



FASHION FUNDAMENTALS SYLLABUS

Teacher Name: Kristy Wheeler

Teacher E-mail: kwheeler@madisoncity.k12.al.us

Course Description:

Fashion Fundamentals introduces students to the design and selection of apparel and textile products. It provides opportunities for students to explore fashion history, fashion design, apparel and construction methods, and sustainability and globalization in fashion. Fashion Fundamentals exposes students to career options in the fashion industry and addresses the safe use of relevant tools and machinery. Career and Technical Student Organizations are integral, co-curricular components of each career and technical education course. These organizations enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and access opportunities for personal and professional growth. Students in the Human Services cluster affiliate with Family, Career, and Community Leaders of America (FCCLA).

Classroom Expectations:

You are expected to conduct yourself in a respectful and productive manner. In addition to all the rules and expectations listed in the student handbook, I expect you to have a positive attitude, treat others with respect, practice self-discipline, and demonstrate responsibility. If these conditions are not met, you can expect one-on-one meetings with me, parent/instructor conferencing, and administrative action, if necessary.

Cell Phone Expectations:

ALL electronic devices are prohibited to be used during the instructional day. This is from 8:12-3:28. This includes: cell phones, smart watches, earbuds/headphones/airpods, tablets, and personal computers (school issues laptops will be allowed). Discipline will be given to ANY student who uses an electronic device. If you bring your device to school, it MUST be placed in your bookbag. It cannot be on your person.

Tardy Policy:

Students late to ANY class, without a pass, will report to a tardy scanning station. You will input your identification number on the pin pad. A tardy slip will be printed for you to report to class. Parent email will be sent for every tardy. Discipline will be as follows: 3 total tardies will result in 1 day of ISS; 6 total tardies will result in 2 days of ISS; Progressive discipline to follow.

Grading Policy:

Grades are based on a 100 point scale. We have two types of grades: daily grades (30% of final grade) and tests (70% of final grade). The percentage based grading scale is as follows: A (90-100), B (80-89), C (70-79), D (65-69), and F (below 65). Grades will be a reflection of mastery of the standards. Make sure all absences are excused as class work can be made up and graded for excused absences only. Cheating/plagiarizing will be handled by the teacher at teacher discretion.

Exam Exemption Policy:

Any student in grades 9-12 is eligible to earn an exam exemption for the 2025-2026 Exams for each class IF they have earned an 85% or higher as the final grade for that course. Any of the following will EXCLUDE a student from being exempted for that class:

- More than five EXCUSED absences
- Any UNEXCUSED absence
- In School Suspension (ISS) for 3 days or more
- Out of School Suspension (OSS)
- One or more days of Alternative School placement
- Not participating in the state standardized assessment for their grade level (10th PreACT, 11th ACT with Writing, 12th WorkKeys, and AP exams)

Attendance and full participation in reviews and assignments for the class leading up to the day of the final exam are required.

Make-up Work Policy:

Make-up tests will only be given to a student who has an excused absence. The student must make arrangements with the teacher to take a make-up test. Homework/Classwork:



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Students who are absent for excused reasons will be permitted to make up missed work. It is the student's responsibility to get their work assignments the day upon return to school and complete the assignments within 3 days of the absence. Placeholder zeros will be entered into Powerschool until the assignment is completed and graded.

Textbook & Other Resources:

Text: Clothing, Fashion, Fabrics, and Construction (Glencoe/McGraw-Hill, 2003)

Supplemental Materials: Internet sites, handouts, fashion magazines, Guest Speakers and Industry Personnel, and other types of supplemental materials..

Visual Aids: Demonstrations, dry-erase board, posters, videos, handouts, PowerPoint, Computer programs, computerized monogram/embroidery sewing machines, sergers, and other types of visual aids

Materials and Supplies Needed:

- **\$30.00 Lab Fee (can be paid online or with school bookkeeper)**
- Basic Classroom supplies (see attached list)
- Basic sewing kit (see attached list)
- Chromebook (fully charged)/with charger

Laptops

Concerning laptop utilization: 1. Student laptops should not be hard-wired to the network or have print capabilities. 2. Use of discs, flash drives, jump drives, or other USB devices will not be allowed on Madison City computers. 3. Neither the teacher nor the school is responsible for broken, stolen, or lost laptops. 4. Laptops and other electronic devices will be used at the individual discretion of the teacher.

Embedded Literacy, Science & Numeracy Anchor Assignment

-Students will read, analyze, and comprehend a variety of simple to complex sewing directions.

-Students will calculate sewing measurements required to effectively complete a variety of sewing projects, including garment construction.

-Students will work with varying dying techniques on a variety of natural and synthetic fabrics to study the changes that are created.

Accommodations

Accommodations for this course will be followed according to any Instructional Plan set forth by the Special Education Department.

Example: 18 – WEEK PLAN*

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Week 1	Topics: Introduction to the course; Fashion History Essential Question: Why do we wear clothing? How can having knowledge of fashion history impact decisions related to designing new fashions for the upcoming season?
Week 2	Topics: Fashion History; Fashion Terms; Fashion Designers Essential Question: How do you use fashion terminology to discuss fashion related topics?
Week 3	Topics: Fashion Designer Project Essential Question: Which designers most closely match your style as it relates to everyday fashions?
Week 4	Topics: Fashion sketching: Analyze garment styles; critique styles and body types; Identify and apply elements and principles of design in fashion sketching Essential Question: How do different body types affect the cut, design and style of various garments?
Week 5	Topics: Design/sketching for families Essential Question: Why do different age groups need to wear different styles of clothing?
Week 6	Topics: Lab Safety – sewing machines, sergers, sewing notions, iron, etc – Safety TEST Essential Question: What safety procedures should be practiced in the sewing lab?



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Week 7	Topics: Hand Sewing/Embroidery Project Essential Question: What basic hand sewing skills are important to know for basic clothing repair?
Week 8	Topics: Hand Sewing/Embroidery Project, cont. Essential Question: How can I use my hand sewing skills to create embroidery art?
Week 9	Topics: Examining patterns—reading, defining terms, cutting out, beginning to sew from pattern Essential Question: How does reading a pattern benefit you for garment construction?
Week 10	Topics: Machine Construction/Basic Stitches Essential Question: How does basic knowledge of sewing help to function in everyday lives?
Week 11	Topics: Machine Construction/Pouch Project Essential Question: How can you use a sewing machine to create a pouch?
Week 12	Topics: Machine Construction/Garment Construction Essential Question: How can using a sewing machine to construct a garment save you money?
Week 13	Topics: Machine Construction/Garment Construction Essential Question: How can you use your creativity to create a unique one of a kind garment?
Week 14	Topics: Wardrobe Planning/Body Types Essential Question: How does proper wardrobe planning help with time management?
Week 15	Topics: Textiles/Elements and Principles of Design Essential Question: What elements and principles of design assist in designing various fashions?
Week 16	Topics: Recycle and Redesign Essential Question: How can we reduce waste in the fashion industry?
Week 17	Topics: Fashion Design Portfolio Essential Question: How can creating a Fashion Design Portfolio help you in your post-secondary endeavors?
Week 18	Topics: Lab clean up/Final Project Due

*This is a tentative plan and may change at the discretion of the teacher.

COURSE OBJECTIVES:

FOUNDATIONAL STANDARDS:

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

CONTENT STANDARDS:

Fashion History:

1. Outline the history of fashion and the historical influences on the fashion industry.
 - a. Investigate and explain factors that influence the evolution of fashion.
Examples: economy, world events, textile development and availability, politics, religion, technology, culture, geography
 - b. Compare various styles of clothing throughout history.



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2. Compare and contrast the work of various key designers, past and present, in the fashion industry.
3. Investigate and report on the role of major domestic and international fashion centers in the creation, display, and merchandising of clothing.

Fashion Design:

4. Identify, compare, and analyze fashion design trends in the apparel and textile industries, using industry-specific terminology.
Examples: haute couture, ready-made, trickle-down, trickle-up, trickle-across, classic, fad, business, formal wear
5. Explain the designer's role in creating fashion trends, citing recent examples of styles and fads
6. Utilize elements and principles of design to select or create apparel.
Examples: color, line, shape, space, texture, pattern, balance

7. Recognize and describe textiles and construction techniques, using fashion industry terminology.
Examples: fiber characteristics, properties of natural and man-made fibers, weaving, knitting, dyeing and finishing, sewing
8. Explain how designer labels, manufacturers, and types of stores influence the marketing and sales of apparel and textiles.
9. Outline the process of fashion design. Examples: inspiration, sketch, technical sketch, sample, sourcing

Apparel and Construction Analysis:

10. Describe and illustrate basic clothing silhouettes and parts.
Examples: wrap dress, peplum dress, A-line, double-breasted, single-breasted; collars, sleeves, cuffs
11. Analyze the effects of different garment styles on various body types, using multiple methods to make comparisons.
Examples: croquis, apps, adjustable dress forms
12. Demonstrate the procedures involved in using a pre-made pattern, including reading the envelope and instructions, choosing the clothing style and pattern size based on individual measurements, selecting an appropriate fabric, placing the fabric on the pattern, and cutting and marking pieces.
13. Determine the cost of constructing, altering, or repairing textile products.
14. Produce or repair an apparel or textile product.
15. Assess and describe the quality of the materials and construction of ready-made garments.

Sustainability and Globalization:

16. Investigate and explain a variety of methods for recycling, redesigning, and repurposing apparel and textiles. a. Create an original apparel or textile product using recycled or repurposed materials.
Examples: utilizing scrap material and products that don't meet marketable standards
17. Research and defend a position on an ethical issue facing the textile and apparel industries.
Examples: fast fashion, organic materials, use of chemical processes, environmental impact, human resources, copyright laws
18. Research and present information on the globalization of the fashion industry.
 - a. Diagram the path of textiles from raw materials to product.
 - b. Analyze the impact of national and international regulations and legislation for fashion.



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Dear Parent/Guardian,

I am looking forward to a great semester with your student! With your student, please read the attached policies, curriculum, and supply lists. Next, sign and date this signature page and have your student return this form. Please provide a current email address and phone number at which I can contact you should the need arise. Feel free to contact me with any concerns about the progress of your student or any aspect of the instruction. Email is usually the best way to contact me using the email address listed above.

**Thank you,
Ms. Wheeler**

Please sign below to acknowledge that you have received, read, and understood the syllabus.

Student name: _____

Student signature: _____

Parent/guardian name: _____

Parent/Guardian signature: _____

Parent/guardian, please provide two ways for me to contact you (email address, phone numbers):

Parent/Guardian Email(s):

Parent/Guardian Phone number(s):



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Fashion Lab Fee & Supply List:

There is a **\$30.00 lab fee** for the Fashion class. You can pay this fee online or with the bookkeeper at school. The lab fee will be used to purchase portfolio supplies and many of the basic sewing notions and supplies not listed here for classroom use. Every student *must* purchase their own sewing kit and basic classroom materials. Students will have their own bins in the classroom to store these supplies. The following is a list of needed items:

Basic Sewing Kit*

*You can make your own kit from items you have at home or purchase a basic kit that includes everything you need. Note: You will be able to use these same supplies in Fashion Design and Fashion Merchandising if you take the upper-level courses.

- Sewing Shears
- Pins & Pin Cushion
- Hand-sewing needles (variety pack)
- Seam ripper
- Measuring tape
- Chalk Pencil
- Thread (All Purpose)
- Zip pouch or plastic case to hold all your supplies (DO NOT bring in a large sewing box-it won't fit in the bin)

Basic Classroom Supplies

- Thin Binder
- Loose-leaf paper
- Pens and/or pencils
- Glue Sticks (multi-pack)
- Highlighter
- Coloring Pencils
- Markers

Additional Notes:

- There will be *some* projects where additional materials may need to be purchased (for example: fabric for making pajama pants).
- Wal-Mart, Hobby Lobby, and Michael's have sewing supplies.
- Pinking Shears are a great addition to have in your sewing kit, but not required.

Teacher Wish List:

- Tissue
- Clorox Wipes
- All-Purpose Spray Cleaner
- Copy Paper