



# Fashion Design & Textile Art

## Course Outline

### Course Description

The Fashion Design and Textile Art course immerses students in the world of fashion and apparel industry in preparation for work or postsecondary study in apparel, textile, or design. Students will explore the artistic role fashion plays and will also examine the business aspects of the fashion industry. Students will closely examine the aesthetic aspects of two- and three-dimensional design and apply these principles by creating sketches, clothing designs, and store layouts.

Students will identify the elements and principles of design relating to historical trends and compare the work of contemporary designers as they explore and develop their own original styles. Throughout this course, students will utilize technology to conduct research, to present their findings, and to create their own unique designs. The course culminates with the design and creation of a fashion event to spotlight original student work. Connections to other academic fields are interwoven throughout the course as students relate the world of fashion design to multiple disciplines of study.

### Course Details

**Length of Program and Academic Credits Earned:**

Year-long 3 hour course = 519 hours total (~261/semester)

30 total units (15/semester):

- 20 non-a-g elective credits (10/semester)
- 10 UC "f" fine arts credits (5/semester)

**Pre-Requisites:**

- High School Junior or Senior, or 16 years or older
- Recommended: Introduction to Art; Basic Sewing

**CTE Classification:**

- **Industry Sector:** Fashion and Interior Design
- **Industry Pathway:** Fashion Design and Merchandising
- **CA Basic Education Data System (CBEDS) Code:** 4411

<p><b>Work-Based Learning:</b></p> <ul style="list-style-type: none"> <li>● Guest Speakers</li> <li>● Field Trips</li> <li>● Industry Professional Critiques</li> <li>● Students with a “B” or better average and in good standing in class may be chosen to participate in an internship in the fashion or costume design, textiles or merchandising field.</li> </ul>	<p><b>Certifications &amp; State Tests:</b></p> <ul style="list-style-type: none"> <li>● SVCTE Certificate of Completion awarded with “C” or better average for both semesters</li> </ul>
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Possible Education & Career Pathways		For more career information: <a href="http://www.onetonline.org">www.onetonline.org</a>
College & Career Pathways:	Career Opportunities	O*NET Codes
<p><u>Post-Secondary:</u> Students with a high school diploma and having successfully completed this course have a number of entry-level career opportunities, as well as continuing their education.</p>	<ul style="list-style-type: none"> <li>● Retail Salesperson</li> <li>● First-line Supervisor of Retail Sales Worker</li> <li>● Tailor, Dressmaker, and Custom Sewer</li> <li>● Textile, Apparel and Furnishing Worker</li> <li>● Textile Knitting and Weaving Machine Setter, Operator, and Tender</li> </ul>	<ul style="list-style-type: none"> <li>41-2031.00</li> <li>41-1011.00</li> <li>51-6052.00</li> <li>51-6099.00</li> <li>51-6063.00</li> </ul>
<p><u>Continuing Education: Including Community College, Training Programs, Certifications, etc:</u></p> <ul style="list-style-type: none"> <li>● AA or AS in Fashion Design or Fashion Merchandising or Related Field</li> </ul>	<ul style="list-style-type: none"> <li>● Retail Salesperson</li> <li>● First-line Supervisors of Retail Sales Worker</li> <li>● Tailor, Dressmaker, and Custom Sewer</li> <li>● Textile, Apparel and Furnishing Worker</li> <li>● Textile Knitting and Weaving Machine Setter, Operator, and Tender</li> </ul>	<ul style="list-style-type: none"> <li>41-2031.00</li> <li>41-1011.00</li> <li>51-6052.00</li> <li>51-6099.00</li> <li>51-6063.00</li> </ul>
<p><u>University Majors &amp; Degrees:</u></p> <ul style="list-style-type: none"> <li>● BA or BS in Fashion Design, Fashion Merchandising, Textiles, Costume Design or Related Field</li> </ul>	<ul style="list-style-type: none"> <li>● Fashion Designer</li> <li>● Costume Designer</li> <li>● Commercial and Industrial Designer</li> <li>● Fabric and Apparel Patternmaker</li> </ul>	<ul style="list-style-type: none"> <li>27-1022.00</li> <li>39-3092.00</li> <li>27-1021.00</li> <li>51-6092.00</li> </ul>

<u>Post-Baccalaureate Degrees</u> <ul style="list-style-type: none"> <li>• Masters or Doctorate in Fine Arts</li> </ul>	<ul style="list-style-type: none"> <li>• Fashion Designer 27-1022.00</li> <li>• Commercial and Industrial Designer 27-1021.00</li> <li>• Fabric and Apparel Patternmaker 51-6092.00</li> </ul>
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<b>Ongoing Unit: Career Readiness &amp; Professionalism</b>	<b>47 hours</b>
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Students will develop personal and professional skills in the classroom that will transfer to the workplace.

- Time management and organization
- Interpersonal communication skills
- Work with a variety of technology
- Creative thinking and problem solving
- Job search skills including: resume, job applications and effective interview skills (professional dress, hygiene, and demeanor)
- Safety in manufacturing environments

**Standards Alignments:**  
**CCSS:** LS 11-12.6; **RSTS** 11-12.4; **SLS** 11-12.1b, 11-12.1d, 11-12.2; **WS** 11-12.6

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<ul style="list-style-type: none"> <li>✓ <b>Key Assignment:</b> Student will participate in mock interviews with industry professionals, peers and instructors to increase their communication, interpersonal and employability skill-sets.</li> </ul> <p><b>Assessment:</b> rubric, observation of role playing, peer and self- assessment</p>	1.0, 2.0, 3.1, 3.2, 4.1, 10.1	A 2.1, A 2.2
<ul style="list-style-type: none"> <li>✓ <b>Key Assignment:</b> After participating in a resume workshop, students will prepare a job-specific resume and cover letter.</li> </ul> <p><b>Assessment:</b> rubric, peer and self- assessment</p>	1.0, 2.0, 3.1, 4.1, 4.2, 4.3, 10.1, 11.5	A 2.1, A 2.2
<ul style="list-style-type: none"> <li>✓ <b>Key Assignment:</b> Students will research various careers in the fashion industry and present their findings to the class. They will cite numerous sources to substantiate their research, as well as include data, graphs, charts, images and video clips to effectively communicate their detailed focus area. The class will use a rubric to evaluate each presentation for style, content, quality of research and aesthetic value.</li> </ul> <p><b>Assessment:</b> rubric, peer and instructor review</p>	1.0, 2.0, 3.0, 4.0, 5.1, 9.1, 9.2, 9.3, 10.3	A 1.1, A 1.6, A 2.1, A 2.1, A 2.4, A 3.4

<p>✓ <b>Key Assignment:</b> Students will create a fashion blog, update, and publish it each day with industry news, reflective writing, images, and answers to fashion-related instructor prompts. Students may use this tool as part of their portfolio as they apply to colleges and jobs.</p> <p><b>Assessment:</b> rubric, self-assessment, audience feedback, public review</p>	<p>1.0, 2.0, 3.5, 4.0, 5.0, 6.6, 7.8, 8.3, 8.4, 8.5, 8.6, 8.7, 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8, 10.9, 10.10, 11.2, 11.3, 11.5</p>	<p>A 1.1, A 1.3, A 2.4, A 3.2, A 7.1, A 7.2</p>
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<b>Unit 1: Fashion Designers, Apparel and Appearance</b>	<b>45 hours</b>
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Students will explore the following topics through a series of hands-on and academic lessons:

- Major fashion designers
- Haute Couture vs. ready-to-wear
- Social, physical and psychological needs fulfilled by clothing
- Social types of dress
- Basic functions fulfilled by clothing
- Influences on clothing choices
- Cultural values and ideals
- Fads and trends
- Trend forecasting

**Standards Alignments:**  
**CCSS:** LS 11-12.1, 11-12.2, 11-12.3, 11-12.6; **SLS** 11-12.1, 11-12.1b; **WS** 11-12.6, 11-12.7

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ <b>Key Assignment:</b> Working individually, students will select a famous fashion designer responsible for one recent fashion trend and will write a research paper that documents the designer’s influence on the fashion world. The report will include biographical information, location of their design center, their licensing agreements, and the price points of their fashion line. The paper will include numerous images showing styles and designs that made the designer famous. Students will sketch three looks that are consistent with the style of their designer to demonstrate understanding of the designer’s aesthetic.</p> <p><b>Assessment:</b> rubric, observation of role playing, peer and self-assessment</p>	<p>1.0, 4.1, 5.1, 11.5</p>	<p>A 2.4, A 4.1, A 5.1, A 5.4, A 7.2, A 8.6</p>
<p>✓ <b>Key Assignment:</b> Students will research the popularity of a particular fashion trend of the past. They will research and chart the fashion cycle of this trend from introduction through obsolescence and will document the dates of the five stages of the fashion cycle for this trend. Students will create a presentation using PowerPoint, submit a paper and orally present their findings to their peers.</p> <p><b>Assessment:</b> teacher observation, rubric, peer feedback</p>	<p>1.0, 2.0, 4.1, 4.2, 4.3, 5.1, 10.3, 10.15</p>	<p>A 1.2, A 1.3, A 1.4, A 2.4, A 5.1, A 5.4, A 7.2</p>

<p>✓ <b>Key Assignment:</b> Students will learn basic trend-forecasting techniques and will predict trends for the upcoming season in the categories of color, texture and silhouette. In small groups they will use print media to create trend boards which illustrate and support their predictions. The groups will present their findings to their peers.</p> <p><b>Assessment:</b> rubric, group discussion and feedback</p>	<p>1.0, 2.0, 4.5, 7.5, 9.1, 9.2, 9.3, 10.1, 10.3, 10.6</p>	<p>A 1.3, A 4.2, A 4.4</p>
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<b>Unit 2: Elements and Principles of Color and Design</b>	<b>30 hours</b>
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Students will explore principles of color and design while examining a variety related concepts.

- Shape, line, color, texture
- Balance, proportion, rhythm, emphasis, harmony
- Color wheel/color schemes
- Design elements and principles in creating fashions and art
- Drawing the 9-head fashion croquis
- Body shapes and sizes
- Color and design to enhance body types

**Standards Alignments:**  
**CCSS:** LS 11-12.1, 11-12.2, 11-12.3, 11-12.6; **WS** 11-12.6, 11-12.7; **SLS** 11-12.1b, 11-12.1d; **G-MG** 1, 3; **N-Q** 1, 3  
**NGSS:** SEP 1, 2, 3, 4, 5, 6, 7, 8; **PS** 1.A, 2.B, 3.D; **CC** 1, 5, 7

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ <b>Key Assignment:</b> Using watercolor paints in primary colors, students will create a color wheel and color chart to explore the development of secondary and tertiary colors, tints and tones. These will serve as tools to be used as students choose fabrics and design garments throughout the year.</p> <p><b>Assessment:</b> rubric, visual inspection</p>	<p>1.0, 10.6</p>	<p>A 6.3, A 7.1</p>
<p>✓ <b>Key Assignment:</b> Using a virtual pinboard website, students will identify and compile fashion images which illustrate the elements and principles of design including shape, line, color, texture, balance, proportion, rhythm, emphasis, and harmony. Students will be provided post-its to place on student monitors to identify which elements or principles are highlighted in each image.</p> <p><b>Assessment:</b> gallery walk and critique, rubric</p>	<p>1.0, 2.1, 2.3, 2.4, 2.6, 10.6</p>	<p>A 4.1, A 4.3, A 4.4</p>
<p>✓ <b>Key Assignment:</b> Students will design and conduct a campus survey that gathers information on customer perceptions and opinions about color. Students will collect data such as preferences, associations, and feelings about various colors. Students will</p>	<p>1.0, 2.0, 4.1, 4.3, 4.4, 4.6, 5.0, 8.4, 9.1, 9.2, 9.3, 10.1, 10.3, 10.6</p>	<p>A 1.3, A 2.4, A 3.2, A 5.1, A 7.2, A 7.3, A 9.3</p>

compile the information using spreadsheets and will create graphs and charts to demonstrate how customer perceptions about color influence buying decisions. <b>Assessment:</b> rubric, public feedback, peer and teacher evaluation		
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<b>Unit 3: History of Fashion</b>	<b>30 hours</b>
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Students will take an in-depth look at fashion trends throughout history and the symbiotic relationship between fashion and current events.

- Historical fashion influences
- Major historical developments and trends

**Standards Alignments:**  
**CCSS:** LS 11-12.1, 11-12.2, 11-12.3, 11-12.6; **SLS** 11-12.1; **WS** 11-12.6, 11-12.7

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ <b>Key Assignment:</b> Acting as fashion journalist, students will conduct research and write a magazine article that showcases a historic period between the 16<sup>th</sup> and 20<sup>th</sup> centuries. Their article will analyze the historical, social and political climate of the time and how these factors influenced fashion design.</p> <p><b>Assessment:</b> rubric, peer feedback, student/teacher conference, peer edit</p>	1.0, 2.0, 4.0, 5.0, 7.2, 7.8, 10.6, 10.7	A 1.4, A 5.1, A 5.2, A 5.3
<p>✓ <b>Key Assignment:</b> Students will design an avant-garde shoe, based on a decade in history. Using both printed and online resources, students will research a particular decade and will incorporate historical themes into their design. Student will prepare an artist statement in support of their work to display with their shoe. They will present their design to peers and industry professionals for critique.</p> <p><b>Assessment:</b> rubric, peer and industry feedback</p>	1.0, 2.0, 4.0, 5.0, 7.4, 7.5, 10.3, 10.4, 10.5, 10.6, 10.7, 10.9	A 4.1, A 4.4, A 5.1, A 5.2, A 5.4, A 7.2

<b>Unit 4: Textiles and the Science of Apparel</b>	<b>30 hours</b>
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Students will analyze multiple textiles through a variety of hands-on activities in the lab.

- Sources of natural and manmade fibers
- Marketability of fibers
- Fiber characteristics
- Fibers, yarns and fabrics
- Woven and knitted fabrics
- Dyeing and printing
- Finishes

**Standards Alignments:**

**CCSS:** LS 11-12.1, 11-12.2, 11-12.3, 11-12.6; **RSTS** 11-12.4; **SLS** 11-12.1b; **WS** 11-12.6

**NGSS:** SEP 1, 2, 3, 4, 5, 6, 7, 8; **PS** 1.A, 1.B, 3.D; **ETS** 1,2; **CC** 1, 5, 7

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ <b>Key Assignment:</b> Working in collaborative groups, students will prepare a presentation board to include physical samples of an assigned fiber along with text and visual support about the history, characteristics, production, and uses. Audience will be required to take notes on fibers as they are presented. Presentations will conclude with a multi-sensory gallery walk.</p> <p><b>Assessment:</b> rubric, audience feedback, unit test, gallery walk</p>	<p>1.0, 2.1, 2.3, 2.4, 2.5, 2.6, 4.1, 4.2, 4.3, 4.5, 9.1, 9.2, 9.3, 10.1, 10.6</p>	<p>A 2.4, A 3.1, A 4.4, A 5.2, A 6.1, A 6.5, A 6.6</p>
<p>✓ <b>Key Assignment:</b> In small groups, students will analyze, identify, and classify yarn and fabric structures through detailed analysis using magnifying devices. They will record their data on various graphic organizers, draw conclusions and categorize their findings.</p> <p><b>Assessment:</b> lab write-up, teacher observation, peer discussion, exit ticket</p>	<p>1.0, 2.5, 5.0, 10.1, 10.8</p>	<p>A 2.4, A 3.1, A 3.2, A 6.1, A 6.2, A 6.4, A 6.5,</p>
<p>✓ <b>Key Assignment:</b> Students will use fabric swatches of various fabrics to conduct a burn testing experiment in which they observe the behavior of each fiber with respect to odor, color and residue (ashy, hard-bead, etc.) in order to identify, differentiate and classify various fibers into groups such as protein, cellulosic, non-cellulosic and synthetic.</p> <p><b>Assessment:</b> lab write-up, pair-share, teacher observation</p>	<p>1.0, 5.0, 6.6, 10.1, 10.3, 10.8</p>	<p>A 2.4, A 6.1, A 6.5</p>

**Unit 5: Apparel Manufacturing, Production, and Marketing** **202 hours**

The fashion design and merchandising field has many different avenues for students to pursue. During this unit, students will be introduced to the following topics related to manufacturing, production and marketing:

- Garment construction skills and terminology
- Steps in manufacturing
- Textile selection for garments
- Assessing quality
- Types of retail
- Merchandising and marketing
- Retail math and terminology
- Entrepreneurship
- Patternmaking and draping concepts

**Standards Alignments:**

**CCSS:** LS 11-12.1, 11-12.2, 11-12.3, 11-12.6; **RSTS** 11-12.4; **SLS** 11-12.1, 11-12.1b, 11-12.1d, 11-12.2, 11-12.4, 11-12.6; **WS** 11-12.6, 11- 12.7;

<b>G-MG 1,3; N-Q 1,3</b> <b>NGSS: SEP 1, 2, 3, 4, 5, 6, 7, 8; ETS 2.B</b>		
Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ <b>Key Assignment:</b> Students will create a pop-up retail store designing, producing, marketing and selling small products. The project will include cost analysis, product pitch, sourcing materials, calculate profit, rotate roles, and retail math.</p> <p><b>Assessment:</b> rubric, exit-tickets, checks for understanding, observation of role playing, peer and self-assessment, peer and instructor critique, public display and critique</p>	1.0, 2.0, 3.7, 4.1, 4.2, 4.3, 5.0, 6.2, 6.3, 6.4, 7.0, 8.1, 8.3, 8.4, 8.5, 9.1, 9.2, 9.3, 9.6, 9.7, 10.1, 10.2, 10.3, 10.5, 10.6, 10.8, 10.9, 10.12, 10.14, 11.1, 11.3, 11.4	A 1.1, A 1.2, A 2.1, A 2.3, A 2.4, A 3.0, A 4.1, A 4.3, A 4.4, A 6.4, A 8.1, A 8.2, A 8.3, A 8.6, A 8.11, A 9.0, A 10.0, A 10.1, A 11.1, A 11.5
<p>✓ <b>Key Assignment:</b> Students will design and construct their own scale model of a retail store they envision. Students will formulate a concept, define its target market, design marketing material and a store logo. Students will build a physical model of the store and present their model and materials to peers. Completed models will be displayed at a spring school event.</p> <p><b>Assessment:</b> rubric, peer and instructor critique, gallery walk</p>	1.0, 2.1, 2.5, 4.1, 4.2, 4.3, 5.0, 7.4, 7.5, 8.1, 10.1, 10.3, 10.4, 10.5	A 1.1, A 1.2, A 2.4, A 4.1, A 4.4, A 9.7, A 10.0
<p>✓ <b>Key Assignment:</b> Students will create an interactive notebook of process work showcasing samples of garment construction techniques and lecture notes. Students will use this notebook as a reference guide as they construct their full-scale garments throughout the year.</p> <p><b>Assessment:</b> notebook check, instructor review and feedback</p>	1.0, 2.1, 10.3, 10.9, 11.5	A 2.4, A 3.2, A 4.1, A 4.3, A 4.5, A 8.1, A 8.2
<p>✓ <b>Key Assignment:</b> With an emphasis on safety and basic sewing machine usage, students will create a simple garment. Prior to beginning their project, students will choose a commercial pattern to guide their construction and will choose textiles appropriate for the design.</p> <p><b>Assessment:</b> rubric, peer and instructor critique, exit tickets</p>	1.0, 5.0, 6.2, 6.3, 6.5, 6.6, 7.2, 7.3, 7.4, 7.5, 8.1, 10.1, 10.2, 10.3, 10.6, 10.8, 10.9, 11.5	A 4.1, A 4.3, A 6.1, A 6.2, A 6.3, A 8.1, A 8.3, A 8.6, A 8.7, A 8.10, A 8.11
<p>✓ <b>Key Assignment:</b> Building upon the basic garment construction skills acquired in the previous project, students will create a more complex garment of their choice. Focusing on more advanced construction methods, garments with zipper or button closures such as dresses and shirts will be constructed. As the students create their garment, they may choose to incorporate basic patternmaking and/or draping</p>	1.0, 2.1, 5.0, 6.2, 6.3, 6.5, 6.6, 7.2, 7.3, 7.4, 7.5, 8.1, 10.1, 10.2, 10.3, 10.4, 10.6, 10.8, 10.9, 10.14, 11.5	A 4.1, A 4.3, A 6.1, A 6.2, A 6.3, A 8.1, A 8.3, A 8.5, A 8.6, A 8.7, A 8.10, A 8.9, A 8.1



<p>concepts learned throughout the year. These garments will be showcased at a year-end fashion event.</p> <p><b>Assessment:</b> rubric, exit tickets, checks for understanding, peer and instructor critique, public display</p>		
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<b>Unit 6: The Global Impact of Fashion and Design</b>	<b>30 hours</b>
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Global citizenship is of particular relevance in today’s garment industry. Students will explore the following and will be challenged to reflect on the impact each one has on our world:

- Worldwide apparel industry
- Fast Fashion
- Working conditions
- Environmental factors
- Production markets
- Fur, leather, and ethics

**Standards Alignments:**  
**CCSS:** LS 11-12.1, 11-12.2, 11-12.3, 11-12.6; **SLS** 11-12.1, 11-12.1b, 11-12.1d; **WS** 11-12.6, 11-12.7; **G-MG** 1, 3; **N-Q** 1, 3  
**NGSS:** ETS 2.B; ESS 3.C, 3.D

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ <b>Key Assignment:</b> Utilizing film and print sources, students will study the phenomenon of ‘fast fashion’ and its harmful effect on the environment and humans in developing countries. In small groups, students will take a stand on the issue, develop written materials to support their point-of-view and participate in debates on the issue.</p> <p><b>Assessment:</b> rubric, oral defense, peer and instructor feedback</p>	<p>1.0, 2.0, 4.1, 4.2, 4.3, 5.0, 7.1, 7.2, 7.3, 7.5, 7.8, 8.2, 8.3, 8.4, 9.1, 9.2, 9.3, 9.5, 9.7, 10.1, 10.2, 10.3, 10.7, 10.12</p>	<p>A 1.1, A 1.2, A 1.4, A 5.1, A 5.2, A 5.3</p>
<p>✓ <b>Key Assignment:</b> Students will research companies that are anti/pro fur and animal products. Students will present their findings to their peers. Groups will designate if they strongly agree, agree, disagree or strongly disagree with the information presented by their peers. The teacher will ask leading questions and students will defend their opinions.</p> <p><b>Assessment:</b> rubric, observation of role playing, peer and self- assessment, oral defense</p>	<p>1.0, 2.0, 4.1, 4.2, 4.3, 5.0, 7.1, 7.2, 7.3, 7.5, 7.8, 8.2, 8.3, 8.4, 9.1, 9.2, 9.3, 9.5, 9.7, 10.1, 10.2, 10.3, 10.7, 10.12</p>	<p>A 1.1, A 1.2, A 1.4, A 5.1, A 5.2, A 5.3, A 6.2, A 6.4, A 6.7</p>

<b>Unit 7: Alterations and Fit</b>	<b>45 hours</b>
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Students will practice the technical skills necessary to construct, alter, and repair a variety of garments.

- Alter and repair garments
- Cost of repairs or alterations
- Quality alterations
- Common fitting problems

<b>Standards Alignments:</b>		
<b>CCSS:</b> LS 11-12.1, 11-12.2, 11-12.3, 11-12.6; <b>RSTS</b> 11-12.4; <b>SLS</b> 11-12.1d; <b>WS</b> 11-12.6, 11-12.7; <b>G-MG</b> 1, 3; <b>N-Q</b> 1, 3		
<b>Key Assignments</b>	<b>CTE Anchor Standards</b>	<b>CTE Pathway Standards</b>
<p>✓ <b>Key Assignment:</b> Students will take a comprehensive set of body measurements (bust, waist hip, back waist length, crotch depth, arm length, neckline, shoulder length, back width, etc.) according to industry standards. Students will record measurements on a fashion figure graphic organizer to be used as a guideline as they alter garments in class.</p> <p><b>Assessment:</b> observation, checks for understanding, graphic organizer, peer and self-assessment</p>	1.0, 2.1, 5.1, 6.6, 8.1, 8.3, 8.4, 10.1, 10.2, 10.3, 10.9	A 2.3, A 2.4
<p>✓ <b>Key Assignment:</b> Students will use industry-recognized methods to mark, alter and repair a wide variety of garments including pants, jeans, shirts, and dresses. In addition, students will utilize this skillset as they create their own garments throughout the year.</p> <p><b>Assessment:</b> rubric, observation of role playing, peer and self- assessment</p>	1.0, 2.1, 5.1, 6.6, 8.1, 8.3, 8.4, 10.1, 10.2, 10.3, 10.9, 11.5	A 2.1, A 2.3, A 2.4, A 3.2, A 3.3, A 8.1, A 8.2, A 8.3, A 8.4, A 8.5, A 8.11
<p>✓ <b>Key Assignment:</b> Based on instructor specifications, students will perform simple pattern alterations to flat patterns with respect to overall length, sleeve length, width, bust/chest measurements, and simple design changes. Samples of some of these may be included in their interactive binder of process work.</p> <p><b>Assessment:</b> observation, peer and self- assessment, rubric, interactive notebook</p>	1.0, 2.1, 5.1, 8.1	A 4.1, A 4.5, A 8.2, A 8.7

<b>Unit 8: Embellishments and Art to Wear</b>		<b>30 hours</b>
<p>Students will explore and apply:</p> <ul style="list-style-type: none"> <li>• Hand-embroidery, beading</li> <li>• Patchwork and quilting</li> <li>• Decorative closures</li> <li>• Dying and printing processes</li> <li>• Fiber art</li> <li>• Upcycling</li> </ul>		
<b>Standards Alignments:</b>		
<b>CCSS:</b> LS 11-12.1, 11-12.2, 11-12.3, 11-12.6; <b>RSTS</b> 11-12.4; <b>SLS</b> 11-12.1, 11- 12.1d; <b>WS</b> 11-12.6, 11-12.7		
<b>Key Assignments</b>	<b>CTE Anchor Standards</b>	<b>CTE Pathway Standards</b>
<p>✓ <b>Key Assignment:</b> Students will create an interactive notebook of process work showcasing samples of embellishment techniques and lecture notes. Students will use this notebook as a reference guide as they construct their full-scale garments throughout the year.</p> <p><b>Assessment:</b> notebook check, instructor review and feedback</p>	1.0, 2.1, 10.3, 10.9, 11.5	A 2.4, A 3.2, A 4.1, A 4.3, A 4.5, A 8.1, A 8.2

<p>✓ <b>Key Assignment:</b> Student will choose at least one embellishment technique they learned throughout the semester and will apply this technique to a full-scale garment in order to enhance its appearance. This garment will be showcased in an annual fashion event.</p> <p><b>Assessment:</b> rubric, peer and self-assessment, exit ticket, community feedback</p>	<p>1.0, 2.1, 5.0, 6.3, 7.2, 7.3, 7.4, 7.5, 8.1, 10.1, 10.2, 10.3, 10.4, 10.6, 10.8, 10.9, 10.14, 11.5</p>	<p>A 4.1, A 4.3, A 6.1, A 6.2, A 6.3, A 8.1, A 8.3, A 8.5, A 8.6, A 8.7, A 8.10, A 8.9, A 8.11</p>
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<b>Unit 9: Fashion Event Planning</b>	<b>30 hours</b>
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Students will explore and apply:

- Fashion show or exhibit
- Design and theme
- Marketing strategies
- Community collaboration

**Standards Alignments:**  
**CCSS:** LS 11-12.1, 11-12.2, 11-12.3, 11-12.6; **RSTS** 11-12.4; **SLS** 11-12.1, 11-12.1b, 11- 12.2; **WS** 11-12.6, 11- 12.7

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ <b>Key Assignment:</b> Students will plan, prepare, and host a fashion event for the local community that showcases their original work. Students will be responsible for handling various aspects of hosting this event. They will showcase garments they designed and created themselves throughout the year. Through this event, students will choose a charity or community organization to which they will bring awareness or donate a portion of any proceeds raised.</p> <p><b>Assessment:</b> rubric, observation of role playing, peer and self- assessment, community feedback</p>	<p>1.0, 2.0, 3.2, 3.6, 4.0, 5.0, 7.0, 6.2, 6.3, 6.4, 6.6, 7.0, 9.0, 8.1, 8.3, 8.4, 8.5, 8.6, 8.7, 9.0, 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8, 10.9, 10.10, 11.3, 11.4, 11.5</p>	<p>A 1.1, A 1.2, A 2.1, A 2.3, A 2.4, A 3.0, A 4.1, A 4.3, A 4.5, A 6.4, A 8.1, A 8.2, A 8.3, A 8.6, A 8.7, A 8.9, A 8.11, A 9.2, A 9.4, A 10.0, A 10.1, A 10.3, A 10.4</p>

## Instructional Materials

### Textbooks:

- ***Apparel: Design, Textiles & Construction*** 10th edition  
Liddell & Samuels – Goodheart-Willcox Company, Inc © 2012  
ISBN: 978-1-60525-593-4
- ***Fashion: The Definitive History of Costume and Style***  
Ellen Nanney-DK Publishing, a Division of Penguin Random  
House Company Inc © 2017  
ISBN: 978-1-4654-7036-2

### Electronic Media/Supplemental Print Materials/Online Resources:

- Various industry-specific video clips
- Live streaming fashion shows
- Current, industry-related news articles
- YouTube
- Blogger

#### Additional Print Reference Materials:

- *A Guide to Fashion Sewing, Amaden-Crawford*
- *The Sewing Book, Smith*
- *Textiles Basics, Kadolph*
- *Fashion: From Concept to Consumer, Frings*
- *9 Heads: A Guide to Drawing Fashion, Riegelman*
- *Colors for Modern Fashion, Riegelman*

## Standards Assessed in this Course

### CTE Anchor Standards:

- 1.0 Academics: Academics standards are aligned to pathways; see below.
- 2.0 Communications: Acquire and use accurately sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
- 3.0 Career Planning and Management: Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.
- 4.0 Technology: Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the sector workplace environment.

- 5.0 Problem Solving and Critical Thinking: Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.
- 6.0 Health and Safety: Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the sector workplace environment.
- 7.0 Responsibility and Flexibility: Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the sector workplace environment and community settings.
- 8.0 Ethics and Legal Responsibilities: Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.
- 9.0 Leadership and Teamwork: Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution.
- 10.0 Technical Knowledge and Skills: Apply essential technical knowledge and skills common to all pathways in the sector following procedures when carrying out experiments or performing technical tasks.

**Industry Sector: Fashion and Interior Design - Industry Pathway: Fashion Design and Merchandising**

- A1.0 Understand various aspects of the fashion design, manufacturing, merchandising, and retail industry and the industry’s role in local, state, national, and global economies.**
  - A1.1 Understand the different segments of the fashion industry from textile design to retail sales.
  - A1.2 Identify how the various segments of the industry contribute to local, state, national, and international economies.
  - A1.3 Understand how such resources as periodicals, mass media, trend reports, and the Internet are used in the industry.
  - A1.4 Compare major legislative, economic, and social trends that affect the industry.
  - A1.5 Research various professional organizations such as Fashion Group International (FGI) and National Retail Federation (NRF).
  - A1.6 Research postsecondary education options in the field of fashion design and merchandising.
- A2.0 Understand basic hiring practices, operational policies, procedures, and regulatory requirements in the fashion design, manufacturing, merchandising, and retail industry.**
  - A2.1 Identify what constitutes appropriate professional clothing, grooming, and personal hygiene for a variety of professions.
  - A2.2 Identify hiring practices within the industry.
  - A2.3 Analyze basic operational procedures for all aspects of the industry (e.g., quality control, inventory control, distribution, quick response marketing, production, and accounting).
  - A2.4 Create a product which assesses the importance of accurate and thorough documentation to various aspects of the industry.
- A3.0 Understand the principles of organizational management, including the roles and responsibilities of management and employees.**
  - A3.1 Describe important management strategies, such as shared responsibilities and negotiation.
  - A3.2 Practice using common organizational procedures and tools, such as business plans, spreadsheets, recordkeeping, and communication with consumers.

- A3.3 Compare and contrast the major outcomes of effective management, such as profitability, productivity, a positive work environment, and client satisfaction.
- A3.4 Identify and list management titles and the role of each position in the overall operation of the company.
- A3.5 Use the concepts and principles that lead to a healthy business with a positive company culture to begin creating a business plan.
- A4.0** **Apply the elements and principles of design in various aspects of the fashion industry.**
- A4.1 Apply the elements and principles of design to various tasks within the fashion industry (e.g., textiles design, fashion design, graphic design, visual merchandising).
- A4.2 Explain the fundamentals of trend forecasting.
- A4.3 Integrate various types of technology in the design process.
- A4.4 Master skills to create presentation boards.
- A4.5 Create a portfolio to showcase design ideas and mastery.
- A5.0** **Understand how the history of social, cultural, political, economic, and technological changes influence fashion.**
- A5.1 Analyze how fashion and design have been influenced by politics, society, economics, culture, and aesthetics.
- A5.2 Compare how textiles and design have evolved throughout history.
- A5.3 Define the ways in which economies, mass production, labor unions, globalization, and technology affect the fashion industry.
- A5.4 Create a product describing fashion cycles and the adaptation of historical fashions to current trends.
- A6.0** **Understand the characteristics, production, and maintenance of textiles and the use of sustainable practices.**
- A6.1 Identify general characteristics and maintenance of various fibers, fabrics, and finishes.
- A6.2 Compare textile manufacturing methods for producing fabrics that are woven, nonwoven, and knit.
- A6.3 Analyze principals of standard print design (e.g., abstract and geometric) and color designs (e.g., tone-on-tone, positive/negative, and monotone).
- A6.4 Integrate the skills and procedures necessary to create and produce textile products.
- A6.5 Research how technology is used to create various textiles.
- A6.6 Evaluate how copyright, trademark, and patent laws affect textile design and production.
- A6.7 Compile textile industry standards that demonstrate sustainable practices.
- A7.0** **Understand how trends, color, and societal forecasting are used in the fashion industry.**
- A7.1 Identify the resources available to the fashion industry that provide information on fashion trends, color, and societal trend forecasting.
- A7.2 Research trends that influence fashion and interior design.
- A7.3 Apply trend forecasting as it relates to fashion design, textile design, product development, and merchandising.
- A8.0** **Understand the principles and techniques used in fashion design and product development and manufacturing.**
- A8.1 Know the basic process of manufacturing garments.
- A8.2 Identify equipment, tools, supplies, and software to construct or manufacture garments.
- A8.3 Illustrate how the manufacturing process relates to the cost of producing garments.
- A8.4 Evaluate the effects of global sourcing on garment production.

- A8.5 Formulate cost sheets for garments, including manufacturer's costs, markup, and profit margin.
- A8.6 Sketch a fashion design on the nine-head figure.
- A8.7 Define flat patternmaking and draping techniques.
- A8.8 Recognize pattern specifications for global production.
- A8.9 Experiment with draping using various fabrics.
- A8.10 Distinguish how technology is used in pattern-making, grading, and marking.
- A8.11 Evaluate first-sample garments made from first patterns and make necessary adjustments.
- A.9.0 Understand the skills and procedures necessary for sales, marketing, and branding in the fashion industry.**
- A9.1 Define basic procedures for sales, exchanges, and returns.
- A9.2 Identify the factors that contribute to quality customer relations, service, and sales.
- A9.3 Analyze customer buying motives.
- A9.4 Apply effective sales, marketing techniques, and presentation skills.
- A9.5 Assess strategies for helping customers select merchandise and recommend related products and services appropriate to their needs.
- A9.6 Explain how technology can be used to provide customer service.
- A9.7 Define the concept of branding and identify successful examples.
- A10.0 Understand visual merchandising and product styling.**
- A10.1 Explain the characteristics of effective interior and exterior retail displays.
- A10.2 Understand the theory and practice of merchandise placement on a sales floor.
- A10.3 Construct store displays by using various fixtures (e.g., mannequins, shadow boxes, wall and tabletop displays, and props) to convey specific messages (e.g., a store's image, a specific manufacturer's label, a color or fabric story, or a specific event).
- A10.4 Demonstrate understanding of methods of visual merchandising and styling as it relates to selling on all types of media by creating a marketing plan.
- A11.0 Understand the current laws, work site policies, and systems for inventory control and loss prevention.**
- A11.1 Describe the procedures involved in receiving, inspecting, and marking merchandise and distributing it to the selling floor.
- A11.2 Explain the role of inter-store transfers in the general distribution of goods.
- A11.3 Understand the current laws that affect inventories.
- A11.4 Compare common inventory loss points and strategies for loss prevention.
- A11.5 Analyze how loss prevention affects all profits.
- A12.0 Understand important aspects of the beauty industry.**
- A12.1 Identify and list various careers in the beauty industry.
- A12.2 Compare how cosmetic products are made.
- A12.3 Compare how products are regulated.
- A12.4 Explain the training required for selling beauty products.
- A12.5 Research various techniques for marketing beauty products.



A12.6 Create a product which demonstrates the principles of packaging beauty products.

### **Common Core State Standards**

#### **Language Standards – LS (Standard Area, Grade Level, Standard #)**

- LS 11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- LS 11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- LS 11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- LS 11-12.6. Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### **Speaking & Listening Standards – SLS (Standard Area, Grade Level, Standard #)**

- SLS 11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.
- SLS 11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SLS 11-12.1.d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SLS 11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- SLS 11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- SLS 11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

#### **Writing Standards – WS (Standard Area, Grade Level, Standard #)**

- WS 11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.



WS 11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**Geometry – G-MG – Modeling with Geometry**

1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder.
3. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).

**Number and Quantities – N-Q – Number and Quantities**

1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

**California History Social Science Standards**

- AD 12.8 Students evaluate and take and defend positions on the influence of the media on American political life.
- AD 12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.
- US 11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.

## Next Generation Science Standards

### Scientific and Engineering Practices

- SEP 1 Asking questions (for science) and defining problems (for engineering)
- SEP 2 Developing and using models
- SEP 3 Planning and carrying out investigations
- SEP 4 Analyzing and interpreting data
- SEP 5 Using mathematics and computational thinking
- SEP 6 Constructing explanations (for science) and designing solutions (for engineering)
- SEP 7 Engaging in argument from evidence
- SEP 8 Obtaining, evaluating, and communicating information

### Disciplinary Core Ideas

- PS 1.A: Structure and Properties of Matter
- PS 1.B: Chemical Reactions
- PS 3.D Energy in Chemical Processes
- ETS 1-1. Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
- ETS 1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
- ESS 3.C: Human Impacts on Earth Systems
- ESS 3.D: Global Climate Change

### Crosscutting Concepts

- CC1. Patterns. Observed patterns of forms and events guide organization and classification, and they prompt questions about relationships and the factors that influence them.
- CC 5. Energy and matter: Flows, cycles, and conservation. Tracking fluxes of energy and matter into, out of, and within systems helps one understand the systems' possibilities and limitations.
- CC 7. Stability and change. For natural and built systems alike, conditions of stability and determinants of rates of change or evolution of a system are critical elements of study.