

Course: <i>Fashion and Clothing II</i> Unit #: <i>1 - Parts & Functions of the Serger</i>	Year of Implementation: 2022-2023
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Stage One - Desired Results	
Link(s) to New Jersey Student Learning Standards for this course: <i>{provide all applicable links to standards here}</i> https://www.state.nj.us/education/cccs/2020/ https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf	
Unit Standards: <i>1.2.12adv.Pr5c: Independently utilize and adapt tools, styles and systems in standard, innovative and experimental ways in the production of complex media artworks.</i> <i>1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors</i> <i>9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas</i> <i>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice</i>	
Transfer Goal: Students will be able to independently use their learning to demonstrate the parts, function, and understanding of safe use and operation of the serger. As aligned with LRHSD Long Term Learning Goal(s): <i>Apply critical thinking and problem-solving skills to make reasoned decisions at home, in the workplace, and in the</i>	

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 the task.

EU 4

- knowledge of sewing tools and equipment can lead to job opportunities in the fashion and textile 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 a serger?

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 serger relate to future success in the field of clothing construction?

Knowledge

Students will know . . .

EU 1

- *the various sewing lab equipment utilized regularly. (9.4.12.Cl.1)*
- *where specific tools and equipment are located. (1.2.12adv.Pr5c)*
- *the proper procedure for utilizing tools during class time. (1.2.12adv.Pr5c)*

Skills

Students will be able to. . .

EU 1

- *identity specific tools and their uses. (9.4.12.Cl.1)*
- *locate various sewing lab equipment as needed. (1.2.12adv.Pr5c)*
- *return tools and equipment to their proper locations by the end of class period. (1.2.12adv.Pr5c)*

<i>EU 2</i> • <i>parts and functions of the serger and sewing machine. (1.2.12adv.Pr5c)</i> • <i>district wide safety expectations. (9.4.12.Cl.1)</i> <i>EU 3</i> • <i>which piece of equipment to select to help them successfully complete their sewing project. (1.5.12prof.Cr1a)</i> • <i>how to efficiently maintain and operate equipment. (9.4.12.CT.1)</i> <i>EU 4</i> • <i>how sewing equipment knowledge can be applied to real life factory operations. (1.5.12prof.Cr1a, 9.4.12.CT.1)</i>	<i>EU 2</i> • <i>identify the parts of the serger and sewing machine and demonstrate their functions. (1.2.12adv.Pr5c)</i> • <i>demonstrate proper safety and use of sewing lab equipment. (9.4.12.Cl.1)</i> <i>EU 3</i> • <i>identify and use the proper equipment for specific tasks. (1.5.12prof.Cr1a)</i> • <i>correctly thread and operate the sewing machine safely.(9.4.12.CT.1)</i> • <i>independently troubleshoot various problems that arise while using equipment. (9.4.12.CT.1)</i> <i>EU 4</i> • <i>make connections between classroom equipment and industry standards for successful garment construction. (1.5.12prof.Cr1a, 9.4.12.CT.1)</i> • <i>effectively communicate in a collaborative setting. (9.4.12.Cl.1)</i>
Stage Two - Assessment	
<u>Other Evidence:</u> • <i>Written District Safety Test: must obtain 85% proficiency and sign a written safety contract before allowed to operate/use any classroom equipment.</i> • <i>Demonstrate the correct threading and safe use of the serger machine.</i> • <i>Written serger machine parts and functions test.</i> • <i>Complete sewing samples applying correct sewing techniques</i> • <i>Troubleshoot problems with machine independently</i>	

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 parts of the serger. **(A EU 1)**
- Discussion Questions: What is the importance of using one machine over another? Ex. sewing machine versus serger. **(A,M EU 3)**
- Based on the task, students will select the correct piece of equipment. **(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 serger 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 serger machine- students will practice with guidance how to safely and correctly thread the serger. **(M EU 2, EU 3)**
- Discussion- troubleshooting machine problems. **(M EU 3, EU 4)**
- Practice operating serger machine using fabric scraps. **(M EU 2, EU 3)**
- Create a set of samples demonstrating tension, curves, corners 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 serger machine. Each student must correct the problem and demonstrate that the machine will then work correctly. **(T EU 3, EU 4)**