



Fashion Design II Year at a Glance (YAG)



First Semester		Second Semester	
1 st Nine Weeks –		3 rd Nine Weeks –	
<p>TEKS</p> <p>1 (A) (B) (D) (E)</p> <p>4 (A) (B)</p> <p>10</p> <p>5</p> <p>4 (A) (B)</p> <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>9 (A) (B) (C)</p>	<p>Professional Standards and Employability Skills</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 activity for the unit, students will review exemplary examples of career portfolios and discuss and plan for the course portfolio requirements.</p> <p>Fashion, Textiles, and Apparel</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>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, and wardrobe coordination. As a culminating activity for the unit, students will develop a personal fashion image evaluation for an individual.</p>	<p>TEKS</p> <p>13 (A) (B) (C) (D)</p> <p>2 (B)</p> <p>14 (E)</p> <p>16 (A) (B) (C) (D)</p>	<p>Worldwide Fashion Production</p> <p>Students will use appropriate technology and/or assigned materials to learn, discuss, and analyze various types of worldwide fashion production as well as the development of haute couture. Students will then use diagrams, charts, illustrations, examples, presentation software, and/or text to discuss and compare mass production techniques. Students will also use appropriate technology and/or assigned materials to learn about and explain the role of leading designers in determining fashion trends, analyze international factors affecting fashion design, determine the impact of technology on the design industry, and determine the impact of design decisions on product cost. Students will discuss their research findings in small groups, brief presentations, and/or in classroom activities.</p> <p>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 well as effective, active listening and communication skills.</p>



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	<p>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>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 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.</p>	<p>1 (A) (B) (C) (D) (E)</p> <p>2 (A)</p> <p>3 (A) (B) (C) (D) (E) (F) (G)</p>	<p>Workplace Safety</p> <p>Students will use appropriate technology and/or assigned materials to learn and/or 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 explain and summarize employer and employee responsibilities in terms of making and complying with safety rules and procedures. Students will employ constructive mentoring and leadership skills as/when appropriate.</p>
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