

FACS Exploration A (20.0101) (District)

District > 2016-2017 > Basic > FACS > FACS Exploration A (20.0101) (District) > Peart, Ashley; Wilson, Diane
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Unit	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
<p>Clothing and Textiles (Week 1, 5 Weeks)</p>	<p>What is the advantage of learning how to sew? What academic skills are used when sewing? What are other some other skills needed for sewing? What careers are related to clothing and textiles?</p>	<ul style="list-style-type: none"> • Finance/Consumerism and Careers • Sewing Machine Use and Care • Serger Functions and Care • Small Sewing Equipment • Basic Sewing Techniques 	<p><u>Finance/Consumerism and Careers</u></p> <ul style="list-style-type: none"> • Discuss careers and skills related to clothing & textiles. • Identify ways that knowing how to sew saves money. <p><u>Sewing Machine Use and Care</u></p> <ul style="list-style-type: none"> • Identify the parts of the sewing machine and what they do. • Set and use machine parts on the correct setting. • Demonstrate the ability to use and care for the sewing machine. • Change the needle. • Correctly thread the machine, wind the bobbin, and insert the bobbin into the machine. • Use the sewing machine safely. <p><u>Serger Use and Care</u></p> <ul style="list-style-type: none"> • Demonstrate the ability to use and care for the serger. • Use the serger safely. <p><u>Small Sewing Equipment</u></p>	<ul style="list-style-type: none"> • Thread • Fabric • Weave • Woven • Knit • Sewing Machine • Serger • Bobbin • Bobbin Case • Bobbin Winder • Handwheel • Take up lever • Feed Dogs • Presser Foot • Stitch Width • Stitch Length • Pins • Hand Needles • Shears/Scissors • Seam Ripper • Rotary Cutter and Mat • Iron • Seam Gauge • Measuring Tape/Tape Measure • Seam Allowances • Backstitch • Pivot and Miter • Seam Finishes • Casing • Topstitch 	<p>Clothing and Textile Careers Formative: Oral: Discussion Discuss careers related to clothing and textiles: farmer/agriculture, seamstress, tailor, pattern maker, buyer, entrepreneur, alterations, textile design, interior design, fashion design, etc.</p> <p>Discuss basic skills needed in clothing and textile careers: working with hands, technical/machine skills, critical thinking, creativity, art, math, reading, science, art, etc.</p> <p>Sewing Machine Tools Formative: Written: Informative Students list the names of small sewing equipment and what they are used for.</p> <p>Sewing Lab Observation</p>

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Fashion (Week 5, 3 Weeks)	How does fashion affect	<ul style="list-style-type: none"> Finance/Consumerism and Careers 	<u>Finance/Consumerism and Careers</u>	Fashion Design Textiles	Fashion Introduction Formative: Oral: Discussion
			<ul style="list-style-type: none"> Identify the names and uses of basic sewing tools. Use proper equipment for the necessary task. 	<ul style="list-style-type: none"> Pressing/Ironing 	Formative: Performance: Authentic Task Observe each student threading the machine and inserting the bobbin. Have students practice winding a bobbin and changing the needle. Observe student performance while students are working in the sewing lab. Sewing Projects Summative: Performance: Skill Demonstration Evaluate the quality of each sewing project. Serging Samples Formative: Performance: Authentic Task On a sample square, students practice serging, pressing/ironing, and sewing on a button. On another sample square, practice sewing a 5/8" seam, backstitched at both ends and finishing the seams.
			<u>Basic Sewing Techniques</u>		
			<ul style="list-style-type: none"> Construct 2-3 sewing projects and/or samples using basic sewing techniques. <ul style="list-style-type: none"> Seam allowances Backstitch Seam Finishes Buttonholes/Attach a Button Casing Pressing and Ironing Techniques 		

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	<p>how others see me? What is it like to be a fashion designer? What skills do fashion designers use? Why is it important to know how to do laundry?</p>	<ul style="list-style-type: none"> • Communication and Personal Expression Through Fashion • Brand Names and Advertising • Laundering Techniques 	<ul style="list-style-type: none"> • Discuss skills needed by fashion designers. • Practice job related skills. <p><u>Communication and Personal Expression Through Fashion</u></p> <ul style="list-style-type: none"> • Discuss how fashion is used as a means of personal communication and expression of one's self. <p><u>Brand Names and Advertising</u></p> <ul style="list-style-type: none"> • Discuss brand names, advertising and how they affect buying. <p><u>Laundering techniques</u></p> <ul style="list-style-type: none"> • Learn and practice different laundering techniques. 	<p>Buyer Pattern Maker Alterations Entrepreneur Fashion Designer Technical Skills Brand Name Logo Care Label Pre-treat Clothing Repair</p>	<p>Introduce fashion by showing a runway show or pictures from a fashion show. Discuss the meaning of fashion and how it communicates and expresses who a person is. Then discuss skills needed to be a fashion designer: working with hands, technical/machine skills, critical thinking, creativity, art, math, reading, science, art, etc.</p> <p>Fashion Paragraph Formative: Written: Informative Have students write a paragraph explaining the meaning of fashion.</p> <p>Brand names & Advertising Formative: Oral: Discussion Show some examples of brand names and clothing advertising and have a class discussion on how they affect buying.</p> <p>Design a Fashion Formative: Project: Visual Arts Have students design and draw their own fashion designs. You can also have</p>

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Free Enterprise <i>(Week 8, 3 Weeks)</i>	Why is a neat appearance important to having a job? What skills are needed by an entrepreneur? What are the pros and cons of being your own boss?	<ul style="list-style-type: none"> • Employment Preparation • Social Skills • Free Enterprise/Business Plan 	<p><u>Employment Preparation</u></p> <ul style="list-style-type: none"> • Identify characteristics of a good employee. • Fill out a job application and/or create a resume. • Practice a job interview. <p><u>Social Skills</u></p> <ul style="list-style-type: none"> • Distinguish appropriate social skills in a job setting. • Discuss how social skills are helpful in obtaining and maintaining a job. <p><u>Free Enterprise/Business Plan</u></p> <ul style="list-style-type: none"> • Complete a free enterprise experience. • Develop a business plan. <ul style="list-style-type: none"> ◦ Select a product or service to sell. 	<ul style="list-style-type: none"> • Free Enterprise • 4 P's: price, product, place, promotion • Business plan • Employee • Employer • Job Application • Job Interview • Free Enterprise System • Market Survey • Advertising Campaign 	<p>students choose fabric for their designs or design their own fabric with tie dye or fabric crayons and/or markers.</p> <p>Clothing Repair Formative: Performance: Skill Demonstration On a sample square, students practice sewing a button, mending a hole, and stain removal.</p> <p>Job Application and Interview Formative: Performance: Authentic Task Teach students how to fill out a professional job application and have them practice it. Students also practice interviewing each other.</p> <p>Business Plan Formative: Project: Personal Create a business plan. Decide on products and prices based on the market survey.</p> <p>Advertising Contest Formative: Project: Visual Arts</p>

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			<ul style="list-style-type: none"> ○ Complete a market survey. ○ Design packaging for the product if applicable. ○ Establish a price for the product. ○ Conduct an advertising campaign. ○ Produce and sell the product. ○ Evaluate the effectiveness of the process/business plan. 		<p>Have students work alone or in partner to create an advertisement for the product. Can have other classes vote to pick the top 3 winners.</p> <p>Product Production</p> <p>Formative:</p> <p>Performance:</p> <p>Authentic Task</p> <p>Produce and sell the product. Create packaging if needed.</p> <p>Free Enterprise Evaluation</p> <p>Summative: Oral: Discussion</p> <p>Discuss what worked and what didn't and what could be improved on the next time.</p>
<p>Housing and Interior Design (Week 11, 5 Weeks)</p>	<p>What skills are needed by an interior designer? How does your living environment impact your life? What needs does your living environment provide? What would the world be</p>	<ul style="list-style-type: none"> • Finance/Consumerism and Careers • Wants, Needs, and Activities of a Family • Elements and Principles of Design • Color and Color Schemes • Floor Plans, Furniture Arrangement and Traffic Patterns 	<p><u>Finance/Consumerism and Careers</u></p> <ul style="list-style-type: none"> • Discuss skills needed by interior designers. <p><u>Wants, Needs and Activities of a Family</u></p> <ul style="list-style-type: none"> • Discuss how homes are designed according to the wants, needs, and activities of the family. <p><u>Elements of Design</u></p>	<ul style="list-style-type: none"> • Elements of Design • Principles of Design • Line • Color • Space • Texture • Pattern • Neutral • Primary • Secondary • Color Scheme • Monochromatic • Analogous • Complementary 	<p>Intro to Interior Design</p> <p>Formative: Oral: Discussion</p> <p>Show pictures of rooms to create discussion on how homes are designed according to the activities, wants and needs of the family. Discuss skills needed to be an interior designer: working with hands, technical/machine</p>

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	like without color?		<ul style="list-style-type: none"> Recognize and define the elements and principles of design. 	<ul style="list-style-type: none"> Triad Shades Tints Floor Plan Furniture Traffic Patterns 	<p>skills, critical thinking, creativity, art, math, reading, science, etc.</p> <p>Elements & Principles of Design</p> <p>Formative: Oral: Discussion Discuss basic elements and principles of design.</p> <p>Color Paragraph</p> <p>Formative: Written: Informative Paragraph written about color preferences and effects on shape, size, feelings and moods.</p> <p>Coloring a Room</p> <p>Formative: Project: Visual Arts Design a room using a color scheme.</p> <p>Furniture Arranging Lesson</p> <p>Formative: Oral: Discussion Discuss how furniture arrangements affect traffic patterns and why they are important in interior design.</p> <p>Furniture Arranging</p> <p>Formative: Performance: Authentic Task Draw or glue furniture templates on a floor plan, following traffic pattern rules.</p> <p>Fashion Portfolio</p>
			<p><u>Color and Color Schemes</u></p>		
			<ul style="list-style-type: none"> Describe the effect of color on shape, size, feeling, and moods. Identify color preferences. Combine color combinations to form color schemes. 		
			<p><u>Floor Plans, Furniture Arrangement and Traffic Patterns</u></p>		
			<ul style="list-style-type: none"> Arrange furniture in a room that demonstrates an understanding of traffic patterns. Discuss the traffic patterns developed by furniture arrangement. 		

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					<p>Summative: Other: Student Portfolio Portfolio of quality assignments, worksheets and notes..</p> <p>Design a room</p> <p>Summative: Project: Personal Create a shoebox room based on personal needs, wants and activities using the elements and principles of design: color schemes, furniture arrangements, and traffic patterns. This can also be done online: www.homestyler.com</p>
<p>Sewing with a Pattern (Week 15, 5 Weeks)</p>	<p>Why are measurements important in sewing? Why is important to do quality work when sewing? What skills are needed to produce quality work?</p>	<ul style="list-style-type: none"> • Sewing Patterns • Basic Sewing Techniques 	<p><u>Sewing Patterns</u></p> <ul style="list-style-type: none"> • Identify information found on a sewing pattern. • Take correct body measurements. • Identify various pattern markings. • Identify the fold, lengthwise and crosswise grain on fabric. • Correctly lay a pattern onto fabric. • Correctly pin and cut a pattern from fabric. 	<ul style="list-style-type: none"> • Layout • Lengthwise grain • Crosswise grain • Bias • Pattern Symbols • Notches • Dots • Buttonhole • Seam Allowances • Backstitch • Pivot and Miter • Seam Finishes • Casing • Topstitch 	<p>Body Measurements</p> <p>Formative: Performance: Authentic Task Measure the body and use these measurements to determine size of pattern to use.</p> <p>Layout notes</p> <p>Formative: Written: Informative Students fold a piece of construction paper in half lengthwise and label the parts of the fabric grainline arrow,</p>

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			<ul style="list-style-type: none"> • Transfer pattern symbols correctly to fabric: chalk, marking pens/pencils. <p><u>Basic Sewing Techniques</u></p> <ul style="list-style-type: none"> • Construct 1-2 sewing projects using a pattern. <ul style="list-style-type: none"> ○ Seam allowances ○ Backstitch ○ Seam Finishes ○ Pressing and Ironing Techniques ○ Pivot and Miter ○ Buttonhole/Attach a Button ○ Casing ○ Top Stitch 	<ul style="list-style-type: none"> • Pressing/Ironing 	<p>and list the layout rules.</p> <p>Pattern Markings Formative: Written: Informative Identify information found on patterns including the names of pattern markings.</p> <p>Paper Layout Formative: Performance: Skill Demonstration Students will cut out miniature patterns and paste onto the construction paper notes following the correct layout rules.</p> <p>Pattern Layout & Marking Summative: Performance: Authentic Task Students will correctly layout pattern onto the fabric, pin and check off with teacher. Students will then cut out their project, and transfer the pattern markings.</p> <p>Sewing Project Using a Pattern Summative: Performance: Skill Demonstration Sewing Project using a pattern: shorts, apron, stuffed animal, etc.</p>

