Unit 2: The History of Fashion Copied from: Clothing 1, Copied on: 02/21/22

Content Area: **CTE**
Course(s): **Fashion**
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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

Different events in history have influenced and changed the way people have dressed throughout time. Some of the most popular apparel styles are classic. They can stand the test of time and hardly ever go out of style. Other fashion items could be considered fad styles and are popular for a short season and then never worn again. Often certain fashion trends 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.

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.
PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.

CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
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:

- 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.

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?

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.

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
- Artistic Design and Creativity
- Social Skills/Interpersonal Skills

21st Century/Interdisciplinary Themes

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

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
- Culinary Learning Logs
- Lab Reports
- 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

Ancillary Resources

- Demonstrations
- Fashion Presentations/Discussions
- Guest Speakers
- Worksheets/questions
- Filling out fashion learning logs
- Project Construction

Sample Lesson

Unit Name: The History of Fashion

NJSLS: See link below.

Interdisciplinary Connection: Note writing/Learning Logs

Statement of Objective:

SWDAT describe personal interests, aptitudes and abilities as they relate to fashion industry.

SWDAT research, discuss and present information pertaining to the history of fashion.

SWDAT create a timeline illustrating the revolution of fashion.

SWDAT explain how past time periods, countries and cultures affected different fashion styles.

SWDAT explain the influences trade, politics, religion and technology have had on the fashion industry.

SWDAT research today's fashion styles and current fashion designers.

SWDAT report on a fashion designer and his/her influence on history.

Anticipatory Set/Do Now: What is the difference between clothes and fashion? When did it all begin?

Learning Activity: Research the World of Fashion and discover its origin

Create a time line showing the evolution of fashion over time

Student Assessment/CFU's: see above

Materials: Posters, markers, cell phone research, 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, online research

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9.3.12.ED.3	Use critical thinking to process educational communications, perspectives, policies and/or procedures.
9.3.12.ED.10	Apply organizational skills and logic to enhance professional education and training practice.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.