Unit 1: Fashion - Updated 2024

Content Area: **Family and Consumer Sciences**
Course(s):
Time Period: **Marking Period 1**
Length: **20 days**
Status: **Published**

Brief Summary of Unit

The focus of this unit will be to explore the world of fashion design, the importance of fashion in history and to develop a personal fashion concept. This class will explore the past, present and more importantly the future in the world of fashion. Through project based activities, class trips and technology, students will learn to appreciate the world of fashion as an art form, a potential vocational choice and an outlet for personal creativity. In this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives in the FCS program that further their study and contribute toward the formation of career interest.

Standards

The identified standards reflect interdisciplinary connections across content areas including social sciences, technology and career readiness. Within this course, as appropriate, cultural awareness and global citizenship are highlighted as related to content and context of discussion.

Content specific connections:

16.3.2 Apply basic and complex color schemes and color theory to develop and enhance visual effects.

16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textiles, fashion, and apparel.

16.3.4 Demonstrate design concepts using fiber, fabric or digital means, employing draping and/or flat pattern making techniques.

16.3.8 Evaluate the impact of history of design and designers, arts and culture, trend setters, and global influences on textiles, fashion, and apparel.

Cross curricular connections:

LA.WHST.9-10.6	Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

LA.RST.9-10.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
FAM.9-12.16.1.1	Explain the roles and functions of individuals engaged in textiles and apparel careers.
LA.RST.9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
LA.RST.9-10.5	Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).
LA.WHST.9-10.2.F	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CS.K-12.2.b Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.

LA.K-12.NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CS.K-12.2.d Evaluate and select technological tools that can be used to collaborate on a project.

HE.K-12.P.3 Communicating clearly and effectively (verbal and nonverbal)

CS.K-12.2.a Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.

HE.K-12.P.10 Using technology tools responsibly

CS.K-12.2.c Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders.

MA.K-12.1 Make sense of problems and persevere in solving them.

TECH.K-12.P.8 [Practice] - Use technology to enhance productivity, increase collaboration and communicate effectively.

PFL.9.1.K12.P.4 [Practice] - Demonstrate creativity and innovation.

WRK.K-12.P.9 [Practice] - Work productively in teams while using cultural/global competence.

ELD standards: https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
1.5.8.Cr2c	Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
2.1.8.SSH.3	Demonstrate communication skills that will support healthy relationships.
1.5.8.Cn11a	Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
	Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
	Chronological sequencing helps us understand the interrelationship of historical events.

Essential Questions

How has purpose and functionality changed fashion throughout the years?

How can we recognize a specific time period based on the fashion?

How does society shape what materials and styles we wear?

How can we identify different parts of fashion?

What are proper terms used when referring to garments?

How are clothing choices affected by values, attitudes, & personality?

How does creativity play a role in fashion?

How has technology evolved and revolutionized the fashion industry?

How are consumers influenced by their environment and clothing choices?

How are fashions evolving and changing?

Why do fashions go in and out of style?

Enduring Understandings

- acquisition of fashion-related vocabulary will enhance discussions regarding fashion and trends.
- body measurements define the fashion silhouette appropriate for personal clothing choices.
- clothing comes in different levels of quality and price ranges.
- different occasions call for different clothing choices.
- fashion has changed over time with the advancement of economics, politics, science and social values.
- fashion is affected by the resources, events, and technology of an era.
- fashion represents a country's history, culture, age groups, social values, and pop culture.
- fashion serves both form and function.
- it is important to develop the skill of comparison shopping to become an informed shopper..
- skin tone and hair color define the color palette appropriate for personal clothing choices.
- the fashion industry has specific vocabulary to identify and discuss designs and exchange information.

Students Will Know

- definitions for clothing terms and categories
- definitions for terms used in the fashion industry
- different fashions from the 20th Century.
- functional, unifying and artistic definitions of fashion.
- how economics, politics, science and social values play a part in the styles of the time.
- how to effectively comparison shop.
- which styles are representational of countries around the world.

Students Will Be Skilled At

- analyzing silhouettes and color pallet suggestions for others.
- creating modern day designs related to specific points in history.
- developing a personal fashion concept incorporating appropriate silhouettes and color pallets.
- discussing and applying their understanding of fashion history to their own fashion-based decisions.
- making connections between current and historical fashion trends/inspirations.

- making sound financial decisions regarding clothing purchases.
- relating fashion concepts to creative projects in other disciplines.
- researching and identifying future educational experiences in fashion.
- suggesting appropriate clothing choices, regarding fit, style, and color for their personal wardrobe.
- composing a mood board around a concept, idea, style, and vision.

Evidence/Performance Tasks

Student progression through performance tasks will indicate skill attainment. Teacher will determine the assessments that assess formative and summative skill attainment. Additionally, based on student needs, strengths and challenges, alternative assessments will be assigned.

Formative assessment:

recognize how an understanding of fashion relates to and enhances learning in other content areas such as Socia (Reading).
explain how the fashion trends of an era, especially in other parts of the world, create an understanding of the so people.
utilize fashion history to enhance presentations in other disciplines.
decide if a career in the fashion industry is appropriate for their future.
explore historical forms of dress and compare them to today's clothing.
argue whether fashion is about form or function.
create a portfolio of fashion ideas, concepts and wonderings to present at the end of the cycle.
develop a personal fashion collage incorporating a personal fashion timeline including photos of themselves thr cultural dress from their own heritage, fashions worn during their favorite activity ie: sport, dance, cheer, etc.
construct a school fashion wall suggesting appropriate dress for different occasions such as: school days, forma

Summative assessment:

create a group research presentation to share with the class depicting the fashion of a decade in the 19th or 20th
develop fashion history research project where design influences in current fashion are traced back to different t
create a portfolio outlining their fashion discoveries incorporating the fashion collage.
create and illustrate fashion croquis and a personal design based on their own body shape and coloring.
design and illustrate a line of 3 looks for a certain occasion that are based on a number of inspirations, patterns,
design and construct costumes in school plays.

Alternative assessment:

Write a research assignment about a specific designer.
Use Canva to create mood and inspiration boards.

utilizewww.polyvore.com web site and Google Slides to share design ideas.
judge “Cool or Drool” fashions citing content specific rationale for their judgements.
develop and define their own fashion concept for future clothing purchases.

Learning Plan

- • Arrange a class trip or virtual visit to the Fashion Institute of Technology or Parsons School of Design museums to view current fashion displays and to determine if a design trade school could be a post high school option or a summer enrichment option for them based on their interests in the fashion field
- • Assign a class project where students will begin developing a “Wall of Fashion” giving peers ideas of appropriate clothing to wear for specific occasions. For example .. Prom, School Day, Football Game, Day at the Beach
- • Assign a Portfolio Project where students showcase their understanding of and opinions regarding the changes in fashion over time
- • Engage students in“5 Minute Warm”.activities such as the following example:
- • Facilitate discussion to help students decide how and why fashion has changed over the decades and lead them in debating whether the changes have positively or negatively impacted fashion today
- • Facilitate student access to www.polyvore.com to illustrate ideas for “Wall of Fashion” and portfolio
- • Facilitate student use of relevant and appropriate technology to exchange ideas regarding fashion
- • Facilitate the development of a set of fashion related rules acceptable for OAS/HAS including a “uniform” that would be appropriate for both boys and girls showing “respect” for the school environment
- • Lead discussion with students regarding answers to the essential questions to ascertain their ideas about fashion and design
- • Present students with clothing expectations from the 1950’s and provide the opportunity for comparison to dress today; support students in evaluating the changes and debating whether past or present dress is better for today’s society
- • Provide the opportunity for students to view clothing from different eras and comment on why clothing has changed throughout time
- • Support students in determining the color pallet for their wardrobe
- • Support students in determining the fashion silhouette appropriate for their wardrobe
- • Utilize the Creative Living textbook to reinforce discussions and presentations
- • Review outfits from popular events such as the Met Gala and express opinions on their designs
- • Use Canva to create mood and inspiration boards for ideas

Materials

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments:

Associated web content and media sources are infused into the unit as applicable and available

CORE BOOK LIST

- Creative Living: Basic Concepts in Home Economics (reference material)

Suggested Strategies for Modifications

https://docs.google.com/spreadsheets/d/1ZSDsCUamViCaBpr1lPOB7FJEC-jx4KnDjZzegIUKeMg/edit?usp=sharing