FASHION AND TEXTILES TECHNOLOGY 10

Description
The student will acquire and expand basic sewing skills through the use of commercial patterns and a portfolio. Students will construct a minimum of 4 sewing projects, each advancing in difficulty. The use of a technologically advanced state-of-the-art sewing and embroidery machine use will be explored and implemented.

Course Overview

Course Goals	Essential Questions	Assessments
Students should:	• What knowledge, skills and practices are required to achieve career success in the textile, apparel and housing industries? • How do consumers utilize the principles of design to make informed textile decisions? • How do we effectively utilize human, economic and environmental resources in our daily lives? • What leadership skills and knowledge are necessary to work effectively with individuals and cohorts?	*Common Assessments* *Skill Assessments*

Content Outline
  I.   Unit 1 - Sewing Machine and Equipment
  II. Unit 2 - Basic Construction, Fabrics, and Notions
  III. Unit 3 - Commercial Pattern Use
  IV. Unit 4 - Computerized Technology
  V. Unit 5 - FCCLA
	Standards
	
	Family and Consumer Science Standards
	
	Connecticut State Standards are met in the following areas:
	  •
		Grade Level Skills
		Students will:
		  • Skills Matrix

Pacing Guide			
1st Marking Period	2nd Marking Period	3rd Marking Period	4th Marking Period
September October November	December January	February March April	May June

Unit 1	Unit 2	Unit 3	Unit 4
Sewing Machine and Equipment	**Basic Construction, Fabrics, and Notions**	**Commercial Pattern Use**	**Computerized Technology**
2 weeks	6 weeks	20 weeks	4 weeks

Unit 5

FCCLA

Ongoing

Unit 1 - Sewing Machine and Equipment, 2 weeks <u>top</u>

Standards
Textiles, Apparel, Housing, Interiors, and Related Careers
Students will demonstrate the integration of knowledge, skills, and practices required for careers in textile, apparel, housing, and interiors.
Students will:
- become exposed to technology used to produce textile, apparel, and furnishings

Unit Objectives	Essential Question	Assessment
Students will be able to: • describe sewing machine features. • describe serger machine features. • identify and explain use of sewing/serger machines.	• What knowledge, skills and practices are required to achieve career success in the textile, apparel and housing industries? **Focus Question** • What knowledge and implementation of using equipment properly results in successful sewing projects?	• Stitch/Serge sample for portfolio
Lesson Planning Resources • Conventional Sewing Machine • Computerized Sewing Machine • Parts and Functions of the Sewing Machine • Parts and functions of the Serger Machine	**Suggested Materials/Resources** •	**Skill Objectives** Students will: • review and demonstrate proper threading of the sewing machine. • demonstrate basic and advanced sewing procedures on the sewing machine.
Technology Resources	**Differentiated Instruction**	**Enrichment/ELL**

Unit 2 – Basic Construction, Fabrics, and Notions, 6 weeks top

Standards
Textiles and Design
Students will analyze the principles of design as they apply to textiles, apparel, housing, interiors, and furniture.
Students will:
- evaluate fiber and textiles materials.

Unit Objectives	Essential Question	Assessment
Students will be able to: • identify and implement sewing terms. • describe characteristics of both natural and man-made fibers and fabrics. • identify various fabric constructions (woven vs. knit, one-way designs, etc.) and their terms. • describe and assess effects of textiles characteristics on design, construction, care, use, and maintenance of products.	• How do consumers utilize the principles of design to make informed textile decisions? **Focus Questions** • How are correct sewing methods evaluated and chosen? • How do correct notions and fabrics dictate professional design results?	• Portfolio consisting of constructed samples

Lesson Planning Resources	Suggested Materials/Resources	Skill Objectives

• Fabric and Textiles
 • Notions
 • Construction Techniques
	•	Students will:
		 • demonstrate three methods for transferring pattern markings to fabric: tailor's chalk, tracing paper and wheel, tailor tacks.
		 • sew proper construction methods for:
		     o seams: standard 5/8" seam
		     o seam finishes: zig-zag, serged, pinked, pinked and stitch
		     o darts: single-pointed, double-pointed
		     o zippers: centered, lapped
		     o hem finishes: hand and machine
		     o buttons: hand and machine
		     o machine buttonholes
		     o closures: snaps, hook and eye, hook and loop tape

		o gathering
		o elastic casings
Technology Resources	**Differentiated Instruction**	**Enrichment/ELL**

Unit 3 - Commercial Pattern Use, 20 weeks (completion of 4 projects – one per marking period) **top**

Standards
Consumer Science and Family Resource Management
Students will evaluate management practices related to human, economic, and environmental resources.
Students will:
- utilize technology for individual and family resources.

Unit Objectives	Essential Question	Assessment
Students will be able to: • examine the use of a commercial pattern in design. • recognize pattern layout for individual projects. • identify pattern markings and symbols. • apply the steps in following a pattern instruction sheet.	• How do we effectively utilize human, economic and environmental resources in our daily lives? **Focus Questions** • How do proper body measurements determine sizing in commercially produced patterns? • How are calculations used to determine fabric yardage and pattern layout for projects? • What tools are used to properly cut and mark fabric?	• A finished product using a commercial pattern

Lesson Planning Resources	Suggested Materials/Resources	Skill Objectives
• Understanding Patterns • Preparing the Pattern • Preparing the Fabric • Laying out a Pattern • Cutting and Marking Fabric	•	Students will: • apply elements and principles of design appropriately in designing, constructing, and/or altering textiles products. • demonstrate basic skills for producing and altering textiles products and apparel. • demonstrate an understanding of commercial pattern instructions, proper layout techniques, pattern markings, and symbols.

Technology Resources	Differentiated Instruction	Enrichment/ELL

Unit 4 - Computerized Technology, 4 weeks [top](top)

Standards
Textiles and Design
Students will analyze the principles of design as they apply to textiles, apparel, housing, interiors, and furniture.
Students will:
- use technologically advanced equipment.

Unit Objectives	Essential Question	Assessment
Students will be able to: - assess appropriate computer generated designs in finished projects. - examine the principles of design in determining choice of a computer generated design.	- How do consumers utilize the principles of design to make informed textile decisions? **Focus Questions** - How do computer aided designs enhance the finished product? - What are the considerations in choosing an embroidery design? - What are the principles of design that effect textiles and apparel decisions?	- Using technology advanced equipment, students will use a principle of design on a finished garment.
Lesson Planning Resources - Use of Computerized Software and Machine - Uses of Technology in Garment Construction.	**Suggested Materials/Resources** -	**Skill Objectives** Students will: - download pre-exciting designs from the internet to finished projects. - upload and digitize original designs to finished products. - apply appropriate computer generated designs in finished products.
Technology Resources	**Differentiated Instruction**	**Enrichment/ELL**

Unit 5 - FCCLA, Ongoing top		

Standards

Leadership

Students will develop leadership skills, which impact individuals, families, communities, and organizations.

Students will:

- integrate the concepts, strategies, and tools needed which contribute to personal growth, community leadership, democratic principles and social responsibility through participation in Family, Career, and Community Leaders of America (FCCLA).

Unit Objectives	Essential Question	Assessment
Students will be able to: • describe the importance of communication, teamwork, and leadership skills in the family, workplace, and community. • identify education and training requirements and opportunities for career paths in textiles and apparel.	• What leadership skills and knowledge are necessary to work effectively with individuals and cohorts? **Focus Questions** • What ways can FCCLA help young people become leaders and address important personal, family, work and societal issues through Family and Consumer Sciences education? • What kind of information activities and projects develop leadership skills and career development?	• Students will develop a display board documenting and illustrating the work of one project. Each student will give a 4 – 5 minute presentation according to the national/state FCCLA rubrics
Lesson Planning Resources • Family • Careers • Community • Leadership	**Suggested Materials/Resources** •	**Skill Objective** Students will: • participate in local, state and/or national FCCLA events.
Technology Resources	**Differentiated Instruction**	**Enrichment/ELL**