

Family and Consumer Sciences
Grades 9-12

Clothing and Textiles CORE



The University of the State of New York
The State Education Department
Office of Curriculum and Instructional Support
Albany, New York 12234
2020 Update

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.

Arts Standards Crosswalk Update Team 2020

Denise Bourdeau	North Colonie Central School, Latham
Deborah Hall	Cobleskill-Richmondville Central Schools, Cobleskill
Dawn Mastroianni	CTE Technical Assistance Center of New York, Rexford
Rosemarie Posillico	CTE Technical Assistance Center of New York, Rexford
Dawn Preston	Cheektowaga Central School District, Cheektowaga
Dr. Constance Spohn	CTE Technical Assistance Center of New York, Rexford
Shawna Strenfel	Suffern Central Schools, Suffern
Rebekah Stoll	Valley Central Schools, Montgomery
Catherine Winston	North Tonawanda City Schools, North Tonawanda
Kelli Grab	New York State Education Department, Albany
Michael LaMastra	New York State Education Department, Albany

Core Curriculum Writing Team 2006

Doreen Cechnicki	Schenectady City Schools, Schenectady
Ann Coleman	Niskayuna Central Schools, Niskayuna
Kimberly Dehart	Albany City Schools, Albany
Deborah Hall	Cobleskill-Richmondville Central Schools, Cobleskill
Rosanna Frank	Brewster Central School District, Brewster, retired
Sheryl Garofano	North Syracuse School District, Cicero
Jane Hawkins	Fayetteville-Manilus Central Schools, Manilus
Karen Koeppel	West Seneca Central Schools, West Seneca
Theresa Phillips	Oneida Central School District, Oneida, retired
Rosemarie Posillico	Burnt Hills-Ballston Lake Central Schools, Glenville
Charlene Reagan	Mamaroneck Union Free School District, Mamaroneck

Valerie Roth
Cynthia Rundblad
Eleanor Sicluna
Sally Taibe
Claudia Visalli
Shirley Ware
Lorraine Williams-Clark

North Syracuse School District, Cicero
Duanesburg Central School, Delanson
Albany City Schools, Albany
Warrensburg Central Schools, Warrensburg
Whitesboro Central Schools, Yorkville
North Syracuse School District, Cicero
Albany City Schools, Albany

Dawn B. Scagnelli

New York State Education Department, Albany

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. Students who successfully complete the Clothing and Textiles CORE, along with the Housing and Environment CORE, satisfy the one-unit Fine Arts graduation requirement (See Appendix A).

Clothing and Textiles CORE is one of the courses in the Family and Consumer Sciences Textiles and Design Learning Strand. Courses in the Textiles and Design Learning Strand include:

- Clothing and Textiles CORE
- Housing and Environment CORE
- The Fashion Industry
- Clothing Production
- Interior Design
- Home Furnishings

Clothing and Textiles CORE can be combined with other courses in this strand to create the content for a NYS Approved CTE program (see <http://www.p12.nysed.gov/cte/ctepolicy/>).

NYS Approved CTE programs offer students:

- an opportunity to apply academic concepts to real-world situations;
- preparation for industry-based assessments or certifications;
- the opportunity to earn college credit or advanced standing while still in high school;
- work-based learning opportunities where students demonstrate mastery of skills essential in the workplace;
- an avenue for meeting requirements of the CTE graduation pathway; and
- an opportunity to earn a technical endorsement on their diplomas.

Family and Consumer Sciences courses promote 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. In addition, Clothing and Textiles CORE meets commencement level New York State Standards for the (Visual) Arts. Family and Consumer Sciences courses are also aligned with the National Family and Consumer Sciences Learning Standards (see <http://www.nasafacs.org/national-standards-and-competencies.html>).

Like all high school CTE courses, Clothing and Textiles CORE encourages student application of academic content, acquisition of technical skills, and demonstration of employability skills (life/career abilities). 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.

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 Clothing and Textiles CORE

Clothing and Textiles CORE is one of the foundational courses in the Family and Consumer Sciences Textiles and Design Learning Strand. 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 Clothing and Textiles CORE course is a suggested prerequisite for all other courses in the Textiles and Design learning strand. The Clothing and Textiles CORE course has been designed as a twenty-week (one semester) course.

1. 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.

2. How is the Clothing and Textiles CORE course organized?

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 followed by:

- The Standards Connections
- Key Ideas
- A Rationale
- Performance Objectives and Supporting Competencies

Academic skills and employability skills (life/career abilities) are not to be taught separately but rather embedded throughout the course using the focus of essential questions.

3. 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 can be attained. It also addresses the New York State Commencement Level Learning Standards for Career and Occupational Studies. Clothing and Textiles CORE content topics align with the National Standards for Family and Consumer Sciences.

The New York State Standards for the (Visual) Arts are a focus of this curriculum. Students who successfully complete the Clothing and Textiles CORE, along with the Housing and Environment CORE, satisfy the one-unit Fine Arts graduation requirement (See Guide for Administrators and School Counselors at <http://www.p12.nysed.gov/cte/policy/>).

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

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.

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

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 (Visual) Arts. Teachers should develop learning experiences that are aligned with these standards.

Strategies could include, but are not limited to:

- Applied Academics
- Demonstrations
- Experiments
- FCCLA activities
- Group discussions
- Group problem solving
- Interviews
- Laboratory experiences
- Library research
- Multi-age activities
- Projects
- Scenarios
- Shadowing

Appropriate technology should be incorporated into any selected strategy.

It is recommended that the course be delivered within a laboratory setting and involve a minimum of 75% hands-on instruction. 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>

Providing student access to other school staff (e.g., school counselors, school nurses, librarians, special education teachers, etc.) and community members will strengthen their network of academic and personal support.

6. How can special needs students succeed in Clothing and Textiles CORE?

Students with special needs are included in Clothing and Textiles CORE. Family and Consumer Sciences 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 teachers assess student achievement in Clothing and Textiles CORE?

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:

- Authentic assessments
- Laboratories
- Tests and quizzes
- Projects
- Math computations
- Public speaking
- Written reflections
- Portfolio
- Scenarios

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

In addition to strong academic achievement, positive youth development is essential in educating youth today. Projects, leadership opportunities, and service learning experiences through Family, Career and Community Leaders of America (FCCLA) enhance the content topics of the Family and Consumer Sciences curricula. Students have the advantage of a practical forum to demonstrate leadership skills in an action-oriented format and have the potential for recognition of their achievement at the local, state, and national levels.

Course: Clothing and Textiles CORE

Content Topics

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 - Learning Experience Template

Appendix C - Compilation of Performance Objectives and Supporting Competencies

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 Arts Standard (Visual Arts) 1, 2, 7, 8, 9, 11

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 (Visual Arts) Anchor Standard 1 – Generate and conceptualize artistic ideas and work

NYS Arts (Visual Arts) Anchor Standard 2 – Organize and develop artistic ideas and work

NYS Arts (Visual Arts) Anchor Standard 7 – Perceive and analyze artistic work

NYS Arts (Visual Arts) Anchor Standard 8 – Interpret meaning in artistic work

NYS Arts (Visual Arts) Anchor Standard 9 – Apply criteria to evaluate artistic work

NYS Arts (Visual Arts) Anchor Standard 11 – Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future

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?*

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 Arts Standards (Visual Arts) Anchor Standards 5, 6, 7, 8, 9, 10, and 11

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 (Visual Arts) Anchor Standard 5 - Develop and refine artistic techniques and work for presentation

NYS Arts (Visual Arts) Anchor Standard 6 - Convey meaning through the presentation of artistic work

NYS Arts (Visual Arts) Anchor Standard 7 - Perceive and analyze artistic work

NYS Arts (Visual Arts) Anchor Standard 8 - Interpret meaning in artistic work

NYS Arts (Visual Arts) Anchor Standard 9 - Apply criteria to evaluate

artistic work

NYS Arts (Visual Arts) Anchor Standard 10 - Relate and synthesize knowledge and personal experiences to inspire and inform artistic work

NYS Arts (Visual Arts) Anchor Standard 11 - Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future

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. Apparel Decisions and Personal Appearance (AD) *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 Arts Standards (Visual Arts) Anchor Standards 6, 7, and 11

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 (Visual Arts) Anchor Standard 6 - Convey meaning through the presentation of artistic work

NYS Arts (Visual Arts) Anchor Standard 7 - Perceive and analyze artistic work

NYS Arts (Visual Arts) Anchor Standard 11 - Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future

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. Elements of Design (ED) *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 Arts (Visual Arts) Anchor Standards 1, 2, 4, 5, 7, 10, 11

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 (Visual Arts) Anchor Standard 1 - Generate and conceptualize artistic ideas and work
- NYS Arts (Visual Arts) Anchor Standard 2 – Organize and develop artistic ideas and work
- NYS Arts (Visual Arts) Anchor Standard 4 – Analyze, interpret, and select artistic work for presentation

NYS Arts (Visual Arts) Anchor Standard 5 – Develop and refine artistic techniques and work for presentation

NYS Arts (Visual Arts) Anchor Standard 7 – Perceive and analyze artistic work

NYS Arts (Visual Arts) Anchor Standard 10 – Synthesize and relate knowledge and personal experiences to make art

NYS Arts (Visual Arts) Anchor Standard 11 – Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

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 Arts (Visual Arts) Anchor Standards 1, 2, 4,5, 7, 10, 11

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 (Visual Arts) Anchor Standard 1 - Generate and conceptualize artistic ideas and work

NYS Arts (Visual Arts) Anchor Standard 2 – Organize and develop artistic ideas and work

NYS Arts (Visual Arts) Anchor Standard 4 – Analyze, interpret, and select artistic work for presentation

NYS Arts (Visual Arts) Anchor Standard 5 – Develop and refine artistic techniques and work for presentation

NYS Arts (Visual Arts) Anchor Standard 7 – Perceive and analyze artistic work

NYS Arts (Visual Arts) Anchor Standard 10 – Synthesize and relate knowledge and personal experiences to make art

NYS Arts (Visual Arts) Anchor Standard 11 – Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

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 Arts Standards (Visual Arts) 1, 2, 3, 4, 5, 10, 11

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 (Visual Arts) Anchor Standard 1 - Generate and conceptualize artistic ideas and work

NYS Arts (Visual Arts) Anchor Standard 2 - Organize and develop artistic ideas and work

NYS Arts (Visual Arts) Anchor Standard 3 - Refine and complete artistic work

NYS Arts (Visual Arts) Anchor Standard 4 - Select, analyze, and interpret artistic work for presentation

NYS Arts (Visual Arts) Anchor Standard 5 - Develop and refine artistic techniques and work for presentation

NYS Arts (Visual Arts) Anchor Standard 10 - Relate and synthesize knowledge and personal experiences to inspire and inform artistic work

NYS Arts (Visual Arts) Anchor Standard 11 – Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

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. Equipment and Textile Selection (ETS) *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 Arts (Visual Arts) Anchor Standards 1, 2, and 3

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 (Visual Arts) Anchor Standard 1 - Generate and conceptualize artistic ideas and work

NYS Arts (Visual Arts) Anchor Standard 2 - Organize and develop artistic ideas and work

NYS Arts (Visual Arts) Anchor Standard 3 - Refine and complete artistic work

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

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 Arts (Visual Arts) Anchor Standards 1, 2, and 3.

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 (Visual Arts) Anchor Standard 1 - Generate and conceptualize artistic ideas and work

NYS Arts (Visual Arts) Anchor Standard 2 - Organize and develop artistic ideas and work

NYS Arts (Visual Arts) Anchor Standard 3 - Refine and complete artistic work

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 Arts (Visual Arts) Anchor Standards 2, 5, 6, 10, 11

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 (Visual Arts) Anchor Standard 2 – Organize and develop artistic ideas and work

NYS Arts (Visual Arts) Anchor Standard 5 – Develop and refine artistic techniques and work for presentation

NYS Arts (Visual Arts) Anchor Standard 6 – Convey meaning through the presentation of artistic work

NYS Arts (Visual Arts) Anchor Standard 10 – Synthesize and relate knowledge and personal experiences to make art

NYS Arts (Visual Arts) Anchor Standard 11 – Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

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 Arts (Visual Arts) Anchor Standards 2, 6, 7, 8, 8, 10, and 11

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 (Visual Arts) Anchor Standard 2 - Organize and develop artistic

ideas and work

NYS Arts (Visual Arts) Anchor Standard 6 – Convey meaning through the presentation of artistic work

NYS Arts (Visual Arts) Anchor Standard 7 – Perceive and analyze artistic work

NYS Arts (Visual Arts) Anchor Standard 8 – Interpret meaning in artistic work

NYS Arts (Visual Arts) Anchor Standard 9 – Apply criteria to evaluate artistic work

NYS Arts (Visual Arts) Anchor Standard 10 – Relate and synthesize knowledge and personal experiences to inspire and inform artistic work

NYS Arts (Visual Arts) Anchor Standard 11 – Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future

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?*

Standards Connections

Career Pathways 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 Arts (Visual Arts) Anchor Standards 10 and 11

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 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 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 (Visual Arts) Anchor Standard 10 – Relate and synthesize knowledge and personal experiences to inspire and inform artistic work

NYS Arts (Visual Arts) Anchor Standard 11 – Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future

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	NYS Visual Arts Anchor Standards	Sample Integrated Activities
A. Culture, History and Fashion Cycles (CHF)	CDOS Learning Standard 3b - Arts and Humanities Key Ideas 1, 2	1, 2, 7, 8, 9, 10, 11	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	5, 6, 7, 8, 9, 10, 11	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	6, 7, 11	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, 2, 4, 7, 8, 9, 10	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, 2, 4, 7, 8, 9, 10	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, 2, 3, 4, 5, 10, 11	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	1, 2, 3	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, 2, 3	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, 6, 7, 8, 9, 10, 11	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	10, 11	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.
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.

High School FACS Learning Experience Title: Educator: Length of Lesson: day (minute periods) Grade Level(s):	FACS Learning Strand: FACS Course: Content Topic: Date Created:
--	--

PLANNING			
Curriculum Goal			
Essential Question(s)			
National Standards			
NYS Standards			
Learning Objectives			
Vocabulary	Academic	Content	
Materials and Resources			
INSTRUCTION	What will the teacher do?	What will the students do?	How much time for each activity?
Pre-assessment			
Do-now/Hook			
Procedure for Instruction/ Learning Activities			
Differentiation			
Closure			
ASSESSMENT			
Academic Skills			
Technical Skills			
Employability Skills (Life/Career Abilities)	See Life/Career Abilities Rubric Tool at https://nyctecenter.org/instruction/life-career-abilities		

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)

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)

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

