Unit 11: Fashion Projects

Content Area: **CTE**
Course(s): **Fashion**
Time Period: **MayJun**
Length: **11 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

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 these introductory skill levels move the student from easy construction projects to more advanced tasks as new skills and techniques are mastered. This unit revolves around learning the basic steps of machine construction techniques.

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:

- choose a pattern based on individual skill levels, personal appeal, personal measurements, and fabric choice.
- select notions and thread.
- preshrink all washable fabrics and prepare fabric for garment construction.
- read and follow instructions for laying out, cutting and marking the fabric.
- exhibit techniques and skills to join pattern pieces together: staystitching, darts, seams, and finishing seams
- add interfacing.
- insert zipper closings and/or button holes.
- assemble facings and/or sleeves.
- finish garment with casing and hems.
- trim excess fabric and thread and pressing work as progress proceeds.

Enduring Understanding

- Decision making process is used to select, purchase, create and construct a sewing project.
- Sewing knowledge and skills are needed to construct a garment using a commercial pattern.
- There are different types of commercial patterns based on projects and sew skill levels
- Pattern information includes identifying symbols, number of pieces to cut, fold lines, grain lines, lengthen and shorten garment, cutting lines, seam allowance, selvage, hem line, etc
- Pattern sizes must be adjusted and customized to fit specific measurements for individual body types.
- Garment construction requires many sewing skills and techniques to complete.
- Pattern guide sheets are step by step instruction sheets used to guide construction.

Essential Questions

- Does the student understand how to interpret a commercial pattern?
  Is the student able read, understand and explain pattern information and symbols to correctly layout the

pattern?
- Is the student able to prepare the fabric for laying out the pattern?
  Does the student exhibit knowledge of reading, understanding and demonstrating sewing techniques outlined in the pattern guide sheets?
- 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?

-

Learning Objectives

Students will demonstrate ability to :

- Read and analyze pattern envelop information to pick a sewing project.
- Choose a pattern based on individual skill levels, personal appeal, personal measurements, and fabric choice.
- read, understand and explain pattern information and symbols to correctly layout the pattern.
- prepare the fabric for laying out the pattern.
- exhibit knowledge of reading, understanding and demonstrating sewing techniques outlined in the pattern guide sheets.
- 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.

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: Fashion Projects

NJSLS: See link below

Interdisciplinary Connection: Note writing/Learning Logs

Statement of Objective:

SWDAT read and analyze pattern envelop information to pick a sewing project.

SWDAT choose a pattern based on individual skill levels, personal appeal, personal measurements, and fabric choice.

SWDAT read, understand and explain pattern information and symbols to correctly layout the pattern.

SWDAT prepare the fabric for laying out the pattern.

SWDAT exhibit knowledge of reading, understanding and demonstrating sewing techniques outlined in the pattern guide sheets.

SWDAT develop their sewing skills to meet construction challenges.

SWDAT follow safety procedures while working with sewing equipment.

SWDAT practice effective time management to complete tasks in a timely manner.

Anticipatory Set/Do Now: Evaluate your project progress. What steps have you completed on your construction guide sheet? What is today's daily goal for you and your project construction progress? What challenges are you facing? What questions do you have? What successes have you achieved?

Learning Activity: Garment Construction

Reading, explaining and demonstrating correct construction skills by following pattern guide sheet's step by step instructions

Evaluating construction progress

Using time management effectively

Student Assessment/CFU's: project progress, observation, see above

Materials: individual student construction projects, sewing machines, irons

21st Century Themes and Skills: see link above

Differentiation: see link above

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

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.