



Multiple Category Scope and Sequence: Scope and Sequence Report For Course Standards and Objectives, Content, Skills, Vocabulary

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	Unit	Course Standards and Objectives	Content	Skills	Vocabulary
District Intermediate Fashion Strategies (20.0306) (District) 2014-2015 Collaboration	Fundamentals of Fashion (Week 1, 6 Weeks)	UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, Fashion Strategies 2013 STANDARD 1 Students will explore the fundamentals of fashion. <ul style="list-style-type: none"> Objective 1: Identify why we wear clothes. (protection, adornment, identification, modesty, status) Objective 2: Define terminology. <ol style="list-style-type: none"> Common terms: accessories, avant-garde, classic, design details, draped, fad/craze, fashion, fashion cycle (introduction, rise, peak, decline, outdated), garment type, haute couture, ready to wear, style, tailored, trend, wardrobe. 	Reasons for Clothing Choices: <ol style="list-style-type: none"> Protection – clothing that provides physical safeguards to the body, preventing harm from climate and environment. Adornment – using individual wardrobe to add decoration or ornamentation. Identification – clothing that establishes who someone is, what they do, or to which group(s) they belong. Modesty - covering the body according to the code of decency established by society. Status – establishing one’s position or rank in comparison to others. Common Terms: accessories, avant-garde, classic, design details, draped, fad/craze, fashion, fashion cycle (introduction, rise, peak, decline, outdated), garment type, haute couture, ready to wear, style, tailored, trend, wardrobe. Basic design details: <ol style="list-style-type: none"> Shirts - T-shirt, Henley, polo, dress, fitted, tuxedo, Collars – shirt, button-down, peter pan, mandarin, notched Sleeves – set-in, raglan, dolman, leg-of-mutton, shirt cuff, French cuff Necklines – jewel, scoop, crew, boat, sweetheart, cowl Dresses – sheath, shift, empire, dropped waist, shirtwaist, princess Skirts – straight, A-line, yoke, gored, gathered, wrap Pants/trousers – flared/bootcut, straight, tapered Jackets/coats – blazer, double breasted, bolero, tuxedo, Chanel, trench, pea History Of Fashion: <ol style="list-style-type: none"> Trends repeat every 20-30 years 	-Complete FCCLA Step One. (http://www.uen.org/cte/facs_cabinet/facs_cabinet10.shtml) -Prepare an oral or written report on a fashion capital, fashion designer, historic era, or fashion career that has influenced fashion.	<ol style="list-style-type: none"> Accessories – articles added to complete or enhance an outfit. Shoes, belts, handbags, jewelry, etc. Avant-garde – daring designs that are unconventional and startling. Usually disappear after a few years. Classic – item of clothing that satisfies a basic need and continues to be in fashion acceptance over an extended period of time. Timeless. Design detail – the various garment parts that distinguish styles. Necklines, collars,

- b. Basic design details: shirts, collars, sleeves, necklines, dresses, skirts, pants/trousers, jackets, etc.
- Objective 3: Discuss the history of fashion, the cultural influences and their impact on drastic fashion changes in each decade.
 - a. Trends repeat every 20-30 years
 - b. 1890's – Victorian Era. Gibson Girl, corset, bustle, hourglass silhouette.
 - c. 1900's – Industrial Revolution Era. Duster coat, shirtwaist, Leg O' Mutton sleeves, s-curve silhouette.
 - d. 1910's – WWI Era. Hobble skirt, bathing suit, bloomers, inverted triangle silhouette.
 - e. 1920's – "Roaring '20's' Era.
2. 1890's – Victorian Era. Gibson Girl, corset, bustle, *hourglass silhouette*. Men – matching coat and vest with contrasting trousers.
 3. 1900's – Industrial Revolution Era. Duster coat, shirtwaist, Leg O' Mutton sleeves, *s-curve silhouette*. Men – *formal morning dress with top hats, or 3-piece 'lounge' suits with bowler hats*.
 4. 1910's – WWI Era. Hobble skirt, bathing suit, bloomers, *inverted triangle silhouette*. Men – military influence/trench coats
 5. 1920's – "Roaring '20's' Era. Flapper, costume jewelry, cloche' hat, dropped waistline, *tubular silhouette*. Men – *trousers creased with wider hemlines, introduction of the modern two piece suit, wingtips*
 6. 1930's – Depression Era, bias cut dresses, waistline restored, hemlines dropped, hand-me downs, flour sack clothing, *hourglass silhouette*. Men – introduction of the double breasted suit, padded shoulders, glen plaid fabric
 7. 1940s – WWII Era. Convertible suit (mix and match pieces), slacks, no silk or nylon stockings, *inverted triangle silhouette*. Men – *Military influence/bomber jacket, austere "Victory' suits with no vest, cuff or pocket flaps*
 8. 1950s – Rock n' Roll era. Poodle skirts, saddle shoes, Capri pants, the new look (Christian Dior), teenagers become their own class and have money to spend, *hourglass silhouette*. Men – *dark flannel suits, the 'Ivy League' look – khaki slacks, button down shirt, sweater*
 9. 1960s – Civil rights Era. Miniskirts, pantsuits, pillbox hat, *tubular silhouette*. Men – *tailored suits, the 'Mod' look, turtlenecks, colors*
 10. 1970s – Hippy to Disco Era. Unisex, bold flower prints, platform shoes, *triangle silhouette*. Men – *bell bottoms, wide ties and collars*
 11. 1980s – Yuppie Era. Logo wear, designer jeans, exercise wear, *inverted triangle silhouette*. Men – *business suits with narrow detailing, suspenders, pastels*
 12. 1990s – *The Dot Com Era. Bare midriff, rejection of fashion, grunge*. Men – *baggy pants, big sneakers*
 13. 2000s – Inspiration drawn from the previous decades – anything goes! The web makes all information easily accessible and fashion crossover common.

Major Fashion Capitals: Paris, France (First Fashion

- sleeves, bodice, lapels, hemlines, etc. (a T-shirt is a garment type, the neckline changes the style of that garment. i.e. crew neck, Henley, v-neck, etc.)
5. Draped – wrapped or hung on the body and usually held in place with pins, toggles, buttons, sash or belt.
 6. Fad/craze – a temporary, passing fashion. An item that has great appeal to many people for a short period of time.
 7. Fashion – the currently accepted style. A prevailing type of clothing that is favored by a large segment of the public.
 8. Fashion cycle - a cycle of the rise, popularization, and decline of a

Flapper, costume jewelry, cloche' hat, tubular silhouette. f. 1930's – Depression Era, bias cut dresses, waistline restored, hemlines dropped, hand-me downs, flour sack clothing, hourglass silhouette. g. 1940s – WWII Era. Convertible suit, slacks, Eisenhower jacket, inverted triangle silhouette. h. 1950s – Rock n' Roll era. Poodle skirts, saddle shoes, Capri pants, the new look (Christian Dior), teenagers, hourglass silhouette. i. 1960s – Civil rights Era. Miniskirts, pantsuits, pillbox hat, tubular silhouette. j. 1970s – Hippy to Disco Era. Unisex, bold flower prints, platform

capital); Milan, Italy, (Elegance and luxurious fabrics); Tokyo, Japan (Asian influence, loose and unstructured); London, England (Modern British designers tend to favor a "rebel" look); New York City, New York (Clean cut casual style).

Designers of Influence:

1.
 1. Coco Chanel – the little black dress, costume jewelry, unstructured
 2. Christian Dior – “the new look” hourglass silhouette with exaggerated lower half

- particular style. Follows the sequence - introduction, rise, peak, decline, outdated. (study help - I Rarely Poke Dead Objects)
9. Garment type – a category of clothing. Dress, coat, suit, sweater, pants, etc.
 10. Haute Couture – (oat-koo-TOUR) the French term that literally means fine sewing. It is interpreted as the finest dress making. These are original, one of a kind and expensive designs.
 11. Ready to Wear – clothing mass produced in standard sizes and sold to customers without custom alterations.
 12. Style – a particular shape or type of

shoes,
triangular
silhouette.
k. 1980s –
Yuppie Era.
Logo wear,
designer
jeans,
exercise
wear,
inverted
triangle
silhouette.
l. 1990s –
The Dot Com
Era. Bare
midriff,
rejection of
fashion,
grunge.
m. 2000s –
Inspiration
drawn from
the previous
decades –
anything
goes!

- Objective 4:
Identify and
discuss
characteristic
s of fashion
capitals and
designers.
a. Major
Fashion
Capitals:
Paris, France
(First Fashion
capital);
Milan,
Italy, (Eleganc
e and
luxurious
fabrics);
Tokyo, Japan
(Asian
influence,
loose and
unstructured);
London,
England
Fashion
Strategies

apparel
item. The
style of a
garment is
determined
by the
distinct
features that
create its
overall
appearance.
Specific
design
details
create
specific
styles (i.e. a
sheath, shift
and
princess are
all different
styles of
dresses)

13. Tailored – a
garment
made by
cutting
fabric pieces
and then
sewing them
together to
fit the body.
14. Trend – the
movement
of fashion
into the
through the
market
place.
(Change in
hemlines,
waistlines,
color, shoe
style, etc.)
15. Wardrobe –
all the
apparel a
person
owns
including all
garments
and
accessories.

Page 2 of 3
 Revised:
 September
 2013 (Modern
 British
 designers
 tend to favor
 a "rebel"
 street look);
 New York
 City, New
 York (Clean
 cut casual
 style). (See
 FS
 addendum for
 added
 information)

- b. Discuss designers of influence (Coco Chanel, Christian Dior).
- Objective 5: Identify fashion related careers. (costume designer, museum curator, etc.)

 [Family Consumer Science website on UEN](#)

[Principles and Elements of Fashion](#)
 (Week 7, 7 Weeks) 

UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, Fashion Strategies 2013
 STANDARD 2
 Students will recognize and use the principles and elements of fashion design.

- Objective 1: Demonstrate knowledge of

[Elements \(Tools\) of Design](#)

- Line
 - Vertical - adds height and creates a thinner, taller silhouette
 - Horizontal - adds width and make a person appear shorter and heavier
 - Curved - considered graceful and feminine, can re-emphasize and define the figure
 - Diagonal - produce the same illusion as the straight line they most resemble
- Shape/Clothing Silhouette

- Students will create a color wheel identifying primary, secondary, and tertiary/intermediate colors, the warm and cool colors, and tints and shades.
- Students will create a fashion project or professional presentation incorporating the principles and elements of design. Students will explain in writing (design, portfolio, power point, display, etc.)

Elements (Tools) of Design
 Line
 Vertical
 Horizontal
 Curved

the elements (tools) of design.	<ul style="list-style-type: none"> ▪ Hourglass - waist is smaller than the shoulders and hem; fitted at the waist, emphasizing it 	Diagonal
a. Line (vertical, horizontal, curved, and diagonal - visual effects)	<ul style="list-style-type: none"> ▪ Tubular - shape has straight lines and makes a tube around the body ▪ Triangle - narrower at the shoulders and wider at the hem ▪ Inverted Triangle - wider at the shoulders and narrower at the hem 	Pattern
b. Shape/clothing silhouette	<ul style="list-style-type: none"> ▪ Texture 	Naturalistic
c. Color (I. Color basics: hue, primary, secondary, tertiary/intermediate, location on a 12 color wheel. II. Value: tints, shades. III. Intensity: brightness, dullness (tones). IV. Schemes: neutral, accented neutral, monochromatic, triadic, analogous/adjacent, complementary)	<ul style="list-style-type: none"> ▪ Tactile - texture that you feel ▪ Visual - texture you can see 	Conventional/Stylized
<ul style="list-style-type: none"> ▪ Objective 2: Demonstrate knowledge of the principles (rules) of design. 	<ul style="list-style-type: none"> ▪ Pattern 	Geometric
d. Texture (tactile, visual)	<ul style="list-style-type: none"> ▪ Naturalistic - realistic, appears as it would naturally ▪ Conventional/Stylized - can recognize the object but is not realistic in appearance ▪ Geometric - based on lines and shapes ▪ Abstract - separate from anything recognizable in the real world 	Abstract
e. Pattern (naturalistic, conventional/stylized, geometric, abstract)	<ul style="list-style-type: none"> ▪ Color 	Shape
<ul style="list-style-type: none"> ▪ Objective 2: Demonstrate knowledge of the principles (rules) of design. 	<ul style="list-style-type: none"> ▪ Hue - another term for color ▪ Primary - cannot be broken into component parts; Red, Yellow, Blue ▪ Secondary - created by combining two primary colors; green = blue + yellow, orange = red + yellow, violet = blue + red ▪ Tertiary/intermediate - created by combining a primary and secondary color. Red-orange, red-violet, yellow-orange, yellow-green, blue-green, blue-violet ▪ Value - lightness or darkness of a color ▪ Tint - adding white, making the color lighter ▪ Shade - adding black, making the color darker ▪ Intensity - how bright or dull a color is ▪ Tone - add gray or complementary color 	Hourglass
a. Proportion/Sc	<ul style="list-style-type: none"> ▪ Neutral - the 'non-color' black, white, tan, brown ▪ Accented neutral - mostly neutral with a touch of color 	Tubular
		Triangle
		Inverted Triangle
		Tactile Texture
		Visual Texture
		Hue
		Value
		Tint
		Shade
		Tone/Intensity
		Primary Colors Secondary Colors
		Tertiary Colors
		Color Schemes

- ale
- b. Balance: formal/symmetrical, informal/asymmetrical
- c. Emphasis: focal point
- d. Rhythm: gradation, opposition, radiation, repetition, transition
- e. Harmony: unity and variety
- Objective 3: Identify related careers (fashion designer, illustrator, etc.).

- Monochromatic - tints and shade of one color
- Triadic - three colors evenly spaced on the color wheel. Ex. Primary & Secondary colors
- Analogous/Adjacent - 2-4 colors next to each other on the color wheel
- Complementary - two colors opposite of each other on the color wheel

- Monochromatic
- Analogous/Adjacent
- Complementary
- Neutral
- Accented Neutral
- Principles (Rules) of design

Principles (Rules) of Design

- Proportion/Scale - the relationship of size of parts or objects in a design
- Balance
 - Formal/Symmetrical - the two sides of the design are mirror image
 - Informal/Asymmetrical - one side of the design does not reflect the other
- Emphasis - focal point
- Rhythm
 - Gradation - gradual change in size or color
 - Opposition - direct contrast created by perpendicular lines, black and white or complementary colors placed next to each other
 - Radiation - lines extending from a central point
 - Repetition - line, color or pattern repeated
 - Transition - curved lines that lead from one area of a design to another
- Harmony - Unity and Variety
 - Unity - things that are the same
 - Variety - things that are different

- Symmetrical/Formal Balance
- Asymmetrical/Informal Balance
- Scale/Proportion
- Rhythm
- Radiation
- Gradation
- Transition
- Opposition
- Repetition
- Harmony
- Unity
- Variety

Textiles in Fashion
 (Week 14, 2 Weeks) 

UT: CTE: Family and Consumer Sciences,
 UT: Grades 9-12, Fashion Strategies 2013
 STANDARD 3

Fibers

- Two categories of fibers are natural and synthetic
- Natural fibers consist of cotton, linen, silk, and

Fibers

- Explain the differences between natural and synthetic fibers
- Identify sources, characteristics, and care of

Fibers

- Fiber(s)
- Textile(s)
- Natural

Students will understand the use of textiles in fashion.

- Objective 1: Identify basic fibers, the characteristics, use and care of the following textiles.
 - a. Identify sources and characteristics of natural fibers: cotton, linen, silk, wool.
 - b. Identify sources and characteristics of synthetic fibers: nylon, polyester, acrylic, rayon, spandex, acetate.
- Objective 2: Recognize various types of fabric construction.
 - a. Identify basic weaves (plain, twill, satin).
 - b. Define knits
 - c. Identify non-woven fabrics. (felt)
 - d. Fabric Finishes (solution, yarn, and piece dying, printing)
- Objective 3: Identify textile related careers (textile

wool

- Basic synthetic fibers include nylon, polyester, acrylic, rayon, spandex, and acetate
- Where natural fibers come from
- How synthetic fibers are made
- Advantages and Disadvantages of natural & synthetic fibers
- How to care for each natural & synthetic fiber

Fabric Construction

- Know the names of the basic weaves
- How each weave is constructed
- Advantages and disadvantages of each weave
- Difference between woven and knit fabrics
- How knits are constructed
- How non-woven fabrics are made
- How and why fabric finishes are applied

natural fibers

- Describe how synthetic fibers are made, characteristics, and their care

Fabric Construction

- Name the basic weaves
- Discuss the purpose/use of each weave
- Differentiate between weaves and knits
- Explain each fabric construction method
- Recognize various fabric finishes
- Complete a fabric reference guide

Fiber



- Synthetic Fiber

Fabric Construction

- Weave
- Knit
- Non-Woven
- Fabric Finish

designer,
textile
chemist,
fabric
designer,
etc.).

Consumer Strategies Associated with Fashion

 (Week 16, 2 Weeks) 

UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, Fashion Strategies 2013
STANDARD 4
Students will identify consumer strategies associated with fashion.

- Objective 1: Identify consumer influences.
 - a. Cultural and economic conditions
 - b. Media & advertising
 - c. Technology
 - d. Purchasing influences (conformity, peer pressure, social expectations, culture [ethnicity, religion], individuality)
- Objective 2: Identify various types of purchasing options:
 - a. Types of stores (chain, department, specialty, discount, manufacturer-owned, outlet)
 - b. Internet &

Consumer Influences

- Media, culture, friends, and economic conditions are main consumer influences

Purchasing Options

- There are various types of stores that cater to different needs
- Advantages and disadvantages of each type of store

Consumer Skills & Purchasing Decisions

- How to determine a garment's quality
- Different smart shopping tips
- What is required by law to have on a care label
- Purpose of a hang tag and what is included on it

Related Careers

- Buyer, retail sales, journalist, and advertising are all careers associated with consumerism

Consumer Influences

- Describe the various consumer influences

Purchasing Options

- List the types of stores
- Define each type of store

Consumer Skills & Purchasing Decisions

- Explain how to determine the quality of a garment
- Compare/contrast various smart shopping tips
- Recognize the information that is required by law to be on a care label
- Describe a hang tag and what may be included on one

Related Careers

- Discuss the different careers that are associated with consumerism

- Consumer
- Economic
- Conformity
- Individuality
- Chain Store
- Department Store
- Specialty Store
- Discount Store
- Manufacture r-owned store
- Outlet store
- Cost per wear
- Comparison shop
- Fiber Content
- Garment Care
- Manufacture r
- Hang Tag

Catalog

- Objective 3:
Identify consumer skills and purchasing decisions.
 - a. Judging quality (basic construction, seams, matching plaid, attachment of fasteners)
 - b. Cost per wear
 - c. Smart shopping (sales, comparison shop, coupons, membership clubs)
 - d. Labels (required by law: fiber content, garment care, international care symbols, manufacturer number, country of origin)
 - e. Hang tags (optional: brand name, advertising, logo, etc.)
- Objective 4:
Identify related careers (buyer, retail sales, journalist, advertising, etc.).

Personal Fashion Characteristi

cs  (Week 17, 3 Weeks) 

UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, Fashion Strategies 2013
STANDARD 5
Students will evaluate personal fashion characteristics.

- Objective 1: Aspects of personal appearance.
 - a. Personal styles - yin/yang
 - b. Body types/silhouette: Hourglass, Triangle, Inverted Triangle, Rectangle
 - c. Personal coloring (warm and cool)
- Objective 2: Identify and analyze wardrobe needs for a personal lifestyle
 - a. Basic 8 pieces - Classic, well-constructed, cost per wear, neutral + a favorite color (Long sleeve T-shirt, Short sleeve T-shirt, Tank top, Button down shirt (tailored), Light weight cardigan,

Personal Appearance

- Characteristics of yin and yang personalities/bodies
- Various body types and how to dress for each one
- Differences in personal coloring

Wardrobe Needs

- What the eight basic pieces are (listed in the standards)
- Everyone should have at least one of each of the eight basic pieces in their wardrobe
- Know the six trendy additions (listed in the standards)
- How to analyze their own wardrobe

Related Careers

- Some related careers are a fashion stylist and personal shopper

Personal Appearance

- Recognize the characteristics of yin/yang personal styles
- Describe the different body types
- Decide which body type they have and what to wear

Wardrobe Needs

- Identify the eight basic pieces and six trendy additions
- Select pieces according to personal taste
- Plan a personal wardrobe using the eight basic pieces and six trendy additions
- Construct a visual representation and write description that explains how this collection expresses your personal fashion characteristics

Related Careers

- List careers related to personal fashion

Personal Appearance

- Yin
- Yang
- Silhouette
- Hourglass
- Triangle
- Inverted Triangle
- Rectangle

Wardrobe Needs

- Classic
- Trendy
- Fad

Little black dress, Jeans, Dress pants)
b. Trendy – current style and patterns, colorful, fun, fad to mix & match
(Woven shirt, Skirt, Patterned jeans, Dressy jacket, Casual jacket, Patterned scarf)

- Objective 3: Identify related careers (fashion stylist, personal shopper, etc.).

