



**COURSE OUTLINE 2018-2019**

|                     |                              |                      |        |
|---------------------|------------------------------|----------------------|--------|
| <b>Course Name:</b> | Understanding Fashion        | <b>Course Code:</b>  | HNC 3C |
| <b>Course Type:</b> | Grade 11 College Preparation | <b>Credit Value:</b> | 1.0    |
| <b>Teacher(s):</b>  | L. Nowakowski                |                      |        |

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| <b>Course Description:</b>  |
| <p>This course introduces the students to the world of fashion. Students will gain an understanding of theories related to fashion trends and of how culture, media, fashion cycles, retailing, and social and environmental factors influence fashion trends and consumer behaviour. Students will use various tools, technologies, and techniques safely and correctly to create fashion items. In addition, students will apply knowledge of fibres, fabrics, and the elements and principles of design when creating and assessing fashion-related products. Students will develop research skills as they investigate topics related to fashion.</p> |

<http://www.edu.gov.on.ca/eng/curriculum/secondary/sstudies1112curr.pdf>

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| <b>Course Overall Expectations:</b>                                    |   |
| <b>Strand</b>  | <b>Overall Expectations</b>   |
| <b>Research and Inquiry Skills</b>                                     | <b>A1. Exploring:</b> explore topics related to fashion, and formulate questions to guide their research;   |
|  | <b>A2. Investigating:</b> create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;                                      |
|  | <b>A3. Processing Information:</b> assess, record, analyse, and synthesize information gathered through research and inquiry;   |
|  | <b>A4. Communicating and Reflecting:</b> communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.                  |
| <b>Influences on Fashion</b>   | <b>B1. Cultural Influences:</b> demonstrate an understanding of how culture influences fashion;   |
|  | <b>B2. Media Influences:</b> demonstrate an understanding of how media influence fashion;   |
|  | <b>B3. Fashion Cycles and Trends:</b> demonstrate an understanding of fashion cycles and trends and of factors that influence them.   |
| <b>Marketing, Environmental Responsibility, and Consumer Behaviour</b> | <b>C1. Consumer Behaviour and Fashion Marketing:</b> demonstrate an understanding of consumer behaviour and marketing strategies, including specific social marketing promotions, associated with the fashion industry; |
|  | <b>C2. Fibres, Fabrics, and the Environment:</b> demonstrate an understanding of fibres, fabrics, and finishes, and of the environmental impact associated with their production and use.                               |
| <b>Design and Fashion Construction Skills</b>                          | <b>D1. Elements and Principles of Design:</b> demonstrate an understanding of the elements and principles of design, and of how they can be used to different effect in the creation of fashion products;               |
|  | <b>D2. Tools and Technologies:</b> describe a variety of tools and technologies associated with the creation of fashion products, and use tools and technologies safely and correctly when creating such products;      |
|  | <b>D3. Procedures, Skills, and Techniques:</b> demonstrate the ability to use appropriate procedures, skills, and techniques when creating fashion products.  |

### Assessment and Evaluation Strategies:

The purpose of assessment and evaluation is to improve student learning. Assessment and evaluation is based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers use a variety of strategies throughout the course, including: providing students with feedback about their work (known as assessment for learning), helping to set learning goals and monitor their own progress (known as assessment as learning), and evaluation and reporting of progress in the form of grades and marks (known as assessment of learning).

| <b>Unit Overview</b>  | <b>Assessment and Evaluation Methods<br/>(May include major evaluations)</b> |
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| <b>Unit One – Influences on Fashion</b><br>Students will explore the influence of culture and media on fashion and how fashion choices reflect the norms and values of society. They will explore current and historical fashion cycles and trends and analyze the factors that influence them.   | <b>Cultural Item Slideshow</b><br><b>Unit Test</b>                           |
| <b>Unit Two – Marketing, Environmental Responsibility, and Consumer Behaviour</b><br>Students will explore advertising techniques associated with the fashion industry to create consumer need as well as consumer responsibility to make informed choices. Students will understand a variety of fibers, fabrics, and finishes and the environmental impact associated with their production and use.                                    | <b>Unit Culminating Project</b><br><b>Unit Test</b>                          |
| <b>Unit Three – Design</b><br>Students will understand the elements and principles of design and apply them to fashion designs to create a desired image.   | <b>Client Design Project</b><br><b>Unit Test</b>                             |
| <b>Unit Four – Construction</b><br>Students will learn proper safety procedures and skills to create a fashion product. They will learn preconstruction procedures for following patterns and laying out patterns.<br>Basic skills and construction techniques will include: finishing seams, sewing darts, gathering and easing fabric, making buttonholes, sewing in zippers, hemming, reducing bulk, using stabilizers and interfacing | <b>Seams Assignment</b><br><b>Garment Project</b>                            |
| <b>Independent Research Project</b>   | <b>Display Case</b>  |
| <b>Course Culminating Activity</b>  | <b>Final Garment Project</b>   |
| <b>Final Exam</b>   |  |

## Assessment and Evaluation Categories and Weights:

| Achievement Chart Categories |            |
|------------------------------|------------|
| Achievement Category         | Percentage |
| Knowledge/Understanding      | 25         |
| Thinking/Inquiry             | 25         |
| Communication                | 25         |
| Application                  | 25         |

| Evaluation/Weight of Marks |            |
|----------------------------|------------|
| Evaluation                 | Percentage |
| Term Evaluation            | 70         |
| Final Evaluation           |            |
| • CCA                      | 20         |
| • Exam                     | 10         |

### Learning Skills and Work Habits Assessment:

The development of learning skills and work habits is an integral part of student learning. These skills are:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

Learning skills and work habits influence student achievement and are included as a formal part of the assessment and evaluation process. Learning skills and work habits will be assessed through a variety of teacher strategies. (e.g. observation, student /teacher conference, self-reflection, checklists, exit cards, etc.) These important learning skills and work habits will be formally reported on the Provincial Report Card according to the following scale: E- Excellent, G- Good, S- Satisfactory, N- Needs Improvement.

### Academic Dishonesty - Cheating and Plagiarism:

Learning tasks that students complete as well as the assignments, tests and exams that students submit for evaluation must be their own work. Cheating and plagiarism is a serious offence that will not be condoned. Academic consequences will result.

### Late and Missed Assignments - Student Roles and Responsibilities

Students are expected to:

- be responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher;
- understand that there will be consequences for not completing assignments for evaluation and/or for submitting those assignments late;
- use class time productively;
- in extenuating circumstances, request an extension from the teacher before the due date.

**Mark deductions for late and missed assignments may apply to major assignments only.**

**References:** TVDSB *Assessment & Evaluation Policy*, September 2011; *Growing Success - Assessment and Evaluation, and Reporting in Ontario Schools*, 2010.  
*Student Planner and School Web site*