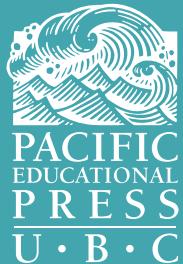




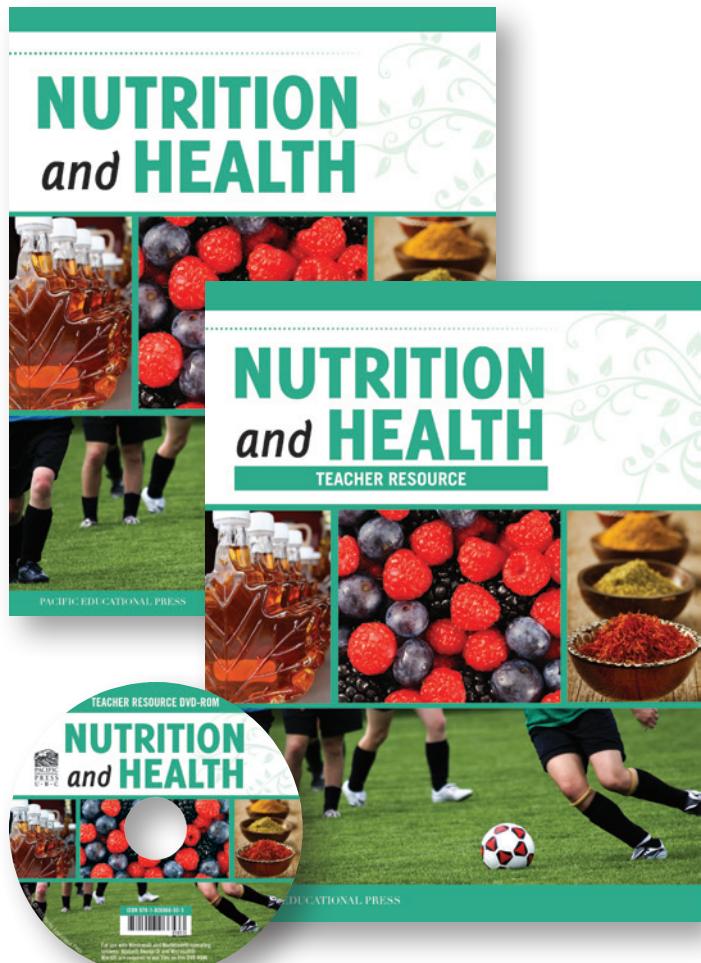
NEW for Grades 11–12 FAMILY STUDIES!



The World of Fashion



Nutrition and Health



*Specifically developed to match the new
2013 ONTARIO CURRICULUM: SOCIAL SCIENCES AND HUMANITIES*

HNC3C—Understanding Fashion
Grade 11 College Preparation

HNB4M—The World of Fashion
Grade 12 University/College Preparation

HFA4C—Nutrition and Health
Grade 12 College Preparation

HFA4U—Nutrition and Health
Grade 12 University Preparation

the world *of* **FASHION**

Providing students with everything they need to explore, research, communicate about and reflect on the Canadian and global fashion industry.

The World of Fashion features articles that empower students to develop and apply **CRITICAL THINKING**, **RESEARCH** and **INQUIRY** skills.



***The World of Fashion* addresses all CURRICULUM STRANDS:**

CURRICULUM STRANDS	THE WORLD OF FASHION OFFERS:
A. Research and Inquiry Skills	Multiple opportunities for students to develop and apply research and inquiry skills by:
	<ul style="list-style-type: none">• investigating topics related to fashion• exploring real-world examples of Canadians who work in the industry
	<ul style="list-style-type: none">• processing information (problem solving, decision making and analysis) through critical thinking articles and a cumulative research project• communicating about and reflecting upon their knowledge and understanding
B. HNC3C—Influences on Fashion HNB4M—History and Influences	Comprehensive coverage of content strands through accessible and engaging topics , such as:
	<ul style="list-style-type: none">• textiles and the textile industry• how fashion designers create their products• factors that influence fashion trends• business aspects of the fashion industry, including the impact of marketing on consumer behaviour
C. HNC3C—Marketing, Environmental Responsibility, and Consumer Behaviour HNB4M—Textile Production, Society, and the Globalized Market	
D. Design and Fashion Construction Skills	<ul style="list-style-type: none">• the impact of globalization on the industry

The Environment and Sustainability

What About Fabric Scraps?

One unavoidable result of sewing your own garments is the fabric scraps you end up with afterwards.

A garment factory finds ways to use fabric waste in another form, such as incorporating the scraps into another design feature for the same garment, but what can a home sewer do to avoid sending these scraps to the landfill?

1. With a partner, create a research plan.
2. Investigate ways to use fabric scraps.
3. Carry out your research plan.
4. After you have recorded and organized your information, assess and analyse your research. Is the source reliable? (A reliable source is one that is well-referenced and has a bias towards the topic.)

Do you know any creative ways to use fabric scraps?

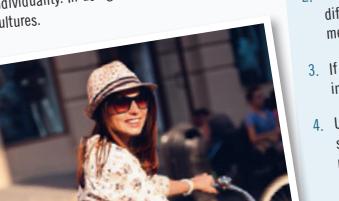
INVESTIGATING topics related to fashion

Global Connections

A Fusion of Cultures

What do your clothes say about you? Do you ever use fashion to express how you feel about your cultural heritage?

Teenagers have rich and diverse cultural backgrounds and usually aren't afraid to incorporate diversity into their fashion expression or to use their creativity to express their individuality. In doing so, they create a fusion of cultures.



1. Examine the photos on this page. Which cultures do you see represented in them? What other examples would you add to this collection?
2. How is culture expressed similarly and differently in garments designed for men and women?
3. If you were a designer, how would you integrate culture into your designs?
4. Using the internet or other fashion sources, find a garment or outfit that reflects your personal fusion of cultures.

Critical Thinking

Redesigning Dior

Christian Dior, a French designer, was just developing his professional reputation when World War II (1939–1945) dramatically affected the fashion industry due to rationing of fabric and the regulation of design details.

In 1947, Dior came up with a radically different design that launched his career. The editor of *Harper's Bazaar* called the design a "New Look" and its full skirt influenced women's fashion throughout the 1950s.

1. Identify the elements and principles of design as shown in this example of Dior's New Look.
2. What was it about Dior's design that made it so appealing to women in 1947? If Dior could launch his New Look today, do you think it would be as popular as it was in 1947? Why or why not?

D. Design and Fashion Construction Skills

A Passion for Fashion

Luisa Rino – Fashion Editor

Luisa Rino is the fashion editor at *Real Weddings*. As fashion editor, Luisa must make sure the clothing she chooses to show in the magazine is practical and relevant for the magazine's readers.

"The name says it all," explains Luisa. "We have to relate it back to the real bride. We're not a magazine for [anyone] out to have this crazy glamorous kind of wedding that is very much in that fashion world." Luisa is very aware that people do not necessarily want to wear clothing found at fashion shows.

"I had the opportunity to come in at ground zero and experience every facet of an emerging national magazine," Luisa says, but she recognizes that it is difficult to become successful and influential in the world of fashion.

"A young person from, say, small town Canada can have a great impact on the fashion industry — Luisa says.

COMMUNICATING and REFLECTING

EXPLORING real-world examples

Made in Canada

The Parka and the Amauti

How do you keep warm during the winter? Canada's winters are known for their cold, bitter winds and the parka is a garment designed to protect you from those winds.

The parka was invented by the Caribou Inuit, who live in the coldest part of Canada. They also invented the amauti, which is a parka with a large fur-lined hood that protects babies and toddlers carried on the backs of their mothers. The traditional method of making the amauti uses hand-measuring techniques to measure and cut the sealskin to make sure it fits comfortably.

Both the parka and the amauti consist of inner and outer jackets. The outer jacket is made from sealskin, which has insulating and water-resistant qualities.

1. Research other garments originating with Canada's Aboriginal peoples that have been adapted into current fashion.
2. What features of these garments make them unique?

Financial Literacy

The Hemline Index

In 1926, George Taylor, an economist from the Wharton School of Business in Philadelphia, noticed that hemlines of women's skirts and dresses seemed to go up and down along with the economy. Hemlines were shorter when the economy was doing well and longer when the economy was struggling.

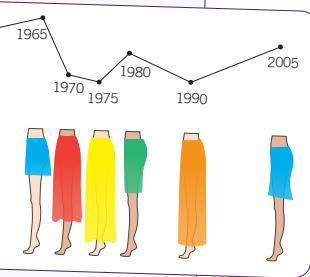
He called his theory the Hemline Index (Malm, 2012). The hemlines of men's overcoats tended to imitate what was happening in women's fashions (Tortora, 2010).

Taylor's theory has been highly criticized, but there is an interesting correlation between hemlines and the economy throughout the twentieth century (Sauers, 2012). As stock prices rose during the 1920s, so did the hemlines. After the Wall Street Crash in 1929, hemlines dropped almost immediately and stayed down throughout the Great Depression while the economy struggled to recover.

Hemlines went up during World War II because fabric was rationed. When the war was over, hemlines began to rise—and rise—until the 1960s with its trend of miniskirts. The economic slump of the early 1970s caused hemlines to drop to the floor again, until the boom of the early 1980s. Since then, hemlines have continued to rise and fall at different times during the economic cycle, serving as indicators of the economy's health.

Do you agree or disagree with the theory of the Hemline Index? State reasons for your answer.

PROCESSING information

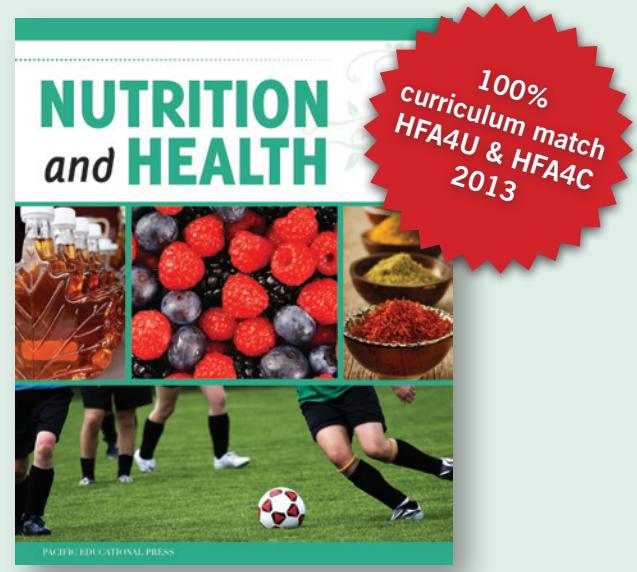


NUTRITION and HEALTH

STUDENT RESOURCE

Providing students with everything they need to explore, research, communicate about and reflect on Canadian and global issues relating to nutrition and health.

Nutrition and Health features articles that empower students to develop and apply **CRITICAL THINKING**, **RESEARCH** and **INQUIRY** skills.



Nutrition and Health addresses all CURRICULUM STRANDS:

CURRICULUM STRANDS

A. Research and Inquiry Skills

Multiple opportunities for students to develop and apply **research and inquiry skills** by:

- **investigating** topics and **exploring** real-world examples related to nutrition and health
- **processing information** (problem solving, decision making and analysis) through critical thinking articles and a cumulative research project
- **communicating** about and **reflecting** upon their knowledge and understanding

B. Nutrition and Health

Comprehensive coverage of content strands through accessible and engaging **topics**, such as:

- how to ensure and enhance food and kitchen safety
- following and adapting recipes
- the essential role nutrition plays in overall health, including how nutrients function in the body
- how and why nutritional needs change
- eating patterns and trends
- issues related to achieving and maintaining food security
- factors that affect sustainable food production and supply in Canada and around the world

C. Eating Patterns and Trends

D. Local and Global Issues

E. Food-Preparation Skills

PROCESSING
information

Canadian Connection

Canola: Liquid Gold

Fat is essential in your diet to maintain good health, but you need the right fats to have health benefits. Monounsaturated fats such as olive oil and canola oil are a good type of fat to cook with, because they may help lower blood cholesterol levels. Did you know that one of Canada's most commonly used monounsaturated fats, canola oil, was actually discovered in Canada?

The canola flower's bri...
helped give it the name "gold".

INVESTIGATING topics
and EXPLORING
real-world examples

Global Connection

The Dark Side of Chocolate

Do you like chocolate? The cocoa beans used in making chocolate are an important cash crop in West Africa. More than 70 per cent of cocoa beans are grown there, where Côte d'Ivoire (Ivory Coast) and Ghana are the largest producers (International Labour Organization, 2007).

Most cocoa beans come from family-run farms where the entire family helps with the harvest. The ripe pods are cut from the cacao tree (*Theobroma cacao*) and then sliced open to remove the beans, which are the tree's seeds. The wet cocoa beans are left to ferment for a few days and then set out to dry before being packed into sacks for shipping.

According to the International Labour Organization (2007) and other global non-governmental organizations, working on cacao farms is unsafe for children because

A Slice of Life

Debbie Field, Executive Director of FoodShare Toronto

FoodShare Toronto is a food security organization that works to help bring good, healthy food to people who lack food security.

FoodShare has many different programs, including subsidizing healthy vegetables and fruit for various community groups, get access to healthy snacks and learn about gardening and cooking.

COMMUNICATING
and REFLECTING

Financial Literacy

The Cost of Convenience

Many products have been created to meet consumers' need for convenient food preparation, an important factor in food decisions in most households. Is it more expensive to prepare from raw ingredients or as a frozen, prepackaged entree?

Would a chicken tikka masala meal for two people be less expensive to prepare from raw ingredients or as a frozen, prepackaged entree?

1. Conduct research to estimate the cost of the ingredients needed to prepare homemade and equivalent convenience products listed below. Try to ensure that the same ingredients are included in the same amounts in the convenience and homemade versions of each type of product.

Food for Thought

The Great Lakes Clean-up

The Great Lakes—Michigan, Superior, Huron, Erie, and Ontario—and the rivers that connect them—the St. Mary's, St. Clair, Detroit, Niagara, and upper St. Lawrence—comprise the largest freshwater ecosystem in the world.

The Great Lakes span more than 1200 km from west to east and contain about 20 per cent of the world's supply of surface fresh water.

1. Investigate one of the major industries in Ontario and analyse how it may contribute to pollution of the Great Lakes. If production of some toxic waste

The Environment and Sustainability

Evaluating the Environmental Impacts of Food Choices

Local food as well as organic and vegetarian diets all have some environmental benefits, but which is the most environmentally friendly? And which criteria can you use to determine this?

Consider the following diet trends:

- a diet that focuses on consuming locally produced food;
- a diet that contains as much organic food as possible; and
- a vegetarian diet (choose one of the types of vegetarian diets described on p. 111).

1. Before conducting any research, form a hypothesis about which type of diet is most environmentally friendly.

Foods available at farmers' markets are often organic. How would you rate the environmental impact of foods that are bought in a grocery store compared to those bought at a farmers' market?

Convenience Food Product	
Food	Estimated Cost
Single serving of vegetables and dip	
Delivered single-serving version of a main meal/entree	
A frozen entree from a grocery store	
A prepackaged boxed lunch from a grocery or convenience store for a teen to take to school	

SAMPLE

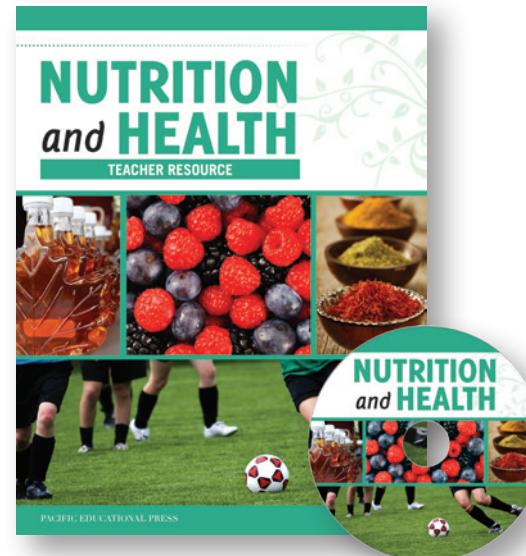
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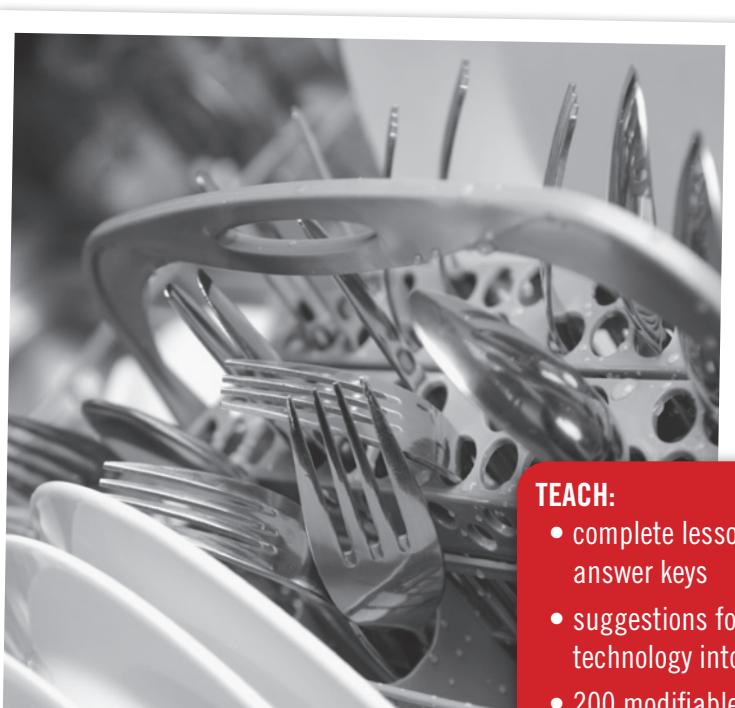


All you need to plan, teach and assess in one comprehensive resource!

CHAPTER PLANNING CHART									
Activity	Page Numbers		Curriculum Expectations		Activity Type		Group Size		Materials
	Teacher Resource	Student Resource	HNC3C	HNB4M	Minds On	Action	Consolidation	Individual	
LESSON 1.1: What Is Fashion? 150 min									
Ponder Parking Lot	00						X		• craft supplies • markers • paper • pens
What Fashion Means to Me	00			B1	X		X		• large sheet of paper • markers
Scavenger Hunt	00			B1		X	X	X	• large sheet of paper • markers
What Is Fashion?	00			B1		X	X	X	• large sheet of paper • markers
Talking About Fashion	00	17		B1		X	X	X	
My Fabric Swatch	00	18		B1		X	X	X	• any of the following: pencil crayons, fabric swatches, paint, glue, tape, glitter, buttons, ribbons, lace, sequins, pins

PLAN:

- curriculum correlations
- guiding principles and instructional strategies
- considerations for health and safety
- chapter planning charts
- planning tools and suggestions for teaching combined grades and courses



Safety and Food Preparation in the Kitchen

STUDENT RESOURCE PAGES 12–47

Overview

For the most part, kitchens in the family studies classroom (referred to as the lab) are set up to look similar to home kitchens. For this reason, teachers and students alike may feel that they are prepared to work safely in the lab, but this isn't always the case. As a teacher, you must have knowledge about working safely in the kitchen, and your students need to be aware of, including hazards and safe use. It is vital that all teachers of nutrition and health have a course to instruct students in the area of safety. This must be addressed before students are allowed to use the lab. Safety must also be integrated throughout the course as the concepts of the safety guidelines throughout the course. Students will need to practise kitchen safety, food safety, and

E. Food-Preparation Skills	
E1. Kitchen Safety: Demonstrate an understanding of practices that ensure or enhance kitchen safety.	E2. Food Safety: Demonstrate an understanding of practices that ensure or enhance food safety.

In Skills section of the curriculum are the same for courses HFA4C and HFA4U, the expectations for HFA4C and HFA4U.

LEARNING GOALS

- Explain the importance of understanding the practices that ensure or enhance kitchen safety.
- Explain the importance of practices that demonstrate safety when preparing food.

ESSENTIAL QUESTIONS

- Why is it necessary to understand the importance of practices that ensure or enhance kitchen safety?

LESSON 1.1 What is Fashion?

STUDENT RESOURCE PAGES: 16–19

TIME REQUIRED: 150 minutes

ESSENTIAL QUESTION	LEARNING GOALS
Influences on Clothing Choices <ul style="list-style-type: none"> What messages do clothing and accessories convey to others? 	Research and Inquiry Skills <ul style="list-style-type: none"> Describe the functions of clothing. Explain the impact that clothing has on society. Record and organize research data.
KEY TERMS fashion heritage style values	MATERIALS <ul style="list-style-type: none"> LM 1-1: What Fashion Means to Me (one per student) LM 1-2: Scavenger Hunt (one per student) LM 1-3: Mind Map (one per group) LM 1-4: Observations (one per group) chart paper markers sticky notes (three per student) LM 1-5: My Fabric Swatch (one per student) letter-size paper (one sheet per student)

MINDS ON

Ponder Parking Lot
Write the following statements on the back of a piece of paper.

Assessment Master A

FOOD LAB ASSESSMENT CHECKLIST

Recipe Name: _____ Date: _____

Group Members:

- _____
- _____
- _____
- _____
- _____

PART 1: ORGANIZATION

Work plan completed and submitted

Washed hands

Work station clean, books/bags not in kitchen

Used proper measurement techniques

No waste

Followed the recipe

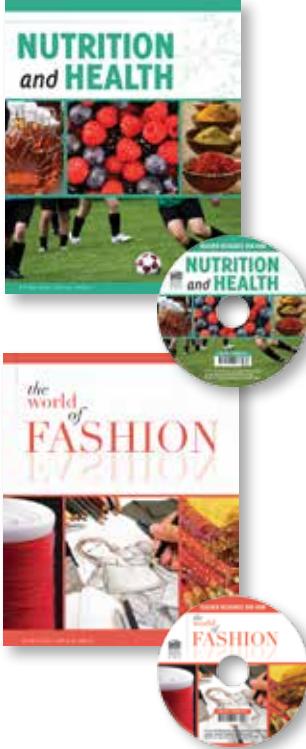
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ASSESS:

- assessment opportunities identified in each lesson
- cumulative project where students apply their research and inquiry skills
- modifiable assessment masters in Word and PDF formats, including rubrics and unit tests



Family Studies School Order Form



Resource	ISBN	School Price	Qty.	Total
Nutrition and Health				
Student Resource (print; hardcover)	978-1-926966-44-1	\$65.00		
Teacher Resource Pack (print; includes DVD-ROM)	978-1-926966-54-0	\$260.00		
The World of Fashion				
Student Resource (print; hardcover)	978-1-926966-40-3	\$65.00		
Teacher Resource Pack (print; includes DVD-ROM)	978-1-926966-50-2	\$260.00		
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