 **WEEKLY “WHY” LESSON PLAN**

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| Lesson Title:Apparel Production March 30, 2015 until April 2, 2015 | | | Lesson 1of 7 ; Unit #3 | |
| Duration:50 minutes | | | Teacher/Student Ratio:1/24 | |
| Lesson File Name:Chapter 6 in Fashion Design Book Teacher:Mrs. Robles  Subject:Production of Apparel Grade Level:10, 11, & 12 | | | | |
| **STANDARD** | | | | |
| 10.0-ANALYZE A FASHION DESIGN AND MERCHANDISING BUSINESS  **10.3 Identify the stages of apparel production**  **10.4 Describe the impact of technology on apparel design and production**  **10.5 Summarize demographic, societal, and cultural factors that affect the apparel**  **business** | | | | |
| **OBJECTIVES** | | | **TERMINOLOGY** | |
| Student will be able to:   1. Define stages of apparel production terminology related to technology 2. Compare local and international laws and regulations of the design industry 3. Identify technological advances and the impact of technology on apparel production 4. Create pajama bottoms with elastic casing | | | Students will:  Write their own definitions of each term.  Write the site definitions of each term.  Draw a picture with color for each term.  Write on paragraph summary of all from above.  **The Black Fashion book page 79 will help you with the answers below.**  **Monday-March 30, 2015--**   * **Production** – The transformation of resources into a form that people need or want. * **Factors of Production** – The resources, labor, capital, and business leadership to manufacture goods.   **Tuesday-March 31, 2015 or/ Wednesday-April 1, 2015--**   * **Automation** -The use of machinery to perform physical tasks that were previously performed by humans. * **Computer-aided design** -CAD allows for sketching and printing of patterns drawn on a monitor.   **Thursday—April 2, 2015—**   * **Grading** - Making larger and smaller pattern sizes from an original patter * **Marker** – A long piece of paper that lays out all of the various pieces and sizes of a pattern for cutting. | |
| **INTRODUCTION** | | | | |
| **Bellwork/Beginning of Class Procedures:**  **Monday—March 30, 2015—Why do we use measurement to adjust a pattern?**  **Tuesday- March 31, 2015 or/ Wednesday-April 2, 2015—Which direction are pins placed when pinning the pattern to the fabric?**  **Thursday-April 2, 2015—Why is it important to learn about Merchandising in this class?**  **Purpose of today’s learning:** The teacher will state the objectives: The purpose of this lesson is to ensure students can:   * Compare local and international laws and regulations of the design industry. * Identify technological advances and the impact of technology on apparel production | | | | |
| **CONTENT** | | | | |
| **TEACHER ACTIONS** | | | **STUDENT ACTIONS** | |
| **Define stages of apparel production terminology related to technology** | | |  | |
| 1.Termsslide to introduce terms and definitions. Tell students to annotate each new vocabulary term | | | 1. Write down definitions of each term on a paper. Students will annotate and follow directions from above. | |
| **Compare local and international laws and regulations of the design industry** | | |  | |
| 2. Teacher will distribute Handout1aand use PowerPoint slide “U.S. Apparel Production, International Production” to introduce laws and regulations of the design industry. Teacher will instruct students to fill in missing words on their handout as they appear in the slides. | | | 2. Students will complete ***FDM-21stCentury-Handout1a.doc*** during PowerPoint presentation, by filling in the missing words. | |
| 3. Teacher will tell students to use back of their handout to answer question, “What are some of the pros and cons that you can see about each of the policy regulations that the fashion industry has about importing and exporting?” | | | 3. Students answer question about local and international industry policies on the back of their handout. Non-volunteers will share correct response when called on. | |
| 4. Teacher will instruct students to copy down the diagram on slide “Stages of Apparel” from ***FDM-21stCentury-PowerPoint1.ppt*** onto a plain sheet of paper, to place into their notes. Teacher will inform students to leave enough room on the paper in between stages of diagram to make extra notes. Students will turn in their completed handout at the end of the session. | | | 4. Students will copy the apparel production diagram from ***FDM-21stCenturyPowerPoint1.ppt*** on a plain shStudents indicate understanding via **Thumbs Up / Down** and list the names of technological machines on their apparel production diagram drawing near the step in the process, which they are used.eet of paper. | |
| 5.Teacher will introduce uses of technology in the apparel production process by using the “Where Technology Fits in” and “Technology Take Over” slides of ***FDM-21stCentury-PowerPoint1.ppt.***  Teacher will instruct students to list names of technological machines on their apparel production diagram near the area of production for which they are used on their apparel production diagram.  Check for understanding, using **Thumbs Up / Thumbs Down** | | | 5. Students indicate understanding via **Thumbs Up / Down** and list the names of technological machines on their apparel production diagram drawing near the step in the process, which they are used. | |
| 1. 6. Teacher will instruct students to work with other students at their tables (or desks) and redraw the apparel   production diagram on a white board.  Teacher will ask students as a group to predict how these steps were completed before the technology was introduced.  Teacher will call on non-volunteers to respond about their team’s predictions. | | | 1. 6. In teams, students will redraw the apparel production diagram and discuss and write down their   predictions to how each step was completed prior to the introduction of the technology used.  Non-volunteers will hold up white board and respond about their group’s predictions. | |
| **CLOSURE** | | | | |
| Using the Closure slide of ***FDM-21stCentury-PowerPoint1.ppt,*** teacher will instruct students to write in 12 words or less a summary of the most important aspects from today’s lesson. Teacher will collect summaries as an exit ticket. Teacher will review and return the summaries during the following class. | | | | |
| **AVID WICOR STRATEGIES UTILIZED** | | | | |
| Thumbs up, and Thumbs down, and pair share, to work in groups, summarize. | | | | |
| **SAMPLE END OF UNIT ASSESSMENT QUESTIONS** | | | | |
| 1. Factors of production include all of the following, except:    1. Resources    2. Shipping    3. Labor    4. Capital 2. CAD stands for?    1. Computer-analysis determination    2. Categorized apparel designer    3. Computer-aided design    4. Categorizing apparel destinations 3. Which of the following is not a step in the apparel production?    1. Drawing    2. Sewing    3. Marketing   Brainstorming | | | | |
| **RESOURCES** | | | **ACCOMMODATIONS** | |
| Wolfe, M. G. (2006). *Fashion!* Tinley Park, Ill: The Goodheart-Willcox Company, Inc | | | Teachers:   1. Based on review of each student’s IEP or 504 plan make appropriate accommodations. 2. Encourage participation from all students to the best of their ability. 3. Calling on “non-volunteers” may not be appropriate for all students. | |
| **ATTACHMENTS** | | | | |
| **Handouts, and wiki pages.** | | | | |
| **MATERIALS**  **SUPPLIES** | | * Visual projection system * Computer with PowerPoint * Smartboard (if available) * White board (chalkboard) | |

