

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, New Jersey

Curriculum Guide

Fashion Merchandising
Grades 9-12

Prepared by:
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Conforms to New Jersey Core Curriculum Content Standards

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Fashion Merchandising; Grades 9-12 Curriculum Guide

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Introduction

2.5 Credits Semester Class

No Prerequisites

Fashion Marketing and Merchandising brings to life the business aspects of the exciting, fast paced fashion world. Students are introduced to the basics of market economics, textiles, design, and promotion.

Students will receive an in-depth view of the entire textile/apparel/retail soft goods chain and a comprehensive study of retail fundamentals and strategies for retail success. Students grow their fashion industry knowledge through reading, guided research, hands on activities and industry expert opportunities.

Topics covered include: basic fashion and business concepts (the fashion market, movement, economics and business chain); textiles/apparel building blocks; designing and producing apparel; retail business fundamentals (market segmentation, positioning and buying); retail success strategies (communications selling and accounting); advertising; promotions; merchandising; global perspective and trends; and career opportunities

In addition, direct access to local and global industry experts will afford career minded students opportunities to: 1) observe/participate either remotely or first hand in fashion industry events such as Fashion Week, FIT Open House, etc.; and, use these individuals when possible as consultants to add reality and validate our projects and activities.

By leveraging integrated technologies (computers, business applications software, the Internet and international media) it is intended for the students to gain a 21st century global perspective of the Fashion Industry, the relevance to them as a consumer as well as the diverse career opportunities.

Adopted Texts

Fashion Marketing & Merchandising, Mary G. Wolfe. The Goodheart-Willcox Co. Inc., Tinley Park, IL

Fashion Marketing & Merchandising Student Activity Work Book

Fashion Marketing & Merchandising Teacher's Resource Guide

Other Resources

BHS Media Center References:

Business/marketing periodicals and books, software, DVD's, and misc. materials

Business Applications Software: Word, Excel, Power Point

Basic Accounting Principles (Practical Money Skills)

Basic Business Communications (TBD)

Internet:

Fashion Group International- fgi.com

Fashion Institute of Technology - fit.com

fashionweek.com

tlc.com

Womens Wear Daily - wwd.com

adage.com

prweek.com

national textile association – nationaltextile.org

cotton.com

dupont.com

International fashion groups.com of the various cities e.g. Milan fashionweek.com

NYC Fashion, Marketing, Advertising, Publicity and Promotion Experts and Industry Executives

The Design Center, The Fashion Center

Bloomfield Public Schools
Understanding by Design Unit Template

Title of Unit	Unit1/Basic Fashion & Business Concepts	Grade Level	9-12
Curriculum Area	Fashion Merchandising	Time Frame	20 Days
Developed By	Anna Marie Natale		
Desired Results (Stage 1)			
Established Goals			
9.1.12.A.1 All students will be able to state why people make various clothing choices 9.1.12. B.1 All Students will describe fashion in terms of art and science and private and public awareness. 9.3.12. C.6 All students will be able to summarize political and economic influences. 9.4.12. N All students will be able to define basic fashion terms. 9.3. A.B.C. All students will explore and become aware of various career opportunities.			
Primary Interdisciplinary Connections			
3.1 Reading All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension. G. Comprehension Skills and Response to Text 3.2 Writing All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes. B. Writing as a Product (resulting in a formal product or publication) 6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. B. Geography, People, and the Environment 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. A. Technology Operations and Concepts The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. D. Digital Citizenship Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors. 8.1.12. D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines. E. Research and Information Literacy Effective use of digital tools assists in gathering and managing information. F. Critical Thinking, Problem Solving, and Decision-Making Information accessed through the use of digital tools assists in generating solutions and making decisions.			

21st Century Interdisciplinary Themes: <input checked="" type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Financial, economic, business, and entrepreneurial literacy <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Health Literacy	
Transfer	
Students will be able to independently use their learning to... Utilize integrated technologies to gain a 21 st century global perspective of the life and career skills in the Fashion and business Industry, and how it relates to them as a consumer. And the opportunity to explore diverse career opportunities in the fashion industry today.	
Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
U1: There are numerous reasons why people wear clothing. U2: Fashion is an art. U3: Fashion is a science. U4: Fashion reflects variety of influences, such as political, economic, and social. U5: Fashion is a movement. U6: Fashion goes through cycles.	EQ. 1. How are clothing choices affected by values, attitudes, & personality? EQ. 2. How does creativity play a role in fashion? EQ. 3. How has technology evolved and revolutionized the fashion industry? EQ. 4. How are consumers influenced by their environment and clothing choices? EQ. 5. How are fashions evolving and changing? EQ. 6. Why do fashions go in and out of style?

Acquisition		
Knowledge Students will know...		Skills Students will be able to...
Reason people wear clothes The influences of clothing selection Fashion in terms of art and science Reasons behind political and economic influences The role of fashion leaders Theories of fashion movement Fashion stages and cycles Products are either good or services The concepts of a free market system The concepts of business cycles, marketing and merchandising		Explain how clothing meets certain physical, psychological and social needs Discuss how values, attitudes, and personality affect clothing selection Explain how fashion is considered an art and a science and public and private awareness Summarize political and economic influences Explain the role of fashion leaders and followers in fashion movement. State the theories of fashion movement Describe the various stages and cycles of fashion Identify fashion products as either goods or services. Describe the free market system and the concept of supply and demand. Explain the concepts of business cycles, marketing and merchandising
Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
Learning objectives L 1-6	Bloom's Taxonomy: <ul style="list-style-type: none"> • Knowledge • Comprehension • Application • Analysis • Synthesis • Evaluation Rubric	<u>Transfer Task(s)</u> Formative: Do now questions presented daily on the board with required written responses, followed by discussion and Q. & A. Student activity worksheets Teacher lead discussions on unit materials
		Summative: Assessments will include classroom assignments, participation evaluations and rubrics, homework, tests, quizzes, and project.

Learning objectives L 1-6	Bloom's Taxonomy: <ul style="list-style-type: none"> • Knowledge • Comprehension • Application • Analysis • Synthesis • Evaluation Rubric	<u>Other Evidence</u> Formative: Periodic questions Review of prior knowledge Q. & A. Group presentations
		Summative: Rubrics Written responses to questions Participation Tests, quizzes

Learning Plan (Stage 3)

**Checks for alignment
and best practice**

Summary of Key Learning Events and Instruction

The teaching and learning needed to achieve the unit goals.

	Required Activities	Required Resources
Activity & assignment grade	Complete teacher handout on reasons for wearing clothing	Internet, textbook, notes.
Activity & assignment grade	Complete student activity guide sheets that relate to values attitudes, conformity, individuality and personality affect clothing selection	Student activity book, internet, textbook, iPad.
Project grade and Rubric	Cut out photos that represent our clothing selections and current fashion trends	Magazines, newspapers.
Activity & Assignment grade	Complete student activity guide sheet on fashion myths & truths	Student activity book, textbook
Activity & Assignment grade	Complete student activity guide sheet on working with fashion movement	Student activity book, textbook
Activity & Assignment grade	Complete student activity guide on analyzing fashion trends	Student activity book, textbook
Activity & Assignment grade	Complete student activity guide sheets A,B, C, & D on Basic economic concepts	Student activity book, textbook
Activity & Assignment grade	Complete student activity guide sheets A, B, C, D, & E, Substance of the Fashion Industry	Student activity book, textbook
Activity & Assignment grade	Complete student activity guide sheets A, B, C, D, & E, Satisfying the Fashion Market	Student activity book, textbook

Project grade and Rubric	Successfully create a poster which clearly states the differentiation of goods & services	Magazines, computers, iPad
Presentation Rubric	Research and present current trends and events in the fashion and design industry.	Internet research, newspapers, magazines
Quizzes & tests	Taking quizzes and tests along with the chapters and units	Books, notes, handouts, student activity sheets

Strategies for Differentiation	
Work in teams	Use photos, internet, power points, images, etc.
Pair up with partners	Relate to real-life situations
Provide a model or prototype	Role play
Allow extra time as needed	Modify tests/quizzes
Go over information previously learned	Give word keys
Break up chapters into smaller parts	Choose various learning styles, auditory, visual, tactile, and kinesthetic.
Choose a variety of learning activities.	Check for understanding throughout the unit.

Bloomfield Public Schools
Understanding by Design Unit Template

Title of Unit	Unit 2/Designing and Producing Apparel	Grade Level	9-12
Curriculum Area	Fashion Merchandising	Time Frame	18 days
Developed By			
Desired Results (Stage 1)			
Established Goals			
9.1.12.A.1 All students will be able to explain how fibers are marketed and sold 9.1.12.B.1 All Students will summarize the role of the textile industry 9.3.12.C.6 All students will be able to how finished products are sold down the chain 9.3.12.C.6 All students will be able to explain the design process 9.4.12. N All students will be able to define basic fashion industry terms. 9.3. A.B.C. All students will explore and become aware of various career opportunities.			
Primary Interdisciplinary Connections			
3.1 Reading All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension. G. Comprehension Skills and Response to Text			
3.2 Writing All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes. B. Writing as a Product (resulting in a formal product or publication)			
6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. B. Geography, People, and the Environment			
8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. A. Technology Operations and Concepts The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. D. Digital Citizenship Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.			
8.1.12. D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines. E. Research and Information Literacy Effective use of digital tools assists in gathering and managing information.			

F. Critical Thinking, Problem Solving, and Decision-Making Information accessed through the use of digital tools assists in generating solutions and making decisions	
21st Century Interdisciplinary Themes: ___X___ Global Awareness ___X___ Financial, economic, business, and entrepreneurial literacy ___X___ Civic Literacy _____ Health Literacy	
Transfer	
Students will be able to independently use their learning to... Utilize integrated technologies to gain a 21 st century global perspective of the life and career skills in the Fashion and business Industry, and how it relates to them as a consumer. And the opportunity to explore diverse career opportunities in the fashion industry today.	
Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
U1: All materials begin as raw goods and are the building blocks of finished apparel, accessories and household fashions. U2: The design process goes through a series of steps. U3: The business and aspects of apparel manufacturing. U4: The business of wholesale apparel, marketing and distribution.	EQ. 1 What are the sources of various fibers come from and type of finished products can be made from these fibers? EQ. 2 What are some sources of inspiration a designer may have to influence his or her designs? EQ. 3 What processes are involved in the business of apparel manufacturing? EQ. 4 How can inventory be properly managed from the point of wholesale to retail?

Acquisition		
Knowledge Students will know...	Skills Students will be able to...	
The methods of marketing and selling fibers The process of designing fashion The fashion capitals of the world The Ready to Wear Manufacturing Concept	Explain the avenue of marketing and selling fibers Summarize the designing process for fashion Identify the main areas of the world where fashion is on the forefront. Explain the purpose of Ready to Wear items and the benefit to consumers.	
Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
Learning objectives L 1-6	Bloom's Taxonomy: <ul style="list-style-type: none"> • Knowledge • Comprehension • Application • Analysis • Synthesis • Evaluation Rubric	<u>Transfer Task(s)</u> Formative: Do now questions presented daily on the board with required written responses, followed by discussion and Q. & A. Student activity worksheets Teacher lead discussions on unit materials
		Summative: Assessments will include classroom assignments, participation evaluations and rubrics, homework, tests, quizzes, and project.
Learning objectives L 1-6	Bloom's Taxonomy: <ul style="list-style-type: none"> • Knowledge • Comprehension • Application • Analysis • Synthesis 	<u>Other Evidence</u> Formative: Periodic questions Review of prior knowledge Q. & A. Group presentations

	<ul style="list-style-type: none"> • Evaluation Rubric 	Summative: Rubrics Written responses to questions Participation Tests, quizzes
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Learning Plan (Stage 3)

**Checks for alignment
and best practice**

Summary of Key Learning Events and Instruction

The teaching and learning needed to achieve the unit goals.

	Required Activities	Required Resources
Activity & assignment grade	Read and discuss The textile segment on pgs. 109-122. Fashion terms to learn, Q& A on page 125	Text, notes, internet
Project and rubric grade	Complete fiber research project on a fiber of choice. Two paged typed paper explaining the source of fiber, characteristics and the fabric manufactured.	Text, internet, iPad, and notes.
Participation and assignment grade	View a video from fibers to fabric.	Complete video guide sheet with video.
Activity & assignment grade	Complete student workbook activities guides Activity C. What's the Difference & Activity D. Segment Review	Text, notes, internet, iPad.
Activity & assignment grade	Read and discuss the Fashion Design Segment, pgs. 169-192 and Q. & A. pg. 193	Text, notes.
Project and rubric grade	Term paper of a notable fashion designer, 3 paged typed report.	Text, internet, iPad
Activity & assignment grade	Complete student workbook activities guides Activity B. Business Terms & Activity C. Create an apparel line	Text, internet, iPad
Presentation Rubric	Research and present current trends and events in the fashion and design industry.	Internet research, newspapers, magazines
Quizzes & tests	Taking quizzes and tests along with the chapters and units	Books, notes, handouts, student activity sheets

Strategies for Differentiation	
Work in teams	Use photos, internet, power points, images, etc.
Pair up with partners	Relate to real-life situations
Provide a model or prototype	Role play
Allow extra time as needed	Modify tests/quizzes
Go over information previously learned	Give word keys
Break up chapters into smaller parts	Choose various learning styles, auditory, visual, tactile, and kinesthetic.
Choose a variety of learning activities.	Check for understanding throughout the unit.

Bloomfield Public Schools
Understanding by Design Unit Template

Title of Unit	Unit 3/ The Retail Business	Grade Level	9-12
Curriculum Area	Fashion Merchandising	Time Frame	30 Days
Developed By	Anna Marie Natale		
Desired Results (Stage 1)			
Established Goals			
9.1.12.A.1 All students will be able to list the functional areas of retail firms 9.1.12. A.1 All students will be able to explain how to target a specific retail market. 9.1.12.B.1 All Students will be able to explain the main types of apparel manufacturers 9.1.12.B.1 All students will be able to analyze consumers buying motives 9.3.12.C.6 All students will be able to explain various store ownership groups 9.3.12. C.6 All students will be able to explain how stores differentiate themselves from their competition. 9.4.12. N All students will be able to define basic fashion industry terms. 9.3. A.B.C. All students will explore and become aware of various career opportunities			
Primary Interdisciplinary Connections			
3.1 Reading All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension. G. Comprehension Skills and Response to Text			
3.2 Writing All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes. B. Writing as a Product (resulting in a formal product or publication)			
6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. B. Geography, People, and the Environment			
8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. A. Technology Operations and Concepts The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. D. Digital Citizenship Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.			
8.1.12. D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines. E. Research and Information Literacy Effective use of digital tools assists in gathering and managing information.			

F. Critical Thinking, Problem Solving, and Decision-Making Information accessed through the use of digital tools assists in generating solutions and making decisions	
21st Century Interdisciplinary Themes: <input checked="" type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Financial, economic, business, and entrepreneurial literacy <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Health Literacy	
Transfer	
Students will be able to independently use their learning to... Utilize integrated technologies to gain a 21 st century global perspective of the life and career skills in the Fashion and business Industry, and how it relates to them as a consumer. And the opportunity to explore diverse career opportunities in the fashion industry today.	
Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
U1. The functional areas of fashion retail firms U2. The various types of apparel retailers U3. Targeting a specific market U4. There are specific sizes and or classifications for all apparel. U5. The process of merchandise planning, buying and selling.	EQ. 1 What are some key functional areas of retailers to satisfy consumers? EQ. 2 What different types of retail stores sell fashion items? EQ. 3 How can a retailer effectively reach their target market? EQ. 4 How are apparel items classified or sectioned in a retail store? EQ. 5 How can merchandisers optimally create profits?
Acquisition	
Knowledge Students will know...	Skills Students will be able to...

The basic steps of the retail segment The meaning of a target market The importance of classification and sizing of apparel items The importance of merchandise planning The purpose of market weeks and trade shows to buyers		List the functional areas of retail firms Explain the importance of creating a target market Describe all the areas of merchandise categories and classifications. Describe the merchandise planning function Explain how merchandising cycles as a planning, buying and selling.
Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
Learning objectives L 1-6	Bloom's Taxonomy: <ul style="list-style-type: none"> • Knowledge • Comprehension • Application • Analysis • Synthesis • Evaluation Rubric	<u>Transfer Task(s)</u> Formative: Do now questions presented daily on the board with required written responses, followed by discussion and Q. & A. Student activity worksheets Teacher lead discussions on unit materials
		Summative: Assessments will include classroom assignments, participation evaluations and rubrics, homework, tests, quizzes, and project.
Learning objectives L 1-6	Bloom's Taxonomy: <ul style="list-style-type: none"> • Knowledge • Comprehension • Application • Analysis • Synthesis 	<u>Other Evidence</u> Formative: Periodic questions Review of prior knowledge Q. & A. Group presentations

	<ul style="list-style-type: none"> • Evaluation Rubric 	Summative Rubrics Written responses to questions Participation Tests, quizzes
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Learning Plan (Stage 3)

**Checks for alignment
and best practice**

Summary of Key Learning Events and Instruction

The teaching and learning needed to achieve the unit goals.

	Required Activities	Required Resources
Activity & assignment grade	Discussion and text pages 234-251 Student workbook pages Retail segment Activity A. B. C.	Text, notes, iPad.
Activity & assignment grade	Discussion and text pages 253-272 Student workbook pages Retail positioning Activity A. B. C	Text, notes, and iPad.
Project and rubric grade	Write a report on a local store of choice, explaining the store type, layout, target market, and types of goods sold.	Text, iPad
Participation and assignment grade	Discussion and text pages 274-279 Student workbook pages on Apparel Merchandise Activity A, B.	Text, iPad
Activity & assignment grade	Discussion and text pages 295-314 Student workbook pages on planning and buying Activity A. & B.	Text, iPad
Project and rubric grade	Interview an apparel shop owner, list of questions about how buying is done, resources used, market buying trips, and the target market of the apparel. Any other pertinent or necessary functions of a store.	Text, notes, iPad.
Presentation Rubric	Present the apparel shop project interview	Notes, Computers, IPad, Overhead Projector
Quizzes & tests	Taking quizzes and tests along with the chapters and units	Books, notes, handouts, student activity sheets

Strategies for Differentiation	
Work in teams	Use photos, internet, power points, images, etc.
Pair up with partners	Relate to real-life situations
Provide a model or prototype	Role play
Allow extra time as needed	Modify tests/quizzes
Go over information previously learned	Give word keys
Break up chapters into smaller parts	Choose various learning styles, auditory, visual, tactile, and kinesthetic.
Choose a variety of learning activities.	Check for understanding throughout the unit.

Bloomfield Public Schools
Understanding by Design Unit Template

Title of Unit	Unit 4/Strategies for Retail Success	Grade Level	9-12
Curriculum Area	Fashion Merchandising	Time Frame	20 Days
Developed By	Anna Marie Natale		
Desired Results (Stage 1)			
Established Goals			
<p>9.1.12. A.1 All students will be able to discuss internal business communications.</p> <p>9.1.12. A.1 All students will be able to explain aspects of retail selling functions..</p> <p>9.1.12.B.1 All Students will be able to explain how to create a selling environment.</p> <p>9.1.12.B.1 All students will be able to analyze parts of an operating statement.</p> <p>9.3.12.C.6 All students will be able to summarize the human verbal skills used in business.</p> <p>9.3.12.C.6 All students will be able to demonstrate selling steps</p> <p>9.4.12.N All students will be able to define various types of merchandise sales transactions</p> <p>9.4.12.N All students will be able to discuss importance of security measures.</p> <p>9.3. A.B.C. All students will explore and become aware of various career opportunities</p>			
Primary Interdisciplinary Connections			
<p>3.1 Reading All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.</p> <p>G. Comprehension Skills and Response to Text</p>			
<p>3.2 Writing All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.</p> <p>B. Writing as a Product (resulting in a formal product or publication)</p>			
<p>6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>B. Geography, People, and the Environment</p>			
<p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p> <p>A. Technology Operations and Concepts The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.</p> <p>D. Digital Citizenship Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.</p>			
<p>8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.</p> <p>E. Research and Information Literacy Effective use of digital tools assists in gathering and managing information.</p>			

F. Critical Thinking, Problem Solving, and Decision-Making Information accessed through the use of digital tools assists in generating solutions and making decisions	
21st Century Interdisciplinary Themes: <div> <div> <input checked="" type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Civic Literacy </div> <div> <input checked="" type="checkbox"/> Financial, economic, business, and entrepreneurial literacy <input type="checkbox"/> Health Literacy </div> </div>	
Transfer	
Students will be able to independently use their learning to... Utilize integrated technologies to gain a 21 st century global perspective of the life and career skills in the Fashion and business Industry, and how it relates to them as a consumer. And the opportunity to explore diverse career opportunities in the fashion industry today.	
Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
U1 The ability to communicate in business is an important factor in becoming successful. U2 Selling functions involve two areas indirect and direct. U3 Maintaining and controlling financial records is necessary for good financial health. U4 To maximize profits a company must have good customer service, safety and security measures.	EQ. 1 How can we effectively get a consumer engaged when selling a product with proper communication? EQ. 2 How can consumers be reached indirectly and directly? EQ. 3 How can retail businesses become financially responsible and sound? EQ. 4 Why must a retailer focus on customer satisfaction and the safety and security?
Acquisition	
Knowledge	Skills
Students will know...	Students will be able to...
The communication skills needed in business The aspects of direct selling functions The importance of various business financial functions The areas of customer service	Discuss internal business communications Describe the process of direct selling functions Identify and describe the various business financial records Summarize customer service, and customer assurance qualities.

Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
Learning objectives L 1-6	Bloom's Taxonomy: <ul style="list-style-type: none"> • Knowledge • Comprehension • Application • Analysis • Synthesis • Evaluation Rubric	<u>Transfer Task(s)</u> Formative: Do now questions presented daily on the board with required written responses, followed by discussion and Q. & A. Student activity worksheets Teacher lead discussions on unit materials
		Summative: Assessments will include classroom assignments, participation evaluations and rubrics, homework, tests, quizzes, and project.
Learning objectives L 1-6	Bloom's Taxonomy: <ul style="list-style-type: none"> • Knowledge • Comprehension • Application • Analysis • Synthesis • Evaluation Rubric	<u>Other Evidence</u> Formative: Periodic questions Review of prior knowledge Q. & A. Group presentations
		Summative Rubrics Written responses to questions Participation Tests, quizzes

Learning Plan (Stage 3)

**Checks for alignment
and best practice**

Summary of Key Learning Events and Instruction

The teaching and learning needed to achieve the unit goals.

	Required Activities	Required Resources
Activity & assignment grade	Activity: 1 Advertising communication Student workbook Activity A Getting the message Text pgs. 340-358	Textbook, iPad, notes.
Participation and assignment grade	Activity: 2 Sales role play Student workbook Activity A Working with garment labels Activity B Discussing selling skills Text pgs. 360-377	Textbook, iPad, notes
Activity & assignment grade	Activity: 3 Fashion Ad price reductions Student workbook Activity A Working with operating statement Activity D Retail finances Activity E. Merchandising pricing Text pgs. 379-393	Textbook, iPad, notes
Activity & assignment grade	Activity 4 Customer Service Features Student workbook Activity A Customer service cases Activity B Questioning credit services Text pgs. 395-413	Textbook, iPad, notes
Project and rubric grade	Select a magazine advertisement and explain how it uses the communication process; Messages sent and received? Noise that can distort the message?	Handout and notes and textbook, advertising samples, iPad
Presentation Rubric	Research and present current trends and events in the fashion and design industry.	Internet research, newspapers, magazines
Quizzes & tests	Taking quizzes and tests along with the chapters and units	Books, notes, handouts, student activity sheets

Strategies for Differentiation	
Work in teams	Use photos, internet, power points, images, etc.
Pair up with partners	Relate to real-life situations
Provide a model or prototype	Role play
Allow extra time as needed	Modify tests/quizzes
Go over information previously learned	Give word keys
Break up chapters into smaller parts	Choose various learning styles, auditory, visual, tactile, and kinesthetic.
Choose a variety of learning activities.	Check for understanding throughout the unit.

Bloomfield Public Schools
Understanding by Design Unit Template

Title of Unit	Unit 5/Fashion Promotion	Grade Level	9-12
Curriculum Area	Fashion Merchandising	Time Frame	20 Days
Developed By	Anna Marie Natale		
Desired Results (Stage 1)			
Established Goals			
9.1.12.A.1 All students will be able to explain the levels and purpose of fashion promotion. 9.1.12.A.1 All students will be able to explain the importance of visual merchandising.. 9.1.12.B.1 All Students will be able to describe the importance of promotion planning, follow through, budgeting and ethics 9.1.12.B.1 All students will be able to describe the aspects of merchandise presentation. 9.3.12.C.6 All students will be able to explain how to develop effective print advertisements. 9.3.12.C.6 All students will be able to explain the advantages and disadvantages of window displays 9.4.12.N All students will be able to describe public relations and publicity 9.4.12.N All students will be able to discuss the many fashion show details that must be coordinated. 9.3. A.B.C. All students will explore and become aware of various career opportunities			
Primary Interdisciplinary Connections			
3.1 Reading All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension. G. Comprehension Skills and Response to Text 3.2 Writing All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes. B. Writing as a Product (resulting in a formal product or publication) 6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. B. Geography, People, and the Environment 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. A. Technology Operations and Concepts The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. D. Digital Citizenship Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors. 8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines. E. Research and Information Literacy Effective use of digital tools assists in gathering and managing information.			

F. Critical Thinking, Problem Solving, and Decision-Making Information accessed through the use of digital tools assists in generating solutions and making decisions	
21st Century Interdisciplinary Themes: __X__ Global Awareness __X__ Financial, economic, business, and entrepreneurial literacy __X__ Civic Literacy _____ Health Literacy	
Transfer	
Students will be able to independently use their learning to... Utilize integrated technologies to gain a 21 st century global perspective of the life and career skills in the Fashion and business Industry, and how it relates to them as a consumer. And the opportunity to explore diverse career opportunities in the fashion industry today.	
Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
U1: The purposes and levels of fashion promotion. U2: The importance of creating a visually appealing array of merchandising. U3: That fashion shows create customer interest, sell goods, and enhance a company's image. U4: The many steps involved in creating a successful and worthwhile fashion show.	EQ. 1 Why is it essential to have the right promotional mix? EQ. 2 How can a retailer make his or her product look appealing and create interest? EQ. 3 How can a fashion show be a source of great interest? EQ. 4 What is involved in planning a fashion show and ensuring success?
Acquisition	
Knowledge	Skills
Students will know...	Students will be able to...
The purpose of fashion promotion The importance of fashion promotion planning The advantages of advertising for fashion and strategies involved The ways to create effective print advertisements The aspects of visual merchandising The purposes of fashion shows The different aspects of planning for a fashion show	Explain the purposes and levels of fashion promotion Describe in detail the areas of planning, budgeting, and ethics. Summarize the advertising strategies and media Explain the ways to create and develop effective print advertisements Explain the components in good visual layouts Explain the importance of holding fashion shows and the meaning. Discuss the planning and coordination of a fashion show

Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
Learning objectives L 1-6	Bloom's Taxonomy: <ul style="list-style-type: none"> • Knowledge • Comprehension • Application • Analysis • Synthesis • Evaluation Rubric	<u>Transfer Task(s)</u> Formative: Do now questions presented daily on the board with required written responses, followed by discussion and Q. & A. Student activity worksheets Teacher lead discussions on unit materials
		Summative: Assessments will include classroom assignments, participation evaluations and rubrics, homework, tests, quizzes, and project.
Learning objectives L 1-6	Bloom's Taxonomy: <ul style="list-style-type: none"> • Knowledge • Comprehension • Application • Analysis • Synthesis • Evaluation Rubric	<u>Other Evidence</u> Formative: Periodic questions Review of prior knowledge Q. & A. Group presentations
		Summative Rubrics Written responses to questions Participation Tests, quizzes

Learning Plan (Stage 3)

**Checks for alignment
and best practice**

Summary of Key Learning Events and Instruction

The teaching and learning needed to achieve the unit goals.

	Required Activities	Required Resources
Activity & assignment grade	Activity 1: Ad and promo development Student workbook Activity C. Analyzing a fashion Ad Activity E. Group promo activities Text pgs. 416-436	Textbook, notes, iPad.
Activity & assignment grade	Activity 2: Store merchandising comparison Student workbook Activity A. Visual Merchandising outline Activity C. Truths and Myths Activity E. Becoming a visual merchandiser Text pgs. 438-458	Textbook, notes, iPad.
Activity & assignment grade	Activity 3: Planning a Fashion Show Student workbook Activity C. Setting the groundwork	Textbook, notes, iPad.
Project & rubric grade	Visit two stores and create a written report to describe and contrast the visual merchandising of the two stores; 2 page paper.	Textbook, iPad, and pictures.
Group participation grade & rubric	In small groups create a list all responsibilities for a small runway show. Compare all lists with other groups.	Handout for responsibility charts, and responsibilities.
Presentation Rubric	Research and present current trends and events in the fashion and design industry.	Internet research, newspapers, magazines
Quizzes & tests	Taking quizzes and tests along with the chapters and units	Books, notes, handouts, student activity sheets

Strategies for Differentiation

Work in teams	Use photos, internet, power points, images, etc.
Pair up with partners	Relate to real-life situations
Provide a model or prototype	Role play
Allow extra time as needed	Modify tests/quizzes
Go over information previously learned	Give word keys
Break up chapters into smaller parts	Choose various learning styles, auditory, visual, tactile, and kinesthetic.
Choose a variety of learning activities.	Check for understanding throughout the unit.

Bloomfield Public Schools
Understanding by Design Unit Template

Title of Unit	Unit 6/The Fashion Business in Today's World	Grade Level	9-12
Curriculum Area	Fashion Merchandising	Time Frame	10 Days
Developed By	Anna Marie Natale		
Desired Results (Stage 1)			
Established Goals			
<p>9.1.12A.1 All students will be able to cite US and world trade trends and policies.</p> <p>9.1.12A.1 All students will be able to discuss the ongoing changes in the consumer market</p> <p>9.1.12.B.1 All students will be able to explain the relationship of textiles to developing nations.</p> <p>9.1.12.B.1 All students will be able to describe the niche specialization market.</p> <p>9.3.12.C.6 All students will be able to describe International sourcing for US fashion importing</p> <p>9.3.12.C.6 All students will be able to discuss the popularity of non-store retailing.</p> <p>9.4.12.N All students will be able to point out international opportunities for US fashion exporting.</p> <p>9.3. A.B.C. All students will explore and become aware of various career opportunities</p>			
Primary Interdisciplinary Connections			
<p>3.1 Reading All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.</p> <p>G. Comprehension Skills and Response to Text</p> <p>3.2 Writing All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.</p> <p>B. Writing as a Product (resulting in a formal product or publication)</p>			
<p>6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>B. Geography, People, and the Environment</p>			
<p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p> <p>A. Technology Operations and Concepts The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.</p> <p>D. Digital Citizenship Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.</p>			
<p>8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.</p> <p>E. Research and Information Literacy Effective use of digital tools assists in gathering and managing information.</p>			

F. Critical Thinking, Problem Solving, and Decision-Making Information accessed through the use of digital tools assists in generating solutions and making decisions	
21st Century Interdisciplinary Themes: ___X___ Global Awareness ___X___ Financial, economic, business, and entrepreneurial literacy ___X___ Civic Literacy _____ Health Literacy	
Transfer	
Students will be able to independently use their learning to... Utilize integrated technologies to gain a 21 st century global perspective of the life and career skills in the Fashion and business Industry, and how it relates to them as a consumer. And the opportunity to explore diverse career opportunities in the fashion industry today.	
Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
U1: The growth of international commerce and communications. U2: The major areas of the world with the highest trading blocs. U3: The ever changing consumer market place and satisfying the demands. U4: Non-store retailing has become a big business.	EQ1: How has modern day technology brought about instant worldwide communication? EQ2: Where are the major areas of trading outside of the US Fashion Markets? EQ3: Why must fashion markets gain a better understanding of consumer thinking and changes in consumer buying habits? EQ4: Why is non-store retailing popular in today's consumer market?

Acquisition		
Knowledge Students will know...		Skills Students will be able to...
The worldwide trade trends and policies The relationship of textiles to developing countries The changing consumer market today. Today's consumers are looking for more convenient ways to shop.		Cite the US world trade trends & policies as it relates to imports & exports Explain how economic growth is achieved by international trade with developing countries. Discuss how today's consumers are more discriminating and have less time to devote to shopping than ever before. Explain the popularity and types of non-store retailing.
Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
Learning objectives L 1-6	Bloom's Taxonomy: <ul style="list-style-type: none"> • Knowledge • Comprehension • Application • Analysis • Synthesis • Evaluation Rubric	<u>Transfer Task(s)</u> Formative: Do now questions presented daily on the board with required written responses, followed by discussion and Q. & A. Student activity worksheets Teacher lead discussions on unit materials
		Summative: Assessments will include classroom assignments, participation evaluations and rubrics, homework, tests, quizzes, and project.

Learning objectives L 1-6	Bloom's Taxonomy: <ul style="list-style-type: none"> • Knowledge • Comprehension • Application • Analysis • Synthesis • Evaluation Rubric	<u>Other Evidence</u> Formative: Periodic questions Review of prior knowledge Q. & A. Group presentations <hr/> Summative Rubrics Written responses to questions Participation Tests, quizzes
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Learning Plan (Stage 3)

**Checks for alignment
and best practice**

Summary of Key Learning Events and Instruction

The teaching and learning needed to achieve the unit goals.

	Required Activities	Required Resources
Activity & assignment grade	Activity 1: Off shore sourcing debate Student Workbook Activity D: Discussing global trade Activity E: Researching global fashion Text pgs. 486-503	Textbook, handouts, iPad, notes
Activity & assignment grade	Activity 2 Store Visit Student Workbook Activity B: Strategy & Technology Review Activity D: Business Trends Know –How Text pgs. 505-527	Textbook, handouts, iPad, notes
Project & rubric grade	Create a fashion mood board/concept board: Gather information from a variety of inspirations. Seasons, pictures, materials, etc. Create a theme and concept name.	Poster board, magazines, iPad, notes, art mediums.
Presentation Rubric	Research and present current trends and events in the fashion and design industry.	Internet research, newspapers, magazines
Quizzes & tests	Taking quizzes and tests along with the chapters and units	Books, notes, handouts, student activity sheets

Strategies for Differentiation

Work in teams	Use photos, internet, power points, images, etc.
Pair up with partners	Relate to real-life situations
Provide a model or prototype	Role play
Allow extra time as needed	Modify tests/quizzes
Go over information previously learned	Give word keys
Break up chapters into smaller parts	Choose various learning styles, auditory, visual, tactile, and kinesthetic.
Choose a variety of learning activities.	Check for understanding throughout the unit.

Bloomfield Public Schools
Understanding by Design Unit Template

Title of Unit	Unit 7/Your Future in The Fashion Industry	Grade Level	9-12
Curriculum Area	Fashion Merchandising	Time Frame	5-10 Days
Developed By	Anna Marie Natale		
Desired Results (Stage 1)			
Established Goals			
9.1.12A.1 All students will be able to consider popular views of various fashion careers. 9.1.12.B.1 All students will be able to describe how to select a proper career path. 9.3.12.C.6 All students will be able to describe International sourcing for US fashion importing 9.3.12.C.6 All students will be able to describe the legal and ethical issues surrounding employment 9.4.12.N All students will be able to summarize the educational experience required for various careers in textile and apparel 9.4.12.N All students will be able to develop an effective resume and interview skills 9.3. A.B.C. All students will explore and become aware of various career opportunities			
Primary Interdisciplinary Connections			
3.1 Reading All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension. G. Comprehension Skills and Response to Text 3.2 Writing All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes. B. Writing as a Product (resulting in a formal product or publication) 6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. B. Geography, People, and the Environment 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. A. Technology Operations and Concepts The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. D. Digital Citizenship Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors. 8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines. E. Research and Information Literacy Effective use of digital tools assists in gathering and managing information. F. Critical Thinking, Problem Solving, and Decision-Making Information accessed through the use of digital tools assists in generating solutions and making decisions			

21st Century Interdisciplinary Themes: ___X___ Global Awareness ___X___ Financial, economic, business, and entrepreneurial literacy ___X___ Civic Literacy _____ Health Literacy	
Transfer	
Students will be able to independently use their learning to... Utilize integrated technologies to gain a 21 st century global perspective of the life and career skills in the Fashion and business Industry, and how it relates to them as a consumer. And the opportunity to explore diverse career opportunities in the fashion industry today.	
Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
U1: Fashion offers a variety of career opportunities in a multitude of areas U2: A fashion designer has the capability to create new ideas U3: The retail industry involves planning, buying and selling U4: Promoting a fashion line offers many career paths U5: An entrepreneur is someone that organizes and launches a new business venture.	EQ1: What jobs appeal to you as a fashion career and why? EQ2: What are some qualities a great fashion designer might possess? EQ3: Why is retail such a vast area that is always on the cutting edge? EQ4: How can you showcase the newest and latest trends? EQ5: What skills are necessary to be a successful business owner?
Acquisition	
Knowledge	Skills
Students will know...	Students will be able to...
Fashion careers are viewed as glamorous and exciting There are educational requirements needed for various careers The proper method of writing a resume and developing interview skills Textiles and apparel industry offers an array of opportunities Retail offers a variety of job opportunities A career in fashion promotion is the ability to showcase new and exciting trends	Decipher the popular viewpoints of fashion careers List the educational background necessary of different fashion careers Create a resume and perfect interview skills Summarize the educational and experiential requirements for a career in textiles and apparel. Summarize the educational and experiential requirements for a career in retail. Explain how fashion is communicated in a variety of avenues.

Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
Learning objectives L 1-6	Bloom's Taxonomy: <ul style="list-style-type: none"> • Knowledge • Comprehension • Application • Analysis • Synthesis • Evaluation Rubric	<u>Transfer Task(s)</u> Formative: Do now questions presented daily on the board with required written responses, followed by discussion and Q. & A. Student activity worksheets Teacher lead discussions on unit materials
		Summative: Assessments will include classroom assignments, participation evaluations and rubrics, homework, tests, quizzes, and project.
Learning objectives L 1-6	Bloom's Taxonomy: <ul style="list-style-type: none"> • Knowledge • Comprehension • Application • Analysis • Synthesis • Evaluation Rubric	<u>Other Evidence</u> Formative: Periodic questions Review of prior knowledge Q. & A. Group presentations
		Summative Rubrics Written responses to questions Participation Tests, quizzes

Learning Plan (Stage 3)

**Checks for alignment
and best practice**

Summary of Key Learning Events and Instruction

The teaching and learning needed to achieve the unit goals.

	Required Activities	Required Resources
Activity & assignment grade	Activity 1: Career exploration Student workbook Activity A: Career planning maze Activity B: Career self-evaluation Text pgs. 532-548	Textbook, iPad, handouts, notes
Activity & assignment grade	Student Workbook Activity A: Categorizing Jobs Activity B: Employment Review Text pgs. 550-569	Textbook, iPad, handouts, notes
Activity & assignment grade	Student Workbook Activity A: Retail employment Activity B: A closer look Text pgs. 571-587	Textbook, iPad, handouts, notes
Project & rubric grade	Create a resume for a career path of choice	Textbook, iPad, handouts, notes
Presentation Rubric	Research and present current trends and events in the fashion and design industry.	Internet research, newspapers, magazines
Quizzes & tests	Taking quizzes and tests along with the chapters and units	Books, notes, handouts, student activity sheets

Strategies for Differentiation	
Work in teams	Use photos, internet, power points, images, etc.
Pair up with partners	Relate to real-life situations
Provide a model or prototype	Role play
Allow extra time as needed	Modify tests/quizzes
Go over information previously learned	Give word keys
Break up chapters into smaller parts	Choose various learning styles, auditory, visual, tactile, and kinesthetic.
Choose a variety of learning activities.	Check for understanding throughout the unit.