

STATEWIDE COURSE SYLLABUS
Fashion Design and Apparel Construction 2

Instructor:

Teacher's Name:

Teacher Room Number:

Phone :

Fax:

Email:

Webpage:

Hours Available:

Career Cluster: Arts, Technology, & Communications

CIP Code: 500407

Course Number and Title: 5711 Fashion Design and Apparel Construction 2

Course Description: Design and make your own prom dress or outfit! Professionalism is showcased as preparations are made to enter the world of fashion design and apparel construction. Unfold the world of fashion merchandising and marketing. The skills of fashion design and apparel construction are refined. Creativity is on the runway in this hands-on course. Emphasis is placed on the development of problem solving, decision-making and technological applications in a real-world context. South Carolina standards for English/Language Arts, Mathematics, Science, and Social Studies, and Visual Arts are reinforced. The Family and Consumer Sciences student organization Family, Career, and Community Leaders of America (FCCLA) greatly enhances this curriculum.

Grade Level: 11 – 12

Carnegie Units:

(Regulation 43-232: High School Credit - A school may award one unit of credit for an academic standards-based course that a minimum of 120 hours of instruction.)

Required Prerequisite: Fashion Design and Apparel Construction 1

National Assessment:

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South Carolina State Standards and Indicators

Unit 1: Topic: PROFESSIONALISM

Amount of Time:

State Standard:

1. Demonstrate professionalism of individuals engaged in textiles and apparel careers.

Indicators:

1. Demonstrate workplace skills (SCANS Skills) in a variety of settings.
2. Analyze 21st century skills.
3. Identify characteristics of professional skills.
4. Revise and update an electronic career portfolio for complete and quality inclusions.
5. Analyze the role of professional organizations in fashion, textiles, and apparel industries.

Unit 2: Topic: DESIGN AND CONSTRUCTION SKILLS

Amount of Time:

State Standard:

1. Demonstrate advanced design and construction skills.

Indicators:

1. Apply elements and principles of design.
2. Explain the ways that the elements and principles of design can affect visual appearance.
3. Demonstrate appropriate equipment and materials for constructing, cleaning, pressing, repairing, and/or finishing textile products.
4. Construct a tailored garment itemizing all expenses.
5. Repair a ready-to-wear garment.

Unit 3: Topic: TEXTILE AND APPAREL MERCHANDISING

Amount of Time:

State Standard:

1. Analyze merchandising strategies for textile and apparel products.

Indicators:

1. Describe marketing strategies for textile and apparel products.
2. Investigate textile legislation, standards, and labeling.

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3. Assess the ethical considerations for merchandising apparel and textile products, e.g., false advertising, misrepresentation, and fraud.
4. Summarize the factors that affect textile and apparel merchandising.

Unit 4: Topic: OPERATIONAL PROCEDURES

Amount of Time:

State Standard:

1. Investigate operational procedures.

Indicators:

1. Distinguish between the various types of legislation, regulations, and public policy affecting the fashion, textile and apparel industries.
2. Research employer and employee responsibilities regarding industry-related safety, security, and environmental factors.
3. Identify characteristics of effective managers.
4. Identify the financial considerations of business.
5. Explain workplace safety procedures (OSHA).
6. Demonstrate proper maintenance of equipment.
7. Examine operational finance such as cost, retail, markups, markdowns, cash flow, and other factors affecting profits.
8. Identify the Code of Ethics for professional organizations.

Course Outline

	Unit/Lesson	Textbook Chapter		Unit/Lesson	Textbook Chapter
Week 1			Week 10		
Week 2			Week 11		
Week 3			Week 12		
Week 4			Week 13		
Week 5			Week 14		
Week 6			Week 15		
Week 7			Week 16		
Week 8			Week 17		
Week 9			Week 18		

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Academic Alignments:

Course content is aligned with the following academic subject areas:

English Language Arts
Earth Science
Economics
Chemistry
Global Studies
U. S. Government

Health and Safety Education
Elementary Algebra
Geometry
Intermediate Algebra
Precalculus
Physical Science

Technology
Physics
Biology
Data Analysis
U. S. History

Textbook(s):

Evaluation and Grading:

1. Grading System:

2. Grading Scale:

A = 100 - 93
B = 92 - 85
C = 84 - 77
D = 76 - 70
F = 69 - below

Make-up Policy and Extra Help:

Supplies Needed:

Classroom Expectations:

Classroom Procedures:

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Collaborative Partnerships:

Advisory Council: The advisory council meets two times per year, once during the fall semester and once during the spring semester. All parents are invited to join our advisory council. Please contact me if you are interested.

Business/Community Connections: Businesses and community representatives are invited to serve on our advisory council. We encourage our local businesses and community representatives to provide speakers, field trip opportunities, donations, and other resources to support students in the school to work transition.

Dual Credit/Articulation Opportunities (Transition Strategies for Middle School):

Service Learning Projects:

Extended Learning Opportunities:

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21st Century Skills

http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=120

The elements listed below are 21st Century Student Outcomes representing skills, knowledge and expertise students should master to succeed in work and life in the 21st century. These elements are incorporated throughout the course content.

<p>1. Core Subjects and 21st Century Themes</p> <ul style="list-style-type: none"> • English, reading or language arts • World languages • Arts • Mathematics • Economics • Science • Geography • History • Government and Civics 	<p>Learning and Innovation Skills</p> <ul style="list-style-type: none"> • 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
<p>Information, Media and Technology Skills</p> <ul style="list-style-type: none"> • Information Literacy Access and Evaluate Information Use and Manage Information • Media Literacy Analyze Media Create Media Products • ICT Literacy Apply Technology Effectively 	<p>Life and Career Skills</p> <ul style="list-style-type: none"> • 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 Skills 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

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CHECKLIST

Please check each item you have read and understand:

Syllabus Categories	Parent	Student
Course Description		
Unit Topics/Course Standards/Indicators		
National Assessments		
Course Outline		
Academic Alignments		
Textbook		
Evaluation and Grading		
Make-up Policy and Extra Help		
Supplies Needed		
Classroom Expectations		
Classroom Procedures		
Collaborative Partnerships		
Dual Credit and Articulation Opportunities		
Service Learning Projects		
Extended Learning Opportunities		
21 st Century Skills		

Please refer to contact information on the first page if you have any questions. Your signature below verifies that you have read, understand, and agree with the contents of this syllabus.

Student Signature: _____ Date: _____
 Student Printed Name: _____
 Parent Signature: _____ Date: _____
 Parent Printed Name: _____