STATEWIDE COURSE SYLLABUS
FASHION, FABRICS, AND DESIGN 2

Instructor:
Teacher's Name:
Teacher Room Number:
Phone :
Fax:
Email:
Webpage:
Hours Available:

Career Cluster: Human Services

CIP Code: 190101

Course Number and Title: 5805 Fashion Fabric and Design 2

Course Description:

Do you have a flair for creativity and an eye for fashion design? Why not enroll in Fashion, Fabric, and Design 2. This course is designed to advance skills in the selection, purchase, design, care, and construction of textile products. Contextual learning experiences further develop critical thinking skills needed for success in the professional environment and merchandising. Integration of the Family and Consumer Sciences Pre-Professional Assessment Certification (Pre-PAC) competencies and the student organization, Family Careers and Community Leaders of America (FCCLA), greatly enhances this curriculum.

Grade Level: **9– 12**

Carnegie Units: **1 (120 hours)**

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

Prerequisite: Fashion, Fabrics, and Design 1

Virtual School: Check with the Office of e-Learning to determine if this course is offered on-line. Go to the following webpage for additional information: http://scvspconnect.ed.sc.gov/

National Assessment: Foundation course in preparation for Fashion, Textile, and Apparel Assessment/Credential

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South Carolina State Standards/Indicators/National Assessment-Credential

Unit 1: **Topic: Fibers and Fabrics**

Amount of Time:

State Standard: B1. Analyze the characteristics and performance of fibers and textiles.

Indicators:

1. Apply knowledge of fibers in fabrics when evaluating textiles.
2. Evaluate social, psychological, physiological, and sustainable influences.
3. Analyze the performance characteristics of textiles.
4. Demonstrate safe and effective care methods.

Unit 2: **Topic: Design Techniques**

Amount of Time:

State Standard: C1. Implement elements and principles of design techniques.

Indicators:

1. Apply elements and principles of design.
2. Create designs with fashion illustration.
3. Demonstrate design technology.
4. Critique designs that address trends and issues.

Unit 3: **Topic: Construction Techniques**

Amount of Time:

State Standard: D1. Construct textile products.

Indicators:

1. Demonstrate selection, use, and care of equipment.
2. Alter commercial patterns to fit body measurements.
3. Select methods to repair a garment.
4. Apply techniques to redesign a garment.
5. Demonstrate advanced construction skills.

Unit 4: Topic: The Fashion Industry

Amount of Time:

State Standard: E1. Examine legislation, regulations, and public policy affecting the industry.

Indicators:
1. Explain legislation, regulations, and public policies.
2. Analyze consumer rights and responsibilities.
3. Discuss employee responsibilities.
4. Describe employer responsibilities.
5. Outline manufacturer responsibilities.

Amount of Time:

State Standard: E2. Evaluate advancements in the fashion industry.

Indicators:
1. Identify influences provided by technology.
2. Assess technologically advanced tools and equipment.
3. Analyze factors associated with sustainability.
4. Appraise non-apparel industries that implement textiles.

Unit 5: Topic: Career and Professional Development

Amount of Time:

State Standard: F1. Investigate employment and entrepreneurial opportunities and preparation requirements.

Indicators:
1. Evaluate skills necessary to exhibit professionalism.
2. Explain role and functions of fashion industry workers.
3. Explore employment and entrepreneurial opportunities.
4. Evaluate and revise portfolio.
5. Analyze professional organizations

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Amount of Time:

State Standard: F2. Evaluate elements of marketing and merchandising.

Indicators:

1. Apply fashion terminology in merchandising.
2. Review marketing strategies.
3. Assess costs of constructing, manufacturing, altering, or repairing textiles products.
4. Analyze ethical considerations for merchandising apparel and textile products.
5. Examine external factors that influence merchandising.
6. Identify methods of forecasting and promoting products.

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**		

Academic Alignments:
Course content is aligned with the following academic subject areas:

English Language Arts	**Health and Safety Education**	**Technology**
Earth Science	**Elementary Algebra**	**Physics**
Economics	**Geometry**	**Biology**
Chemistry	**Intermediate Algebra**	**Data Analysis**
	PreCalculus	

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

Student Organization: Involvement in student organizations has resulted in the strongest gains in cognitive skills, communication skills, interpersonal skills, and self-confidence.

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

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.

Core Subjects and 21st Century Themes	**Learning and Innovation Skills**
• English, reading or language arts • World languages • Arts • Mathematics • Economics • Science • Geography • History • Government and Civics	• **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	**Life and Career Skills**
• **Information Literacy** Access and Evaluate Information Use and Manage Information • **Media Literacy** Analyze Media Create Media Products • **ICT Literacy** Apply Technology Effectively	• **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

Checklist

Please check each item you have read and understand:

Syllabus Topics	**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		
Student Organization		
Collaborative Partnerships		
Dual Credit and Articulation Opportunities		
Service Learning Projects		
Extended Learning Opportunities		
21st Century Skills		

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: _____