

# **Family and Consumer Sciences**

**Grades 9-12**



## **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.

## **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

# 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:

- x The Standards Connections
- x Key Ideas
- x A Rationale
- x 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?**

& OR WKLQJ LV DQ LPSRUWDQW SDUW RI D SHUVRQ¶V LPDJH 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:

- x Authentic assessments
- x Laboratories
- x Tests and quizzes
- x Projects
- x Math computations
- x Public speaking
- x Written reflections
- x 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:

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





**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**

**B**

**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**







**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



## **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





**The Fashion Industry  
BEST PRACTICES TEMPLATE**

NYS

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

GOAL :

STRATEGY :

ASSESSMENT (Attach rubric): \_\_\_\_\_



- 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



- 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. & RQVLGHU WKH LPSDFW RI FDUHHU FKRLFHV RQ  
FRPSDWLEOH ZLWK RQH¶V RZQ OLIHVW\OH SUHI

**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



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

## **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.
  - x Verbal
  - x Nonverbal
- C.1.4 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
- C.1.5





C. **Management Skills (M)** How can I develop effective management skills in order to achieve goals

(Personal Qualities) Students will develop competence in self-management and the ability



- 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, i0(to00912 0 612 792 reW(\* steps se)3(qu

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, housinm reW\*ñBT/F1 12 Tf1 0 0 1 144.C

**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**

## **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.



