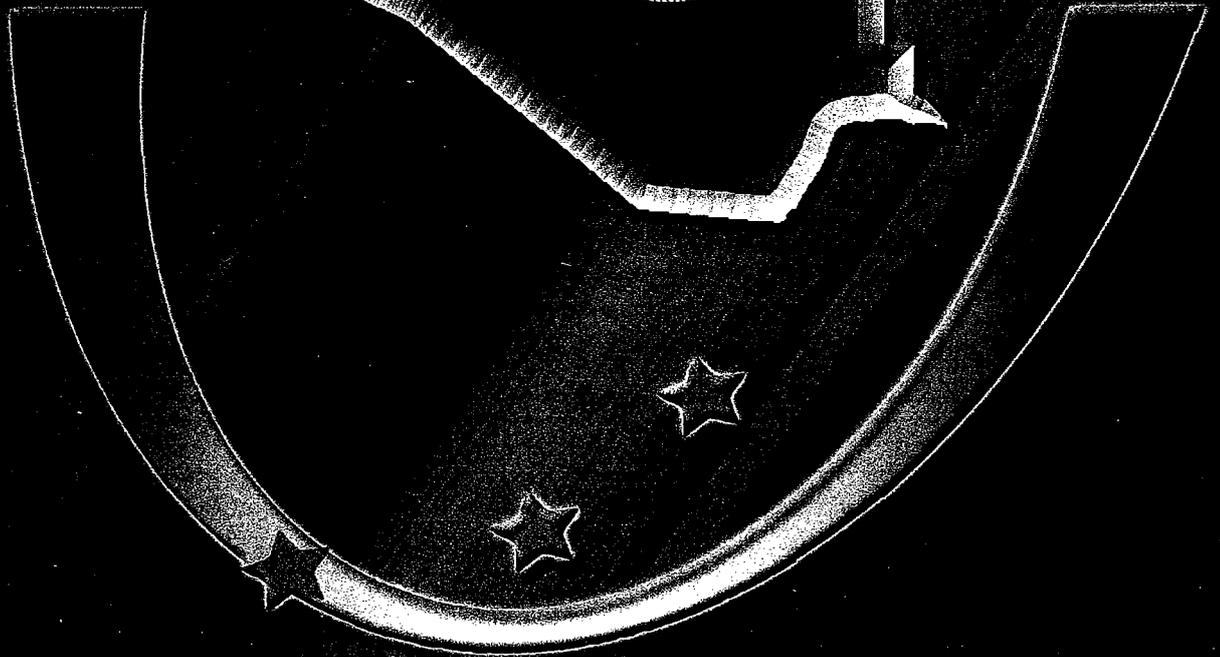




Sewing



Sewing

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Baghdad, Iraq

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500 N. Marketplace Drive
Centerville, Utah 84014

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Acknowledgments

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Employment and Training Administration
Office of Youth Services and Job Corps.
- Contren Learning Series
Best Practices** Reprinted with permission from *Contren Learning Series*,
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Education and Research, (352) 334-0920,
<http://www.nccer.org/>
- Workplace Skills for the
21st Century** Secretary's Commission on Achieving Necessary Skills.

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Robert R. Caldwell-United States
Automotive Training Consultant.

The Managers and Vocational Trainers
for the Iraq Ministry of Labor and Social Affairs (MOLSA).

The Iraqi Staff of Iraq Vocational Training and Employment Services Project

Overview

Vocational training programs in Iraq are faced with many challenges. Iraq needs a speedy reconstruction and the Iraqi people need a future with the promise of employment and prosperity.

This training will combine occupational skills with technical knowledge and will be competency based. We will customize training to meet employer demands, cultural differences, geographic location, and needs of the trainees. The technical approach is modeled after the U.S. Department of Labor, Employment and Training Administration, Office of Job Corps training model. This curricula is competency-based, meaning that the student actually demonstrates a competency in practice and assessments. The Job Corps vocational training curricula consist of competency objectives with corresponding lessons and tasks or skill assignments. Following completion of each level of difficulty or assigned task, assessment tools determine competency and will help with evaluation and remediation. The competency-based instructional programs will:

- ▶ Assess the trainee's needs, including strengths and weaknesses
- ▶ Select appropriate instructional goals based on the needs assessment
- ▶ Provide trainee-centered instruction aimed at the instructional goals
- ▶ Evaluate to determine if the trainee has mastered the goals and can apply them

The instructional design (competency-based) will let the trainees demonstrate competency for the skills they already have and then begin instruction at the point where competency is not demonstrated. From there, the trainee will progress through the competencies listed on a Training Achievement Record until they complete training and are prepared to work.

These instructional materials include a Training Achievement Record (TAR). TARs list each competency required for the trade grouped by skill type. The curricula also include sample lesson plans. The curricula will provide for development in general areas prior to competency in more specific trade areas. This allows those who are not able to complete an entire program to develop skills suitable for lower levels of employment.

This curriculum has been developed in collaboration with MOLSA instructors, Job Corps training experts, and other technical professionals. It was created for use in all MOLSA vocational technical training centers that educate and train students to become competent, entry-level tailor. This curriculum will provide instructors with the necessary ingredients for a complete sewing and tailoring program. The purpose of this guide is to establish a common language of proficiency standards so that both the Vocational Technical Training Centers and industry have a universal set of standards for sewing programs.

This curriculum has been developed for use by all Iraq Vocational Technical Training Centers that offer programs in sewing and tailoring. Because of the great diversity among the different regions of the country, this curriculum was designed, to be a flexible document that allows for the differences in instructor methodology. There are also differences in the length of programs and differences in equipment at some of the MOLSA centers. All content areas and competencies must be integrated into the training center sewing and tailoring curricula so that students become competent in those areas.

This curriculum does not offer a step-by-step formula for teaching a sewing and tailoring course. This guide is designed to facilitate the classroom work of sewing and tailoring instructors but not to replace the decision-maker.

This curriculum has been aligned to modules in the Contren Learning Series as endorsed by the National Center for Construction Education and Research (NCCER). Students who successfully pass this course may be certified by MOLSA and will receive documentation from MOLSA.

It is the instructor who organizes instructional materials for effective and efficient learning. And **it is the instructor** who integrates the latest teaching technologies into his or her classroom. It is in support of these professionals and of their students that this curriculum has been developed.

Each vocational course consists of a series of instructional units which focus on a common theme. All units have been written using a common format which includes the following components:

- Module Number and Title (TAR Skillset)
- Suggested Time to Train on Skillset - An estimated number of clock hours of instruction that should be required to teach the competencies and objectives of the module. The curriculum framework should account for approximately 75-80 percent of the time in the course.
- Competencies and Objectives
 - A competency represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a module. The student, instructor and worksite supervisor (if applicable) will evaluate and record a pre-training mastery level for all skill sets, as well as a post-training mastery level review.
 - The outcomes represent the enabling and supporting knowledge and demonstrated performances that will indicate mastery of the competency at the course level.

- Teaching Strategies - This section of each unit indicates strategies that can be used to enable students to master each competency. Emphasis has been placed on strategies which reflect active learning methodologies. Teachers should feel to modify or enhance these suggestions based on needs of their students and resources available in order to provide optimum learning experiences for their students.
- Suggested Assessment Strategies - This section indicates strategies that can be used to measure student mastery. Examples of suggested strategies could include rubrics, class participation, reflection, and journaling. Again, teachers should feel free to modify or enhance these suggested assessment strategies based on local needs and resources, however, the only required assessment is completion of the TAR checklist.
- References - A list of suggested references is provided for each unit in the appendix. The list includes some of the primary instructional resources that may be used to teach the competencies and suggested outcomes. Again, these resources are suggested and the list may be modified or enhanced based on needs and abilities of students and on available resources.

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Program Description

The sewing/tailoring curriculum is designed to prepare the students for entry level employment in the field of sewing and tailoring.

Students in the course will complete study in employability skills, general safety, math, trade terminology, hand tools, power tools, sewing-related material identification, and fasteners.

The sewing/tailoring competencies required in this curriculum are from the U.S. National Job Corps Standards developed to coincide with Contren Core Curriculum. The contributions of the resources are hereby acknowledged.

Course Outline

<i>Module</i>	<i>Title</i>	<i>Hours</i>
Module 1:	Employability Skills.....	10.0 hours
Module 2:	General Safety.....	15.0 hours
Module 3:	Math.....	15.0 hours
Module 4:	Trade Terminology.....	25.0 hours
Module 5:	Hand Tools.....	25.0 hours
Module 6:	Power Tools.....	40.0 hours
Module 7:	Sewing-related Material Identification.....	25.0 hours
Module 8:	Fasteners.....	25.0 hours
Total		180.0

Employability Skills

Module 1
(10 Hours)

Competencies and Outcomes	Strategies for Competencies
<p>1. Employability Skills</p> <ul style="list-style-type: none"> a. Demonstrate the ability to dress appropriately for work. b. Demonstrate the ability to arrive for work on time. c. Demonstrate the ability to respond appropriately to supervision. d. Demonstrate the ability to follow written and verbal directions. e. Demonstrate the ability to listen effectively. f. Demonstrate the ability to ask for clarification when further information is required. g. Demonstrate the ability to share information and explain procedures to another person. h. Demonstrate the ability to take initiative. i. Demonstrate the ability to work harmoniously with diverse races, sexes, ages and cultures, treating all with respect. j. Demonstrate the ability to maintain 	<p>Teaching:</p> <ul style="list-style-type: none"> • Define trade terms related to basic employability skills. • Apply interpersonal skills to create a positive relationship with co-workers, employees, and employers. • Discuss the traits necessary for getting along with others. • Have students demonstrate workplace skills associated with the Sewing industry. • Students will interview individuals in the textile industry. Students will be provided questions by the instructor; the student will write a report on the interview and present the report to the class. • Use the Contren Series Core text, Basic Employability Skills Unit related to basic skills. <p>Assessment:</p> <ul style="list-style-type: none"> • Evaluate the students for participation and accuracy of content using the TAF Checklist and instructor observation.

<p>good grooming and hygiene.</p> <p>k. Demonstrate the ability to stay on task and use time wisely.</p> <p>l. Demonstrate the ability to access trade information from manuals and computers.</p> <p>m. Demonstrate the ability to work a full work day.</p> <p>n. Demonstrate the ability to change from one task to another and adapt easily to a variety of job tasks and situations.</p> <p>o. Demonstrate a positive attitude toward work and people.</p> <p>p. Demonstrate the ability to respect the worth of tools, equipment, materials and other people's property.</p> <p>q. Demonstrate the ability to complete assigned tasks.</p> <p>r. Demonstrate the ability to work safely.</p> <p>s. Demonstrate the ability to accept constructive criticism.</p> <p>t. Demonstrate the ability to understand and interpret pattern symbols.</p> <p>u. Demonstrate the ability to identify color and fabric compatibility.</p> <p>v. Demonstrate the ability to distinguish the possibility of mixing different types of fabric.</p> <p>w. Demonstrate the ability to distinguish the direction of flow of fabric fluff.</p> <p>x. Demonstrate the ability to distinguish how to deal with each kind of fabric (ironing ability, washing, preferred method, etc.</p>	<ul style="list-style-type: none"> • Validate mastery of the skillsets using the TAR Checklist.
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Module 2

General Safety

(15 Hours)

Competencies and Outcomes	Strategies for Competencies
<p>1. General Safety</p> <ul style="list-style-type: none"> a. Demonstrate the ability to recognize danger and take appropriate safety measures. b. Demonstrate the ability to follow fire safety rules. c. Wear proper safety clothing on the job site. d. Demonstrate the ability to work safely with other workers on the job site. e. Demonstrate the ability to properly lift and carry work-related materials. 	<p>Teaching:</p> <ul style="list-style-type: none"> • Review student rules and regulations as applied to sewing and textile services. • Demonstrate the safe and proper use of all sewing equipment. • Have the student safely use the sewing equipment. • State the safety precautions that must be practiced at a work site. • Review the safe and proper use and care of all sewing equipment. • Following a review, have the student practice correct maintenance and preventive maintenance procedures. • Discuss and demonstrate the proper procedures for students in accordance with fire safety regulations. • Divide students into groups and give each group a scenario/case study involving an accident. Have each group identify safety mistakes in each situation; determine the correct procedures; and present the scenario, mistakes found, and procedures which should have been used to correct the problem.

	<p>Assessment:</p> <ul style="list-style-type: none">• Evaluate the students for participation and accuracy of content using the TAR Checklist and instructor observations.• Validate mastery of the skillsets using the TAR Checklist.
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Math

Module 3

(15 hours)

Competencies and Outcomes	Strategies for Competencies
<p>1. Math</p> <ul style="list-style-type: none"> a. Perform sewing-related math operations (addition, subtraction, multiplication and division) and measurements using whole numbers, fractions and decimals. b. Calculate square meter and linear meter measurements. c. Demonstrate the ability to square corners. d. Demonstrate the ability to convert measurements from metric to US measures and vice versa. e. Demonstrate the ability to adjust and modify pattern measurements to resize clothes into non-standard sizes. 	<p>Teaching:</p> <ul style="list-style-type: none"> • Review number relationships, number systems, and number theory. • Have students explore the concepts of measurement. • Have the students perform a variety of alterations on flat patterns and ready-to-wear garments. • Have students construct and fit a garment using appropriate measurements. • Have students list the yardage and supplies needed to construct a garment. • Have the students evaluate fitting problems and recommend needed alterations. <p>Assessment:</p> <ul style="list-style-type: none"> • Validate mastery of the skillsets using the TAR Checklist.

Trade Terminology

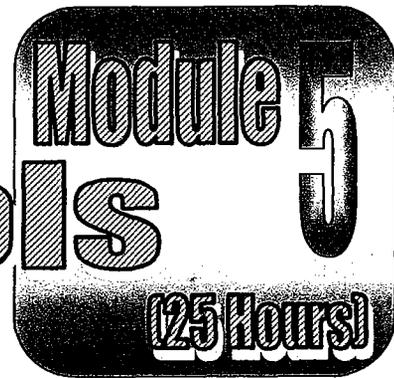
Module 4

(25 Hours)

Competencies and Outcomes	Strategies for Competencies
<p>1. Trade Terminology</p> <ol style="list-style-type: none"> Identify the components of men and women's jackets. Identify the components of ladies' dresses. Identify the types of clothing. Identify the body parts to be able to take and record their measurements. Identify types of design and sewing. Identify finish sewing materials and their uses. Identify the different types and sizes of dresses and suits. 	<p>Teaching:</p> <ul style="list-style-type: none"> Identify terminology related to fabrics. Using fabric samples, have the student indicate the lengthwise and crosswise grainlines, and bias. Practice construction techniques for sewing darts, pleats, tucks, fasteners, pockets, sleeves, cuffs, waistbands, collars, and gathering. Practice construction techniques for sewing seams, seam finishes, and hems. Identify different types of fabric and shrinkage. Have the students read and identify information on various care labels. Have the student sort textiles according to various cleaning and pressing methods. Evaluate fitting problems and recommend needed alterations. Evaluate fitting problems and recommend needed alterations.

	<ul style="list-style-type: none">• Following a demonstration, have the student construct and fit a garment using appropriate measurements.• Given the proper materials, the students will demonstrate the proper procedures for constructing a garment. <p>Assessment:</p> <ul style="list-style-type: none">• Evaluate the students for participation and accuracy of content using the TAR Checklist and instructor observations.• Validate mastery of the skillsets using the TAR Checklist.
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Hand Tools



Competencies and Outcomes	Strategies for Competencies
<p>1. Plumbing System Testing.</p> <p>a. Identify tailoring hand tools.</p> <p>b. Demonstrate the competent and safe use, maintenance, and storage of the following tools and equipment:</p> <ol style="list-style-type: none"> 1. Measuring tape 2. Hand-scissors 3. Thimbles 4. Pins 5. Chalk 6. Slit knife 7. Needle, thread and pincushion 8. Design board 9. Semi-transparent pattern paper 10. Zigzag scissors 	<p>Teaching:</p> <ul style="list-style-type: none"> • Demonstrate the safe and proper use of all sewing equipment. • Following a demonstration, have the student safely use the sewing equipment. • Following a demonstration, have the student practice using the sewing equipment properly. • Identify the tools related to sewing and tailoring. • Practice using the various measuring devices and tools. • Following a demonstration, have the student measure, lay, pin, cut, mark, and sew a garment. <p>Assessment:</p> <ul style="list-style-type: none"> • Evaluate the students for participation and accuracy of content using the TAR Checklist and instructor observations. • Validate mastery of the skillsets using the TAR Checklist.

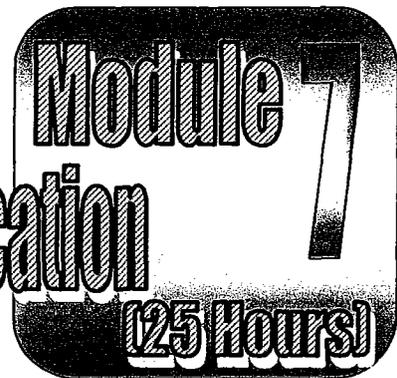
Power Tools

Module 6

(40 hours)

Competencies and Outcomes	Strategies for Competencies
<p>1. Maintenance and Repair</p> <p>a. Identify sewing power tools.</p> <p>b. Demonstrate the competent and safe use, maintenance and storage of:</p> <ul style="list-style-type: none"> • Portable electric scissors. • Electric sewing machine. • Over sewing machine (Hamming machine). • Button-hole opening machine. • Embroidering machine. • Steam iron press. 	<p>Teaching:</p> <ul style="list-style-type: none"> • Demonstrate the safe and proper use of all sewing equipment. • Following a demonstration, have the student safely use the sewing equipment. • Following a demonstration, have the student practice using the sewing equipment properly. • Identify the power tools related to sewing and tailoring. • Practice using the various power tools. • Following a demonstration, have the student properly use the various sewing power tools. <p>Assessment:</p> <ul style="list-style-type: none"> • Evaluate the students for participation and accuracy of content using the TAR Checklist and instructor observations. • Validate mastery of the skillsets using the TAR Checklist.

Sewing-related Material Identification



Competencies and Outcomes	Strategies for Competencies
<p>1. Sewing-Related Material Identification</p> <p>a. Identify the components of accessories, added material, and lining.</p> <p>b. Identify types of fabrics and textiles.</p>	<p>Teaching:</p> <ul style="list-style-type: none"> • Relate the effects of color to the individual. <ul style="list-style-type: none"> ○ Have the students create an individual color analysis project. ○ Have the students design a color wheel divided into 12 sections to include primary, secondary, and intermediate colors. • Apply the elements and principles of design. <ul style="list-style-type: none"> ○ Have the students create a design notebook to demonstrate the elements and principles of design. • Describe the manufacturing process and characteristics of textiles. <ul style="list-style-type: none"> ○ Have the students research a natural and manufactured fiber and present a written or oral report. ○ Have the students analyze and compare various fibers by using a fiber test. ○ Have the students demonstrate the process of weaving and/or knitting yarns into fabrics by having students construct a project.

	<ul style="list-style-type: none">○ Have the students test the effects of fabric treatments such a fading, water repellency, etc.● Discuss fashion and trends and their relationship to textiles.○ Have the students differentiate between fashion, style, classic, or fad by placing examples into each category. <p>Assessment:</p> <ul style="list-style-type: none">● Evaluate the students for participation and accuracy of content using the TAR Checklist and instructor observations.● Validate mastery of the skillsets using the TAR Checklist.
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Fasteners

Module 8
(25 Hours)

Competencies and Outcomes	Strategies for Competencies
<p>1. Fasteners</p> <ul style="list-style-type: none"> a. Identify needles and thread types and sizes and their uses. b. Identify hook, button and zipper types and their uses. c. Identify other sewing materials (hangers, adhesives, carriage bolts, screws, etc.) and their uses. 	<p>Teaching:</p> <ul style="list-style-type: none"> • Following a demonstration, have the students identify the differences in needle types and their uses. • Following a demonstration, have the students identify the differences in thread types and their uses. • Following a demonstration, have the students identify the differences in hook, button and zipper types and their uses. • Following a demonstration, have the students identify other sewing materials and their uses. the differences in needle type and their uses. <p>Assessment:</p> <ul style="list-style-type: none"> • Evaluate the students for participation and accuracy of content using the TAR Checklist and instructor observations. • Validate mastery of the skillsets using the TAR Checklist.

Appendix A

TAR

(Training Achievement Record)

Evaluation Checklist for Sewing

Directions for Completing TARs

A. When the student performs a task listed in the "DUTIES AND TASKS" column, the instructor should rate the student's level of performance by circling a, b, or c in the "PERFORMANCE RATING" column.

RATING

a - Proficient and able to teach others	The student consistently performs the task accurately without supervision. The student possesses sufficient skill to teach the task to others.
b - Proficient	The student performs the task to industry standards with little or no supervision. This is the minimum performance rating for TAR skill completion.
c - Exposed/not proficient	The student has been introduced to the task, but cannot perform the task to industry standards.

1. If the student performs the task at a level c, circle the number in pencil so that it can later be erased and entered permanently as b or a when the student improves his/her performance. A performance level of b is satisfactory (passing) and can be entered permanently or, at the instructor's discretion, circled in pencil to allow the student to improve his/her performance at a later date.
2. When the student performs the task to the instructor's satisfaction, **(at a level of b or a)** circle the appropriate performance rating, and enter the date in the "**DATE COMPLETED**" column. The instructor and student should initial the **DUTY** area when **all the tasks** in that duty area are completed.

B. When the student completes the TAR or terminates the program before completing the TAR, the instructor must finalize the TAR by doing the following:

1. Check the appropriate box and enter the date that the student completed the TAR or terminated the training program in the space provided at the top of page 1:

Completed or Terminated Training: _____
Date



Sewing / Tailoring

TRAINING ACHIEVEMENT RECORD (TAR) FOR:

Name: _____

Date Entered Training: _____

Completed or Terminated Training: _____
Date

CENTER: _____

Address: _____

Phone: _____

Instructor: _____

DUTIES AND TASKS	PERFORMANCE RATING	DATE COMPLETED	INSTRUCTOR'S INITIALS	STUDENT'S INITIALS
A. EMPLOYABILITY SKILLS				
1. Demonstrate the ability to dress appropriately for work.	a b c ¹			
2. Demonstrate the ability to arrive for work on time.	a b c			
3. Demonstrate the ability to respond appropriately to supervision.	a b c			
4. Demonstrate the ability to follow written and verbal directions.	a b c			

a - Proficient and able to teach others

b - Proficient;

c - Exposed / not proficient

Training Guidelines

Sewing

DUTIES AND TASKS	PERFORMANCE RATING	DATE COMPLETED	INSTRUCTOR'S INITIALS	STUDENT'S INITIALS
5. Demonstrate the ability to listen effectively.	a b c			
6. Demonstrate the ability to ask for clarification when further information is required.	a b c			
7. Demonstrate the ability to share information accurately and explain procedures to another person.	a b c			
8. Demonstrate the ability to take initiative.	a b c			
9. Demonstrate the ability to work harmoniously as a member of a team with diverse races, sexes, ages and cultures, treating all with respect.	a b c			
10. Demonstrate the ability to maintain good grooming and hygiene.	a b c			
11. Demonstrate the ability to stay on task and use time wisely.	a b c			
12. Demonstrate the ability to access trade information from manuals and computers.	a b c			
13. Demonstrate the ability to work a full work day.	a b c			
14. Demonstrate the ability to change from one task to another and adapt easily to a variety of job task and situations.	a b c			
15. Demonstrate a positive attitude toward work and people.	a b c			
16. Demonstrate the ability to respect the worth of tools, equipment, materials and other people's property.	a b c			
17. Demonstrate the ability to complete assigned tasks.	a b c			
18. Demonstrate the ability to work safely.	a b c			
19. Demonstrate the ability to accept constructive criticism.	a b c			
20. Demonstrate the ability to understand and interpret pattern symbols.	a b c			
21. Demonstrate the ability to identify color and fabric compatibility.	a b c			
22. Demonstrate the ability to distinguish the possibility of mixing different types of fabric.	a b c			

a - Proficient and able to teach others

b - Proficient;

c - Exposed / not proficient

DUTIES AND TASKS	PERFORMANCE RATING	DATE COMPLETED	INSTRUCTOR'S INITIALS	STUDENT'S INITIALS
23. Demonstrate the ability to distinguish the direction of flow or fabric fluff.	a b c			
24. Demonstrate the ability to distinguish how to deal with each kind of fabric (ironing ability, washing preferred method, etc.)	a b c			
B. GENERAL SAFETY				
1. Demonstrate the ability to recognize danger and take appropriate safety measures.	a b c			
2. Demonstrate the ability to follow fire safety rules.	a b c			
3. Wear proper safety clothing on the job site.	a b c			
4. Demonstrate the ability to work safely with other workers on the job site.	a b c			
5. Demonstrate the ability to properly lift and carry work-related materials.	a b c			
C. MATH				
1. Perform sewing-related math operations (addition, subtraction, multiplication and division) and measurements using whole numbers, fractions and decimals.	a b c			
2. Calculate square meter and linear meter measurements.	a b c			
3. Demonstrate the ability to square corners.	a b c			
4. Demonstrate the ability to convert measurements from metric to US measures and vice versa.	a b c			
5. Demonstrate the ability to adjust and modify pattern measurements to resize clothes into non-standard sizes.	a b c			
D. TRADE TERMINOLOGY				
1. Identify the components of men and women's jackets.	a b c			
2. Identify the components of ladies' dresses.	a b c			
3. Identify the types of clothing.	a b c			
4. Identify the body parts to be able to take and record their measurements.	a b c			

a - Proficient and able to teach others

b - Proficient;

c - Exposed / not proficient

Training Guidelines

Sewing

DUTIES AND TASKS	PERFORMANCE RATING	DATE COMPLETED	INSTRUCTOR'S INITIALS	STUDENT'S INITIALS
5. Identify types of design and sewing.	a b c			
6. Identify finish sewing materials and their uses.	a b c			
7. Identify different types and sizes of dresses and suits.	a b c			
E. HAND TOOLS				
1. Identify tailoring hand tools.	a b c			
2. Demonstrate the competent and safe use, maintenance, and storage of:	a b c			
a. Measuring tape	a b c			
b. Hand-scissors	a b c			
c. Thimbles.	a b c			
d. Pins	a b c			
e. Chalk	a b c			
f. Slit knife	a b c			
g. Needle, thread and pincushion	a b c			
h. Design board.	a b c			
i. Semi-transparent pattern paper.	a b c			
j. Zigzag scissors.	a b c			
F. POWER TOOLS				
1. Identify sewing power tools.	a b c			
2. Demonstrate the competent and safe use, maintenance and storage of:	a b c			
a. Portable electric scissors.	a b c			

a - Proficient and able to teach others

b - Proficient;

c - Exposed / not proficient

DUTIES AND TASKS	PERFORMANCE RATING	DATE COMPLETED	INSTRUCTOR'S INITIALS	STUDENT'S INITIALS
b. Electric sewing machine	a b c			
c. Over sewing machine(Hemming machine).	a b c			
d. Button-hole opening machines.	a b c			
e. Embroidering machines.	a b c			
f. Steam iron press.	a b c			
G. SEWING-RELATED MATERIAL IDENTIFICATION				
3. Identify the components of accessories, added material, and lining.	a b c			
4. Identify types of fabrics and textiles.	a b c			
H. FASTENERS				
1. Identify needles and thread types and sizes and their uses.	a b c			
2. Identify hook, button and zipper types and their uses.	a b c			
3. Identify other sewing materials (hangers, adhesives, carriage bolts, screws, etc.) and their uses.	a b c			
G. EMPLOYER SPECIFIC SKILLS				
1.	a b c			
2.	a b c			
3.	a b c			
4.	a b c			
5.	a b c			

a - Proficient and able to teach others

b - Proficient;

c – Exposed / not proficient

Appendix B

Workplace Skills for the 21st Century for Sewing

Workplace Skills for the 21st Century for All Modules

- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

Appendix C

Suggested References

Suggested References for all modules

Sewing for the Home

- Instruction for more than 50 classic home décor items.
ISBN 1-58923-076-0

More Sewing for the Home

- Instruction and ideas for window treatments cushions and items for bed and bath.
ISBN 1-58923-076-0

The New Sewing Essentials

- Ideal for sewing enthusiasts of all skill levels
ISBN 1-58923-076-0

Home Décor Sewing 101

- Twenty easy projects-pillows, window treatments, table linens and more.
ISBN 1-58923-142-2

Sewing 101

- covers the basic skills and techniques of sewing.
ISBN 1-58923-142-2

Appendix D

Recommended Tools & Equipment

ITEM	المادة	الكمية
Domestic sewing machines with cabinets and stools	ماكينة خياطة منزلية معملحقاتها والمقعد	15
Computerized sewing machine	ماكينة خياطة تعمل على الحاسبة الإلكترونية	5
Domestic sergers, 4 or 5 spool model with cabinet and stools	ماكينة اوفر منزلية مع الملحقات والمقعد	5
Industrial lockstitch with walking stitch foot attachment and folder	ماكينة خياطة صناعية - تكل	4
Industrial sergers	ماكينة اوفر صناعية	2
Blind stitch machine	ماكينة خياطة ذاتية	2
Cylinder bed lockstitch	ماكينة خياطة ذات مسند اسطواني - لخياطة الاجزاء الدائرية الاسطوانية	1
Monogram machine (with templates)	ماكينة لتطريز الاقمشة - مع نماذج جاهزة	1
Domestic computerized embroidering machine with extra computer memory cards	ماكينة تطريز منزلية ذات بطاقة ذاكرة الكترونية اضافية	1
Button tack machine	ماكينة تثبيت الازرار المعدنية - الطباقات	1
Gravity fed irons	مكواة بخارية - نورفة	2
Washer	غسالة	1
Dryer	مجففة	1
Cutting tables	منضدة - ميز فصال	1
Full length mirrored cabinet	غرفة قياس مجهزة بمرآة كبيرة	1
Microscope	عدسة مكبرة	1
Industrial scissor sharpener	مسن مقص صناعي - جهاز حد المقصات	1
Steam irons	مكواة بخارية	4
Ironing boards	منضدة كوي - ميز اوتي	4
Table press	منضدة كوي	1
Electric rotary cutters	مقص دائري كهربائي	1
Manual rotary cutters	مقص دائري يدوي	5
Skirt markers	جهاز قياس طول الرداء	6
T-squares	مسطرة شكل تي - هندسية	6
Dressmaker rulers - transparent rulers	مسطرة خياطة - شفافة	6
Tape measure	شريط قياس	15
French curve ruler	مسطرة فرنسية - لرسم الخطوط المائلة	4
Tracing wheels	عجلة مسننة لرسم البترون	15
Hand sewing needles	ابر خياطة يدوية	100

Domestic sewing machine needles (variety of sizes)	ابر مكانن منزلية - مجموعة مختلفة من الاحجام	100
Industrial sewing needles for machines listed	ابر مكانن منزلية - مجموعة مختلفة من الاحجام	200
Wrist pin cushions	جامعة دبائيس تثبت على المعصم	15
Grabbits for pins	علبة لجمع الدبائيس	10
Leather needle for domestic sewing machine	ابر لخيطة الجلود - لماكنة خياطة منزلية	5
Twin needles for domestic sewing machine	ماكنة خياطة ثنائية الابرة - منزلية	5
Shears (6- or 8-inch best handle)	مقص 6 - 8 انش - صناعي	15
Pinking shears	مقص لقطع القماش - كبير الحجم	3
Scissors (embroidery type)	مقص طراز - دقيق و مدبب الرأس	15
Appliqué scissors	مقص معقوف	5
Craft scissors	مقص صغير - ذو رأس مدبب	5
Snips	كتر - على شكل بلايس	10
Buttonhole scissors	مقص بيت دكمة	3
Buttonhole cutter	فاتحة بيت دكمة - فاتكة	1
Seam rippers	فاتكة	20
Weights for pattern	انتقال لتثبيت ورق الباترون	2 sets
Tailors board	لوحة لتسجيل البيانات - سبورة	1
Needle board	لوحة لتثبيت الابر	1
Screwdrivers (Phillips and flat various sizes)	مفك - درنفييس عدل ومربع مختلف الاحجام -	2 sets
Tweezers	مقاط	10
Iron cleaner	منظف اسطح المكواة	3 tubes
Thimbles	كشيتباتات	15
Bodkins	مخيط يدوي	5
Bias tape maker (variety of sizes)	مثبت شريط لاصق - مختلف القياسات	1 set
Fabric shaver	اداة حلق القماش - زغب القماش الزائد	1
Bamboo point turners	لظامة شريط او لاستيك خشبية - خيزران	3
Metal point turner	لظامة شريط او لاستيك خشبية - خيزران	2
Loop turners	لظامة لاستيك بجامة - او اي شريط	2
Metal pocket forms	مسند لحمل الاوراق - معدني	1 set
Dress forms (variety of sizes) (1 male)	مانيكان مختلف الاحجام - احدها رجالي	3
First aid kit	عدة اسعافات اولية	1
Machine lint brushes	فرشاة لتنظيف الاقمشة والملابس	15

Tote trays and cabinet for storage	سلال ودواليب لخزن الاقمشة والملابس	50
Rack for hanging garments	مساند لتعليق الملابس	1
