Dressing, Emily Post Style

Media Type: Microsoft® PowerPoint® Presentation
Duration: 31 slides

Goal: To identify various dress codes and interpret appropriate dress for specific occasions.

Description:
Proper attire shows people's respect to special occasions, creates a sense of belonging and helps people to feel more comfortable in various social and business environments. However, knowing what to wear in various occasions can be challenging. This presentation identifies various dress codes, provides examples of each and interprets appropriate dress for specific occasions.

Objectives:
1. To identify various dress codes in both social and business occasions.
2. To provide examples of each dress code for men and women.
3. To interpret appropriate dress for specific occasions.

▼ Common Core Standards

College & Career Readiness Anchor Standards for Writing

Writing Standards		
Text Types & Purposes	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
	9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
	11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Research to Build & Present Knowledge	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
	9-12.7	Conduct short as well as more sustained research projects to answer a 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.
	9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	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 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.

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College & Career Readiness Anchor Standards for Reading

Reading Standards for Informational Text		
Key Ideas & Details	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
	9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
Integration of Knowledge & Ideas	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	
	9-10.7	Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.
	11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.

Business Management & Administration Career Cluster (BM)

Cluster	Standard
	Explore, develop and apply strategies for ensuring a successful business career.
	Identify, demonstrate and implement solutions in managing effective business customer relationships.
General Management Career Pathway (BM-MGT)	Employ and manage techniques, strategies and systems to enhance business relationships.
	Plan, monitor and manage day-to-day business activities to sustain continued business functioning.

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Lesson Plan

Class 1: Distribute the *Dressing, Emily Post Style Student Notes* and *Vocabulary Handout.* Show the *Dressing, Emily Post Style* segment. Ask students to complete the *Fashion Items Activity.* Provide instructions to begin *the Personal Style Guide Project.*

Slides 1-25

Class 2: Administer the *Dressing, Emily Post Style Assessment*. Allow the students to work on the *Project* until completed.

Slides 26-31

Lesson Links

Emily Post Institute
- http://www.emilypost.com

Society of Certificated Etiquette Trainers
- http://www.societyofcertifiedetiquettetrainers.com

Career & Technical Student Organizations

FCCLA
- Interpersonal Communications
- Teach and Train

Lab Activity

Fashion Items
Directions:
Begin the activity by distributing the *Fashion Piece Student Activity.* Instruct students use the Internet to find an image for each fashion item listed on the *Activity.* Students will make a Microsoft® PowerPoint® presentation to combine all the images they find. Ask student volunteers to show their images to the class.

Career Connections

- iCEV50638, Stan Powers, Owner, Impressions Fine Jewelry
- iCEV50431, Robin Buerger, Wardrobe/Costume Manager, Fireside Theatre
- iCEV50791, Stan Wasielewski, General Manager, Justin Boots Outlet Store, Fort Worth, TX

Project

Personal Style Guide
Directions:
Students will create a personal style guide for seven different dress codes. Students will use the Internet or magazines to find at least three picture they would like to use as a reference for each dress code. Instruct students to identify three different occasions for the specific attire.

CEV