Family and Consumer Sciences
Grades 9-12

Clothing and Textiles Core

(Draft)

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Acknowledgements

Many Family and Consumer Sciences educators from across New York State contributed to the development of the original Clothing and Textiles Core curriculum guide. Since then, many efforts have been made to maintain the integrity of the curriculum guide while updating the accompanying learning experiences. This revision brings the Clothing and Textiles Core into alignment with all educational requirements and recommendations at the state and national levels. A special thank you goes to the writing team for their vision in updating this document, as we acknowledge the time, talents, and expertise of all who contributed to the development of this course.

Foreword

This publication provides guidance to those responsible for planning, implementing, and assessing the commencement level Family and Consumer Sciences Clothing and Textiles Core course. Family and Consumer Sciences courses are designed to help students become competent, confident, and caring in managing their work, family and community lives. The commencement level core courses provide seamless articulation between the middle level Home and Career Skills course and the more specialized focus of the cluster courses. All Family and Consumer Sciences Core courses allow students to apply the process skills of communication, leadership, management, and thinking delivered in the Home and Career Skills course in an experiential setting. Commencement level Family and Consumer Sciences courses offer minimal duplication among courses and integration of content in an applied context.

Family and Consumer Sciences Core Courses:
- Clothing and Textiles
- Housing and Environment
- Food and Nutrition
- Lifespan Studies

Textile and Design cluster courses:
- The World of Fashion
- Clothing Production
- Interior Design
- House Furnishings
- Entrepreneurship

Clothing and Textiles Core combined with Housing and Environment Core is an approved substitution for the Fine Arts graduation requirement for any student. (See Appendix A)

Each Family and Consumer Sciences course promotes student attainment of the commencement level New York State Learning Standards in Family and Consumer Sciences and New York State Learning Standards in Career Development and Occupational Studies. Performance objectives and supporting competencies in core courses are based on the National Learning Standards in Family and Consumer Sciences. Family and Consumer Sciences education is one of the disciplines covered by the Career and Technical Education (CTE) umbrella. As such, Commissioner's Regulations and NYSED policies developed for CTE programs and students apply to Family and Consumer Sciences.

Message to the Teacher

From the earliest history, clothing has been a basic human need. Decisions regarding clothing styles, and the textiles used to create those styles, are basic expressions of each person's unique self. Advances in technology are dramatically expanding apparel and textile choices. Learning how to dress for the workplace is an important skill for students to develop. The fashion industry is an important factor in New York State's economy and students have many textiles and design career pathways to consider. The Clothing and Textiles Core explores clothing history, culture, design principles, equipment, construction, and career pathways as well as current issues of concern to the industry and society in general.

The content topics in the Clothing and Textiles Core course meet commencement level New York State Learning Standards for Family and Consumer Sciences as well as Career Development and Occupational Studies. In addition, they are aligned the National Family and Consumer Sciences Standards. This course, taken in conjunction with the Housing and Environment Core, is an approved substitution for the Fine Arts graduation requirement for any student.

Students live in a rapidly changing and increasingly complex world. Our students are future family, community and career leaders, and citizens. As citizens of tomorrow, they need to be able to synthesize information, utilize prior knowledge, work cooperatively, and apply critical thinking skills as they progress along their divergent paths. The charge to Family and Consumer Sciences educators is to empower students by engaging them in experiential activities that will guide them into the future.

Curriculum Overview – Clothing and Textiles Core

1. **What is the prerequisite?**

   The prerequisite for the Clothing and Textiles Core course is the successful completion of Home and Career Skills at the middle level. The Clothing and Textiles Core course is a suggested prerequisite for all other courses in the Textiles and Design cluster. The Clothing and Textiles Core course is a twenty-week (one semester) course.

2. **Who can teach the Clothing and Textiles Core?**

   All Family and Consumer Sciences courses must be taught by a certified Family and Consumer Sciences teacher. Certified Family and Consumer Sciences educators may also teach the Career and Financial Management course required for Career and Technical Education majors. That ½ unit course can be combined with one of the four core Family and Consumer Sciences courses for a full credit in CTE.

3. **How is the Clothing and Textiles Core course organized?**

   The Clothing and Textiles Core course is a twenty-week (one semester) course.

   The Clothing and Textiles Core is divided into 14 content topics:
   - Culture, History and Fashion Cycles (CHF)
   - Relationships of Fashions to Art Movements (RFA)
   - Apparel Decisions and Personal Appearance (AD)
   - Elements of Design (ED)
   - Principles of Design (PD)
   - Fibers and Textiles (FT)
   - Wardrobe Planning (WP)
   - Evaluating Apparel and Textile Products (EP)
   - Equipment and Textile Selection (ETS)
   - Pattern Selection and Use (PSU)
   - Construction Skills (CS)
   - Redesigning and Recycling Apparel and Textile Products (RR)
   - Current Issues in Apparel and Textiles (CI)
   - Career Pathways in Apparel and Textiles (CP)

   Each content topic is introduced with an Essential Question which will allow the students to focus on the process skills involved. This is followed by:
   - The Standards Connections
   - Key Ideas
   - A Rationale
   - Performance Objectives and Supporting Competencies

The process skills of communication, leadership, management, and thinking which have been studied in depth in Home and Career Skills are not to be taught separately but rather applied throughout the course using the focus of essential questions.

4. How does the Clothing and Textiles Core curriculum relate to the Learning Standards?

This course is a vehicle through which the commencement level New York State Learning Standards for Family and Consumer Sciences (Personal Health and Fitness, A Safe and Healthy Environment, and Resource Management) can be attained. It also addresses the New York State Commencement Level Learning Standards for Career and Occupational Studies (Career Development, Integrated Learning, Universal Foundation Skills, and Career Majors).

In addition the Clothing and Textiles Core course is directly tied to the commencement level New York State Learning Standards in the Arts- Visual Arts. When both Clothing and Textiles Core and Housing and Environment Core are taken they are an approved substitution for the Fine Arts graduation requirement for any student.

Standards delivered in the academic disciplines of Math, Science, Technology, English Language Arts, Social Studies, Languages Other Than English and the Arts are supported by the Clothing and Textiles Core course as it provides real-world opportunities to apply the key ideas and skills taught in those disciplines.

Clothing and Textiles Core content topics align with the National Standards for Family and Consumer Sciences.

5. Why is it important for students to study Clothing and Textiles?

Clothing is an important part of a person's image. Wearing appropriate clothing in the workplace is a skill students need to develop. In addition, clothing is a personal and family expense. People who are informed about textiles and construction techniques are more effective consumers.

The Fashion industry is an important component of the economy of New York State, as well as, an area that provides many opportunities for entrepreneurship. This course will help students explore career opportunities in this field and help them develop skills needed for employment.

6. What instructional strategies best support student learning in Clothing and Textiles?

The purpose of instructional strategies is to deliver the New York State Learning Standards in Family and Consumer Sciences, Career Development and Occupational Studies, and the Arts. Teachers should select strategies and sample tasks that are aligned with the key ideas and performance indicators for each standard.

To be most effective, Clothing and Textiles should be taught using a hands-on, experiential approach in a laboratory setting. Guidelines for laboratory facilities and equipment can be accessed in the Family and Consumer Sciences Facilities Guide at http://www.emsc.nysed.gov/cte/facse/fcfacilities.htm.

7. **How can special needs students succeed in Clothing and Textiles?**

   Family and Consumer Science educators acknowledge the need to differentiate instruction, recognize multiple intelligences, and maximize the strengths of varied learning styles to accommodate all students. This can be accomplished through a variety of alternative instructional and assessment strategies. Information on adapting space and equipment for special needs students can be found in the Family and Consumer Sciences Facilities Guide at http://www.emsc.nysed.gov/cte/facse/fcfacilities.htm.

8. **How can student achievement of the New York State Family and Consumer Sciences Learning Standards through the Clothing and Textiles Core be assessed?**

   Students should be assessed on a regular basis. All students can demonstrate the acquisition of skills learned and apply those to real-world situations through the use of:
   - Authentic assessments
   - Laboratories
   - Tests and quizzes
   - Projects
   - Math computations
   - Public speaking
   - Written reflections
   - Portfolios

Course: Clothing and Textiles CORE

<u>Content Topics</u>

A. Culture, History and Fashion Cycles (CHF)
1. Reasons Why People Wear Clothes
2. Origin of Clothing, Agents of Fashion Change and Fashion Cycles

B. Relationships of Fashions to Art Movements (RFA)
1. Art Movements
2. Aesthetic Aspects of Clothing

C. Apparel Decisions and Personal Appearance (AD)
1. Apparel Symbolism
2. Apparel Decisions
3. Apparel for Specific Needs and Activities

D. Elements of Design (ED)
1. Line
2. Color
3. Shape
4. Form
5. Texture
6. Space

E. Principles of Design (PD)
1. Balance
2. Rhythm
3. Emphasis
4. Proportion and Scale
5. Harmony and Unity

F. Fibers and Textiles (FT)
1. Fibers
2. Textile Construction
3. Textile Finishes

G. Wardrobe Planning (WP)
1. Wardrobe
2. Consumer Rights and Responsibilities
3. Consumer Practices
4. Care and Selection of Apparel

H. Evaluating Apparel and Textile Products (EP)
    1. Construction Criteria
    2. Workmanship Standards

I. Equipment and Textile Selection (ETS)
    1. Sewing Equipment
    2. Choosing Textiles

J. Pattern Selection and Use (PSU)
    1. Body Measurements
    2. Figure Types
    3. Choosing a Pattern
    4. Pattern Use

K. Construction Skills (CS)
    1. Producing an Apparel or Textiles Project

L. Redesigning and Recycling Apparel and Textile Products (RR)
    1. Reasons to Alter, Repair, Recycle, and Redesign
    2. Environmental and Economic Aspects of Recycling Apparel and Textile Products
    3. Methods and Skills for Altering, Repairing, Recycling, and Redesigning

M. Current Issues in Apparel and Textiles (CI)
    1. Current Issues and Events
    2. Scientific and Technological Innovations

N. Career Pathways in Apparel and Textiles (CP)
    1. Career Paths
    2. Career Suitability

Appendices
    Appendix A - Visual Arts Infusion Chart
    Appendix B - Best Practices Rubric and Template
    Appendix C - Compilation of Performance Objectives and Supporting Competencies
    Appendix D - Home and Career Skills Process Skills

A. **Culture, History and Fashion Cycles (CHF)** *What factors impact the origin and evolution of clothing and fashion cycles?*

> ### Standards Connections
>
> **Culture, History and Fashion Cycles supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; NYS Career Development and Occupational Studies Standards 2 – Integrated Learning, 3a – Universal Foundation Skills and 3b – Career Majors (Arts and Humanities); and NYS Visual Arts Standards 1 – Creating, Performing and Participating in the Arts, 2 – Knowing and Using Arts Materials and Resources, 3 – Responding To and Analyzing Works of Art and 4 – Understanding the Cultural Dimensions and Contributions of the Arts**

Rationale

The purpose of this content topic is to provide opportunities for students to identify and understand the cultural, social, historical, economic, political, environmental, and technological forces that have contributed to the evolution of clothing and fashion cycles. Through a variety of activities, students will examine the diverse cultures, societies, and events and relate these events to the evolution of fashion. This content topic will also provide opportunities for students to apply communication, leadership, management, and thinking skills to culture, history and fashion cycles.

Key Ideas

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money. They will know and access community resources.

NYS CDOS 2 - Students will use essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a1 - Basic Skills
NYS CDOS 3a2 - Thinking Skills
NYS CDOS 3a3 - Personal Qualities
NYS CDOS 3a4 - Interpersonal Skills
NYS CDOS 3a5 - Technology
NYS CDOS 3a6 - Managing Information
NYS CDOS 3a7 - Managing Resources
NYS CDOS 3a8 - Systems

NYS CDOS 3b Arts and Humanities 1 - Foundation
NYS CDOS 3b Arts and Humanities 2 - Communication

NYS ARTS 1c - Students demonstrate an increasing level of competence in using the elements and principles of art to create artworks for public exhibition.

NYS ARTS 2d - Students understand a broad range of vocations/ avocations in the field of visual arts, including those involved in creating, performing, exhibiting, and promoting art.

NYS ARTS 3a - Students use the language of art criticism by reading and discussing critical reviews and by writing their own critical responses to works of art.

NYS ARTS 3b - Students explain the visual and other sensory qualities in art and nature and their relation in the social environment.

NYS ARTS 3c - Students analyze and interpret the ways in which political, cultural, social, religious, and psychological concepts and themes have been explored in visual art.

NYS ARTS 3d - Students develop connections between the ways ideas, themes, and concepts are expressed through the visual arts and other disciplines in everyday life.

NYS ARTS 4a - Students analyze works of art from diverse world cultures and discuss the ideas, issues, and events of the culture that these works convey.

NYS ARTS 4b - Students examine works of art and artifacts from United States cultures and place them within a cultural and historical context.

NYS ARTS 4c - Students create art works that reflect a variety of cultural influences.

Performance Objectives and Supporting Competencies for Culture, History and Fashion Cycles

Culture, History and Fashion Cycles Performance Objective 1
    CHF.1   **Explore reasons why people wear clothes**
        CHF.1.1. Identify different motives for wearing clothes

Culture, History and Fashion Cycles Performance Objective 2
    CHF.2   **Determine the origin of clothing and forces that have impacted the evolution of clothing**
        CHF.2.1. Determine cultural, historical, social, economic, political, environmental, and technological forces that influenced fashion
        CHF.2.2. Consider how cultural, historical, social, economic, political, environmental, and technological forces have influenced fashion during various periods in history
        CHF.2.3. Explore the development and features of fashions that are characteristic of various historical periods
        CHF.2.4. Compare historical fashion details to current fashions, fashion trends and fashion cycles
        CHF.2.5. Predict future trends in fashion design and development

B. Relationships of Fashions to Art Movements (RFA) *How do art movements relate to fashion styles?*

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Standards Connections

Relationships of Fashions to Art Movements supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; NYS Career Development and Occupational Studies Standards 2 – Integrated Learning, 3a – Universal Foundation Skills and 3b – Career Majors (Arts and Humanities); and NYS Visual Arts Standards 3 – Responding To and Analyzing Works of Art and 4 – Understanding the Cultural Dimensions and Contributions of the Arts

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Rationale

The purpose of this content topic is to provide students with opportunities to identify and explain the relationship between the art movements and the evolving fashion industry. In addition, students will evaluate the aesthetic aspects of fashion. This content topic will also provide opportunities for students to apply communication, leadership, management, and thinking skills to the relationships of fashions to art movements and to the aesthetic aspects of fashion.

Key Ideas

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money. They will know and access community resources.

NYS CDOS 2 - Students will use essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a1 - Basic Skills
NYS CDOS 3a2 - Thinking Skills
NYS CDOS 3a6 - Managing Information
NYS CDOS 3a7 - Managing Resources
NYS CDOS 3a8 - Systems

NYS CDOS 3b Arts and Humanities 1 - Foundation
NYS CDOS 3b Arts and Humanities 2 - Communication
NYS CDOS 3b Arts and Humanities 3 - Aesthetics

NYS ARTS 3b - Students explain the visual and other sensory qualities in art and nature and their relation in the social environment.

NYS ARTS 3c - Students analyze and interpret the ways in which political, cultural, social, religious, and psychological concepts and themes have been explored in visual art.

NYS ARTS 3d - Students develop connections between the ways ideas, themes, and concepts are expressed through the visual arts and other disciplines in everyday life.

NYS ARTS 4a - Students analyze works of art from diverse world cultures and discuss the ideas, issues, and events of the culture that these works convey.

NYS ARTS 4b - Students examine works of art and artifacts from United States cultures and place them within a cultural and historical context.

NYS ARTS 4c - Students create art works that reflect a variety of cultural influences.

Performance Objectives and Supporting Competencies for Relationships of Fashions to Art Movements

Relationships of Fashions to Art Movements Performance Objective 1
- **RFA.1** **Determine the relationship of art movements to fashions**
  - RFA.1.1. Identify art movements
  - RFA.1.2. Recognize that most art movements are extensions of or reactions to preceding movements
  - RFA.1.3. Examine the evolution of art movements throughout history
  - RFA.1.4. Explain how fashions are directly influenced by art movements throughout history
  - RFA.1.5. Describe fashion styles and features of fashions that are characteristic of various art movements
  - RFA.1.6. Compare fashion details from art movements to current fashions and fashion trends

Relationships of Fashions to Art Movements Performance Objective 2
- **RFA.2** **Analyze the aesthetic aspects of fashion**
  - RFA.2.1. Explain the importance of considering both aesthetics and function in creating fashion
  - RFA.2.2. Identify the aesthetic strengths and weaknesses of specific fashion designs

C. <u>Apparel Decisions and Personal Appearance (AD)</u> *What factors influence and what messages are communicated by overall appearance and the apparel people decide to wear?*

Standards Connections

Apparel Decisions and Personal Appearance supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; NYS Career Development and Occupational Studies Standards 2 – Integrated Learning, 3a – Universal Foundation Skills and 3b – Career Majors (Arts and Humanities); and NYS Visual Arts Standards 2 – Knowing and Using Arts Materials and Resources and 3 – Responding To and Analyzing Works of Art

Rationale

The purpose of this content topic is to provide opportunities for students to analyze what factors influence and what messages are communicated by overall appearance and the apparel people decide to wear. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to apparel decisions.

Key Ideas

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money. They will know and access community resources.

NYS CDOS 2 - Students will use essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a1 - Basic Skills
NYS CDOS 3a2 - Thinking Skills
NYS CDOS 3a3 - Personal Qualities
NYS CDOS 3a4 - Interpersonal Qualities
NYS CDOS 3a6 - Managing Information
NYS CDOS 3a7 - Managing Resources
NYS CDOS 3a8 - Systems

NYS CDOS 3b Arts and Humanities 1 - Foundation
NYS CDOS 3b Arts and Humanities 2 - Communication
NYS CDOS 3b Arts and Humanities 3 - Aesthetics
NYS CDOS 3b Arts and Humanities 4 - Personal Qualities

NYS ARTS 2d - Students understand a broad range of vocations/ avocations in the field of visual arts, including those involved in creating, performing, exhibiting, and promoting art.

NYS ARTS 3b - Students explain the visual and other sensory qualities in art and nature and their relation in the social environment.

> NYS ARTS 3d - Students develop connections between the ways ideas, themes, and concepts are expressed through the visual arts and other disciplines in everyday life.

Performance Objectives and Supporting Competencies for Apparel Decisions and Personal Appearance

Apparel Decisions and Personal Appearance Performance Objective 1

AD.1   **Determine how messages are communicated through apparel and overall personal appearance**

AD.1.1.   Describe what comprises an individual's overall appearance

AD.1.2.   Demonstrate non-verbal messages that apparel and overall appearance communicate

AD.1.3.   Examine how apparel and overall appearance contribute to or distract from positive communication

AD.1.4.   Examine various roles and functions of apparel and overall appearance in family, work and community settings

AD.1.5.   Assess ways in which apparel choices and overall appearance can facilitate individual self expression

Apparel Decisions and Personal Appearance Performance Objective 2

AD.2   **Determine appropriate clothing for specific needs and activities**

AD.2.1.   Identify needs and activities that necessitate specific apparel

AD.2.2.   Relate apparel design to specific needs and activities

D. <u>Elements of Design (ED)</u> *How can I use the elements of design effectively in creating a piece of clothing?*

Standards Connection
Elements of Design supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; NYS Career Development and Occupational Studies Standards 2 – Integrated Learning, 3a – Universal Foundation Skills and 3b – Career Majors (Arts and Humanities); and NYS Visual Arts Standards 1 – Creating, Performing and Participating in the Arts, 2 – Knowing and Using Arts Materials and Resources and 3 – Responding To and Analyzing Works of Art

Rationale

The purpose of this content topic is to analyze the elements of design in fashion or clothing using line, color, form, shape, texture, and space. Students will recognize well-designed clothing and choose clothing that would look best on them. Students will creatively develop clothing using the elements of design. This content topic will provide opportunities for students to apply communication, leadership, management and thinking skills to the elements of design.

Key Ideas

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money. They will know and access community resources.

NYS CDOS 2 - Students will use essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a1 - Basic Skills
NYS CDOS 3a2 - Thinking Skills
NYS CDOS 3a5 - Technology
NYS CDOS 3a6 - Managing Information
NYS CDOS 3a7 - Managing Resources
NYS CDOS 3a8 - Systems

NYS CDOS 3b Arts and Humanities 1 - Foundation
NYS CDOS 3b Arts and Humanities 2 - Communication
NYS CDOS 3b Arts and Humanities 3 - Aesthetics
NYS CDOS 3b Arts and Humanities 4 - Personal Qualities
NYS CDOS 3b Arts and Humanities 5 - Creative Processes and Practices
NYS CDOS 3b Arts and Humanities 6 - Making Results Public

NYS ARTS 1a - Students create a collection of art work, in a variety of mediums, based on instructional assignments and individual and collective experiences to explore perceptions, ideas, and viewpoints.

NYS ARTS 1b - Students create art works in which they use and evaluate different kinds of mediums, themes, subjects, symbols, metaphors, and images.

NYS ARTS 1c - Students demonstrate an increasing level of competence in using the elements and principles of art to create artworks for public exhibition.

NYS ARTS 1d - Students reflect on their developing work to determine the effectiveness of selected mediums and techniques for conveying meaning and adjust their decisions accordingly.

NYS ARTS 2a - Students select and use mediums and processes that communicate intended meaning in their art works, and exhibit competence in at least two mediums.

NYS ARTS 2b - Students use the computer and electronic media to express their visual ideas and demonstrate a variety of approaches to artistic creation.

NYS ARTS 3a - Students use the language of art criticism by reading and discussing critical reviews and by writing their own critical responses.

Performance Objectives and Supporting Competencies for Elements of Design

Elements of Design Performance Objective 1

ED.1 **Analyze elements of design in various clothing styles**
ED.1.1. Identify and demonstrate line as an element of design
ED.1.2. Identify and demonstrate color schemes as an element of design
ED.1.3. Identify and demonstrate form and shape as an element of design
ED.1.4. Identify and demonstrate characteristics of fabric texture as an element of design
ED.1.5. Identify and demonstrate visual aspects of space as an element of design

Elements of Design Performance Objective 2

ED.2 **Apply elements of design to a student construction project(s)**
ED.2.1. Demonstrate use of elements of design in a student constructed project(s)
ED.2.2. Apply design elements in fashions for various body shapes
ED.2.3. Critique the application of the elements of design in textiles and apparel

E. Principles of Design (PD) *How can I use the principles of design effectively in relation to fashion and clothing?*

Standards Connections

Principles of Design supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; NYS Career Development and Occupational Studies Standards 2 – Integrated Learning, 3a – Universal Foundation Skills and 3b – Career Majors (Arts and Humanities); and NYS Visual Arts Learning Standards 1 – Creating, Performing and Participating in the Arts, 2 – Knowing and Using Arts Materials and Resources and 3 – Responding To and Analyzing Works of Art

Rationale

The purpose of this content topic is to analyze the principles of design in fashion or clothing using balance, rhythm, emphasis, proportion and scale, and harmony and unity. Students analyze clothing using the principles of design to see how colors, lines and textures come together. Students will creatively develop clothing using the principles of design. This content topic will provide opportunities for students to apply communication, leadership, management and thinking skills to the principles of design.

Key Ideas

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money. They will know and access community resources.

NYS CDOS 2 - Students will use essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a1 - Basic Skills
NYS CDOS 3a2 - Thinking Skills
NYS CDOS 3a5 - Technology
NYS CDOS 3a6 - Managing Information
NYS CDOS 3a7 - Managing Resources
NYS CDOS 3a8 - Systems

NYS CDOS 3b Arts and Humanities 1 - Foundation
NYS CDOS 3b Arts and Humanities 2 - Communication
NYS CDOS 3b Arts and Humanities 3 - Aesthetics
NYS CDOS 3b Arts and Humanities 4 - Personal Qualities
NYS CDOS 3b Arts and Humanities 5 - Creative Processes and Practices
NYS CDOS 3b Arts and Humanities 6 - Making Results Public

NYS ARTS 1a - Students create a collection of art work, in a variety of mediums, based on instructional assignments and individual and collective experiences to explore perceptions, ideas, and viewpoints.

NYS ARTS 1b - Students create art works in which they use and evaluate different kinds of mediums, themes, subjects, symbols, metaphors, and images.

NYS ARTS 1c - Students demonstrate an increasing level of competence in using the elements and principles of art to create artworks for public exhibition.

NYS ARTS 1d - Students reflect on their developing work to determine the effectiveness of selected mediums and techniques for conveying meaning and adjust their decisions accordingly.

NYS ARTS 2a - Students select and use mediums and processes that communicate intended meaning in their art works, and exhibit competence in at least two mediums.

NYS ARTS 2b - Students use the computer and electronic media to express their visual ideas and demonstrate a variety of approaches to artistic creation.

NYS ARTS 3a - Students use the language of art criticism by reading and discussing critical reviews and by writing their own critical responses.

Performance Objectives and Supporting Competencies for Principles of Design

Principles of Design Performance Objective 1

 PD.1 **Analyze the principles of design in various clothing styles**
    PD.1.1. Identify and demonstrate balance as a principle of design
    PD.1.2. Identify and demonstrate rhythm as a principle of design
    PD.1.3. Identify and demonstrate emphasis as a principle of design
    PD.1.4. Identify and demonstrate proportion and scale as a principle of design
    PD.1.5. Identify and demonstrate harmony and unity as a principle of design

Principles of Design Performance Objective 2

 PD.2 **Apply principles of design to a student construction project(s)**
    PD.2.1. Demonstrate use of principles of design in a student constructed project(s)
    PD.2.2. Apply design principles in fashions for various body shapes
    PD.2.3. Critique the application of the principles of design in textiles and apparel

F. Fibers and Textiles (FT) *What information related to fibers and textiles do I need to know? What affect will fiber and textile construction and finishing methods have for the end user?*

Standards Connections

Fibers and Textiles supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; NYS Career Development and Occupational Studies Standards 2 – Integrated Learning, 3a – Universal Foundation Skills and 3b – Career Majors (Arts and Humanities); and NYS Visual Arts Learning Standards 1 – Creating, Performing and Participating in the Arts, 2 – Knowing and Using Arts Materials and Resources and 4 – Understanding the Cultural Dimensions and Contributions of the Arts

Rationale

The purpose of this content topic is to identify the characteristics of natural and manufactured fibers. Students will compare and contrast fiber characteristics with its end use. In addition, students will examine the different methods of textile construction and finishing through instruction, discussion, and experimentation. Students will relate these methods to the performance end use of the textile. Students make informed consumer decisions using vocabulary related to textile performance terms. This content topic will also provide opportunities for students to apply communication, leadership, management, and thinking skills to fibers and textiles.

Key Ideas

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money. They will know and access community resources.

NYS CDOS 2 - Students will use essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a1 - Basic Skills
NYS CDOS 3a2 - Thinking Skills
NYS CDOS 3a6 - Managing Information
NYS CDOS 3a7 - Managing Resources
NYS CDOS 3a8 - Systems

NYS CDOS 3b Arts and Humanities 1 - Foundation
NYS CDOS 3b Arts and Humanities 2 - Communication

NYS ARTS 1c - Students demonstrate an increasing level of competence in using the elements and principles of art to create artworks for public exhibition.

NYS ARTS 2c - Students interact with professional artists and participate in school and community- sponsored programs by art organizations and cultural institutions.

NYS ARTS 2d - Students understand a broad range of vocations/ avocations in the field of visual arts, including those involved in creating, performing, exhibiting, and promoting art.

Performance Objectives and Supporting Competencies for Fibers and Textiles

Fibers and Textiles Performance Objective 1

    FT.1   **Evaluate fibers**

        FT.1.1.   Use appropriate terminology for identifying, comparing, and analyzing the most common fibers

        FT.1.2.   Identify characteristics and give examples of natural and manufactured fibers

        FT.1.3.   Relate fiber characteristics to the use, care, and maintenance of textile products

Fibers and Textiles Performance Objective 2

    FT.2   **Evaluate textile construction**

        FT.2.1.   Identify methods of production for creating fibers, yarns, woven, and knit fabrics, and non-woven textile products

        FT.2.2.   Identify characteristics of each method of textile construction

        FT.2.3.   Relate the design, construction, use, care, and maintenance of textile products to fiber characteristics

        FT.2.4.   Explain how the characteristics of each method of textile construction relate to its end use or performance

        FT.2.5.   Select textile construction based on performance needs for specific end use

        FT.2.6.   Understand textile legislation, standards, and labeling in the global economy

Fibers and Textiles Performance Objective 3

    FT.3   **Evaluate textile finishes**

        FT.3.1.   Identify methods of producing a variety of textile finishes

        FT.3.2.   Identify the characteristics of a variety of textile finishes

        FT.3.3.   Identify methods of coloring fabric

        FT.3.4.   Explain how the characteristics of a variety of textile finishes relate to its end use or performance

        FT.3.5.   Select textile finishes based on performance needs for specific end use

G. Wardrobe Planning (WP) *How can I plan and assemble my wardrobe?*

Standards Connections

Wardrobe Planning supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 2 – Integrated Learning and 3a – Universal Foundation Skills

Rationale

The purpose of this content topic is to explore wardrobe options. Students assess wardrobe needs and utilize resources in planning and acquiring a wardrobe. Consideration of care and repair is discussed for wardrobe maintenance. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to wardrobe planning.

Key Ideas

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money. They will know and access community resources.

NYS CDOS 2 - Students will use essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a1 - Basic Skills
NYS CDOS 3a2 - Thinking Skills
NYS CDOS 3a3 - Personal Qualities
NYS CDOS 3a6 - Managing Information
NYS CDOS 3a7 - Managing Resources
NYS CDOS 3a8 - Systems

Performance Objectives and Supporting Competencies for Wardrobe Planning

Wardrobe Planning Performance Objective 1

WP.1   **Inventory personal wardrobe, noting condition and current appropriateness**

      WP.1.1.   Evaluate condition and functionality of current apparel pieces
      WP.1.2.   Identify various sources of apparel acquisition
      WP.1.3.   Identify and explain hang tags and care labels
      WP.1.4.   Evaluate textile suitability for intended use
      WP.1.5.   Analyze consumer rights and responsibilities concerning clothing
      WP.1.6.   Explain sound consumer practices that relate to wardrobe selection

Wardrobe Planning Performance Objective 2
  WP.2 **Analyze care and repair in wardrobe maintenance**
     WP.2.1. Identify and evaluate care labels
     WP.2.2. Assess care options and cost
     WP.2.3. Demonstrate methods of stain removal
     WP.2.4. Evaluate needs for repair
     WP.2.5. Assess repair options and cost

H. Evaluating Apparel and Textile Products (EP) *How will I develop criteria for evaluating textile products?*

Standards Connections

Evaluating Apparel and Textile Products supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 2 – Integrated Learning and 3a – Universal Foundation Skills

Rationale

The purpose of this content topic is to compare and contrast the quality and cost of products available. Students will inspect fabric and workmanship of the product. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to evaluating textile products.

Key Ideas

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money. They will know and access community resources.

NYS CDOS 2 - Students will use essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a1 - Basic Skills
NYS CDOS 3a2 - Thinking Skills
NYS CDOS 3a6 - Managing Information
NYS CDOS 3a7 - Managing Resources
NYS CDOS 3a8 - Systems

Performance Objectives and Supporting Competencies for Evaluating Apparel and Textile Products

Evaluating Apparel and Textile Products Performance Objective 1

EP.1	**Evaluate textile project for quality and cost**
EP.1.1.	Identify types of stitches, seams, and seam finishes
EP.1.2.	Identify indicators of quality construction
EP.1.3.	Describe construction qualities in relation to the end use of the textile product
EP.1.4.	Analyze textile product cost

I. <u>Equipment and Textile Selection (ETS)</u> *How will I select equipment and textiles to complete a textile construction project(s)?*

Standards Connections

Equipment and Textile Selection supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; NYS Career Development and Occupational Studies Standards 2 – Integrated Learning, 3a – Universal Foundation Skills and 3b – Career Majors (Arts and Humanities); and NYS Visual Arts Learning Standard 2 – Knowing and Using Arts Materials and Resources

Rationale

The purpose of this content topic is to examine characteristics of textiles as they relate to selecting a textile construction project(s). Students will identify, select, and describe sewing equipment necessary to complete a textile construction project(s). This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to equipment and textile selection.

Key Ideas

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money. They will know and access community resources.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of the goals.

NYS CDOS 2 - Students will use essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a1 - Basic Skills
NYS CDOS 3a2 - Thinking Skills
NYS CDOS 3a3 - Personal Qualities
NYS CDOS 3a6 - Managing Information
NYS CDOS 3a7 - Managing Resources
NYS CDOS 3a8 - Systems

NYS CDOS 3b Arts and Humanities 1 - Foundation
NYS CDOS 3b Arts and Humanities 2 - Communication
NYS CDOS 3b Arts and Humanities 3 - Aesthetics
NYS CDOS 3b Arts and Humanities 4 - Personal Qualities
NYS CDOS 3b Arts and Humanities 5 - Creative Processes and Practices
NYS CDOS 3b Arts and Humanities 6 - Making Results Public

NYS ARTS 2a - Students select and use mediums and processes that communicate intended meaning in their art works, and exhibit competence in at least two mediums.

> NYS ARTS 2b - Students use the computer and electronic media to express their visual ideas and demonstrate a variety of approaches to artistic creation.

Performance Objectives and Supporting Competencies for Equipment and Textile Selection

Equipment and Textile Selection Performance Objective 1
  ETS.1 **Examine equipment and textile selection for a construction project(s)**
  ETS.1.1.   Relate textile characteristics to intended use of construction project(s)
  ETS.1.2.   Choose correct sewing equipment for project(s)
  ETS.1.3.   Choose textile(s) for project(s) that are aesthetically pleasing

J. Pattern Selection and Use (PSU) *How will I select and use a pattern for textile construction?*

Standards Connections

Pattern Selection and Use (PSU) supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 2 – Integrated Learning and 3a – Universal Foundation Skills

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Rationale

The purpose of this content topic is to provide students an opportunity to use a pattern to produce an end product. Students will use body measurements to select a pattern for self or others. Students use a pattern envelope and guide sheet to complete a sewing project. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to pattern selection and use.

Key Ideas

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money. They will know and access community resources.

NYS CDOS 2 - Students will use essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a1 - Basic Skills
NYS CDOS 3a2 - Thinking Skills
NYS CDOS 3a3 - Personal Qualities
NYS CDOS 3a6 - Managing Information
NYS CDOS 3a7 - Managing Resources
NYS CDOS 3a8 - Systems

Performance Objectives and Supporting Competencies for Pattern Selection and Use

Pattern Selection and Use Performance Objective 1

> **PSU.1** **Analyze pattern selection and use for textile construction project**
> > PSU.1.1. Identify and demonstrate methods of standard body measurement
> > PSU.1.2. Record body measurements
> > PSU.1.3. Determine figure types and pattern size
> > PSU.1.4. Apply pattern catalog information to project
> > PSU.1.5. Identify and explain information found on the pattern envelope and guide sheet

K. Construction Skills (CS) *How will I demonstrate the ability to construct an apparel item and/or textile product?*

Standards Connections

Construction Skills supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; NYS Career Development and Occupational Studies Standards 2 – Integrated Learning, 3a – Universal Foundation Skills and 3b – Career Majors (Arts and Humanities); and NYS Visual Arts Learning Standards 1 – Creating, Performing and Participating in the Arts, 2 – Knowing and Using Arts Materials and Resources and 3 – Responding To and Analyzing Works of Art

Rationale

The purpose of this content topic is to apply construction skills to produce an apparel item and/or textile product. Students will plan and manage resources for successful construction of their chosen project. This content topic will also provide opportunities for students to apply communication, leadership, management, and thinking skills to the construction of an apparel item and/or textile product.

Key Ideas

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money. They will know and access community resources.

NYS CDOS 2 - Students will use essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a1 - Basic Skills
NYS CDOS 3a2 - Thinking Skills
NYS CDOS 3a3 - Personal Qualities
NYS CDOS 3a6 - Managing Information
NYS CDOS 3a7 - Managing Resources
NYS CDOS 3a8 - Systems

NYS CDOS 3b Arts and Humanities 1 - Foundation
NYS CDOS 3b Arts and Humanities 2 - Communication
NYS CDOS 3b Arts and Humanities 3 - Aesthetics
NYS CDOS 3b Arts and Humanities 4 - Personal Qualities
NYS CDOS 3b Arts and Humanities 5 - Creative Processes and Practices

NYS ARTS 1a - Students create a collection of art work, in a variety of mediums, based on instructional assignments and individual and collective experiences to explore perceptions, ideas, and viewpoints.

NYS ARTS 1c - Students demonstrate an increasing level of competence in using the elements and principles of art to create artworks for public exhibition.

NYS ARTS 1d - Students reflect on their developing work to determine the effectiveness of selected mediums and techniques for conveying meaning and adjust their decisions accordingly.

NYS ARTS 2a - Students select and use mediums and processes that communicate intended meaning in their art works, and exhibit competence in at least two mediums.

NYS ARTS 3a - Students use the language of art criticism by reading and discussing critical reviews in newspapers and journals and by writing their own critical responses to works of art , either their own or those of others.

Performance Objectives and Supporting Competencies for Construction Skills

Construction Skills Performance Objective 1
    CS.1   **Demonstrate skills needed to produce apparel and/or textile products**
            CS.1.1.   Recognize and understand construction vocabulary
            CS.1.2.   Identify construction skills required to complete chosen project
            CS.1.3.   Identify materials required
            CS.1.4.   Describe resources necessary to complete the project
            CS.1.5.   Apply construction skills and knowledge of the elements and principles of design to complete the project
            CS.1.6.   Analyze the application and effectiveness of the elements and principles of design in completed project(s)

L. **Redesigning and Recycling Apparel and Textile Products (RR)** *How can I demonstrate skills needed to alter, repair, recycle, or redesign apparel and/or textile products to meet the needs of individuals and families?*

Standards Connections

Redesigning and Recycling Apparel and Textile Products supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; NYS Career Development and Occupational Studies Standards 2 – Integrated Learning, 3a – Universal Foundation Skills and 3b – Career Majors (Arts and Humanities); and NYS Visual Arts Learning Standards 1 – Creating, Performing and Participating in the Arts and 2 – Knowing and Using Arts Materials and Resources

Rationale

The purpose of this content topic is to give students the opportunity to explore reasons, identify methods, and demonstrate skills needed for altering, repairing, recycling, and redesigning apparel and/or textile products. This content topic will also provide opportunities for students to apply communication, leadership, management, and thinking skills to altering, repairing, recycling, and/or redesigning apparel and/or textile products.

Key Ideas

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money. They will know and access community resources.

NYS CDOS 2 - Students will use essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a1 - Basic Skills
NYS CDOS 3a2 - Thinking Skills
NYS CDOS 3a3 - Personal Qualities
NYS CDOS 3a5 - Technology
NYS CDOS 3a6 - Managing Information
NYS CDOS 3a7 - Managing Resources
NYS CDOS 3a8 - Systems

NYS CDOS 3b Arts and Humanities 1 - Foundation
NYS CDOS 3b Arts and Humanities 2 - Communication
NYS CDOS 3b Arts and Humanities 3 - Aesthetics
NYS CDOS 3b Arts and Humanities 4 - Personal Qualities
NYS CDOS 3b Arts and Humanities 5 - Creative Processes and Practices

NYS ARTS 1b - Students create art works in which they use and evaluate different kinds of mediums, themes, subjects, symbols, metaphors, and images.

NYS ARTS 1c - Students demonstrate an increasing level of competence in using the elements and principles of art to create artworks for public exhibition.

NYS ARTS 2a - Students select and use mediums and processes that communicate intended meaning in their art works, and exhibit competence in at least two mediums.

NYS ARTS 2b - Students use the computer and electronic media to express their visual ideas and demonstrate a variety of approaches to artistic creation.

Performance Objectives and Supporting Competencies for Redesigning and Recycling Apparel and Textile Products

Redesigning and Recycling Apparel and Textile Products Performance Objective 1
RR.1 **Examine reasons for and identify skills needed to alter, repair, recycle, and/or redesign apparel and/or textile products**
- RR.1.1. Examine a variety of apparel and textile products and identify the need and/or desire for alteration, repair, recycling and/or redesign
- RR.1.2. Assess the environmental and economic impact of recycling and reusing apparel and textile products

Redesigning and Recycling Apparel and Textile Products Performance Objective 2
RR.2 **Demonstrate skills needed to alter, repair, recycle, and/or redesign apparel and/or textile products**
- RR.2.1. Identify methods and skills needed to alter, repair, recycle, and redesign apparel and textile products
- RR.2.2. Select a variety of equipment, tools, and supplies needed for altering, repairing, recycling, and redesigning apparel and/or textile products
- RR.2.3. Demonstrate skills for altering, repairing, recycling, and/or redesigning apparel and/or textile products

M. **Current Issues in Apparel and Textiles (CI)** *What are the current issues in apparel and textiles and how do they impact individuals, families and the apparel and textiles industry?*

Standards Connections

Current Issues in Apparel and Textiles supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; NYS Career Development and Occupational Studies Standards 1 – Career Development, 2 – Integrated Learning, 3a – Universal Foundation Skills and 3b – Career Majors (Arts and Humanities); and NYS Visual Arts Learning Standards 2 – Knowing and Using Arts Materials and Resources, 3 – Responding To and Analyzing Works of Art and 4 – Understanding the Cultural Dimensions and Contributions of the Arts

Rationale

The purpose of this content topic is to become knowledgeable of current issues, events, and technological innovations that impact the clothing and textile industry. Students will develop an understanding of the influence current issues, events, and technology has on humanity. This content topic will also provide opportunities for students to apply communication, leadership, management, and thinking skills to current issues in apparel and textiles.

Key Ideas

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money. They will know and access community resources.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

NYS CDOS 2 - Students will use essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a1 - Basic Skills
NYS CDOS 3a2 - Thinking Skills
NYS CDOS 3a3 - Personal Qualities
NYS CDOS 3a5 - Technology
NYS CDOS 3a6 - Managing Information
NYS CDOS 3a7 - Managing Resources
NYS CDOS 3a8 - Systems

NYS CDOS 3b Arts and Humanities 1 - Foundation
NYS CDOS 3b Arts and Humanities 2 - Communication
NYS CDOS 3b Arts and Humanities 3 - Aesthetics
NYS CDOS 3b Arts and Humanities 4 - Personal Qualities
NYS CDOS 3b Arts and Humanities 5 - Creative Processes and Practices
NYS CDOS 3b Arts and Humanities 6 - Making Results Public

NYS ARTS 2b - Students use the computer and electronic media to express their visual ideas and demonstrate a variety of approaches to artistic creation.

NYS ARTS 2d - Students understand a broad range of vocations/ avocations in the field of visual arts, including those involved in creating, performing, exhibiting, and promoting art.

NYS ARTS 3b - Students explain the visual and other sensory qualities in art and nature and their relation in the social environment.

NYS ARTS 3c - Students analyze and interpret the ways in which political, cultural, social, religious, and psychological concepts and themes have been explored in visual art.

NYS ARTS 3d - Students develop connections between the ways ideas, themes, and concepts are expressed through the visual arts and other disciplines in everyday life.

NYS ARTS 4a - Students analyze works of art from diverse world cultures and discuss the ideas, issues, and events of the culture that these works convey.

NYS ARTS 4b - Students examine works of art and artifacts from United States cultures and place them within a cultural and historical context.

NYS ARTS 4c - Students create art works that reflect a variety of cultural influences.

Performance Objectives and Supporting Competencies for Current Issues in Apparel and Textiles

Current Issues in Apparel and Textiles Performance Objective 1
  CI.1 **Explore current local, regional, state, national, and global issues and events that influence the apparel and textiles industry.**
    CI.1.1. Identify current issues or events in the apparel and textiles industry
    CI.1.2. Become aware of the influence of the issue or event on the local, regional, state, national, and global levels

Current Issues in Apparel and Textiles Performance Objective 2
  CI.2 **Explore current scientific and technological innovations in the apparel and textiles industry**
    CI.2.1. Explore current technology and trends that facilitate design, production, care, and longevity of apparel and textile products

CI.2.2. Become aware of the influence of the technological innovations on the apparel and textile industry

CI.2.3. Apply knowledge of the technological innovations on humanitarian concerns

N. **Career Pathways in Apparel and Textiles (CP)** *How will I find out what careers are available in the apparel and textiles field and evaluate my interest and proficiency for success in this career field?*

Rationale

The purpose of this content topic is to identify careers in the apparel and textiles field. After identifying careers available students will evaluate personal suitability for success in each of the careers. This content topic will also provide opportunities for students to apply communication, leadership, management, and thinking skills to the exploration of career paths in apparel an textiles.

Key Ideas

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money. They will know and access community resources.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

NYS CDOS 2 - Students will use essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a1 - Basic Skills
NYS CDOS 3a2 - Thinking Skills
NYS CDOS 3a3 - Personal Qualities
NYS CDOS 3a4 - Interpersonal Qualities
NYS CDOS 3a6 - Managing Information
NYS CDOS 3a7 - Managing Resources
NYS CDOS 3a8 - Systems

NYS CDOS 3b Arts and Humanities 1 - Foundation
NYS CDOS 3b Arts and Humanities 2 - Communication
NYS CDOS 3b Arts and Humanities 3 - Aesthetics
NYS CDOS 3b Arts and Humanities 4 - Personal Qualities
NYS CDOS 3b Arts and Humanities 5 - Creative Processes and Practices
NYS CDOS 3b Arts and Humanities 6 - Making Results Public

NYS ARTS 2c - Students interact with professional artists and participate in school and community- sponsored programs by art organizations and cultural institutions.

NYS ARTS 2d - Students understand a broad range of vocations /avocations in the field of visual arts, including those involved in creating, performing, exhibiting, and promoting art.

Performance Objectives and Supporting Competencies for Career Pathways in Apparel and Textiles

Career Pathways in Apparel and Textiles Performance Objective 1
- **CP.1**   **Identify and investigate careers in the apparel and textile field**
  - CP.1.1.   Determine roles and functions of careers in the apparel and textiles field
  - CP.1.2.   Identify careers in the apparel and textile field
  - CP.1.3.   Explore opportunities for employment and entrepreneurial endeavors in the apparel and textile field
  - CP.1.4.   Examine education and training requirements for career paths in the apparel and textiles field
  - CP.1.5.   Examine the skills necessary for success in apparel and textiles careers
  - CP.1.6.   Examine the impact of apparel and textiles occupations on local, state, national, and global economies

Career Pathways in Apparel and Textiles Performance Objective 2
- **CP.2**   **Assess personal suitability to career characteristics in the apparel and textiles field**
  - CP.2.1.   Evaluate personal qualities related to employability
  - CP.2.2.   Examine personal traits relevant to apparel and textiles careers
  - CP.2.3.   Match personal characteristics to suitable career choice(s)
  - CP.2.4.   Consider the impact of career choices in one's lifestyle and identify careers compatible with one's own lifestyle preference

Appendix A

CLOTHING AND TEXTILES CORE
CHART ILLUSTRATING ART-INFUSED CURRICULUM

Family and Consumer Sciences Content Topics	CDOS Learning Standard 3b and Key Ideas	Visual Arts Learning Standards and Performance Indicators	Sample Integrated Activities
A. Culture, History and Fashion Cycles (CHF)	CDOS Learning Standard 3b - Arts and Humanities Key Ideas 1, 2	1. c 2. d 3. a, b, c, d 4. a, b, c	Use historical portraits to illustrate fashion View tapestries and analyze composition, dynamics, and elements and principles of design Use cultural artifacts to emphasize fashion influence Create a fashion item that represents an art movement and write a critical review
B. Relationships of Fashions to Art Movements (RFA)	CDOS Learning Standard 3b - Arts and Humanities Key Ideas 1, 2, 3	3. a, b, c, d 4. a, b, c	Design and draw a piece of clothing from a historical period and specific culture after studying the art from that period Design a textile inspired by a piece of art Analyze influence of artists and art movements on textile design in order to create products
C. Apparel Decisions and Personal Appearance (AD)	CDOS Learning Standard 3b - Arts and Humanities Key Ideas 1, 2, 3, 4	2. d 3. b, d	Use visual art prompts to supplement classroom discussions regarding apparel decisions
D. Elements of Design (ED)	CDOS Learning Standard 3b - Arts and Humanities Key Ideas 1, 2, 3, 4, 5, 6	1. a, b, c, d 2. a, b 3. a	Create designs in a portfolio emphasizing elements of design

E. Principles of Design (PD)	CDOS Learning Standard 3b - Arts and Humanities Key Ideas 1, 2, 3, 4, 5, 6	1. a, b, c, d 2. a, b 3. a	Create designs in a portfolio emphasizing principles of design
F. Fibers and Textiles (FT)	CDOS Learning Standard 3b - Arts and Humanities Key Ideas 1, 2	1. c 2. c, d 4. c	Identify several types of textile fibers and uses Interact with community artists who utilize fibers and textiles in their work Create a design for a quilt that expresses use of symbolism – reflect upon choices Design a pattern for weaving inspired by cultural influences
G. Wardrobe Planning (WP)			
H. Evaluating Apparel and Textile Products (EP)			
I. Equipment and Textile Selection (ETS)	CDOS Learning Standard 3b - Arts and Humanities Key Ideas 1, 2, 3, 4, 5, 6	2. a, b	Assess the suitability of a variety of textiles for a construction project based on design elements and principles and intended use
J. Pattern Selection and Use (PSU)			
K. Construction Skills (CS)	CDOS Learning Standard 3b - Arts and Humanities Key Ideas 1, 2, 3, 4, 5	1. a, c, d 2. a 3. a	Use elements and principles of design to construct a textile project
L. Redesigning and Recycling Apparel and Textile Products (RR)	CDOS Learning Standard 3b - Arts and Humanities Key Ideas 1, 2, 3, 4, 5	1. b, c 2. a, b	Describe and analyze the function of garments in designing clothing for specific needs Analyze a mass produced product and create a new product using the elements and principles of design in a new day. Display creations

			Investigate how apparel can be redesigned and recycled according to current fashion trends
M. Current Issues in Apparel and Textiles (CI)	CDOS Learning Standard 3b - Arts and Humanities Key Ideas 1, 2, 3, 4, 5, 6	2. b, d 3. b, c, d 4. a, b, c	Investigate and analyze current issues in apparel and textiles
N. Career Pathways in Apparel and Textiles (CP)	CDOS Learning Standard 3b - Arts and Humanities Key Ideas 1, 2, 3, 4, 5, 6	2. c, d	Understand the process for pursuing a career in apparel and textiles

Appendix B

FAMILY AND CONSUMER SCIENCES – HIGH SCHOOL COURSES
BEST PRACTICES RUBRIC

Indicators	1 Falls Below Expectations	2 Approaches Expectations	3 Meets Expectations	4 Exceeds Expectations
NYS FACS Learning Standards	Does not connect to NYS FACS Learning Standards.	Has limited evidence of connection to 1 NYS FACS Learning Standard.	Adequate evidence of connection to 1 or more NYS FACS Learning Standards.	Evidence of strong connections to 2 or more NYS FACS Learning Standards
NYS CDOS Learning Standards	Does not connect to NYS CDOS Learning Standards.	Has limited evidence of connection to 1 NYS CDOS Learning Standard.	Adequate evidence of connection to 1 or more NYS CDOS Learning Standard including Standard 3b.	Evidence of strong connections to 2 or more NYS CDOS Learning Standards including Standard 3b.
NYS Academic Learning Standards	Does not connect to NYS academic Learning Standards.	Has limited evidence of connection to 1 NYS academic Learning Standard.	Adequate evidence of connection to 1 or more NYS academic Learning Standard.	Evidence of strong connections to 2 or more NYS academic Learning Standards.
Course Content Topics	Does not relate to Content Topics.	Addresses 1 Content Topic.	Integrates 2 Content Topics.	Integrates 3 or more Content Topics.
Process Skills	Does not integrate Process Skills.	Integrates 1 Process Skill.	Integrates 2 Process Skills.	Integrates 3 or more Process Skills.
Strategy	Instruction is dependent primarily on textbooks, lecture, paper, and pencil. Teacher driven.	Hands-on experiential learning is limited. Minimal student involvement.	Includes 75 percent hands-on experiential learning. Adequate student involvement.	Includes more than 75 percent hands-on experiential learning. Active student engagement. Teacher as facilitator.
Implementation	Does not flow in a logical sequence. Necessary resources would make implementation difficult.	Follows a logical sequence. Most necessary resources may make implementation difficult.	Follows a logical sequence. Some necessary resources may make implementation difficult.	Follows a logical sequence. All necessary resources make implementation easy.
Assessment	Cannot be assessed. Or Assessment not included.	Assessment is vaguely related to objectives and competencies.	Assessment relates to objectives and competencies.	Assessment is directly related to objectives and competencies.

CLOTHING AND TEXTILES CORE
BEST PRACTICES TEMPLATE

TITLE: _____

CONTENT TOPICS: (Complete only those that apply)

Culture, History & Fashion Cycles (CHP)
- Performance Objective – CHP
  - o Supporting Competency – CHP

Relationships of Fashion to Art Movements (RFA)
- Performance Objective – RFA
  - o Supporting Competency – RFA

Clothing Decisions & Personal Appearance (CD)
- Performance Objective – CD
  - o Supporting Competency – CD

Elements of Design (ED)
- Performance Objective – ED
  - o Supporting Competency – ED

Principles of Design (PD)
- Performance Objective – PD
  - o Supporting Competency – PD

Fibers & Textiles (FT)
- Performance Objective – FT
  - o Supporting Competency – FT

Wardrobe Planning (WP)
- Performance Objective – WP
  - o Supporting Competency – WP

Evaluating Apparel & Textile Products (EP)
- Performance Objective – EP
  - o Supporting Competency – EP

Equipment & Textile Selection (ETS)
- Performance Objective – ETS
  - o Supporting Competency – ETS

Pattern Selection & Use (PSU)
- Performance Objective – PSU
  - o Supporting Competency – PSU

Construction Skills (CS)
- Performance Objective – CS
  - o Supporting Competency – CS

Redesign & Recycling Apparel & Textile Products (RR)
- Performance Objective – RR
  - o Supporting Competency – RR

Current Issues in Apparel & Textiles (CI)
- Performance Objective – CI
  - o Supporting Competency – CI

Career Pathways in Apparel & Textiles (CP)
- Performance Objective – CP
  - o Supporting Competency – CP

TITLE: _____

GOAL:

STRATEGY:

ASSESSMENT (Attach rubric):

Appendix C

CLOTHING AND TEXTILE CORE
PERFORMANCE OBJECTIVES AND SUPPORTING COMPETENCIES

A. Culture, History and Fashion Cycles (CHF)

CHF.1 **Explore reasons why people wear clothes**
   CHF.1.1. Identify different motives for wearing clothes

CHF.2 **Determine the origin of clothing and forces that have impacted the evolution of clothing**
   CHF.2.1. Determine cultural, historical, social, economic, political, environmental, and technological forces that influenced fashion
   CHF.2.2. Consider how cultural, historical, social, economic, political, environmental, and technological forces have influenced fashion during various periods in history
   CHF.2.3. Explore the development and features of fashions that are characteristic of various historical periods
   CHF.2.4. Compare historical fashion details to current fashions, fashion trends and fashion cycles
   CHF.2.5. Predict future trends in fashion design and development

B. Relationships of Fashions to Art Movements (RFA)

RFA.1 **Determine the relationship of art movements to fashions**
   RFA.1.1. Identify art movements
   RFA.1.2. Recognize that most art movements are extensions of or reactions to preceding movements
   RFA.1.3. Examine the evolution of art movements throughout history
   RFA.1.4. Explain how fashions are directly influenced by art movements throughout history
   RFA.1.5. Describe fashion styles and features of fashions that are characteristic of various art movements
   RFA.1.6. Compare fashion details from art movements to current fashions and fashion trends

RFA.2 **Analyze the aesthetic aspects of fashion**
   RFA.2.1. Explain the importance of considering both aesthetics and function in creating fashion
   RFA.2.2. Identify the aesthetic strengths and weaknesses of specific fashion designs

C. Apparel Decisions and Personal Appearance (AD)

AD.1 **Determine how messages are communicated through apparel and overall personal appearance**
   AD.1.1. Describe what comprises an individual's overall appearance
   AD.1.2. Demonstrate non-verbal messages that apparel and overall appearance communicate
   AD.1.3. Examine how apparel and overall appearance contribute to or distract from positive communication
   AD.1.4. Examine various roles and functions of apparel and overall appearance in family, work and community settings

AD.1.5. Assess ways in which apparel choices and overall appearance can facilitate individual self expression

AD.2 **Determine appropriate clothing for specific needs and activities**
AD.2.1. Identify needs and activities that necessitate specific apparel
AD.2.2. Relate apparel design to specific needs and activities

D. Elements of Design (ED)
ED.1 **Analyze elements of design in various clothing styles**
ED.1.1. Identify and demonstrate line as an element of design
ED.1.2. Identify and demonstrate color schemes as an element of design
ED.1.3. Identify and demonstrate form and shape as an element of design
ED.1.4. Identify and demonstrate characteristics of fabric texture as an element of design
ED.1.5. Identify and demonstrate visual aspects of space as an element of design

ED.2 **Apply elements of design to a student construction project(s)**
ED.2.1. Demonstrate use of elements of design in a student constructed project(s)
ED.2.2. Apply design elements in fashions for various body shapes
ED.2.3. Critique the application of the elements of design in textiles and apparel

E. Principles of Design (PD)
PD.1 **Analyze the principles of design in various clothing styles**
PD.1.1. Identify and demonstrate balance as a principle of design
PD.1.2. Identify and demonstrate rhythm as a principle of design
PD.1.3. Identify and demonstrate emphasis as a principle of design
PD.1.4. Identify and demonstrate proportion and scale as a principle of design
PD.1.5. Identify and demonstrate harmony and unity as a principle of design

PD.2 **Apply principles of design to a student construction project(s)**
PD.2.1. Demonstrate use of principles of design in a student constructed project(s)
PD.2.2. Apply design principles in fashions for various body shapes
PD.2.3. Critique the application of the principles of design in textiles and apparel

F. Fibers and Textiles (FT)
FT.1 **Evaluate fibers**
FT.1.1. Use appropriate terminology for identifying, comparing, and analyzing the most common fibers
FT.1.2. Identify characteristics and give examples of natural and manufactured fibers
FT.1.3. Relate fiber characteristics to the use, care, and maintenance of textile products

FT.2 **Evaluate textile construction**
FT.2.1. Identify methods of production for creating fibers, yarns, woven, and knit fabrics, and non-woven textile products
FT.2.2. Identify characteristics of each method of textile construction
FT.2.3. Relate the design, construction, use, care, and maintenance of textile products to fiber characteristics
FT.2.4. Explain how the characteristics of each method of textile construction relate to its end use or performance

FT.2.5. Select textile construction based on performance needs for specific end use
FT.2.6. Understand textile legislation, standards, and labeling in the global economy

FT.3   **Evaluate textile finishes**
FT.3.1. Identify methods of producing a variety of textile finishes
FT.3.2. Identify the characteristics of a variety of textile finishes
FT.3.3. Identify methods of coloring fabric
FT.3.4. Explain how the characteristics of a variety of textile finishes relate to its end use or performance
FT.3.5. Select textile finishes based on performance needs for specific end use

G. Wardrobe Planning (WP)

WP.1   **Inventory personal wardrobe, noting condition and current appropriateness**
WP.1.1. Evaluate condition and functionality of current apparel pieces
WP.1.2. Identify various sources of apparel acquisition
WP.1.3. Identify and explain hang tags and care labels
WP.1.4. Evaluate textile suitability for intended use
WP.1.5. Analyze consumer rights and responsibilities concerning clothing
WP.1.6. Explain sound consumer practices that relate to wardrobe selection

WP.2   **Analyze care and repair in wardrobe maintenance**
WP.2.1. Identify and evaluate care labels
WP.2.2. Assess care options and cost
WP.2.3. Demonstrate methods of stain removal
WP.2.4. Evaluate needs for repair
WP.2.5. Assess repair options and cost

H. Evaluating Apparel and Textile Products (EP)

EP.1   **Evaluate textile project for quality and cost**
EP.1.1. Identify types of stitches, seams, and seam finishes
EP.1.2. Identify indicators of quality construction
EP.1.3. Describe construction qualities in relation to the end use of the textile product
EP.1.4. Analyze textile product cost

I. Equipment and Textile Selection (ETS)

ETS.1   **Examine equipment and textile selection for a construction project(s)**
ETS.1.1. Relate textile characteristics to intended use of construction project(s)
ETS.1.2. Choose correct sewing equipment for project(s)
ETS.1.3. Choose textile(s) for project(s) that are aesthetically pleasing

J. Pattern Selection and Use (PSU)

PSU.1   **Analyze pattern selection and use for textile construction project**
PSU.1.1. Identify and demonstrate methods of standard body measurement
PSU.1.2. Record body measurements
PSU.1.3. Determine figure types and pattern size
PSU.1.4. Apply pattern catalog information to project
PSU.1.5. Identify and explain information found on the pattern envelope and guide sheet

K. Construction Skills (CS)

PSU.1   **Analyze pattern selection and use for textile construction project**

    PSU.1.1.   Identify and demonstrate methods of standard body measurement

    PSU.1.2.   Record body measurements

    PSU.1.3.   Determine figure types and pattern size

    PSU.1.4.   Apply pattern catalog information to project

    PSU.1.5.   Identify and explain information found on the pattern envelope and guide sheet

L. Redesigning and Recycling Apparel and Textile Products (RR)

RR.1   **Examine reasons for and identify skills needed to alter, repair, recycle, and/or redesign apparel and/or textile products**

    RR.1.1.   Examine a variety of apparel and textile products and identify the need and/or desire for alteration, repair, recycling and/or redesign

    RR.1.2.   Assess the environmental and economic impact of recycling and reusing apparel and textile products

RR.2   **Demonstrate skills needed to alter, repair, recycle, and/or redesign apparel and/or textile products**

    RR.2.1.   Identify methods and skills needed to alter, repair, recycle, and redesign apparel and textile products

    RR.2.2.   Select a variety of equipment, tools, and supplies needed for altering, repairing, recycling, and redesigning apparel and/or textile products

    RR.2.3.   Demonstrate skills for altering, repairing, recycling, and/or redesigning apparel and/or textile products

M. Current Issues in Apparel and Textiles (CI)

CI.1   **Explore current local, regional, state, national, and global issues and events that influence the apparel and textiles industry.**

    CI.1.1.   Identify current issues or events in the apparel and textiles industry

    CI.1.2.   Become aware of the influence of the issue or event on the local, regional, state, national, and global levels

CI.2   **Explore current scientific and technological innovations in the apparel and textiles industry**

    CI.2.1.   Explore current technology and trends that facilitate design, production, care, and longevity of apparel and textile products

    CI.2.2.   Become aware of the influence of the technological innovations on the apparel and textile industry

    CI.2.3.   Apply knowledge of the technological innovations on humanitarian concerns

N. Career Pathways in Apparel and Textiles (CP)

CP.1   **Identify and investigate careers in the apparel and textile field**

    CP.1.1.   Determine roles and functions of careers in the apparel and textiles field

    CP.1.2.   Identify careers in the apparel and textile field

    CP.1.3.   Explore opportunities for employment and entrepreneurial endeavors in the apparel and textile field

    CP.1.4.   Examine education and training requirements for career paths in the apparel and textiles field

    CP.1.5.   Examine the skills necessary for success in apparel and textiles careers

CP.1.6.   Examine the impact of apparel and textiles occupations on local, state, national, and global economies

CP.2   Assess personal suitability to career characteristics in the apparel and textiles field

CP.2.1.   Evaluate personal qualities related to employability
CP.2.2.   Examine personal traits relevant to apparel and textiles careers
CP.2.3.   Match personal characteristics to suitable career choice(s)
CP.2.4.   Consider the impact of career choices in one's lifestyle and identify careers compatible with one's own lifestyle preference

Appendix D

HOME AND CAREER SKILLS
PROCESS SKILLS

The information below is excerpted from the New York State Home and Career Skills Core Curriculum Guide 2005. It is appended here as a reference and a review of the process skills for high school Family and Consumer Sciences teachers. Family and Consumer Sciences high school core courses were designed to provide opportunities for students to apply communication, leadership, management, and thinking skills through each content topic they study.

Introduction to Process Skills

Process is a vehicle for obtaining, analyzing, and using content. Process skills are the "how" of learning while content is the "what" of learning. The emphasis on process skills within Home and Career Skills is grounded in needs and issues of society and in developments in Family and Consumer Sciences education.

The need for process in education was emphasized in the report of the Secretary's Commission on Achieving Necessary Skills (SCANS). Based on information gathered from businesses and industries across the country, the SCANS determined that process-oriented foundations and competencies are "at least as important as technical expertise...The competencies represent the attributes that today's high performance employer seeks in tomorrow's employee" (U.S. Department of Labor). The SCANS foundations and competencies harmonize closely with process skills developed through Family and Consumer Sciences. The New York State Education Department has adapted the SCANS skills into the Career Development and Occupational Studies (CDOS) Universal Foundation Skills.

Most process skills related to Family and Consumer Sciences can be categorized into four organizing skills:

- ❖ Communication (C)
- ❖ Leadership (L)
- ❖ Management (M)
- ❖ Thinking (T)

These process skills were selected in order to create a manageable structure for the development of essential questions for the Family and Consumer Sciences curricula.

A. **Communication Skills (C)** *How can I develop effective communication skills to express thoughts, feelings, opinions, and information to enhance family, school, work, and community relationships?*

Standards Connections

Communications Skills support the NYS Family and Consumer Sciences Learning Standard 2 – A Safe and Healthy Environment and NYS Career Development and Occupational Studies Learning Standards 1 – Career Development, 2 – Integrated Learning, and 3a – Universal Foundation Skills.

Rationale

Communication is the transmission or interchange of thoughts, feelings, opinions, and information between a sender and a receiver. Communication process skills are first experienced and learned within the social environment of the family. The process of learning to be an effective communicator begins in infancy, with babies and care givers engaging in interactive behaviors. As communication learning continues, families, schools, and communities play critical roles in expanding students' communication skills.

Communication process skills include listening, speaking, reading, and writing. Together they build a sense of cohesiveness within family, school, work, and community settings. They are a powerful cultural tool, a means for creating a sense of group identity through exchange of values, expectations, and ways of thinking and perceiving. Conflict management is facilitated when individuals are able to express their own ideas and assert their own views effectively, while at the same time listening to and respecting the views of others. Effective communication skills help students meet the challenges of living and working in a diverse global society.

Key Ideas

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS CDOS 1 - Students will use communication skills to achieve personal goals.

NYS CDOS 2 - Students can use the essential academics concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a - (Basic Skills) Students will acquire basic skills including the ability to read, write, listen, and speak.

(Interpersonal Skills) Students will develop positive interpersonal qualities leading to team work and cooperation in large and small groups in family, social, and work situations.

Performance Objectives and Supporting Competencies for Communication Skills

Communication Skills Performance Objective 1
    C.1 Demonstrate communication skills that contribute to positive relationships.

    Communication Skills Objective 1 Supporting Competencies

        C.1.1   Examine the roles and functions of communications in family, school, work, and community settings.
        C.1.2   Examine communication styles and their effects on relationships.
        C.1.3   Describe types of communication and characteristics of effective communication.
- Verbal
- Nonverbal

        C.1.4   Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
        C.1.5   Distinguish between hearing and listening.
        C.1.6   Demonstrate effective (active) listening and feedback techniques.
        C.1.7   Examine barriers to communication in family, school, work, and community settings.
        C.1.8   Demonstrate effective communication skills in a group setting to accomplish a task.
        C.1.9   Demonstrate effective communication skills in family, school, work, and community settings.

B. Leadership Skills (L) *How can I develop lifelong leadership skills to address important personal, family, school, work, and community issues?*

Standards Connections

Leadership Skills support the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment, 3 – Resource Management, and NYS Career Development and Occupational Studies Standards 1 – Career Development, 2 – Integrated Learning, and 3a – Universal Foundation Skills.

Rationale

Leadership process skills include helping a group, such as a family, school, or community shape a vision of purpose and goals, and encouraging others to commit themselves to accomplishing that vision. Being a responsible leader requires taking action for the common good of the group.

Leaders tell, sell, participate, and delegate, using different strategies at different times and with different group members, in order to involve and encourage everyone toward achieving the shared vision. Leadership skills are embraced in Home and Career Skills classes as students develop a common vision, cooperate with each other, and assume shared responsibility for their family, school, work, and community settings.

Key Ideas

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money, and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.

NYS CDOS 1 - Students will use communication skills to achieve personal goals.

NYS CDOS 2 - Students can use the essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a - (Thinking Skills) Students will use thinking skills for problem solving, experimenting, and focused observation, and apply the application of knowledge to new and unfamiliar situations.

(Personal Qualities) Students will develop competence in self-management and the ability to plan, organize, and take independent action.

Performance Objectives and Supporting Competencies for Leadership Skills

Leadership Skills Performance Objective 1

L.1 Demonstrate teamwork and leadership skills in the family, school, workplace, and/or community.

Leadership Skills Objective 1 Supporting Competencies

L.1.1   Examine the roles and functions of teamwork and leadership in family, school, work, and community settings.

L.1.2   Identify qualities of effective leaders.

L.1.3   Identify qualities of effective team members.

L.1.4   Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.

L.1.5   Demonstrate strategies to motivate and encourage group members.

L.1.6   Create strategies to utilize the strengths and limitations of team members.

L.1.7   Demonstrate techniques that develop team and community spirit.

L.1.8   Demonstrate ways to organize and delegate responsibilities.

L.1.9   Create strategies to integrate new members into the team.

L.1.10 Demonstrate processes for cooperating, compromising, and collaborating.

L.1.11 Demonstrate leadership and teamwork in a group setting to accomplish tasks.

L.1.12 Demonstrate leadership and teamwork in family, school, work, and community settings.

C. **Management Skills (M)** *How can I develop effective management skills in order to achieve goals for self, family, school, work, and community?*

Standards Connections

Management Skills support the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment, 3 – Resource Management and NYS Career Development and Occupational Studies Learning Standards 1 – Career Development, 2 – Integrated Learning, and 3a – Universal Foundation Skills.

Rationale

Management process skills are used to carry out actions in order to meet individual, family, school, work, and community needs. They include goal setting, planning, implementing, evaluating, problem solving, and decision making. Management involves determining the goals that can be realistically accomplished; planning the steps to take and resources to use; carrying out the plan in an efficient and cost effective way; and evaluating the implementation process and the result. Students in Home and Career Skills classes practice managing resources such as time, talent, energy, and money, in order achieve goals for self, family, school, work, and community.

Key Ideas

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money, and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.

NYS CDOS 1 - Students will use communication skills to achieve personal goals.

NYS CDOS 2 - Students can use the essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a - (Thinking Skills) Students will use thinking skills for problem solving, experimenting, and focused observation and apply the application of knowledge to new and unfamiliar situations.

(Personal Qualities) Students will develop competence in self-management and the ability to plan, organize, and take independent action.

Performance Objectives and Supporting Competencies for Management Skills

Management Skills Performance Objective 1

   M.1 Explain the importance of effective management of resources in a variety of relevant life situations.

   Management Skills Objective 1 Supporting Competencies

   M.1.1 Explain *management* as it relates to personal, family, and work life.
   M.1.2 Compare ways in which different people make different choices in the same situation.

Management Skills Performance Objective 2

   M.2 Explain how decision making, problem solving, and goal setting assist with management of resources (i.e. time, money, energy).

   Management Skills Objective 2 Supporting Competencies

   M.2.1 Explain the interrelatedness of the decision-making, problem-solving and goal-setting processes.

Management Skills Performance Objective 3

   M.3 Explain how needs, wants, values, goals, and standards impact decision making, problem solving and goal setting.

   Management Skills Objective 3 Supporting Competencies

   M.3.1 Define *needs, wants, values, goals, and standards.*
   M.3.2 Describe how needs, wants, values, goals, and standards influence decisions.
   M.3.3 Examine how individuals and families make choices to satisfy needs and wants.

Management Skills Performance Objective 4

   M.4 Identify human, economic, and environmental resources that are available and appropriate to use in decision making, problem solving and goal setting.

   Management Skills Objective 4 Supporting Competencies

M.4.1   Define *resources*

M.4.2   Classify human, economic, and environmental resources.

M.4.3   Identify human, economic, and environmental resources that are limited and/or expendable, and select those that are available and appropriate to the relevant life situation.

M.4.4   Describe several ways to substitute or increase resources by combining them.

M.4.5   Give examples and demonstrate how resources have credibility, change over the lifespan, and are influenced by changing needs and goals and availability.

M.4.6   Determine individual and family responsibility in relation to the   environmental trends and issues.

M.4.7   Examine behaviors that conserve, reuse, and recycle resources to maintain the environment.

Management Skills Performance Objective 5

M.5 Apply the decision-making process in a logical, sequential manner to relevant life situations involving a choice.

Management Skills Objective 5 Supporting Competencies

M.5.1   Define *decision making.*

M.5.2   State sequentially the basic steps in the decision-making process.

M.5.3   Apply the steps sequentially to make a decision.

M.5.4   Apply the decision-making process in family, school, work, and community settings.

Management Skills Performance Objective 6

M.6 Use the problem-solving process to identify appropriate solutions, in a logical and sequential manner, and apply the solution chosen to real-life problem situations.

Management Skills Objective 6 Supporting Competencies

M.6.1   Define *problem solving.*

M.6.2   State sequentially the basic steps in the problem-solving process.

M.6.3   Apply the steps sequentially to solve a problem situation.

M.6.4   Apply the problem-solving process to solve problems in family, school, work, and community settings.

M.6.5   Explain the appropriateness of alternative solutions.

Management Skills Performance Objective 7

M.7 Apply the goal-setting process in a logical and sequential manner to relevant life situations involving a goal.

Management Skills Objective 7 Supporting Competencies

M.7.1   Define *goal.*

M.7.2   Distinguish between long-term and short-term goals.

M.7.3   State sequentially the basic steps in the goal-setting process.

M.7.4   Apply the steps sequentially to achieve a goal.

M.7.5   Apply the goal-setting process to set goals in family, school, work, and community settings.

Management Skills Performance Objective 8

    M.8 Demonstrate management of individual and family resources, including food, clothing, shelter, money, time, and personal energy.

Management Skills Objective 8 Supporting Competencies

    M.8.1 Apply management skills to organize tasks and responsibilities.
    M.8.2 Implement management skills in the planning, purchasing, preparing, serving, and storing of safe and nutritious food.
    M.8.3 Implement management skills in the purchasing, creating, and/or maintenance of clothing
    M.8.4 Implement management skills involving personal space, housing, and furnishings.
    M.8.5 Implement management skills involving money.
    M.8.6 Implement management skills involving time.
    M.8.7 Implement management skills involving personal energy.

Management Skills Performance Objective 9

    M.9 Demonstrate management of individual and family resources in family, school, work, and community settings.

Management Skills Objective 9 Supporting Competencies

    M 9.1 Allocate individual and family resources to complete a task.

D. **Thinking Skills (T)** *How can I apply effective critical and creative thinking skills to increase the probability of desired outcomes at home, school, work, and community settings?*

Standards Connections

Thinking Skills support the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness, 2 – A Safe and Healthy Environment, 3 − Resource Management and NYS Career Development and Occupational Studies Standards 1 – Career Development, 2 − Integrated Learning, and 3a − Universal Foundation Skills.

Rationale

Thinking process skills encompass complex, multifaceted activities of the mind. These skills lead to problem solving, experimenting, and focused observation, and allow the application of knowledge to new and unfamiliar situations (New York State Learning Standards for Career Development and Occupational Studies). Home and Career Skills classes provide students with opportunities to apply thinking strategies that are purposeful, reasonable, and goal-directed so that they may increase the probability of achieving desirable outcomes.

Two major types of thinking skills are critical thinking and creative thinking. Critical thinking emphasizes examination and critique of information in order to gain insight into meanings and interpretations. Home and Career Skills classes provide students with opportunities to use critical thinking skills to identify premises and conclusions; to distinguish among opinion, reasoned judgment, and fact; and to recognize underlying assumptions, biases, and values.

Creative thinking, in contrast, is the use of innovative, exploratory approaches to generate ideas. Home and Career Skills classes provide an environment where unusual ideas are valued and perspectives and explanations other than those which are immediately apparent are encouraged.

Key Ideas

NYS FACS 1 – Students will be able to plan and use tools and technologies appropriately.

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money, and make effective decisions in order to balance their obligations to work, family, and self. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

NYS CDOS 2 - Students can use the essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a - (Thinking Skills) Students will use thinking skills for problem solving, experimenting, and focused observation, and apply the application of knowledge to new and unfamiliar situations.

Performance Objectives and Supporting Competencies for Thinking Skills

Thinking Skills Performance Objective 1
   T.1 Demonstrate creative and critical thinking skills in family, school, work, and/or community settings.

Thinking Skills Objective 1 Supporting Competencies

T.1.1   Examine the roles and functions of creative and critical thinking skills in family, school, work, and community settings.

T.1.2   Describe creative thinking skills.

T.1.3   Describe critical thinking skills.

T.1.4   Demonstrate creative and/or critical thinking skills to accomplish a task.