# Fashion Trends Course No. 30111 Credit: 0.5

|  |  |  |  |
| --- | --- | --- | --- |
| **Student name:** |  | **Graduation Date:** |  |

Pathways and CIP Codes:Fashion, Apparel, Interior Design (19.0999)

Course Description: **Technical Level:** A trend in Interior and Textile Design examines special topics in interiors and apparel that meet the needs of humans now and projected in the future, rather than providing a general study. Topics include sustainable design, shelter/apparel for diverse populations (such as aging, special needs, etc.), and how trends are developed. Additional topics will be generated as trends are identified.

Directions:The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.

**RATING SCALE:**

4. Exemplary Achievement: Student possesses outstanding knowledge, skills or professional attitude.

3. Proficient Achievement:Student demonstrates good knowledge, skills or professional attitude. Requires limited supervision.

2. Limited Achievement:Student demonstrates fragmented knowledge, skills or professional attitude. Requires close supervision.

1. Inadequate Achievement:Student lacks knowledge, skills or professional attitude.

0. No Instruction/Training:Student has not received instruction or training in this area.

## Benchmark 1: Analyze influences the fashion, apparel and interior design industry.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 1.1 | Analyze fashion, apparel, textiles, finishes and trimming over history. |  |
| 1.2 | Examine fashion designers which had an impact on U.S. fashion trends (e.g. trends established, influences on their work, time period, impact even today). |  |
| 1.3 | Compare and contrast the historical periods and how fashion, housing and interior design were related. |  |
| 1.4 | Illustrate the lifecycle of various garments (e.g. clothing, shoes, outer wear). |  |
| 1.5 | Examine influences on style and trends in the past (i.e. political, economic, values, entertainment, media). |  |
| 1.6 | Understand the economic, environmental and global impact of product care and disposal. |  |
| 1.7 | Examine the impact of fashion, apparel and textiles on the health, safety and welfare of the public. |  |

## Benchmark 2: Demonstrate fundamental trend setting in fashion, apparel and interior design.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 2.1 | Understand human needs vs wants and impact of emotion on purchasing. |  |
| 2.2 | Analyze the role of professional organizations in the forecasting trend process. |  |
| 2.3 | Illustrate color forecasting. |  |
| 2.4 | Explore form vs function as it relates to fashion, apparel and textile products. |  |
| 2.5 | Demonstrate ability to select fibers for best application as determined by consumer need, trend, form and function. |  |
| 2.6 | Analyze trends using principles and elements of design. |  |
| 2.7 | Predict trends which are examples of good design and based upon valid influences. |  |

## Benchmark 3: Demonstrate technical knowledge and skills of equipment and procedures used in fashion and apparel.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 3.1 | Generate design that takes into consideration environmental, technical and differing price points. |  |
| 3.2 | Demonstrate graphic communications skills in sharing trends with a variety of audiences. |  |
| 3.3 | Prepare visual presentations which use scale, legend and symbols accurately. |  |
| 3.4 | Analyze the relationship of the trend setter, mass production, manufacturing and selling of apparel products. |  |
| 3.5 | Demonstrate ability to think ecologically through recycle, redesign and sustainable design thinking. |  |

## Benchmark 4: Develop career readiness in the fashion, apparel and textile industry.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 4.1 | Participate in civic/community leadership and teamwork opportunities to enhance customer relation skills (i.e. FCCLA). |  |
| 4.2 | Interpret directions to appropriately use tools, follow procedures and establish foundational industry work habits. |  |
| 4.3 | Create a reference of reliable sources of information (informational texts, internet, and/or technical materials) to review and apply in completing design or production assignments. |  |
| 4.4 | Develop personal goals and objectives, including prioritizing tasks to be completed using timelines and time management knowledge and skills to improve workflow and meet deadlines. |  |
| 4.5 | Generate new and creative ideas to solve problems by brainstorming possible solutions in lab settings. |  |
| 4.6 | Compare and contrast the cost of doing business across price points (e.g. constructing, manufacturing, altering, or repairing textile, apparel, and fashion products, how to set pricing for fashion design work). |  |
| 4.7 | Demonstrate safe work habits and procedures, including injury protocol, for reporting and handling accidents and safety incidents in a production lab. (i.e. electrical equipment, use of technology, cutting tools, storage of equipment, first aid, etc.). |  |
| 4.8 | Demonstrate ability to communicate and resolve conflicts with a diverse classroom setting independently. |  |
| 4.9 | Manage personal work habits to accomplish assignments. |  |
| 4.10 | Create an electronic or physical portfolio for use in demonstrating knowledge, skills and experiences to include evaluations of garments, product samples, and pictures of completed work. |  |
| 4.11 | Communicate fashion, apparel and textile knowledge to others. |  |

I certify that the student has received training in the areas indicated.

Instructor Signature:

For more information, contact:

CTE Pathways Help Desk

(785) 296-4908

[pathwayshelpdesk@ksde.org](mailto:pathwayshelpdesk@ksde.org)



900 S.W. Jackson Street, Suite 102

Topeka, Kansas 66612-1212

[https://www.ksde.org](https://www.ksde.org/)

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to any group officially affiliated with the Boy Scouts of America and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.