



## CTSO Course Alignments: Foundations of Fashion Design

Below you will find standards for the Foundations of Fashion Design course aligned with competitive events from appropriate career and technical student organizations (CTSOs). Knowing the aligned events for your organization will allow you to have additional tools for teaching course standards, as well as increase student engagement and preparation in your CTSO activities. The final column recommends potential tools from other CTSO organizations. Even if your students are not participating in these organizations, available rubrics, tools, and materials can also add to the instructional resources at your disposal for best teaching your content.

**Important to note:** While the aligned activities below can be important tools in teaching course standards, it is important to note that events may not cover a standard in its entirety and should not be the sole instructional strategy used to address a standard.

	STANDARD	ALIGNED FCCLA COMPETITIVE EVENTS/PROGRAMS	OTHER POTENTIAL CTSO TOOLS & RESOURCES
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. <ol style="list-style-type: none"> <li>Inspect, maintain, and employ safe operating procedures with tools and equipment.</li> <li>Adhere to responsibilities, regulations, and Occupational Safety &amp; Health Administration (OSHA) policies regarding reporting of accidents and observed hazards, and regarding emergency response procedures.</li> <li>Maintain a record of written safety examinations and equipment examinations for which the student has passed an operational checkout by the instructor.</li> </ol> (TN Reading 3, 4; TN Writing 4; FACS 16)		<ul style="list-style-type: none"> <li>• <b>FFA:</b> Agricultural Technology and Maintenance</li> <li>• <b>SkillsUSA:</b> Occupational Health and Safety</li> </ul>
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 Reading 1, 2, 7, 9; TN Writing 4, 8, 9; FACS 1, 16)	<ul style="list-style-type: none"> <li>• <b>FCCLA:</b> Job Interview, Career Investigation, Entrepreneurship</li> </ul>	<ul style="list-style-type: none"> <li>• <b>FBLA:</b> Job Interview</li> <li>• <b>HOSA:</b> Job Seeking Skills, Researched Persuasive Speaking</li> <li>• <b>SkillsUSA:</b> Job Interview, Employment Application Process, Entrepreneurship</li> <li>• <b>TSA:</b> Career Preparation</li> </ul>

3	<p>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 Reading 2, 7, 9; TN Writing 4, 8, 9; FACS 16)</p>	<ul style="list-style-type: none"> <li>• <b>FCCLA:</b> Career Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>FBLA:</b> Job Interview</li> <li>• <b>TSA:</b> Promotional Graphics</li> </ul>
4	<p>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 Reading 2, 9; TN Writing 2, 4, 7, 9; FACS 16)</p>	<ul style="list-style-type: none"> <li>• <b>FCCLA:</b> Illustrated Talk</li> </ul>	<ul style="list-style-type: none"> <li>• <b>TSA:</b> Essays on Technology, Desktop Publishing, Promotional Graphics</li> </ul>
5	<p>Explore theories of fashion dynamics and forecasting, and compose an informative essay that illustrates the five stages of the fashion cycle concept:</p> <ol style="list-style-type: none"> <li>Introduction</li> <li>Rise in popularity</li> <li>Peak of popularity</li> <li>Decline in popularity</li> <li>Rejection</li> </ol> <p>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 Reading 9; TN Writing 2, 4; FACS 16)</p>		<ul style="list-style-type: none"> <li>• <b>HOSA:</b> Extemporaneous Writing, Researched Persuasive Speaking</li> <li>• <b>TSA:</b> Fashion Design</li> </ul>
6	<p>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 Reading 9; TN Writing 2, 4, 7; FACS 16)</p>	<ul style="list-style-type: none"> <li>• <b>FCCLA:</b> Illustrated Talk</li> </ul>	<ul style="list-style-type: none"> <li>• <b>TSA:</b> Desktop Publishing</li> </ul>

7	<p>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.</p> <p>Elements:</p> <ol style="list-style-type: none"> <li>Line</li> <li>Shape</li> <li>Proportion</li> <li>Color theory and basic schemes</li> <li>Texture</li> </ol> <p>Principles:</p> <ol style="list-style-type: none"> <li>Unity</li> <li>Harmony</li> <li>Formal and informal balance</li> <li>Rhythm</li> <li>Contrast</li> <li>Emphasis</li> <li>Gradation</li> </ol> <p>(FACS 16)</p>	<ul style="list-style-type: none"> <li>● <b>FCCLA:</b> Fashion Sketch, Fashion Design</li> </ul>	<ul style="list-style-type: none"> <li>● <b>FFA:</b> Floriculture</li> <li>● <b>HOSA:</b> Researched Persuasive Speaking, Prepared Speaking, Extemporaneous Writing</li> <li>● <b>TSA:</b> Extemporaneous Presentation, Prepared Presentation</li> </ul>
8	<p>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 Reading 3; FACS 16)</p>	<ul style="list-style-type: none"> <li>● <b>FCCLA:</b> Fashion Sketch, Fashion Design</li> </ul>	<ul style="list-style-type: none"> <li>● <b>FFA:</b> Floriculture</li> </ul>
9	<p>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 Reading 2; TN Writing 4; FACS 16)</p>		<ul style="list-style-type: none"> <li>● <b>HOSA:</b> Researched Persuasive Speaking</li> <li>● <b>TSA:</b> Fashion Design</li> </ul>
10	<p>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 Reading 2, 7, 9; TN Writing 8; FACS 16)</p>		<ul style="list-style-type: none"> <li>● <b>HOSA:</b> Researched Persuasive Speaking</li> <li>● <b>TSA:</b> Essays on Technology</li> </ul>
11	<p>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 Reading 8; TN Writing 1, 4, 9; FACS 16)</p>	<ul style="list-style-type: none"> <li>● <b>FCCLA:</b> Advocacy</li> </ul>	<ul style="list-style-type: none"> <li>● <b>FBLA:</b> Business Ethics</li> <li>● <b>HOSA:</b> Biomedical Debate</li> <li>● <b>TSA:</b> Debating Technological Issues</li> </ul>

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, dyeing, printing, and finishing processes. Determine the suitability of various textiles for specific applications. (TN Reading 9; FACS 16)		<ul style="list-style-type: none"> <li>• <b>HOSA:</b> Researched Persuasive Speaking, Prepared Speaking</li> <li>• <b>TSA:</b> Prepared Presentation</li> </ul>
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 Reading 2; TN Writing 4, 7, 9; FACS 16)		<ul style="list-style-type: none"> <li>• <b>HOSA:</b> Researched Persuasive Speaking, Prepared Speaking</li> <li>• <b>TSA:</b> Prepared Presentation</li> </ul>
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 Reading 1; TN Writing 2, 4, 9; FACS 16)		<ul style="list-style-type: none"> <li>• <b>HOSA:</b> Extemporaneous Writing, Researched Persuasive Writing</li> <li>• <b>TSA:</b> Essays on Technology</li> </ul>
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 Reading 3; FACS 16)	<ul style="list-style-type: none"> <li>• <b>FCCLA:</b> Fashion Construction</li> </ul>	<ul style="list-style-type: none"> <li>• <b>TSA:</b> Fashion Design</li> </ul>
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 Reading 3; FACS 16)	<ul style="list-style-type: none"> <li>• <b>FCCLA:</b> Fashion Construction, Fashion Design</li> </ul>	<ul style="list-style-type: none"> <li>• <b>TSA:</b> Fashion Design</li> </ul>
ALL	<b>CAN BE USED WITH ALL/MOST STANDARDS</b>	<ul style="list-style-type: none"> <li>• <b>FCCLA:</b> Fashion Design, Fashion Construction, Illustrated Talk, Career Investigation, Entrepreneurship, Chapter in Review Display, Chapter in Review Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SkillsUSA:</b> Career Pathways Showcase, Job Skills Demonstration A, Job Skills Demonstration O, Prepared Speech, Extemporaneous Speaking, Chapter Display, Entrepreneurship</li> </ul>