

**EL DORADO UNION HIGH SCHOOL DISTRICT
EDUCATIONAL SERVICES
Course of Study Information Page**

COURSE TITLE Advanced Fashion			
DISTRICT COURSE NUMBER 0562		4-DIGIT STATE COURSE CODE (COMPLETED BY SILT) 4333	
Rationale:	Advanced Fashion will be used for further advancement of studies for the Advanced Fashion course. It will also be used as a concentrator course for the Fashion and Interior Design Pathway.		
Course Description that will be in the Course Directory:	This course is designed to provide further study and practice to effectively prepare students with the knowledge, skills, attitudes, and behaviors needed to successfully enter the job market, or to transition to postsecondary education.		
How Does this Course align with or meet State and District content standards?	The course meets district standards and is aligned with State and National Family and Consumer Science Standards.		
NCLB Core Subjects:	<i>Select up to two that apply:</i> <input checked="" type="checkbox"/> Arts <input type="checkbox"/> Economics <input type="checkbox"/> English <input type="checkbox"/> Foreign Language <input type="checkbox"/> Geography <input type="checkbox"/> Civics and Government <input type="checkbox"/> History <input type="checkbox"/> Mathematics <input type="checkbox"/> Reading / Language Arts <input type="checkbox"/> Science <input checked="" type="checkbox"/> Not Core Subject		
CDE CALPADS Course Descriptors: (See Page 2 for Definitions)	CTE TECH PREP COURSE INDICATORS <input type="checkbox"/> Tech Prep (32) (Higher Ed) <input type="checkbox"/> Tech Prep & ROP(33) (Higher Ed) <input type="checkbox"/> ROP (30) <input type="checkbox"/> N/A	CTE COURSE CONTENT CODE <input type="checkbox"/> CTE Introductory (01) <input checked="" type="checkbox"/> CTE Concentrator (02) <input type="checkbox"/> CTE Completer (03) <input type="checkbox"/> Voc Subject <input type="checkbox"/> N/A	INSTRUCTIONAL LEVEL CODE <input type="checkbox"/> Remedial (35) <input type="checkbox"/> Honors UC-Certified (39) <input type="checkbox"/> Honors Non UC-Certified (34) <input type="checkbox"/> College (40) <input type="checkbox"/> N/A
Length of Course:	X Year <input type="checkbox"/> Semester		
Grade Level(s):	<input type="checkbox"/> 9 X 10 X 11 X 12		
Credit:	X Number of credits: 10 X Meets graduation requirements (subject ELECTIVE) Request for UC "a-g" requirements <input type="checkbox"/> CSU/UC requirement g		X College Prep
Prerequisites:	Fashion, Apparel and Textiles		
Department(s):	Career Technical Education		
District Sites:	PHS and UMHS		
Board of Trustees COS Adoption Date:	May 9, 2017		

Textbooks / Instructional Materials:	Supplemental Materials: Fashion Design Software Program - Example: Digital Fashion Pro 8
Funding Source:	Perkins/CTEIG
Board of Trustees Textbook Adoption Date:	N/A

Definitions

CALPADS	California Longitudinal Pupil Achievement Data System
CTE Technical Prep	A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.
Instructional Level Code	Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP.
Instructional Level Honors, UC Certified	Includes all AP courses.
Instructional Level Honors, non UC Certified	Requires Board approval.
Instructional Level College	Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course.

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Course Title:

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EDUCATIONAL SERVICES

Department: **Career Technical Education**

Course Title: **Advanced Fashion**

Course Number: **0562**

Unit Title: Pattern Making - Fashion Design

Content Area Standards (Please identify the source): List content standards students will master in this unit.

22.4a - Perform pattern layout and cutting for garment construction

22.5a - Construct a garment using a pattern

10.1 - Express problems in design and merchandising using numeric, symbolic and/or graphic representations

10.2 - Perform mathematical calculations in the context of design and merchandising related problems

22.7a - Evaluate the construction and proper fit of garments

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will practice several pattern making techniques creating original designs during these hands on lessons.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

Changing a Purchased Pattern

Students will make a change to the neckline of a purchased pattern including adding a collar or changing the design of the collar.

Knockoffs

Students will bring a favorite garment from home then make a flat pattern using knockoff techniques. They will then construct the garment using their pattern.

Flat Pattern Making

Students will practice dart manipulation and slash and spread pattern making methods using half scale flat patterns.

Sloper

Students will create a fitting sloper and flat patterns that can be used not only for assuring a proper fit when using a purchased pattern but can be used to design original styles using flat pattern making techniques.

Assessments: May include but not limited to:

- Completion of collar change/Design Change
- Construction of a garment based on finished garment
- Students will complete darts in different garments
- Completion of sloper and flat pattern for proper fit

Interventions: May include but not limited to:

- Videos
- Tutorials
- Textbook Learning
- Worksheets with explanations
- Before School and After School interventions
- New Assignment/Project to re-learn material
- Students will remediate with teacher or Classroom Aide/TA

EDUCATIONAL SERVICES

Department: **Career Technical Education**

Course Title: **Advanced Fashion**

Course Number: **0562**

Unit Title: Garment Construction - Fashion Design

Content Area Standards (Please identify the source): List content standards students will master in this unit.

23.a – Prepare Fashion Designs

22.3a – Determine yardage, cost of fabric and other needs for selected pattern style and use

38.a – Participate in work-based learning experiences for the design and merchandising industry

10.0 – Apply mathematical processes to problems in design and merchandising

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Using their flat pattern, students will create original designs for themselves as well as a production design.

Instructional Strategies: May include but not limited to:

Original Design #1 and # 2

Using the principles and elements of design students will draw a color sketch on a fashion figure (croquis) illustrating their original design. They will then create a flat identifying the design features, swatches of the fabric they will use to make the garment will be attached and a list of the steps used to develop their sample garment made. Students will calculate the yardage needed to construct their design and make the garment.

Production Project

Working in three teams students will develop a school based enterprise where they design and create five identical garments to offer for sale. Using correct work and interpersonal behaviors students will assign duties and make adjustments as needed to their workplace. Appropriate technology will be used to calculate material quantities needed for their design project. Students will use a cost sheet to track the total "wholesale" cost of the garment.

Assessments: May include but not limited to:

- Students will complete a croquis illustration of an original design
- Create a flat pattern with design features
- Students will present fabric swatches they will use for their garment
- Students will calculate yardage and turn in
- Students will present a step by step presentation of how to make their garment
- Students will create five identical garments
- Students will use technology to calculate material quantities needed for their design project.
- Students will turn in a cost sheet to track the cost of the garment

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

- Videos
- Tutorials
- Textbook Learning
- Worksheets with explanations
- Before School and After School interventions
- New Assignment/Project to re-learn material
- Students will remediate with teacher or Classroom Aide/TA

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Unit Title: Computers and Fashion Design - Fashion Design

Content Area Standards (Please identify the source): List content standards students will master in this unit.

24.a – Incorporate computer technology to create a fashion design

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will become acquainted with the fundamentals of fashion and the basic principles that govern all fashion movement and change. They will also learn the fundamentals of the business of fashion.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

PowerPoint Presentation

Students will make a digital presentation of at least 10 but no more than 15 slides describing various forms of computer software and application used to create and illustrate fashion designs including scanned designs. The presentation will include the creation of a line of clothes. The line will include at least 5 designs.

Assessments: May include but not limited to:

Students will complete a digital presentation to the standards presented by the teacher.
Completed croquis sketches of fashion line (5+ designs).
Finished garment(s) from fashion line.

Interventions: May include but not limited to:

- Videos
- Tutorials
- Textbook Learning
- Worksheets with explanations
- Before School and After School interventions
- New Assignment/Project to re-learn material
- Students will remediate with teacher or Classroom Aide/TA

EDUCATIONAL SERVICES

Department: **Career Technical Education**

Course Title: **Advanced Fashion**

Course Number: **0562**

Unit Title: The Dynamics of Fashion

Content Area Standards (Please identify the source): List content standards students will master in this unit.

16.5a – Utilize fashion terms

16.1a – Examine the history and psychology of fashion

16.3a – Explain how clothing and accessories communicate values

16.2a – Evaluate the impact of fashion trends and forecasting

16.4a – Explain the role of leading designers in determining fashion trends

16.a – Interpret influences on the fashion design industry

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will become acquainted with the fundamentals of fashion and the basic principles that govern all fashion movement and change. Students will also learn the fundamentals of the business of fashion.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

The Nature of Fashion

The learner will be able to use fashion terminology and explain why fashion is always subject to change by examining the components of fashion.

The Environment of Fashion

The learner will be able to describe the economic, sociological and psychological factors that influence fashion demands.

The Movement of Fashion

The learner will be able to discuss the changes in silhouettes, movement of fashion and how to predict fashion trends.

The Leaders of Fashion

The learner will be able to describe how fashions start; roles and responsibilities of designers, manufacturers, and retailers as well as the major theories relating to fashion adoption and dissemination.

The Business of Fashion

The learner will explore the scope of the fashion business, be able to explain the different types of business organizations, and investigate the different forms of business structures.

Assessments: May include but not limited to:

Digital media presentation detailing the fundamentals of fashion, using various media, including croquis, fashion magazines, film, internet sources and personal sources.

Interventions: May include but not limited to:

- Videos
- Tutorials
- Textbook Learning
- Worksheets with explanations
- Before School and After School interventions
- New Assignment/Project to re-learn material
- Students will remediate with teacher or Classroom Aide/TA

EDUCATIONAL SERVICES

Department: **Career Technical Education**

Course Title: **Advanced Fashion**

Course Number: **0562**

Unit Title: The Producers of Fashion - Fashion Merchandising

Content Area Standards (Please identify the source): List content standards students will master in this unit.

- 20.a – Apply Knowledge of Textiles, Fibers, and Fabrics
- 4.1 – Describe how personal values influence choices and goals
- 4.2 – Explain how culture influences behavior
- 4.3 – Develop social awareness related to diversity
- 17.a – Analyze the Fashion Design and Merchandising Industry
- 39.a – Explore Design and Merchandising Systems Theory and Practice
- 25.a – Relate the importance of Accessories to Fashion
- 31.6a – Explain the use of promotional activities to market products and services.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will practice several pattern making techniques creating original design during these hands on lessons.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

Textiles- Fibers and Fabrics

Students will explore the fiber industry, the history and development of natural and man- made fiber industry, as well as merchandising and marketing of textile fibers and fabrics. The learner will be able to identify and evaluate various types of yarn and fabric construction, color application methods and fabric finishes.

Leather and Fur

The learner will examine sources, processing techniques of leather and fur. Students will also explore the influence culture, social awareness and personal values has on this industry.

Women's Apparel

This section will examine the history of the women's apparel industry including ready- to- wear, the growth of the garment district, unions and the creation of women's apparel; including developing and producing a line as well as publicity and advertising.

Children's Apparel

Students will examine the role of fashion in children's' wear, the categories of children's wear, licensing and industry trends in children's wear.

Men's Apparel

The learner will explore the role of the industrial revolution, the use of contractors and the organization and operation of the menswear industry.

Accessories

In this section students explore the excitement and opportunities of the many- faceted fashion accessories market.

Intimate Apparel and Cosmetics

The learner will examine the relationship between the ready- to- wear industry and the intimate apparel and cosmetic industries while exploring the trends and various advertising and promotion activities in the industries.

Assessments: May include but not limited to:

Completed fashion line using a chosen textile, and then market it for a particular group. (i.e. menswear, children's wear, cosmetics)

Historical timeline detailing a particular aspect of the fashion industry, (i.e ready-to-wear, cosmetics, industrial revolution)

Interventions: May include but not limited to:

- Videos
- Tutorials
- Textbook Learning
- Worksheets with explanations
- Before School and After School interventions
- New Assignment/Project to re-learn material
- Students will remediate with teacher or Classroom Aide/TA

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Department: **Career Technical Education**

Course Title: **Advanced Fashion**

Course Number: **0562**

Unit Title: The Markets for Fashion - Fashion Merchandising

Content Area Standards (Please identify the source): List content standards students will master in this unit.

15.0- Explore Marketing Principles for Design and Merchandising Operations

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will examine the domestic and foreign markets and how fashion inspiration comes from many areas around the world.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

Domestic Fashion Markets

Students will be introduced to “market terminology” such as; domestic market, market center, mart, market weeks, and trade shows. Learners will be able to explain the history and development of market centers and the role of marts.

Foreign Fashion Markets

Students will explore the major foreign markets and their importance as sources of fashion inspiration

Global Sourcing

This section emphasizes the global nature of fashion by examining world- wide sourcing for both imports and exports.

Assessments: May include but not limited to:

Report(s) on: the major fashion capitals, famous designers, historical and industrial influences, and trends and styles associated with the retail market.

Interventions: May include but not limited to:

- Videos
- Tutorials
- Textbook Learning
- Worksheets with explanations
- Before School and After School interventions
- New Assignment/Project to re-learn material
- Students will remediate with teacher or Classroom Aide/TA

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Unit Title: The Merchandising of Fashion - Fashion Merchandising

Content Area Standards (Please identify the source): List content standards students will master in this unit.

- 30.a – Demonstrate Store Operation Procedures
- 29.a – Recommend accepted business practices for design and merchandising
- 33.a – Prepare financial records and accounts for a design and merchandising organization
- 31.1.a – Apply psychological knowledge to facilitate marketing activities
- 31.5.a – Determine the role and effectiveness of advertising
- 31.7.a – Exhibit ethical behavior in marketing and apply persuasion appropriately to create goodwill and trust
- 31.8.a – Describe function of the marketing process as they result to the successful operation of a business
- 36.a – Prepare for employment in design and merchandising
- 37.a – Manage an individual career plan for the design and merchandising industry

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

The distribution and promotion of fashion will be covered in this section, like the creation of fashion; the merchandising of fashion is also something of an art. The retailer must interpret, translate and display apparel in a way that makes people want to buy it.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

Fashion Retailing

Students will examine the business of buying and selling apparel and accessories by looking at the history of retailing and the types of fashion merchandise retailers. Students will also explore brand policies and operational store policies such as customer service, ambiance, selling services and promotional activities as well as fashion services like personal shoppers and fashion coordinators.

Trends in Fashion Retailing

Students will examine three trends that have affected all retailers; they are mergers, decline of customer loyalty and the rise of private labels. We will also discuss the changes that are occurring in individual segments of the retailing industry including internet shopping. Based on what they have learned students will create an entrepreneurial business plan.

Fashion Auxiliary Services

The learner will examine the three broad categories of fashion auxiliary services including Advertising, Publicity and Public relations. In addition they will explore other information resources such as fashion consultants, market research agencies, trade associations, and trade shows.

Choosing a Career

Students will explore careers in fashion, manufacturing, retailing and fashion auxiliary service, develop job search skills and practice employability skills including factors contributing to job success, professional dress, interviewing skills, and resumes.

Assessments: May include but not limited to:

Career research report:

Compare and contrast trends in retail stores, online options, outlets, and other fashion/sales opportunities Mock Interviews Choose a retail or merchandise business and research the history, brands, policies, services and trends offered.

Interventions: May include but not limited to:

- Videos
- Tutorials
- Textbook Learning
- Worksheets with explanations
- Before School and After School interventions
- New Assignment/Project to re-learn material
- Students will remediate with teacher or Classroom Aide/TA