

**STATE SKILL STANDARDS  
FASHION, TEXTILES AND DESIGN**

**Career & Technical Education**

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*Skills for Employment & Lifelong Learning*



Prepared by:

Office of Career, Technical, and Adult Education  
Nevada Department of Education  
700 E. Fifth Street  
Carson City, NV 89701

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## **ACKNOWLEDGEMENTS**

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Fashion, Textiles and Design Instructors:

- Rene Crepaldi Campbell, Team Facilitator, Reed High School, Sparks
- Glenna Gaudy, Member, Foothill High School, Henderson
- Victoria Green-Jobe, Member, Rancho High School, North Las Vegas
- Susan Hatch, Member, Shadow Ridge High School, Las Vegas
- Julianne Moen, Member, Beatty High School, Beatty
- Shannon Sheldon, Member, Las Vegas High School, Las Vegas
- Loree Smith, Member, Mineral County High School, Hawthorne
- Karen Chessell, Consultant Family and Consumer Sciences, Nevada Department of Education

## **Vision**

Students meeting the Fashion, Textiles and Design Standards will develop skills that prepare them for family and community life and a profession in the fashion industry.

## **Mission**

The mission of Fashion, Textiles and Design Education is to prepare students for family and community life and careers in the fashion industry by creating opportunities to develop the knowledge, skills, attitudes and behaviors needed to:

- ✓ Examine skills needed to effectively manage clothing decisions.
- ✓ Evaluate the use, care and production of fibers, fabrics and textiles.
- ✓ Integrate knowledge, skills and practices in clothing and textile construction.
- ✓ Develop skills needed in the field of fashion merchandising.
- ✓ Analyze career paths within the fashion, textiles and design fields.
- ✓ Achieve competence in workplace readiness, career development and lifelong learning.

The Fashion, Textiles and Design Standards were developed with state involvement from local education agencies. Career and Technical Education Directors at the secondary and postsecondary level were mailed nomination forms. Member and facilitator selection was based on the nominations received by the Office of Career, Technical, and Adult Education. Members of the Fashion, Textiles and Design Writing team represent rural and urban areas as well as diverse teaching assignments.

After the standards were written, community stakeholders were asked to provide feedback by reviewing the standards at various locations across the state. Based on information gathered during these sessions, standards were revised as necessary. Finally, the standards were presented and approved by the Nevada State Board for Career and Technical Education.

Due to the differences in facilities and equipment across the state, it is recommended that Fashion, Textiles and Design students have the opportunity to practice their skills in a fashion industry setting.

Adaptability and accessibility are important elements of the Nevada Fashion, Textiles and Design Standards. The standards apply to all students, regardless of age, gender, cultural or ethnic background, disabilities, aspirations, interests or motivations. The Fashion, Textiles and Design Standards format consists of three levels: the content standard; the performance standard; and performance indicators. The Fashion, Textiles and Design Standards include competency-based, conceptual and process perspectives.

The content standard provides a broad description to assist individuals in understanding the content of the area. This standard is designed to provide a general description and overall direction.

The performance standard is directly related to the body of knowledge, skills and practices of fashion, textiles and design. The verbs for performance standards are written in action form.

The performance indicator further defines the knowledge, skills and practices of the performance standard and provides the basis for measurement criteria. They are composed of action verbs and the contents that should be acted upon.

This document is designed to integrate the Fashion, Textiles and Design Standards with employability and academic standards. Each set of Fashion, Textiles and Design Standards have been cross-walked with the Nevada Academic Standards for English Language Arts, Mathematics, and Science.

As districts revise, update and develop fashion, textiles and design programs and courses, the Fashion, Textiles and Design Standards will be used to design curriculum, course sequence and delivery systems to meet the requirements of the fashion industry. It is anticipated that fashion, textiles and design courses across the state will be aligned with the standards to provide a consistent rigorous curriculum in which students will gain knowledge and skills to be successful in the fashion industry.

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**Fashion, Textiles and Design**

**Content Standard 1.0: Career Exploration - Analyze career paths within the fashion, textile and design fields.**

<b>Performance Standard 1.1: Describe the history, traditions and current trends in the fashion, textile and/or design industries.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Analyze future trends in the fashion, textile and/or design industries.</li> <li>• Participate in a career technical student organization by entering a competitive event.</li> </ul>
<b>MEETS STANDARD</b>	<p>1.1.1 Research current trends in the fashion, textile and/or design industries using current technology.</p> <p>1.1.2 Describe historical trends in the fashion, textile and/or design industries.</p> <p>1.1.3 Examine historical fashion products, i.e., museums, vintage clothing stores, personal collections, etc.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Describe current trends in the fashion, textile and/or design industries.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 3.12.7, 4.12.4, 5.12.7

## Fashion, Textiles and Design

**Content Standard 1.0: Career Exploration - Analyze career paths within the fashion, textile and design fields.**

<b>Performance Standard 1.2: Analyze career paths and opportunities in the fashion, textile and/or design industries.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Analyze steps required to achieve professional goals.</li> <li>Develop a professional portfolio.</li> <li>Participate in a career technical student organization by entering a competitive event.</li> </ul>
<b>MEETS STANDARD</b>	<p>1.2.1 Explore career opportunities in the fashion, textile and/or design industries, utilizing technology.</p> <p>1.2.2 Develop job descriptions for the fashion, textile and/or design industries.</p> <p>1.2.3 Analyze the future employment outlook in the fashion, textile and/or design industries.</p> <p>1.2.4 Develop personal professional goals.</p> <p>1.2.5 Perform different jobs/tasks in the fashion, textile and/or design industries.</p> <p>1.2.6 Determine preparation requirements for various levels of employment in a variety of fashion, textile and/or design industries.</p> <p>1.2.7 Determine how interests, abilities, personal priorities, and family responsibilities affect career choices.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>Identify jobs in the fashion, textile and/or design industries.</li> <li>Compare rewards and demands for various levels of employment in a variety of careers.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 2.12.1, 3.12.7, 4.12.7, 5.12.3, 5.12.7, 8.12.2



**Fashion, Textiles and Design**

**Content Standard 1.0: Career Exploration - Analyze career paths within the fashion, textile and design fields.**

<b>Performance Standard 1.3: Explore opportunities for entrepreneurial endeavors in the fashion, textile and/or design industries.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Assess characteristics needed to be a successful entrepreneur.</li> <li>• Formulate contingency plans for solving business-related problems.</li> <li>• Develop a business plan.</li> <li>• Participate in a career technical student organization by entering a competitive event.</li> <li>• Participate in a school-based business.</li> </ul>
<b>MEETS STANDARD</b>	<p>1.3.1 Describe entrepreneurial opportunities in the fashion, textile and/or design industries.</p> <p>1.3.2 Explain the characteristics of a successful entrepreneur.</p> <p>1.3.3 Identify the advantages and disadvantages of owning a business.</p> <p>1.3.4 Identify the components of a business plan.</p> <p>1.3.5 Utilize the Internet to research the legal requirements and resources needed for starting a business.</p> <p>1.3.6 Apply the problem-solving process to resolve a business problem.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify the characteristics of a successful entrepreneur.</li> <li>• Describe the relationship between an employer and employee.</li> <li>• Describe the problem-solving process.</li> <li>• Investigate entrepreneurial opportunities in the fashion, textile and/or design industries.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 2.12.1, 2.12.2, 2.12.3, 5.12.7, 6.12.9, 8.12.4

## Fashion, Textiles and Design

### Content Standard 1.0 Career Exploration - Analyze career paths within the fashion, textile and design fields.

Performance Standard 1.4: Examine educational opportunities for careers in the fashion, textile and/or design industries.	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Utilize the Internet to research postsecondary educational opportunities in the fashion, textile and/or design industries.</li> <li>• Visit a technical/trade school, community college or university to explore educational opportunities in the fashion, textile and/or design industries.</li> <li>• Participate in a career technical student organization by entering a competitive event.</li> </ul>
<b>MEETS STANDARD</b>	<p>1.4.1 Utilize the Internet to research and evaluate postsecondary educational programs that enhance career advancement, promote lifelong learning and that lead to high-skill, high-wage, high-demand jobs.</p> <p>1.4.2 Participate in college fairs, campus visits or consult a college recruiter.</p> <p>1.4.3 Complete the postsecondary education application process.</p> <p>1.4.4 Complete the financial aid process.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Describe the need for postsecondary education and training.</li> <li>• List the benefits of postsecondary education and training.</li> <li>• Identify types of postsecondary programs, i.e., technical/trade schools, community colleges, universities, etc.</li> <li>• Identify types of financial aid, i.e., grants, loans, scholarships, etc.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 5.12.7

**Fashion, Textiles and Design**

**Content Standard 1.0: Career Exploration - Analyze career paths within the fashion, textile and design fields.**

<b>Performance Standard 1.5: Examine the impact of local, state, national and global economies on fashion, textiles and design occupations.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Anticipate future impact of local, state, national and global economies on fashion, textiles and design occupations.</li> </ul>
<b>MEETS STANDARD</b>	<p>1.5.1 Differentiate between local, state, national and global economies.</p> <p>1.5.2 Utilize the Internet to research a period of economic growth or downsizing and the impact on fashion, textiles and design occupations.</p> <p>1.5.3 Examine the effects of economics on fashion, textiles and design occupations.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Define local, state, national and global economies.</li> <li>• Describe a period of economic growth or downsizing and the impact on fashion, textiles and design occupations.</li> </ul>

Nevada Academic Standards Correlation:  
 Language Arts: 1.12.3, 2.12.1, 3.12.7, 5.12.7

## Fashion, Textiles and Design

**Content Standard 2.0: Clothing and Apparel - The student will examine skills needed to effectively manage clothing decisions.**

<b>Performance Standard 2.1: Analyze how clothing satisfies physical, social and psychological needs.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Develop a wardrobe plan based on a physical, social or psychological need.</li> <li>Participate in a career technical student organization by entering a competitive event.</li> </ul>
<b>MEETS STANDARD</b>	<p>2.1.1 Describe personal clothing needs and wants.</p> <p>2.1.2 Differentiate between physical, social and psychological needs.</p> <p>2.1.3 Describe cultural, political, social and economic factors that influence clothing choices.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>Identify the difference between needs and wants.</li> <li>Recognize that culture, politics, society and economics influence clothing choices.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 1.12.3, 8.12.2

**Fashion, Textiles and Design**

**Content Standard 2.0: Clothing and Apparel - The student will examine skills needed to effectively manage clothing decisions.**

<b>Performance Standard 2.2: Describe how history influences clothing decisions.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Critique fashion products as they relate to classics and fads.</li> <li>• Identify the impact of influential designers throughout history.</li> <li>• Participate in a career technical student organization by entering a competitive event.</li> </ul>
<b>MEETS STANDARD</b>	<p>2.2.1 Describe the stages in the fashion cycle.</p> <p>2.2.2 Differentiate between a classic and a fad.</p> <p>2.2.3 Describe the evolution of fashion through history.</p> <p>2.2.4 List influential designers throughout history.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Define the fashion cycle.</li> <li>• Define a classic and a fad.</li> <li>• Recognize the role of the designer.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 1.12.3, 8.12.2

**Fashion, Textiles and Design**

**Content Standard 2.0: Clothing and Apparel - The student will examine skills needed to effectively manage clothing decisions.**

<b>Performance Standard 2.3: Analyze factors that influence consumer choices in purchasing.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Recommend appropriate apparel for various occasions and activities within a given budget.</li> </ul>
<b>MEETS STANDARD</b>	<p>2.3.1 Demonstrate the ability to effectively comparison shop.</p> <p>2.3.2 Utilize the Internet to research options regarding clothing selection.</p> <p>2.3.3 Develop an apparel budget.</p> <p>2.3.4 Compare and contrast various clothing sources, i.e., ready-to-wear, custom-made, recycled, etc.</p> <p>2.3.5 Utilize current software programs to assist in making wardrobe decisions.</p> <p>2.3.6 Select apparel according to physical characteristics, i.e., body type, hair color, skin tone, etc.</p> <p>2.3.7 Select appropriate apparel for various occasions and activities, i.e., professional, social, and casual, etc.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify the importance of comparison-shopping.</li> <li>• Explain the importance of developing an apparel budget.</li> <li>• Recognize various clothing sources, i.e., ready-to-wear, custom-made, recycled, etc.</li> <li>• Identify physical characteristics that affect apparel choices.</li> <li>• Recognize the importance of selecting apparel according to physical characteristics, occasions and activities.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 1.12.3, 2.12.1, 4.12.7, 5.12.7, 6.12.6

Math: 1.12.8, 3.12.4

## Fashion, Textiles and Design

**Content Standard 2.0: Clothing and Apparel - The student will examine skills needed to effectively manage clothing decisions.**

<b>Performance Standard 2.4: Develop a wardrobe plan.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Apply the principles of wardrobe planning to develop wardrobe plans for others.</li> <li>• Evaluate clothing for safety, quality and function.</li> <li>• Participate in a career technical student organization by entering a competitive event.</li> </ul>
<b>MEETS STANDARD</b>	<p>2.4.1 Apply the principles of wardrobe planning to develop a personal wardrobe plan.</p> <p>2.4.2 Utilize a personal budget for wardrobe planning.</p> <p>2.4.3 Demonstrate skills needed to recycle and repair apparel.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Describe the benefits of a well-planned and organized wardrobe.</li> <li>• Complete a personal wardrobe evaluation.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 4.12.7, 5.12.7

Math: 1.12.8, 3.12.4

Science: E12C4

## Fashion, Textiles and Design

**Content Standard 2.0: Clothing and Apparel - The student will examine skills needed to effectively manage clothing decisions.**

<b>Performance Standard 2.5 Analyze consumer rights and responsibilities.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Locate information related to consumer products and rights.</li> <li>• Describe state and federal policies and laws that provide consumer protection.</li> <li>• Identify effects of legislation on consumer rights.</li> <li>• Recommend procedures used to seek information related to consumer products and rights.</li> </ul>
<b>MEETS STANDARD</b>	<p>2.5.1 Identify consumer responsibilities when making purchases.</p> <p>2.5.2 Demonstrate the ability to effectively communicate consumer concerns.</p> <p>2.5.3 Describe the effectiveness of various advertising tactics and techniques.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify consumer rights and responsibilities.</li> <li>• Locate consumer protection agencies.</li> </ul>

Nevada Academic Standards Correlation:  
Language Arts: 4.12.7, 5.12.7, 8.12.2



## Fashion, Textiles and Design

**Content Standard 3.0: Construction - The student will integrate knowledge, skills and practices in clothing and textile construction to complete a fashion product.**

<b>Performance Standard 3.1: Demonstrate proper use and care of sewing equipment.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to troubleshoot and repair computerized and standard sewing equipment.</li> <li>• Demonstrate the ability to operate an industrial sewing machine.</li> <li>• Participate in a career technical student organization by entering a competitive event.</li> </ul>
<b>MEETS STANDARD</b>	<p>3.1.1 Demonstrate independent use and care of a computerized sewing machine.</p> <p>3.1.2 Demonstrate independent use and care of cutting, marking and measuring tools.</p> <p>3.1.3 Demonstrate independent use and care of pressing equipment, including commercial steamers, pants pressers, etc.</p> <p>3.1.4 Demonstrate independent use and care of a serger and/or overlock machine.</p> <p>3.1.5 Demonstrate independent use of other specialized sewing equipment, i.e., embroidery machines, blind hemmer, rotary cutters, etc.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Demonstrate guided use and care of a standard sewing machine.</li> <li>• Demonstrate guided use and care of cutting, marking and measuring tools.</li> <li>• Demonstrate guided use and care of pressing equipment.</li> <li>• Demonstrate guided use and care of a serger.</li> <li>• Demonstrate guided use of other specialized sewing equipment, i.e., embroidery machine, blind hemmer, etc.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 4.12.7

Math: 1.12.8

Science: N12A4

## Fashion, Textiles and Design

**Content Standard 3.0: Construction – The student will integrate knowledge, skills and practices in clothing and textile construction to complete a fashion product.**

<b>Performance Standard 3.2: Demonstrate skills required for pattern and fabric selection and preparation.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Design a commercial pattern envelope.</li> <li>• Instruct others on pattern and fabric selection and preparation.</li> <li>• Participate in a career technical student organization by entering a competitive event.</li> </ul>
<b>MEETS STANDARD</b>	<p>3.2.1 Select pattern for body type and size.</p> <p>3.2.2 Interpret information found on commercial patterns.</p> <p>3.2.3 Determine yardage requirements for a variety of fashion products.</p> <p>3.2.4 Select and purchase appropriate fabric and notions.</p> <p>3.2.5 Pre-wash, layout, pin and cut pattern based on fabric characteristics.</p> <p>3.2.6 Demonstrate ability to transfer pattern markings.</p> <p>3.2.7 Demonstrate ability to alter pattern for fit.</p> <p>3.2.8 Demonstrate the ability to draft a pattern.</p> <p>3.2.9 Utilize current software for pattern selection and pattern making.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Select pattern for body type and size with guidance.</li> <li>• Interpret information found on commercial patterns with guidance.</li> <li>• Select and purchase appropriate fabric and notions with guidance.</li> <li>• Pre-wash, layout, pin and cut pattern based on fabric characteristics with guidance.</li> <li>• Demonstrate ability to transfer pattern markings with guidance.</li> <li>• Demonstrate ability to alter pattern for fit with guidance.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 2.12.1, 4.12.7

Math: 1.12.8, 3.12.3

## Fashion, Textiles and Design

**Content Standard 3.0: Construction - The student will integrate knowledge, skills and practices in clothing and textile construction to complete a fashion product.**

<b>Performance Standard 3.3: Demonstrate appropriate construction techniques.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Construct a tailored garment.</li> <li>• Alter a ready-to-wear garment.</li> <li>• Demonstrate advanced design techniques such as draping and flat pattern design.</li> <li>• Research the impact of technology on construction techniques.</li> <li>• Construct a garment/product for a variety of end uses, i.e., special-needs clothing, children’s clothing, costumes, home décor, etc.</li> <li>• Participate in a career technical student organization by entering a competitive event.</li> </ul>
<b>MEETS STANDARD</b>	<p>3.3.1 Construct a variety of seams and seam finishes.</p> <p>3.3.2 Demonstrate various machine and hand stitching techniques.</p> <p>3.3.3 Demonstrate appropriate pressing techniques.</p> <p>3.3.4 Demonstrate the application of various closures.</p> <p>3.3.5 Construct a variety of garment features, i.e., collars, cuffs, sleeves, casing, pockets, waistbands, etc.</p> <p>3.3.6 Construct darts, pleats, tucks and gathers.</p> <p>3.3.7 Utilize software tutorials to assist in clothing construction.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Construct basic seams and seam finishes.</li> <li>• Demonstrate machine and hand-stitching techniques with guidance.</li> <li>• Explain the importance of pressing techniques.</li> <li>• Identify various closures and garment features.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 4.12.7

Math: 1.12.8, 3.12.3

## Fashion, Textiles and Design

**Content Standard 3.0: Construction - The student will integrate knowledge, skills and practices in clothing and textile construction to complete a fashion product.**

<b>Performance Standard 3.4: Utilize elements and principles of design.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Create a fashion product using the elements and principles of design.</li> <li>Participate in a career technical student organization by entering a competitive event.</li> <li>Use the elements and principles of design to embellish a fashion product with hand embroidery, beading, fabric painting, etc.</li> </ul>
<b>MEETS STANDARD</b>	<p>3.4.1 Utilize elements and principles of design in designing, constructing and/or altering a fashion product.</p> <p>3.4.2 Utilize the elements and principles of design to embellish a piece of fabric, i.e., hand embroidery, beading, fabric painting, etc.</p> <p>3.4.3 Examine ways in which color, fabric, texture and pattern can affect appearance.</p> <p>3.4.4 Utilize computer software to create a fashion product incorporating the elements and principles of design.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>Describe the elements and principles of design.</li> <li>Recognize that color, fabric, texture and pattern can affect appearance.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 2.12.1, 4.12.7

Math: 3.12.3

Science: N12A4

## Fashion, Textiles and Design

**Content Standard 3.0: Construction - The student will integrate knowledge, skills and practices in clothing and textile construction to complete a fashion product.**

<b>Performance Standard 3.5: Explore current technology and trends that facilitate production of textile products.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Investigate the use of technologically advanced sewing tools and equipment in industry.</li> <li>Develop and implement a business plan for technologically advanced sewing tools and equipment.</li> <li>Instruct others in the use of technologically advanced sewing tools and equipment.</li> <li>Participate in a career technical student organization by entering a competitive event.</li> </ul>
<b>MEETS STANDARD</b>	<p>3.5.1 Demonstrate the use of technologically advanced sewing tools and equipment, i.e., sewing computers, embroidery machines, sergers, pressing equipment, computer software, etc.</p> <p>3.5.2 Construct a fashion product using technologically advanced sewing tools and equipment.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>Describe technological advances in sewing tools and equipment.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 2.12.1, 2.12.3, 4.12.7

Science: N12A4

**Fashion, Textiles and Design**

**Content Standard 4.0: Textiles - The student will evaluate the use, care and production of fibers, yarns and fabrics.**

<b>Performance Standard 4.1: Identify and describe the performance characteristics of fibers, yarns and fabrics.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Research developments that enhance performance of fibers, yarns and fabrics.</li> </ul>
<b>MEETS STANDARD</b>	<p>4.1.1 Classify fibers, yarns and fabrics.</p> <p>4.1.2 Utilize a microscope to examine the physical properties of fibers, yarns and fabrics.</p> <p>4.1.3 Compare and contrast performance characteristics of fibers, yarns and fabrics.</p> <p>4.1.4 Demonstrate performance characteristics of fibers, yarns and fabrics.</p> <p>4.1.5 Utilize computer software to research performance characteristics of fibers, yarns and fabrics.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• List types of fibers, yarns and fabrics.</li> <li>• Identify performance characteristics of fibers, yarns and fabrics.</li> </ul>

Nevada Academic Standards Correlation:  
 Language Arts: 2.12.1, 5.12.7, 8.12.2  
 Science: N12A1, N12A2, N12A4, N12B4

## Fashion, Textiles and Design

**Content Standard 4.0: Textiles - The student will evaluate the use, care and production of fibers, fabrics and textiles.**

<b>Performance Standard 4.2: Examine processes for creating fibers, yarns and fabrics.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Utilize a custom fabric to create a fashion product.</li> <li>Investigate the professional design and manufacture of fibers, yarns and fabrics.</li> </ul>
<b>MEETS STANDARD</b>	<p>4.2.1 Compare and contrast natural and synthetic fibers.</p> <p>4.2.2 Describe different manufacturing processes of fibers, yarns and fabrics.</p> <p>4.2.3 Create a woven fabric.</p> <p>4.2.4 Create a non-woven fabric.</p> <p>4.2.5 Create a knitted fabric.</p> <p>4.2.6 Describe current trends and technology used in the production of fibers, yarns and fabrics.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>Classify natural and synthetic fibers.</li> <li>Identify different manufacturing processes of fibers, yarns and fabrics.</li> <li>Describe the differences between woven, non-woven and knitted fabrics.</li> <li>Identify current trends and technology used in the production of fibers, yarns and fabrics.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 2.12.1, 4.12.7, 5.12.7, 8.12.2

Math: 1.12.8, 3.12.3

Science: N12A4

**Fashion, Textiles and Design**

**Content Standard 4.0: Textiles - The student will evaluate the use, care and production of fibers, fabrics and textiles.**

<b>Performance Standard 4.3: Select appropriate care for textile products.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Recommend appropriate procedures for care of textile products.</li> <li>• Investigate commercial cleaning industries.</li> </ul>
<b>MEETS STANDARD</b>	<p>4.3.1 Comprehend and follow product care labels.</p> <p>4.3.2 Select appropriate fabric care products.</p> <p>4.3.3 Demonstrate appropriate fabric care procedures, i.e., stain removal, pressing, and storage.</p> <p>4.3.4 Demonstrate use and care of washing machine and dryer.</p> <p>4.3.5 Differentiate between wet and dry cleaning methods.</p> <p>4.3.6 Differentiate between home and commercial cleaning methods.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Describe the importance of care labels.</li> <li>• Identify basic care label symbols.</li> <li>• Explore the importance of fabric care.</li> <li>• Identify common stains and appropriate removal techniques.</li> <li>• Describe use and care of washing machine and dryer.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 1.12.4, 2.12.1, 2.12.3, 4.12.7, 5.12.7

Science: N12A4, N12B2, N12B3, N12B4



**Fashion, Textiles and Design**

**Content Standard 4.0: Textiles - The student will evaluate the use, care and production of fibers, fabrics and textiles.**

<b>Performance Standard 4.4: Develop an understanding of textile legislation, standards and labeling.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Present research and conclusions regarding legislation.</li> </ul>
<b>MEETS STANDARD</b>	<p>4.4.1 Utilize the Internet to research textile legislation, standards and labeling.</p> <p>4.4.2 Describe legislation affecting the textile industry.</p> <p>4.4.3 Discuss the global market economy’s effect on the textile industry.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Review legislation affecting the textile industry.</li> <li>• Recognize that the global market economy affects the textile industry.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 1.12.3, 2.12.1, 2.12.2, 2.12.3, 5.12.7

Science: N12B1, N12B2, N12B3, E12C4

## Fashion, Textiles and Design

**Content Standard 4.0: Textiles - The student will evaluate the use, care and production of fibers, fabrics and textiles.**

<b>Performance Standard 4.5: Analyze consumer rights and responsibilities within the economic system.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Investigate how federal policies related to consumer protection become law.</li> <li>• Recommend procedures used to seek information related to consumer products and rights.</li> <li>• Critique communication skills related to consumer rights.</li> <li>• Analyze behaviors that conserve, reuse, and recycle resources to maintain the environment.</li> </ul>
<b>MEETS STANDARD</b>	<p>4.5.1 Utilize the Internet to explore textile legislation, standards and labeling.</p> <p>4.5.2 Describe state and Federal policies and laws that govern consumer protection.</p> <p>4.5.3 Utilizing current technology, demonstrate the ability to communicate consumer concerns.</p> <p>4.5.4 Demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify consumer rights and responsibilities.</li> <li>• Identify consumer protection agencies.</li> <li>• Describe how to find information related to consumer products and rights.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 1.12.3, 2.12.1, 5.12.7

Science: N12B1, N12B2, N12B3, E12C4

**Fashion, Textiles and Design**

**Content Standard 5.0: Fashion Merchandising - The student will develop knowledge and skills in the field of fashion merchandising.**

<b>Performance Standard 5.1: Acquire knowledge of clothing production, quality and management.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Debate the ethics involved in the manufacturing and merchandising of fashion products.</li> <li>• Estimate costs involved in the manufacturing and merchandising of fashion products.</li> <li>• Participate in tours of clothing manufacturing and merchandising facilities.</li> </ul>
<b>MEETS STANDARD</b>	<p>5.1.1 Utilize a spreadsheet to determine costs of manufacturing and merchandising fashion products.</p> <p>5.1.2 Describe ethical considerations for the manufacturing and merchandising of fashion products.</p> <p>5.1.3 Describe the function and importance of quality control.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Describe costs involved in the manufacturing and merchandising fashion products.</li> <li>• Review ethical considerations for manufacturing and merchandising fashion products.</li> </ul>

Nevada Academic Standards Correlation:  
 Language Arts: 1.12.3, 1.12.4, 2.12.3  
 Science: N12B3

**Fashion, Textiles and Design**

**Content Standard 5.0: Fashion Merchandising - The student will develop knowledge of skills in the field of fashion merchandising.**

<b>Performance Standard 5.2: Acquire an understanding of fashion marketing.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Determine appropriate marketing strategies for various fashion products.</li> <li>• Demonstrate various methods of fashion promotion.</li> <li>• Forecast trends in apparel marketing.</li> <li>• Implement a marketing plan for a fashion product.</li> <li>• Participate in a career technical student organization by entering a competitive event.</li> </ul>
<b>MEETS STANDARD</b>	<p>5.2.1 Utilize the Internet to research trends in apparel marketing.</p> <p>5.2.2 Compare and contrast various promotion strategies for fashion products.</p> <p>5.2.3 Utilizing computer software, develop a marketing plan for a fashion product.</p> <p>5.2.4 Develop an understanding of demographics as it relates to a target market.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Define marketing.</li> <li>• Recognize trends in apparel marketing.</li> <li>• Review marketing strategies for fashion products.</li> <li>• Describe various methods of fashion promotion.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 1.12.3, 1.12.4, 2.12.1, 2.12.2, 2.12.3, 5.12.7, 8.12.2

Math: 5.12.1

**Fashion, Textiles and Design**

**Content Standard 5.0: Fashion Merchandising - The student will develop knowledge of skills in the field of fashion merchandising.**

<b>Performance Standard 5.3: Apply skills and knowledge required in the retail sales industry.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Evaluate the quality of customer service in a retail store.</li> <li>Investigate skills required for success in the retail industry.</li> <li>Anticipate customer concerns.</li> <li>Participate in a career technical student organization by entering a competitive event.</li> </ul>
<b>MEETS STANDARD</b>	<p>5.3.1 Investigate the day-to-day operations of a retail store.</p> <p>5.3.2 Demonstrate the ability to provide quality customer service.</p> <p>5.3.3 Demonstrate the ability to address customer concerns.</p> <p>5.3.4 Describe various methods of maintaining inventory control.</p> <p>5.3.5 Demonstrate the use of technology in the retail environment.</p> <p>5.3.6 Participate in a simulated work project, work-based project, job shadow, internship, work experience, etc., program in the retail sales industry.</p> <p>5.3.7 Participate in a job shadowing, internship, work experience, etc., program related to merchandising and buying.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>Describe the elements of quality customer service.</li> <li>Identify methods of dealing with customer concerns.</li> <li>Define inventory control.</li> <li>Describe the use of technology in the retail environment.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 2.12.1, 2.12.2, 2.12.3, 4.12.7, 5.12.7

## Fashion, Textiles and Design

**Content Standard 5.0: Fashion Merchandising - The student will develop knowledge and skills in the field of fashion merchandising.**

<b>Performance Standard 5.4: Acquire an understanding of the merchandise buying process.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Evaluate a sales report to determine the effectiveness of a prior fashion season.</li> </ul>
<b>MEETS STANDARD</b>	<p>5.4.1 Compare and contrast retail and wholesale practices.</p> <p>5.4.2 Describe the importance of the sales report in determining the effectiveness of prior purchases and planning future purchases.</p> <p>5.4.3 Utilize a spreadsheet to plan purchases for a fashion season.</p> <p>5.4.4 Demonstrate the merchandise buying process.</p> <p>5.4.5 Participate in a job shadowing, internship, work experience, etc., program related to merchandising and buying.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>Define retail and wholesale.</li> <li>Define open-to-buy.</li> <li>Describe the job responsibilities of the buyer and the merchandise buying process.</li> <li>Define sales report.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 1.12.3, 1.12.4, 2.12.1, 2.12.2, 2.12.3, 5.12.7

Math: 1.12.8, 5.12.1

## Fashion, Textiles and Design

**Content Standard 5.0: Fashion Merchandising - The student will develop knowledge and skills in the field of fashion merchandising.**

<b>Performance Standard 5.5: Explore current technology and trends that facilitate the fashion merchandising process.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Investigate the use of technology in the merchandising process.</li> <li>• Participate in a career technical student organization by entering a competitive event.</li> </ul>
<b>MEETS STANDARD</b>	<p>5.5.1 Demonstrate the use of technology in the merchandising process for inventory control, forecasting, purchasing, pricing, shrinkage, store layout, etc.</p> <p>5.5.2 Describe the importance of keeping current with technology used in the merchandising process.</p> <p>5.5.3 Forecast possible technological changes that impact the merchandising process.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Describe the use of technology in the merchandising process for inventory control, forecasting, purchasing, pricing, shrinkage, store layout, etc.</li> </ul>

Nevada Academic Standards Correlation:  
 Language Arts: 4.12.7, 5.12.7, 6.12.9

## Fashion, Textiles and Design

**Content Standard 6.0: Employability - Students will achieve competence in workplace readiness, career development and lifelong learning.**

<b>Performance Standard 6.1: Demonstrate problem-solving skills.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Justify actions for given situations.</li> <li>• Counsel peers in the problem-solving process.</li> <li>• Anticipate possible problems and create an action plan necessary to avoid future situations.</li> <li>• Analyze the advantages and disadvantages of alternative solutions.</li> <li>• Evaluate the benefits of solving a work or family-related problem.</li> <li>• Participate in a career technical student organization by entering a competitive event.</li> </ul>
<b>MEETS STANDARD</b>	<p>6.1.1 Solve a work or family-related problem using the steps in the problem-solving process.</p> <p>6.1.2 Demonstrate brainstorming techniques.</p> <p>6.1.3 Develop a solution to a work-related problem.</p> <p>6.1.4 Evaluate solutions to a problem.</p> <p>6.1.5 Analyze information to determine appropriate action for specific situations.</p> <p>6.1.6 Identify the benefits of solving a work or family-related problem.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify steps in the problem-solving process.</li> <li>• Identify alternative solutions to a problem.</li> <li>• Identify the basic components of an action plan.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 5.12.1, 5.12.7, 6.12.6, 8.7.4, 8.12.2, 8.12.3, 8.12.4

Math: 1.12.8, 3.12.3, 3.12.4, 3.12.5, 5.12.1

Science: N12A1



## Fashion, Textiles and Design

**Content Standard 6.0: Employability - Students will achieve competence in workplace readiness, career development and lifelong learning.**

<b>Performance Standard 6.2: Demonstrate critical-thinking skills.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Judge accuracy of information.</li> <li>• Analyze how critical-thinking skills affect work performance.</li> <li>• Collect and analyze evidence objectively and thoroughly.</li> <li>• Make careful inferences and create a tenable argument to support a position or viewpoint.</li> <li>• Participate in a career technical student organization by entering a competitive event.</li> </ul>
<b>MEETS STANDARD</b>	<p>6.2.1 Identify and explain the essential elements of the critical-thinking process.</p> <p>6.2.2 Demonstrate critical-thinking skills necessary in the workplace.</p> <p>6.2.3 Explain how emotional thinking and logical thinking affect decision-making in the workplace.</p> <p>6.2.4 Explain the differences in reliability of observations and facts.</p> <p>6.2.5 Recognize patterns or relationships through observation and discovery.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Define critical thinking.</li> <li>• Identify the essential steps of critical thinking.</li> <li>• Define emotional and logical thinking.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 5.12.7, 7.12.1, 7.12.2, 8.12.2, 8.12.3, 8.12.4

Science: N12A1, N12A3, N12A4, N12A5

## Fashion, Textiles and Design

**Content Standard 6.0: Employability - Students will achieve competence in workplace readiness, career development and lifelong learning.**

<b>Performance Standard 6.3: Demonstrate the ability to speak, write and listen effectively.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Evaluate communication skills in the workplace.</li> <li>• Integrate multiple forms of communication.</li> <li>• Adjust communication according to audience.</li> <li>• Participate in a career technical student organization by entering a competitive event.</li> </ul>
<b>MEETS STANDARD</b>	<p>6.3.1 Demonstrate effective communication skills in the workplace.</p> <p>6.3.2 Effectively interpret and respond to verbal and nonverbal messages.</p> <p>6.3.3 Demonstrate proper telephone etiquette.</p> <p>6.3.4 Utilize a word processing program to communicate thoughts, ideas and information.</p> <p>6.3.5 Select and utilize an appropriate medium for conveying messages with dignity and respect.</p> <p>6.3.6 Demonstrate sensitivity to cultural diversity in communication.</p> <p>6.3.7 Organize information into the appropriate format according to standard practices, i.e., prewriting, drafting, proofreading, editing/revising and preparing final copy.</p> <p>6.3.8 Identify common communication barriers and methods for improving communication.</p> <p>6.3.9 Organize ideas and communicate orally.</p> <p>6.3.10 Locate, understand and interpret written information in documents, i.e., manuals, graphs and schedules.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify effective listening skills.</li> <li>• Explain the benefits of effective communication skills in the workplace.</li> <li>• Recognize the difference between respectful and disrespectful communication.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 1.12.3, 2.12.1, 2.12.2, 2.12.3, 4.12.4, 4.12.7, 5.12.1, 5.12.2, 5.12.3, 5.12.4, 5.12.7, 6.12.6, 7.12.1, 7.12.2, 8.12.2, 8.12.3, 8.12.4

Math: 1.12.8, 3.12.3, 3.12.4, 3.12.5, 5.12.1

Science: N12A1

**Fashion, Textiles and Design**

**Content Standard 6.0: Employability - Students will achieve competence in workplace readiness, career development and lifelong learning.**

<b>Performance Standard 6.4: Demonstrate the ability to select, apply and maintain appropriate technology.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Analyze the use, benefits and cost of technological developments in the workplace, school and/or home.</li> <li>Create a schedule and provide routine maintenance and repair of technological equipment.</li> <li>Participate in a career technical student organization by entering a competitive event.</li> </ul>
<b>MEETS STANDARD</b>	<p>6.4.1 Demonstrate the ability to utilize a keyboard and other input devices.</p> <p>6.4.2 Demonstrate the ability to utilize various electronic research methods.</p> <p>6.4.3 Describe the benefits and costs of technological developments in the workplace, school and/or home.</p> <p>6.4.4 Demonstrate use of basic technology currently available and its application in the workplace, school and/or home.</p> <p>6.4.5 Demonstrate routine maintenance and repair of technological equipment.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>Describe the types of basic technology systems currently available for the workplace, school and/or home.</li> <li>Identify the benefits of technology for the workplace, school and/or home.</li> <li>Identify sources of electronic information.</li> <li>Recognize the need for routine maintenance and repair of technological equipment.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 5.12.7, 6.12.9

Math: 5.12.1

**Fashion, Textiles and Design**

**Content Standard 6.0: Employability - Students will achieve competence in workplace readiness, career development and lifelong learning.**

<b>Performance Standard 6.5: Demonstrate leadership and teamwork skills.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Match leadership strategies to group dynamics.</li> <li>• Evaluate team effectiveness.</li> <li>• Model leadership skills utilizing parliamentary procedures.</li> <li>• Participate in a career technical student organization by entering a competitive event.</li> </ul>
<b>MEETS STANDARD</b>	<p>6.5.1 Work cooperatively with others.</p> <p>6.5.2 Explain traits necessary to effectively lead and influence others.</p> <p>6.5.3 Demonstrate appropriate attitudes and behaviors for effective leadership.</p> <p>6.5.4 Demonstrate respect for team members, team processes and team goals.</p> <p>6.5.5 Participate in a group decision and evaluate the results.</p> <p>6.5.6 Demonstrate the qualities of an effective team member and leader.</p> <p>6.5.7 Analyze personal traits and qualities and how they affect leadership and teamwork.</p> <p>6.5.8 Describe the importance of a company dress code.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify leadership qualities.</li> <li>• Identify team roles.</li> <li>• Recognize the need for team goals.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 2.12.1, 2.12.2, 2.12.3, 7.12.1, 7.12.2, 8.7.4, 8.12.2, 8.12.3, 8.12.4

Math: 1.12.8, 3.12.3, 3.12.4, 3.12.5, 5.12.1

## Fashion, Textiles and Design

**Content Standard 6.0: Employability - Students will achieve competence in workplace readiness, career development and lifelong learning.**

<b>Performance Standard 6.6: Demonstrate sound workplace ethics.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Evaluate employee performance in the workplace.</li> <li>• Evaluate ethical behavior in the workplace.</li> <li>• Comply with the confidentiality requirements of workplace policies and procedures.</li> <li>• Research culturally diverse business practices and etiquette.</li> <li>• Model appropriate business practices and etiquette in diverse situations.</li> </ul>
<b>MEETS STANDARD</b>	<p>6.6.1 Demonstrate regular attendance, promptness, and willingness to follow instructions to complete an assigned task.</p> <p>6.6.2 Demonstrate personal work ethics in a work environment.</p> <p>6.6.3 Demonstrate appropriate personal and professional attitudes and behaviors.</p> <p>6.6.4 Maintain a safe, clean and organized work area.</p> <p>6.6.5 Demonstrate awareness of legal responsibilities related to individual performance, confidentiality, discrimination, safety and customer satisfaction.</p> <p>6.6.6 Demonstrate knowledge of various types of harassment.</p> <p>6.6.7 Explain the importance of proper dress in the workplace.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify desirable personal and professional work habits and behaviors, i.e., punctuality, regular attendance, quality performance, meeting or exceeding job expectations, self-motivation and honesty.</li> <li>• Identify types of confidential information in the workplace.</li> <li>• Discuss the differences associated with diversity, i.e., race, ethnicity, national origin, gender, education, marital status and age.</li> <li>• Recognize respectful behavior for diverse business practices and etiquette.</li> <li>• Describe the importance of workplace ethics.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 2.12.1, 2.12.2, 8.12.2, 8.12.3, 8.12.4

Math: 1.12.8, 3.12.4, 3.12.5, 5.12.1

## Fashion, Textiles and Design

**Content Standard 6.0: Employability - Students will achieve competence in workplace readiness, career development and lifelong learning.**

<b>Performance Standard 6.7: Demonstrate the ability to effectively manage resources in the workplace.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Develop a system for organizing resources.</li> <li>Model effective use of resources.</li> <li>Develop a plan for balancing work and family roles.</li> </ul>
<b>MEETS STANDARD</b>	<p>6.7.1 Identify skills and organize resources needed to complete a job assignment.</p> <p>6.7.2 Incorporate technology to efficiently complete a job assignment.</p> <p>6.7.3 Demonstrate management skills in the workplace with regard to human resources, i.e., substance abuse, tardiness, theft, absenteeism, etc.</p> <p>6.7.4 Develop a time schedule and prioritized task list to complete a job assignment.</p> <p>6.7.5 Estimate costs and prepare a detailed work order.</p> <p>6.7.6 Identify strategies for balancing work and family roles.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>Identify human and nonhuman resources.</li> <li>Recognize the need for management skills in the workplace with regard to human resources, i.e., substance abuse, tardiness, theft, absenteeism, etc.</li> <li>Identify effective use of resources.</li> <li>Identify the basic components of effective time management.</li> <li>Discuss the need for balancing work and family roles.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 5.12.4

Math: 3.12.5, 5.12.1

## Fashion, Textiles and Design

**Content Standard 6.0: Employability - Students will achieve competence in workplace readiness, career development and lifelong learning.**

<b>Performance Standard 6.8: Demonstrate career planning and development skills.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Utilize current technology to research future trends and occupations.</li> <li>• Evaluate career options.</li> <li>• Predict how personal career choices influence family and personal life.</li> <li>• Select a personal career path.</li> <li>• Justify individual career plan.</li> <li>• Participate in a career technical student organization by entering a competitive event.</li> </ul>
<b>MEETS STANDARD</b>	<p>6.8.1 Complete a personal aptitude and interest inventory.</p> <p>6.8.2 Establish short-term and long-term career goals.</p> <p>6.8.3 Utilize a computer-based program to research careers in a chosen field.</p> <p>6.8.4 Utilize current technology to prepare a job application, résumé, cover letter and follow-up correspondence.</p> <p>6.8.5 Participate in an electronic job search, i.e., posting a résumé online, completing an online application, etc.</p> <p>6.8.6 Participate in a job interview.</p> <p>6.8.7 Participate in a job-shadowing activity.</p> <p>6.8.8 Participate in a community service project.</p> <p>6.8.9 Construct a career portfolio.</p> <p>6.8.10 Discuss how career choices influence family and personal life.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Determine interests, skills, personality characteristics and aptitudes.</li> <li>• Define short-term and long-term career goals.</li> <li>• Identify career options.</li> <li>• Discuss future workforce trends and occupations.</li> <li>• Discuss the components of a career portfolio.</li> <li>• Identify how career choices influence family and personal life.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 2.12.1, 2.12.2, 2.12.3, 4.12.4, 4.12.7, 5.12.4, 8.12.2, 8.12.3, 8.12.4

Math: 1.12.8, 3.12.3, 3.12.4, 3.12.5, 5.12.1

## Fashion, Textiles and Design

**Content Standard 6.0: Employability - Students will achieve competence in workplace readiness, career development and lifelong learning.**

<b>Performance Standard 6.9: Demonstrate the skills necessary for job retention.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Analyze a career portfolio.</li> <li>Review and revise individual career plan.</li> <li>Analyze education needed for job advancement.</li> <li>Participate in a career technical student organization by entering a competitive event.</li> </ul>
<b>MEETS STANDARD</b>	<p>6.9.1 Identify strategies for balancing work and family roles.</p> <p>6.9.2 Develop long-term career-planning strategies.</p> <p>6.9.3 Demonstrate an understanding for lifelong-learning in a rapidly changing job market.</p> <p>6.9.4 Participate in a work-based learning program.</p> <p>6.9.5 Maintain a career portfolio.</p> <p>6.9.6 Identify strategies to maintain employment.</p> <p>6.9.7 Identify education needed for job advancement.</p> <p>6.9.8 Demonstrate skills needed for job retention.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>Recognize the need for career planning and maintaining a career portfolio.</li> <li>Identify effective methods to secure and maintain employment.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 1.12.3, 2.12.1, 2.12.2, 5.12.1, 5.12.2, 5.12.3, 5.12.4, 5.12.7, 6.12.6, 7.12.1, 7.12.2, 8.7.4, 8.12.2, 8.12.3, 8.12.4

Math: 1.12.8, 3.12.3, 3.12.4, 3.12.5, 5.12.1



**CROSSWALK OF FASHION, TEXTILES AND DESIGN STANDARDS AND ACADEMIC STANDARDS**

**Content Standard 1.0: Career Exploration- Analyze career paths within the fashion, textile and design fields.**

<b>Performance Indicators</b>	<b>Academic Standards</b>
1.1.1	<b><u>Language Arts</u></b> 4.12.7 Read and follow directions to complete tasks or procedures. Evaluate directions to complete tasks or procedures for: clarity; format; technical vocabulary; text features. 5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.
1.1.2, 1.2.3	<b><u>Language Arts</u></b> 3.12.7 Analyze the influence of historical events and culture. Analyze the influence of historical events and culture on author’s works. Analyze the influence of an author’s work on historical events. 5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.
1.1.3, 1.2.5	<b><u>Language Arts</u></b> 3.12.7 Analyze the influence of historical events and culture. Analyze the influence of historical events and culture on author’s works. Analyze the influence of an author’s work on historical events. 4.12.7 Read and follow directions to complete tasks or procedures. Evaluate directions to complete tasks or procedures for: clarity; format; technical vocabulary; text features.
1.2.1	<b><u>Language Arts</u></b> 2.12.1 Select before reading strategies appropriate to text and purpose to: preview text; access prior knowledge; build background knowledge; set purpose for reading; make predictions; determine reading rate; determine text type. 5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.
1.2.2	<b><u>Language Arts</u></b> 4.12.7 Read and follow directions to complete tasks or procedures. Evaluate directions to complete tasks or procedures for: clarity; format; technical vocabulary; text features. 5.12.3 Revise drafts for: voice; organization; focused ideas; audience; purpose; relevant details; word choice; sentence fluency. 8.12.2 Use precise language to describe and elicit: feelings; experiences; observations; ideas. Apply Standard English to communicate ideas.
1.2.4, 1.4.3, 1.4.4	<b><u>Language Arts</u></b> 8.12.2 Use precise language to describe and elicit: feelings; experiences; observations; ideas. Apply Standard English to communicate ideas.
1.2.6	<b><u>Left Blank</u></b>
1.2.7, 1.3.4, 1.4.2	<b><u>Language Arts</u></b> 2.12.2 Select during reading strategies appropriate to text and purpose to: use self-correcting strategies; make, confirm, and revise predictions; understand and use key vocabulary; identify main idea and supporting details; make inferences; adjust reading rate; apply knowledge of text type. 2.12.3 Select after reading strategies appropriate to text and purpose to: recall details; restate main ideas; organize information; record information; synthesize text; evaluate text; evaluate the effectiveness of reading strategies.
1.3.1, 1.3.2	<b><u>Language Arts</u></b> 5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.
1.3.3	<b><u>Language Arts</u></b> 6.12.9 Write research papers by: choosing and narrowing a research topic; locating, collecting, and analyzing information from primary and secondary sources; recording

	information; paraphrasing and summarizing information; organizing collected information; documenting and citing sources in a consistent format. Demonstrate an understanding of the difference between original works and plagiarized works. Evaluate credibility of resources.
1.3.5, 1.4.1, 1.5.2, 2.2.4	<b>Language Arts</b> 5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.
1.3.6	<b>Language Arts</b> 2.12.1 Select before reading strategies appropriate to text and purpose to: preview text; access prior knowledge; build background knowledge; set purpose for reading; make predictions; determine reading rate; determine text type. 8.12.4 Participate in conversations to solve problems by identifying, synthesizing, and evaluating data. Respond to questions with specific evidence in support of an opinion. Ask relevant questions to generate possible solutions to a problem. Take a leadership role in conversations and discussions. Distinguish between relevant and irrelevant information. Negotiate to arrive at consensus by proposing and examining possible options.
1.5.1	<b>Language Arts</b> 2.12.1 Select before reading strategies appropriate to text and purpose to: preview text; access prior knowledge; build background knowledge; set purpose for reading; make predictions; determine reading rate; determine text type.
1.5.3	<b>Language Arts</b> 1.12.3 Decode unknown words in text using structural analysis through: base words; root words; suffixes; prefixes; syllables; compound words. 3.12.7 Analyze the influence of historical events and culture. Analyze the influence of historical events and culture on author's works. Analyze the influence of an author's work on historical events.

**Content Standard 2.0: Clothing and Apparel – The student will examine skills needed to effectively manage clothing decisions.**

2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2	<b>Language Arts</b> 1.12.3 Decode unknown words in text using structural analysis through: base words; root words; suffixes; prefixes; syllables; compound words. 8.12.2 Use precise language to describe and elicit: feelings; experiences; observations; ideas. Apply Standard English to communicate ideas.
2.2.3	<b>Language Arts</b> 8.12.2 Use precise language to describe and elicit: feelings; experiences; observations; ideas. Apply Standard English to communicate ideas.
2.3.1	<b>Math</b> 1.12.8 Identify and apply real number properties to solve problems. 3.12.4 Interpret and apply consumer data presented in charts, tables, and graphs to make informed financial decisions related to practical applications.
2.3.2	<b>Language Arts</b> 1.12.3 Decode unknown words in text using structural analysis through: base words; root words; suffixes; prefixes; syllables; compound words. 2.12.1 Select before reading strategies appropriate to text and purpose to: preview text; access prior knowledge; build background knowledge; set purpose for reading; make predictions; determine reading rate; determine text type. 4.12.7 Read and follow directions to complete tasks or procedures. Evaluate directions to complete tasks or procedures for: clarity; format; technical vocabulary; text features. 5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose. <b>Math</b> 1.12.8 Identify and apply real number properties to solve problems. 3.12.4 Interpret and apply consumer data presented in charts, tables, and graphs to make

	informed financial decisions related to practical applications.
2.3.3, 2.4.2	<b>Math</b> 1.12.8 Identify and apply real number properties to solve problems. 3.12.4 Interpret and apply consumer data presented in charts, tables, and graphs to make informed financial decisions related to practical applications.
2.3.4	<b>Language Arts</b> 1.12.3 Decode unknown words in text using structural analysis through: base words; root words; suffixes; prefixes; syllables; compound words. 6.12.6 Write persuasive essays and compositions that include: a thesis statement; supporting evidence; relevant evidence; cause/effect structure; problem/solution structure; rhetorical strategies.
2.3.5, 2.3.6	<b>Language Arts</b> 4.12.7 Read and follow directions to complete tasks or procedures. Evaluate directions to complete tasks or procedures for: clarity; format; technical vocabulary; text features.
2.4.3	<b>Language Arts</b> 4.12.7 Read and follow directions to complete tasks or procedures. Evaluate directions to complete tasks or procedures for: clarity; format; technical vocabulary; text features. 5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose. <b>Science</b> E12C4 Students know processes of obtaining, using and recycling of renewable and non-renewable resources.
2.5.2	<b>Language Arts</b> 8.12.2 Use precise language to describe and elicit: feelings; experiences; observations; ideas. Apply Standard English to communicate ideas.
2.5.3	<b>Language Arts</b> 4.12.7 Read and follow directions to complete tasks or procedures. Evaluate directions to complete tasks or procedures for: clarity; format; technical vocabulary; text features. 5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose. 8.12.2 Use precise language to describe and elicit: feelings; experiences; observations; ideas. Apply Standard English to communicate ideas.

**Content Standard 3.0: Construction – The student will integrate knowledge, skills and practices in clothing and textile construction to complete a fashion product.**

3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5	<b>Language Arts</b> 4.12.7 Read and follow directions to complete tasks or procedures. Evaluate directions to complete tasks or procedures for: clarity; format; technical vocabulary; text features. <b>Math</b> 1.12.8 Identify and apply real number properties to solve problems. 3.12.3 Select and use appropriate measurement tools, techniques, and formulas to solve problems in mathematical and practical situations. <b>Science</b> N12A4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.
3.2.1	<b>Language Arts</b> 4.12.7 Read and follow directions to complete tasks or procedures. Evaluate directions to complete tasks or procedures for: clarity; format; technical vocabulary; text features. <b>Math</b> 1.12.8 Identify and apply real number properties to solve problems. 3.12.3 Select and use appropriate measurement tools, techniques, and formulas to solve problems in mathematical and practical situations.
3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6	<b>Language Arts</b> 2.12.1 Select before reading strategies appropriate to text and purpose to: preview text;

	<p>access prior knowledge; build background knowledge; set purpose for reading; make predictions; determine reading rate; determine text type.</p> <p>4.12.7 Read and follow directions to complete tasks or procedures. Evaluate directions to complete tasks or procedures for: clarity; format; technical vocabulary; text features.</p> <p><b><u>Math</u></b></p> <p>1.12.8 Identify and apply real number properties to solve problems.</p>
3.2.7, 3.2.8, 3.2.9	<p><b><u>Language Arts</u></b></p> <p>4.12.7 Read and follow directions to complete tasks or procedures. Evaluate directions to complete tasks or procedures for: clarity; format; technical vocabulary; text features.</p> <p><b><u>Math</u></b></p> <p>1.12.8 Identify and apply real number properties to solve problems.</p> <p>3.12.3 Select and use appropriate measurement tools, techniques, and formulas to solve problems in mathematical and practical situations.</p>
3.3.1-3.3.7	<p><b><u>Language Arts</u></b></p> <p>4.12.7 Read and follow directions to complete tasks or procedures. Evaluate directions to complete tasks or procedures for: clarity; format; technical vocabulary; text features.</p> <p><b><u>Math</u></b></p> <p>1.12.8 Identify and apply real number properties to solve problems.</p> <p>3.12.3 Select and use appropriate measurement tools, techniques, and formulas to solve problems in mathematical and practical situations.</p>
3.4.1, 3.4.2	<p><b><u>Language Arts</u></b></p> <p>2.12.1 Select before reading strategies appropriate to text and purpose to: preview text; access prior knowledge; build background knowledge; set purpose for reading; make predictions; determine reading rate; determine text type.</p> <p><b><u>Math</u></b></p> <p>3.12.3 Select and use appropriate measurement tools, techniques, and formulas to solve problems in mathematical and practical situations.</p>
3.4.3	<p><b><u>Language Arts</u></b></p> <p>2.12.1 Select before reading strategies appropriate to text and purpose to: preview text; access prior knowledge; build background knowledge; set purpose for reading; make predictions; determine reading rate; determine text type.</p> <p>4.12.7 Read and follow directions to complete tasks or procedures. Evaluate directions to complete tasks or procedures for: clarity; format; technical vocabulary; text features.</p> <p><b><u>Science</u></b></p> <p>N12A4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.</p>
3.4.4	<p><b><u>Language Arts</u></b></p> <p>2.12.1 Select before reading strategies appropriate to text and purpose to: preview text; access prior knowledge; build background knowledge; set purpose for reading; make predictions; determine reading rate; determine text type.</p> <p>4.12.7 Read and follow directions to complete tasks or procedures. Evaluate directions to complete tasks or procedures for: clarity; format; technical vocabulary; text features.</p>
3.5.1, 3.5.2	<p><b><u>Language Arts</u></b></p> <p>1.12.3 Decode unknown words in text using structural analysis through: base words; root words; suffixes; prefixes; syllables; compound words.</p> <p>2.12.1 Select before reading strategies appropriate to text and purpose to: preview text; access prior knowledge; build background knowledge; set purpose for reading; make predictions; determine reading rate; determine text type.</p> <p>2.12.3 Select after reading strategies appropriate to text and purpose to: recall details; restate main ideas; organize information; record information; synthesize text; evaluate text; evaluate the effectiveness of reading strategies.</p> <p>4.12.7 Read and follow directions to complete tasks or procedures. Evaluate directions to complete tasks or procedures for: clarity; format; technical vocabulary; text features.</p> <p><b><u>Science</u></b></p> <p>N12A4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.</p>

**Content Standard 4.0: Textiles – The student will evaluate the use, care and production of fibers, yarns and fabrics.**

4.1.1	<p><b><u>Language Arts</u></b>                  2.12.1 Select before reading strategies appropriate to text and purpose to: preview text; access prior knowledge; build background knowledge; set purpose for reading; make predictions; determine reading rate; determine text type.</p> <p><b><u>Science</u></b>                  N12A1 Students know tables, charts, illustrations, and graphs can be used in making arguments and claims in oral and written presentations.</p>
4.1.2	<p><b><u>Science</u></b>                  N12A2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.                  N12A4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.                  N12B4 Students know scientific knowledge builds on previous information.</p>
4.1.3	<p><b><u>Language Arts</u></b>                  2.12.1 Select before reading strategies appropriate to text and purpose to: preview text; access prior knowledge; build background knowledge; set purpose for reading; make predictions; determine reading rate; determine text type.                  5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.                  8.12.2 Use precise language to describe and elicit: feelings; experiences; observations; ideas. Apply Standard English to communicate ideas.</p>
4.1.4	<p><b><u>Science</u></b>                  N12A4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.</p>
4.1.5	<p><b><u>Language Arts</u></b>                  5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.                  6.12.9 Write research papers by: choosing and narrowing a research topic; locating, collecting, and analyzing information from primary and secondary sources; recording information; paraphrasing and summarizing information; organizing collected information; documenting and citing sources in a consistent format. Demonstrate an understanding of the difference between original works and plagiarized works. Evaluate credibility of resources.</p>
4.2.1	<p><b><u>Language Arts</u></b>                  2.12.1 Select before reading strategies appropriate to text and purpose to: preview text; access prior knowledge; build background knowledge; set purpose for reading; make predictions; determine reading rate; determine text type.                  5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.                  8.12.2 Use precise language to describe and elicit: feelings; experiences; observations; ideas. Apply Standard English to communicate ideas.</p>
4.2.2, 4.2.6	<p><b><u>Language Arts</u></b>                  5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.                  8.12.2 Use precise language to describe and elicit: feelings; experiences; observations; ideas. Apply Standard English to communicate ideas.</p>
4.2.3, 4.2.4, 4.2.5	<p><b><u>Language Arts</u></b>                  4.12.7 Read and follow directions to complete tasks or procedures. Evaluate directions to complete tasks or procedures for: clarity; format; technical vocabulary; text features.</p> <p><b><u>Math</u></b>                  1.12.8 Identify and apply real number properties to solve problems.</p>

	<p>3.12.3 Select and use appropriate measurement tools, techniques, and formulas to solve problems in mathematical and practical situations.</p> <p><b>Science</b> N12A4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.</p>
4.3.1	<p><b>Language Arts</b> 1.12.4 Comprehend, build, and extend vocabulary using: homographs; homophones; syntax; parts of speech; synonyms; antonyms. Comprehend, build, and extend vocabulary using: context clues; structural analysis. Apply alphabetic order to locate words in resources. Use resources to find and/or confirm meaning of: unknown words, word origins, Greek word roots, Latin word roots. Evaluate authors' use of connotation and denotation in text. Build vocabulary using: pictures, symbols. 2.12.1 Select before reading strategies appropriate to text and purpose to: preview text; access prior knowledge; build background knowledge; set purpose for reading; make predictions; determine reading rate; determine text type. 4.12.7 Read and follow directions to complete tasks or procedures. Evaluate directions to complete tasks or procedures for: clarity; format; technical vocabulary; text features.</p> <p><b>Science</b> N12B4 Students know scientific knowledge builds on previous information.</p>
4.3.2, 4.3.3, 4.3.4	<p><b>Language Arts</b> 2.12.1 Select before reading strategies appropriate to text and purpose to: preview text; access prior knowledge; build background knowledge; set purpose for reading; make predictions; determine reading rate; determine text type. 2.12.3 Select after reading strategies appropriate to text and purpose to: recall details; restate main ideas; organize information; record information; synthesize text; evaluate text; evaluate the effectiveness of reading strategies. 4.12.7 Read and follow directions to complete tasks or procedures. Evaluate directions to complete tasks or procedures for: clarity; format; technical vocabulary; text features.</p> <p><b>Science</b> N12A4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology. N12B2 Students know consumption patterns, conservation efforts, and cultural or social practices in countries have varying environmental impacts. N12B3 Students know the influence of ethics on scientific enterprise. N12B4 Students know scientific knowledge builds on previous information.</p>
4.3.5, 4.3.6	<p><b>Language Arts</b> 2.12.1 Select before reading strategies appropriate to text and purpose to: preview text; access prior knowledge; build background knowledge; set purpose for reading; make predictions; determine reading rate; determine text type. 4.12.7 Read and follow directions to complete tasks or procedures. Evaluate directions to complete tasks or procedures for: clarity; format; technical vocabulary; text features. 5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p>
4.4.1, 4.4.2, 4.4.3	<p><b>Language Arts</b> 1.12.3 Decode unknown words in text using structural analysis through: base words; root words; suffixes; prefixes; syllables; compound words. 2.12.1 Select before reading strategies appropriate to text and purpose to: preview text; access prior knowledge; build background knowledge; set purpose for reading; make predictions; determine reading rate; determine text type. 2.12.2 Select during reading strategies appropriate to text and purpose to: use self-correcting strategies; make, confirm, and revise predictions; understand and use key vocabulary; identify main idea and supporting details; make inferences; adjust reading rate; apply knowledge of text type. 2.12.3 Select after reading strategies appropriate to text and purpose to: recall details; restate main ideas; organize information; record information; synthesize text; evaluate text; evaluate the effectiveness of reading strategies.</p>

	<p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p> <p><b>Science</b></p> <p>N12B1 Students know science, technology, and society influenced one another in both positive and negative ways.</p> <p>N12B2 Students know consumption patterns, conservation efforts, and cultural or social practices in countries have varying environmental impacts.</p> <p>N12B3 Students know the influence of ethics on scientific enterprise.</p> <p>E12C4 Students know processes of obtaining, using, and recycling of renewable and non-renewable resources.</p>
4.5.1, 4.5.2, 4.5.3, 4.5.4	<p>1.12.3 Decode unknown words in text using structural analysis through: base words; root words; suffixes; prefixes; syllables; compound words.</p> <p>2.12.1 Select before reading strategies appropriate to text and purpose to: preview text; access prior knowledge; build background knowledge; set purpose for reading; make predictions; determine reading rate; determine text type.</p> <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p> <p><b>Science</b></p> <p>N12B1 Students know science, technology, and society influenced one another in both positive and negative ways.</p> <p>N12B2 Students know consumption patterns, conservation efforts, and cultural or social practices in countries have varying environmental impacts.</p> <p>N12B3 Students know the influence of ethics on scientific enterprise.</p> <p>E12C4 Students know processes of obtaining, using, and recycling of renewable and non-renewable resources.</p>

**Content Standard 5.0: Fashion Merchandising – The student will develop knowledge and skills in the field of fashion merchandising.**

5.1.2, 5.1.3	<p><b>Language Arts</b></p> <p>1.12.3 Decode unknown words in text using structural analysis through: base words; root words; suffixes; prefixes; syllables; compound words.</p> <p>1.12.4 Comprehend, build, and extend vocabulary using: homographs; homophones; syntax; parts of speech; synonyms; antonyms. Comprehend, build, and extend vocabulary using: context clues; structural analysis. Apply alphabetic order to locate words in resources. Use resources to find and/or confirm meaning of: unknown words, word origins, Greek word roots, Latin word roots. Evaluate authors' use of connotation and denotation in text. Build vocabulary using: pictures, symbols.</p> <p>2.12.3 Select after reading strategies appropriate to text and purpose to: recall details; restate main ideas; organize information; record information; synthesize text; evaluate text; evaluate the effectiveness of reading strategies.</p>
5.1.2	<p><b>Science</b></p> <p>N12B3 Students know the influence of ethics on scientific enterprise.</p>
5.2.1, 5.2.3	<p><b>Language Arts</b></p> <p>1.12.3 Decode unknown words in text using structural analysis through: base words; root words; suffixes; prefixes; syllables; compound words.</p> <p>1.12.4 Comprehend, build, and extend vocabulary using: homographs; homophones; syntax; parts of speech; synonyms; antonyms. Comprehend, build, and extend vocabulary using: context clues; structural analysis. Apply alphabetic order to locate words in resources. Use resources to find and/or confirm meaning of: unknown words, word origins, Greek word roots, Latin word roots. Evaluate authors' use of connotation and denotation in text. Build vocabulary using: pictures, symbols.</p> <p>2.12.1 Select before reading strategies appropriate to text and purpose to: preview text; access prior knowledge; build background knowledge; set purpose for reading; make predictions; determine reading rate; determine text type.</p>

	<p>2.12.2 Select during reading strategies appropriate to text and purpose to: use self-correcting strategies; make, confirm, and revise predictions; understand and use key vocabulary; identify main idea and supporting details; make inferences; adjust reading rate; apply knowledge of text type.</p> <p>2.12.3 Select after reading strategies appropriate to text and purpose to: recall details; restate main ideas; organize information; record information; synthesize text; evaluate text; evaluate the effectiveness of reading strategies.</p> <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p> <p>8.12.2 Use precise language to describe and elicit: feelings; experiences; observations; ideas. Apply standard English to communicate ideas.</p>
5.2.2	<p><b>Language Arts</b></p> <p>2.12.1 Select before reading strategies appropriate to text and purpose to: preview text; access prior knowledge; build background knowledge; set purpose for reading; make predictions; determine reading rate; determine text type.</p> <p>8.12.2 Use precise language to describe and elicit: feelings; experiences; observations; ideas. Apply Standard English to communicate ideas.</p>
5.2.3	<p><b>Math</b></p> <p>5.12.1 Organize statistical data through the use of tables, graphs, and matrices (with and without technology).</p>
5.2.4	<p><b>Language Arts</b></p> <p>2.12.1 Select before reading strategies appropriate to text and purpose to: preview text; access prior knowledge; build background knowledge; set purpose for reading; make predictions; determine reading rate; determine text type.</p>
5.3.1, 5.3.4, 5.4.2, 5.4.4, 5.5.1, 5.5.2, 5.5.3	<p><b>Language Arts</b></p> <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p>
5.3.2, 5.3.3, 5.3.5, 5.3.6, 5.3.7	<p><b>Language Arts</b></p> <p>2.12.1 Select before reading strategies appropriate to text and purpose to: preview text; access prior knowledge; build background knowledge; set purpose for reading; make predictions; determine reading rate; determine text type.</p> <p>2.12.2 Select during reading strategies appropriate to text and purpose to: use self-correcting strategies; make, confirm, and revise predictions; understand and use key vocabulary; identify main idea and supporting details; make inferences; adjust reading rate; apply knowledge of text type.</p> <p>2.12.3 Select after reading strategies appropriate to text and purpose to: recall details; restate main ideas; organize information; record information; synthesize text; evaluate text; evaluate the effectiveness of reading strategies.</p> <p>4.12.7 Read and follow directions to complete tasks or procedures. Evaluate directions to complete tasks or procedures for: clarity; format; technical vocabulary; text features.</p>
5.4.1	<p><b>Language Arts</b></p> <p>1.12.3 Decode unknown words in text using structural analysis through: base words; root words; suffixes; prefixes; syllables; compound words.</p> <p>1.12.4 Comprehend, build, and extend vocabulary using: homographs; homophones; syntax; parts of speech; synonyms; antonyms. Comprehend, build, and extend vocabulary using: context clues; structural analysis. Apply alphabetic order to locate words in resources. Use resources to find and/or confirm meaning of: unknown words, word origins, Greek word roots, Latin word roots. Evaluate authors' use of connotation and denotation in text. Build vocabulary using: pictures, symbols.</p> <p>2.12.1 Select before reading strategies appropriate to text and purpose to: preview text; access prior knowledge; build background knowledge; set purpose for reading; make predictions; determine reading rate; determine text type.</p> <p>2.12.2 Select during reading strategies appropriate to text and purpose to: use self-correcting strategies; make, confirm, and revise predictions; understand and use key vocabulary; identify main idea and supporting details; make inferences; adjust reading rate; apply knowledge of text type.</p>



	2.12.3 Select after reading strategies appropriate to text and purpose to: recall details; restate main ideas; organize information; record information; synthesize text; evaluate text; evaluate the effectiveness of reading strategies. 5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.
5.4.3	<b>Math</b> 1.12.8 Identify and apply real number properties to solve problems. 5.12.1 Organize statistical data through the use of tables, graphs, matrices (with and without technology).
5.5.1, 5.5.2, 5.5.3	4.12.7 Read and follow directions to complete tasks or procedures. Evaluate directions to complete tasks or procedures for: clarity; format; technical vocabulary; text features. 5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.
5.5.3	6.12.9 Write research papers by: choosing and narrowing a research topic; locating, collecting, and analyzing information from primary and secondary sources; recording information; paraphrasing and summarizing information; organizing collected information; documenting and citing sources in a consistent format. Demonstrate an understanding of the difference between original works and plagiarized works. Evaluate credibility of resources.

**Content Standard 6.0: Employability – Students will achieve competence in workplace readiness, career development and lifelong learning.**

6.1.1, 6.1.2, 6.1.3, 6.1.4, 6.2.2, 6.5.2, 6.5.3, 6.5.4, 6.5.5, 6.5.6	<b>Language Arts</b> 5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose. 8.7.4 Provide constructive feedback when participating in conversations and discussions. Respond to questions to generate possible solutions to a problem. Ask relevant questions to clarify information and extend ideas. Take a leadership role in conversations and discussions. Distinguish between relevant and irrelevant information. With assistance, negotiate to arrive at consensus by proposing and examining possible options. 8.12.4 Participate in conversations to solve problems by identifying, synthesizing, and evaluating data. Respond to questions with specific evidence in support of an opinion. Ask relevant questions to generate possible solutions to a problem. Take a leadership role in conversations and discussions. Distinguish between relevant and irrelevant information. Negotiate to arrive at consensus by proposing and examining possible options.
6.1.1, 6.2.1, 6.2.2, 6.2.3, 6.2.4, 6.2.5, 6.3.10	<b>Science</b> N12A1 Students know tables, charts, illustrations, and graphs can be used in making arguments and claims in oral and written presentations.
6.1.4	<b>Language Arts</b> 5.12.1 Use prewriting strategies to plan written work. Explore a topic to plan written work. Choose and narrow a topic to organize ideas. 6.12.6 Write persuasive essays and compositions that include: a thesis statement; supporting evidence; relevant evidence; cause/effect structure; problem/solution structure; rhetorical strategies.
6.1.5, 6.3.1, 6.3.2, 6.5.7, 6.5.8, 6.6.7, 6.8.3, 6.8.4, 6.8.5, 6.8.10, 6.9.5	<b>Language Arts</b> 2.12.1 Select before reading strategies appropriate to text and purpose to: preview text; access prior knowledge; build background knowledge; set purpose for reading; make predictions; determine reading rate; determine text type. 2.12.2 Select during reading strategies appropriate to text and purpose to: use self-correcting strategies; make, confirm, and revise predictions; understand and use key vocabulary; identify main idea and supporting details; make inferences; adjust reading rate; apply knowledge of text type. 8.12.2 Use precise language to describe and elicit: feelings; experiences; observations; ideas. Apply Standard English to communicate ideas.

	<p>8.12.3 Use public speaking techniques to deliver presentations with appropriate: prosody; volume; eye contact; enunciation; posture; expressions; audience; purpose. Communicate information by: maintaining a clear focus; following a logical sequence; illustrating information with media aids. Communicate statements that express an opinion. Defend a position applying logic and citing evidence.</p> <p>8.12.4 Participate in conversations to solve problems by identifying, synthesizing, and evaluating data. Respond to questions with specific evidence in support of an opinion. Ask relevant questions to generate possible solutions to a problem. Take a leadership role in conversations and discussions. Distinguish between relevant and irrelevant information. Negotiate to arrive at consensus by proposing and examining possible options.</p> <p><b><u>Math</u></b></p> <p>1.12.8 Identify and apply real number properties to solve problems.</p> <p>3.12.3 Select and use appropriate measurement tools, techniques, and formulas to solve problems in mathematical and practical situations.</p> <p>3.12.4 Interpret and apply consumer data presented in charts, tables, and graphs to make informed financial decisions related to practical applications.</p> <p>3.12.5 Determine the measure of unknown dimensions, angles, areas, and volumes using relationships and formulas to solve problems.</p> <p>5.12.1 Organize statistical data through the use of tables, graphs, and matrices (with and without technology).</p>
6.1.6	<p><b><u>Language Arts</u></b></p> <p>8.7.4 Provide constructive feedback when participating in conversations and discussions. Respond to questions to generate possible solutions to a problem. Ask relevant questions to clarify information and extend ideas. Take a leadership role in conversations and discussions. Distinguish between relevant and irrelevant information. With assistance, negotiate to arrive at consensus by proposing and examining possible options.</p>
6.2.1, 6.2.2, 6.2.3, 6.2.4, 6.2.5	<p><b><u>Science</u></b></p> <p>N12A3 Students know repeated experimentation allows for statistical analysis and unbiased conclusions.</p> <p>N12A4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.</p> <p>N12A5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p>
6.2.3, 6.2.4, 6.3.9, 6.5.2, 6.8.6	<p><b><u>Language Arts</u></b></p> <p>8.12.2 Use precise language to describe and elicit: feelings; experiences; observations; ideas. Apply Standard English to communicate ideas.</p> <p>8.12.3 Use public speaking techniques to deliver presentations with appropriate: prosody; volume; eye contact; enunciation; posture; expressions; audience; purpose. Communicate information by: maintaining a clear focus; following a logical sequence; illustrating information with media aids. Communicate statements that express an opinion. Defend a position applying logic and citing evidence.</p>
6.2.3, 6.2.4, 6.3.3, 6.5.2, 6.5.7, 6.9.1	<p><b><u>Language Arts</u></b></p> <p>7.12.1 Listen for a variety of purposes including: gaining information; being entertained; understanding directions. Listen for and identify: main idea; mood; purpose; messages; tone; persuasive techniques. Listen for and distinguish fact from opinion. Listen for and summarize ideas and supporting details. Listen for and evaluate the effect of the speaker's attitude on audience.</p> <p>7.12.2 Listen to and evaluate oral communications for: content; delivery; point of view; ideas; purpose; value. Listen for and evaluate the use of public speaking techniques. Listen to and evaluate the logic of a speaker's argument(s). Listen to and provide constructive feedback on oral communications.</p> <p>8.7.4 Provide constructive feedback when participating in conversations and discussions. Respond to questions to generate possible solutions to a problem. Ask relevant questions to clarify information and extend ideas. Take a leadership role in conversations and discussions. Distinguish between relevant and irrelevant information. With assistance, negotiate to arrive at consensus by proposing and examining possible options.</p>

6.3.4, 6.3.7, 6.9.1	<p><b><u>Language Arts</u></b></p> <p>1.12.3 Decode unknown words in text using structural analysis through: base words; root words; suffixes; prefixes; syllables; compound words.</p> <p>5.12.1 Use prewriting strategies to plan written work. Explore a topic to plan written work. Choose and narrow a topic to organize ideas.</p> <p>5.12.2 Draft multiple paragraph papers about a single topic that address: audience; purpose; supporting details; introduction; conclusion; transitions.</p> <p>5.12.3 Revise drafts for: voice; organization; focused ideas; audience; purpose; relevant details; word choice; sentence fluency.</p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.</p> <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p> <p>6.12.6 Write persuasive essays and compositions that include: a thesis statement; supporting evidence; relevant evidence; cause/effect structure; problem/solution structure; rhetorical strategies.</p>
6.3.10, 6.8.1	<p><b><u>Language Arts</u></b></p> <p>2.12.1 Select before reading strategies appropriate to text and purpose to: preview text; access prior knowledge; build background knowledge; set purpose for reading; make predictions; determine reading rate; determine text type.</p> <p>2.12.2 Select during reading strategies appropriate to text and purpose to: use self-correcting strategies; make, confirm, and revise predictions; understand and use key vocabulary; identify main idea and supporting details; make inferences; adjust reading rate; apply knowledge of text type.</p> <p>2.12.3 Select after reading strategies appropriate to text and purpose to: recall details; restate main ideas; organize information; record information; synthesize text; evaluate text; evaluate the effectiveness of reading strategies.</p> <p>4.12.4 Make inferences about an author’s culture and historical viewpoints. Evaluate the influence of historical events and culture. Evaluate the influence of historical events and culture on author’s works.</p> <p>4.12.7 Read and follow directions to complete tasks or procedures. Evaluate directions to complete tasks or procedures for: clarity; format; technical vocabulary; text features.</p>
6.3.10	<p><b><u>Math</u></b></p> <p>3.12.4 Interpret and apply consumer data presented in charts, tables, and graphs to make informed financial decisions related to practical applications.</p>
6.4.2	<p><b><u>Math</u></b></p> <p>5.12.1 Use calculators and computers to create and manipulate tables, graphs, and matrices to communicate statistical information; use the shape of graphs of normal distributions to compare and analyze information.</p>
6.4.3	<p><b><u>Language Arts</u></b></p> <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p> <p>6.12.9 Write research papers by: choosing and narrowing a research topic; locating, collecting, and analyzing information from primary and secondary sources; recording information; paraphrasing and summarizing information; organizing collected information; documenting and citing sources in a consistent format. Demonstrate an understanding of the difference between original works and plagiarized works. Evaluate credibility of resources.</p>
6.7.4, 6.7.5, 6.8.2	<p><b><u>Language Arts</u></b></p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.</p>
6.7.5	<p><b><u>Math</u></b></p> <p>3.12.5 Determine the measure of unknown dimensions, angles, areas, and volumes using relationships and formulas to solve problems.</p>

	5.12.1 Organize statistical data through the use of tables, graphs, and matrices (with and without technology).
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