

**BLOOMFIELD PUBLIC SCHOOLS**  
**Bloomfield, New Jersey**

**Curriculum Guide**

**Fashion Sewing Level One**  
**Grades 9-12**

**Text:**  
**Clothing Fashion Fabrics and Construction**

**Prepared by:**  
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**Board Approved: July 28, 2015**

# **Fashion Sewing Level One**

## **Grades 9 - 12**

### **Curriculum Guide**

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**Fashion Sewing One**  
**Grades 9 - 12**  
**Curriculum Guide**

**Introduction**

**5 Credits per year**

No Prerequisites

This course is an introductory to beginner fashion sewing. Students will be introduced to the world of creative sewing. Each project created during this course will have specific construction challenges. These projects will advance in level as the students achieve the new skills required. Each student will progress at his or her own pace meeting set benchmarks as they go.

Upon completion of Fashion Sewing One, students will have acquired the basic skills need to advance to the next three levels of Fashion Sewing.

## **Fashion Sewing Level One**

**Grades 9 - 12  
Curriculum Guide**

### **Adopted Texts**

**Clothing Fashion Fabrics and Construction  
Bennett & McNight Publishing  
Mission Hills, California  
1986  
ISBN-0-02-640-160-6**

**Simplicity Sewing Book  
Simplicity Pattern Company  
New York, New York  
1972**

### **Films, Supplemental Readings, etc.**

**Clothing Image And Impact  
Johnson & Foster  
Cincinnati, Ohio  
1990  
ISBN-0-538-70007-6**

**Coats & Clark Sewing Book  
Coats & Clark Inc  
New York, New York  
1967  
ISBN-0-67-24919**

**Complete Guide To Sewing**  
**Reader's Digest**  
**Pleasantville, New York**  
**1976**  
**ISBN-0-89577-026-1**

**Links to CPI's:**     <http://www.state.nj.us/education/cccs/2009/>  
                              <http://www.mccallspatterns.com>  
                              <http://www.simplicitypatterns.com>  
                              <http://www.voguepatterns.com>  
                              <http://www.joanefabrics.com>

**Bloomfield Public Schools**

**Understanding by Design Unit Template**

Title of Unit	Unit 1/Pattern Sizing & Measurements	Grade Level	9-12
Curriculum Area	Fashion Sewing Level One	Time Frame	2-4 Days
Developed By	Linda Soriano		
Desired Results (Stage 1)			
Established Goals			
<p>9.1.12.A.3 All Students will understand how measuring accurately is essential for pattern sizing.</p> <p>9.1.12.A.3 All students will demonstrate how to read a ruler.</p> <p>9.1.12.A.3 All students will demonstrate how to measure bust, waist and hips.</p> <p>9.1.12.B.2 All students will locate the sizing chart on the pattern envelope.</p> <p>9.1.12.B.2 All students will be able to locate their individual size on the sizing chart .</p>			
Primary Interdisciplinary Connections			
<p><b>3.1 Reading</b> All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.</p> <p><b>G. Comprehension Skills and Response to Text</b></p> <p><b>3.2 Writing</b> All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.</p> <p><b>B. Writing as a Product (resulting in a formal product or publication)</b></p> <p><b>6.1 U.S. History: America in the World.</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p><b>B. Geography, People, and the Environment</b></p> <p><b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p> <p><b>A. Technology Operations and Concepts</b> The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.</p> <p><b>D. Digital Citizenship</b> Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.</p> <p><b>8.1.12.D.2</b> Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.</p> <p><b>E. Research and Information Literacy</b> Effective use of digital tools assists in gathering and managing information.</p> <p><b>F. Critical Thinking, Problem Solving, and Decision-Making</b> Information accessed through the use of digital tools assists in generating solutions and making decisions.</p>			

21 <sup>st</sup> Century Interdisciplinary Themes:		
<input checked="" type="checkbox"/> Global Awareness	<input type="checkbox"/> Financial, economic, business, and entrepreneurial literacy	
<input type="checkbox"/> Civic Literacy	<input type="checkbox"/> Health Literacy	
Transfer		
Students will be able to independently use their learning to... Utilize integrated technologies to gain a 21 <sup>st</sup> century global perspective of the life and career skills in the Fashion Industry, and how it relates to them as a consumer. And the opportunity to explore diverse career opportunities in the fashion industry today.		
Meaning		
Understandings	Essential Questions	
Students will understand that...	Students will keep considering...	
U1: There are numerous reasons why people measure. U2: There are universal body parts to measure. U3. These measurements are converted to a sizing chart.	EQ. 1. How are bodies measured? EQ. 2. What is the guiding force behind using these measurements? EQ. 3. How do we convert these measurements to a specific size on the sizing chart?	
Acquisition		
Knowledge	Skills	
Students will know...	Students will be able to...	
How to read a measuring tape. Which body parts need to be measured Why accurate measuring is important	Demonstrate how to use a measuring tape Demonstrate where to measure each individual body area Pair up with another student and take body measurements Verify with teacher that they have measured properly Locate their measurements on the sizing chart Select the proper size	
Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u>	<u>Assessment Evidence</u>
	Performance is judged in terms of...	

<b>Learning objectives</b> <b>L 1-4</b>	<b>DOK Levels:</b> <ul style="list-style-type: none"> <li>• <b>Recall</b></li> <li>• <b>Skill/Concept</b></li> <li>• <b>Strategic Thinking</b></li> <li>• <b>Extended Thinking</b></li> </ul>	<b><u>Transfer Task(s)</u></b> Formative: Do now questions presented daily on the board with required written responses, followed by discussion and Q. & A. Student activity worksheets Teacher lead discussions on unit materials
		Summative: Assessments will include classroom assignments, participation evaluations and rubrics, homework, tests, quizzes, and project.
<b>Learning objectives</b> <b>L 1-4</b>	<b>DOK Levels:</b> <ul style="list-style-type: none"> <li>• <b>Recall</b></li> <li>• <b>Skill/Concept</b></li> <li>• <b>Strategic Thinking</b></li> <li>• <b>Extended Thinking</b></li> </ul>	<b><u>Other Evidence</u></b> Formative: Periodic questions Review of prior knowledge Q. & A. Group presentations
		Summative: Rubrics Written responses to questions Participation Tests, quizzes



Learning Plan (Stage 3)		
Checks for alignment and best practice		Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>
	Required Activities	Required Resources
Activity & assignment grade	Complete teacher handout on using a measuring tape	Internet, textbook, notes.
Activity & assignment grade	Complete student activity guide sheets that relate to the measuring of individual body areas	Student activity book, internet, textbook.
Activity & assignment grade	Practice measuring with a partner	
Participation grade	Use the measurements to find their individual size on the size chart	Handout

Strategies for Differentiation	
Work in teams	Use photos, internet, power points, images, etc.
Pair up with partners	Relate to real-life situations
Provide a model or prototype	Role play
Allow extra time as needed	Modify tests/quizzes
Go over information previously learned	Give word keys
Break up chapters into smaller parts	Choose various learning styles, auditory, visual, tactile, and kinesthetic.
Choose a variety of learning activities.	Check for understanding throughout the unit.

**Bloomfield Public Schools**  
**Understanding by Design Unit Template**

Title of Unit	Unit 2/Pattern Selection	Grade Level	9-12
Curriculum Area	Fashion Sewing One	Time Frame	1-2 Days
Developed By	Linda Soriano		
Desired Results (Stage 1)			
Established Goals			
9.1.12.A.1 All Students will select a pattern for their first sewing project 9.1.12.B.1 All students will select a pattern meeting the construction techniques required 9.1.12.C.5 All students will recognize which selection will complement their individual body style			
Primary Interdisciplinary Connections			
3.1 Reading: All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension. G. Comprehension Skills and Response to Text			
3.2 Writing: All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes. B. Writing as a Product (resulting in a formal product or publication)			
6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. B. Geography, People, and the Environment			
8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. A. Technology Operations and Concepts The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. D. Digital Citizenship: Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.			
8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines. E. Research and Information Literacy: Effective use of digital tools assists in gathering and managing information. F. Critical Thinking, Problem Solving, and Decision-Making: Information accessed through the use of digital tools assists in generating solutions and making decisions.			

<b>21<sup>st</sup> Century Interdisciplinary Themes:</b> <div> <div>___x___ Global Awareness</div> <div>___ Financial, economic, business, and entrepreneurial literacy</div> <div>___ Civic Literacy</div> <div>___ Health Literacy</div> </div>	
<b>Transfer</b>	
Students will be able to independently use their learning to... Utilize integrated technologies to gain a 21 <sup>st</sup> century global perspective of the life and career skills in the Fashion Industry, and how it relates to them as a consumer. And the opportunity to explore diverse career opportunities in the fashion industry today.	
<b>Meaning</b>	
<b>Understandings</b>	<b>Essential Questions</b>
<b>Students will understand that...</b>	<b>Students will keep considering...</b>
U1: Each project will have specific required construction techniques U2: Certain styles will look best on certain body types U3. The pattern selections are in the following Pattern Company Catalogs: <ul style="list-style-type: none"> <li>• McCalls</li> <li>• Simplicity</li> <li>• Vogue</li> <li>• Butterick</li> <li>• New Look</li> <li>• Burda</li> </ul> U4: The patterns are identified by pattern numbers.	EQ. 1. What is the importance of the specific construction techniques? EQ. 2. Why body type influences the style of pattern selections. EQ. 3. Describe all the steps that may be involved in pattern selection.
<b>Acquisition</b>	
<b>Knowledge</b>	<b>Skills</b>
Students will know...	Students will be able to...
Pattern production and distribution Home Sewing Pattern Companies The Business of Pattern Production and Merchandising	Discuss the worldwide importance body type in pattern selection Understand the haute couture lines do not suit each individual body style The functions of the construction techniques
<b>Evidence (Stage 2)</b>	

<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
<b>Learning objectives</b> <b>L 1-4</b>	<b>DOK Levels:</b> <ul style="list-style-type: none"> <li>• <b>Recall</b></li> <li>• <b>Skill/Concept</b></li> <li>• <b>Strategic Thinking</b></li> <li>• <b>Extended Thinking</b></li> </ul>	<u><b>Transfer Task(s)</b></u> Formative: Do now questions presented daily on the board with required written responses, followed by discussion and Q. & A. Student activity worksheets Teacher lead discussions on unit materials
		Summative: Assessments will include classroom assignments, participation evaluations and rubrics, homework, tests, quizzes, and project.
<b>Learning objectives</b> <b>L 1-4</b>	<b>DOK Levels:</b> <ul style="list-style-type: none"> <li>• <b>Recall</b></li> <li>• <b>Skill/Concept</b></li> <li>• <b>Strategic Thinking</b></li> <li>• <b>Extended Thinking</b></li> </ul>	<u><b>Other Evidence</b></u> Formative: Periodic questions Review of prior knowledge Q. & A. Group presentations
		Summative: Rubrics Written responses to questions Participation Tests, quizzes

Learning Plan (Stage 3)		
Checks for alignment and best practice	Summary of Key Learning Events and Instruction	
	The teaching and learning needed to achieve the unit goals.	
	Required Activities	Required Resources
Quizzes & Tests	Complete Quiz on Chapters in Unit	Text book, handouts, activity guides, review.
Strategies for Differentiation		
Work in teams	Use photos, internet, power points, images, etc.	
Pair up with partners	Relate to real-life situations	
Provide a model or prototype	Role play	
Allow extra time as needed	Modify tests/quizzes	
Go over information previously learned	Give word keys	
Break up chapter work in smaller parts	Choose various learning styles, auditory, visual, tactile, and kinesthetic.	
Choose a large variety of learning activities	Check for understanding throughout the unit.	
Quizzes & tests	Taking quizzes and tests along with the chapters and units	Books, notes, handouts, student activity sheets

<b>Title of Unit</b>	Unit 3/The Pattern Envelope	<b>Grade Level</b>	9-12
<b>Curriculum Area</b>	Fashion Sewing One	<b>Time Frame</b>	1-2 Days
<b>Developed By</b>	Linda Soriano		
<b>Desired Results (Stage 1)</b>			
<b>Established Goals</b>			
9.1.12.A 1 Students will be able to understand how to read the pattern envelope front and back. 9.1.12.B 1 Students will be able to identify all important information. 9.1.12.C 5 Students will be able to answer oral questions posed by teacher with 100% accuracy			
<b>Primary Interdisciplinary Connections</b>			
<p><b>3.1 Reading:</b> All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.</p> <p><b>G. Comprehension Skills and Response to Text</b></p> <p><b>3.2 Writing:</b> All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.</p> <p><b>B. Writing as a Product (resulting in a formal product or publication)</b></p> <p><b>6.1 U.S. History: America in the World.</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p><b>B. Geography, People, and the Environment</b></p> <p><b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p> <p><b>A. Technology Operations and Concepts</b> The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.</p> <p><b>D. Digital Citizenship:</b> Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.</p> <p><b>8.1.12.D.2</b> Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.</p> <p><b>E. Research and Information Literacy:</b> Effective use of digital tools assists in gathering and managing information.</p> <p><b>F. Critical Thinking, Problem Solving, and Decision-Making:</b> Information accessed through the use of digital tools assists in generating solutions and making decisions.</p>			

**21<sup>st</sup> Century Interdisciplinary Themes:**☒ **Global Awareness**☐ **Civic Literacy**☐ **Financial, economic, business, and entrepreneurial literacy**☐ **Health Literacy****Transfer****Students will be able to independently use their learning to...**

Utilize integrated technologies to gain a 21<sup>st</sup> century global perspective of the life and career skills in the Fashion Industry, and how it relates to them as a consumer. And the opportunity to explore diverse career opportunities in the fashion industry today.

**Meaning****Understandings****Essential Questions****Students will understand that...****Students will keep considering...**

U1: The following information is located on the pattern envelope front:

- Pattern Number
- Pattern Company
- Pattern Size
- Pattern Views

U2: The following information is located on the pattern envelope back:

- Number of pattern pieces
- Body type
- Styles description
- Body measurements
- Yardage chart
- Fabric selection suggestions
- Notions

EQ. 1. Why the information contained on the front of the envelope is important to locate?

EQ. 2. What the number of pattern pieces can indicate?

EQ. 3. Why are the fabric selection suggestions important?

EQ. 4. How much fabric will be required to create this pattern?

EQ. 5. What are notions?

EQ. 6. How are size and yardage requirements related?

**Acquisition****Knowledge**

Students will know...

**Skills**

Students will be able to...

How to locate the following information:

- Pattern Number
- Pattern Company
- Pattern Size
- Pattern Views

Distinguish the different yardage types  
Distinguish the types of  
Understand the differences in each view  
Describe the suggested fabric  
Describe the notions required  
Define a multitude of common fabric names

<ul style="list-style-type: none"><li>• Number of pattern pieces</li><li>• Body type</li><li>• Styles description</li><li>• Body measurements</li><li>• Yardage chart</li><li>• Fabric selection suggestions</li><li>• Notions</li></ul>		
<b>Evidence (Stage 2)</b>		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
Learning objectives L 1-4	DOK Levels: <ul style="list-style-type: none"><li>• Recall</li><li>• Skill/Concept</li><li>• Strategic Thinking</li><li>• Extended Thinking</li></ul>	<u>Transfer Task(s)</u> Formative: Do now questions presented daily on the board with required written responses, followed by discussion and Q. & A. Student activity worksheets Teacher lead discussions on unit materials
		Summative: Assessments will include classroom assignments, participation evaluations and rubrics, homework, tests, quizzes, and project.
Learning objectives L 1-4	DOK Levels: <ul style="list-style-type: none"><li>• Recall</li><li>• Skill/Concept</li><li>• Strategic Thinking</li><li>• Extended Thinking</li></ul>	<u>Other Evidence</u> Formative Periodic questions Review of prior knowledge Q. & A. Group presentations
		Summative Rubrics Written responses to questions Participation Tests, quizzes



<b>Title of Unit</b>	Unit 4/Design-The Fabric Selection	<b>Grade Level</b>	9-12
<b>Curriculum Area</b>	Fashion Sewing One	<b>Time Frame</b>	1 – 3 Days
<b>Developed By</b>	Linda Soriano		
<b>Desired Results (Stage 1)</b>			
<b>Established Goals</b>			
<p>9.1.12.A.1 Identify fabric widths.</p> <p>9.1.12.B.1 Understand Basic fabric construction</p>			
<b>Primary Interdisciplinary Connections</b>			
<p><b>3.1 Reading:</b> All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.  <b>G. Comprehension Skills and Response to Text</b></p> <p><b>3.2 Writing:</b> All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.  <b>B. Writing as a Product (resulting in a formal product or publication)</b></p> <p><b>6.1 U.S. History: America in the World.</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.  <b>B. Geography, People, and the Environment</b></p> <p><b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.  <b>A. Technology Operations and Concepts</b> The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.  <b>D. Digital Citizenship:</b> Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.</p> <p><b>8.1.12.D.2</b> Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.  <b>E. Research and Information Literacy:</b> Effective use of digital tools assists in gathering and managing information.  <b>F. Critical Thinking, Problem Solving, and Decision-Making:</b> Information accessed through the use of digital tools assists in generating solutions and making decisions</p>			
<p><b>21<sup>st</sup> Century Interdisciplinary Themes:</b></p> <div style="display: flex; justify-content: space-between;"> <div> <p><input checked="" type="checkbox"/> <b>Global Awareness</b></p> <p><input type="checkbox"/> <b>Civic Literacy</b></p> </div> <div> <p><input type="checkbox"/> <b>Financial, economic, business, and entrepreneurial literacy</b></p> <p><input type="checkbox"/> <b>Health Literacy</b></p> </div> </div>			

Transfer		
Students will be able to independently use their learning to... Utilize integrated technologies to gain a 21 <sup>st</sup> century global perspective of the life and career skills in the Fashion Industry, and how it relates to them as a consumer. And the opportunity to explore diverse career opportunities in the fashion industry today.		
Meaning		
Understandings		Essential Questions
Students will understand that...		Students will keep considering...
U1. Fabric has several construction terms: <ul style="list-style-type: none"><li>• Nap</li><li>• Bias</li><li>• Selvage</li><li>• Grain</li></ul> U2. There are several standard fabric widths: <ul style="list-style-type: none"><li>• 35-36"</li><li>• 44-45"</li><li>• 58-60"</li></ul>		EQ. 1 Why is the selvage location so important? EQ. 2 How do various fabric finishes create nap? EQ. 3 Why do you use the grain of the fabric ? EQ. 4 How is the fabric width determined?
Acquisition		
Knowledge		Skills
Students will know...		Students will be able to...
How to identify the selvage. Measure selvage to selvage to determine fabric width Identify fabrics with and without naps		Use the pattern yardage chart to determine how much fabric their pattern choice will require
Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>

<b>Learning objectives</b> <b>L 1-4</b>	<b>DOK Levels:</b> <ul style="list-style-type: none"> <li>• <b>Recall</b></li> <li>• <b>Skill/Concept</b></li> <li>• <b>Strategic Thinking</b></li> <li>• <b>Extended Thinking</b></li> </ul>	<b><u>Transfer Task(s)</u></b> Formative Do now questions presented daily on the board with required written responses, followed by discussion and Q. & A. Student activity worksheets Teacher lead discussions on unit materials
		Summative Assessments will include classroom assignments, participation evaluations and rubrics, homework, tests, quizzes, and project.
<b>Learning objectives</b> <b>L 1-4</b>	<b>DOK Levels:</b> <ul style="list-style-type: none"> <li>• <b>Recall</b></li> <li>• <b>Skill/Concept</b></li> <li>• <b>Strategic Thinking</b></li> <li>• <b>Extended Thinking</b></li> </ul>	<b><u>Other Evidence</u></b> Formative Periodic questions Review of prior knowledge Q. & A. Group presentations
		Summative Rubrics Written responses to questions Participation Tests, quizzes

Learning Plan (Stage 3)		
Checks for alignment and best practice	Summary of Key Learning Events and Instruction	
	<i>The teaching and learning needed to achieve the unit goals.</i>	
	Required Activities	Required Resources
Participation grade	Complete Oral questions	Text book, computers, notes.

Strategies for Differentiation	
Work in teams	Use photos, internet, power points, images, etc.
Pair up with partners	Relate to real-life situations
Provide a model or prototype	Role play
Allow extra time as needed	Modify tests/quizzes
Go over information previously learned	Give word keys
Break up chapter work in smaller parts	Choose various learning styles, auditory, visual, tactile, and kinesthetic.
Choose a large variety of learning activities	Check for understanding throughout the unit.

Title of Unit	Unit 5/ Sewing Equipment and Safety	Grade Level	9-12
Curriculum Area	Fashion Sewing One	Time Frame	3 Days
Developed By	Linda Soriano		
Desired Results (Stage 1)			
Established Goals			
9.2.4.A1 Describe the various types of measuring tools.			
9.2.8.F1 List the measuring tools used in garment construction.			
9.2.8.F1 Identify the measuring tools.			
9.2.8.F1 Observe the proper use of the measuring tools.			
9.2.8.F2 Identify the cutting tools used in garment construction.			
9.2.8.F2 Observe the safe use of the cutting tools.			
9.2.8.F3 Identify the marking tools used in garment construction.			
9.2.8.F3 Observe the proper use of the marking tools..			
9.2.8.F3 Identify the pressing tools.			
9.2.8.F3 Observe the safe use of pressing tools.			
Primary Interdisciplinary Connections			
3.1 Reading: All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension. G. Comprehension Skills and Response to Text			
3.2 Writing: All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes. B. Writing as a Product (resulting in a formal product or publication)			
6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. B. Geography, People, and the Environment			

<p><b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p> <p><b>A. Technology Operations and Concepts</b> The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.</p> <p><b>D. Digital Citizenship:</b> Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.</p> <p>8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.</p> <p><b>E. Research and Information Literacy:</b> Effective use of digital tools assists in gathering and managing information.</p>	
<p><b>21<sup>st</sup> Century Interdisciplinary Themes:</b></p> <p> <input checked="" type="checkbox"/> <b>X</b> <b>Global Awareness</b> <input checked="" type="checkbox"/> <b>x</b> <b>Financial, economic, business, and entrepreneurial literacy</b> </p> <p> <input checked="" type="checkbox"/> <b>X</b> <b>Civic Literacy</b> <input type="checkbox"/> <b>Health Literacy</b> </p>	
<b>Transfer</b>	
<p>Students will be able to independently use their learning to...</p> <p>Utilize integrated technologies to gain a 21<sup>st</sup> century global perspective of the life and career skills in the Fashion Industry, and how it relates to them as a consumer. And the opportunity to explore diverse career opportunities in the fashion industry today.</p>	
<b>Meaning</b>	
<b>Understandings</b>	<b>Essential Questions</b>
Students will understand that...	Students will keep considering...
<p><b>U1. Garment construction requires different tools.</b></p> <p><b>U2. Using these tools safely and properly is important to successful garment construction.</b></p> <p><b>U3. Each tool in garment construction has a specific use.</b></p> <p><b>U4. It is important to handle all sewing tools safely.</b></p>	<p>EQ. 1 What are the different sewing tools?</p> <p>EQ. 2 When are the sewing tools used?</p> <p>EQ. 3 How can we use these tools efficiently?</p> <p>EQ. 4 Why is safe handling tools so important?</p>
<b>Acquisition</b>	
<b>Knowledge</b>	<b>Skills</b>
Students will know...	Students will be able to...

<p>The following tool categories:</p> <ul style="list-style-type: none"> <li>• Measuring</li> <li>• Cutting</li> <li>• Marking</li> <li>• Pressing</li> </ul>	<p>Select and properly use the following tools:</p> <ul style="list-style-type: none"> <li>• Tape measure</li> <li>• Yard Stick</li> <li>• Seam Gauge</li> <li>• Ruler</li> <li>• Shears</li> <li>• Scissors</li> <li>• Pinking shears</li> <li>• Seam Ripper</li> <li>• Chalk Pencil</li> <li>• Tailors chalk &amp; wax</li> <li>• Tracing wheel</li> <li>• Tracing paper</li> <li>• Tacks</li> </ul>
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## Evidence (Stage 2)

<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
<b>Learning objectives</b> <b>L 1-4</b>	<b>DOK Levels:</b> <ul style="list-style-type: none"> <li>• Recall</li> <li>• Skill/Concept</li> <li>• Strategic Thinking</li> <li>• Extended Thinking</li> </ul>	<b><u>Transfer Task(s)</u></b> Formative Do now questions presented daily on the board with required written responses, followed by discussion and Q. & A. Student activity worksheets Teacher lead discussions on unit materials
		Summative Assessments will include classroom assignments, participation evaluations and rubrics, homework, tests, quizzes, and project.
<b>Learning objectives</b> <b>L 1-4</b>	<b>DOK Levels:</b> <ul style="list-style-type: none"> <li>• Recall</li> <li>• Skill/Concept</li> <li>• Strategic Thinking</li> <li>• Extended Thinking</li> </ul>	<b><u>Other Evidence</u></b> Formative Periodic questions Review of prior knowledge Q. & A. Group presentations
		Summative Rubrics Written responses to questions Participation Tests, quizzes

Learning Plan (Stage 3)		
Checks for alignment and best practice	Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>	
	Required Activities	Required Resources
Participation grade	Satisfactorily complete the hand tools quiz	Quiz
Classwork grade	Complete a vocabulary guide with terms	Student Activity worksheet
Participation, presentation grade		
Participation Grade	Answer oral questions	Teacher questions
Project grade.		
Participation Grade/Project grade		
Project grade		
Classwork grade	Complete all classroom assignments	Hand Outs



## Strategies for Differentiation

Work in teams	Use photos, internet, power points, images, etc.
Pair up with partners	Relate to real-life situations
Provide a model or prototype	Role play
Allow extra time as needed	Modify tests/quizzes
Go over information previously learned	Give word keys
Break up chapter work in smaller parts	Choose various learning styles, auditory, visual, tactile, and kinesthetic.
Choose a large variety of learning activities	Check for understanding throughout the unit.

**Bloomfield Public Schools**  
**Understanding by Design Unit Template**

<b>Title of Unit</b>	Unit 6/ The Sewing Machine	<b>Grade Level</b>	9-12
<b>Curriculum Area</b>	Fashion Sewing One	<b>Time Frame</b>	10 days (ongoing)
<b>Developed By</b>	Linda Soriano		
<b>Desired Results (Stage 1)</b>			
<b>Established Goals</b>			
<p>9.2. 4.A1  Identify and discuss the principal parts of the sewing machine..  Understand the function of these principal sewing machine parts.  Observe the proper way to thread the sewing machine.  Execute the proper way to thread the sewing machine.  Operate the sewing machine safely.  Complete a practice project.</p>			
<b>Primary Interdisciplinary Connections</b>			
<p><b>3.1 Reading:</b> All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.  <b>G. Comprehension Skills and Response to Text</b></p> <p><b>3.2 Writing:</b> All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.  <b>B. Writing as a Product (resulting in a formal product or publication)</b></p> <p><b>6.1 U.S. History: America in the World.</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.  <b>B. Geography, People, and the Environment</b></p> <p><b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.  <b>A. Technology Operations and Concepts</b> The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.  <b>D. Digital Citizenship:</b> Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.</p> <p><b>8.1.12.D.2</b> Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.  <b>E. Research and Information Literacy:</b> Effective use of digital tools assists in gathering and managing information.  <b>F. Critical Thinking, Problem Solving, and Decision-Making:</b> Information accessed through the use of digital tools assists in generating solutions and making decisions</p>			

**21<sup>st</sup> Century Interdisciplinary Themes:**☒ **X** **Global Awareness**☒ **X** **Civic Literacy**☒ **X** **Financial, economic, business, and entrepreneurial literacy**☐ **Health Literacy****Transfer**

Students will be able to independently use their learning to...

Utilize integrated technologies to gain a 21<sup>st</sup> century global perspective of the life and career skills in the Fashion Industry, and how it relates to them as a consumer. And the opportunity to explore diverse career opportunities in the fashion industry today.

**Meaning****Understandings**

Students will understand that...

U1. It is important to learn to use the sewing machine properly.  
U2. The sewing machine is the essential tool in sewing.  
U3. Has very intricate operations.

**Essential Questions**

Students will keep considering...

EQ. 1 What is the purpose of learning how to use the sewing machine?  
EQ. 2 Why is the sewing machine so important?  
EQ. 3 How does the sewing machine work?

**Acquisition****Knowledge**

Students will know...

**Skills**

Students will be able to...

How to use their particular assigned sewing machine	<p>Locate the following sewing machine parts:</p> <ul style="list-style-type: none"> <li>• Thread spool</li> <li>• Bobbin winder</li> <li>• Hand wheel</li> <li>• Stitch type selector</li> <li>• Stitch length selector</li> <li>• Presser foot</li> <li>• Feed dog</li> <li>• Throat plate</li> <li>• Bobbin case</li> <li>• Tension regulator</li> <li>• Needle</li> <li>• Foot control</li> <li>• Reverse lever</li> </ul> <p>Make note on how these parts work.  Observe the teacher threading the sewing machine.  Practice operating the sewing machine.  Complete a small project using the skills they have learned.</p>
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## Evidence (Stage 2)

<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
Learning objectives L 1-4	<b>DOK Levels:</b> <ul style="list-style-type: none"> <li>• Recall</li> <li>• Skill/Concept</li> <li>• Strategic Thinking</li> <li>• Extended Thinking</li> </ul>	<b><u>Transfer Task(s)</u></b> Formative Do now questions presented daily on the board with required written responses, followed by discussion and Q. & A. Student activity worksheets Teacher lead discussions on unit materials
		Summative Assessments will include classroom assignments, participation evaluations and rubrics, homework, tests, quizzes, and project.
Learning objectives L 1-4	<b>DOK Levels:</b> <ul style="list-style-type: none"> <li>• Recall</li> <li>• Skill/Concept</li> <li>• Strategic Thinking</li> <li>• Extended Thinking</li> </ul>	<b><u>Other Evidence</u></b> Formative Periodic questions Review of prior knowledge Q. & A. Group presentations
		Summative Rubrics Written responses to questions Participation Tests, quizzes

Learning Plan (Stage 3)		
<b>Checks for alignment and best practice</b> <b>Summary of Key Learning Events and Instruction</b> <i>The teaching and learning needed to achieve the unit goals.</i>		
	Required Activities	Required Resources
Classwork grade	Complete the sewing machine study guide	Text, online and discussion Teacher handouts or Student Activity Guide Pages
Participation grade	Attentively participate in the class hand on assignments	Student Activity Guide Sheets
Project Rubric	Satisfactorily Complete the small project.	Text, computers, media center
Participation grade	Satisfactorily thread the sewing machine	Student guideline sheet to write a summary of trip experience.
Project rubric	Create the small pouch project	Student guide sheet to write letters and resumes. Sample resumes, computers.
Participation grade		
Classwork grade	Satisfactorily complete the sewing machine quiz	Quiz
Classwork grade		

Strategies for Differentiation	
Work in teams	Use photos, internet, power points, images, etc.
Pair up with partners	Relate to real-life situations
Provide a model or prototype	Role play
Allow extra time as needed	Modify tests/quizzes
Go over information previously learned	Give word keys
Break up chapter work in smaller parts	Choose various learning styles, auditory, visual, tactile, and kinesthetic.
Choose a large variety of learning activities	Check for understanding throughout the unit.

**Bloomfield Public Schools**  
**Understanding by Design Unit Template**

<b>Title of Unit</b>	Unit 7/ The Overlock Serger Machine	<b>Grade Level</b>	9-12
<b>Curriculum Area</b>	Fashion Sewing One	<b>Time Frame</b>	3 days (ongoing)
<b>Developed By</b>	Linda Soriano		
<b>Desired Results (Stage 1)</b>			
<b>Established Goals</b>			
<p>9.2. 4.A1  Identify and discuss the function of the serger machine.</p> <p>Understand the requirements for the proper use of the serger machine.</p> <p>Observe the proper way to use the serger.</p> <p>Demonstrate the proper use of the serger.</p> <p>Operate the sewing machine safely.</p> <p>Complete a practice project.</p>			
<b>Primary Interdisciplinary Connections</b>			
<p><b>3.1 Reading:</b> All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.  <b>G. Comprehension Skills and Response to Text</b></p> <p><b>3.2 Writing:</b> All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.  <b>B. Writing as a Product (resulting in a formal product or publication)</b></p> <p><b>6.1 U.S. History: America in the World.</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.  <b>B. Geography, People, and the Environment</b></p> <p><b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p>			

<p><b>A. Technology Operations and Concepts</b> The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.</p> <p><b>D. Digital Citizenship:</b> Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.</p> <p>8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.</p> <p><b>E. Research and Information Literacy:</b> Effective use of digital tools assists in gathering and managing information.</p> <p><b>F. Critical Thinking, Problem Solving, and Decision-Making:</b> Information accessed through the use of digital tools assists in generating solutions and making decisions</p>	
<p><b>21<sup>st</sup> Century Interdisciplinary Themes:</b></p> <p><input checked="" type="checkbox"/> <b>X</b> <b>Global Awareness</b>                      <input checked="" type="checkbox"/> <b>X</b> <b>Financial, economic, business, and entrepreneurial literacy</b></p> <p><input checked="" type="checkbox"/> <b>X</b> <b>Civic Literacy</b>                                      <input type="checkbox"/> <b>Health Literacy</b></p>	
<b>Transfer</b>	
<p><b>Students will be able to independently use their learning to...</b>  Utilize integrated technologies to gain a 21<sup>st</sup> century global perspective of the life and career skills in the Fashion Industry, and how it relates to them as a consumer. And the opportunity to explore diverse career opportunities in the fashion industry today.</p>	
<b>Meaning</b>	
<b>Understandings</b>	<b>Essential Questions</b>
<b>Students will understand that...</b>	<b>Students will keep considering...</b>
U1. It Is important to learn to use the serger properly. U2. The serger is an essential tool in sewing. U3. The serger operates very differently than the sewing machine.	EQ. 1 What is the purpose of learning how to use the serger? EQ. 2 Why is the proper use of the serger so important? EQ. 3 How does the serger work?
<b>Acquisition</b>	
<b>Knowledge</b>	<b>Skills</b>
Students will know...	Students will be able to...
How to properly use the serger.	Identify the serger. Complete a small project using the skills they have learned
<b>Evidence (Stage 2)</b>	

<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
Learning objectives L 1-4	<b>DOK Levels:</b> <ul style="list-style-type: none"> <li>• Recall</li> <li>• Skill/Concept</li> <li>• Strategic Thinking</li> <li>• Extended Thinking</li> </ul>	<u><b>Transfer Task(s)</b></u> Formative Do now questions presented daily on the board with required written responses, followed by discussion and Q. & A. Student activity worksheets Teacher lead discussions on unit materials
		Summative Assessments will include classroom assignments, participation evaluations and rubrics, homework, tests, quizzes, and project.
Learning objectives L 1-4	<b>DOK Levels:</b> <ul style="list-style-type: none"> <li>• Recall</li> <li>• Skill/Concept</li> <li>• Strategic Thinking</li> <li>• Extended Thinking</li> </ul>	<u><b>Other Evidence</b></u> Formative Periodic questions Review of prior knowledge Q. & A. Group presentations
		Summative Rubrics Written responses to questions Participation Tests, quizzes



Learning Plan (Stage 3)		
<b>Checks for alignment and best practice</b> <b>Summary of Key Learning Events and Instruction</b> <i>The teaching and learning needed to achieve the unit goals.</i>		
	Required Activities	Required Resources
Classwork grade	Follow written and oral directions	
Participation grade	Attentively participate in the class hand on assignments	Student Activity Guide Sheets
Project Rubric	Satisfactorily Complete the small project.	
Participation grade	Satisfactorily use the serger	Use in the project construction
Project rubric	Create the small pouch project	Project items
Participation grade		
Classwork grade		
Classwork grade		

Strategies for Differentiation	
Work in teams	Use photos, internet, power points, images, etc.
Pair up with partners	Relate to real-life situations
Provide a model or prototype	Role play
Allow extra time as needed	Modify tests/quizzes
Go over information previously learned	Give word keys
Break up chapter work in smaller parts	Choose various learning styles, auditory, visual, tactile, and kinesthetic.
Choose a large variety of learning activities	Check for understanding throughout the unit.

**Bloomfield Public Schools**  
**Understanding by Design Unit Template**

<b>Title of Unit</b>	Unit 8/ The Guide Sheet	<b>Grade Level</b>	9-12
<b>Curriculum Area</b>	Fashion Sewing One	<b>Time Frame</b>	3 days (ongoing)
<b>Developed By</b>	Linda Soriano		
<b>Desired Results (Stage 1)</b>			
<b>Established Goals</b>			
<p>9.2. 4.A2  Identify and discuss the function of the guide sheet</p> <p>Understand the requirements for the proper use of the guide sheet.</p>			
<b>Primary Interdisciplinary Connections</b>			
<p><b>3.1 Reading:</b> All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.  <b>G. Comprehension Skills and Response to Text</b></p> <p><b>3.2 Writing:</b> All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.  <b>B. Writing as a Product (resulting in a formal product or publication)</b></p> <p><b>6.1 U.S. History: America in the World.</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.  <b>B. Geography, People, and the Environment</b></p> <p><b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.  <b>A. Technology Operations and Concepts</b> The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.  <b>D. Digital Citizenship:</b> Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.</p> <p><b>8.1.12.D.2</b> Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.  <b>E. Research and Information Literacy:</b> Effective use of digital tools assists in gathering and managing information.  <b>F. Critical Thinking, Problem Solving, and Decision-Making:</b> Information accessed through the use of digital tools assists in generating solutions and making decisions</p>			

21 <sup>st</sup> Century Interdisciplinary Themes:		
<input checked="" type="checkbox"/> Global Awareness	<input checked="" type="checkbox"/> Financial, economic, business, and entrepreneurial literacy	
<input checked="" type="checkbox"/> Civic Literacy	<input type="checkbox"/> Health Literacy	
Transfer		
Students will be able to independently use their learning to...		
Utilize integrated technologies to gain a 21 <sup>st</sup> century global perspective of the life and career skills in the Fashion Industry, and how it relates to them as a consumer. And the opportunity to explore diverse career opportunities in the fashion industry today.		
Meaning		
Understandings	Essential Questions	
Students will understand that...	Students will keep considering...	
U1. It Is important to learn to use the guide sheet. U2. The guide is an essential information tool in sewing. U3. The pattern guide sheet has all the information needed to complete the project.	EQ. 1 What is the purpose of the guide sheet? EQ. 2 What information is found on the guide sheet? EQ. 3 Why is it important to understand how to read and use the information contained on the guide sheet?	
Acquisition		
Knowledge	Skills	
Students will know...	Students will be able to...	
How to properly read and use the guide sheet.	Identify the guide sheet. Complete a work sheets using the information located on the guide sheet	
Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u>	<u>Assessment Evidence</u>
	Performance is judged in terms of...	

<b>Learning objectives</b> <b>L 1-4</b>	<b>DOK Levels:</b> <ul style="list-style-type: none"> <li>• <b>Recall</b></li> <li>• <b>Skill/Concept</b></li> <li>• <b>Strategic Thinking</b></li> <li>• <b>Extended Thinking</b></li> </ul>	<b><u>Transfer Task(s)</u></b> Formative Do now questions presented daily on the board with required written responses, followed by discussion and Q. & A. Student activity worksheets Teacher lead discussions on unit materials
		Summative Assessments will include classroom assignments, participation evaluations and rubrics, homework, tests, quizzes, and project.
<b>Learning objectives</b> <b>L 1-4</b>	<b>DOK Levels:</b> <ul style="list-style-type: none"> <li>• <b>Recall</b></li> <li>• <b>Skill/Concept</b></li> <li>• <b>Strategic Thinking</b></li> <li>• <b>Extended Thinking</b></li> </ul>	<b><u>Other Evidence</u></b> Formative Periodic questions Review of prior knowledge Q. & A. Group presentations
		Summative Rubrics Written responses to questions Participation Tests, quizzes

Learning Plan (Stage 3)		
Checks for alignment and best practice		Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>
	Required Activities	Required Resources
Classwork grade	Follow written and oral directions	
Participation grade	Attentively participate in the class hands on assignments	Student Activity Guide Sheets
Project Rubric	Satisfactorily Complete the worksheets.	
Participation grade	Satisfactorily use the guide sheet	Use in the project construction
Project rubric		
Participation grade		
Classwork grade		
Classwork grade		

Strategies for Differentiation	
Work in teams	Use photos, internet, power points, images, etc.
Pair up with partners	Relate to real-life situations
Provide a model or prototype	Role play
Allow extra time as needed	Modify tests/quizzes
Go over information previously learned	Give word keys
Break up chapter work in smaller parts	Choose various learning styles, auditory, visual, tactile, and kinesthetic.
Choose a large variety of learning activities	Check for understanding throughout the unit.

**Bloomfield Public Schools**  
**Understanding by Design Unit Template**

Title of Unit	Unit 9/ The Pattern Markings	Grade Level	9-12
Curriculum Area	Fashion Sewing One	Time Frame	5 days (ongoing)
Developed By	Linda Soriano		
Desired Results (Stage 1)			
Established Goals			
<p>9.2. 4.A1</p> <p>Identify and discuss the pattern markings function of the pattern guide sheet</p> <p>Understand where the markings are found on the pattern pieces.</p> <p>Observe the guide sheet</p> <p>Identify the information areas on the guide sheet.</p>			
Primary Interdisciplinary Connections			
<p><b>3.1 Reading:</b> All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.</p> <p><b>G. Comprehension Skills and Response to Text</b></p> <p><b>3.2 Writing:</b> All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.</p> <p><b>B. Writing as a Product (resulting in a formal product or publication)</b></p> <p><b>6.1 U.S. History: America in the World.</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p><b>B. Geography, People, and the Environment</b></p> <p><b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p> <p><b>A. Technology Operations and Concepts</b> The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.</p> <p><b>D. Digital Citizenship:</b> Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.</p> <p><b>8.1.12.D.2</b> Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.</p> <p><b>E. Research and Information Literacy:</b> Effective use of digital tools assists in gathering and managing information.</p>			

F. Critical Thinking, Problem Solving, and Decision-Making: Information accessed through the use of digital tools assists in generating solutions and making decisions	
<b>21<sup>st</sup> Century Interdisciplinary Themes:</b> ___X___ Global Awareness                      ___X___ Financial, economic, business, and entrepreneurial literacy ___X___ Civic Literacy                         _____ Health Literacy	
<b>Transfer</b>	
Students will be able to independently use their learning to... Utilize integrated technologies to gain a 21 <sup>st</sup> century global perspective of the life and career skills in the Fashion Industry, and how it relates to them as a consumer. And the opportunity to explore diverse career opportunities in the fashion industry today.	
<b>Meaning</b>	
<b>Understandings</b>	<b>Essential Questions</b>
Students will understand that...	Students will keep considering...
U1. All the information for the construction project is located on the guide sheet.  U2. Successful sewing depends on the sewers ability to read and understand the guide sheet.	EQ. 1 What is the purpose of the guide sheet? EQ. 2 Why is the proper reading and understanding of the guide sheet is so important?
<b>Acquisition</b>	
<b>Knowledge</b>	<b>Skills</b>
Students will know...	Students will be able to...
How to properly use the guide sheet.	Identify the guide sheet. Locate the information on the guide sheet Understand how to read and use the information found on the guide sheet
<b>Evidence (Stage 2)</b>	

<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
Learning objectives L 1-4	<b>DOK Levels:</b> <ul style="list-style-type: none"> <li>• Recall</li> <li>• Skill/Concept</li> <li>• Strategic Thinking</li> <li>• Extended Thinking</li> </ul>	<u><b>Transfer Task(s)</b></u> Formative Do now questions presented daily on the board with required written responses, followed by discussion and Q. & A. Student activity worksheets Teacher lead discussions on unit materials
		Summative Assessments will include classroom assignments, participation evaluations and rubrics, homework, tests, quizzes, and project.
Learning objectives L 1-4	<b>DOK Levels:</b> <ul style="list-style-type: none"> <li>• Recall</li> <li>• Skill/Concept</li> <li>• Strategic Thinking</li> <li>• Extended Thinking</li> </ul>	<u><b>Other Evidence</b></u> Formative Periodic questions Review of prior knowledge Q. & A. Group presentations
		Summative Rubrics Written responses to questions Participation Tests, quizzes



Learning Plan (Stage 3)		
<div> <div>Checks for alignment and best practice</div> <div> <b>Summary of Key Learning Events and Instruction</b>  <i>The teaching and learning needed to achieve the unit goals.</i> </div> </div>		
	Required Activities	Required Resources
Classwork grade	Follow written and oral directions	
Participation grade	Attentively participate in the class hand on assignments	Student Activity Guide Sheets
Project Rubric	Satisfactorily Complete the small project.	
Participation grade	Satisfactorily use the guide sheet	Use in the project construction
Project rubric	Select the pattern pieces	Project items
Participation grade	Locate the Cutting layout	Guide sheet
Classwork grade		
Classwork grade		

## Strategies for Differentiation

Work in teams	Use photos, internet, power points, images, etc.
Pair up with partners	Relate to real-life situations
Provide a model or prototype	Role play
Allow extra time as needed	Modify tests/quizzes
Go over information previously learned	Give word keys
Break up chapter work in smaller parts	Choose various learning styles, auditory, visual, tactile, and kinesthetic.
Choose a large variety of learning activities	Check for understanding throughout the unit.

**Bloomfield Public Schools**  
**Understanding by Design Unit Template**

<b>Title of Unit</b>	Unit 10/ The Pattern Layout and Pinning	<b>Grade Level</b>	9-12
<b>Curriculum Area</b>	Fashion Sewing One	<b>Time Frame</b>	5 days (ongoing)
<b>Developed By</b>	Linda Soriano		
<b>Desired Results (Stage 1)</b>			
<b>Established Goals</b>			
<p>9.2. 4.A2  Locate the pieces required for the project selected.  Place the pieces on the fabric as described on the pattern guide.  Pin the pieces with correct spacing and pattern piece positioning.</p>			
<b>Primary Interdisciplinary Connections</b>			
<p><b>3.1 Reading:</b> All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.  <b>G. Comprehension Skills and Response to Text</b></p> <p><b>3.2 Writing:</b> All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.  <b>B. Writing as a Product (resulting in a formal product or publication)</b></p> <p><b>6.1 U.S. History: America in the World.</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.  <b>B. Geography, People, and the Environment</b></p> <p><b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.  <b>A. Technology Operations and Concepts</b> The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.  <b>D. Digital Citizenship:</b> Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.</p> <p><b>8.1.12.D.2</b> Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.  <b>E. Research and Information Literacy:</b> Effective use of digital tools assists in gathering and managing information.  <b>F. Critical Thinking, Problem Solving, and Decision-Making:</b> Information accessed through the use of digital tools assists in generating solutions and making decisions</p>			

<b>21<sup>st</sup> Century Interdisciplinary Themes:</b> <div> <div> <input checked="" type="checkbox"/> <b>X</b> <b>Global Awareness</b> </div> <div> <input checked="" type="checkbox"/> <b>X</b> <b>Financial, economic, business, and entrepreneurial literacy</b> </div> </div> <div> <input checked="" type="checkbox"/> <b>X</b> <b>Civic Literacy</b> </div> <div> <input type="checkbox"/> <b>Health Literacy</b> </div>		
<b>Transfer</b>		
Students will be able to independently use their learning to... Utilize integrated technologies to gain a 21 <sup>st</sup> century global perspective of the life and career skills in the Fashion Industry, and how it relates to them as a consumer. And the opportunity to explore diverse career opportunities in the fashion industry today.		
<b>Meaning</b>		
<b>Understandings</b>		<b>Essential Questions</b>
<b>Students will understand that...</b>		<b>Students will keep considering...</b>
U1. All the information for the layout of the pattern pieces for the project can be found on the guide sheet.  U2. Successful pattern layout depends on the proper pinning techniques.		EQ. 1 What is the purpose of the layout guide? EQ. 2 Why is the proper pinning of the pattern pieces is so important?
<b>Acquisition</b>		
<b>Knowledge</b>		<b>Skills</b>
Students will know...		Students will be able to...
How to properly place and pin the pattern pieces on the fabric.		Identify the layout guide for the project Properly place and pin the pattern pieces on the fabric.
<b>Evidence (Stage 2)</b>		
<u><b>Checks for Alignment</b></u>	<u><b>Evaluation Criteria</b></u> Performance is judged in terms of...	<u><b>Assessment Evidence</b></u>

<b>Learning objectives</b> <b>L 1-4</b>	<b>DOK Levels:</b> <ul style="list-style-type: none"> <li>• <b>Recall</b></li> <li>• <b>Skill/Concept</b></li> <li>• <b>Strategic Thinking</b></li> <li>• <b>Extended Thinking</b></li> </ul>	<b><u>Transfer Task(s)</u></b> Formative Do now questions presented daily on the board with required written responses, followed by discussion and Q. & A. Student activity worksheets Teacher lead discussions on unit materials
		Summative Assessments will include classroom assignments, participation evaluations and rubrics, homework, tests, quizzes, and project.
<b>Learning objectives</b> <b>L 1-4</b>	<b>DOK Levels:</b> <ul style="list-style-type: none"> <li>• <b>Recall</b></li> <li>• <b>Skill/Concept</b></li> <li>• <b>Strategic Thinking</b></li> <li>• <b>Extended Thinking</b></li> </ul>	<b><u>Other Evidence</u></b> Formative Periodic questions Review of prior knowledge Q. & A. Group presentations
		Summative Rubrics Written responses to questions Participation Tests, quizzes

Learning Plan (Stage 3)		
Checks for alignment and best practice	Summary of Key Learning Events and Instruction	
	<i>The teaching and learning needed to achieve the unit goals.</i>	
	Required Activities	Required Resources
Classwork grade	Follow written and oral directions	
Participation grade	Attentively participate in the class hands on assignments	Student Activity Guide Sheets
Project Rubric	Satisfactorily place and pin the pattern pieces.	
Participation grade	Satisfactorily use the guide sheet	Use in the project layout
Project rubric	Properly pin the pattern pieces	Project items
Participation grade		
Classwork grade		
Classwork grade		

## Strategies for Differentiation

Work in teams	Use photos, internet, power points, images, etc.
Pair up with partners	Relate to real-life situations
Provide a model or prototype	Role play
Allow extra time as needed	Modify tests/quizzes
Go over information previously learned	Give word keys
Break up chapter work in smaller parts	Choose various learning styles, auditory, visual, tactile, and kinesthetic.
Choose a large variety of learning activities	Check for understanding throughout the unit.

**Bloomfield Public Schools**  
**Understanding by Design Unit Template**

<b>Title of Unit</b>	Unit 11 The Pattern Cutting and Marking	<b>Grade Level</b>	9-12
<b>Curriculum Area</b>	Fashion Sewing One	<b>Time Frame</b>	5 days (ongoing)
<b>Developed By</b>	Linda Soriano		
<b>Desired Results (Stage 1)</b>			
<b>Established Goals</b>			
<p>9.2. 4.A2  Properly cut out the pieces required for the project selected.  Select the proper cutting tools.  Select the proper marking tools  Mark all required construction markings</p>			
<b>Primary Interdisciplinary Connections</b>			
<p><b>3.1 Reading:</b> All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.  <b>G. Comprehension Skills and Response to Text</b></p> <p><b>3.2 Writing:</b> All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.  <b>B. Writing as a Product (resulting in a formal product or publication)</b></p> <p><b>6.1 U.S. History: America in the World.</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.  <b>B. Geography, People, and the Environment</b></p> <p><b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.  <b>A. Technology Operations and Concepts</b> The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.  <b>D. Digital Citizenship:</b> Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.</p> <p><b>8.1.12.D.2</b> Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.  <b>E. Research and Information Literacy:</b> Effective use of digital tools assists in gathering and managing information.  <b>F. Critical Thinking, Problem Solving, and Decision-Making:</b> Information accessed through the use of digital tools assists in generating solutions and making decisions</p>			



<b>21<sup>st</sup> Century Interdisciplinary Themes:</b> <div> <div> <input checked="" type="checkbox"/> <b>X</b> <b>Global Awareness</b> </div> <div> <input checked="" type="checkbox"/> <b>X</b> <b>Financial, economic, business, and entrepreneurial literacy</b> </div> </div> <div> <div> <input checked="" type="checkbox"/> <b>X</b> <b>Civic Literacy</b> </div> <div> <input type="checkbox"/> <b>Health Literacy</b> </div> </div>		
<b>Transfer</b>		
<b>Students will be able to independently use their learning to...</b> Utilize integrated technologies to gain a 21 <sup>st</sup> century global perspective of the life and career skills in the Fashion Industry, and how it relates to them as a consumer. And the opportunity to explore diverse career opportunities in the fashion industry today.		
<b>Meaning</b>		
<b>Understandings</b>		<b>Essential Questions</b>
<b>Students will understand that...</b>		<b>Students will keep considering...</b>
U1. There is a proper cutting tool for each cutting and trimming job.  U2. There is a proper marking tool for each project  U3. The marking tool selection is directly related to the fabric being used.  U4. Some makings must be marked and others do not need to be marked.		EQ. 1 How do I select the appropriate cutting tool for my project?  EQ. 2 Which marking tool is most suited for my project?  EQ. 3 Does my fabric require special marking?  EQ. 4 What do I mark?
<b>Acquisition</b>		
<b>Knowledge</b>		<b>Skills</b>
Students will know...		Students will be able to...
How to properly cut out the pattern pieces How to select the proper cutting tool How to select the proper marking tool How to properly mark the pattern pieces		Identify the best cutting tool for their project Successfully cut out the required pattern pieces Identify the best marking tool for the fabric Properly mark all pattern pieces.
<b>Evidence (Stage 2)</b>		
<u><b>Checks for Alignment</b></u>	<u><b>Evaluation Criteria</b></u>	<u><b>Assessment Evidence</b></u>

	Performance is judged in terms of...	
<b>Learning objectives</b> <b>L 1-4</b>	<b>DOK Levels:</b> <ul style="list-style-type: none"> <li>• <b>Recall</b></li> <li>• <b>Skill/Concept</b></li> <li>• <b>Strategic Thinking</b></li> <li>• <b>Extended Thinking</b></li> </ul>	<b><u>Transfer Task(s)</u></b> Formative Do now questions presented daily on the board with required written responses, followed by discussion and Q. & A. Student activity worksheets Teacher lead discussions on unit materials
		Summative Assessments will include classroom assignments, participation evaluations and rubrics, homework, tests, quizzes, and project.
<b>Learning objectives</b> <b>L 1-4</b>	<b>DOK Levels:</b> <ul style="list-style-type: none"> <li>• <b>Recall</b></li> <li>• <b>Skill/Concept</b></li> <li>• <b>Strategic Thinking</b></li> <li>• <b>Extended Thinking</b></li> </ul>	<b><u>Other Evidence</u></b> Formative Periodic questions Review of prior knowledge Q. & A. Group presentations
		Summative Rubrics Written responses to questions Participation Tests, quizzes

Learning Plan (Stage 3)		
Checks for alignment and best practice	Summary of Key Learning Events and Instruction	
	<i>The teaching and learning needed to achieve the unit goals.</i>	
	Required Activities	Required Resources
Classwork grade	Follow written and oral directions	
Participation grade	Attentively participate in the class hands on assignments	Student Activity Guide Sheets
Project Rubric	Satisfactorily cut out the pattern pieces.	
Participation grade	Satisfactorily use the guide sheet	Use in the project layout
Project rubric	Properly mark the pattern pieces	Project items
Participation grade		
Classwork grade		
Classwork grade		

## Strategies for Differentiation

Work in teams	Use photos, internet, power points, images, etc.
Pair up with partners	Relate to real-life situations
Provide a model or prototype	Role play
Allow extra time as needed	Modify tests/quizzes
Go over information previously learned	Give word keys
Break up chapter work in smaller parts	Choose various learning styles, auditory, visual, tactile, and kinesthetic.
Choose a large variety of learning activities	Check for understanding throughout the unit.

**Bloomfield Public Schools**  
**Understanding by Design Unit Template**

<b>Title of Unit</b>	Unit 12/ Basic Sewing Techniques & Construction	<b>Grade Level</b>	9-12
<b>Curriculum Area</b>	Fashion Sewing One	<b>Time Frame</b>	CULMINATING PROJECTS
<b>Developed By</b>	Linda Soriano		
<b>Desired Results (Stage 1)</b>			
<b>Established Goals</b>			
<p>9.2. 4.A2</p> <p>Using visuals and instructor demonstrations will successfully complete the course required construction techniques.</p>			
<b>Primary Interdisciplinary Connections</b>			
<p><b>3.1 Reading:</b> All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.  <b>G. Comprehension Skills and Response to Text</b></p> <p><b>3.2 Writing:</b> All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.  <b>B. Writing as a Product (resulting in a formal product or publication)</b></p> <p><b>6.1 U.S. History: America in the World.</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.  <b>B. Geography, People, and the Environment</b></p> <p><b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.  <b>A. Technology Operations and Concepts</b> The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.  <b>D. Digital Citizenship:</b> Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.</p> <p><b>8.1.12.D.2</b> Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.  <b>E. Research and Information Literacy:</b> Effective use of digital tools assists in gathering and managing information.  <b>F. Critical Thinking, Problem Solving, and Decision-Making:</b> Information accessed through the use of digital tools assists in generating solutions and making decisions</p>			

<b>21<sup>st</sup> Century Interdisciplinary Themes:</b> <div> <div> ___X___ Global Awareness  ___X___ Civic Literacy </div> <div> ___X___ Financial, economic, business, and entrepreneurial literacy  _____ Health Literacy </div> </div>	
<b>Transfer</b>	
Students will be able to independently use their learning to... Utilize integrated technologies to gain a 21 <sup>st</sup> century global perspective of the life and career skills in the Fashion Industry, and how it relates to them as a consumer. And the opportunity to explore diverse career opportunities in the fashion industry today.	
<b>Meaning</b>	
<b>Understandings</b>	<b>Essential Questions</b>
Students will understand that...	Students will keep considering...
By the end of the course, they will have mastered the basic techniques of garment construction	What have I learned that will allow me to use and expand my sewing skills in the future?
<b>Acquisition</b>	
<b>Knowledge</b> Students will know...	<b>Skills</b> Students will be able to...
How to perform basic construction techniques.	Perform the following course required construction techniques: <ul style="list-style-type: none"> <li>○ Stay stitching             <ul style="list-style-type: none"> <li>• Easing</li> <li>• Gathering</li> <li>• Darts</li> <li>• Tucks</li> <li>• Pleats</li> <li>• Seam finishes</li> <li>• Facings</li> <li>• Under stitching</li> <li>• Interfacing</li> <li>• Collar construction: to include trimming, layering Grading, clipping, top stitching</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>• Zippers</li> <li>• Pressing</li> <li>• Basting</li> <li>• Closures (snaps, etc.)</li> <li>• Button holes &amp; buttons</li> <li>• Hemming</li> <li>• Hand Stitching</li> <li>• Binding &amp; trim application</li> </ul>
Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
Learning objectives L 1-4	<b>DOK Levels:</b> <ul style="list-style-type: none"> <li>• Recall</li> <li>• Skill/Concept</li> <li>• Strategic Thinking</li> <li>• Extended Thinking</li> </ul>	<b><u>Transfer Task(s)</u></b> Formative Do now questions presented daily on the board with required written responses, followed by discussion and Q. & A. Student activity worksheets Teacher lead discussions on unit materials
		Summative Assessments will include classroom assignments, participation evaluations and rubrics, homework, tests, quizzes, and project.
Learning objectives L 1-4	<b>DOK Levels:</b> <ul style="list-style-type: none"> <li>• Recall</li> <li>• Skill/Concept</li> <li>• Strategic Thinking</li> <li>• Extended Thinking</li> </ul>	<b><u>Other Evidence</u></b> Formative Periodic questions Review of prior knowledge Q. & A. Group presentations
		Summative Rubrics Written responses to questions Participation Tests, quizzes

Learning Plan (Stage 3)		
Checks for alignment and best practice	Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>	
	Required Activities	Required Resources
Classwork grade	Follow written and oral directions	
Participation grade	Attentively participate in the class hands on assignments	Student Activity Guide Sheets
Project Rubric	Satisfactorily cut out the pattern pieces.	
Participation grade	Satisfactorily use the guide sheet	Use in the project layout
Project rubric	Properly mark the pattern pieces	Project items
Participation grade	Complete all required Construction techniques	Ongoing project work
Classwork grade	Work efficiently	
Classwork grade	Makes good use of time in class	



## Strategies for Differentiation

Work in teams	Use photos, internet, power points, images, etc.
Pair up with partners	Relate to real-life situations
Provide a model or prototype	Role play
Allow extra time as needed	Modify tests/quizzes
Go over information previously learned	Give word keys
Break up chapter work in smaller parts	Choose various learning styles, auditory, visual, tactile, and kinesthetic.
Choose a large variety of learning activities	Check for understanding throughout the unit.