



TEKS ALIGNMENT & SUGGESTED PACING GUIDE

Fashion Design II



TEKS COVERAGE: 100%

iCEV Family & Consumer Sciences Site

TABLE OF CONTENTS

I. SUGGESTED PACING GUIDE W/ TEKS SUMMARY				3
<hr/>				
II. TEKS BY LESSON				4 - 42
				<hr/>
Introduction to Fashion	4	Teamwork & Collaboration		27
The Fashion Industry	5	Parliamentary Procedure Guidelines		28
International Fashion 101	6	Managing Diversity		29
Fashions of Yesterday & Today	7	Communication Styles		30
Garment Encyclopedia	8	Listening 101		31
Elements & Principles of Personal Style	9	Introduction to Professional Communication		32-33
Principles of Apparel Design	10-11	Written Communication Practices		34
Math in Fashion Design	12	Public Speaking Basics		35
Developing a Fashion Product	13	Introduction to Public & Community Relations		36
A Closer Look at Textiles	14	Jobs, Careers & Education		37
The Laws of Fashion	15-17	Management of Energy, Money & Tasks		38
Sketching for Fashion	18-19	Employability Skills		39
Draping Fundamentals	20	Decision Making		40
Technology & Fashion Design	21-23	Formulas for Career Success: Job Search		41
Fashion Portfolio Development	24	Formulas for Career Success: Job Applications		42
Electronic Communication & Scheduling	25-26			
III. ENTIRE TEKS CORRELATION INSTRUMENT				43 - 56
<hr/>				

Scope & Sequence	Lesson Title	TEKS	Days of Teaching*
1	Introduction to Fashion	1.A.i; 6.A.i; 13.A.i	6
2	The Fashion Industry	1.A.ii; 1.E.i; 12.B.i; 13.A.i	8
3	International Fashion 101	11.A.i; 11.D.i; 13.B.i	7
4	Fashions of Yesterday & Today	6.A.i; 11.A.i; 11.C.i; 11.D.i; 11.E.i	5
5	Garment Encyclopedia	6.A.i; 11.C.i; 12.B.i	11
6	Elements & Principles of Personal Style	15.A.i; 15.B.i; 15.C.i	6
7	Principles of Apparel Design	5.A.iii; 5.A.vii; 5.A.xi; 14.A.i; 14.B.i; 14.B.ii; 14.C.i; 14.C.ii; 14.E.i	7
8	Math in Fashion Design	2.B.i; 2.B.ii	7
9	Developing a Fashion Product	5.A.iv; 5.A.viii; 5.A.xii; 11.B.i; 12.A.i; 13.D.i	10
10	A Closer Look at Textiles	12.A.i	6
11	The Laws of Fashion	7.A.i; 7.A.ii; 7.A.iii; 7.A.iv; 9.A.i 9.A.ii; 9.B.i; 9.C.i; 9.D.i; 9.E.i; 9.E.ii; 9.E.iii; 9.E.iv; 9.F.i; 9.F.ii	7
12	Sketching for Fashion	5.A.v; 5.A.ix; 5.A.xii; 14.A.i; 14.B.i; 14.B.ii; 14.C.i; 14.C.ii; 14.D.i	6
13	Draping Fundamentals	14.E.i	6
14	Technology & Fashion Design	5.A.i; 5.A.ii; 5.A.iii; 5.A.iv; 5.A.v; 5.A.vi; 5.A.vii; 5.A.viii; 5.A.ix; 5.A.x; 5.A.xi; 5.A.xii; 13.C.i	8
15	Fashion Portfolio Development	1.D.i; 14.F.i	6
Career Development Lessons			
16	Electronic Communication & Scheduling	5.A.i; 5.A.ii; 5.A.iii; 5.A.vi; 5.A.vii; 5.A.x; 5.A.xi	7
17	Teamwork & Collaboration	4.A.ii; 4.B.i; 8.A.i; 8.B.i; 8.B.ii; 8.D.i	5
18	Parliamentary Procedure Guidelines	8.C.i; 8.C.ii	6
19	Managing Diversity	3.F.i	6
20	Communication Styles	3.C.i; 3.C.ii; 3.C.iii; 3.D.i; 3.D.ii	7
21	Listening 101	3.E.i	3
22	Introduction to Professional Communication	2.A.i; 2.A.ii; 3.B.ii; 3.C.i; 3.C.ii; 3.C.iii; 3.C.iv; 3.C.v; 3.C.vi; 3.D.i	5
23	Written Communication Practices	2.A.i; 2.A.ii; 3.B.ii; 3.C.i	15
24	Public Speaking Basics	3.A.i; 3.A.ii; 3.A.iii; 3.A.iv; 3.B.i; 3.C.iii; 3.C.v; 3.D.i	6
25	Introduction to Public & Community Relations	3.G.i	3
26	Jobs, Careers & Education	1.A.i; 1.A.ii	10
27	Management of Energy, Money & Tasks	10.A.i; 10.A.ii	6
28	Employability Skills	1.B.i; 1.B.ii; 1.B.iii; 1.B.iv	5
29	Decision Making	4.A.i	4
30	Formulas for Career Success: Job Search	1.C.i	2
31	Formulas for Career Success: Job Applications	1.C.i	2

* *Days of Teaching* identifies the number of days a lesson may take if all lesson plan items (i.e., activities, projects, handouts, etc.) are utilized as written by iCEV curriculum writers. Flexibility within the lesson plan allows instructor autonomy of implementation for each item.

Introduction to Fashion

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(6) The student analyzes the history of the fashion, textiles, and apparel field. The student is expected to analyze fashion history relative to current fashions trends.	(A) analyze fashion history relative to current fashions trends	(i) analyze fashion history relative to current fashions trends	Introduction to Fashion
(13) The student determines design influences on the fashion industry. The student is expected to:	(A) explain the role of leading designers in determining fashion trends	(i) explain the role of leading designers in determining fashion trends	Introduction to Fashion

The Fashion Industry

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) identify and participate in training, education, or certification for employment	(i) identify training, education, or certification for employment	The Fashion Industry
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) identify and participate in training, education, or certification for employment	(ii) participate in training, education, or certification for employment	The Fashion Industry
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) examine employment opportunities in entrepreneurship	(i) examine employment opportunities in entrepreneurship	The Fashion Industry
(12) The student analyzes various types of worldwide fashion production. The student is expected to:	(B) describe the development of haute couture	(i) describe the development of haute couture	The Fashion Industry
(13) The student determines design influences on the fashion industry. The student is expected to:	(A) explain the role of leading designers in determining fashion trends	(i) explain the role of leading designers in determining fashion trends	The Fashion Industry

International Fashion 101

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(11) The student describes how garment development and fashion have evolved from ancient times to present day. The student is expected to:	(A) evaluate significant historic fashions from early civilizations to today	(i) evaluate significant historic fashions from early civilizations to today	International Fashion 101
(11) The student describes how garment development and fashion have evolved from ancient times to present day. The student is expected to:	(D) show the influence of historic fashions on current-year fashion	(i) show the influence of historic fashions on current-year fashion	International Fashion 101
(13) The student determines design influences on the fashion industry. The student is expected to:	(B) analyze international factors affecting fashion design	(i) analyze international factors affecting fashion design	International Fashion 101

Fashions of Yesterday & Today

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(6) The student analyzes the history of the fashion, textiles, and apparel field. The student is expected to analyze fashion history relative to current fashions trends.	(A) analyze fashion history relative to current fashions trends	(i) analyze fashion history relative to current fashions trends	Fashions of Yesterday & Today
(11) The student describes how garment development and fashion have evolved from ancient times to present day. The student is expected to:	(A) evaluate significant historic fashions from early civilizations to today	(i) evaluate significant historic fashions from early civilizations to today	Fashions of Yesterday & Today
(11) The student describes how garment development and fashion have evolved from ancient times to present day. The student is expected to:	(C) explain values communicated through clothing in specific historical periods	(i) explain values communicated through clothing in specific historical periods	Fashions of Yesterday & Today
(11) The student describes how garment development and fashion have evolved from ancient times to present day. The student is expected to:	(D) show the influence of historic fashions on current-year fashion	(i) show the influence of historic fashions on current-year fashion	Fashions of Yesterday & Today
(11) The student describes how garment development and fashion have evolved from ancient times to present day. The student is expected to:	(E) identify prominent historical designers	(i) identify prominent historical designers	Fashions of Yesterday & Today

Garment Encyclopedia

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(11) The student describes how garment development and fashion have evolved from ancient times to present day. The student is expected to:	(C) explain values communicated through clothing in specific historical periods	(i) explain values communicated through clothing in specific historical periods	Garment Encyclopedia
(12) The student analyzes various types of worldwide fashion production. The student is expected to:	(B) describe the development of haute couture	(i) describe the development of haute couture	Garment Encyclopedia
(6) The student analyzes the history of the fashion, textiles, and apparel field. The student is expected to analyze fashion history relative to current fashions trends.	(A) analyze fashion history relative to current fashions trends	(i) analyze fashion history relative to current fashions trends	Garment Encyclopedia

Elements & Principles of Personal Style

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(15) The student demonstrates basic techniques in personal fashion image analysis. The student is expected to:	(A) describe techniques used to analyze the fashion image of individual clients	(i) describe techniques used to analyze the fashion image of individual clients	Elements & Principles of Personal Style
(15) The student demonstrates basic techniques in personal fashion image analysis. The student is expected to:	(B) 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	(i) analyze factors involved in fashion image consulting	Elements & Principles of Personal Style
(15) The student demonstrates basic techniques in personal fashion image analysis. The student is expected to:	(C) develop a personal fashion image evaluation for an individual	(i) develop a personal fashion image evaluation for an individual	Elements & Principles of Personal Style

Principles of Apparel Design

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(iii) use Internet programs for fashion projects	Principles of Apparel Design
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(vii) use Internet programs for textiles projects	Principles of Apparel Design
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(xi) use Internet programs for apparel projects	Principles of Apparel Design
(14) The student creates a portfolio of fashion designs. The student is expected to:	(A) demonstrate fashion figure drawing	(i) demonstrate fashion figure drawing	Principles of Apparel Design
(14) The student creates a portfolio of fashion designs. The student is expected to:	(B) apply design elements and principles to create fashion drawings	(i) apply design elements to create fashion drawings	Principles of Apparel Design
(14) The student creates a portfolio of fashion designs. The student is expected to:	(B) apply design elements and principles to create fashion drawings	(ii) apply design principles to create fashion drawings	Principles of Apparel Design
(14) The student creates a portfolio of fashion designs. The student is expected to:	(C) demonstrate the properties and characteristics of color	(i) demonstrate the properties of color	Principles of Apparel Design

(14) The student creates a portfolio of fashion designs. The student is expected to:	(C) demonstrate the properties and characteristics of color	(ii) demonstrate the characteristics of color	Principles of Apparel Design
(14) The student creates a portfolio of fashion designs. The student is expected to:	(E) select appropriate textiles to use in specific designs	(i) select appropriate textiles to use in specific designs	Principles of Apparel Design

Math in Fashion Design

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student applies academic knowledge and skills in fashion, textile, and apparel projects. The student is expected to:	(B) apply mathematics knowledge and skills such as using whole numbers, decimals, fractions, and knowledge of arithmetic operations	(i) apply mathematics knowledge	Math in Fashion Design
(2) The student applies academic knowledge and skills in fashion, textile, and apparel projects. The student is expected to:	(B) apply mathematics knowledge and skills such as using whole numbers, decimals, fractions, and knowledge of arithmetic operations	(ii) apply mathematics skills	Math in Fashion Design

Developing a Fashion Product

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(iv) use industry programs for fashion projects	Developing a Fashion Product
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(viii) use industry programs for textiles projects	Developing a Fashion Product
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(xii) use industry programs for apparel projects	Developing a Fashion Product
(11) The student describes how garment development and fashion have evolved from ancient times to present day. The student is expected to:	(B) describe social influences that have affected fashion	(i) describe social influences that have affected fashion	Developing a Fashion Product
(12) The student analyzes various types of worldwide fashion production. The student is expected to:	(A) describe mass production techniques	(i) describe mass production techniques	Developing a Fashion Product
(13) The student determines design influences on the fashion industry. The student is expected to:	(D) determine the impact of design decisions on product cost	(i) determine the impact of design decisions on product cost	Developing a Fashion Product

A Closer Look at Textiles

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(12) The student analyzes various types of worldwide fashion production. The student is expected to:	(A) describe mass production techniques	(i) describe mass production techniques	A Closer Look at Textiles

The Laws of Fashion

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(7) The student applies safety regulations. The student is expected to implement personal and workplace safety rules and procedures.	(A) implement personal and workplace safety rules and procedures	(i) implement personal safety rules	The Laws of Fashion
(7) The student applies safety regulations. The student is expected to implement personal and workplace safety rules and procedures.	(A) implement personal and workplace safety rules and procedures	(ii) implement personal safety procedures	The Laws of Fashion
(7) The student applies safety regulations. The student is expected to implement personal and workplace safety rules and procedures.	(A) implement personal and workplace safety rules and procedures	(iii) implement workplace safety rules	The Laws of Fashion
(7) The student applies safety regulations. The student is expected to implement personal and workplace safety rules and procedures.	(A) implement personal and workplace safety rules and procedures	(iv) implement workplace safety procedures	The Laws of Fashion
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(A) exhibit ethical conduct as defined by the fashion and apparel industries	(i) exhibit ethical conduct as defined by the fashion industr[y]	The Laws of Fashion
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(A) exhibit ethical conduct as defined by the fashion and apparel industries	(ii) exhibit ethical conduct as defined by the apparel industr[y]	The Laws of Fashion

(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(B) apply copyright laws	(i) apply copyright laws	The Laws of Fashion
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(C) model respect for intellectual property	(i) model respect for intellectual property	The Laws of Fashion
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(D) demonstrate knowledge of acceptable use policies	(i) demonstrate knowledge of acceptable use policies	The Laws of Fashion
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(E) summarize the rights and responsibilities of employers and employees	(i) summarize the rights of employers	The Laws of Fashion
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(E) summarize the rights and responsibilities of employers and employees	(ii) summarize the responsibilities of employers	The Laws of Fashion
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(E) summarize the rights and responsibilities of employers and employees	(iii) summarize the rights of employees	The Laws of Fashion

(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(E) summarize the rights and responsibilities of employers and employees	(iv) summarize the responsibilities of employees	The Laws of Fashion
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(F) analyze legal aspects of the fashion and apparel industries	(i) analyze legal aspects of the fashion industr[y]	The Laws of Fashion
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(F) analyze legal aspects of the fashion and apparel industries	(ii) analyze legal aspects of the apparel industr[y]	The Laws of Fashion

Sketching for Fashion

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(ix) use personal information management programs for apparel projects	Sketching for Fashion
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(v) use personal information management programs for textiles projects	Sketching for Fashion
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(xii) use industry programs for apparel projects	Sketching for Fashion
(14) The student creates a portfolio of fashion designs. The student is expected to:	(A) demonstrate fashion figure drawing	(i) demonstrate fashion figure drawing	Sketching for Fashion
(14) The student creates a portfolio of fashion designs. The student is expected to:	(B) apply design elements and principles to create fashion drawings	(i) apply design elements to create fashion drawings	Sketching for Fashion
(14) The student creates a portfolio of fashion designs. The student is expected to:	(B) apply design elements and principles to create fashion drawings	(ii) apply design principles to create fashion drawings	Sketching for Fashion

(14) The student creates a portfolio of fashion designs. The student is expected to:	(C) demonstrate the properties and characteristics of color	(i) demonstrate the properties of color	Sketching for Fashion
(14) The student creates a portfolio of fashion designs. The student is expected to:	(C) demonstrate the properties and characteristics of color	(ii) demonstrate the characteristics of color	Sketching for Fashion
(14) The student creates a portfolio of fashion designs. The student is expected to:	(D) use computer-aided techniques to create fashion designs	(i) use computer-aided techniques to create fashion designs	Sketching for Fashion

Draping Fundamentals

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(14) The student creates a portfolio of fashion designs. The student is expected to:	(E) select appropriate textiles to use in specific designs	(i) select appropriate textiles to use in specific designs	Draping Fundamentals

Technology & Fashion Design

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(i) use personal information management programs for fashion projects	Technology & Fashion Design
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(ii) use email programs for fashion projects	Technology & Fashion Design
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(iii) use Internet programs for fashion projects	Technology & Fashion Design
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(iv) use industry programs for fashion projects	Technology & Fashion Design

(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(ix) use personal information management programs for apparel projects	Technology & Fashion Design
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(v) use personal information management programs for textiles projects	Technology & Fashion Design
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(vi) use email programs for textiles projects	Technology & Fashion Design
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(vii) use Internet programs for textiles projects	Technology & Fashion Design
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(viii) use industry programs for textiles projects	Technology & Fashion Design

<p>(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.</p>	<p>(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects</p>	<p>(x) use email programs for apparel projects</p>	<p>Technology & Fashion Design</p>
<p>(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.</p>	<p>(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects</p>	<p>(xi) use Internet programs for apparel projects</p>	<p>Technology & Fashion Design</p>
<p>(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.</p>	<p>(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects</p>	<p>(xii) use industry programs for apparel projects</p>	<p>Technology & Fashion Design</p>
<p>(13) The student determines design influences on the fashion industry. The student is expected to:</p>	<p>(C) determine the impact of technology on the design industry</p>	<p>(i) determine the impact of technology on the design industry</p>	<p>Technology & Fashion Design</p>

Fashion Portfolio Development

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create a career portfolio to document information such as work experiences, licenses, certifications, and work samples	(i) create a career portfolio to document information	Fashion Portfolio Development
(14) The student creates a portfolio of fashion designs. The student is expected to:	(F) assemble portfolio components to present fashion designs	(i) assemble portfolio components to present fashion designs	Fashion Portfolio Development

Electronic Communication & Scheduling

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(i) use personal information management programs for fashion projects	Electronic Communication & Scheduling
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(ii) use email programs for fashion projects	Electronic Communication & Scheduling
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(iii) use Internet programs for fashion projects	Electronic Communication & Scheduling
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(vi) use email programs for textiles projects	Electronic Communication & Scheduling

<p>(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.</p>	<p>(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects</p>	<p>(vii) use Internet programs for textiles projects</p>	<p>Electronic Communication & Scheduling</p>
<p>(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.</p>	<p>(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects</p>	<p>(x) use email programs for apparel projects</p>	<p>Electronic Communication & Scheduling</p>
<p>(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.</p>	<p>(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects</p>	<p>(xi) use Internet programs for apparel projects</p>	<p>Electronic Communication & Scheduling</p>

Teamwork & Collaboration

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(ii) employ critical-thinking skills in groups	Teamwork & Collaboration
(4) The student understands and examines problem-solving methods. The student is expected to:	(B) employ interpersonal skills in groups to solve problems	(i) employ interpersonal skills in groups to solve problems	Teamwork & Collaboration
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(A) employ leadership skills to accomplish collective goals	(i) employ leadership skills to accomplish collective goals	Teamwork & Collaboration
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(B) establish and maintain practices for effective working relationships such as providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(i) establish practices for effective working relationships	Teamwork & Collaboration
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(B) establish and maintain practices for effective working relationships such as providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(ii) maintain practices for effective working relationships	Teamwork & Collaboration
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(D) employ mentoring skills to inspire others	(i) employ mentoring skills to inspire others	Teamwork & Collaboration

Parliamentary Procedure Guidelines

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(C) conduct and participate in meetings using parliamentary procedure	(i) conduct meetings using parliamentary procedure	Parliamentary Procedure Guidelines
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(C) conduct and participate in meetings using parliamentary procedure	(ii) participate in meetings using parliamentary procedure	Parliamentary Procedure Guidelines

Managing Diversity

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(3) The student applies professional communications strategies. The student is expected to:	(F) communicate with diverse individuals	(i) communicate with diverse individuals	Managing Diversity

Communication Styles

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(i) interpret information	Communication Styles
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(ii) interpret data	Communication Styles
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iii) interpret observations	Communication Styles
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(i) deliver formal presentations	Communication Styles
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(ii) deliver informal presentations	Communication Styles

Listening 101

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(3) The student applies professional communications strategies. The student is expected to:	(E) apply active listening skills	(i) apply active listening skills	Listening 101

Introduction to Professional Communication

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student applies academic knowledge and skills in fashion, textile, and apparel projects. The student is expected to:	(A) apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents	(i) apply English language arts knowledge by demonstrating skills to write a variety of documents	Introduction to Professional Communication
(2) The student applies academic knowledge and skills in fashion, textile, and apparel projects. The student is expected to:	(A) apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents	(ii) apply English language arts knowledge by demonstrating skills to edit a variety of documents	Introduction to Professional Communication
(3) The student applies professional communications strategies. The student is expected to:	(B) organize oral and written information	(ii) organize written information	Introduction to Professional Communication
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(i) interpret information	Introduction to Professional Communication
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(ii) interpret data	Introduction to Professional Communication
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iii) interpret observations	Introduction to Professional Communication
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iv) communicate information	Introduction to Professional Communication

(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(v) communicate data	Introduction to Professional Communication
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(vi) communicate observations	Introduction to Professional Communication
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(i) deliver formal presentations	Introduction to Professional Communication

Written Communication Practices

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student applies academic knowledge and skills in fashion, textile, and apparel projects. The student is expected to:	(A) apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents	(i) apply English language arts knowledge by demonstrating skills to write a variety of documents	Written Communication Practices
(2) The student applies academic knowledge and skills in fashion, textile, and apparel projects. The student is expected to:	(A) apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents	(ii) apply English language arts knowledge by demonstrating skills to edit a variety of documents	Written Communication Practices
(3) The student applies professional communications strategies. The student is expected to:	(B) organize oral and written information	(ii) organize written information	Written Communication Practices
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(i) interpret information	Written Communication Practices

Public Speaking Basics

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(i) adapt language for audience	Public Speaking Basics
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(ii) adapt language for purpose	Public Speaking Basics
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iii) adapt language for situation	Public Speaking Basics
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iv) adapt language for intent	Public Speaking Basics
(3) The student applies professional communications strategies. The student is expected to:	(B) organize oral and written information	(i) organize oral information	Public Speaking Basics
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iii) interpret observations	Public Speaking Basics
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(i) deliver formal presentations	Public Speaking Basics
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(v) communicate data	Public Speaking Basics
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(vi) communicate observations	Public Speaking Basics

Introduction to Public & Community Relations

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(3) The student applies professional communications strategies. The student is expected to:	(G) exhibit public relations skills	(i) exhibit public relations skills	Introduction to Public & Community Relations

Jobs, Careers & Education

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) identify and participate in training, education, or certification for employment	(i) identify training, education, or certification for employment	Jobs, Careers & Education
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) identify and participate in training, education, or certification for employment	(ii) participate in training, education, or certification for employment	Jobs, Careers & Education

Management of Energy, Money & Tasks

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(10) The student applies advanced technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.	(A) employ planning and time-management skills to complete work tasks	(i) employ planning skills to complete work tasks	Management of Energy, Money & Tasks
(10) The student applies advanced technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.	(A) employ planning and time-management skills to complete work tasks	(ii) employ time-management skills to complete work tasks	Management of Energy, Money & Tasks

Employability Skills

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(i) identify positive work behaviors needed to be employable	Employability Skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(ii) demonstrate positive work behaviors needed to be employable	Employability Skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(iii) identify personal qualities needed to be employable	Employability Skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(iv) demonstrate personal qualities needed to be employable	Employability Skills

Decision Making

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(i) employ critical-thinking skills independently	Decision Making

Formulas for Career Success: Job Search

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment to find and obtain a desired job	(i) demonstrate skills related to seeking and applying for employment to find and obtain a desired job	Formulas for Career Success: Job Search

Formulas for Career Success: Job Applications

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment to find and obtain a desired job	(i) demonstrate skills related to seeking and applying for employment to find and obtain a desired job	Formulas for Career Success: Job Applications

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

Subject	Chapter 130. Texas Essential Knowledge and Skills for Career & Technical Education
Subchapter	Subchapter C. Arts, Audio/Video Technology, and Communication
Course	§130.104. Fashion Design II (One Credits), Adopted 2015.
Publisher	CEV Multimedia, Ltd.
Program Title	iCEV Family & Consumer Sciences Site
Program ISBN	9781614592228
TEKS Coverage (%)	100.00%

(a) General Requirements. This course is recommended for students in Grades 11 and 12. Prerequisite: Fashion Design I. Recommended corequisite: Fashion Design II Lab. Students shall be awarded one credit for successful completion of this course.

(b) Introduction.

- (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
- (2) The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.
- (3) Careers in fashion span all aspects of the textile and apparel industries. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the fashion industry with an emphasis on design and construction.
- (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
- (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and Skills.

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) identify and participate in training, education, or certification for employment	(i) identify training, education, or certification for employment	Jobs, Careers & Education	Project- Career Exploration Interview
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) identify and participate in training, education, or certification for employment	(i) identify training, education, or certification for employment	The Fashion Industry	Project - Fashion Career Profile
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) identify and participate in training, education, or certification for employment	(ii) participate in training, education, or certification for employment	Jobs, Careers & Education	Project- Career Exploration Interview
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) identify and participate in training, education, or certification for employment	(ii) participate in training, education, or certification for employment	The Fashion Industry	Project - Fashion Career Profile
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(i) identify positive work behaviors needed to be employable	Employability Skills	Project- Personal Skills; Project- Interview
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(ii) demonstrate positive work behaviors needed to be employable	Employability Skills	Project- Personal Skills; Project- Interview

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(iii) identify personal qualities needed to be employable	Employability Skills	Project- Personal Skills; Project- Interview
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(iv) demonstrate personal qualities needed to be employable	Employability Skills	Project- Personal Skills; Project- Interview
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment to find and obtain a desired job	(i) demonstrate skills related to seeking and applying for employment to find and obtain a desired job	Formulas for Career Success: Job Search	Activity- Job Hunt; Project- How Did You Get Your Job
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment to find and obtain a desired job	(i) demonstrate skills related to seeking and applying for employment to find and obtain a desired job	Formulas for Career Success: Job Applications	Activity- Application Critique; Project- Filling Out an Application
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create a career portfolio to document information such as work experiences, licenses, certifications, and work samples	(i) create a career portfolio to document information	Fashion Portfolio Development	Activity- Portfolio Materials; Project- Fashion Portfolio
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) examine employment opportunities in entrepreneurship	(i) examine employment opportunities in entrepreneurship	The Fashion Industry	Project - Fashion Career Profile
(2) The student applies academic knowledge and skills in fashion, textile, and apparel projects. The student is expected to:	(A) apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents	(i) apply English language arts knowledge by demonstrating skills to write a variety of documents	Introduction to Professional Communication	Activity- Script; Project- Communication & Careers; Project- Memo
(2) The student applies academic knowledge and skills in fashion, textile, and apparel projects. The student is expected to:	(A) apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents	(i) apply English language arts knowledge by demonstrating skills to write a variety of documents	Written Communication Practices	Activity- Blog; Activity- Letter; Activity- Letter Answer Key; Project- Editor's Marks; Project- Informative Pamphlet; Project- Frontloading

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(2) The student applies academic knowledge and skills in fashion, textile, and apparel projects. The student is expected to:	(A) apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents	(ii) apply English language arts knowledge by demonstrating skills to edit a variety of documents	Introduction to Professional Communication	Activity- Script; Project- Communication in Careers; Project- Memo
(2) The student applies academic knowledge and skills in fashion, textile, and apparel projects. The student is expected to:	(A) apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents	(ii) apply English language arts knowledge by demonstrating skills to edit a variety of documents	Written Communication Practices	Activity- Blog; Activity- Letter; Activity- Letter Answer Key; Project- Editor's Marks; Project- Informative Pamphlet; Project- Frontloading
(2) The student applies academic knowledge and skills in fashion, textile, and apparel projects. The student is expected to:	(B) apply mathematics knowledge and skills such as using whole numbers, decimals, fractions, and knowledge of arithmetic operations	(i) apply mathematics knowledge	Math in Fashion Design	Activity- Converting Fashion Design; Activity- Converting Fashion Design Answer Key; Project- Taking Measurements
(2) The student applies academic knowledge and skills in fashion, textile, and apparel projects. The student is expected to:	(B) apply mathematics knowledge and skills such as using whole numbers, decimals, fractions, and knowledge of arithmetic operations	(ii) apply mathematics skills	Math in Fashion Design	Activity- Converting Fashion Design; Activity- Converting Fashion Design Answer Key; Project- Taking Measurements
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(i) adapt language for audience	Public Speaking Basics	Activity- Audience Mix Up Teacher Instruction Sheet; Activity- Communication Circle Teacher Instruction Sheet; Project- City Council; Project- City Council Teacher Instruction Sheet; Project- Famous Speaker Profile; Project- Speech Evaluation
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(ii) adapt language for purpose	Public Speaking Basics	Activity- Audience Mix Up Teacher Instruction Sheet; Activity- Communication Circle Teacher Instruction Sheet; Project- City Council; Project- City Council Teacher Instruction Sheet; Project- Famous Speaker Profile; Project- Speech Evaluation
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iii) adapt language for situation	Public Speaking Basics	Activity- Audience Mix Up Teacher Instruction Sheet; Activity- Communication Circle Teacher Instruction Sheet; Project- City Council; Project- City Council Teacher Instruction Sheet; Project- Famous Speaker Profile; Project- Speech Evaluation
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iv) adapt language for intent	Public Speaking Basics	Activity- Audience Mix Up Teacher Instruction Sheet; Activity- Communication Circle Teacher Instruction Sheet; Project- City Council; Project- City Council Teacher Instruction Sheet; Project- Famous Speaker Profile; Project- Speech Evaluation
(3) The student applies professional communications strategies. The student is expected to:	(B) organize oral and written information	(i) organize oral information	Public Speaking Basics	Activity- Audience Mix Up Teacher Instruction Sheet; Activity- Communication Circle Teacher Instruction Sheet; Project- City Council; Project- City Council Teacher Instruction Sheet; Project- Famous Speaker Profile; Project- Speech Evaluation
(3) The student applies professional communications strategies. The student is expected to:	(B) organize oral and written information	(ii) organize written information	Introduction to Professional Communication	Activity- Script; Project- Communication and Careers; Project- Memo
(3) The student applies professional communications strategies. The student is expected to:	(B) organize oral and written information	(ii) organize written information	Written Communication Practices	Activity- Blog; Activity- Letter; Activity- Letter Answer Key; Project- Editor's Marks; Project- Informative Pamphlet; Project- Frontloading

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(i) interpret information	Introduction to Professional Communication	Activity - Paraphrase Teacher Instruction Sheet
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(i) interpret information	Communication Styles	
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(i) interpret information	Written Communication Practices	Project - Frontloading
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(ii) interpret data	Introduction to Professional Communication	Activity - Script
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(ii) interpret data	Communication Styles	Activity - Find It; Activity - Paraphrase Teacher Instruction Sheet
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iii) interpret observations	Introduction to Professional Communication	Activity - Script
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iii) interpret observations	Communication Styles	
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iii) interpret observations	Public Speaking Basics	Project - Speech Evaluation
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iv) communicate information	Introduction to Professional Communication	Activity- Script; Project- Communication and Careers; Project- Memo
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(v) communicate data	Introduction to Professional Communication	
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(v) communicate data	Public Speaking Basics	Project - City Council; Project - City Council Teacher Instruction Sheet
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(vi) communicate observations	Introduction to Professional Communication	
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(vi) communicate observations	Public Speaking Basics	Project - City Council; Project - City Council Teacher Instruction Sheet
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(i) deliver formal presentations	Communication Styles	Activity - Find It

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(i) deliver formal presentations	Introduction to Professional Communication	Project - Best in Class
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(i) deliver formal presentations	Public Speaking Basics	
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(ii) deliver informal presentations	Communication Styles	Activity - Paraphrase Teacher Instruction Sheet
(3) The student applies professional communications strategies. The student is expected to:	(E) apply active listening skills	(i) apply active listening skills	Listening 101	Activity - Bus Driver Listening Teacher Instruction Sheet; Activity - Draw What You Hear Teacher Instruction Sheet; Project - Newsletter
(3) The student applies professional communications strategies. The student is expected to:	(F) communicate with diverse individuals	(i) communicate with diverse individuals	Managing Diversity	Activity - Group Diversity; Project - Unfamiliar Places
(3) The student applies professional communications strategies. The student is expected to:	(G) exhibit public relations skills	(i) exhibit public relations skills	Introduction to Public & Community Relations	Project- Public & Business Relations; Vocabulary Handout
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(i) employ critical-thinking skills independently	Decision Making	Activity- Decision Making Process; Project- Decisions Made; Project- Future Decisions
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(ii) employ critical-thinking skills in groups	Teamwork & Collaboration	Activity- Team Roles; Project- Work-Related Problem Solving
(4) The student understands and examines problem-solving methods. The student is expected to:	(B) employ interpersonal skills in groups to solve problems	(i) employ interpersonal skills in groups to solve problems	Teamwork & Collaboration	Activity- Team Roles; Project- Work-Related Problem Solving
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(i) use personal information management programs for fashion projects	Electronic Communication & Scheduling	
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(i) use personal information management programs for fashion projects	Technology & Fashion Design	Activity- Technology in the Office; Activity- Technology in the Office Teacher Instruction Sheet; Project- Technology & Fashion

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(ii) use email programs for fashion projects	Electronic Communication & Scheduling	
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(ii) use email programs for fashion projects	Technology & Fashion Design	Activity- Technology in the Office; Activity- Technology in the Office Teacher Instruction Sheet; Project- Technology & Fashion
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(iii) use Internet programs for fashion projects	Electronic Communication & Scheduling	
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(iii) use Internet programs for fashion projects	Technology & Fashion Design	Activity- Technology in the Office; Activity- Technology in the Office Teacher Instruction Sheet; Project- Technology & Fashion
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(iii) use Internet programs for fashion projects	Principles of Apparel Design	Activity- Elements & Principles of Design Collage; Project- Paper Dolls; Project- Swatch Book
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(iv) use industry programs for fashion projects	Developing a Fashion Product	Activity- Cost Sheet; Project- Fashion Collection Development; Project- Why We Wear the Things We Do
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(iv) use industry programs for fashion projects	Technology & Fashion Design	Activity- Technology in the Office; Activity- Technology in the Office Teacher Instruction Sheet; Project- Technology & Fashion

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(v) use personal information management programs for textiles projects	Sketching for Fashion	Activity- Fashion Sketching on the Computer
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(v) use personal information management programs for textiles projects	Technology & Fashion Design	Activity- Technology in the Office; Activity- Technology in the Office Teacher Instruction Sheet; Project- Technology & Fashion
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(vi) use email programs for textiles projects	Electronic Communication & Scheduling	
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(vi) use email programs for textiles projects	Technology & Fashion Design	Activity- Technology in the Office; Activity- Technology in the Office Teacher Instruction Sheet; Project- Technology & Fashion
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(vii) use Internet programs for textiles projects	Electronic Communication & Scheduling	
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(vii) use Internet programs for textiles projects	Technology & Fashion Design	Activity- Technology in the Office; Activity- Technology in the Office Teacher Instruction Sheet; Project- Technology & Fashion
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(vii) use Internet programs for textiles projects	Principles of Apparel Design	Activity- Elements & Principles of Design Collage; Project- Paper Dolls; Project- Swatch Book

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(viii) use industry programs for textiles projects	Developing a Fashion Product	Activity- Cost Sheet; Project- Fashion Collection Development; Project- Why We Wear the Things We Do
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(viii) use industry programs for textiles projects	Technology & Fashion Design	Activity- Technology in the Office; Activity- Technology in the Office Teacher Instruction Sheet; Project- Technology & Fashion
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(ix) use personal information management programs for apparel projects	Sketching for Fashion	Activity- Fashion Sketching on the Computer
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(ix) use personal information management programs for apparel projects	Technology & Fashion Design	Activity- Technology in the Office; Activity- Technology in the Office Teacher Instruction Sheet; Project- Technology & Fashion
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(x) use email programs for apparel projects	Electronic Communication & Scheduling	
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(x) use email programs for apparel projects	Technology & Fashion Design	Activity- Technology in the Office; Activity- Technology in the Office Teacher Instruction Sheet; Project- Technology & Fashion
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(xi) use Internet programs for apparel projects	Electronic Communication & Scheduling	

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(xi) use Internet programs for apparel projects	Technology & Fashion Design	Activity- Technology in the Office; Activity- Technology in the Office Teacher Instruction Sheet; Project- Technology & Fashion
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(xi) use Internet programs for apparel projects	Principles of Apparel Design	Activity- Elements & Principles of Design Collage; Project- Paper Dolls; Project- Swatch Book
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(xii) use industry programs for apparel projects	Developing a Fashion Product	Activity- Cost Sheet; Project- Fashion Collection Development; Project- Why We Wear the Things We Do
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(xii) use industry programs for apparel projects	Technology & Fashion Design	Activity- Technology in the Office; Activity- Technology in the Office Teacher Instruction Sheet; Project- Technology & Fashion
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	(A) use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(xii) use industry programs for apparel projects	Sketching for Fashion	Activity- Fashion Sketching on the Computer
(6) The student analyzes the history of the fashion, textiles, and apparel field. The student is expected to analyze fashion history relative to current fashions trends.	(A) analyze fashion history relative to current fashions trends	(i) analyze fashion history relative to current fashions trends	Introduction to Fashion	Activity- Fashion Glossary; Activity- Fashion Styles; Project- Fashion Timeline; Project - What is Fashion
(6) The student analyzes the history of the fashion, textiles, and apparel field. The student is expected to analyze fashion history relative to current fashions trends.	(A) analyze fashion history relative to current fashions trends	(i) analyze fashion history relative to current fashions trends	Fashions of Yesterday & Today	Activity- Fashion in the Past; Activity- Movies & Fashion; Project- Designer Profile; Project- Fashion Intervention
(6) The student analyzes the history of the fashion, textiles, and apparel field. The student is expected to analyze fashion history relative to current fashions trends.	(A) analyze fashion history relative to current fashions trends	(i) analyze fashion history relative to current fashions trends	Garment Encyclopedia	Project- Fashion Fads

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(7) The student applies safety regulations. The student is expected to implement personal and workplace safety rules and procedures.	(A) implement personal and workplace safety rules and procedures	(i) implement personal safety rules	The Laws of Fashion	Activity- Case Study Employment Issues
(7) The student applies safety regulations. The student is expected to implement personal and workplace safety rules and procedures.	(A) implement personal and workplace safety rules and procedures	(ii) implement personal safety procedures	The Laws of Fashion	Activity- Case Study Employment Issues
(7) The student applies safety regulations. The student is expected to implement personal and workplace safety rules and procedures.	(A) implement personal and workplace safety rules and procedures	(iii) implement workplace safety rules	The Laws of Fashion	Activity- Case Study Employment Issues
(7) The student applies safety regulations. The student is expected to implement personal and workplace safety rules and procedures.	(A) implement personal and workplace safety rules and procedures	(iv) implement workplace safety procedures	The Laws of Fashion	Activity- Case Study Employment Issues
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(A) employ leadership skills to accomplish collective goals	(i) employ leadership skills to accomplish collective goals	Teamwork & Collaboration	Activity- Team Roles; Activity- Words of Teamwork; Project- Historical Leadership; Project- Work-Related Problem Solving
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(B) establish and maintain practices for effective working relationships such as providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(i) establish practices for effective working relationships	Teamwork & Collaboration	Activity- Team Roles; Activity- Words of Teamwork; Project- Historical Leadership; Project- Work-Related Problem Solving
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(B) establish and maintain practices for effective working relationships such as providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(ii) maintain practices for effective working relationships	Teamwork & Collaboration	Activity- Team Roles; Activity- Words of Teamwork; Project- Historical Leadership; Project- Work-Related Problem Solving
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(C) conduct and participate in meetings using parliamentary procedure	(i) conduct meetings using parliamentary procedure	Parliamentary Procedure Guidelines	Project- Mock Meetings; Project- Watch and Learn
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(C) conduct and participate in meetings using parliamentary procedure	(ii) participate in meetings using parliamentary procedure	Parliamentary Procedure Guidelines	Project- Mock Meetings; Project- Watch and Learn
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(D) employ mentoring skills to inspire others	(i) employ mentoring skills to inspire others	Teamwork & Collaboration	Activity- Team Roles; Activity- Words of Teamwork; Project- Historical Leadership; Project- Work-Related Problem Solving

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(A) exhibit ethical conduct as defined by the fashion and apparel industries	(i) exhibit ethical conduct as defined by the fashion industr[y]	The Laws of Fashion	Activity- Case Study Employment Issues; Activity- Case Study Intellectual Property; Project- Fashion Import Booklet; Project- Environmental Action Plan
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(A) exhibit ethical conduct as defined by the fashion and apparel industries	(ii) exhibit ethical conduct as defined by the apparel industr[y]	The Laws of Fashion	Activity- Case Study Employment Issues; Activity- Case Study Intellectual Property; Project- Fashion Import Booklet; Project- Environmental Action Plan
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(B) apply copyright laws	(i) apply copyright laws	The Laws of Fashion	Activity- Case Study Intellectual Property; Assessment- Fashion Design & Intellectual Property; Assessment- Fashion Design & Intellectual Property Answer Key; Vocabulary Handout
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(C) model respect for intellectual property	(i) model respect for intellectual property	The Laws of Fashion	Activity- Case Study Intellectual Property; Assessment- Fashion Design & Intellectual Property; Assessment- Fashion Design & Intellectual Property Answer Key; Vocabulary Handout
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(D) demonstrate knowledge of acceptable use policies	(i) demonstrate knowledge of acceptable use policies	The Laws of Fashion	Activity- Case Study Intellectual Property
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(E) summarize the rights and responsibilities of employers and employees	(i) summarize the rights of employers	The Laws of Fashion	Activity- Case Study Intellectual Property; Assessment- Employment Issues; Assessment- Employment Issues Answer Key
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(E) summarize the rights and responsibilities of employers and employees	(ii) summarize the responsibilities of employers	The Laws of Fashion	Activity- Case Study Intellectual Property; Assessment- Employment Issues; Assessment- Employment Issues Answer Key
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(E) summarize the rights and responsibilities of employers and employees	(iii) summarize the rights of employees	The Laws of Fashion	Activity- Case Study Intellectual Property; Assessment- Employment Issues; Assessment- Employment Issues Answer Key
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(E) summarize the rights and responsibilities of employers and employees	(iv) summarize the responsibilities of employees	The Laws of Fashion	Activity- Case Study Intellectual Property; Assessment- Employment Issues; Assessment- Employment Issues Answer Key

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(F) analyze legal aspects of the fashion and apparel industries	(i) analyze legal aspects of the fashion industr[y]	The Laws of Fashion	Activity- Case Study Employment Issues; Activity- Case Study Intellectual Property; Project- Fashion Import Booklet; Project- Environmental Action Plan
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(F) analyze legal aspects of the fashion and apparel industries	(ii) analyze legal aspects of the apparel industr[y]	The Laws of Fashion	Activity- Case Study Employment Issues; Activity- Case Study Intellectual Property; Project- Fashion Import Booklet; Project- Environmental Action Plan
(10) The student applies advanced technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.	(A) employ planning and time-management skills to complete work tasks	(i) employ planning skills to complete work tasks	Management of Energy, Money & Tasks	Project - Managing Tasks
(10) The student applies advanced technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.	(A) employ planning and time-management skills to complete work tasks	(ii) employ time-management skills to complete work tasks	Management of Energy, Money & Tasks	Project - Managing Tasks
(11) The student describes how garment development and fashion have evolved from ancient times to present day. The student is expected to:	(A) evaluate significant historic fashions from early civilizations to today	(i) evaluate significant historic fashions from early civilizations to today	Fashions of Yesterday & Today	Activity- Fashion in the Past; Activity- Movies & Fashion
(11) The student describes how garment development and fashion have evolved from ancient times to present day. The student is expected to:	(A) evaluate significant historic fashions from early civilizations to today	(i) evaluate significant historic fashions from early civilizations to today	International Fashion 101	
(11) The student describes how garment development and fashion have evolved from ancient times to present day. The student is expected to:	(B) describe social influences that have affected fashion	(i) describe social influences that have affected fashion	Developing a Fashion Product	Project- Why We Wear the Things We Do
(11) The student describes how garment development and fashion have evolved from ancient times to present day. The student is expected to:	(C) explain values communicated through clothing in specific historical periods	(i) explain values communicated through clothing in specific historical periods	Fashions of Yesterday & Today	Activity- Fashion in the Past; Project- Designer Profile
(11) The student describes how garment development and fashion have evolved from ancient times to present day. The student is expected to:	(C) explain values communicated through clothing in specific historical periods	(i) explain values communicated through clothing in specific historical periods	Garment Encyclopedia	
(11) The student describes how garment development and fashion have evolved from ancient times to present day. The student is expected to:	(D) show the influence of historic fashions on current-year fashion	(i) show the influence of historic fashions on current-year fashion	Fashions of Yesterday & Today	Activity- Fashion in the Past; Project- Designer Profile; Project- Fashion Intervention

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(11) The student describes how garment development and fashion have evolved from ancient times to present day. The student is expected to:	(D) show the influence of historic fashions on current-year fashion	(i) show the influence of historic fashions on current-year fashion	International Fashion 101	
(11) The student describes how garment development and fashion have evolved from ancient times to present day. The student is expected to:	(E) identify prominent historical designers	(i) identify prominent historical designers	Fashions of Yesterday & Today	Project- Designer Profile
(12) The student analyzes various types of worldwide fashion production. The student is expected to:	(A) describe mass production techniques	(i) describe mass production techniques	A Closer Look at Textiles	Activity- Organizational Structures; Vocabulary Handout
(12) The student analyzes various types of worldwide fashion production. The student is expected to:	(A) describe mass production techniques	(i) describe mass production techniques	Developing a Fashion Product	Student Handout- Fashion Production
(12) The student analyzes various types of worldwide fashion production. The student is expected to:	(B) describe the development of haute couture	(i) describe the development of haute couture	Garment Encyclopedia	Activity - Garment Glossary; Vocabulary Handout
(12) The student analyzes various types of worldwide fashion production. The student is expected to:	(B) describe the development of haute couture	(i) describe the development of haute couture	The Fashion Industry	Student Handout- Price Points
(13) The student determines design influences on the fashion industry. The student is expected to:	(A) explain the role of leading designers in determining fashion trends	(i) explain the role of leading designers in determining fashion trends	Introduction to Fashion	Project- Fashion Timeline; Activity- Fashion Styles
(13) The student determines design influences on the fashion industry. The student is expected to:	(A) explain the role of leading designers in determining fashion trends	(i) explain the role of leading designers in determining fashion trends	The Fashion Industry	Project- Fashion Marketing Plan
(13) The student determines design influences on the fashion industry. The student is expected to:	(B) analyze international factors affecting fashion design	(i) analyze international factors affecting fashion design	International Fashion 101	Project- Fashion in the 21st Century
(13) The student determines design influences on the fashion industry. The student is expected to:	(C) determine the impact of technology on the design industry	(i) determine the impact of technology on the design industry	Technology & Fashion Design	Project- Technology & Fashion
(13) The student determines design influences on the fashion industry. The student is expected to:	(D) determine the impact of design decisions on product cost	(i) determine the impact of design decisions on product cost	Developing a Fashion Product	Activity- Cost Sheet
(14) The student creates a portfolio of fashion designs. The student is expected to:	(A) demonstrate fashion figure drawing	(i) demonstrate fashion figure drawing	Principles of Apparel Design	Activity- Elements & Principles of Design Collage
(14) The student creates a portfolio of fashion designs. The student is expected to:	(A) demonstrate fashion figure drawing	(i) demonstrate fashion figure drawing	Sketching for Fashion	Activity- Sketch the Fabric; Project- Sketching Fashion Designs; Activity- Fashion Sketching on the Computer
(14) The student creates a portfolio of fashion designs. The student is expected to:	(B) apply design elements and principles to create fashion drawings	(i) apply design elements to create fashion drawings	Principles of Apparel Design	Activity- Elements & Principles of Design Collage
(14) The student creates a portfolio of fashion designs. The student is expected to:	(B) apply design elements and principles to create fashion drawings	(i) apply design elements to create fashion drawings	Sketching for Fashion	Activity- Sketch the Fabric; Project- Sketching Fashion Designs; Activity- Fashion Sketching on the Computer

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(14) The student creates a portfolio of fashion designs. The student is expected to:	(B) apply design elements and principles to create fashion drawings	(ii) apply design principles to create fashion drawings	Principles of Apparel Design	Activity- Elements & Principles of Design Collage
(14) The student creates a portfolio of fashion designs. The student is expected to:	(B) apply design elements and principles to create fashion drawings	(ii) apply design principles to create fashion drawings	Sketching for Fashion	Activity- Sketch the Fabric; Project- Sketching Fashion Designs; Activity- Fashion Sketching on the Computer
(14) The student creates a portfolio of fashion designs. The student is expected to:	(C) demonstrate the properties and characteristics of color	(i) demonstrate the properties of color	Principles of Apparel Design	Activity- Elements & Principles of Design Collage
(14) The student creates a portfolio of fashion designs. The student is expected to:	(C) demonstrate the properties and characteristics of color	(i) demonstrate the properties of color	Sketching for Fashion	Activity- Sketch the Fabric; Project- Sketching Fashion Designs; Activity- Fashion Sketching on the Computer
(14) The student creates a portfolio of fashion designs. The student is expected to:	(C) demonstrate the properties and characteristics of color	(ii) demonstrate the characteristics of color	Principles of Apparel Design	Activity- Elements & Principles of Design Collage
(14) The student creates a portfolio of fashion designs. The student is expected to:	(C) demonstrate the properties and characteristics of color	(ii) demonstrate the characteristics of color	Sketching for Fashion	Activity- Sketch the Fabric; Project- Sketching Fashion Designs; Activity- Fashion Sketching on the Computer
(14) The student creates a portfolio of fashion designs. The student is expected to:	(D) use computer-aided techniques to create fashion designs	(i) use computer-aided techniques to create fashion designs	Sketching for Fashion	Activity- Sketch the Fabric; Project- Sketching Fashion Designs; Activity- Fashion Sketching on the Computer
(14) The student creates a portfolio of fashion designs. The student is expected to:	(E) select appropriate textiles to use in specific designs	(i) select appropriate textiles to use in specific designs	Principles of Apparel Design	Project- Swatch Book
(14) The student creates a portfolio of fashion designs. The student is expected to:	(E) select appropriate textiles to use in specific designs	(i) select appropriate textiles to use in specific designs	Draping Fundamentals	Activity- Draping with Different Fabrics; Project- Draping a Fashion Design
(14) The student creates a portfolio of fashion designs. The student is expected to:	(F) assemble portfolio components to present fashion designs	(i) assemble portfolio components to present fashion designs	Fashion Portfolio Development	Activity- Portfolio Materials; Project- Fashion Portfolio
(15) The student demonstrates basic techniques in personal fashion image analysis. The student is expected to:	(A) describe techniques used to analyze the fashion image of individual clients	(i) describe techniques used to analyze the fashion image of individual clients	Elements & Principles of Personal Style	Activity- Personal Style Analysis
(15) The student demonstrates basic techniques in personal fashion image analysis. The student is expected to:	(B) 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	(i) analyze factors involved in fashion image consulting	Elements & Principles of Personal Style	Activity- Personal Style Analysis
(15) The student demonstrates basic techniques in personal fashion image analysis. The student is expected to:	(C) develop a personal fashion image evaluation for an individual	(i) develop a personal fashion image evaluation for an individual	Elements & Principles of Personal Style	Activity- Personal Style Analysis