

Fashion Design 3

Grade 11-12

Introduction

The Fashion Design course is designed for students interested in fashion, fashion design, and apparel and textile design technology. Content provides opportunities for students to explore pattern making, research current fashion styles and trends, analyze fibers and textiles, design clothing and accessories, utilize technology in fashion design, and explore career options in apparel and textiles industries.

Grades

Assessment of student learning includes: Weekly demonstration of learning (DOL) grades, quizzes, benchmark unit tests every quarter and ongoing completion of a personal portfolio binder. Students will be graded on the following scale:

Grading Policy.

A (90-100) Excellent to superior work

B (80-89) Commendable achievement

C (70-79) Average achievement

D (69-65) Poor achievement that meets minimum standards

F (64 and Below) Failure to meet the minimum standards

Homework – 5%

Tests – 70%

Quizzes – 25%

Rubrics

Rubrics are used to give a clear picture of the grade pathway. These rubrics allow students to achieve desired grades by following an outlined pathway.

Instructional Plan:

The course is broken up into 4 units. Each unit will include project based learning assignments, formative and summative assessments, and instruction that embeds literacy and math skills.

Unit 1 Final Garment Grade Level: 11- 12 Time Frame: 10 weeks 40min
Essential Questions
<ol style="list-style-type: none">1. How does one read a pattern envelope?2. How does one take proper measurements?3. What supplies does one need to make a garment?4. What measurements are needed to determine the correct pattern size you need?
CCSS Standards/NJCCCS
9.3 – Career & Technical Education (CTE) 9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas. 9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.] 9.2.12.C.3 Identify transferable career skills and design alternate career plans 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. <u>CCSS.ELA-Literacy.RI.11-12.7</u> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. ELA-Literacy.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes

1.3.8.D.1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).

[CCSS.Math.Content.HSG-MG.A.3](#) Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).

[CCSS.Math.Content.HSF-LE.A.1a](#) Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.

8.1.12.A.4 Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations.

9.1.12.A.1 Apply critical thinking and problem solving strategies during structured learning experiences.

9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including course selections, assessments, and extracurricular activities.

9.3.12.C.3 Develop personal interests and activities that will support declared career goals and plans.

9.1.12.F2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

9.3.12.C.5 Identify transferable skills in career choices and design alternative career plans based upon those skills.

9.3.12.C.6 Develop job readiness skills by participating in structures, learning experiences and employment seeking opportunities.

9.3.12.C.7 Pursue a variety of activities related to career preparation (e.g., volunteer, seek employment, apply for training grants, higher education grants and loans.)

9.3.12.C.11 Evaluate the responsibility of employers and employees for maintaining workplace safety and health rights related to a particular occupation/ career.



9.3.12.C.21 Analyze employment trends by industry sector to determine how employment and training requirements change over time.

CRP1. Act as a responsible and contributing citizen and employee.

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- CRP2. Apply appropriate academic and technical skills.
 - CRP3. Attend to personal health and financial well being.
 - CRP4. Communicate clearly and effectively and with reason.
 - CRP5. Consider the environmental, social and economic impacts of decisions.
 - CRP6. Demonstrate creativity and innovation.
 - CRP7. Employ valid and reliable research strategies.
 - CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
 - CRP9. Model integrity, ethical leadership and effective management.
 - CRP10. Plan education and career paths aligned to personal goals.
 - CRP11. Use technology to enhance productivity.
 - CRP12. Work productively in teams while using cultural global competence.

Instructional Plan

Pre-Assessment:

SLOs WALT....	Formative Assessments	Learning Activities	R e f l e c t i o n
<p>Identify the types of information found on the pattern envelope.</p> <p>Read and analyze information found on the front and back of a pattern envelope to determine the amount of fabric and notions needed to complete a garment/accessory .</p> <p>Identify information on a pattern envelope needed for successful selection of clothing construction supplies</p> <p>Identify pattern symbol names,</p>	<p>Student involvement in discussions.</p> <p>Worksheet - Body measurements</p> <p>Demonstrate proper measuring skills.</p> <p>Gathering information- Students take notes.</p> <p>Exit tickets</p> <p>DOL: Do Now</p>	<p>Review: Pattern envelope.</p> <ul style="list-style-type: none"> Gathering information- Teacher explains and demonstrates information found on the pattern envelope. <p>Vocabulary:</p> <ul style="list-style-type: none"> Information found on the front: Company, cost, level of difficulty, pattern Number, Views/picture, size. Information found on the back: Back views, notions, Written descriptions, Size chart, suggested fabrics, and yardage chart. <p>Q. What information is found on the back and front of a pattern envelope?</p> <ul style="list-style-type: none"> Teacher reviews each pattern symbol. <p>Slides:  PATTEN SYMBOLS</p> <p>Helpful videos:  How to understand sewing patterns (for beginners!) Pattern markings 1.pdf</p>	

<p>pattern symbols and lines.</p> <p>Interpret and use basic sewing pattern symbols.</p> <p>Analyze and interpret the construction diagrams used on the instruction sheet.</p> <p>Read and identify important information on the pattern envelope and guide sheet/instruction for pre-construction skills.</p> <p>Identify how body measurements are taken for both men and women.</p> <p>Take your own body measurements with the assistance of another individual.</p> <p>Use a measurement chart to find your body type and pattern size.</p> <p>Implement proper</p>	<p>Teacher worksheets- Pattern symbols.</p> <p>Students take notes- Define each symbol.</p> <p>Exit tickets</p> <p>DOL: Do Now</p> <p>Complete Sewing practice sheets.</p> <p>Worksheets. Matching the correct term with a picture.</p>	<ul style="list-style-type: none"> ● Review: Everything you need to know is on—or inside—the pattern envelope. ● Teacher Reviews how to take measurements and how to determine pattern size for both men and women. <p>Using prior knowledge students measure their own body with the assistance of a partner.</p> <ul style="list-style-type: none"> ● Class discussion on Selecting the right pattern and fabric. ● Discuss Yardage and how to calculate yardage. <p>-Students calculate fabric yardage and self-measurements Students will shop online for a swing pattern along with fabric.</p> <p>Class discussion: Selecting the right pattern Style, Skill Level, Size</p> <p>Selecting fabric Checking the pattern students for suggested fabrics students shop for fabric and notions for their garment.</p>
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<p>measurements to the identification of their Pattern type and size</p>			
<p>Benchmark Assessment #1:</p>			
<p>Demonstrate the ability to properly and safely utilize the appropriate tools and machinery for successful sewing.</p> <p>Identify notions, supplies, and equipment you will need to use to construct your sewing project.</p> <p>Identify the various ways fabric may be folded in preparation for layout, pinning and cutting.</p> <p>Determine which skills are necessary to construct pajama pants.</p>	<p>Student demonstration.</p> <p>Demonstrate understanding by constructing a pants pattern.</p> <p>-Demonstrate pattern-making techniques .</p> <p>-Demonstrate layout, cutting and tracing techniques .</p> <p>-Demonstrate machine-sewing techniques .</p> <p>Construct on-Pajama pants.</p>	<p>Pattern:</p> <p>Students create a pants pattern to fit their body.</p> <p>Q. Why is it important to be accurate when measuring?</p> <ul style="list-style-type: none"> Following the teacher demonstrates how to properly lay out, cut and trace patterns onto fabric Teacher will assist students as needed. <p>Students will demonstrate pattern making, layout, cutting and tracing techniques.</p> <p>Lay out your pattern according to the directions. Pin pattern to fabric. Cut out the pattern pieces. Mark pattern symbols on the material.</p> <p>Students a garment:</p> <p>Following rubric, I am learning to identify and give reasons for garment construction, textiles, notions and patterns to create wearable apparel.</p> <p>-I am learning to safely utilize the appropriate tools and machinery for successful construction of garments.</p> <p>Garment evaluation:</p> <p>Fabric and notion selection: Fabric and notion selection should be appropriate and enhance the garment.</p> <p>Pressing Techniques: The garment should be pressed throughout the construction process, and have a professional finish.</p> <p>Cut of Garment: he garment should be cut on grain, flat and smooth, and hang correctly</p> <p>Fit of Garment: Alterations should ensure a proper and appropriate fit that reflects the function of the garment.</p>	

		<p>Closures: Closures should be neat, secure, and appropriate to the garment.</p> <p>Hemlines: Hemlines should be even, neat, inconspicuous, and use appropriate techniques for the garment</p> <p>Style: The style is complementary to the participant's age and body type.</p> <p>Creativity: Interesting usage of materials; new creation from commonly used silhouettes with added personal touches</p> <p>Degree of Difficulty: The degree of difficulty should reflect the experience, skills, and talents of the participant, with calculated risk. The participant should create a product that is challenging at his/her individual skill level.</p> <p>Overall Quality of Construction: The garment should be well made, using techniques that reflect industry standards. All product elements culminate in a visually interesting, unique and exciting garment.</p> <p>Presentation of Process and Project:</p> <p>Students will discuss the materials and technology used, construction techniques, and unique details. Participants should speak clearly with appropriate grammar, terminology, pitch, tempo, volume, body language, and appropriate handling of notes if used.</p>
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Benchmark Assessments #2:

Benchmark Assessments #3:

Summative Performance Assessment	
Refinement, improvement and/or modification of Student Projects.	
Presentation of Process and Project: Students will discuss the materials and technology used, construction techniques, and unique details. Participants should speak clearly with appropriate grammar, terminology, pitch, tempo, volume, body language, and appropriate handling of notes if used.	
Summative Written Assessment	
-Students will evaluate their own completed projects using a rubric. -SW complete a writing task answering the following questions about What were the steps you took to complete this project? <ul style="list-style-type: none"> - Explain and identify all tools, and notions you used to complete this project. - Explain all sewing techniques used. 	

UNIT 2 ADOBE PHOTOSHOP Grade Level: 9-12 Time Frame: 6 weeks
Essential Questions
<ol style="list-style-type: none"> 1. How can you create a pattern on Adobe Photoshop? 2. What creates a successful design? 3. Why render in Photoshop? 4. What tools are used to render a sketch?
CCSS Standards/NJCCCS

9.3 – Career & Technical Education (CTE)

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

] 9.2.12.C.3 Identify transferable career skills and design alternate career plans

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

ELA-Literacy.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

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1.3.8.D.1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).

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CCSS.Math.Content.HSF-LE.A.1a Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.

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- 9.3.12.C.3 Develop personal interests and activities that will support declared career goals and plans.
 - 9.1.12.F2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.
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 - 9.3.12.C.6 Develop job readiness skills by participating in structures, learning experiences and employment seeking opportunities.
 - 9.3.12.C.7 Pursue a variety of activities related to career preparation (e.g., volunteer, seek employment, apply for training grants, higher education grants and loans.)
 - 9.3.12.C.11 Evaluate the responsibility of employers and employees for maintaining workplace safety and health rights related to a particular occupation/ career.
 - 9.3.12.C.21 Analyze employment trends by industry sector to determine how employment and training requirements change over time.

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Instructional Plan

Pre-Assessment:

SLOs WALT.....	Formative Assessments	Learning Activities	Ref lect ion
<p>ADOBE PHOTOSHOP Apply, identify and recognize tools in the toolbox</p> <p>Obtain the ability to follow step by step instructions through demos and reading the worksheets</p> <p>-Select parts of an image using a variety of tools -Reposition a selection marquee -Deselect a selection -Move and duplicate a selection -Constrain the movement of a selection -Choose areas of an image based on proximity or color of pixels -Adjust a selection with the arrow keys -Add to and subtract from selections</p>	<p>Student involvement in class discussions.</p> <p>Gathering information-Students take notes.</p> <p>Exit tickets</p> <p>DOL: Do Now</p> <p>Exit tickets</p> <p>DOL: Do Now</p> <p>Mr. Melon Head activity</p>	<ul style="list-style-type: none"> ● Teacher explains and demonstrates how to use Adobe Photoshop. ● Apply, identify and recognize tools in the toolbox. <p>Exploring the tools on the Toolbox. <i>Students explore the parts of the program such as the Toolbox, Options Bar, and Layers.</i></p> <p>-Use Basic tools in the tool box to electronically -Manipulate images.</p> <p>Tools Panel Overview: https://helpx.adobe.com/photoshop/using/tools.html</p> <p>Helpful video.  PhotoShop Basics Part 1 Mr. Melon</p> <p>Mr.Melon Head Activity</p> <p><i>Students Mr.Melon head activity: The purpose of Melon Head is to learn how use the selection tools such as:</i></p> <ul style="list-style-type: none"> ● Marquee Tools ● Lasso Tools ● Magic Wand ● Quick Selection 	

<p>-Rotate, scale and transform a selection -Combine selection tools -Crop an image</p>			
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QUIZ- TOOLS

<p>Apply, identify and recognize Adobe Photoshop tools and layers. -Use Basic tools in the toolbox to apply color to fashion illustration.</p> <p>Apply, identify and recognize Adobe Photoshop tools and layers. -Use Basic tools in the toolbox to apply color to fashion illustration. - Add effects, such as shadows and glows.</p>	<p>Do Now</p> <p>Following sequential steps, students work on assignments.</p> <p>Project: Render a sketch using Adobe Photoshop.</p>	<ul style="list-style-type: none"> • Teacher explains and demonstrates how to Use basic tools in Photoshop to apply color to a fashion illustration. <p>Class discussion and demonstration:</p> <ol style="list-style-type: none"> 1. Scanning artwork and fabric 2. Using dodge and burn 3. Making brushes to paint hair, fabric, and more 4. Making seamless repeating patterns 5. Working with pattern fills 6. Using filters to add texture 7. Creating inspiration boards <p>Students use Basic tools in the toolbox to apply color to fashion illustration.</p> <p>HELPFUL VIDEOS</p> <p>https://www.youtube.com/watch?v=dvN6jKSjTXI</p> <p>https://www.youtube.com/watch?v=TzN_ndDa10U</p> <p>Students can practice at home using this free software that has similar features like Adobe Photoshop. https://www.photopea.com/</p>	
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Summative Performance Assessment	
	Refinement, improvement and/or modification of Student Projects.
Summative Written Assessment	
	-Students will evaluate their own completed projects using a rubric.

Unit 2 Fashion Portfolio Grade Level: 9-12 Time Frame: All year
Essential Questions
<ol style="list-style-type: none"> 1. What is a Fashion Portfolio? 2. What inspires you? 3. How do you organize your portfolio?
CCSS Standards/NJCCCS
9.3 – Career & Technical Education (CTE) 9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas. 9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

] 9.2.12.C.3 Identify transferable career skills and design alternate career plans

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

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8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.

8.1.12.A.4 Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations.

9.1.12.A.1 Apply critical thinking and problem solving strategies during structured learning experiences.

9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including course selections, assessments, and extra-curricular activities.

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9.1.12.F2 Demonstrate a positive work ethic in various settings, including the classroom and during structures learning experiences.

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9.3.12.C.7 Pursue a variety of activities related to career preparation (e.g., volunteer, seek employment, apply for training grants, higher education grants and loans.)

9.3.12.C.11 Evaluate the responsibility of employers and employees for maintaining workplace safety and health rights related to a particular occupation/ career.

9.3.12.C.21 Analyze employment trends by industry sector to determine how employment and training requirements change over time.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

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CRP10. Plan education and career paths aligned to personal goals.

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CRP12. Work productively in teams while using cultural global competence.

Instructional Plan

Pre-Assessment:

SLOs WALT.....	Formative Assessments	Learning Activities	Reflection
<p>How do develop a fashion portfolio that used to either apply for a job or to apply to a fashion school.</p> <p>Gain fashion illustration techniques</p> <p>Gain knowledge of illustration - Gain coloring techniques, computer rendering</p> <p>Integrate classroom learning with work-related learning.</p> <p>To explore and practice the fashion design process.</p> <p>Identify careers and opportunities in the fields of clothing, textiles, and fashion industries</p>	<p>Fashion Portfolio</p>	<ul style="list-style-type: none"> Teacher explains and shows demonstrations of a Fashion Portfolio. <p>Students create a Fashion Portfolio throughout the school year.</p> <p>A Fashion Portfolio must include the following:</p> <p>Inspiration, such as mood boards / tears / collages for color / style / print / trim inspiration. Example: Mood board: Color, silhouette, fabric swatches and perhaps prints . Mood boards consist of images, materials, pieces of text, etc., intended to evoke or project a particular style or concept.</p> <p>Fashion illustrations: Include sketches fully rendered. You can use markers, coloring pencil and/or watercolor.</p> <p>Also include fashion illustrations digitally sketched and colored on Adobe Photoshop.</p> <p>Digital Fashion flats</p> <p>Photos of finished garments (flat lays, mannequins, models, press, etc)</p> <p>https://www.griffith.ie/blog/portfolio-tips-fashion-and-design-courses-college</p> <p>https://issuu.com/dmuaad/docs/portfolio-school-of-fashion-and-textiles</p>	

		<p>Students will complete a digital program to create a fashion portfolio</p> <p>https://success.lamodecollege.com/fashionportfoliotemplate</p> <p>Student portfolio assessment:</p> <p>Portfolio:</p> <ul style="list-style-type: none"><input type="checkbox"/> Organization<input type="checkbox"/> Content<input type="checkbox"/> Layout<input type="checkbox"/> Creative Process<input type="checkbox"/> Edit<input type="checkbox"/> Creativity<input type="checkbox"/> Skill<input type="checkbox"/> Attention To detail<input type="checkbox"/> Creative process	

Summative Performance Assessment	
Fashion Portfolio	
Summative Written Assessment	

NRF Business of Retail: 5 Units Grade Level: Time Frame: <i>10 weeks</i>
Essential Questions
<ol style="list-style-type: none"> 1. What is supply and demand? 2. What are the components of a marketing plan? 3. What is multichannel retailing? Omnichannel retailing? 4. What are the Law and Regulations in a workplace? 5. What is the difference between revenue and profit?
CCSS Standards/NJCCCS

9.3 – Career & Technical Education (CTE)

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Pre-Assessment:			
SLOs WALT.....	Formative Assessments	Learning Activities	Reflection
<ul style="list-style-type: none"> •Define retail and recognize distribution channels. •Describe the retail ecosystem, multichannel and omnichannel retailing. •Recognize different ownership models. •Discuss new and future retail capabilities. •Describe the economic impact of retail. •Recognize quality customer service. 	<p>Student involvement in class discussions.</p> <p>Research</p> <p>Gathering information- Students take notes.</p> <p>Exit tickets</p>	<ul style="list-style-type: none"> • Teacher plays an Introductory Video to NRF. The National Retail Federation is the world's largest retail trade association. <p>The NRF Foundation's RISE Up advanced course – Business of Retail: Operations & Profit</p> <p>Students take an online course along with teacher instruction. The curriculum includes videos, interactive exercises and self-check quizzes. Students work at their own pace to complete the training.</p> <ul style="list-style-type: none"> • <u>Operations and Profit.</u> <p>Vocabulary: Retail, Customers, Products, Services, Goal of retailing</p> <p>Student activity: How Many Retailers Can You Name? Students name as many retailers as they can.</p> <p>Vocabulary: Multichannel retailing, Omnichannel retailing. Types of Retail: Independent, Corporation, Private Company, Franchise.</p> <p>Students : Exercise: Research stores that are Multichannel or Omnichannel.</p> <p>Students: Franchise Facts Activity</p> <ol style="list-style-type: none"> 1. Search the internet to find a retailer that uses a franchise model that your group would like to own. (Let the teacher know which one you've chosen so that there aren't any duplicates.) 2. Write the following information about the franchise on your paper: <ul style="list-style-type: none"> •Company name •Why your group would like to own this franchise 	

		<ul style="list-style-type: none"> •Initial and ongoing investments •Franchise owner requirements <p>☐ NRF-TYPES OF RETAIL OWNERSHIP</p> <p>Class discussion: <i>Effective Customer Service and Selling Techniques</i> Step 1: Make a connection with the customer. Step 2: Assess needs and interests. Step 3: Gather information with open-ended questions. Step 4: Listen and confirm needs. Step 5: Meet and satisfy customer needs through personalized offerings. Step 6: Explain the return policy. Step 7: Present loyalty programs. Step 8: Overcome objections and close the sale.</p> <p>Vocabulary: Team, Inventory, Marketing, Technology and Tools, Financials, Profit, Competitors, Direct competitors:Indirect competitors:Replacement competitors</p>	
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Quiz: Knowledge check from UNIT 1.
Students complete Training Unit 1.

<ul style="list-style-type: none"> •Define key inventory terms. •Identify the inventory life cycle. 	<p>Student involvement in class discussions.</p> <p>Gathering information- Students take</p>	<ul style="list-style-type: none"> ● <u>Retail Operations</u> <p>Vocabulary: UPC Barcode, Radio-frequency identification, PLU price lookup.</p> <p>Student discussion: What is supply and demand?</p>	
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<ul style="list-style-type: none"> •Respond to and report safety hazards. •Follow emergency procedures. •Comply with Occupational Safety and Health Administration (OSHA) standards. 		<ul style="list-style-type: none"> ● <i>Fair Labor Standards Act (FLSA)</i> ● <i>Family and Medical Leave Act (FMLA).</i> ● <i>Off-the-clock work.</i> ● <i>Sick leave.</i> ● <i>Whistleblower Protection Act.</i> ● <i>Workers' compensation.</i> <p>Class discussion:</p> <ol style="list-style-type: none"> 1. Common Safety Problems 2. Proper Lifting Techniques 3. Hand Washing 4. Handling a workplace accident. 5. Handling Major Emergencies 6. Maintaining Accurate Records. <p>Slides:</p> <div style="border: 1px solid gray; border-radius: 10px; padding: 2px; display: inline-block; margin-top: 5px;">  NRF Unit 2 Knowledge Check </div>	
<p>Quiz: Knowledge check from UNIT 2. Students complete Training Unit 2.</p>			

<ul style="list-style-type: none"> •Define marketing terms. •Describe four key components of a marketing plan. •Understand retail promotional strategies and advertising technologies. 	<p>Student involvement in class discussions.</p> <p>Research Project</p> <p>Gathering information- Students take notes.</p> <p>Exit tickets</p>	<ul style="list-style-type: none"> ● <u>Marketing and Merchandising</u> <p>Student/Partner Project:Marketing</p> <p>IDENTIFY:</p> <ol style="list-style-type: none"> 1.Retailer name, business channels (e.g., physical store, online store, cart). 2.Products and/or service offerings (at least 3, but no more than 5 total). 3.The distribution channel for your business. 4.How inventory would be tracked (if applicable). 5.Where inventory would be stored (if applicable). 6.Three direct or indirect competitors. 7.Ways to differentiate your business from your competition. 8.Considerations for preventing profit losses. 9.Workplace safety concerns. 10.Business logo. <p>Vocabulary: Marketing, Marketing mix, Slogan</p> <p>Exercise: Do you know the slogans?</p> <p>Students see if they can guess the brands behind these famous taglines and slogans.</p> <p>Class discussion: Marketing Plan Components-Product/Price/Plan/Promotion Marketing Strategies</p>
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<p>•Describe the benefits of organized and well-maintained storage areas.</p> <p>•Identify merchandising components.</p> <p>Maintain displays in order to enhance sales</p>	<p>Student involvement in class discussions.</p> <p>Gathering information- Students take notes.</p> <p>Exit tickets</p> <p>Research</p>	<ul style="list-style-type: none"> • <u>Merchandising</u> <p>Class discussion:</p> <p>Merchandising Storage</p> <p>Inventory Management</p> <p>Visual Merchandising</p> <p>Physical Stores: Walk through to view</p> <p>Vocabulary: Visual Merchandising.</p> <p>Student Exercise: Video.</p> <p>Imagine you're doing a store walkthrough. What are some potential issues you could identify relating to the following?</p> <ol style="list-style-type: none"> 1. Product placement and traffic patterns 2. Display fixtures 3. Floors 4. Windows 5. Signs and price tags 6. Restrooms 7. Store lighting 8. The food service area. <p>Watch the next video and see what issues you can find.</p> <p>Class discussion:</p> <p>Arranging Merchandise -Planogram-Based</p> <p>Arranging Merchandise when there Are No Planograms</p> <p>Vocabulary: Planograms/ POG's</p>
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Quiz: Knowledge check from UNIT 3.
Students complete Training Unit 3.

<ul style="list-style-type: none"> • Define profit model terms. • Calculate net and gross profit. <ul style="list-style-type: none"> • Understand factors that impact the cost of delivered products and services. • Identify pricing strategies and their impact on profit. 	<p>Student involvement in class discussions.</p> <p>Worksheets</p> <p>Gathering information- Students take notes.</p> <p>Exit tickets</p>	<ul style="list-style-type: none"> • <u>The Retail Profit Model</u> <p>Vocabulary: Cost, Cost of goods sold(COGS), Retail Price, Markup, Revenue, Gross Profit.</p> <p>Class Discussion and Student Exercise: Calculating Gross Profit. Calculating Profit Margin Percentage</p> <p>Student Exercise: You try it! Calculate Profit.</p> <p> NRF Quiz 1</p> <ul style="list-style-type: none"> • <u>Understanding the Impact</u> <p>Class Discussion and Student Exercise: Cost associated with retailing.</p> <p>Imagine you are a retail florist with one store, a website and delivery service. Take a few minutes to discuss with a partner at least 10 expenses to keep your business running.</p> <p>Class discussion: Determine product pricing. Pricing strategies Taking markdowns</p>	
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Quiz: Knowledge check from UNIT 4.
Students complete Training Unit 4.

<p>Explore you interests and</p>		<ul style="list-style-type: none"> ● <u>Building your Career</u> <p>Class discussion:</p> <p>Exploring Retail Jobs</p> <p>Students complete an exercise and then discuss the jobs that they found might fit them.</p> <p>Class discussion about crafting an Ideal Resume.</p> <ul style="list-style-type: none"> ● <u>Getting your Ideal Job</u> ● ● <u>Growing your skills</u> <ul style="list-style-type: none"> ● <u>Planning and Following a Career</u> <p>Class discussion:</p> <ul style="list-style-type: none"> •Understanding potential career paths. •Planning your career. •Forging your path. •Effectively managing others.
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Quiz: Knowledge check from UNIT 5
 Students complete Training Unit 5.

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Summative Performance Assessment	
Summative Written Assessment	
<p>Students take an online course along with teacher instruction. The curriculum includes videos, interactive exercises and self-check quizzes. Students work at their own pace to complete the training.</p>	

GRADING OF GARMENTS (and Assignments/Projects) - Grading will be based on quality according to the rubric specifications. Exams: There will be exams during the semester to test students' knowledge of terminology and processes.

MAKE-UP ASSIGNMENTS/LATE WORK

Students are expected to make up any missed class work or homework during an absence from school.

Students may only make up missed work for up to one week following an absence. After a period of one week teachers will not accept any make-up assignments, unless the teacher approves an extension is based on extenuating circumstances.

STUDENT ATTENDANCE

- Students who exceed eighteen (18) unexcused absences within a school year will risk losing credit in any given class (es).

Mrs. Mogielski Guaba FASHION DESIGN

EMAIL: mmogielski@lakewoodpiners.org Extra help day: Thursday More than (4.5) unexcused absences in a class within a marking period is an early indicator that a student is at risk to fail for the year.

- Four (4) tardies / lates to a class is the equivalent of one absence in that class. A student is considered tardy when he/she is not seated when the late bell rings.
- The school will notify parents about attendance problems in accordance with district/school policy and state and federal statutes

Students should be aware of the following:

- Student Responsibilities- •to attend school regularly. • arrive to class on time.
- Students should bring the proper tools to class, including pencil, paper, and required items. Equipment/tools are provided; Students are required to purchase FABRIC.
- No electronics • Electronic devices are not permitted during class. If a student refuses to follow rules- Disciplinary action will be taken.
- Students are expected to make up any missed class work or homework during an absence from school. It is the student's responsibility to check with their teacher to determine what work they have to make up.
- Late assignments will not be accepted and will result in a grade of "F"
- Students are to respect the rights of others by treating faculty and classmates with respect. They are to respect the property of others and to use departmental supplies and equipment carefully.
- Students are to follow all guidelines as stated in the Student Handbook.

Mrs. MO I began sewing when I was 15, mostly restyling my clothes. I continued sewing and graduated from the Fashion Institute of Technology with a bachelor's degree in Fine Arts, emphasis on Fashion Design. I enjoy teaching and spreading the love of sewing as an avenue for self-expression.

- I will present curriculum that involves the interests of the students and makes learning exciting. I will incorporate assignments, projects, group work, individual work, and hands-on learning in order to make students active learners. My goal this year is to teach my students to become creative, motivated, insightful, and enthusiastic thinkers.