Advanced Fashion Design

Primary Career Cluster:	Arts, A/V Technology & Communications
Consultant:	Casey Haugner Wrenn, (615) 532-4879, Casey.Haugner@tn.gov
Course Code(s):	TBD
Prerequisite(s):	*Visual Art I*, *Foundations of Fashion Design*, and *Fashion Design*
Credit:	1
Grade Level:	12
Graduation Requirements:	This course satisfies one credit of three credits required for an elective focus when taken in conjunction with other Arts, A/V Technology & Communications courses.
Programs of Study and Sequence:	This is the fourth course in the *Fashion Design* program of study.
Necessary Equipment:	Access to textiles lab is recommended.
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseefccla.org/ Brandon Hudson, (615) 532-2804, Brandon.Hudson@tn.gov
Coordinating Work-Based Learning:	If a teacher has completed work-based learning training, appropriate student placement can be offered. To learn more, please visit http://www.tn.gov/education/cte/wb/.
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are no known dual credit /dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
Teacher Endorsement(s):	050, 051, 450
Required Teacher Certifications/Training:	None
Teacher Resources:	http://www.tn.gov/education/cte/Career_Clusters/artstech.shtml

Course Description

Advanced Fashion Design is the capstone course in the *Fashion Design* program of study. This course is designed to prepare students for further education and careers in the fashion industry. Through exposure to crucial business activities such as project management and product promotion, students will acquire advanced skills related to business professionalism, ethics, policies, and communication in

the fashion industry. In addition, students complete a capstone project during which they will create artifacts to include in a professional portfolio. While not required, student internships can provide an alternative route for students to master required course standards. Students who have the opportunity to participate in internships may be responsible for the following tasks: assisting in client presentations, resource updating and vendor management, assisting designers, and participating with design teams. Standards in this course are aligned with Tennessee Common Core State Standards for English Language Arts & Literacy in Technical Subjects and National Standards for Family and Consumer Sciences Education, Second Edition.*

Program of Study Application

This is the final course in the Fashion Design program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Arts, A/V Technology and Communications website at http://www.tn.gov/education/cte/Career_Clusters/artstech.shtml.

Course Standards

Occupational Safety

1) Demonstrate the ability to comply with personal and environmental safety practices associated with textile applications: the use of adhesives; hand tools; machines; and the handling, storage, and disposal of chemicals/materials in accordance with local, state, and federal safety and environmental regulations.
    a. Inspect, maintain, and employ safe operating procedures with tools and equipment.
    b. Adhere to responsibilities, regulations, and Occupational Safety & Health Administration (OSHA) policies regarding reporting of accidents and observed hazards, and regarding emergency response procedures.
    c. Maintain a portfolio record of written safety examinations and equipment examination for which the student has passed an operational checkout by the instructor.
    (TN CCSS Reading 3, 4; TN CCSS Writing 4; FACS 16)

Professionalism and Ethics in Fashion Design

2) Collaboratively develop a professionalism rubric with performance indicators for each of the following professional attributes required within the fashion design industry:
    a. Creative design skills
    b. Ethical fashion business practices
    c. Honesty
    d. Respect
    e. Communication
    f. Responsibility
    (FACS 16)

3) Examine the Ethical Trading Initiative (ETI) and summarize its governance, mission, and strategies. Synthesizing popular commentary and scholarly perspectives on the Initiative and its effectiveness assess the domestic and global significance and implications of ETI's Base Code on the textile industry and clothing market. Apply principles from the ETI Base Code to compose a

personal code of ethics to follow in the fashion design industry. (TN CCSS Reading 2, 9; TN CCSS Writing 4, 7; FACS 16)

4) Examine current and emerging ethical issues related to the fashion design industry (e.g., fur debate, unethical labor practices, and fashion-inspired body-image disorders). Choose one such issue and develop a claim about its impact on the fashion industry's image. (TN CCSS Reading 7, 8; TN CCSS Writing 1, 4, 9; FACS 16)

Project Management

5) Interpret and apply basic components of business plans to design and complete a comprehensive business plan for a specific fashion line. Generate formal strategies for marketing, financing, manufacturing, and labor in the context of domestic and global markets. (TN CCSS Reading 7; FACS 16)

6) Create an outline that illustrates the basic components of project budgets commonly used in fashion design proposals (e.g., itemized budgets, non-itemized budgets, fixed budgets, and flexible budgets). Implement outline components to generate a comprehensive budget for a potential seasonal fashion line. (TN CCSS Reading 3; TN CCSS Writing 4; FACS 16)

7) Examine how businesses in the fashion design industry conduct project management processes. Compare and contrast components of project management models gathered from case studies of major or local designers. Generate a project management template that addresses the objectives required for organizing and producing a fashion show. (TN CCSS Reading 7, 9; TN CCSS Writing 4, 8; FACS 16)

Capstone Project

8) Demonstrate the application of advanced fashion design knowledge and skills to create a comprehensive, original fashion line with at least 10 pieces. Incorporate design and fabrication skills, technology applications and market indicators (e.g., trends, forecasting, target markets) to plan, problem-solve, and attain project goals. Project components may include but are not limited to the following:
    a. Utilize computer-aided design software to illustrate project elements
    b. Create 3-Dimensional models of project elements
    c. Select and use appropriate materials and methods to fabricate project apparel
    d. Create a design narrative board using textile samples and fashion sketches
    (FACS 16)

9) Research the effects of brand strategies on creating product identity and enhancing sales. Examine print and digital resources to compare brand strategies used in fashion design; develop an original business logo and designer label for the fashion line. (TN CCSS Reading 7; TN CCSS Writing 4, 7; FACS 16)

10) Summarize the main elements of a promotional mix and examine promotional activities specific to the fashion design industry. Develop and implement a promotional campaign to strategically position and publicize the fashion line. Produce and deliver a technology-enhanced presentation of the promotional plan for the fashion collection that could be translated into a runway fashion show. (TN CCSS Reading 2; TN CCSS Writing 4, 6; FACS 16)

11) Compile important artifacts that represent professional skills and personal style to create a professional portfolio and accompanying electronic representation. Develop a plan to distribute the electronic portfolio as part of a career job search and/or as admission to a postsecondary design institution. (TN CCSS Reading 1, 8; TN CCSS Writing 4, 9; FACS 16)

Internship Option**

12) Participate in a work-based learning internship experience to develop, practice, and demonstrate skills outlined in standards above. Internship should follow current Tennessee work-based learning guidelines as appropriate.

13) Create and continually update a personal journal to document internship activities. Draw connections between the experience and course content, thoughtfully reflecting on:
    a. Acquired leadership and technical skills
    b. Problem-solving techniques and decision-making skills
    c. Team member participation in a learning environment
    d. Personal career development
    (TN CCSS Writing 2, 4)

14) Upon conclusion of the internship, write an informative essay summarizing the internship experience and next steps for personal and professional growth. Produce a technology-enhanced class presentation showcasing highlights, challenges, and lessons learned from the internship. (TN CCSS Writing 2, 4, 6)

** Although a hands-on experience in work-based learning (WBL) is the most ideal, it is recognized that not all students will be able to be placed in a working establishment. If a student is placed, then the experience would follow Tennessee WBL guidelines found online at http://www.tn.gov/education/cte/wb/index.shtml.

Standards Alignment Notes

*References to other standards include:
- TN CCSS Reading: Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects; Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 11-12 Students (page 62).
  - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 5, 6 and 10 at the conclusion of the course.
- TN CCSS Writing: Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects; Writing Standards for Literacy in

History/Social Studies, Science, and Technical Subjects 6-12; Grades 11-12 Students (pages 64-66).
   o   Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3, 5 and 10 at the conclusion of the course.
- FACS: National Standards for Family and Consumer Sciences Education, Second Edition: National Association of State Administrators of Family and Consumer Sciences, FACS.
- P21: Partnership for 21st Century Skills Framework for 21st Century Learning
   o   Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

Fashion Design

Primary Career Cluster:	Arts, A/V Technology & Communications
Consultant:	Casey Haugner Wrenn, (615) 532-4879, Casey.Haugner@tn.gov
Course Code(s):	TBD
Prerequisite(s):	*Visual Art I* and *Foundations of Fashion Design*
Credit:	1
Grade Level:	11
Graduation Requirements:	This course satisfies one credit of three credits required for an elective focus when taken in conjunction with other Arts, A/V Technology & Communications courses.
Programs of Study and Sequence:	This is the third course in the *Fashion Design* program of study.
Necessary Equipment:	Access to textiles lab is recommended.
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseefccla.org Brandon Hudson, (615) 532-2804, Brandon.Hudson@tn.gov
Coordinating Work-Based Learning:	If a teacher has completed work-based learning training, appropriate student placement can be offered. To learn more, please visit http://www.tn.gov/education/cte/wb/.
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are no known dual credit /dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
Teacher Endorsement(s):	050, 051, 450
Required Teacher Certifications/Training:	None
Teacher Resources:	http://www.tn.gov/education/cte/Career_Clusters/artstech.shtml

Course Description

Fashion Design is an applied-knowledge course intended to prepare students to pursue careers in the fashion industry. Building on the knowledge acquired in *Foundations of Fashion Design*, this course places special emphasis on apparel manufacturing and merchandising, marketing applications, product and service management, and the creation of an original fashion collection. In addition, students will

explore trends in fashion design and engage with industry-specific technologies used to produce a variety of fabrics, garments, and accessories. Standards in this course are aligned with Tennessee Common Core State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee Common Core State Standards for Mathematics, and National Standards for Family and Consumer Sciences Education, Second Edition.*

Program of Study Application

This is the third course in the *Fashion Design* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Arts, A/V Technology and Communications website at http://www.tn.gov/education/cte/Career_Clusters/artstech.shtml.

Course Standards

Occupational Safety

1) Demonstrate the ability to comply with personal and environmental safety practices associated with textile applications:; the use of adhesives; hand tools; machines; and the handling, storage, and disposal of chemicals/materials in accordance with local, state, and federal safety and environmental regulations.
    a. Inspect, maintain, and employ safe operating procedures with tools and equipment.
    b. Adhere to responsibilities, regulations, and Occupational Safety & Health Administration (OSHA) policies regarding reporting of accidents and observed hazards, and regarding emergency response procedures.
    c. Maintain a portfolio record of written safety examinations and equipment examination for which the student has passed an operational checkout by the instructor. Compare occupational safety skills included in the portfolio to safety skills designated in authentic career postings.
    (TN CCSS Reading 3, 4; TN CCSS Writing 4; FACS 16)

Merchandising and Promotion

2) Evaluate data from multiple sources, including textbooks and fine art books, to support analysis of the psychological characteristics of colors. For example, compare and contrast warm and cool color palettes. Craft an argument examining the effects on consumer preferences and buying trends when color psychology is employed in the marketing of fashion products. Assess the implications for the selection of fabrics for apparel and accessory design. (TN CCSS Reading 7, 8; TN CCSS Writing 1, 4, 7, 9; FACS 16)

3) Identify fundamental techniques and design concepts of fashion merchandise presentation. Research the influence of visual merchandising on consumer purchase decisions. Create a checklist to appraise visual displays for effective and efficient use of display space, lighting, and merchandise. Apply principles of visual merchandise organization by creating an original merchandise display. (TN CCSS Reading 3; TN CCSS Writing 4, 7; FACS 16)

4) Design a visual representation of a store layout incorporating aesthetic considerations of merchandise, services, and customers. Assess how point of view or purpose of the store layout affects content, style, and color choices. Store layout representation could include:
   a. Freeflow Layout
   b. Grid Layout
   c. Spine Layout
   d. Loop Layout
   e. Parallel Layout
   (TN CCSS Reading 6; FAC 16)

5) Examine the importance of establishing and maintaining merchandise flow processes and strategies for successful management of merchandise logistics. Compare and contrast the role of merchandise flow in evaluating and responding to the needs of the business and consumers. (TN CCSS Reading 9; FACS 16)

6) Identify promotion strategies used in the fashion industry for communication of product information. Consult sample catalogues, professional commentary, shopping apps, and related print and digital sources to determine the impact of technology and social media on fashion marketing and promotion. (TN CCSS Reading 7, 9; TN CCSS Writing 8; FACS 16)

Product and Service Management

7) Categorize types of retail clothing stores based on size, company organization (traditional, catalogue, internet), and range of products (variety or specialized). Examine how these retail stores operate within an integrated supply chain, using software such as Electric Point of Sale (EPSO). Assess how the target population of a store shapes the content and style of the products it sells. (TN CCSS Reading 2, 7; FACS 16)

8) Analyze principles of merchandise planning and buying and explain how they relate to each other and the fashion industry as a whole. Use merchandise planning software solutions to coordinate a buying plan that includes the following elements:
   a. Selection of merchandise
   b. Establishment of retail prices
   c. Ongoing ordering processes
   d. Management of supplier relationships
   e. Strategic merchandising
   f. In-store advertising
   (TN CCSS Reading 3; FACS 16)

Marketing and Trends in Fashion Design

9) Identify basic principles of marketing, including but not limited to market analysis, planning, implementation, and control. Create a checklist of common marketing plan components (e.g., marketing objectives, customer analysis, marketing strategies, and tactics). Evaluate data and conduct an original fashion design analysis for a real or invented clothing line using the four basic elements of a fashion marketing plan:
   a. Product development
   b. Price

      c.   Distribution management
      d.   Promotions and communications
(TN CCSS Reading 9; TN CCSS Writing 4, 9; FACS 16)

10) Examine components of market analysis and trends research related to fashion design (i.e., season, target market, colors, fabrics, texture, usage). Analyze how and why individuals, events, and ideas develop and interact to create seasonal fashion trends. Research and interpret technical data to forecast trends in fashion and identify target markets. (TN CCSS Reading 8; TN CCSS Writing 7, 9; FACS 16)

11) Analyze the demographics of target markets to predict consumer requirements and preferences. Integrate research and analysis data to create original fashion collections for domestic and global markets using computer-aided design applications. (TN CCSS Reading 8; TN CCSS Writing 7, 9; FACS 16)

12) Create a comprehensive seasonal buying plan using industry-related budget designing software. Formulate basic budget functions including the following elements: planning process, buy quantity, and benchmarks for progress evaluation and plan adjustment. (TN CCSS Writing 2; TN CCSS Math N-Q; FACS 16)

13) Create a window presentation for a retail store incorporating an original garment design and accessories. Create modified display options to accommodate different seasons, events, and customer demographics. (FACS 16)

Creation of Fashion Collection

14) Drawing on current and historic trends in the color, texture, and print of fabrics used for garment designs, develop a collection of apparel and accessories for different lifestyles and seasons using hand sketches or computer-aided design. (FACS 16)

15) Justify the use of certain fabrics and trims for the needs of selected target markets and garment functionalities, citing market research or industry journals to support decisions. Analyze how properties of fabrics affect garment performance and cost. Compose an informative presentation from textile choices through the product development for a chosen target market. (TN CCSS Reading 1; TN CCSS Writing 1, 2, 4; FACS 16)

16) Compile a list of materials required for a presentation board featuring a wide range of material samples. Evaluate sample elements to determine the most effective combination for creating a comprehensive fashion collection using a variety of colors, fabrics, sketches, and/or industry software designs. (TN CCSS Reading 2, 7; TN CCSS Writing 4, 8; FACS 16)

17) Assemble a presentation board that incorporates a collage of color samples, fabrics, and sketches, mounted with color renderings that logically present a particular fashion collection by color or style of design. Create a name for each garment in the collection for tracking and communication to potential clients. (FACS 16)

18) Compose and present a clear and coherent written justification for the presentation board that explains the principles of design, choice of samples, and analysis of the fashion collection. (TN CCSS Writing 1, 4; FACS 16)

19) Construct one or more garments from one of the student-designed collections developed in previous standards. Demonstrate basic garment construction skills and techniques, using samples provided on the presentation board. Demonstrate proficiency in proper pressing, fitting, alteration, finishing, and embellishment for quality garment construction. Demonstrate the appropriate use, selection, and maintenance of equipment, tools, and sewing supplies for the construction of apparel. (TN CCSS Reading 3; FACS 16)

Standards Alignment Notes

*References to other standards include:
- TN CCSS Reading: Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects; Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 11-12 Students (page 62).
  - o Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 5, 6 and 10 at the conclusion of the course.
- TN CCSS Writing: Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects; Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 11-12 Students (pages 64-66).
  - o Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3, 5, 6 and 10 at the conclusion of the course.
- TN CCSS Math: Tennessee Common Core State Standards for Mathematics; Math Standards for High School: Number and Quantity (pages 58-83).
  - o Note: The standards in this course are not meant to teach mathematical concepts. However, the concepts referenced above may provide teachers with opportunities to collaborate with mathematics educators to design project based activities or collaborate on lesson planning. Students who are engaging in activities listed above should be able to demonstrate quantitative reasoning as applied to specific technical concepts. In addition students will have the opportunity to practice the habits of mind as described in the eight Standards for Mathematical Practice.
- FACS: National Standards for Family and Consumer Sciences Education, Second Edition: National Association of State Administrators of Family and Consumer Sciences, FACS.
- P21: Partnership for 21st Century Skills Framework for 21st Century Learning
  - o Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

Foundations of Fashion Design

Primary Career Cluster:	Arts, A/V Technology & Communications
Consultant:	Casey Haugner Wrenn, (615) 532-4879, Casey.Haugner@tn.gov
Course Code(s):	TBD
Prerequisite(s):	*Visual Art I*
Credit:	1
Grade Level:	10
Graduation Requirements:	This course satisfies one credit of three credits required for an elective focus when taken in conjunction with other Arts, A/V Technology & Communications courses.
Programs of Study and Sequence:	This is the second course in the *Fashion Design* program of study.
Necessary Equipment:	Access to textiles lab is recommended.
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseefccla.org Brandon Hudson, (615) 532-2804, Brandon.Hudson@tn.gov
Coordinating Work-Based Learning:	If a teacher has completed work-based learning training, appropriate student placement can be offered. To learn more, please visit http://www.tn.gov/education/cte/wb/.
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are no known dual credit /dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
Teacher Endorsement(s):	050, 051, 450
Required Teacher Certifications/Training:	None
Teacher Resources:	http://www.tn.gov/education/cte/Career_Clusters/artstech.shtml

Course Description

Foundations of Fashion Design introduces students to the rich history of the fashion industry and the basic design principles that are integral to its operation. This course studies the history of the fashion industry, elements and principles of design, textile history and composition, as well as basic construction

principles. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study. Standards in this course are aligned with Tennessee Common Core State Standards for English Language Arts & Literacy in Technical Subjects and National Standards for Family and Consumer Sciences Education, Second Edition.*

Program of Study Application

This is the second course in the *Fashion Design* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Arts, A/V Technology and Communications website at http://www.tn.gov/education/cte/Career_Clusters/artstech.shtml.

Course Standards

Occupational Safety

1) Demonstrate the ability to comply with personal and environmental safety practices associated with textile applications: the use of adhesives; hand tools; machines; and the handling, storage, and disposal of chemicals/materials in accordance with local, state, and federal safety and environmental regulations.
    a. Inspect, maintain, and employ safe operating procedures with tools and equipment.
    b. Adhere to responsibilities, regulations, and Occupational Safety & Health Administration (OSHA) policies regarding reporting of accidents and observed hazards, and regarding emergency response procedures.
    c. Maintain a record of written safety examinations and equipment examinations for which the student has passed an operational checkout by the instructor.
    (TN CCSS Reading 3, 4; TN CCSS Writing 4; FACS 16)

Career Investigation

2) Identify and analyze career pathways within the Fashion Design program of study. Cite supporting evidence from multiple sources (such as interviews with fashion design professionals retrieved from industry magazines) to summarize the essential knowledge and skills required for these careers. Complete one or more career aptitude surveys, analyze the results, and compose an essay describing the relationships between personal career aptitudes and careers in fashion design. (TN CCSS Reading 1, 2, 7, 9; TN CCSS Writing 4, 8, 9; FACS 1, 16)

3) Compile and analyze real-time and projected labor market data from public sources such as the U.S. Bureau of Labor Statistics to investigate local and regional occupational opportunities and trends in the fashion design industry. Synthesize collected data to develop a graphic illustration comparing occupations by education requirements, job availability, salaries, and benefits. (TN CCSS Reading 2, 7, 9; TN CCSS Writing 4, 8, 9; FACS 16)

History and Development of Fashion Design

4) Synthesize research from informational texts, including fashion magazines and textbooks, to create an annotated timeline or visual graphic emphasizing significant time periods within fashion design dating from the beginning of civilization to the present. Using descriptive text,

interpret the cultural, social, economic, and technological factors that have influenced fashion development and design. (TN CCSS Reading 2, 9; TN CCSS Writing 2, 4, 7, 9; FACS 16)

5) Explore theories of fashion dynamics and forecasting, and compose an informative essay that illustrates the five stages of the fashion cycle concept:
   a. Introduction
   b. Rise in popularity
   c. Peak of popularity
   d. Decline in popularity
   e. Rejection
   Investigate major paradigms (i.e. Circle, Pendulum) in fashion history and critique whether the fashion cycle model helps explain major paradigm shifts over time. (TN CCSS Reading 9; TN CCSS Writing 2, 4; FACS 16)

6) Analyze the importance of clothing and fashion in contemporary society as they relate to cultural, economic, and political realities in a variety of contexts around the globe. Investigate the influences of modern fashion designers; discuss how a society's customs and preferences influence what is fashionable to certain populations. Create an informational artifact that identifies significant contributions from these designers to the fashion industry. (TN CCSS Reading 9; TN CCSS Writing 2, 4, 7; FACS 16)

Elements and Principles of Design

7) Compare and contrast the elements and principles of design in visual arts and examine their interrelationships. Analyze the elements and principles of design in the context of fashion by evaluating their purpose and application in apparel and accessories.
   Elements:
   a. Line
   b. Shape
   c. Proportion
   d. Color theory and basic schemes
   e. Texture
   Principles:
   a. Unity
   b. Harmony
   c. Formal and informal balance
   d. Rhythm
   e. Contrast
   f. Emphasis
   g. Gradation
   (FACS 16)

8) Analyze the color wheel and apply concepts of color theory to the development of fashion specs for a real or invented clothing line. Identify techniques that achieve desired hues, values, and intensities. Demonstrate the ability to color mix apparel and accessory samples in various color systems. (TN CCSS Reading 3; FACS 16)

History and Development of Textiles

9) Examine the historical development of processes and techniques in textile design and production. Using descriptive text, summarize the evolution of trends in textile colors, textures, and prints used in fashion design. Identify textile technologies that have influenced apparel design, production, merchandising, and sales. (TN CCSS Reading 2; TN CCSS Writing 4; FACS 16)

10) Analyze research from multiple sources such as technical journals to summarize the typical products made out of textiles in the apparel industry. Compare and contrast determining factors for textile suitability and applications for a variety of commercial purposes. (TN CCSS Reading 2, 7, 9; TN CCSS Writing 8; FACS 16)

11) Examine the progression of ethical practices in the textile and apparel industry, using historical records found in textbooks or other sources. Evaluate current ethical issues affecting the fashion industry, included but not limited to: knockoff products/designer forgeries, shoplifting, sweatshop labor, provocative advertising, and body image. Compose an argument, including development of claim(s) and counterclaim(s), debating the sociological and economic impacts of these issues on the fashion industry. (TN CCSS Reading 8; TN CCSS Writing 1, 4, 9; FACS 16)

Textile Applications

12) Identify common fibers and describe their associated characteristics and applications. Perform swatch tests to analyze and evaluate fiber characteristics, including their aesthetic features as well as mechanical and chemical properties. (FACS 16)

13) Analyze characteristics of natural and synthetic fibers. Compare and contrast natural and synthetic textiles with regard to performance, dying, printing, and finishing processes. Determine the suitability of various textiles for specific applications. (TN CCSS Reading 9; FACS 16)

14) Identify common fabrics and examine basic textile fabrication processes. Research and summarize technical sources such as industry manuals or manufacturers' quality control protocol to develop a list of general instructions for the selection, evaluation, use, and care of fabrics used in fashion design. (TN CCSS Reading 2; TN CCSS Writing 4, 7, 9; FACS 16)

15) Review informational resources identifying textile and apparel industry standards that promote quality control in apparel manufacturing. Compose an informative essay citing specific textual evidence that critiques the effectiveness and implications of these standards on product quality, cost, and supply chain dynamics. (TN CCSS Reading 1; TN CCSS Writing 2, 4, 9; FACS 16)

Principles of Construction

16) Demonstrate basic garment construction skills and techniques. Demonstrate proficiency in proper pressing, fitting, alteration, finishing, and embellishment for quality garment construction. Demonstrate the appropriate use, selection, and maintenance of equipment, tools, and sewing supplies for the construction of apparel. (TN CCSS Reading 3; FACS 16)

17) Demonstrate proficiency in basic pattern design and drafting techniques by designing and creating an original garment pattern. Compare and contrast skill requirements for manual and computer-aided pattern design and drafting methods. (TN CCSS Reading 3; FACS 16)

Standards Alignment Notes

*References to other standards include:
- TN CCSS Reading: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 9-10 Students (page 62).
  - o Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 5, 6 and 10 at the conclusion of the course.
- TN CCSS Writing: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 9-10 Students (pages 64-66).
  - o Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3, 5, 6 and 10 at the conclusion of the course.
- FACS: National Standards for Family and Consumer Sciences Education, Second Edition: National Association of State Administrators of Family and Consumer Sciences, [FACS]().
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning]()
  - o Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.