

COURSE TITLE:

TEXTILES

LENGTH:

FULL YEAR

GRADES 9 – 12

SCHOOL:

RUTHERFORD HIGH SCHOOL

RUTHERFORD, NEW JERSEY

DATE:

SPRING 2015

Rutherford High School
Rutherford, NJ
TEXTILES
Spring 2015

1. INTRODUCTION/OVERVIEW/PHILOSOPHY

Textiles is designed to allow the student the opportunity to create textile products on his/her own. The student will use commercial patterns and instructions to successfully complete two major projects each marking period and one final project.

During the course of the year, each student will learn basic construction techniques to sew by both hand and machine. Students will actively participate in demonstrations, choosing projects, choosing fabrics and construction.

Students will also be exposed to the various career opportunities in clothing, fashion and accessory merchandising, home furnishings and interior design.

2. OBJECTIVES

A. NEW JERSEY CORE CURRICULUM CONTENT STANDARDS FOR 21st CENTURY LIFE AND CAREERS AND TECHNOLOGY

For a complete copy of the 21st Century Life and Careers as well as Technology, please visit the following website:

<http://www.state.nj.us/education/cccs/>

THE 12 CAREER READY PRACTICES

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

STANDARD 9.1

PERSONAL FINANCIAL LITERACY: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

STANDARD 9.2

CAREER AWARENESS, EXPLORATION, AND PREPARATION: This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

STANDARD 9.3

CAREER AND TECHNICAL EDUCATION: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

TECHNOLOGY

STANDARD 8.1

TECHNOLOGY: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge

B. COURSE OUTLINE

All standards cited in course outline are through Grade 12.

1. Safety

- Identify safe procedures for handling and working with equipment.
- Identify potentially hazardous conditions in a sewing classroom.
- Pass a safety test.

2. Commercial Patterns

- Identify pattern markings.
- Interpret pattern instructions for layout, marking, cutting and fabricating textile projects.
- Select appropriate patterns, fabrics and notions.

3. Hand Tools

- Learn correct terminology and use for all hand tools used in textile construction.
- Learn how to care for hand tools and to make minor repairs when necessary.

4. Sewing Machines

- Learn the safe use and care of multi-purpose sewing machine, including machine parts and function, troubleshooting and minor repair.
- Learn the safe use and care of a serger to professionally finish seams.

- Learn the safe use and care of a computerized embroidery machine and embroidery software to create original embroidery designs.

5. **Garment Construction Techniques**

- Learn the various construction techniques required to complete a textile project such as:
 - Pressing as you sew
 - Staystitching
 - Seams
 - Clipping, notching, trimming and grading
 - Seam finishes
 - Clean finishing a seam
 - Understitching
 - Interfacing
 - Ease and gathering
 - Topstitching
 - Handstitching
 - Hemming
- Learn the parts of a garment and how to construct each part
 - Darts, tucks and pleats
 - Construction of garment seams
 - Pockets
 - Ties
 - Waistbands
 - Zippers
 - Plackets
 - Facings
 - Yokes
 - Collars
 - Sleeves
 - Casings

6. **Sewing with sergers**

- Operate a serger safely, describing its function and parts
- Demonstrate serger construction techniques in the preparation of a serged project.

7. Quilting

- Learn the fundamental parts of a small quilt square.
- Learn color theory as it applies to pleasing design in quilt patterns.

8. Careers

- Learn about career opportunities in fashion, clothing and accessory merchandising, home furnishings and interior design.
- Learn about post-secondary schooling for careers as stated above.

Student Outcomes:

After successfully completing this course, the student will be able to:

- explain basic color theories.
- understand the differences in natural and synthetic fibers used in the fabrication of textiles, including cotton, wool, silk, rayon, and polyester.
- discuss fabrication techniques for fibers, including woven, knit, felted and extruded fabrics.
- explain about the care of a wide variety of fabrics, including washing and drying, dry-cleaning, spot removal, ironing and repairing.
- describe the different pattern company offerings and be able to choose pattern styles according to desire, need and ability.
- develop an understanding of how to interpret the pattern envelope and layout guide.
- take measurements in order to determine figure type and pattern size.
- understand pattern symbols and markings on advanced patterns and successfully transfer them onto fabric.
- make minor alterations in order to adjust a pattern to improve fit when necessary.
- know how to successfully cut fabric pieces according to suggested layout in the instructions.
- recite basic textile terminology.

- successfully care for and operate a variety of sewing machines and related equipment, with concentrating on the more complex abilities of each machine
- care for and use a wide variety of hand tools and accessories used in the construction of textile projects.
- use safety techniques required when working with all sewing machines and tools.
- embroider in a variety of fonts and designs.
- correctly use basic programming for digitalized embroidery designing.
- create a variety of traditional quilt block designs including those designed using computer technology.
- use photography computer programs to create images for printing on textile-backed computer paper.
- develop design skills for planning the form and function of textile structures.
- be aware of the occupational opportunities in clothing, fashion and accessory merchandising, home furnishing and interior design.

3. PROFICIENCY LEVELS

This course is open to grades 9–12.

4. METHODS OF ASSESSMENT

- **Student Assessment**

The teacher will provide a variety of assessments during the course of the year. The majority of the assessment will be project-based. In addition, the student is required to successfully complete eight major marking period projects, several craft projects and a final project. Students are also responsible for constructing sampler projects to improve construction skills. In addition, two major projects must be completed by the end of each marking period in order to receive a passing grade.

- **Curriculum/Teacher Assessment**

There will be an ongoing self and department assessment to determine the effectiveness of all aspects of the textile program, including:

- Teacher/departmental meetings
- Teacher observations
- Completed projects
- Self evaluations/PDP
- Supervisor evaluations
- Suggestions for changes to supervisor

5. **GROUPING**

There are no prerequisites for this course.

6. **ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME**

Course length is one year and is offered to students in grades 9-12. This course meets five days a week.

7. **RESOURCES**

- **Field Trips**

Field trips to museums to learn about traditional and innovative textile traditions from many countries are encouraged. In addition, field trips to a manufacturing plant, warehouses and retail stores to learn about career opportunities in fashion, clothing and accessory merchandising, home furnishings and interior design are also appropriate.

- **Guest Speakers**

Presentations from representatives from colleges that offer programs in textiles and other guest speakers from industry and the art world are appropriate for the students in this course.

- **Texts/Supplemental Reading/References**

- *Successful Sewing* by Mary G. Westfall. The Goodheart-Willcox Company, Inc. 1998.
- Various videos as deemed necessary. See department collection.

8. METHODOLOGIES

The following methods of instruction are suggested:

- Lecture
- Demonstration
- Practice projects
- Heterogeneous ability grouping
- Individualized project.

9. SUGGESTED ACTIVITIES

The instructor should incorporate a variety of projects incorporating the use of various pieces of equipment and a variety of visual design concepts.

10. DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
 - word walls
 - sentence frames
 - think-pair-share
 - cooperative learning groups
 - teacher think-alouds

11. INTERDISCIPLINARY CONNECTIONS

This course requires the application of math and reading with patterns and instruction guide sheets. History and the sciences are covered when discussing fashion throughout the ages and in the discussion of the composition of textile fibers. The arts are covered through the visual representation of the elements and principles of design in clothing and quilts along with proper use of the elements in their creation. Computer skills are used when using various software to create original designs for embroidery, quilting and clothing. Where appropriate, the instructor will include other disciplines as well.

- Appropriate and competent use of relevant websites and digital software and equipment 8.1.12
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.12
- Presentation and exploration of related career possibilities 9.2.12
- Working in teams to create group based learning activities and projects CRP1
- Application of skills learned in class to project based activities CRP2
- Emphasis on importance of proper nutrition for student learning CRP3

12. PROFESSIONAL DEVELOPMENT

As per the PDP/100 hour statement, the teacher will continue to improve expertise through participation in a variety of professional development opportunities.

13. CURRICULUM MAP – TEXTILES

<i>Class</i>	September	October	November	December	January
Textiles	<ul style="list-style-type: none"> • Introduction • Sewing room safety • Fabric and fibers • Sewing machine • Sewing equipment • Hand sewing • Sewing samples <ul style="list-style-type: none"> ○ Hand sewing techniques and stitches ○ Hand embroidery stitches • School supplied project <ul style="list-style-type: none"> ○ Hand sew pillow 	<ul style="list-style-type: none"> • Machine embroidery • Create original design embroidery projects • School supplied project – tote bag embroider on pocket 	<ul style="list-style-type: none"> • Textile technology: <ul style="list-style-type: none"> ○ Adobe Photoshop ○ Photo printing on special fabric • Quilting: <ul style="list-style-type: none"> ○ Nine patch quilting 	<ul style="list-style-type: none"> • Commercial patterns: <ul style="list-style-type: none"> ○ Identify pattern marking ○ Interpret pattern instructions, layout marking, cutting ○ Select appropriate fabrics and notions • Student supplied project <ul style="list-style-type: none"> ○ Pajama pants 	<ul style="list-style-type: none"> • Construction samples and projects: <ul style="list-style-type: none"> ○ Pressing ○ Stay stitching ○ Seams ○ Clipping: notching trimming grading ○ Seam finishes • Student selected project requiring the above construction techniques

Class	February	March	April	May	June
Textiles	<ul style="list-style-type: none"> • Construction techniques and samples: <ul style="list-style-type: none"> ○ Clean finishing a seam ○ Serging ○ Understitching ○ Interfacing ○ Ease and gathering ○ Topstitching ○ Handstitching ○ Hemming ○ Buttons • Student required project containing the above construction techniques 	<ul style="list-style-type: none"> • Construction techniques and samples: <ul style="list-style-type: none"> ○ Darts, tucks and pleats ○ Pockets ○ Ties ○ Waistbands ○ Zippers • Student required project containing the above construction techniques 	<ul style="list-style-type: none"> • Construction techniques and samples: <ul style="list-style-type: none"> ○ Plackets ○ Facing ○ Yokes ○ Collars ○ Sleeves ○ Casing • Student required project containing the above construction techniques 	<ul style="list-style-type: none"> • Careers: <ul style="list-style-type: none"> ○ Fashion ○ Clothing accessories ○ Merchandising ○ Home furnishings ○ Post secondary schooling • Student project of choice with teacher approval 	<ul style="list-style-type: none"> • Complete all projects • Review for written final exam • Final exam