

# MISSION TRAILS REGIONAL OCCUPATIONAL PROGRAM

1. COURSE TITLE: FASHION DESIGN I
2. CBEDS TITLE: CLOTHING, APPAREL, TEXTILES, & MANAGEMENT PRODUCTION & SERVICES
3. CBEDS NUMBER: 4410
4. JOB TITLES:
  - Dressmaker
  - Sales-Fabrics
  - Alteration, Tailor
  - Tailor Apprentice, Custom
  - Wedding/Specialty
  - Apparel Construction
  - Sewing Machine Operator
  - Designer & Design Assistant
  - Quilt Artist & Craftsperson
5. COURSE DESCRIPTION:

The Fashion & Textile industries is one of the largest industries in the state of California. Fashion includes a wide variety of consumer products that are subject to the constantly changing styles & fads of our consumer driven economy. This course is designed to introduce the student to the unlimited design career opportunities available to them. Using design and sewing construction techniques that stress creativity, critical thinking skills, problem solving abilities, technical sewing knowledge and pattern and product development, students will develop entry-level job skills in the fashion and textile industry. Students will also be encouraged to explore independent business opportunities based on their own designs & creative endeavors. Students may continue in the Level 11 program for additional training.
6. HOURS: 180 hours
7. PREREQUISITES: There are no prerequisites required for Level 1. However some sewing or interest in art related fields would be helpful.
8. REVISION DATE: November, 2004

## 9 COURSE OUTLINE:

### a) CONTENT AREA SKILLS

#### i) EXPECTED STUDENT OUTCOMES

#### ii) HOURS OF INSTRUCTION

## COURSE OUTLINE

CONTENT AREA SKILLS	EXPECTED STUDENT OUTCOMES	HOURS		
		CL	CC	CP
<b>Instruction will include:</b>	<b>Student will be able to:</b>			
1. The use of sewing and design related machinery, hand tools and notions	1. Thread the sewing machine & serger correctly and safely. 2. Trouble shoot machine problems & properly maintain 3. Change needles & feet for appropriate applications 4. Select stitch selection & choose proper settings for different applications 5. Program computer sewing machine 6. Cut & use scissors properly & safely 7. Know how to use the rotary cutter & mat with safety awareness 8. Be able to read a tape measure & “see-thru” quilters ruler 9. Know what the various sewing notions are used for 10. Know how to press & iron correctly 11. Know how to apply fusible interfacing & Wonderunder	10		
2. Fashion sewing and construction methods	1. Standard & common sewing terminology that applies to sewing construction 2. Standard & common pressing & ironing requirements for specific fabric applications 3. Proper order for sewing a project 4. How to sew a compete project from concept to finished item 5. <u>Students will demonstrate on the sewing machine how to:</u> a. sew darts, facings, zippers, edge stitch, top stitch, back stitch, plain seams, French seams, flat felled & welt seams, pockets, pocket flaps, buttonholes, curved bottoms, hems, make casing for elastic & straps, gather, ease, baste & make	45		

	<p>bias binding</p> <p>b. use the serger to serge hems &amp; seams</p>			
3. Commercial pattern introduction, drafting and interpretation	<ol style="list-style-type: none"> <li>1. How to choose a pattern from a commercial pattern book</li> <li>2. How to choose a pattern based on the artistic rendering &amp; line drawing of the pattern envelope</li> <li>3. How to interpret basic pattern concepts &amp; instructions that include quilting, home décor, accessories, craft &amp; clothing items</li> <li>4. How to read a commercial pattern envelope instructions and be able to acquire (by purchasing or other resources) the material &amp; notions necessary to complete their project</li> <li>5. How to take theirs and others measurements to determine size of pattern needed</li> <li>6. Pattern making skills that will enable them to draft changes from either existing patterns or ones that they draft from original designs</li> <li>7. How to use the appropriate ruler &amp; marking tools for pattern drafting</li> <li>8. How to adjust pattern for desired design or wearing ease</li> <li>9. How to lay out a pattern so that it is on the correct grain and is laid out in an efficient manner</li> <li>10. How to “tissue fit” pattern pieces</li> </ol>	45		
4. Fabric and fiber: characteristics of man-made and natural woven and knit/micro-fibers and fabric technology and innovation	<ol style="list-style-type: none"> <li>1. Identify properties &amp; characteristics of fibers that are used in the manufacturing of fabric</li> <li>2. Explain how natural &amp; man made fabrics are made</li> <li>3. Explore the future of fabric science &amp; technology</li> <li>4. Describe the characteristics of woven fabrics made by different weaving techniques</li> <li>5. Identify characteristics of knitted &amp; blended fabrics</li> <li>6. Know the direction of grain &amp; bias and understand the importance of this key element in all sewing projects</li> <li>7. Understand basic fabric care: pre-shrinking &amp; cleaning requirements</li> </ol>	20		
5. Design elements and principals of color	<ol style="list-style-type: none"> <li>1. The basic elements and principles of design and how they relate to fashion. <ul style="list-style-type: none"> <li>A. in addition to fashion students will see how the same elements and principles of design are universal and transfer to many applications.</li> </ul> </li> <li>2. The message of color and be able to identify: hue, value, shade and intensity of color schemes.</li> <li>3. Be able to develop color schemes that work well together</li> <li>4. The four basic body shapes and be able to identify their shapes and determine what clothing</li> </ol>	20		

	<p>complements each shape.</p> <p>5. Be able to draw the fashion figure and illustrate different clothing items.</p>			
6. Enterprerial, creative and traditional career employment options	<p>1. Students will explore and research career opportunities for both traditional and self-employment environments.</p> <p>2. Through a variety of trade publications, career videos, college and trade school information, students will know the range of career opportunities.</p> <p>3. Students will create their own future fantasy business by creating story boards</p> <p>4. Job shadowing and internships will give students “hands-on” experience</p> <p>5. Artistic expression will be encouraged by having students develop products that appeal to specific target markets</p> <p>6. Explore technology and design related design programs</p>	20		
7. Career performance standards	1. Introduction in content area standards	20		
		180		

## 9 COURSE OUTLINE:

### b) CAREER PERFORMANCE STANDARDS

#### i) EXPECTED STUDENT OUTCOMES

#### ii) HOURS OF INSTRUCTION

## COURSE OUTLINE

CAREER PERFORMANCE STANDARDS	EXPECTED STUDENT OUTCOMES	HOURS
<b>Instruction will include:</b>	<b>Student will be able to:</b>	
<p>1. <b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>▪ Classroom policies &amp; procedures</li> <li>▪ Ethics               <ul style="list-style-type: none"> <li>→ Work</li> <li>→ Business</li> </ul> </li> <li>▪ Sexual harassment laws</li> <li>▪ Personal skills, including positive attitude, self-confident, honesty, perseverance &amp; self-discipline</li> <li>▪ Professional appearance</li> <li>▪ Time management</li> <li>▪ Lifelong learning</li> </ul>	<p>1. <b>Understand how personal skill development, including positive attitude, honesty, self-confidence, time management, &amp; other positive traits affect employability.</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate and understand classroom policies &amp; procedures</li> <li>▪ Define work and business ethics &amp; demonstrate the importance of ethical standards &amp; social responsibilities in the business environment.</li> <li>▪ Discuss the laws applicable to sexual harassment &amp; discuss tactics for handling harassment situations.</li> <li>▪ Demonstrate personal skills in class and/or business environment:               <ul style="list-style-type: none"> <li>→ Positive attitude</li> <li>→ Self-confidence</li> <li>→ Honesty</li> <li>→ Perseverance</li> <li>→ Self-discipline</li> </ul> </li> <li>▪ Demonstrate and model personal hygiene and acceptable professional attire</li> <li>▪ Prioritize tasks and meet deadlines</li> <li>▪ Explain the importance of lifelong learning</li> </ul>	<p>Integrated in content area skills</p>

CAREER PERFORMANCE STANDARDS	EXPECTED STUDENT OUTCOMES	HOURS
<b>Instruction will include:</b>	<b>Student will be able to:</b>	
<p>2. <b>Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>▪ Group dynamics</li> <li>▪ Conflict resolution and negotiation</li> <li>▪ Team work</li> <li>▪ Etiquette across gender and cultural groups</li> </ul>	<p>2. <b>Understand principles of effective interpersonal skills, including group dynamics, conflict resolution, and negotiation.</b></p> <ul style="list-style-type: none"> <li>▪ Identify and explain the key concepts of group dynamics</li> <li>▪ Discuss and demonstrate the dynamics of conflict resolution and negotiation, and their importance within the business environment</li> <li>▪ Demonstrate effective teamwork, share responsibilities, accept supervision and assume leadership roles</li> <li>▪ Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups</li> </ul>	<p>Integrated in content area skills</p>
<p>3. <b>Thinking and Problem-Solving Skills</b></p> <ul style="list-style-type: none"> <li>▪ Critical and creative thinking skills</li> <li>▪ Logical reasoning and problem-solving skills</li> <li>▪ Numerical estimation, measurement, and calculation</li> <li>▪ Identify, locate, and organize needed information and propose, evaluate, and select alternative solutions</li> </ul>	<p>3. <b>Understand the importance of critical thinking and problem-solving skills in the workplace.</b></p> <ul style="list-style-type: none"> <li>▪ Apply critical and creative thinking skills in a work environment and implement a plan of improvement as needed</li> <li>▪ Demonstrate logical reasoning and problem solving skills in a work environment</li> <li>▪ Apply numerical estimation, measurement and calculation skills to business applications including the following: <ul style="list-style-type: none"> <li>→ Whole number math</li> <li>→ Decimals &amp; fractions</li> <li>→ Counting &amp; monetary functions</li> <li>→ Use of tables &amp; graphs</li> </ul> </li> <li>▪ Recognize problem situations; identify, locate and organize needed information, and propose, evaluate and select from alternate solutions</li> </ul>	<p>Integrated in content area skills</p>

CAREER PERFORMANCE STANDARDS	EXPECTED STUDENT OUTCOMES	HOURS
<b>Instruction will include:</b>	<b>Student will be able to:</b>	
<p>4. <b>Communication Skills</b></p> <ul style="list-style-type: none"> <li>▪ Written communications</li> <li>▪ Verbal and Nonverbal communications</li> <li>▪ Active and effective listening</li> <li>▪ Proper etiquette in business communications</li> <li>▪ Writing and editing skills</li> <li>▪ Use of reference material and handbooks</li> <li>▪ Oral presentations</li> </ul>	<p>4. <b>Understand principles of effective communication.</b></p> <ul style="list-style-type: none"> <li>▪ Read and implement written instructions, technical manuals, written communication, and reference books</li> <li>▪ Present a positive image of verbal and nonverbal communication through use of appropriate methods</li> <li>▪ Demonstrate active and effective listening skills through verbal, nonverbal and written feedback</li> <li>▪ Demonstrate proper etiquette in business communications, including an awareness of requisite for international communications (languages, customs, and time zones)</li> <li>▪ Demonstrate the following writing and editing skills: <ul style="list-style-type: none"> <li>→ Use correct grammar, punctuation, capitalization, vocabulary and spelling</li> <li>→ Write, proofread and edit</li> <li>→ Select and use appropriate forms of communication</li> </ul> </li> <li>▪ Exhibit a proficiency in the use of reference materials such as dictionary, thesaurus, telephone directory, almanac, zip code directory, and office handbooks</li> </ul>	<p>Integrated in content area skills</p>
<p>5. <b>Occupational Safety</b></p> <ul style="list-style-type: none"> <li>▪ Good safety practices</li> </ul>	<p>5. <b>Understand occupational safety issues, including avoidance of physical hazards</b></p> <ul style="list-style-type: none"> <li>▪ Model and implement good safety practices including: <ul style="list-style-type: none"> <li>→ Avoidance and reporting of physical hazards in the work environment</li> <li>→ Safe operation of equipment</li> <li>→ Proper handling of hazardous materials</li> </ul> </li> </ul>	<p>Integrated in content area skills</p>

CAREER PERFORMANCE STANDARDS	EXPECTED STUDENT OUTCOMES	HOURS
<b>Instruction will include:</b>	<b>Student will be able to:</b>	
<p><b>6. Employment Literacy</b></p> <ul style="list-style-type: none"> <li>▪ Expand awareness of career opportunities</li> <li>▪ Set employment goals and objectives</li> <li>▪ Aptitudes, personal characteristics and interests</li> <li>▪ Develop portfolio to C-TAP standards</li> <li>▪ Develop interviewing techniques</li> </ul>	<p><b>6. Understand career paths and strategies for obtaining employment.</b></p> <ul style="list-style-type: none"> <li>▪ Explore career opportunities and develop a career plan</li> <li>▪ Identify steps for setting goals and writing personal goals and objectives</li> <li>▪ Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities</li> <li>▪ Develop a portfolio to include the following: <ul style="list-style-type: none"> <li>→ Letter of Introduction</li> <li>→ Cover letter</li> <li>→ Resume</li> <li>→ Thank you letter</li> <li>→ Job application</li> <li>→ Licenses, Certificates and Awards</li> <li>→ Transcripts</li> <li>→ Letters of Recommendation</li> <li>→ Work Samples</li> </ul> </li> </ul>	<p><b>Integrated in content area skills</b></p>
<p><b>7. Technology Literacy</b></p> <ul style="list-style-type: none"> <li>▪ Apply Industry specific technology</li> <li>▪ Use Industry specific software</li> <li>▪ Demonstrate Keyboarding</li> <li>▪ Accessing information</li> <li>▪ Lifelong enhancement of technology skills</li> </ul>	<p><b>7. Understand and adapt to changing technology.</b></p> <ul style="list-style-type: none"> <li>▪ Identify and demonstrate use of appropriate technology</li> <li>▪ Identify and use industry specific software</li> <li>▪ Demonstrate proficiency in alphanumeric keyboarding</li> <li>▪ Input and retrieve information</li> <li>▪ Understand the importance of lifelong learning in adapting to changing technology</li> </ul>	<p><b>Integrated in content area skills</b></p>

## **10. ADDITIONAL RECOMMENDED /OPTIONAL ITEMS**

**a. ARTICULATION:**

**b. VOCATIONAL CREDIT:**

**c. ACADEMIC CREDIT: 10 high school credits per**

**d. INSTRUCTIONAL STRATEGIES: Demonstrations, Lab, Written assignments, Written tests and quizzes.**

**e. INSTRUCTIONAL MATERIALS: Student textbook:**

**f. CERTIFICATES: Students will receive a Mission Trails ROP course certificate listing their job skill proficiencies.**