Unit 8: The Sewing Machine Copied from: Clothing 1, Copied on: 02/21/22

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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Fashion

Grades 9-12

Belleville Board of Education

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Unit Overview

Constructing with a sewing machine (serger or embroidery machine) starts with familiarity of its parts and understanding how they work. Sewing tools and equipment aid in garment/project preparation. A sewing machine consists of many functional parts. Each doing a specific job. Threading the machine must be done exactly in order for the machine to run correctly. Stitching accurately and safely involves operating the machine at a controlled rate of speed. Utilizing the machine effectively requires understanding and the proper machine settings. These new experiences and abilities must be developed and practiced to become proficient construction techniques. In addition to building new sewing machine skills, proper care and maintenance of the machine are essential.

NJSLS

9.3.12.ED.1	Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
9.3.12.ED.3	Use critical thinking to process educational communications, perspectives, policies and/or procedures.

9.3.12.ED.4	Evaluate and manage risks to safety, health and the environment in education and training settings.
9.3.12.ED.10	Apply organizational skills and logic to enhance professional education and training practice.
9.3.12.ED-ADM.2	Identify behaviors necessary for developing and sustaining a positive learning culture.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

Exit Skills

Student will be able to

- identify and explain the different parts of the sewing machine.
- demonstrate the function of the parts of the sewing machine.
- correctly thread a sewing machine and adjust stitch length and width.
- correctly wind and thread a bobbin.
- operate the sewing machine using a controlled, safe rate of speed.
- demonstrate correct use, care and maintenance for a sewing machine.

Enduring Understanding

- Sewing tools and equipment aid in garment/project preparation.
- Time management is essential in the workplace.
- A sewing machine consists of many functional parts. Each doing a specific job.
- Threading the machine must be done exactly in order for the machine to operate correctly.
- Stitch accurately and safely requires a controlled rate of speed.
- Utilizing the machine effectively requires understand the proper machine settings.

Essential Questions

- Does the student contribute positively to the learning environment?
- Does the student exhibit competence in speaking, listening, and the writing process as skills and tools for learning?
- Is the student able to select and apply appropriate solutions to solve and prevent dangerous situations and accidents in the sewing lab?
- Can the student properly and safely use sewing machine?
- Can the student operate the sewing machine using a consist safe rate of speed?
- Is the student able to identify parts of the sewing machine?

- Is the student able to prepare the bobbin?
- Is the student able to change the sewing machine needle?
- Is the student able to thread the sewing machine?
- Is the student able to adjust the sewing machine: stitch type, stitch length, needle position, tension, bobbin winding?
- Does the student understand sewing machine care?
- Is the student able to adjust the seam width?
- Is the student able to make a machine generated button hole?

Learning Objectives

Students will demonstrate ability to :

- contribute positively to the learning environment.
- exhibit competence in speaking, listening, and the writing process as skills and tools for learning.
- select and apply appropriate solutions to solve and prevent dangerous situations and accidents in the sewing la
- properly and safely use sewing machine.
- operate the sewing machine using a consist safe rate of speed.
- identify parts of the sewing machine.
- prepare the bobbin.
- change the sewing machine needle.
- thread the sewing machine.
- adjust the sewing machine: stitch type, stitch length, needle position, tension, bobbin winding.
- understand sewing machine care.
- adjust the seam width.
- make a machine generated button hole.

Interdisciplinary Connections

Please list all and any cross-curricular content standards that link to this Unit.

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Alignment to 21st Century Skills & Technology

- Communication Skills – English, Reading, Writing
- Mathematics
- Economics
- Science
- Social Skills/Interpersonal Skills

21st Century/Interdisciplinary Themes

- ICT (Information, Communications and Technology) Literacy
- Interpersonal Communication
- Problem-Solving
- Financial, Economic, Business and Entrepreneurial Literacy
- Health Literacy

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

21st Century Skills

Students will be able to use their learning to …

- Use effective oral and written communication strategies for creating, expressing, and interpreting information and ideas.
- Use critical and creative thinking strategies to facilitate innovation and problem-solving both independently and in teams.
- Use technology is used to access, manage, integrate, and disseminate information.
- Use effective leadership and teamwork strategies to foster collaboration and cooperation to accomplish goals.
- Develop life skills in order to achieve continuing success in various life roles related to continuing education, career development, and personal growth.

- Develop employable skills to build the capacity for successful careers.

- Communication and Collaboration
- Creativity and Innovation

- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

Technology Infusion

- Interactive SmartBoard Technology
- Technology Internet Research and Word Processing
- Video Demonstration
- Calculations
- Online Design Applications
- Sewing Machines

Differentiation

• Small group assignments
• Added time to complete assignments
• Pairing oral instructions with visuals
• Repeat directions as needed
• Reinforcing on-task behaviors and skill acquisition
• Reduce amount of assignments that are due
• Rephrase written directions
• Study guides provided
• Additional time for skill mastery
• Test read to student
• Visual presentation
• Computer or electronic device utilizes
• Techniques of repetition, review, and summarization
• Small group setting
• Paired given oral as well as written instructions
• Peer assistance provided
• Printed copy of board work/notes provided
• Study guides/questions provided
• Extra time for completion
• Use of study sheets, notes, open book

Special Education

- Study Guides/Board Notes
- Additional Time for Skill Mastery
- Assistive Technology
- Computer or Electronic Device Utilizes
- Multi-sensory Instruction
- Preferential Seating
- Student Working with an Assigned Partner
- Small Group Instruction
- Check Work Frequently for Understanding
- Extended Time on Tests/Quizzes

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet

- Use open book, study guides, test prototypes

ELL

- Teach Key Concepts
- Visual Teaching Aids: Videos, Illustrations, Pictures and Drawings
- Use of note cards, study guides and open book during testing
- Small Group Instruction
- Student Working with and Assigned Partner
- Preview of Content, Concepts, and Vocabulary
- Check Work Frequency for Understanding
- Peer Tutoring

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

Intervention Strategies

- Small Group Instruction
- Student Working with and Assigned Partner
- Preview of Content, Concepts, and Vocabulary
- Check Work Frequency for Understanding
- Study Guides
- Assistive Technology
- Computer or Electronic Devices
- Extended Time on Tests/Quizzes
- Preferential Seating
- Peer Tutoring

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Evidence of Student Learning-CFU's

Formative:

- Study Guide
- Fashion Learning Logs
- Group/Lab Participation
- Interactive Notebook
- Observations
- Accomplishing Daily Objectives
- Exit Questions
- Mental Checklists

Summative**:**

- Quizzes
- Tests
- Projects
- Presentations
- Exams

- Admit Tickets

- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources

- Textbook –*Simplicity's Simply the Best Sewing Book*
- Textbook – *Clothing Concepts and Construction*
- Power Point Presentations
- Business Area Guest Speakers
- Internet/online resources

Ancillary Resources

- Demonstrations
- Sewing Tools and Equipment Presentations/Discussions
- Commercial Fashion Production
- Video – Study Guide
- Worksheets/questions
- Filling out fashion learning logs

Sample Lesson

Unit Name: The Sewing Machine

NJSLS: See link below:

Interdisciplinary Connection: Note writing/Learning Logs

Statement of Objective:

SWDAT identify and explain the parts of the sewing machine.

SWDAT safely and proper utilize the parts of the sewing machine.

SWDAT select and install the sewing machine needle.

SWDAT change the sewing machine needle position.

SWDAT function and position of the feed dogs.

SWDAT wind and thread the bobbin.

Anticipatory Set/Do Now: Are you a licensed driver? How does driving a car and operating a sewing machine compare? Using a Venn diagram and a partner list compare similarities and differences between the machines.

Learning Activity: Discovering the machine

Selecting and installing the needle

Changing the needle position

Utilizing and changing the pressure foot

Understand the feed dogs

Winding and threading the bobbin

Student Assessment/CFU's: observation, Bobbin, fashion log, see above

Materials: Venn diagram, Sewing machine diagram, machine needles, bobbin, thread: see link above

Differentiation: see link above

Integration of Technology: Power Point, video clips, SmartBoard/overhead project

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