

**CARLISLE AREA SCHOOL DISTRICT**

**Carlisle, PA 17013**

**SEW GREEN**

**GRADE 8**

Date of Board Approval: October 20, 2016

# CARLISLE AREA SCHOOL DISTRICT

## PLANNED INSTRUCTION COVER PAGE

|                         |                |                  |                             |                     |       |
|-------------------------|----------------|------------------|-----------------------------|---------------------|-------|
| <b>TITLE OF COURSE:</b> | Sew Green      | <b>SUBJECT:</b>  | Family and Consumer Science | <b>GRADE LEVEL:</b> | 8     |
| <b>COURSE LENGTH:</b>   | Marking Period | <b>DURATION:</b> | 46 Minutes                  | <b>FREQUENCY:</b>   | Daily |
| <b>PREREQUISITES:</b>   | N/A            | <b>CREDIT:</b>   | N/A                         | <b>LEVEL:</b>       | N/A   |

**Course Description/Objectives:** Sew Green gives students the opportunity to further develop basic sewing skills learned in 6<sup>th</sup> and 7<sup>th</sup> grade. Students will explore fabrics, patterns, and new construction techniques as they create a variety of assigned and self-selected sewing projects. Skills learned may include, but are not limited to zipper installation, patchwork, appliqué, button application, decorative stitching, use of elastic, machine hemming, and hand stitching.

**Text:** N/A

**Curriculum Writing Committee:** Melissa Klingel      Gail D'Urso

## COURSE TIME LINE

### **Unit 1: Sew, What's New?**

6 days

- History of the Sewing Machine
- Conservation Practices

### **Unit 2: Green Sewing**

30 days

- Machine parts and Equipment
- Fabric Characteristics
- Integrating Sewing Skills

**TOTAL:** 36 days

# KNOW, UNDERSTAND, DO

|                 |                  |                    |        |
|-----------------|------------------|--------------------|--------|
| <b>COURSE:</b>  | Sew Green        | <b>TIME FRAME:</b> | 6 days |
| <b>UNIT #1:</b> | Sew, What's New? | <b>GRADE:</b>      | 8      |

## STANDARDS:

### PA Academic Standard:

- 11.1.6A • Justify the decision to use or not use resources based on scarcity.
- 11.1.6F • Explain practices to maintain and/or repair consumer goods and services.
- 11.1.9A • Analyze current conservation practices and their effect on future renewable and non-renewable resources.

### National Standards for Family and Consumer Sciences Education:

- 2.2.1 • Analyze individual and family responsibility in relation to the environmental trends and issues.
- 2.2.3 • Demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment.

# KNOW, UNDERSTAND, DO

|                 |                  |                    |        |
|-----------------|------------------|--------------------|--------|
| <b>COURSE:</b>  | Sew Green        | <b>TIME FRAME:</b> | 6 days |
| <b>UNIT #1:</b> | Sew, What's New? | <b>GRADE:</b>      | 8      |

## UNDERSTANDINGS

By its nature, do-it-yourself sewing is environmentally friendly. It is not necessary to always throw away or buy ready-made products.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

### KNOW

- Identify key figures in the invention and development of the sewing machine.
- Define chain stitch and lock stitch.
- Identify the 4 Rs and their connection to DIY sewing: refuse, reduce, reuse, and recycle.

### DO

- Explain the benefits of mending clothing versus buying new.
- Analyze materials thought of as waste to evaluate their use in sewing projects.

# KNOW, UNDERSTAND, DO

|                 |              |                    |         |
|-----------------|--------------|--------------------|---------|
| <b>COURSE:</b>  | Sew Green    | <b>TIME FRAME:</b> | 30 days |
| <b>UNIT #2:</b> | Green Sewing | <b>GRADE:</b>      | 8       |

## STANDARDS:

### PA Academic Standard:

- 11.1.6.F • Explain practices to maintain and/or repair consumer goods and services.
- 11.2.9A • Solve dilemmas using a practical reasoning approach.

### National Standards for Family and Consumer Sciences Education:

- 16.3.3 • Utilize elements and principles of design in designing, constructing, and/or altering textile, apparel, and fashion products.
- 16.4.1 • Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair.
- 16.4.5 • Demonstrate basic skills for producing and altering textile products and apparel.

# KNOW, UNDERSTAND, DO

|                 |              |                    |         |
|-----------------|--------------|--------------------|---------|
| <b>COURSE:</b>  | Sew Green    | <b>TIME FRAME:</b> | 30 days |
| <b>UNIT #2:</b> | Green Sewing | <b>GRADE:</b>      | 8       |

## UNDERSTANDINGS

We can construct projects using various materials not limited to traditional fabric, sewing machines, and other sewing equipment and notions.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

### KNOW

- Identify names and uses of small sewing equipment.
- Understand how individual parts of a sewing machine work together.
- Identify ways to use non-traditional materials in the sewing machine.

### DO

- Demonstrate proper functions of small sewing tools.
- Demonstrate proper use of a sewing machine.
- Demonstrate ability to troubleshoot problems in project construction and sewing machine operation.
- Analyze pattern directions in the construction of multi-step sewing projects.
- Construct sewing projects using standard and advanced sewing techniques.
- Combine three or more sewing techniques to create an advanced textile product.

## **Adaptations/Modifications for Students with I.E.P.s**

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

### **INSTRUCTION CONTENT**

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

### **SETTING**

- Preferential seating

### **METHODS**

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

### **MATERIALS**

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)