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| **Understanding Fashion - HNC3C - Curriculum Map**  |
| Course Description: (taken from the curriculum document) |
| This course introduces students to the world of fashion. Students will gain an understanding of theories related to fashion trends and of how culture, media, fashion cycles, retailing, and social and environmental factors influence fashion trends and consumer behaviour. Students will use various tools, technologies, and techniques safely and correctly to create fashion items. In addition, students will apply knowledge of fibres, fabrics, and the elements and principles of design when creating and assessing fashion-related products. Students will develop research skills as they investigate topics related to fashion. |

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| Course Content |
| **Enduring Understandings** * Culture and media influence individual clothing decisions and fashion industry marketing.
* Shopping for clothes involves a variety of responsible decisions.
* Fabric choices impact the fashion product.
* There is satisfaction in making handmade products.
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| No longer in this course: |
| * historical fashion
* functions of clothing
* retail outlets
* wardrobe planning
* designers of the world
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| Course Culminating Task(s) |
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| **Unit 1 Overview:Impact of Culture on Fashion** |
| **What will student learn?** |
| **Big Ideas*** Culture and media impact clothing choices and trends.
* Fashion theories help to explain the different trends in the fashion industry.
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| **Essential Questions**1. In what ways do culture and media influence clothing choices and trends?
2. How are fashion theories used to make decisions in the fashion industry?
3. How do socio-cultural factors impact fashion trends and cycles?
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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 chosen topic**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., fashion cycles, marketing, positional goods, pattern, dart, seam, gather, ease, line, colour, shape, texture)* **B1. Cultural Influences: demonstrate an understanding of how culture influences fashion;** B1.1 identify and describe garments and styles of personal adornment typical of various cultures *(e.g., sari, turban, parka, kimono, ribbon shirt, dance shawl, kilt, hijab, burka, yarmulke, tattoos, scarification, piercings)* B1.2 explain how various garments and styles of personal adornment express a person’s cultural identity and heritage *(e.g., kilts identify Scottish clans; items such as a hijab, burka, or kippah identify the religion of the wearer)* B1.3 describe ways in which current fashion trends reflect aspects of garments and adorn­ ment associated with various cultures *(e.g., the Mandarin collar, moccasins, nose piercings, the keffiyeh, dashikis)***B2. Media Influences: demonstrate an understanding of how media influence fashion;** B2.1 explain the ways in which different media *(e.g., music videos, television shows, movies, the Internet, fashion magazines, billboards, window displays)* influence the fashion industry and individual fashion choices B2.2 analyse how the media influence social norms with respect to fashion, and describe the effect these norms can have *(e.g., how young pop stars wearing revealing clothing in music videos contributes to the hypersexualization of children)* **B3. Fashion Cycles and Trends: demonstrate an understanding of fashion cycles and trends and of factors that influence them.** B3.1 identify and describe the stages of a fashion cycle *(i.e., introduction, growth, maturity, decline, and obsolescence)* B3.2 explain theories that have been developed to account for the origin and adoption of fashion trends *(e.g., trickle up, trickle down, trickle across)*, and describe the use of these theories in the fashion business B3.3 analyse how social factors, including current events, influence fashion trends and cycles *(e.g., factors such as historical events, technological advances, economic factors, geographical factors, environmental issues)*  |

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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
* It’s my Bag - Embellish a tote bag that represents their culture
* Trace the history of a traditional folk costume and look at how it influences current trends
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| **Lesson 1: Introduction to Fashion** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **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 chosen topic**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., fashion cycles, marketing, positional goods, pattern, dart, seam, gather, ease, line, colour, shape, texture)*  | **Develop an understanding of what fashion is…****Develop a common fashion vocabulary** | **What does fashion and style mean to you?****What is the difference between fashion and clothing?****What vocabulary do you need to be an effective fashion student?** | **fashion****clothing****style****in style****apparel****accessory****wardrobe****garment parts****silhouette****natural****tubular****bell full****high fashion****haute couture****ready-to-wear****avant-garde****fad****craze****classic****adornment** |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
| **Respect for the opinions of others** | **- September issue magazines****- magazines to cut up.****- presentation for fashion terms****- What is a Fashion Victim worksheet available from** [**http://www.uen.org/Lessonplan/preview.cgi?LPid=14736**](http://www.uen.org/Lessonplan/preview.cgi?LPid=14736)**Lee, M. (2003). *Fashion Victim: Our Love-Hate Relationship with Dressing, Shopping, and the Cost of Style*.** - fashion textbooks- internet access | **- Fall Fashion Magazine Activity****- What fashion means to you - Students create a collage using images, words, textures, colour to describe what fashion means to them****- What is a Fashion Victim? - Using an excerpt from Fashion Victim by Michelle Lee, complete the Worksheet and Freyer model. Take up as a class and discuss.****- Developing a Common Fashion Vocabulary - students view a presentation to develop a common fashion vocabulary****-Vocabulary Scavenger hunt - instead of a presentation, provide students with a list of terms and resources to find the definitions (books, internet, etc). Have them work in small groups and then take up the terms as a class to develop a common language.** | - are students engaged in the magazine activity?- do students create a collage with relevant images? - are students actively discussing the fashion victim concept?- are students using common fashion vocabulary appropriately? |
| **Lesson 2: The Influence of Culture on Fashion** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **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 chosen topic**B1. Cultural Influences: demonstrate an understanding of how culture influences fashion;** B1.1 identify and describe garments and styles of personal adornment typical of various cultures *(e.g., sari, turban, parka, kimono, ribbon shirt, dance shawl, kilt, hijab, burka, yarmulke, tattoos, scarification, piercings)* B1.2 explain how various garments and styles of personal adornment express a person’s cultural identity and heritage *(e.g., kilts identify Scottish clans; items such as a hijab, burka, or kippah identify the religion of the wearer)* B1.3 describe ways in which current fashion trends reflect aspects of garments and adorn­ ment associated with various cultures *(e.g., the Mandarin collar, moccasins, nose piercings, the keffiyeh, dashikis)* | Identify the types of garments and adornment practices that are used in cultures around the world.Identify the role culture plays in personal style and adornment.Identify how current fashion trends are influenced by culture. | What types of adornments and garments are worn in cultures around the world?How does culture influence a person’s individual style and adornment choices?What do different adornments signify in different cultures belonging to a specific group and stereotypes?How are current fashions influenced by culture? | culturecultural normsstyle tribes |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
|  | Steele, V. (2012). Cultural influences on fashion design. Design Indaba 2012.Full Version<http://www.designindaba.com/video/valerie-steele-cultural-influences-fashion-design>Short Preview<http://www.youtube.com/watch?v=vEwmQND0IjM> | View the Valerie Steele Design Indaba Talk Full Version<http://www.designindaba.com/video/valerie-steele-cultural-influences-fashion-design>Short Preview<http://www.youtube.com/watch?v=vEwmQND0IjM>Graffiti activity - post chart paper with world cultures listed on each. Have students move around the room and list cultural norms related to clothing that exist in that culture.Discuss how fashion is influenced by various world cultures. Brainstorm examples of current fashion that are inspired by global cultural fashions.Research and Gallery Walk - have students research the origin, history and modern use of cultural garments (*e.g., sari, turban, parka, kimono, ribbon shirt, dance shawl, kilt, hijab, burka, yarmulke, tattoos, scarification, piercings)*. students create a display for the gallery walk. Students complete a worksheet as they tour the gallery walk.Reflection - what does culture mean to me and how do cultural norms influence my fashion choices? Can be done as a paper or blog reflectionabsence activities - Memoire of a Geisha and Not Without My Daughter movies |  |
| **Lesson 3: The Influence of Media on Fashion** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **B2. Media Influences: demonstrate an understanding of how media influence fashion;** B2.1 explain the ways in which different media *(e.g., music videos, television shows, movies, the Internet, fashion magazines, billboards, window displays)* influence the fashion industry and individual fashion choices B2.2 analyse how the media influence social norms with respect to fashion, and describe the effect these norms can have *(e.g., how young pop stars wearing revealing clothing in music videos contributes to the hypersexualization of children)* B3.3 analyse how social factors, including current events, influence fashion trends and cycles *(e.g., factors such as historical events, technological advances, economic factors, geographical factors, environmental issues)*  | **identify ways in which different media influences the fashion industry and individual fashion choices****identify how media influence social norms with respect to fashion and describe the effect these norms can have.** | **How does media influence the fashion industry and individual fashion choices?****How does media influence social norms in respect to fashion?****What impact do these norms have?** |  |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
|  | Current issues of leading Fashion publications and newspapers.moisee, K. (Aug. 4, 2011). *10-Year-Old Model's Grown-Up Look: High Fashion or High Risk?*ABC News. <http://abcnews.go.com/Health/w_MindBodyResource/10-year-models-grown-high-fashion-high-risk/story?id=14221160>.  | students source and present a current events article on fashion (from a recent magazine/newspaper), summarizing key trends/culture/media influences. Building fashion terminology.K/W/L - fashion and mediahave students brainstorm how and what types of media influence fashion. Discuss as a class. Do they feel that media influences in a positive or negative way.Analyze fashion messages sent in the media. Have students explore a fashion item in the media (print ad, event photos, music video, etc) and determine the messages sent to the media viewer? What impact does the message sent have on the viewer? Who is the group mostly to be affected by that specific media?Students explore the sexualization of children. They should read a variety of articles or view a number of videos about the issue. They should complete a 6 hats organizer about the issue then write an opinion paragraph or position paper about the topic - alternate, the class can debate the issue.Music and Fashion - students pick their favourite song to use as inspiration. Their task is to design an outfit for that artist. Complete an analysis of song lyrics, create an image library, and design an outline/mini line for that artist. |  |
| **Lesson 3: The Fashion Theories** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| B3.2 explain theories that have been developed to account for the origin and adoption of fashion trends *(e.g., trickle up, trickle down, trickle across)*, and describe the use of these theories in the fashion business  | **Identify and explain the fashion theories** | **How are fashions adopted by the larger population?** | **fashion leader,** **fashion follower,** **fashion adoption,** **trickle-up theory,** **trickle-down theory,****trickle-across theory,** **fashion innovator** **consumer acceptance** |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
|  | * **OERB HNC course Unit 2, Activities 3&4.** [**https://resources.elearningontario.ca/**](https://resources.elearningontario.ca/) **Resource ID ELO1184430**
 | **Teacher presents a lesson on the fashion theories and how we adopt fashion - trickle up, trickle down, trickle across.****Students research a fashion that has been adopted through trickle up theory - through street style or a social movement...from the OERB:*** **Find an image on the internet of fashion influenced by street style or a social movement;**
* **Provide the URL;**
* **Name the street style or social movement and explain how this street style or social**
* **movement has influenced your the fashion choice;**
* **Consider the Fashion Cycle and explain what fashion group would wear this fashion e.g. fashion specialist, realist etc.;**
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| **Lesson 4: The Fashion Cycle** |  |  |  |
| **Overall &/or Specific Expectations** (with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| B3.1 identify and describe the stages of a fashion cycle *(i.e., introduction, growth, maturity, decline, and obsolescence)* B3.3 analyse how social factors, including current events, influence fashion trends and cycles *(e.g., factors such as historical events, technological advances, economic factors, geographical factors, environmental issues)*  | **Identify and describe the stages of the fashion cycle** | **What are the stages of the fashion cycle?****Which fashion consumers adopt fashions at each stage of the fashion cycle.** | **fashion cycle****trends****fads****classic****flop****fashion leader,** **fashion follower****fashion innovator****consumer acceptance****fashion laggard****fashion realist** |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
|  | * **OERB HNC course Unit 2, Activities 3&4.** [**https://resources.elearningontario.ca/**](https://resources.elearningontario.ca/) **Resource ID ELO1184430**
 | **Refer back to lesson one and the September Issue activity. Have students review what is in fashion, according to fashion magazines. Have them determine if their peers at school are wearing these fashion. Who is/who isn’t?****The teacher introduces the fashion cycle to students (presentation) and the types of fashion adopters.****Look at which type of adopter adopts the fashion at each stage.****Individually have students identify a current trend and identify where in the fashion cycle the trend is and who is wearing the fashion (be specific...which celebrity, group, etc). Students should make a prediction about what the trend’s future is - is it a fad, will it become a classic, etc?** |  |
| **Lesson 5: Socio-Cultural Factors and fashion trends** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| B3.3 analyse how social factors, including current events, influence fashion trends and cycles *(e.g., factors such as historical events, technological advances, economic factors, geographical factors, environmental issues)*  |  |  | **hip-hop** |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
|  | **Video: Blue Jean Confidential** |  |  |

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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 you apply the elements and principles of design when creating fashion products ?
3. How are a variety of tools used in a sewing project?
4. How do you safely operate a sewing machine, other tools and technologies in clothing construction?
5. What pre-construction techniques do you use to create a fashion product garment?
6. How do you use different construction techniques in creating a fashion product?
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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 chosen topic **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., fashion cycles, marketing, positional goods, pattern, dart, seam, gather, ease, line, colour, shape, texture)* **D1. Elements and Principles of Design: demonstrate an understanding of the elements and principles of design, and of how they can be used to different effect in the creation of fashion products;**D1.1 identify and describe the elements and principles of design as they apply to fashion products *(e.g., line, colour, shape, texture, balance, proportion, rhythm, emphasis, harmony)* D1.2 analyse the impact that apparel and/or accessories reflecting various elements and principles of design can have on a person’s appearance and the impression he or she creates D1.3 apply the elements and principles of design when creating fashion-related products *(e.g., when creating fashion illustrations, fashion sketches, apparel for paper dolls of different body shapes; when designing a garment; when engaged in a sewing project)* **D2. Tools and Technologies: describe 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 various tools and technologies used in the creation of fashion products, and describe their function *(e.g., measuring tape, seam ripper, scissors, pinking shears, iron, pressing ham, sewing machine, serger, loom, knitting needles, crochet hook)* D2.2 demonstrate the safe use of tools and technologies when creating fashion products *(e.g., keep pins in a pin cushion, store the iron on its heel when not in use, promptly replace blunt or bent needles in sewing machines or sergers)* D2.3 use tools and technologies correctly when creating fashion products *(e.g., tools and technologies associated with cutting, pressing, pinning, sewing, knitting, crocheting, felting, embroidering, dyeing)* **D3. Procedures, Skills, and Techniques: demonstrate the ability to use appropriate procedures, skills, and techniques when creating fashion products.** D3.1 demonstrate the ability to follow preconstruction 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 D3.2 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 button­ holes, sewing in zippers, hemming, reducing bulk, using stabilizers and interfacing)* D3.3 demonstrate the ability to apply basic skills and construction techniques when creating fashion products *(e.g., finishing seams, sewing in zippers, hemming, using fasteners)*  |

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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 3 Overview:Fibres,Fabrics and the Environment** |
| **What will student learn?** |
| **Big Ideas*** An understanding of fibres, fabrics, and finishes will impact its use and care.
* Understanding the production and use of fibres, fabrics will help in making responsible environmental decisions.
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| **Essential Questions**1. What are the advantages and disadvantages of natural and synthetic fibres?
2. What is the use of woven and non-woven fabrics in fashion products?
3. What are the effects of fabric dyes and finishes on fabric?
4. How can you reduce your environmental impact when choosing fabric?
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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 chosen topic **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., fashion cycles, marketing, positional goods, pattern, dart, seam, gather, ease, line, colour, shape, texture)* **C2. Fibres, Fabrics, and the Environment: demonstrate an understanding of fibres, fabrics, and finishes, and of the environmental impact associated with their production and use.**C2.1 identify the advantages and disadvantages of common natural and synthetic fibres *(e.g., cotton is lightweight, breathable, and easy to find, but it can shrink when washed and is easily creased; silk is hypoallergenic, breathable, and strong, but it is expensive and the fibres are weakened by perspi­ration; spandex increases the stretch of a garment, but it is not breathable; polyester is relatively inex­pensive and holds its shape and colour, but it is not absorbent, does not breathe, and can cling as a result of static electricity)* C2.2 describe characteristics of different types of woven fabrics *(e.g., canvas, chino, damask, linen, percale)*, knit fabrics *(e.g., jersey, tricot, velour, boiled wool)*, and non-woven fabrics *(e.g., leather, fur, felt)* used in various fashion products C2.3 describe characteristics of various types of dyes *(e.g., natural, acid, reactive, solvent)* and fabric finishes *(e.g., waterproof, flame-retardant, wrinkle-resistant, stain-resistant finishes)*, and describe the effects they have on fabrics C2.4 describe the environmental impact of the production, use, and care of various fibres and fabrics *(e.g., the impact of farming cotton, hemp, bamboo, sheep, silkworms; of the production process for various synthetic fabrics and dyes; of dry cleaning)* C2.5 describe strategies to reduce the environ­mental impact of the production of various fibres, fabrics, and finishes *(e.g., purchasing garments made from organic cotton or hemp, using plant- based dyes, buying second-hand clothes, limiting the use of stain-resistant fabric)* C2.6 apply their knowledge of the basic charac­teristics of various fibres and fabrics and their environmental impact when choosing appro­priate fabrics for various 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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| **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: Consumer Behaviour and Fashion Marketing** |
| **What will student learn?** |
| **Big Ideas*** Strategies can be used to make informed clothing purchases.

Fashion is used as a medium to c

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| **Essential Questions**1. How does fashion marketing impact consumer decisions and behaviours?
2. What are strategies used by consumers to make informed and responsible fashion purchases?
3. How effective are fashion promotions and products in raising awareness of social issues?
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reate social awareness. |
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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., cultural influences on dress, fashion cycles, fashion marketing, media and advertising, body image, fibre and fabric characteristics, elements and principles of design)* to identify topics for research and inquiryA1.2 identify key concepts *(e.g., through discussion, brainstorming, use of visual organizers)* related to their chosen topic 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 *(e.g., 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, questionnaires, photographs in magazines, billboards)* and/or 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 and inquiry;**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 observations with predictions; determine whether common themes arise in research from/on different periods)*A3.4 demonstrate academic honesty by docu­menting the sources of all information generated through researchA3.5 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 effectively for a specific purpose and audienceA4.2 use terms relating to fashion correctly *(e.g., fashion cycles, marketing, positional goods, pattern, dart, seam, gather, ease, line, colour, shape, texture)* 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**C1. Consumer Behaviour and Fashion Marketing: demonstrate an understanding of consumer behaviour and marketing strategies, including specific social marketing promotions, associated with the fashion industry;** C1.1 explain the elements of marketing in the fashion industry *(i.e., product, placement, price, promotion)* C1.2 explain strategies that fashion marketers use to create a sense of need among consumers, and describe the effects of these strategies *(e.g., manufacturing demand for clothing that has “cool” labels/logos; convincing consumers to replace garments that are out of style rather than worn out; creating a market for positional goods, whose value is based on exclusivity, and knock-offs of these items)* C1.3 explain how marketing in the fashion indus­try can affect consumer behaviour (e.g., impulse buying, accessorizing, combination buying, buying items endorsed by celebrities) C1.4 describe strategies that consumers can use to make informed and responsible fashion purchases *(e.g., checking textile labels, comparison shopping, checking warranties/guarantees, wardrobe assessment, checking return policies, investigating the working conditions under which the garment was produced and sold)*C1.5 analyse fashion promotions and products that raise awareness of social issues *(e.g., charity fashion shows such as Fashion Cares, ribbons symbolizing issues such as breast cancer and HIV/AIDS awareness, T-shirts with messages, reusable shopping bags)*  |

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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** |
|  |  |  |  |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
|  |  |  |  |
| **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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