

# Course Outline

Fashion and Interior Design

REVISED: August/2017

**Job Title**

Pattern Designer

**Career Pathway:**

Fashion Design, Manufacturing and Merchandising

**Industry Sector:**

Fashion and Interior Design

**O\*NET-SOC CODE:**

27-1022.00

**CBEDS Title:**

Fashion Textiles and Apparel

**CBEDS No.:**

4331

**74-55-50**

**Fashion/1**

**Credits:** 5

**Hours:** 90

**Course Description:**

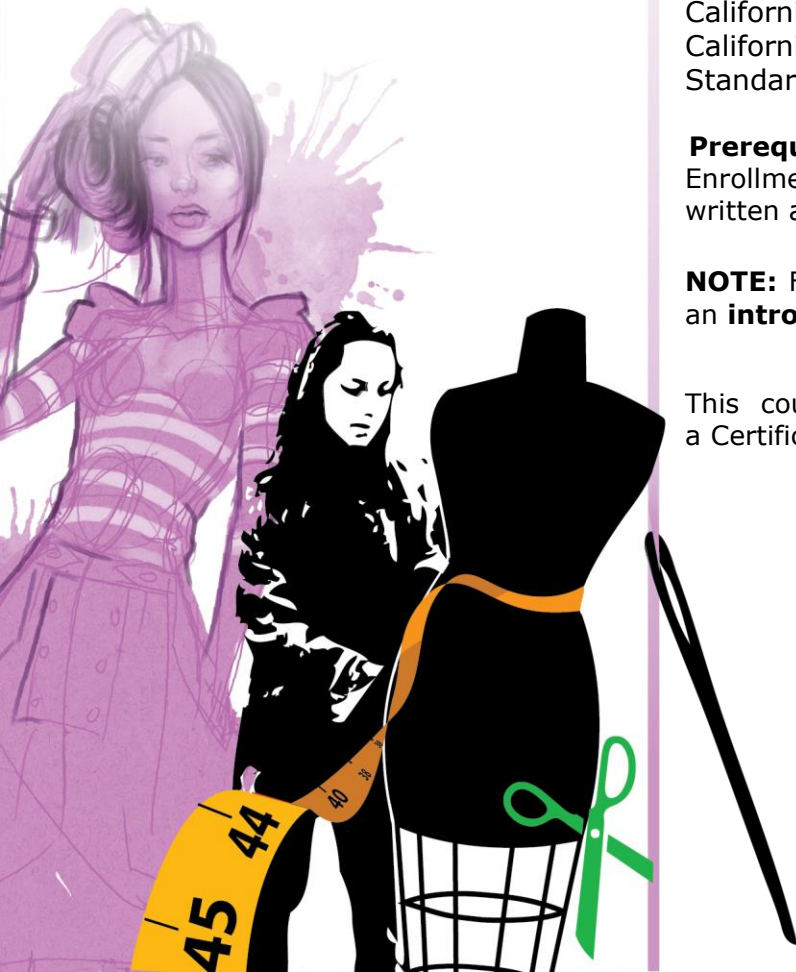
This competency-based course is the first in a sequence of four designed for fashion. It provides students with project-based experiences in apparel design and illustration as used in today's industry. Technical instruction includes an orientation, workplace safety policies and procedures, trade mathematics, and employability skills. Emphasis is placed on the current inspiration and sources of design and illustration techniques used for developing a line, basic sewing principles and techniques, and basic patternmaking principles and techniques. The competencies in this course outline are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

**Prerequisites:**

Enrollment requires employment-level competency in reading, written and oral communications, math and computer operation.

**NOTE:** For Perkins purposes this course has been designated as an **introductory** course

This course **cannot** be repeated once a student receives a Certificate of Completion.



## **COURSE OUTLINE COMPETENCY-BASED COMPONENTS**

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

### **COURSE OUTLINE COMPONENTS**

### **LOCATION**

#### **GOALS AND PURPOSES**

Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

#### **PERFORMANCE OBJECTIVES OR COMPETENCIES**

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Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

**COURSE OUTLINE COMPETENCY-BASED COMPONENTS**  
**(continued)**

**COURSE OUTLINE COMPONENTS**

**LOCATION**

**INSTRUCTIONAL STRATEGIES**

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Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.

**UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT**

Cover

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

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Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

**EVALUATION PROCEDURES**

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The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.

**REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT**

Cover

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

## ***ACKNOWLEDGMENTS***

Thanks to DAVE COLEMAN and NAZELI ZELYAN for developing and editing this curriculum. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

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# **CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS**

## ***Fashion and Interior Design Industry Sector Knowledge and Performance Anchor Standards***

### **1.0 Academics**

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Fashion and Interior Design academic alignment matrix for identification of standards.

### **2.0 Communications**

Acquire and accurately use Fashion and Interior Design sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

### **3.0 Career Planning and Management**

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

### **4.0 Technology**

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Fashion and Interior Design sector workplace environment.

### **5.0 Problem Solving and Critical Thinking**

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Fashion and Interior Design sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

### **6.0 Health and Safety**

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Fashion and Interior Design sector workplace environment.

### **7.0 Responsibility and Flexibility**

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Fashion and Interior Design sector workplace environment and community settings.

### **8.0 Ethics and Legal Responsibilities**

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

### **9.0 Leadership and Teamwork**

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the career technical student organization (such as FHA-HERO, the California Affiliate of FCCLA).

### **10.0 Technical Knowledge and Skills**

Apply essential technical knowledge and skills common to all pathways in the Fashion and Interior Design sector, following procedures when carrying out experiments or performing technical tasks.

### **11.0 Demonstration and Application**

Demonstrate and apply the knowledge and skills contained in the Fashion and Interior Design anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings and through the career technical student organization (such as FHA-HERO, the California Affiliate of FCCLA).

## ***Fashion and Interior Design Pathway Standards***

### **A. Fashion Design and Merchandising Pathway**

The Fashion Design and Merchandising pathway focuses on the major aspects of the fashion industry and prepares students for careers and/or postsecondary education in this rapidly growing field. Students pursuing this career pathway have in-depth, hands-on experiences that focus on industry awareness, sustainable practices, elements and principles of design, history of fashion, fashion forecasting, textiles and textile products, product knowledge, apparel merchandising, and garment production.

Sample occupations associated with this pathway:

- ◆ Display or Sales Associate
- ◆ Merchandising Manager
- ◆ Fashion Designer

- A1.0 Understand various aspects of the fashion design, manufacturing, merchandising, and retail industry and the industry's role in local, state, national, and global economies.
- A2.0 Understand basic hiring practices, operational policies, procedures, and regulatory requirements in the fashion design, manufacturing, merchandising, and retail industry.
- A3.0 Understand the principles of organizational management, including the roles and responsibilities of management and employees.
- A4.0 Apply the elements and principles of design in various aspects of the fashion industry.
- A5.0 Understand how the history of social, cultural, political, economic, and technological changes influence fashion.
- A6.0 Understand the characteristics, production, and maintenance of textiles and the use of sustainable practices.
- A7.0 Understand how trends, color, and societal forecasting are used in the fashion industry.
- A8.0 Understand the principles and techniques used in fashion design and product development and manufacturing.
- A.9.0 Understand the skills and procedures necessary for sales, marketing, and branding in the fashion industry.
- A10.0 Understand visual merchandising and product styling.
- A11.0 Understand the current laws, work site policies, and systems for inventory control and loss prevention.
- A12.0 Understand important aspects of the beauty industry.

**CBE**  
**Competency-Based Education**

**COMPETENCY-BASED COMPONENTS**  
**for the Fashion/1 Course**

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. ORIENTATION AND SAFETY</p> <p>Understand, apply, and evaluate classroom and workplace policies and procedures used in accordance with federal, state, and local safety and environmental regulations.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> <li>1. Describe the scope and purpose of the course.</li> <li>2. Identify classroom policies and procedures.</li> <li>3. Identify the different occupations in the Fashion and Interior Design Industry Sector which have an impact on the role of fashion designers and manufacturers.</li> <li>4. Describe the opportunities available for promoting gender equity and the representation of non-traditional populations in fashion design and manufacturing.</li> <li>5. Explain the impact of Environmental Protection Agency (EPA) legislation on the Fashion and Interior Design Industry Sector practices.</li> <li>6. Describe and demonstrate the use of the Material Safety Data Sheet (MSDS) as it applies to fashion design and manufacturing.</li> <li>7. Explain the purpose of the California Occupational Safety and Health Administration (CalOSHA) and its laws governing fashion designers and manufacturers.</li> <li>8. Describe classroom and workplace first aid and emergency procedures based on the American Red Cross (ARC) standards.</li> <li>9. Explain how each of the following insures a safe workplace:               <ol style="list-style-type: none"> <li>a. employees' rights as they apply to job safety</li> <li>b. employers' obligations as they apply to safety</li> <li>c. safety laws applying to electrical tools</li> </ol> </li> <li>10. Pass the safety test with 100% accuracy.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 6, 7, 8, 9, 12</p> <p><b>CTE Anchor:</b> Academics: 1.0 Career Planning and Management: 3.4 Health and Safety: 6.1, 6.2, 6.3, 6.6, 6.7 Responsibility and Flexibility: 7.3, 7.4, 7.7, 7.8 Ethics and Legal Responsibilities: 8.3, 8.4, 8.7 Leadership and Teamwork: 9.1, 9.5, 9.6</p> <p><b>CTE Pathway:</b> A1.1, A2.1, A2.2, A7.2, A11.3</p>
<p>B. RESOURCE MANAGEMENT</p> <p>Understand, apply, and evaluate the basic principles of resource management used in fashion design and manufacturing.</p>	<ol style="list-style-type: none"> <li>1. Define the following:               <ol style="list-style-type: none"> <li>a. resources</li> <li>b. management</li> <li>c. sustainability</li> </ol> </li> <li>2. Describe the management of the following resources in the fashion design and manufacturing business:               <ol style="list-style-type: none"> <li>a. time</li> <li>b. materials</li> <li>c. personnel</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4, 5, 7, 8, 9, 10, 11, 12</p> <p><b>CTE Anchor:</b> Career Planning and Management: 3.1, 3.2, 3.3, 3.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(1 hour)	<ol style="list-style-type: none"> <li>3. List specific examples of effective management of the following resources in the fashion design and manufacturing business:               <ol style="list-style-type: none"> <li>a. time</li> <li>b. materials</li> <li>c. personnel</li> </ol> </li> <li>4. Evaluate the following benefits of effective resource management in the fashion design and manufacturing business:               <ol style="list-style-type: none"> <li>a. profitability</li> <li>b. sustainability</li> <li>c. company growth</li> </ol> </li> <li>5. Evaluate the economic benefits and liabilities of managing resources in an environmentally responsible way.</li> </ol>	<p>Technology: 4.1, 4.6</p> <p>Problem Solving and Critical Thinking: 5.2, 5.4</p> <p>Health and Safety: 6.1, 6.6, 6.7</p> <p>Responsibility and Flexibility: 7.1, 7.2, 7.3, 7.4, 7.5, 7.7, 7.8</p> <p>Ethics and Legal Responsibilities: 8.3, 8.4, 8.5</p> <p>Leadership and Teamwork: 9.3, 9.7</p> <p>Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4, 10.5, 10.14</p> <p>Demonstration and Application: 11.3, 11.4</p> <p><b>CTE Pathway:</b> A1.1, A1.3, A1.4, A2.2, A2.3, A3.1, A3.4, A3.5, A4.1, A4.2, A4.3, A5.3, A5.1, A5.4, A6.1, A6.4, 6.7, A7.1, A7.2, A7.3, A8.2, A8.3, A8.5, A8.6, A8.8, A8.10</p>
<p>C. TRADE MATHEMATICS</p> <p>Understand, apply, and evaluate the mathematical requirements in the fashion design and manufacturing industry.</p>	<ol style="list-style-type: none"> <li>1. Describe the practical applications of math in the fashion design and manufacturing industry.</li> <li>2. Describe and demonstrate problem-solving techniques involving whole number problems using arithmetic operations (addition, subtraction, multiplication, and division).</li> <li>3. Describe and demonstrate problem-solving techniques involving various fraction problems using arithmetic operations.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4, 5</p> <p><b>CTE Anchor:</b> Academics: 1.0 Communications: 2.3</p>



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(4 hours)	<ol style="list-style-type: none"> <li>4. Describe and demonstrate problem-solving techniques involving various decimal problems using addition, subtraction, multiplication, and division.</li> <li>5. Describe and demonstrate techniques for changing fractions to decimals.</li> <li>6. Describe and demonstrate techniques for changing decimals to fractions.</li> <li>7. Describe the English and metric systems of measuring length.</li> <li>8. Describe the English and metric systems of measuring weight.</li> <li>9. Describe the English and metric systems of measuring volume or capacity.</li> <li>10. Describe and demonstrate English and metric problem-solving techniques for various measuring problems using arithmetic operations.</li> <li>11. Describe and demonstrate English and metric measuring techniques of objects by using tools common to the industry.</li> <li>12. Express metric units in ascending and descending powers of ten.</li> <li>13. Convert the English numbering system to metric system.</li> <li>14. Convert metric system to English numbering system.</li> <li>15. Calculate square roots of English numbers.</li> <li>16. Describe and demonstrate problem-solving techniques for geometric problems.</li> <li>17. Describe and demonstrate problem-solving techniques for algebraic problems.</li> <li>18. Describe and demonstrate problem-solving techniques using percentages.</li> <li>19. Describe and demonstrate techniques for reading and interpreting graphs.</li> <li>20. Describe and demonstrate techniques for using a calculator.</li> </ol>	<p>Problem Solving and Critical Thinking: 5.1</p> <p><b>CTE Pathway:</b> A8.2, A8.3, A8.5, A8.6, A8.8</p>
<p>D. DESIGN AND ILLUSTRATION I</p> <p>Understand, apply, and evaluate the current inspiration and sources of design and illustration techniques used for developing a line.</p>	<ol style="list-style-type: none"> <li>1. Identify through research the following: <ol style="list-style-type: none"> <li>a. current design trends</li> <li>b. informational sources such as: stores, boutiques, libraries, periodicals, and forecast agencies</li> <li>c. size, range, and sample sizes</li> <li>d. target markers (body types by size and age group or design requirements)</li> </ol> </li> <li>2. Define the following: <ol style="list-style-type: none"> <li>a. design process or product development</li> <li>b. group/line</li> <li>c. croquis (10 head fashion figure)</li> <li>d. illustration</li> <li>e. flat sketching</li> </ol> </li> <li>3. Identify and describe the following: <ol style="list-style-type: none"> <li>a. differences between an illustration and flat sketching</li> <li>b. self and contrast</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4, 8, 9, 10, 11, 12</p> <p><b>CTE Anchor:</b> Communications: 2.1, 2.3, 2.4, 2.5, 2.6 Technology: 4.1, 4.2, 4.3, 4.6 Problem Solving and Critical Thinking: 5.1, 5.2, 5.4 Responsibility and Flexibility: 7.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(27 hours)	<ul style="list-style-type: none"> <li>c. design process (product development) in manufacturing garments</li> <li>d. group/line components</li> <li>e. how groups make up a line for target markets</li> <li>f. figure types for the identified groups/line</li> </ul> <p>4. Describe and demonstrate the following:</p> <ul style="list-style-type: none"> <li>a. development of a concept board for current trends</li> <li>b. presentation of concept boards to the class</li> <li>c. completion of a team trend project to develop teamwork</li> <li>d. garment designs for specific target markets</li> <li>e. group designs with specific target markets for the different seasons</li> <li>f. coordination of color, fabric, trims, and styles for the line</li> <li>g. sketching of 10 head croquis</li> <li>h. using various art media to render designs</li> <li>i. draw the croquis with different types of garments</li> <li>j. developing accurate working flat sketches for garments used in groups/line</li> <li>k. coordination of the groups/line to place in portfolio</li> <li>l. sketching of fabrics</li> <li>m. developing a logo for future line/company</li> </ul>	<p>Ethics and Legal Responsibility 8.1, 8.2, 8.6, 8.7</p> <p>Leadership and Teamwork: 9.1, 9.5</p> <p><b>CTE Pathway:</b> A4.1, A4.2, A4.3, A4.4, A6.1, A6.4, A6.6, A7.1, A7.3, A8.1, A8.2, A8.6, A8.8, A8.10, A8.11</p>
<p>E. SEWING</p> <p>Understand, apply, and evaluate basic sewing principles and techniques.</p>	<ul style="list-style-type: none"> <li>1. Identify and describe the features and functions of the following: <ul style="list-style-type: none"> <li>a. different types of industrial machines used in the fashion industry</li> <li>b. pattern drafting paper</li> <li>c. seams</li> <li>d. allowances</li> <li>e. darts</li> <li>f. blocks</li> <li>g. ruffles</li> <li>h. pleats</li> <li>i. waistband</li> <li>j. tote bag</li> <li>k. railroad zippers</li> <li>l. overlapped zipper</li> <li>m. invisible zipper</li> </ul> </li> <li>2. Describe and demonstrate the following: <ul style="list-style-type: none"> <li>a. proper operation, maintenance, and repair of the different types of industrial sewing machines</li> <li>b. threading the industrial single needle machine</li> <li>c. sewing on lined paper</li> <li>d. cutting and sewing muslin shapes</li> <li>e. providing accurate seam allowances used to sew garments</li> <li>f. sewing a dart</li> <li>g. cutting and sewing the basic block</li> <li>h. sewing gathers, ruffles and pleats</li> <li>i. sewing a waistband</li> </ul> </li> </ul>	<p><b>Career Ready Practice:</b> 1, 2, 4</p> <p><b>CTE Anchor:</b> Communications: 2.3, 2.6 Technology: 4.1 Technical Knowledge and Skills: 10.1, 10.2, 10.9</p> <p><b>CTE Pathway:</b> A1.1, A8.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(27 hours)	<ul style="list-style-type: none"> <li>j. cutting and sewing a Tote Bag</li> <li>k. getting into a garment and ensuring proper fit</li> <li>l. putting in railroad, overlapped and invisible zippers</li> </ul>	
<p>F. PATTERNMAKING</p> <p>Understand, apply, and evaluate basic patternmaking principles and techniques.</p> <p>(27 hours)</p>	<ul style="list-style-type: none"> <li>1. Define patternmaking.</li> <li>2. Identify and describe the following: <ul style="list-style-type: none"> <li>a. methods of patternmaking</li> <li>b. importance of accuracy and fit of the pattern</li> <li>c. ways to make a flat pattern fit the 3D body</li> <li>d. techniques in dart manipulation</li> <li>e. concept of the grainline</li> </ul> </li> <li>3. Describe and demonstrate the following: <ul style="list-style-type: none"> <li>a. pivoting and slashing darts</li> <li>b. using an L-square and rulers in drafting patterns</li> <li>c. drafting basic bodice, skirt, and sleeve blocks</li> <li>d. finishing pattern with the appropriate seam allowances and pattern information</li> <li>e. completion of a pattern card</li> <li>f. using flat sketch on pattern card</li> <li>g. truing/walking a flat pattern to ensure accurate cutting and sewing of pattern</li> <li>h. using standard size chart measurements</li> <li>i. taking accurate measurements</li> <li>j. taking accurate personal measurements</li> </ul> </li> <li>4. Compare and contrast standard sizes and personal measurements.</li> </ul>	<p><b>Career Ready Practice:</b> 1, 2</p> <p><b>CTE Anchor:</b> Academics: 1.0 Technical Knowledge and Skills: 10.1, 10.6, 10.9</p> <p><b>CTE Pathway:</b> A8.1, A8.5, A8.7, A8.8, A8.10, A8.11</p>
<p>G. EMPLOYABILITY SKILLS</p> <p>Understand, apply, and evaluate employability skills required in the fashion design and manufacturing business.</p>	<ul style="list-style-type: none"> <li>1. Summarize employer requirements for the following: <ul style="list-style-type: none"> <li>a. punctuality</li> <li>b. attendance</li> <li>c. attitude toward work</li> <li>d. quality of work</li> <li>e. teamwork</li> <li>f. responsibility</li> <li>g. timeliness</li> <li>h. communication skills</li> </ul> </li> <li>2. Create a career plan that builds on existing interests, skills, and abilities.</li> <li>3. Explain the importance of the continuous upgrading of job skills through lifelong learning.</li> <li>4. Identify preprofessional and professional industry organizations and describe the employability benefits of belonging.</li> <li>5. State the need to adapt to varied roles and responsibilities in the workplace.</li> </ul>	<p><b>Career Ready Practice:</b> 1, 2, 3, 4, 5, 7, 8, 9, 11, 12</p> <p><b>CTE Anchor:</b> Communications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 Career Planning and Management: 3.1, 3.3, 3.4, 3.5, 3.6, 3.8, 3.9 Technology: 4.3, 4.5 Problem Solving and Critical Thinking: 5.1, 5.2, 5.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2 hours)	<ol style="list-style-type: none"> <li>6. Identify conflict resolution strategies for a variety of workplace situations.</li> <li>7. Describe ways to demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.</li> <li>8. Describe customer service as a method of building permanent relationships between the organization and the customer.</li> <li>9. Describe the role of social media in job search.</li> <li>10. Design sample resumes and cover letters.</li> <li>11. Explain the importance of filling out a job application legibly, with accurate and complete information.</li> <li>12. Describe the common mistakes that are made on job applications.</li> <li>13. Complete sample job application forms correctly.</li> <li>14. State the importance of enthusiasm in the interview and on a job.</li> <li>15. State the importance of appropriate appearance in the interview and on a job.</li> <li>16. Describe and demonstrate appropriate interviewing techniques.</li> <li>17. Identify the informational materials, resources, and test knowledge needed to be successful in an interview.</li> <li>18. Design sample follow-up letters.</li> <li>19. Demonstrate appropriate follow-up procedures.</li> </ol>	<p>Responsibility and Flexibility: 7.2</p> <p>Ethics and Legal Responsibilities: 8.2, 8.4</p> <p>Leadership and Teamwork: 9.5, 9.6</p> <p><b>CTE Pathway:</b> A1.1, A1.5, A2.2, A2.4, A3.1, A3.2, A3.3, A3.4, A9.1, A9.2, A9.3, A9.5, A9.6</p>

## ***SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES***

### **TEXTBOOKS**

Abling, Bina. Fashion Sketchbook, 5<sup>th</sup> Edition. Fairchild Publications, 2007.

Armstrong, Jemi, Lorrie Ivas and Wynn Armstrong. From Pencil to Pen Tool: Understanding and Creating the Digital Fashion Image (plus CD-ROM). Fairchild Publications, 2005.

Arnold, Janet. Patterns of Fashion 4: The Cut and Construction of Linen Shirts, Smocks, Neckwear, Headwear and Accessories for Men and Women, c. 1540-1660. Costume and Fashion Pr, 2008.

Drudi, E. Figure Drawing for Fashion Design. Pepin Press, 2006.

Fischer, Anette. Basic Fashion Design: Construction. AVA Publishing, 2009.

Hagen, Kathryn. Fashion Illustration for Designers, 2<sup>nd</sup> Edition. Prentice Hall, 2010.

Handford, Jack. Professional Patternmaking for Designers: Women's Wear and Men's Casual Wear. Fairchild Publications, 2003.

Hunter, Victoria. The Ultimate Fashion Study Guide: The Design Process. Hunter Publishing, 2007.

Joseph-Armstrong, Helen. Patternmaking for Fashion Design, 5<sup>th</sup> Ed. Prentice Hall, 2009.

Knowles, Lori A. The Practical Guide To Patternmaking For Fashion Designers: Juniors, Misses, And Women. Fairchild Publications, 2005.

Knowles, Lori A. The Practical Guide To Patternmaking For Fashion Designers: Menswear. Fairchild Publications, 2006.

Koch, Kathryn E. and Tanya Domina. U4ia for Apparel Design (manual and CD-ROM). Fairchild Publications, 2005.

Riegelman, Nancy. 9 Heads: A Guide to Drawing Fashion, 3<sup>rd</sup> Edition. Prentice Hall, 2006.

Seivewright, Simon. Basics Fashion Design: Research and Design, 2<sup>nd</sup> Edition. AVA Publishing, 2012.

Sorger, Richard and Jenny Udale. The Fundamentals of Fashion Design. AVA Publishing, 2006.

Stipelman, Steven. Illustrating Fashion: Concept to Creation, 2<sup>nd</sup> Edition. Fairchild Publications, 2005.

Tain, Linda. Portfolio Presentation for Fashion Designers, 3<sup>rd</sup> Edition. Fairchild Publications, 2010.

Tatham, Caroline and Julian Seaman. Fashion Design Drawing Course. Barron's Educational Series, 2003.

Tiner, Ron. Figure Drawing Without A Model, 2<sup>nd</sup> Edition. David & Charles, 2008.

Travers-Spencer, Simon and Zarida Zaman. The Fashion Designer's Directory of Shape and Style: Over 500 Mix-and-Match Elements for Creative Clothing Design. Barron's Educational Series, 2008.

## **RESOURCES**

Employer Advisory Board members

### **CTE MODEL CURRICULUM STANDARDS**

**Fashion and Interior Design Industry Sector**

<http://www.cde.ca.gov/ci/ct/sf/documents/fashioninterior.pdf>

## **COMPETENCY CHECKLIST**

## TEACHING STRATEGIES and EVALUATION

### METHODS AND PROCEDURES

- A. Lecture and discussion
- B. Multimedia presentations
- C. Demonstrations and participation
- D. Individualized instruction
- E. Peer teaching
- F. Role-playing
- G. Guest speakers
- H. Field trips and field study experiences
- I. Projects

### EVALUATION

SECTION A – Orientation and Safety – Pass the safety test with 100% accuracy.

SECTION B – Resource Management – Pass all assignments and exams on resource management with a minimum score of 80% or higher.

SECTION C – Trade Mathematics – Pass all assignments and exams on trade mathematics with a minimum score of 80% or higher.

SECTION D – Design and Illustration I – Pass all assignments and exams on design and illustration I with a minimum score of 80% or higher.

SECTION E – Sewing – Pass all assignments and exams on sewing with a minimum score of 80% or higher.

SECTION F – Patternmaking – Pass all assignments and exams on patternmaking with a minimum score of 80% or higher.

SECTION G – Employability Skills – Pass all assignments and exams on employability skills with a minimum score of 80% or higher.

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### Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.

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