

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

FAMILY & CONSUMER SCIENCES DEPARTMENT

FASHION DESIGN 3

Grade Level: 11-12

Credits: 5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 30, 2010

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

Course Philosophy

Fashion Design III explores the roots and history of fashion and the individuals that shaped the fashion world, past and present. Utilizing the skills they have learned throughout this sequence of courses, students will begin to develop a fashion portfolio for secondary education, or apply for entry-level positions in the field of fashion.

Course Description

Fashion Design III is a one-year course, with Fashion Design II as the prerequisite. Students will investigate concepts in buying, merchandising and retailing. Students will also develop advanced techniques in fashion illustration, and garment construction. Students will communicate these ideas through the use of technology creating written and visual presentations, building on teamwork and interpersonal skills.

**Freehold Regional High School District
Curriculum Map**

Fashion Design III

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
9.1.12.A.1-2, B.1-B.3, 9.1.12.F.1-2, 9.2.12.A.1-5, 9.2.12.E.3-4, 9.2.12.E.6, 9.2.12.F.8-9, 9.4.12.N. (4).1, (5).1	The business of fashion exists within our daily lives.	How do the various components of the fashion industry work together to create customer satisfaction? Is personal style determined by the fashion industry? How do fashion trends affect consumer choices? What is the primary objective of all businesses?	Pretest Student Survey Oral Questions/ Discussion Anticipatory Set Questions	Written Assignments Projects Unit Tests & Quizzes Oral Presentations Observations Participatory Rubrics Role Play Research Assignments	Portfolios Project Rubrics Mid Term Final Exam
9.1.12.A.1-2, D.3, F.1-2 9.3.12.C.1-10, C.20-24 9.4.12.J.1-2, J.7, J.8	Various career opportunities exist in the fashion industry.	How does personality affect your career choice? Why is the understanding of fashion vital to career opportunities within the fashion industry? Why is self-awareness of personal interests, skills and knowledge paramount to future success?			
9.1.12.A.1-2, B.1-.3, F.1-2	Historical, cultural, social and economic changes affect fashion.	Who and what influences your fashion choices? What causes fashions to change and how are they predicted? What is the fashion cycle? Why is fashion considered to be a mirror of our times?			
9.1.12.A.1-2, 9.1.12.B.1-3, 9.1.12.E.1, 9.1.12.F.1-2, 9.4.12.B.26	Technology is infused in all aspects of fashion and its related industries.	How is technology used in the design, construction and production of garments, accessories and textiles? How can technology assist us in our knowledge of fashion; past, present and future? In what way does technology assist in the buying, planning and selling of merchandise?			

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
9.1.12.A.1-2, 9.1.12.B.1-3, 9.1.12.F.2, 9.4.12.B.6-18, 9.4.12.N.(5).1	Both verbal and non-verbal forms of communication are necessary in presenting fashion ideas.	<p>What are different forms of communication used within the various segments of the fashion industry?</p> <p>How are verbal and non-verbal methods of communication used in the fashion industry?</p> <p>Why is it important to utilize different forms of communication to succeed in the fashion business?</p>	<p>Pretest</p> <p>Student Survey</p> <p>Oral Questions/ Discussion</p> <p>Anticipatory Set Questions</p>	<p>Written Assignments Projects</p> <p>Unit Tests & Quizzes</p> <p>Oral Presentations</p> <p>Observations</p> <p>Participatory Rubrics</p> <p>Role Play</p> <p>Research Assignments</p>	<p>Portfolios</p> <p>Project Rubrics</p> <p>Mid Term</p> <p>Final Exam</p>
9.1.12.A.1-2, B.1-3, F.1-2	Elements and principles of design create visual aesthetics.	<p>What are the elements and principles of design?</p> <p>How do the elements and principles of design combine to create successful fashions?</p> <p>How are the elements and principles used to create illusions in fashion?</p>			
9.1.12.A.1-2, .B.1-3, .F.1-2	Safely utilizing the appropriate tools and machinery is essential to successful construction of garments and fashion related products.	<p>Why is it necessary to take precautions and prevent accidents when utilizing equipment in the fashion laboratory?</p> <p>What equipment is necessary in the construction of fashion related products?</p>			
9.1.12.A.1-2, .B.1-3, .F.1-2, .C.1, .C.4	Applied usage of textiles, notions and patterns create wearable apparel and accessories.	<p>What are the parts of a pattern?</p> <p>How do quality sewing techniques relate to apparel production?</p> <p>How do the characteristics of various textiles affect a garments outcome?</p> <p>What skills are needed in order to create a wearable garment or accessory?</p>			
9.1.12.A.1-2, 9.1.12.B.1-3, 9.1.12.F.2, 9.4.12.B.6-8, .B.11, 9.4.12.B.18, 9.4.12.B.21-22	Illustrating and combining garment parts and details achieve new and different fashion styles.	<p>Why is the knowledge of garment parts and styles essential for successful fashion design?</p> <p>How does the application of a variety of details result in new designs?</p>			

**Freehold Regional High School District
Course Proficiencies and Pacing**

Fashion Design III

Unit Title	Unit Understandings and Goals	Recommended Duration
Unit #1: Fashion Movement	<p>Historical, cultural, social and economic changes affect fashion. Technology is infused in all aspects of fashion and its related industries.</p> <p>The students will be able to-</p> <ul style="list-style-type: none"> • Recognize how variations within fashion cycles are determined by the impact of changes in society. • Demonstrate changes in styles and silhouettes and examine their origin. • Compare and contrast how the advancements in technology have influenced fashion change. 	4 weeks
Unit #2: Fashion Communication and Promotion	<p>Both verbal and non-verbal forms of communication are necessary in presenting fashion ideas. Technology is infused in all aspects of fashion and its related industries. Various career opportunities exist in the fashion industry.</p> <p>The students will be able to-</p> <ul style="list-style-type: none"> • Generate a successful visual display for an intended audience and outcome. • Differentiate the various methods of communication and utilize them appropriately. • Determine why the understanding of fashion is vital to career opportunities within the fashion industry. 	4 weeks
Unit #3: The Business of Fashion	<p>The business of fashion exists within our daily lives. Technology is infused in all aspects of fashion and its related industries. Various career opportunities exist in the fashion industry.</p> <p>The students will be able to-</p> <ul style="list-style-type: none"> • Implement the concept of merchandising. • Differentiate and compare between the various segments of the apparel and accessory industries. • Perform a self-evaluation and identify career choices. 	4 weeks
Unit #4: Fashion Construction	<p>Safely utilizing the appropriate tools and machinery is essential to successful construction of garments and fashion related products. Applied usage of textiles, notions and patterns create wearable apparel and accessories. Elements and principles of design create visual aesthetics. Technology is infused in all aspects of fashion and its related industries.</p> <p>The student will be able to-</p> <ul style="list-style-type: none"> • Demonstrate the safe use of tools and equipment in the fashion laboratory. • Select appropriate tools and equipment for their specific use. • Construct a fitted garment or accessory • Integrate the use of elements and principles of design in garment or accessory development. 	14 weeks

Unit Title	Unit Understandings and Goals	Recommended Duration
Unit #5: Illustration and Design	<p>Illustrating and combining garment parts and details achieve new and different fashion styles. Technology is infused in all aspects of fashion and its related industries. Various career opportunities exist in the fashion industry.</p> <p>The student will be able to-</p> <ul style="list-style-type: none"> • Design croquet and create an original style of illustration and presentation. • Develop a line within a classification. • Generate fashion designs utilizing computer technology. 	8 weeks

**Freehold Regional High School District
Fashion Design III**

Unit #1: Fashion Movement

Enduring Understandings: Historical, cultural, social and economic changes affect fashion.
Technology is infused in all aspects of fashion and its related industries.

Essential Questions: Who and what influences your fashion choices? What causes fashion to change and how are the changes forecasted?
What is the fashion cycle? Why is fashion considered to be a mirror of our times? How can technology assist us in our knowledge of fashion; past, present and future?

Unit Goals: The students will be able to recognize how variations within fashion cycles are determined by the impact of changes in society.
The students will be able to demonstrate changes in styles and silhouettes and examine their origin.
The students will be able to contrast and compare how the advancements in technology have influenced fashion change.

Duration of Unit: 4 weeks

NJCCCS: 9.1.12.A.1-2, .B.1-3, .F.1-2, .E.1; 9.4.12.B.26

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What factors determine your clothing and accessories choices?	Discuss the impact that values, culture, society and economics have on consumer purchasing decisions.	Current textbook Student Activity Guides	Lecture and class discussion	Quizzes Tests
Who uses the Fashion Acceptance Curve and why?	Identify the how the stages of the fashion cycle are used to forecast trends by designers in the fashion industry.	Internet Magazines	Chapter study guides Small group discussion	Project Assessments Student learning modules
Why is fashion a reflection of historical events?	Contrast and compare how current fashion trends are a reflection of styles from the past.	Trade Publications Videos	Power Point	Article summaries Participation

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods
- A wide variety of assessments and strategies complement the individual learning experience.

**Freehold Regional High School District
Fashion Design III**

Unit #2: Fashion Communication and Promotion

Enduring Understandings: Both verbal and non-verbal forms of communication are necessary in presenting fashion ideas.
Technology is infused in all aspects of fashion and its related industry.
Various career opportunities exist in the fashion industry.

Essential Questions: What are different forms of communication used within the various segments of the fashion industry?
How are verbal and non-verbal methods of communication used in the fashion industry?
Why is it important to utilize different forms of communication to succeed in the fashion business?
In what ways does technology assist in the buying, planning and selling of merchandise?
Why is the understanding of fashion vital to career opportunities within the fashion industry?

Unit Goals: The students will be able to generate a successful visual display for an intended audience and outcome
The students will be able to differentiate the various methods of communication and utilize them appropriately.
The students will be able to determine why the understanding of fashion is vital to career opportunities within the fashion industry.

Duration of Unit: 4 weeks

NJCCCS: 9.1.12.A.1-2, .D.3; .B.1-B.3, .E.1, .F.1-2; 9.3.12.C.1-10, C.20-24; 9.4.12.B.6-18, .26, .N.(5).1, .J.1-2, .7, .8

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What is verbal communication?	<p>Discuss various forms of media.</p> <p>Describe skills needed for effective communication.</p> <p>Give examples of open ended questions that they might use with a customer if they were the salesperson.</p> <p>Write a business letter incorporating the eight parts of the letter, to a person company in the fashion industry.</p>	<p>Current textbook</p> <p>Student Activity Guides</p> <p>Internet</p> <p>Magazines</p> <p>Trade Publications</p> <p>Videos</p>	<p>Lecture and class discussion</p> <p>Chapter study guides</p> <p>Small group discussion</p> <p>Power Point</p>	<p>Role-Playing</p> <p>Quizzes</p> <p>Tests</p> <p>Project Assessments</p> <p>Student learning modules</p> <p>Article summaries</p>
What is non-verbal communication?	<p>Discuss body language, personal appearance, print media, visual merchandising, and other non-verbal signals.</p> <p>Discuss proper appearance when going on a job interview.</p> <p>Students will role-play or sketch a fashion phrase for other students to guess.</p> <p>Student will role-play a job interview.</p>			
What are some examples of advancements in communication and technology that affect the fashion industry?	<p>Discuss how communication technologies in the fashion pipeline expanded the industry's information loop.</p> <p>Select one technology application and write a business report that analyzes why or why not it might be good for the fashion industry.</p>			

Suggestions on how to differentiate in this unit:

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- A wide variety of assessments and strategies complement the individual learning experience.

**Freehold Regional High School District
Fashion Design III**

Unit #3: The Business of Fashion

Enduring Understandings: The business of fashion exists within our daily lives.
 Various career opportunities exist in the fashion industry.
 Technology is infused in all aspects of fashion and its related industry.

Essential Questions: How do the various components of the fashion industry work together to create customer satisfaction?
 Is personal style determined by the fashion industry? How do fashion trends affect consumer choices?
 What is the primary objective of all businesses? How does personality affect your career choice?
 Why is self awareness of personal interests, skills and knowledge paramount to future success?
 How is technology used in the design, construction, and production of garments, accessories and textiles?

Unit Goals: The students will be able to implement the concept of merchandising.
 The students will be able to differentiate and compare between the various segments of the apparel and accessory industries.
 The students will be able to perform a self-evaluation and identify career choices.

Duration of Unit: 4 weeks

NJCCCS: 9.1.12.A.1-5, .B.1-3, .D.3., .F.1-2, .E.1; 9.2.12.E.3-4, .E.6, .F.8-9; 9.3.12.C.1-10, .C.20-24; 9.4.12.N. (4).1, (5).1, .J.1-2, .7- .8., .B.26

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What are the roles of the designer, manufacturer, and retailer in the fashion business?	Discuss the four levels of the fashion business. Research a store type and create a retail report.	Current textbook Student Activity Guides	Lecture and class discussion Chapter study guides	Quizzes Tests
Are your clothing choices influenced by a specific designer or style?	Discuss what motivates you to purchase specific styles and designer names. Choose your favorite designer and create a product brand extension in the form of a mood board.	Internet Magazines Trade Publications	Small group discussion Power Point	Project Assessments Student learning modules Article summaries
Do you tend to keep up with the latest trends?	Identify today's trends and compare them to the clothing you own. Contrast and compare the consumer buying cycle vs. the retailer buying cycle.	Videos		Participation
Why is profit the primary objective of all business?	Discuss net income, competition, diversity.			
Why is the understanding of fashion vital to career opportunities at all fashion business levels?	Discuss the impact the economy has on employment opportunities. Identify federal laws affecting the fashion industry and explain changes made due to the enforcement of them. Complete self-evaluation for finding a job in fashion.			

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods
- A wide variety of assessments and strategies complement the individual learning experience.

**Freehold Regional High School District
Fashion Design III**

Unit #4: Fashion Construction

Enduring Understandings: Safely utilizing the appropriate tools and machinery is essential to successful construction of garments and fashion related products.
Applied usage of textiles, notions and patterns create wearable apparel and accessories.
Elements and principles of design create visual aesthetics.
Technology is infused in all aspects of fashion and its related industry.

Essential Questions: Why is it necessary to take precautions and prevent accidents when utilizing equipment in the fashion laboratory?
What equipment is necessary in the construction of fashion related products? What are the parts of a pattern?
How do quality sewing techniques relate to apparel production? How do the characteristics of various textiles affect a garments outcome?
What skills are needed in order to create a wearable garment or accessory? How do the elements and principles of design combine to create successful fashions? In what way does technology assist in the buying, planning, and selling of merchandise?

Unit Goals: The student will be able to demonstrate the safe use of tools and equipment in the fashion laboratory.
The students will be able to select appropriate tools for their specific use.
The students will be able to construct a fitted garment or accessory.
The students will be able to integrate the use of elements and principles of design in garment or accessory development.

Duration of Unit: 14 weeks

NJCCCS: 9.1.12.A.1-2, .B.1-3, .F.1-2, .C.1, .C.4, .B.1-3, .E.1; 9.4.12.B.26

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What are the various tools for sewing and how are they safely used?	Review sewing lab safety rules. Student demonstration of the proper use of sewing tools.	Current textbook Student Activity Guides	Lecture and class discussion Chapter Study Guides	Quizzes Tests
What information do you need to choose a pattern size and the fabric and notions required for that pattern?	Accurately measure their partner's body parts and determine their correct pattern size. Interpret the information on the back of the pattern envelop. Choose a suggested fabric from the pattern envelop.	Internet Magazines Trade Publications Videos	Small group discussion Power Point Demonstration	Project Assessments Student learning modules Article summaries Portfolio
What skills and techniques are used to create a quality garment or accessory?	Demonstrate various sewing techniques incorporating the elements and principles of design. Read pattern guide sheet, layout pattern, construct garment following pattern instructions.			Participation

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods
- A wide variety of assessments and strategies complement the individual learning experience.

**Freehold Regional High School District
Fashion Design III**

Unit #5: Illustration and Design

Enduring Understandings: Illustrating and combining garment parts and details achieve new and different fashion styles.
Technology is infused in all aspects of fashion and its related industry.
Elements and principles of design create visual aesthetics.
Various career opportunities exist in the fashion industry.

Essential Questions: Why is the knowledge of garment parts and styles essential for successful fashion design? How does the application of a variety of details result in new designs? Why is the understanding of fashion vital to career opportunities within the fashion industry? What are the elements and principles of design? How are the elements and principles used to create illusions in fashion? How is technology used in the design, construction and production of garments, accessories and textiles?

Unit Goals: The student will be able to design a croquet and create an original style of illustration and presentation.
The students will be able to develop a line within a classification incorporating the elements and principles of design.
The students will be able to generate fashion designs utilizing computer technology.

Duration of Unit: 8 weeks

NJCCCS: 9.1.12.A.1-2, .D.3, .E.1, .F.1-2, .B.1-3; 9.3.12.C.1-10, .20-24; 9.4.12.B.6-8, .11, .18, .21-22, .26; 9.4.12.J.1-2, .7, .8

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What are the various parts of a garment?	Identify and discuss different garment parts and combine them into an original sketch.	Current textbook	Lecture and class discussion	Project Assessments Student learning modules Article summaries Portfolio Participation
How are new designs created?	Examine various designs on garments and recreate them through illustration and design.	Student Activity Guides Internet	Small group discussion	
What career opportunities do you think exist in illustration and design?	Research and present specific careers and skills required to successfully perform the duties of the positions.	Magazines Trade Publications	Power Point Demonstration	
What creates harmony?	Demonstrate how the elements and principles of design are combined to create an aesthetically pleasing fashion design.	Videos Guest Speakers		
How can the elements and principles be used to flatter one's body type?	Examine your body type and enhance your figure through the use of the elements and principles of design.			

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods
- A wide variety of assessments and strategies complement the individual learning experience.

Appendix

Text References

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