



Scope & Sequence

Course Name: Fashion Design II Lab TSDS PEIMS Code: 13009410		Course Credit: 1.0 Course Requirements: Recommended for Grade 11 - 12 Prerequisites: Fashion Design I Recommended Corequisites: Fashion Design II.
Course Description: Careers in fashion span all aspects of the textile and apparel industries. 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 130.105. (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 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"> (D) create a career portfolio to document information such as work experiences, licenses, certifications, and 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 advanced technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.</p>
<p>Unit 2: Academic and Leadership Skills</p> <p>Students will review, discuss, and demonstrate the mathematics knowledge and other academic and technical skills required for a successful career in fashion design. Students will be given multiple opportunities to learn, demonstrate and apply relevant problem-solving, technical, 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</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"> (B) apply mathematics knowledge and skills such as using whole numbers, decimals, fractions, and knowledge of arithmetic operations. <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 to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-



<p>parliamentary procedure, and conduct and participate in a meeting regarding effective working relationships, accomplishing collective goals, leadership skills, providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, ways to employ mentoring skills to inspire and teach others, and managing stress and controlling emotions. As a culminating activity for the unit, students will research various leadership roles and styles, and briefly discuss mentoring and leadership opportunities and benefits offered via participation in CTSO and/or other extracurricular student, civic, and community activities.</p>		<p>solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills;</p> <p>(B) establish and maintain effective working relationships by 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; and</p> <p>(D) employ mentoring skills to inspire and teach others.</p>
<p>Unit 3: Fashion, Textiles, and Apparel</p> <p>Students will use appropriate technology and/or assigned materials to research and analyze the history and evolution of the fashion, textiles, and apparel field. Students will use technology applications such as word processing and slide show presentation software to summarize and present their research and analyses.</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, word processors, industry programs, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects.</p> <p>(6) The student understands fashion, textile, and apparel systems. The student is expected to analyze and summarize the history and evolution of the fashion, textiles, and apparel field.</p>
<p>Unit 4: Workplace Safety</p> <p>Students will use appropriate technology and/or assigned materials to learn and/or</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>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 identify and explain tasks that employees may perform, follow procedures identified for performing tasks, and apply resource management procedures to safely complete assigned tasks. Students will also discuss and summarize safety practices related to garment construction as well as employer and employee responsibilities in terms of implementing and complying with safety rules and procedures.</p>		<p>(11) The student performs operations for various roles in the fashion industry. The student is expected to:</p> <ul style="list-style-type: none"> (A) identify tasks that employees may perform; (B) follow procedures identified for performing tasks; and (C) apply resource management procedures when completing assigned tasks. <p>(15) The student produces quality fashion products. The student is expected to:</p> <ul style="list-style-type: none"> (F) demonstrate safety practices related to garment construction. <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"> (E) summarize the rights and responsibilities of employers and employees.
<p>Unit 5: 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 ethical conduct in the fashion and apparel industries, copyright laws, intellectual property, acceptable use</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 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"> (A) exhibit ethical conduct;



<p>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. Students will demonstrate their knowledge of acceptable use policies, copyright laws, and intellectual property issues in brief presentations, class discussions, and/or in other classroom activities.</p>		<ul style="list-style-type: none"> (B) apply copyright laws; (C) model respect for intellectual property; (D) demonstrate knowledge of acceptable use policies; (E) summarize the rights and responsibilities of employers and employees; (F) exhibit ethical practices as defined by the fashion and apparel industries; and (G) analyze legal aspects of the fashion and apparel industries.
<p>Unit 6: Textile Project</p> <p>Students will use appropriate technology and/or assigned examples/materials to determine textile suitability for specific applications and uses and the implications of textile characteristics on apparel and fashion. Student projects will compare processes for dyeing, printing, and finishing used in the textile industry, explain how finishes affect the characteristics of fabrics, recommend care procedures for various textile products, and outline the textile</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"> (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; and (B) apply mathematics knowledge and skills such as using whole numbers, decimals, fractions, and knowledge of arithmetic operations.



design process from concept to finished product. After their research is completed, students will apply English language arts as well as mathematical knowledge and skills to write and complete a textile analysis project. Student projects and presentations will include correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology, a slide show presentation, and the use of a spreadsheet software application to determine factors affecting the cost of textile products. After presentations, students will discuss and determine textile and apparel labeling requirements, and summarize implications and methods of dyeing, printing, and finishing of textiles.

- (5) The student applies technology applications. The student is expected to use personal information management, email, Internet, word processors, industry programs, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects.
- (12) The student determines textile suitability for specific applications and uses. The student is expected to:
 - (A) compare processes for dyeing, printing, and finishing used in the textile industry;
 - (B) explain how finishes affect the characteristics of fabrics; and
 - (C) recommend care procedures for various textile products.
- (13) The student determines implications of textile characteristics on apparel and fashion. The student is expected to:
 - (A) outline the textile design process from concept to finished product;
 - (B) differentiate types and methods of textile production;
 - (C) summarize implications and methods of dyeing, printing, and finishing of textiles;
 - (D) determine textile and apparel labeling requirements; and
 - (E) determine factors affecting the cost of textile products.



<p>Unit 7: Producing Quality Fashion Products</p> <p>Students will observe and discuss general procedures and equipment used in apparel design and pattern development as well as safety practices related to garment construction. Students will review procedures and use diagrams, charts, illustrations, examples, presentation software, and/or text to explain and demonstrate how to construct custom made garments using appropriate tools, equipment, and supplies, develop garments for proper fit, develop garments for proper fit, and construct custom made garments. Students will then apply and demonstrate their knowledge in “hands-on” activities and/or assignments, and discuss and share their finished garments in small groups, brief presentations, and/or in other classroom activities.</p>	<p>25 periods 1,125 minutes</p>	<p>15) The student produces quality fashion products. The student is expected to:</p> <ul style="list-style-type: none">(A) outline general procedures and equipment used in apparel design and pattern development;(B) construct custom made garments using appropriate tools, equipment, and supplies;(C) develop garments for proper fit;(D) develop garments for proper fit;(E) construct custom made garments; and(F) demonstrate safety practices related to garment construction.
<p>Unit 8: Fashion Design Portfolios</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</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">(B) establish and maintain practices for effective working relationships such as providing constructive praise and criticism, demonstrating



<p>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>sensitivity to and value for diversity, and managing stress and controlling emotions.</p> <p>(14) The student creates a portfolio of fashion designs. The student is expected to:</p> <ul style="list-style-type: none"> (A) demonstrate fashion figure drawing; (B) apply design elements and principles to create fashion drawings; (C) demonstrate the properties and characteristics of color; (D) use computer-aided techniques to create fashion designs; (E) select appropriate textiles to use in specific designs; and (F) assemble portfolio components to present fashion designs.
<p>Unit 9: Techniques in Fashion Image Analysis</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>15 periods 675 minutes</p>	<p>(15) The student demonstrates basic techniques in personal fashion image analysis. The student is expected to:</p> <ul style="list-style-type: none"> (A) describe techniques used to analyze the fashion image of individual clients; (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 (C) develop a personal fashion image evaluation for an individual.



<p>and wardrobe coordination. As a culminating activity for the unit, students will develop a personal fashion image evaluation for an individual.</p>		
<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 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"> (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; (C) demonstrate skills related to seeking and applying for employment to find and obtain a desired job; (D) create a career portfolio to document information such as work experiences, licenses, certifications, and work samples; and (E) examine employment opportunities in entrepreneurship. <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>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">(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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