



## Scope & Sequence

<b>Course Name:</b> Fashion Design II <b>TSDS PEIMS Code:</b> 13009400		<b>Course Credit:</b> 1.0 <b>Course Requirements:</b> Recommended for Grade 11 - 12 <b>Prerequisites:</b> Fashion Design I <b>Recommended Corequisites:</b> Fashion Design II Lab.
<b>Course Description:</b> 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.		
<b>NOTE:</b> 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.		
<b>Total Number of Periods</b> <b>Total Number of Minutes</b> <b>Total Number of Hours</b>	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.
<b>Unit Number, Title, and Brief Description</b>	<b># of Class Periods*</b> (assumes 45-minute periods) Total minutes per unit	<b>TEKS Covered</b> <b>130.104. (c) Knowledge and Skills</b>
<b>Unit 1: Professional Standards and Employability Skills</b>  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	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 and participate in training, education, or certification for employment; (B) identify and demonstrate positive work behaviors and personal qualities needed to be employable;



<p>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"><li>(D) create a career portfolio to document information such as work experiences, licenses, certifications, and work samples; and</li><li>(E) examine employment opportunities in entrepreneurship.</li></ul> <p>(4) The student understands and examines problem-solving methods. The student is expected to:</p> <ul style="list-style-type: none"><li>(A) employ critical-thinking skills independently and in groups; and</li><li>(B) employ interpersonal skills in groups to solve problems.</li></ul> <p>(10) The student applies advanced technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.</p>
<p><b>Unit 2: Fashion, Textiles, and Apparel</b></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 analyzes the history of the fashion, textiles, and apparel field. The student is expected to analyze fashion history relative to current fashions trends.</p>



<p><b>Unit 3: Workplace Safety</b></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 relevant safety procedures and personal precautions. Students will use diagrams, examples, illustrations, charts, text, and/or presentation software to explain and summarize employer and employee responsibilities in terms of making and complying with safety rules and procedures. Students will employ constructive 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"> <li>(A) employ leadership skills to accomplish collective goals;</li> <li>(B) establish and maintain practices for effective working relationships such as providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions;</li> <li>(D) employ mentoring skills to inspire others.</li> </ul> <p>(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:</p> <ul style="list-style-type: none"> <li>(E) summarize the rights and responsibilities of employers and employees.</li> </ul>
<p><b>Unit 4: Ethical Conduct and Critical-Thinking Skills</b></p> <p>Students will explore, identify, and explain the nature of business ethics and the role of ethics in fashion by researching and discussing ethical conduct in the fashion and apparel industries, copyright laws,</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"> <li>(A) employ critical-thinking skills independently and in groups.</li> </ul> <p>(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:</p>



<p>intellectual property, acceptable use policies, and legal aspects of the fashion and apparel industries. Students will also learn, explain, and summarize the rights and ethical responsibilities of both employers and employees. Students will demonstrate and apply their understanding of business and personal ethics and ethical conduct and responsibilities in classroom activities and/or decision-making scenarios/occupational tasks.</p>		<ul style="list-style-type: none"> <li>(A) exhibit ethical conduct as defined by the fashion and apparel industries;</li> <li>(B) apply copyright laws;</li> <li>(C) model respect for intellectual property;</li> <li>(D) demonstrate knowledge of acceptable use policies;</li> <li>(E) summarize the rights and responsibilities of employers and employees; and</li> <li>(F) analyze legal aspects of the fashion and apparel industries.</li> </ul>
<p><b>Unit 5: Fashion Analysis Project</b></p> <p>Students will use appropriate technology and/or assigned materials to analyze the nature and value of fashion. Student projects will evaluate significant historic fashions from early civilizations to today, describe social influences that have affected fashion, explain values communicated through clothing in specific historical periods, show the influence of historic fashions on current-year fashion, and identify prominent historical designers. 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</p>	<p>20 periods 900 minutes</p>	<ul style="list-style-type: none"> <li>(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"> <li>(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.</li> </ul> </li> <li>(11) The student describes how garment development and fashion have evolved from ancient times to present day. The student is expected to: <ul style="list-style-type: none"> <li>(A) evaluate significant historic fashions from early civilizations to today;</li> <li>(B) describe social influences that have affected fashion;</li> </ul> </li> </ul>



<p>correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology.</p>		<p>(C) explain values communicated through clothing in specific historical periods;  (D) show the influence of historic fashions on current-year fashion; and  (E) identify prominent historical designers.</p>
<p><b>Unit 6: Worldwide Fashion Production</b></p> <p>Students will use appropriate technology and/or assigned materials to learn, discuss, and analyze various types of worldwide fashion production as well as the development of haute couture. Students will then use diagrams, charts, illustrations, examples, presentation software, and/or text to discuss and compare mass production techniques. Students will also use appropriate technology and/or assigned materials to learn about and explain the role of leading designers in determining fashion trends, analyze international factors affecting fashion design, determine the impact of technology on the design industry, and determine the impact of design decisions on product cost. Students will discuss their research findings in small groups, brief presentations, and/or in classroom activities.</p>	<p>25 periods  1,125 minutes</p>	<p>(12) The student analyzes various types of worldwide fashion production. The student is expected to:  (A) describe mass production techniques; and  (B) describe the development of haute couture.</p> <p>(13) The student determines design influences on the fashion industry. The student is expected to:  (A) explain the role of leading designers in determining fashion trends;  (B) analyze international factors affecting fashion design;  (C) determine the impact of technology on the design industry; and  (D) determine the impact of design decisions on product cost.</p>



<p><b>Unit 7: Fashion Design Portfolios</b></p> <p>Students will use appropriate technology and/or assigned materials to create a portfolio of fashion designs. Students will learn, review, and demonstrate fashion figure drawing, how to apply design elements and principles to create fashion drawing, demonstrate the properties and characteristics of color, use computer-aided techniques to create fashion designs, select appropriate textiles to use in specific designs, and assemble portfolio components to present fashion designs. Students will share their portfolio components in brief presentations and/or in small groups or other classroom activities, and demonstrate sensitivity as they provide praise as well as constructive feedback.</p>	<p>25 periods 1,125 minutes</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"> <li>(B) establish and maintain practices for effective working relationships such as providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions.</li> </ul> <p>(14) The student creates a portfolio of fashion designs. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) demonstrate fashion figure drawing;</li> <li>(B) apply design elements and principles to create fashion drawings;</li> <li>(C) demonstrate the properties and characteristics of color;</li> <li>(D) use computer-aided techniques to create fashion designs;</li> <li>(E) select appropriate textiles to use in specific designs; and</li> <li>(F) assemble portfolio components to present fashion designs.</li> </ul>
<p><b>Unit 8: Academic and Leadership Skills</b></p> <p>Students will explore, discuss, and demonstrate the mathematics knowledge and academic skills required for a successful career in fashion design.</p>	<p>10 periods 450 minutes</p>	<p>(2) The student applies academic knowledge and skills in fashion, textile, and apparel projects. The student is expected to:</p>



<p>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 learn and/or review parliamentary procedure, and conduct and participate in a meeting regarding effective working relationships, accomplishing collective goals, leadership, providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions.</p>		<p>(B) apply mathematics knowledge and skills such as using whole numbers, decimals, fractions, and knowledge of arithmetic operations.</p> <p>(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:</p> <p>(A) employ leadership skills to accomplish collective goals;</p> <p>(B) establish and maintain practices for effective working relationships such as providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions;</p> <p>(C) conduct and participate in meetings using parliamentary procedure.</p>
<p><b>Unit 9: Techniques in Fashion Image Analysis</b></p> <p>Students will be given multiple opportunities to observe, learn, and apply basic techniques in personal fashion image analysis. Students will learn and explain how to analyze the fashion image of individual clients, analyze factors involved in fashion image consulting such as personal coloring, color harmonies, appropriate fabric textures, body proportion and silhouette, figure, facial and hair analysis,</p>	<p>25 periods 1,125 minutes</p>	<p>(15) The student demonstrates basic techniques in personal fashion image analysis. The student is expected to:</p> <p>(A) describe techniques used to analyze the fashion image of individual clients;</p> <p>(B) analyze factors involved in fashion image consulting such as personal coloring, color harmonies, appropriate fabric textures, body proportion and silhouette, figure, facial and hair analysis, and wardrobe coordination; and</p> <p>(C) develop a personal fashion image evaluation for an individual.</p>



<p>and wardrobe coordination. As a culminating activity for the unit, students will develop a personal fashion image evaluation for an individual.</p>		
<p><b>Unit 10: Career Portfolio and Course Culminating Activities</b></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 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</p>	<p>20 periods 900 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"> <li>(A) identify and participate in training, education, or certification for employment;</li> <li>(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable;</li> <li>(C) demonstrate skills related to seeking and applying for employment to find and obtain a desired job;</li> <li>(D) create a career portfolio to document information such as work experiences, licenses, certifications, and work samples; and</li> <li>(E) examine employment opportunities in entrepreneurship.</li> </ul> <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"> <li>(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.</li> </ul>





<p>well as effective, active listening and communication skills.</p>		<p>(3) The student applies professional communications strategies. The student is expected to:</p> <ul style="list-style-type: none"><li>(A) adapt language for audience, purpose, situation, and intent;</li><li>(B) organize oral and written information;</li><li>(C) interpret and communicate information, data, and observations;</li><li>(D) deliver formal and informal presentations;</li><li>(E) apply active listening skills;</li><li>(F) communicate with diverse individuals; and</li><li>(G) exhibit public relations skills.</li></ul>
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