Curriculum: Introduction to Fashion Merchandising

Curricular Unit: Fashion Fundamentals

Instructional Unit: A. Explore the fundamentals of fashion

**Standard Alignments (Section 2)**

SSCLE: RIGIT.6.L (US History); TSSI.7.B (US History)
VAGLE: IC.2.A (HS Level 1)
Knowledge: (CA) 4,6  (FA) 4  (SS) 6,7
CCSS: 9-10.SL.5; 9-10.RST.4; 9-10.RST.7; 9-10.WHST.6; 9-10.WHST.7
NETS: 2.b,d; 3b; 4b,c; 6b
Performance: 1.2, 1.4, 1.6, 1.8, 1.9, 2.5

**Unit (Section 3)**

Learning Targets:

- Analyze why we wear clothes (protection, adornment, identification, modesty, status)
- Define fashion terminology
- **Discuss the history of fashion**
- Identify and discuss characteristics of fashion capitals and designers
- Describe basic garment styles

Instructional Strategies:

- Teacher led discussion over the “Why We Wear Clothes” PowerPoint:
  - The teacher will facilitate students in:
    - completing a “Why We Wear Clothes” portfolio
    - creating and defining fashion terminology flash cards
  - Teacher created “Fashion Terminology Kahoot” review game
- Teacher led discussion on the “History of Fashion” PowerPoint: The teacher will facilitate students in completing a “History of Fashion” timeline
- “Fundamentals of Fashion” PowerPoint:
  - Teacher led discussion on favorite fashion designers and influences
  - The teacher will model different:
    - presentation platforms
    - presenting techniques
  - The teacher will facilitate students in:
    - researching, creating, and presenting a “Fashion Designer” presentation
    - completing research and creating a Garment Parts Visual Lookbook

Board Approved 8-3-15
Assessments/Evaluations:

- Teacher created using a scoring guide:
  - Why We Wear Clothes Portfolio
  - Fashion Design Timeline
    - Fashion Designer Presentation
    - Garments Parts Visual Lookbook
- Teacher created:
  - Fashion Designer quiz
  - Fashion Terminology quiz
  - Fundamentals of Fashion test

Sample Assessment Questions:

- What does *avant-garde* mean?
- Analyze the impact that Coco Chanel had on the fashion industry
- Describe some fashion trends of the 1980s

Instructional Resources/Tools:

- Student iPads
- Course appropriate apps
- Google Drive
- [http://www.biography.com/people/groups/fashion-designers](http://www.biography.com/people/groups/fashion-designers)
- [http://www.fashionintime.org/](http://www.fashionintime.org/)
- YouTube videos of fashion designers and trends
- Kahoot

Cross Curricular Connections:

- Social Studies:
  - Relationships of individuals to institutions and traditions
  - Tools of social science inquiry
- ELA:
  - Reading
  - Writing
  - Researching
  - Presenting
- Visual Arts: Historical time periods

**Depth of Knowledge (Section 5)**

DOK: 4
Curriculum: Introduction to Fashion Merchandising

Curricular Unit: Fashion Cycle

Instructional Unit: B. Understand the Basics of the Fashion Cycle

<table>
<thead>
<tr>
<th>Standard Alignments (Section 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSGLE: ECP.4.A (US History); RIGIT.6.L (US History); TSSI.7.B (US History)</td>
</tr>
<tr>
<td>VAGLE: IC.2.A (HS Level 1); HC.1.B (HS Level 1)</td>
</tr>
<tr>
<td>Knowledge: (CA) 4  (FA) 4, 5  (SS) 4, 6, 7</td>
</tr>
<tr>
<td>CCSS: 9-10.RST.4; 9-10.RST.7; 9-10.WHST.7</td>
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<tr>
<td>NETS: 2b; 3b,d; 6b</td>
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<td>Performance: 1.2, 1.4, 1.6, 1.8, 1.10, 2.5</td>
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<tr>
<th>Unit (Section 3)</th>
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<tbody>
<tr>
<td>Learning Targets:</td>
</tr>
<tr>
<td>• Define the following fashion terms:</td>
</tr>
<tr>
<td>• Fashion movement</td>
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<tr>
<td>• Fashion leaders</td>
</tr>
<tr>
<td>• <strong>Describe the stages of the fashion cycle</strong></td>
</tr>
<tr>
<td>• Describe the theories of fashion movement</td>
</tr>
<tr>
<td>Instructional Strategies</td>
</tr>
<tr>
<td>• Teacher led class discussion over examples of fashions going through the fashion cycle and Fashion Cycle PowerPoint</td>
</tr>
<tr>
<td>• The teacher will facilitate students completing research and creating an article regarding the fashion cycle over a chosen fashion</td>
</tr>
<tr>
<td>Assessments/Evaluations:</td>
</tr>
<tr>
<td>• Teacher created article of the Fashion Cycle scoring guide</td>
</tr>
<tr>
<td>• Fashion Cycle test – teacher created</td>
</tr>
<tr>
<td>Sample Assessment Questions:</td>
</tr>
<tr>
<td>• Draw the stages of the fashion cycle</td>
</tr>
<tr>
<td>• Describe a fashion leader and their impact on the fashion industry</td>
</tr>
<tr>
<td>Instructional Resources/Tools:</td>
</tr>
<tr>
<td>• Student iPads</td>
</tr>
<tr>
<td>• Course appropriate apps</td>
</tr>
<tr>
<td>• Google Drive</td>
</tr>
<tr>
<td>• <a href="http://www.style.com/trends">http://www.style.com/trends</a></td>
</tr>
<tr>
<td>• <a href="http://content.time.com/time/specials/packages/0,28757,2110513,00.html">http://content.time.com/time/specials/packages/0,28757,2110513,00.html</a></td>
</tr>
</tbody>
</table>
Cross Curricular Connections:

- Social Studies:
  - Relationships of individuals to institutions and traditions
  - Tools of social science inquiry
  - Economic concepts and principles
- Visual Arts: Historical time periods
- ELA:
  - Reading
  - Writing
  - Research

**Depth of Knowledge (Section 5)**

DOK: 2
Curriculum: Introduction to Fashion Merchandising

Curricular Unit: Fashion Marketing Basics

Instructional Unit: C. Discover the basics of fashion marketing

**Standard Alignments (Section 2)**

| SSGLE: ECP.4.A (US History); TSSI.7.B (US History) |
| Knowledge: (CA) 4 (SS) 4,7 |
| CCSS: 9-10.SL.5; 9-10.RST.4; 9-10.RST.7; 9-10.WHST.6; 9-10.WHST.7 |
| NETS: 2b; 3b,d; 4b; 6b |
| Performance: 1.2, 1.4, 1.6, 1.8, 2.5 |

**Unit (Section 3)**

**Learning Targets:**

- Define the following marketing terms: marketing, marketing concept, target market, market segmentation, fashion merchandising

- **Describe the 4 Ps of marketing**

- Explain the two ways of viewing the fashion industry's channel of distribution

- Identify trade associations and industry publications

**Instructional Strategies**

- Teacher led class discussions:
  
  - “Fashion Marketing Basics” PowerPoint – the teacher will:
    
    - facilitate students in completing fashion marketing terminology flashcards
    
    - help students complete research and create a presentation for marketing a textile product

  
  - Trade publications and associations in the fashion and marketing industry – The teacher will help students research and complete a Trade Publications and Associations Portfolio

**Assessments/Evaluations:**

- Teacher created – assessed using a scoring guide:
  
  - Marketing presentation of a textile product
  
  - Teacher created Trade Publications and Associations portfolio

- Fashion Marketing Basics test – teacher created

**Sample Assessment Questions:**

- Describe the 4 Ps of marketing.

- Analyze and describe the importance of following trade associations and publications.
Instructional Resources/Tools:

- Student iPads
- Course appropriate apps
- Google Drive
- http://www.usfashionindustry.com/
- www.wwd.com/

Cross Curricular Connections:

- Social Studies:
  - Tools of social science inquiry
  - Economic concepts and principles
- ELA:
  - Reading
  - Writing
  - Researching
  - Presenting

**Depth of Knowledge (Section 5)**

DOK: 2
Curriculum: Introduction to Fashion Merchandising

Curricular Unit: Fashion Design Segment

Instructional Unit: D. Investigate the fashion design segment

**Standard Alignments (Section 2)**

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<th>SSGLE:</th>
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<td>(CA) 4,6 (FA) 2 (SS) 4,7</td>
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<td>CCSS:</td>
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<td>NETS:</td>
<td>2b; 3.b-d; 4c; 6b</td>
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<tr>
<td>Performance:</td>
<td>1.2, 1.4, 1.8, 1.10, 2.5, 3.8</td>
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**Unit (Section 3)**

Learning Targets:

- **Discuss the importance of each element of design in relation to fashion**
- Describe how the principles of design are used in fashion
- Explain the price market categories of apparel
- **Summarize the designing process for fashions**

Instructional Strategies

- Teacher led class discussion over the “Design Elements & Principles” PowerPoint
  - The teacher will:
    - assign and assist cooperative learning groups – case studies on:
      - determining body shapes
      - fashion recommendations
      - help students conduct research on price market categories of apparel
    - show students how to complete the Apparel Manufacturing Flowchart

Assessments/Evaluations:

- Teacher created Price Market Categories of Apparel Research scoring guide
- Fashion Segment test – teacher created

Sample Assessment Questions:

- Identify the elements and principles of design
- What is the highest price market category of apparel?
- Analyze a body shape and give fashion recommendations

Board Approved 8-3-15
Instructional Resources/Tools:

- Student iPads
- Course appropriate apps
- Google Drive

Cross Curricular Connections:

- Social Studies:
  - Tools of social science inquiry
  - Economic concepts and principles
- Visual Arts: Elements and principles of design
- ELA:
  - Reading
  - Writing
  - Researching
- Math: Calculating market price points

**Depth of Knowledge (Section 5)**

**DOK: 3**
Curriculum: Introduction to Fashion Merchandising

Curricular Unit: Fashion Retail and Promotion

Instructional Unit: E. Analyze forms of fashion retail and promotion

### Standard Alignments (Section 2)

| SSGLE: | ECP.4.A (US History); TSSI.7.B (US History) |
| VAGLE: | PP.3.C (HS Level 1) |
| Knowledge: | (CA) 4,6 (FA) 1 (SS) 4,7 |
| CCSS: | 9-10.SL.5; 9-10.RST.4; 9-10.RST.7; 9-10.WHST.6; 9-10.WHST.7 |
| NETS: | 2b; 3b-d; 4b |
| Performance: | 1.4, 1.6, 1.8, 1.10, 2.5 |

### Unit (Section 3)

#### Learning Targets:

- **Compare and contrast the following types of fashion retailing:** department stores, flagship stores, specialty stores, boutiques, chain stores, designer stores, outlets, discount stores, mail order houses, online and television retailers
- **Identify the types of fashion promotion including:** advertising, publicity, sales promotion, personal selling, and visual merchandising

#### Instructional Strategies

- **Store Types and Fashion Promotion Techniques PowerPoint:**
  - Teacher led discussion on examples of different types of stores in our area
  - The teacher will assist students in completing a Visual Merchandising scavenger hunt

#### Assessments/Evaluations:

- Teacher created Visual Merchandising Scavenger Hunt scoring guide
- Types of Fashion Retailing quiz – teacher created

#### Sample Assessment Questions:

- TJ Maxx is an example of what type of store?
- Describe three fashion promotional techniques.

#### Instructional Resources/Tools:

- Student iPads
- Course appropriate apps
- Google Drive
- [http://vmsd.com/](http://vmsd.com/)
- Guest speaker

Board Approved 8-3-15
Cross Curricular Connections:

- ELA:
  - Reading
  - Writing
  - Research
- Visual Arts: Visual products based on themes
- Social Studies:
  - Tools of social science inquiry
  - Economic concepts and principles

Depth of Knowledge (Section 5)

DOK: 3
Curriculum: Introduction to Fashion Merchandising

Curricular Unit: Fashion Careers

Instructional Unit: F. Explore fashion related careers

**Standard Alignments (Section 2)**

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**Unit (Section 3)**

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<tbody>
<tr>
<td>• Identify fashion related careers</td>
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<td>• Research a fashion related career</td>
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<tbody>
<tr>
<td>• Teacher led brainstorming of possible inquiry topics related to fashion careers</td>
</tr>
<tr>
<td>• The teacher will facilitate students working in cooperative learning pairs on creating and presenting a Fashion Career PowerPoint</td>
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<tr>
<td>• Fashion Career PowerPoint scoring guide – teacher created</td>
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<tr>
<td>• Describe the education needed to become a fashion designer.</td>
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<td>• Identify five fashion related careers.</td>
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<td>• Guest speaker</td>
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Board Approved 8-3-15
Cross Curricular Connections:

- Visual Arts: Interdisciplinary connections
- ELA:
  - Reading
  - Writing
  - Research
  - Presenting

**Depth of Knowledge (Section 5)**

DOK: 3