

# WILBY HIGH SCHOOL



## ADVANCED CLOTHING



Teacher: Ms. Watkins

Room: 103

E-mail: [awatkins@waterbury.k12.ct.us](mailto:awatkins@waterbury.k12.ct.us)

### **Core Values and Beliefs:**

The students, faculty, staff, and administration of Wilby High School will work cooperatively with families, members of the community, and the Board of Education to create a safe, welcoming, and academic environment which embraces, challenges, and nurtures the diverse talents, interests, and learning styles of all its students. All students will leave Wilby High School with the self-respect, respect for others, knowledge, and skills necessary to become independent, intellectually curious, and self-fulfilled members of society.

Prerequisite: Clothing I

**Course Description:** Students will develop advanced sewing skills in this class. As a part of this course, students will complete at least 3 sewing projects. Students will investigate pattern design and alteration, fashion and textile-related occupations, and the importance of recycling clothing. Students will also develop new sewing skills such as inserting a zipper, making multiple buttonholes, putting a collar on a garment and using interfacing in the construction of a garment.

### **Course Objectives:**

- Students will demonstrate skills needed to produce, alter, or repair textile products and apparel
- Students will analyze career paths within textile and apparel design industries
- Students will demonstrate basic skills for producing and altering textile products and apparel

**Students will achieve the classroom goals and objectives by incorporating Wilby High School learning expectation standards:**

- **Effective Writer (EW)**
- **Effective Reader (ER)**
- **Effective Problem Solver (EPS)**
- **Collaborative/Cooperative Worker (CCW)**
- **Self-Directed Learner (SDL)**
- **Community Contributor**
- **Respectful Person**

*Outline of Major Units, Topics, and/or Activities Covered:*

#### *I. Sewing Samples*

- a. Hand sewn hem sample*
- b. Dart sample*
- c. Trim sample*
- d. Zipper sample*

#### *II. Sewing Projects*

- a. Decorator Pillow (zipper)*
- b. Shirt Sample (collar, facing, interfacing, buttons, buttonholes)*

- c. Hooded Sweatshirt (knit fabric, zipper)
- d. Redesign / Recycle Project

### III. Pattern Alteration Assignment

#### IV. Career Exploration

- a. Textbook chapter on careers
- b. Web Quest research & presentations

#### **Content-Based Instructional Practices**

- Integrate hands-on activities and core knowledge into practical applications for home, community and workplace.
- Creating real world situations in which students can demonstrate content knowledge.
- Address multiple intelligences through the lessons.

#### **Assessments (Common Formative Assessments to form teaching strategies, and summative assessments):**

- Routine, informal, ongoing, day-by-day assessments to check intended learning, self evaluation. Clothing construction evaluation using rubrics.

#### **Adaptations for English Language Learner, and for Special Education Students:**

- Adapted materials to learn course content
- Manipulatives
- Pre-printed notes
- Bridging support within the classroom
- Flexibility of timelines, due dates
- Integrating curriculum with technology
- Additional analysis of lessons

#### **Classroom Rules**

*Safety First, Respect for Yourself and Others, Be on Time and Ready to Work*

#### **Absences and Make-up Work**

*You are responsible for getting work that you have missed from the teacher, and for rescheduling a time for a make-up test. It is not the teacher's responsibility to track you down with any missed assignments or tests.*

#### **Supplies/Materials**

Folder

Pencil

Pen

#### **Textbook**

*Clothing-Fashion, Fabrics and Construction by Glencoe*

*Sewing Techniques-Glencoe*

#### **Grading Policy**

*Projects/Homework 50%*

*Class Work 20%*

*Quiz 20%*

*Disposition to Learning 10%*