Unit 9: Working with Patterns

Content Area: **CTE**
Course(s): **Fashion**
Time Period: **FebMar**
Length: **2 weeks/grade 9-12**
Status: **Published**

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Fashion

Grades 9-12

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: J. Worster

Dr. Richard Tomko, Superintendent of Schools

Mr. Thomas D'Elia, Director of Curriculum and Instruction

Ms. Diana Kelleher, District Supervisor of ELA/Social Studies

Mr. George Droste, District Supervisor of Math/Science

Board Approved: September 19, 2016

Unit Overview

Patterns can be found in specialty sewing and fabric stores, craft and quilt stores, and sewing machine dealerships. Pattern catalogs are divided into projects by categories, and arranged by degree of sewing difficulty. Garment patterns are sized by personal body measurements. Reading the pattern envelop is essential. The front of the pattern envelop contains optional style variations of the same project. The back lists information about project details, fabric types, yardage amounts, and sewing notions. Inside are the pattern pieces, key and glossary information, pattern layout and instruction sheets. Sewing knowledge is needed to decode pattern pieces and read pattern symbols, to select and purchase fabric, to layout and cut out pattern pieces, and mark construction points. Working with patterns are fundamental construction skills that must be developed. They are the foundations of sewing success.

NJSLS

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

	settings.
9.3.12.ED.10	Apply organizational skills and logic to enhance professional education and training practice.
9.3.12.ED-ADM.2	Identify behaviors necessary for developing and sustaining a positive learning culture.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

Exit Skills

Student will be able to:

- actively participate in class discussions.
- apply proper personal and sewing lab safety guidelines to prevent accidents.
- describe and demonstrate how to read a pattern envelope.
- determine the correct pattern size by taking accurate body measurements.
- select sewing projects based on style views and degree of sewing difficulty.
- determine the amount of fabric to purchase based on yardage width.
- read, explain and demonstrate knowledge of pattern symbols to layout the pattern.
- mark construction points by transferring pattern mark information to fabric pieces.
- read, explain sewing steps and demonstrate construction techniques on projects by following pattern guide sheet.

Enduring Understanding

- Fashion construction is a decision making process in order to select, design, purchase, create, and assemble projects.
- Sewing knowledge and skills are needed to construct a project utilizing commercial pattern.
- Patterns envelops contain information required to construct the project.
- Reading pattern symbols is essential in laying out the pattern correctly before cuttingting the right fabric, the correct amount and preparing it for the project is crucial before laying out the pattern pieces.
- The pattern size must be customized based on individual body measurements. This must be done during the laying out process utilizing pattern symbols.
- Sewing notions are needed to complete sewing projects.

Essential Questions

- Does the student actively participate in the sewing lab?

- Does the student exhibit knowledge of commercial patterns?
- Is the student able to explain the information included in a commercial patterns?
- Can the student read, explain and interpret the information included on a pattern envelope?
- Can the student determine the correct pattern size by taking accurate body measurements?
- Can the student select sewing projects based on style views and degree of sewing difficulty?
- Can the student determine the amount of fabric to purchase based on yardage width?
- Is the student able to determine the type of sewing notions needed to complete the sewing project?
- Is the student able to read, explain and demonstrate knowledge of pattern symbols to layout the pattern?
- Is the student able to mark construction points by transferring pattern mark information to fabric pieces?
- Is the student able to read, explain sewing steps and demonstrate construction techniques on projects by following pattern guide sheet.
- Can the student apply proper personal and sewing lab safety guidelines to prevent accidents?

Learning Objectives

Students will demonstrate ability to :

- actively participate in the sewing lab.
- exhibit knowledge of commercial patterns.
- explain the information included in a commercial patterns.
- read, explain and interpret the information included on a pattern envelop.
- determine the correct pattern size by taking accurate body measurements.
- select sewing projects based on style views and degree of sewing difficulty.
- determine the amount of fabric to purchase based on yardage width.
- determine the type of sewing notions needed to complete the sewing project.
- read, explain and demonstrate knowledge of pattern symbols to layout the pattern.
- mark construction points by transferring pattern mark information to fabric pieces.
- read, explain sewing steps and demonstrate construction techniques on projects by following pattern construction guide sheet.
- apply proper personal and sewing lab safety guidelines to prevent accidents.

Interdisciplinary Connections

Please list all and any cross-curricular content standards that link to this Unit.

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Alignment to 21st Century Skills & Technology

- Communication Skills – English, Reading, Writing
- Mathematics
- Economics
- Science
- Social Skills/Interpersonal Skills

21st Century/Interdisciplinary Themes

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

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

- 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

Technology Infusion

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

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

Special Education

- 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

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

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

Evidence of Student Learning-CFU's

Formative:

- Study Guide
- Fashion Learning Logs
- Group/Lab Participation
- 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

- Textbook –*Simplicity's Simply the Best Sewing Book*
- Textbook – *Clothing Concepts and Construction*
- Power Point Presentations
- Business Area Guest Speakers
- Internet/online resources

Ancillary Resources

- Demonstrations
- Sewing Tools and Equipment Presentations/Discussions
- Commercial Fashion Production
- Video – Study Guide
- Worksheets/questions
- Filling out fashion learning logs

Sample Lesson

Unit Name: Working with Patterns

CCSS/NJCCCS: See link below

Interdisciplinary Connection: Note writing/Learning Logs

Statement of Objective:

SWDAT actively participate in the sewing lab.

SWDAT exhibit knowledge of commercial patterns.

SWDAT explain the information included in a commercial patterns.

SWDAT read, explain and interpret the information included on a pattern envelop.

SWDAT determine the correct pattern size by taking accurate body measurements.

SWDAT select sewing projects based on style views and degree of sewing difficulty.

SWDAT determine the amount of fabric to purchase based on yardage width.

Anticipatory Set/Do Now: What do we need to know to construct a piece of clothing? Make a list. How can we find out all this information before we sew? What do we need to know before we sew?

Learning Activity: Research pattern facts

Dissect Pattern Envelop Information

Take Body Measurements

Determine Pattern Sizes

Select view or design variation to construct

Determine amount of fabric yardage needed to construct the selected view

Student Assessment/CFU's: see above

Materials: Commercial Patterns, Pattern Envelops

21st Century Themes and Skills: see link above

Differentiation: see link above

Integration of Technology: Power Point, video clips, SmartBoard/overhead project

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 settings.
9.3.12.ED.5	Demonstrate group collaboration skills to enhance professional education and training practice.
9.3.12.ED.10	Apply organizational skills and logic to enhance professional education and training practice.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.