

**Course Title: Fashion**

<b>Unit: 1</b>	<b>Clothing Decisions and Acquisitions</b>
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<p><b>Content Standard(s) and Depth of Knowledge Level(s):</b></p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>Determine factors that influence consumer decision-making practices for individual and family clothing choices throughout the life span. Examples: age, gender, career, special needs, quality, fashion styles and trends, economics, climate, care requirements</li> <li>Interpret laws and regulations regarding the apparel and textile industries.</li> <li>Determine various sources for acquiring clothing to meet individual and family needs across the life span. Examples: shopping mall, tailor or dressmaker shop, online, catalog, or television network sales.</li> <li>Analyze the impact of consumer information and advertising for the apparel industry.</li> <li>Describe benefits of a well-planned wardrobe.</li> <li>Determine how clothing satisfies certain physical, psychological, and social needs.</li> <li>Assess the cost of constructing, manufacturing, altering, or repairing textile products.</li> </ol>
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<p><b>Learning Objective(s) and Depth of Knowledge Level(s):</b></p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>Analyze factors that influence consumer decision-making practices for clothing choices throughout the life span.</li> <li>Explain laws and regulations regarding apparel and textile industries.</li> <li>Compare sources for acquiring clothing to meet individual and family needs across the life span.</li> <li>Evaluate the impact of consumer information and advertising on clothing decisions.</li> <li>Determine the benefits of a well-planned wardrobe.</li> <li>Conduct a wardrobe inventory.</li> <li>Explain how clothing meets personal, psychological, and social needs.</li> <li>Compare the cost associated with construction verses purchasing new items or altering and/or repairing clothing items.</li> </ol>
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<p><b>Essential Question(s):</b></p>	<p>What decision-making practices should be used when selecting clothing for individuals across the life span?            What laws and regulations impact clothing acquisition?            How does advertising impact the apparel industry?            How does clothing satisfy human needs?            How does a well-planned wardrobe benefit consumers?            How does clothing meet human needs?            How does cost of clothing effect acquisition of clothing?</p>
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
I. Clothing Decisions and Acquisition A. Factors that Influence Consumer	<b>10 + 2 Discussion:</b> How do individuals make decisions about	Lead Questions

<p>Decision-Making</p> <ol style="list-style-type: none"> <li>1. Age</li> <li>2. Gender</li> <li>3. Career</li> <li>4. Special Needs</li> <li>5. Quality</li> <li>6. Fashion Styles and Trends</li> <li>7. Economics</li> <li>8. Climate</li> <li>9. Care Requirements</li> </ol>	<p>clothing acquisition?</p> <p><b>Brainstorming Session:</b> What factors influence consumer decision making when acquiring clothing? List factors.</p> <p><b>Challenge Envelopes:</b> Students work in pairs. Pairs select an envelope that contains a factor that influences consumer clothing decisions. They will research the factor selected. Report Out.</p> <p><b>PowerPoint Presentation:</b> Life Span</p> <p><b>Scenarios and Posters on Clothing Selection:</b> Students are given a description of a family or individual. They select clothing for each of the stages of the life span that is appropriate for the family or individual. On a poster, students display their selections. Share Out.</p> <p><b>Fashion Gallery:</b> Posters are posted on classroom walls and students walk around to view each of the fashion selections.</p> <p><b>Quick Talk:</b> The terms fashion, styles, and trends are defined.</p>	<p>Lead Questions</p> <p>Guidelines for Research Envelopes Factors Computers Internet Web sites References Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Scenarios Guidelines for Activity References Computers Internet Web sites Catalogs Magazines Newspaper Advertisements Lead Questions Art Supplies</p> <p>Fashion Gallery Art Supplies</p> <p>Lead Questions</p>
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<p>B. Laws and Regulations</p>	<p><b>Quick Paper on Fashion Terms:</b> Students write a paper defining the terms fashion, styles, and trends. In the paper they also recognize fashion styles and trends associated with their generation. Findings presented to class.</p> <p><b>10 + 2 Discussion:</b> The teacher discusses why there is a need for laws and regulations in the apparel and textile industries?</p> <p><b>Read and Share:</b> Divide the class into groups of three. Give each group one of the three major pieces of legislation that impacts clothing and consumers. Groups read the mandates associated with each piece of legislation. Students share in their groups and then compile a list of major mandates. Groups present major mandates to class.</p> <p><b>Quick Paper on Legislation:</b> Students write a few paragraphs about how each of the three major pieces of legislation impacts consumers.</p> <p><b>Quick Talk:</b> How labels and hangtags are used by consumers in making clothing choices is discussed. Students are provided with hangtags and labels.</p> <p><b>Read and Write on Hangtags:</b> The teacher provides a display of clothing items and hangtags. Students select a clothing item and describe how consumers use the information on the label and hangtag.</p>	<p>Display Pictures or Clothing Display or Students' Clothing Guidelines for Quick Paper Lead Questions</p> <p>Lead Questions</p> <p>Summaries of Major Legislation</p> <ul style="list-style-type: none"> <li>- Textile Fiber Products Identification Act, amended in 1969</li> <li>- Car Labeling Rule, 1972, revised in 1984</li> <li>- Flammable Fabrics Act, 1953, amended in 1967</li> </ul> <p>Guidelines for Paper Rubric Computers Internet Web sites References Lead Questions</p> <p>Lead Questions Labels Hangtags</p> <p>Clothing Items that are Labeled Hangtags Lead Questions</p>
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<p>C. Sources for Acquiring Clothing</p> <ol style="list-style-type: none"> <li>1. Shopping malls</li> <li>2. Tailor or dressmaker shop</li> <li>3. Online</li> <li>4. Catalog</li> <li>5. Television network sales</li> <li>6. Strip malls</li> </ol>	<p><b>10 + 2 Discussion:</b> Why consumers should be knowledgeable of their consumer rights and responsibilities is discussed.</p> <p><b>Bill of Rights:</b> Students work in groups to determine the rights and responsibilities of consumers in today's marketplace. They develop a Bills of Rights and Responsibilities for Consumers. Share Out.</p> <p><b>10 + 2 Discussion:</b> The teacher discusses that in today's market there are so many sources for acquiring clothing.</p> <p><b>Game on Sources for Acquiring Clothing:</b> Students number 1 to 50 on a sheet of paper. They list sources for acquiring clothing. Give them 10 minutes to complete task. Determine who has the most within the time frame. Let that person present his/her list to class. Have students add to the list.</p> <p><b>Show and Tell on Cost of Clothing:</b> Students are provided with specifications of a clothing item. They research the cost of the item from at least five different sources. After pricing the item, they select the source where they would purchase the item. Students explain their decision. Share Out.</p> <p><b>Table Talk:</b> Students share the sources they like best when shopping for clothing.</p>	<p>Lead Questions</p> <p>Guidelines for Bill of Rights Rubric Computers Web sites Internet References Lead Questions</p> <p>Lead Questions</p> <p>Game Rules Timer Lead Discussion</p> <p>Lead Questions Guidelines for Show and Tell Computers Internet Web sites References Lead Questions Chamber of Commerce Directory Telephone Directories</p> <p>Lead Questions</p>
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<p>D. Consumer Information and Advertising</p>	<p><b>10 + 2 Discussion:</b> The teacher discusses why advertising has a tremendous impact on influencing consumer choice?</p> <p><b>Research and Share on Advertising:</b> Students research the impact of advertising and consumer information on consumer decision making. They select a product and describe how advertisement and consumer behavior have influenced the purchasing of the product.</p> <p><b>Marketing Campaign Activity:</b> Students select a slip of paper with a clothing product identified on it. Students develop an ad campaign for marketing the product. Share Out.</p>	<p>Lead Questions Sample Ads</p> <p>Guidelines for Research Rubric Computers Internet Web sites References Catalogs Advertisements</p> <p>Slips of Paper Art Supplies Computer Internet References Notes Lead Questions</p>
<p>E. Wardrobe Planning</p>	<p><b>Quick Talk:</b> The benefits of having a well planned wardrobe are discussed.</p> <p><b>Wardrobe Inventory:</b> Students conduct a clothing inventory. Students evaluate their inventory. They select one outfit from their wardrobe and describe how they can change the look of the outfit by mixing and matching pieces or by adding accessories.</p> <p><b>Wardrobe Planning:</b> Students develop a wardrobe plan for the purchasing of new garments or accessories.</p>	<p>Lead Questions</p> <p>Guidelines for Conducting Inventory Inventory Chart Rubric Guidelines for Inventory Assessment Rubric</p> <p>Guidelines for Wardrobe Planning Rubric Computers Internet Web sites References Lead Questions</p>

<p>F. How Clothing Satisfies Needs</p> <ol style="list-style-type: none"> <li>1. Physical needs</li> <li>2. Psychological needs</li> <li>3. Social needs</li> </ol>	<p><b>10 + 2 Discussion:</b> The teacher discusses how clothing helps individuals meet their basic needs.</p> <p><b>PowerPoint Presentation:</b> Maslow’s Hierarchy of Needs</p> <p><b>Maslow’s Hierarch Activity:</b> Students are provided with Maslow’s Hierarchy of Needs Chart. They describe how clothing can satisfy human needs. Students provide examples for each level.</p> <p><b>Scenarios on Individual Needs:</b> Students work in groups. Using scenarios describing characteristics of individuals, they determine what needs have not been met and how clothing can help the individuals satisfy their needs. Share Out</p>	<p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Charts of Maslow’s Hierarchy Guidelines for Completing Chart Rubric Computers Internet Web sites References Lead Questions</p> <p>Guidelines for Activity Scenarios Lead Questions Computers Internet Web sites References</p>
<p>G. Cost of Clothing</p> <ol style="list-style-type: none"> <li>1. Constructing</li> <li>2. Manufacturing</li> <li>3. Altering</li> <li>4. Repairing</li> </ol>	<p><b>10 + 2 Discussion:</b> Factors that influence whether or not to sew one’s own clothes or to buy ready-made clothes are discussed.</p> <p><b>Teacher Demonstration:</b> Teacher demonstrates the cost of sewing a garment and buying a ready-made garment. The teacher shows a ready-made garment purchased from various sources and a sewn garment similar to the ready-made. The teacher demonstrates how to calculate the cost of the sewn garment verses the ready-made garments.</p>	<p>Lead Questions</p> <p>Lead Questions Display of Similar Ready-Made Garments from Various Sources Comparison Chart Calculator Patterns List of the Cost of Notions List of Fabrics</p>

	<p><b>Cost of Clothing Activity:</b> Students select one ready-made garment on display and calculate how much the garment will cost to sew. They do a comparison report.</p> <p><b>10 + 2 Discussion:</b> The teacher discusses the importance of judging the quality of garments?</p> <p><b>PowerPoint Presentation:</b> Judging the Quality of Garments</p> <p><b>Assessing Quality of Clothing:</b> Students select one of the ready-made garments on display from several sources. Using a Quality Checklist, they assess the quality of each of the ready-made garments. Based on their assessment, students determine which of the garments they would purchase and why. Report Out.</p> <p><b>10 + 2 Discussion:</b> How altering a ready-made garment affects the cost of the garment is discussed.</p> <p><b>Buzz Session:</b> Students discuss how repairing one's clothing can affect the money spent on clothing?</p> <p><b>Demonstrations:</b> The teacher demonstrates types of repairs that can be made on garments.</p> <ul style="list-style-type: none"> <li>• Patchwork</li> <li>• Rip</li> <li>• Loose Button</li> </ul>	<p>Guidelines for Activity Rubric Ready-Made Garments from Various Sources Comparison Chart Pattern Books List of the Cost of Notions List of Fabric Cost per Yard</p> <p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Guidelines for Activity Rubric Quality Checklist Ready-Made Garments</p> <p>Lead Questions</p> <p>Lead Questions</p> <p>Supplies Equipment Ready-Made Garments Directions for Making Repairs</p>
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	<ul style="list-style-type: none"> <li>Loose Stitches</li> </ul> <p><b>Repair Samples:</b> Students make samples of the following repairs:</p> <ul style="list-style-type: none"> <li>Patchwork</li> <li>Rip</li> <li>Loose Button</li> <li>Loose Stitches</li> </ul> <p><b>Challenge Envelopes on Cost of Repairing Clothing:</b> On slips of paper, the teacher writes down the cost of a ready-made garment that needs a specific repair. Students calculate the cost of repairing the garment versus the cost of buying a new garment. Share Out.</p>	<p>Supplies Equipment Ready-Made Garments Directions for Making Repairs</p> <p>Envelopes Slips of Paper with Repairs Cost Chart List of Cost of Notions List of Cost of Equipment Catalogs Newspaper Ads Computer Internet References</p>
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<b>Unit Assessment:</b>	Scenarios and Posters on Clothing Selection, Quick Paper on Fashion Terms, Quick Paper on Legislation, Read and Write on Hangtags, Bill of Rights, Show and Tell on Cost of Clothing, Research and Share on Advertising, Wardrobe Inventory, Wardrobe Planning, Maslow's Hierarch Activity, Scenarios on Individual Needs, Cost of Clothing Activity, Assessing Quality of Clothing, Repair Samples, Challenge Envelopes on Cost of Repairing Clothing, Class Discussion, and Rubrics
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<b>Unit/Course CTSO Activity:</b>	Students participate in FCCLA Fashion Design and Recycle and Redesign Star Event. A buyer from a fashion specialty shop or fashion department in a department store is a guest speaker for a meeting. Student participation in other STAR Events – Applied Technology, Entrepreneurship, Fashion Construction, Illustrated Talk, Interpersonal Communications, Recycle and Redesign, and Job Interview.
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<b>Unit/Course Culminating Product:</b>	Comprehensive portfolio to include personal wardrobe inventory
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<b>Course/Program Credential(s):</b> <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: AAFCS Pre-Professional Assessments - Fashion, Textiles and Apparel and/or Broad Field Family and Consumer Sciences	
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**Course Title: Fashion**

<b>Unit: 2</b>	<b>Apparel History</b>
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>8. Determine factors that influence the evolution of fashion. Examples: original clothing, fabrics, early civilization, politics, religion, technology</li> <li>9. Compare styles of clothing and types of fashion throughout history. Examples: styles of clothing – dresses, shirts, pants, jackets, coats types of fashion – classic, fad, retro, vintage</li> <li>10. Describe features and styles of garments developed in the apparel industry, including styles of dresses, shirts, skirts, pants, coats, jackets, necklines, collars, and sleeves.</li> <li>11. Describe the fashion designer’s role in the apparel industry.</li> </ol>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Compare factors that influence fashion evolution.</li> <li>2. Distinguish between the styles and types of fashion throughout history.</li> <li>3. Design fashion sketches using features and styles used in the apparel industry.</li> <li>4. Research the role of the fashion designer in the fashion industry.</li> </ol>
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<b>Essential Question(s):</b>	<p>How has the fashion industry evolved throughout time to meet the needs of today’s society? What role does the fashion designer play in the evolution of fashion?</p>
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
<p>I. Apparel History</p> <p style="padding-left: 20px;">A. Evolution of Fashion</p> <ol style="list-style-type: none"> <li>1. Original clothing</li> <li>2. Fabrics</li> <li>3. Early civilizations</li> <li>4. Politics</li> <li>5. Religion</li> <li>6. Technology</li> </ol>	<p><b>10 + 5 Discussion:</b> How fashion influences clothing selection is discussed.</p> <p><b>Show Time:</b> Show a Video/DVD on the fashion industry.</p>	<p>Lead Questions</p> <p>Video/DVD: Fashion throughout History Lead Questions</p>

<p>B. Styles and Types of Fashion</p>	<p><b>Challenge Envelopes on Factors Influencing Fashion Evolution:</b>  Students divide into pairs. Each pair selects an envelope that contains factors that have influenced fashion evolution. Students research the factors and develop a display or exhibit to show how these factors have influenced fashion.</p> <p><b>Fashion Gallery:</b>  Students display their projects.</p> <p><b>10 + 2 Discussion:</b>  The teacher discusses what is meant by the fashion term “Style.”</p> <p><b>Styles Activity:</b>  Students draw a slip of paper with styles of apparel written on it. They research the various styles and draw them on poster board. Present research and poster to class.</p> <p><b>Fashion Gallery:</b>  Students post clothing styles on walls.</p>	<p>Guidelines for Research  Rubric  Envelopes  Factors  Computers  Web sites  Internet  References  Art Supplies</p> <p>Art Supplies</p> <p>Lead Questions</p>
<p>C. Features and Styles of Garments</p>	<p><b>Quick Talk:</b>  The teacher discusses what is meant by the term “types” of clothing.</p> <p><b>Collage:</b>  Students work in groups of four and design a collage for each of the types of clothing.</p> <ul style="list-style-type: none"> <li>• Fad</li> <li>• Classic</li> <li>• Retro</li> <li>• Vintage</li> </ul> <p>Students present their work.</p>	<p>Guidelines for Research  Apparel Styles  Computers  Internet  Web sites  References  Art Supplies</p> <p>Art Supplies</p> <p>Lead Questions</p> <p>Guidelines for Collages  Art Supplies  Computers  Printer  Internet  Web sites  References  Lead Questions</p>

<p>D. Fashion Designer's Role in the Apparel Industry</p>	<p><b>Fashion Gallery:</b> Students display collages on the classroom walls.</p> <p><b>Fashion Sketching Project:</b> Using paper dolls, students sketch a dress, skirt, blouse, and coat using the various styles and types of clothing. They write a description of their garments to be used in a fashion show. Students share fashions with class.</p> <p><b>Fashion Gallery:</b> Fashions are posted on walls.</p> <p><b>10 + 2 Discussion:</b> The role of fashion designers in the apparel and textiles industries is discussed.</p> <p><b>Research Report on Fashion Designers:</b> Each student selects a fashion designer to research. They prepare a poster that describes the designer's style. Present to class.</p> <p><b>Fashion Gallery:</b> Designer's Posters are placed on classroom walls.</p>	<p>Art Supplies</p> <p>Guidelines for Sketching Project Rubric Computers Internet Web sites Software References Lead Questions Art Supplies</p> <p>Art Supplies</p> <p>Lead Questions</p> <p>Guidelines for Research Rubric List of Designers Computers Web sites Internet Printer References Lead Questions Art Supplies</p> <p>Art Supplies</p>
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<p><b>Unit Assessment:</b></p>	<p>Challenge Envelopes on Factors Influencing Fashion Evolution, Styles Activity, Collage, Fashion Sketching Project, Research Report on Fashion Designers, Class Participation, and Rubrics</p>
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<b>Unit/Course CTSO Activity:</b>	Student participation in FCCLA STAR Events - Applied Technology, Entrepreneurship, Fashion Construction, Illustrated Talk, Interpersonal Communications, Recycle and Redesign, and Job Interview.
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<b>Unit/Course Culminating Product:</b>	Multimedia presentation on fashion designer Personal designs to reflect all aspects of apparel design
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**Course/Program Credential(s):**  Credential  Certificate  Postsecondary Degree  University Degree  
 Other: AAFCS Pre-Professional Assessments - Fashion, Textiles and Apparel and/or Broad Field Family and Consumer Sciences

**Course Title: Fashion**

<b>Unit: 3</b>	<b>Apparel Design</b>
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>12. Interpret the effects of color and design and personal selection of clothing.</li> <li>13. Explain elements and principles of design used to choose and create apparel. Examples: line, shape, space, texture, pattern, balance</li> <li>14. Compare natural and manufactures fibers used in clothing.</li> </ol>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Determine the effects of color and design on clothing selection.</li> <li>2. Explain how the elements of design are used in the selection and creation of apparel.</li> <li>3. Explain how the principles of design are used in selecting and creating apparel.</li> <li>4. Determine the types and uses of fibers in clothing and textiles.</li> </ol>
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<b>Essential Question(s):</b>	<p>How are color, the elements of art, and principles of design used in making clothing choices? How does fiber content influence the selection of clothing?</p>
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
<p>III. Apparel Design A. Personal Selection of Clothing 1. Effects of color 2. Effects of design</p>	<p><b>10 + 5 Discussion:</b> The factors used by individuals in making decisions about their personal selection of clothing are discussed.</p> <p><b>Personal Shopper Project:</b> Students interview another student and complete a personal shopper inventory. Based on the inventory, students select clothing for the student interviewed based on their preferences in color, fabrics, clothing styles, store preferences, and budget. The student evaluates the collection presented to determine if he/she would purchase clothing selected by the personal shopper.</p>	<p>Lead Questions</p> <p>Guidelines for Project Rubric Sketchbook Art Supplies References Computers Web sites Internet Printer</p>

B. Elements of Art and Principles of Design

**Fashion Museum:**

Students post personal shopper's sketches on classroom walls.

Fashion Magazines  
Fashion Ads  
Lead Questions

Art Supplies  
Fashion Magazines  
Cardstock  
Computer

**10 + 5 Discussion:**

How elements of art and principles of design are used in creating and selecting apparel is discussed.

Lead Questions

**PowerPoint Presentation:**

Understanding the Properties of Color

PowerPoint Presentation  
Computer  
CTX  
Examples  
Lead Questions  
Notes

**Demonstration:**

Teacher demonstrates how to use primary colors to create secondary colors, intermediate colors, and complementary colors.

Art Supplies  
Lead Questions

**Color Wheel Activity:**

Students create a fashion work of art using watercolors to show how primary colors are combined to make secondary, intermediate, and complementary colors.

Art Supplies  
References  
Computer  
Internet

**Color Schemes Activity:**

Students create a notebook of pictures of clothing that reflect the use of color schemes in today's society.

Guidelines for Activity  
Computer  
Web sites  
References  
Lead Questions  
Art Supplies

	<p><b>10 + 2 Discussion:</b> The teacher discusses why it is important to know what colors work well in creating or designing fashion.</p> <p><b>PowerPoint Presentation:</b> Color Schemes</p> <p><b>Quick Talk:</b> The teacher discusses how line impacts fashion design?</p> <p><b>PowerPoint Presentation:</b> Lines and Illusion</p> <p><b>Teacher Show and Tell:</b> Using students' clothing worn in the classroom, the teacher demonstrates how lines are used in fashion design by marking lines with masking tape.</p> <p><b>Quick Talk:</b> How shape defines the silhouette is discussed.</p> <p><b>PowerPoint Presentation:</b> Basic Shapes Found in Fashion</p> <p><b>Brainstorming Session:</b> Students identify various celebrities who portray the basic silhouettes/shapes.</p>	<p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions Examples</p> <p>Lead Questions</p> <p>PowerPoint presentation Computer CTX Lead Questions Examples</p> <p>Clothing of Students Masking Tape Lead Questions</p> <p>Lead Questions</p> <p>PowerPoint presentation Computer CTX Lead Questions Examples Lead Questions</p> <p>Lead Questions List of Celebrities</p>
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- C. Fibers used in Clothing
1. Natural
  2. Manufactured

**PowerPoint Presentation:**  
The Impact of Structural and Decorative Lines on Design and Selection of Fashion

**10 + 2 Discussion:**  
How texture affects the appearance of apparel is discussed.

**Exhibit on Fabric Activity:**  
The teacher prepares an exhibit of various fabrics. Numbers are assigned to each fabric included in the exhibit. On a chart, students identify the fabrics, describe the fabrics' texture, and what type of clothing is best suited for the fabric.

**Whole Group Discussion:**  
As a whole group, the class discusses how the fabrics displayed affect the types of garments constructed from the fabric as well as the way the fabric looks on the garment and body.

**PowerPoint Presentation:**  
Fabric Patterns Influence Fashion Design

**Demonstration:**  
The teacher uses students in the classroom to demonstrate how fabric patterns are used in fashion design.

**PowerPoint Presentation:**  
Understanding How Balance is Used in Fashion

PowerPoint presentation  
Computer  
CTX  
Lead Questions  
Examples

Lead Discussion

Guidelines for Activity  
Exhibit of Fabrics  
Rubric  
Fabric Identification Chart  
Computers  
Internet  
Web sites  
References  
Numbers for Fabrics  
Lead Questions

Lead Questions

PowerPoint presentation  
Computer  
CTX  
Lead Questions  
Examples

Clothing of Students  
Pattern

PowerPoint presentation  
Computer

	<p>Design</p> <p><b>Demonstration:</b> The teacher uses students clothing in the classroom to demonstrate how balance is used in fashion design.</p> <p><b>PowerPoint Presentation:</b> How Does Proportion Impact Fashion Design and Clothing Selection</p> <p><b>Demonstration:</b> The teacher uses students in the classroom to demonstrate how proportion is used in fashion design.</p> <p><b>PowerPoint Presentation:</b> The Focal Point of Fashion Design - Emphasis</p> <p><b>Demonstration:</b> The teacher uses students in the classroom to demonstrate how emphasis is used in fashion design.</p> <p><b>PowerPoint Presentation:</b> How Rhythm is Used in Fashion Design and Clothing Selection</p> <p><b>Demonstration:</b> The teacher uses students in the classroom to demonstrate how rhythm is used in fashion design.</p>	<p>CTX Lead Questions Examples</p> <p>Clothing of Students</p> <p>PowerPoint Presentation Computer CTX Lead Questions Examples</p> <p>Clothing of Students</p> <p>PowerPoint Presentation Computer CTX Lead Questions Examples</p> <p>Clothing of Students</p> <p>PowerPoint presentation Computer CTX Lead Questions Examples</p> <p>Clothing of Students</p>
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	<p><b>PowerPoint Presentation:</b> The Role Harmony Plays in Creating a Fashion Statement.</p> <p><b>Demonstration:</b> The teacher uses pictures of celebrities to demonstrate how harmony is used in fashion design and clothing selection.</p> <p><b>Research Report on Looking Your Best:</b> Students research and write a paper on what constitutes fashion design and selection of clothing that makes an individual look his/her best?</p> <p><b>Apparel Design Project:</b> Students create a fashion portfolio of pictures of apparel that use:</p> <ul style="list-style-type: none"> <li>• A color scheme</li> <li>• All the elements of design</li> <li>• All the principles of design</li> </ul> <p>They describe how these factors are used to design the apparel and how color, the elements and principles of design are used to flatter the individual body shape shown in the picture.</p>	<p>PowerPoint Presentation Computer CTX Lead Questions Examples List or Pictures of Celebrities Lead Questions</p> <p>Lead Questions Pictures</p> <p>Guidelines for Project Rubric for Project Computers Web sites Internet References Lead Questions</p> <p>Guidelines for the Project Rubric Computers Web sites Internet References Lead Questions Art Supplies</p>
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<b>Unit Assessment:</b>	Personnel Shopper Project, Color Wheel Activity, Clothing Selection Project, Presentations, Exhibit on Fabric Activity, Research Report on Looking Your Best, Apparel Design Project, Class Participation, and Rubrics
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<b>Unit/Course CTSO Activity:</b>	Student participation in STAR Events – Applied Technology, Entrepreneurship, Fashion Construction, Illustrated Talk, Interpersonal Communications, Recycle and Redesign, and Job Interview.
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**Unit/Course  
Culminating  
Product:**

Apparel Design Project

**Course/Program Credential(s):**  Credential  Certificate  Postsecondary Degree  University Degree  
 Other: AAFCS Pre-Professional Assessments - Fashion, Textiles and Apparel and/or Broad Field Family and Consumer Sciences

**Course Title: Fashion**

<b>Unit: 4</b>	<b>Clothing Care and Construction</b>
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<p><b>Content Standard(s) and Depth of Knowledge Level(s):</b></p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>15. Describe procedures for care of clothing and accessories. Examples: laundry, stain removal, storage of clothing and accessories</li> <li>16. Practice safe use of equipment for constructing clothing and accessories.</li> <li>17. Demonstrate skills for producing, altering, and repairing a garment.</li> <li>18. Evaluate a variety of methods for recycling and redesigning apparel.</li> </ol>
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<p><b>Learning Objective(s) and Depth of Knowledge Level(s):</b></p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Determine the procedures for laundering clothing.</li> <li>2. Demonstrate how to remove stains from clothing.</li> <li>3. Describe how to properly store clothing and accessories.</li> <li>4. Demonstrate the safe use of equipment used in constructing clothing and accessories.</li> <li>5. Demonstrate clothing construction skills.</li> <li>6. Demonstrate how to alter garments.</li> <li>7. Demonstrate how to repair garments.</li> <li>8. Determine methods for recycling clothing.</li> <li>9. Demonstrate how to recycle clothing.</li> <li>10. Determine methods to redesign apparel.</li> <li>11. Demonstrate how to redesign apparel.</li> <li>12. Master safety skills required to construct and care for clothing.</li> </ol>
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<p><b>Essential Question(s)</b></p>	<p>How do you properly care for clothing?          How do you remove stains from clothing?          How is clothing properly stored?          What are the basic skills used to construct clothing?          How is clothing recycled?          How can clothing be redesigned?</p>
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
<p>IV. Clothing Care and Construction                      A. Care of Clothing and Accessories</p>	<p><b>10 + 2 Discussion:</b>                      The teacher discusses the benefits of taking care of clothing and accessories?</p>	<p>Lead Questions</p>

1. Laundry

**Read, Write, and Share About Care Labels:**  
Students are provided with a care label. They review the information included on the care label. Students write a description of how this garment needs to be laundered based on the care label. Also, they draw and describe the symbol that is on the label. Share Out.

**Quick Talk:**  
Why do you need to follow specific guidelines to launder clothes properly is discussed?

**Research Report on Laundry Guidelines:**  
Students work in pairs and research laundering guidelines. Pairs identify equipment and supplies needed to use the guidelines. Pairs create a poster to describe the guidelines. Present to class.

- Preparing Clothes for Washing
- Retreating
- Sorting Clothes
- Machine Washing
- Hand Washing
- Machine Drying
- Flat Drying
- Drip Drying
- Ironing and Pressing Clothing
- Professional Dry Cleaning

A list of laundry guidelines is developed.

**Scenarios on Laundering:**  
Using scenarios of laundering practices and problems, students describe the proper laundering procedures to follow in caring for the garments or accessories identified in the scenarios. Share Out.

Guidelines for Activity  
Rubric  
Care Labels  
Fabric Care Symbols Charts  
Lead Questions  
Computers  
Internet  
Web sites

Lead Questions

Laundry Guidelines  
Computer  
Internet  
Web sites  
References  
Art Supplies  
Guidelines for Research  
Rubric  
Lead Questions

Guidelines for Activity  
Rubric  
Scenarios  
Computers  
Internet  
Web sites  
References  
Lead Questions

<p>2. Stain Removal</p>	<p><b>10 + 2 Discussion:</b> The teacher discusses why it is important to treat stains prior to laundering.</p> <p><b>Stain Removal Demonstration:</b> Demonstration by the teacher on the methods of removing stains.</p> <ul style="list-style-type: none"> <li>• Rinsing</li> <li>• Soaking</li> <li>• Pretreating</li> <li>• Using Special Stain Removal Products</li> </ul> <p><b>Read and Think:</b> Using a Stain Removal Chart, students read about how to remove stains from fabrics.</p> <p><b>Table Talk:</b> Students share how they have identified and removed stains from their clothing. They describe what the results were in removing the stains.</p> <p><b>Stain Removal Experiment:</b> Using samples of stained fabrics, students identify the stains. Following the guidelines for removing the stains, students remove the stains. Students staple samples to note cards. On the note cards the student provides a description of what the stain is, what supplies/products were needed to remove the stain, and the procedures for removing the stain. Report Out.</p> <p>Students display their stain removal samples.</p>	<p>Lead Questions</p> <p>Fabric Stain Removal Products Stain Removal Chart Lead Questions Garments Supplies Equipment</p> <p>Stain Removal Charts Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Experiment Rubric Fabrics with Specific Stains Stain Removal Products Stain Removal Equipment/Supplies Computers Internet Web sites Stain Removal Charts Note Cards Lead Questions</p>
<p>3. Storage</p>	<p><b>10 + 2 Discussion:</b> The teacher discusses why it is important to organize the storage of clothing.</p>	<p>Lead Questions</p>

<p>B. Safe Use of Sewing Equipment 1. Sewing Machine</p>	<p><b>Research Report on Storing Clothing:</b> Students research how to properly store clothing and accessories. They determine procedures, products and supplies used for storing clothing, and how they can organize space to increase storage. Report Out.</p> <p><b>Case Study on Storing Clothing:</b> Using case studies of teenagers who have limited storage space in her/his room, students find solutions for their storage problems. Share Out.</p> <p><b>Quick Talk:</b> The teacher discusses why it is important for students to use equipment safely in constructing clothing and accessories.</p> <p><b>Teacher Demonstrations:</b> Teacher demonstrates the use, care, and safe operation of conventional sewing machines.</p> <ul style="list-style-type: none"> <li>• Types of Sewing Machines</li> <li>• Parts of a Sewing Machine</li> <li>• Forming Stitches</li> <li>• Adjusting Tension</li> <li>• Adjusting Stitching</li> <li>• Using Sewing Machine Needles</li> <li>• Threading the Machine</li> <li>• Preparing the Bobbin</li> <li>• Raising the Bobbin Thread</li> <li>• Using the Sewing Machine</li> <li>• Caring for Sewing Machine</li> <li>• Safe Use of the Sewing Machine</li> </ul>	<p>Guidelines for Research Rubric Computers Web sites Internet References Lead Questions Catalogs Magazines</p> <p>Guidelines for Solving the Case Study Case Studies Computer Internet Web sites References. Art Supplies Lead Questions</p> <p>Lead Questions</p> <p>Notes Sewing Machine Supplies Notions Lead Questions Instructional Sheets Safety Guidelines</p>
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<p>2. Altering</p>	<ul style="list-style-type: none"> <li>• Construction Techniques Based on Project</li> <li>• Checking Fit (if applicable)</li> <li>• Final Pressing</li> <li>• Evaluating the Project</li> </ul> <p><b>Exhibit:</b> Students display their projects.</p> <p><b>10 + 2 Discussion:</b> The teacher discusses how alterations are made on a garment to change the fit of the garment so it will be more comfortable and attractive is discussed.</p> <p><b>Brainstorming Session:</b> Ask students if they have ever had any garments altered. Explain why their garments needed to be altered. Were they pleased with the alterations made?</p> <p><b>Teacher Demonstrations:</b> Teacher demonstrates how to make the basic alterations on a garment.</p> <p><b>Alteration Project:</b> If applicable, students bring a garment from home that needs to be altered. The student alters the garment.</p> <p><b>Exhibit:</b> Students will display their finished projects.</p>	<p>Display Area</p> <p>Lead Questions</p> <p>Lead Questions</p> <p>Garments Procedures for Making Alterations Equipment Supplies Notions</p> <p>Garments Procedures for Making Alterations Equipment Supplies Notions</p> <p>Display Area</p>
<p>3. Repairing</p>	<p><b>10 + 2 Discussion:</b> The teacher discusses how making quick repairs can revive clothing?</p>	<p>Lead Questions</p>

<p>D. Recycling and Redesigning Apparel</p>	<p><b>Teacher Demonstrations:</b>  Teacher demonstrates quick repairs that can be made on clothing. After each demonstration, students demonstrate the process on how to repair a garment on the samples provided by the teacher.</p> <ul style="list-style-type: none"> <li>• Restitching seams</li> <li>• Repairing a rip or tear</li> <li>• Restitching a hem</li> <li>• Sewing on a loose or new button</li> <li>• Replacing hooks and eyes</li> <li>• Replacing snaps</li> <li>• Fixing a snag</li> <li>• Patching holes</li> <li>• Covering worn areas</li> </ul> <p><b>Sample Repair Project:</b>  Students make sample repairs and place samples in notebook.</p> <p><b>10 + 2 Discussion:</b>  The teacher discusses how recycling can extend the wear of a garments.</p> <p><b>Brainstorming Session:</b>  Students brainstorm on ways to recycle clothing.</p> <p><b>Teacher Talk:</b>  Teacher shares examples of uses and ways to recycle clothing.</p>	<p>Directions for Making Repairs  Garments Needing Repairs  Notions  Equipment  Supplies  Checklist  Samples</p> <p>Samples  Notebooks  Directions for Making Repairs  Garments Needing Repairs  Notions  Equipment  Supplies  Checklist  Lead Questions</p> <p>Lead Questions</p> <p>Lead Questions</p> <p>Examples of Uses for Recycling Clothing  Garments  Recycling Instructions  Lead Questions</p>
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	<p><b>Recycling Project:</b> Students bring an old pair of blue jeans or other piece of clothing to complete the recycling project.</p> <p><b>10 + 2 Discussion:</b> How can redesigning a garment change the garment to make it more suitable for longer wear?</p> <p><b>Teacher Demonstrations:</b> Teacher demonstrates several techniques used to redesign clothing.</p> <p><b>Research Project on Redesign:</b> Students research methods used to redesign clothing. They bring a garment from home to redesign. They redesign the garment. Write directions for completing the redesign. Present project to class.</p> <p><i>Throughout the course students will repair, recycle, and redesign clothing donated to the Clothing Drive sponsored by FCCLA.</i></p>	<p>Guidelines for Project Garments Equipment Supplies Notions Instructions on Recycling Rubric</p> <p>Lead Question</p> <p>Garments Notions Supplies Equipment Instructions</p> <p>Guidelines for Research Project Notions Supplies Equipment Instructions Garments</p> <p>Notions Equipment Supplies Garments</p>
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<p><b>Unit Assessment:</b></p>	<p>Read, Write, and Share About Care Labels; Research Report on Laundry Guidelines; Scenarios on Laundering; Stain Removal Experiment; Research Report on Storing Clothing; Research Report on Storing Clothing; Case Study on Storing Clothing; Student Demonstration on Threading a Machine and Sewing; Safety Test; Construction Project; Alteration Project; Sample Repair Project; Recycling Project; Research Project on Redesign; Class Participation; and Rubrics</p>
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<b>Unit/Course CTSO Activity:</b>	Student participation in STAR Events – Applied Technology, Entrepreneurship, Fashion Construction, Illustrated Talk, Interpersonal Communications, Recycle and Redesign, and Job Interview. Clothing Drive at School
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<b>Unit/Course Culminating Product:</b>	Sample Notebook Constructed, Redesigned, and Recycled Sewing Projects
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<b>Course/Program Credential(s):</b> <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: AAFCS Pre-Professional Assessments - Fashion, Textiles and Apparel and/or Broad Field Family and Consumer Sciences
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**Course Title: Fashion**

<b>Unit: 5</b>	<b>Technology and Careers</b>
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>19. Analyze the impact of technology for the apparel and textile industries.</li> <li>20. Distinguish career options and entrepreneurial opportunities in the apparel and textile industries.</li> </ol>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Assess the impact of technology on the apparel and textile industries.</li> <li>2. Analyze career options and entrepreneurial opportunities in the apparel and textile industries.</li> </ol>
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<b>Essential Question(s):</b>	<p>How does technology influence the fashion industry?          What are the career and entrepreneurial opportunities available in the apparel and textile industries?</p>
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
<p>V. Technology and Careers            A. Impact of Technology on the Apparel and Textile Industries</p>	<p><b>10 + 5 Discussion:</b>            How technology is used in the fashion and apparel industries is discussed.</p> <p><b>Research Report on a Technological Event:</b>            Students select a technological event in the apparel and textile industries and write a research report on the influence of this event and its impact on the fashion and apparel community. Students develop a PowerPoint presentation. Students present their PowerPoints to the class. Possible events include:</p> <ul style="list-style-type: none"> <li>• Nanotechnology</li> <li>• Computer Imaging</li> </ul>	<p>Lead Questions</p> <p>Guidelines for Research            Rubric            Computers            Web sites            Internet            CTX            References            Art Supplies</p>

B. Careers and Entrepreneurial Opportunities

- Robotic Machines
- CAD ( Apparel Design)
- On-line Shopping
- Virtual Reality (trying clothes on body type)
- Microfibers
- Smart Fabrics
- Correcting Color Blindness
- Electronic Data Interchange (EDI)
- Smart Performance Fabrics
- Marketing
- Dry Cleaning at Home
- Fashion Web sites
- T. V. Shopping
- Ergonomics
- Globalization of Fashion Industry

**Exhibit:**

Students display their projects in the Fashion Museum.

**PowerPoint Presentation:**

The Fashion Career Pathway

**Turn and Talk:**

Students turn and talk to their neighbor about career opportunities in the fashion and textiles industries. Share Out.

**Panel Discussion:**

Individuals working in various fashion and textiles careers discuss their career choices with students.

Art Supplies

PowerPoint Presentation  
Computer  
CTX  
Human Services Cluster  
Fashion Pathway  
Lead Questions

Lead Questions

Make Arrangement with Panel  
Lead Questions

	<p><b>Career Brochure:</b> Students design a brochure on careers and entrepreneurial opportunities in the fashion and textiles industries in the fields of apparel production, communication, education, design, fashion merchandising, fashion promotion, entrepreneur, fashion services, textile production, and modeling. Students share brochures with class.</p> <p><b>Exhibit:</b> Brochures will be exhibited in the Fashion Museum</p>	<p>Guidelines for Brochure Rubric for Brochure Computers Internet Web sites References Art Supplies Printer Lead Questions</p> <p>Art Supplies</p>
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<b>Unit Assessment:</b>	Research Report on a Technological Event, Career Brochure, Class Participation, and Rubrics
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<b>Unit/Course CTSO Activity:</b>	Student participation in STAR Events - Applied Technology, Entrepreneurship, Fashion Construction, Illustrated Talk, Interpersonal Communications, Recycle and Redesign, and Job Interview. Guest speakers from various careers in the fashion and textile industry speak at a chapter meeting.
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<b>Unit/Course Culminating Product:</b>	Career Brochure
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<p><b>Course/Program Credential(s):</b> <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree  <input checked="" type="checkbox"/> Other: AAFCS Pre-Professional Assessments - Fashion, Textiles and Apparel and/or Broad Field Family and/or Consumer Sciences</p>	
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