

## Apparel– Grade Levels 10-12 TEKS Manager

**Credit: (1/2)**

Place a check (✓) in each column to show TEKS taught.

	TEKS	1 <sup>st</sup> 6 wks	2 <sup>nd</sup> 6 wks	3 <sup>rd</sup> 6 wks
(b) Introduction. The textile and apparel industries encompass the production, marketing, and consumption of textile and apparel products. Individuals <b>use knowledge and skills</b> to function effectively as consumers and in careers related to the textile and apparel industries.				
(c) Knowledge and skills.				
(1) Consumer skills. The student <b>uses effective decision-making skills</b> when selecting and purchasing apparel. The student is expected to:	(A) <b>describe</b> social, cultural, and life-cycle influences on apparel preferences and management;			
	(B) <b>explain</b> how patterns of living and the life cycle affect apparel choices and management;			
	(C) <b>apply</b> principles of effective wardrobe planning;			
	(D) <b>explain</b> fashion trends and how they are determined;			
	(E) <b>analyze</b> the influence of advertising on consumer apparel choices;			
	(F) <b>describe</b> the elements and principles of design and their influence on apparel purchases;			
	(G) <b>evaluate</b> textile products as to suitability for varied apparel uses; and			
	(H) <b>determine</b> apparel management techniques for individuals with special needs.			
(2) Consumer skills. The student <b>selects</b> proper care and maintenance practices for apparel. The student is expected to:	(A) <b>interpret</b> labeling information to determine care procedures for apparel products;			
	(B) <b>evaluate</b> clothing-care products and equipment;			
	(C) <b>determine</b> proper equipment and/or services related to care, maintenance, and storage of apparel;			
	(D) <b>identify</b> proper safety procedures when using care products and equipment; and			
	(E) <b>analyze</b> the impact of clothing-care requirements on clothing selection and the clothing budget.			

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(3) Consumer skills. The student effectively <b>manages</b> the apparel dollar. The student is expected to:	(A) <b>explain</b> human and financial resources affecting individual and family clothing decisions;			
	(B) <b>propose</b> practices for effectively managing apparel and accessory costs, care, and maintenance in the individual and family budget;			
	(C) <b>compare</b> various sources for apparel purchases;			
	(D) <b>predict</b> the impact of technology on consumer apparel purchasing options; and			
	(E) <b>develop</b> ideas for recycling apparel.			
(4) The apparel industry. The student <b>evaluates</b> factors influencing the apparel industry. The student is expected to:	(A) <b>describe</b> the interrelationship of the apparel industry to the U.S. and international economies;			
	(B) <b>identify</b> sources of textile and apparel products;			
	(C) <b>explain</b> the impact of labor laws;			
	(D) <b>analyze</b> factors that contribute to a safe working environment;			
	(E) <b>summarize</b> procedures within the apparel industry that protect the environment; and			
	(F) <b>describe</b> technological advancements influencing the apparel industry.			
(5) The apparel industry. The student <b>analyzes</b> the influence of design elements and principles in apparel. The student is expected to:	(A) <b>analyze</b> application of the elements and principles of design in apparel; and			
	(B) <b>describe</b> the impact of technology on apparel design and production.			
(6) The apparel industry. The student <b>demonstrates</b> effective repair, alteration, and production techniques. The student is expected to:	(A) <b>describe</b> principles of quality apparel construction;			
	(B) <b>demonstrate</b> appropriate use and care of equipment, tools, and notions;			
	(C) <b>practice</b> effective pressing, repair, and alteration;			
	(D) <b>apply</b> basic apparel production skills if training for a career in the apparel industry;			
	(E) <b>utilize</b> planning, organization, management, and sequencing when repairing, altering, and/or producing apparel; and			
	(F) <b>determine</b> apparel design and alterations to accommodate individuals with special needs.			
(7) Career preparation. The student <b>exhibits</b> employability skills appropriate for careers in the apparel industry. The student is expected to:	(A) <b>demonstrate</b> effective methods to secure, maintain, and terminate employment;			
	(B) <b>demonstrate</b> effective verbal, nonverbal, written, and electronic communication skills;			
	(C) <b>practice</b> positive human-relations skills; and			
	(D) <b>demonstrate</b> skills, characteristics, and responsibilities of leaders and effective team members.			

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(8) Career preparation. The student <b>makes informed career decisions</b> that reflect personal, family, and career goals. The student is expected to:	(A) <b>evaluate</b> employment and entrepreneurial opportunities and preparation requirements for careers in the apparel industry; and			
	(B) <b>describe</b> management practices facilitating individuals assuming multiple family, community, and wage-earner roles.			
(9) Career preparation. The student <b>completes</b> a supervised career-connections experience applying knowledge and skills developed in the study of apparel. The student is expected to:	(A) <b>determine</b> home and business applications of knowledge and skills developed in the study of apparel; and			
	(B) <b>utilize</b> a career-connections experience to demonstrate occupational applications of competencies developed in the study of apparel.			