

Course: Fashion & Clothing 1
Unit 1 - Sewing Lab Equipment, Functions, and Safety

Year of Implementation: 2021-2022

Curriculum Team Members: Amanda Fritsch, afritsch@lrhsd.org; Amanda Keeports, akeports@lrhsd.org; Ashley Carullo, acarullo@lrhsd.org; Ashley Gerber, agerber@lrhsd.org

Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-VPA.pdf>

Unit Standards:

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

1.5.12prof.Cr2b: Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g.,).

9.4.12.Cl.2: Identify career pathways that highlight personal talents, skills, and abilities

Note: All curriculum writers/revisionists need to include standards that apply to “Career Readiness, Life Literacies, and Key Skills”. This should include a brief description of the standard and the standard number. Document only those standards and practices that apply to each unit. Use the following link to assist you [see pages of 31-36; 41-42; 53-56 for specific standard #'s and strands]

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

Transfer Goal: *Students will be able to independently use their learning to demonstrate the parts, function, and understanding of safe use and operation of sewing lab equipment.*

As aligned with LRHSD Long Term Learning Goal(s): *apply critical thinking and problem-solving skills to make reasoned decisions at home, in the workplace, and in the global community. Develop skills and technical proficiencies that transfer to family life and global career opportunities*

Enduring Understandings

Students will understand that. . .

EU 1

- *each user has a personal responsibility for the use and care of sewing equipment to ensure their availability to others.*

EU 2

- *in order to use advanced technological tools, personal responsibility and knowledge of safety is required.*

EU 3

- *choosing the correct piece of equipment for a task will help lead to the successful completion of that task.*

EU 4

- *knowledge of sewing tools and equipment can lead to job opportunities in the fashion and fabric industry.*

Essential Questions

EU 1

- *What does personal responsibility encompass?*
- *What is each individual's responsibility in terms of use and care?*

EU 2

- *Why are safety procedures important in the classroom?*
- *What constitutes safe use of sewing equipment?*

EU 3

- *How does knowledge of sewing equipment relate to the successful completion of a sewing project?*

EU 4

- *How does the form and function of the modern sewing machine relate to future success in the field of clothing construction?*
- *How can knowledge of sewing equipment be beneficial when seeking employment in a fashion related occupation?*

Knowledge

Students will know . . .

EU 1

- the various sewing lab equipment utilized regularly. (1.5.12prof.Cr2b)
- where specific tools and equipment are located. (9.4.2.CT.2, 1.5.12prof.Cr2b)
- the proper procedure for utilizing tools during class time. (9.4.5.CT.4)

EU 2

- parts and functions of the machine. (1.5.12prof.Cr2b)
- district wide safety expectations. (1.5.12prof.Cr2b)

EU 3

- which piece of equipment to select to help them successfully complete their sewing project. (1.5.12prof.Cr2b)
- how to efficiently maintain and operate equipment. (1.5.12prof.Cr2b)

EU 4

- how sewing equipment knowledge can be applied to real life factory operations.(9.4.2.CT.3:)

Skills

Students will be able to. . .

EU 1

- identify specific tools and their uses. (1.5.12prof.Cr2b)
- locate various sewing lab equipment as needed. (9.4.2.CT.2, 1.5.12prof.Cr2b)
- return tools and equipment to their proper locations by the end of class period. (9.4.5.CT.4)

EU 2

- identify the parts of the sewing machine and demonstrate their functions. (1.5.12prof.Cr2b)
- demonstrate proper safety and use of sewing lab equipment. (1.5.12prof.Cr2b)

EU 3

- identify and use the proper equipment for specific tasks. (1.5.12prof.Cr2b)
- correctly thread and operate the sewing machine safely. (1.5.12prof.Cr2b)
- independently troubleshoot various problems that arise while using equipment. (1.5.12prof.Cr2b)

EU 4

- make connections between classroom equipment and industry standards for successful garment construction. (9.4.2.CT.3:)
- effectively communicate in a collaborative setting. (9.4.2.CT.3:)

Stage Two - Assessment

Other Evidence:

- *Written sewing equipment test*
- *Written District Safety Test: must obtain 85% proficiency and sign written safety contract before allowed to operate/use any classroom equipment. Demonstrate the correct threading and safe use of the sewing machine.*
- *Written sewing machine parts and functions test*
- *Practice and apply machine control using stitching sheets*
- *Complete sewing samples applying correct sewing techniques*
- *Troubleshoot problems with machine independently*

Stage Three - Instruction

Learning Plan: **Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** Each learning activity listed must be accompanied by a learning goal of **A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.** {place A, M and/or T along with the applicable EU number in parentheses after each statement}

- *Students will view a PowerPoint and/or document camera to complete notes on the proper use and care of sewing equipment. (A EU 1, EU 2)*
- *Students will view teacher demonstrations or YouTube videos for the proper use of equipment. (A EU 1)*
- *Students will complete handouts identifying pictures of various pieces of sewing equipment. (A EU 1)*
- *Card sort: Categorize equipment into types. (measuring, stitching, pressing, cutting, pinning, etc.) (A,M EU 1)*
- *Students will complete crossword puzzles identifying uses for equipment. (A,M EU 1, EU 3)*
- *Play Pictionary using equipment names that must be drawn to identify equipment. (A,M EU 1)*
- *Discussion Questions: What is the importance of using one tool over another? Ex. shears vs. pinking shears vs. paper scissors. (A,M EU 3)*
- *Students will view a list of tasks for the completion of a sewing project. Based on the task, students will select the correct piece of equipment from a collection of photos, to be used to successfully complete each task. (T EU 3)*
- *Students will view a presentation on safe practices within the sewing lab to prepare them for the safety test. (A EU 1, EU2)*
- *Using handout on parts and functions of sewing machine, students work in pairs to identify parts of machine. (A EU 3)*

- *Students and parents will read, understand and sign classroom safety contract. (A,M EU 2)*
- *Teacher demonstration of threading sewing machine- students will practice with guidance how to safely and correctly thread the sewing machine. (M EU 2, EU 3)*
- *Teacher demonstration of bobbin winding- students will wind their bobbins for use in visual teacher evaluation of machine threading. (A,M EU 3)*
- *Discussion- troubleshooting machine problems. (M EU 3, EU 4)*
- *Discussion questions about the sewing machine and its proper function. (M EU 3)*
- *Practice operating machine using stitching charts. (M EU 2, EU 3)*
- *Create a set of samples demonstrating seam allowances, stitch lengths and securing seams. (M EU 3, EU 4)*
- *Student self-assessment of sewing skills. (M EU 3, EU 4)*
- *Students will view an incorrectly threaded machine. Each student must correct the problem and demonstrate that the machine will then work correctly. (T EU 3, EU 4)*