Unit 10: Fashion Influences

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

CLOTHING II, GRADE 10-12

UNIT 10: FASHION INFLUENCES

Belleville Board of Education

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Unit Overview

Different events in history have influenced and changed the way people have dressed throughout time. Some of the most popular are classic. They can stand the test of time and hardly ever go out of style. Other fashion items could be considered fads style and are popular for a short season and then never worn again. Often certain fashion treads are dependent on the tastes of particular groups of people and are usually associated with social status or cultural preferences. Fashion can also be influenced by world events such as war or the economy. Popular fashions reflect the mood of each decade and showcase changes in society as the styles of clothing and accessories evolved with the times.

Enduring Understanding

- Communication is a skill that is developed.
- Interests, aptitudes and abilities are related to career choices.
- Fashion and clothing design has changed over time influenced by many factors.
- Fashion has evolved from early civilizations, throughout history to today's current styles.
- Fashion choices represent personal tastes, lifestyles, cultures, income and outside influences.

Essential Questions

- Where did the first clothes and fabrics originate?
- What influences in the fashion world have affected style?
- How do I interpret fashion time periods?
- What was the industrial revolution and how did it change the fashion industry?
- Who developed the ready-to-wear concept?
- What does clothing fashion say about a person?
- How do you dress for a job interview?
- How would you interpret fashion influences to design your own fashion creations.

Exit Skills

- Describe your personal interests, aptitudes and abilities as they relate to fashion industry.
- Research, discuss and present information pertaining to the history of fashion.
- Create a timeline illustrating the revolution of fashion.
- Explain how past time periods, countries and cultures affected different fashion styles.
- Explain the influences trade, politics, religion and technology have had on the fashion industry.
- Research today's fashion styles and current fashion designers.
- Report on a fashion designer and his/her influence on history.
- Create a fashion design you would wear, that would represent your tastes and personality.

New Jersey Student Learning Standards (NJSLS-S)

Established Goals(G): Common Core State Standards/Technology Standards

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 setting.

9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.

LA.11-12 RST 3: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

LA.11-12 RST 4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in specific technical context.

LA.11-12 RST 7: Integrate and evaluate multiply sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

LA.11-12 RST 9: Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process phenomenon, or concept, resolvingconflicting information when possible.

WHST 2: Write informative/explanatory texts, including the narration of scientific procedures/experiments, or technical processes. d, e

TECH 8.1.12.B: Demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH 8.1.12 B CS1 Apply existing knowledge to generate new ideas, products or processes.

TECH 8.1.12 CS2 Select and use applications effectively and productively.

TECH 8.1.12 D CS2 Demonstrate personal responsibility for life long learning.

TECH 8.1.12E CS2 Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media.

Interdisciplinary Connections

LA.11-12 RST 3: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
LA.11-12 RST 4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in specific technical context.
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TECH 8.1.12 CS2 Select and use applications effectively and productively.

TECH 8.1.12 D CS2 Demonstrate personal responsibility for life long learning.
TECH 8.1.12E CS2 Locate, organize, analyze, evaluate, synthesize

Learning Objectives

Students will demonstrate ability to :

- Describe personal interests, aptitudes and abilities as they relate to fashion industry.
- Research, discuss and present information pertaining to the history of fashion.
- Create a timeline illustrating the revolution of fashion.
- Explain how past time periods, countries and cultures affected different fashion styles.
- Explain the influences trade, politics, religion and technology have had on the fashion industry.
- Research today's fashion styles and current fashion designers.
- Report on a fashion designer and his/her influence on history.
- Create a fashion design you would wear, that would represent your tastes and personality.
- Assemble outfit designs to wear to various events.

Suggested Activities & Best Practices

Project-Based Learning

Read and Follow Step by Step Instructions

Measure/Apply Calculations

Sewing Machine Technology Usage and Skills

Design and Create Fashion Styles

Construct Apparel and Accessories

Media Research and Information Gathering

Evidence of Student Learning - Checking for Understanding (CFU)

Formative:

- Essays
- Study Guide
- Fashion Learning Logs
- Individual Goal Setting
- 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 & Materials

- Textbook –*Simplicity's Simply the Best Sewing Book*
- Textbook – *Clothing Concepts and Construction*
- Fashion Magazines/Websites
- Apparel Patterns
- Power Point Presentations
- Internet

Ancillary Resources

- Demonstrations
- Guest Speakers
- Worksheets/questions
- Filling out fashion learning logs
- Resume Writing

Technology Infusion

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

Alignment to 21st Century Skills & Technology

- Communication Skills – English, Reading, Writing
- Mathematics
- Economics
- Artistic Design and Creativity
- Social Skills/Interpersonal Skills

21st Century Skills/Interdisciplinary Themes

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

- 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

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.

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

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

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

Special Education Learning

- 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

English Language Learning (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 an 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

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: