



Park Hill School District

Building Successful Futures • Each Student • Every Day

6th Grade Textiles Curriculum

Course Description: During the 6th Grade Textiles class, students learn basic sewing tools, fabric terms, sewing techniques and machine skills, which is then applied to complete a basic sewing project.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
45 Days	Sewing	Topic 1: Sewing Tools Topic 2: Fabric Basics Topic 3: Sewing Machine Skills

Curriculum Revision Tracking

Fall 2018:

- Pacing change due to the shift to block scheduling for the 2019-2020 school year

Unit 1: Sewing

Subject: 6th Grade Family and Consumer Science

Grade: 6

Name of Unit: Sewing

Length of Unit: 45 Days

Overview of Unit: This 6th Grade Sewing Unit introduces students to basic sewing tools, fabric terms, sewing techniques and machine skills then apply this knowledge to complete a basic sewing project.

Priority Standards for unit:

- NSFCSE.16.2 Evaluate fiber and textile products and materials.
- NSFCSE.16.2 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.

Supporting Standards for unit:

- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
fiber and textile products and materials	Evaluate	Apply	3
skills needed to produce, alter, or repair fashion, apparel, and textile products	Demonstrate	Apply	3

Essential Questions:

1. How are basic sewing tools used to create a sewing project?
2. How does the way a fabric is made affect its attributes and the way we work with that fabric?
3. How does the fiber content of a textile affect the way it should be ironed or pressed?
4. How does a sewing machine operate?

Enduring Understanding/Big Ideas:

1. Using the correct sewing tool allows you to successfully complete the steps in a sewing project.
2. Knit fabrics have more stretch than woven fabrics but both can be natural or man-made, will have a grain and a right/wrong side.

3. Natural fibers can tolerate a higher iron setting while synthetic/man-made fibers require lower settings. Press knits and wool fabrics instead of ironing to prevent fabric from stretching and getting shiny.
4. Threading and setting up the sewing machine correctly is essential for basic machine operation. Incorrect threading will cause a machine jam or incorrect stitches.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Clockwise Parallel Perpendicular Lengthwise Crosswise	Tailor's chalk Dressmaker's pencil Seam ripper Seam gauge Selvage Woven fabrics Knit fabrics Synthetic/Man-Made Fibers Natural Fibers Ironing Pressing Back Stitching Seam Allowance Presser Foot

Resources for Vocabulary Development:

Classroom Textbook:

- Couch, S., Felstehausen, G., & Hallman, P. (2000). *Skills for Life*. Chicago, IL: National Textbook Co.

Quality Classroom:

- Phillips, C. (2011). *The Sewing Machine Classroom*. Georgetown, ON, Canada: Fraser Direct.

Topic 1: Sewing Tools

Engaging Experience 1

Title: Know Your Sewing Tools

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- NSFCSE.16.2 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.

Detailed Description/Instructions: After the students have been provided knowledge of the basic sewing tools (i.e. seam gauge, seam ripper, tailor's chalk, dressmaker's pencil), they will create a booklet to use as a sewing tool resource.

Bloom's Levels: Apply

Webb's DOK: 3

Rubric:

Name _____ Team _____

Sewing Tools Booklet

+ = perfect ✓ = issue doesn't impact usability -- = issue creates problem 0 didn't do

Definitions: 12 accurately and completely defined	+				3.5
8-11 accurately and completely defined		✓			3.0
7 or less accurately and completely defined			--		2.5
Illustrations: 12 accurately and completely illustrated	+				2.5
8-11 accurately and completely illustrated		✓			2.0
7 or less accurately and completely illustrated			--		1.5
Neatness: Folded and written neatly	+	✓	--	0	

Engaging Experience 2

Title: Sewing Tools Showdown

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- NSFCSE.16.2 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.

Supporting:

- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Detailed Description/Instructions: Students will compete in a class game (i.e. Kahoot, Quizlet Live) to demonstrate knowledge of the sewing tools.

Bloom's Levels: Apply; **Webb's DOK:** 3

Topic 2: Fabric Basics

Engaging Experience 1

Title: Fabric Identification

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- NSFCSE.16.2 Evaluate fiber and textile products and materials.

Detailed Description/Instructions: After the students have been provided fabric knowledge (i.e. woven, knit, printed design, woven design, right side, wrong side, selvage, grain, bias, fold, synthetic, man-made, natural fibers), students will collaborate in small groups to apply this knowledge in the identification of fabric samples. (synthetics, naturals, knits, woven, printed designs, woven designs, right side, wrong side, selvage, cut edge, grain, bias, lengthwise, crosswise).

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Experience 2

Title: Time to Take Fabric Personally

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- NSFCSE.16.2 Priority: Evaluate fiber and textile products and materials.

Detailed Description/Instructions: Students will apply fabric knowledge by working with partners to identify fabric terms on the fabric they have chosen for their project so they can use the correct sewing tools to accurately measure and mark their fabric.

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Experience 3

Title: Iron or Press

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- NSFCSE.16.2 Evaluate fiber and textile products and materials.

Detailed Description/Instructions: Students will chart the components of ironing and pressing to illustrate the correct method to use in different situations (knits, wovens, man-made/synthetic, natural).

Bloom's Levels: Apply

Webb's DOK: 3

Topic 3: Sewing Machine Skills

Engaging Experience 1

Title: Get Ready to Sew

Suggested Length of Time: 3 Days

Standards Addressed

Priority:

- NSFCSE.16.2 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.

Detailed Description/Instructions: After students have been provided with knowledge of machine parts and operation, students will demonstrate how to set up their sewing machines (i.e. threading, inserting the bobbin, checking machine settings). How? To whom?

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Sewing Machine Project

Suggested Length of Time: 6 days

After students have been provided with knowledge of machine parts and operation, students will complete a drawstring bag sewing project demonstrating their knowledge and skills below.

- Using sewing tools to measure and mark fabric
- Safely ironing and pressing their fabric
- Applying sewing machine skills to set up and operate the sewing machine
- Following written and verbal directions to sew the project using a straight stitch with the correct seam allowances and secure seams.
- Using sewing tools to measure, cut and insert drawstring.

Rubric for Engaging Scenario:

Drawstring Bag Score		Circle your Score				Teacher Score	
+ = perfect ✓ = issue doesn't impact usability -- = issue creates problem 0 didn't do							
Side Seams:	5/8" seam allowance, chalk to fold	+	✓	--	0		4.0
4 Top Openings:	2/8" seams, selvage to chalk	+	✓	--	0		3.5
Casing Fold:	Selvages folded to chalk lines	+	✓	--	0		3.0
Casing seam(s)	2/8" from edge, All the way to sides	+	✓	--	0		2.5
	Optional 5/8" from fold						
Backstitching:	Seams backstitched and Secure	+	✓	--	0		2.0
Drawstring:	2 Inserted and tied correctly	+	✓	--	0		1.5
Clipped Threads:	All Threads clipped close to stitching	+	✓	--	0		

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Sewing Tools	Know Your Sewing Tools	After the students have been provided knowledge of the basic sewing tools (i.e. seam gauge, seam ripper, tailor's chalk, dressmaker's pencil), they will create a booklet to use as a sewing tool resource.	2 Days
Sewing Tools	Sewing Tools Showdown	Students will compete in a class game (i.e. Kahoot, Quizlet Live) to demonstrate knowledge of the sewing tools.	1 Day
Fabric Basics	Fabric Identification	After the students have been provided fabric knowledge (i.e. woven, knit, printed design, woven design, right side, wrong side, selvage, grain, bias, fold, synthetic, man-made, natural fibers), students will collaborate in small groups to apply this knowledge in the identification of fabric samples. (synthetics, naturals, knits, woven, printed designs, woven designs, right side, wrong side, selvage, cut edge, grain, bias, lengthwise, crosswise).	1 Day
Fabric Basics	Time to Take Fabric Personally	Students will apply fabric knowledge by working with partners to identify fabric terms on the fabric they have chosen for their project so they can use the correct sewing tools to accurately measure and mark their fabric.	2 Days
Fabric Basics	Iron or Press	Students will chart the components of ironing and pressing to illustrate the correct method to use in different situations (knits, wovens, man-made/synthetic, natural).	1 Day
Sewing Machine Skills	Get Ready to Sew	After students have been provided with knowledge of machine parts and operation, students will demonstrate how to set up their sewing machines (i.e. threading, inserting the bobbin, checking machine settings). How? To whom?	3 Days

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.