

**Southern Regional High School District
Course of Study**

FAMILY AND CONSUMER SCIENCES DEPARTMENT

Course Title Fashion Merchandising

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Essential Questions of the Course:

The world of fashion is comprised of many aspects.

Exactly what are the aspects that are involved in the world of fashion?

What is contained in each of the aspects?

How are the parts inter-twined to comprise the entire world of fashion?

Assessments:

Using the knowledge that is gained in the course, create a fictitious company that will design, promote, and display a specific line of products which could be part of the fashion merchandising industry.

The assessment is in project form consisting of written and illustrative parts. An oral presentation of the company and or the product including sample boards, displays, drawing, etc. will further explain, demonstrate and illustrate the learned concepts.

Unit Title: The Why of the World of Fashion—clothing.

Essential Questions of the Unit:

What are the various reasons why people wear clothing?

How does clothing satisfy certain physical, psychological and social needs?

How do values, attitudes, conformity, individuality and personality affect clothing selections?

Assessments:

Be able to illustrate through pictures the five physical needs that are fulfilled when people wear clothing.

Explain conformity and individuality in the world of fashion as it pertains to a variety of activities.

Values and attitudes—how do they influence the clothing one selects?

Have students select components from three different lists: life cycle stage, physical needs, psychological need, when designing different articles of clothing for specific clientele

Content:**People wear clothing for a variety of reasons:****Physical needs****Protection****Weather****Environment****Occupational****Enemies****Psychological needs****Decorative****Beauty****Adornment****Identification****Societal needs****Modesty****Status****People select clothing****Values and attitudes****Conformity versus individuality****Personality**

Skills:**Thinking skills**

Comprehension and application when relating conformity and individuality.

Synthesizing—designing clothing for three different needs in one garment.

Analyzing components of garments.

Basic skills

Reading information

Identification of the five physical needs.

Purpose / Rational of the unit:

In the world of fashion, a variety of reasons compete to make people select the types of clothing they wear. When one understands the driving forces for selecting clothing, then they can make logical choices which can be applied to their personal decision about clothing and also think of the decision which needs to be used in the various aspects of fashion merchandising.

New Jersey Core Curriculum Content Standards:

CROSS-CONTENT WORKPLACE READINESS STANDARDS

2	All students will use information, technology, and other tools.
2.6	Access and assess information on specific topics using both technological (e.g., computer, telephone, Satellite and print resources available in libraries or media centers.
3	All students will use critical thinking, decision-making, and problem-solving skills.
3.1	Recognize and define a problem, or clarify decisions to be made.
3.2	Use models, relationships, and observations to clarify problems and potential solutions.
3.8	Organize, synthesize, and evaluate information for appropriateness and completeness.
3.15	Apply problem-solving skills to original and creative/design projects.
4	All students will demonstrate self-management skills.
4.3	Evaluate their own actions and accomplishments.
4.6	Describe actions which demonstrate respect for people of different races, ages, religions, ethnicity and gender.

VISUAL AND PERFORMING ARTS

1.2.4	Demonstrate originality, technical skills, and artistic expression in the creation, production, and Performance of dance, music, theater, or visual arts.
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COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION

2.1.9	Analyze how family, peers, culture, media, technology, and the environment affect wellness.
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Time Frame of Unit: 2 weeks

Instructional Activities:

Describe the physical needs of wearing clothing for protection.

Describe the physiological needs of wearing clothing for adornment and identification.

Make a poster that depicts clothing and accessories being used in a specific way—adornment, identification, protection, etc. Explain orally how each part of the poster illustrated the concept.

Using a fashion tracer, design specific outfits for a variety of people in different situations.

Have students evaluate their wardrobe for garments that provide physical protection, psychological need and one social acceptance.

Write an essay on conformity vs. individuality when selecting clothes. Find pictures that show clothes and accessories being used for adornment. How do the pictures depict this?

Materials and Resources:

**Text: Fashion! Mary Wolfe,: The Goodheart-Willox Co., Inc. 1998
Chapter 1, pages 11-21**

Instructor Manual, Fashion, pages 21 – 27

Student Activity guide Fashion

Advertisements from current magazines, newspapers, media and internet.

Guest speakers from area clothing stores to talk about the business, clientele and what drives their business sales.

Unit of Study

Unit Title: Background in Fashion, Its Styles and Parts.

Essential Questions of the Unit:

What vocabulary words are necessary to be able to discuss fashion, clothing and its parts?

What are the main methods of clothing construction?

Does fashion follow cycles? What are the cycles?

Do social, economics and political factors have an influence on fashion?

Assessments:

View pictures of clothing styles within a certain period of time. Determine the silhouette, the type of construction and if it was a fad, craze or a trend.

List in order and explain the steps in the fashion process.

Illustrate how fashion is affected by social, economic and political influences.

Create garment designs having a variety of styles and parts. Label 25 different components, parts, in the designs.

Content:

Knowing About fashion

Fashion terms

- **Style**
- **Fashion**
- **Apparel**
- **Garment**
- **Silhouette**
- **Fashion trend—high fashion, fad, craze, classic**
- **Wardrobe**

Clothing construction terms

- **Draped**
- **Tailored**
- **Composite**

Clothing business terms

- **Haute Couture**
- **Couturier, custom designed, made to order, copies, knock-offs**
- **Ready to wear**
- **Consumers**
- **Retail, overruns, irregulars, seconds,**
- **Promotions**
- **Wholesale**
- **Price markets**

Fashion cycles

- **Process**
- **Silhouette**
- **Influence on fashion**
 - **Social**
 - **Economic**
 - **Political**

Garments

- **Styles**
- **Garment parts**
 - **Dress, Neckline, Collar, Sleeves**
 - **Skirt**
 - **Pants**
 - **Coat and Jacket**
 - **Miscellaneous styles and parts**

Skills:***Thinking skills:***

Identification of selected vocabulary.

Analysis of specific clothing.

Application of the fashion process to a specific product.

Synthesis—designing garments with a variety of components or parts.

Basic skills:

Reading text, listening to explanations, writing.

Physical skills:

Drawing and designing of clothing using a fashion tracer.

Purpose / Rational of the unit:

The basic vocabulary of fashion terms, parts, components and styles of garments must be studied and understood so that the student will be able to use the correct terminology when referring to the many aspects of fashion.

New Jersey Core Curriculum Content Standards:

CROSS-CONTENT WORKPLACE READINESS STANDARDS

1	All students will develop career planning and workplace readiness skills.
1.5	Identify skills that are transferable from one occupation to another.
3	All students will use critical thinking, decision-making, and problem-solving skills.
3.1	Recognize and define a problem, or clarify decisions to be made.

LANGUAGE ARTS LITERACY

3.1	All students will speak for a variety of real purposes and audiences.
3.1.5	Participate in collaborative speaking activities, such as choral reading, plays, and reciting poems.
3.1.21	Present an extemporaneous speech.
3.5	All students will view, understand, and use non textual visual information.
3.5.12	Articulate the connection between visual and verbal message.

Time Frame of Unit: 2 1/2 weeks

Instructional Activities:

Activities as listed in instructors manual.

Design two outfits using a fashion tracer, one being Haute couture and one for ready to wear.

Using the above haute couture, have another student design a ready to wear outfit based on the haute couture.

Cut clothing pictures from magazines and have students label the design parts on each garment.

Design three outfits having a total of 20 design parts.

Drape a student using a sheet.

Materials and Resources:

Text: Fashion!, Chapter 2 pages 22-34

Chapter 3 pages 35-51

Instructor Manual Fashion, pages 29-40

Student Activity guide Fashion,

CD Rom—Windows: The Clothes we Wore

Unit of Study

Unit Title: The Art of Apparel

Essential Questions of the Unit:

How are color, line and the principles of design related in the design of apparel in the fashion industry?

Of what importance do color and line play in the other aspects of fashion merchandising such as advertising, displays and promotions?

Assessments:

Apply specific types of color schemes to the designs.

Complete designs of clothing using a variety of design principles.

Identify the use of color schemes, elements of design and principles of design in a lone of clothing.

Teacher made factual test.

Content:

Color

- **As part of the design**
- **Symbolism**
- **Terms—hue, value, intensity**
- **Wheel—primary, secondary, intermediate,**
 - **Temperature—warm, cool**
- **Schemes—monochromatic, analogous, complimentary, triad, split complimentary, accent neutral**
- **Using color in apparel**

Elements of Design

- **Shape**
 - **Lines**
 - **Kinds—straight, curves, jagged**
 - **Direction—vertical, horizontal, diagonal**
 - **Application—structural, decorative**
- Texture—structural, added visual texture**

Principles of Design

- **Balance—formal, informal**
- **Proportion**
- **Emphasis**
- **Rhythm—repetition, graduation, transition**
- **Opposition—radial arrangement**
- **Harmony**

Skills:***Thinking skills:***

Identification of color schemes, elements and principles of design.

Recall of factual information.

Application of factual information into clothing design and/or displays.

Analysis through comparison of color schemes in garments.

Computer skills:

Computer to design simple fabric in regards to color schemes.

Interpersonal skills:

Critiquing another's work.

Communication skills:

Oral speaking in presentation

Purpose / Rational of the unit:

Clothing is designed using specific art principles and concepts.

Knowing the elements and how they contribute to the total design in clothing will enable the student to be more knowledgeable as a consumer of clothing or when working in the fashion field.

New Jersey Core Curriculum Content Standards:

CROSS-CONTENT WORKPLACE READINESS STANDARDS

2	All students will use information, technology, and other tools.
2.9	Use technology to present designs and results of investigations.

VISUAL AND PERFORMING ARTS

1.1.3	Communicate about the aesthetic qualities of art works through oral and written analysis using appropriate technical and evaluative terms.
1.2	All students will refine perceptual, physical, and technical skills through creating dance, music, theater, and/or visual arts.
1.2.4	Demonstrate originality, technical skills, and artistic expression in the creation, production, and performance of dance, music, theater, or visual arts.
1.4	All students will demonstrate knowledge of the process of critique.
1.4.1	Explain the criteria by which they evaluate the quality of their work and the work of others.

MATHEMATICS

4.7	All students will develop spatial sense and an ability to use geometric properties and relationships to solve problems in mathematics and in everyday life.
4.7.27	Explore applications of other geometries in real-world contexts.

CAREER EDUCATION AND CONSUMER, FAMILY, AND LIFE SKILLS

9.2	Demonstrate critical life skills in order to be functional members of society.
A	Critical Thinking
9.2.1	Apply communications and data analysis to the problem-solving and decision making processes in a variety of contexts.
9.2.3	Apply the use of symbols, pictures, graphs, objects, and other visual information to selected projects in a variety of contexts.

Time Frame of Unit: 5 weeks

Instructional Activities:

Design a fabric on the computer and have students print on transfer paper. Have students iron the transfer on to fabric to create their own fabric. Design a garment using this piece of fabric.

Each student using their own garment design—simple shirt—have students color in the fabric using a variety of the color schemes.

Have students select which color “season” they are by trying on the Color Me Beautiful bibs.

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Each student, using one garment silhouette design, design garments to contain each of the six principles of design.

Materials and Resources:

**Text: Fashion!, Chapter 10, pages 172-190,
Chapter 11, pages 191-204,
Chapter 12, pages 205-22.**

**Text: Instructors Manual , Fashion, Activity excellent suggestions
Student Activity Manual**

Periodicals, Internet sites, pattern catalogues.

**McCalls:Optical Illusion Poster,McCall:Focus on Figure Flattery Video
Paint chips, color swatches, and bibs.**

Lights--electric, florescent,

Tempera paints, colored markers & pencils.

**Reference Text: Color me Beautiful, Carole Jackson,
Color for Men, Carole Jackson**

Computer Lab

Unit of Study

Unit Title: Careers in Apparel Designing & Development of Fashion

Essential Questions of the Unit:

How does a garment evolve—from the thought process of the principles of line, design and color to the actual execution of a garment?

What is the importance of the ready to wear industry?

Assessments:

The students will become a famous designer and design three outfits for Haute Couture and three for Ready to Wear (RTW). The RTW must show influence of the Haute Couture.

Complete a written and oral report on a designer of the student's choice.

Content:***Careers in Apparel*****Apparel Designing**

- **Fashion Designer and qualifications**
- **Assistant Designer**
- **Sketching employee**
- **Sample maker**

Development of Fashion

- **Inside the trade**
- **Couture**
 - **High Fashion**
 - **Collections**
 - **Fashion Piracy**
 - **Logo**
- **Designer—Ready to Wear (RTW)**

Skills:***Thinking skills:***

Synthesizing information to create a logo for their personal company. The student will begin to use “inspirations” as a vehicle to design clothing.

Computer Skills:

Research a designer using a variety of resources: Internet, computer as an encyclopedia, magazine articles, company resources, etc.

Basic Skills:

Language skills when writing the designer report.

Interpersonal skills:

Critiquing other’s work.

Purpose / Rational of the unit:

The application of skills and knowledge is of importance in everyday life. Through the use of information in previous chapters relating to the principles of art, the students will apply the learned principles as they take on the role of a designer. This exercise will enable them to be more aware of the careers available as an apparel designer from Haute Couture to Ready to Wear, to an independent designer as they start their individual career selection.

New Jersey Core Curriculum Content Standards:

CROSS-CONTENT WORKPLACE READINESS STANDARDS

1	All students will develop career planning and workplace readiness skills.
1.3	Identify career interests, abilities, and skills.
1.5	Identify skills that are transferable from one occupation to another.
1.6	Select a career major and appropriate accompanying courses.
2	All students will use information, technology, and other tools.
2.6	Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.

LANGUAGE ARTS LITERACY

3.1	All students will speak for a variety of real purposes and audiences.
3.1.18	Receive and use constructive feedback to improve speaking ability.
3.1.21	Present an extemporaneous speech.

CAREER EDUCATION AND CONSUMER, FAMILY AND LIFE SKILLS

9.1	Develop career awareness and planning, employability skills, and foundational knowledge necessary for
A	Career Awareness/Preparation
9.1.1	Re-evaluate personal interests, abilities, and skills through various measures including self assessments.
9.1.2	Evaluate academic and career skills needed in various career clusters.
9.1.3	Analyze factors that can impact an individual's career.
9.1.4	Review and update their career plan and include the plan in a portfolio.
9.1.5	Research current advances in technology that apply to a selected
B	Employability Skills
9.1.1	Assess personal qualities that are needed to obtain and retain a job related to career clusters.
9.1.2	Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings.
9.1.3	Select and utilize appropriate technology in the design and implementation of teacher-approved projects relevant to occupations and/or higher educational settings.

Time Frame of Unit: 3 weeks

Instructional Activities:

Have student find a variety of logo's for clothing or major companies. Evaluate the logos as to comparison, i.e. of Nike to Channel.

Determine a name for their company and/or store.

Create a logo that represents the company and/or store. This logo will be used throughout the remainder of the course.

Visit designer houses web sites and evaluate the same.

Have each student pick an inspiration and deign a line of clothing from the inspiration.

Research through career center colleges available for these particular careers.

Materials and Resources:

**Text: Fashion, Chapter 20, pages 349-354
Chapter 4, pages 54-66**

Text Instructors Manual

Text Student Activity Guide

Computers

A variety of fashion tracers for sketching designs.

Video: A Field Trip to Micro-dynamics

Unit Title: The Science of Apparel**Essential Questions of the Unit:**

What part does the textile industry play in the world of fashion?

What are the sources and characteristics of natural and manufactured fibers and yarns?

What are the major fabric constructions and finishes that are used in the fashion industry?

Assessments:

Authentic: Develop a line of apparel. Select the fiber, fabric and finish for each piece of textile used. Explain why each part was chosen for the specific garment or type of garment.

Become a research chemist and “develop” a new fabric with special characteristics, i.e. tanning through the fabric.

Factual tests.

Content:***The Science of Apparel***

- **The Textile Industry**
 - **Fabric production and distribution**
 - **Fabric and yarn products**
 - **Fabric manufacturing**
 - **Fabric finishing**
 - **Distribution**
 - **The Textile corporation—technology, marketing, fashion**
 - **Textiles worldwide**
 - **Future of textiles**

- **Fibers and Yarns**
 - **Textile fibers**
 - **Natural**
 - **Cellulose—cotton, linen**
 - **Protein—wool—virgin, specialty**
 - **Other—asbestos**
 - **Misc. materials—fur, hide, feathers**
 - **Manufactured**
 - **Cellulose—rayon, acetate, tri-acetate**
 - **Non-cellulose—polymers, generic name vs. trade name**
 - **Producing, extruding, chemical spinning—wet, dry, melt**
 - **Generic characteristics**

Continued next page

- **Textile yarns**
 - **Types**
 - **Combinations**
 - **Textures**
 -
- **Fabric Construction and finishes**
 - **Construction**
 - **Weaving**
 - **Knitting**
 - **Other methods**
 - **Coloring and printing**
 - **Finishes**
 - **Mechanical**
 - **Chemical**
- **Careers in Fabrics**
 - **Research and development**
 - **Production**
 - **Marketing and sales**
 - **Administration**

Skills:***Thinking skills:***

Recall of specific information in this and other units.

Synthesis—developing a line of apparel using specific fibers, fabric and finishes for specific types of clothing.

Develop the concept for a new fabric with specific properties, i.e. tan through the fabric.

Physical skills:

Eye hand coordination when drawing the clothing designs

Purpose / Rational of the unit:

The fabric of which a garment is made has a bearing on the design, manufacturing, care and cost of the particular product. Without knowing about fibers and fabric the design of the merchandising of apparel is not complete.

New Jersey Core Curriculum Content Standards:

CROSS-CONTENT WORKPLACE READINESS STANDARDS

1	All students will develop career planning and workplace readiness skills.
1.3	Identify career interests, abilities, and skills.
2	All students will use information, technology, and other tools.
2.6	Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.
3	All students will use critical thinking, decision-making, and problem-solving skills.
3.1	Recognize and define a problem, or clarify decisions to be made.
3.8	Organize, synthesize, and evaluate information for appropriateness and completeness.

MATHEMATICS

4.4	All students will develop reasoning ability and will become self-reliant, independent mathematical thinkers.
4.4.13	Formulate counter-examples to disprove an argument.

SCIENCE

5.8	All students will gain an understanding of the structure and behavior of matter.
5.8.5	Show how substances can react with each other to form new substances having characteristic properties different from those of the original substances.

CAREER EDUCATION AND CONSUMER, FAMILY AND LIFE SKILLS

9.1	Develop career awareness and planning, employability skills, and foundational knowledge necessary for
A	Career Awareness/Preparation
9.1.1	Re-evaluate personal interests, abilities, and skills through various measures including self assessments.
9.1.2	Evaluate academic and career skills needed in various career clusters.
9.1.3	Analyze factors that can impact an individual's career.
9.1.4	Review and update their career plan and include the plan in a portfolio.
9.1.5	Research current advances in technology that apply to a selected
B	Employability Skills
9.1.1	Assess personal qualities that are needed to obtain and retain a job related to career clusters.
9.1.2	Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings.
9.1.3	Select and utilize appropriate technology in the design and implementation of teacher-approved projects relevant to occupations and/or higher educational settings.

Time Frame of Unit: 4 weeks

Instructional Activities:

Show samples of a variety of natural fibers while explaining the “production” of each.

Examine a variety of natural and manufactured fibers and fabrics. Compare the hand and characteristic of each.

Do burning test to compare natural and manufactured fibers.

Using yarns have students understand “plys” by untwisting and unraveling.

Examine garment tags and determine generic and trade name of fibers.

Design a fabric on the computer and print.

Weave a variety of weaves using a loom.

Each student receive a different fabric swatch—design an outfit.

Materials and Resources:

Text: Fashion!, Chapter 5 page 67 – 79, Textile Industries, Chapter 8 120 – 146, Fibers and Yarns, Chapter 9 147 – 169, Fabric Construction & Finishes, Chapter 19, 332 - 348, Careers in Fabrics.

Text: Instructor Manual and Student Activity guide

Periodicals, internet articles.

Exhibits of natural fibers, microscope—for fibers and yarns

CHEC Computer programs: Textile Technician, Fabric Manufacturing

Videos: Cotton Production, Levi-501

Field Trip: Wheaton Village, Allaire State Park, sheep sheering

Weaving looms, knitting machines

Unit of Study

Unit Title: The Business of Apparel Production

Essential Questions of the Unit:

What are the various business aspect of apparel production for the Ready To Wear market?

What are the production processes that are necessary for ready to wear?

How does foreign manufacturing affect the apparel industry?

What federal and international rules and regulations are currently in effect in the business of fashion?

Assessments:

Students will design or choose an outfit from a pattern catalogue and determine the cost for the materials for the garment adding in a percentage for overhead.

They also will determine where they wish to have the garment manufactured and the reason for the location.

Factual test

Content:***Apparel Production*****Business of clothing production**

- **Inside shop vs. outside shop**
- **Independent contractor**

Merchandising plan

- **Calculations and decisions**
- **Samples and samplings**

Designing process

- **Sources of inspiration**
- **Adapting designs**
 - **Stylist**
 - **Ford**

Preparing for production

- **Cad**
- **Samples**
- **Procedures**
- **Master pattern maker—grader**

Factory production

- **Cutting**
 - **Spreading**
 - **Cutting machine—knife, water, jet, laser**
- **Tailor system**
- **Piece work—bundle system, computer aided Manufacturer**
- **Newest methods—modular manufacturing, ergonomic, bench-making**
- **Finishing**

Selling the apparel**Overseas manufacturing-****Future of apparel production**

Skills:***Thinking skills:***

Recall of factual information.

Compare viewpoints of on shore and off shore manufacturing.

Contrast systems of operations.

Communication –describe selling methods.

Basic skills:

Math

Reading

Purpose / Rational of the unit:

By studying this unit students will realize that there is more to clothing than just going to a store and purchasing it. They will develop a realization that the production is a many faceted operation and is world wide.

New Jersey Core Curriculum Content Standards:

CROSS-CONTENT WORKPLACE READINESS STANDARDS

1	All students will develop career planning and workplace readiness skills.
1.1	Demonstrate employability skills and work habits, such as work ethic, dependability, promptness, and getting along with others, needed to get and keep a job.
1.2	Describe the importance of personal skills and attitudes to job success.
1.9	Identify job openings.

LANGUAGE ARTS LITERACY

3.3	All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.
3.3.18	Write for real audiences and purposes, such as job applications, business letters, college applications, and memoranda.

Time Frame of Unit: 1 ½ weeks

Instructional Activities:

Ask students to prepare a sales presentation to sell an imaginary line of apparel to retail buyers. Students should be sure it is the right time of years for showing the line and that the best selling points are emphasized.

Have students discuss the differences between mass production and making a garment.

Materials and Resources:

Text: Fashion!, Chapter 6, pages 80-101

Text: Student Activity Guide

Text: Instructors Manual

Video: Fabric to 501s: Levi Strauss and Company

Unit of Study

Unit Title: The Business of Apparel—the Smart Shopper

Essential Questions of the Unit:

The consumer is protected by certain laws, rights and responsibilities.

According to law, what is the required information on hang-tags and labels?

What are the specific apparel laws, currently in effect?

What are the rights and responsibilities of consumers?

Assessments:

Design a hang-tag or label for the garment designed in the previous part of this unit.

Role play and video specific happenings of customers and salespeople in clothing stores. Use open ended situations with the students completing the situation for a grade.

Factual unit test.

Content:***The Consumer*****Apparel Labeling and Legislation**

- **Hang-tags**
- **Packaging**

Apparel Legislation

- **Laws**
- **Labels**
- **Textile Fibers Product Identification Act**
- **Permanent Labeling Act**
- **Fur Product Labeling Act**
- **Flammable Fabric Act**

Consumer Rights and Responsibilities

- **Standards**
- **For Safety**
- **To be informed**
- **To choose**
- **To be heard**

Skills:***Thinking skills:***

Applying information learned to the creation of a hang-tag or label.

Compare a variety of tags for content of information—any conclusions?

Synthesize information into a role playing exercise for shopping.

Communications skills:

Role-playing.

Workplace readiness skills:

Working cooperatively.

Basic skills:

Reading, listening, observing.

Purpose / Rational of the unit:

A consumer needs to know what are his rights and responsibilities in the areas of apparel. By knowing one's right, responsibilities, the laws and legislation the consumer, producer and retailer will be more informed and be able to apply this information in daily life.

New Jersey Core Curriculum Content Standards:

CROSS-CONTENT WORKPLACE READINESS STANDARDS

1	All students will develop career planning and workplace readiness skills.
1.1	Demonstrate employability skills and work habits, such as work ethic, dependability, promptness, and getting along with others, needed to get and keep a job.

LANGUAGE ARTS LITERACY

3.1	All students will speak for a variety of real purposes and audiences.
3.1.21	Present an extemporaneous speech.
3.2	All students will listen actively in a variety of situations to information from a variety of sources.
3.2.8	Demonstrate comprehension of, and appropriate listener response (e.g., listening attentively) to, an oral report, discussion, and interview.
3.2.11	Demonstrate comprehension of, and appropriate listener response to, ideas in a persuasive speech, an oral interpretation of a literary selection, interviews in a variety of real-life situations, and educational and scientific presentations.
3.2.13	Evaluate media techniques and messages.

COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION

2.2	All students will learn health-enhancing personal, interpersonal, and life skills.
2.2.14	Analyze the causes of conflict in groups, families, and within the community, and demonstrate and evaluate nonviolent strategies to prevent, mediate, and resolve conflict.

Time Frame of Unit: 1 ½ weeks

Instructional Activities:

Compare hang tags from a variety of companies and products.

Create a hang tag for a garment. Orally and visually present to class.

Create a label for a garment.

Survey the local area and other town, cities and determine location of store, store hours, parking, etc.

Role play good manners for employees and shoppers. Write answers to opened ended questions on a shopping situation.

Materials and Resources:

Text: Fashion!, Chapter 15, pages 254-270.

Text: Student Activity Guide

Text: Instructors Manual

Local newspaper advertisements and promotional materials.

Unit of Study

Unit Title: The Business of Apparel—The Right Purchase

Essential Questions of the Unit:

When shopping for apparel many decisions must be made to insure that the purchase is correct. What are some of the topics that none must consider that will insure the consumer he/she is making a wise purchase? How are the topics interrelated?

Assessments:

After studying the variety of favorable purchasing topics, students create two specific sales for a specific line of products. Students must be able to give reasons why they choose the type of sale.

Have students divide into teams and become buyers of clothing. Give each team the same pieces of clothing and have them evaluate each piece for price, quality of workmanship, trademarks, country of origin, etc.

Content:***Making Good Purchases*****Comparison Shopping**

- **Value**
- **Quality**
 - **Degree**
 - **Specific points of quality**

Imports

- **Trademarks**
- **Designer Labels**

Favorable purchasing

- **Bargains**
- **Sales**
 - **Gimmicks**
 - **General Sales**
 - **Inventory Sales**
 - **New Items**
 - **Fire**
 - **Going Out of Business**
 - **Impulse buying**

Paying

- **Cash**
- **Check**
- **Debit card**
- **Lay-a-way purchases**
- **Credit purchases**
- **Evaluating use of credit**
- **Member card (Sam's Club)**

Skills

Life skills:

Be a more informed consumer.

Critical thinking skills:

Decision making and problem solving skills.

Workplace readiness skills:

Working cooperatively.

Basic skills:

Reading, listening, observing.

Mathematics—calculating actual cost of sale item if placed on a credit card.

Purpose / Rational of the unit:

The purpose of this unit is to enable the students to make a wise judgment in the actual purchasing of apparel. Students will be able to evaluate the products and price and then decide which method is best for payment of the purchase.

New Jersey Core Curriculum Content Standards:

CROSS-CONTENT WORKPLACE READINESS STANDARDS

1	All students will develop career planning and workplace readiness skills.
1.1	Demonstrate employability skills and work habits, such as work ethic, dependability, promptness, and getting along with others, needed to get and keep a job.
1.2	Describe the importance of personal skills and attitudes to job success.
1.9	Identify job openings.

LANGUAGE ARTS LITERACY

3.3	All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.
3.3.18	Write for real audiences and purposes, such as job applications, business letters, college applications, and memoranda.

Time Frame of Unit: 2 ½ weeks

Instructional Activities:

Compare similar garments workmanship from a variety of price markets—can you tell the difference in workman ship and materials.

Check a variety of manufacturers garments and compare actual measurements of bust waist and hip for the same style garment.

Discuss the cost of credit by buying a garment with a credit card.

Materials and Resources:

Text: Fashion!, Chapter 16, pages 271-288

Text: Student Activities

Text: Instructor's Manual

Unit of Study

Unit Title: The Business of Apparel--careers

Essential Questions of the Unit:

The world of fashion includes a large variety of careers.

What are the careers available in the area of apparel production?

What type of education does one need to reach the goal of a specific career?

Assessments:

Create a help wanted ad for a specific career in which the student is interested. List the qualifications, education, starting salary, location, name of company in the ad. Contact a newspaper to determine the cost of the ad. Inquire about the circulation of the newspaper and the target audience.

Content:***Careers in Production*****Apparel manufacturer**

- **Pattern maker**
- **Pattern grader**
- **Marker**
- **Spreader**
- **Cutter**
- **Assorter**
- **Sewing machine operator**
- **Finisher**
- **Trimmer inspector**
- **Alteration hand**
- **Presser**

Production management

- **Product manager**
- **Plant manager**
- **Production assistant**
- **Supervisor**
- **Piece goods buyer**
- **Industrial engineer**
- **Costing engineer**
- **Quality control engineer**
- **Plant engineer**

Sales and distribution

- **Showroom salesperson**
- **Travel sales representative**
- **Sales manager**
- **Market research employee**

Top Management

Skills:***Basic skills:***

How to write a help wanted ad. How to read and interpret the newspaper classified.

Math skills--calculating the cost of an newspaper ad.

Life skills:

Proper skills when contacting the newspaper.

Work place readiness skills:

Determine resources for their career ladder.

Purpose / Rational of the unit:

Students need a wide variety of information about specific careers so that they can make logical choices about their future employment.

New Jersey Core Curriculum Content Standards:

CROSS-CONTENT WORKPLACE READINESS STANDARDS

1	All students will develop career planning and workplace readiness skills.
1.3	Identify career interests, abilities, and skills.
1.5	Identify skills that are transferable from one occupation to another.
1.6	Select a career major and appropriate accompanying courses.
2	All students will use information, technology, and other tools.
2.6	Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.

LANGUAGE ARTS LITERACY

3.1	All students will speak for a variety of real purposes and audiences.
3.1.18	Receive and use constructive feedback to improve speaking ability.
3.1.21	Present an extemporaneous speech.

CAREER EDUCATION AND CONSUMER, FAMILY, AND LIFE SKILLS

9.1	Develop career awareness and planning, employability skills, and foundational knowledge necessary for
A	Career Awareness/Preparation
9.1.1	Re-evaluate personal interests, abilities, and skills through various measures including self assessments.
9.1.2	Evaluate academic and career skills needed in various career clusters.
9.1.3	Analyze factors that can impact an individual's career.
9.1.4	Review and update their career plan and include the plan in a portfolio.
9.1.5	Research current advances in technology that apply to a selected
B	Employability Skills
9.1.1	Assess personal qualities that are needed to obtain and retain a job related to career clusters.
9.1.2	Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings.
9.1.3	Select and utilize appropriate technology in the design and implementation of teacher-approved projects in educational settings.
9.1.4	Evaluate the following academic and career skills as they relate to home, school, community, and employment: <ul style="list-style-type: none">• Communication• Punctuality• Time Management• Organization• Decision making• Goal setting• Resources allocation• Fair and equitable competition• Safety• Employment application skills• Teamwork

Time Frame of Unit: 1 ½ week

Instructional Activities:

Read and discuss materials in text.

Materials and Resources:

Text: Fashion!, Chapter 20, pages 354-365

Text: Student Activity Guide

Text: Instructor's Manual

Various newspaper classified ads.

Unit of Study

Unit Title: Fashion Retailing and Its Careers

Essential Questions of the Unit:

What is retailing?

How does retailing “work”?

What are the various types of retailing?

What careers are available in retailing?

What education and qualities are needed for successful employment in retailing?

Assessments:

Students will research a store to determine the types of store ownership and retailer outlets. They will access information through the Internet, printed periodicals and visitation to stores to talk with managers and owners.

Self evaluation and teacher evaluation of a written journal of an actual job shadowing experience in a retail outlet. The students must take all the responsibility to set up the shadowing after the teacher’s initial contact with the store. Oral report of the experience will be presented to the class.

Content:**Retailing**

- **Channel of distribution**
 - **Retail terms—mark up, mark down, off figure pricing, stock-inventory control, basic stock, purchase orders, odd lots, completion dates, ready dates**
 - **Buying and selling procedures—regional apparel mart, market week, open to buy limits, resident buying offices**
 - **Timing for demand**
 - **Private labels—advantages and disadvantages**
 - **Considerations—location, mass retailing, packaged price**

Apparel Retail Outlets

- **Department Store—anchor**
- **Branch store—flagship**
- **Chain store—central office**
- **Discount—off price, factory outlet, warehouse club, hypermarket**
- **Specialty—boutique**
- **Mail order house—direct mail**
- **Franchise**
- **Other retail types—variety, personal, catalogues**
- **Retail Imports**
- **Retail future—technology, niche retailing, telecommunications, computer-on-line**

Fashion Retailing Careers

- **Retail jobs—qualifications, education**
- **Merchandising planning and buying—retail buyer, department buyer, assistant retail buyer, resident buyer office buyer, executive trainee, classification, qualifications.**
- **Direct selling—retail selling, qualities.**
- **Other store operations—customer service manager, alteration, comparison shopper, personal shopper, stock clerk, head of stock, cashier, secretaries, maintenance, security.**
- **Retail management—merchandise manager, store manager, fashion coordinator, branch coordinator.**

Skills:***Critical thinking skills:***

**Analyzing information to formulate conclusions.
Evaluation of own actions and accomplishments.**

Work place readiness skills:

**Decision making
Work habits of dependability and promptness.**

Interpersonal relationship skills:

Getting along with others, etc.

Purpose / Rational of the unit:

The course entitled Fashion Merchandising encompasses a great deal of information. While all other chapters feed important information for this chapter, in this study the student learns about the actual jobs in retailing and the types of stores where goods are sold. Students will see the text in action as they take on the task of an employee for a day as they job shadow.

New Jersey Core Curriculum Content Standards:

CROSS-CONTENT WORKPLACE READINESS STANDARDS

1	All students will develop career planning and workplace readiness skills.
1.1	Demonstrate employability skills and work habits, such as work ethic, dependability, promptness, and getting along with others, needed to get and keep a job.
1.5	Identify skills that are transferable from one occupation to another.
3	All students will use critical thinking, decision-making, and problem-solving skills.
3.1	Recognize and define a problem, or clarify decisions to be made.
3.3	Formulate questions and hypotheses.
3.4	Identify and access resources, sources of information, and services in the school and the community.
3.7	Conduct systematic observations.
3.15	Apply problem-solving skills to original and creative/design projects.
4	All students will demonstrate self-management skills.
4.1	Set short and long term goals.
4.3	Evaluate their own actions and accomplishments.

LANGUAGE ARTS LITERACY

3.2	All students will listen actively in a variety of situations to information from a variety of sources.
3.2.8	Demonstrate comprehension of, and appropriate listener response (e.g., listening attentively) to, an oral report, discussion, and interview.
3.3	All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.
3.3.18	Write for real audiences and purposes, such as job applications, business letters, college applications, and memoranda.

CAREER EDUCATION AND CONSUMER, FAMILY, AND LIFE SKILLS

9.1	Develop career awareness and planning, employability skills, and foundational knowledge necessary for
A	Career Awareness/Preparation
9.1.1	Re-evaluate personal interests, abilities, and skills through various measures including self assessments.
9.1.2	Evaluate academic and career skills needed in various career clusters.
9.1.3	Analyze factors that can impact an individual's career.
9.1.4	Review and update their career plan and include the plan in a portfolio.
9.1.5	Research current advances in technology that apply to a selected
B	Employability Skills
9.1.1	Assess personal qualities that are needed to obtain and retain a job related to career clusters.
9.1.2	Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings.
9.1.3	Select and utilize appropriate technology in the design and implementation of teacher-approved projects relevant to occupations and/or higher educational settings.
9.1.4	Evaluate the following academic and career skills as they relate to home, school, community, and employment: <ul style="list-style-type: none"> • Communication • Punctuality • Time Management • Organization • Decision making • Goal setting • Resources allocation • Fair and equitable competition • Safety • Employment application skills • Teamwork

Time Frame of Unit: 2 weeks

Instructional Activities:

Have students shadow an employee at a retail store for one day. Present their experiences to the class.

Have students visit a variety of types of retail clothing stores, how are they similar and dissimilar?

Choose a store and have the student evaluate the workforce. Are the employees main characteristics?

Materials and Resources:

**Text: Fashion!, Chapter 7, 105-116
Chapter 21, 367-382**

Text: Student Activity Guide

Text: Instructor's Manual

Guest speakers

Unit Title: Fashion Promotion and Careers**Essential Questions of the Unit:**

Clothing is one of the basic needs of life. What are the various types of fashion promotions, both direct and indirect that influence people to purchase apparel?

What are the characteristic and responsibilities of various fashion promotion personelle?

Assessments:

Students will create a promotion which they will use in their own store or company. Promotion may take the form of advertisement, publicity, special promotion and/or window display.

All students will be actively involved in the production of some type of fashion promotion, i.e. fashion show. Each student will assume a significant role in the production as they work in one or more aspects of fashion promotion.

Content:**Fashion Promotion**

- **Advertising**
 - **Account executive**
 - **Art director—advertising designer**
 - **Graphic designer—layout artist, paste up artist**
 - **Advertising director**

- **Publist**
 - **Fashion writer**
 - **Press kits**
 - **Copy writer**
 - **Editor**
 - **Public relations agent**

- **Visual Merchandising**
 - **Fashion display designer, manager**
 - **Fashion illustrator**
 - **Fashion model—mannequin, runway, photography**
 - **Fashion photographer—assistant, photo stylist**

- **Video Merchandising**
 - **Writer**
 - **Sound**
 - **Camera person**

- **The Fashion show**

Skills:***Critical thinking skills:***

Application, analysis and synthesis of factual information into a retail promotion. Evaluate the potential and outcome.

Work place readiness skills:

Decision making skills—what promotions should be done, how, when, where, why?

Problem solving for many situation.

Self-management skills—short and long term goals, use of time effectively.

Language skills:

Written and oral.

Interpersonal relation skills:

Working with others.

Purpose / Rational of the unit:

Why and specifically do people shop—is it needs or want? This unit will make students aware of the impact various types of promotions have on ones purchasing habits and what is time energy and skills are needed to create a specific promotion.

New Jersey Core Curriculum Content Standards:

CROSS-CONTENT WORKPLACE READINESS STANDARDS

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1.5	Identify skills that are transferable from one occupation to another.
3	All students will use critical thinking, decision-making, and problem-solving skills.
3.1	Recognize and define a problem, or clarify decisions to be made.
3.3	Formulate questions and hypotheses.
3.4	Identify and access resources, sources of information, and services in the school and the community.
3.7	Conduct systematic observations.
3.11	Identify and evaluate the validity of alternative solutions.
3.15	Apply problem-solving skills to original and creative/design projects.
4	All students will demonstrate self-management skills.
4.1	Set short and long term goals.

LANGUAGE ARTS LITERACY

3.3	All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.
3.3.18	Write for real audiences and purposes, such as job applications, business letters, college applications, and memoranda.

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9.1.3	Select and utilize appropriate technology in the design and implementation of teacher-approved projects in educational settings.
9.1.4	Evaluate the following academic and career skills as they relate to home, school, community, and employment <ul style="list-style-type: none"> • Communication • Punctuality • Time Management • Organization • Decision making • Goal setting • Resources allocation • Fair and equitable competition • Safety • Employment application skills • Teamwork

Time Frame of Unit: 8 weeks

Instructional Activities:

Create a specific promotion for the students store or company.

Produce a fashion show with students taking on the various roles of all people needed to produce a fashion show, set design, program, music, lighting, line up, models, commentator, back stage, dressers, ticket sales, publicity, etc. Have the students target an audience and plan a theme.

Produce a fashion show of the garments that students have sewn in Clothing classes. Air the show over the SNN channel.

Materials and Resources:

**Text: Fashion!, Chapter 7 pages 102-105
Chapter 22, pages 384-396**

Text: Student Activity Guide

Text: Instructor's Manual

Unit of Study

Unit Title: A Career for You

Essential Questions of the Unit:

What does it take to be successful in a career?

What are the student's personal attributes?

Assessments:

Through the mid-term and final exam, which are authentic assessment projects described in the beginning of the course, students will be assessed on all their workplace readiness skills which are necessary to be an excellent employee. Not only will the final project be graded for specific content, but other components such as positive response to pressure, decision making skills, leadership skills, professional image, positive personal traits and communication skills will also be assessed. In this part of the course it is how one goes about the process that is equally important as the project.

Content:***Becoming a success***

- **Positive personal traits**
- **Communication skills**
- **Mentor**
- **Positive response to pressure**
- **Develop decision making skills**
- **Leadership skills**
- **Professional image**

Skills:***Critical thinking skills:***

Applying all information learned in course to final project.

Communication skills:

Answers to teachers specific questions about project.

Oral presentation to class.

Work place readiness skills:

Self-management skills of long and short term.

Use of time efficiently and effectively.

Purpose / Rational of the unit:

Most courses assess for what specific knowledge is learned. In the world of work, it is how you apply oneself why incorporating specific information that makes for a successful person in a career.

New Jersey Core Curriculum Content Standards:

CROSS-CONTENT WORKPLACE READINESS STANDARDS

1	All students will develop career planning and workplace readiness skills.
1.1	Demonstrate employability skills and work habits, such as work ethic, dependability, promptness, and getting along with others, needed to get and keep a job.
1.2	Describe the importance of personal skills and attitudes to job success.
1.5	Identify skills that are transferable from one occupation to another.
1.8	Demonstrate occupational skills developed through structured learning experiences, such as volunteer, community service, and work-based experiences or part-time employment.
1.10	Prepare a resume and complete job applications.

CAREER EDUCATION AND CONSUMER, FAMILY AND LIFE SKILLS

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9.1.4	Evaluate the following academic and career skills as they relate to home, school, community, and employment <ul style="list-style-type: none"> • Communication • Punctuality • Time Management • Organization • Decision making • Goal setting • Resources allocation • Fair and equitable competition • Safety • Employment application skills • Teamwork

Time Frame of Unit: 3 weeks

Instructional Activities:

Conduct mock interviews with classmates or business owners.

Check local classified ads and internet ads for employment.

Fill out a variety of application forms for local business establishments.

Create a resume.

Research schools that prepare students for apparel careers.

Visit a college in NYC or Philadelphia that prepares students for apparel careers.

Materials and Resources:

Text: Fashion!, Chapter 24, page 418

Text: Student Activity Guide

