High School Fashion and Apparel II Curriculum

Course Description: Fashion and Apparel II is designed for the student who has strong interest in textiles or fashion. Students explore various fashion related careers while constructing fashion projects using more advanced techniques. Students study textiles, fashion history, fibers, fit, and pattern selections, and learn how to evaluate ready to wear.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
2 Weeks	Careers in Fashion	Topic 1: Exploration Topic 2: Designers Topic 3: History Topic 4: Production/Industry Quality
14 Weeks	Clothing Construction	Topic 1: Advanced Apparel Construction Topic 2: Recycle/Repurpose
2 Weeks	Fibers and Textiles	Topic 1: Garment Parts/Styles Topic 2: Fiber Identification

Curriculum Revision Tracking

Spring, 2018

All Units:
- Updated ISTE Standards

Spring, 2024

Unit 1:
- Added client connected project to engaging scenario.

Unit 1: Careers in Fashion

Subject: Fashion & Apparel 2
Grade: 10-12
Name of Unit: Careers in Fashion
Length of Unit: 2 Weeks
Overview of Unit: After completing this unit students will understand the career paths within textile apparel and design industries. The importance of customer service and legal and operational procedures will also be analyzed.

Priority Standards for unit:
- NSFACS: 16.1 Analyze career paths within textile apparel and design industries.
- NSFACS: 16.6 Evaluate the components of customer service.
- NSFACS: 16.7 Demonstrate general operational procedures required for business profitability and career success.

Supporting Standards for unit:
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Career paths within textile apparel and design industries	Analyze	Analyze	3
Components of customer service	Evaluate	Evaluate	3
General operational procedures required for business profitability and career success	Demonstrate	Create	4

<u>Essential Questions</u>:
1. How can you identify career paths in the fashion industry?
2. Why are customer service skills important for success in the fashion profession?
3. Why is it important to understand employer responsibility and legislation?

Enduring Understanding/Big Ideas:
1. The world of fashion has many different facets for employment and different skill set for careers.
2. Developing quality customer service skills ensures continued employment and business success.
3. Employers have to consider safety, security, and environmental factors when accounting for profitability while adhering to laws and regulations.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Entrepreneur Innovation Trade deficit Capital	haute couture merchandising designing product development Alterationist Buyer Costume designer Model Classic Style Fad Trend Fashion cycle Knock-offs

Resources for Vocabulary Development:

Fashion by Mary Wolfe

Topic 1: Exploration

<u>Engaging Experience 1</u>
Title: Career Investigations
Suggested Length of Time: 3 days
Standards Addressed

  Priority:
  - NSFACS: 16.1 Analyze career paths within textile apparel and design industries.

  Supporting:
  - ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
  - ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: After group discussion on careers in the fashion industry students will choose a career they are interested in pursuing. Using the internet, they will research education requirements, schools offering training/degrees, cost of education, job description, job responsibilities, work hours, work conditions, projected need for the job, and salary. Using the research students will create a presentation to share with the class.
Bloom's Levels: Analyze
Webb's DOK: 3

Topic 2: Designers

Engaging Experience 1
Title: Fashion Designer Project
Suggested Length of Time: 3 Days
Standards Addressed
> *Priority:*
> - NSFACS: 16.1 Analyze career paths within textile apparel and design industries.
>
> *Supporting:*
> - ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
> - ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Students will research a chosen designer to find out such things as background information, training/schooling, obstacles, career highlights, design style, and more. They will then tell this designer's story by putting this information into a timeline using HSTRY.com. These timelines will be shared with the class so that others can learn more about popular designers of the present and of the past.
Bloom's Levels: Analyze
Webb's DOK: 3
Rubric: See below

Rubric for Designer Timeline

	Exemplary (60pts)	**Accomplished (48pts)**	**Developing (42pts)**	**Beginning (36pts)**
Organization	Information presented in logical, interesting sequence	Information in logical sequence	Difficult to follow presentation--student jumps around	Cannot understand presentation--no sequence of information
Subject Knowledge	Demonstrates full knowledge by answering all class questions with explanations and elaborations	At ease with expected answers to questions but does not elaborate	Uncomfortable with information and is able to answer only rudimentary questions	Does not have a grasp of the information. Cannot answer questions about subject
Graphics	Explain and reinforce screen text and presentation	Relate to text and presentation	Occasionally uses graphics that rarely support text and presentation	Uses superfluous graphics or no graphics
Research	Uses a variety of sources in reaching accurate conclusions	Uses a variety of sources in reaching conclusions	Presents only evidence that supports a preconceived point of view	Does not justify conclusions with research evidence
Screen Design	Includes a variety of graphics, text, and animation that exhibits a sense of wholeness. Creative use of navigational tools and buttons	Includes a variety of graphics, text, and animation. Adequate navigational tools and buttons	Includes combinations of graphics and text, but buttons are difficult to navigate. Some buttons and navigational tools work	Either confusing or cluttered, barren or stark. Buttons or navigational tools are absent or confusing
Oral Presentation Elocution/Eye Contact	Maintains eye contact and pronounces all terms precisely. All audience members can hear	Maintains eye contact most of the time and pronounces most words correctly. Most audience members can hear presentation	Occasionally uses eye contact, mostly reading presentation, and incorrectly pronounces terms. Audience members have difficulty hearing	Reads with no eye contact and incorrectly pronounces terms. Speaks too quietly

Topic 3: History

Engaging Experience 1

Title: History of Fashion

Suggested Length of Time: 2 days

Standards Addressed

> *Priority:*
> - NSFACS: 16.7 Demonstrate general operational procedures required for business profitability and career success.

> *Supporting:*
> - ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
> - ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Following lessons on how the fashion industry got started in the United States and abroad, students will research the progression of fashion in a variety of cities. Students will select a city to research and create a presentation to share with the class. Topics discussed will be time frame when fashion related industries came to the city, types of businesses (design, textile, marketing), prominent people involved in that city's development, what the city is currently known for in the fashion industry.

Bloom's Levels: Create

Webb's DOK: 4

Topic 4: Production/ Industry Quality

Engaging Experience 1
Title: Quality investigation
Suggested Length of Time: 2 days
Standards Addressed
> *Priority:*
> - NSFACS: 16.6 Evaluate the components of customer service.
> - NSFACS: 16.7 Demonstrate general operational procedures required for business profitability and career success.

Detailed Description/Instructions: After discussing how to determine quality in garments students will evaluate a variety of garments. The garments will not have labels therefore students will look for quality in textiles and construction. They will evaluate 10 items and complete an evaluation on each garment along with an analysis of what they would do to make the garment of high quality or cost effective for consumers.
Bloom's Levels: Evaluate, Create
Webb's DOK: 3, 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will create a promotional piece to increase student use of the Park Hill Clothing Closet. Industry experts from KC Fashion week, a local boutique owner and/or a local fashion designer will come in before the project to discuss marketing, outfit design, and creating a collection. Students will visit the Park Hill Clothing Center and create wearable outfits for high school students, take pictures and learn about the center's services. After the visit, students will create a promotional piece that will be evaluated by the industry expert and then published at their respective school. The finished piece will go to the clothing center for them to use.

CAREER READY PARK HILL

Suggested Client-Connected Project Opportunity

Curriculum Alignment	*District curriculum connection &/or Missouri Learning Standard(s):* • NSFACS: 16.1 Analyze career paths within textile apparel and design industries. • NSFACS: 16.6 Evaluate the components of customer service. • NSFACS: 16.7 Demonstrate general operational procedures required for business profitability and career success.
Client Engagement	*How this project is client-created, -initiated, or -approved:* The Park Hill Clothing Closet initiated this project to increase student traffic
Industry Expert Involvement	*Industry expert(s) from which students will receive feedback:* experts can be from KC Fashion Week, a fashion designer, a boutique owner/manager *How/when feedback will be solicited throughout the project:* An industry expert will speak with students before the project to give them ideas on how to best promote an event, product, or service.

	Feedback will be given in person after the promotional piece is created giving students the opportunity to edit their final projects before presenting to the client and publishing at the school level.
Product or Deliverable	*Product/deliverable that will result from this project:* The promotional piece can be: Tik Tok, Instagram post, poster, or flier. *How this result is authentic to the industry in terms of process or product:* This product will simulate a promotion for an apparel line, fashion event or store promotion.
Joint Evaluation	*Evaluation tool(s):* *Expert Rubric for Client Connected Project* *Teacher Rubric for Client Connected Project* *Evaluation plan (incl. involvement of teacher, client, &/or industry expert):* Industry experts, client and teacher will outline project requirements, expectations and advice on creating the promotional piece. After the site visit student groups will create their promotional piece and submit for teacher/expert feedback. After the feedback, students will edit their product, and submit for final evaluation from teacher and client.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Exploration	Career Investigations	After group discussion on careers in the fashion industry students will choose a career they are interested in pursuing. Using the internet, they will research education requirements, schools offering training/degrees, cost of education, job description, job responsibilities, work hours, work conditions, projected need for the job, and salary. Using the research students will create a presentation to share with the class.	3 Days
Designers	Fashion Designer Project	Students will research a chosen designer to find out such things as background information, training/schooling, obstacles, career highlights, design style, and more. They will then tell this designer's story by putting this information into a timeline using HSTRY.com. These timelines will be shared with the class so that others can learn more about popular designers of the present and of the past.	3 Days
History	History of Fashion	Following lessons on how the fashion industry got started in the United States and abroad, students will research the progression of fashion in a variety of cities. Students will select a city to research and create a presentation to share with the class. Topics discussed will be time frame when fashion related industries came to the city, types of businesses (design, textile, marketing), prominent people involved in that city's	2 Days

		development, what the city is currently known for in the fashion industry.	
Production/ Industry Quality	Quality investigation	Detailed Description/Instructions: After discussing how to determine quality in garments students will evaluate a variety of garments. The garments will not have labels therefore students will look for quality in textiles and construction. They will evaluate 10 items and complete an evaluation on each garment along with an analysis of what they would do to make the garment of high quality or cost effective for consumers.	2 Days

Unit 2: Clothing Construction

Subject: Fashion & Apparel 2
Grade: 10-12
Name of Unit: Clothing Construction
Length of Unit: 14 Weeks
Overview of Unit: After completing this unit, students will have the knowledge and advanced sewing skills necessary to creatively construct advanced garments and projects.

Priority Standards for unit:
- NSFACS: 16.3 Demonstrate fashion, apparel, and textile design skills.
- NSFACS: 16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.

Supporting Standards for unit:
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Fashion, apparel, and textile design skills	Demonstrate	Create	4
Skills needed to produce, alter, or repair fashion, apparel, and textile products	Demonstrate	Create	4

Essential Questions:
1. How vital are construction techniques to the success of fashion?
2. Why are different construction techniques utilized in fashion design?
3. Why should our environment be considered when considering the useful life of a garment?

Enduring Understanding/Big Ideas:
1. Proper construction techniques are an integral part of the design and success of fashion.
2. A variety of construction techniques are used to accommodate garment types and styles.
3. Many garments can be recycled, repurposed and repaired to preserve environmental resources.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	flat felled seam
	facing
	interfacing
	bias
	drape
	lining
	needle board
	sleeve board
	seam roll
	clean finish
	understitch
	serge
	edge stitch
	slipstitch
	hidden stitch
	French seam
	yoke
	inseam

Resources for Vocabulary Development:

Fashion by Mary Wolfe

Topic 1: Advanced Apparel Construction

Engaging Experience 1
Title: Seam Sample Notebook
Suggested Length of Time: 10 days
Standards Addressed

> *Priority:*
> - NSFACS: 16.3 Demonstrate fashion, apparel, and textile design skills.
> - NSFACS: 16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.

Detailed Description/Instructions: After watching a thorough demonstration or listening to instructions students will complete the identified sewing skill in their Seam Sample Notebook. The Seam Sample Notebook consists of 16 skills they will use throughout the semester on their sewing construction projects. Once completed students can use this notebook as a reference or guide in conjunction with Pattern Guides to help them complete their construction projects on their own.
Bloom's Levels: Create
Webb's DOK: 4
Rubric: See below

Advanced Fashion
Seam Sample Notebook
Grading Sheet
(Evaluation is based on accuracy of construction and neatness)

Sample	Points Earned (out of 5)	Comments:
5/8" Seam/Trim		
Overcast Stitch		
Serged Seam		
Edge Stitched Seam		
Gathering		
Staystitching		
Dart		
Flat Felled Seam		
Understitching		
Buttonhole		
Casing		
Machine Hem		
French Seam		
Zipper		
Hemming stitch		
Slipstitch/ Hidden Stitch		
Total:	/80	

Engaging Experience 2
Title: Leggings
Suggested Length of Time: 6 Days
Standards Addressed
> *Priority:*
>> ● NSFACS: 16.3 Demonstrate fashion, apparel, and textile design skills.
>> ● NSFACS: 16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.

Detailed Description/Instructions: Students will use the skills acquired in their seam sample notebook to construct knit leggings. Working with knit fabrics is an advanced skill due to knits' unique fiber content and classification. Students will follow the leggings pattern guide to construct leggings individually and independently. Sewing skills that will be gained from this project are: ⅝ seam, trimming, surging, hemming, casing, and possibly embroidery.
Bloom's Levels: Create
Webb's DOK: 4

Engaging Experience 3
Title: Projects of Choice
Suggested Length of Time: 12 Days
Standards Addressed
> *Priority:*
>> ● NSFACS: 16.3 Demonstrate fashion, apparel, and textile design skills.
>> ● NSFACS: 16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.

Detailed Description/Instructions: Students will use the skills acquired in their seam sample notebook to construct varied projects of choice throughout the semester. Because students are advanced in their skills, they are given more freedom to choose the patterns they desire as well as more time to work independently on their construction projects. Sewing skills that will be gained from these projects are: ⅝ seam, trimming, surging, hemming, casing, edge stitching, gathering, staystitching, darting, flat-felled seams, understitching, French seams, and hand stitching.
Bloom's Levels: Create
Webb's DOK: 4
Rubric: See below

Sewing Project Scoring Guide

Name:_____   Hour:___ Project:_____Score:_____/100

Objective	Exemplary performance	Above average	Average	Below average	Low performance	Earned points
Cutting of Pattern & Fabric	10 points All pieces cut out as directed. All pieces evenly cut.	8 points Most pieces are cut as directed on line with clean edges.	5 points Fabric was cut evenly with a few pieces frayed or out of alignment.	3 points Fabric was cut very unevenly on multiple pieces.	0 points Student did not do this procedure	
Seams	10 points All seams have an even seam allowance. Clipped and double stitched when needed. Backstitched or topstitched when directed.	7 points Most seams have even seam allowance. Clipped and double stitched when needed. Majority of seams topstitched or backstitched when directed.	5 points Seams slightly uneven.	3 points Seams very uneven, puckered or falling apart.	0 points Students did not do this procedure	
Hems/Edges	10 points All hems and edges are done according to directions, stitched evenly, and at proper width	7 points All hems and edges are done according to directions, stitched evenly, not proper width	5 points Hems and edges are done according to directions, stitch slightly uneven, width varies	3 points Directions not followed, stitching uneven, widths varies more then ¼ inch	0 points Hem not done	
Safety	10 points Always followed safety procedures	7 points Almost always followed safety procedures	5 points Sometimes disobeyed safety rules	3 points Often did not follow safety procedures	0 points Student was unsafe or did not use machine.	
Use of time	10 points Always completed objective for the day. Met end deadline	7 points Usually completed objective for the day. Met end deadline.	5 points Sometimes completed objective for the day. Met end deadline	3 points Rarely completed objective of the day. Turned in late	0 points Did not accomplish objectives. Project incomplete	
Following Guided Instructions	10 points Student always followed directions	7 points Usually followed directions	5 points Sometimes followed directions	3 points Student rarely followed directions	0 points Student did not follow directions	
Final Appearance	20 points Final appearance is neat. Student would be proud to wear/use garment. All threads clipped	17 points Final appearance is neat. Most threads clipped and end product has an overall nice appearance.	12 points Final appearance is messy. Garment/project needs to be pressed/has threads hanging off etc. Looks unprofessional.	5 points Garment/project is incomplete and progress so minimal as to determine outcome.	0 points Garment/project is not fully completed	
Willingness to try	20 points Student's attitude remained positive the entire unit. Gave their best at all times.	17 points Students attitude remained positive mostly the entire unit. Student did their best most of the time	12 points Student's attitude was slightly positive. Did not always try their best	5 points Poor attitude and did not always try their best.	0 points Bad attitude about sewing and did not give much effort	

Student's reflection on how the project went (3-5 sentences)

Teacher comments:

Engaging Experience 1

Title: Go Green

Suggested Length of Time: 5 Days

Standards Addressed

Priority:

- NSFACS: 16.3 Demonstrate fashion, apparel, and textile design skills.
- NSFACS: 16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.

Supporting:

- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Students will go to a thrift store and purchase 2 articles of clothing or find 2 articles of clothing at home that they are willing to repurpose/recycle. They will then create a useable/functional garment from these 2 individual garments. Before and after pictures should be taken to document these articles of clothing's journey through the recycling process. Reflection on this process and the resources saved will be documented in a small presentation alongside the before and after pictures.

Bloom's Levels: Create

Webb's DOK: 4

Rubric:

Research project ideas   10 Points

Use the internet to find potential projects. There are many sites that have these types of projects such as: Pinterest, Good Housekeeping, green living. Save your ideas and any instructions.

Find suitable garment to redesign & supplies   10 Points

You may use a garment that you, or someone in your family, no longer wears. You can find items at a thrift store. The supplies can also come from a thrift store or you can purchase them new.

Develop a plan for the re-style, including step by step instructions   10 Points

Write out the steps to complete your project. This process will help you decide where to start and how you will finish seams. Be detailed and give measurements.

Execute the Re-Style plan   10 Points

       Follow your instructions to complete your project. You are responsible for the creativity as well as utilizing good sewing techniques.

Submit before and after photos   10 Points

       Take a picture of your garment before you begin and then when you are finished. Email the photos to me or put them in the dropbox on our learning management system.

Total Points: _____/50

Comments:

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will complete the Newspaper Fashion Design challenge. The elements of design will be used to create a garment out of newspaper. Group members will work together to come up with a design for their model. Group will work together to construct their design. Model will then wear this functional design in a mock fashion show.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Advanced Apparel Construction	Seam Sample Notebook	After watching a thorough demonstration or listening to instructions students will complete the identified sewing skill in their Seam Sample Notebook. The Seam Sample Notebook consists of 16 skills they will use throughout the semester on their sewing construction projects. Once completed students can use this notebook as a reference or guide in conjunction with Pattern Guides to help them complete their construction projects on their own.	10 Days
Advanced Apparel Construction	Leggings	Students will use the skills acquired in their seam sample notebook to construct knit leggings. Working with knit fabrics is an advanced skill due to knits' unique fiber content and classification. Students will follow the leggings pattern guide to construct leggings individually and independently. Sewing skills that will be gained from this project are: ⅝ seam, trimming, surging, hemming, casing, and possibly embroidery.	6 Days
Advanced Apparel Construction	Project of Choice	Students will use the skills acquired in their seam sample notebook to construct varied projects of choice throughout the semester. Because students are advanced in their skills, they are given more freedom to choose the patterns they desire as well as more time to work independently on their construction projects. Sewing skills that will be gained from these projects are: ⅝ seam, trimming, surging, hemming, casing, edge stitching, gathering, staystitching, darting, flat-felled seams, understitching, French seams, and hand stitching.	12 Days

Recycle/ Repurpose	Go Green	Students will go to a thrift store and purchase 2 articles of clothing or find 2 articles of clothing at home that they are willing to repurpose/recycle. They will then create a useable/functional garment from these 2 individual garments. Before and after pictures should be taken to document these articles of clothing's journey through the recycling process. Reflection on this process and the resources saved will be documented in a small presentation alongside the before and after pictures.	5 Days

Unit 3: Fibers and Textiles

Subject: Fashion & Apparel 2
Grade: 10-12
Name of Unit: Fibers & Textiles
Length of Unit: 2 weeks
Overview of Unit: This unit will encompass information about fibers and their characteristics and their relationship to the field of fashion and apparel. Identification of various styles and features on garments will be studied.

Priority Standards for unit:
- NSFACS: 16.2 Evaluate fiber and textile products and materials.

Supporting Standards for unit:
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Fiber and textile products and materials	Evaluate	Evaluate	4

Essential Questions:
1. Why is it important to understand fiber characteristics in garment construction?
2. How does new technology affect fiber production?
3. Why is textile selection important when wardrobe planning?

Enduring Understanding/Big Ideas:
1. It is important to consider fiber characteristics when selecting fabric for best use.
2. Advances in technology continually create new fibers and textiles.
3. Textile characteristics make some fabrics better suited for specific uses.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	synthetic fibers
	natural fibers
	cellulosic fibers
	carbon footprint
	filament
	flammability
	microfiber
	wicking
	resiliency
	elasticity
	abrasion resistance
	twill weave
	basket weave
	knit
	Weave
	tubular silhouette
	bell silhouette
	back fullness silhouette
	haute couture
	silhouette cycle
	historical impact
	tailored
	designer
	fad
	fashion
	classic

Topic 1: Garment Parts/ Styles

<u>**Engaging Experience 1**</u>
Title: Fashion Features & Styles Project
Suggested Length of Time: 5 days
Standards Addressed

Priority:
- NSFACS: 16.2 Evaluate fiber and textile products and materials.

Supporting:
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: After reviewing garment parts and styles, students will use the Internet to locate images of the fashion features and styles listed below.
- Find these features and styles in popular (school appropriate) movies.
- Create a PowerPoint presentation that includes the required number of each of these features and styles. For each image acquired, provide the name of each varied feature/style and the name of the movie it was featured in.

    Fashion Features & Styles:
    - 6 necklines (no V, U, or square necklines)
    - 6 collar styles (no shirt or button down collars)
    - 6 sleeve styles (no ¾, short or long sleeves)
    - 6 dresses
    - 6 shirts (no polo or t-shirt)
    - 4 skirts
    - 6 pants
    - 6 jackets

Bloom's Levels: Evaluate
Webb's DOK: 4

Rubric:

Fashion Features & Styles Project Rubric

Fashion Features & Styles:

6 necklines (no V, U, or square necklines)

1.   2.   3.   4.   5.   6.

_____/12 points

6 collar styles (no shirt or button down collars)

1.   2.   3.   4.   5.   6.

_____/12 points

6 sleeve styles (no ¾, short or long sleeves)

1.   2.   3.   4.   5.   6.

_____/12 points

6 dresses

1.   2.   3.   4.   5.   6.

_____/12 points

6 shirts (no polo or t-shirt)

1.   2.   3.   4.   5.   6.

_____/12 points

4 skirts

1.   2.   3.   4.

_____/8 points

6 pants

1.   2.   3.   4.   5.   6.

_____/12 points

6 jackets

1.   2.   3.   4.   5.   6.

_____/12 points

Comments: **On-Time** _____ **/8 points**

Total Points: _____ **/100 points**

Topic 2: Fiber Identification

Engaging Experience 1
Title: Fiber Advertising Promotion
Suggested Length of Time: 5 days
Standards Addressed

Priority:
- NSFACS: 16.2 Evaluate fiber and textile products and materials.

Supporting:
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Following fiber discussions students will create a brochure for a textile firm to increase the sales of their product. The brochure will inform the public and promote the use of the fiber. The following needs to be included in the brochure. Facts about the fiber should include if it is natural, synthetic, plant, animal, where it is grown or raised or produced. You can include if it is a "green" fiber. All of the qualities, properties, characteristics should be included. Is it used in special types of clothing, example ski or swim wear. What is the care required, use other than clothing—sheets, carpet, draperies, etc.? If there is a worldwide symbol for the fiber it should be included.

Bloom's Levels: Evaluate

Webb's DOK: 4

Rubric:

FIBER FACTS	10	8	6	4	2	0
QUALITIES AND PROPERTIES	10	9	6	4	2	0
CARE	10	8	6	4	2	0
USE OTHER THAN CLOTHES	10	8	6	4	2	0
ACCURACY OF INFORMATION		10	8	6	4	2	0
CREATIVE LAYOUT, NEAT		10	8	6	4	2	0
CONVENTIONS	10	8	6	4	2	0
PICTURES/GRAPHICS (2 MIN.)	10	8	6	4	2	0
SOURCES CITED	10	8	6	4	2	0

TOTAL__90 POSSIBLE_____

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Create a multimedia presentation that represents your walk down the "purple/red carpet" of fashion.

1. **Fashion Statement**: find a picture that best represents your best character qualities. Explain.
2. **Fashion Image**: find a picture that best represents your fashion style. (What image do you try to project by your particular clothing style?)
3. **Google Fashion week:** find a picture from fashion week of a style that you might wear, or it intrigues you. List the designer's name and also why you chose the picture.
4. **Google fashion from the year of your birth:** find pictures of 12 fashions that were "in vogue" during the years of your life. Include the following: popular cars, make up, shoes, colors, hair, dance styles, best movies, movie stars, designers, fabrics, silhouettes, and music.
5. **Choose an era 20, 50, or 100 years ago**.
6. **Find 2 fun facts** about Fashion and/or sewing.
7. **Find a picture of a fashion trend** of today. 8. **Where do you see yourself** in the future as you leave your walk on the "purple carpet of fashion"?
9. End your presentation with something **fun, interesting** and/or **intriguing** about your fashion journey.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Garment Parts/Styles	Fashion Features & Styles Project	After reviewing garment parts and styles, students will use the Internet to locate images of the fashion features and styles listed below. ● Find these features and styles in popular (school appropriate) movies. ● Create a PowerPoint presentation that includes the required number of each of these features and styles. For each image acquired, provide the name of each varied feature/style and the name of the movie it was featured in.	5 Days
Fiber Identification	Fiber Advertising Promotion	Following fiber discussions students will create a brochure for a textile firm to increase the sales of their product. The brochure will inform the public and promote the use of the fiber. The following needs to be included in the brochure. Facts about the fiber should include if it is natural, synthetic, plant, animal, where it is grown or raised or produced. You can include if it is a "green" fiber. All of the qualities, properties, characteristics should be included. Is it used in special types of clothing, example ski or swim wear. What is the care required, use other than clothing—sheets, carpet, draperies, etc.? If there is a worldwide symbol for the fiber it should be included.	5 Days

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.