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| **The World of Fashion - HNB4M - Curriculum Map** |
| Course Description: (taken from the curriculum document) |
| This course gives students the opportunity to explore the world of fashion. Students will learn how to create a fashion product using various tools, techniques, and technologies while developing their practical skills. Students will learn about various factors that affect the global fashion industry, the needs of specialized markets, and the impact of fibre and fabric production and care. In addition, they will learn about social and historical influences on fashion. Students will apply research skills when investigating aspects of the fashion world. |

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| Course Content |
| **Enduring Understandings**   * The Fashion Industry is impacted by scientific and socio-cultural events of the past and present. * Consumers and society are influenced by branding. * Sweatshops are the negative side of the fashion industry. * Textile production has environmental impacts. |
| No longer in this course: |
| fashion marketing and business concepts |

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| **Unit 1 Overview: Historical Influences on Fashion** |
| **What will student learn?** |
| **Big Ideas**   * Historical events and social issues through time have influenced the fashion of today. * Technological innovations and developments have influenced the fashion industry. |
| **Essential Questions**   1. How have historical developments and social issues impacted the fashion industry? 2. What are the significant historical fashion innovations that have impacted current western fashions ? 3. In what ways has technology influenced the fashion industry? |

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| **How will assessment and instruction be organized for learning?** |

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| Overall Expectations and Specific Expectations (for this unit) |
| **A1. Exploring: explore topics related to fashion, and formulate questions to guide their research;**  A1.1 explore a variety of topics related to fashion (e.g., fashion history, the impact of social and technological developments, logos and brand marketing, fashion designers, occupations, specialized and niche markets, fibre and fabric creation, elements and principles of design, connections between social movements and fashion) to identify topics for research and inquiry  A1.2 identify key concepts (e.g., through discussion, brainstorming, use of visual organizers) related to their selected topics  A1.3 formulate effective questions to guide their research and inquiry  **A2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;**  A2.1 create appropriate research plans to investigate their selected topics (i.e., outline purpose and method; identify sources of information), ensuring that their plans follow guidelines for ethical research  A2.2 locate and select information relevant to their investigations from a variety of primary sources (e.g., interviews; observations; surveys and questionnaires; original documents in print or other media such as film, photographs, advertisements) and secondary sources (e.g., textbooks, book reviews)  A2.3 based on preliminary research, for each investigation formulate a hypothesis, thesis statement, or research question, and use it to focus their research    **A3. Processing Information: assess, record, analyse, and synthesize information gathered through research;**  A3.1 assess various aspects of information gath­ered from primary and secondary sources (e.g., accuracy, relevance, reliability, inherent values and bias, voice)  A3.2 record and organize information and key ideas using a variety of formats (e.g., notes, graphic organizers, summaries, audio/digital records)  A3.3 analyse and interpret research information (e.g., compare results of surveys and interviews; determine whether common themes arise in different media products) A3.4 demonstrate academic honesty by docu­menting the sources of all information generated through research  A3.5 synthesize findings and formulate conclu­sions (e.g., determine whether their results support or contradict their hypothesis; weigh and connect information to determine the answer to their research question)  **A4. Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.**  A4.1 use an appropriate format (e.g., oral presenta­tion, written research report, poster, multimedia presentation, web page) to communicate the results of their research and inquiry for a specific purpose and audience  A4.2 use terms relating to fashion correctly (e.g., positional goods, Empire waist, haute couture, maquiladora, Textile Labelling Act, CAD, serger, croquis)  A4.3 clearly communicate the results of their inquiries (e.g., write clearly, organize ideas logically, use language conventions properly), and follow APA conventions for acknowledging sources (e.g., generate a reference list in APA style, use in-text author-date citations)  A4.4 demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills  **B1. Fashion History: demonstrate an understanding of the impact on fashion of historical and technological developments and social issues**  B1.1 analyse the impact on the fashion industry of historical developments and social issues (e.g., economic conditions, class structure, gender roles, religious practices, environmental issues, trade and exploration, colonization, industrialization, natural disasters, labour practices in the garment industry, scientific discoveries and technological changes)  B1.2 describe notable fashion innovations associated with various historical periods (e.g., ancient Egyptian, ancient Greek, ancient Roman, Byzantine, medieval, baroque, rococo, Renaissance, Empire, Victorian, Edwardian eras; the 1920s, the 1960s), including innovations that continue to influence current Westernized fashions  B1.3 analyse the importance to the fashion industry of key technological developments (e.g., the loom, the sewing machine, automation, mechanization, computer assisted design [CAD], synthetic fibres and fabrics, silk farming, new materials arising from research related to military or space exploration) |

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| **How will students demonstrate their learning?** |
| **Assessment OF learning** |
| **Assessment FOR learning** |

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| **Unit Culminating Task(s)** |
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| Additional Ideas for Unit Culminating Task(s)   * Unit Test |

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| **Lesson 1:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 2:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 3:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 4:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 5:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Unit 2 Overview: DESIGN AND FASHION CONSTRUCTION SKILLS** |
| **What will student learn?** |
| **Big Ideas**   * The elements and principles of design can be used to enhance personal appearance. * Safe and proper use of tools and technologies are essential to create fashion products. * Following proper construction techniques will lead to successful fashion products. |
| **Essential Questions**   1. In what ways do elements and principles of design impact personal appearance? 2. How can the elements and principles of design be applied when creating fashion products? 3. How are a variety of tools used in a sewing project? 4. What are safe operating procedures when using a sewing machine, other tools and technologies in clothing construction? 5. What pre-construction techniques are used to create a fashion product garment? 6. How are different construction techniques used when creating a fashion product? 7. Explain the steps in constructing a garment? |

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| **How will assessment and instruction be organized for learning?** |

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| Overall Expectations and Specific Expectations (for this unit) |
| **A1. Exploring: explore topics related to fashion, and formulate questions to guide their research;**  A1.2 identify key concepts (e.g., through discussion, brainstorming, use of visual organizers) related to their selected topics  **A4. Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.**  A4.2 use terms relating to fashion correctly (e.g., positional goods, Empire waist, haute couture, maquiladora, Textile Labelling Act, CAD, serger, croquis)  **D1. Elements and Principles of Design: analyse the use of the elements and principles of design in fashion, and apply them when creating fashion products;**  D1.1 analyse the elements and principles of design in fashion presented in the media (e.g., magazines, billboards, television)  D1.2 analyse apparel items to determine how the designer has used the elements and principles of design to enhance their marketability  D1.3 apply the elements and principles of design when creating fashion-related products (e.g., when creating fashion illustrations, croquis, fashion sketches, apparel for paper dolls of different body shapes; when designing a garment; when engaged in sewing projects)    **D2. Tools and Technologies: describe the function and use of a variety of tools and technologies associated with the creation of fashion products, and use tools and technologies safely and correctly when creating such products;**  D2.1 identify, and describe the function and use of, various tools and technologies used in the creation of fashion products (e.g., measuring tape, seam ripper, scissors, pinking shears, iron, pressing ham, sewing machine, serger, loom, knitting needles, crochet hook, embroidery hoops and frames, CAD)  D2.2 demonstrate the safe use of tools and technologies when creating fashion products  D2.3 use tools and technologies correctly when creating fashion products (e.g., tools and tech­ nologies associated with designing, cutting, pressing, pinning, sewing, knitting, crocheting, felting, embroidery, dyeing)  **D3. Procedures, Skills, and Techniques: describe a wide range of procedures, skills, and techniques used in the creation of fashion products, and demonstrate the ability to use appropriate procedures, skills, and techniques when creating fashion products.**  D3.1 demonstrate an understanding of and use appropriate terminology when referring to techniques and tools used in fashion drawing (e.g., croquis, flat pattern design, draping, CAD, swatches, concept boards)  D3.2 demonstrate the ability to follow precon struction procedures (e.g., measuring; interpreting patterns, including their abbreviations, and laying out patterns; selecting and preparing fabrics; fitting and altering patterns; understanding knitting, cro­cheting, or jewellery-making instructions) when creating fashion products  D3.3 identify and describe basic skills and con­struction techniques used in the creation of fashion products (e.g., finishing seams, sewing darts, gathering and easing fabric, making simple buttonholes, sewing in zippers, hemming, reducing bulk, using stabilizers and interfacing) ”  D3.4 identify and describe advanced skills and construction techniques used in the creation of fashion products (e.g., top stitching; blind stitching; sewing flat felled or French seams; creating collars, waistbands, inset pockets, facings, plackets, cuffs, bound buttonholes, pin-tucked sleeves; tailor’s tacking; pleating)  D3.5 apply appropriate construction techniques and demonstrate a range of skills when creating fashion products |

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| **How will students demonstrate their learning?** |
| **Assessment OF learning** |
| **Assessment FOR learning** |

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| **Unit Culminating Task(s)** |
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| Additional Ideas for Unit Culminating Task(s)   * Unit Test |

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| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 2:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 3:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 4:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 5:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Unit 3 Overview: Canadian and World Fashions** |
| **What will student learn?** |
| **Big Idea**   * Fashion is a global market.   Branding plays a significant role in the fashion industry.   * Fabric and fashion innovations have improved garment creation for specialized markets . |
| **Essential Questions**   1. In what ways have Canadian and international designers contributed to the global fashion industry? 2. What is the influence of traditional and emerging fashion centres on the fashion industry? 3. How does branding and haute couture influence the fashion industry? 4. What are the fashion innovations and fabrics that are used in specialized fashion/clothing markets? |

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| **How will assessment and instruction be organized for learning?** |

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| Overall Expectations and Specific Expectations (for this unit) |
| **A1. Exploring: explore topics related to fashion, and formulate questions to guide their research;**  A1.1 explore a variety of topics related to fashion (e.g., fashion history, the impact of social and tech­nological developments, logos and brand marketing, fashion designers, occupations, specialized and niche markets, fibre and fabric creation, elements and principles of design, connections between social movements and fashion) to identify topics for research and inquiry  A1.2 identify key concepts (e.g., through discussion, brainstorming, use of visual organizers) related to their selected topics  A1.3 formulate effective questions to guide their research and inquiry Teacher prompt: “If you were researching the working conditions of people in the textile industry, which countries would you include in your research?  **A2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;**  A2.1 create appropriate research plans to investi­gate their selected topics (i.e., outline purpose and method; identify sources of information), ensuring that their plans follow guidelines for ethical research  A2.2 locate and select information relevant to their investigations from a variety of primary sources (e.g., interviews; observations; surveys and questionnaires; original documents in print or other media such as film, photographs, advertisements) and secondary sources (e.g., textbooks, book reviews) A2.3 based on preliminary research, for each investigation formulate a hypothesis, thesis statement, or research question, and use it to focus their research  **A3. Processing Information: assess, record, analyse, and synthesize information gathered through research;**  A3.1 assess various aspects of information gath­ered from primary and secondary sources (e.g., accuracy, relevance, reliability, inherent values and bias, voice)  A3.2 record and organize information and key ideas using a variety of formats (e.g., notes, graphic organizers, summaries, audio/digital records)  A3.3 analyse and interpret research information (e.g., compare results of surveys and interviews; determine whether common themes arise in different media products)  A3.4 demonstrate academic honesty by docu­menting the sources of all information generated through research  A3.5 synthesize findings and formulate conclu­sions (e.g., determine whether their results support or contradict their hypothesis; weigh and connect information to determine the answer to their research question)  **A4. Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.**  A4.1 use an appropriate format (e.g., oral presenta­tion, written research report, poster, multimedia presentation, web page) to communicate the results of their research and inquiry for a specific purpose and audience  A4.2 use terms relating to fashion correctly (e.g., positional goods, Empire waist, haute couture, maquiladora, Textile Labelling Act, CAD, serger, croquis)  A4.3 clearly communicate the results of their inquiries (e.g., write clearly, organize ideas logically, use language conventions properly), and follow APA conventions for acknowledging sources (e.g., generate a reference list in APA style, use in-text author-date citations)  A4.4 demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills  **B2. Fashion Influences: demonstrate an understanding of the influence of brands, designers, and design centres on the fashion industry.**  B2.1 analyse the influence on the fashion industry of brand marketing (e.g., celebrity endorsements and fashion lines, logos, cause marketing, testimonials, diversified product lines by specific designers, marketing of status or positional goods)  B2.2 explain the contributions to the fashion industry of various Canadian and international designers (e.g., Dean and Dan Caten, Alfred Sung, D’Arcy Moses, John Fluevog, Linda Lundstrom, Vera Wang, Yves Saint Laurent, Coco Chanel, Hanae Mori, Ritu Kumar)  B2.3 explain the influence of haute couture on the fashion industry (e.g., the influence of haute couture collections on current styles; the demand for copies, knock-offs; the diversification of fashion houses into ready-to-wear and mass production; the existence of fashion piracy)  **C1. Clothing for Specialized Markets: demonstrate an understanding of the needs of specialized markets with regard to fashion/clothing;**  C1.1 identify specialized fashion/clothing markets (e.g., infants, pregnant women, children, older adults, religious or faith groups, people with disabilities, athletes), and explain how and why each constitutes a separate market  C1.2 describe fabrics used in, and innovations and modifications applied when creating, gar­ments for specialized markets (e.g., hook-and­ loop tape, magnetic closures, adjustable waistbands and hemlines, large arm openings; durable, soft, windproof, waterproof, low-resistance, breathable, moisture-wicking, and flame-retardant fabrics), and explain their functions |

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| **How will students demonstrate their learning?** |
| **Assessment OF learning** |
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| **Unit Culminating Task(s)** |
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| Additional Ideas for Unit Culminating Task(s)   * Unit Test |

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| **Lesson 1:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 2:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 3:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 4:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 5:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Unit 4 Overview: Globalization in the Fashion Industry** |
| **What will student learn?** |
| **Big Ideas**   * Global textile production has a social and environmental impact. * Globalization of the fashion industry impacts the developing world. * Consumers and the fashion industry have a social responsibility. |
| **Essential Questions**   1. What are the major textile producers in the world and why? 2. How are textiles made and in what ways is the fashion industry reducing the environmental impact of textile production and disposal? 3. How does globalization impact workers around the world? 4. What are strategies used by consumers to be socially responsible with fashion choices? 5. What is the role of legislation in regulating the fashion industry in North America? |

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| **How will assessment and instruction be organized for learning?** |

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| Overall Expectations and Specific Expectations (for this unit) |
| **A1. Exploring: explore topics related to fashion, and formulate questions to guide their research;**  A1.1 explore a variety of topics related to fashion (e.g., fashion history, the impact of social and tech­nological developments, logos and brand marketing, fashion designers, occupations, specialized and niche markets, fibre and fabric creation, elements and principles of design, connections between social movements and fashion) to identify topics for research and inquiry  A1.2 identify key concepts (e.g., through discussion, brainstorming, use of visual organizers) related to their selected topics  A1.3 formulate effective questions to guide their research and inquiry  **A2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;**  A2.1 create appropriate research plans to investi­gate their selected topics (i.e., outline purpose and method; identify sources of information), ensuring that their plans follow guidelines for ethical research  A2.2 locate and select information relevant to their investigations from a variety of primary sources (e.g., interviews; observations; surveys and questionnaires; original documents in print or other media such as film, photographs, advertisements) and secondary sources (e.g., textbooks, book reviews)  A2.3 based on preliminary research, for each investigation formulate a hypothesis, thesis statement, or research question, and use it to focus their research  **A3. Processing Information: assess, record, analyse, and synthesize information gathered through research;**  A3.1 assess various aspects of information gathered from primary and secondary sources (e.g., accuracy, relevance, reliability, inherent values and bias, voice)  A3.2 record and organize information and key ideas using a variety of formats (e.g., notes, graphic organizers, summaries, audio/digital records)  A3.3 analyse and interpret research information (e.g., compare results of surveys and interviews; determine whether common themes arise in different media products)  A3.4 demonstrate academic honesty by docu­menting the sources of all information generated through research  A3.5 synthesize findings and formulate conclusions (e.g., determine whether their results support or contradict their hypothesis; weigh and connect information to determine the answer to their research question)  **A4. Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.**  A4.1 use an appropriate format (e.g., oral presentation, written research report, poster, multimedia presentation, web page) to communicate the results of their research and inquiry for a specific purpose and audience  A4.2 use terms relating to fashion correctly (e.g., positional goods, Empire waist, haute couture, maquiladora, Textile Labelling Act, CAD, serger, croquis)  A4.3 clearly communicate the results of their inquiries (e.g., write clearly, organize ideas logically, use language conventions properly), and follow APA conventions for acknowledging sources (e.g., generate a reference list in APA style, use in-text author-date citations)  A4.4 demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills  **C2. Global Textile Production: demonstrate an understanding of global textile production and its social and environmental impact;**  C2.1 identify countries associated with the pro­duction of specific textiles (e.g., silk in China; cotton in Egypt, the United States, and India; wool in Scotland; acrylic fabric in Mexico; synthetic and non-woven fabrics in Canada), and explain why those countries are major textile producers  C2.2 describe the basic processes involved in textile production (e.g., with reference to the pro­duction of fibre, thread, yarn, fabric; differences in processes for knitted, woven, and non-woven fabrics; dying, printing, and finishing processes)  C2.3 analyse the social and environmental impact of textile production and disposal (e.g., the social impact related to workers’ health issues or child labour; the environmental impact of the irrigation of and use of pesticides on cotton, the production process for petroleum-based textiles, the use of various dyes and finishes, the disposal of non-biodegradable textiles, the leaching of finishes from fabric disposed of in landfill)  **C3. Globalization and Social Responsibility: demonstrate an understanding of the impact of globalization on the fashion industry and of strategies for reducing the negative impact of the industry.**  C3.1 demonstrate an understanding of concepts related to the globalization of the fashion industry (e.g., imports, exports, offshore and domestic production, sourcing, unions, trade agreements, maquiladoras, sweatshops)  C3.2 demonstrate an understanding of legislation and agreements relating to the fashion industry (e.g., the Textile Labelling Act, the Stuffed Articles Act as it pertains to insulated garments, provisions in the North American Free Trade Agreement [NAFTA])  C3.3 analyse the impact of globalization on the fashion industry (e.g., the availability of inexpensive clothes; the loss of union jobs in Canada as a result of offshore production; child labour; poor wages and  working conditions in sweatshops and maquilas; displacement of local craftspeople as a result of mass-produced fabric and garments)  C3.4 describe strategies that consumers can adopt to make socially responsible fashion choices (e.g., buying less, buying sweatshop-free clothing, buying fabrics that are sustainable, engaging in letter- writing campaigns or boycotts against unethical practices or companies, creating fashion items from recycled materials, buying second-hand clothing, washing clothing less frequently)  C3.5 explain strategies used by the fashion industry to reduce its environmental impact (e.g., reducing waste during the manufacturing process; reducing and/or eliminating pesticide use on cotton and other crops; using natural dyes such as indigo, cutch, and weld whenever possible; reducing water use and water pollution during production) |

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| **How will students demonstrate their learning?** |
| **Assessment OF learning**  - test |
| **Assessment FOR learning**  Brainstorm -  K/W/L - on sweatshops  Think/Pair/Share -  Exit cards  Word Wall - new terminology  Four Corners - debating ethical practises used in the production process  Wanted Poster - showcasing desirable criteria for an ethically responsible company |

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| **Unit Culminating Task(s)** |
| My Personal Action Plan:  Create a timeline or personal action plan towards becoming a more socially responsible consumer (*ie.wardrobe building with classic pieces vs. constantly buying on trend every season etc.*) To incorporate differentiated instruction, students may present their Personal Action Plan in the form of a seminar (Powerpoint or Prezi), a video they create, or a 3-panel flap presentation board. Opportunities for assessment may include self assessment with descriptive feedback during various stages of building the project, leading up to co-constructing a rubric with the class and peer evaluation upon completion of the project task. |
| Additional Ideas for Unit Culminating Task(s)   * create a timeline or action plan for a business to become more environmentally conscience and socially responsible * create a social profile on a fashion related business (ie. Preloved, Eden, Matt and Natt etc.) * case study: investigate the standards that companies use in the production process (ie. labour, facility, equipment, marketing) and map the steps from conception to final product. * Unit Test |

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| **Lesson 1: The Production Process and Raw Materials** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **A3. Processing Information: assess, record,**  **analyse, and synthesize information gathered through research;**  **A3.2 record and organize information and key ideas using a variety of formats (e.g., notes, graphic organizers, summaries, audio/digital records)**  **A4. Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.**  **A4.2 use terms relating to fashion correctly (e.g., positional goods, Empire waist, haute couture, maquiladora, Textile Labelling Act, CAD, serger, croquis)**  **C2. Global Textile Production: demonstrate an understanding of global textile production and its social and environmental impact;**  **C2.1 identify countries associated with the pro­duction of specific textiles (e.g., silk in China; cotton in Egypt, the United States, and India; wool in Scotland; acrylic fabric in Mexico; synthetic and non-woven fabrics in Canada), and explain why those countries are major textile producers**  **C2.2 describe the basic processes involved in textile production (e.g., with reference to the pro­duction of fibre, thread, yarn, fabric; differences in processes for knitted, woven, and non-woven fabrics; dying, printing, and finishing processes)** | **The stage of the production process**  **Where textiles are produced**  **Why are specific textiles produced in particular geographic location** | **What are the stages in the production process going from raw materials to finished garment?**  **Where are textiles produced?**  **Why are those locations textile centres?** | **production process**  **raw material**  **fibre**  **carding**  **combing**  **spinning**  **dying**  **weaving**  **loom**  **Float**  **inside shops**  **outside shop**  **contractors**  **merchandising**  **merchandising plan**  **samples**  **samplings**  **stylists**  **ford**  **costing**  **Computer-aided design (CAD)**  **Marker**  **Sweatshops**  **Laser cutter**  **Tailor System**  **Piecework System**  **Silk**  **Wool**  **Cotton**  **yarn**  **staple**  **Filament**  **synthetic**  **Natural Cellulosic (plant)**  **Natural Protein (animal)**  **Cellulosic (regenerated)**  **Non – Cellulosic (chemical)** |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
| * **types of fabrics** * **world geography** * **steps involved with making a garment** | * **pictures of cotton and jeans, cards with stages of production process written on them (ESL/Spec Ed - include visuals of the stages along with the description)** * **video/presentation on textiles (recommendation:** Learning Seed. (2008). *Understanding Fabrics*. Chicago, IL: Learning Seed.) * worksheet to accompany video or presentation * world maps | * Production Process Brainstorm: on one side of the room post a picture of cotton plants and on the other post a picture of jeans. Have students brainstorm the steps required to turn raw materials into a garment. Have students physically arrange themselves as stages in the production process in order.   + provide students with cards that outline the stages of the production process. Have them try to place themselves in the correct order of production - have students move to the correct place if they are out of order * Making the Fabric: Students learn about the origins of raw materials used in garment production (Resource recommendation: Learning Seed. (2008). *Understanding Fabrics*. Chicago, IL: Learning Seed.) * Map Global Textile Centres: Students map geographic locations of raw materials. Discuss why those countries are major textile producers |  |
| **Lesson 2: Globalization** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **A2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;**  **A2.1 create appropriate research plans to investi­gate their selected topics (i.e., outline purpose and method; identify sources of information), ensuring that their plans follow guidelines for ethical research**  **A2.2 locate and select information relevant to their investigations from a variety of primary sources (e.g., interviews; observations; surveys and questionnaires; original documents in print or other media such as film, photographs, advertisements) and secondary sources (e.g., textbooks, book reviews)** | **Understanding how fashion production is a global process** |  | **globalization**  **ethical**  **NAFTA**  **import**  **export**  **offshore production**  **domestic production**  **sourcing**  **union**  **tariffs** |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
| * world geography * research skills * civic responsibility | * Leonard, A. (2007). *The Story of Stuff*. The Story of Stuff Project <http://www.storyofstuff.org/> * Assignment sheet and rubric for research and gallery walk project * student worksheet for gallery walk * The Canadian Fashion Industry ofs3hlc.org/teachers/fashion%20August%2022.doc | * Label Check:: Have students check their clothing labels (or those of a friend) and determine what information they have about the production of their garment. Then brainstorm what information is missing? * A quick history of Garment Manufacturing in Canada: Students read an article or the teacher leads a presentation on the history of garment manufacturing in Canada * Globalization in the Production process: Teacher traces the journey of the stages of the production process of a garment as it moves around the world - can show the *Story of Stuff* which has a clip on how goods criss cross the globe during production * Research and Gallery Presentation: in small groups, students research concepts that affect the global fashion industry - imports, exports, offshore and domestic production, sourcing, unions, trade agreements, the Textile Labelling Act, the Stuffed Articles Act as it pertains to insulated garments, provisions in the North American Free Trade Agreement [NAFTA] - and present the results in a gallery walk with self sufficient stations. Student complete a worksheet explains and analyzes each station. |  |
| **Lesson 3:**  **Global impact on the environment** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals** | **Key Questions for the Lesson** | **Terminology** |
| **C2. Global Textile Production: demonstrate an understanding of global textile production and its social and environmental impact;**  C2.3 analyse the social and environmental impact of textile production and disposal (e.g., the social impact related to workers’ health issues or child labour; the environmental impact of the irrigation of and use of pesticides on cotton, the production process for petroleum-based textiles, the use of various dyes and finishes, the disposal of non-biodegradable textiles, the leaching of finishes from fabric disposed of in landfill) | We are learning to: |  | **sustainable**  **pesticides** |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
|  | **Minney, S. (2011). Safia Minney: fashion’s impact ont he earth. *The Ecologist*. Retrieved August 21, 2013 from** [**http://www.theecologist.org/green\_green\_living/clothing/1055961/safia\_minney\_fashions\_impact\_on\_the\_earth.html**](http://www.theecologist.org/green_green_living/clothing/1055961/safia_minney_fashions_impact_on_the_earth.html)  **Think Literacy available at** [**http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/library.html**](http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/library.html)  **Webquest worksheet/organizer**  **6 Hats organizer** | **Read article about the environmental impact of the fashion industry - have students complete an anticipation guide as a prereading activity. During reading have them jot down paragraph numbers where the information for each question was found. After reading have students go back to their anticipation guide and see where their answers have changed and take notes on why their answers may have changed.**  **Students go on a webquest about the environmental impact of the fashion industry exploring issues such as the irrigation of and use of pesticides on cotton, the production process for petroleum-based textiles, the use of various dyes and finishes, the disposal of non-biodegradable textiles, the leaching of finishes from fabric disposed of in landfill. Students also explore the available alternatives to the harmful practices. Students complete a 6 hats organizer based on their findings and then prepare a position paper on whether the benefits outweigh the costs.** |  |
| **Lesson 4:**  **The Socially Responsible Business** |  |  |  |
| **Overall &/or Specific Expectations** | **Learning Goals** | **Key Questions for the Lesson** | **Terminology** |
| **OE**: A1, A4, C3  **SE**: A1.2, C3.4 | We are learning about ethical and socially responsible business practises as they play out in the production process. | 1. What does social responsibility look like in the fashion industry? | * fair trade * sweatshops * boycotts * ethical practises * ethical consumption * sustainability * contractors * subcontractors * maquiladora |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
| * group discussion * literacy skills | * chart paper/white board/black board * markers * Internet use * computer and projector   Supporting websites:   1. Public Radio. (2013, July 10). Bangladesh Factory Collapse: The Garment Workers Who Survived : Parallels : NPR. *NPR : National Public Radio : News & Analysis, World, US, Music & Arts : NPR*. Retrieved August 19, 2013, from http://www.npr.org/blogs/parallels/2013/07/10/200644781/Bangladesh-Collapse-The-Garment-Workers-Who-Survived 2. maquilasolidarity.org. (n.d.). *maquilasolidarity.org*. Retrieved August 20, 2013, from http://en.maquilasolidarity.org/ 3. Common Threads. (n.d.). *Ontario Secondary School Teachers Federation*. Retrieved August 20, 2013, from www.osstf.on.ca/commonthreads | K/W/L about sweatshops  Graffiti - What does social responsibility mean to you?  Teacher led Powerpoint lecture on what sweatshops are and what it means to be a socially responsible business. (*see supporting websites for more information and resources*)  Probing questions: *Can you think of any examples in the news lately that have shed light upon the social disparities between two different countries as it relates to the garment industry? Discuss.*  Web Crawl - searching for information in the news pertaining to ethical responsibility in the garment industry, such as: sweatshops, boycotts in the garment industry, wage increases/cuts for labourers in the garment industry, ways that businesses are trying to become ethically responsible (*ie. better working conditions for workers, environmentally friendly initiatives in the workplace etc.*)  Wanted Poster - students create a “WANTED” poster showcasing desirable criteria for what an ethically responsible company would look like.  Letter Writing Campaign - students write a brief letter to their local MPP highlighting their concerns for greater awareness surrounding socially responsible business practises in their community. Letter is 250 words identifying three key areas of concern, supported with proof. | Students can describe different ways that businesses can work in an effective and socially responsible manner. |
| **Lesson 5:**  **Fashion Piracy** |  |  |  |
| **Overall &/or Specific Expectations** | **Learning Goals** | **Key Questions for the Lesson** | **Terminology** |
| **C3. Globalization and Social Responsibility: demonstrate an understanding of the impact of globalization on the fashion industry and of strategies for reducing the negative impact of the industry.**  **C3.3 analyse the impact of globalization on the fashion industry (e.g., the availability of inexpensive clothes; the loss of union jobs in Canada as a result of offshore production; child labour; poor wages and**  **working conditions in sweatshops and maquilas; displacement of local craftspeople as a result of mass-produced fabric and garments)**  **C3.4 describe strategies that consumers can adopt to make socially responsible fashion choices (e.g., buying less, buying sweatshop-free clothing, buying fabrics that are sustainable, engaging in letter- writing campaigns or boycotts against unethical practices or companies, creating fashion items from recycled materials, buying second-hand clothing, washing clothing less frequently)** | We are learning about issues surrounding fashion piracy in the garment industry.  Understand the impact of globalization on fashion piracy | 1. What is fashion piracy? 2. Is fashion piracy a bad thing? | **fashion Piracy**  **copyright** |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
|  | TED Talk: Johanna Blakley: Lessons from Fashion’s Free Culture  <http://www.ted.com/talks/johanna_blakley_lessons_from_fashion_s_free_culture.html>  video viewing guide | * Watch the TED talk *Lessons from Fashion’s Free Culture* * Fold the Line (Tribes strategy) * Have a classroom debate on whether fashion piracy is a good or a bad thing * Have students write an opinion paragraph about their beliefs on fashion piracy |  |
| **Lesson 6:**  **Becoming Socially Responsible Consumers** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals** | **Key Questions for the Lesson** | **Terminology** |
| **OE:** C3  **SE: C3.3**  **C3.4**  **C3.5** | We are learning to:  \*become socially responsible consumers.  \*analyse company production practises  \*ethics is not only personal, it is also about how groups treat their members, and nations treat nations.  \* ethics pertains to how - not only how we act to each other,but also how we interact with the natural world | What are some of the current advances in manufacturing that considered green?  How does this affect energy, water and other resources?  Am I ready to pay for these changes when I am purchasing products?  How do I know which companies use ethical practises? | ethical shopping  sustainability  natural dye  toxic dyes  upcycling  fabric blending  pesticides |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
| **\*** research skills  \*working in groups | * Internet use * computer and projector   Supporting websites:   1. Mayer, A. (2013, April 26). How can you tell if your shirt was made in a sweatshop? - Canada - CBC News. *CBC.ca - Canadian News Sports Entertainment Kids Docs Radio TV*. Retrieved August 20, 2013, from http://www.cbc.ca/news/canada/story/2013/04/25/f-bangladesh-clothing-consumer-awareness.html 2. News. (2013, April 26). Ethical clothes buying - News - CBC Player. *CBC.ca - Canadian News Sports Entertainment Kids Docs Radio TV*. Retrieved August 19, 2013, from http://www.cbc.ca/player/News/ID/2381877766 | Class poll (*www.polleverywhere.com*) -   1. Do you think shopping at charity shops is considered ethical consumption? 2. Would you buy unethically made clothing?   Follow up with class discussion. | Students can identify several ways in which they can be more ethically responsible consumers. |