

Course: <i>Fashion and Clothing II</i> Unit #: 3 - Fashion History	Year of Implementation: 2022-2023
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Stage One - Desired Results	
Link(s) to New Jersey Student Learning Standards for this course: https://www.state.nj.us/education/cccs/2020/ https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf	
Unit Standards: <i>1.5.12prof.Pr5a: Analyze and evaluate the reasons and ways an exhibition is presented.</i> <i>1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences.</i> <i>1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts.</i> <i>1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.</i> <i>1.5.12adv.Re7a: Analyze how responses to art develop over time based on knowledge of and experience with art and life.</i> <i>1.5.12acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.</i> <i>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.</i>	

Transfer Goal: *Students will be able to independently use their learning and knowledge of historical influences on fashion to create new fashions.*

As aligned with LRHSD Long Term Learning Goal(s):

Apply critical thinking and problem-solving skills to make reasoned decisions at home, in the workplace, and in the global community. Develop skills and technical proficiencies that transfer to family life and global career opportunities.

Enduring Understandings

Students will understand that. . .

EU 1

- *fashion is influenced by economic, political and technological changes.*
- *fashion can be influenced by climate and geographical location.*

EU 2

- *Culture is expressed and preserved through clothing.*
- *Clothing is an expression of our beliefs and culture*
- *Clothing is an extension of how we are perceived.*

Essential QuestionsEU 1

- *What political and economic events have had a significant influence on the fashion industry?*
- *How has technology changed clothing?*
- *How is the environment impacted by fashion? And vice versa?*
- *What would it be like to walk in the shoes of a person during ...(any particular time period and culture)?*

EU 2

- *How might cultural beliefs change your perspective about fashion?*
- *How does clothing express and preserve culture?*
- *In what ways does our clothing influence how people treat us?*

Knowledge

Students will know . . .

EU 1

- *specific fashions by time period and designers.*
- *the environmental impact of and on the fashion industry.*

Skills

Students will be able to. . .

EU 1

- *identify fashion styles by time period and designer.*
- *reflect on how what you choose to wear is influenced by your personal choices, beliefs and/or culture.*

• <i>how technological changes have affected fashion throughout history.</i> <i>EU 2</i> • <i>cultural differences related to fashion.</i> • <i>religious differences related to fashion.</i> • <i>cultural and social norms related to fashion</i>	• <i>analyze the political and economic climate as it relates to the fashion industry.</i> • <i>forecast how technological advances will affect fashion in the next century.</i> <i>EU 2</i> • <i>make connections to culture and beliefs through fashion garments.</i> • <i>choose garments based on cultural and social norms.</i>
Stage Two - Assessment	
<u><i>Other Evidence:</i></u> • Sketches of garments inspired by a specific time period • Electronic project presentation • History of Fashion Timeline • Written Test on History and Designers • Student critique of peers' work • Student research on cultural influence on clothing	
Stage Three - Instruction	
<u><i>Learning Plan:</i></u> Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement} • View teacher's electronic presentation and outline basic fashion timeline including economic and political events, and technological advancements. (A EU 1) • Produce a detailed electronic presentation depicting specific Fashion Eras. (A EU 1) • Create an expanded timeline for each fashion time period. (A,M EU 1 EU2) • Review Fashion Styles and specific cultural influences by playing Pictionary. (M EU 1 EU2) • Teacher Presentation on Cultural Customs: Historic and Present (A EU2)	

- Interview students of diverse cultures from the student body concerning how their culture and beliefs affect what they wear and how others view them. **(A,M,T EU2)**
- Research and write a reflection on current environmental information as it relates to the fashion industry. **(A,M EU1)**
- Class trip to Fashion Museum **(M EU1 EU2)**
- View movies and reflect on the historic accuracy of the costuming. **(M EU1 EU2)**
- Presentation from FIDM on History of Costume **(A EU1 EU2)**