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Belleville Public Schools

Curriculum Guide

CLOTHING II, GRADE 10-12

UNIT 6: APPAREL CONSTRUCTION: SAMPLES

Belleville Board of Education

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Unit Overview

Constructing a fashion garment following a commercial pattern starts with the pattern guide sheet. This is the step by step instruction plan on how to assemble the sewing project. Machine sewing techniques and skills are needed to accomplish these construction steps. Guided practice is needed to develop and master sewing abilities. Building on basic skill levels move the student from easy construction projects to more advanced tasks as new skills and techniques are mastered. This unit revolves around developing and building on skills learned in the Clothing I course under machine construction techniques.

Within in the Apparel Construction: Sample Unit, students will construct a:

1). Mitered Corner

2). Placket

3). Patch Pocket

4). Hem

Enduring Understanding

- Ability to read and follow a pattern layout and construction instruction sheets are essential in constructing fashion clothing.
- Machine sewing techniques and skills are needed to accomplish construction steps.
- Guided practice is needed to develop and master sewing abilities.
- Building on introductory skill levels move the student from easy construction projects to more advanced tasks as new skills and techniques are mastered.
- Basic skills of machine construction and techniques to master include: mitered corner, placket, patch pocket, and hemming techniques.
- Pressing fabric after construction tasks to maintain a professional appearance on completed project.

Essential Questions

- Is the student able to read and follow garment instruction sheets to create a fashion samples.
- Is the student able to construct straight and curved seams of various widths utilizing a seam guide?
- Is the student able to finish seams to provide a fray free seam with a neat finished appearance?
- Can the student make a mitered corner?
- Can the student make a placket?
- Can the student make a patch pocket?
- Is the student able to turn and finish raw fabric edges and hem?
- Is the student able to develop their sewing skills to meet construction challenges.
- Is the student able to follow safety procedures while working with sewing equipment?
- Is the student able to practice effective time management to complete task in a timely manner?

Exit Skills

Student will be able to:

- Read and follow step by step instructions described in garment guidelines.
- Measure fabric and cut accurately.
- Transfer pattern markings to fabric.
- Exhibit techniques and skills to stitch various size seams and seam finishes.
- Construct a mitered corner.
- Construct a placket.
- Construct a patch pocket.
- Construct a finished hem edge.
- Trim excess fabric and thread and pressing work as progress proceeds.

New Jersey Student Learning Standards (NJSLS-S)

Established Goals(G): Common Core State Standards/Technology Standards

9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.

9.3.12 ED.4 Evaluate and manage risks to safety, health and the environment in education and training setting.

9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.

LA.11-12 RST 3: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

LA.11-12 RST 4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in specific technical context.

LA.11-12 RST 7: Integrate and evaluate multiply sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

LA.11-12 RST 9: Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process phenomenon, or concept, resolvingconflicting information when possible.

WHST 2: Write informative/explanatory texts, including the narration of scientific procedures/experiments, or technical processes. d, e

TECH 8.1.12.B: Demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH 8.1.12 B CS1 Apply existing knowledge to generate new ideas, products or processes.

TECH 8.1.12 CS2 Select and use applications effectively and productively.

TECH 8.1.12 D CS2 Demonstrate personal responsibility for life long learning.

TECH 8.1.12E CS2 Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media.

Interdisciplinary Connections

LA.11-12 RST 3: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
LA.11-12 RST 4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in specific technical context.
LA.11-12 RST 7: Integrate and evaluate multiply sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LA.11-12 RST 9: Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process phenomenon, or concept, resolving conflicting information when possible.
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TECH 8.1.12 CS2 Select and use applications effectively and productively.
TECH 8.1.12 D CS2 Demonstrate personal responsibility for life long learning.
TECH 8.1.12E CS2 Locate, organize, analyze, evaluate, synthesize

Learning Objectives

Students will demonstrate ability to :

- construct straight and curved seams of various widths utilizing a seam guide.
- finish seams to provide a fray free seam with a neat finished appearance.
- make a construction sample of mitered corner.
- make a construction sample of a fabric placket.
- make a construction sample of patch pocket.
- turn and finish raw fabric edges and hem.
- develop their sewing skills to meet construction challenges.
- follow safety procedures while working with sewing equipment.

- practice effective time management to complete task in a timely manner.

Suggested Activities & Best Practices

Project-Based Learning

Read and Follow Step by Step Instructions

Measure/Apply Calculations

Sewing Machine Technology Usage and Skills

Design and Create Fashion Styles

Construct Apparel and Accessories

Media Research and Information Gathering

Evidence of Student Learning - Checking for Understanding (CFU)

Formative:

- Essays
- Study Guide
- Fashion Learning Logs
- Individual Goal Setting
- Interactive Notebook
- Observations
- Accomplishing Daily Objectives
- Exit Questions
- Mental Checklists

Summative**:**

- Quizzes
- Tests
- Projects
- Presentations
- Exams

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate

- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources & Materials

- Textbook –*Simplicity's Simply the Best Sewing Book*
- Textbook – *Clothing Concepts and Construction*
- Fashion Magazines/Websites
- Apparel Patterns
- Power Point Presentations
- Internet

Ancillary Resources

- Communication Skills – English, Reading, Writing
- Mathematics
- Economics
- Artistic Design and Creativity
- Social Skills/Interpersonal Skills

Technology Infusion

- Interactive SmartBoard Technology
- Technology Internet Research and Word Processing
- Video Demonstration
- Calculations
- Online Applications

Alignment to 21st Century Skills & Technology

- Communication Skills – English, Reading, Writing
- Mathematics
- Economics
- Artistic Design and Creativity
- Social Skills/Interpersonal Skills

21st Century Skills/Interdisciplinary Themes

- ICT (Information, Communications and Technology) Literacy
- Interpersonal Communication
- Problem-Solving
- Financial, Economic, Business and Entrepreneurial Literacy

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

Students will be able to use their learning to …

- Use effective oral and written communication strategies for creating, expressing, and interpreting information and ideas.
- Use critical and creative thinking strategies to facilitate innovation and problem-solving both independently and in teams.
- Use technology is used to access, manage, integrate, and disseminate information.

- Use effective leadership and teamwork strategies to foster collaboration and cooperation to accomplish goals.
- Develop life skills in order to achieve continuing success in various life roles related to continuing education, career development, and personal growth.
- Develop employable skills to build the capacity for successful careers.

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

- Small group assignments

- Added time to complete assignments
- Pairing oral instructions with visuals
- Repeat directions as needed
- Reinforcing on-task behaviors and skill acquisition
- Reduce amount of assignments that are due
- Rephrase written directions
- Study guides provided
- Additional time for skill mastery
- Test read to student
- Visual presentation
- Computer or electronic device utilizes
- Techniques of repetition, review, and summarization
- Small group setting
- Paired given oral as well as written instructions
- Peer assistance provided
- Printed copy of board work/notes provided
- Study guides/questions provided
- Extra time for completion
- Use of study sheets, notes, open book

Intervention Strategies

- Small Group Instruction
- Student Working with and Assigned Partner
- Preview of Content, Concepts, and Vocabulary
- Check Work Frequency for Understanding
- Study Guides
- Assistive Technology
- Computer or Electronic Devices
- Extended Time on Tests/Quizzes
- Preferential Seating
- Peer Tutoring

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required

- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Special Education Learning

- Study Guides/Board Notes
- Additional Time for Skill Mastery
- Assistive Technology
- Computer or Electronic Device Utilizes
- Multi-sensory Instruction
- Preferential Seating
- Student Working with an Assigned Partner
- Small Group Instruction
- Check Work Frequently for Understanding
- Extended Time on Tests/Quizzes

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions

- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- Teach Key Concepts
- Visual Teaching Aids: Videos, Illustrations, Pictures and Drawings
- Use of note cards, study guides and open book during testing
- Small Group Instruction
- Student Working with and Assigned Partner
- Preview of Content, Concepts, and Vocabulary
- Check Work Frequency for Understanding
- Peer Tutoring

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: