

FASHION / INTERIOR DESIGN II

Course Description:

This course provides opportunities for students to develop career competencies in the fashion and interiors industry. Practical problems include advanced textile construction techniques, and the creation of floor plans using current industry technology resources. Entrepreneurial opportunities will be explored. Application of skills will occur through a variety of work experiences. Leadership development will be provided through the Family, Career, and Community Leaders of America (FCCLA) student organization.

Grade Level: 11-12

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. create a professional student design portfolio.
3. practice estimating, ordering, and pricing skills for client needs or individual projects.
4. employ safety procedures for operating and caring for household equipment.
5. prepare and modify a budget based upon client needs.
6. research the skills, training and entrepreneurial opportunities relating to careers in textiles/fashion and housing/interiors.
7. formulate procedures for starting an entrepreneurial business in textiles and interiors.
8. identify and perform construction techniques for a variety of projects.
9. evaluate product information and care of textiles, furnishings, technology, and equipment.
10. select, design and construct items for others, including special populations.
11. investigate the history and cultures of various design styles including architecture, interiors, furnishings and fashion styles.
12. interpret terminology for reading blueprints, floor plans and patterns.
13. describe job market changes that have resulted from scientific advancements and the increased use of technology in a global economy.
14. access the career training and preparation requirements on textiles/fashion and housing/interiors option.
15. create, present and critique design plans that address client needs.
16. demonstrate work experience in the fashion and interiors industry.
17. identify and compare performance standards of materials and textiles for fashion and interiors.
18. evaluate marketing and promotional methods in fashion.
19. demonstrate advance sewing machine procedures.
20. execute skills related to specialty equipment procedures (e.g., sergers, embroidery machines, etc.).
21. apply knowledge of advanced pattern layouts and cutting for textile items.
22. construct advanced clothing projects.
23. design floor plans and visual presentations using technological resources.
24. practice computer aided drafting design and space planning skills as required for industry standards.
25. illustrate advanced use of elements and principles of design in various projects.
26. apply math, science, communication skills, problem solving and decision making within technical content.
27. demonstrate employability and social skills relevant to the career cluster.

Connections

- National Standards for Family and Consumer Sciences
- Partnership for 21st Century Skills
- Kentucky Core Academic Standards – Former PL/VS Program of Studies
- Common Core Standards for Mathematics and English/Language Arts
- Kentucky Occupational Skills Standards Assessment (KOSSA) Standards

Course Title	Fashion and Interior Design II	Grade Levels	11-12	Credit Value	1.0
Description	This course provides opportunities for students to develop career competencies in the fashion and interiors industry. Practical problems include advanced textile construction techniques, and the creation of floor plans using current industry technology resources. Entrepreneurial opportunities will be explored. Application of skills will occur through a variety of work experiences. Leadership development will be provided through the Family, Career, and Community Leaders of America (FCCLA) student organization.				
Prerequisites	Fashion and Interior Design I				
Unit Title	<u>Careers & Employability Skills</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 create a professional student design portfolio.
6. Students will research the skills, training and entrepreneurial opportunities relating to careers in textiles/fashion and housing/interiors.
13. Students will describe job market changes that have resulted from scientific advancements and the increased use of technology in a global economy.
14. Students will access the career training and preparation requirements on textiles/fashion and housing/interiors option.
16. Students will demonstrate work experience in the fashion and interiors industry.
26. Students will apply math, science, communication skills, problem solving and decision making within technical content.
27. Students will demonstrate employability and social skills relevant to the career cluster.

National Standards

- 1.1.2 Analyze the effects of social, economic, and technological change on work and family dynamics.
- 1.2.1 Analyze potential career choices to determine the knowledge, skills, and attitudes associated with each career.
- 1.2.2 Demonstrate job seeking and job keeping skills.
- 1.2.3 Apply communication skills in school, community and workplace settings.
- 1.2.4 Demonstrate teamwork skills in school, community and workplace settings.
- 1.2.6 Demonstrate leadership skills and abilities in school, workplace and community settings.
- 1.2.8 Demonstrate work ethics and professionalism.
- 11.1.1 Explain the roles and functions of individuals engaged in housing and interior design careers.
- 11.1.3 Summarize education, training, and credentialing requirements and opportunities for career paths in housing and interior design.
- 11.1.5 Create an employment portfolio for use with applying for internships and work-based learning opportunities in housing and interior design careers.
- 11.1.6 Analyze the role of professional organizations in housing and interior design professions.
- 11.1.7 Analyze the attitudes, traits, and values of professional responsibility, accountability and effectiveness required for careers in housing and interior design.
- 16.1.1 Explain the roles and functions of individuals engaged in textiles and apparel careers.
- 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.
- 16.1.5 Create an employment portfolio for use with applying for internships, work-based learning opportunities and employment in textiles, fashion, and apparel.
- 16.1.6 Analyze the role of professional organizations in textiles, fashion, and apparel industries.
- 16.1.4 Analyze the effects of textiles and apparel occupations on local, state, national, and global economies.

KY Core 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.

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.

English/Language Arts Common Core 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.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.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.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 / #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 / #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

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

Global Awareness

Communication

Collaboration

Media Literacy

Information Literacy

ICT (Information, Communications, and Technology) Literacy

Life and Career Skills

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.4 Communicate effectively with customers and co-workers

3008.AB.2 Read and interpret workplace documents

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

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

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

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

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

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

3008.EA.5 Take and provide direction in the workplace

3008.EB.4 Maintain confidentiality and integrity of sensitive company information

3008.EB.5 Demonstrate loyalty to the company

3008.EE.1 Recognize diversity, discrimination, harassment, and equity

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

3008.EE.3 Explain the benefits of diversity within the workplace

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

3008.EE.5 Identify strategies to bridge cultural/generational differences and use differing perspectives to increase overall quality of work

3008.EE.6 Illustrate techniques for eliminating gender bias and stereotyping in the workplace

3008.EE.7 Identify ways tasks can be structured to accommodate the diverse needs of workers

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

3008.EC.1 Demonstrate appropriate dress and hygiene in the workplace

3008.EJ.1 Define profit and evaluate the cost of conducting business

3008.EJ.2 Identify "big picture" issues in conducting business

3008.EK.1 Recognize the importance of maintaining a job and pursuing a career

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

3008.EK.3 Identify and seek various job opportunities (e.g., volunteerism, internships, co-op, part-time/full-time employment)

3008.EL.4 Discuss the importance of flexible career planning and career self-management

3008.EK.5 Prepare for a job interview (e.g., research company, highlight personal strengths, prepare questions, set-up a mock interview, dress appropriately)

3008.EK.6 Participate in a job interview

3008.EK.7 Explain the proper procedure for leaving a job

3008.EL.4 Discuss the importance of flexible career planning and career self-management

3008.EL.6 Recognize the importance of job performance evaluation and coaching as it relates to career advancement

3008.EL.8 Describe the impact of the global economy on jobs and careers

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.

Complete and evaluate a personal interest inventory.

Utilize the ILP for career exploration.

Demonstrate desirable job traits and skills that lead to employment.

Research career opportunities within the fashion industry.

Analyze the impact of textiles and apparel occupations on local, state, national, and global economies.

Research career opportunities within the interior design industry.

Analyze the impact of housing and interior design careers on local, state, national, and global economies.

Create and compile work samples from the course.

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Prerequisites	Fashion and Interior Design I				
Unit Title	<u>Entrepreneurship & Marketing</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.
7. Students will formulate procedures for starting an entrepreneurial business in textiles and interiors.
18. Students will evaluate marketing and promotional methods in fashion.

National Standards

- 11.1.1 Explain the roles and functions of individuals engaged in housing and interior design careers.
- 11.8.1 Examine legislation, regulations, and public policy that affect residential and commercial interior design as well as the the housing and furnishings industries.
- 11.8.2 Analyze personal and employer responsibilities and liabilities regarding industry related safety, security, and environmental factors.
- 11.8.3 Describe security and inventory control strategies, laws and regulations, and worksite policies and procedures that affect loss prevention and profit.
- 11.8.4 Demonstrate procedures for reporting and handling accidents, safety, and security incidents.
- 11.8.5 Apply procedures for maintaining inventory control and loss prevention, including cash and credit transactions.
- 11.8.6 Analyze operational costs such as mark ups, mark downs, cash flow, and other factors affecting profit.
- 16.3.6 Apply elements and principles of design to assist consumers and businesses in making decisions.
- 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.
- 16.5.3 Analyze ethical considerations for merchandising apparel and textile 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.
- 16.7.2 Analyze personal and employer responsibilities and liabilities regarding industry-related safety, security, and environmental factors.
- 16.7.3 Analyze the effects of security and inventory control strategies, cash and credit transaction methods, laws, and worksite policies, on loss prevention and store profit.
- 16.7.4 Demonstrate procedures for reporting and handling accidents, safety, and security incidents.
- 16.7.5 Analyze operational costs such as mark ups, mark downs, cash flow, and other factors affecting profit.
- 11.8.7 Demonstrate knowledge of the arts, of various resources, and of cultural impact upon design industries.
- 11.8.8 Demonstrate knowledge of multi-disciplinary collaborations and consensus building skills needed in practice.

KY Core Academic Standards (Big Idea)

Safety and Ethical/Social Issues - Technology

Students understand safe and ethical/social issues related to technology. Students practice and engage in safe, responsible and ethical use of technology. Students develop positive attitudes toward technology use that supports lifelong learning, collaboration, personal pursuits and productivity.

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.

Financial Literacy - Vocational Studies

Financial literacy provides knowledge so that students are responsible for their personal economic well-being. As consumers, individuals need economic knowledge as a base for making financial decisions impacting short and long term goals throughout one's lifetime. Financial literacy will empower students by providing them with the knowledge, skills and awareness needed to establish a foundation for a future of financial responsibility and economic independence.

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.

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.

English/Language Arts Common Core 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.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.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.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 / #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 / #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 / #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

Global Awareness

Financial, Economic, Business and Entrepreneurial Literacy

Creativity and Innovation

Critical Thinking and Problem Solving

Life and Career Skills

ICT (Information, Communications, and Technology) Literacy

Collaboration

Communication

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.4 Communicate effectively with customers and co-workers

3008.AE.2 Identify the components of a budget and how one is created

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

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

3008.EJ.1 Define profit and evaluate the cost of conducting business

3008.EJ.2 Identify "big picture" issues in conducting business

3008.EJ.4 Identify the rights of workers (e.g., adult and child labor laws and other equal employment opportunity laws)

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.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.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](#)

Define and describe major responsibilities of entrepreneurs.

Research traits and skills of successful entrepreneurs.

Explore the components of a proper business plan.

Demonstrate knowledge of the arts, of various resources, and of cultural impact upon design industries (textile, apparel, fashion and interior).

Illustrate knowledge of multi-disciplinary collaborations and consensus building skills needed in practice.

Apply the principles of advertising and marketing in order to develop a sample marketing plan.

Integrate the FCCLA Entrepreneurship STAR Event rubric to develop a business plan for a chosen fashion and/or interior design business.

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Prerequisites	Fashion and Interior Design I				
Unit Title	<u>Fashion & Interior Design Concept Review</u>				

Technical Content

3. Students will practice estimating, ordering, and pricing skills for client needs or individual projects.
5. Students will prepare and modify a budget based upon client needs.
9. Students will evaluate product information and care of textiles, furnishings, technology, and equipment.
11. Students will investigate the history and cultures of various design styles including architecture, interiors, furnishings and fashion styles.
15. Students will create, present and critique design plans that address client needs.
25. Students will illustrate advanced use of elements and principles of design in various projects.

National Standards

- 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.
- 16.2.3 Summarize textile legislation, standards, and labeling in the global economy.
- 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.
- 16.3.2 Apply basic and complex color schemes and color theory to develop and enhance visual effects.
- 16.4.2 Explain production processes for creating fibers, yarn, woven, and knit fabrics, and non-woven textile products.
- 16.4.3 Use appropriate industry products and materials for cleaning, pressing, and finishing textile, apparel, and fashion products.
- 16.4.4 Analyze current technology and trends that facilitate design and production of textile, apparel, and fashion products.
- 16.7.1 Analyze legislation, regulations, and public policy affecting the textiles, apparel, and fashion industries.
- 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.
- 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.
- 11.3.2 Evaluate manufacturers, products, and materials considering environmental protection, care and maintenance, and safety issues.

KY Core 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.

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.

Interrelationships Among the Arts - Arts & Humanities

The arts share commonalities in structures, purposes, creative processes, and their ability to express ideals, feelings and emotions. Studying interrelationships among the arts enables students to get a broad view of the expressiveness of the art forms as a whole, and helps to develop a full appreciation of the arts as a mirror of human kind.

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.

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.

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.

English/Language Arts Common Core 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.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.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.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.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.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.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 / #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 / #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 Common Core Standards

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

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.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

Creativity and Innovation

ICT (Information, Communications, and Technology) Literacy

Media Literacy

Life and Career Skills

KOSSA Standards

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.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.OI.2 Determine performance characteristics of fiber and textiles

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

3008.OJ.4 Demonstrate design concepts with material or computer, using draping and/or flat pattern making technique

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

3008.OJ.6 Apply elements and principles of design to assist consumers and businesses in making decisions

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

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

Employ mastery application of the elements and principles of design.

Distinguish among common terminology that is prominent in the fashion and interior design industries.

Recall types, characteristics, and patterns of various textiles.

Recall textile legislation, standards, labeling, care and maintenance.

Evaluate housing materials including window treatments, flooring, furniture and accessories.

Course Title	Fashion and Interior Design II	Grade Levels	11-12	Credit Value	1.0
Description	This course provides opportunities for students to develop career competencies in the fashion and interiors industry. Practical problems include advanced textile construction techniques, and the creation of floor plans using current industry technology resources. Entrepreneurial opportunities will be explored. Application of skills will occur through a variety of work experiences. Leadership development will be provided through the Family, Career, and Community Leaders of America (FCCLA) student organization.				
Prerequisites	Fashion and Interior Design I				
Unit Title	<u>Housing, Architecture and Furnishings</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.
3. Students will practice estimating, ordering, and pricing skills for client needs or individual projects.
5. Students will prepare and modify a budget based upon client needs.
9. Students will evaluate product information and care of textiles, furnishings, technology, and equipment.
11. Students will investigate the history and cultures of various design styles including architecture, interiors, furnishings and fashion styles.
12. Students will interpret terminology for reading blueprints, floor plans and patterns.
15. Students will create, present and critique design plans that address client needs.
17. Students will identify and compare performance standards of materials and textiles for fashion and interiors.
23. Students will design floor plans and visual presentations using technological resources.
24. Students will practice computer aided drafting design and space planning skills as required for industry standards.
25. Students will illustrate advanced use of elements and principles of design in various projects.

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.
- 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.
- 11.3.2 Evaluate manufacturers, products, and materials considering environmental protection, care and maintenance, and safety issues.
- 11.4.1 Interpret information provided on construction documents.
- 11.4.2 Evaluate floor plans for efficiency and safety in areas including but not limited to zones, traffic patterns, storage, and electrical, and mechanical systems.
- 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.
- 11.4.5 Apply building codes, universal guidelines, and regulations in space planning and furniture arrangement.
- 11.4.6 Demonstrate graphic communication skills (CAD, PowerPoint, sketching).
- 11.5.2 Explain societal and technological trends on periods of architecture and interior design through the ages.
- 11.5.3 Illustrate the development of architectural styles throughout history.
- 11.5.4 Compare and contrast historical architectural details to current housing and interior design trends.
- 11.5.5 Analyze future design and development trends in architecture, interiors, and furnishings.
- 11.5.1 Describe features of furnishings that are characteristic of various historical periods.
- 11.6.1 Assess financial resources needed to improve interior space.
- 11.6.2 Assess client's community, family, and financial resources needed to achieve housing and interior design goals.
- 11.6.3 Assess a variety of available resources for housing and interior design, including ergonomic and anthropometric data.
- 11.6.4 Critique design plans to address client's needs, goals and resources.
- 11.6.5 Justify design solutions relative to client needs, including diversity and cultural needs, and the design process.
- 11.9 Develop a global view to weigh design decisions with the parameters of ecological, socioeconomic, and cultural contexts within the housing, interior design, and furnishings industries.
- 11.3.4 Appraise various interior furnishings, fixtures, appliances, and equipment to provide cost and quality choices for clients.
- 11.3.6 Demonstrate design processes such as determining the scope of the project, programming, research, concept development, proposal, schematic design, design drawing, and design presentation development.
- 11.3.3 Demonstrate measuring, estimating, ordering, purchasing, pricing, and repurposing skills.
- 11.2.4 Apply principles of human behavior such as ergonomics and anthropometrics to design of housing, interiors, and furnishings.
- 11.7.1 Select appropriate studio tools.

- 11.7.2 Prepare sketches, elevations, and renderings using appropriate media.
- 11.7.3 Prepare visual presentations including legends, keys, and schedules.
- 11.7.4 Utilize a variety of presentation media such as photography, video, computer, and software for client presentations.
- 11.7.5 Utilize applicable building codes, universal guidelines, and regulations in space planning.
- 11.7.6 Create floor plans using architectural drafting skills and computer aided design software.

KY Core 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.

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.

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.

Interrelationships Among the Arts - Arts & Humanities

The arts share commonalities in structures, purposes, creative processes, and their ability to express ideals, feelings and emotions. Studying interrelationships among the arts enables students to get a broad view of the expressiveness of the art forms as a whole, and helps to develop a full appreciation of the arts as a mirror of human kind.

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.

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 Common Core 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.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.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.9-10.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.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.

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

Mathematics Common Core Standards

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).*

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

21st Century Skills and Knowledge

Global Awareness

Environmental Literacy

Creativity and Innovation

Critical Thinking and Problem Solving

Communication

Collaboration

ICT (Information, Communications, and Technology) Literacy

Life and Career Skills

KOSSA Standards

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

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.EG.1 Contribute new ideas

3008.OE.1 Read information provided on blueprints

3008.OE.2 Examine floor plans for efficiency and safety in areas including but not limited to zones, traffic patterns, storage, electrical, and mechanical systems

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.OE.5 Utilize applicable building codes, universal guidelines, and regulations in space planning

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.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.OM.4 Determine solutions to address customer concerns

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

Investigate various architectural styles and characteristics throughout history.

Identify various furniture styles through the ages.

Assess client needs to develop a budget and create a design plan.

Design floor plans using architectural drafting skills and computer aided design software.

Create a visual presentation of a room design using floor plans and renderings to meet special needs of the clients and their budget.

Course Title	Fashion and Interior Design II	Grade Levels	11-12	Credit Value	1.0
Description	This course provides opportunities for students to develop career competencies in the fashion and interiors industry. Practical problems include advanced textile construction techniques, and the creation of floor plans using current industry technology resources. Entrepreneurial opportunities will be explored. Application of skills will occur through a variety of work experiences. Leadership development will be provided through the Family, Career, and Community Leaders of America (FCCLA) student organization.				
Prerequisites	Fashion and Interior Design I				
Unit Title	<u>Fashion Design</u>				

Technical Content

- 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.
- Students will research the skills, training and entrepreneurial opportunities relating to careers in textiles/fashion and housing/interiors.
- Students will investigate the history and cultures of various design styles including architecture, interiors, furnishings and fashion styles.
- Students will create, present and critique design plans that address client needs.
- Students will illustrate advanced use of elements and principles of design in various projects.

National Standards

- 16.3.1 Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance.
- 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.
- 16.3.4 ~~AAAA~~ Demonstrate design concepts with fabric or technology/computer, using draping and/or flat pattern making technique.
- 16.3.5 ~~AAAA~~ Generate design that takes into consideration ecological, environmental, sociological, psychological, technical, and economic trends and issues.
- 16.3.7 Demonstrate ability to use technology for fashion, apparel, and textile design.
- 16.4.1 Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair.
- 16.4.3 Use appropriate industry products and materials for cleaning, pressing, and finishing textile, apparel, and fashion products.
- 16.4.4 Analyze current technology and trends that facilitate design and production of textile, apparel, and fashion products.
- 16.4.5 Demonstrate basic skills for producing and altering textile products and apparel.

KY Core 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.

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.

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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 Common Core 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.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.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.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.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.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 / #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 / #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 / #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 Common Core Standards

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).*

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

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

Life and Career Skills

Global Awareness

Creativity and Innovation

Critical Thinking and Problem Solving

Collaboration

Communication

ICT (Information, Communications, and Technology) Literacy

Media Literacy

KOSSA Standards

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

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

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

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.6 Apply elements and principles of design to assist consumers and businesses in making decisions

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

3008.OM.4 Determine solutions to address customer concerns

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

Construct a model by hand or electronically an example of a clothing style from a specific time period.

Design an outfit that reflects a specific culture.

Create sketches illustrating a variety of fashion features in garments.

Explain the role of fashion designers in the apparel industry.

Identify names and achievements of fashion designers.

Produce a project that encompasses content in the Fashion Design unit.

Course Title	Fashion and Interior Design II	Grade Levels	11-12	Credit Value	1.0
Description	This course provides opportunities for students to develop career competencies in the fashion and interiors industry. Practical problems include advanced textile construction techniques, and the creation of floor plans using current industry technology resources. Entrepreneurial opportunities will be explored. Application of skills will occur through a variety of work experiences. Leadership development will be provided through the Family, Career, and Community Leaders of America (FCCLA) student organization.				
Prerequisites	Fashion and Interior Design I				
Unit Title	<u>Advanced Sewing & Construction *** TO BE EMBEDDED THROUGHOUT COURSE ***</u>				

Technical Content

4. Students will employ safety procedures for operating and caring for household equipment.
8. Students will identify and perform construction techniques for a variety of projects.
10. Students will select, design and construct items for others, including special populations.
15. Students will create, present and critique design plans that address client needs.
16. Students will demonstrate work experience in the fashion and interiors industry.
19. Students will demonstrate advance sewing machine procedures.
20. Students will execute skills related to specialty equipment procedures (e.g., sergers, embroidery machines, etc.).
21. Students will apply knowledge of advanced pattern layouts and cutting for textile items.
22. Students will construct advanced clothing projects.
25. Students will illustrate advanced use of elements and principles of design in various projects.
26. Students will apply math, science, communication skills, problem solving and decision making within technical content.
27. Students will demonstrate employability and social skills relevant to the career cluster.

National Standards

- 11.3.3 Demonstrate measuring, estimating, ordering, purchasing, pricing, and repurposing skills.
- 16.3.7 Demonstrate ability to use technology for fashion, apparel, and textile design.
- 16.4.1 Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair.
- 16.4.4 Analyze current technology and trends that facilitate design and production of textile, apparel, and fashion products.
- 16.4.5 Demonstrate basic skills for producing and altering textile products and apparel.

KY Core Academic Standards (Big Idea)

Safety and Ethical/Social Issues - Technology

Students understand safe and ethical/social issues related to technology. Students practice and engage in safe, responsible and ethical use of technology. Students develop positive attitudes toward technology use that supports lifelong learning, collaboration, personal pursuits and productivity.

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.

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.

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.

English/Language Arts Common Core Standards

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 / #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 / #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 Common Core 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

Environmental Literacy

Creativity and Innovation

Critical Thinking and Problem Solving

Communication

Collaboration

ICT (Information, Communications, and Technology) Literacy

Life and Career Skills

KOSSA Standards

3008.AA.3 Communicate and follow directions/procedures

3008.AB.2 Read and interpret workplace documents

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

3008.ED.2 Work with minimal supervision

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

3008.EL.2 Demonstrate commitment to learning as a life-long process and recognize learning opportunities

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

3008.EN.2 Follow safety guidelines in the workplace

3008.OH.1 Select appropriate studio tools

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

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.OJ.4 Demonstrate design concepts with material or computer, using draping and/or flat pattern making technique

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

3008.OJ.6 Apply elements and principles of design to assist consumers and businesses in making decisions

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

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

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

Recall the parts and functions of sewing machine and introductory sewing techniques.

Identify the parts and functions of a serger and embroidery machine.

Evaluate appropriate skill level of patterns.

Select coordinating fabrics and notions based on chosen pattern.

Comprehend how to use pattern envelopes and guide sheets.

Demonstrate fabric cutting, layout and marking to advanced construction projects.

Apply advanced construction skills such as pressing, darts, casings, fasteners, zippers, gathering, easing, facings, hems, etc.

Practice sewing techniques such as special seams, tucks, pleats, interfacings, linings, collars, sleeves, cuffs, pockets, special waistlines, bias bindings, ruffles, trims, etc.

Construct a project that emphasizes the advanced sewing skills included in this unit.