

# Unit 02: Sewing Pattern Markings, Instructions and Projects

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

## **Brief Summary of Unit**

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Students will learn how to utilize a sewing pattern. Basic pattern markings, fabric characteristics, sewing vocabulary and concepts will be explored to insure that each student understands the importance of utilizing pattern symbols and instructions to complete sewing projects. Students will complete three required sewing projects then create and design their own. Students will identify a common problem, design a product that will address the problem and build the product with their hand and machine sewing skills. Students will proceed through each unit based on their affinity for and ability to incorporate safe sewing practices.

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**

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The identified standards make 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 culinary content.

National Standards for Family and Consumer Sciences Education:

16.2.1: Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers and fabrics.

16.7.4: Demonstrate procedures for reporting and handling accidents, safety, and security incidents.

HE.K-12.P.8 Managing-self

HE.K-12.P.9 Setting goals

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

HPE.2.1.8.D.CS1 Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices

HPE.2.1.8.D.1 Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.

HPE.2.1.8.D.4 Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning

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

MA.K-12.5: Use appropriate tools strategically.

PE.2.1.8.D.CS2 Applying first-aid procedures can minimize injury and save lives. Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.

Cross curricular connections:

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

LA.K-12.NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LA.K-12.NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

LA.WHST.6-8.4 Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

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.

LA.WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

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>

## **Essential Questions**

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- Why is following instructions to a project important?
- What are the possible outcomes if instructions are not followed?
- What are some common symbols used to assist in following instructions in everyday life?
- What happens when instructions are not followed?
- What are sewing pattern markings?
- Why are the following skills learned in class going to be useful for all class projects? Small hand sewing equipment uses, how to utilize a sewing machine, sewing pattern markings and how to read instructions
- How can sewing skills enhance everyday life?
- How can sewing skills be applied to the creation and building of unique projects?

## **Students Will Know**

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- basic sewing pattern markings
- how to create, and design unique projects with their sewing skills
- how to read, comprehend and utilize sewing pattern instructions
- how to transfer sewing pattern markings to fabric
- how to utilize pattern markings to insure project success
- how to utilize sewing skills and knowledge to sew projects effectively, quickly and correctly.
- the meaning of basic pattern symbols.
- vocabulary regarding fabric (selvage edge, grain, bias)
- what is meant by fabric grain.

## **Students Will Be Skilled At**

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- designing their own unique product and constructing it successfully
- identifying and defining sewing pattern markings
- reading, comprehending and following sewing pattern instructions
- transferring sewing pattern markings utilizing tracing wheel and tracing paper or tailor's chalk
- utilizing learned hand sewing equipment to prepare pattern and fabric for construction

## **Evidence/Performance Tasks**

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FCS courses are designed to promote skill attainment. Student progression and pace through which they proceed through the performance tasks is based on their affinity for and ability to reach skill attainment. The teacher will determine formative and summative skill attainment; alternative assessments will be incorporated for each student based on their strengths and challenges.

- Students will complete a diagram of their first project identifying all sewing pattern markings and their significance.
- Students will pin the selvage edge of their fabric together utilizing straight pins and correctly aligning grain and bias threads
- Students will correctly align their sewing pattern to their fabric and cut it out correctly
- Students will transfer the sewing pattern markings to their fabric.
- Students will be able to complete simple tasks following written instructions.
- Written tests, quizzes, worksheets and self evaluated project updates will be completed
- Students will complete:
  - Fabric sample with 2,  $\frac{5}{8}$ " seams
  - 5 perfectly sewn paper lines
  - T-Shirt Bag
  - Drawstring Bag
  - Small pillow
  - "Shark Tank Invention" : Students will identify a problem then create, design and build a solution utilizing their sewing skills.
- Students will discuss the essential questions
- Students will align their selvage edges, pin their sewing pattern to their fabric, cut out drawstring bag project, correctly transfer all pattern markings to fabric.
- Students will engage in a lesson on how to read instructions utilizing a contrived list of things to accomplish.
- Students will utilize, apply and share acquired skills and strategies throughout the cycle class.

## **Learning Plan**

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- Students will be led in discussing the essential questions
- The teacher will facilitate discussion with individual students regarding sewing pattern markings while students complete a sewing pattern diagram.
- Students will be assisted in differentiated ways to align their selvage edges, pin their sewing pattern to their fabric, cut out drawstring bag project, correctly transfer all pattern markings to fabric.
- Students will engage in a teacher-provided lesson on how to read instructions utilizing a contrived list of things to accomplish.
- Differentiated support will be provided to students based on their level of skill mastery and ability to manipulate tools

## **Materials**

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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

The link that connects to district approved textbooks and resources utilized in this course can be found on the Curriculum and Instruction webpage: [CORE BOOK LIST](#)

Any additional resources, not included in the current Core Book List, must be explicitly presented to and reviewed by the supervisor the week before the resource is included into lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

- Classroom packet with worksheets and class activity papers
- Computer and projector
- Fabric
- Overhead projector
- Sewing machines
- Small sewing equipment ie: scissors, shears, straight pins, seam rippers, tracing wheels and paper, seam gauges
- Written tests, quizzes, worksheets and self evaluated project rubric

## **Suggested Strategies for Modifications**

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<https://docs.google.com/spreadsheets/d/1ZSDsCUamViCaBpr1IPOB7FJEC-jx4KnDjZzeglUKeMg/edit?usp=sharing>