

**Family and Consumer Sciences**  
Grades 9-12

# **The Fashion Industry**

(Formerly The World of Fashion)



The University of the State of New York  
The State Education Department  
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## Acknowledgements

Many Family and Consumer Sciences educators from across New York State contributed to the development of the original World of Fashion 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 Fashion Industry (formerly The World of Fashion) 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.

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## Foreword

This publication provides guidance to those responsible for planning, implementing, and assessing the commencement level Family and Consumer Sciences course, The Fashion Industry. 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 Fashion Industry
- Clothing Production
- Interior Design
- Home Furnishings

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 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**

The Fashion Industry course invites students to take an in-depth look at the development of fashion. Students will learn to appreciate ways fashion reflects historical, social, cultural, political, economic, and technological influences. Teachers may wish to structure their learning experiences around the careers in the fashion industry including: textile science, fashion design and illustration, fashion marketing and merchandising, and apparel construction. Students will also research the global fashion industry and its impacts on people worldwide. Throughout the course, students will have multiple opportunities to identify the knowledge and skills necessary for success in the fashion industry and assess their suitability for a fashion career.

This course invites students to apply the process skills of communication, leadership, management, and thinking. The integration of these process skills into each of the content topics is a fundamental component of the course, The Fashion Industry. The content topics in this course are aligned with the commencement level New York State Learning Standards for Family and Consumer Sciences, Career Development and Occupational Studies, and The Arts-Visual Arts. In addition, they are aligned with the National Learning Standards for Family and Consumer Sciences.

This document serves as curricular guidance for The Fashion Industry courses delivered statewide. This course was designed as a 20-week course, though schools may wish to extend the time to 40 weeks. If The Fashion Industry is offered without initial completion of the Clothing and Textiles Core course, the breadth of content topics included may be addressed best in a 40-week time frame. No matter how many courses a school offers in the Textiles and Design cluster, it is strongly recommended that students have the opportunity to work frequently in a laboratory setting. Learning experiences must be hands-on, engaging, and involve application of information and skills to real-life situations. The Fashion Industry course lends itself to the creation of an employment portfolio students may use to apply for internships and work-based learning opportunities in fashion careers.

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. As Family and Consumer Sciences teachers our charge is to empower students by engaging them in experiential activities that will guide them into the future.

# Curriculum Overview – The Fashion Industry

## 1. What is the prerequisite?

The Clothing and Textiles Core and the Housing and Environment Core courses are suggested prerequisites for all other courses in the Textiles and Design cluster, such as The Fashion Industry. The Fashion Industry course was designed as a 20-week (one semester) course, though schools may wish to extend the time to 40 weeks. If The Fashion Industry course is offered without initial completion of the Clothing and Textiles Core course, the breadth of content topics included may be addressed best in a 40-week time frame.

## 2. Who can teach The Fashion Industry?

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 Fashion Industry course organized?

The Fashion Industry is divided into 7 content topics:

- Fundamentals of Fashion (F)
- The Science of Fashion (SF)
- Fashion Design and Illustration (FDI)
- Fashion Marketing and Merchandising (FMM)
- Apparel Construction (A)
- Global Perspective of Fashion (G)
- Careers in Textiles, Fashion, and Apparel (C )

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 Fashion Industry 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 Fashion Industry course is directly tied to the commencement level New York State Learning Standards in the Arts- Visual Arts.

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

Fashion Industry content topics align with the National Standards for Family and Consumer Sciences.

#### **5. Why is it important for students to study The Fashion Industry?**

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 The Fashion Industry?**

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, The Fashion Industry 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.p12.nysed.gov/cte/facse/guide.html>

#### **7. How can special needs students succeed in The Fashion Industry?**

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.p12.nysed.gov/cte/facse/guide.html> .

**8. How can student achievement of the New York State Family and Consumer Sciences Learning Standards through The Fashion Industry 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

**9. How does Family and Consumer Sciences support positive youth development through Family, Career and Community Leaders of America (FCCLA)?**

Involvement in career and technical student organizations (CTSO), such as FCCLA, is essential for successful secondary education programs. Positive youth development encompasses the following elements:

- Promoting positive relationships with peers and adults;
- Emphasizing individual strengths;
- Strengthening personal character and confidence;
- Empowering youths to assume leadership roles in families, schools, careers and community; and
- Developing and implementing service learning projects.

Family, Career and Community Leaders of America (FCCLA) is an integral part of Family and Consumer Sciences education and an essential element in a complete Family and Consumer Sciences program. FCCLA is chartered by New York State, and is an ideal vehicle for realizing positive youth development. FCCLA is the only student organization of its kind focusing on family issues. FCCLA in secondary education Family and Consumer Sciences programs can be organized as a co-curricular and/or extra-curricular activity. The wide range of diverse activities, projects, programs, leadership opportunities and service learning experienced through FCCLA complement and augment the content topics of the Family and Consumer Sciences curricula.

## **Course: The Fashion Industry**

### **Content Topics:**

#### **A. Fundamentals of Fashion (F)**

1. Fashion and Society
2. History of the Fashion Industry
3. Fashion Cycles
4. Fashion Centers
5. Fashion Designers

#### **B. The Science of Fashion (SF)**

1. Fibers and Textiles
2. Fiber and Textile Research

#### **C. Fashion Design and Illustration (FDI)**

1. Fashion Design
2. Fashion Illustration

#### **D. Fashion Marketing and Merchandising (FMM)**

1. Fashion Marketing
2. Fashion Merchandising
3. Technology

#### **E. Apparel Construction (AC)**

1. Producing, Altering And Repairing Apparel

#### **F. Global Perspective of Fashion (G)**

1. Global Marketplace
2. Current Global Issues

#### **G. Careers in Textiles, Fashion, and Apparel (C)**

1. Career Pathways
2. Career Suitability
3. Professional Networking
4. Future Trends

### **Appendices**

Appendix A - Best Practices Rubric and Template

Appendix B - Compilation of Performance Objectives and Supporting Competencies

Appendix C - Home and Career Skills Process Skills

**A. Fundamentals of Fashion (F)** *What do I need to know in order to have a basic understanding of the fashion world?*

**Standards Connections**

**Fundamentals of Fashion supports the NYS Family and Consumer Sciences Learning Standard 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 3a – Universal Foundation Skills**

**Rationale**

The purpose of this content topic is for students take an in-depth look at the development of fashion. Students will identify terminology and study fashion designers contributions to the fashion industry. They will research the development of the fashion industry and know fashion centers. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the exploration of the Fundamentals of Fashion.

**Key Ideas**

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money to make effective decisions in order to balance their obligations to work, family, and self. 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 3a1 - Basic Skills  
NYS CDOS 3a2 - Thinking Skills  
NYS CDOS 3a - Technology

**Performance Objectives and Supporting Competencies for Fundamentals of Fashion**

**Fundamentals of Fashion Objective 1**

**F.1 Determine the basic concepts related to the study of textiles, fashion and apparel**

- F.1.1 Identify and explain terminology commonly used in the textile, fashion and apparel fields
- F.1.2 Explain how fashion has reflected social, cultural, political, economic and technological changes throughout history
- F.1.3 Discuss major changes in the fashion industry throughout history
- F.1.4 Describe the stages and time spans of fashion cycles

**Fundamentals of Fashion Objective 2**

**F.2 Name and describe the well-known international and domestic fashion centers and corresponding fashion designers**

- F.3.1 Identify and discuss the role of international and domestic fashion centers
- F.3.2 Examine the design collections of well-known fashion designers
- F.3.3 Give examples of how designers have influenced ready-to-wear apparel

**B. The Science of Fashion (SF)** *How do textile characteristics affect the design, construction, care, use and maintenance of apparel?*

**Standards Connections**

The Science of Fashion supports the NYS Family and Consumer Sciences Learning Standard 3 – Resource Management; and NYS Career Development and Occupational Studies Standard 3a – Universal Foundation Skills

**Rationale**

The purpose of this content topic is to identify ways that textile science impacts the development of fashion. Students will compare and analyze a variety of fibers, fabrics, and finishes through review, research, and hands-on experiences. Students will also select, research, and present information on developing nanotechnology fibers. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of the Science of Fashion.

**Key Ideas**

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money to make effective decisions in order to balance their obligations to work, family, and self. They will know and access community resources.

NYS CDOS 3a1 - Basic Skills  
NYS CDOS 3a2 - Thinking Skills  
NYS CDOS 3a5 - Technology  
NYS CDOS 3a6 - Managing Information

**Performance Objectives and Supporting Competencies for Art and Science of Fashion**

**The Science of Fashion Performance Objective 1**

**SF.1 Evaluate fiber and textile products and materials**

- SF.1.1. Apply appropriate terminology for identifying, comparing and analyzing the most common generic textile fibers
- SF.1.2. Explain production processes for creating fibers, yarn, woven, and knit fabrics, and non-woven textile products
- SF.1.3. Evaluate performance characteristics of textile fiber and fabrics
- SF.1.4. Analyze the effects of textile characteristics on design, construction, care, use, and maintenance of apparel
- SF.1.5. Summarize textile legislation, standards, and labeling in the global economy
- SF.1.6. Apply appropriate procedures for care of textile fibers and fabrics

**The Science of Fashion Performance Objective 2**

**SF.2 Research innovative textile fibers, fabrics and finishes**

- SF.2.1. Analyze how the properties of new fibers, fabrics, and finishes impact the design, construction, performance, and care of apparel
- SF.2.2. Research fibers and textiles through the lens of ecological and/or environmental trends and issues

**C. Fashion Design and Illustration (FDI)** *How will I apply the elements and principles of design when selecting garment styles, fabrics, textures, and patterns to best fit my body shape?*

**Standards Connections**

**Fashion Design and Illustration supports the NYS Family and Consumer Sciences Learning Standard 3 – Resource Management; and NYS Career Development and Occupational Studies Standard 3a – Universal Foundation Skills; and NYS Visual Arts Standard 1 – Creating, Performing and Participating in the Arts**

**Rationale**

The purpose of this content topic is to understand the benefits of fashion design. Students will apply knowledge of the elements and principles of design while creating an illustration incorporating body shape, garment styles, and rendering of fabric. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to Fashion Design and Illustration.

**Key Ideas**

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money to make effective decisions in order to balance their obligations to work, family, and self. They will know and access community resources.

NYS CDOS 3a1 - Basic Skills  
NYS CDOS 3a2 - Thinking Skills  
NYS CDOS 3a7 - Managing Resources  
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.

**Performance Objectives and Supporting Competencies for Fashion Design and Illustration**

**Fashion Design and Illustration Performance Objective 1**

**FD.1 Demonstrate fashion design skills**

- FDI.1.1 Name and describe the steps of the fashion design process
- FDI.1.2 Draw a simple fashion figure showing appropriate body shapes and proportions

- FDI.1.3 Identify silhouettes in current fashion and recognize silhouettes as a starting point for design
- FDI.1.4 Apply elements and principles of design to design apparel and fashion accessories
- FDI.1.5 Communicate design ideas in a fashion sketch through garment details, silhouettes, and color theory
- FDI.1.6 Apply basic and complex color schemes and color theory to develop and enhance visual effects
- FDI.1.7 Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance
- FDI.1.8 Demonstrate ability to use current technology for apparel and fashion design

## **Fashion Design and Illustration Performance Objective 2**

### **FDI.2 Demonstrate fashion illustration skills**

- FDI.2.1 Render textures, patterns and hands (weight) in fashion designs
- FDI.2.1 Select and portray appropriate fabrics through rendering

**D. Fashion Marketing and Merchandising (FM)** *What impact does marketing and merchandising have on the fashion industry and the individual consumer?*

**Standards Connections**

**Fashion Marketing and Merchandising supports the NYS Family and Consumer Sciences Learning Standard 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 1 – Career Development and 3a – Universal Foundation Skills**

**Rationale**

The purpose of this content topic is to become knowledgeable about the marketing and merchandising of fashion apparel. Students will develop an understanding of the impact of consumers on marketing and of marketing on consumers. They will identify various forms of fashion promotion. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of Fashion Marketing and Merchandising.

**Key Ideas**

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money to make effective decisions in order to balance their obligations to work, family, and self. 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 3a1 - Basic Skills  
NYS CDOS 3a2 - Thinking Skills  
NYS CDOS 3a7 - Managing Resources  
NYS CDOS 3a8 - Systems

**Performance Objectives and Supporting Competencies for Fashion Merchandising**

**Fashion Marketing and Merchandising Performance Objective 1**

**FMM.1 Evaluate elements of apparel and fashion marketing**

- FMM.4.1 Distinguish between marketing and merchandising
- FMM.4.2 Identify different research methods, such as market studies and forecasting techniques, for marketing apparel and fashion products
- FMM.4.3 Explain fashion marketing and the fashion marketing chain
- FMM.4.4 Explain how technological, economic, and global factors influence fashion marketing
- FMM.4.5 Describe the impact the consumer has on fashion marketing, and how demographics determine target markets
- FMM.4.6 Apply marketing strategies for apparel and fashion products

## **Fashion Marketing and Merchandising Performance Objective 2**

### **FMM.2 Evaluate elements of apparel, and fashion merchandising**

- FMM.2.1 Analyze ethical considerations for merchandising apparel and fashion products
- FMM.2.2 Identify external factors that influence merchandising
- FMM.2.3 Critique various methods for promoting apparel and fashion products
- FMM.2.4 Analyze current technology and trends that impact fashion marketing and merchandising

**E. Apparel Construction (AC)** *How will I demonstrate the ability to construct a textile/apparel product?*

**Standards Connections**

Apparel Construction 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 Standard 3a – Universal Foundation Skills

**Rationale**

The purpose of this content topic is to use a variety of technologically advanced machines to apply construction skills in the production of an apparel or fashion accessory product. Students will plan and manage resources for successful construction of their chosen project. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to Apparel Construction.

**Key Ideas**

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money to make effective decisions in order to balance their obligations to work, family, and self. They will know and access community resources.

NYS CDOS 3a1 - Basic Skills  
NYS CDOS 3a2 - Thinking Skills  
NYS CDOS 3a5 - Technology  
NYS CDOS 3a7 - Managing Resources

**Performance Objectives and Supporting Competencies for Apparel Construction**

**Apparel Construction Performance Objective 1**

- AC.1 Demonstrate skills needed to produce, alter, or repair apparel and fashion accessories**
  - AC.1.1. Demonstrate skills in using a variety of equipment, tools, and supplies for constructing, altering, repairing, redesigning, and/or recycling of apparel and fashion accessories
  - AC.1.2. Analyze current technology and trends that facilitate production of apparel and fashion products
  - AC.1.3. Analyze the cost of constructing, manufacturing, altering, or repairing apparel and fashion products

**F. Global Perspective of Fashion (G)** *What factors influence fashion and how does the international environment affect those factors?*

**Standards Connections**

**Global Aspects of Fashion 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 the trading policies and trends of fashion goods in the international environment. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the Global Perspective of Fashion.

**Key Ideas**

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money to make effective decisions in order to balance their obligations to work, family, and self. 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 Global Perspective of Fashion**

**Global Perspectives of Fashion Performance Objective 1**

**G.1 Explain the relationship between the economic climate of global communities, and textiles and apparel**

- G.1.1. Identify laws and regulations affecting trade
- G.1.2. Describe current trends in the textile, fashion, and apparel industries
- G.1.3. Compare the pros and cons of sourcing and off-shore production
- G.1.4. Describe unethical practices associated with sweatshops producing counterfeit fashion

## **Global Perspectives of Fashion Performance Objective 2**

### **G.2 Examine current global issues in textiles and apparel**

- G.2.1. Describe ways the fashion industry has responded to concerns about its effect on the environment
- G.2.2. Identify laws and regulations affecting fashion and its effect on the environment
- G.2.3. Advocate and take effective action to improve apparel availability and/or resources in global communities

**G. Careers in Textiles, Fashion and Apparel (C)** *How will I find out what careers are available in the textiles and apparel field and evaluate my interest and proficiency for success in this field?*

**Standards Connections**

Careers in Textiles, Fashion and Apparel supports the NYS Family and Consumer Sciences Learning Standard 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 1 – Career Development and 3a – Universal Foundation Skills

**Rationale**

The purpose of this content topic is for students to take an in-depth look at the wide range of careers in the textiles and apparel field. Students will integrate the knowledge, skills, and practices required for careers in textiles and apparel and evaluate personal suitability for these careers. Based on current global and technological trends students will also attempt to predict possible future careers in textiles and apparel. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the exploration of Career Pathways in Textiles, Fashion and Apparel.

**Key Ideas**

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money to make effective decisions in order to balance their obligations to work, family, and self. 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 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

**Performance Objectives and Supporting Competencies for Careers in Textiles, Fashion and Apparel**

**Careers in Textiles, Fashion and Apparel Performance Objective 1**

- C.1 Analyze career paths within the textile, fashion, apparel and design industries**
  - C.1.1. Explain the roles and functions of individuals in textiles, fashion, apparel and design careers
  - C.1.2. Analyze opportunities for employment and entrepreneurial endeavors
  - C.1.3. Summarize education, training requirements and opportunities for careers in the textiles, fashion and apparel field
  - C.1.4. Analyze the effects of textiles and apparel careers on local, state, national and global economies

## **Careers in Textiles, Fashion and Apparel Performance Objective 2**

### **C.2 Integrate the knowledge, skills, and practices required for careers in textiles, fashion, and apparel, and evaluate personal suitability for these careers**

- C.2.1. Evaluate and match personal characteristics to suitable career choices in the textile, fashion and apparel field
- C.2.2. Consider the impact of career choices on one's lifestyle and identify careers compatible with one's own lifestyle preferences

## **Careers in Textiles, Fashion and Apparel Performance Objective 3**

### **C.3 Identify and analyze the benefits of professional organizations and professional networking on securing a job and on career success**

- C.3.1. Identify and analyze the role of professional organizations in textiles, fashion, and apparel industries
- C.3.2. Utilize professional networking in order to learn about a specific career from a professional in the field
- C.3.3. Create a resume and career portfolio to use when applying for internships, work-based opportunities, and employment in the textiles, fashion, and apparel field

## **Career in Textiles, Fashion and Apparel Performance Objective 4**

### **C.4 Based on current global and technological trends students will attempt to predict possible future careers in textiles, fashion and apparel**

- C.4.1. Predict future careers in textiles, fashion, apparel, and design based on current research

**Appendix A**  
**FAMILY AND CONSUMER SCIENCES – HIGH SCHOOL COURSES**  
**BEST PRACTICES RUBRIC**

<b>Indicators</b>	<b>1 Falls Below Expectations</b>	<b>2 Approaches Expectations</b>	<b>3 Meets Expectations</b>	<b>4 Exceeds Expectations</b>
<b>NYS FACS Learning Standards</b>	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
<b>NYS CDOS Learning Standards</b>	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.
<b>NYS Academic Learning Standards</b>	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.
<b>Course Content Topics</b>	Does not relate to Content Topics.	Addresses 1 Content Topic.	Integrates 2 Content Topics.	Integrates 3 or more Content Topics.
<b>Process Skills</b>	Does not integrate Process Skills.	Integrates 1 Process Skill.	Integrates 2 Process Skills.	Integrates 3 or more Process Skills.
<b>Strategy</b>	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.
<b>Implementation</b>	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.
<b>Assessment</b>	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.

## The Fashion Industry BEST PRACTICES TEMPLATE

### NYS LEARNING STANDARDS:

Family and Consumer Sciences

2 \_\_\_\_\_

3 \_\_\_\_\_

Career Development and  
Occupational Studies

1 \_\_\_\_\_

2 \_\_\_\_\_

3a \_\_\_\_\_

The Arts

1 \_\_\_\_\_

### *FASHION INDUSTRY*

#### **CONTENT TOPICS:**

Fundamentals of Fashion \_\_\_\_\_

The Science of Fashion \_\_\_\_\_

Fashion Design & Illustration \_\_\_\_\_

Fashion Marketing & Merchandising \_\_\_\_\_

Apparel Construction \_\_\_\_\_

Global Perspectives of Fashion \_\_\_\_\_

Careers in Textiles, Fashion, and

Apparel \_\_\_\_\_

#### **APPLIED PROCESS SKILLS:**

Communication \_\_\_\_\_

Leadership \_\_\_\_\_

Management \_\_\_\_\_

Thinking \_\_\_\_\_

#### **APPLIED ACADEMICS:**

Circle Standard Number(s)

ELA 1 2 3 4

MST 1 2 3 4 5 6 7

Soc St 1 2 3 4 5

I QTF 1 2

**TITLE:** \_\_\_\_\_

#### **CONTENT TOPICS: (Complete all that apply)**

##### **Fundamentals of Fashion (F)**

- Performance Objective – F
  - Supporting Competency – F

##### **The Science of Fashion (SF)**

- Performance Objective – SF
  - Supporting Competency – SF

##### **Fashion Design and Illustration (FDI)**

- Performance Objective – FDI
  - Supporting Competency – FDI

##### **Fashion Marketing and Merchandising (FMM)**

- Performance Objective – FMM
  - Supporting Competency – FMM

##### **Apparel Construction (AC)**

- Performance Objective – AC
  - Supporting Competency – AC

##### **Global Perspective of Fashion (G)**

- Performance Objective – G
  - Supporting Competency – G

##### **Careers in Textiles, Fashion, and Apparel (C)**

- Performance Objective – C
  - Supporting Competency – C

**TITLE:** \_\_\_\_\_

**GOAL:**

**STRATEGY:**

**ASSESSMENT (Attach rubric):**

**Appendix B**  
**The Fashion Industry**  
**PERFORMANCE OBJECTIVES AND SUPPORTING COMPETENCIES**

**A. Fundamentals of Fashion**

**F.1 Determine the basic concepts related to the study of textiles, fashion and apparel**

- F.1.1 Identify and explain terminology commonly used in the textile, fashion and apparel fields
- F.1.2 Explain how fashion has reflected social, cultural, political, economic and technological changes throughout history
- F.1.3 Discuss major changes in the fashion industry throughout history
- F.1.4 Describe the stages and time spans of fashion cycles

**F.2 Name and describe the well-known international and domestic fashion centers and designers**

- F.3.1 Identify and discuss the role of international and domestic fashion centers
- F.3.2 Examine the design collections of well-known fashion designers
- F.3.3 Give examples of how designers have influenced ready-to-wear apparel

**B. The Science of Fashion**

**SF.1 Evaluate fiber and textile products and materials**

- SF.1.1. Apply appropriate terminology for identifying, comparing and analyzing the most common generic textile fibers
- SF.1.2 Explain production processes for creating fibers, yarn, woven, and knit fabrics, and non-woven textile products
- SF.1.3. Evaluate performance characteristics of textile fiber and fabrics
- SF.1.4 Analyze the effects of textile characteristics on design, construction, care, use, and maintenance of apparel
- SF.1.5 Summarize textile legislation, standards, and labeling in the global economy
- SF.1.6 Apply appropriate procedures for care of textile fibers and fabrics

**SF.2 Research innovative textile fibers, fabrics and finishes**

- SF.2.1 Analyze how the properties of new fibers, fabrics, and finishes impact the design, construction, performance, and care of apparel
- SF.2.2 Research fibers/textiles that take in consideration ecological and/or environmental trends and issues

**C. Fashion Design and Illustration**

**FDI.1 Demonstrate fashion design skills**

- FDI.1.1 Name and describe the steps of the fashion design process
- FDI.1.2 Acquire skills necessary to draw a simple fashion figure based on appropriate body shapes and proportions
- FDI.1.3 Identify silhouettes in current fashion and recognize silhouettes as a starting point for design
- FDI.1.4 Apply elements and principles of design to design apparel and fashion accessories

- FDI.1.5 Communicate design ideas in a fashion sketch through garment details, silhouettes, and color theory
- FDI.1.6 Apply basic and complex color schemes and color theory to develop and enhance visual effects
- FDI.1.7 Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance
- FDI.1.8 Demonstrate ability to use current technology for apparel and fashion design

**FDI.2 Demonstrate fashion illustration skills**

- FDI.2.1 Render textures, patterns and hands (weight) in fashion designs
- FDI.2.1 Select and portray appropriate fabrics through rendering

**D. Fashion Marketing and Merchandising**

**FMM.1 Evaluate elements of apparel and fashion marketing**

- FMM.4.1 Distinguish between marketing and merchandising
- FMM.4.2 Identify different research methods, such as market studies and forecasting techniques, for marketing apparel and fashion products
- FMM.4.3 Explain fashion marketing and the fashion marketing chain
- FMM.4.4 Explain how technological, economic, and global factors influence fashion marketing
- FMM.4.5 Describe the impact the consumer has on fashion marketing, and how demographics determine target markets
- FMM.4.6 Apply marketing strategies for apparel and fashion products

**FMM.2 Evaluate elements of apparel, and fashion merchandising**

- FMM.2.1 Analyze ethical considerations for merchandising apparel and fashion products
- FMM.2.2 Identify external factors that influence merchandising
- FMM.2.3 Critique various methods for promoting apparel and fashion products
- FMM.2.4 Analyze current technology and trends that impact fashion marketing and merchandising

**E. Apparel Construction**

**AC.1 Demonstrate skills needed to produce, alter, or repair apparel and fashion accessories**

- AC.1.1. Demonstrate skills in using a variety of equipment, tools, and supplies for constructing, altering, repairing, redesigning, and/or recycling of apparel and fashion accessories
- AC.1.2. Analyze current technology and trends that facilitate production of apparel and fashion products
- AC.1.3. Analyze the cost of constructing, manufacturing, altering, or repairing apparel and fashion products

**F. Global Perspectives of Fashion**

**G.1 Explain the relationship between the economic climate of global communities, and textiles and apparel**

- G.1.1. Identify laws and regulations affecting trade

- G.1.2. Describe current trends in the textile, fashion, and apparel industries
- G.1.3. Compare the pros and cons of sourcing and off-shore production
- G.1.4. Describe unethical practices associated with sweatshops producing counterfeit fashion

**G.2 Examine current global issues in textiles and apparel**

- G.2.1. Describe ways the fashion industry has responded to concerns about its effect on the environment
- G.2.2. Identify laws and regulations affecting fashion and its effect on the environment
- G.2.3. Advocate and take effective action to improve apparel availability and/or resources in global communities

**G. Careers in Textiles, Fashion and Apparel Performance Objective 1**

**C.1 Analyze career paths within the textile, fashion, apparel and design industries**

- C.1.1. Explain the roles and functions of individuals in textiles, fashion, apparel and design careers
- C.1.2. Analyze opportunities for employment and entrepreneurial endeavors
- C.1.3. Summarize education, training requirements and opportunities for careers in the textiles, fashion and apparel field
- C.1.4. Analyze the effects of textiles and apparel careers on local, state, national and global economies

**C.2 Integrate the knowledge, skills, and practices required for careers in textiles, fashion, and apparel, and evaluate personal suitability for these careers**

- C.2.1. Evaluate and match personal characteristics to suitable career choices in the textile, fashion and apparel field
- C.2.2. Consider the impact of career choices on one's lifestyle and identify careers compatible with one's own lifestyle preferences

**C.3 Identify and analyze the benefits of professional organizations and professional networking on securing a job and on career success**

- C.3.1. Identify and analyze the role of professional organizations in textiles, fashion, and apparel industries
- C.3.2. Utilize professional networking in order to learn about a specific career from a professional in the field
- C.3.3. Create a resume and career portfolio to use when applying for internships, work-based opportunities, and employment in the textiles, fashion, and apparel field

**C.4 Based on current global and technological trends students will attempt to predict possible future careers in textiles, fashion and apparel**

- C.4.1. Predict future careers in textiles, fashion, apparel, and design based on current research

## **Appendix C**

### **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.

(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.

(Managing Information) Students will access and use information obtained from other people, community resources, and computer networks.

(Managing Resources) Students will use resources to successfully carry out a planned activity.

## **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.

(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.

(Managing Information) Students will access and use information obtained from other people, community resources, and computer networks.

(Managing Resources) Students will use resources to successfully carry out a planned activity.

## **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.



