Unit 4: Sewing Tools and Equipment

Content Area: **CTE**
Course(s): **Fashion**
Time Period: **October**
Length: **2 weeks-ongoing/grade 9-12**
Status: **Published**

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Fashion

Grades 9-12

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: J. Worster

Dr. Richard Tomko, Superintendent of Schools

Mr. Thomas D'Elia, Director of Curriculum and Instruction

Ms. Diana Kelleher, District Supervisor of ELA/Social Studies

Mr. George Droste, District Supervisor of Math/Science

Board Approved: September 19, 2016

Unit Overview

Successful sewing projects begin with good tools and the knowledge of how to use them. Sewing tools and equipment are used to aid in fabric apparel and project construction. Proper use of sewing tools and equipment make construction tasks easier and the results yield a more professional finished appearance as sewing skills improve. These tools and equipment can save time and increase efficiency when used properly. They are a financial investment and quality factors should be considered when purchasing these items. Essential tools include measuring tools, cutting tools, pins, needles, marking tools, pressing tools, etc. Tool selection based on function, are basic skills needed in fashion production. Safe use and proper care procedures are essential when working in the fashion lab to prevent accidents.

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 sewing aids and describe their function.
- identify measuring tools and describes their function.
- identify marking tools and describe their functions.
- identify cutting tools and demonstrate their functions.
- identify pressing tools and demonstrate their functions.
- select appropriate sewing tools for specific sewing construction.
- demonstrate proper and safe use of sewing aids.
- demonstrate competence in the general reading and math skills.

Enduring Understanding

- A safe working environment is essential.
- People are accountable for their actions.
- Workplace accidents are preventable.
- Sewing tools aid in garment/project construction.
- Sewing tools have a specific use in garment/project construction.
- Measuring tools are used in garment construction.
- Marking tools are used in garment construction.
- Cutting tools are used in garment construction.
- Pressing tools are used in garment construction.
- Sewing tools and equipment make sewing tasks easier and save time.
- Proper use of sewing tools and equipment aid in producing garments/projects will a professional finished appearance.

Essential Questions

- Does the students 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 identify and explain the function of sewing tools?
- Is the student able to select the appropriate tool for a specific job?
- Is the student able to demonstrate safe use and proper care when using specific sewing tool?
- Can the student explain and demonstrate the proper and safe use of an iron for pressing fabric?
- Is the student able to explain and demonstrate the proper and safe operation of the sewing machine?
- Does the student know how to read measuring tools?

Learning Objectives

Students will demonstrate ability to :

- identify sewing aids and describe their function.
- identify measuring tools and describes their function.
- read measuring tools.
- identify marking tools and describe their functions.
- identify cutting tools and demonstrate their functions.
- identify pressing tools and demonstrate their functions.
- select appropriate sewing tools for specific sewing construction.
- demonstrate proper and safe use of sewing aids.
- explain and demonstrate safe use and proper care of an iron for pressing tool.
- explain and demonstrate the proper and safe operation of the sewing machine
- demonstrate competence in the general reading and math skills.

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: Sewing Tools and Equipment

Statement of Objective:

SWDAT identify sewing aids and describe their function.

SWDAT identify measuring tools and describes their function.

SWDAT read measuring tools.

SWDAT identify marking tools and describe their functions.

SWDAT identify cutting tools and demonstrate their functions.

SWDAT identify pressing tools and demonstrate their functions.

SWDAT select appropriate sewing tools for specific sewing construction.

SWDAT demonstrate proper and safe use of sewing aids.

SWDAT explain and demonstrate safe use and proper care of an iron for pressing tool.

SWDAT explain and demonstrate the proper and safe operation of the sewing machine

SWDAT demonstrate competence in the general reading and math skills.

Anticipatory Set/Do Now: What tools do you think are used to construct designs from fabric?

What is this mystery tool and what is its function?

Learning Activity: Tool Bingo Tool + function

Student Assessment/CFU's: Tool Bingo see above

Materials: Tool Bingo Sheet, Sewing Tools, Power point, video clips

21st Century Themes and Skills: see link above

Differentiation: see link above

Integration of Technology: Power Point, video clips, SmartBoard/Overhead Projector, sewing machines

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.5	Demonstrate group collaboration skills to enhance professional education and training practice.
9.3.12.ED.10	Apply organizational skills and logic to enhance professional education and training practice.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.