

**FASHION TECHNIQUES I  
SYLLABUS  
2007-2008**

**INSTRUCTOR:** Gretchen Schram or April Tellier

**TEXTBOOK:** Instructor generated material  
Clothing: Fashion, Fabric, and Construction by Jeanette Weber

**PURPOSE:** This one-semester course will lead learners to discover their God – given abilities in sewing techniques and skills, preparing them for works of service to Jesus in their homes, churches, careers, and community. (See Eph. 4:11-13.)

**COURSE OUTCOMES:** The student will:

1. Learn basic sewing equipment and measuring tools used in clothing construction.
2. Understand the background information on sewing machines, sergers, how they work, and their uses.
3. Interpret and use commercial patterns to construct projects that will express creativity, wardrobe needs, and personal fashion style.
4. Develop techniques for successful sewing while striving for professional results.
5. Be introduced to designer and industrial construction techniques as opportunities arise.
6. Be introduced to the possibility of using their God-given abilities in clothing construction to glorify their Lord in Fashion Design or textiles as a vocation.
7. Practice evaluating daily performance that affects accomplishment of goals.

**UNIT ONE: Sewing Equipment and Measuring Tools**

The student will identify needed tools for sewing construction.

Teacher generated materials

Number of days: 2 days

S.O.: 2,4,5,6, and 7.

D.O.: 1.3, 2.3, 3.4, and 3.5.

W.S.S.: C2, C3, and Mathematic Standard D12.2 and D12.3.

**UNIT TWO: The Sewing Machine**

The student will:

- Know and identify sewing machine parts and function and demonstrate proper use and safety.
- Complete Crazy Stitching.
- Wind the sewing machine bobbin.
- Thread the sewing machine.
- Place the bobbin in the machine and bring up the lower thread.
- Stitch a regular stitch and proper backstitch.
- Stitch rows of various machine stitches while learning the purpose of each stitch and mastering control of sewing a straight line.
- Use rotary cutter and mat properly and safely.

- Use the serger properly and safely.
- Make 2 different sized buttonholes. Demonstrate the proper method to sew on 1 sew-through button and 1 shank button.

Teacher Generated Material

Number of Days: 10 – 15 days.

S.O.: 2, 4, 5, 6, and 7.

D.O.: 1.3, 2.1, 2.2, 2.3, 3.1, 3.3, 3.4, and 3.5.

W.S.S.: C2, C3, F1, F2, F3, and F4.

### **UNIT THREE: The Pattern**

The student will:

- Learn to determine their pattern size.
- How to read the pattern envelope to determine fabric choice, yardage needed, and notions.
- Understand pattern envelope contents regarding instruction sheet and pattern pieces.
- Demonstrate mastering of these skills through teacher generated project.

Teacher generated materials

Number of days: 15 days.

S.O.: 2, 4, 5, 6, and 7.

D.O.: 1.3, 2.1, 2.2, 2.3, 3.1, 3.3, 3.4, and 3.5.

W.S.S.: C2, C3, F1, F2, F3, and F4.

### **UNIT FOUR: Pajama Pants**

The student will:

- Read their pattern and determine supplies needed for pajama pants.
- Purchase supplies needed for pajama pants.
- Layout, pin, and cut out pajama pants.
- Sew pajama pants.

Teacher generated material plus pattern.

Number of days: 10 - 12 days.

S.O.: 2, 4, 5, 6, and 7.

D.O.: 1.2, 3.1, 3.3, 3.4, and 3.5.

W.S.S.: A1, A2, A3, C2, C3, F1, F2, F3, and F4.

### **UNIT FIVE: Preparing for New Techniques**

The student will:

- Learn zipper application.
- Review making buttonholes
- Review sewing on buttons
- Show mastery of these techniques with teacher generated projects.

Teacher generated material and projects.

Number of days: 4 - 5 days.

S.O.: 2, 4, 5, 6, and 7.

D.O.: 1.2, 3.1, 3.3, 3.4, and 3.5.

W.S.S.: C2, C3, F1, F2, F3, and F4.

## **UNIT SIX: Project(s) of Choice**

The student will choose, purchase, and construct project(s) of their choice.

Number of days: Rest of semester.

S.O.: 2, 4, 5, 6, and 7.

D.O.: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, and 3.5.

W.S.S.: B1, B2, B3, B4, C2. and C3.

## **UNIT SEVEN: Make a Difference & Possibly More**

The student will work on these projects when they have finished all assigned projects or when supplies for the next project are not in class.

Number of Days: One and as needed as student finishes project or is not prepared with next project.

S.O.: 2, 4, 5, 6, and 7.

D.O.: 1.2, 1.3, 3.1, 3.3, 3.4, and 3.5.

W.S.S.: A1, A2, C2, C3, D1, D2, D3, D4, D5, F1, F2, F3, and F4.

### **Instructional Strategies**

Lecture and demonstration – 30%

Classroom work – 60%

Self evaluation – 10%

### **Grading and Percentages**

Classroom Work – 50%

Finished Projects – 30%

Notebook and self evaluation – 20%

## **DEPARTMENT OUTCOMES**

### **Unit One: Sewing Equipment and Measuring Tools**

- 1.3 Identify and interpret trends.
- 2.3 Plan for wise stewardship of money.
- 3.4 Organize tasks in an orderly manner.
- 3.5 Communicate with sensitivity and integrity.

### **Unit Two: The Sewing Machine**

- 1.2 Incorporate sound problem-solving techniques.
- 1.3 Identify and interpret trends.
- 3.1 Accept individual differences.
- 3.3 Encourage others.
- 3.4 Organize tasks in an orderly manner.
- 3.5 Communicate with sensitivity and integrity.

### **Unit Three: The Pattern**

- 1.3 Identify and interpret trends.
- 2.1 Distinguish between needs and wants.

- 2.2 Use comparative shopping skills.
- 2.3 Plan for wise stewardship of money.
- 3.1 Accept individual differences.
- 3.3 Encourage others.
- 3.4 Organize tasks in an orderly manner.
- 3.5 Communicate with sensitivity and integrity.

#### **Unit Four: Pajama Pants**

- 1.2 Incorporate sound problem-solving techniques.
- 1.3 Identify and interpret trends.
- 2.1 Distinguish between needs and wants.
- 2.2 Use comparative shopping skills.
- 2.3 Plan for wise stewardship of money.
- 3.1 Accept individual differences.
- 3.2 Differentiate roles of workers/team members.
- 3.3 Encourage others.
- 3.4 Organize tasks in an orderly manner.
- 3.5 Communicate with sensitivity and integrity.

#### **Unit Five: Preparing for New Techniques**

- 1.2 Incorporate sound problem-solving techniques.
- 3.1 Accept individual differences.
- 3.3 Encourage others.
- 3.4 Organize tasks in an orderly manner.
- 3.5 Communicate with sensitivity and integrity.

#### **Unit Six: Projects of Choice**

- 1.1 Establish God-pleasing lifestyles for themselves and their families.
- 1.2 Incorporate sound problem-solving techniques.
- 1.3 Identify and interpret trends.
- 2.1 Distinguish between needs and wants.
- 2.2 Use comparative shopping skills.
- 2.3 Plan for wise stewardship of money.
- 3.1 Accept individual differences.
- 3.2 Differentiate roles of workers/team members.
- 3.3 Encourage others.
- 3.4 Organize tasks in an orderly manner.
- 3.5 Communicate with sensitivity and integrity.

#### **Unit Seven: Make a Difference Day & Possibly More**

- 1.2 Incorporate sound problem-solving techniques.
- 1.3 Identify and interpret trends.
- 3.1 Accept individual differences.
- 3.3 Encourage others.
- 3.4 Organize tasks in an orderly manner.
- 3.5 Communicate with sensitivity and integrity.

## **WISCONSIN STATE STANDARDS**

### **Unit One: Sewing Equipment and Measuring Tools**

C2 Understand and use reflection in everyday life.

C3 Understand and apply technological information, methods, and tools.

**Mathematical D12.2** Select and use tools with appropriate degree of precision to determine measurements directly within specified degrees of accuracy and error (tolerance).

D12.3 Determine measurements indirectly using proportional reasoning including those involving squaring, and cubing.

### **Unit Two: The Sewing Machine**

C2 Understand and use reflection in everyday life.

C3 Understand and apply technological information, methods, and tools.

F1 Demonstrate the ability to attend to learning tasks.

F2 Demonstrate the ability to set learning goals.

F3 Demonstrate the ability to monitor attitudes.

F4 Demonstrate the ability to use self-evaluation skills.

### **Unit Three: The Pattern**

C2 Understand and use reflection in everyday life.

C3 Understand and apply technological information, methods, and tools.

F1 Demonstrate the ability to attend to learning tasks.

F2 Demonstrate the ability to set learning goals.

F3 Demonstrate the ability to monitor attitudes.

F4 Demonstrate the ability to use self-evaluation skills.

### **Unit Four: Pajama Pants**

A1 Identify several contributions the family makes in meeting family members' needs for food, *clothing*, shelter, and economic resources; encouraging development of all family members throughout life ; and taking action to improve conditions in the home, workplace, neighborhood, community, and world.

A2 Describe and give examples of continuing concerns of the family, such as what should be done to provide adequately for the family's food, *clothing*, health, and safety.

A3 Analyze a variety of resources individuals and families use for addressing continuing concerns of the family.

C2 Understand and use reflection in everyday life.

C3 Understand and apply technological information, methods, and tools.

F1 Demonstrate the ability to attend to learning tasks.

F2 Demonstrate the ability to set learning goals.

F3 Demonstrate the ability to monitor attitudes.

F4 Demonstrate the ability to use self-evaluation skills.

### **Unit Five: Preparing for New Techniques**

C2 Understand and use reflection in everyday life.

- C3 Understand and apply technological information, methods, and tools.
- F1 Demonstrate the ability to attend to learning tasks.
- F2 Demonstrate the ability to set learning goals.
- F3 Demonstrate the ability to monitor attitudes.
- F4 Demonstrate the ability to use self-evaluation skills.

### **Unit Six: Projects of Choice**

- B1 Give examples that show how the process of practical reasoning works.
- B2 Identify parts of the practical-reasoning process and describe their functions.
- B3 Explain when families should use practical reasoning.
- B4 Use practical reasoning to investigate a specific concern, such as what to do about a disagreement on the playground or in the school hall or what to do about making healthy eating choices in the school cafeteria.
- C2 Understand and use reflection in everyday life.
- C3 Understand and apply technological information, methods, and tools.

### **Unit Seven: Make a Difference Day & Possibly More**

- A1 Identify several contributions the family makes in meeting family members' needs for food, *clothing*, shelter, and economic resources; encouraging development of all family members throughout life ; and taking action to improve conditions in the home, workplace, neighborhood, community, and world.
- A2 Describe and give examples of continuing concerns of the family, such as what should be done to provide adequately for the family's food, *clothing*, health, and safety.
- C2 Understand and use reflection in everyday life.
- C3 Understand and apply technological information, methods, and tools.
- D1 Give examples of individual, family, and community action.
- D2 Describe a specific family-related concern in the classroom, school, or neighborhood.
- D3 develop, implement, and assess an individual, family, or community action plan designed to reach specific goals.
- D4 Work cooperatively on classroom tasks, such as developing an agenda for a meeting and facilitating a small group or classroom meeting.
- D5 apply citizenship values (including honesty, respect, and responsibility), and work cooperatively to resolve dilemmas that come up at school, such as difficulties over respecting public and private property, practicing honesty, and dealing with physical or verbal abuse.
- F1 Demonstrate the ability to attend to learning tasks.
- F2 Demonstrate the ability to set learning goals.
- F3 Demonstrate the ability to monitor attitudes.
- F4 Demonstrate the ability to use self-evaluation skills.

