



	First Semester		Second Semester
1st Nine Weeks –	That Semester	3 rd Nine Weeks –	
<u>TEKS</u>		TEKS	
	Employability Skills	13 (A) (B) (C)	Fashion Analysis
1 (A) (B) (D) (E)	Students will begin the course by	(D)	Students will use appropriate
4 (A) (B)	learning and/or reviewing and		technology and/or assigned
10	discussing professional standards		materials to analyze factors that
	and employability skills, effective		impact consumer purchasing of fashion and apparel accessories,
	critical thinking and problem solving strategies, interpersonal		including social, cultural, and life
	skills, positive work behaviors and		cycle influences, explain how
	appropriate work habits, and		fashion trends are determined,
	time-management skills. Students		analyze the influence of advertising on consumer apparel
	will further develop and		choices, and determine apparel
	demonstrate these skills and		management techniques for
	attributes throughout the course. In small groups and/or in other		individuals with special needs.
	classroom activities, students will		Students will present their analyses and explanations in brief
	use appropriate technology to		presentations and/or in small
	research and discuss career		groups or other classroom
	portfolios, entrepreneurship,		activities.
	training, education, or certification		Mathematics Knowledge and
	opportunities, and technical skills necessary for a successful career in	2 (B)	Academic Skills: Applications
	fashion design. As a culminating	14 (E)	
		16 (A) (B) (C)	Students will explore, discuss, and demonstrate the mathematics
		(D)	knowledge and skills required for a
	Fashion: Now and Then		successful career in fashion
	Students will use appropriate		design. Students will be given
	technology and/or assigned		multiple opportunities to learn, demonstrate and apply relevant
5	materials to analyze the history of		problem-solving and academic
4 (A) (B)			skills in-context as they
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	1 .		this unit, students will apply
	_		mathematical knowledge and
	explain fashion history relative to		i i
	current fashions trends.		· · · · · · · · · · · · · · · · · · ·
	NAV- ulau la a confetu		
			sources for apparel and accessory
			purchases, and to analyze the
			, , , ,
7			for the unit, students will develop
	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		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





8 (A) (B) (C) (D)

14 (A) (B) (C) (D)

15 (A) (B) (C) (D) (E)

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.

4 (A)

9 (A) (B) (C)

Ethical Conduct and Critical-Thinking Skills

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.

and implement ideas for recycling apparel.





4th Nine Weeks -2nd Nine Weeks -**TEKS TEKS Fashion Analysis Project** 2 (A) Techniques and Terminology 17 (A) (B) (C) Students will use appropriate 11 (A) (B) (C) (D) (E) (F) Students will be given multiple technology and/or assigned (D) (E) opportunities to observe, learn, 18 (A) (B) (C) materials to analyze the nature and apply principles and elements and value of fashion. Student of effective design. Students will projects will identify the spectrum learn and explain how to identify of the fashion industry, identify basic body types, how to identify prominent fashion publications, and apply proportion, balance, and evaluate the fashion cycle. emphasis, rhythm, and harmony After their research is completed, for specific fashion ensembles, students will apply English how to determine clothing language arts knowledge and skills silhouettes, fabric selection, and to write and complete a fashion design elements appropriate for analysis project. The projects will specific body types, how to use include correct use of content, design principles to design technical concepts, vocabulary, products for the human form, including adaptations for grammar, punctuation, and individuals with special needs, terminology. how to sketch fashion drawings using basic design tools and 12 (A) (B) (C) Factors That Influence the techniques such as fashion (D) **Apparel Industry** drawing, draping, and flat pattern methods for fitting a garment, and Students will use appropriate how to apply technology technology and/or assigned applications useful in the apparel materials to learn, discuss, and design process. Students will then evaluate factors influencing the apply effective design principles apparel industry, including the and elements in "hands-on" interrelationship of the U.S. and demonstrations and/or activities to international economies. labor identify and apply shape, line, laws, and procedures within the form, color, and texture for specific apparel industry that protect the fashion ensembles, determine environment. Students will then clothing silhouettes, fabric discuss and compare labor laws of selection, and design elements the United States and other appropriate for specific body types, countries. Students will also use and use-design elements to appropriate technology and/or design products for the human assigned materials to learn about form, including adaptations for technological advancements individuals with special needs. influencing the apparel industry, and discuss these advancements Career Portfolio and Course in small groups, brief 1 (A) (B) (C) **Culminating Activities** presentations, and/or in classroom (D) (E) activities. Students will use organized and 2 (A) professional communications

3 (A) (B) (C)

(D) (E) (F) (G)

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