

Windows of Fashion, a State Event that is conducted at the NJ FCCLA State Leadership Conference, is an *individual* or *team event*, in which participants will research concepts related to fashion merchandising. Participants must prepare a **2-page paper, display** and an **oral presentation**.

NEW JERSEY LEARNING STANDARDS

- SLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- SLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.
- NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- RST.11-12.1 Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
- RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
- WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.11-12.6 Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
- WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- 4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm, mm; kg, g; lb, oz.; l, ml; hr, min, sec.
- 7.G.A.2 Draw (with technology, with ruler and protractor as well as freehand) geometric shapes with given conditions.
- 9.2.8.CAP.3 Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills
- 9.2.8.CAP.9: Analyze how a variety of activities related to career impacts postsecondary options
- 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
- 9.4.12.CI.3 Investigate new challenges / opportunities for personal growth, advancement, and transition.
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries

- 9.4.12.IML.8 Evaluate media sources for point of view, bias, and motivations.
- 9.4.8.IML.3 Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping.
- 9.4.8.IML.7 Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
- 1.2.12acc.Cr1b Organize and design artistic ideas for media arts productions.
- 1.2.12prof.Cn10a Access, evaluate and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests, and cultural experiences.

CAREER READY PRACTICES

- ✓ Apply appropriate academic and technical skills.
- ✓ Communicate clearly and effectively with reason.
- ✓ Consider the environmental, social and economic impacts of a decision.
- ✓ Demonstrate creativity and innovation.
- ✓ Employ valid and reliable research strategies.
- ✓ Utilize critical thinking to make sense of problems and persevere in solving them.
- ✓ Model integrity, ethical leadership and effective management.
- ✓ Use technology to enhance productivity.
- ✓ Work productively in teams while using cultural global competencies.

NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES

- 16.2.4 Analyze characteristics of textile components in the design, construction, care, use, maintenance, and disposal or recycling of products.
- 16.3.2 Apply basic and complex color schemes and color theory to develop and enhance visual effects.
- 16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textiles, fashion, and apparel.
- 16.4.4 Analyze current technology, trends, and innovations that facilitate design and production of textile, apparel, fashion and apparel.
- 16.5.5 Analyze the external factors that influence merchandising.
- 16.5.6 Apply research methods, including forecasting techniques, for marketing textiles, fashion and apparel.
- 16.7.6 Demonstrate knowledge of the impact of the external factors upon the textile, apparel, and fashion industries.

EVENT CATEGORIES

Junior: Participants in grades 6 – 8

Senior: Participants in a comprehensive program in grades 9 – 12

Occupational: Participants in an occupational program in grades 9 – 12

ELIGIBILITY

1. Each chapter may submit one (1) entry for every twelve (12) affiliated members with a maximum of two (2) entries in each event category.
2. An entry is defined as one (1) participant, or one (1) team comprised of a maximum of three (3) members.
3. An event category is determined by a member's grade in school and affiliation status.
4. Participation is open to any affiliated FCCLA member.

PROCEDURES & REGULATIONS

1. The Windows of Fashion event addresses fashion merchandizing as it relates to buying, forecasting, pricing, marketing, styling, displaying, and selling certain types of garments and accessories.
2. For the 2022 State Leadership Conference, participant(s) will consider that leather and fur garments are a big part of high-end fashion; But concerns about climate change and the treatment of animals is changing attitudes. Participants will examine how the world of fashion is responding to the look of leather and fur with more sustainable and responsible options. What are the possible negative factors in the production and use of faux fur/leather materials?

Use the fashion cycle to illustrate the past consumer popularity of real leather and genuine fur garments. Research when faux fur and artificial leather first hit the market and discuss the progress made to improve the quality of these products. Analyze the many factors that are causing faux fur and vegan leather to

increase in popularity. Research and critical thinking will be needed to sift through the information. A (two) page paper discussing all the findings is part of this project.

3. Participant(s) should research the use of fur/ leather in garments/styles/ trends and how some designers are responding to the genuine and the faux options. How has the use of artificial fur and leather expanded in designs that were not effective with genuine fur and leather?
 - A. Compare and contrast representative garments.
 - B. Find stores that carry real and vegan leather/ fur and identify the differences in the price.
 - C. Identify the 2022 Fall trends and explain how this reflects the current trends to faux leather/fur. Trends may include, but are not limited to:
 1. Colors
 2. Silhouettes
 3. Textile designs
 4. Fiber content
 5. Textures
 6. Trims
 7. Accessories
4. Participant(s) will research the history of the real leather/fur fashion/ garment/style and their rebirth as vegan options.
 - A. Diagram the fashion cycle for the item.
 - B. Describe whether the vegan leather/fur is considered to be fashion or fad.
5. Participant(s) should gather research using reliable information from respected fashion forecasting companies. Participant(s) should look to Color Association of the US and Pantone Inc. for color forecasting information and Women's Wear Daily, The Daily News Record, Doneger Group, etc. for reliable information about fashion trends.
6. Participant(s) will sketch how they will use the power of visual merchandising to attract, engage, and market the trend toward incorporating socially responsible faux fur/leather clothing option for the 21st century.
7. The display must not exceed **36" deep by 48" wide by 48" high**. The display must be tabletop. No electrical outlets will be available. Battery operated audio-visual equipment may be used.
8. The display may include visuals such as posters, photographs, models, charts, etc.
9. A type-written three (3)-by-five (5) inch card must be attached to the upper left side of the front of the display. The card must contain the following information:
 - A. Participant(s) Names
 - B. School Name
 - C. Chapter Name
 - D. Event Name (Windows of Fashion)
 - E. Event Category
10. On the back of the display, attach a Works Cited/Bibliography. Works Cited/Bibliography must be one (1) 8½ x 11" page, on plain paper, with no graphics or decorations.
11. Although, this is an in-person event, each entry will have both a "hard copy" and a digital folder. An assigned digital folder to submit the project materials via Google Drive will be provided to the adviser upon competitive event registration. All digital materials must be submitted by **March 15, 2022** and privacy settings must be viewable to anyone with the link.

12. Each entry must submit a digital file (in addition to the “hard copy” requirements) with the following information:
- A. Project Identification Page
 - Participant’s Name
 - School Name
 - Chapter Name
 - Event Name (Windows of Fashion)
 - Event Category
 - B. One 2-page paper discussing topic of fur and leather
 - C. Work Cited Page
 - D. 5 digital pictures of the display. One full page picture of the entire display and 4 close-up pictures-one of each of the quadrants of the display that shows the content of the display.
13. At the State Leadership Conference, one “hard copy” (1) letter-sized file folder will be submitted and will include the following information:
- A. Project Identification Page
 - Participant’s Name
 - School Name
 - Chapter Name
 - Event Name (Windows of Fashion)
 - Event Category
 - B. One 2-page paper discussing topic of fur and leather
 - C. Work Cited Page
14. The folder must be labeled on the front cover, upper left corner as follows:
- A. Participant’s Name
 - B. School Name
 - C. Chapter Name
 - D. Event Name (Windows of Fashion)
 - E. Event Category
15. At the competition each participant/team must explain the project in a three (3) to five (5) minute oral presentation.
16. This project must be the work of the participants(s) only.
17. Participant(s) must set up the display during the designated time period at the beginning of the State Leadership Conference. See the conference program for the exact time and location.
18. The display must be removed at the time designated in the State Leadership Conference program.
19. See GENERAL INFORMATION AND RULES for the Competitive Event guidelines.

WINDOWS OF FASHION EVENT SPECIFICATIONS

Display

Each display may include posters, photographs, models, charts, etc. The display must not exceed 36" deep by 48" wide by 48" high, including *audiovisual equipment*. The display must be tabletop.

Research	Investigate the engineering of artificial fur and leather. How have these products evolved and improved? How are they taking their place on the fashion scene? Why are consumers responding positively to these items in the past 10 years? What is happening to the use of real fur and leather on the fashion scene? Examine the ways the vegan options are expanding the incorporation of fur and leather into the fashion picture. What are the possible negative issues surrounding vegan fur/leather materials?
Representative Garments	Compare and contrast representative garments that illustrate how real fur and leather have been part of high-end fashion. Identify stores that carried these items and at what price point. Are there representative garments that illustrate the birth of faux fur/leather? What population of consumers gravitated to these products?
2022 Fall Trends	Identify the 2022 Fall trends and explain how faux fur and faux leather garment/style was reflected in the forecasted trends.
Fashion Cycle	Diagram the fashion cycle for real leather and fur garments/trends. Currently, where do you think vegan leather and fur would be displayed on the fashion cycle?
Sketch	Sketch a display that will feature the rebirth of vegan leather/fur.
Identification Card	3" x 5" card with required information in the top left corner of the display.
Works Cited/Bibliography	One 8½" x 11" page on the <u>back</u> of the display. List all references.
Effectively Illustrate Content	The visuals appropriately and effectively support, illustrate and/or compliment content of presentation.
Quality of Display	Presentation display must be visible to the audience, neat, legible, professional, creative, and use correct grammar and spelling.

Oral Presentation

The oral presentation may be three (3) to five (5) minutes long and is delivered to evaluators. The presentation should summarize the project and *display*.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner. Summarize project activities and accomplishments.
Delivery of Research	Show evidence of knowledge by using data to support and describe the project. Research should use reliable information from respected fashion forecasting companies. Oral presentation should concisely and thoroughly summarize research.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language / Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of <i>display</i> and notes or note cards if used. Wear appropriate clothing for the nature of the presentation.
Grammar / Word Usage / Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Adjust communication to the evaluator's questions. All <i>team</i> members involved in responding to questions. Questions are asked after the presentation.

Windows of Fashion Rating Sheet

Name(s) of Participant(s) _____ School _____

Category: _____ Junior _____ Senior _____ Occupational

INSTRUCTIONS:

1. Before student presentation, evaluators must check the participants' display using the criteria and standards in the guidelines. If there is a discrepancy over or under the required number of items, please complete the Point Deduction sheet as necessary.
2. Write the appropriate rating in the "Score" column. Points given may range between 0 and the maximum number indicated. Total the points and enter under "TOTAL SCORE". Make comments to help participants identify their strengths and areas for improvement. Use the back of the sheet if necessary.

Evaluation Criteria	Poor	Fair	Good	Very Good	Excellent	Score	Comments
DISPLAY							
Fashion Research	0-2	3-4	5-6	7-8	9-10		
Representative Garments	0-2	3-4	5-6	7-8	9-10		
2021 Fall Trends	0-2	3-4	5-6	7-8	9-10		
Fashion Cycle	0-2	3-4	5-6	7-8	9-10		
Sketch of Marketing Display	0-2	3-4	5-6	7-8	9-10		
Works Cited/Bibliography	0-1	2	3	4	5		
Effectively Illustrate Content	0-2	3-4	5-6	7-8	9-10		
Quality of Display	0-2	3-4	5-6	7-8	9-10		
ORAL PRESENTATION							
Organization/Delivery	0-1	2	3	4	5		
Delivery of Research	0-2	3-4	5-6	7-8	9-10		
Voice, Body Language, Clothing Choice, Grammar and Pronunciation	0-1	2	3	4	5		
Responses of Evaluators' Questions	0-1	2	3	4	5		

Total Score _____

Verification of Total Score (please initial)

Evaluator _____

Room Consultant _____

Lead Consultant _____

Circle Rating Achieved:

Gold: 90-100

Silver: 79-89

Bronze: 70-78