



Scope & Sequence

Course Name: Fashion Design I Lab TSDS PEIMS Code: 13009310		Course Credit: 1.0 Course Requirements: Recommended for Grade 10 - 12 Prerequisites: None. Recommended Prerequisites: Principles of Arts, Audio/Video Technology, and Communications. Recommended Corequisites: Fashion Design I.
Course Description: Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the fashion industry with an emphasis on design and construction. This class must be taken concurrently with Fashion Design I and may not be taken as a stand-alone course. Districts are encouraged to offer this lab in a consecutive block with Fashion Design I to allow students sufficient time to master the content of both courses.		
NOTE: This is a suggested scope and sequence for the course content. This content will work with any textbook or instructional materials. If locally adapted, make sure all TEKS are covered.		
Total Number of Periods Total Number of Minutes Total Number of Hours	175 Periods 7,875 Minutes 131.25 Hours*	*Schedule calculations based on 175/180 calendar days. For 0.5 credit courses, schedule is calculated out of 88/90 days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc.
Unit Number, Title, and Brief Description	# of Class Periods* (assumes 45-minute periods) Total minutes per unit	TEKS Covered 130.103. (c) Knowledge and skills
Unit 1: Professional Standards and Employability Skills	10 periods 450 minutes	(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:



<p>Students will begin the course by learning and/or reviewing and discussing professional standards and employability skills, effective critical thinking and problem solving strategies, interpersonal skills, positive work behaviors and appropriate work habits, and time-management skills. Students will further develop and demonstrate these skills and attributes throughout the course. In small groups and/or in other classroom activities, students will use appropriate technology to research and discuss career portfolios, training, education, or certification opportunities, and technical skills necessary for a successful career in fashion design. As a culminating activity for the unit, students will review exemplary examples of career portfolios and discuss and plan for the course portfolio requirements.</p>		<ul style="list-style-type: none"> (A) participate in training, education, or certification for employment; (B) demonstrate positive work behaviors and personal qualities needed to be employable; and (D) create a career portfolio to document work samples. <p>(4) The student understands and examines problem-solving methods. The student is expected to:</p> <ul style="list-style-type: none"> (A) employ critical-thinking skills independently and in groups; and (B) employ interpersonal skills in groups to solve problems. <p>(10) The student applies technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.</p>
<p>Unit 2: Fashion: Now and Then</p> <p>Students will use appropriate technology and/or assigned materials to analyze the history of the fashion, textiles, and apparel field. Students will use diagrams, illustrations, text, timelines, and/or presentation software to compare and</p>	<p>10 periods 450 minutes</p>	<ul style="list-style-type: none"> (5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects. (6) The student analyzes the history of the fashion, textiles, and apparel field. The student is expected to:



<p>explain fashion history relative to current fashions trends and to show how historical events and attitudes influence fashion trends.</p>		<p>(A) compare fashion history relative to current fashions trends; and (B) evaluate how historical events and attitudes influence fashion trends.</p>
<p>Unit 3: Workplace Safety</p> <p>Students will use appropriate technology and/or assigned materials to learn and/or review relevant safety regulations as well as personal and workplace safety rules and procedures. In small groups and/or in other classroom activities, students will work together to learn, observe, explain, and demonstrate safety and sanitary procedures while laundering, pressing, or dry cleaning, pressing procedures, and how to apply safety procedures while operating equipment. Students will employ mentoring and leadership skills as/when appropriate.</p>	<p>15 periods 675 minutes</p>	<p>(7) The student applies safety regulations. The student is expected to implement personal and workplace safety rules and procedures. (8) The student applies leadership characteristics in classroom and professional settings. The student is expected to: (A) employ leadership skills; (B) apply characteristics of effective working relationships; (C) participate in groups; and (D) employ mentoring skills. (14) The student applies skills related to commercial care of clothing. The student is expected to: (A) demonstrate safety and sanitary procedures while laundering, pressing, or dry cleaning; and (B) demonstrate pressing procedures. (17) The student demonstrates effective repair and alteration techniques. The student is expected to: (D) apply safety procedures while operating equipment.</p>



<p>Unit 4: Ethical Conduct and Critical-Thinking Skills</p> <p>Students will explore, identify, and explain the nature of business ethics and the role of ethics in fashion by researching and discussing maintaining client confidentiality and privacy of sensitive content, providing proper credit for ideas, copyright laws, and how the fashion industry influences society. Students will demonstrate their understanding of business and personal ethics and ethical responsibilities in classroom activities and/or decision-making scenarios/occupational tasks.</p>	<p>15 periods 675 minutes</p>	<p>(4) The student understands and examines problem-solving methods. The student is expected to:</p> <ul style="list-style-type: none">(A) employ critical-thinking skills independently and in groups. <p>(9) The student applies ethical decision making with laws regarding use of technology in fashion, textiles, and apparel. The student is expected to:</p> <ul style="list-style-type: none">(A) exhibit ethical conduct such as maintaining client confidentiality and privacy of sensitive content and providing proper credit for ideas;(B) apply copyright laws; and(C) evaluate fashion industry influences on society.
<p>Unit 5: Fashion Analysis Project</p> <p>Students will use appropriate technology and/or assigned materials to analyze prominent fashion publications as well as analyze trends using the fashion cycle, and then apply English language arts knowledge and skills to write and complete a fashion analysis project. The projects will include correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology.</p>	<p>15 periods 675 minutes</p>	<p>(2) The student applies academic knowledge and skills in fashion, textile, and apparel projects. The student is expected to:</p> <ul style="list-style-type: none">(A) apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents. <p>(11) The student analyzes the nature of fashion. The student is expected to:</p> <ul style="list-style-type: none">(A) analyze prominent fashion publications; and(B) analyze trends using the fashion cycle.



<p>Unit 6: Characteristics and Maintenance</p> <p>Students will be given multiple opportunities to observe, discuss, and identify fibers and textiles, evaluate water resistance, heat sensitivity, and colorfastness of various textiles, evaluate textile products as to suitability for varied apparel uses, and to distinguish textile selvage and grain line. Students will also learn and use appropriate care procedures for various textile and apparel products.</p>	<p>25 periods 1,125 minutes</p>	<p>(12) The student analyzes fiber and textile characteristics. The student is expected to:</p> <ul style="list-style-type: none">(A) identify fibers and textiles;(B) evaluate water resistance, heat sensitivity, and colorfastness of various textiles;(C) evaluate textile products as to suitability for varied apparel uses; and(D) distinguish textile selvage and grain line. <p>(13) The student selects proper care and maintenance practices for apparel. The student is expected to:</p> <ul style="list-style-type: none">(A) use appropriate care procedures for textile products; and(B) use appropriate care procedures for apparel products.
<p>Unit 7: Production Processes</p> <p>Students will observe, discuss, and analyze the apparel production process from design concept to finished product. In small groups and/or other classroom activities, students will identify and describe equipment needed for the apparel production process, as well as observe and explain the apparel construction process. Students will also be given multiple opportunities to identify and compare characteristics and properties of natural and manufactured fibers and to</p>	<p>25 periods 1,125 minutes</p>	<p>(15) The student analyzes the apparel production process from design concept to finished product. The student is expected to:</p> <ul style="list-style-type: none">(A) identify and describe equipment needed for the apparel production process; and(B) outline the apparel construction process. <p>(16) The student applies knowledge of fibers, fabrics, and design when evaluating and designing textile products. The student is expected to:</p> <ul style="list-style-type: none">(A) identify characteristics and properties of natural and manufactured fibers;(B) describe methods of textile production; and



<p>assess the effects of various environmental conditions on textiles. Using appropriate technology and/or assigned materials, students will research various methods of textile production, and describe/explain these methods in brief presentations and/or classroom activities.</p>		<p>(C) assess the effects of various environmental conditions on textiles.</p>
<p>Unit 8: Mathematics Knowledge and Skills: Applications</p> <p>Students will explore, discuss, and demonstrate the mathematics knowledge and skills required for a successful career in fashion design. Students will be given multiple opportunities to learn, demonstrate and apply relevant problem-solving, communication, and academic skills in-context as they demonstrate occupational tasks such as using appropriate measurement tools and measurement units, apply design principles and elements when altering apparel, and demonstrate appropriate use, selection, and care of equipment, tools, and notions. Students will discuss and predict what other academic skills will be necessary for a successful career in fashion design.</p>	<p>20 periods 900 minutes</p>	<p>(2) The student applies academic knowledge and skills in fashion, textile, and apparel projects. The student is expected to:</p> <p>(B) apply mathematics knowledge and skills such as using whole numbers, decimals, fractions, and knowledge of arithmetic operations.</p> <p>(17) The student demonstrates effective repair and alteration techniques. The student is expected to:</p> <p>(A) use appropriate measurement tools and measurement units;</p> <p>(B) demonstrate appropriate use, selection, and care of equipment, tools, and notions;</p> <p>(C) apply design principles and elements when altering apparel;</p> <p>(D) apply safety procedures while operating equipment; and</p> <p>(E) determine apparel design and alterations to accommodate individuals with special needs.</p>



<p>Unit 9: Techniques and Terminology</p> <p>Students will be given multiple opportunities to observe, demonstrate, and apply principles of quality apparel construction, to observe, demonstrate, and apply design principles and elements when designing and constructing apparel, to observe, demonstrate, and apply appropriate construction and pressing techniques in apparel and textile construction, and to describe pattern parts using appropriate terminology.</p>	<p>25 periods 1,125 minutes</p>	<p>(18) The student demonstrates effective construction techniques. The student is expected to:</p> <ul style="list-style-type: none"> (A) apply principles of quality apparel construction; (B) apply design principles and elements when designing and constructing apparel; (C) apply appropriate construction and pressing techniques in apparel and textile construction; and (D) describe pattern parts and terminology.
<p>Unit 10: Career Portfolio and Course Culminating Activities</p> <p>Students will use organized and professional communications strategies to present completed career portfolios, with work samples, in formal and informal presentations. Students will exhibit public relations skills as they provide each other with constructive feedback and observations. Students will also participate in mock interviews both as job applicants and as potential fashion industry employers, as well as create and/or</p>	<p>15 periods 675 minutes</p>	<p>(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</p> <ul style="list-style-type: none"> (A) participate in training, education, or certification for employment; (B) demonstrate positive work behaviors and personal qualities needed to be employable; (C) demonstrate skills related to seeking and applying for employment; and (D) create a career portfolio to document work samples. <p>(2) The student applies academic knowledge and skills in fashion, textile, and apparel projects. The student is expected to:</p>



<p>participate in various scenarios that demonstrate skills related to seeking and applying for employment, appropriate workplace conduct, and personal application of workplace ethics. As part of these mock interviews and workplace scenarios, students will demonstrate an ability to communicate with diverse individuals as well as effective, active listening and communication skills.</p>		<ul style="list-style-type: none">(A) apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents. <p>(3) The student applies professional communications strategies. The student is expected to:</p> <ul style="list-style-type: none">(A) adapt language for audience, purpose, situation, and intent;(B) organize oral and written information;(C) interpret and communicate information, data, and observations;(D) deliver formal and informal presentations;(E) apply active listening skills;(F) communicate with diverse individuals; and(G) exhibit public relations skills.
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