

**Consumer & Life Studies: Grades 9-12**  
**Creative Clothing I**  
**Unit 4: Clothing Selection In Depth**

<p align="center"><b>Essential Understandings</b></p>	<ul style="list-style-type: none"> <li>▪ People wear clothing for many reasons.</li> <li>▪ Clothing selection may include comparative shopping decisions.</li> <li>▪ Good first impressions are essential at job interviews.</li> <li>▪ Personal clothing selections should reflect the wearer.</li> </ul>
<p align="center"><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>▪ What are the reasons people select specific clothing styles?</li> <li>▪ How does one find the best buy when selecting clothing?</li> <li>▪ What are the basic factors about appearance that make a good first impression at a job interview?</li> <li>▪ Does one’s clothing selection reflect who one is?</li> </ul>
<p align="center"><b>Essential Knowledge</b></p>	<ul style="list-style-type: none"> <li>▪ Among the variety of reasons we wear clothing, our personal choices are influenced more by some reasons than others.</li> <li>▪ Comparative shopping involves decision-making skills including: goal setting, considering alternatives, evaluating alternatives and choosing the best alternative.</li> <li>▪ Appearance plays a major factor in first impressions at job interviews.</li> <li>▪ Clothing should not send mixed messages.</li> </ul>
<p align="center"><b>Vocabulary</b></p>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ uniforms, identity, protection, decision-making steps, designer, discount stores, thrift stores, department stores, catalogs, alternatives</li> </ul> </li> </ul>
<p align="center"><b>Essential Skills</b></p>	<ul style="list-style-type: none"> <li>▪ Differentiate the various reasons people wear clothing.</li> <li>▪ Identify the major influence on one’s reason for wearing clothing.</li> <li>▪ Make decisions based on comparative shopping.</li> <li>▪ Determine the qualities of an appropriate and appealing appearance for a job interview and its opposite.</li> <li>▪ Identify how one may incorporate some of the many subjective ways one may think about clothing into personal selections.</li> <li>▪ Evaluate if one’s individual appearance reflects who one is and what one wants to say.</li> </ul>
<p align="center"><b>Related Maine Learning Results</b></p>	<p><u>Career and Education Development</u>  C. Learning to Make Decisions, Plan and Create Opportunities, and Make Meaningful Contributions  C1.The Planning Process  Students use the planning process to make school-to-school and school-to-work decisions.  a. Self-knowledge  b. Looking for and creating personal and career options.  c. Decision-making skills.</p>

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<p align="center"><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Textbook related worksheets:             <ul style="list-style-type: none"> <li>○ “Why People Wear Clothes”</li> <li>○ “Decision-Making Steps”</li> <li>○ First Impressions”</li> <li>○ “Me, Myself and I”</li> </ul> </li> </ul>
<p align="center"><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>▪ Textbook worksheets of scrambled words for reasons people wear clothing</li> <li>▪ Sample case studies of individuals making decisions about purchasing clothing that require problem solving by the student</li> <li>▪ Evaluation of the importance of first impressions at job interviews</li> <li>▪ An analysis of personal clothing selection decisions</li> <li>▪ Completed assignments</li> <li>▪ Exam questions</li> </ul>
<p align="center"><b>Sample Resources</b></p>	<ul style="list-style-type: none"> <li>▪ Publications:             <ul style="list-style-type: none"> <li>○ <u>Clothing Fashion, Fabrics, Construction</u>, Glencoe</li> </ul> </li> </ul>