

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: Fashion and Merchandising

Course Number: 00773

Course Prerequisites: none

Course Description: 00773 Fashion and Merchandising is an elective course for grades 9-12. This course is a skill building class and may be taken once each year for .5 credit each time taken. It will introduce students to the world of fashion, while they study the reasons behind wearing clothing, learn how to classify garments and fashion accessories. The students will be introduced and build upon basic clothing construction skills. The students utilize the elements and principles of design to render fashion sketches, operate a sewing machine, research purchase of and caring for garments and explore the world of fashion for job opportunities. A final examination is required. Students are responsible for all project materials and costs.

Suggested Grade Level: Grades 9-12

Length of Course: One Semester

Units of Credit: .5

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:

CSPG 44 – Family and Consumer Sciences K-12

To find the CSPG information, go to [CSPG](#)

Certification verified by the WCSD Human Resources Department: ☒ Yes ☐ No

WCSD STUDENT DATA SYSTEM INFORMATION

Course Level: Academic

Mark Types: Check all that apply.

☒ F – Final Average ☒ MP – Marking Period ☒ EXM – Final Exam

GPA Type: ☐ GPAEL-GPA Elementary ☐ GPAML-GPA for Middle Level ☐ NHS-National Honor Society
☐ UGPA-Non-Weighted Grade Point Average ☒ GPA-Weighted Grade Point Average

State Course Code: 05190

To find the State Course Code, go to [State Course Code](#), download the Excel file for SCED, click on SCED 6.0 tab, and choose the correct code that corresponds with the course.

TEXTBOOKS AND SUPPLEMENTAL MATERIALS

Board Approved Textbooks, Software, and Materials:

Title: Clothing: Fashion, Fabrics & Construction, Student Text

Publisher: McGraw-Hill Companies, Inc.

ISBN #: 10: 0078290066

Copyright Date: 4 edition (June 24, 2002)

WCSD Board Approval Date: 6/27/2022

Supplemental Materials: teacher school provided

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Curriculum Document

WCSD Board Approval: 6/27/2022

Date Finalized: 6/5/2018

Date Approved: 6/27/2022

Implementation Year: 2022-2023

SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

SCOPE AND SEQUENCE OF CONTENT AND CONCEPTS

Marking Period 1

What is the purpose of clothing?
Influences on clothing- trends, advertising, necessity
Clothing reflects cultures
Clothing as symbols
Clothing customs
Fashion history
Color and clothing
Impact of color
Language of color
Creating a color scheme
Selecting colors for you
Selecting colors for you.
Role of fashion designers.
Design process
Designer collections
Famous designers

Marking Period 2

Apparel industry
Fashion merchandising
Fashion promotion
Fashion features
Garment styles
What are fibers?
Fiber names
Natural fibers
Manufactured fibers
Identifying fibers
Qualities of the successful entrepreneur
Opportunities for entrepreneurs
Responsibilities of entrepreneurs
Developing a business plan
Sewing machines
Pinning tools
Cutting tools
Patterns
Fabric
Notions

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Standards/Eligible Content and Skills

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Describe the basic functions of clothing.	13.1.11.A 13.1.11.B 13.1.11.C 13.3.11.D 13.3.11.E 13.4.11.B	MP1
Explain personal influences on clothing choices.	13.1.11.A 13.1.11.B 13.1.11.C 13.3.11.D 13.3.11.E 13.4.11.B	MP1
Compare the influences of family and friends on clothing choices.	13.1.11.A 13.1.11.B 13.1.11.C 13.3.11.D 13.3.11.E 13.4.11.B	MP1
Evaluate the medias impact on clothing.	13.1.11.A 13.1.11.B 13.1.11.C 13.3.11.D 13.3.11.E 13.4.11.B	MP1
Explain how societal changes influence clothing.	13.1.11.A 13.1.11.B 13.1.11.C 13.3.11.D 13.3.11.E 13.4.11.B	MP1
Explain how clothing reflects cultures	11.1.9.A.1 11.1.9.A.2 11.1.9.A.3 11.1.9.A.4 11.2.9.A 11.2.9.A.1 11.2.9.A.2 11.2.9.A.3 11.2.9.A.5 11.2.9.A.6	MP1
Give examples of clothing symbols	11.1.9.A.1 11.1.9.A.2 11.1.9.A.3 11.1.9.A.4 11.2.9.A 11.2.9.A.1 11.2.9.A.2 11.2.9.A.3 11.2.9.A.5 11.2.9.A.6	MP1
Discuss clothing customs and expectations in the US culture	11.1.9.A.1 11.1.9.A.2 11.1.9.A.3 11.1.9.A.4 11.2.9.A 11.2.9.A.1 11.2.9.A.2 11.2.9.A.3 11.2.9.A.5 11.2.9.A.6	MP1
Describe appropriate outfits for certain occasions	11.1.9.A.1	MP1

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
	11.1.9.A.2 11.1.9.A.3 11.1.9.A.4 11.2.9.A 11.2.9.A.1 11.2.9.A.2 11.2.9.A.3 11.2.9.A.5 11.2.9.A.6	
Explain how the first clothes and fabrics were made and worn	11.1.9.A.1 11.1.9.A.2 11.1.9.A.3 11.1.9.A.4 11.2.9.A 11.2.9.A.1 11.2.9.A.2 11.2.9.A.3 11.2.9.A.5 11.2.9.A.6	MP1
Describe the evolution of fashions from early civilizations to the 19th century	11.1.9.A.1 11.1.9.A.2 11.1.9.A.3 11.1.9.A.4 11.2.9.A 11.2.9.A.1 11.2.9.A.2 11.2.9.A.3 11.2.9.A.5 11.2.9.A.6	MP1
Discuss factors that influenced fashion history.	11.1.9.A.1 11.1.9.A.2 11.1.9.A.3 11.1.9.A.4 11.2.9.A 11.2.9.A.1 11.2.9.A.2 11.2.9.A.3 11.2.9.A.5 11.2.9.A.6	MP1
Give examples of clothing through the 21st century.	11.1.9.A.1 11.1.9.A.2 11.1.9.A.3 11.1.9.A.4 11.2.9.A 11.2.9.A.1 11.2.9.A.2 11.2.9.A.3 11.2.9.A.5 11.2.9.A.6	MP1
Explain how to dress for the occasion.	11.1.9.A.1 11.1.9.A.2 11.1.9.A.3 11.1.9.A.4 11.2.9.A 11.2.9.A.1 11.2.9.A.2 11.2.9.A.3 11.2.9.A.4 11.2.9.A.5 11.2.9.A.6 11.2.9.F	MP1
Understand color for the bod	11.1.9.A.1 11.1.9.A.2 11.1.9.A.3	MP1

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
	11.1.9.A.4 11.2.9.A 11.2.9.A.1 11.2.9.A.2 11.2.9.A.3 11.2.9.A.4 11.2.9.A.5 11.2.9.A.6 11.2.9.F	
Explain the role of fashion designers in the apparel industry.	11.1.9.A.1 11.1.9.A.2 11.1.9.A.3 11.1.9.A.4 11.2.9.A 11.2.9.A.1 11.2.9.A.2 11.2.9.A.3 11.2.9.A.4 11.2.9.A.5 11.2.9.A.6 11.2.9.F	MP1
Identify the names and achievements of fashion designers.	11.1.9.A.1 11.1.9.A.2 11.1.9.A.3 11.1.9.A.4 11.2.9.A 11.2.9.A.1 11.2.9.A.2 11.2.9.A.3 11.2.9.A.4 11.2.9.A.5 11.2.9.A.6 11.2.9.F	MP1
Describe the design process.	11.1.9.A.1 11.1.9.A.2 11.1.9.A.3 11.1.9.A.4 11.2.9.A 11.2.9.A.1 11.2.9.A.2 11.2.9.A.3 11.2.9.A.4 11.2.9.A.5 11.2.9.A.6 11.2.9.F	
List ways that fibers and fabrics are used other than in clothing.	11.1.9.A.1 11.1.9.A.2 11.1.9.A.3 11.1.9.A.4 11.2.9.A 11.2.9.A.1 11.2.9.A.2 11.2.9.A.3 11.2.9.A.4 11.2.9.A.5 11.2.9.A.6 11.2.9.F	MP2
Explain how the textile industry operates.	11.1.9.A.1 11.1.9.A.2 11.1.9.A.3 11.1.9.A.4 11.2.9.A 11.2.9.A.1	MP2

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	11.2.9.A.2 11.2.9.A.3 11.2.9.A.4 11.2.9.A.5 11.2.9.A.6 11.2.9.F	
Describe the manufacturing process for clothing.	11.1.9.A.1 11.1.9.A.2 11.1.9.A.3 11.1.9.A.4 11.2.9.A 11.2.9.A.1 11.2.9.A.2 11.2.9.A.3 11.2.9.A.4 11.2.9.A.5 11.2.9.A.6 11.2.9.F	MP2
Explain what's involved in fashion merchandising.	11.1.9.A.1 11.1.9.A.2 11.1.9.A.3 11.1.9.A.4 11.2.9.A 11.2.9.A.1 11.2.9.A.2 11.2.9.A.3 11.2.9.A.4 11.2.9.A.5 11.2.9.A.6 11.2.9.F	MP2
Describe promotion methods used by designers, manufacturers, and retailers.	11.1.9.A.1 11.1.9.A.2 11.1.9.A.3 11.1.9.A.4 11.2.9.A 11.2.9.A.1 11.2.9.A.2 11.2.9.A.3 11.2.9.A.4 11.2.9.A.5 11.2.9.A.6 11.2.9.F	MP2
Define fashion terms.	11.1.9.A.1 11.1.9.A.2 11.1.9.A.3 11.1.9.A.4 11.2.9.A 11.2.9.A.1 11.2.9.A.2 11.2.9.A.3 11.2.9.A.4 11.2.9.A.5 11.2.9.A.6 11.2.9.F	MP2
Describe a fashion cycle.	11.1.9.A.1 11.1.9.A.2 11.1.9.A.3 11.1.9.A.4 11.2.9.A 11.2.9.A.1 11.2.9.A.2 11.2.9.A.3 11.2.9.A.4 11.2.9.A.5	MP2

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
	11.2.9.A.6 11.2.9.F	
Explain fashion swings.	11.1.9.A.1 11.1.9.A.2 11.1.9.A.3 11.1.9.A.4 11.2.9.A 11.2.9.A.1 11.2.9.A.2 11.2.9.A.3 11.2.9.A.4 11.2.9.A.5 11.2.9.A.6 11.2.9.F	MP2
Distinguish between styles of necklines, collars, and sleeves.	11.1.9.A.1 11.1.9.A.2 11.1.9.A.3 11.1.9.A.4 11.2.9.A 11.2.9.A.1 11.2.9.A.2 11.2.9.A.3 11.2.9.A.4 11.2.9.A.5 11.2.9.A.6 11.2.9.F	MP2
Explain how fibers are classified.	11.1.9.A.1 11.1.9.A.2 11.1.9.A.3 11.1.9.A.4 11.2.9.A 11.2.9.A.1 11.2.9.A.2 11.2.9.A.3 11.2.9.A.4 11.2.9.A.5 11.2.9.A.6 11.2.9.F	MP2
Describe the fiber characteristics needed for use in fabrics.	11.1.9.A.1 11.1.9.A.2 11.1.9.A.3 11.1.9.A.4 11.2.9.A 11.2.9.A.1 11.2.9.A.2 11.2.9.A.3 11.2.9.A.4 11.2.9.A.5 11.2.9.A.6 11.2.9.F	MP2
List the various fibers and describe their characteristics.	11.1.9.A.1 11.1.9.A.2 11.1.9.A.3 11.1.9.A.4 11.2.9.A 11.2.9.A.1 11.2.9.A.2 11.2.9.A.3 11.2.9.A.4 11.2.9.A.5 11.2.9.A.6 11.2.9.F	MP2
Relate personal qualities to success as an entrepreneur.	13.3.11.D 13.3.11.E	MP2

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
	13.4.11.B	
Compare different business opportunities for self-employment.	13.3.11.D 13.3.11.E 13.4.11.B	MP2
Explain the importance of all parts of a business plan.	13.3.11.D 13.3.11.E 13.4.11.B	MP2
Properly pin a pattern and cut it out with appropriate markings and notches.	11.1.B 11.1.D 11.1.12.F 11.2.12.A	MP2
Properly thread the sewing machine, including winding a bobbin.	11.1.B 11.1.D 11.1.12.F 11.2.12.A	MP2
Sew straight and curved seams. Show proficiency in pivoting.	11.1.B 11.1.D 11.1.12.F 11.2.12.A	MP2
Measure the body.	11.1.9.A.1 11.1.9.A.2 11.1.9.A.3 11.1.9.A.4 11.2.9.A 11.2.9.A.1 11.2.9.A.2 11.2.9.A.3 11.2.9.A.4 11.2.9.A.5 11.2.9.A.6	MP2
Select a pattern that is suitable.	11.1.9.A.1 11.1.9.A.2 11.1.9.A.3 11.1.9.A.4 11.2.9.A 11.2.9.A.1 11.2.9.A.2 11.2.9.A.3 11.2.9.A.4 11.2.9.A.5 11.2.9.A.6	MP2
Choose appropriate fabric for the pattern.	11.1.9.A.1 11.1.9.A.2 11.1.9.A.3 11.1.9.A.4 11.2.9.A 11.2.9.A.1 11.2.9.A.2 11.2.9.A.3 11.2.9.A.4 11.2.9.A.5 11.2.9.A.6	MP2
Choose appropriate notions to go with the fabric.	11.1.9.A.1 11.1.9.A.2 11.1.9.A.3 11.1.9.A.4 11.2.9.A 11.2.9.A.1 11.2.9.A.2 11.2.9.A.3 11.2.9.A.4 11.2.9.A.5 11.2.9.A.6	MP2

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Read a pattern.	11.1.9.A.1 11.1.9.A.2 11.1.9.A.3 11.1.9.A.4 11.2.9.A 11.2.9.A.1 11.2.9.A.2 11.2.9.A.3 11.2.9.A.4 11.2.9.A.5 11.2.9.A.6	MP2

ASSESSMENTS

PDE Academic Standards, Assessment Anchors, and Eligible Content: The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

Formative Assessments: The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

Effective formative assessments for this course include: Pre-Assessments of prior knowledge (e.g. entrance cards or KWL chart) • Labs/lab reports • Bell ringers/Problems of the Day (PODs) • Discussions • Teacher observation/Questioning • Graphic organizers (e.g. Venn diagrams, word mapping, webbing, KWL chart, etc.) • Summarizing • Retelling • Notetaking • Problem-based learning modules • Authentic assessment • Oral presentations • Outlining • Journaling • Student presentations/projects • Open-ended response • Classroom Performance System (CPS)

Summative Assessments: The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

Effective summative assessments for this course include: Essays • Open-Ended Responses • Projects • Quizzes/tests • Student presentations • Portfolios