

# FASHION & INTERIOR DESIGN I

## Course Description:

This course provides opportunities for students to develop career competencies in the fashion and interiors industry by applying information related to social, economic, and media influences. Students apply knowledge of design principles and processes through skill performance activities. Work experience will be explored and leadership development will be provided through Family, Career and Community Leaders of America (FCCLA) student organization.

**Grade Level:** 10-12

**Credits:** 1.0

## Technical Content / Process

### Students will:

1. utilize activities of the Family, Career and Community Leaders of America student organization as an integral component of course content and leadership development.
2. demonstrate and practice employability and social skills relevant to the career cluster.
3. illustrate the use of elements and principles of design in fashion/interiors.
4. compare the properties and performance of fibers and fabrics.
5. identify factors which affect the appropriateness of textiles selection to provide quality choices for clients.
6. create and assess advertising media that influences consumer choices.
7. predict factors that affect fashion and interior designing.
8. summarize the relationship of apparel and environments to behavior.
9. distinguish among types of floor and wall coverings, window treatments and furniture to meet specific design needs.
10. select accessories to compliment a design project.
11. propose furniture arrangements for the living, sleeping and service areas of a home.
12. design floor plans and visual presentations.
13. apply measuring skills to create scale drawings and to determine body measurements.
14. demonstrate basic sewing machine procedures.
15. employ safety procedures for operating and caring for household equipment.
16. demonstrate basic apparel alterations and repairs.
17. compare the costs of ready-made and custom made.
18. evaluate and perform construction techniques for a variety of projects.
19. select, design and construct items for self and others.
20. propose a budget based upon client needs.
21. apply math, science, and communication skills within technical content.

## Connections

- National Standards for Family and Consumer Sciences
- Partnership for 21<sup>st</sup> Century Skills
- Kentucky Academic Standards
- Standards for Mathematics and English/Language Arts
- Kentucky Occupational Skills Standards Assessment (KOSSA) Standards

Course Title	<b>Fashion and Interior Design I</b>	Grade Levels	10-12	Credit Value	1.0
Description	This course provides opportunities for students to develop career competencies in the fashion and interiors industry by applying information related to social, economic, and media influences. Students apply knowledge of design principles and processes through skill performance activities. Work experience will be explored and leadership development will be provided through Family, Career and Community Leaders of America (FCCLA) student organization.				
Prerequisites	FACS Life Skills				
Unit Title	<u><b>Career and Employability Skills</b></u>				

### **Technical Content**

1. Students will utilize activities of the Family, Career and Community Leaders of America student organization as an integral component of course content and leadership development.
2. Students will demonstrate and practice employability and social skills relevant to the career cluster.
20. Students will propose a budget based upon client needs.
21. Students will apply math, science, and communication skills within technical content.

### **National Standards**

- 1.1.1 - Summarize local and global policies, issues, and trends in the workplace and community that affect individuals and families.
- 1.2 - Demonstrate transferable and employability skills in school, community and workplace settings.
- 11.1.1 - Explain the roles and functions of individuals engaged in housing and interior design careers.
- 11.1.2 - Analyze career paths and opportunities for employment and entrepreneurial endeavors.
- 11.1.3 - Summarize education, training, and credentialing requirements and opportunities for career paths in housing and interior design.
- 11.1.4 - Analyze the impact of housing and interior design careers on local, state, national, and global economies.
- 11.3.5 - Examine the impact of housing, interiors, and furnishings on the health, safety, and welfare of the public.
- 16.1.1 - Explain the roles and functions of individuals engaged in textiles and apparel careers.
- 16.1.2 - Analyze opportunities for employment and entrepreneurial endeavors.
- 16.1.3 - Summarize education and training requirements and opportunities for career paths in textile and apparel services.
- 16.1.4 - Analyze the effects of textiles and apparel occupations on local, state, national, and global economies.

### **KY Academic Standards (Big Idea)**

#### **Career Awareness, Exploration, Planning - Vocational Studies**

Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.

#### **Consumer Decisions - Vocational Studies**

Individual and families need to make consumer decisions due to the numerous products/services on the market, multiple advertising techniques, and the need to make responsible financial management decisions. Accessing and assessing consumer information, comparing and evaluating products and services, provides basis for making effective consumer decisions. Consumer decisions influence the use of resources and the impact they have on the community and environment.

#### **Research, Inquiry/Problem-Solving and Innovation - Technology**

Students understand the role of technology in research and experimentation. Students engage technology in developing solutions for solving problems in the real world. Students will use technology for original creation and innovation.

### **English/Language Arts Standards**

- CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- CC.11-12.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
- CC.5.L.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

CC.11-12.R.I.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CC.11-12.R.I.2 Key Ideas and Details: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CC.11-12.R.I.3 Key Ideas and Details: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CC.11-12.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CC.11-12.R.I.7 Integration of Knowledge and Ideas: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CC.11-12.R.I.10 Range of Reading and Level of Text Complexity: By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

CC.11-12.R.L.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CC.11-12.R.L.2 Key Ideas and Details: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CC.11-12.R.L.3 Key Ideas and Details: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CC.11-12.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

CC.11-12.R.L.10 Range of Reading and Level of Text Complexity: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.11-12.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CC.11-12.SL.3 Comprehension and Collaboration: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CC.11-12.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CC.11-12.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CC.11-12.SL.6 Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)

CC.11-12.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CC.11-12.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CC.11-12.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CC.11-12.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.11-12.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.11-12.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **Technical Literacy Standards**

Reading / 11-12 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.

Reading / 11-12 / #7 - Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.

Reading / 11-12 / #10 – By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

Writing / 11-12 / #7 – Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Writing / 11-12 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

## **21st Century Skills and Knowledge**

ICT (Information, Communications, and Technology) Literacy

Leadership and Responsibility

Initiative and Self-Direction

Life and Career Skills

Creativity and Innovation

Critical Thinking and Problem Solving

Information Literacy

Flexibility and Adaptability

Social and Cross-Cultural Skills

Productivity and Accountability

## **KOSSA Standards**

3008.AA.1 Utilize effective verbal and non-verbal communication skills

3008.AA.4 Communicate effectively with customers and co-workers

3008.AB.1 Locate and interpret written information

3008.AB.2 Read and interpret workplace documents

3008.AC.2 Utilize innovation and problem-solving skills to arrive at the best solution for current situation

3008.AC.3 Implement effective decision-making skills

3008.AF.1 Recognize the potential risks associated with Internet use

3008.AF.2 Identify and apply Internet security practices (e.g., password security, login, logout, log off, lock computer)

3008.AF.3 Practice safe, legal, and responsible use of technology in the workplace

3008.AH.1 Select and use appropriate devices, services, and applications to complete workplace tasks

3008.EB.5 Demonstrate loyalty to the company

3008.EE.2 Work well with all customers and co-workers

3008.EE.8 Recognize the challenges and advantages of a global workforce

3008.EF.3 Demonstrate effective team skills and evaluate their importance in the workplace (e.g., setting goals, listening, following directions, questioning, dividing work)

3008.EK.2 Define jobs associated with a specific career path or profession

3008.EM.1 Identify the value of new technologies and their impact on driving continuous change and the need for life-long learning

3008.OA.1 Determine the roles and functions of individuals engaged in fashion and interior design careers

3008.OA.2 Explore opportunities for employment and entrepreneurial endeavors

3008.OA.3 Examine education/training requirements and opportunities for career paths in fashion and interior design

3008.OA.4 Examine the impact of fashion and interior design occupations on local, state, national, and global economies

## **Learning Targets - [Click here to view Sample Learner Activities](#)**

Determine opportunities and benefits of membership in the FCCLA student organization.

Describe ways that consumers influence the marketplace.

Identify the economic roles of individuals.

Demonstrate job seeking skills.

Practice the skills necessary for obtaining and keeping a job.

Explain the roles and functions of individuals engaged in fashion and interior design careers.

Summarize education, training, and credentialing requirements and opportunities for career paths in fashion and interior design.

Utilize the ILP to conduct research on careers in the fashion and interiors industries.

Course Title	<b>Fashion and Interior Design I</b>	Grade Levels	10-12	Credit Value	1.0
Description	This course provides opportunities for students to develop career competencies in the fashion and interiors industry by applying information related to social, economic, and media influences. Students apply knowledge of design principles and processes through skill performance activities. Work experience will be explored and leadership development will be provided through Family, Career and Community Leaders of America (FCCLA) student organization.				
Prerequisites	FACS Life Skills				
Unit Title	<u>Elements and Principles of Design</u>				

### **Technical Content**

3. Students will illustrate the use of elements and principles of design in fashion/interiors.

### **National Standards**

11.2.1 - Evaluate the use of elements and principles of design in housing and commercial and residential interiors.

11.2.2 - Analyze the psychological impact that the principles and elements of design have on the individual.

11.2.3 - Analyze the effects that the principles and elements of design have on aesthetics and function.

16.3.2 - Apply basic and complex color schemes and color theory to develop and enhance visual effects.

16.3.3 - Utilize elements and principles of design in designing, constructing, and/or altering textile, apparel, and fashion products.

### **KY Academic Standards (Big Idea)**

#### **Communication/Technology - Vocational Studies**

Special communication and technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

#### **Career Awareness, Exploration, Planning - Vocational Studies**

Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.

#### **Structure in the Arts - Arts & Humanities**

Understanding of the various structural components of the arts is critical to the development of other larger concepts in the arts. Structures that artists use include elements and principles of each art form, tools, media and subject matter that impact artistic products and specific styles and genre that provide a context for creating works. It is the artist's choice of these structural components in the creative process that results in a distinctively expressive work. Students make choices about how to use structural organizers to create meaningful works of their own. The more students understand, the greater their ability to produce, interpret or critique artworks from other artists, cultures and historical periods.

### **English/Language Arts Standards**

CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.11-12.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

CC.11-12.R.I.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CC.11-12.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CC.11-12.R.L.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CC.11-12.R.L.10 Range of Reading and Level of Text Complexity: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.11-12.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CC.11-12.SL.3 Comprehension and Collaboration: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CC.11-12.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CC.11-12.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CC.11-12.SL.6 Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.

CC.11-12.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CC.11-12.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CC.11-12.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

## **Technical Literacy Standards**

Reading / 11-12 / #2 – Determine central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Reading / 11-12 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.

Reading / 11-12 / #5 – Analyze how the text structures information or ideas into categories or hierarchies.

Reading / 11-12 / #7 - Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.

Reading / 11-12 / #10 – By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

Writing / 11-12 / #7 – Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Writing / 11-12 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

## **21st Century Skills and Knowledge**

Creativity and Innovation

Critical Thinking and Problem Solving

Collaboration

Communication

Information Literacy

ICT (Information, Communications, and Technology) Literacy

## **KOSSA Standards**

3008.AA.3 Communicate and follow directions/procedures

3008.AC.2 Utilize innovation and problem-solving skills to arrive at the best solution for current situation

3008.AC.3 Implement effective decision-making skills

3008.EC.5 Demonstrate pride in work

3008.OB.10 Demonstrate knowledge of the arts, various resources, and cultural impact upon fashion and interior design industries

3008.OC.1 Determine the principles and elements of design

3008.OC.2 Determine the psychological impact that the principles and elements of design have on the individual

3008.OC.3 Determine the effects that the principles and elements of design have on aesthetics and function

3008.OC.4 Analyze and evaluate environmental issues

3008.OJ.1 Examine ways in which fabric, texture, and pattern can affect visual appearance

3008.OJ.2 Apply basic and complex color schemes/color theory to develop and enhance visual effects

3008.OJ.3 Utilize elements and principles of design in designing, constructing, and/or altering textiles products

## **Learning Targets - [Click here to view Sample Learner Activities](#)**

Identify the principles of design.

Apply the principles of design.

Identify the elements of design.

Apply the elements of design.

Demonstrate how primary colors are used to produce secondary and tertiary colors.

Apply the characteristics of different types of color schemes.

Course Title	<b>Fashion and Interior Design I</b>	Grade Levels	10-12	Credit Value	1.0
Description	This course provides opportunities for students to develop career competencies in the fashion and interiors industry by applying information related to social, economic, and media influences. Students apply knowledge of design principles and processes through skill performance activities. Work experience will be explored and leadership development will be provided through Family, Career and Community Leaders of America (FCCLA) student organization.				
Prerequisites	FACS Life Skills				
Unit Title	<u><b>Textiles</b></u>				

### **Technical Content**

- Students will compare the properties and performance of fibers and fabrics.
- Students will identify factors which affect the appropriateness of textiles selection to provide quality choices for clients.

### **National Standards**

- 11.3.1 - Analyze product information, including but not limited to floor coverings, wall coverings, textiles, window treatments, furniture, lighting fixtures, kitchen and bath fixtures and equipment.
- 16.2.1 - Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers.
- 16.2.2 - Evaluate performance characteristics of textile fiber and fabrics.
- 16.2.4 - Analyze effects of textile characteristics on design, construction, care, use, and maintenance of products.
- 16.2.5 - Apply appropriate procedures for care of textile products.
- 16.3.1 - Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance.

### **KY Academic Standards (Big Idea)**

#### **Consumer Decisions - Vocational Studies**

Individual and families need to make consumer decisions due to the numerous products/services on the market, multiple advertising techniques, and the need to make responsible financial management decisions. Accessing and assessing consumer information, comparing and evaluating products and services, provides basis for making effective consumer decisions. Consumer decisions influence the use of resources and the impact they have on the community and environment.

#### **Career Awareness, Exploration, Planning - Vocational Studies**

Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.

### **English/Language Arts Standards**

CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CC.11-12.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

CC.11-12.R.I.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CC.11-12.R.I.3 Key Ideas and Details: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CC.11-12.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CC.11-12.R.L.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.11-12.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CC.11-12.SL.3 Comprehension and Collaboration: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CC.11-12.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CC.11-12.W.1 Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CC.11-12.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CC.11-12.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

## **Technical Literacy Standards**

Reading / 11-12 / #1 - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

Reading / 11-12 / #2 – Determine central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Reading / 11-12 / #3 – Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Reading / 11-12 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.

Reading / 11-12 / #5 – Analyze how the text structures information or ideas into categories or hierarchies.

Reading / 11-12 / #8 – Evaluate the hypothesis, data, analysis, and conclusions in a science or technical text.

Reading / 11-12 / #10 – By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

Writing / 11-12 / #9 – Draw evidence from informational texts to support analysis, reflection, and research.

Writing / 11-12 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

## **Mathematics Standards**

CC.9-12.S.IC.6 Evaluate reports based on data.\*

## **21st Century Skills and Knowledge**

Critical Thinking and Problem Solving

Collaboration

Communication

Information Literacy

## **KOSSA Standards**

3008.AB.1 Locate and interpret written information

3008.AB.3 Identify relevant details, facts, and specifications

3008.AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)

3008.AC.2 Utilize innovation and problem-solving skills to arrive at the best solution for current situation

3008.AC.3 Implement effective decision-making skills

3008.AD.4 Use tables, graphs, diagrams, and charts to obtain or convey information

3008.OB.1 Examine legislation, regulations, and public policy affecting the textiles/apparels and housing, interiors, and furnishings industry

3008.OB.2 Examine personal/employer responsibilities and liabilities regarding industry-related safety, security, and environmental factors

3008.OB.3 Examine security/inventory control strategies, laws, worksite policies, and how they affect loss prevention and store profit

3008.OB.4 Demonstrate procedures for reporting and handling accidents, safety, and security incidents

3008.OB.10 Demonstrate knowledge of the arts, various resources, and cultural impact upon fashion and interior design industries

3008.OD.1 Research product information, including but not limited to floor coverings, wall coverings, textiles, window treatments, furniture, lighting fixtures, kitchen/bath fixtures, equipment, accessories, and building materials

3008.OD.2 Select manufacturers, products, and materials and consider care, maintenance, safety, and environmental issues  
3008.OD.3 Review measuring, estimating, ordering, purchasing, and pricing skills  
3008.OD.4 Appraise various interior furnishings, appliances, and equipment which provide cost and quality choices for clients  
3008.OI.1 Select appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers  
3008.OI.2 Determine performance characteristics of fiber and textiles  
3008.OI.3 Review textiles legislation, standards, and labeling in the global economy  
3008.OI.4 Assess effects of textiles characteristics on design, construction, care, use, and maintenance of products  
3008.OI.5 Select appropriate procedures for care of textile products  
3008.OJ.1 Examine ways in which fabric, texture, and pattern can affect visual appearance  
3008.OJ.2 Apply basic and complex color schemes/color theory to develop and enhance visual effects  
3008.OJ.3 Utilize elements and principles of design in designing, constructing, and/or altering textiles products  
3008.OK.3 Examine production processes for creating fibers, yarn, woven, knit fabrics, and non-woven textile products

### **Learning Targets - Click here to view Sample Learner Activities**

Analyze the characteristics and care of natural and synthetic fibers.

Summarize textile legislation standards and labeling in the global economy.

Identify practical uses of both natural and synthetic fibers in fashion and interior applications.

Compare and contrast various types of weaves, knits, and non-woven textiles.

Demonstrate the various types of weaves.

Justify appropriateness of textile selection to provide quality choices for clients or self.

Identify various patterns used on textiles in the fashion and interior industry.

Course Title	<b>Fashion and Interior Design I</b>	Grade Levels	10-12	Credit Value	1.0
Description	This course provides opportunities for students to develop career competencies in the fashion and interiors industry by applying information related to social, economic, and media influences. Students apply knowledge of design principles and processes through skill performance activities. Work experience will be explored and leadership development will be provided through Family, Career and Community Leaders of America (FCCLA) student organization.				
Prerequisites	FACS Life Skills				
Unit Title	<u><b>Marketing and Advertising</b></u>				

### **Technical Content**

6. Students will create and assess advertising media that influences consumer choices.
7. Students will predict factors that affect fashion and interior designing.
8. Students will summarize the relationship of apparel and environments to behavior.

### **National Standards**

- 16.5.1 - Apply marketing strategies for textile, apparel, and fashion products.
- 16.5.2 - Analyze the cost of constructing, manufacturing, altering, or repairing textile, apparel, and fashion products.
- 16.5.4 - Apply external factors that influence merchandising.
- 16.5.5 - Critique varied methods for promoting apparel and textile products.
- 16.5.6 - Apply research methods, including forecasting techniques, for marketing apparel and textile products.
- 16.6.1 - Analyze factors that contribute to quality customer relations.
- 16.6.2 - Analyze the influences of cultural diversity as a factor in customer relations.
- 16.6.3 - Demonstrate the skills necessary for quality customer service.
- 16.6.4 - Create solutions to address customer concerns.

### **KY Academic Standards (Big Idea)**

#### **Career Awareness, Exploration, Planning - Vocational Studies**

Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.

#### **Consumer Decisions - Vocational Studies**

Individual and families need to make consumer decisions due to the numerous products/services on the market, multiple advertising techniques, and the need to make responsible financial management decisions. Accessing and assessing consumer information, comparing and evaluating products and services, provides basis for making effective consumer decisions. Consumer decisions influence the use of resources and the impact they have on the community and environment.

#### **Cultures and Societies - Social Studies**

Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion; however, there are universals (e.g., food, clothing, shelter, communication connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.

#### **Communication/Technology - Vocational Studies**

Special communication and technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

#### **Purposes for Creating the Arts - Arts & Humanities**

The arts have played a major role throughout the history of humans. As the result of the power of the arts to communicate on a basic human level, they continue to serve a variety of purposes in society. The arts are used for artistic expression to portray specific emotions or feelings, to tell stories in a narrative manner, to imitate nature and to persuade others. The arts bring meaning to ceremonies, rituals, celebrations and commemorations. Additionally, they are used for recreation and to support recreational activities. Students experience the arts in a variety of roles through their own creations and performances and through those of others. Through their activities and observations, students learn to create arts and use them for a variety of purposes in society.

## **English/Language Arts Standards**

CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CC.11-12.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

CC.11-12.L.6 Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.11-12.R.I.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CC.11-12.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CC.11-12.R.I.7 Integration of Knowledge and Ideas: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CC.11-12.R.L.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CC.11-12.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

CC.11-12.R.L.10 Range of Reading and Level of Text Complexity: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.11-12.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CC.11-12.SL.3 Comprehension and Collaboration: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CC.11-12.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

CC.11-12.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CC.11-12.SL.6 Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)

CC.11-12.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CC.11-12.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **Technical Literacy Standards**

Reading / 11-12 / #2 – Determine central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Reading / 11-12 / #3 – Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Reading / 11-12 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.

Reading / 11-12 / #5 – Analyze how the text structures information or ideas into categories or hierarchies.

Reading / 11-12 / #7 - Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.

Reading / 11-12 / #8 – Evaluate the hypothesis, data, analysis, and conclusions in a science or technical text.

Reading / 11-12 / #10 – By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

Writing / 11-12 / #2 – Write informative / explanatory texts, including narration of historical events, scientific procedures / experiments, or technical processes.

Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

Writing / 11-12 / #6 – Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Writing / 11-12 / #9 – Draw evidence from informational texts to support analysis, reflection, and research.

Writing / 11-12 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

## **21st Century Skills and Knowledge**

Media Literacy

Collaboration

Communication

Information Literacy

ICT (Information, Communications, and Technology) Literacy

## **KOSSA Standards**

3008.AA.1 Utilize effective verbal and non-verbal communication skills

3008.AA.2 Participate in conversation, discussion, and group presentations

3008.AB.3 Identify relevant details, facts, and specifications

3008.AC.2 Utilize innovation and problem-solving skills to arrive at the best solution for current situation

3008.AG.1 Use technology appropriately to enhance professional presentations

3008.AG.2 Demonstrate effective and appropriate use of social media

3008.AG.3 Identify ways social media can be used as marketing, advertising, and data gathering tools

3008.AH.1 Select and use appropriate devices, services, and applications to complete workplace tasks

3008.OB.1 Examine legislation, regulations, and public policy affecting the textiles/apparels and housing, interiors, and furnishings industry

3008.OB.2 Examine personal/employer responsibilities and liabilities regarding industry-related safety, security, and environmental factors

3008.OB.3 Examine security/inventory control strategies, laws, worksite policies, and how they affect loss prevention and store profit

3008.OB.7 Examine operational costs such as markups, markdowns, cash flow, and other factors affecting profit

3008.OB.8 Explain the effect of quality on profit

3008.OB.9 Identify the effects of continuous quality improvement

3008.OB.10 Demonstrate knowledge of the arts, various resources, and cultural impact upon fashion and interior design industries

3008.OL.1 Review marketing strategies for apparel and textiles products

3008.OL.2 Assess the cost of constructing, manufacturing, altering, or repairing textiles products

3008.OL.3 Assess ethical considerations for merchandising apparel and textiles products

3008.OL.4 Review external factors that influence merchandising

3008.OL.5 Critique varied methods for promoting apparel and textiles products

3008.OL.6 Select research methods, including forecasting techniques, for marketing apparel and textiles products

3008.OM.1 Assess factors that contribute to quality customer relations

3008.OM.2 Assess the impact of cultural diversity as a factor in customer relations

3008.OM.3 Determine the skills necessary for quality customer service

3008.OM.4 Determine solutions to address customer concerns

## **Learning Targets - Click here to view Sample Learner Activities**

Identify the four principles of marketing. (Product, Price, Promotion, and Place)

Apply the four principles of marketing.

Identify various advertising techniques.

Apply various advertising techniques.

Exercise the skills necessary for providing quality customer service.

Course Title	<b>Fashion and Interior Design I</b>	Grade Levels	10-12	Credit Value	1.0
Description	This course provides opportunities for students to develop career competencies in the fashion and interiors industry by applying information related to social, economic, and media influences. Students apply knowledge of design principles and processes through skill performance activities. Work experience will be explored and leadership development will be provided through Family, Career and Community Leaders of America (FCCLA) student organization.				
Prerequisites	FACS Life Skills				
Unit Title	<u>Interior Design</u>				

### **Technical Content**

9. Students will distinguish among types of floor and wall coverings, window treatments and furniture to meet specific design needs.
11. Students will propose furniture arrangements for the living, sleeping and service areas of a home.
12. Students will design floor plans and visual presentations.
13. Students will apply measuring skills to create scale drawings and to determine body measurements.
17. Students will compare the costs of ready-made and custom made.
19. Students will select, design and construct items for self and others.

### **National Standards**

- 11.1.4 - Analyze the impact of housing and interior design careers on local, state, national, and global economies.
- 11.2.2 - Analyze the psychological impact that the principles and elements of design have on the individual.
- 11.2.3 - Analyze the effects that the principles and elements of design have on aesthetics and function.
- 11.3.1 - Analyze product information, including but not limited to floor coverings, wall coverings, textiles, window treatments, furniture, lighting fixtures, kitchen and bath fixtures and equipment.
- 11.4.3 - Draft an interior space to scale using architecture symbols.
- 11.4.4 - Arrange furniture placement with reference to principles of design, traffic flow, activity, and existing architectural features.
- 11.5.2 - Explain societal and technological trends on periods of architecture and interior design through the ages.
- 11.7.3 - Prepare visual presentations including legends, keys, and schedules.

### **KY Academic Standards (Big Idea)**

#### **Career Awareness, Exploration, Planning - Vocational Studies**

Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.

#### **Communication/Technology - Vocational Studies**

Special communication and technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

#### **Cultures and Societies - Social Studies**

Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion; however, there are universals (e.g., food, clothing, shelter, communication connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.

#### **Psychomotor Skills (Health Education) - Practical Living**

Cognitive information can be used to understand and enhance the development of motor skills such as movement sequences and patterns. Individuals who understand their bodies and how to perform various movements will be safer and more productive in recreation and work activities. Development of psychomotor skills contributes to the development of social and cognitive skills.

#### **Structure in the Arts - Arts & Humanities**

Understanding of the various structural components of the arts is critical to the development of other larger concepts in the arts. Structures that artists use include elements and principles of each art form, tools, media and subject matter that impact artistic products and specific styles and genre that provide a context for creating works. It is the artist's choice of these structural components in the creative process that results in a distinctively expressive work. Students make choices about how to use structural organizers to create meaningful works of their own. The more students understand, the greater their ability to produce, interpret or critique artworks from other artists, cultures and historical periods.

#### **Humanity in the Arts - Arts & Humanities**

The arts reflect the beliefs, feelings and ideals of those who create them. Experiencing the arts allows one to experience time, place and/or personality. By experiencing the arts of various cultures, students can actually gain insight into the beliefs, feelings and ideas of those cultures. Students also have the opportunity to experience how the arts can influence society through analysis of arts in their own lives and the arts of other cultures and historical periods. Studying the historical and cultural stylistic periods in the arts offers students an opportunity to understand the world past and present and to learn to appreciate their own cultural heritage. Looking at the interrelationships of multiple arts disciplines across cultures and historical periods is the focus of humanities in the arts.

## **Processes in the Arts - Arts & Humanities**

There are three distinctive processes involved in the arts. These processes are creating new works, performing works for expressive purposes and responding to artworks. Each process is critical and relies on others for completion. Artists create works to express ideas, feelings or beliefs. The visual arts capture a moment in time while the performing arts (music, dance, drama/theatre) are performed for a live audience. The audience responds to the artistic expressions emotionally and intellectually based on the meaning of the work. Each process enhances understanding, abilities and appreciation of others. Students involved in these processes over time will gain a great appreciation for the arts, for artists past and present, and for the value of artistic expression.

## **English/Language Arts Standards**

CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CC.11-12.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

CC.11-12.L.6 Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.11-12.R.I.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CC.11-12.R.I.2 Key Ideas and Details: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CC.11-12.R.I.3 Key Ideas and Details: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CC.11-12.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CC.11-12.R.I.7 Integration of Knowledge and Ideas: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CC.11-12.R.L.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CC.11-12.R.L.2 Key Ideas and Details: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CC.11-12.R.L.10 Range of Reading and Level of Text Complexity: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.11-12.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CC.11-12.SL.3 Comprehension and Collaboration: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CC.11-12.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CC.11-12.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CC.11-12.SL.6 Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)

CC.11-12.W.1 Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CC.11-12.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CC.11-12.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CC.11-12.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### **Technical Literacy Standards**

Reading / 11-12 / #2 – Determine central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Reading / 11-12 / #3 – Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Reading / 11-12 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.

Reading / 11-12 / #5 – Analyze how the text structures information or ideas into categories or hierarchies.

Reading / 11-12 / #6 – Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Reading / 11-12 / #7 – Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.

Reading / 11-12 / #8 – Evaluate the hypothesis, data, analysis, and conclusions in a science or technical text.

Reading / 11-12 / #9 – Synthesize information from a range of sources into a coherent understanding of a process, resolving conflicting information when possible.

Reading / 11-12 / #10 – By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

Writing / 11-12 / #1 – Write arguments based on discipline-specific content.

Writing / 11-12 / #2 – Write informative / explanatory texts, including narration of historical events, scientific procedures / experiments, or technical processes.

Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

Writing / 11-12 / #5 – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Writing / 11-12 / #6 – Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Writing / 11-12 / #8 – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of specific task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following standard format for citation.

Writing / 11-12 / #9 – Draw evidence from informational texts to support analysis, reflection, and research.

Writing / 11-12 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

### **Mathematics Standards**

CC.9-12.N.Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.\*

CC.9-12.S.IC.6 Evaluate reports based on data.\*

CC.9-12.G.MG.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).\*

### **21st Century Skills and Knowledge**

Information Literacy

ICT (Information, Communications, and Technology) Literacy

Environmental Literacy

Creativity and Innovation

Productivity and Accountability

Collaboration

Communication

Social and Cross-Cultural Skills

Initiative and Self-Direction

## **KOSSA Standards**

3008.AA.3 Communicate and follow directions/procedures

3008.AB.3 Identify relevant details, facts, and specifications

3008.AB.6 Demonstrate the ability to write clearly and concisely using industry specific terminology

3008.AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)

3008.AC.2 Utilize innovation and problem-solving skills to arrive at the best solution for current situation

3008.AC.3 Implement effective decision-making skills

3008.AD.1 Perform basic and higher level math operations (e.g., addition, subtraction, multiplication, division, decimals, fractions, units of conversion, averaging, percentage, proportion, ratios)

3008.AD.2 Solve problems using measurement skills (e.g., distance, weight, area, volume)

3008.AD.3 Make reasonable estimates

3008.AD.4 Use tables, graphs, diagrams, and charts to obtain or convey information

3008.AD.5 Use deductive reasoning and problem-solving in mathematics

3008.ED.1 Plan and follow a work schedule

3008.ED.2 Work with minimal supervision

3008.ED.3 Work within budgetary constraints

3008.ED.4 Demonstrate ability to stay on task to produce high quality deliverables on time

3008.EI.2 Identify and address needs of customers/clients

3008.EN.1 Assume responsibility for safety of self and others

3008.EN.2 Follow safety guidelines in the workplace

3008.OB.1 Examine legislation, regulations, and public policy affecting the textiles/apparels and housing, interiors, and furnishings industry

3008.OB.6 Maintain receipts and disbursement records

3008.OB.8 Explain the effect of quality on profit

3008.OD.1 Research product information, including but not limited to floor coverings, wall coverings, textiles, window treatments, furniture, lighting fixtures, kitchen/bath fixtures, equipment, accessories, and building materials

3008.OD.2 Select manufacturers, products, and materials and consider care, maintenance, safety, and environmental issues

3008.OD.3 Review measuring, estimating, ordering, purchasing, and pricing skills

3008.OD.4 Appraise various interior furnishings, appliances, and equipment which provide cost and quality choices for clients

3008.OE.3 Draw an interior space to scale, using correct architecture symbols and drafting skills

3008.OE.4 Arrange furniture placement with reference to principles of design, traffic flow, activity, and existing architectural features

3008.OF.1 Explore features of furnishings that are characteristic of various historical periods

3008.OF.2 Consider how prosperity, mass production, and technology are related to the various periods

3008.OF.3 Examine the development of architectural styles throughout history

3008.OF.4 Compare historical architectural details to current housing and interior design trends

3008.OF.5 Consider future trends in architectural and furniture design and development

3008.OG.1 Assess human needs, safety, space, and technology as they relate to housing and interiors design goals

3008.OG.2 Assess community, family, and financial resources needed to achieve clients' housing and interior goals

3008.OG.3 Assess a variety of available resources for housing and interior design

3008.OG.4 Critique design plans that address client's needs, goals, and resources

3008.OH.1 Select appropriate studio tools

3008.OH.2 Prepare renderings, elevations, and sketches using appropriate media

3008.OH.3 Prepare visual presentations including legends, keys, and schedules

3008.OH.4 Utilize a variety of presentation media such as photography, video, computer, and software for client presentations

3008.OJ.1 Examine ways in which fabric, texture, and pattern can affect visual appearance

3008.OJ.2 Apply basic and complex color schemes/color theory to develop and enhance visual effects

3008.OJ.3 Utilize elements and principles of design in designing, constructing, and/or altering textiles products

3008.OJ.5 Implement design that takes into consideration ecological, environmental, sociological, psychological, technical, and economic trends and issues

## **Learning Targets - [Click here to view Sample Learner Activities](#)**

Identify social trends that affect architecture and interior design. (i.e. Portable versus permanent shelters.)

Classify and accurately organize the progression of housing styles in the United States.

Summarize the effect of design on mood and behavior. (i.e. Psychology of color)

Evaluate various types of flooring for specific uses.

Describe characteristics of various types of window treatments.

Differentiate between various types of furniture.

Select accessories to compliment a design project.

Arrange furniture placement with reference to principles of design, traffic flow, activity, and existing architectural features.

Create floor plans utilizing scale drawings.

Create a visual presentation of a room design that may include a legend, rendering or sketch, scale drawing, and sample textiles and furnishings.

Course Title	<b>Fashion and Interior Design I</b>	Grade Levels	10-12	Credit Value	1.0
Description	This course provides opportunities for students to develop career competencies in the fashion and interiors industry by applying information related to social, economic, and media influences. Students apply knowledge of design principles and processes through skill performance activities. Work experience will be explored and leadership development will be provided through Family, Career and Community Leaders of America (FCCLA) student organization.				
Prerequisites	FACS Life Skills				
Unit Title	<u><b>Basic Sewing Techniques</b></u>				

### **Technical Content**

14. Students will demonstrate basic sewing machine procedures.
15. Students will employ safety procedures for operating and caring for household equipment.
16. Students will demonstrate basic apparel alterations and repairs.
18. Students will evaluate and perform construction techniques for a variety of projects.
19. Students will select, design and construct items for self and others.

### **National Standards**

- 11.3.3 - Demonstrate measuring, estimating, ordering, purchasing, pricing, and repurposing skills.
- 16.4.1 - Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair.
- 16.4.5 - Demonstrate basic skills for producing and altering textile products and apparel.

### **KY Academic Standards (Big Idea)**

#### **Career Awareness, Exploration, Planning - Vocational Studies**

Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.

#### **Employability Skills - Vocational Studies**

Employability skills will focus on student's competencies with their work habits and academic/technical skills that will impact an individual's success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

#### **Safety (Health Education) - Practical Living**

Accidents are a major cause of injury and death to children and adolescents. Unintentional injuries involving a motor vehicle, falls, drowning, fires, firearms and poisons can occur at home, school and work. Safe behavior protects a person from danger and lessens the effects of harmful situations.

#### **Communication/Technology - Vocational Studies**

Special communication and technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

#### **Structure in the Arts - Arts & Humanities**

Understanding of the various structural components of the arts is critical to the development of other larger concepts in the arts. Structures that artists use include elements and principles of each art form, tools, media and subject matter that impact artistic products and specific styles and genre that provide a context for creating works. It is the artist's choice of these structural components in the creative process that results in a distinctively expressive work. Students make choices about how to use structural organizers to create meaningful works of their own. The more students understand, the greater their ability to produce, interpret or critique artworks from other artists, cultures and historical periods.

#### **Processes in the Arts - Arts & Humanities**

There are three distinctive processes involved in the arts. These processes are creating new works, performing works for expressive purposes and responding to artworks. Each process is critical and relies on others for completion. Artists create works to express ideas, feelings or beliefs. The visual arts capture a moment in time while the performing arts (music, dance, drama/theatre are performed for a live audience. The audience responds to the artistic expressions emotionally and intellectually based on the meaning of the work. Each process enhances understanding, abilities and appreciation of others. Students involved in these processes over time will gain a great appreciation for the arts, for artists past and present, and for the value of artistic expression.

## **English/Language Arts Standards**

CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CC.11-12.R.I.10 Range of Reading and Level of Text Complexity: By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

CC.11-12.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **Technical Literacy Standards**

Reading / 11-12 / #3 – Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Reading / 11-12 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.

Reading / 11-12 / #9 – Synthesize information from a range of sources into a coherent understanding of a process, resolving conflicting information when possible.

Reading / 11-12 / #10 – By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

Writing / 11-12 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

## **Mathematics Standards**

CC.9-12.N.Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.\*

## **21st Century Skills and Knowledge**

Productivity and Accountability

Initiative and Self-Direction

Flexibility and Adaptability

Critical Thinking and Problem Solving

Creativity and Innovation

## **KOSSA Standards**

3008.AA.3 Communicate and follow directions/procedures

3008.AC.2 Utilize innovation and problem-solving skills to arrive at the best solution for current situation

3008.AD.1 Perform basic and higher level math operations (e.g., addition, subtraction, multiplication, division, decimals, fractions, units of conversion, averaging, percentage, proportion, ratios)

3008.AD.2 Solve problems using measurement skills (e.g., distance, weight, area, volume)

3008.AD.3 Make reasonable estimates

3008.AD.4 Use tables, graphs, diagrams, and charts to obtain or convey information

3008.AD.5 Use deductive reasoning and problem-solving in mathematics

3008.ED.1 Plan and follow a work schedule

3008.ED.2 Work with minimal supervision

3008.ED.4 Demonstrate ability to stay on task to produce high quality deliverables on time

3008.EN.1 Assume responsibility for safety of self and others

3008.EN.2 Follow safety guidelines in the workplace

3008.OJ.1 Examine ways in which fabric, texture, and pattern can affect visual appearance

3008.OJ.2 Apply basic and complex color schemes/color theory to develop and enhance visual effects

3008.OJ.3 Utilize elements and principles of design in designing, constructing, and/or altering textiles products

3008.OK.1 Use a variety of equipment, tools, and supplies for apparel and textiles construction, alteration, and repair

3008.OK.2 Apply and use laboratory techniques and equipment safely

3008.OK.4 Use appropriate industry materials for cleaning, pressing, and finishing textiles products

3008.OK.5 Explore current technology and trends that facilitate design and production of textiles products and apparel

3008.OK.6 Demonstrate basic skills for producing and altering textiles products and apparel

### **Learning Targets - [Click here to view Sample Learner Activities](#)**

Demonstrate basic skills for producing and altering textile products and apparel (basting, running, backstitch, pickstitch, slip stitch, overcast stitch, hemming, blindstitch, catchstitch cross-stitch, buttonhole stitch, blanket stitch).

Identify the parts and functions of a basic sewing machine.

Practice introductory sewing techniques using paper guides.

Display proficient skills in using basic sewing equipment and tools.

Exhibit proficient skills in apparel and textile construction, alteration and repair.

Construct basic fashion and/or interior items.

Course Title	<b>Fashion and Interior Design I</b>	Grade Levels	10-12	Credit Value	1.0
Description	This course provides opportunities for students to develop career competencies in the fashion and interiors industry by applying information related to social, economic, and media influences. Students apply knowledge of design principles and processes through skill performance activities. Work experience will be explored and leadership development will be provided through Family, Career and Community Leaders of America (FCCLA) student organization.				
Prerequisites	FACS Life Skills				
Unit Title	<u><b>Fashion</b></u>				

### **Technical Content**

7. Students will predict factors that affect fashion and interior designing.
8. Students will summarize the relationship of apparel and environments to behavior.
10. Students will select accessories to compliment a design project.
17. Students will compare the costs of ready-made and custom made.
19. Students will select, design and construct items for self and others.

### **National Standards**

- 16.1.1 - Explain the roles and functions of individuals engaged in textiles and apparel careers.
- 16.1.4 - Analyze the effects of textiles and apparel occupations on local, state, national, and global economies.
- 16.3 - Demonstrate fashion, apparel, and textile design skills.
- 16.4 - Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.
- 16.7.6 - Demonstrate knowledge of the arts, of various resources, and cultural impact upon the textile, apparel, and fashion industries.

### **KY Academic Standards (Big Idea)**

#### **Career Awareness, Exploration, Planning - Vocational Studies**

Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.

#### **Communication/Technology - Vocational Studies**

Special communication and technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

#### **Cultures and Societies - Social Studies**

Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion; however, there are universals (e.g., food, clothing, shelter, communication connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.

#### **Structure in the Arts - Arts & Humanities**

Understanding of the various structural components of the arts is critical to the development of other larger concepts in the arts. Structures that artists use include elements and principles of each art form, tools, media and subject matter that impact artistic products and specific styles and genre that provide a context for creating works. It is the artist's choice of these structural components in the creative process that results in a distinctively expressive work. Students make choices about how to use structural organizers to create meaningful works of their own. The more students understand, the greater their ability to produce, interpret or critique artworks from other artists, cultures and historical periods.

#### **Humanity in the Arts - Arts & Humanities**

The arts reflect the beliefs, feelings and ideals of those who create them. Experiencing the arts allows one to experience time, place and/or personality. By experiencing the arts of various cultures, students can actually gain insight into the beliefs, feelings and ideas of those cultures. Students also have the opportunity to experience how the arts can influence society through analysis of arts in their own lives and the arts of other cultures and historical periods. Studying the historical and cultural stylistic periods in the arts offers students an opportunity to understand the world past and present and to learn to appreciate their own cultural heritage. Looking at the interrelationships of multiple arts disciplines across cultures and historical periods is the focus of humanities in the arts.

#### **Processes in the Arts - Arts & Humanities**

There are three distinctive processes involved in the arts. These processes are creating new works, performing works for expressive purposes and responding to artworks. Each process is critical and relies on others for completion. Artists create works to express ideas, feelings or beliefs. The visual arts capture a moment in time while the performing arts (music, dance, drama/theatre are performed for a live audience. The audience responds to the artistic expressions emotionally and intellectually based on the meaning of the work. Each process enhances understanding, abilities and appreciation of others. Students involved in these processes over time will gain a great appreciation for the arts, for artists past and present, and for the value of artistic expression.

## **English/Language Arts Standards**

CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CC.11-12.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

CC.11-12.L.6 Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.11-12.R.I.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CC.11-12.R.I.3 Key Ideas and Details: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CC.11-12.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CC.11-12.R.I.7 Integration of Knowledge and Ideas: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CC.11-12.R.I.10 Range of Reading and Level of Text Complexity: By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

CC.11-12.R.L.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CC.11-12.R.L.2 Key Ideas and Details: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CC.11-12.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

CC.11-12.R.L.10 Range of Reading and Level of Text Complexity: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.11-12.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CC.11-12.SL.3 Comprehension and Collaboration: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CC.11-12.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

CC.11-12.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CC.11-12.SL.6 Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)

CC.11-12.W.1 Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CC.11-12.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **Technical Literacy Standards**

Reading / 11-12 / #1 - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

Reading / 11-12 / #2 – Determine central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Reading / 11-12 / #3 – Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Reading / 11-12 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.

Reading / 11-12 / #5 – Analyze how the text structures information or ideas into categories or hierarchies.

Reading / 11-12 / #6 – Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Reading / 11-12 / #7 - Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.

Reading / 11-12 / #8 – Evaluate the hypothesis, data, analysis, and conclusions in a science or technical text.

Reading / 11-12 / #9 – Synthesize information from a range of sources into a coherent understanding of a process, resolving conflicting information when possible.

Reading / 11-12 / #10 – By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

Writing / 11-12 / #1 – Write arguments based on discipline-specific content.

Writing / 11-12 / #2 – Write informative / explanatory texts, including narration of historical events, scientific procedures / experiments, or technical processes.

Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

Writing / 11-12 / #5 – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Writing / 11-12 / #6 – Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Writing / 11-12 / #7 – Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Writing / 11-12 / #8 – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of specific task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following standard format for citation.

Writing / 11-12 / #9 – Draw evidence from informational texts to support analysis, reflection, and research.

Writing / 11-12 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

## **Mathematics Standards**

CC.9-12.N.Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.\*

CC.9-12.S.IC.6 Evaluate reports based on data.\*

CC.9-12.G.MG.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).\*

## **21st Century Skills and Knowledge**

Information Literacy

ICT (Information, Communications, and Technology) Literacy

Financial, Economic, Business and Entrepreneurial Literacy

Initiative and Self-Direction

Social and Cross-Cultural Skills

Productivity and Accountability

Creativity and Innovation

Critical Thinking and Problem Solving

## **KOSSA Standards**

3008.AA.1 Utilize effective verbal and non-verbal communication skills

3008.AA.2 Participate in conversation, discussion, and group presentations

3008.AA.3 Communicate and follow directions/procedures

3008.AB.3 Identify relevant details, facts, and specifications

3008.AB.6 Demonstrate the ability to write clearly and concisely using industry specific terminology

3008.AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)

3008.AC.2 Utilize innovation and problem-solving skills to arrive at the best solution for current situation

3008.AC.3 Implement effective decision-making skills

3008.AD.1 Perform basic and higher level math operations (e.g., addition, subtraction, multiplication, division, decimals, fractions, units of conversion, averaging, percentage, proportion, ratios)

3008.AD.2 Solve problems using measurement skills (e.g., distance, weight, area, volume)

3008.AD.3 Make reasonable estimates

3008.AD.4 Use tables, graphs, diagrams, and charts to obtain or convey information

3008.AD.5 Use deductive reasoning and problem-solving in mathematics

3008.ED.1 Plan and follow a work schedule

3008.ED.2 Work with minimal supervision

3008.ED.3 Work within budgetary constraints

3008.ED.4 Demonstrate ability to stay on task to produce high quality deliverables on time

3008.EN.1 Assume responsibility for safety of self and others

3008.EN.2 Follow safety guidelines in the workplace

3008.OB.1 Examine legislation, regulations, and public policy affecting the textiles/apparels and housing, interiors, and furnishings industry

3008.OB.2 Examine personal/employer responsibilities and liabilities regarding industry-related safety, security, and environmental factors

3008.OB.3 Examine security/inventory control strategies, laws, worksite policies, and how they affect loss prevention and store profit

3008.OB.4 Demonstrate procedures for reporting and handling accidents, safety, and security incidents

3008.OB.5 Apply procedures for maintaining inventory control and loss prevention, including cash and credit transactions

3008.OB.6 Maintain receipts and disbursement records

3008.OB.7 Examine operational costs such as markups, markdowns, cash flow, and other factors affecting profit

3008.OB.8 Explain the effect of quality on profit

3008.OB.9 Identify the effects of continuous quality improvement

3008.OB.10 Demonstrate knowledge of the arts, various resources, and cultural impact upon fashion and interior design industries

3008.OJ.2 Apply basic and complex color schemes/color theory to develop and enhance visual effects

3008.OJ.3 Utilize elements and principles of design in designing, constructing, and/or altering textiles products

3008.OJ.7 Demonstrate ability to use technology for fashion design

3008.OK.1 Use a variety of equipment, tools, and supplies for apparel and textiles construction, alteration, and repair

3008.OK.2 Apply and use laboratory techniques and equipment safely

3008.OK.4 Use appropriate industry materials for cleaning, pressing, and finishing textiles products

3008.OK.5 Explore current technology and trends that facilitate design and production of textiles products and apparel

3008.OK.6 Demonstrate basic skills for producing and altering textiles products and apparel

## **Learning Targets - [Click here to view Sample Learner Activities](#)**

Outline the evolution of fashions from early civilizations to present.

Discuss factors that influenced fashion history.

Identify multiple styles of clothing items, neck lines, collars and sleeves.

Explain how styles change through fashion cycles and swings.

Compare the costs of custom-made versus ready-made apparel.

Compare and contrast couture and pret-a-porter collections.

Apply the design process utilized by fashion designers.

Explain how the textile industry operates, including fabrics and fibers that are used in clothing and non-clothing items.

Compare the organizational structures common in textile and apparel manufacturing.

Apply the processes for apparel product completion.

Describe industry standards for quality control.

Design sample fashion sketches, either by hand or electronically, demonstrating the elements and principles of design, as they relate to the fashion industry.