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| **Course Overview****Clothing - HNL2O**  |
| Course Description: (taken from the curriculum document) |
| This course introduces students to the world of clothing. Students will gain knowledge about clothing and demonstrate basic skills associated with various techniques and technologies used to create garments and accessories. Students will learn about the functions of clothing and accessories and what clothing communicates about the wearer. They will learn how to enhance their personal wardrobe by assessing garment quality, developing shopping strategies, and developing an understanding of the advantages and disadvantages of various retail formats. Students will develop research skills as they investigate topics related to clothing.  |

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| Course Content |
| **Enduring Understandings** * Clothing choices impact social situations.
* Shopping for clothes involves a variety of decisions.
* There is satisfaction in creating handmade products.
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| No longer in this course: |
|  New course!  |

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| **Course Culminating Task(s)** |
| Wardrobe Building:Students build a wardrobe for a purpose (vacation, career, school). Based on the social situation and purpose of the clothing, students will choose suitable clothing for the wardrobe. For each outfit they will state and explain the elements of design used, the fibre and fabrication, the required care. The students will explore and compare various retail formats and promotions for their purchases. |
| Additional Course Culminating Task Ideas- Similar to above but students examine and evaluate their own wardrobe and situation to build on their existing wardrobe.- Students make something for themselves (from new or recycled materials) and then use the item as the basis for putting their learning into action (evaluate the elements of design, quality, fibre and fabrication, function, how fits into wardrobe, etc.)- Students create a recycled or upcycled garment (or accessory) based on a garment/accessory they already own. Students would reflect upon the function and message of the garment, how it fits into their wardrobes, fabric properties and care, elements of design, etc. - Final Exam |

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| **Unit 1 Overview: Influences on Clothing Choices** |
| **What will student learn?** |
| **Big Ideas*** Many factors influence why people wear clothes.
* Social situations are impacted by the clothing people wear
* Personal wardrobe planning skills are used to make decisions about clothing choices for a variety of situations
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| **Essential Questions**1. Why do people wear clothes?
2. In what ways does clothing choices impact social situations?
3. What criteria are used when planning a wardrobe?
4. How are clothing decisions impacted by culture ?
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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 clothing, and formulate questions to guide their research.**A1.1 explore a variety of topics related to clothing (e.g. fabrics, fibres, dress codes, wardrobe planning, evaluating clothing, consumer awareness) to identify topics for research and inquiryA1.2 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**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, 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 related to clothing correctly *(e.g., fibres, fabrics, natural, synthetic, knit, crochet, weave, seam, hem, raw edge, wardrobe planning)* 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)***B1. The Functions and Social Impact of Clothing: demonstrate an understanding of the functions clothing serves, the kinds of messages it conveys, and the impact it can have on social interactions.**B1.1 describe the functions of clothing and accessories and the messages they convey *(e.g., to protect against the weather; to convey status, power, or occupation; to adorn; to satisfy social conventions with respect to modesty or gender roles; to signal membership in a group)* B1.2 explain the impact that clothing can have on social interactions *(e.g., how clothing’s ability to contribute to unity or signal authority can affect interactions; what people’s clothing can say about their values or personality, and how this might affect their interactions with others; how the ways we judge ourselves and others based on clothing can affect our interactions)* **B2. Wardrobe Planning and Clothing Selection: demonstrate an understanding of various factors affecting personal wardrobe planning and clothes selection.** B2.1 explain ways in which individuals’ personal clothing decisions can be affected by change *(e.g., fads and trends; changes in styles; development of new materials; changes in one’s age, status, or social role)* B2.2 describe various criteria used in wardrobe planning *(e.g., price, style, storage space, availability, what peers are wearing, family rules or traditions, cultural traditions, physical needs)*, and explain how these criteria affect their personal clothing and accessory selectionsB2.3 describe the steps and processes involved in personal wardrobe planning *(e.g., using a decision-making model, evaluating current wardrobe, identifying needs and wants, determining personal resources such as money for clothing and skills to alter or repair clothing, planning for special occasions)* B2.4 describe dress codes for a variety of situations and groups *(e.g., with reference to situations at school, special occasions, a school dance, a funeral, various workplaces, a wedding, family functions; with reference to groups such as athletic teams, police officers, members of the military)* and the effects such codes can have on personal wardrobe planning  |

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| **How will students demonstrate their learning?** |
| **Assessment OF learning**Picture Reactions – show students pictures of clothing and tell them the situation where the clothing is worn and have students react to it. They will explain how people will react to the clothing and explain why the clothing is or is not suitable.Case Studies – students explain the criteria to be used in wardrobe planning for a specific occasion or event.Clothing Autobiography - students identify clothing choices they have made in their lives and reflect upon the reasons behind their choices.Personal Timeline - Students prepare a collection of photographs that shows how their clothing choices have evolved throughout their lives. Students may wish to include family photographs to extend their timelines. Students may want to predict a future outfit based on anticipated future needs.  |
| **Assessment FOR learning**Sketching to LearnSlideshowWord WallBody AnalogyCharacter SketchReflective JournalMovie ClipsClass DiscussionsRespond to PicturesWord Prompt ResponseConcept/Mind mapsWebquestCarousel BrainstormResearchPostersShow ‘n TellDrawingsThink, Pair, ShareDebateInquiry Based LearningCase StudiesRAFTPMI Chart |

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| **Unit Culminating Task(s)** |
| Personal Wardrobe Planning Project – students determine their clothing needs and wants based on their current activities or an anticipated even in the near future. They will determine their wardrobe planning criteria, evaluate their current wardrobe and available resources, and develop a plan for their wardrobe.  |
| Additional Ideas for Unit Culminating Task(s)Personal Shopper/Image Consultant Project - Students could take on the role of a personal shopper or image consultant. They could create a character profile and plan a wardrobe for the character based on lifestyle, social role, wants, needs, and other wardrobe planning steps.  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 2 Overview: Design and Clothing Construction** |
| **What will student learn?** |
| **Big Ideas*** The elements of design can be used to enhance your personal appearance.
* Safe and proper use of tools and technologies are essential to repair or create a clothing garment.
* Following proper construction procedures and techniques is important when creating clothing or accessories.
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| **Essential Questions**1. How do the elements of design enhance or detract from a person’s appearance?
2. What tools/technology are used in creating or repairing a garment?
3. How can we use recycled material to create new clothing or accessories?
4. What are the steps involved in creating a garment or accessory?
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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 clothing, 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 related to clothing correctly *(e.g., fibres, fabrics, natural, synthetic, knit, crochet, weave, seam, hem, raw edge, wardrobe planning)* **D1. Elements of Design: describe the elements of design related to clothing and accessories, and explain how an awareness of these elements can affect personal clothing choices.** D1.1 identify and describe the elements of design *(e.g., line, shape, colour, texture)* as they apply to clothing and accessories D1.2 explain how the elements of design can enhance or detract from a person’s appearance and comfort *(e.g., vertical lines make the wearer appear taller, soft fabrics enhance comfort)*, and consequently which elements should be con­sidered when selecting clothing and accessories **D2. Tools and Technologies: identify a variety of tools and technologies associated with the creation of clothing and accessories, and use tools and technologies safely and correctly when creating and/or repairing clothing and accessories.** D2.1 identify various tools and technologies used when creating and/or repairing clothing and accessories *(e.g., measuring tape, seam ripper, scissors, iron, pressing ham, sewing machine, serger, loom, knitting needles, crochet hook)*D2.2 demonstrate the safe use of tools and technologies when creating and/or repairing clothing and accessories *(e.g., safe practices when using sharp objects such as pins, needles, or scissors, or chemicals such as dye or glue)* D2.3 use tools and technologies correctly when creating personal clothing or accessories *(e.g., tools/technologies associated with cutting, pressing, pinning, sewing, knitting, crocheting)* **D3. Procedures, Skills, and Techniques: demonstrate the ability to use appropriate procedures, skills, and techniques to create and repair clothing or accessories**D3.1 demonstrate the ability to follow preconstruction procedures *(e.g., measuring, interpreting pattern envelopes and patterns, laying out patterns, preparing fabric and other materials, understanding knitting or crocheting instructions)* when creating clothing or accessoriesD3.2 demonstrate the ability to repair and/or alter personal clothing or accessories using basic sewing skills *(e.g., repair a seam, seam finish a raw edge, alter a hem, apply an appliqué, replace a button, create an elastic casing)* D3.3 demonstrate the ability to create clothing or accessories using basic construction techniques *(e.g., machine and/or hand sewing, knitting, crocheting, beading)* D3.4 demonstrate the ability to create new clothing or accessories from recycled materials or gar­ ments *(e.g., turn drink boxes into a bag; candy wrappers into a necklace; neckties into a skirt; a necktie into a handle for a bag; jeans into a skirt or a bag; tea towels into a dress; fabric samples into a tote, cosmetic bag, laptop case, or music player pouch)*  |

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| **How will students demonstrate their learning?** |
| **Assessment OF learning** - Unit Test |
| **Assessment FOR learning**- Field Trip to *Fabricland* |

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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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| **Unit 3 Overview: Fibres and Fabrics** |
| **What will student learn?** |
| **Big Ideas*** Natural and synthetic fibers and fabrics have different characteristics
* There are many considerations when choosing a garment for a particular use.
* Using eco-friendly methods to care for garments enhance the life of the garment.
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| **Essential Questions**1. How do natural and synthetic fibres and fabrics impact clothing choices?
2. What eco-friendly methods can be used to care for clothing?
3. What characteristics should be considered when evaluating the quality of a constructed 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 clothing, and formulate questions to guide their research.** A1.1 explore a variety of topics related to clothing *(e.g., fabrics, fibres, dress codes, wardrobe planning, evaluating clothing, consumer awareness)* to identify topics for research and inquiryA1.2 identify key concepts *(e.g., through discussion, brainstorming, use of visual organizers)* related to their selected topicsA1.3 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 chosen topic *(e.g., outline purpose and method; identify sources of information)*, ensuring that their plans follow guidelines for ethical researchA2.2 locate and select information relevant to their investigations from a variety of primary sources *(e.g., interviews, observations, surveys, questionnaires, fashion spreads in magazines)* and/or secondary sources *(e.g., textbooks, newspaper articles)***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, audio/digital records)*A3.3 analyse and interpret research information *(e.g., compare observations with images obtained from magazines; determine whether common images arise in media products from different eras)*A3.4 demonstrate academic honesty by docu­menting the sources of all information generated through research A3.5 synthesize findings and formulate conclu­sions *(e.g., 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, brochure, poster, report, multimedia presentation, web page)* to communicate the results of their research and inquiry effectively for a specific purpose and audience A4.2 use terms related to clothing correctly *(e.g., fibres, fabrics, natural, synthetic, knit, crochet, weave, seam, hem, raw edge, wardrobe planning)* 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)*A4.4 demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills **C1. Evaluating Clothing: demonstrate an understanding of how to evaluate the quality, value, and suitability of clothing and accessories.** C1.1 explain the criteria for evaluating the quality, value, and suitability of clothing and accessories *(e.g., straight and secure stitching on seams, which allows garments to hang, wear, and wash well; durable fabrics for garments and accessories that will be worn and/or washed frequently)* C1.2 assess the quality of selected garments and accessories *(e.g., work clothes, outerwear, sports garments, shoes, garments for special occasions)***C3. Fibres and Fabric Care: demonstrate an understanding of natural and synthetic fibres and fabrics, and of how their characteristics affect clothing choices and care.**C3.1 identify common natural and synthetic fibres *(e.g., cotton, silk, linen, wool, hemp, rayon, polyester, nylon, spandex)* and describe their characteristics C3.2 explain how knowledge of natural and synthetic fibres and fabrics, including how they are produced, can affect clothing choices *(e.g., the selection of breathable lightweight cottons and rayons for summer clothes; wool or polar fleece for winter outerwear; silk or cashmere for softness next to the skin; organic cotton or hemp to limit environmental damage arising from the production of traditionally farmed cotton or petroleum-based polyester; down or synthetic fibre for insulation in outerwear)* C3.3 describe ways, including environmentally responsible ways, to care for garments to maintain their appearance and extend their life *(e.g., with respect to following clothing care labels; laundering, ironing, removing stains from, and storing garments made from different kinds of fabrics; using environmentally responsible detergents and stain-removal practices)* |

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| **How will students demonstrate their learning?** |
| **Assessment OF learning**Paper test – students categorize fibres as natural or synthetic and recall the basic properties of the fibresLab test – students identify the fabrication and fabric properties of an assortment of fabricsFabric Choices Project – Students will choose clothing designs for several occasions. From an assortment of fabrics they will choose appropriate fabrics and explain why they are appropriate.Clothing Quality Evaluation Project – Students evaluate the quality of a variety of pieces of clothing (teacher provided, in store or own wardrobe)Clothing Care Project – Students will examine their wardrobes and explain how they will care for the various items using environmentally sensitive methods |
| **Assessment FOR learning**Field Trip to *Textile Museum of Canada*Teacher ObservationConferencingCategorizingStudent NotesInquiry Based LearningMatchingHomeworkThink, Pair, ShareMake ‘n TakeVenn DiagramsConcept ClarificationPersonal ConnectionKnowledge ApplicationAnalysisSocratic DialogueCollaborative TeachingPracticeDiscussionSkitsExperimentsGraphic Organizers |

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| **Unit Culminating Task(s)** |
| Clothing Outfit Project – Students will choose an outfit and describe when and where it will be worn. They describe the fabric for the outfit by identifying the fibre content and describing the fabrication. They will explain why the fibre content and fabrication are appropriate for the outfit. They will describe how they will care for the outfit and why it is appropriate. They will describe and explain the quality construction methods they would look for if purchasing the garment. |
| **Additional Ideas for Unit Culminating Task(s)*** Garment Care Brochure: Students select a fabric of their choice and research how to care for that fabric. Some areas to be covered in their brochure (or presentation), may include: fibre content, fibre properties, chemical/mechanical treatments commonly applied to this fabric, average cost of fabric ($/metre) along with fabric samples, fabric care and common uses of that fabric.
* Fabric Swatch Booklet
* Garment Evaluation - Rate your Clothing
* Analyse outfits provided by the teacher – fibre content, fabrication, care and quality.
* Unit Test
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| **Lesson 1:****Natural Fibres** |  |  |  |
| **Overall &/or Specific Expectations** | **Learning Goals** | **Key Questions for the Lesson** | **Terminology** |
| **OE:** **C3. Fibres and Fabric Care: demonstrate an understanding of natural and synthetic fibres and fabrics, and of how their characteristics affect clothing choices and care.****SE:** C3.1 identify common natural and synthetic fibres *(e.g., cotton, silk, linen, wool, hemp, rayon, polyester, nylon, spandex)* and describe their characteristics C3.2 explain how knowledge of natural and synthetic fibres and fabrics, including how they are produced, can affect clothing choices *(e.g., the selection of breathable lightweight cottons and rayons for summer clothes; wool or polar fleece for winter outerwear; silk or cashmere for softness next to the skin; organic cotton or hemp to limit environmental damage arising from the production of traditionally farmed cotton or petroleum-based polyester; down or synthetic fibre for insulation in outerwear)*  | We are learning to identify natural fibers and their properties. | 1. What are natural fibers?
2. Where do natural fibers come from?
3. What are the advantages and disadvantages of wearing natural fibers?
4. What applications do natural fibers have in the garment industry and society?
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 2:****Synthetic Fibres** |  |  |  |
| **Overall &/or Specific Expectations** | **Learning Goals** | **Key Questions for the Lesson** | **Terminology** |
| **OE:** **C3. Fibres and Fabric Care: demonstrate an understanding of natural and synthetic fibres and fabrics, and of how their characteristics affect clothing choices and care.****SE:** C3.1 identify common natural and synthetic fibres *(e.g., cotton, silk, linen, wool, hemp, rayon, polyester, nylon, spandex)* and describe their characteristics C3.2 explain how knowledge of natural and synthetic fibres and fabrics, including how they are produced, can affect clothing choices *(e.g., the selection of breathable lightweight cottons and rayons for summer clothes; wool or polar fleece for winter outerwear; silk or cashmere for softness next to the skin; organic cotton or hemp to limit environmental damage arising from the production of traditionally farmed cotton or petroleum-based polyester; down or synthetic fibre for insulation in outerwear)*  | We are learning to identify synthetic fibers and their properties. | 1. What are synthetic fibers?
2. Where do synthetic fibers come from?
3. What are the advantages and disadvantages of wearing synthetic fibers?
4. What applications do synthetic fibers have in the garment industry and society?
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 3:****Distinguishing Differences Between Natural and Synthetic Fibres** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals** | **Key Questions for the Lesson** | **Terminology** |
| **OE:** **C3. Fibres and Fabric Care: demonstrate an understanding of natural and synthetic fibres and fabrics, and of how their characteristics affect clothing choices and care.****SE:**C3.1 identify common natural and synthetic fibres *(e.g., cotton, silk, linen, wool, hemp, rayon, polyester, nylon, spandex)* and describe their characteristics C3.2 explain how knowledge of natural and synthetic fibres and fabrics, including how they are produced, can affect clothing choices *(e.g., the selection of breathable lightweight cottons and rayons for summer clothes; wool or polar fleece for winter outerwear; silk or cashmere for softness next to the skin; organic cotton or hemp to limit environmental damage arising from the production of traditionally farmed cotton or petroleum-based polyester; down or synthetic fibre for insulation in outerwear)*  | We are learning how to select fabrics for their specific uses. | 1. What factors do we need to consider when selecting fabric for making clothing?
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
|  | Supporting Websites:1. Textile Museum of Canada. (n.d.). *Textile Museum of Canada*. Retrieved August 20, 2013, from http://www.textilemuseum.ca/
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| **Lesson 4:****Garment Care** |  |  |  |
| **Overall &/or Specific Expectations** (with numbers) | **Learning Goals** | **Key Questions for the Lesson** | **Terminology** |
| **OE:** **C3. Fibres and Fabric Care: demonstrate an understanding of natural and synthetic fibres and fabrics, and of how their characteristics affect clothing choices and care.****SE:**C3.3 describe ways, including environmentally responsible ways, to care for garments to maintain their appearance and extend their life *(e.g., with respect to following clothing care labels; laundering, ironing, removing stains from, and storing garments made from different kinds of fabrics; using environmentally responsible detergents and stain-removal practices* | We are learning to properly care for our garments. | 1. Where do we find information about garment care?
2. How do we read care labels?
 | * laundering
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
|  | Supporting Websites:1. Ontario Fabricare Association. (n.d.). *Ontario Fabricare Association*. Retrieved August 20, 2013, from http://www.fabricare.org/
2. Guide to Apparel and Textile Care Symbols - Office of Consumer Affairs (OCA). (n.d.). *Industry Canada / Industrie Canada*. Retrieved August 20, 2013, from http://www.ic.gc.ca/eic/site/oca-bc.nsf/eng/ca02009.html
 | K/W/L about care labelsGarment Care Scavenger Hunt - students complete a worksheet while using supporting resources (ie. textbook, website) to investigate questions pertaining to care labels (*see Supporting Websites*).Trivia Game - *Guess That Stain!*: use as a review/assessment tool to gage student’s learning, teachers can read out flash cards stating a stain removal strategy, while students have to guess what the stain is that is being treated (or vice versa).Quiz - Stain removal  |  |
| **Lesson 5:****Evaluating Clothing** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals** | **Key Questions for the Lesson** | **Terminology** |
| **OE:****A2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods.****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.** **C1. Evaluating Clothing: demonstrate an understanding of how to evaluate the quality, value, and suitability of clothing and accessories.** **SE:**A2.1 create appropriate research plans to investi­gate their chosen topic *(e.g., outline purpose and method; identify sources of information)*, ensuring that their plans follow guidelines for ethical researchA2.2 locate and select information relevant to their investigations from a variety of primary sources *(e.g., interviews, observations, surveys, questionnaires, fashion spreads in magazines)* and/or secondary sources *(e.g., textbooks, newspaper articles)*A4.1 use an appropriate format *(e.g., oral presenta­tion, brochure, poster, report, multimedia presentation, web page)* to communicate the results of their research and inquiry effectively for a specific purpose and audience A4.2 use terms related to clothing correctly *(e.g., fibres, fabrics, natural, synthetic, knit, crochet, weave, seam, hem, raw edge, wardrobe planning)* 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)*A4.4 demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills C1.1 explain the criteria for evaluating the quality, value, and suitability of clothing and accessories *(e.g., straight and secure stitching on seams, which allows garments to hang, wear, and wash well; durable fabrics for garments and accessories that will be worn and/or washed frequently)* C1.2 assess the quality of selected garments and accessories *(e.g., work clothes, outerwear, sports garments, shoes, garments for special occasions)* | We are learning to evaluate clothing by quality, value and suitability. | 1. How can you tell when a garment is well made?
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Unit 4 Overview: Responsible Clothing Purchases** |
| **What will the student learn?** |
| **Big Ideas*** There are many retail options when shopping.
* Retail promotions affects clothing decisions.
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| **Essential Questions**1. What are the different retail options available options available for shopping?
2. How do retail options and store promotions influence your shopping?
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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) |
| **C2. Retail Approaches: demonstrate an understanding of the effects that retail formats and promotions can have on individuals’ decisions about clothing purchases.**C2.1 identify and describe various retail formats for clothing and accessories *(e.g., department stores, chain stores, boutiques, specialty shops, second-hand stores, online shopping sites, outlet stores, shopping channels on television)* C2.2 explain how various retail formats can affect the ways individuals shop for and purchase clothing and accessories *(e.g., with reference to shopping with peers, accessing unique products, comparison shopping, impulse buying)* C2.3 describe different types of retail promotions *(e.g., in-store displays, billboards, magazine adver­tising, clearance sales, online surveys)*, and explain the effect of these promotions on their decisions about clothing purchases **A1. Exploring: explore topics related to clothing, and formulate questions to guide their research.**A1.1 explore a variety of topics related to clothing *(e.g., fabrics, fibres, dress codes, wardrobe planning, evaluating clothing, consumer awareness)* to identify topics for research and inquiryA1.2 identify key concepts *(e.g., through discussion, brainstorming, use of visual organizers)* related to their selected topicsA1.3 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 chosen topic *(e.g., outline purpose and method; identify sources of information)*, ensuring that their plans follow guidelines for ethical researchA2.2 locate and select information relevant to their investigations from a variety of primary sources *(e.g., interviews, observations, surveys, questionnaires, fashion spreads in magazines)* and/or secondary sources *(e.g., textbooks, newspaper articles)*A2.3 based on preliminary research, for each investigation formulate a 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, audio/digital records)*A3.3 analyse and interpret research information *(e.g., compare observations with images obtained from magazines; determine whether common images arise in media products from different eras)*A3.4 demonstrate academic honesty by docu­menting the sources of all information generated through research A3.5 synthesize findings and formulate conclu­sions *(e.g., 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, brochure, poster, report, multimedia presentation, web page)* to communicate the results of their research and inquiry effectively for a specific purpose and audience A4.2 use terms related to clothing correctly *(e.g., fibres, fabrics, natural, synthetic, knit, crochet, weave, seam, hem, raw edge, wardrobe planning)* 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)*A4.4 demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills  |

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

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| **Unit Culminating Task(s)** |
|  Comparison Shopping Report and Research survey of shopping habits. |
| **Additional Ideas for Unit Culminating Task(s)*** Research survey and buying habits (group project)
* Unit Test
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| **Lesson 1:****Shopping habits & acquiring clothing?** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **C2.Retail approaches …..****Specific C2.1,**  | **Identify places to acquire clothing.****Describe ways of purchasing & acquiring clothings.** | **Where can you buy clothes?****What are the factors that influence purchasing choices for clothing?**  | **consignment****retail****boutique****specialty store****department store****outlet stores** |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
| **Students reflect on where they buy clothing & how they acquire clothing** | **Chalkboard or flip-chart/markers****Large art paper for group work** | **Round Robin: Each student will share with the class their favourite stores to shop for clothing and where they usually buy clothing. They are also to choose one piece of clothing they are wearing & share where they got the piece of clothing or who bought it for them.****Brainstorm as a class a list of types of retail places (eg., boutiques) & retail options (e.g., online, home shopping network, store)****Class discussion on other ways you can acquire clothing (e.g., clothing swap parties, hand-me downs)****Textbook: students record the terminology words above in their notebooks.** | **terminology quiz****class discussion & feedback (checking for understanding)** |
| **Lesson 2:****Fashion Retailing** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **C2 Retail Approaches…..****Specific C2.3 & C2.3** | **Develop good clothes shopping habits.****Describe how different retail format affect shopping behaviours.** | **How do I make good shopping decisions when it comes to purchasing clothing?** | **comparison buying****impulse buying** |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
| Knowledge of basic retail formats | Chalkboard or large chart paper/markersComputer lab | **Graffiti exercise: have the students write the reasons they purchase clothing on the board and what factors go into their purchasing decisions.****Mini-lecture on comparison buying, end of season & sales buying and impulse buying.** **Comparison shopping assignment - students are to choose an item to shop for and compare prices, clothing qualities, stores etc. (Can do this in the computer lab and use online shopping resources.)** | Have students describe in their own words how to make good shopping choices/ class discussion. |
| **Lesson 3:****Researching Personal Shopping Habits** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
|  |  |  |  |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
|  |  | **Socratic lesson: teach the students the principles on how to create a questionnaire to survey shopping choices and habits and basic research data and collection methods.** **Students will divide into groups and develop a survey to give out the class. Each group will choose one of the following topics for their surveys: 1. reasons for buying clothing 2. what they buy 3. where they buy clothing, etc. They can use** [**www.polleverywhere.com**](http://www.polleverywhere.com) **to create simple questions and poll the class to collect data. Then they will summarize and discuss the data.** |  |
| **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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