



First Semester		Second Semester	
1 st Nine Weeks – 42 days (August 16 th – October 13 th)		3 rd Nine Weeks – 44 days (January 3 rd – March 4 th)	
(September 6 th – Labor day – No School)		(January 17 th – MLK – No School)	
(October 11th – Sta	ff Development)	(March 7 th – 11 th –	Spring Break)
<u>TEKS</u>	Employability Skills	TEKS	Fashion Analysis
1 (A) (D) (D) (E)		13 (A) (B) (C)	
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 impact consumer purchasing of
	and employability skills, effective		fashion and apparel accessories,
	critical thinking and problem		including social, cultural, and life
	solving strategies, interpersonal 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
	will further develop and		advertising on consumer apparel
	demonstrate these skills and		choices, and determine apparel management techniques for
	attributes throughout the course.		individuals with special needs.
	In small groups and/or in other		Students will present their
	classroom activities, students will		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)	
	Tasmon acsign, 7.5 a canning	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,
5	materials to analyze the history of		demonstrate and apply relevant
4 (A) (B)	the fashion, textiles, and apparel		problem-solving and academic
+ (A) (B)	field. Students will use diagrams,		skills in-context as they demonstrate occupational tasks,
	illustrations, text, timelines, and/or		participate in course activities, and
	presentation software to analyze		complete their assignments. In
	the history of the fashion, textiles,		this unit, students will apply
	and apparel field and compare		mathematical knowledge and
	and explain fashion history relative		skills to analyze the impact of
	to current fashions trends.		clothing care requirements on
			clothing selection and the clothing budget, to compare various
	Workplace Safety		sources for apparel and accessory
	Students will use appropriate		purchases, and to analyze the
	technology and/or assigned		impact of technology on
	materials to learn and/or review		consumer apparel purchasing
	relevant safety regulations as well		options. As a culminating activity





7

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

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

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

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

4 (A) 9 (A) (B) (C)

Ethical Conduct and Critical-Thinking Skills

appropriate.

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.

for the unit, students will develop and implement ideas for recycling apparel.





2nd Nine Weeks – 42 days
(October 14th – December 17th)
(November 22nd – 26th – Thanksgiving Break)
(December 20th – December 31st – Holiday Break)
(April 8th – Battle of Flowers – No School)
(April 15th – Good Friday – No School)

TEKS

2 (A)

11 (A) (B) (C) (D) (E)

Fashion Analysis Project

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.

12 (A) (B) (C) (D)

Factors That Influence the Apparel Industry

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.

TFKS

17 (A) (B) (C) (D) (E) (F)

18 (A) (B) (C)

Techniques and Terminology

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.

1 (A) (B) (C) (D) (E)

2 (A)

3 (A) (B) (C) (D) (E) (F) (G)

Career Portfolio and Course Culminating Activities

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