

# *CBE*

## *Competency-Based Education*

### *COURSE OUTLINE*

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COURSE NO.: **52-07-92**

NEW: June/2003

TITLE: **FINE AND APPLIED ARTS/BASIC NEEDLE ARTS**

DEPARTMENT: Programs for Older Adults

CREDITS: 0\*

HOURS: 60

APPORTIONMENT NO.: 08.082.201

#### **COURSE DESCRIPTION:**

This competency-based course offers instruction to the older adult in the various elements necessary for basic knitting and crochet: selection and use of knitting/crochet patterns, stitch patterns and stitch variations, knitting/crochet terminology and abbreviations, and choosing the correct yarn. The course outline integrates the competency-based components with SCANS skills and competencies. Classroom activities that incorporate SCANS are included.

#### **PREREQUISITES:**

None.

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\*This is a non-credit course and may be repeated to learn specific competencies.

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***LOS ANGELES UNIFIED SCHOOL DISTRICT***  
***Division of Adult and Career Education***  
***Instructional and Counseling Services Unit***  
***Adult Curriculum Office***  
***adultinstruction.org***

## ***COURSE OUTLINE COMPETENCY-BASED COMPONENTS***

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (*Education Code* Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

Course Outline Components

Location

GOALS AND PURPOSES

Cover

*The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.*

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

pp. 6-14

*Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.*

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre stated standards.

Competency-based instruction provides immediate and continual repetition and in competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

INSTRUCTIONAL STRATEGIES

p. 32

*Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.*

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Older Adults, Programs for Adults with Disabilities.

***COURSE OUTLINE COMPETENCY-BASED COMPONENTS (continued)***

Course Outline Components Location

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT Cover

*The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.* pp. 6-14

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES p. 32

*The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.*

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructor's monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT Cover

*After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.*

## *ACKNOWLEDGMENTS*

Special thanks are extended to LUCINDA LAI and THERESA A. WILLIAMS for their work in writing this course outline.

Thanks to TOM CALDERON for editing and preparing this course outline as competency-based.

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**CBE**  
**Competency-Based Education**

**COMPETENCY-BASED COMPONENTS**  
**for the Fine and Applied Art/Basic Needle Arts Course**

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES
<p>A. ORIENTATION</p> <p>Understand goals and content of course and recognize overall practices, procedures, and student responsibilities.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> <li>1. Discuss the purpose and goals of the course.</li> <li>2. Identify personal goals (long and short term).</li> <li>3. Discuss general classroom rules and procedures.</li> <li>4. List and discuss supplies needed for the class.</li> <li>5. Discuss the importance of developing good working skills in the classroom.               <ol style="list-style-type: none"> <li>a. positive attitude</li> <li>b. self-motivation/self-management</li> <li>c. following and reading directions</li> <li>d. ability to recognize and produce good craftsmanship</li> <li>e. pride in product/work</li> <li>f. willingness to accept and share classroom responsibilities</li> </ol> </li> <li>6. Discuss class policies and procedures regarding the responsibility of maintaining school furnished equipment.</li> <li>7. Discuss having respect for fellow students' personal property.</li> <li>8. Identify local resources for knitting/crochet supplies.               <ol style="list-style-type: none"> <li>a. large chain stores</li> <li>b. small local shops</li> <li>c. knitting/crochet guilds</li> <li>d. knitting/crochet conventions</li> <li>e. internet</li> </ol> </li> </ol> <p>COMPETENCIES Information: Acquires and Evaluates Information Systems: Understands Systems Technology: Selects Technology</p> <p>FOUNDATION Basic Skills: Listening/Speaking Thinking Skills: Decision Making Personal Qualities: Responsibility</p>
<p>B. SAFETY</p> <p>Demonstrate correct procedures and methods to use and care for equipment, tools and supplies.</p>	<ol style="list-style-type: none"> <li>1. Explain classroom safety procedures</li> <li>2. Explain safety features of equipment and tools used to perform various jobs.</li> <li>3. Demonstrate safe procedures for operating an iron, holding knitting needles and scissors.</li> </ol> <p>COMPETENCIES Information: Acquires and Evaluates Information/Organizes and Maintains Information Systems: Understands Systems</p>

(1 hour)	<p>FOUNDATION  Basic Skills: Listening/Speaking  Thinking Skills: Know How to Learn  Personal Qualities: Responsibility</p>
<p>C. HISTORY OF KNITTING/CROCHET</p> <p>Trace the history of knitting and crochet.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> <li>1. Define knitting.</li> <li>2. Discuss the origins and development of knitting (e.g. nail binding/Egypt).</li> <li>3. Define knitting in relation to other yarn crafts such as crochet.</li> <li>4. Discuss the distinction between art and craft.</li> <li>5. Discuss the origin and development of crochet (e.g., nun’s work/nun’s lace, Tunisian).</li> <li>6. Discuss the development of crochet techniques: <ol style="list-style-type: none"> <li>a. the way yarn and hook are held</li> <li>b. working in back half of the stitch vs. inserting through both halves of the stitch.</li> </ol> </li> </ol> <p>COMPETENCIES  Information: Acquires and Evaluates Information/Organizes and Maintains Information  Systems: Understands Systems</p> <p>FOUNDATION  Basic Skills: Listening/Reading  Thinking Skills: Know How to Learn</p>
<p>D. BASIC TECHNIQUES: KNITTING</p> <p>Understand the basic techniques of knitting.</p>	<ol style="list-style-type: none"> <li>1. Discuss the structure of knitting.</li> <li>2. Discuss the shape of a knit stitch.</li> <li>3. Demonstrate and discuss the two methods for holding yarn and needles: <ol style="list-style-type: none"> <li>a. English</li> <li>b. Continental</li> </ol> </li> <li>4. Demonstrate casting on (one needle or sling shot method). <ol style="list-style-type: none"> <li>a. demonstrate Slip Knot</li> <li>b. demonstrate Left-handed</li> <li>c. demonstrate Knitting-on</li> <li>d. demonstrate Cable (advanced)</li> <li>e. demonstrate Tubular (advanced)</li> <li>f. demonstrate invisible (advanced)</li> </ol> </li> <li>5. Demonstrate the basic knit stitch by using one of the following methods: <ol style="list-style-type: none"> <li>a. English</li> <li>b. Continental</li> <li>c. for left-handers</li> </ol> </li> <li>6. Demonstrate the purl stitch by using one of the following methods: <ol style="list-style-type: none"> <li>a. English</li> <li>b. Continental</li> <li>c. for left-handers</li> </ol> </li> <li>7. Discuss the various knitting/crochet basic stitch patterns.</li> <li>8. Create a book of knit/crochet swatches.</li> </ol>

<p>(15 hours)</p>	<p>9. Make swatches for the following knit stitch pattern:</p> <ol style="list-style-type: none"> <li>a. garter</li> <li>b. stockinette</li> <li>c. seed</li> <li>d. quaker ridge</li> <li>e. knit 1, purl 1 ribbing</li> <li>f. knit 2, Purl 2 Ribbing</li> </ol> <p>10. Describe the different kinds of increases:</p> <ol style="list-style-type: none"> <li>a. demonstrate bar increase</li> <li>b. demonstrate work in front and back loops</li> <li>c. demonstrate lifted</li> <li>d. demonstrate make one</li> <li>e. demonstrate right edge on knit side</li> <li>f. demonstrate left edge on knit side</li> <li>g. demonstrate yo increases</li> </ol> <p>11. Describe the different kinds of decreases:</p> <ol style="list-style-type: none"> <li>a. demonstrate basic single left-slanting</li> <li>b. demonstrate basic single right-slanting</li> <li>c. demonstrate slipping a stitch</li> </ol> <p>12. Define binding off:</p> <ol style="list-style-type: none"> <li>a. demonstrate binding off with the basic knit stitch</li> <li>b. demonstrate binding off with the basic purl stitch</li> <li>c. demonstrate binding off two pieces together</li> </ol> <p>COMPETENCIES Information: Acquires and Evaluates Information/Organizes and Maintains information Systems: Understands Systems</p> <p>FOUNDATION Basic Skills: Listening/Reading Thinking Skills: Know How to Learn</p>
<p>E. KNITTING TOOLS</p> <p>Identify the various tools needed for knitting.</p> <p>(1hour)</p>	<p>1. Describe the different types of knitting needles:</p> <ol style="list-style-type: none"> <li>a. aluminum</li> <li>b. plastic</li> </ol> <p>2. Identify finishing tools:</p> <ol style="list-style-type: none"> <li>a. stitch markers</li> <li>b. row counter</li> <li>c. point protectors</li> <li>d. stitch holders</li> <li>e. cable stitch holder</li> <li>f. yarn bobbins</li> <li>g. yarn or tapestry needles</li> <li>h. crochet hook</li> </ol> <p>COMPETENCIES: Information: Acquires and Evaluates Information/Organizes and Maintains Information Systems: Understands Systems</p> <p>FOUNDATION SKILLS: Basic Skills: Listening/Reading Thinking Skills: Know How to Learn</p>

F. BASIC TECHNIQUE:  
CROCHET

Understand the basics of  
crochet.

1. Discuss the structure of crocheting.
2. Demonstrate holding yarn and hook.
3. Demonstrate the basic crochet stitches.
  - a. single crochet (sc)
  - b. half-double crochet (hdc)
  - c. double crochet (dc)
  - d. triple crochet (trc)
4. Explain the turning chain counts as first stitches.
5. Make swatches for the following crochet stitch patterns.
  - a. single crochet
  - b. half-double crochet
  - c. double crochet
  - d. triple crochet
  - e. Granny Square (Intermediate)
  - f. double crochet shells (Advanced)
6. Increases
  - a. demonstrate working single increases
  - b. demonstrate multiple decreases
  - c. demonstrate multiple increases
7. Decreases
  - a. Demonstrate repeated single decreases
  - b. Demonstrate multiple decreases
8. Demonstrate working with color
  - a. show examples of horizontal stripes
  - b. show examples of vertical stripes and intarsia (intermediate)
  - c. demonstrate joining new yarn
  - d. demonstrate changing yarn
  - e. demonstrate re-joining yarn
  - f. show examples of floats
9. Demonstrate fastening off:
  - a. demonstrate fastening off with working yarn
  - b. demonstrate threading the working yarn into a tapestry needle and weave it into back of the work.
10. Stitch variations (Intermediate/Advanced)
  - a. Define the different stitch variations
  - b. groups or shells
  - c. clusters
  - d. bobbies
  - e. popcorns
  - f. puff stitches
  - g. picots
  - h. crossed stitches
  - i. loop (fur) stitch
  - j. lace loops
11. Demonstrate different techniques/styles of crochet (Advanced)
  - a. filet crochet
  - b. motifs
  - c. Irish style of crochet
  - d. afghan tunisian crochet
  - e. cro-hook knitting (Japanese)

COMPETENCIES:

Resources: Allocates time/Human Resources

Information: Acquires and Evaluates Information/Interprets and Communicates Information

Interpersonal: Participates as a Member of a Team

(15 hours)	<p>FOUNDATION SKILLS:  Basic Skills: Reading/Listening/Speaking  Thinking Skills: Decision Making/Problem Solving</p>
<p>G. CROCHET HOOKS</p> <p>Understand the various hooks needed for crochet.</p> <p>(1 hour)</p>	<p>1. Describe the different types of crochet hooks</p> <ol style="list-style-type: none"> <li>a. afghan hooks</li> <li>b. single ended hooks</li> <li>c. double ended hooks</li> </ol> <p>COMPETENCIES  Information: Acquires and Evaluates Information/  Systems: Understands Systems</p> <p>FOUNDATION  Basic Skills: Listening  Thinking Skills: Know How to Learn</p>
<p>H. UNDERSTANDING KNITTING/CROCHET INSTRUCTIONS</p> <p>Interpret knitting and crochet abbreviations and instructions.</p> <p>(7 hours)</p>	<p>1. Read and interpret knitting/crochet instructions with regard to:</p> <ol style="list-style-type: none"> <li>a. fit chart</li> <li>b. sizes</li> <li>c. knitting measurements</li> <li>d. schematic drawing</li> <li>e. materials</li> </ol> <p>2. Explain the use of a gauge swatch.</p> <p>3. Discuss how to make a gauge swatch accurately.</p> <p>4. Demonstrate how to check and measure gauge (vertically and horizontally).</p> <p>5. Discuss the importance of row gauge.</p> <p>6. Discuss the uses of making gauge swatches.</p> <p>7. Identify standard knitting/crochet terminology.</p> <p>8. Identify standard knitting/crochet abbreviations constituted by a national standards committee.</p> <p>9. Define symbolcraft.</p> <p>10. Give examples of basic symbols used in diagrams.</p> <p>11. Japanese knitting/crochet patterns using symbolcraft.</p> <p>COMPETENCIES:  Resources: Time/Human Resources  Interpersonal: Participates as Member of Team  Information: Acquires and Evaluates Information/Interprets and Communicates Information  Systems: Understands Systems</p> <p>FOUNDATION SKILLS:  Basic Skills: Listening/Speaking/Reading  Thinking Skills: Decision Making  Personal Qualities: Sociability/Self-Management</p>

<p>I. CIRCULAR AND DOUBLE-POINTED KNITTING (Intermediate/Advanced)</p> <p>Understand the techniques of circular and double-pointed knitting.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> <li>1. Explain the technique of circular knitting.</li> <li>2. Identify circular needles.</li> <li>3. Demonstrate how to cast on and knit</li> <li>4. Discuss adapting stitch patterns to circular knitting</li> <li>5. Identify double-pointed needles.</li> <li>6. Explain the use of double-pointed needles.</li> <li>7. Demonstrate casting on and knitting with double-pointed needles.</li> <li>8. Discuss the many uses of using double-pointed needles.</li> </ol> <p>COMPETENCIES: Resources: Allocates Materials Interpersonal: Participates as Member of Team Information: Interprets and Communicates Information Systems: Understands Systems</p> <p>FOUNDATION SKILLS: Basic Skills: Listening/Speaking/Reading Thinking Skills: Decision Making Personal Qualities: Sociability/Self-Management</p>
<p>J. MULTICOLOR KNITTING/CROCHET (Advanced)</p> <p>Understand the techniques of multicolor knitting/crochet.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> <li>1. Discuss multicolor knitting.</li> <li>2. Discuss examples of Intarsia/Bobbin</li> <li>3. Define Fair Isle/Stranded Knitting.</li> <li>4. Demonstrate methods of color changes: <ol style="list-style-type: none"> <li>a. yarn twisting method</li> <li>b. two handed method</li> </ol> </li> </ol> <p>COMPETENCIES: Information: Organizes and Maintains Information Systems: Understands Systems</p> <p>FOUNDATION SKILLS: Basic Skills: Listening/Reading Thinking Skills: Know How to Learn</p>

<p>K. BLOCKING, ASSEMBLING AND FINISHING</p> <p>Demonstrate the process of blocking, assembling and finishing a garment.</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> <li>1. Define blocking, assembling and finishing.</li> <li>2. Identify materials needed to determine/perform: <ol style="list-style-type: none"> <li>a. colorfastness</li> <li>b. preparation</li> <li>c. wet block</li> <li>d. steam pressing</li> </ol> </li> <li>3. Demonstrate the various stitches to seaming: <ol style="list-style-type: none"> <li>a. mattress stitch</li> <li>b. slip stitch</li> <li>c. invisible verticals</li> <li>d. invisible horizontal</li> <li>e. basting</li> <li>f. backstitch</li> <li>g. overcasting</li> <li>h. edge-to-edge</li> <li>i. grafting or kitchen stitch</li> <li>j. stockinette stitch</li> <li>k. garter stitch</li> <li>l. slip stitch crochet</li> <li>m. single crochet</li> <li>n. two-needle crochet</li> <li>o. bind-off seam</li> </ol> </li> <li>4. Demonstrate picking up stitches: <ol style="list-style-type: none"> <li>a. horizontal edge with knitting needle</li> <li>b. vertical edge with knitting needle</li> <li>c. along a neck edge</li> <li>d. with a crochet hook</li> <li>e. the number to pick up</li> </ol> </li> </ol> <p>COMPETENCIES:  Resources: Time/Human Resources  Interpersonal: Participates as Member of Team  Information: Acquires and Evaluates  Information/Interprets and Communicates Information  Systems: Understands Systems</p> <p>FOUNDATION SKILLS:  Basic Skills: Reading/Writing/Listening/Speaking  Thinking Skills: Decision Making  Personal Qualities: Sociability/Self-Management</p>
<p>L. UNDERSTANDING FIBERS AND THEIR CHARACTERISTICS</p> <p>Understand different fibers, characteristics and combinations of these fibers to produce a variety of yarns for knitting and crocheting.</p>	<ol style="list-style-type: none"> <li>1. Identify various fibers, their characteristics and combinations of these fibers to produce a variety of yarns for knitting and crocheting. <ol style="list-style-type: none"> <li>a. natural fibers</li> <li>b. vegetable fibers</li> <li>c. protein fibers</li> <li>d. man-made fibers</li> <li>e. cellulosic fibers</li> <li>f. non-cellulosic fibers</li> </ol> </li> <li>2. Identify natural and man-made fibers produced for the craft yarn market: <ol style="list-style-type: none"> <li>a. acrylic</li> <li>b. cotton</li> <li>c. flax</li> </ol> </li> </ol>

<p>(3 hours)</p>	<p>d. nylon  e. olefin  f. polyester  g. rayon  h. silk  i. wool  j. yarn count  k. ply  l. twist</p> <p>COMPETENCIES:  Resources: Allocates Time/Allocates Materials  Interpersonal: Participates as Member of Team  Information: Acquires and Evaluates  Information/Interprets and Communicates Information  Systems: Understands Systems</p> <p>FOUNDATION SKILLS:  Basic Skills: Listening/Speaking  Thinking Skills: Decision Making  Personal Qualities: Sociability/Self-Management</p>
<p>M. READING A YARN LABEL</p> <p>Understand the information contained on a yarn label.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> <li>1. Define the following terms: <ol style="list-style-type: none"> <li>a. ball</li> <li>b. skein</li> <li>c. hank</li> </ol> </li> <li>2. Read a label from a ball, skein and hank of yarn.</li> <li>2. Identify name and number of color.</li> <li>3. Identify dye lot number.</li> <li>4. Explain reason for checking dye lot number when buying more than one skein of yarn .</li> <li>5. Identify company name or symbol.</li> <li>6. Identify yarn's brand name.</li> <li>7. Identify care instructions.</li> <li>8. Identify company name and address.</li> <li>9. Identify length of yarn in meters and in yards.</li> <li>10. Identify weight in grams and ounces.</li> <li>11. Identify ply (number of thin strands twisted together to make the yarn).</li> <li>12. Identify yarn content means what fibers yarn contains.</li> <li>13. Identify suggested needle or hook size and expected gauge (number of stitches to the inch) for this yarn.</li> </ol> <p>COMPETENCIES:  Resources: Allocates Materials  Information: Acquires and Evaluates  Information/Interprets and Communicates Information  Systems: Understands Systems</p> <p>FOUNDATION SKILLS:  Basic Skills: Reading/Listening/Speaking</p>

<p>N. MAINTENANCE AND CARE OF KNITTING AND CROCHETING YARNS/GARMENTS</p> <p>Understand the care and maintain of the care of knit and crochet garments.</p> <p>(2 hours)</p>	<p>1. Discuss the care and maintenance of knit and crochet garments including:</p> <ol style="list-style-type: none"> <li>a. the symbols that represent the maintenance and care.</li> <li>b. cleaning and storing</li> <li>c. preparing to clean</li> <li>d. hand washing</li> <li>e. machine washing</li> <li>f. rinsing</li> <li>g. Explain tips for long-lasting sweaters.</li> <li>h. Demonstrate drying and blocking</li> <li>i. Explain recycling yarn</li> <li>j. Demonstrate folding and storing</li> </ol> <p>COMPETENCIES:  Resources: Time/Human Resources  Information: Acquires and Evaluates Information/Interprets and Communicates Information  Systems: Understands Systems</p> <p>FOUNDATION SKILLS:  Basic Skills: Listening/Speaking  Thinking Skills: Decision Making  Personal Qualities: Sociability/Self-Management</p>
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## ABBREVIATIONS

K	Knit	St st	Stockinette Stitch	p	purl
patt(s)	pattern(s)	st(s	stitch(es)	rep	repeat
tog	together	rem	remain(ing)	y o	yarn over
inc	Increase(s)(d)(ing)	beg	Begin(ning)	dec	Decrease
sl	slip	ch	chain	sl st	slip stitch
sc	Single crochet	sp(s)	space(s)	dc	Double crochet
mc	main color	tc	Triple crochet	dtr	Double triple crochet
cc	Contrast color	ttr	Triple triple crochet	“	Inch(es)
oz	Ounce(s)	G or gr	grams	co	cast on

passo pass slip stitch(es) over stitch(es)

SKP slip 1, knit 1, pass slip stitches(es) over knit stitches(es)

Ch (chain dash) refers to chain or space previously made

Other abbreviations must be explained in the body of instructions and will relate to that particular garment only, e.g. pc-popcorn

cl-cluster bo-bobbie p-picot

## Educational Committee Guidelines for Proficiency Levels of Hand Knitting

Resource: Permission granted by The Knitting Guild of America (TKGA) to include this information in this course outline

### Beginner:

1. Able to cast on, bind off.
2. Can work simple increases and decreases.
3. Understands and can work simple YOs.
4. Can follow simple written instructions.
5. Knows garter, stockinette, and ribbing stitches.

### Intermediate:

1. Knows how to do all the beginner skills.
2. Can work on circular needles, including 4-needle knitting.
3. Can pick up stitches for necklines and sleeves.
4. Can make corrections of errors in knitting.
5. Proficient with angle knitting.
6. Able to knit complex cable and YO patterns.
7. Can follow instructions for pattern knitting.
8. Can make simple buttonholes.
9. Can work raglan shapings and follow instructions for garments.
10. Can complete simple seaming and finishing techniques.

### Advanced:

1. Knows how to do all the intermediate level skills.
2. Can draft and make pattern adjustments to a basic pattern and make style changes.
3. Can knit in a hem.
4. Can work fair isle and stranded knitting.
5. Work pocket and border trims with ease, including sewing- in a zipper.
6. Work complex knitting patterns.
7. Has submitted items for publication (optional).

## Guidelines for Proficiency Levels of Crochet

Resource: Craft Yarn Council of America/Lucinda Lai

Beginner:

1. Basic stitches (chain, double, triple, slip)
2. Increase
3. Decrease
4. Read basic pattern instructions and books

Intermediate:

All items listed above plus the following:

1. Lace patterns
2. Granny square
3. Buttonholes

Advanced:

All items listed for beginner and intermediate students plus the following:

1. Fancy pattern stitches
2. Know stitch symbols
3. Interpret basic Japanese crochet patterns
4. Familiar with block and care of crochet garments

## Recommended Supplies for Knitting and Crochet

This is a suggested list for supplies

Beginning student:

#8 single-point needles

4 ply worsted yarn (wool is suggested for knitting)

#H crochet hook

stitch holders

small scissors

tapestry needle

measure tape- non-stretch type (metric on one side, inches on the other)

notebook for class handouts

point protectors

6" rules and pencil

rustless pins

Intermediate student:

All supplies listed for the beginning student plus the following:

Circular needles (assorted sizes)

Cable stitch needles

Ring markers

Gauge card

Bobbins

Row counter

Advanced student:

All supplies listed for the beginning and the intermediate student plus the following:

Stitch holder for circular knitting

Double pointed straight needles (assorted sizes)

## ***DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS***

- Resources**
- **Allocates Time:** Selects goal-related tasks; prioritizes tasks; schedules work to meet deadlines.
  - **Allocates Money:** Uses or prepares budgets; forecasts costs; keeps records to track budget performance.
  - **Allocates Material and Facility Resources:** Acquires, stores, and distributes materials, supplies, equipment, parts, or products.
  - **Allocates Human Resources:** Assesses knowledge and skills and distributes work accordingly; evaluates performance; provides feedback.
- Information**
- **Acquires and Evaluates Information:** Identifies need for data, acquires data or creates data sources, and evaluates relevance of information.
  - **Organizes and Maintains Information:** Organizes, processes, and maintains written or computerized records; sorts, classifies or reformats information.
  - **Interprets and Communicates Information:** Selects and analyzes information; communicates the results to others using oral, written, graphic, or multi-media.
  - **Uses Computers to Process Information:** Uses computers to acquire, analyze, organize, and communicate information, including entering, modifying, storing, retrieving, and verifying data.
- Interpersonal**
- **Participates as a Member of a Team:** Works cooperatively with others; contributes ideas, suggestions and effort; encourages team members; listens and responds to contributions of others; resolves differences for the benefit of the team; takes responsibility for achieving goals and for doing own share of the work.
  - **Teaches Others:** Helps others learn by coaching or other means; conveys job information to others; provides constructive feedback.
  - **Serves Clients/Customers:** Works and communicates with clients and customers to satisfy their expectations; listens actively to determine needs; communicates in a positive manner; obtains additional resources to satisfy client or customer needs.
  - **Exercises Leadership:** Communicates to justify a position; encourages, persuades or motivates others; establishes credibility through competence and integrity; takes minority viewpoints into consideration.
  - **Negotiates to Arrive at a Decision:** Works toward agreement; clarifies problems and resolves conflicts; proposes and examines options; sets realistic goals; resolves divergent interests.
  - **Works with Cultural Diversity:** Works well with men and women and with a variety of ethnic and social groups; respects the rights of others; bases impressions on individual performance, not on stereotypes.
- Systems**
- **Understands Systems:** Knows how social, organizational, and technological systems work and operates effectively within them; knows who to ask for information and how to get resources.
  - **Monitors and Corrects Performance:** Monitors how procedures are working; predicts trends; diagnoses problems; takes action to maintain system performance.
  - **Improves and Designs Systems:** Makes suggestions for improving products or services; recommends alternatives; responsibly challenges the status quo.
- Technology**
- **Selects Technology:** Chooses procedures, equipment, or computer programs to produce desired results.
  - **Applies Technology to Task:** Understands purpose and procedures for setting up and operating machines, including computers and their programs.
  - **Maintains and Troubleshoots Technology:** Prevents, identifies, or solves problems in machines, computers, and other technologies.

***DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS  
(continued)***

**Definitions of SCANS Foundation Skills**

- |                    |   |
|--------------------|---|
| Basic Skills       | <ul style="list-style-type: none"><li>• Reading: Locates, understands, and interprets written information in prose and documents – including manuals, graphs, and schedules – to perform tasks.</li><li>• Writing: Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; checks, edits, and revises written material.</li><li>• Arithmetic: Performs computations; uses numerical concepts in practical situations; uses tables, graphs, and diagrams to obtain or convey numerical information.</li><li>• Mathematics: Approaches practical problems by choosing from a variety of mathematical techniques.</li><li>• Listening: Receives, attends to, interprets, and responds to verbal and non-verbal messages.</li><li>• Speaking: Organizes ideas and communicates oral messages appropriately in conversation, discussion, and group presentations; asks questions when needed.</li></ul> |
| Thinking Skills    | <ul style="list-style-type: none"><li>• Creative Thinking: Uses imagination; combines ideas or information in new ways; reshapes goals in ways that reveal new possibilities.</li><li>• Decision Making: Specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.</li><li>• Problem Solving: Recognizes that a problem exists, devises and implements a plan to resolve it, evaluates and monitors progress, and revises plan as needed.</li><li>• Seeing Things in the Mind's Eye: Organizes and processes symbols, pictures, graphs; visualizes outcomes from blueprints, diagrams, flow charts, recipes, etc.</li><li>• Knowing How to Learn: Can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations.</li><li>• Reasoning: Uses underlying principles to solve problems; uses logic to draw conclusions.</li></ul>                      |
| Personal Qualities | <ul style="list-style-type: none"><li>• Responsibility: Works hard to be excellent; sets high standards of attendance, punctuality, enthusiasm, and optimism in approaching tasks.</li><li>• Self-Esteem: Has a positive view of self; knows own skills and abilities; is aware of impact on others.</li><li>• Social: Demonstrates friendliness, adaptability, empathy and politeness; relates well to others; asserts self appropriately; takes an interest in others.</li><li>• Self-Management: Assesses own knowledge, skills, and abilities accurately; sets personal goals; responds to feedback unemotionally; is a “self-starter.”</li><li>• Integrity/Honesty: Can be trusted; recognizes personal and societal values; chooses ethical courses of action.</li></ul>  |

**CBE**  
**Competency-Based Education**

**CAREER PREPARATION STANDARDS/SCANS SKILLS**  
**for the Fine and Applied Art/Basic Needles Arts Course**

CAREER PREPARATION STANDARDS	EXPECTED STUDENT PROFICIENCIES
<p>1. PERSONAL SKILLS</p> <p>Understand how personal skill development- including positive attitude, honesty, self-confidence, time management, and other positive traits- affect employability.</p>	<ol style="list-style-type: none"> <li>1. Demonstrate an understanding of classroom policies and procedures.</li> <li>2. Discuss importance of the following personal skills in the classroom environment:               <ol style="list-style-type: none"> <li>a. positive attitude</li> <li>b. self-confidence</li> <li>c. honesty</li> <li>d. perseverance</li> <li>e. self-management/work ethic</li> <li>f. pride in product/work</li> <li>g. dependability</li> </ol> </li> <li>3. Establish goals for self-improvement and further education/training.</li> <li>4. Prioritize tasks and meet deadlines.</li> </ol>
<p>2. INTERPERSONAL SKILLS</p> <p>Understand principles of effective interpersonal skills, including group dynamics, conflict resolution and negotiation.</p>	<ol style="list-style-type: none"> <li>1. Identify and discuss behaviors of an effective team.</li> <li>2. Explain the central importance of mutual respect in interpersonal relations.</li> <li>3. Discuss and demonstrate strategies for conflict resolution and negotiation, and explain their importance within the classroom and work environment.</li> <li>4. Work cooperatively, share responsibilities, accept supervision and assume leadership roles.</li> <li>5. Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups.</li> </ol>
<p>3. THINKING and PROBLEM-SOLVING</p> <p>Understand the importance of good academic skills, critical thinking, and problem solving skills in the workplace.</p>	<ol style="list-style-type: none"> <li>1. Recognize the importance of good academic skills in information technology and implement a plan for self-improvement as need.</li> <li>2. Use mathematical concepts in application of skills, techniques and operations.</li> <li>3. Read, write, and give directions.</li> <li>4. Exhibit critical and creative thinking skills and logical reasoning skills, and employ these skills for problem solving.               <ol style="list-style-type: none"> <li>a. Work as a team member in solving problems.</li> <li>b. Diagnose the problem, its urgency, and its causes.</li> <li>c. Identify alternatives and their consequences.</li> <li>d. Explore possible solutions.</li> <li>e. Compare/contrast the advantages and disadvantages of alternatives.</li> <li>f. Determine appropriate action(s).</li> <li>g. Implement action(s).</li> <li>h. Evaluate results of action(s) taken.</li> </ol> </li> </ol>

<p>4. COMMUNICATION SKILLS</p> <p>Understand principles of effective communication.</p>	<ol style="list-style-type: none"><li>1. Present a positive image through verbal and nonverbal communication, and understand the power of body language in communication.</li><li>2. Demonstrate active listening through oral and written feedback.</li><li>3. Give and receive feedback.</li></ol>
<p>5. OCCUPATIONAL SAFETY</p> <p>Understand occupational safety issues, including avoidance of physical hazards.</p>	<ol style="list-style-type: none"><li>1. Discuss and implement good safety practices, including the following:<ol style="list-style-type: none"><li>a. personal</li><li>b. lab</li><li>c. fire</li><li>d. electrical</li><li>e. equipment</li></ol></li></ol>

***SAMPLE LESSON PLAN***  
***for the Fine and Applied Art/Basic Needles Arts Course***

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY
H. UNDERSTANDING KNITTING/CROCHET INSTRUCTIONS	7. Identify standard knitting/crochet terminology. 8. Identify standard knitting/crochet abbreviations constituted by a national standards committee.

SAMPLE LESSON PLAN (Knitting)
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LENGTH OF LESSON	SCANS FOCUS
<p>LESSON OBJECTIVE: Students will acquire “knitting language,” so they will be able to understand and follow commercial knitting patterns. As students are introduced to new abbreviations, instructor will have students create cards with the word and abbreviation on it. By using plain 3 x 5 index cards, they will become familiar with the abbreviations and be able to refer to their card as they read instructions.</p> <p>EQUIPMENT AND MATERIALS NEEDED:</p> <ol style="list-style-type: none"> <li>1. Large knitting needles and bulky yarn</li> <li>2. 3 x 5 index cards</li> <li>3. Handouts: supply list, student knit goals</li> </ol>	<p>FOUNDATION            Basic Skills: Reading/            Listening/ Speaking/              Thinking Skills: Creative            Thinking/ Decision Making/            Knowing How to Learn/            Reasoning              Personal Qualities:            Responsibility, Self-esteem,            Social, Self-management,            Integrity/Honesty              COMPETENCIES            Resources: Time/Material            and Facilities/ Human            Resources            Information: Acquires and            evaluates information/            Interprets and            communicates information            Interpersonal: Participates            as a Member of a Team/            Teaches Others/ Negotiates            to Arrive at a Decision            Technology: Selects            Technology/ Applies            Technology to Task</p>

***SAMPLE LESSON PLAN (continued)***

STAGE OF LESSON	LESSON PLAN
WARM UP & INTRODUCTION	<ol style="list-style-type: none"> <li>1. Students will review previous lesson</li> <li>2. Teacher will discuss how to read a knit pattern and become comfortable with the abbreviations.</li> </ol>
PRESENTATION	<ol style="list-style-type: none"> <li>1. Teacher will ask students why they chose their pattern.</li> <li>2. Teacher and student will determine whether the pattern is within their skill area.</li> <li>3. Teacher will discuss pattern and knitting language.</li> </ol>
GUIDED PRACTICE	<ol style="list-style-type: none"> <li>1. Demonstrating in front of students how to cast on, take it off the needle and the knit stitch. Instructor will explain and show a sample of the garter stitch.</li> </ol>
MOTIVATION & ANTICIPATORY SET	<ol style="list-style-type: none"> <li>1. Explain to students that commercial knitting patterns have a language all their own. The language is made up of word abbreviations, symbols, and terminology. These are used to help shorten the pattern and to make it easier for the knitter to read the instructions. It is important for students to learn the terminology so they are successful in learning how to knit.</li> </ol>
GUIDED INSTRUCTION	<ol style="list-style-type: none"> <li>1. Teacher guides students on how to cast on, take it off the needle and the knit stitch.</li> <li>2. Independent practice: the student will practice in class what was demonstrated on their own.</li> </ol>
EVALUATION	<ol style="list-style-type: none"> <li>1. Teacher observes students work during independent practice. Assessment is made to assure that students are receiving the appropriate instructions.</li> </ol>
COMPREHENSION CHECK	<ol style="list-style-type: none"> <li>1. Teacher will review the knitting language. Teacher asks students to define the abbreviations.</li> </ol>
HOMEWORK ASSIGNMENT	<ol style="list-style-type: none"> <li>1. Discuss to students the type of project they should choose. Discuss all the information they need in order to properly purchase the supplies.</li> </ol>

***SAMPLE LESSON PLAN***  
***for the Fine and Applied Art/Basic Needles Arts Course***

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY
H. UNDERSTANDING KNITTING/CROCHET INSTRUCTIONS	7. Identify standard knitting/crochet terminology. 8. Identify standard knitting/crochet abbreviations constituted by a national standards committee.

SAMPLE LESSON PLAN (Crochet)
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LENGTH OF LESSON	SCANS FOCUS
<p>LESSON OBJECTIVE: Students will acquire “crochet language,” so they will be able to understand and follow commercial knitting patterns. As students are introduced to new abbreviations, instructor will have students create cards with the word, and abbreviation and symbol on it. By using plain 3 x 5 index cards, they will become familiar with the abbreviations and be able to refer to their card as they read instructions.</p> <p>EQUIPMENT AND MATERIALS NEEDED:</p> <ol style="list-style-type: none"> <li>1. #H crochet hook and light color 4-ply yarn</li> <li>2. 3 x 5 index cards</li> <li>3. Handouts: supply list, student crochet goals</li> </ol>	<p>FOUNDATION Basic Skills: Reading/ Listening/ Speaking/</p> <p>Thinking Skills: Creative Thinking/ Decision Making/ Knowing How to Learn/ Reasoning</p> <p>Personal Qualities: Responsibility, Self-esteem, Social, Self-management, Integrity/Honesty</p> <p>COMPETENCIES Resources: Time/Material and Facilities/ Human Resources Information: Acquires and evaluates information/ Interprets and communicates information Interpersonal: Participates as a Member of a Team/ Teaches Others/ Negotiates to Arrive at a Decision Technology: Selects Technology/ Applies Technology to Task</p>

***SAMPLE LESSON PLAN (continued)***

STAGE OF LESSON	LESSON PLAN
WARM UP & INTRODUCTION	<ol style="list-style-type: none"> <li>1. Students will review previous lesson</li> <li>2. Teacher will discuss how to read a crochet pattern and become comfortable with the abbreviations and symbols.</li> </ol>
PRESENTATION	<ol style="list-style-type: none"> <li>1. Teacher will ask students why they chose their pattern.</li> <li>2. Teacher and student will determine whether the pattern is within their skill area.</li> <li>3. Teacher will discuss pattern and crochet language.</li> </ol>
GUIDED PRACTICE	<ol style="list-style-type: none"> <li>1. Demonstrating in front of students how to hold the yarn and hook.</li> <li>2. Demonstrate the chain stitch (foundation) and the single crochet stitch.</li> <li>3. Instructor will explain and show a swatch of the single crochet stitch.</li> </ol>
MOTIVATION & ANTICIPATORY SET	<ol style="list-style-type: none"> <li>1. Explain to students that commercial crochet patterns have a language all their own. The language is made up of word abbreviations, symbols, and terminology. These are used to help shorten the pattern and to make it easier for the crocheter to read the instructions. It is important for students to learn the terminology so they are successful in learning how to crochet.</li> </ol>
GUIDED INSTRUCTION	<ol style="list-style-type: none"> <li>1. Teacher guides students on how hold the hook and yarn, chain stitch and single crochet stitch.</li> <li>2. Independent practice: the student will practice in class what was demonstrated on their own.</li> </ol>
EVALUATION	<ol style="list-style-type: none"> <li>1. Teacher observes students work during independent practice. Assessment is made to assure that students are receiving the appropriate instructions.</li> </ol>
COMPREHENSION CHECK	<ol style="list-style-type: none"> <li>1. Teacher will review the crochet language. Teacher ask students to define the abbreviations.</li> </ol>
HOMEWORK ASSIGNMENT	<ol style="list-style-type: none"> <li>1. Discuss to students the type of project they should choose. Discuss all the information they need in order to properly purchase the supplies.</li> </ol>

## ***SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES***

### **TEXTBOOKS**

Rutt, Richard. A History of Hand Knitting. Loveland, CO: Interweave Press, Inc. 1987.

### **Technique**

Abbey, Barbara. The Complete Book of Knitting. NY: The Viking Press. 1971.

Farley, Sidna. Seamless Sweaters (rev. 2<sup>nd</sup> ed.). Denver, CO: Author. 1989.

Fee, Jacqueline. The Sweater Workshop. Loveland, CO: Interweave Press. 1983.

Heathman, Margaret. Knitting Languages. Pittsville, WI: Schoolhouse Press 1996.

Hiatt, June Hemmons. The Principles of Knitting. Old Tappan, NJ: Simon & Schuster. 1988.

Newton, Deborah. Designing Knitwear. Newton, CT: The Taunton Press. 1992.

Reader's Digest. Complete Guide to Needlework. Pleasantville, NY: The Reader's Digest Association, Inc. 1979.

Righetti, Maggie. Knitting in Plain English. NY: St. Martin's Press. 1986.

Righetti, Maggie. Sweater Design in Plain English. NY: St. Martin's Press. 1990.

Rosen, Evie. The All New Teach Yourself to Knit Book. Little Rock, AR: Leisure Arts. 1988.

Stanley, Montse. Creating and knitting your own designs for a perfect fit. Harper & Row. 1982.

Stanley, Montse. The Handknitter's Handbook. London: David & Charles. 1986.

Stewart, Evelyn Stiles. The Right Way to Knit. (Vols. I & II). Brunswick Yarns. 1969.

Taylor, Gertrude. America's Knitting Book. Riverside, NJ: Charles Scribner's Sons. 1968.

Thomas, Mary. Mary Thomas' Knitting Book. Mineola, NY: Dover Publications. 1972.

Vogue Knitting Editors. Vogue Knitting. NY: Pantheon Books. 1989.

Zimmerman, Elizabeth. Knitting Without Tears. Riverside, NY: Charles Scribner's Sons. 1973.

Zimmerman, Elizabeth. Knitter's Almanac. Mineola, NY: Dover Publications. 1985.

### **Design**

Elalouf, Sion. The Knitting Architect. Rosevelt, NY: Knitting Fever Inc. 1982.

Erickson, Mary Anne and Eve Cohen. Knitting By Design. NY: Bantam Books. 1986.

Gibson-Roberts, Priscilla. Knitting in the Old Way. Loveland, CO: Interweave Press. 1985.

Harmony Guide to Knitting Stitches (Vols. 1 & 2). England: Lyric Books Ltd. 1983 & 1987.

Michelson, Carmen and Mary Ann Davis. The Knitter's Guide to Sweater Design. Loveland, CO: Interweave Press. 1989.

***SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES***  
***(continued)***

**Stitches & Patterns**

Ryan, Mildred Graves. The Complete Guide Encyclopedia of Stitchery. Garden City, NY: Doubleday & Company, Inc. 1979.

Tricot, Mon. Knitting Encyclopedia: 1800 Patterns. Paris, France: Cie Francaise d'Editions. 1989.

Walker, Barbara. A Treasury of Knitting Patterns. Riverside, NY: Charles Scribner's Sons. 1968.

Walker, Barbara. A Second Treasury of Knitting Patterns. Riverside, NY: Charles Scribner's Sons. 1970.

Walker, Barbara. Charted Knitting Designs. Riverside, NY: Charles Scribner's Sons. 1972.

**ONLINE RESOURCES**

Better Homes & Gardens: [www.bhg.com/bhg/crafts/index.jhtml](http://www.bhg.com/bhg/crafts/index.jhtml)

Click on Knitting & Crochet under Crafting Basic, then click on the Knitting Basics on the next page.

Margaret K.K. Radcliffe's: [www.maggiesrags.com/tips.html](http://www.maggiesrags.com/tips.html)

Lucy Neatby's: [www.tradewindknits.com'tmbosun.html](http://www.tradewindknits.com'tmbosun.html)

The Fiber Gypsy: [www.fibergypsy.com/Charts and Other helpful Resources](http://www.fibergypsy.com/Charts_and_Other_helpful_Resources)

[www.knittingsoftware.com/knit/knitting.htm](http://www.knittingsoftware.com/knit/knitting.htm)

Barbara Breiter: [www.knitting.about.com](http://www.knitting.about.com)

Online Knitting Compendium: [www.woolworks.org](http://www.woolworks.org)

## ***KNITTING MAGAZINES & NEWSLETTERS***

Cast On. TKGA, PO Box 3388, Zanesville, OH 43702. Website: [www.TKGA.com](http://www.TKGA.com). Official publication of The Knitting Guild of America. Knitwear designs, tips, membership news, articles, yarn industry info. Also contains regular Masters articles designed to assist those enrolled in the program and all other knitters. Published 4 times a year and included free of charge with TKGA membership.

Easy Knitting. Family Circle, PO Box 3000, Denville, NJ 07834-3000. Website: [www.fceasyknitting.com](http://www.fceasyknitting.com). Annual newsstand publication. Published 4 times per year.

Fashion Knitting. All American Crafts, Sparta, NJ. Published 6 times per year. Mainly contain designs from all yarn industry.

InKnitters Magazine. Fiber Circle Publishing, 1105 E. Plano Pkwy #2, Plano, TX 75074. Technical articles and designs. Published 4 times per year.

Knit It!. Better Homes and Gardens, 1716 Locust St., Des Moines, IA 50309-3023. Website: [www.bhg.com/crafts](http://www.bhg.com/crafts). Annual newsstand publication. Published 4 times per year.

Knitters. XRX, Inc., Sioux Falls SD. Published 4 times per year. Designs, articles, some technique tips.

Knitting Digest. House of White Birches, Berne, IN. Published 6 times per year.

Vogue Knitting. New York. Published 4 times per year. Designs, articles, some technique tips and how-to-dos.

Woolgathering. Schoolhouse Press, 6899 Cary Bluff, Pittsville, WI 54466. Newsletter, published 2 times per year. Knitting patterns, mainly circular, hints, and industry info. Also available, all Elizabeth Zimmerman/Meg Swansen books, videos, yarn and accessories.

Knitting Now. PO Box 353, Norfolk, MA 02056. Newsletter, published 3 times per year.

## ***SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES***

### **TEXTBOOKS**

#### **Technique**

Cosh, Sylvia & Walters, James. The Crochet Workbook. NY: St. Martin's Press. 1989.

Duesel-Oken, Kathleen Ann. ABC's of Crochet: What Every Crocheter Should Know. Stage III Press. 1997.

The Good Housekeeping: Illustrated Book of Needlecrafts. NY: Hearst Books. 1994.

Mountford, Debra, Editor. The harmony guide to crocheting techniques and stitches. NY: *Harmony Books*. 1992.

Norton, Carol. Tapestry Crochet. St. Paul, MN: Dos Tejedoras Fiber Arts Publication. 1991.

Paludan, Lis. Crochet: History & Technique. Loveland, CO: Interweave Press. 1986.

Turner, Pauline. Begin With Creative World of Crochet. London: Crochet Design. 1992.

Turner, Pauline. The Technique of Crochet. London: B.T. Batsford Ltd. 1987.

#### **Design**

Harmony Guide to 100's More Crochet Stitches. London: Lyric Books Ltd. 1992.

#### **Stitches and Patterns**

Knox, Gerald, Editor. Better Homes & Gardens Crocheting & Knitting. Meredith Corporation. 1977.

Matthews, Ann. Vogue: Dictionary of Crochet Stitches. London: David & Charles. 1989.

Nesring, Nancy. 50 Heirloom Buttons to Make. Newton, CT: Taunton Press. 1996.

#### **Periodicals and Internet Resources**

Crochet!. 23 Old Pecan Rd., Big Sandy TX 75755 Published 6 times per year.

Crochet Magazine. CGOA, PO Box 127, Lockport IL 60441. Website: [www.crochet.org](http://www.crochet.org). Official publication of the Crochet Guild of America. Showcases fashion and crochet with innovative techniques. Published 6 times per year. The Chain Link newsletter and the crochet magazine are included free of charge with CGOA membership.

Crochet Fantasy. PO Box 313, Mt. Morris, IL 61054-0313. Published 9 times per year.

Crochet World. PO Box 9014, Big Sandy, TX 75755. Published 6 times per year.

Magic Crochet. PO Box 1971, Danbury CT 06813. Published 6 times per year.

Quick and Easy Crochet. PO Box 7129, Red Oak IA 51591-0129. Published 6 times per year.

***SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES***  
***(continued)***

**Professional Organizations:**

Craft Yarn Council of America, P.O. Box 9, Gastonia, NC 28053-0009. (800) 662-9999  
Website: [www.craftyarncouncil.com](http://www.craftyarncouncil.com) . "Keep the Ball Rolling" newsletter available to certified teachers online. Provides education programs and certification to dedicated knitters and crocheters.

**RESOURCE PERSONS**

Subject area specialist

## *TEACHING STRATEGIES and EVALUATION*

### **METHODS AND PROCEDURES**

- A. Lecture and discussion
- B. Demonstrations
- C. Individualized instruction
- D. Interactive activities

### **EVALUATION**

- A. Individual student performance
- B. Self assessment
- C. Group assessment
- D. Peer feedback
- E. Teacher assessment and evaluation
- F. Objective tests and quizzes based on competencies in this course outline

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### Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.

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