

# Clothing Technology

## Power Standards

1. Evaluate fiber and textile materials.
2. Demonstrate skills needed to produce, alter, or repair textiles products and apparel.
3. Demonstrate general operational procedures for basic sewing equipment.
4. Evaluate career opportunities in textile industry and clothing.

## Power Benchmarks

1. Distinguish between woven and knit fabric.
2. Compare and contrast natural and manufactured fibers.
3. Identify small sewing tools and safe usage.
4. Demonstrate operations of sewing machine, serger, and embroidery machines.
5. Interpret and use basic sewing terms.
6. Demonstrate basic construction techniques
7. Understand basic pattern information.
8. Demonstrate effective wardrobe planning.
9. Be aware of the importance of clothing care.
10. Identify careers in textiles and apparel industry.

# Clothing Technology

Students will be able to:

1. Evaluate fiber and textile materials.
  - Distinguish between woven and knit fabric. (1)
  - Compare and contrast natural and manufactured fibers. (2)
  - Be aware of the importance of clothing care. (9)
  
2. Demonstrate skills needed to produce, alter, or repair textiles products and apparel.
  - Identify small sewing tools and safe usage. (3)
  - Interpret and use basic sewing terms. (5)
  - Demonstrate basic construction techniques (6)
  - Understand basic pattern information. (7)
  - Demonstrate effective wardrobe planning. (8)
  
3. Demonstrate general operational procedures for basic sewing equipment.
  - Demonstrate operations of sewing machine, serger, and embroidery machines. (4)
  
4. Evaluate career opportunities in textile industry and clothing.
  - Identify careers in textiles and apparel industry. (10)

# Clothing Technology

## Stage 1 – Desired Results:

<p><b>Power Standard 1:</b> Evaluate fiber and textile materials.</p> <p><b>Power Benchmark #1:</b> Distinguish between woven and knit fabrics.</p> <p><b>Estimated Timeline:</b> 3 days + on-going</p>	<p><b>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr style="background-color: #ffff00;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Personal Responsibility</th> <th style="padding: 2px;">Global &amp; Cultural</th> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">X</td> <td></td> <td></td> </tr> <tr style="background-color: #ffff00;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td></td> <td></td> </tr> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural			X			Math	Science	Reading	Social Responsibility	Communication	X	X	X		
Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural																	
		X																			
Math	Science	Reading	Social Responsibility	Communication																	
X	X	X																			

<p><b>Understandings:</b> <i>Students will understand that:</i></p> <ul style="list-style-type: none"> <li>➤ The way a fabric is constructed will affect its wearability and care.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>➤ Which fabric construction (knit or woven) is appropriate for specific uses and why?</li> </ul>
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<p><b>Students will:</b> (<i>i.e. know</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Identify the advantages and disadvantages of woven fabrics.</li> <li>➤ Identify the advantages and disadvantages of knit fabrics.             <ul style="list-style-type: none"> <li>○ Warp</li> <li>○ Filling</li> <li>○ Selvage</li> <li>○ Grain</li> <li>○ Single knit</li> <li>○ Double knit</li> </ul> </li> </ul>	<p><b>Students will be able to:</b> (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Students will be able to distinguish between a woven fabric and a knit fabric.</li> <li>➤ Students will be able to distinguish between a single and double knit.</li> <li>➤ Students will be able to distinguish between weaves.             <ul style="list-style-type: none"> <li>○ Plain weave</li> <li>○ Twill weave</li> <li>○ Satin weave</li> </ul> </li> </ul>
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## Stage 2 – Assessment Evidence

<p><b>Performance Tasks:</b> (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> <li>➤ Students will separate fabric samples into single knit, double knits, plain weave, twill weave and satin weave.</li> </ul>	<p><b>Key Criteria:</b> (Rubric)</p> <ul style="list-style-type: none"> <li>➤ TBD</li> </ul>
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## Clothing Technology

# Distinguish Between Woven and Knit Fabrics

	<b>Needs 1</b>	<b>Meets 2</b>	<b>Exceeds 3</b>	<b>Score</b>
Identify between samples; knit or woven	Less than 70%	70% Correct	100% Correct	
Characteristics of woven fabrics	Less than 70%	70% Correct	100% Correct	
Characteristics of knit fabrics	Less than 70%	70% Correct	100% Correct	
Total				

# Clothing Technology

## Stage 1 – Desired Results:

**Power Standard 1:** Evaluate fiber and textile materials.

**Power Benchmark/Competency #2:**  
Compare and contrast natural and manufactured fibers.

**Estimated Timeline:** 2 – 3 days + on- going

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
	X			X
Math	Science	Reading	Social Responsibility	Communication
	X	X		

**Understandings:**  
*Students will understand that:*

- Natural fibers share characteristics, care techniques, and wearability.
- Manmade fibers share characteristics, care techniques, and wearability.

**Essential Questions:**

- What are the outstanding characteristics of natural fabrics?
- What are the outstanding characteristics of manmade fibers?

**Students will:** (*i.e. know*)...(Include vocabulary)

- Students will know the characteristics of Protein, Cellulose, and Manufactured fibers.
  - Wool
  - Silk
  - Cotton
  - Linen
  - Polyester
  - Nylon
  - Spandex
  - Acrylic
  - Acetate

**Students will be able to:** (*i.e. do*)...(Include vocabulary)

- Using advertisement or label tag information students will identify the care and wearability of a garment or fabric.
  - Absorbency
  - Fiber Strength
  - Shrinkage
  - Resiliency (Wrinkle Resistance)
  - Warmth
  - Durability

## Stage 2 – Assessment Evidence

**Performance Tasks:** (i.e. Assessment used to determine proficiency on competency)

- Students will complete characteristic chart.

**Key Criteria:** (Rubric)

- TBD

# Clothing Technology

## Stage 3 – Learning Plan:

Compare and contrast natural and manufactured fibers.

### Power Benchmark/Competency: #2

<b>Learning Activities:</b>	<b>Resources:</b>
Fabric lab activities.	
Silly Use Test	
Others TBD	

# Clothing Technology

## Stage 1 – Desired Results:

**Power Standard 2:** Demonstrate skills needed to produce, alter, or repair textiles products and apparel.

**Power Benchmark/Competency #3:**  
Identify small sewing tools and safe usage.

**Estimated Timeline: 1 day + on-going**

**Place 'X' in square if goal addresses Essential/Content Standard(s).**

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
	X	X	X	
Math	Science	Reading	Social Responsibility	Communication
X				X

**Understandings:**  
*Students will understand:*  
➤ Sewing tools are used to perform specific tasks.

**Essential Questions:**  
➤ How does using the appropriate sewing tools make construction easier?  
➤ Which tool is best used for different construction techniques?

**Students will:** (*i.e. know*)...(Include vocabulary)  
 ➤ Cutting Tools  
   ○ Shears  
   ○ Scissors  
   ○ Seam ripper  
   ○ Rotary cutter  
 ➤ Marking Tools  
   ○ Tracing paper and wheel  
   ○ Tailors Chalk  
   ○ Marking pens and pencils  
 ➤ Measuring Tools  
   ○ Tape measure  
   ○ Sewing gauge  
 ➤ Pressing Tools  
   ○ Steam iron  
   ○ Pressing ham  
   ○ Press cloth  
   ○ Sleeve board  
 ➤ Stitching Tools  
   ○ Sewing machine  
   ○ Hand sewing needles

**Students will be able to:** (*i.e. do*)...(Include vocabulary)  
 ➤ Choose and use appropriate tool for the task.

## Stage 2 – Assessment Evidence

**Performance Tasks:** (i.e. Assessment used to determine proficiency on competency)  
 ➤ Identify 10 to 15 sewing tools

**Key Criteria:** (Rubric)  
 ➤ TBD



## Clothing Technology

### Identify Small Sewing tools and Safe Usage

	<b>Needs 1</b>	<b>Meets 2</b>	<b>Exceeds 3</b>	<b>Score</b>
Students can name and identify and use small sewing tools	Less than 70%	70% Correct	100% Correct	

# Clothing Technology

## Stage 1 – Desired Results:

**Power Standard 3:** Demonstrate general operational procedures for basic sewing equipment

**Power Benchmark/Competency #4:**

Demonstrate operations of sewing machine, serger, and embroidery machines.

**Estimated Timeline:** 1- 2 days + on-going

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
X	X	X	X	
Math	Science	Reading	Social Responsibility	Communication
X		X	X	X

**Understandings:**

*Students will understand:*

- The proper operation of the sewing machine, serger and embroidery machine are essential to construction.

**Essential Questions:**

- Can I operate this machine on my own?
- Which machine and/or operation are best for the desired task?
- Is this machine working properly?

**Students will:** (*i.e. know*)...(Include vocabulary)

- Machine Parts (name and function of each)
  - Bobbin winder
  - Thread take-up lever
  - Tension dial
  - Stitch length
  - Stitch width
  - Pattern Selector Dial
  - Embroidery hoops
  - Stabilizer
  - Upper looper
  - Lower looper

**Students will be able to:** (*i.e. do*)...(Include vocabulary)

- Problem Solve malfunctions
- Thread and stitch
  - Puckered seams
  - Thread breakage
  - Looped stitches
- Wind bobbin
- Proper care and use of machines

## Stage 2 – Assessment Evidence

**Performance Tasks:** (i.e. Assessment used to determine proficiency on competency)

- TBD

**Key Criteria:** (Rubric)

- TBD

# Clothing Technology

## Stage 3 – Learning Plan:

Demonstrate operations of sewing machine, serger, and embroidery machines.

### Power Benchmark/Competency: #4

<b>Learning Activities:</b>	<b>Resources:</b>
Complete chart identifying sewing machine parts.	
Samples from each of the machines (sewing, serger, embroidery).	
Thread the machine properly	
Wind a Bobbin	
Complete sewing samples	
Machine parts test.	

## Clothing Technology

# Demonstrate Operations of Sewing Machine, Serger, and Embroidery Machine

	<b>Needs 1</b>	<b>Meets 2</b>	<b>Exceeds 3</b>	<b>Score</b>
Can Thread and Operate the Sewing Machine	Needs assistance much of the time	Needs assistance occasionally	Can operate machine independently	
Serger	Needs supervision at all times	Needs supervision occasionally	Can operate and assist others	
Embroidery Machine	Needs supervision at all times	Needs supervision occasionally	Can operate and assist others	

# Clothing Technology

## Stage 1 – Desired Results:

**Power Standard 2:** Demonstrate skills needed to produce, alter, or repair textiles products and apparel.

**Power Benchmark/Competency #5:**

Interpret and use basic sewing terms

**Estimated Timeline:** 1 day + on-going

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
		X		
Math	Science	Reading	Social Responsibility	Communication
		X		X

**Understandings:**

*Students will understand:*

- Sewing terminology is used for project construction.
- Successful completion of a sewing project requires application of basic sewing terms.

**Essential Questions:**

- What procedures must be performed to complete a project?
- Did I read and understand the pattern instructions?

**Students will:** (*i.e. know*)...(Include vocabulary)

- Sewing Terms
  - Backstitch
  - Pivot
  - Clip
  - Notch
  - Baste
  - Pin Baste
  - Lengthwise grain
  - Crosswise grain

**Students will be able to:** (*i.e. do*)...(Include vocabulary)

- Students will be able to read and understand a guide sheet.
- Student will be able to understand verbal directions.
- Student will be able to interpret directions to complete a project.

## Stage 2 – Assessment Evidence

**Performance Tasks:** (i.e. Assessment used to determine proficiency on competency)

- TBA

**Key Criteria:** (Rubric)

- TBA

# Clothing Technology

**Stage 3 – Learning Plan:**  
Interpret and use basic sewing terms  
**Power Benchmark/Competency: #5**

<b>Learning Activities:</b>	<b>Resources:</b>
Use proper terms when questioning or referring to tasks.	

## Clothing Technology

# Demonstrate Basic Sewing Terms

Complete sample sewing projects that include lengthwise, crosswise grain, backstitch, pivot, clip, notch, baste, and pin baste.

	<b>Needs 1</b>	<b>Meets 2</b>	<b>Exceeds 3</b>	<b>Score</b>
Understands directions and techniques necessary for construction	Cannot work independently	Needs little to no assistance	Can work independently	
Completes the sewing techniques	Completes less than 75%	Completes 6 of 8 skills	All skills mastered	

# Clothing Technology

## Stage 1 – Desired Results:

**Power Standard 2:** Demonstrate skills needed to produce, alter, or repair textiles products and apparel.

**Power Benchmark/Competency #6**

Demonstrate basic construction techniques.

**Estimated Timeline:** 3 - 4 weeks + on-going

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
X	X	X	X	
Math	Science	Reading	Social Responsibility	Communication
X		X		X

**Understandings:**

*Students will understand that:*

- There are five basic construction techniques to successful sewing.

**Essential Questions:**

- How do you measure properly?
- How do you properly pin?
- How do you cut accurately?
- What is the difference between pressing and ironing?
- How do I use the basic sewing terms in construction of my project?

**Students will:** (*i.e. know*)...(Include vocabulary)

- Measure using various measuring tools.
  - Seam gauge
  - ruler
  - tape measure
- Accurately pin pattern to fabric and pin baste.
- Cut out a pattern and
- Use cutting techniques
  - clipping
  - trimming
  - notching
- Read and interpret guide sheet.

**Students will be able to:** (*i.e. do*)...(Include vocabulary)

- Demonstrate knowledge of construction techniques through the construction of a project.

## Stage 2 – Assessment Evidence

**Performance Tasks:** (i.e. Assessment used to determine proficiency on competency)

- TBA

**Key Criteria:** (Rubric)

- TBA

# Clothing Technology

## Stage 3 – Learning Plan:

There are five basic construction techniques to successful sewing.

**Power Benchmark/Competency: #6**

<b>Learning Activities:</b>	<b>Resources:</b>
Teacher and student selected projects.	
Construction of project	

# Clothing Technology

## Stage 1 – Desired Results:

**Power Standard 2:** Demonstrate skills needed to produce, alter, or repair textiles products and apparel.

**Power Benchmark/Competency #7**  
Understanding basic pattern information.

**Estimated Timeline:** 1 day + on-going.

**Place 'X' in square if goal addresses Essential/Content Standard(s).**

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
X		X	X	
Math	Science	Reading	Social Responsibility	Communication
X		X		X

**Understandings:**  
*Students will understand:*

- Pattern pieces should be laid out to make the most efficient use of yardage.

**Essential Questions:**

- What information is found on the back and front of a pattern envelope?
- What do the symbols on the pattern pieces mean?
- How and where do I pin my pattern on the fabric using the layout?

**Students will:** (*i.e. know*)...(Include vocabulary)

- Determine personal pattern sizes.
- Use the yardage table on the pattern envelop.
- Use the unit method of construction.
  - Nap
  - Notions
  - Interfacing
  - Bias
  - Pre-shrink

**Students will be able to:** (*i.e. do*)...(Include vocabulary)

- Read and interpret the pattern guide sheet.
  - Layout
  - Alterations
  - Perpendicular
  - Parallel
  - Place on fold
  - Straight of grain
  - Cutting line
  - Stitching line

## Stage 2 – Assessment Evidence

**Performance Tasks:** (i.e. Assessment used to determine proficiency on competency)

- TBD

**Key Criteria:** (Rubric)

- TBD

# Clothing Technology

**Stage 3 – Learning Plan:**  
Understanding basic pattern information.  
**Power Benchmark/Competency: #7**

<b>Learning Activities:</b>	<b>Resources:</b>
Teacher and student selected projects.	
Students will construct a project using a pattern.	

# Clothing Technology

## Stage 1 – Desired Results:

**Power Standard 2:** Demonstrate skills needed to produce, alter, or repair textiles products and apparel.

**Power Benchmark/Competency # 8:**  
Demonstrate effective wardrobe planning.

**Estimated Timeline:** 2 days

**Place 'X' in square if goal addresses Essential/Content Standard(s).**

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
X		X	X	
Math	Science	Reading	Social Responsibility	Communication
X	X	X	X	X

**Understandings:**  
*Students will understand that:*

- Wardrobe planning is a part of good consumerism.
- Clothing inventory should be taken before making purchases.

**Essential Questions:**

- What are shopping options (in relationship to quality and price)?
- How can you coordinate garments to get a variety of outfits?

**Students will:** (*i.e. know*)...(Include vocabulary)

- Plan clothing needs in relationship to their activities.
  - Wardrobe
  - Accessories
  - Inventory
  - Budget

**Students will be able to:** (*i.e. do*)...(Include vocabulary)

- Mix and match clothing pieces to expand wardrobe.

## Stage 2 – Assessment Evidence

**Performance Tasks:** (i.e. Assessment used to determine proficiency on competency)

- TBD

**Key Criteria:** (Rubric)

- TBD

# Clothing Technology

**Stage 3 – Learning Plan:**  
Demonstrate effective wardrobe planning.  
**Power Benchmark/Competency: #8**

<b>Learning Activities:</b>	<b>Resources:</b>
Clothing Selection pinwheel or collage	
Create and implement a personal wardrobe plan.	

# Clothing Technology

## Stage 1 – Desired Results:

<p><b>Power Standard 1:</b> Evaluate fiber and textile materials.</p> <p><b>Power Benchmark/Competency # 9</b> Be aware of the importance of clothing care.</p> <p><b>Estimated Timeline:</b> 1 –2 days</p>	<p><b>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Personal Responsibility</th> <th style="padding: 2px;">Global &amp; Cultural</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural			X	X	X	Math	Science	Reading	Social Responsibility	Communication		X	X	X	X
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		X	X	X																	
Math	Science	Reading	Social Responsibility	Communication																	
	X	X	X	X																	

<p><b>Understandings:</b> <i>Students will understand:</i></p> <ul style="list-style-type: none"> <li>➤ There are universal symbols for clothing care.</li> <li>➤ Daily care extends the life of the garment.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>➤ How do I know the appropriate care of this garment?</li> <li>➤</li> </ul>
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<p><b>Students will:</b> (<i>i.e. know</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Stain removal of common stains.             <ul style="list-style-type: none"> <li>○ Chlorine Bleach</li> <li>○ Non-Chlorine Bleach</li> <li>○ Dry cleaning</li> <li>○ Presoak</li> <li>○ Prewash</li> </ul> </li> <li>➤ Methods of storing clothes.</li> </ul>	<p><b>Students will be able to:</b> (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Identify symbols for clothing care.</li> <li>➤ Sort clothing for laundry.</li> </ul>
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## Stage 2 – Assessment Evidence

<p><b>Performance Tasks:</b> (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> <li>➤ TBD</li> </ul>	<p><b>Key Criteria:</b> (Rubric)</p> <ul style="list-style-type: none"> <li>➤ TBD</li> </ul>
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# Clothing Technology

**Stage 3 – Learning Plan:**  
Be aware of the importance of clothing care.  
**Power Benchmark/Competency: #9**

<b>Learning Activities:</b>	<b>Resources:</b>
Create a pamphlet for sorting and cleaning clothing.	
To be developed later	

# Clothing Technology

## Importance of Clothing Care

	<b>Needs 1</b>	<b>Meets 2</b>	<b>Exceeds 3</b>	<b>Score</b>
Recognize universal symbols for clothing care	Identifies 6 symbols	Identifies 8 symbols	Identifies 10 symbols	
Describe how to remove common stains	6 Stains	8 Stains	10 Stains	

# Clothing Technology

## Stage 1 – Desired Results:

**Power Standards 4:** Evaluate career opportunities in textile industry and clothing.

**Power Benchmark/Competency #10:**  
Identify careers in textiles and apparel industry.

**Estimated Timeline:** 1day

**Place ‘X’ in square if goal addresses Essential/Content Standard(s).**

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
X			X	
Math	Science	Reading	Social Responsibility	Communication
		X		

**Understandings:**  
*Students will understand:*

- There are many careers in the textile and apparel industry.
- There are a variety of education and/or training needed for each career.

**Essential Questions:**  
➤ Am I interested in a career in textiles and apparel?

**Students will:** (*i.e. know*)...(Include vocabulary)

- Careers in the textile industry.
- Careers in apparel production.
- Careers in fashion merchandizing.

**Students will be able to:** (*i.e. do*)...(Include vocabulary)

- Select a career in the textile and apparel industry that appeals to them.
  - Marketing
  - Designing
  - Retail/Wholesale
  - Manufacturing
  - Buyer

## Stage 2 – Assessment Evidence

**Performance Tasks:** (i.e. Assessment used to determine proficiency on competency)

- TBD

**Key Criteria:** (Rubric)

- TBD

# Clothing Technology

**Stage 3 – Learning Plan:**  
Identify careers in textiles and apparel industry.  
**Power Benchmark/Competency: #10**

<b>Learning Activities:</b>	<b>Resources:</b>
Research in LMC	
Present career choice to the class.	

## Clothing Technology

### Identify Careers in the Textile and Fashion Industry

	<b>Needs 1</b>	<b>Meets 2</b>	<b>Exceeds 3</b>	<b>Score</b>
High Schools Training Required	Identifies 1 careers	Identifies 3 careers	Identifies 5 careers	
Technical Training Required	Identifies 1 careers	Identifies 3 careers	Identifies 5 careers	
College Training Required	Identifies 1 careers	Identifies 3 careers	Identifies 5 careers	