Course Outline

Job Title
Pattern Designer

Career Pathway:
Fashion Design and
Merchandising

Industry Sector:
Fashion and Interior Design

O*NET-SOC CODE:
27-1022.00

CBEDS Title:
Fashion Textiles and Apparel

CBEDS No.:
4331

74-55-70

Fashion/3

Credits: 15   **Hours:** 180

Course Description:
This competency-based course is the third in a sequence of four designed for fashion. It provides students with project-based experiences in computerized apparel design, illustration and patternmaking as used in today's industry. Technical instruction includes an introduction, reviews of workplace safety policies and procedures, resource management, employability skills and introductory entrepreneurship. Emphasis is placed on computerized techniques in design and illustration, tailoring and production sewing techniques and computerized patternmaking 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 the successful completion of the Fashion/2 (74-55-60) course.

NOTE: For Perkins purposes this course has been designated as a **concentrator** 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   pp. 7-13

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 COMPONENTS	**LOCATION**

INSTRUCTIONAL STRATEGIES p. 16

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. pp. 7-13

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 p. 16

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

APPROVED:

JOE STARK
Executive Director
Division of Adult and Career Education

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.

COMPETENCY-BASED COMPONENTS
for the <u>Fashion/3</u> Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS

A. INTRODUCTION AND SAFETY
 	
Understand, apply, and evaluate classroom and workplace policies and procedures used in accordance with federal, state, and local safety and environmental regulations.
	1. Review the scope and purpose of the course.
	2. Review the overall course content as a part of the Linked Learning Initiative.
	3. Review classroom policies and procedures.
	4. Review classroom and workplace first aid and emergency procedures based on the American Red Cross (ARC) standards.
	5. Review the different occupations in the Information Technology Industry Sector which have an impact on the role of fashion designers and manufacturers.
	6. Review the opportunities available for promoting gender equity and the representation of non-traditional populations in fashion design and manufacturing.
	7. Review the impact of Environmental Protection Agency (EPA) legislation on the Fashion and Interior Design Industry Sector practices.
	8. Review and demonstrate the use of the Material Safety Data Sheet (MSDS) as it applies to fashion design and manufacturing.
	9. Review the purpose of the California Occupational Safety and Health Administration (CalOSHA) and its laws governing fashion designers and manufacturers.
	10. Review how each of the following insures a safe workplace:
	   a. employees' rights as they apply to job safety
	   b. employers' obligations as they apply to safety
	   c. safety laws applying to electrical tools
	11. Pass the safety test with 100% accuracy.
		Career Ready Practice:
		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
		
		CTE Anchor:
		Communications:
		2.3, 2.4, 2.5, 2.7
		Career Planning and Management:
		3.1, 3.3, 3.4, 3.5
		Technology:
		4.1, 4.2, 4.3, 4.4, 4.5, 4.6
		Problem Solving and Critical Thinking:
		5.1, 5.2, 5.3
		Health and Safety:
		6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7
		Responsibility and Flexibility:
		7.1, 7.2, 7.8
		Ethics and Legal Responsibilities:
		8.2, 8.4, 8.6, 8.7
		Technical Knowledge and Skills:
		10.2, 10.14, 10.15
		
		CTE Pathway:
		A1.1, A1.2, A1.3, A1.4, A1.5, A2.1, A2.3, A2.4, A3.2, A3.3, A4.2, A4.3, A4.5, A5.1, A5.2, A5.3, A5.4, A6.2, A6.4, A6.5, A6.7, A7.1, A7.3, A8.1,

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2 hours)		A8.2, A8.10, A9.1, A9.2, A9.3, A9.5, A9.6, A11.1, A11.3

B. RESOURCE MANAGEMENT REVIEW
 	
Review, apply, and evaluate the basic principles of resource management used in fashion design and manufacturing.
 	
(1 hour)
	1. Review the following:
	  a. resources
	  b. management
	  c. sustainability
	2. Review the importance of proper management of the following resources in the fashion design and manufacturing business:
	  a. time
	  b. materials
	  c. personnel
	3. Review specific examples of effective management of the following resources in the fashion design and manufacturing business:
	  a. time
	  b. materials
	  c. personnel
	4. Review the benefits of effective resource management in the fashion design and manufacturing business:
	  a. profitability
	  b. sustainability
	  c. company growth
	5. Review the economic benefits and liabilities of managing resources in an environmentally responsible way.
		Career Ready Practice:
		1, 2, 3, 5, 7, 8, 10, 11, 12
		
		CTE Anchor:
		Communications: 2.4, 2.5, 2.6
		Career Planning and Management: 3.1, 3.2
		Technology: 4.3, 4.6
		Problem Solving and Critical Thinking: 5.1, 5.3, 5.4
		Responsibility and Flexibility: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8
		Ethics and Legal Responsibilities: 8.3, 8.4, 8.5
		Leadership and Teamwork: 9.1, 9.2, 9.3, 9.4
		Technical Knowledge and Skills: 10.8, 10.10
		
		CTE Pathway:
		A2.1, A2.2, A3.1, A3.2, A3.3, A3.4, A3.5, A5.1, A5.3, A6.1, A6.2, A6.3, A6.5, A6.7

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS

C. COMPUTER APPLICATION
 	
Understand, apply, and evaluate computer techniques necessary in the fashion design and manufacturing industry.
 	
(8 hours)
	1. Identify the components of a computer hardware system.
	2. Demonstrate powering-up and powering-down of computers.
	3. Define the following aspects of computer terminology:
	  a. byte
	  b. bit
	  c. kilobyte (KB)
	  d. megabyte (MB)
	  e. gigabyte (GB)
	4. Demonstrate the use of the following:
	  a. a mouse
	  b. desktop icons
	  c. software programs
	5. Demonstrate the ability to start, to run, and to end a program.
	6. Explain the use of a cursor.
	7. Demonstrate the proper labeling and use of backup devices.
	8. Explain a menu.
	9. Explain error messages.
	10. Use proper finger placement.
	11. Type using correct keystrokes.
	12. Locate all alphabetic, punctuation, numeric, and special purpose keys.
	13. Use drill/practice software to increase speed and accuracy on the keyboard.
	14. Use the ten-key numeric pad correctly.
	15. Demonstrate a simple "print" program.
	16. Identify the computer programs used in the fashion design and manufacturing industry.
		Career Ready Practice:
		1, 2, 4, 5, 10, 11
		
		CTE Anchor:
		Communications:
		2.3, 2.4, 2.5, 2.6, 2.7
		Career Planning and Management:
		3.3
		Technology:
		4.1, 4.2, 4.3, 4.4, 4.5, 4.6
		Problem Solving and Critical Thinking:
		5.1
		Health and Safety:
		6.5
		
		CTE Pathway:
		A1.1, A1.3, A2.3, A4.3, A5.3, A6.5, A8.2, A8.10

D. COMPUTERIZED DESIGN AND ILLUSTRATION
 	
Understand, apply, and evaluate the computerized design and illustration techniques.
	1. Review the differences between a flat sketch and an illustration.
	2. Describe and demonstrate the following:
	  a. using computer workspace and tools in completing a flat sketch with accurate details
	  b. saving files and archiving sketches for easy use
	  c. placement of front and back croquis that will be used on the following:
	    i. pattern face card
	    ii. cost sheet
	    iii. line sheet
	    iv. specification sheet
	    v. tech pack
	  d. developing various croquis to be used for different target markets
	  e. flat sketching different types of garments on the computer croquis
	  f. sketching groups on the computer
	  g. developing a logo for personal line/company on the computer
		Career Ready Practice:
		1, 2, 5, 11
		
		CTE Anchor:
		Communications:
		2.4
		Technology:
		4.6
		Problem Solving and Critical Thinking:
		5.1, 5.2, 5.3, 5.4
		Health and Safety:
		6.2, 6.3, 6.4, 6.5, 6.6
		
		CTE Pathway:
		A4.1, A4.3, A4.4, A5.3, A6.1, A6.3, A8.2, A8.7, A8.8

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	h. scanning a fashion photo and computer program to trace into the computer i. developing a moving croquis to use for illustrations j. developing a computer illustration using moving croquis k. developing flat sketches with construction details on the computer l. developing fabric prints, repeats and basic graphics on the computer to be used for various sketches m. creating a story board n. presenting a storyboard to class o. using storyboards to sell garments p. developing a linesheet	
(55 hours)		

E. TAILORING AND PRODUCTION SEWING
 	
Understand, apply, and evaluate tailoring and production sewing techniques.
	1. Identify and describe the use of the following:
	   a. thimble
	   b. needles
	   c. tape measure
	   d. tailor's square
	   e. hip square
	   f. yardstick
	   g. tailor's chalk
	   h. clay
	   i. wax
	2. Describe and demonstrate the following:
	   a. operation of a power sewing machine
	   b. use of tailor's square, hip square and yardstick
	   c. use of tailor's chalk, clay, and wax
	   d. use of iron
	   e. operation of pressing blocks such as presser, seam opener, and clapper
	   f. cutting one or more garments at a time with special shears or saw
	   g. shaping fronts and lapel for style effect
	   h. padding lapels and collar by hand
	   i. edging lapels and collar
	   j. taping lapels and collar
	   k. sewing facing and lining
	   l. sewing shoulders
	   m. sewing top collar
	   n. sewing in sleeves
	   o. constructing coat by hand, including buttonhole edges and armholes
	   p. pressing coat
	   q. sewing on buttons
	   r. making alterations to a completed jacket
	3. Describe the following:
	   a. differences between tailoring and production sewing
	   b. sewing instructions for garments to meet target labor price for sewing
		Career Ready Practice:
		1, 2, 4, 5, 9, 10, 11
		
		CTE Anchor:
		Communications: 2.4
		Health and Safety: 6.4, 6.5, 6.7
		Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4, 10.8
		
		CTE Pathway:
		A4.1, A 4.3, A4.4, A5.3, A6.1, A6.3, A6.4, A8.2, A8.6, A8.7

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(55 hours)	c. sewing techniques for seams and hems using production quality d. cutting a size run in production 4. Describe and demonstrate production quality sewing techniques for various garments.	
F. COMPUTERIZED PATTERNMAKING Understand, apply, and evaluate computerized patternmaking techniques. (55 hours)	1. Describe and demonstrate the following drafting techniques in patternmaking: a. drafting bodice, skirt, and sleeve manually b. saving files and archiving patterns for easy use c. computer pattern making workspace and tools d. manipulating darts using the slash and spread and pivot methods in the computer pattern making system e. drafting bodice, skirt, and sleeve in the computer pattern making system f. drafting pant block in the computer pattern making system g. designing and drafting patterns for various styles from the blocks h. completing a pattern face card and flat sketch 2. Describe and demonstrate the following digitizing techniques in patternmaking: a. constructing basic block and styled patterns using a computer b. digitizing a pattern and garment into the computer 3. Describe the purpose and tools for marker marking in the computer patternmaking system. 4. Describe special information needed on markers to ensure accurate cutting. 5. Describe and demonstrate the following marker making techniques in patternmaking: a. making a marker on the computer b. plotting a pattern and a marker c. spreading several types of fabrics d. cutting special types of fabrics 6. Describe production tech packs.	**Career Ready Practice:** 1, 2, 4, 5, 7, 9, 10, 11 **CTE Anchor:** Communications: 2.4 Health and Safety: 6.4, 6.5, 6.7 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4, 10.8 **CTE Pathway:** A 4.1, A4.3, A4.4, A5.3, A6.1, A6.3, A6.4, A8.2, A8.6
G. EMPLOYABILITY SKILLS REVIEW Understand, apply, and evaluate employability skills required in the fashion design and manufacturing business.	1. Review employer requirements for the following: a. punctuality b. attendance c. attitude toward work d. quality of work e. teamwork f. responsibility g. timeliness h. communication skills	**Career Ready Practice:** 1, 2, 3, 4, 5, 6, 7, 8, 10, 11 **CTE Anchor:** Communications: 2.1, 2.3, 2.4, 2.5, 2.6, 2.7

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	2. Update list of potential employers through traditional and internet sources. 3. Review the role of social media in job search. 4. Update sample résumés. 5. Review the importance of filling out a job application legibly, with accurate and complete information. 6. Complete sample job application forms correctly. 7. Review the importance of enthusiasm on a job. 8. Review the importance of appropriate appearance on a job. 9. Review the importance of the continuous upgrading of job skills. 10. Review the importance of customer service as a method of building permanent relationships between the organization and the customer. 11. Review and demonstrate appropriate interviewing techniques. 12. Review the informational materials and resources needed to be successful in an interview. 13. Review and demonstrate appropriate follow-up procedures.	Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8, 3.9 Technology: 4.1, 4.3, 4.6 Problem Solving and Critical Thinking: 5.1, 5.3 Health and Safety: 6.2, 6.6 Responsibility and Flexibility: 7.2, 7.5, 7.7, 7.8 Ethics and Legal Responsibilities: 8.3, 8.4, 8.5, 8.7 Leadership and Teamwork: 9.4, 9.5, 9.6 Technical Knowledge and Skills: 10.1, 10.5, 10.8, 10.10, 10.15, 10.16 Demonstration and Application: 11.1, 11.2, 11.4, 11.5 **CTE Pathway:** A1.1, A1.2, A1.3, A1.5, A2.1, A2.2, A2.3, A2.4, A3.3, A4.1, A4.3, A4.5, A5.1, A5.3, A5.4, A7.1, A7.2, A7.3, A8.1, A8.4, A9.1, A9.2, A9.3, A9.4, A9.5, A9.6, A10.4
(2 hours)		
H. ENTREPRENEURIAL SKILLS Understand, apply, and evaluate the process in becoming an entrepreneur.	1. Define entrepreneurship. 2. Describe the contributions of entrepreneurs to the fashion design and manufacturing industry. 3. Describe the necessary characteristics of successful entrepreneurs. 4. Describe and evaluate the following variables necessary to become an entrepreneur in the fashion design and manufacturing industry:	**Career Ready Practice:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 **CTE Anchor:** Communications: 2.4

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS

	a. opportunities
	    b. options
	    c. resources
	5. Identify personal goals prior to opening a business.
	6. Explain the purpose of a business plan.
	7. Identify and evaluate sources of monetary investment in a business opportunity.
	8. Develop a scenario depicting the student as the owner of a fashion design and manufacturing business.
		Career Planning and Management:
		3.5
		Technology:
		4.6
		Problem Solving and Critical Thinking:
		5.4
		Health and Safety:
		6.6
		Responsibility and Flexibility:
		7.1, 7.3, 7.8
		Ethics and Legal Responsibilities:
		8.2
		Leadership and Teamwork:
		9.5
		Technical Knowledge and Skills:
		10.3
		Demonstration and Application:
		11.4
		
		CTE Pathway:
		A1.1, A1.2, A1.3, A1.4, A1.6, A2.1, A2.3, A2.4, A3.1, A3.2, A3.3, A3.4, A3.5, A4.2, A4.3, A4.5, A5.3, A5.4, A6.1, A6.2, A6.5, A6.6, A6.7, A7.3, A8.11, A9.1, A9.2, A9.4, A9.7, A10.3, A10.4, A11.2, A11.3, A11.4, A11.5

(2 hours)		

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS

Abling, Bina. Fashion Sketchbook, 5th 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, 2nd 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, 5th 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, 3rd Edition. Prentice Hall, 2006.

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

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

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

Tain, Linda. Portfolio Presentation for Fashion Designers, 3rd 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, 2nd 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 – Introduction and Safety – Pass the safety test with 100% accuracy.

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

SECTION C – Computer Application – Pass all assignments and exams on computer application with a minimum score of 80% or higher.

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

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

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

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

SECTION H – Entrepreneurial Skills – Pass all assignments and exams on entrepreneurial skills with a minimum score of 80% or higher.

Statement for Civil Rights

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