furnishing styles. ▪ Identify factors that impact furnishing choices. ▪ Apply the principles and elements of the design in selecting an interior design project. ▪ Interpret written directions for assembling/constructing an interior project. ▪ Apply math skills and construct interior design project.
UNIT NINE: Interior Design Project	CV12.2.2 CV12.2.4 CV12.3.1 CV12.3.2 CV12.3.3 CV12.3.4 CV12.5.1 CV12.5.2 CV12.5.3 CV12.5.4	Students will: <ul style="list-style-type: none"> ▪ Apply the principles and elements of design in selecting an interior design project. ▪ Work cooperatively as a group member to achieve organizational goals. ▪ Demonstrate leadership roles and organizational responsibilities. ▪ Exhibit work expectations of an employer in the design industry. ▪ Apply math, reading, science, and critical thinking skills as they relate to the design industry. ▪ Identify steps in the decision making process. ▪ Distinguish between a need and a want. ▪ Explain how values and goal affect decisions.
UNIT TEN: Presenting as a Professional	CV12.1.1 CV12.1.2 CV12.1.3 CV12.1.4 CV12.2.1 CV12.2.2 CV12.2.3 CV12.2.4 CV12.3.1 CV12.3.2	Students will: <ul style="list-style-type: none"> ▪ Identify and utilize the planning process. ▪ Develop a personal growth project. ▪ Identify personal talents and abilities that can contribute to self-esteem and success in the workplace. ▪ Practice employability skills. ▪ Practice a positive work ethic and identify negative work ethics. ▪ Exhibit work expectations on an employer in the design industry.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES STUDENT CENTERED GOALS
	CV12.3.3 CV12.3.4 CV12.4.1 CV12.4.2 CV12.4.3 CV12.4.4 CV12.5.1 CV12.5.2 CV12.5.3 CV12.5.4	<ul style="list-style-type: none"> ▪ Demonstrate communication skills that promote positive relationships in the workplace. ▪ Research and present information on a design career to include roles and responsibilities, employment opportunities, and requirements for education and training.
Final Exam		