

Sewing Unit 2: Careers in Fashion

<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> Students will demonstrate the ability to apply knowledge and skills around textiles, apparel, design and merchandizing in order to meet the demands of the fashion industry. Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <p><u>Content Standards:</u> NASAFACS - National Association of State Administrators for Family and Consumer Sciences</p> <ul style="list-style-type: none"> NASAFACS 16.1 Analyze career paths within textile apparel and design industries. NASAFACS 16.5 - Evaluate elements of textile, apparel, and fashion merchandising. NASAFACS 16.6 - Evaluate the components of customer service. NASAFACS 16.7 - Demonstrate general operational procedures required for business profitability and career success. 	Transfer	
	<p><i>Students will be able to independently use their learning to make educated and informed consumer purchases.</i></p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> fashion is influenced by the economic and political landscape. there are many different career paths within the fashion industry. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> What would the world look like if fashion trends didn't exist?
Acquisition		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> the education and training required for various careers in fashion. that there are various career opportunities within the fashion industry and their roles and functions. that fashion has changed in America throughout each decade. <p><u>vocabulary:</u> fashion, designer, merchandising, retail, marketing, production, public relations</p>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> explaining the roles and functions of individuals engaged in textiles and apparel careers. summarizing education and training requirements and opportunities for career paths in textile and apparel services. 	

Content Area Literacy Standards	21st Century Skills
<p>WHST.11-12.1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among source</p>	<ul style="list-style-type: none"> Access and Evaluate Information Use and Manage Information Analyze Media

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

<i>Summary of Key Learning Events and Instruction</i>		
<i>Science Integration</i>	<i>College, Career, and Civic Life Integration</i>	<i>Technology Integration</i>
<i>District Materials</i>	<i>Distance Learning/Field Trips</i>	<i>Technology Resources</i>