



## Fashion Design Year at a Glance (YAG)



First Semester		Second Semester	
<b>1<sup>st</sup> Nine Weeks – 42 days</b> (August 16 <sup>th</sup> – October 13 <sup>th</sup> ) <i>(September 6<sup>th</sup> – Labor day – No School)</i> <i>(October 11<sup>th</sup> – Staff Development)</i>		<b>3<sup>rd</sup> Nine Weeks – 44 days</b> (January 3 <sup>rd</sup> – March 4 <sup>th</sup> ) <i>(January 17<sup>th</sup> – MLK – No School)</i> <i>(March 7<sup>th</sup> – 11<sup>th</sup> – Spring Break)</i>	
<b><u>TEKS</u></b>  1 (A) (B) (D) (E)  4 (A) (B)  10                     5  4 (A) (B)	<p><b>Employability Skills</b></p> <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, entrepreneurship, training, education, or certification opportunities, and technical skills necessary for a successful career in fashion design. As a culminating</p> <p><b>Fashion: Now and Then</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><b>Workplace Safety</b></p> <p>Students will use appropriate technology and/or assigned materials to learn and/or review relevant safety regulations as well</p>	<b><u>TEKS</u></b>  13 (A) (B) (C) (D)                       2 (B)  14 (E)  16 (A) (B) (C) (D)	<p><b>Fashion Analysis</b></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 brief presentations and/or in small groups or other classroom activities.</p> <p><b>Mathematics Knowledge and Academic Skills: Applications</b></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 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</p>



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<p>7</p> <p>8 (A) (B) (C) (D)</p> <p>14 (A) (B) (C) (D)</p> <p>15 (A) (B) (C) (D) (E)</p>	<p>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>for the unit, students will develop and implement ideas for recycling apparel.</p>
<p>4 (A)</p> <p>9 (A) (B) (C)</p>	<p><b>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 maintaining client confidentiality and privacy of sensitive content, providing proper credit for ideas, <u>copyright laws, and how the</u> 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>		



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<b>2<sup>nd</sup> Nine Weeks – 42 days</b> (October 14 <sup>th</sup> – December 17 <sup>th</sup> ) <i>(November 22<sup>nd</sup> – 26<sup>th</sup> – Thanksgiving Break)</i> <i>(December 20<sup>th</sup> – December 31<sup>st</sup> – Holiday Break)</i>	<b>4<sup>th</sup> Nine Weeks – 51 days</b> (March 14 <sup>th</sup> – May 25 <sup>th</sup> ) <i>(April 8<sup>th</sup> – Battle of Flowers – No School)</i> <i>(April 15<sup>th</sup> – Good Friday – No School)</i>		
<p><b>TEKS</b></p> <p>2 (A)</p> <p>11 (A) (B) (C) (D) (E)</p>          <p>12 (A) (B) (C) (D)</p>	<p style="text-align: center;"><b>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 identify the spectrum of the fashion industry, identify prominent fashion publications, and evaluate the 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 style="text-align: center;"><b>Factors That Influence the Apparel Industry</b></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><b>TEKS</b></p> <p>17 (A) (B) (C) (D) (E) (F)</p> <p>18 (A) (B) (C)</p>          <p>1 (A) (B) (C) (D) (E)</p> <p>2 (A)</p> <p>3 (A) (B) (C) (D) (E) (F) (G)</p>	<p style="text-align: center;"><b>Techniques and Terminology</b></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 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 style="text-align: center;"><b>Career Portfolio and Course Culminating Activities</b></p> <p>Students will use organized and professional communications strategies to present completed career portfolios, with work</p>



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			<p>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</p>
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