



Auburn School District

Fashion Apparel and Design

Total Framework Hours up to: 180

CIP Code: 190901 **Exploratory** **Preparatory**

Date Last Modified: January 30, 2013

Career Cluster: Human Services

Career Pathway: Arts and Communications

Power Standards

- PS 1: FCS 16.1 Analyze career paths within the textiles and apparel design industries
- PS 2: Demonstrate and analyze the elements and principles of design.
- PS 3: FCS 16.2: Evaluate fiber and textile products and materials.
- PS 4: FCS 16.3 Demonstrate fashion, apparel and textiles design skills.
- PS 5: FCS 16.4 Demonstrate skills needed to produce, alter, or repair textiles products and apparel.
- PS 6: FCS 16.5 Evaluate elements of textiles and apparel merchandising.

Unit Outline

	<u>Hours</u>
Unit 1: Introduction to Fashion	15
Unit 2: Elements and Principles of Design	45
Unit 3: History of Fashion	10
Unit 4: Textile Exploration	10
Unit 5: Fashion Design and Construction	60
Unit 6: Fashion Merchandising and Entrepreneurship	<u>40</u>
Total Hours	180

UNIT 1 Introduction to Fashion

Performance Assessments:

Research/multimedia presentation
 Rubric assessed project
 Reflection
 Guest Speakers

Embedded Leadership Activities

21st Century interdisciplinary theme--financial, economic, business & entrepreneurial literacy
 21st Century Skills—Information, Media and Technology, Life and Career
 FCCLA
 Introduce Service Learning Project

STANDARDS AND COMPETENCIES

Standard/Unit:

PS 1: FCS 16.I Analyze career paths within the textiles and apparel design industries

What is Fashion?/Why of Clothing?
 Fashion Terminology
 Portfolio (Culminating Project)
 Careers in Fashion Apparel and Design/Post-Secondary Options

Competencies

Total Learning Hours for Unit: 15

- 1.1 FCS 16.1.3 Summarize education and training requirements and opportunities for career paths in textile and apparel services.
 1.2 FCS 16.1.5 Create an employment portfolio for use with applying for internships, work-based learning opportunities and employment in textiles, fashion, and apparel.

ALIGNED WASHINGTON STATE STANDARDS

Art	<p>3.1 Uses visual arts to express feelings and present ideas. 3.2 Use the arts to communicate for a specific purpose 4.5.1 Analyzes and evaluates how the knowledge, skills, and work habits of visual arts are vital and transferrable to the world of work, including careers in visual arts.</p>
Communications COMMON CORE Speaking and Listening Standards	<p>SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

	<p>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.</p> <p>SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
<p>Reading COMMON CORE</p> <p>ENGLISH LANGUAGE ARTS & Literacy in History/Social Studies, Science, and Technical Subjects</p>	<p>RST2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>RST8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>RST9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>RST10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently</p>
<p>Writing COMMON CORE</p> <p>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</p>	<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

UNIT 2 Elements and Principles of Design

Performance Assessments:

Verbal Quiz
 Reflection
 Project-Based Assessment—Rubric
 Comprehensive Written Evaluation

Embedded Leadership Activities

21st Century Skills—Creativity and Innovation, Life and Career
 FCCLA

STANDARDS AND COMPETENCIES

Standard/Unit:

PS 2: Demonstrate and analyze the elements and principles of design.
 PS 3: FCS 16.3 Demonstrate apparel and textiles design skills.

Impact of the Elements of Design (color, line, shape, form, texture)
 Impact of the Principles of Design (proportion, scale, rhythm, balance, unity, variety, emphasis)

Competencies

Total Learning Hours for Unit: 45

2.1 FCS 16.3.2 Apply basic and complex color schemes and color theory to develop and enhance visual effects.

ALIGNED WASHINGTON STATE STANDARDS

Art	1.1 Understands and applies visual arts concepts and vocabulary. 1.2 Develops visual arts skills and techniques. 3.1 Uses visual arts to express feelings and present ideas. 3.2 Use the arts to communicate for a specific purpose 4.2 Demonstrates and analyzes the connections among the arts and between the arts and other content areas. 4.5.1 Analyzes and evaluates how the knowledge, skills, and work habits of visual arts are vital and transferrable to the world of work, including careers in visual arts.
Communications COMMON CORE Speaking and Listening Standards	SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively. SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Reading COMMON CORE	RST7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
Writing COMMON CORE	W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

UNIT 3 History of Fashion

Performance Assessments:

Rubric-based Project

Embedded Leadership Activities

21st Century Skills—Information, Media and Technology, Life and Career
FCCLA

STANDARDS AND COMPETENCIES

Standard/Unit:

Historical Influences
Designer Contributions
Future Predictions

Competencies

Total Learning Hours for Unit: 10

3.1 Describe the history of fashion, including how fashion trends change.
3.2 Explain what affects fashion trends.

ALIGNED WASHINGTON STATE STANDARDS

Art	<p>3.1 Uses visual arts to express feelings and present ideas.</p> <p>3.2 Use the arts to communicate for a specific purpose</p> <p>4.5.1 Analyzes and evaluates how the knowledge, skills, and work habits of visual arts are vital and transferrable to the world of work, including careers in visual arts.</p>
Communications COMMON CORE Speaking and Listening Standards	<p>SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
Reading COMMON CORE	<p>RST2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>
Social Studies	<p>4.1.1 Analyzes change and continuity within a historical time period. (9/10)</p>
Writing COMMON CORE	<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>

UNIT 4 Textile Exploration

Performance Assessments:

Rubric-based Project
Comprehensive written evaluation

Embedded Leadership Activities

21st Century Skills—Creativity and Innovation, Life and Career
FCCLA

STANDARDS AND COMPETENCIES

Standard/Unit:

PS 3: FCS 16.2: Evaluate fiber and textile products and materials.
PS 4: FCS 16.3 Demonstrate fashion, apparel and textiles design skills.
PS 5: FCS 16.4 Demonstrate skills needed to produce, alter, or repair textiles products and apparel.

Fabric Characteristics
Consumer Awareness

Competencies

Total Learning Hours for Unit: 10

- 4.1 FCS 16.2.1 Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers.
- 4.2 FCS 16.2.2 Evaluate performance characteristics of textile fiber and fabrics.
- 4.3 FCS 16.2.4 Analyze effects of textile characteristics on design, construction, care, use, and maintenance of products.
- 4.4 FCS 16.3.6 Apply elements and principles of design to assist consumers and businesses in making decisions.
- 4.5 FCS 16.4.2 Explain production processes for creating fibers, yarn, woven, and knit fabrics, and non-woven textile products.

ALIGNED WASHINGTON STATE STANDARDS

Art	<p>3.1 Uses visual arts to express feelings and present ideas.</p> <p>3.2 Use the arts to communicate for a specific purpose</p> <p>4.5.1 Analyzes and evaluates how the knowledge, skills, and work habits of visual arts are vital and transferrable to the world of work, including careers in visual arts.</p>
COMMON CORE Speaking and Listening Standards	SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.
Reading COMMON CORE	<p>RST2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>
Writing COMMON CORE	W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences

UNIT 5 Fashion Design and Construction

Performance Assessments:

Draping Project/Construction Project
Rubric Based Project

Embedded Leadership Activities

21st Century Skills—Information, Media and Technology, Creativity and Innovation, Life and Career
FCCLA

STANDARDS AND COMPETENCIES

Standard/Unit:

PS 4: FCS 16.3 Demonstrate apparel and textiles design skills.
PS 5: FCS 16.4 Demonstrate skills needed to produce, alter, or repair textiles products and apparel.

Croquis
Create a Clothing Line
Dress Form/Draping/Construction

Competencies

Total Learning Hours for Unit: 60

- 5.1 FCS 16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textile, apparel, and fashion products.
- 5.2 FCS 16.3.7 Demonstrate ability to use technology for fashion, apparel, and textile design.
- 5.3 FCS 16.4.1 Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair.
- 5.4 FCS 16.4.5 Demonstrate basic skills for producing and altering textile products and apparel.

ALIGNED WASHINGTON STATE STANDARDS

Art	2.1.1 Applies a creative process to visual arts. 3.1 Uses visual arts to express feelings and present ideas. 3.2 Use the arts to communicate for a specific purpose 4.5.1 Analyzes and evaluates how the knowledge, skills, and work habits of visual arts are vital and transferrable to the world of work, including careers in visual arts.
Communications COMMON CORE Speaking and Listening Standards	SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively. SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Reading COMMON CORE	RST1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. RST3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. RST4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. RST7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video,

	multimedia) in order to address a question or solve a problem.
Writing COMMON CORE	W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

UNIT 6 Fashion Merchandising and Entrepreneurship

Performance Assessments:

Fashion Show
Portfolio based Project—i.e. Line of Clothing

Embedded Leadership Activities

21st Century interdisciplinary theme--financial, economic, business & entrepreneurial literacy
21st Century Skills—Information, Media and Technology, Life and Career
FCCLA
Complete Service Learning Project

STANDARDS AND COMPETENCIES

Standard/Unit:

PS 6: FCS 16.5 Evaluate elements of textiles and apparel merchandising.

Merchandising and Selling
Advertising

Competencies

Total Learning Hours for Unit: 40

6.1 FCS 16.5.1 Apply marketing strategies for textile, apparel, and fashion products.

ALIGNED WASHINGTON STATE STANDARDS

Art	<p>3.1 Uses visual arts to express feelings and present ideas.</p> <p>3.2 Use the arts to communicate for a specific purpose</p> <p>4.5 Understands how arts knowledge and skills are used in the world of work, including careers in the arts.</p>
Communications COMMON CORE Speaking and Listening Standards	<p>SL1 Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>
Educational Technology	<p>1.1.1Generate ideas and create original works for personal and group expression using a variety of digital tools.</p>
Reading COMMON CORE	<p>RST7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>
Writing COMMON CORE	<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>

21st CENTURY SKILLS

Check those that students will demonstrate in this standard/unit:

LEARNING AND INNOVATION

Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

Critical Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgments and Decisions
- Solve Problems

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- Access and /evaluate Information
- Use and Manage Information

Media Literacy

- Analyze Media
- Create Media Products

Information, Communications and Technology (ICT Literacy)

- Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- Adapt to Change
- Be Flexible

Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others