



Scope & Sequence

Course Name: Fashion Design I TSDS PEIMS Code: 13009300		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 Lab.
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.		
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 130.102. (c) Knowledge and skills
Unit 1: Professional Standards and Employability Skills Students will begin the course by learning and/or reviewing and discussing professional standards and employability skills, effective critical thinking and	10 periods 450 minutes	(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: (A) identify training, education, or certification for employment;



<p>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, entrepreneurship, 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"> (B) demonstrate positive work behaviors and personal qualities needed to be employable; (D) create a career portfolio to document work samples; and (E) examine employment opportunities in entrepreneurship. <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 analyze the history of the fashion, textiles, and apparel field and compare and explain fashion history relative to current fashions trends.</p>	<p>10 periods 450 minutes</p>	<p>(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.</p> <p>(6) The student understands fashion, textile, and apparel systems. The student is expected to:</p> <ul style="list-style-type: none"> (A) analyze the history of the fashion, textiles, and apparel field; and (B) compare fashion history relative to current fashions trends.



<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 work together to interpret labeling information, and safely determine and evaluate clothing care products and equipment. Students will use diagrams, examples, illustrations, charts, text, and/or presentation software to explain and identify procedures to receive, mark, and identify laundry or dry cleaning, identify appropriate laundry and dry cleaning procedures, and describe commercial laundry and/or dry cleaning techniques. 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.</p> <p>(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:</p> <ul style="list-style-type: none">(A) employ leadership skills;(B) apply characteristics of effective working relationships;(C) participate in groups; and(D) employ mentoring skills. <p>(14) The student selects proper care and maintenance practices for apparel. The student is expected to:</p> <ul style="list-style-type: none">(A) interpret labeling information to determine care procedures for apparel products;(B) evaluate clothing care products and equipment;(C) determine proper equipment and services related to care, maintenance, and storage of apparel; and(D) identify proper safety procedures when using care products and equipment. <p>(15) The student applies skills related to commercial care of clothing. The student is expected to:</p> <ul style="list-style-type: none">(A) identify procedures to receive, mark, and identify laundry or dry cleaning;(B) identify appropriate laundry and dry cleaning procedures;
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<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>	<ul style="list-style-type: none"> (4) The student understands and examines problem-solving methods. The student is expected to: <ul style="list-style-type: none"> (A) employ critical-thinking skills independently and in groups. (9) The student applies ethical decision making with laws regarding use of technology in fashion, textiles, and apparel. The student is expected to: <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) identify and apply copyright laws; and (C) analyze fashion industry influences on society.
<p>Unit 5: Fashion Analysis Project</p> <p>Students will use appropriate technology and/or assigned materials to analyze the nature and value of fashion. Student projects will identify the spectrum of the fashion industry, identify prominent fashion publications, and evaluate the</p>	<p>15 periods 675 minutes</p>	<ul style="list-style-type: none"> (2) The student applies academic knowledge and skills in fashion, textile, and apparel projects. The student is expected to: <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,



<p>fashion cycle. After their research is completed, students will 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>punctuation, and terminology to write and edit a variety of documents.</p> <p>(11) The student analyzes the nature of fashion. The student is expected to:</p> <ul style="list-style-type: none">(A) explain the value of fashion;(B) identify the spectrum of the fashion industry;(C) identify prominent fashion publications;(D) evaluate the fashion cycle; and(E) use appropriate terminology.
<p>Unit 6: Factors That Influence the Apparel Industry</p> <p>Students will use appropriate technology and/or assigned materials to learn, discuss, and evaluate factors influencing the apparel industry, including the interrelationship of the U.S. and international economies, labor laws, and procedures within the apparel industry that protect the environment. Students will then discuss and compare labor laws of the United States and other countries. Students will also use appropriate technology and/or assigned materials to learn about technological advancements influencing the apparel industry, and discuss these advancements in small groups, brief presentations, and/or in classroom activities.</p>	<p>20 periods 900 minutes</p>	<p>(12) The student evaluates factors influencing the apparel industry. The student is expected to:</p> <ul style="list-style-type: none">(A) describe the interrelationship of the U.S. and international economies;(B) identify and discuss labor laws of the United States and other countries;(C) recognize procedures within the apparel industry that protect the environment; and(D) describe technological advancements influencing the apparel industry.



<p>Unit 7: Fashion Analysis</p> <p>Students will use appropriate technology and/or assigned materials to analyze factors that impact consumer purchasing of fashion and apparel accessories, including social, cultural, and life cycle influences, explain how fashion trends are determined, analyze the influence of advertising on consumer apparel choices, and determine apparel management techniques for individuals with special needs. Students will present their analyses and explanations in in brief presentations and/or in small groups or other classroom activities.</p>	<p>25 periods 1,125 minutes</p>	<p>(13) The student analyzes factors that impact consumer purchasing of fashion and apparel accessories. The student is expected to:</p> <ul style="list-style-type: none"> (A) describe social, cultural, and life cycle influences; (B) explain how fashion trends are determined; (C) analyze the influence of advertising on consumer apparel choices; and (D) determine apparel management techniques for individuals with special needs.
<p>Unit 8: Mathematics Knowledge and Academic 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 and academic skills in-context as they demonstrate occupational tasks, participate in course activities, and complete their assignments. In this unit, students will apply mathematical</p>	<p>25 periods 1,125 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"> (B) apply mathematics knowledge and skills such as using whole numbers, decimals, fractions, and knowledge of arithmetic operations. <p>(14) The student selects proper care and maintenance practices for apparel. The student is expected to:</p> <ul style="list-style-type: none"> (E) analyze the impact of clothing care requirements on clothing selection and the clothing budget. <p>(16) The student proposes ways to effectively manage the apparel dollar. The student is expected to:</p>



<p>knowledge and skills to analyze the impact of clothing care requirements on clothing selection and the clothing budget, to compare various sources for apparel and accessory purchases, and to analyze the impact of technology on consumer apparel purchasing options. As a culminating activity for the unit, students will develop and implement ideas for recycling apparel.</p>		<ul style="list-style-type: none"> (A) develop a budget for apparel and accessory costs, care, and maintenance; (B) compare various sources for apparel and accessory purchases; (C) analyze the impact of technology on consumer apparel purchasing options; and (D) develop and implement ideas for recycling apparel.
<p>Unit 9: Techniques and Terminology</p> <p>Students will be given multiple opportunities to observe, learn, and apply principles and elements of effective design. Students will learn and explain how to identify basic body types, how to identify and apply proportion, balance, emphasis, rhythm, and harmony for specific fashion ensembles, how to determine clothing silhouettes, fabric selection, and design elements appropriate for specific body types, how to use design principles to design products for the human form, including adaptations for individuals with special needs, how to sketch fashion drawings using basic design tools and techniques such as fashion drawing, draping, and flat pattern methods for fitting a garment, and how to apply technology applications useful in the apparel design</p>	<p>25 periods 1,125 minutes</p>	<p>(17) The student designs apparel products using principles of effective design. The student is expected to:</p> <ul style="list-style-type: none"> (A) identify basic body types; (B) identify and apply proportion, balance, emphasis, rhythm, and harmony for specific fashion ensembles; (C) determine clothing silhouettes, fabric selection, and design elements appropriate for specific body types; (D) use design principles to design products for the human form, including adaptations for individuals with special needs; (E) sketch fashion drawings using basic design tools and techniques such as fashion drawing, draping, and flat pattern methods for fitting a garment; and (F) apply technology applications useful in the apparel design process.



<p>process. Students will then apply effective design principles and elements in “hands-on” demonstrations and/or activities to identify and apply shape, line, form, color, and texture for specific fashion ensembles, determine clothing silhouettes, fabric selection, and design elements appropriate for specific body types, and use design elements to design products for the human form, including adaptations for individuals with special needs.</p>		<p>(18) The student designs apparel products using elements of effective design. The student is expected to:</p> <ul style="list-style-type: none"> (A) identify and apply shape, line, form, color, and texture for specific fashion ensembles; (B) determine clothing silhouettes, fabric selection, and design elements appropriate for specific body types; and (C) use design elements to design products for the human form, including adaptations for individuals with special needs.
<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 participate in various scenarios that demonstrate skills related to seeking and</p>	<p>15 periods 675 minutes</p>	<ul style="list-style-type: none"> (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: <ul style="list-style-type: none"> (A) identify 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; (D) create a career portfolio to document work samples; and (E) examine employment opportunities in entrepreneurship. (2) The student applies academic knowledge and skills in fashion, textile, and apparel projects. The student is expected to:



<p>applying for employment, entrepreneurship, 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>		<p>(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> <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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