

# Sewing Unit 1: Basic Sewing Skills

ESTABLISHED GOALS:	<b>Transfer</b>	
<u>Competencies:</u>	<i>Students will be able to independently use their learning to <b>fix, alter or create their own garments or belongings.</b></i>	
<ul style="list-style-type: none"> <li>• <i>Students will demonstrate the ability to produce, alter or repair textile products in order to meet the intended goal.</i></li> <li>• <i>Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.</i></li> <li>• <i>Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.</i></li> <li>• <i>Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</i></li> </ul>	<b>Meaning</b>	<b>ESSENTIAL QUESTIONS</b>
<u>Content Standards:</u>	<b>Acquisition</b>	
NASAFACS - National Association of State Administrators for Family and Consumer Sciences	<p data-bbox="718 727 1352 766"><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• the parts and function of the sewing machine.</li> <li>• the technique for threading and knotting a needle.</li> <li>• that there are different times to hand stitch or machine stitch a garment.</li> <li>• the types of stitching.</li> <li>• the production processes for creating fibers, yarn, woven, and knit fabrics, and non-woven textile products.</li> </ul> <p data-bbox="718 1156 1352 1344"><u>vocabulary:</u> pattern, threading, backstitch, power switch, presser foot, presser foot lifter, throat plate, feed dogs, needle, thread take-up, thread guide, spool pin, bobbin winder, balance wheel, stitch length regulator, stitch width regulator, bobbin case/bobbin, foot control, back stitch, forward stitch</p>	<p data-bbox="1352 727 1980 766"><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• utilizing a sewing machine.</li> <li>• threading a needle.</li> <li>• sewing by hand.</li> <li>• reading and using a pattern.</li> <li>• utilizing various types of stitching.</li> <li>• cleaning, pressing, and finishing textile, apparel, and fashion products.</li> <li>• producing and altering textile products and apparel.</li> </ul>
<ul style="list-style-type: none"> <li>• <u>NASAFACS 16.2</u> - Evaluate fiber and textile products and materials.</li> <li>• <u>NASAFACS 16.3</u> - Demonstrate fashion, apparel, and textile design skills.</li> <li>• <u>NASAFACS 16.4</u> - Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.</li> </ul>		

<b>Content Area Literacy Standards</b>	<b>21<sup>st</sup> Century Skills</b>
<p>RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>RST.11-12.4 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 <i>grades 11-12 texts and topics</i>.</p> <p>WHST.11-12.1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p>	<ul style="list-style-type: none"> <li>● Apply Technology Effectively</li> <li>● Make Judgments and Decisions</li> <li>● Think Creatively</li> </ul>

<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

<i>Summary of Key Learning Events and Instruction</i>		
<b>Science Integration</b>	<b>College, Career, and Civic Life Integration</b>	<b>Technology Integration</b>
<b>District Materials</b>	<b>Distance Learning/Field Trips</b>	<b>Technology Resources</b>