**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**

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

**Essential Questions**

• 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?

**Assessments**

- 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:
  - Skills Matrix

**Grade Level Skills**

- Students will:
  - Skills Matrix
<table>
<thead>
<tr>
<th></th>
<th>1st Marking Period</th>
<th>2nd Marking Period</th>
<th>3rd Marking Period</th>
<th>4th Marking Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>October</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>November</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>December</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>January</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>February</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>March</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>April</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>June</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit 1</strong> <strong>Sewing Machine and Equipment</strong></td>
<td>2 weeks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit 2</strong> <strong>Basic Construction, Fabrics, and Notions</strong></td>
<td></td>
<td>6 weeks</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit 3</strong> <strong>Commercial Pattern Use</strong></td>
<td></td>
<td></td>
<td>20 weeks</td>
<td></td>
</tr>
<tr>
<td><strong>Unit 4</strong> <strong>Computerized Technology</strong></td>
<td></td>
<td></td>
<td></td>
<td>4 weeks</td>
</tr>
<tr>
<td><strong>Unit 5</strong> <strong>FCCLA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ongoing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Unit 1 - Sewing Machine and Equipment, 2 weeks

## 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

Students will be able to:
- describe sewing machine features.
- describe serger machine features.
- identify and explain use of sewing/serger machines.

## Essential Question

- 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?

## Assessment

- 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

- Review and demonstrate proper threading of the sewing machine.
- Demonstrate basic and advanced sewing procedures on the sewing machine.

## Skill Objectives

- Students will:

## Technology Resources

- Differentiated Instruction
- Enrichment/ELL
## 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

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.

## Essential Question

- 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?

## Assessment

- Portfolio consisting of constructed samples

## Lesson Planning Resources

- Fabric and Textiles
- Notions
- Construction Techniques

## Suggested Materials/Resources

- 

## Skill Objectives

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:
  - seams: standard 5/8” seam
  - seam finishes: zig-zag, serged, pinked, pinked and stitch
  - darts: single-pointed, double-pointed
  - zippers: centered, lapped
  - hem finishes: hand and machine
  - buttons: hand and machine
  - machine buttonholes
  - closures: snaps, hook and eye, hook and loop tape
<table>
<thead>
<tr>
<th>Technology Resources</th>
<th>Differentiated Instruction</th>
<th>Enrichment/ELL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>gathering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>elastic casings</td>
</tr>
</tbody>
</table>
### Unit Objectives

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.

### Essential Question

- 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?

### Assessment

- A finished product using a commercial pattern

---

### Lesson Planning Resources

- Understanding Patterns
- Preparing the Pattern
- Preparing the Fabric
- Laying out a Pattern
- Cutting and Marking Fabric

### Suggested Materials/Resources

- 

### Technology Resources

- Differentiated Instruction

### Skill Objectives

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.

### 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 4 - Computerized Technology, 4 weeks**

**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**

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.

**Essential Question**

- 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?

**Assessment**

- 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**
### 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

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.

### Essential Question

- 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?

### Assessment

- 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

- Technology Resources

### Skill Objective

- Students will:
  - participate in local, state and/or national FCCLA events.

### Differentiated Instruction

- Enrichment/ELL