Multiple Category Scope and Sequence: Scope and Sequence Report For Course Standards and Objectives, Content, Skills, Vocabulary

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	Unit	Course Standards and Objectives	Content	Skills	Vocabulary
District Basic **Clothing I (20.0113) (District)** 2014-2015 **Collaboration**	**Sewing Equipment** (Week 1, 5 Weeks)	UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, Clothing and Textiles I 2011 STANDARD 1 Students will be able to recognize basic sewing equipment. ▪ Objective 1: Identify sewing machine parts and their function, safety, and maintenance. ▪ a. Identify the needle stitch plate, feed dogs, presser foot, bobbin case, spool pin, upper thread tension, presser foot lever/lifter, thread take-up lever, foot pedal, handwheel, stitch length control, and stitch width control. ▪ b. Demonstrate how to thread the sewing machine, replace a needle and how to turn the hand wheel when sewing. ▪ c. Identify how a stitch is formed (sewing machine forms a stitch when the upper and bobbin threads interlock). ▪ d. Identify safe sewing procedures (keep fingers a safe distance from needle, foot pedal placement). ▪ e. Clean, oil, and care for the machine according to machine manual. ▪ Objective 2: Introduce the serger and its function. ▪ a. Discuss the advantages of the serger (cuts excess fabric, sews, and edge finishes) ▪ b. Practice operating the serger. ▪ c. Discuss safety and maintenance of a serger (always leave the presser foot down, do not serge over pins,	**Family Career Community Leaders of America (FCCLA)** ▪ FACS organization ▪ Step 1 **Sewing Equipment** ▪ Basic sewing tools ▪ Safety in the sewing room ▪ Sewing Machine Parts ▪ Serger **Equipment Use** ▪ Maintenance ▪ Practice Stitching ▪ Winding Bobbin ▪ Threading Machine **Measuring** ▪ Identify width guidelines on measuring tools **Basic Construction Techniques** ▪ Seam Finishes ▪ Basic Stitches	**Sewing Equipment** ▪ Identify basic sewing tools ▪ Label and memorize sewing machine parts **Equipment Use** ▪ Complete a practice stitching activity ▪ Demonstrate how to thread a machine and wind the bobbin ▪ Recognize the advantages and differences of the serger **Measuring** ▪ Use a seam gauge, ruler, measuring tape ▪ Identify needle stitch plate guidelines **Basic Construction Techniques** ▪ Construct samples to demonstrate basic sewing techniques	**Family Career Community Leaders of America (FCCLA)** ▪ FACS ▪ FCCLA **Sewing Equipment** ▪ Seam Ripper ▪ Dressmaker Pins ▪ Shear/scissors ▪ Pinking Shears ▪ Rotary Cutter and mat ▪ Seam Gauge ▪ Tape Measure ▪ Transparent Rulers ▪ All-Purpose Threads ▪ Specialty Threads ▪ Serger Thread ▪ Universal Needles ▪ Sharp Needles ▪ Ball Point Needles ▪ **Equipment Use** ▪ Needle Stitch Plate ▪ Needle Stitch Plate Guidelines ▪ Feed Dogs ▪ Presser Foot ▪ Bobbin Case ▪ Spool Pin ▪ Upper Thread Tension ▪ Presser Foot Lever/Lifter ▪ Thread Take-up Lever

zippers, or excessive bulk).

- Objective 3: Resolve sewing machine malfunctions.
- a. Identify basic problems encountered when sewing: thread jam, broken needle, and incorrect stitch formation.
- b. Explain solutions to common sewing machine malfunctions (skipped stitches, lint removal, noisy sewing machine, puckered seams, snagged fabric, tension, and looped thread).
- Objective 4: Identify sewing equipment, function, and safety procedures.
- a. Identify a seam ripper, dressmaker pins, shear/scissors, pinking shears, rotary cutter and mat, seam gauge, tape measure, and transparent rulers.
- b. List sewing equipment safety precautions, procedures, and maintenance.

STANDARD 5 Students will utilize construction techniques at the introductory level.

- Objective 1: Identify and practice basic construction techniques (basting stitch, back stitching, pivoting, clipping, notching, fold line, grading/layering, interfacing, reinforce stitching, seam allowance, seam finishes, selvage, stitching line, top stitching, and right sides together).
- Objective 2: Examine and select correct thread for the project.
- a. Standard thread is “all purpose”.
- b. Specialty threads (quilting, heavy duty, embroidery, metallic)
- c. Serger thread is lighter weight than all purpose sewing

- Foot Pedal
- Handwheel
- Stitch Length Control
- Stitch Width Control

Basic Construction Techniques

- Basting Stitch
- Back Stitching
- Pivoting
- Clipping
- Notching
- Grading/Layering
- Interfacing
- Reinforce Stitching
- Seam Allowance
- Seam Finishes
- Top Stitching
- Right/Wrong Side of Fabric

machine thread.

- d. Quality thread prevents stitching problems.
- Objective 3: Compare and select correct needles.
- a. Identify needle types (universal, sharp and ball point)
- b. Needle size/number (smaller size/number needle for fine or lightweight fabrics, larger needle size/number for dense or thicker fabrics)
- c. Insert needle according to machine manual.
- Objective 4: Identify and construct standard seam widths and markings.
- b. Identify 1/4, 3/8, 1/2, 5/8, and ¾-inch width guidelines on the needle stitch plate.

STANDARD 6 Students will demonstrate basic construction techniques.

- Objective 1: Complete appropriate seam finishes.
- a. A seam finish is applied to the raw fabric edges, used to prevent raveling/fraying.
- b. Identify terms: zigzagged, serged open, serged closed, clean finished, stitched and pinked.

Textiles (Week 6, 3 Weeks)

UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, Clothing and Textiles I 2011
STANDARD 2 Students will be able to recognize basic pressing equipment.

- Objective 2: Identify basic pressing equipment and functions.
- a. Demonstrate the use of a pressing cloth.
- b. Complete pressing/ironing techniques (press as you sew, appropriate pressing of seams).

Textiles

- Characteristics of basic fibers
- Advantages of blended fibers
- Use and care of textiles

Fabric Construction

- How fabric construction affects fabric selection
- Woven fabric terminology

Textiles

- Analyze the characteristics of the various fibers
- Explain stain removal techniques

Fabric Construction

- Label fabric using fabric construction terms
- Describe and demonstrate the different weaves
- Discuss characteristics of knits and non-wovens

Textiles

- Fibers
- Natural Fibers (cotton, linen, silk, wool)
- Synthetic Fibers (nylon, polyester, acrylic, rayon, spandex, acetate)
- Blended Fibers (cotton-polyester,

- c. Demonstrate the use of fusibles.

STANDARD 3 Students will be able to analyze the characteristics and care of specific textiles.

- Objective 1: Identify basic fibers, the characteristics, use and care of each textile.
- a. Identify natural fibers and their characteristics (cotton, linen, silk, wool).
- b. Identify synthetic fibers and their characteristics (nylon, polyester, acrylic, rayon, spandex, acetate).
- c. Identify advantages of blended fibers used in fabrics.
- d. Practice various stain removal techniques (grass, gum, blood, chocolate, make-up, ball point pen; stains set by heat and time).
- e. Select correct laundering procedures based on clothing care labels.
- Objective 2: Discuss how fabric construction affects selection of fabric.
- a. Identify the terminology of woven fabrics (lengthwise, crosswise, bias, selvage, straight of grain/lengthwise, and cut/raw edge).
- b. Identify the characteristics of woven, knit (interlocking loops), and non-woven/felted fabrics.
- c. Identify correct fabric for project.

STANDARD 5 Students will utilize construction techniques at the introductory level.

- Objective 5: Press garment correctly.
- a. Pressing is an up and down motion, ironing is a sliding motion

- Characteristics of woven, non-woven, and knit fabrics

Pressing and Ironing

- Safety procedures of using an iron
- Functions of a pressing cloth
- When to use steam/moisture
- What temperature setting to use for each fiber
- The difference between pressing and ironing
- How and when to use fusibles

- Select the correct fabric for a project

Pressing and Ironing

- Execute correct pressing/ironing techniques throughout the construction process

etc.)

Fabric Construction

- Woven
- Lengthwise (Warp)
- Crosswise (Weft)
- Bias
- Selvage
- Straight of grain
- Cut/raw edge
- Non-woven
- Knit

Pressing and Ironing

- Pressing
- Ironing
- Press Cloth

	▪ b. Press as you sew (never sew over a seam that hasn't been pressed). ▪ c. Use correct temperature for fabric/fiber content ▪ d. Use steam/moisture if appropriate ▪ e. Use pressing cloth to prevent scorching and/or shine marks				
Patterns (Week 13, 4 Weeks)	UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, Clothing and Textiles I 2011 STANDARD 4 Students will use pattern envelope and guidesheet/instructions for pre-construction skills at the introductory level. ▪ Objective 1: Identify the information found on the pattern envelope and instruction guide sheet. ▪ a. Identify important information on the pattern envelope (appropriate size, fabric type, notions, and yardage) ▪ b. Identify important information found on the guidesheet (select pattern pieces, layout, and construction steps) ▪ c. Determine pattern size based on body measurements. ▪ Objective 2: Complete pattern preparation. ▪ a. Identify pattern tissue terminology/symbols (straight of grain arrows, notches, small dots, squares, triangles, buttons and buttonholes, cutting line, fold line). ▪ b. Complete necessary pattern adjustments (length or width). ▪ Objective 3: Correctly layout the pattern pieces on the fabric. ▪ a. Preshrink fabrics with high cotton content.	**Pattern Envelope** ▪ Understand the information on the pattern envelope and guide sheet ▪ How to locate important informati on on the pattern envelope ▪ How to take body measurements to determine pattern size **Pattern Preparation** ▪ Recognize pattern symbols ▪ Know how and when to adjust pattern (length or width) ▪ Understand how to correctly layout pattern pieces on fabric ▪ How to check for one-way/nap layout ▪ Know how to check straight of grain ▪ How to cut out notches ▪ Correct pin positioning ▪ Marking methods	**Pattern Envelope** 1. Determine pattern size based on body measurements. (4.0) ▪ Required Performance #13 ▪ Demonstrate the ability to follow guidesheets/instructions throughout the project construction. (6.07) ▪ Required Performance #4 **Pattern Preparation** 1. Demonstrate the correct basic pattern layout, cutting, and pattern marking techniques. (4.0) ▪ Required Performance #5	**Pattern Envelope** ▪ Pattern Envelope ▪ Guidesheet ▪ Yardage ▪ Notions ▪ Layout ▪ Body Measurements ▪ Bust ▪ Hip ▪ Waist ▪ Crotch-depth **Pattern Preparation** ▪ Pattern Symbols ▪ Pattern Alterations ▪ Straight of Grain

		▪ b. Press and straighten grain, if necessary. ▪ c. Check for one-way and/or nap layout. ▪ d. Identify correct layout. ▪ e. Check straight of grain. ▪ f. Double check all pieces before cutting. ▪ Objective 4: Correctly pin and cut out the fabric pieces. ▪ a. Use correct spacing and positioning of pins (pin perpendicular to pattern edge, inside cutting line). ▪ b. Select and use appropriate cutting tools. ▪ c. Cut notches. ▪ d. Keep the fabric as flat as possible when cutting pattern pieces out. ▪ Objective 5: Correctly mark the necessary pattern markings on the fabric pieces. ▪ a. Identify marking tools and methods. ▪ b. Select and use the best type of marking for fabric (pins, marking pen/pencil, chalk, tracing wheel and paper) STANDARD 5 Students will utilize construction techniques at the introductory level. ▪ Objective 4: Identify and construct standard seam widths and markings. ▪ a. Check guidesheets/instructions for correct seam width (standard seam width for commercial pattern is 5/8 inch).			
Project 2 (Week 9, 3 Weeks)	UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, Clothing and Textiles I 2011 STANDARD 6 Students will demonstrate basic construction techniques.	▪ Understand how to use the buttonhole and zipper feet ▪ Know how to calculate a buttonhole size ▪ How to attach a button ▪ Know what a mitered corner is	1. Construct a buttonhole. (6.04) 2. Attach a button by using a hand needle and thread. (6.05) 3. Construct a patch pocket with mitered corners and reinforced top corners (triangle, horizontal,	▪ Patch Pocket ▪ Mitered Corners ▪ Bartack ▪ Zipper Foot ▪ Casing ▪ Topstitching	

	▪ Objective 1: Complete appropriate seam finishes. ▪ a. A seam finish is applied to the raw fabric edges, used to prevent raveling/fraying. ▪ b. Identify terms: zigzagged, serged open, serged closed, clean finished, stitched and pinked. ▪ Objective 2: Construct an appropriate casing for the project (1/4” wider than the elastic or draw cord) ▪ Objective 3: Construct a patch pocket with mitered corners and reinforced top corners (triangle, horizontal, bartack or double row of topstitching). ▪ Objective 4: Construct a buttonhole (length of button hole = depth of button + button diameter) Note: This is the correct mathematical equation. ▪ Objective 5: Attach a button by using a hand needle and thread.	▪ Understand the function of a casing	bartack, double row of topstitching) (6.03) 4. Construct an appropriate casing for the project. (1/4” wider than the elastic or draw cord) (6.02) ▪ Performance #10 ▪ Performance #11 ▪ Performance #9 ▪ Performance #8	▪ Buttonhole
Project 3 (Week 17, 4 Weeks)	UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, Clothing and Textiles I 2011 STANDARD 6 Students will demonstrate basic construction techniques. ▪ Objective 1: Complete appropriate seam finishes. ▪ a. A seam finish is applied to the raw fabric edges, used to prevent raveling/fraying. ▪ b. Identify terms: zigzagged, serged open, serged closed, clean finished, stitched and pinked. ▪ Objective 2: Construct an appropriate casing for the project (1/4” wider than the elastic or draw cord) ▪ Objective 3: Construct a patch pocket with mitered corners	▪ Know various hand stitches ▪ Understand how to measure a casing to fit elastic/drawstring ▪ How to construct a machine-stitched hem	1. Construct an appropriate casing for the project. (1/4” wider than the elastic or draw cord) (6.02) 1. Construct a patch pocket with mitered corners and reinforced top corners (triangle, horizontal, bartack, double row of topstitching) (6.03) 1. Construct a buttonhole. (6.04) 1. Attach a button by using a hand needle and thread. (6.05) 1. Construct a machine-stitched hem. (6.07) 1. Demonstrate the ability to follow guidesheets/instructions throughout the project	▪ Casing ▪ Hand Needle ▪ Hand Stitches ▪ Hem

and reinforced top corners (triangle, horizontal, bartack or double row of topstitching).

- Objective 4: Construct a buttonhole (length of button hole = depth of button + button diameter) Note: This is the correct mathematical equation.
- Objective 5: Attach a button by using a hand needle and thread.
- Objective 6: Construct a machine-stitched hem.
- Objective 7: Demonstrate the ability to follow guidesheet/instructions throughout the project construction.
- Objective 8: Complete one or more of the following hand stitches: blind stitch, hemstitch, slipstitch, whipstitch, or ladder stitch.

construction. (6.07)

1. Complete one or more of the following hand stitches: blind stitch, hemstitch, slipstitch, whipstitch, or ladder stitch. (6.08)

- Performance #8
- Performance #9
- Performance #10
- Performance #11
- Performance #12
- Performance #13
- Performance #14