

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

<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> Teacher created using a scoring guide: <ul style="list-style-type: none"> Why We Wear Clothes Portfolio Fashion Design Timeline <ul style="list-style-type: none"> Fashion Designer Presentation Garments Parts Visual Lookbook Teacher created: <ul style="list-style-type: none"> Fashion Designer quiz <ul style="list-style-type: none"> Fashion Terminology quiz Fundamentals of Fashion test
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> What does <i>avant-garde</i> mean? Analyze the impact that Coco Chanel had on the fashion industry Describe some fashion trends of the 1980s
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> Student iPads Course appropriate apps Google Drive http://www.biography.com/people/groups/fashion-designers http://www.fashionintime.org/ http://www.wwd.com/fashion-resources/fashion-dictionary YouTube videos of fashion designers and trends Kahoot
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> Social Studies: <ul style="list-style-type: none"> Relationships of individuals to institutions and traditions Tools of social science inquiry ELA: <ul style="list-style-type: none"> 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

Standard Alignments (Section 2)

SSGLE: ECP.4.A (US History); RIGIT.6.L (US History); TSSI.7.B (US History) VAGLE: IC.2.A (HS Level 1); HC.1.B (HS Level 1) Knowledge: (CA) 4 (FA) 4,5 (SS) 4,6,7 CCSS: 9-10.RST.4; 9-10.RST.7; 9-10.WHST.7 NETS: 2b; 3b,d; 6b Performance: 1.2, 1.4, 1.6, 1.8, 1.10, 2.5

Unit (Section 3)

Learning Targets:

- Define the following fashion terms:
 - Fashion movement
 - Fashion leaders
- **Describe the stages of the fashion cycle**
- Describe the theories of fashion movement

Instructional Strategies

- Teacher led class discussion over examples of fashions going through the fashion cycle and Fashion Cycle PowerPoint
- The teacher will facilitate students completing research and creating an article regarding the fashion cycle over a chosen fashion

Assessments/Evaluations:

- Teacher created article of the Fashion Cycle scoring guide
- Fashion Cycle test – teacher created

Sample Assessment Questions:

- Draw the stages of the fashion cycle
- Describe a fashion leader and their impact on the fashion industry

Instructional Resources/Tools:

- Student iPads
- Course appropriate apps
- Google Drive
- <http://www.seventeen.com/>
- <http://www.style.com/trends>
- <http://content.time.com/time/specials/packages/0,28757,2110513,00.html>

Board Approved 8-3-15

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/>
- <http://www.fashionproducts.com/associations/associations-usa.html>
- 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)

SSGLE: ECP.4.A (US History); TSSI.7.B (US History)

VAGLE: EP.1.A-G (HS Level 1)

Knowledge: (CA) 4,6 (FA) 2 (SS) 4,7

CCSS: 9-10.SL.5; 9-10.RST.4; 9-10.RST.7; 9-10.WHST.6; 9-10.WHST.7; N-Q.1;
N-Q.2; N-Q.3

NETS: 2b; 3.b-d; 4c; 6b

Performance: 1.2, 1.4, 1.8, 1.10, 2.5, 3.8

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

Instructional Resources/Tools:

- Student iPads
- Course appropriate apps
- Google Drive
- <http://www.fashion-incubator.com/archive/apparel-price-point-categories/>
- <http://www.onlineclothingstudy.com/2013/05/garment-manufacturing-process-flow-chart.html>

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://www.shopify.com/blog/13955461-visual-merchandising-101-how-to-create-store-designs-with-high-converting-displays>
- Guest speaker

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)

VAGLE: IC.2.A (HS Level 1) Knowledge: (FA) 4 CCSS: 9-10.RST.1; 9-10.RST.7; 9-10.WHST.7 NETS: 4b-d Performance: 1.2, 1.6, 1.8, 4.8

Unit (Section 3)

Learning Targets:
<ul style="list-style-type: none">• Identify fashion related careers
<ul style="list-style-type: none">• Research a fashion related career
Instructional Strategies
<ul style="list-style-type: none">• Teacher led brainstorming of possible inquiry topics related to fashion careers• The teacher will facilitate students working in cooperative learning pairs on creating and presenting a Fashion Career PowerPoint
Assessments/Evaluations:
<ul style="list-style-type: none">• Fashion Career PowerPoint scoring guide – teacher created
Sample Assessment Questions:
<ul style="list-style-type: none">• Describe the education needed to become a fashion designer.• Identify five fashion related careers.
Instructional Resources/Tools:
<ul style="list-style-type: none">• Student iPads• Course appropriate apps• Google Drive• www.bls.gov• www.fashionschools.com• Guest speaker

Cross Curricular Connections:

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

Depth of Knowledge (Section 5)

DOK: 3