Unit 2: Sewing and Fashion Application - Updated 2024

Content Area: **Family and Consumer Sciences**
Course(s):
Time Period: **Marking Period 1**
Length: **20 days**
Status: **Published**

Brief Summary of Unit

Students will build on the skills learned in 7th grade sewing to experience a pattern and pattern instructions from a company such as Simplicity. Students will utilize new and existing skills and fashion knowledge to make an article of clothing such as a pair of shorts or a pair of pajama pants. Simple pattern instructions and sewing procedures will be utilized to develop a base of knowledge and skills in the art of sewing. In this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives in the FCS program that further their study and contribute toward the formation of career interest.

Standards

The identified standards reflect interdisciplinary connections across content areas including social sciences, technology and career readiness. Within this course, as appropriate, cultural awareness and global citizenship are highlighted as related to content and context of discussion.

Content specific connections:

16.3.2 Apply basic and complex color schemes and color theory to develop and enhance visual effects.

16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textiles, fashion, and apparel.

16.3.4 Demonstrate design concepts using fiber, fabric or digital means, employing draping and/or flat pattern making techniques.

16.3.8 Evaluate the impact of history of design and designers, arts and culture, trend setters, and global influences on textiles, fashion, and apparel.

Cross curricular connections:

LA.WHST.9-10.6	Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LA.RST.9-10.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
FAM.9-12.16.1.1	Explain the roles and functions of individuals engaged in textiles and apparel careers.

LA.RST.9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
LA.RST.9-10.5	Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).
LA.WHST.9-10.2.F	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CS.K-12.2.b Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.

LA.K-12.NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CS.K-12.2.d Evaluate and select technological tools that can be used to collaborate on a project.

HE.K-12.P.3 Communicating clearly and effectively (verbal and nonverbal)

CS.K-12.2.a Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.

HE.K-12.P.10 Using technology tools responsibly

CS.K-12.2.c Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders.

MA.K-12.1 Make sense of problems and persevere in solving them.

TECH.K-12.P.8 [Practice] - Use technology to enhance productivity, increase collaboration and communicate effectively.

PFL.9.1.K12.P.4 [Practice] - Demonstrate creativity and innovation.

WRK.K-12.P.9 [Practice] - Work productively in teams while using cultural/global competence.

ELD standards: https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

Historical events may have single, multiple, and direct and indirect causes and effects.

Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

Essential Questions

- How do measurements affect clothing styles?

- How do measurements make finding appropriate sizes easier?
- How does a sewing machine make a stitch?
- How does the appropriate use of specific equipment support success within the sewing room and in other academic and extracurricular areas?
- How does the lack of implementation of specific equipment impede success within the sewing room and in other academic and extracurricular areas?
- How is the amount of fabric needed for a project determined?
- How is the cost of sewing materials determined?
- What are “common sense” safety procedures in the sewing room?
- What are the steps necessary to construct a piece of clothing?
- What equipment is necessary when sewing?
- What safety equipment is necessary in activities related to sewing?
- Which first aid procedures are important to follow when participating in sewing related activities?
- Why is safety the first consideration in sewing related activities?

Enduring Understandings

- any accidents that occur should be reported to the teacher immediately.
- basic sewing skills are universal to all sewing projects.
- calculating the quantity needed and the price of project materials are important skills that promote accuracy in the sewing process.
- learning to sew incorporates STEM concepts.
- learning to utilize sewing equipment effectively will support successful construction of sewing projects.
- safety is the most important consideration in the sewing room.
- sewing equipment should be treated with respect.
- sewing is an art and an outlet for creativity which turns STEM into STEAM.
- sewing perfect ⅝” seams will insure sewing projects are completed successfully.
- understanding how a sewing machine works will assist in identifying problems associated with use.

Students Will Know

- connections to practices necessary to achieve Girl Scout and Boy Scout badges through the development of projects and designs of their own.
- costuming for school plays or community productions.
- definitions for the following terms:

- how to administer first aid for minor accidents in the sewing room.
- how to choose the right amount of sewing supplies for a project.
- how to estimate the cost for a project utilizing mathematical calculations.
- how to operate sewing machines safely.
- parts of a sewing machine and their function.
- safety procedures to utilize in the sewing room.
- sewing pattern vocabulary terms.
- that accurate body measurements are imperative to choosing a pattern size appropriate to body shape.
- that clothing patterns come with detailed information regarding size to insure that the correct size is chosen.
- that clothing patterns come with detailed instructions outlining the construction details of the clothing item chosen.
- that pattern envelopes list materials needed to complete the project chosen.
- that the sewing machine is a critical piece of equipment when constructing or designing clothing.
- the basics of reading a pattern as a base for future independent projects or classroom experiences.
- the basics of sewing construction skills as a base for future independent projects or classroom experiences.
- the characteristics of a perfectly sewn seam.
- the function of sewing equipment.
- the specific purpose for every sewing tool to assist with sewing tasks.
- the steps necessary to design and construct clothing, play/musical/Halloween costumes, and home / decorative items.

Students Will Be Skilled At

- applying their understanding of fashion silhouette and color pallet toward selecting a pattern and sewing an article of clothing.appropriate for their individual body shape.
- calculating the final cost of the materials to be purchased.
- constructing basic sewing projects.
- determining material needs for a project.
- determining the correct pattern size utilizing body measurements.
- explaining the standard yard measurements utilized in sewing patterns.
- reading and following simple sewing instructions.
- sewing simple seams.
- understanding the function of various pattern markings.
- utilizing a variety of sewing tools and equipment.

Evidence/Performance Tasks

Student progression through performance tasks will indicate skill attainment. Teacher will determine the assessments that assess formative and summative skill attainment. Additionally, based on student needs, strengths and challenges, alternative assessments will be assigned.

Formative assessment:

thread a sewing machine correctly

identify the parts of a sewing machine

sew a ⅝" seam, incorporating a proper backstitch.

thread and safely control a sewing machine

read and follow simple sewing instructions

develop an understanding of how to accurately determine body measurement to assist with correct pattern size selection.

sew on paper lines and submit samples that demonstrate proper speed, accuracy and direction of project materials

sew a ⅝" seam, incorporating a proper backstitch.

thread and safely control a sewing machine

Summative assessment:

identify, define and utilize small sewing equipment during lab experiences and in written assessments

follow a pattern to sew an article of clothing

Alternative assessment:

choose the correct piece of sewing equipment to complete a task independently.

Learning Plan

- Assess whether students can thread a sewing machine, incorporate safe sewing machine practices and control their fabric to make a ⅝" seam
- Define and routinely incorporate sewing pattern instruction vocabulary with students
- Develop a project that requires students to utilize aforementioned skills and concepts in order to construct a piece of clothing
- Facilitate student development of a safety poster outlining three of the most important safety considerations in the sewing room
- Have students take body measurements to choose correct pattern size
- Inform and facilitate safe practices to prevent accidents for the remainder of the sewing unit
- Make connections between grade 7 sewing curriculum regarding safety lessons learned as related to the Advanced Fashion course
- Model and allow students the opportunity to learn how to thread a sewing machine
- Promote a peer- assessment and self-assessment environment where students will judge their work and/or those of their peers before submitting their final project for grading.
- Provide the opportunity for students to practice sewing skills utilizing paper lines
- Provide the space and necessary materials for students to layout, cut and mark their sewing projects
- Reinforce safety procedures through discussion regarding safety procedures, accident prevention and first aid procedures
- Require students to apply sewing instructions to their sewing projects

Materials

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments:

Associated web content and media sources are infused into the unit as applicable and available

CORE BOOK LIST

- Hand sewing materials

- Measuring materials
- Pattern and pattern instructions from a company such as Simplicity
- Safety procedures informational materials
- Sewing machine accessibility
- Threading materials

Suggested Strategies for Modifications

https://docs.google.com/spreadsheets/d/1ZSDsCUamViCaBpr1lPOB7FJEC-jx4KnDjZzegIUKeMg/edit?usp=sharing