

Syllabus 2007-2008 School year

COURSE TITLE: FASHION TECHNIQUES 2

Wisconsin Lutheran High School (414) 453-4567

INSTRUCTOR: Miriam Festerling ext. 2355 and April Tellier ext. 1545

WLHS Outcomes- S.O. Department Outcomes- D.O. WI. State Standards- W.S.S.

TEXTBOOKS / MATERIALS:

Classroom Texts: *Clothing, Pashio, Fabrics and Construction*, McGraw Hill, 2008

Reference Materials: *Singer: Sewing Reference Library*, Cy DeCosse Inc. Minnetonka, MN

- *Sewing Essentials, Tailoring 101 Sewing Secrets*
- *Sewing with an Overlock Sewing with Knits*

Teacher generated patterns and materials

Student and teacher purchased patterns and instructions

PREREQUISITES: Successful completion of Fashion Technology 1

SUPPLY LIST:

- | | |
|----------------------------------|--|
| - Decent quality sewing scissors | Seam Gauge |
| - Pins – at LEAST 100 - 1 ¼” | Several spools of thread for practice sewing |
| - Pin Cushion | Tape measure |
| - Hand sewing needles | 2 fabric marking pencils |
| - Seam ripper | |

COURSE PURPOSE:

Through this one semester course, the student will gain more knowledge in sewing techniques and skills through the use various equipment, developing God-given talents and allowing for appropriate styles of dress and effective service and to their families, churches, schools, careers and community.

2 Cor. 5:15 And he died for all, that those who live should no longer live for themselves but for him who died for them and was raised again

1 Timothy 2:9 I also want women to dress modestly, with decency and propriety

COURSE OUTCOMES:

The student will:

1. Review the basic sewing skills learned in Fashion Techniques 1
2. Learn to use the basic sewing machines available to them at WLHS
3. Learn to use more sophisticated machines and equipment in a more limited capacity
 - embroidery machine, serger
 - exploration of computer generated pattern making, crocheting, knitting and other skills as time permits and individual projects are completed.
 - basic quilting equipment
4. Learn about the characteristics of various fabrics and their Godly and appropriate use for fashion, style, design and care.
5. Review or teach as needed hand-stitching skills: hemming, button and button hole sewing, simple mending/repairing, slip-stitching, basting, gathering, hand quilting
6. Realize how sewing may enrich their lives and develop skills in a God-pleasing way for works of service to Jesus in their homes, careers and community.

7. Learn to set daily and future goals, then to evaluate performance of such through written assessments, recognizing God has a plan for them and expectations for their lives
8. Need to work in a co-operative community setting since many projects will be done using shared equipment. Students will need to sequentially plan ahead, wait their turn and learn to respect one another's needs
9. Become more adept at choosing projects/fabrics which they will actually use, within budget and helpful to family economy and demonstrating Godly stewardship
10. Become more aware of appropriate, God-pleasing styles for his/her own body type.
11. Learn that we pray for one another and allow time before we begin each class period to praise and thank God.

UNIT ONE: Sewing Equipment/Study of Sewing Machine and Parts and Project One

Duration of Unit: 10-12 days

Sources: *Teacher generated material*

Viking Sewing Machine manuals

Upholstery samples from Michael's Furniture, Capital Dr.

The student will:

- Be encouraged to pray with instructor at beginning of each period
- Discover or rediscover the necessary and best tools for sewing and their functions and review classroom rules and courtesies
- Review the Viking sewing machines
- Demonstrate knowledge of the sewing machine and usage through construction of a bag for holding and storing recyclable plastic bags.
- Learn about the characteristics of various fibers and fabric types with regard to:
 - appropriateness of combination with other fabrics in relation to fabric type, care, color and pattern, utilizing this upholstery sample project
- Begin to set goals and make evaluations of skills learned through daily log and critique of projects using a teacher generated evaluation sheet.
 - S.O - 1, 2, 4, 6, 7
 - D.O. - 2.1, 2.3, 3.4
 - W.S.S - A.1, A.2, B.2, B.4, C.3, F.1, F.2, F.4

UNIT TWO: Fabric Study and Field Trip as culminating activity

Duration: 7 days

Source: Fabric and fiber samples

Microscope

An area fabric store – Hancock Fabric on Oklahoma and Hwy 100

The student will:

- Study various types of threads and fibers available and have opportunity to learn the functions and characteristics of each through teacher generated burn tests, demonstration and microscope evaluation.
- Learn about the characteristics and various types of fabric, then identify them with a hands-on experience at an area fabric store
- Demonstrate Christian behavior outside the school on field trip, as a witness of their faith in a secular setting
- Have access to fabric store employees as another resource for sewing help
- Be able to purchase fabric of 100% cotton for the quilting project, using their own money, with regard to value as well as expense and appropriateness to the project

- Demonstrate an understanding of fabric types in regards to color, pattern, weight, cost, and all the characteristics discussed in class through interactive discussion and teacher prepared worksheets.
- If the student budget allows and they have the desire to learn crochet, they may purchase a crochet hook and 100% cotton yarn for a future project
- Show understanding of presented material through a teacher generated test.
 - S.O - 1, 2, 3, 4, 5, 6, 7
 - D.O - 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.4, 3.5
 - W.S.S – A.1, A.2, A.3, B.1, B.2, B.3, C.3, D.4, F.1, F.2, F.3, F.4

NOTE: Unit Three will be taught and worked on in student self-paced style along with other projects, based on different ability and speed levels, as well as availability of equipment and space. Other projects from Unit four may also take place during the time other students are still working on project from Unit Three, depending on the various above mentioned conditions.

UNIT THREE: Quilting Project

Duration of the Unit – 12-15 days (possibly in conjunction/switching off with other projects)

Source – Teacher generated quilt pattern(s)

Materials: Students were to have purchased the following materials on the field trip:

- Student purchased thread, and fabric of 100% cotton
- Muslin for backing and Warm and Natural padding to be department provided
- Rotary cutters, quilting mats and rulers owned by department

Students will:

- Learn the basics of quilt making and quilting equipment, making a table-top quilt
- Analyze the best color scheme/pattern to use with the fabrics they've chosen
- Strive to budget their time along with other projects
- Be encouraged to work in a cooperative learning community, sharing equipment and space.
- Learn to measure and cut very precisely with the rotary cutters.
- Choose a design to embroider on the sides. Make decision about placement of such
- Learn how to thread and use the embroidery machine
- Use cooperative learning and sharing of time because of 10 students and one embroidery machine
- Need to practice and then to sew accurate and smaller (1/4 inch) seams
- Learn to “stitch-in-the-ditch”
- Learn how to and to create a quilting pattern for stitching the side panel
- Learn how to put padding into an item, make edge tape and how to stitch into place
- Practice their slip-stitching skills by hand sewing, developing patience/persistence
 - S.O – 1, 2, 3, 4, 5, 6, 7,
 - D.O – 1.2, 1.3, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5
 - W.S.S – A.1, A.2, B.1, B.2, B.3, B.4, C.1, C.2, C.3, D.2, D.3, D.4, D.5, D.12.2, D.12.3, E.2, E.3, F.1, F.2, F.3, F.4

UNIT FOUR: Project of Choice (at least one is required – more are suggested if time allows)

Duration of Unit: Remainder of the semester

Sources: Student choice, self-directed, teacher encouraged

Materials: As needed or called for by pattern or student choice project

Student will:

- Apply the skills and knowledge previously learned to do projects
- Demonstrate the ability to choose appropriate projects, patterns and fabrics for his/her skill level
- Purchase appropriate and cost effective materials for such projects
- Demonstrate an understanding of time management in setting goals and project choice
- Be encouraged to go beyond their skill level with personal instruction available by teacher
 - S.O.- 1, 2, 4, 5, 6, 7
 - D.O. – 1.2, 1.2, 1.3, 1.3, 2.1, 2.2, 2.3, 3.1, 3.3, 3.4
 - W.S.S. – A.1, A.2, A.3, B.1, B.3, C.1, C.2, C.3, D.3, D.2, F.1, ,F.2, F.4,

INSTRUCTIONAL STRATEGIES:

- *Demonstration* 15%
- *Question and Answer* 5%
- *Class Discussion* 10%
- *Guided Practice* 50%
- *Group Work* 10%
- *Self-evaluation and goal setting for next class* 10%

GRADING:

- *Tests* 15%
- *Completion of Projects with respect to skill level* 50%
- *Self Evaluation/daily log planning* 10%
- *Demonstration of appropriate work ethic/attitude* 25%

* **Unit Four – Final project must be finished for successful completion of this course**

Appendix

State Standards are in Intermediate area.

- A.1. Explain the personal and social significance of the family in meeting family members' needs for food, clothing, shelter, and economic resources; nurturing the development of all family members throughout life; and taking action to improve conditions in the home, workplace, neighborhood, community, and world
- A.2. Describe several significant, broad, continuing concerns of the family, such as what should be done to
- manage human and natural resources wisely in providing for the family's physical needs
 - help children develop the ability to access, analyze, evaluate, and communicate information (media literacy)
 - implement democratic ideals at home, including fairness and respect for others
 - develop work attitudes and values, including pride in the quality of work
 - assess the appropriate value to give to material goods
 - establish communication within the family and with other social settings of concern to the family
 - create a critical-thinking climate in the home
- A.3. Describe how to determine the significance of family-related concerns and analyze the significance of an existing situation related to an ongoing concern
- use data gathered from a variety of sources to describe the current situation
 - identify the personal and social significance of current conditions
 - describe different goals that families might have in the situation
- A.4. Describe gaps between existing conditions and goals and ask specific questions for further investigation
- B.1. Analyze the parts of the practical reasoning process
- B.2. Explain how each part works and the relationships among the parts of the practical reasoning process
- B.3. Apply practical reasoning to a current family-related issue or concern described in the media, such as what should be done to ensure food safety in the home or workplace, and what should be done to resolve conflict
- gather and interpret information about the situation, goals, and probable consequences of different courses of action
 - form sound conclusions about what should be done in the situation
 - give reasons to support conclusions using information about the context, goals, means, and consequences
 - evaluate the evidence and reasoning used in forming conclusions
- B.4. Detect and correct errors in using the parts of the practical reasoning process

- C.1. Understand and use communication to reach understanding and agreement about what to do
- give examples that illustrate effective and ineffective communication in different settings
 - demonstrate how to speak and respond with empathy and respect, such as asking questions to probe intended meanings, negotiating shared meaning, and asking for and giving feedback
 - analyze examples of communication breakdowns and identify ways communication might be improved in these situations
 - use reliable procedures to gather, record, and interpret data on patterns of interaction during class/family discussions
- C.2. Understand and use reflection in everyday life
- describe ways to use reflection before, during, and after an activity or event
 - explain what might happen when certain attitudes, beliefs, and patterns of thinking and acting are taken for granted
 - identify and test the accuracy of assumptions contained in various media; such as assumptions about success, work, technological progress, and interpersonal relationships in stories, advertising, television programs, or videos
 - identify different perspectives about common assumptions
- C.3. Understand and apply technological information, methods, and tools
- give examples that illustrate how families use technological information, methods, and tools
 - describe and give examples of specific situations that call for the use of technological information, methods, and tools
 - develop, implement, and assess an individual, family, or community action plan designed to reach specific goals, such as managing one's time or money,
- D.1. Explain what it means to take informed, socially responsible action
- D.2. Survey the school, neighborhood, or community to identify a family-related issue or concern
- D.3. Develop, implement, and assess an individual, family, or community action plan designed to reach specific goals
- respond to questions and/or criticisms of plans from classmates
 - use feedback in revising plans as needed
 - analyze the results, write a reflective summary explaining the results, and use the results to identify next steps
- D.4. Apply leadership skills during classroom discussions or FHA-HERO chapter meetings; such as skills in perceiving problems and thinking them through, presenting ideas, understanding others' views, understanding and responding to conflicts and disagreements that arise during discussion, and applying citizenship values (including honesty, respect, and responsibility)
- D.5. Set an individual, family, or community action goal and record progress toward accomplishment of the goal
- E.1. Give examples that show the meaning and significance of family work
- E.2. Summarize current understandings of family work goals and relationships between family work and other social settings that affect the family
- E.3. Describe how family work has changed over time and identify some cultural similarities and differences
- E.4. Describe some factors and conditions that affect the development of individuals, families, and society
- E.5. Access, analyze, and evaluate selected sources of information about human growth and development

- F.1. Demonstrate the ability to attend to learning tasks
- explain the family's role in helping to focus attention on learning tasks
 - make adjustments in attention level to meet the demands of the task, such as working physically to regain and maintain focus on a specific learning task
 - practice skills in handling distractions; such as stopping during a difficult task to identify current thinking and deliberately setting aside an important thought until a specific learning task is completed
- F.2. Demonstrate the ability to set learning goals
- explain the importance of goal setting in everyday family life and work
 - develop a time frame for reaching a series of specific short-term goals; such as finding out about specific careers
 - describe what to look for to determine whether specific goals have been accomplished