

Fashion & Clothing II

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Unit 2: Parts, Function and Understanding of Safety and Operation of a Serger

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI

9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.1.12. A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.12. B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
- 9.1.12. C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

21st Century Themes (www.21stcenturyskills.org)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

21st Century Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • That in order to use advanced technological tools, personal responsibility and knowledge of safety is required. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • In order to use a serger and sewing machine, it is necessary to know the parts and understand their functions. 	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • What does personal responsibility encompass? • Why are safety procedures important in the classroom? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • How does the form and function of the modern sewing machine and serger relate to future success in the field of clothing construction? • When would it be appropriate to use a serger and why?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1, EU 2</i></p> <ul style="list-style-type: none"> • Serger parts and function • Safety Procedures in the sewing lab • Troubleshooting Techniques • Sewing vocabulary (serger, raw edge, seam finish, rolled hem) • How to properly sew a raw edge using a serger • How to use a serger on an inside and outside corner • The proper method to begin and end stitching when using a serger 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1, EU 2</i></p> <ul style="list-style-type: none"> • Identify and apply safety procedures in the sewing lab. • Identify the parts of a serger and their function. • Correctly thread and operate the serger. • Apply correct sewing techniques including vocabulary while using a serger. • Recognize and correct threading mistakes in all machines. • Use a serger to sew straight edges and both inside and outside corners. • Properly begin and end a serged seam.

Stage 2 – Assessment Evidence

Performance Tasks: *Each unit must have at least 1 Performance Task. Consider the GRASPS form.*

EU 1 and EU 2

You are a Serger Salesman for 'X' company. In order to sell your machine you must:

- Create your own Serger brochure including:
 - ✓ Serger pictured with all parts labeled
 - ✓ Description of each part and its use
 - ✓ Instructions on threading the machine, how to change needles, appropriate usage of the machine, when you would use the machine and machine maintenance
 - ✓ Safety and Troubleshooting tips
 - ✓ Completed samples of 6 finished edges

- You will also be responsible to demonstrate to your client (the teacher) how to thread and properly use the machine creating a simple 4" square pin cushion.

Other Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Written safety test: must obtain 85% proficiency and sign written safety contract before allowed to operate/use any classroom equipment.
- Written serger parts test.
- Demonstrate the correct threading and safe use of the serger to include changing of a needle.
- Teacher observation of machine threading and sewing techniques.
- Complete 4 sewing samples applying correct sewing techniques with an over-lock and rolled hem on woven, light weight and heavy weight fabrics.
- Troubleshoot problems with machine independently.

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:

- Using Focused Listing, have students discuss and list several ideas relating to the main topic of classroom and equipment safety. (A)
- Students and parents will read, understand and sign classroom safety contract. (A,M)
- Using handout on parts and functions of a serger machine, students work in pairs to identify parts of machine. (A)
- Teacher Demonstration of threading of the serger (A)
- Students will practice with guidance how to safely and correctly thread the serger. (M)
- Discussion Questions- (M)
 - ✓ How do I know that my machine is not functioning properly?
 - ✓ How might we reach an understanding about my personal responsibility in the use and care of the classroom serger as it relates to other students?
 - ✓ What are the characteristics of a correctly sewn seam?
- Create a set of samples demonstrating an overlock stitch and a rolled hem in a variety of textiles. (M)
- Construct a sample set that demonstrates the use of the serger for sewing corners. (M)
- Student-partner assessment of serger skills. (M)
- Students will view an incorrectly threaded machine. Each student must correct the problem and demonstrate that the machine will work correctly. (T)