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| **TEXAS CTE LESSON PLAN**[www.txcte.org](http://www.txcte.org) |
| **Lesson Identification and TEKS Addressed** |
| **Career Cluster** | Marketing |
| **Course Name** | Merchandising |
| **Lesson/Unit Title** | Fashion Marketing |
| **TEKS Student Expectations** | **§130.383. (c) Knowledge and Skills**(12) The student knows the nature and scope of fashion. The student is expected to:(A) Explain the importance of fashion(B) Demonstrate knowledge of fashion history and how it relates to today's fashions(C) Distinguish among fashion terms such as fashion, style, and design(D) List major environmental influences on fashion demand(E) Research fashion information(F) Explain legislation that impacts the fashion industry |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** | Student will be able to: * Explain the different definitions of fashion
* Identify the merchandise categories of fashion
* Explain the environmental influences on fashion
* Explain legislation that impacts the fashion industry
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| **Rationale** | At the end of this lesson, the student should be familiar with fashion history and terms and get a deeper understanding of the fashion industry. |
| **Duration of Lesson** | When taught as written, this lesson should take approximately 3 days to teach. |
| **Word Wall/Key Vocabulary***(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * **Staple** **items** – basic merchandise items that customers purchase on a regular basis
* **Fashion** **merchandise** – includes goods that are popular at a particular time
* **Style** – a particular shape or type of apparel item, identified by the distinct features that make it unique
* **Design** – a particular or unique version of a style because of a specific arrangement of the basic design elements
* **Garment** – any article of clothing
* **Hue** – the quality of the color
* **Value** – lightness or darkness of the color
* **Intensity** – the brightness or dullness of a color
* **Shape** – the overall form or outline of a garment
* **Texture** - How the surface of a material/fabric feels and looks
* **Drape** – how a garment falls
* **Function** – intended use or purpose of an object
* **Taste** – refers to the current opinion of what is attractive and appropriate for an individual and occasion
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| **Materials/Specialized Equipment Needed** | **Instructional Aids*** Ekstrom, G., Justiss, M., & Glencoe/McGraw-Hill. (2006) *Fashion marketing*. New York: Glencoe/McGraw Hill
* Various Fashion Magazines
* Fashion clothing Websites

**Materials Needed*** Glue and scissors
* Fashion magazines to be used in independent practice

**Equipment Needed*** Computer and Projector
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | Ask students to think about what fashion really means. Then ask students to describe their favorite type of clothing. What does the fabric feel like? Do they buy the same pieces over and over? Do they purchase clothes like their friends purchase? Survey the class to see how their answers vary. Then ask students to explain the difference between a staple item and a fashion item. Proceed to explain the difference between staple and fashion merchandise and the reasons consumers purchase both.**SHOW:** A clothing staple merchandise website.**ASK:** Ask students if they can pick out the staple merchandise on the website and compare it to clothing of their own.**SAY:** Staple Items are basic merchandise that consumers purchase on a regular basis, such as white t-shirts, basic jeans, underwear, or a black hoodie.**ASK:** Ask students if they purchase the same type of staple items over and over again.**SAY:** Retailers know customers’ purchasing habits of these items and keep the merchandise in stock at all times.**SHOW:** A fashion clothing merchandise website.**ASK:** Ask students if they can pick out the staple merchandise vs. the fashion merchandise in the website. Do they tend to purchase more trendy clothing? How long is it worn? Do trends seem to change more quickly than necessary?**SAY:** Fashion merchandise includes goods that are popular at a particular time. Customers may see merchandise advertised in print and through the Internet, and then purchase it. Keeping fashion merchandise in the stores is sometimes difficult for retailers. Sales vary based on the styles customers want at different times. |
| **Direct Instruction \*** | * Teacher will review the terms in the outline and handouts to become familiar with lesson.
* Teacher will have assignments and vocabulary words ready to distribute to students
1. What is Fashion?
	* 1. Staple vs. Fashion Defined

Merchandise CategoriesDefine Terms* + 1. Fashion Basics
			1. Style
			2. Design
		2. What Are Fashion Products?
			1. Clothing
			2. Accessories
			3. Home Furnishings
		3. The Importance of Fashion
			- 1. Importance to People
				2. Economic Importance
		4. Environmental Influences on Fashion
			- 1. Legislation and Fashion

(Day 1) Use different clothing companies as aid.After introduction, ask students to find 5 staple items and 5 fashion items in various magazines provided. Have students cut/glue pictures to paper to be presented to class.(Day 2) Students will fill out vocabulary sheet with key terms. When finished, discuss words and terms as a class. Explain the different fashion products and why they are necessary in their own right. Provide students with several designer names that create clothing, accessories, and home furnishings. Have students conduct their own research on the computer and write a 1-page summary on the different elements of these fashion products.(Day 3) Have students write a ½ page paper on why they feel fashion is important to them. Then discuss the various reasons with class. Explain fashion and environmental influences. Give examples of how economic and political trends, current events, and social issues are often reflected in fashion. Explain how legislation plays a role in the fashion world.*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*none |
| **Guided Practice \*** | * (Day 1) Show students The Gap and Forever21 websites. Discuss the differences between staple merchandise and fashion merchandise.
* (Day 2) Explain the different fashion products and why they are necessary in their own right. Provide students with several designer names that create clothing, accessories, and home furnishings.
* (Day 3) Explain fashion and environmental influences.
* Give examples of how economic and political trends, current events, and social issues are often reflected in fashion. Explain how legislation plays a role in the fashion world.

*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*none |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | * (Day 1) Have students find five staple items and five fashion items in various magazines. Students will present these to class.
* (Day 2) Have students conduct their own research on the computer and write a 1-page summary on clothing, accessories, and home furnishing by a certain designer.
* (Day 3) In groups, have students research how current trends affect fashion economically, politically, and socially. Groups will present findings by writing a paper.

*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*none |
| **Lesson Closure** | *Ask students to answer the following questions aloud:** What is the difference between a trend and a staple?
* What are the four basic design elements?
* What are fashion products?
* How is fashion important to people and the economy?
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| **Summative/End of Lesson Assessment \***  | **Informal Assessment**Teacher will observe with students during group projects. Teacher will move about the classroom providing feedback and making sure that students are participating within their groups.**Formal Assessment**Students will be evaluated on their group project *How Trends Affect Fashion* paper by using the assigned rubric.*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*none |
| **References/Resources/Teacher Preparation** | * Ekstrom, G., Justiss, M., & Glencoe/McGraw-Hill. (2006). *Fashion marketing*. New York: Glencoe/McGraw Hill
* Fashion school websites
* Fashion store websites
* Professional marketing association websites
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| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy****Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/ Handout** |  |
| **Writing Strategies****Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication****90 Second Speech Topics** |  |
| **Other Essential Lesson Components** |
| **Enrichment Activity**(e.g., homework assignment) | Fishbowl Activity - Teacher will number student desks, then write numbers on pieces of paper and put in a bowl. Randomly pick numbers from bowl to see who answers questions. Use this method when reviewing key vocabulary terms for lesson. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | DECA, FCCLA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)