

Fashion Strategies – Grades 9-12

Short description of course: This course introduces students to the world of fashion. Areas to be included are: psychology of clothing, fashion fundamentals, elements and principles of design, textiles, consumerism, and fashion related careers, with an emphasis on personal application.

Concurrent enrollment: not available for this course

Pathway(s): Foundation course for Fashion Design, Manufacturing, & Merchandising pathway

COURSE STANDARDS / OBJECTIVES	INTEGRATED MATH CONCEPTS	INTEGRATED LITERACY CONCEPTS	INTEGRATED SCIENCE CONCEPTS
<p>S-1 Students will explore the fundamentals of fashion.</p> <p>O-1: Identify why we wear clothes (protection, adornment, identification, modesty, status)</p> <p>O-2: Define terminology given in objective 2.</p> <p>O-3: Discuss the history of fashion.</p> <p>O-4: Identify and discuss characteristics of fashion capitals and designers.</p> <p>PO #1: Prepare an oral or written report on a fashion capital, fashion designer, or historic era that has influenced fashion.</p> <p>O-5: Identify fashion related careers (costume designer, museum curator, etc.)</p>		<p>O-2 - Reading Standards for Technical Subjects Gr. 9-12 – Craft and Structure #4 – “Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific ... technical context...”</p> <p style="padding-left: 20px;">*avant-garde, classic, fashion cycle, haute couture, etc.</p> <p>PO #1 – Writing Standards for Literacy in Technical Subject Gr. 9-12 – Text Types and Purposes #2 – “Write informative/explanatory texts ... Introduce a topic and organize ideas, concepts, and information to make important connections ... Develop the top thoroughly by selecting the most significant and relevant facts ... use varied transitions and sentence structures ... Use precise language and domain – specific vocabulary ... Establish and maintain a formal style and objective tone ... Provide a concluding statement or section”</p> <p>O-3, O-4, O-5 - Writing Standards for Technical Subjects Gr. 9-12 – Range of</p>	

		<p><i>Writing #10</i> – “Write routinely over extended time frames (time for reflection and revision) and short time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.”</p>	
<p>S-2 Students will recognize and use the principles and elements of fashion design.</p> <p>O-1: Demonstrate knowledge of the elements (tools) of design.</p> <p>O-2: Demonstrate knowledge of the principles (rules) of design.</p> <p>PO #2: Create a color wheel identifying primary, secondary, and tertiary/intermediate colors, the warm and cool colors, and tints and shades.</p> <p>PO #3: Create a fashion project or professional presentation incorporating the principles and elements of design; explain in writing, (design, portfolio, power point, display, etc.)</p>	<p>O-1 - Geometry GR.4 – 4.G.1. “Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.”</p> <p>*Line (vertical, horizontal, diagonal, curved)</p> <p>O-2 - Ratios and Proportional Relationships Gr. 6 - 6.RP.2. “Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. “</p> <p>*proportion/scale – proportion is the ratio between parts to the whole and scale is the relationship between two sets of measurements</p>	<p>PO #3 – Writing Standards for Technical Subjects Gr. 9-12 – Research to Build and Present Knowledge #7, 8, 9 – “Conduct short as well as more sustained research projects to answer a question ... Gather relevant information from multiple authoritative print and digital sources ... Draw evidence from informational texts to support analysis, reflection, and research</p> <p><i>Writing Standards for Technical Subjects Gr. 9-12 – Production and Distribution of Writing #6</i> – “Use technology, including the Internet, to produce, publish, and update individual or shared writing products...”</p> <p><i>Speaking and Listening Standards Gr. 9-10 – Presentation of Knowledge and Ideas #4</i> – “Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><i>Speaking and Listening Standards Gr. 9-10 – Presentation of Knowledge and Ideas #5</i> – Make strategic use of</p>	

		<p>digital media (e.g.) textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning and evidence and to add interest.”</p> <p>*Do PO#3</p>	
<p>S-3 Students will understand the use of textiles in fashion.</p> <p>O-1: Identify basic fibers, the characteristics, use and care of each textile.</p> <p>O-2: Recognize various types of fabric construction.</p> <p>O-3: Identify textile related careers (textile designer, textile chemist, fabric designer, etc.).</p> <p>PO #4: Create a fabric reference guide consisting of natural/synthetic fibers and woven/knit fabrics.</p>		<p>O-1, O-2 - Reading Standards for Technical Subjects Gr. 9-12 – Craft and Structure #4 – “Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific ... technical context...”</p> <p>*natural fibers, synthetic fibers, lengthwise, crosswise, bias, selvage, straight of grain, woven, knit, non-woven-felted</p> <p>PO #4 – Reading Standards for Literacy in Technical Subjects Gr. 9-10 #7 – “Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) ...”</p>	<p>O-1 – Chemistry Core – Standard 2 Objective 1d – “After observing spectral emissions in the lab (e.g., flame test, spectrum tubes), identify unknown elements by comparison to known emission spectra.”</p> <p>*synthetic fibers, how fiber and fabric characteristics are determined by chemical make-up, burn test to identify fibers</p>
<p>S-4 Students will identify consumer strategies associated with fashion.</p> <p>O-1: Identify consumer influences.</p> <p>O-2: Identify various types of purchasing options:</p> <p>O-3: Identify consumer skills and purchasing decisions.</p> <p>O-4: Identify related careers (buyer, retail sales, journalist, advertising, etc.).</p>	<p>O-3 - Expressions and Equations Gr. 7– “Use properties of operations to generate equivalent expressions – Solve real-life and mathematical problems using numerical and algebraic expressions and equations.”</p> <p><i>Mathematics 1 Gr.9 – Relationships between Quantities – “N.Q.2. “Define appropriate quantities for the purpose of descriptive modeling.</i></p> <p><i>Ratios and Proportional</i></p>	<p>O-1, O-2, O-3, O-4 - Writing Standards for Technical Subjects Gr. 9-12 – Range of Writing #10 – “Write routinely over extended time frames (time for reflection and revision) and short time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.”</p>	

	<p><i>Relationships Gr. 7 – 7.RP.2.c.</i> “Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$.”</p> <p>*Cost per wear can be expressed as $c = p/n$ where “c” is the cost per wear, “p” is the purchase price, and “n” is the number of times the item is worn.</p> <p><i>Ratios and Proportional Relationships Gr. 7 – 7.RP.3.</i> “Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities, and commissions, fees, percent increase and decrease, percent error.”</p> <p>*markdowns on sale merchandise – the equation: $\text{is/of} = \%/100$ can be used to determine % discounts on clothing items</p>		
<p>S-5 Students will evaluate personal fashion characteristics.</p> <p>O-1: Rate aspects of personal appearance.</p> <p>O-2: Identify and analyze current wardrobe needs for a personal lifestyle</p> <p>O-3: Identify related careers (fashion stylist, personal shopper, etc.).</p> <p>PO #5: Complete a personal wardrobe analysis to assess what is owned, select what to eliminate, and determine needs & wants.</p>	<p>O-1 – Geometry Gr. 2 - 2.G.1. “Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.¹ Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.”</p> <p>*triangle, inverted triangle, and rectangle body types</p>	<p>O-1, O-2, O-3, PO #5 - Writing Standards for Technical Subjects Gr. 9-12 – Range of Writing #10 – “Write routinely over extended time frames (time for reflection and revision) and short time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.”</p>	