



**SPRING GROVE AREA SCHOOL DISTRICT**



**PLANNED COURSE OVERVIEW**

**Course Title:** Clothing and Textiles I

**Grade Level(s):** 9-12

**Units of Credit:** .5

**Classification:** Elective

**Length of Course:** 15 cycles

**Periods Per Cycle:** 6

**Length of Period:** 43 minutes

**Total Instructional Time:** 64.5 hours

***Course Description***

This course is designed for students with limited and/or basic sewing skills. Clothing construction will be taught with a focus on measuring, pattern selection, pattern guidelines, fabric preparation, and current clothing construction techniques. Garments constructed will be made from woven or knit fabric at the individual skill level of the student. Time will be spent researching textiles, design, and care of garments. Information to help students shop more wisely for sewing equipment will be presented. The supplies and cost of supplies for the garments will be provided by the student.

***Instructional Strategies, Learning Practices, Activities, and Experiences***

Teacher Lecture and Demonstrations	Class Discussion	Teacher-made Worksheets
Create Notebook of Fabric Swatches and Written Description of their Characteristics	Written/Oral Report	Compare Natural and Synthetic Fibers and their Finishes/Characteristics
Article Reviews With Constructed Response	Clothing Care Labels Analysis	Lab Opportunities
Create Portfolio of Sewing Methods	Analysis/Compare	Internet Research
Vocabulary Review	Chart / Diagram of the Sewing Computer	Functions of Clothing
	Create a Clothing Advertisement or Fashion Brochure	

***Assessments***

Teacher-made Tests	Lab Rubric	Self-evaluation
Project Rubric	Quizlet for Sewing Tool Search	Class Discussion
Checklist	Quizlet for Vocabulary Search	Student Presentation Rubric
Socratic Quizzes		

## *Materials/Resources*

*Clothing: Fashion, Fabrics and Construction:*  
Textbook, Teacher's Resource Guide  
Teacher-created Sewing Methods Booklet and  
Student Workbook

Fabric Swatches  
Fabrics and Notions  
Bernina Sewing Computers  
Art Supplies

Use and Care Manuals for All Machines  
Current Fashion Magazines  
Sample Patterns, Catalog, and Size Charts  
Sewing Tools  
Bernina Sergers

**Adopted:** 3/16/1988

**Revised:** 9/3/1991; 9/98; 10/04; 5/15/2017

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Knits</p> <p>Woven Fabrics</p> <ul style="list-style-type: none"> <li>• Plain</li> <li>• Twill</li> <li>• Satin</li> <li>• Basket</li> </ul> <p>Felt</p> <p>Fabric Characteristics</p> <ul style="list-style-type: none"> <li>• Abrasion Resistance</li> <li>• Durability</li> <li>• Flame Retardant</li> <li>• Wickability</li> <li>• Strength</li> <li>• Luster</li> <li>• Absorbency</li> </ul>	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>• identify and describe textiles by their construction: woven, knit, and felted.</li> <li>• compare and contrast the characteristics of the most frequently used fabric.</li> </ul> <p>Financial and Resource Management</p> <p><b>11.1.9.F</b> Evaluate different strategies to obtain consumer goods and services.</p> <p><b>11.1.12.D</b> Evaluate the role of consumer rights and responsibilities in the resolution of a consumer problem through the practical reasoning process.</p> <p><b>11.1.12.F</b> Compare and contrast the selection of goods and services by applying effective consumer strategies.</p>

<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>Parts of a Sewing Machine</p> <p>Filling a Bobbin</p> <p>Threading a Machine</p> <p>Parts of the Serger</p> <p>Threading the Serger</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"><li>• identify the parts of a sewing machine and state the appropriate purpose of each.</li><li>• spin a bobbin successfully.</li><li>• thread the machine for optimal function without a manual.</li><li>• identify the parts of a serger.</li><li>• thread the serger using the manual.</li></ul> <p>Financial and Resource Management</p> <p>11.1.9.F Evaluate different strategies to obtain consumer goods and services.</p> <p>11.1.12.F Compare and contrast the selection of goods and services by applying effective consumer strategies.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Influences on Clothing</p> <p>Function of Clothing</p> <ul style="list-style-type: none"> <li>• Protection</li> <li>• Identification</li> <li>• Modesty</li> <li>• Status</li> <li>• Adornment</li> <li>• Culture</li> <li>• Symbols</li> <li>• Customs</li> </ul> <p>Self-expression and Style Through Clothing</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>• describe the basic functions clothing fulfills.</li> <li>• evaluate the media's impact on clothing.</li> <li>• explain why clothing needs differ among families and identify one item that affects these decisions.</li> <li>• explain how personal style develops.</li> </ul> <p>Financial and Resource Management</p> <p>11.1.9.F Evaluate different strategies to obtain consumer goods and services.</p> <p>11.1.12.A Evaluate the impact of family resource management on the global community.</p> <p>11.1.12.D Evaluate the role of consumer rights and responsibilities in the resolution of a consumer problem through the practical reasoning process.</p> <p>11.1.12.F Compare and contrast the selection of goods and services by applying effective consumer strategies.</p> <p>Balancing Family, Work, and Community Responsibility</p> <p>11.2.9.E Evaluate the impact of technology and justify the use or nonuse of it (e.g., safety, cost/budget, appearance, efficiency).</p> <p>11.2.9.F Contrast past and present family functions and predict their probable impact on the future of the family.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Pattern, Fabric, Notion Selection:</p> <p>Measurements needed to be taken for pattern selection</p> <ul style="list-style-type: none"> <li>• Bust/chest</li> <li>• Waist</li> <li>• Hips</li> <li>• Back Neck to Waist</li> <li>• Inseam (Men)</li> </ul> <p>Figure Type/Size</p> <p>Skill Level</p> <p>Notions</p> <p>Interfacings and Linings</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>• take accurate body measurements.</li> <li>• select the best pattern size for the measurements.</li> <li>• identify and use the information available on the pattern envelope.</li> <li>• purchase the necessary supplies for the construction of the garment.</li> </ul> <p>Financial and Resource Management</p> <p>11.1.9.F Evaluate different strategies to obtain consumer goods and services.</p> <p>11.1.12.D Evaluate the role of consumer rights and responsibilities in the resolution of a consumer problem through the practical reasoning process.</p> <p>11.1.12.F Compare and contrast the selection of goods and services by applying effective consumer strategies.</p> <p>11.1.12.G Compare the availability, costs, and benefits of accessing public, nonpublic, and for-profit services to assist the family.</p> <p>11.2 Balancing Family, Work, and Community Responsibility</p> <p>11.2.9.A Solve dilemmas using a practical reasoning approach.</p> <p>11.2.9.E Evaluate the impact of technology and justify the use or nonuse of it (e.g., safety, cost/budget, appearance, efficiency).</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Getting Ready to Sew:</p> <ul style="list-style-type: none"> <li>Organization</li> <li>Patterns and Their Parts</li> <li>Adjusting a Pattern</li> <li>Preparing Fabric</li> <li>Laying Out a Pattern</li> <li>Cutting</li> <li>Transferring Pattern Markings to Fabric</li> </ul>	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>• gather and organize supplies.</li> <li>• alter the pattern for their body size.</li> <li>• prepare fabric for cutting and placing pattern pieces.</li> <li>• layout all the pattern pieces according to the pattern guide.</li> <li>• cut out the pattern correctly.</li> <li>• mark the necessary pattern symbols.</li> <li>• complete objectives above with the appropriate tools and techniques.</li> </ul> <p>Financial and Resource Management</p> <p><b>11.1.9.F</b> Evaluate different strategies to obtain consumer goods and services.</p> <p><b>11.1.12.D</b> Evaluate the role of consumer rights and responsibilities in the resolution of a consumer problem through the practical reasoning process.</p> <p><b>11.1.12.F</b> Compare and contrast the selection of goods and services by applying effective consumer strategies.</p> <p>Balancing Family, Work, and Community Responsibility</p> <p><b>11.2.9.A</b> Solve dilemmas using a practical reasoning approach.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Basic Construction Methods:</p> <ul style="list-style-type: none"> <li>Standard Seams</li> <li>Seam Finishes</li> <li>Darts</li> <li>Gathers</li> <li>Facings and Interfacings</li> <li>Casings</li> <li>Zippers</li> <li>Hems</li> <li>Waistbands</li> <li>Clipping Curves</li> <li>Serging</li> </ul>	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>• construct one basic garment that has been selected by the student and approved by the teacher.</li> <li>• construct a personal garment that uses two of the following sewing methods: darts, facings, zipper, gathers, and serging.</li> <li>• construct a craft item using basic techniques.</li> <li>• demonstrate the knowledge of sewing techniques by creating a "Sewing Techniques Portfolio."</li> </ul> <p>Financial and Resource Management</p> <p><b>11.1.12.D</b> Evaluate the role of consumer rights and responsibilities in the resolution of a consumer problem through the practical reasoning process.</p> <p><b>11.1.12.F</b> Compare and contrast the selection of goods and services by applying effective consumer strategies.</p> <p><b>11.1.12.G</b> Compare the availability, costs, and benefits of accessing public, nonpublic, and for-profit services to assist the family.</p> <p>Balancing Family, Work, and Community Responsibility</p> <p><b>11.2.12.E</b> Assess the availability of emerging technology that is designed to do the work of the family and evaluate the impact of its use on individuals, families and communities.</p>