Family & Consumer Sciences Curriculum Guide:
Clothing & Textiles I
Clothing & Textiles II
Clothing & Textiles III
Clothing & Textiles IV
School District of the City of Saint Charles

Family & Consumer Science
Curriculum Committee

2013 - 2014

Administrative Chair:
Andrew Stewart, Jefferson Intermediate School

Committee Members:
Renee Hughes, St. Charles High School
Daniele Munzer, St. Charles High School
Tari Hogue, St. Charles West High School
Jeanne Payne, St. Charles West High School
Nancy Hanna, Hardin Middle School

Danielle S. Tormala, Ed.D., Associate Superintendent, Curriculum & Instruction
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  NASAFACS National Standards & Competencies
  Show-Me Standards
District Mission
The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

District Vision
The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

District Values
We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- High quality education for all students which includes:
  - Lifelong learning from early childhood through adult education
  - Rigorous learning experiences that challenge all students
  - Instruction that meets the needs of a diverse community
  - Respect for all
  - Real world, critical thinking and problem-solving skills to prepare students for the 21st Century
  - Developing caring, productive, and responsible citizens
  - Strong engagement of family and community
  - A safe, secure, and nurturing school environment

- Achievement through:
  - Celebration of individual success
  - Collaboration with parents and community stakeholders
  - Exploration, Innovation, and creativity

- High quality staff by:
  - Hiring and retaining highly qualified and invested employees
  - Providing professional development and collaboration focused on increasing student achievement
  - Empowering staff to use innovative resources and practices

- Informed decisions that are:
  - Student-centered
  - Focused on student achievement
  - Data Driven
  - Considerate of all points of view
  - Fiscally responsible
District Goals

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

1. Student Performance
   • Develop and enhance the quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.

2. Highly qualified staff
   • Recruit, attract, develop, and retain highly qualified staff to carry out the District’s mission, vision, goals, and objectives.

3. Facilities, Support, and Instructional Resource
   • Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.

4. Parent and Community Involvement
   • Promote, facilitate and enhance parent, student, and community involvement in district educational programs.

5. Governance
   • Govern the district in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.
School District Philosophical Foundations

Teachers in the School District of the City of St. Charles share in and ascribe to a philosophy that places children at the heart of the educational process. We feel that it is our professional responsibility to strive to be our best at all times and to maximize our efforts by ensuring that the following factors are present in our classrooms and our schools.

1. Learning is developed within the personal, physical, social, and intellectual contexts of the learner.
2. A strong educational program should provide developmental continuity.
3. The successful learner is motivated, strategic, knowledgeable, and interactive.
4. Children learn best when they have real purposes and can make connections to real life.
5. Effective learning is a combination of student exploration and teacher and mentor modeling.
6. Assessment is an ongoing and multidimensional process that is an integral part of instruction.
7. Making reading and writing connections across multiple sources and curricula facilitates meaning.
8. Literacy for the future means literacy in multiple technologies.
9. Education must respond to society’s diverse population and serve all children.
10. Interactions among students, teachers, parents, and community form the network that supports learning.
**FACS Mission Statement**

Family and Consumer Sciences Education empowers individuals and families across the life span to manage the challenges of living and working in a diverse global society. Our unique focus is on families, work, and their interrelationships.

**Family and Consumer Science Area Rationale**

The rationale for the teaching of Family and Consumer Sciences is to prepare individuals for roles within the family, the workplace, the community and the world. All courses will emphasize the synthesizing of knowledge from multiple sources, to work cooperatively and to apply the highest standards and values in all aspects of their lives. Individuals are encouraged to utilize technology and its advances to enhance their lives in our culturally diverse world. Family and Consumer Science courses help individuals build communication and reasoning skills and form patterns of responsible citizenship while focusing on global consumerism and sustainable lifestyles. These skills provide a platform for individuals to improve conditions in the home, workplace, and their local and global communities.
FACS Program Goals

The mission of Family and Consumer Sciences Education is to prepare students for family life, work life, and careers in Family and Consumer Sciences by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed for:

- Strengthening the well-being of individuals and families across the life span.
- Becoming responsible citizens and leaders in family, community, and work settings.
- Promoting optimal nutrition and wellness across the life span.
- Managing resources to meet the material needs of individuals and families.
- Balancing personal, home, family, and work lives.
- Using critical and creative thinking skills to address problems in diverse family, community, and work environments.
- Successful life management, employment, and careers development.
- Functioning effectively as providers and consumers of goods and services.
- Appreciating human worth and accepting responsibility for one's actions and success in family and work life.
## Clothing & Textiles 1 through 4
### Scope and Sequence

<table>
<thead>
<tr>
<th>Subject Matter</th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>Clothing &amp; FACS</th>
<th>Clothing &amp; Textiles 1</th>
<th>Clothing &amp; Textiles 2</th>
<th>Clothing &amp; Textiles 3</th>
<th>Clothing &amp; Textiles 4</th>
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<tbody>
<tr>
<td>Identify historical &amp; current influences in fashion</td>
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<td>Demonstrate the use &amp; care of sewing machine</td>
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<td>Demonstrate use &amp; care of embroidery machine</td>
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<td>Identifying tools &amp; their use</td>
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<td>Use of iron &amp; pressing techniques</td>
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<td>Laundry procedures</td>
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<td>Determine figure type &amp; pattern size</td>
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<td>Read pattern instructions</td>
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<td>Demonstrate hand sewing techniques</td>
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Clothing & Textiles I

Course Description
List of Units of Study
Learner Goals
Curriculum Units of Study
Clothing & Textiles I Curriculum Overview
Clothing and Textiles I

Course Description

This course emphasizes fashion for today's students including historical fashion as well as current trends. Students will complete semester garment and/or accessory projects while utilizing construction techniques performed with the use of advanced technological equipment.

Class Level: 9-12

Prerequisite: None

1/2 unit Practical Arts

Units of Study:

Unit 1: Understanding Fashion

Unit 2: Elements and Principles of Design

Unit 3: Equipment Management

Unit 4: Basic Sewing Skills (Portfolio)

Unit 5: Measurements and Fitting Techniques

Unit 6: Layout and Cutting Techniques

Unit 7: Garment Construction
Learner Goals

Clothing and Textiles 1

Analyze the cultural and historical influences and trends in fashion industry.

Analyze the elements and principle of design concepts as related to appearance and clothing design.

Demonstrate the use, care and operation of sewing equipment.

Create construction examples showing various sewing techniques. Demonstrate the ability to take body measurements and choose pattern size.

Apply concepts of pattern and fabric selection to produce, alter or repair fashion apparel and products.

Create and analyze garment constructed.
Content Area: Family and Consumer Science

Course Name: Clothing and Textiles 1 Grade: 9-12 Duration of Unit: 1 week

Unit 1 Understanding Fashion

Learning Objective/ Essential Course Outcome A+ Objective:
Analyze the cultural and historical influences and trends in fashion industry.

1. Compare cultural and historical influences in fashion.
2. Identify purchasing options in textile, apparel and fashion.
3. Summarize factors that influence clothing choices.
4. Analyze past and current fashion trends.

Primary Text: Copyright 2012 Apparel Design, Textiles and Construction Chapters: 1, 2, 3, 10

Equity/Workplace Readiness Instructional Method (Strategy)

1. Identify similarities/differences
2. Summarizing/Note Taking
3. Reinforcing Effort/Providing Recognition
4. Homework and Practice
5. Nonlinguistic Representations
6. Cooperative Learning
7. Setting Objectives and Providing Feedback
8. Generating and Testing Hypothesis
9. Cues, Questions, and Advanced Organizers
10. Other:

Assessment/Evaluation/Learning Activity:

Evaluation:
Student will demonstrate skills on formative/summative assessments

Learning/Assessment Activity:
- Read related textbook chapters and discussion.
- View Why We Wear What We Wear DVD and complete/discuss study guide
- View Fashion Throughout the Years video and complete/discuss study guide
- Create poster/PowerPoint
- Write paper on era of your choice.
- Create a graphic organizer describing different types/sources to purchase clothing, disadvantages and advantages of each

MO Content Standards | MO Process Standards | FCS National Standards
---|---|---
SS6 | 1.6 | 16.4.4
CA3 | 1.8 |
CA5 | 1.9 |
Workbook activity: Ch. 3 Act. C

Learning Activity – Guiding Questions:

- What factors affect our choices in clothing?
- How do the media and movie stars influence consumer choices and purchasing?
- What different types of resources are available to purchase clothing?
- What are the advantages and disadvantages of purchasing clothing at a variety of stores/sources?

Resources: Teacher generated, published, computer and online resources to be determined.

Enrichment Exercises: Students will answer higher level thinking questions with more emphasis on abstract thought on a Summative Assessment.

Correction Exercises: Summative retake.

Special Needs: Modify as needed according to the students I.E.P or 504Plan.
## CURRICULUM DEVELOPMENT

**Content Area:** Family and Consumer Science

<table>
<thead>
<tr>
<th>Course Name: Clothing &amp; Textiles 1</th>
<th>Grade: 9-12</th>
<th>Duration of Unit: 2 week</th>
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<tbody>
<tr>
<td><strong>Unit 2</strong> Elements and Principles of Design</td>
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</table>

**Learning Objective/ Essential Course Outcome and A+ Objective:**
Analyze the elements and principle of design concepts as related to appearance and clothing design.

1. Identify body types.
2. Identify color terms, color schemes, and color wheel.
3. Describe the elements of design and principles of design and their use in clothing design.
4. Assess and describe colors that enhance skin tone, eye color, body type, and personality.
5. Explain how the elements of design relate to the principles of design.

**Primary Text:**
Apparel Design, Textiles and Construction

<table>
<thead>
<tr>
<th>Equity/Workplace Readiness</th>
<th>Instructional Method (Strategy)</th>
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<tbody>
<tr>
<td>X 1. Identify similarities/differences</td>
<td>X 6. Cooperative Learning</td>
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<tr>
<td>X 2. Summarizing/Note Taking</td>
<td>X 7. Setting Objectives and Providing Feedback</td>
</tr>
<tr>
<td>X 3. Reinforcing Effort/Providing recognition</td>
<td>8. Generating and Testing Hypothesis</td>
</tr>
<tr>
<td>X 4. Homework &amp; Practice</td>
<td>X 9. Cues, Questions, &amp; Advanced Organizers</td>
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<tr>
<td>X 5. Nonlinguistic Representations</td>
<td>10. Other:</td>
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</table>

**Assessment/Evaluation/Learning Activity:**

**Evaluation:**
Students will demonstrate skills on formative/summative assessments

**Learning/Assessment Activity:**
- Read related textbook chapters and discussion.
- Create a collage/poster/pamphlet using color schemes or elements or principles of design.
- Determine the season you are using the color coding kit (color draping).
- Guest speaker.
- Complete color wheel and its components.
- View Elements of Design DVD and complete worksheet.
- View Principle of Design DVD and MO Content Standards

<table>
<thead>
<tr>
<th>CA 3</th>
<th>CA 5</th>
<th>CA 6</th>
<th>FA2</th>
<th>FA3</th>
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<td>MO Process Standards</td>
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</table>

FCS National Standards
complete worksheet.

- Identify the Elements and Principles of Design from photos, magazines, and Internet.
- Apparel workbook: Ch. 16 activities B and C, Ch. 17 activity A and C

Learning Activity – Guiding Questions:
- What factors will affect our decision on applying elements and principles of design to assist the industry?
- What questions do we ask in order to clarify which fabric, texture, and pattern can affect visual appearance?
- Why is it important to color code into a particular season?

Resources: Teacher generated, published, computer and online resources to be determined.

Enrichment Exercises: Students will answer higher level thinking questions with more emphasis on abstract thought on a Summative Assessment.

Correction Exercises: Summative retake.

Special Needs: Modify as needed according to the students I.E.P or 504Plan.
CURRICULUM DEVELOPMENT

Content Area: Family and Consumer Science

<table>
<thead>
<tr>
<th>Course Name: Clothing &amp; Textiles 1</th>
<th>Grade: 9-12</th>
<th>Duration of Unit: 2 week</th>
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**Unit 3  Equipment Management**

Learning Objective/ Essential Course Outcome A+ Objective:

**Demonstrate the use, care and operation of sewing equipment.**
1. Identify the parts and functions of a sewing machine and serger.
2. Identify and demonstrate independent use of sewing tools, supplies, and pressing equipment.
3. Consistently demonstrate independent use and care of sewing machines.
4. Consistently demonstrate independent use and care of serger machines.

**Primary Text:** Apparel Design, Textiles and Construction

**Chapters:** 24, 28

**Instructional Method (Strategy)**

<table>
<thead>
<tr>
<th>Equity/Workplace Readiness</th>
<th>Instructional Method (Strategy)</th>
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<tbody>
<tr>
<td>X 1. Identify similarities /differences</td>
<td>X 6. Cooperative Learning</td>
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<tr>
<td>X 2. Summarizing/Note Taking</td>
<td>X 7. Setting Objectives &amp; Providing Feedback</td>
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<tr>
<td>X 3. Reinforcing Effort/ Providing Recognition</td>
<td>X 8. Generating &amp; Testing Hypothesis</td>
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<tr>
<td>X 4. Homework &amp; Practice</td>
<td>X 9. Cues, Questions, &amp; Advanced Organizers</td>
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<tr>
<td>X 5. Nonlinguistic Representations</td>
<td>10. Other:</td>
</tr>
</tbody>
</table>

**Assessment/Evaluation/Learning Activity:**

**Evaluation:**
Student will demonstrate skills on formative/summative assessments

**Learning/Assessment Activity:**
- Read related textbook chapters and discussion.
- Identify tools, parts of sewing machine and serger, and pressing equipment
- Demonstrate threading machine and bobbin on sewing machines and serger.
- Demonstrate independent use of sewing machine using paper drills.
- Apparel workbook: Ch. 24 activities A,B,C, Ch. 28 activities A,B,C, and D

**MO Content Standards**

<table>
<thead>
<tr>
<th>MO Process Standards</th>
<th>FCS National Standards</th>
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<td>M5</td>
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<td>4.8</td>
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</tbody>
</table>
• What are the differences and similarities between a sewing machine and serger?
• How do you care for each piece of sewing equipment?
• How is a basic seam sewn?
• What seam finish is produced using a serger?

Resources: Teacher generated, published, computer and online resources to be determined.

Enrichment Exercises: Students will answer higher level thinking questions with more emphasis on abstract thought on a Summative Assessment.

Correction Exercises: Summative retake.

Special Needs: Modify as needed according to the students I.E.P or 504 Plan.
**CURRICULUM DEVELOPMENT**

Content Area: Family and Consumer Science

**Course Name:** Clothing & Textiles 1  |  **Grade:** 9-12  |  **Duration of Unit:** 4 weeks

**Unit 4  Basic Sewing Skills (Portfolio)**

**Learning Objective/ Essential Course Outcome**

A+ Objective: *Create construction examples showing various sewing techniques.*
1. Develop a Sample Portfolio using specific sewing machine techniques independently.
2. Develop a Sample Portfolio using specific hand sewing techniques independently.
3. Consistently demonstrate proper pressing techniques.

<table>
<thead>
<tr>
<th>Primary Text: Apparel Design, Textiles and construction</th>
<th>Chapters: 26</th>
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<tbody>
<tr>
<td><strong>Equity/Workplace Readiness</strong></td>
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<td>X</td>
<td>Equity</td>
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<td>Technology</td>
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|x 1. Identify similarities /differences | X 6. Cooperative Learning |
|x 2. Summarizing/Note Taking | X 7. Setting Objectives & Providing Feedback |
|x 3. Reinforcing Effort/ Providing Recognition | X 8. Generating & Testing Hypothesis |
|x 4. Homework & Practice | X 9. Cues, Questions, & Advanced Organizers |
|x 5. Nonlinguistic Representations | |

**Assessment/Evaluation/Learning Activity:**

**Evaluation:**
Student will demonstrate skills on formative/summative assessments

**Learning/Assessment Activity:**
- Read related textbook chapters and discussion.
- Project: Portfolio of samples
- Demonstrate seams, finishes, closures, darts, gathering
- PowerPoint

**Learning Activity – Guiding Questions:**
- How do we communicate the skills needed for basic Construction techniques?
- What questions do we need to ask to clarify understanding of basic construction techniques?
- What is required in construction to produce, or repair a textile product?
- What are the desired ends of basic construction techniques?
- What equipment is available to use?

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<thead>
<tr>
<th>MO Content Standards</th>
<th>MO Process Standards</th>
<th>FCS National Standards</th>
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Resources: Teacher generated, published, computer and online resources to be determined.

Enrichment Exercises: Students will answer higher level thinking questions with more emphasis on abstract thought on a Summative Assessment.

Correction Exercises: Summative retake.

Special Needs: Modify as needed according to the students I.E.P or 504Plan.
CURRICULUM DEVELOPMENT

Content Area: Family and Consumer Science

<table>
<thead>
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<tbody>
<tr>
<td>Unit 5 Measuring and Fitting Techniques</td>
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</table>

Learning Objective/ Essential Course Outcome A+ Objective:

Demonstrate the ability to take body measurements and choose pattern size.
1. Take accurate measurements.
2. Access personal figure type and pattern size.
3. Select a pattern size based on garment type.
4. Summarize the information provided in pattern catalogs, guide sheet and envelopes.

Primary Text:
Apparel Design, Textiles and construction
Equity/Workplace Readiness

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<td>X 9. Cues, Questions, &amp; Advanced Organizers</td>
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<td>X 10. Other:</td>
</tr>
</tbody>
</table>

Assessment/Evaluation/Learning Activity:

Evaluation:
Student will demonstrate skills on formative/summative assessments

Learning/Assessment Activity:
- Read related textbook chapters and discussion.
- Determine pattern size with commercial patterns
- Explain what is included in a pattern and describe the purpose of each component
- Choose a pattern and fabric based on your skill level and needs
- Take personal measurements and record them- activity
- Demonstration of taking body measurements.
- Apparel Workbook: Ch. 22 activities A, B, C. Ch. 23 activities A, B, C

MO Content Standards
CA3 M1 M2 M3 M5 FA2

MO Process Standards
1.8 3.2 3.3 3.8

FCS National Standards
16.3
<table>
<thead>
<tr>
<th><strong>Learning Activity – Guiding Questions:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• How do you take accurate body measurements?</td>
</tr>
<tr>
<td>• What do you need to know in order to select the correct pattern?</td>
</tr>
<tr>
<td>• What is the purpose of the guide sheet?</td>
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<table>
<thead>
<tr>
<th><strong>Resources:</strong></th>
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</thead>
<tbody>
<tr>
<td>Teacher generated, published, computer and online resources to be determined.</td>
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Enrichment Exercises: Students will answer higher level thinking questions with more emphasis on abstract thought on a Summative Assessment.

Correction Exercises: Summative retake.

Special Needs: Modify as needed according to the students I.E.P or 504 Plan.
CURRICULUM DEVELOPMENT

Content Area: Family and Consumer Science

<table>
<thead>
<tr>
<th>Course Name: Clothing &amp; Textiles 1</th>
<th>Grade: 9-12</th>
<th>Duration of Unit: 1 week</th>
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</thead>
<tbody>
<tr>
<td>Unit 6</td>
<td>Layout and Cutting Techniques</td>
<td></td>
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</tbody>
</table>

**Learning Objective/ Essential Course Outcome A+ Objective:**

Apply concepts of pattern and fabric selection to produce, alter or repair fashion apparel and products.

1. Manipulate pattern pieces by pinning to fabric accurately.
2. Identify the symbols and markings found on a pattern pieces.
3. Demonstrate how to find fabric grain.
4. Demonstrate how to prepare the fabric for cutting and sewing.
5. 

**Primary Text:**
Apparel Design, Textiles and Construction

<table>
<thead>
<tr>
<th>Equity</th>
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<th>Technology</th>
<th>Workplace Readiness Skills</th>
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</table>

| Chapters: 23, 25 |

**Instructional Method (Strategy):**

| 1. Identify similarities/differences |
| 2. Summarizing/Note Taking |
| 3. Reinforcing Effort/Providing Recognition |
| 4. Homework & Practice |
| 5. Nonlinguistic Representations |
| 6. Cooperative Learning |
| 7. Setting Objectives & Providing Feedback |
| 8. Generating & Testing Hypothesis |
| 9. Cues, Questions, & Advanced Organizers |
| 10. Other: |

**Assessment/Evaluation/Learning Activity:**

**Evaluation:**
Student will demonstrate skills on formative/summative assessments

**Learning/Assessment Activity:**
- Read related textbook chapters and discussion.
- View Field trip to a Fabric Store DVD and complete worksheet
- Demonstrate how to place pattern pieces on straight grain and fold
- Students will demonstrate how to cut out patterns and fabric.
- Apparel Workbook: Ch. 25 activities A, B, C, D

**MO Content Standards**
- CA3
- M1
- M3
- M5
- FA2

**MO Process Standards**
- 3.1
- 3.2
- 3.3
- 3.8

**FCS National Standards**
- 16.4
and how much to purchase?
- What is a notion?
- How, when and why are alterations made?
- What are the difference from Place on Fold and Straight Grain?

<table>
<thead>
<tr>
<th>Resources: Teacher generated, published, computer and online resources to be determined.</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>Correction Exercises: Summative retake.</td>
</tr>
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<td>Special Needs: Modify as needed according to the students I.E.P or 504Plan.</td>
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## CURRICULUM DEVELOPMENT

Content Area: Family and Consumer Science

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<th>Duration of Unit: 6-8 weeks</th>
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</table>

### Unit 7  Garment Construction

**Learning Objective/ Essential Course Outcome A+ Objective:**

Create and analyze garment constructed.

1. Apply sewing techniques to construct projects and garments.
2. Demonstrate proper basic construction techniques.
3. Critique projects and garments.

**Primary Text:**
Apparel Design, Textiles and construction

**Equity/Workplace Readiness**

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**Instructional Method (Strategy)**

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<th>Nonlinguistic Representations</th>
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</table>

**Assessment/Evaluation/Learning Activity:**

**Evaluation:**
Student will demonstrate skills on formative/summative assessments

**Learning/Assessment Activity:**

- Read related textbook chapters and discussion.
- Demonstrate how to read and follow instructions on pattern guide sheet.
- Select and apply seam finishes techniques learned.
- Demonstrate the ability to use a variety of equipment, tools, and supplies for textile construction.

**Learning Activity – Guiding Questions:**

- How do I begin construction?
- What seam finishes do I use?
- What is the purpose of a guide sheet?

**Chapters:** 25, 26

**MO Content Standards**

<table>
<thead>
<tr>
<th>CA3</th>
<th>M1</th>
<th>M2</th>
<th>M5</th>
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<td>3.3</td>
<td>3.8</td>
</tr>
</tbody>
</table>

**MO Process Standards**

| 16.4 |

**FCS National Standards**

| 16.4 |
- What information is found on a pattern envelope?

**Resources:** Teacher generated, published, computer and online resources to be determined.

Enrichment Exercises: Students will answer higher level thinking questions with more emphasis on abstract thought on a Summative Assessment.

Correction Exercises: Summative retake.

Special Needs: Modify as needed according to the students I.E.P or 504Plan.
CLOTHING and TEXTILES 1
OUTCOMES AND OBJECTIVES

Unit 1: Understanding Fashion Chapters 1, 2, 3, and 10
Analyze the cultural and historical influences and trends in fashion industry.
1. Compare cultural and historical influences in fashion.
2. Identify purchasing options in textile, apparel and fashion.
3. Summarize factors that influence clothing choices.
4. Analyze past and current fashion trends.

Unit 2: Elements and Principles of Design Chapters 16 and 17
Analyze the elements and principle of design concepts as related to appearance and clothing design.
1. Identify body types.
2. Identify color terms, color schemes, and color wheel.
3. Describe the elements of design and principles of design and their use in clothing design.
4. Assess and describe colors that enhance skin tone, eye color, body type, and personality.
5. Explain how the elements of design relate to the principles of design.

Unit 3: Equipment Management Chapters 24 and 28
Demonstrate the use, care and operation of sewing equipment.
1. Identify the parts and functions of a sewing machine and serger.
2. Identify and demonstrate independent use of sewing tools, supplies, and pressing equipment.
3. Consistently demonstrate independent use and care of sewing machines.
4. Consistently demonstrate independent use and care of serger machines.

Unit 4: Basic Sewing Skills (Portfolio) Chapter 26
Create construction examples showing various sewing techniques.
1. Develop a Sample Portfolio using specific sewing machine techniques independently.
2. Develop a Sample Portfolio using specific hand sewing techniques independently.
3. Consistently demonstrate proper pressing techniques.
Unit 5: Measurements and Fitting Techniques  Chapters 22 and 23
Demonstrate the ability to take body measurements and choose pattern size.
   1. Take accurate measurements.
   2. Access personal figure type and pattern size.
   3. Select a pattern size based on garment type.
   4. Summarize the information provided in pattern catalogs, guide sheet and envelopes.

Unit 6: Layout and Cutting Techniques  Chapters 23 and 25
Apply concepts of pattern and fabric selection to produce, alter or repair fashion apparel and products
   1. Manipulate pattern pieces by pinning to fabric accurately.
   2. Identify the symbols and markings found on a pattern pieces.
   3. Demonstrate how to find fabric grain.
   4. Demonstrate how to prepare the fabric for cutting and sewing.

Unit 7: Garment Construction  Chapter 26
Create and analyze garment constructed.
   1. Apply sewing techniques to construct projects and garments.
   2. Demonstrate proper basic construction techniques.
   3. Critique projects and garments.
Clothing & Textiles II

Course Description
List of Units of Study
Learner Goals
Curriculum Units of Study
Clothing & Textiles II Curriculum Overview
Clothing and Textiles 2
Course Description

This course is an instructional program designed to extend competencies gained in Clothing and Textiles 1. Students will explore fashion, fabric properties and personal fitting techniques. Creative construction techniques will also be applied. Special emphasis will be placed on advanced construction techniques using specialty fabrics and applications. Students will be introduced to the textile production segment of the industry.

Class Level: 9-12

Prerequisite: Clothing and Textiles 1

1/2 unit Practical Arts

Units of Study:

Unit 1 – Influences in Fashion World
Unit 2 - From Fibers to Fabric
Unit 3- Care of Fabric
Unit 4 - Equipment Management
Unit 5 - Advanced Sewing Skills (Portfolio)
Unit 6 - Measurements and Fitting Techniques
Unit 7 - Layout and Cutting Techniques
Unit 8 - Advanced Garment Construction
Unit 9 - Careers in Fashion
Learner Goals
Clothing and Textiles 2

Evaluate Fashion Designers and their influences of the Fashion World from the past and present.

Analyze effects of textile characteristics on design, construction, production, care, use, and maintenance of textile products.

Evaluate appropriate procedures for care of textile products.

Demonstrate the use, care and operation of sewing equipment.

Create construction examples showing various sewing techniques.

Demonstrate skills needed to measure and fit fashion, apparel, and textile products.

Demonstrate skills needed to layout and cut fashion, apparel and textile products.

Apply advanced sewing techniques to plan and construct projects and garments.
Analyze career paths within textile apparel and design industries.
## CURRICULUM DEVELOPMENT

Content Area: Family and Consumer Science

<table>
<thead>
<tr>
<th>Course Name: Clothing and Textiles 2</th>
<th>Grade: 9-12</th>
<th>Duration of Unit: 1 week</th>
</tr>
</thead>
</table>

### Unit 1 Influences in Fashion World

#### Learning Objective/ Essential Course Outcome A+ Objective:

Evaluate Fashion Designers and their influences of the Fashion World from the past and present.

1. Identify some of today’s top fashion designers.
2. Summarize where designers work, including the fashion capitals or the world fashion.
3. Contrast ready-to-wear and couture.

#### Primary Text:

Apparel Design, Textiles and Construction - Ch. 6

#### Equity/Workplace Readiness

<table>
<thead>
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<th>X</th>
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<th>X</th>
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<td>Workplace Readiness Skills</td>
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#### Instructional Method (Strategy)

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<td>X</td>
<td>5. Nonlinguistic Representations</td>
<td></td>
<td>10. Other:</td>
</tr>
</tbody>
</table>

#### Assessment/Evaluation/Learning Activity:

**Evaluation:**
Student will demonstrate skills on formative/summative assessments

**Learning/Assessment Activity:**

- Read related textbook chapters and discussion.
- Create a graphic organizer describing today’s top fashion designers, disadvantages and advantages of each
- Write a paper contrasting ready-to-wear vs. couture
- Create poster/power point
- In teams, have a debate on fashion topics
- Guest speaker

#### MO Content Standards

- SS6
- CA3
- CA5

#### MO Process Standards

- 1.6
- 1.8
- 1.9

#### FCS National Standards

16.4.4
### Learning Activity – Guiding Questions:

- What are the pros and cons of knockoff designs?
- How do knockoffs benefit consumers?
- How do social networks sites benefit fashion designers?
- Which fashion publication is the most important and influential in the fashion industry?
- What benefits do designers and couture houses get from licensing their design work?

### Resources:
Teacher generated, published, computer and online resources to be determined.

### Enrichment Exercises:
Students will answer higher level thinking questions with more emphasis on abstract thought on a Summative Assessment.

### Correction Exercises:
Summative retake.

### Special Needs:
Modify as needed according to the students I.E.P or 504 Plan.
CURRICULUM DEVELOPMENT

Content Area: Family and Consumer Science

Course Name: Clothing and Textiles 2  Grade: 9-12  Duration of Unit: 1.5 week

Unit 2  From Fibers to Fabric

Learning Objective/ Essential Course Outcome A+ Objective:

Analyze effects of textile characteristics on design, construction, production, care, use, and maintenance of textile products.

1. Identify fiber characteristics that affect appearance and performance of fibers.
2. Summarize the characteristics, care and uses of natural and manufactured fibers.

Primary Text:
Apparel Design, Textiles and Construction - Ch 18, 19 and 20
Successful Sewing –Copyright 2013 – Lessons 3

Equity/Workplace Readiness

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<td>X 10. Other:</td>
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Assessment/Evaluation/Learning Activity:

Evaluation:
Student will demonstrate skills on formative/summative assessments

Learning/Assessment Activity:

- Read related textbook chapters and discussion.
- Compare the characteristics, advantages and disadvantages and care of each different fibers.
- Create a chart of natural and manufactured fibers.
- Analyze how fibers are constructed into fabrics.
- Project: Create multiple sketches or pictures of designs. List suitable fabrics and uses to be used on each.

MO Content Standards

<table>
<thead>
<tr>
<th>CA3</th>
<th>CA4</th>
<th>CA6</th>
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<tbody>
<tr>
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MO Process Standards

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FCS National Standards

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<th>16.2</th>
<th>16.3</th>
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</table>
Analyze and defend why each fabric was chosen.

- Class discussion
- Apparel Workbook: Ch 9 activity B, Ch 18 activity A,B,C, Ch 19 activity A,B, Ch 20 activity A,B,C,D

Learning Activity – Guiding Questions:

- What is the difference between natural and manufactured fibers?
- What is the purpose of fabric care labels?
- How does clothing fibers differ from home furnishing fibers?

Resources: Teacher generated, published, computer and online resources to be determined.

Enrichment Exercises: Students will answer higher level thinking questions with more emphasis on abstract thought on a Summative Assessment.

Correction Exercises: Summative retake.

Special Needs: Modify as needed according to the students I.E.P or 504Plan.
# CURRICULUM DEVELOPMENT

**Content Area:** Family and Consumer Science

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<tr>
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</table>

## Unit 3  Care of Fabric

### Learning Objective/ Essential Course Outcome A+ Objective:

**Evaluate appropriate procedures for care and Textile Products**

1. Identify laundry products best suited for certain laundry tasks.
2. Explain how to care for clothes on a daily basis.
3. Examine how to properly and safely wash and dry clothes.
4. Summarize how to use information on care labels.
5. Summarize ways to recycle clothes.

### Primary Text:
Apparel Design, Textiles and Construction – Ch. 13, 14, and 15

### Instructional Method (Strategy)

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### Assessment/Evaluation/Learning Activity:

#### Evaluation:
Student will demonstrate skills on formative/summative assessments

#### Learning/Assessment Activity:
- Read related textbook chapters and discussion.
- Guest Speaker
- Power point
- Activity- read labels, proceed through all steps of a laundry load and actually do a load of clothes.
- Poster- Show and describe different ways a garment can be recycled.
- Apparel Workbook: Ch 9 activity A, Ch 13 activity A,B, Ch 14 activity B

### MO Content Standards

| CA3 |
| CA4 |
| CA6 |
| SS6 |
| FA2 |
| S1 |
| S8 |

### MO Process Standards

| 1.2 |
| 1.8 |
| 2.1 |
| 2.6 |
| 3.1 |
| 4.8 |

### FCS National Standards

| 16.2 |
| 16.3 |
Learning Activity – Guiding Questions:

- What is the difference between tradition and High-Efficiency washers?
- How do front loading vs. top loading washer differ?
- What is the difference between the varieties of detergents?
- How do you care for stains?
- What are the steps to follow in daily care of clothing?
- How do you decide on the proper care of a garment?
- How do you hand wash clothes and when is it appropriate?

Resources: Teacher generated, published, computer and online resources to be determined.

Enrichment Exercises: Students will answer higher level thinking questions with more emphasis on abstract thought on a Summative Assessment.

Correction Exercises: Summative retake.

Special Needs: Modify as needed according to the students I.E.P or 504Plan.
CURRICULUM DEVELOPMENT

Content Area: Family and Consumer Science

Course Name: Clothing and Textiles 2  Grade:  9-12  Duration of Unit:  1 week and ongoing

Unit  4  Equipment Management

Learning Objective/ Essential Course Outcome A+ Objective:

Demonstrate the use, care and operation of sewing equipment.
1. Identify the parts and functions of a sewing machine, serger and embroidery machine.
2. Identify and demonstrate independent use of sewing tools, supplies, and pressing equipment
3. Consistently demonstrate independent use and care of sewing machines.
4. Consistently demonstrate independent use and care of serger machines.
5. Consistently demonstrate independent use and care of embroidery machines.

Primary Text:
Apparel Design, Textiles and Construction - Ch. 24 and 28
Successful Sewing – Lessons 10, 11, 44-46

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Assessment/Evaluation/Learning Activity:
Evaluation:
Student will demonstrate skills on formative/summative assessments

Learning/Assessment Activity:
- Read related textbook chapters and discussion.
- Use a Graphic Organizer to show different types of sewing equipment
- Identify parts of machine by labeling pictures of equipment
- Demonstrate proper threading of all 3 machines
- Demonstrate set-up and operation of the embroidery machine.

<table>
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<th>FCS National Standards</th>
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<td>Learning Activity – Guiding Questions:</td>
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<tr>
<td>• How do you program and set up an embroidery machine?</td>
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<td>• How do you remove a rough spot on a pin?</td>
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<tr>
<td>• Why is it important to thread machines properly?</td>
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<td>• What is the difference between pressing and ironing?</td>
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<tr>
<td>• What do you need to know to properly set an iron to correct temperature?</td>
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</table>

**Resources:** Teacher generated, published, computer and online resources to be determined.

Enrichment Exercises: Students will answer higher level thinking questions with more emphasis on abstract thought on a Summative Assessment.

Correction Exercises: Summative retake.

Special Needs: Modify as needed according to the students I.E.P or 504Plan.
CURRICULUM DEVELOPMENT
Content Area: Family and Consumer Science

<table>
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<tbody>
<tr>
<td>Unit 5</td>
<td>Advanced Sewing Skills (Portfolio)</td>
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</table>

Learning Objective/ Essential Course Outcome A+ Objective:

Create construction examples showing various sewing techniques.
1. Develop a Sample Portfolio using specific sewing machine techniques independently.
2. Develop a Sample Portfolio using specific hand sewing techniques independently.
3. Develop a Sample Portfolio using specific embroidery designs.
4. Consistently demonstrate proper pressing techniques.

Primary Text:
Apparel Design, Textiles and Construction – Ch. 27
Successful Sewing – Lessons 12-43

<table>
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<th>Equity/Workplace Readiness</th>
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<td>X 4. Homework &amp; Practice</td>
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Assessment/Evaluation/Learning Activity:

Evaluation:
Student will demonstrate skills on formative/summative assessments

Learning/Assessment Activity:
- Read related textbook chapters and discussion.
- Select correct size and style pattern for body type
- Perform appropriate alterations as needed
- Project: portfolio
- Demonstrate pockets, sleeves, waistbands, casings
- Power point
- Graphic organizer to explain different types of pockets and sleeves
- Apparel Workbook: Ch 26 activity A,B,C,D

<table>
<thead>
<tr>
<th>MO Content Standards</th>
<th>MO Process Standards</th>
<th>FCS National Standards</th>
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</table>
### Learning Activity – Guiding Questions:

- What are advanced sewing skills?
- Why are alterations done prior to cutting fabric out?
- How many types of different sleeves are there and where are these used?
- Why is it necessary to finish all seams?

### Resources:
Teacher generated, published, computer and online resources to be determined.

### Enrichment Exercises:
Students will answer higher level thinking questions with more emphasis on abstract thought on a Summative Assessment.

### Correction Exercises:
Summative retake.

### Special Needs:
Modify as needed according to the students I.E.P or 504Plan.
## CURRICULUM DEVELOPMENT

### Content Area: Family and Consumer Science

<table>
<thead>
<tr>
<th>Course Name: Clothing and Textiles 2</th>
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<th>Duration of Unit: 8-10 weeks</th>
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</table>

### Unit 6  Measurements and Fitting Techniques

#### Learning Objective/ Essential Course Outcome A+ Objective:

Demonstrate skills needed to measure and fit fashion, apparel, and textile products.

1. Take accurate body measurements
2. Access personal figure type and pattern size.
3. Select pattern size based on garment type.
4. Perform appropriate alterations.

#### Primary Text:
- Apparel Design, Textiles and Construction – Ch. 22 and 23
- Successful Sewing – Lessons 1-7

#### Instructional Method (Strategy)

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<thead>
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#### MO Content Standards

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#### MO Process Standards

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<tr>
<td>16.4.1</td>
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<td>16.4.5</td>
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</table>
What are the similarities and differences?

**Learning Activity – Guiding Questions:**

- After taking measurements and determining pattern size, what are the reasons the customary ready-to-wear sizes are one to two sizes smaller?
- What evidence can you locate that shows design ease in current fashions?
- What evidence shows future trends in design ease in fashions?
- Are garments today more close-fitting or loose-fitting? Which do you prefer? Why?
- What are our goals when constructing textile products?
- What is required in construction to produce, alter or repair a textile product? What equipment is available?

**Resources:** Teacher generated, published, computer and online resources to be determined.

**Enrichment Exercises:** Students will answer higher level thinking questions with more emphasis on abstract thought on a Summative Assessment.

**Correction Exercises:** Summative retake.

**Special Needs:** Modify as needed according to the students I.E.P or 504Plan.
CURRICULUM DEVELOPMENT

Content Area: Family and Consumer Science

Course Name: Clothing and Textiles 2 | Grade: 9-12 | Duration of Unit: 8-10 weeks

Unit 7 Layout and Cutting Techniques

Learning Objective/ Essential Course Outcome A+ Objective:

Demonstrate skills needed to layout and cut fashion, apparel and textile products.

1. Select the layout suited to fabric width, design, size, view and nap requirements.
2. Demonstrate appropriate layout and cutting of pattern pieces.
3. Demonstrate use of appropriate marking techniques.

Primary Text: Apparel Design, Textiles and Construction - Ch. 25

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Assessment/Evaluation/Learning Activity:

Evaluation:
Student will demonstrate skills on formative/summative assessments

Learning/Assessment Activity:
- Read related textbook chapters and discussion.
- Complete a grain test.
- Practice altering the length of a pattern.
- Study pattern guide sheet and make a list of all the types of info provided.
- Study guide sheet and make a list of skills or techniques you need to practice.
- Demonstrate the five types of folds.

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</table>
### Learning Activity – Guiding Questions:

- What are the advantages of studying the pattern and guide sheet before you begin using them?
- If you are sewing fabric with nap, what might happen if you use a cutting layout for a fabric without nap?
- What are the consequences associated with choosing appropriate construction activities?
- What skills are required in relation to advanced sewing skills?

### Resources:
Teacher generated, published, computer and online resources to be determined.

### Enrichment Exercises:
Students will answer higher level thinking questions with more emphasis on abstract thought on a Summative Assessment.

### Correction Exercises:
Summative retake.

### Special Needs:
Modify as needed according to the students I.E.P or 504Plan.
## CURRICULUM DEVELOPMENT

Content Area: Family and Consumer Science

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<td><strong>Unit 8: Advanced Garment Construction</strong></td>
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</table>

### Learning Objective/ Essential Course Outcome A+ Objective:

**Apply advanced sewing techniques to plan and construct projects and garments.**
1. Apply advanced sewing techniques to construct projects and garments.
2. Critique finished garment with suggestions for improvement.

### Primary Text:
*Apparel Design, Textiles and Construction – Ch. 27*

### Equity/Workplace Readiness

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### Assessment/Evaluation/Learning Activity:

**Evaluation:**
Student will demonstrate skills on formative/summative assessments

**Learning/Assessment Activity:**
- Read related textbook chapters and discussion.
- Layout altered patterns, pin, and cut fabric correctly.
- Follow pattern instructions.
- Apply advanced techniques to garment/project.
- Critique garment and evaluate improvements to be made.

**Learning Activity – Guiding Questions:**
- How do you read and follow the pattern instructions?
- Do instructions include everything you need to do?

### MO Content Standards

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### MO Process Standards

| 1.1 | 1.5 | 2.3 | 2.5 | 3.3 | 3.5 | 4.5 |

### FCS National Standards

| 16.4 |
• Can you embellish a garment or use a different technique than the instructions call for?
• Why is it important to critique your own garment?

Resources: Teacher generated, published, computer and online resources to be determined.

Enrichment Exercises: Students will answer higher level thinking questions with more emphasis on abstract thought on a Summative Assessment.

Correction Exercises: Summative retake.

Special Needs: Modify as needed according to the students I.E.P or 504 Plan.
CURRICULUM DEVELOPMENT

Content Area: Family and Consumer Science

Course Name: Clothing and Textiles 2  |  Grade: 9-12  |  Duration of Unit: 1 week
Unit 9: Careers in Fashion

Learning Objective/ Essential Course Outcome A+ Objective:

Analyze career paths within textile apparel and design industries
1. Assess personal characteristic and professional requirements for occupations related to fashion and summarize findings.
2. Summarize how career clusters and pathways help in making a career plan.
3. Explain how to use sources of career information.

Primary Text:
Apparel Design, Textiles and Construction - Ch. 4 and 30

Equity/Workplace Readiness

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Assessment/Evaluation/Learning Activity:

Evaluation: Student will demonstrate skills on formative/summative assessments

Learning/Assessment Activity:
- Read related textbook chapters and discussion.
- Visit Missouri Connections website
- Participate in Guest Speaker discussion
- Online assessment: Skills Profiler, Interest Profiler, Work Importance Locator on the [www.careerinfonet.org](http://www.careerinfonet.org), O*Net on the [www.onetcenter.org](http://www.onetcenter.org)

MO Content Standards
- CA3
- CA6

MO Process Standards
- 1.1
- 2.6
- 4.8

FCS National Standards
- 16.1
• Apparel Workbook: Ch 4 activity C, Ch 29 activity A,B,C, Ch 30 activity E,F

**Learning Activity – Guiding Questions:**

• What careers are involved in the fashion industry?
• What criteria can be used in career selection?
• What communication skills are necessary for a career in this field?
• How do leadership skills affect career entrepreneur success or failure?
• What resources and training are required for a career in the fashion industry?

**Resources:** Teacher generated, published, computer and online resources to be determined.

**Enrichment Exercises:** Students will answer higher level thinking questions with more emphasis on abstract thought on a Summative Assessment.

**Correction Exercises:** Summative retake.

**Special Needs:** Modify as needed according to the students I.E.P or 504Plan.
CLOTHING and TEXTILES 2
OUTCOMES AND OBJECTIVES

Unit 1 – Influences in Fashion World
Evaluate Fashion Designers and their influences of the Fashion World from the past and present.
   1. Identify some of today’s top fashion designers.
   2. Summarize where designers work, including the fashion capitals or the world fashion.
   3. Contrast ready-to-wear and couture.

2 - From Fibers to Fabric
Analyze effects of textile characteristics on design, construction, production, care, use, and maintenance of textile products.
   1. Identify fiber characteristics that affect appearance and performance of fibers.
   2. Summarize the characteristics, care and uses of natural and manufactured fibers.

Unit 3 - Care of Fabric
Evaluate appropriate procedures for care and Textile Products
   1. Identify laundry products best suited for certain laundry tasks.
   2. Explain how to care for clothes on a daily basis.
   3. Examine how to properly and safely wash and dry clothes
   4. Summarize how to use information on care labels.
   5. Summarize ways to recycle clothes.

Unit 4 - Equipment Management
Demonstrate the use, care and operation of sewing equipment.
   1. Identify the parts and functions of a sewing machine, serger and embroidery machine.
   2. Identify and demonstrate independent use of sewing tools, supplies, and pressing equipment.
   3. Consistently demonstrate independent use and care of sewing machines.
   4. Consistently demonstrate independent use and care of serger machines.
   5. Consistently demonstrate independent use and care of embroidery machines.

Unit 5 - Advanced Sewing Skills
Create construction examples showing various sewing techniques.
   1. Develop a Sample Portfolio using specific sewing machine techniques independently.
   2. Develop a Sample Portfolio using specific hand sewing techniques independently.
3. Develop a Sample Portfolio using specific embroidery designs.
4. Consistently demonstrate proper pressing techniques.

Unit 6 - Measurements and Fitting Techniques
Ch. 22 and 23
Demonstrate skills needed to measure and fit fashion, apparel, and textile products.

1. Take accurate body measurements
2. Access personal figure type and pattern size.
3. Select pattern size based on garment type.
4. Perform appropriate alterations.

Unit 7 - Layout and Cutting Techniques
Ch. 25
Demonstrate skills needed to layout and cut fashion, apparel and textile products.

1. Select the layout suited to fabric width, design, size, view and nap requirements.
2. Demonstrate appropriate layout and cutting of pattern pieces.
3. Demonstrate use of appropriate marking techniques.

Unit 8 - Advanced Garment Construction
Ch. 27
Apply advanced sewing techniques to plan and construct projects and garments.

1. Apply advanced sewing techniques to construct projects and garments.
2. Critique finished garment with suggestions for improvement.

Unit 9 - Careers in Fashion
Ch. 4 and 30
Analyze career paths within textile apparel and design industries

1. Assess personal characteristic and professional requirements for occupations related to fashion and summarize findings.
2. Summarize how career clusters and pathways help in making a career plan.
3. Explain how to use sources of career information.
Clothing & Textiles III

Course Description
List of Units of Study
Learner Goals
Curriculum Units of Study
Clothing & Textiles III Curriculum Overview
Clothing and Textiles 3
Course Description

The focus of this advanced class is to show the ability to perform skill that requires a solid base of competency in the area of clothing and textiles. Students will construct garments that require the use of advanced sewing techniques. These techniques will include management of a variety of fabric textures and specific achievement not formally shown. This course is highly recommended for those wanting to explore career opportunities in the textiles, apparel and design industry. Students will be introduced to the Apparel Production segment of the industry.

Class Level: 10-12

Prerequisite: Clothing & Textiles 1 and 2
Signature of instructor is required for enrollment

1/2 unit Practical Arts

Units of Study:

Unit 1: Careers in Fashion
Unit 2: Textile, Apparel and Design Industry
Unit 3: Equipment Management
Unit 4: Advance Sewing Skills (Portfolio)
Unit 5: Measurement and Fitting Techniques
Unit 6: Layout and Cutting Techniques
Unit 7: Advanced Garment Construction
Learner Goals

Clothing and Textiles 3

Analyze career paths within the textile, apparel and design industry.

Analyze the apparel industry section of the industry.

Demonstrate the use, care and operation of sewing machines, sergers, embroidery machines and equipment.

Create construction examples showing various sewing techniques.

Demonstrate skills needed to measure and fit fashion, apparel, and textile products.

Apply advance sewing skills to construct fashion, apparel, and textile products.

Demonstrate skills needed to construct fashion, apparel, and textile products.
CURRICULUM DEVELOPMENT

Content Area: Family & Consumer Science
Course Name: Clothing & Textiles 3  |  Grade: 9-12  |  Duration of Unit: 2 week

Unit 1  Careers in Fashion

Learning Objective/ Essential Course Outcome A+ Objective:

Analyze career paths within the textile, apparel and design industry.
1. Summarize the difference between a job and a career.
2. Summarize the process of getting a job.
3. Create a resume.
4. Summarize what it takes to succeed on the job.
5. Compare occupations and careers in the textile production, apparel production, and the retail segments and the education and training they require.

Primary Text:
Apparel Design, Textiles & Construction - Copyright 2012 - Ch. 30

Equity/Workplace Readiness Instructional Method (Strategy)

| X | Equity       | X | Research          | X | 1. Identify similarities/differences |
| X | Technology   | X | Workplace Readiness Skills | X | 2. Summarizing/Note Taking |

Assessment/Evaluation/Learning Activity:

Evaluation:
Student will demonstrate skills on formative/summative assessments

Learning/Assessment Activity:
- Read related textbook chapters and discussion.
- Missouri Connections
- Career OneStop Website
- Job Shadow
- Practice Interviewing skills
- Guest Speaker
- Interest Inventories

Learning Activity – Guiding Questions:
- What careers are involved in the textile, apparel and design industry?
- What criteria can be used in career selection?
- What communication skills are necessary for a career in this field?

MO Content Standards | MO Process Standards | FCS National Standards
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CA3 | 1.1 | 16.1
CA4 | 1.7 |
CA6 | 2.1 |
| 4.8 |
| What questions need to be answered in order to make a wise career selection? |
| How do leadership skills affect career entrepreneur success or failure? |
| What resources and training are required for a career in textile, apparel and design industry? |

**Resources:** Teacher generated, published, computer and online resources to be determined.

**Enrichment Exercises:** Students will answer higher level thinking questions with more emphasis on abstract thought on a Summative Assessment.

**Correction Exercises:** Summative retake.

**Special Needs:** Modify as needed according to the students I.E.P or 504Plan.
### CURRICULUM DEVELOPMENT

**Content Area:** Family & Consumer Science  
**Course Name:** Clothing & Textiles 3  
**Grade:** 9-12  
**Duration of Unit:** 2 week

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<tr>
<th>Unit 2</th>
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<tr>
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<tr>
<td><strong>Analyze the apparel industry section of the industry.</strong></td>
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| 1. Summarize factors that influence the U.S. Apparel industry and world economies.  
2. Summarize technological advances that impact the apparel industry.  
3. Contrast ready-to-wear and couture. |

<table>
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<tr>
<th>Primary Text: Apparel Design, Textiles &amp; Construction- Chapters: 4, 5 and 6</th>
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### Assessment/Evaluation/Learning Activity:

**Evaluation:**  
Student will demonstrate skills on formative/summative assessments

**Learning/Assessment Activity:**

- Read related textbook chapters and discussion.  
- Occupations and Careers Comparison Poster  
- OOH Report  
- Guest Speaker  
- Compare and contrast the advantages and disadvantages about a career in fashion design.  
- Compare fashion magazines. Discuss what fashion designers are appealing to consumers today.  
- Research one of the 11 couture houses in Paris and share the findings.  
- Discuss how social media and technology influences the apparel

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Learning Activity – Guiding Questions:

- What are the consequences of ethical choices some manufacturers make when moving their textiles and apparel production facilities to developing countries?
- How does globalization affect you personally?
- What TV shows and movies do you feel influence fashion design?
- What resources and training are required for a career in the textiles and apparel industry?
- What leadership qualities are needed to be an entrepreneur in the textiles and apparel industry?
- Why is it important to research careers in the textiles and apparel industry?
- What values support our career decision?
- What skills are needed in apparel and textiles design.
- What are the goals of the apparel and textiles industry?
- How do personal factors affect the goals of the apparel and textiles industry?

Resources: Teacher generated, published, computer and online resources to be determined.

Enrichment Exercises: Students will answer higher level thinking questions with more emphasis on abstract thought on a Summative Assessment.

Correction Exercises: Summative retake.

Special Needs: Modify as needed according to the students I.E.P or 504Plan.
CURRICULUM DEVELOPMENT

Content Area: Family & Consumer Science

Course Name: Clothing & Textiles 3  Grade: 9-12  Duration of Unit: 1 week

Unit 3  Equipment Management

Learning Objective/ Essential Course Outcome A+ Objective:

Demonstrate the use, care and operation of sewing machines, sergers, embroidery machines and equipment.

1. Summarize advanced functions of a sewing machine, serger and embroidery machine.
2. Consistently demonstrate independent use and care of sewing machines.
3. Consistently demonstrate independent use and care of serger machines.
4. Consistently demonstrate independent use and care of embroidery machines.
5. Consistently demonstrate independent use of sewing tools, supplies, and pressing equipment.

Primary Text:
Apparel Design, Textiles & Construction - Chapters: 28, Appendix B - Equity/Workplace Readiness

Successful Sewing –Copyright 2013 – Lessons 11, 44-46

Instructional Method (Strategy)

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Assessment/Evaluation/Learning Activity:

Evaluation:
Student will demonstrate skills on formative/summative assessments

Learning/Assessment Activity:
- Read related textbook chapters and discussion.
- Thread a serger.
- Change thread colors on serger
- Change needles on serger and embroidery machine
- Demonstrate uses of machines to Clothing 1 students.
- Prepare an equipment safety bulletin board or presentation.
- Solve a sewing machine, serger or embroidery machine problem using MO Content Standards | MO Process Standards | FCS National Standards
---|---|---
FA2 | 3.1 | 16.3.7
CA3 | 3.6 | 16.4.1
HP7 | 4.7 | 16.4.3
resources available.

**Learning Activity – Guiding Questions:**

- What can a sewing machine do that a serger cannot?
- What is the advantage of having a serger?
- Can a serger replace a sewing machine? Why or why not?
- What is required in construction to produce, alter or repair a textiles product? What equipment is available?

**Resources:** Teacher generated, published, computer and online resources to be determined.

**Enrichment Exercises:** Students will answer higher level thinking questions with more emphasis on abstract thought on a Summative Assessment.

**Correction Exercises:** Summative retake.

**Special Needs:** Modify as needed according to the students I.E.P or 504Plan.
## CURRICULUM DEVELOPMENT

### Content Area: Family & Consumer Science

**Course Name:** Clothing & Textiles 3  
**Grade:** 9-12  
**Duration of Unit:** 2 weeks

### Unit 4  
**Advanced Sewing Skills (Portfolio)**

### Learning Objective/ Essential Course Outcome

**A+ Objective:**
Create construction examples showing various sewing techniques.

1. Develop a Sample Portfolio using specific sewing machine/serger techniques independently.
2. Develop a Sample Portfolio using specific hand sewing techniques independently.
3. Consistently demonstrate proper pressing techniques.

### Primary Text:

**Apparel Design, Textiles & Construction:** - Ch 27  
**Successful Sewing — Lessons 12-43**

### Equity/Workplace Readiness

### Instructional Method (Strategy)

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### Assessment/Evaluation/Learning Activity:

**Evaluation:**
Student will demonstrate skills on formative/summative assessments

**Learning/Assessment Activity:**
- Read related textbook chapters and discussion.
- Project: Portfolio of samples
- Prepare a demonstration for the class on one of the construction techniques required for the course.
- Compare different methods used in finished fabric edges suing a zigzag stitch, an overcast stitch on the serger and a hemmed edge. Use same on woven and knit fabrics and write paper summarizing findings.
- Demonstrate seams and finishes proficiency.
- Demonstrate hemming proficiency.
- Demonstrate pressing proficiency.

**MO Content Standards**
- CA3
- CA4
- CA6
- M1
- M2
- FA3

**MO Process Standards**
- 1.1
- 1.4
- 1.6
- 2.5

**FCS National Standards**
- 16.4
Learning Activity – Guiding Questions:

- What are the desired ends of basic construction techniques?
- What are the consequences of following or not following the standards of basic construction?
- What are the consequences of producing a textiles product without a clear understanding of the basic construction techniques?

Resources: Teacher generated, published, computer and online resources to be determined.

Enrichment Exercises: Students will answer higher level thinking questions with more emphasis on abstract thought on a Summative Assessment.

Correction Exercises: Summative retake.

Special Needs: Modify as needed according to the students I.E.P or 504Plan.
## CURRICULUM DEVELOPMENT

### Content Area: Family & Consumer Science

**Course Name:** Clothing & Textiles 3  
**Grade:** 9-12  
**Duration of Unit:** 8-10 weeks

### Unit 5  Measurements and Fitting Techniques

### Learning Objective/ Essential Course Outcome A+ Objective:

Demonstrate skills needed to measure and fit fashion, apparel, and textile products.

1. Take accurate body measurements
2. Access personal figure type and pattern size.
3. Select pattern size based on garment type.
4. Perform appropriate alterations.

### Primary Text:

- Apparel Design, Textiles & construction – 22 and 23
- Successful Sewing – Lessons 1-7

### Instructional Method (Strategy)

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### Assessment/Evaluation/Learning Activity:

**Evaluation:**
Student will demonstrate skills on formative/summative assessments

**Learning/Assessment Activity:**
- Read related textbook chapters and discussion.
- Bring ready-made garments to class and measure them in the same areas as your body measurements. Compare the measurements and determine the amount of ease allowed.
- Analyze pattern sizing methods of US. Sewing patterns and those available from another part of the world, such as Europe. How do the measurements for pattern sizing compare? What are the similarities and differences?
**Learning Activity – Guiding Questions:**

- After taking measurements and determining pattern size, what are the reasons the customary ready-to-wear sizes are one to two sizes smaller?
- What evidence can you locate that shows design ease in current fashions?
- What evidence shows future trends in design ease in fashions?
- Are garments today more close-fitting or loose-fitting? Which do you prefer? Why?
- What are our goals when constructing textile products?
- What is required in construction to produce, alter or repair a textiles product? What equipment is available?

**Resources:** Teacher generated, published, computer and online resources to be determined.

**Enrichment Exercises:** Students will answer higher level thinking questions with more emphasis on abstract thought on a Summative Assessment.

**Correction Exercises:** Summative retake.

**Special Needs:** Modify as needed according to the students I.E.P or 504 Plan.
### CURRICULUM DEVELOPMENT

**Content Area:** Family & Consumer Science

**Course Name:** Clothing & Textiles 3  
**Grade:** 9-12  
**Duration of Unit:** 8-10 weeks

#### Unit 6 Layout and Cutting Techniques

**Learning Objective/ Essential Course Outcome A+ Objective:**

Demonstrate skills needed to layout and cut fashion, apparel and textile products.

4. Select the layout suited to fabric width, design, size, view and nap requirements.
5. Demonstrate appropriate layout and cutting of pattern pieces.
6. Demonstrate use of appropriate marking techniques.

**Primary Text:**  
Apparel Design, Textiles & construction  
Chapter: 25

**Equity/Workplace Readiness**

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**Assessment/Evaluation/Learning Activity:**

**Evaluation:**  
Student will demonstrate skills on formative/summative assessments

**Learning/Assessment Activity:**

- Read related textbook chapters and discussion.
- Complete a grain test.
- Practice altering the length of a pattern.
- Study pattern guide sheet and make a list of all the types of info provided.
- Study guide sheet and make a list of skills or techniques you need to practice.
- Demonstrate the five types of folds.

**Learning Activity – Guiding Questions:**

- What are the advantages of studying the pattern and guide sheet before you begin using them?

**MO Content Standards**

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**FCS National Standards**

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- If you are sewing fabric with nap, what might happen if you use a cutting layout for a fabric without nap?
- What are the consequences associated with choosing appropriate construction activities?
- What skills are required in relation to advanced sewing skills?

Resources: Teacher generated, published, computer and online resources to be determined.

Enrichment Exercises: Students will answer higher level thinking questions with more emphasis on abstract thought on a Summative Assessment.

Correction Exercises: Summative retake.

Special Needs: Modify as needed according to the students I.E.P or 504Plan.
CURRICULUM DEVELOPMENT

Content Area: Family & Consumer Science

Course Name: Clothing & Textiles 3  Grade: 9-12  Duration of Unit: 8-10 weeks

Unit 7  Advanced Garment Construction

Learning Objective/ Essential Course Outcome

A+ Objective:

Apply advance sewing skills to construct fashion, apparel, and textile products.

1. Choose advanced level pattern and apply advanced sewing techniques to construct projects & garments.
2. Critique finished garment with suggestions for improvement.

Primary Text:
Apparel Design, Textiles & Construction-Ch. 27

Successful Sewing — Lessons 24-43

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Assessment/Evaluation/Learning Activity:

Evaluation:
Student will demonstrate skills on formative/summative assessments

Learning/Assessment Activity:
- Read related textbook chapters and discussion.
- Create examples of the following: facing applications
  - Waistbands
  - Collars
  - Sleeves
  - Pockets
  - Hems
  - Buttonholes
  - Linings/underlining
  - Cuffs
  - Darts, pleats, tucks and gathers
- Use a rotary cutter and mat.
- Develop/design quilt squares.
- Practice quilt making skills:

MO Content Standards
CA3
M1
M3
M4
HP7
FA2

MO Process Standards
1.1
1.5
2.5
3.1
3.3
3.5
4.8

FCS National Standards
16.4.1
16.4.3
• Cutting
• Piecing
• Layering
• Quilting
• Binding

Learning Activity – Guiding Questions:

• What are our goals when construction textiles products?
• What skills are needed in relation to the advance construction of textiles?

Resources: Teacher generated, published, computer and online resources to be determined.

Enrichment Exercises: Students will answer higher level thinking questions with more emphasis on abstract thought on a Summative Assessment.

Correction Exercises: Summative retake.

Special Needs: Modify as needed according to the students I.E.P or 504Plan.
CLOTHING & TEXTILES 3
OUTCOMES AND OBJECTIVES

Unit 1: Careers in Fashion
Analyze career paths within the textile, apparel and design industry.
1. Summarize the difference between a job and a career.
2. Summarize the process of getting a job.
3. Create a resume.
4. Summarize what it takes to succeed on the job.
5. Compare occupations and careers in the textile production, apparel production, and the retail segments and the education and training they require.

Unit 2: Textile and Apparel Industry
Analyze the apparel industry section of the industry.
1. Summarize factors that influence the U.S. Apparel industry and world economies.
2. Summarize technological advances that impact the apparel industry.
3. Contrast ready-to-wear and couture.

Unit 3: Equipment
Demonstrate the use, care and operation of sewing machines, sergers, embroidery machines and equipment.
1. Summarize advanced functions of a sewing machine, serger and embroidery machine.
2. Consistently demonstrate independent use and care of sewing machines.
3. Consistently demonstrate independent use and care of serger machines.
4. Consistently demonstrate independent use and care of embroidery machines.
5. Consistently demonstrate independent use of sewing tools, supplies, and pressing equipment.
Unit 4: Advance Sewing Skills  
Chapter 27
Create construction examples showing various sewing techniques.
   1. Develop a Sample Portfolio using specific sewing machine/serger techniques independently.
   2. Develop a Sample Portfolio using specific hand sewing techniques independently.
   3. Consistently demonstrate proper pressing techniques.

Unit 5: Measurement and Fitting Techniques  
Chapter 22 and 23
Demonstrate skills needed to measure and fit fashion, apparel, and textile products.
   1. Take accurate body measurements
   2. Access personal figure type and pattern size.
   3. Select pattern size based on garment type.
   4. Perform appropriate alterations.

Unit 6: Layout and Cutting Techniques  
Chapters 25
Demonstrate skills needed to layout and cut fashion, apparel and textile products.
   1. Select the layout suited to fabric width, design, size, view and nap requirements.
   2. Demonstrate appropriate layout and cutting of pattern pieces.
   3. Demonstrate use of appropriate marking techniques.

Unit 7: Advance Garment Construction  
Chapter 27
Apply advance sewing skills to construct fashion, apparel, and textile products.
   1. Choose advanced level pattern and apply advanced sewing techniques to construct projects & garments.
   2. Critique finished garment with suggestions for improvement.
Clothing & Textiles IV

Course Description
List of Units of Study
Learner Goals
Curriculum Units of Study
Clothing & Textiles IV Curriculum Overview
Clothing and Textiles 4
Course Description

This advanced course extends skills acquired in previous Clothing and Textile courses. Students will construct garments that require the usage of these additional advanced sewing techniques. This course is highly recommended for those wanting to explore career opportunities in the textile, apparel and design industries. Students will be introduced to the role of merchandising.

Class Level: 10-12

Prerequisite: Clothing & Textiles 1, 2 and 3
Signature of instructor is required for enrollment

1/2 unit Practical Arts

Units of Study:

Unit 1: Entrepreneurship and Merchandising
Unit 2: Equipment Management
Unit 3: Measurement and Fitting Techniques
Unit 4: Layout and Cutting Techniques
Unit 5: Advanced Garment Construction
Learner Goals
Clothing and Textiles 4

Analyze the retail section of the industry.

Demonstrate the use, care and operation of sewing machines, sergers, embroidery machines and equipment.

Demonstrate skills needed to measure and fit fashion, apparel, and textile products.

Demonstrate skills needed to layout and cut fashion, apparel and textile products.

Apply advance sewing skills to construct fashion, apparel, and textile products.
UNIT 1  Entrepreneurship and Merchandising

LEARNING OBJECTIVE/ ESSENTIAL COURSE OUTCOME A+ OBJECTIVE:

Analyze the retail section of the industry.
1. Summarize entrepreneurial opportunities related to textiles and apparel products and services.
2. Assess pros, cons, and characteristics of an entrepreneurial business.
3. Investigate how to choose, price, and merchandise an item to sell.
4. Explain how to profit from construction skills.

Assessment/Evaluation/Learning Activity:

Evaluation:
Student will demonstrate skills on formative/summative assessments

Learning/Assessment Activity:
- Read related textbook chapters and discussion.
- Analyze the characteristic of successful entrepreneurs listed in chapter and determine which you are lacking and have.
- Calculate the cost of projects developed or constructed for the class.
- Invite three entrepreneurs in the community to talk to the class about their experiences in establishing their own business.
- Identify at least three businesses in
the community that relate to textiles and apparel and determine the type of ownership.
- Develop a business plan for an entrepreneur business related to the textiles and apparel products and service.
- Design a display applying the concepts of visual merchandising.
- View **Visual Merchandising** DVD and discuss related study guides.
- View **Artistic Merchandising Design** power point and discuss related material.

**Learning Activity – Guiding Questions:**

- How important have entrepreneurs been to the success of the U.S. economy?
- If you were starting your own business, what would it be?
- What do you see as the pros and cons of operating a business from home?
- What are marketing strategies for merchandising textiles and apparel products?
- What communication skills are needed to be successful in merchandising of textiles and apparel?
- What leadership skills are needed to be a successful merchandiser?
- What criteria will be used to guide merchandising decisions?

**Resources:** Teacher generated, published, computer and online resources to be determined.

Enrichment Exercises: Students will answer higher level thinking questions with more emphasis on abstract thought on a Summative Assessment.

Correction Exercises: Summative retake.

Special Needs: Modify as needed according to the students I.E.P or 504 Plan.
## CURRICULUM DEVELOPMENT

**Content Area:** Family & Consumer Science

**Course Name:** Clothing & Textiles 4  
**Grade:** 9-12  
**Duration of Unit:** 1 week

### Unit 2  
**Equipment Management**

#### Learning Objective/ Essential Course Outcome

**A+ Objective:**

**Demonstrate the use, care and operation of sewing machines, sergers, embroidery machines and equipment.**

6. Summarize advanced functions of a sewing machine, serger and embroidery machine.
7. Consistently demonstrate independent use and care of sewing machines.
8. Consistently demonstrate independent use and care of serger machines.
9. Consistently demonstrate independent use and care of embroidery machines.
10. Consistently demonstrate independent use of sewing tools, supplies, and pressing equipment.

### Apparel Design, Textiles & Construction:

- Ch.28, Appendix B -

#### Instructional Method (Strategy)

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**Assessment/Evaluation/Learning Activity:**

**Evaluation:**

Student will demonstrate skills on formative/summative assessments

**Learning/Assessment Activity:**

- Read related textbook chapters and discussion.
- Thread a serger.
- Change thread colors on serger
- Change needles on serger and embroidery machine
- Demonstrate uses of machines to Clothing 1 students.
- Prepare an equipment safety bulletin board or presentation.
- Solve a sewing machine, serger or embroidery machine problem using

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resources available.

**Learning Activity – Guiding Questions:**

- What can a sewing machine do that a serger cannot?
- What is the advantage of having a serger?
- Can a serger replace a sewing machine? Why or why not?
- What is required in construction to produce, alter or repair a textiles product? What equipment is available?

**Resources:** Teacher generated, published, computer and online resources to be determined.

**Enrichment Exercises:** Students will answer higher level thinking questions with more emphasis on abstract thought on a Summative Assessment.

**Correction Exercises:** Summative retake.

**Special Needs:** Modify as needed according to the students I.E.P or 504 Plan.
### CURRICULUM DEVELOPMENT

**Content Area:** Family & Consumer Science

**Course Name:** Clothing & Textiles 4  
**Grade:** 9-12  
**Duration of Unit:** 8-10 weeks

#### Unit 3  
**Measurements and Fitting Techniques**

**Learning Objective/ Essential Course Outcome A+ Objective:**

Demonstrate skills needed to measure and fit fashion, apparel, and textile products.

- 5. Take accurate body measurements
- 6. Access personal figure type and pattern size.
- 7. Select pattern size based on garment type.
- 8. Perform appropriate alterations.

**Apparel Design, Textiles & Construction:**  
**- Ch. 22 and 23**  
**Successful Sewing – Lessons 1-7**

#### Equity/Workplace Readiness

<table>
<thead>
<tr>
<th>Instructional Method (Strategy)</th>
<th>X</th>
<th>Equity</th>
<th>X</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Technology</td>
<td>Work Readiness Skills</td>
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<tr>
<td>X</td>
<td></td>
<td>1. Identify similarities / differences</td>
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<td>X</td>
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<td>4. Homework &amp; Practice</td>
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<td>X</td>
<td></td>
<td>5. Nonlinguistic Representations</td>
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<td>X</td>
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<td>6. Cooperative Learning</td>
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<td>7. Setting Objectives &amp; Providing Feedback</td>
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<td>8. Generating &amp; Testing Hypothesis</td>
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<tr>
<td>X</td>
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<td>9. Cues, Questions, &amp; Advanced Organizers</td>
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<td>X</td>
<td></td>
<td>10. Other:</td>
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</tbody>
</table>

#### Assessment/Evaluation/Learning Activity:

**Evaluation:**  
Student will demonstrate skills on formative/summative assessments

**Learning/Assessment Activity:**

- Read related textbook chapters and discussion.
- Bring ready-made garments to class and measure them in the same areas as your body measurements. Compare the measurements and determine the amount of ease allowed.
- Analyze pattern sizing methods of US. Sewing patterns and those available from another part of the world, such as Europe. How do the measurements for pattern sizing compare? What are the similarities and differences?

**MO Content Standards**

<table>
<thead>
<tr>
<th>CA3</th>
<th>M1</th>
<th>M2</th>
<th>M3</th>
<th>M5</th>
<th>FA2</th>
</tr>
</thead>
</table>

**MO Process Standards**

| 1.8 | 3.2 | 3.3 | 3.8 |

**FCS National Standards**

| 16.4.1 | 16.4.5 |
Learning Activity – Guiding Questions:

- After taking measurements and determining pattern size, what are the reasons the customary ready-to-wear sizes are one to two sizes smaller?
- What evidence can you locate that shows design ease in current fashions?
- What evidence shows future trends in design ease in fashions?
- Are garments today more close-fitting or loose-fitting? Which do you prefer? Why?
- What are our goals when constructing textile products?
- What is required in construction to produce, alter or repair a textiles product? What equipment is available?

Resources: Teacher generated, published, computer and online resources to be determined.

Enrichment Exercises: Students will answer higher level thinking questions with more emphasis on abstract thought on a Summative Assessment.

Correction Exercises: Summative retake.

Special Needs: Modify as needed according to the students I.E.P or 504Plan.
## CURRICULUM DEVELOPMENT

### Content Area: Family & Consumer Science

**Course Name:** Clothing & Textiles 4  
**Grade:** 9-12  
**Duration of Unit:** 8-10 weeks

### Unit 4 Layout and Cutting Techniques

**Learning Objective/ Essential Course Outcome A+ Objective:**

**Demonstrate skills needed to layout and cut fashion, apparel and textile products.**

1. Select the layout suited to fabric width, design, size, view and nap requirements.
2. Demonstrate appropriate layout and cutting of pattern pieces.
3. Demonstrate use of appropriate marking techniques.

### Apparel Design, Textiles & Construction:

- **Ch: 25**

#### Successful Sewing – Lessons 8-9

### Equity/Workplace Readiness

<table>
<thead>
<tr>
<th>Instructional Method (Strategy)</th>
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</thead>
<tbody>
<tr>
<td>X 1. Identify similarities /differences</td>
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<td>X 9. Cues, Questions, &amp; Advanced Organizers</td>
</tr>
<tr>
<td>10. Other:</td>
</tr>
</tbody>
</table>

### Assessment/Evaluation/Learning Activity:

**Evaluation:**

Student will demonstrate skills on formative/summative assessments

**Learning/Assessment Activity:**

- Read related textbook chapters and discussion.
- Complete a grain test.
- Practice altering the length of a pattern.
- Study pattern guide sheet and make a list of all the types of info provided.
- Study guide sheet and make a list of skills or techniques you need to practice.
- Demonstrate the five types of folds.

**MO Content Standards**

- CA3
- M1
- M2
- M4
- HP7

**MO Process Standards**

- 1.5
- 1.10
- 2.5
- 3.1
- 3.3
- 4.8

**FCS National Standards**

- 16.4
what might happen if you use a cutting layout for a fabric without nap?
- What are the consequences associated with choosing appropriate construction activities?
- What skills are required in relation to advanced sewing skills?

Resources: Teacher generated, published, computer and online resources to be determined.

Enrichment Exercises: Students will answer higher level thinking questions with more emphasis on abstract thought on a Summative Assessment.

Correction Exercises: Summative retake.

Special Needs: Modify as needed according to the students I.E.P or 504 Plan.
CURRICULUM DEVELOPMENT

Content Area: Family & Consumer Science

Course Name: Clothing & Textiles 4  Grade: 9-12  Duration of Unit: 8-10 weeks

Unit 5  Advanced Garment Construction

Learning Objective/ Essential Course Outcome A+ Objective:

Apply advance sewing skills to construct fashion, apparel, and textile products.

3. Choose advanced level pattern and apply advanced sewing techniques to construct projects & garments.
4. Critique finished garment with suggestions for improvement.
5. Calculate cost of construction including hours needed to construct product.

<table>
<thead>
<tr>
<th>Apparel Design, Textiles &amp; Construction: Ch. 27</th>
<th>Successful Sewing –Lessons 24-43, 48 and 49</th>
</tr>
</thead>
</table>

<table>
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<tr>
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<th>Instructional Method (Strategy)</th>
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<td>X</td>
<td>3. Reinforcing Effort/Providing Recognition</td>
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<tr>
<td>X</td>
<td>4. Homework &amp; Practice</td>
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<tr>
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<td>5. Nonlinguistic Representations</td>
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<td>X</td>
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<td>9. Cues, Questions, &amp; Advanced Organizers</td>
</tr>
<tr>
<td>X</td>
<td>10. Other:</td>
</tr>
</tbody>
</table>

Assessment/Evaluation/Learning Activity:

Evaluation:
Student will demonstrate skills on formative/summative assessments

Learning/Assessment Activity:
- Read related textbook chapters and discussion.
- Create examples of the following: facing applications
  - Lapel and suit/coat necklines
  - Body fitting details
  - Specialty seam applications and finishes
  - Linings
- Develop/design a quilt
- Participate in Sewing Service Project

Learning Activity – Guiding Questions:
- What are our goals when construction textiles products?
What skills are needed in relation to the advance construction of textiles?

Resources: Teacher generated, published, computer and online resources to be determined.

Enrichment Exercises: Students will answer higher level thinking questions with more emphasis on abstract thought on a Summative Assessment.

Correction Exercises: Summative retake.

Special Needs: Modify as needed according to the students I.E.P or 504 Plan.
CLOTHING & TEXTILES 4
OUTCOMES AND OBJECTIVES

Unit 1: Entrepreneurship and Merchandising  Ch. 4 and 31
Analyze the retail section of the industry.
1. Summarize entrepreneurial opportunities related to textiles and apparel products and services.
2. Assess pros, cons, and characteristics of an entrepreneurial business.
3. Investigate how to choose, price, and merchandise an item to sell.
4. Explain how to profit from construction skills.

Unit 2: Equipment Management  Ch. 28 and Appendix B
Demonstrate the use, care and operation of sewing machines, sergers, embroidery machines and equipment.
1. Summarize advanced functions of a sewing machine, serger and embroidery machine.
2. Consistently demonstrate independent use and care of sewing machines.
3. Consistently demonstrate independent use and care of serger machines.
4. Consistently demonstrate independent use and care of embroidery machines.
5. Consistently demonstrate independent use of sewing tools, supplies, and pressing equipment.

Unit 3: Measurement and Fitting Techniques  Ch. 22 and 23
Demonstrate skills needed to measure and fit fashion, apparel, and textile products.
1. Take accurate body measurements
2. Access personal figure type and pattern size.
3. Select pattern size based on garment type.
4. Perform appropriate alterations.
Unit 4: Layout and Cutting Techniques  Ch. 25
Demonstrate skills needed to layout and cut fashion, apparel and textile products.

1. Select the layout suited to fabric width, design, size, view and nap requirements.
2. Demonstrate appropriate layout and cutting of pattern pieces.
3. Demonstrate use of appropriate marking techniques.

Unit 5: Advanced Garment Construction  Ch. 27
Apply advance sewing skills to construct fashion, apparel, and textile products.

1. Choose advanced level pattern and apply advanced sewing techniques to construct projects & garments.
2. Critique finished garment with suggestions for improvement.
3. Calculate cost of construction including hours needed to construct product.
Appendix

FASAFAACS National Standards & Competencies
Show-Me Standards
NASAFACS

National Standards & Competencies

Components of the Standards
The FACS National Standards components include Areas of Study, Comprehensive Standards, Content Standards, Competencies, and Process Questions.

Areas of Study
The Standards and Competencies for Reasoning for Action and for each of the 16 FACS Areas of Study can be accessed through this site.

Comprehensive Standards
Each Area of Study has a Comprehensive Standard that provides a broad description to assist individuals in understanding the content of the area. These standards are not designed for measurement, but to provide a general description and overall direction.

Content Standards
Content standards relate to what individuals need to know and be able to do, or what is expected of the learner. They are directly related to the body of knowledge, skills, and practices belonging to the FACS discipline. The verbs for content standards are written in an action and performance mode and represent high levels of desired learning in the cognitive and psychomotor domains. Cognitive domain verbs are associated with higher order thinking skills, while psychomotor domain verbs, and Simpson's taxonomy was used as a reference for psychomotor verbs.

Competencies
Competencies further define the knowledge, skills, and practices of content standards and provide the basis for measurement criteria. They are composed of action verbs and the content to be acted upon. Similar to content standards, competencies contain verbs related to higher order thinking skills and performance, and are structured at the same level as those for the content standards. Verbs for the content standards establish the learning expectation levels that are reflected in the competencies. Competency verbs are expressed in terms that facilitate evaluation.

Process Questions
Process questions are designed to guide students in engaging in thinking, reasoning, and reflecting on content as structured around contextual problems to be solved. They are related to each content standard. The process questions are designed to assist students in making meaningful interpretations and reflections related to the content standard. They are structured to reflect process areas (thinking, communication, leadership, and management) and systems of action (technical, interpretive, and reflective), which are defined in the Process Framework section of this website. Click on the Process Framework tab at the top of the page for more detailed information.
Areas of Study, Standards and Competencies

Reasoning for Action Standard
1.0 Career, Community and Family Connections
2.0 Consumer and Family Resources
3.0 Consumer Services
4.0 Education and Early Childhood
5.0 Facilities Management and Maintenance
6.0 Family
7.0 Family and Community Services
8.0 Food Production and Services
9.0 Food Science, Dietetics and Nutrition
10.0 Hospitality, Tourism and Recreation
11.0 Housing and Interior Design
12.0 Human Development
13.0 Interpersonal Relationships
14.0 Nutrition and Wellness
15.0 Parenting
16.0 Textiles, Fashion and Apparel
Reasoning for Action

The Reasoning for Action standard is an overarching standard that links and in many ways defines family and consumer sciences education. This standard is grounded in beliefs that concepts and processes used for reasoning can be learned; that reasoning for action is a vehicle for the active use and functionality of all 16 Areas of Study (Rubin, 1997); and that the content and skills delineated in the Areas of Study provide a context in which Reasoning for Action can be developed and applied.

The comprehensive standard for Reasoning for Action and the five content standards and their corresponding competencies provide a foundation for instruction and student learning about reasoning and for using reasoning in applied contexts (Fox & Laster, 2000; Knorr & Manning, 1997).

Reasoning for Action, Comprehensive Standard

Use reasoning processes, individually and collaboratively, to take responsible action in families, workplaces, and communities.

<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Evaluate reasoning for self and others.</td>
<td>1.1 Analyze different kinds of reasoning (e.g., scientific, practical, interpersonal).</td>
</tr>
<tr>
<td>1.2 Distinguish between adequate and inadequate reasoning.</td>
<td></td>
</tr>
<tr>
<td>1.3 Establish criteria for adequate reasoning.</td>
<td></td>
</tr>
<tr>
<td>1.4 Contrast consequences of adequate and inadequate reasoning for self, others, culture/society, and global environment.</td>
<td></td>
</tr>
<tr>
<td>2 Analyze recurring and evolving family, workplace, and community concerns.</td>
<td>2.1 Classify different types of concerns (e.g., theoretic, technical, practical) and possible methods for addressing them.</td>
</tr>
<tr>
<td>2.2 Describe recurring and evolving concerns facing individuals, families, workplaces, and communities.</td>
<td></td>
</tr>
<tr>
<td>2.3 Describe conditions and circumstances that create or sustain recurring and evolving concerns.</td>
<td></td>
</tr>
<tr>
<td>2.4 Describe levels of concerns: individual, family, workplace, community, cultural/societal, global/environmental.</td>
<td></td>
</tr>
<tr>
<td>3 Analyze practical reasoning components.</td>
<td>3.1 Differentiate types of knowledge needed for reasoned action: value-ends, goals, contextual factors, possible actions, and consequences.</td>
</tr>
<tr>
<td>3.2 Analyze short-term and long-term consequences on</td>
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<tr>
<td></td>
<td>Implement practical reasoning for responsible action in families, workplaces, and communities.</td>
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</tr>
<tr>
<td>3.3</td>
<td>Analyze assumptions that underly beliefs and actions.</td>
</tr>
<tr>
<td>3.4</td>
<td>Distinguish adequate and/or reliable information from inadequate and/or unreliable information.</td>
</tr>
<tr>
<td>3.5</td>
<td>Analyze role exchange, universal consequences, the role of ethics, and other tests for making responsible judgments.</td>
</tr>
<tr>
<td>3.6</td>
<td>Distinguish adequate from inadequate reasons.</td>
</tr>
<tr>
<td>4</td>
<td>Synthesize information from a variety of sources that are judged to be reliable</td>
</tr>
<tr>
<td>4.2</td>
<td>Describe a particular recurring and evolving individual, family, workplace, or community concern.</td>
</tr>
<tr>
<td>4.3</td>
<td>Select goals/valued ends to resolve a particular concern.</td>
</tr>
<tr>
<td>4.4</td>
<td>Establish standards for choosing responsible action to address a particular concern.</td>
</tr>
<tr>
<td>4.5</td>
<td>Evaluate the conditions of a particular concern, e.g. historical, social-psychological, socioeconomic, political, cultural, and global/environmental.</td>
</tr>
<tr>
<td>4.6</td>
<td>Generate reasonable actions for reaching goals/valued ends for a particular concern.</td>
</tr>
<tr>
<td>4.7</td>
<td>Use adequate and reliable information to critique possible actions.</td>
</tr>
<tr>
<td>4.8</td>
<td>Evaluate potential short- and long-term consequences of possible actions on self, others, culture/society, and global environment.</td>
</tr>
<tr>
<td>4.9</td>
<td>Justify possible reasons and actions based on valued ends and information that is judged to be adequate and reliable.</td>
</tr>
<tr>
<td>4.10</td>
<td>Select an action supported by justified reasons, valued ends, contextual conditions, and positive consequences of actions.</td>
</tr>
<tr>
<td>4.11</td>
<td>Design a plan for accomplishing a selected action.</td>
</tr>
<tr>
<td>4.12</td>
<td>Implement and monitor a plan of action based on established standards and valued ends.</td>
</tr>
<tr>
<td>4.13</td>
<td>Evaluate actions and results, including consequences on self, others, culture/society, and global environment.</td>
</tr>
<tr>
<td>4.14</td>
<td>Evaluate practical reasoning processes.</td>
</tr>
<tr>
<td>5</td>
<td>Delineate scope, concepts, and scientific terminology for a particular inquiry.</td>
</tr>
<tr>
<td>5.2</td>
<td>Judge validity and reliability of information, sources, opinions, and evidence.</td>
</tr>
</tbody>
</table>
5.3 Generate hypotheses based on scientific principles, observations, evidence.

5.4 Test hypotheses and theories using scientific inquiry and reasoning.

5.5 Draw conclusions based on data and information that are judged to be reliable.

5.6 Evaluate scientific reasoning processes.

References


### National Standards for Family and Consumer Sciences Education

**Area of Study 1.0**  
Career, Community and Family Connections

**Comprehensive Standard**  
Integrate multiple life roles and responsibilities in family, work, and community settings.

<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1</strong> Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).</td>
<td><strong>1.1.1</strong> Summarize local and global policies, issues, and trends in the workplace and community that affect individuals and families.</td>
</tr>
<tr>
<td><strong>1.1.2</strong> Analyze the effects of social, economic, and technological change on work and family dynamics.</td>
<td><strong>1.1.3</strong> Analyze ways that individual career goals can affect the family’s capacity to meet goals for all family members.</td>
</tr>
<tr>
<td><strong>1.1.4</strong> Analyze potential effects of career path decisions on balancing work and family.</td>
<td><strong>1.1.5</strong> Define goals for life-long learning and leisure opportunities for all family members.</td>
</tr>
<tr>
<td><strong>1.1.6</strong> Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.</td>
<td></td>
</tr>
<tr>
<td><strong>1.2</strong> Demonstrate transferable and employability skills in school, community and workplace settings.</td>
<td><strong>1.2.1</strong> Analyze potential career choices to determine the knowledge, skills, and attitudes associated with each career.</td>
</tr>
<tr>
<td><strong>1.2.2</strong> Demonstrate job seeking and job keeping skills.</td>
<td><strong>1.2.3</strong> Apply communication skills in school, community and workplace settings.</td>
</tr>
<tr>
<td><strong>1.2.4</strong> Demonstrate teamwork skills in school, community and workplace settings.</td>
<td><strong>1.2.5</strong> Analyze strategies to manage the effects of changing technologies in workplace settings.</td>
</tr>
<tr>
<td><strong>1.2.6</strong> Demonstrate leadership skills and abilities in school, workplace and community settings.</td>
<td><strong>1.2.7</strong> Analyze factors that contribute to maintaining safe and healthy school, work and community environments.</td>
</tr>
<tr>
<td><strong>1.2.8</strong> Demonstrate work ethics and professionalism.</td>
<td></td>
</tr>
<tr>
<td><strong>1.3</strong> Evaluate the reciprocal effects</td>
<td><strong>1.3.1</strong> Analyze goals that support individuals and family</td>
</tr>
</tbody>
</table>
National Standards for Family and Consumer Sciences Education

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Area of Study 1.0
Career, Community and Family Connections

of individual and family participation in community activities.

1.3.2 Demonstrate skills that individuals and families can utilize to support civic engagement in community activities.

1.3.3 Analyze personal and family assets and skills that provide service to the community.

1.3.4 Analyze community resources and systems of formal and informal support available to individuals and families.

1.3.5 Analyze the effects of public policies, agencies, and institutions on the family.

1.3.6 Identify ways individuals and families can influence change in policies, agencies, and institutions that affect individuals and families.
### Area of Study 2.0
Consumer and Family Resources

#### Comprehensive Standard
Evaluate management practices related to the human, economic, and environmental resources.

<table>
<thead>
<tr>
<th>Content Standards</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1</strong> Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.</td>
<td><strong>2.1.1</strong> Apply management and planning skills and processes to organize tasks and responsibilities.</td>
</tr>
<tr>
<td><strong>2.1.2</strong> Apply management and planning skills and processes to organize tasks and responsibilities.</td>
<td><strong>2.1.2</strong> Analyze how individuals and families make choices to satisfy needs and wants.</td>
</tr>
<tr>
<td><strong>2.1.3</strong> Analyze decisions about providing safe and nutritious food for individuals and families.</td>
<td><strong>2.1.3</strong> Analyze decisions about providing safe and nutritious food for individuals and families.</td>
</tr>
<tr>
<td><strong>2.1.4</strong> Apply consumer skills to providing and maintaining clothing.</td>
<td><strong>2.1.4</strong> Apply consumer skills to providing and maintaining clothing.</td>
</tr>
<tr>
<td><strong>2.1.5</strong> Apply consumer skills to decisions about housing, utilities, and furnishings.</td>
<td><strong>2.1.5</strong> Apply consumer skills to decisions about housing, utilities, and furnishings.</td>
</tr>
<tr>
<td><strong>2.1.6</strong> Summarize information about procuring and maintaining health care to meet the needs of individuals and family members.</td>
<td><strong>2.1.6</strong> Summarize information about procuring and maintaining health care to meet the needs of individuals and family members.</td>
</tr>
<tr>
<td><strong>2.1.7</strong> Apply consumer skills to decisions about recreation.</td>
<td><strong>2.1.7</strong> Apply consumer skills to decisions about recreation.</td>
</tr>
<tr>
<td><strong>2.1.8</strong> Apply consumer skills to acquire and maintain transportation that meets the needs of individuals and family members.</td>
<td><strong>2.1.8</strong> Apply consumer skills to acquire and maintain transportation that meets the needs of individuals and family members.</td>
</tr>
<tr>
<td><strong>2.2</strong> Analyze the relationship of the environment to family and consumer resources.</td>
<td><strong>2.2.1</strong> Analyze individual and family responsibility in relation to the environmental trends and issues.</td>
</tr>
<tr>
<td><strong>2.2.2</strong> Summarize environmental trends and issues affecting families and future generations.</td>
<td><strong>2.2.2</strong> Summarize environmental trends and issues affecting families and future generations.</td>
</tr>
<tr>
<td><strong>2.2.3</strong> Demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment.</td>
<td><strong>2.2.3</strong> Demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment.</td>
</tr>
<tr>
<td><strong>2.2.4</strong> Explain government regulations for conserving natural resources.</td>
<td><strong>2.2.4</strong> Explain government regulations for conserving natural resources.</td>
</tr>
<tr>
<td><strong>2.3</strong> Analyze policies that support consumer rights and responsibilities.</td>
<td><strong>2.3.1</strong> Analyze state and federal policies and laws providing consumer protection.</td>
</tr>
<tr>
<td><strong>2.3.2</strong> Analyze how policies become laws relating to consumer rights.</td>
<td><strong>2.3.2</strong> Analyze how policies become laws relating to consumer rights.</td>
</tr>
</tbody>
</table>
## National Standards for Family and Consumer Sciences Education

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Developed by National Association of State Administrators of Family and Consumer Sciences (NASAFACS)

### Area of Study 2.0

**Consumer and Family Resources**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3.3</td>
<td>Analyze skills used in seeking information to consumer rights.</td>
</tr>
<tr>
<td>2.4</td>
<td>Evaluate the effects of technology on individual and family resources.</td>
</tr>
<tr>
<td></td>
<td>2.4.1  Summarize types of technology that affect family and consumer decision-making.</td>
</tr>
<tr>
<td></td>
<td>2.4.2  Analyze how media and technological advances affect family and consumer decisions.</td>
</tr>
<tr>
<td></td>
<td>2.4.3  Assess the use of technology and its effect on quality of life.</td>
</tr>
<tr>
<td>2.5</td>
<td>Analyze relationships between the economic system and consumer actions.</td>
</tr>
<tr>
<td></td>
<td>2.5.1  Analyze the use of resources in making choices that satisfy needs and wants of individuals and families.</td>
</tr>
<tr>
<td></td>
<td>2.5.2  Analyze individual and family roles in the economic system.</td>
</tr>
<tr>
<td></td>
<td>2.5.3  Analyze economic effects of laws and regulations that pertain to consumers and providers of services.</td>
</tr>
<tr>
<td></td>
<td>2.5.4  Analyze practices that allow families to maintain economic self-sufficiency.</td>
</tr>
<tr>
<td>2.6</td>
<td>Demonstrate management of financial resources to meet the goals of individuals and families across the life span.</td>
</tr>
<tr>
<td></td>
<td>2.6.1  Evaluate the need for personal and family financial planning.</td>
</tr>
<tr>
<td></td>
<td>2.6.2  Apply management principles to individual and family financial practices.</td>
</tr>
<tr>
<td></td>
<td>2.6.3  Apply management principles to decisions about insurance for individuals and families.</td>
</tr>
<tr>
<td></td>
<td>2.6.4  Evaluate personal and legal documents related to managing individual and family finances.</td>
</tr>
</tbody>
</table>
### Comprehensive Standard

Integrate knowledge, skills, and practices needed for a career in consumer services

<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Analyze career paths within consumer service industries.</td>
<td>3.1.1 Explain roles and functions of individuals engaged in consumer service careers.</td>
</tr>
<tr>
<td></td>
<td>3.1.2 Analyze opportunities for employment and entrepreneurial endeavors.</td>
</tr>
<tr>
<td></td>
<td>3.1.3 Summarize education and training requirements and opportunities for career paths in consumer services.</td>
</tr>
<tr>
<td></td>
<td>3.1.4 Analyze the effects of the consumer service industry on local, state, national, and global economies.</td>
</tr>
<tr>
<td></td>
<td>3.1.5 Create an employment portfolio for use with applying for internships and work-based learning opportunities in consumer service careers.</td>
</tr>
<tr>
<td></td>
<td>3.1.6 Analyze the role of professional organizations in consumer service professions.</td>
</tr>
<tr>
<td>3.2 Analyze factors that affect consumer advocacy.</td>
<td>3.2.1 Analyze the role of advocacy groups at state and national levels.</td>
</tr>
<tr>
<td></td>
<td>3.2.2 Analyze the contributions of policy makers to consumer advocacy.</td>
</tr>
<tr>
<td></td>
<td>3.2.3 Demonstrate strategies that enable consumers to become advocates.</td>
</tr>
<tr>
<td></td>
<td>3.2.4 Analyze the effects of consumer protection laws on advocacy.</td>
</tr>
<tr>
<td></td>
<td>3.2.5 Apply strategies to reduce the risk of consumer fraud.</td>
</tr>
<tr>
<td></td>
<td>3.2.6 Analyze the role of media in consumer advocacy.</td>
</tr>
<tr>
<td></td>
<td>3.2.7 Analyze the effects of business and industry policies and procedures on advocacy.</td>
</tr>
<tr>
<td></td>
<td>3.2.8 Analyze the use of educational and promotional materials in consumer advocacy.</td>
</tr>
<tr>
<td>3.3 Analyze factors in developing a long-term financial</td>
<td>3.3.1 Explain the effects of the economy on personal income, individual and family security, and consumer decisions.</td>
</tr>
</tbody>
</table>
Area of Study 3.0
Consumer Services

3.3 Demonstrate components of a financial planning process that reflect the distinction between needs, wants, values, goals, and economic resources.

3.3.3 Analyze the effect of consumer credit in long-term financial planning.

3.3.4 Compare investment and savings alternatives.

3.3.5 Analyze the effects of risk management strategies on long-term financial planning.

3.3.6 Analyze the effect of key life transitions on financial planning.

3.3.7 Explain the role of estate planning in long-term financial planning.

3.3.8 Analyze factors that influence establishing and maintaining a good credit rating and the effect of credit ratings on rates and terms for credit and insurance.

3.4 Investigate sources and types of residential and commercial energy, water policy and usage, waste disposal, and pollution issues.

3.4.2 Evaluate local, state, and national private and government consumer programs and services to recycle and conserve energy and environmental resources.

3.4.3 Explore strategies and practices to conserve energy and reduce waste.

3.4.4 Examine waste management issues.

3.4.5 Examine roles of government, industry, and family in energy consumption.

3.5 Conduct market research to determine consumer trends and product development needs.

3.5.2 Design or analyze a consumer product.

3.5.3 Analyze features, prices, product information, styles, and performance of consumer goods for potential trade-offs among the components.

3.5.4 Evaluate a product utilizing valid and reliable testing.
Area of Study 3.0
Consumer Services

3.5.5 Apply statistical analysis processes to interpret, summarize, and report data from tests.

3.5.6 Evaluate the labeling, packaging, and support materials of consumer goods.

3.5.7 Demonstrate a product to educate an audience about a new product on the consumer market.

3.5.8 Utilize appropriate marketing and sales techniques to aid consumers in the selection of goods and services that meet consumer needs.
## Area of Study 4.0
### Education and Early Childhood

**Comprehensive Standard**
Integrate knowledge, skills, and practices required for careers in early childhood, education, and services

<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Analyze career paths within early childhood, education &amp; related services.</td>
<td>4.1.1 Explain the roles and functions of individuals engaged in early childhood, education, and services.</td>
</tr>
<tr>
<td></td>
<td>4.1.2 Analyze opportunities for employment and entrepreneurial endeavors.</td>
</tr>
<tr>
<td></td>
<td>4.1.3 Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.</td>
</tr>
<tr>
<td></td>
<td>4.1.4 Analyze the effects of early childhood, education, and services occupations on local, state, national, and global economies.</td>
</tr>
<tr>
<td></td>
<td>4.1.5 Create an employment portfolio for use with applying for internships and work-based learning opportunities in education and early childhood.</td>
</tr>
<tr>
<td></td>
<td>4.1.6 Analyze the role of professional organizations in education and early childhood.</td>
</tr>
<tr>
<td>4.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services.</td>
<td>4.2.1 Analyze child development theories and their implications for educational and childcare practices.</td>
</tr>
<tr>
<td></td>
<td>4.2.2 Apply a variety of assessment methods to observe and interpret children's growth and development.</td>
</tr>
<tr>
<td></td>
<td>4.2.3 Analyze cultural and environmental influences when assessing children's development.</td>
</tr>
<tr>
<td></td>
<td>4.2.4 Analyze abilities and needs of children and their effects on children's growth and development.</td>
</tr>
<tr>
<td></td>
<td>4.2.5 Analyze strategies that promote children's growth and development.</td>
</tr>
<tr>
<td>4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.</td>
<td>4.3.1 Analyze a variety of curriculum and instructional models.</td>
</tr>
<tr>
<td></td>
<td>4.3.2 Implement learning activities in all curriculum areas that meet the developmental needs of children.</td>
</tr>
<tr>
<td></td>
<td>4.3.3 Implement an integrated curriculum that incorporates a child's language, learning styles, early experiences, and</td>
</tr>
</tbody>
</table>
## Area of Study 4.0
### Education and Early Childhood

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.3.4</td>
<td>Demonstrate a variety of teaching methods to meet individual needs of children.</td>
</tr>
<tr>
<td>4.3.5</td>
<td>Arrange learning centers that provide for children's exploration, discovery, and development.</td>
</tr>
<tr>
<td>4.3.6</td>
<td>Establish activities, routines, and transitions.</td>
</tr>
</tbody>
</table>

### 4.4 Demonstrate a safe and healthy learning environment for children.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.4.1</td>
<td>Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.</td>
</tr>
<tr>
<td>4.4.2</td>
<td>Apply safe and healthy practices that comply with state regulations.</td>
</tr>
<tr>
<td>4.4.3</td>
<td>Implement strategies to teach children health, safety, and sanitation habits.</td>
</tr>
<tr>
<td>4.4.4</td>
<td>Plan safe and healthy meals and snacks.</td>
</tr>
<tr>
<td>4.4.5</td>
<td>Document symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities.</td>
</tr>
<tr>
<td>4.4.6</td>
<td>Implement basic health practices and prevention procedures for workers and children regarding childhood illness and communicable diseases.</td>
</tr>
<tr>
<td>4.4.7</td>
<td>Demonstrate security and emergency procedures.</td>
</tr>
</tbody>
</table>

### 4.5 Demonstrate techniques for positive collaborative relationships with children.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.5.1</td>
<td>Apply developmentally appropriate guidelines for behavior.</td>
</tr>
<tr>
<td>4.5.2</td>
<td>Demonstrate problem-solving skills with children.</td>
</tr>
<tr>
<td>4.5.3</td>
<td>Demonstrate interpersonal skills that promote positive and productive relationships with children.</td>
</tr>
<tr>
<td>4.5.4</td>
<td>Implement strategies for constructive and supportive interactions between children and families.</td>
</tr>
<tr>
<td>4.5.5</td>
<td>Analyze children's developmental progress and summarize developmental issues and concerns.</td>
</tr>
</tbody>
</table>

### 4.6 Demonstrate professional practices and standards related to working with children.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.6.1</td>
<td>Utilize opportunities for continuing training and education.</td>
</tr>
<tr>
<td>4.6.2</td>
<td>Apply professional ethical standards as accepted by the recognized professional organizations.</td>
</tr>
<tr>
<td>4.6.3</td>
<td>Implement federal, state, and local standards, policies,</td>
</tr>
</tbody>
</table>
Area of Study 4.0
Education and Early Childhood

4.6.4 Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.

4.6.5 Apply business management skills to planning businesses in early childhood, education, and services.
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**Area of Study 5.0**

**Facilities Management and Maintenance**

**Comprehensive Standard**

Integrate knowledge, skills, and practices required for careers in facilities management and maintenance.

<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Analyze career paths within the facilities management and maintenance areas.</td>
<td>5.1.1 Explain the roles and functions of individuals engaged in facilities management and maintenance careers.</td>
</tr>
<tr>
<td></td>
<td>5.1.2 Analyze opportunities for employment and entrepreneurial endeavors.</td>
</tr>
<tr>
<td></td>
<td>5.1.3 Summarize education and training requirements and opportunities for career paths in facilities management and maintenance.</td>
</tr>
<tr>
<td></td>
<td>5.1.4 Analyze the effects of facilities management and maintenance occupations on local, state, national, and global economies.</td>
</tr>
<tr>
<td></td>
<td>5.1.5 Create an employment portfolio for use with applying for internships and work-based learning opportunities in facilities management and maintenance careers.</td>
</tr>
<tr>
<td></td>
<td>5.1.6 Analyze the role of professional organizations in facilities management and maintenance professions.</td>
</tr>
<tr>
<td>5.2 Demonstrate planning, organizing, and maintaining an efficient housekeeping operation for residential or commercial facilities.</td>
<td>5.2.1 Apply housekeeping standards and procedures.</td>
</tr>
<tr>
<td></td>
<td>5.2.2 Operate cleaning equipment and tools.</td>
</tr>
<tr>
<td></td>
<td>5.2.3 Manage use of supplies.</td>
</tr>
<tr>
<td></td>
<td>5.2.4 Maintain building interior surfaces, wall coverings, fabrics, furnishings, and floor surfaces.</td>
</tr>
<tr>
<td></td>
<td>5.2.5 Perform facilities maintenance based on established standards.</td>
</tr>
<tr>
<td></td>
<td>5.2.6 Analyze energy efficient methods.</td>
</tr>
<tr>
<td></td>
<td>5.2.7 Demonstrate quality services in keeping with customer expectations.</td>
</tr>
<tr>
<td>5.3 Demonstrate sanitation procedures for a clean and safe environment.</td>
<td>5.3.1 Analyze the various types of cleaning methods and their environmental effects.</td>
</tr>
<tr>
<td></td>
<td>5.3.2 Summarize federal and state regulations regarding safe handling use and storage of chemicals.</td>
</tr>
<tr>
<td></td>
<td>5.3.3 Apply Occupational Safety and Health Administration guidelines.</td>
</tr>
</tbody>
</table>
Area of Study 5.0
Facilities Management and Maintenance

5.3.4 Select a pest control system appropriate for the facility and the type(s) of pests likely to be present.
5.3.5 Apply Centers for Disease Control (CDC) standards.
5.3.6 Apply Americans with Disabilities Act (ADA) regulations.

5.4 Apply hazardous materials and waste management procedures.
5.4.1 Carry out federal, state, and other regulations regarding waste management.
5.4.2 Demonstrate a waste minimization plan.
5.4.3 Practice a recycling program for conservation of resources.
5.4.4 Record presence of hazardous materials and occurrence of hazardous situations accurately and communicate to appropriate authorities.
5.4.5 Describe procedures for safely handling and storing hazardous materials and waste products.
5.4.6 Design energy efficient methods.
5.4.7 Demonstrate safe storage and disposals of pesticides.

5.5 Demonstrate a work environment that provides safety and security.
5.5.1 Design procedures for external and internal emergencies.
5.5.2 Apply security procedures.
5.5.3 Demonstrate safe procedures in the use, care, and storage of equipment.
5.5.4 Apply safety and security procedures as required by Hazard Analysis and Critical Control Point (HACCP), Occupational Safety and Health Administrations (OSHA), and other agencies.
5.5.5 Apply procedures for control of infection and infectious materials.

5.6 Demonstrate laundering processes aligned with industry standards
5.6.1 Summarize the functions of machines and equipment used in laundering operations.
Area of Study 5.0
Facilities Management and Maintenance

5.6.2 Demonstrate standard laundry procedures.
5.6.3 Apply procedures for the selection of textiles, chemicals, and equipment associated with laundry.
5.6.4 Apply industry regulations to laundry/linen systems.

5.7 Demonstrate facilities management functions.
5.7.1 Demonstrate quality customer service which exceeds customer expectations.
5.7.2 Demonstrate the elements involved in staff planning, recruiting, interviewing, selecting, hiring, and terminating of employees.
5.7.3 Design staff schedules.
5.7.4 Conduct orientation, regular training and education, and on the job training/retraining.
5.7.5 Demonstrate techniques and strategies to measure work quality of employees.
5.7.6 Apply principles of purchasing and receiving in facility management operations.
5.7.7 Implement procedures to control inventory.
5.7.8 Apply accounting principles in planning, forecasting, and recording profit and loss.
5.7.9 Develop a marketing plan for a business or department.
### Area of Study 6.0

**Family**

**Comprehensive Standard**

Evaluate the significance of family and its effects on the well-being of individuals and society.

#### Content Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td><strong>Analyze the effects of family as a system on individuals and society</strong></td>
</tr>
</tbody>
</table>

#### Competencies

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1.1</td>
<td>Analyze family as the basic unit of society</td>
</tr>
<tr>
<td>6.1.2</td>
<td>Analyze the role of family in transmitting societal expectations.</td>
</tr>
<tr>
<td>6.1.3</td>
<td>Analyze global influences on today's families</td>
</tr>
<tr>
<td>6.1.4</td>
<td>Analyze the role of family in teaching culture and traditions across the life span.</td>
</tr>
<tr>
<td>6.1.5</td>
<td>Analyze the role of family in developing independence, interdependence, and commitment of family members.</td>
</tr>
<tr>
<td>6.1.6</td>
<td>Analyze the effects of change and transitions over the life course.</td>
</tr>
<tr>
<td>6.1.7</td>
<td>Analyze the ways family and consumer sciences careers assist the work of the family.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2</td>
<td><strong>Evaluate the effects of diverse perspectives, needs, and characteristics of individual and families.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2.1</td>
<td>Demonstrate awareness of multiple diversities and their effects on individuals, families, and society.</td>
</tr>
<tr>
<td>6.2.2</td>
<td>Analyze the effects of social and cultural diversity on individual and families.</td>
</tr>
<tr>
<td>6.2.3</td>
<td>Analyze the effects of empathy for diversity on individuals in family, work, and community settings.</td>
</tr>
<tr>
<td>6.2.4</td>
<td>Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture, and ethnicity.</td>
</tr>
<tr>
<td>6.2.5</td>
<td>Analyze the effects of globalization and increasing diversity on individuals, families, and society.</td>
</tr>
</tbody>
</table>
## Area of Study 7.0
**Family and Community Services**

### Comprehensive Standard
Synthesize knowledge, skills, and practices required for careers in family & community services

<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7.1</strong> Analyze career paths within family and community services</td>
<td><strong>7.1.1</strong> Explain the roles and functions of individuals engaged in family and community services careers</td>
</tr>
<tr>
<td></td>
<td>7.1.2 Analyze opportunities for employment and entrepreneurial endeavors.</td>
</tr>
<tr>
<td></td>
<td>7.1.3 Summarize education and training requirements and opportunities for career paths in family &amp; community services</td>
</tr>
<tr>
<td></td>
<td>7.1.4 Analyze the effects of family and community service occupations on local, state, national, and global economies.</td>
</tr>
<tr>
<td></td>
<td>7.1.5 Demonstrate job acquisition skills to gain work-based learning opportunities and employment in family and community services careers.</td>
</tr>
<tr>
<td></td>
<td>7.1.6 Analyze the role of professional organizations in family and community services professions</td>
</tr>
<tr>
<td><strong>7.2</strong> Analyze factors relating to providing family and community services.</td>
<td>7.2.1 Describe local, state, and national agencies and informal support resources providing human services</td>
</tr>
<tr>
<td></td>
<td>7.2.2 Analyze professional, ethical, legal, and safety issues that confront human service employees.</td>
</tr>
<tr>
<td></td>
<td>7.2.3 Summarize licensing laws and regulations that affect service providers and their participants.</td>
</tr>
<tr>
<td></td>
<td>7.2.4 Analyze harmful, fraudulent, and deceptive human services practices.</td>
</tr>
<tr>
<td></td>
<td>7.2.5 Summarize the rights and responsibilities of human service participants and their families.</td>
</tr>
<tr>
<td></td>
<td>7.2.6 Analyze effective individual and family advocacy and self-advocacy strategies to overcome diverse challenges facing human services participants.</td>
</tr>
<tr>
<td></td>
<td>7.2.7 Analyze community-networking opportunities in family and community services.</td>
</tr>
<tr>
<td><strong>7.3</strong> Demonstrate professional behaviors, skills, and knowledge in providing family and community services.</td>
<td><strong>7.3.1</strong> Apply rules, regulations, and work site policies that affect employer, employee, participant, and family rights and responsibilities.</td>
</tr>
</tbody>
</table>
community services.

7.3.2 Demonstrate professional and ethical collaborative relationships with colleagues, support teams, participants, and families.

7.3.3 Maintain accurate and confidential documentation to be submitted in a timely manner to appropriate sources.

7.3.4 Analyze participants' strengths, needs, preferences, and interests across the life span through formal and informal assessment practices.

7.3.5 Demonstrate use of technology in human services.

7.4 Evaluate conditions affecting individuals and families with a variety of disadvantaged conditions.

7.4.1 Assess health, wellness, and safety issues of individual and families with a variety of disadvantaged conditions.

7.4.2 Analyze management and living environment issues of individuals and families with a variety of disadvantaged conditions.

7.4.3 Analyze personal, social, emotional, economic, vocational, educational, and recreational issues for individuals and family with a variety of disadvantaged conditions.

7.4.4 Discriminate between situations that require personal prevention or intervention and those situations that require professional assistance.

7.4.5 Analyze situations which require crisis intervention.

7.4.6 Summarize the appropriate support needed to address selected human services issues.

7.5 Evaluate services for individuals and families with a variety of disadvantaged conditions.

7.5.1 Describe needs and accommodations for people with a variety of disadvantaged conditions.

7.5.2 Analyze ways in which individuals with disadvantaged conditions affect the family and family members financially, socially, physically, and emotionally.

7.5.3 Illustrate coping or adjustment strategies and stress management practices for the participant, a caregiver, and family members.

7.5.4 Summarize the importance of friends, family, and community relationships for an individual with a variety of disadvantaged conditions.

7.5.5 Demonstrate ways to provide support that validates the participants' capabilities and right to privacy,
dignity, and autonomy.

7.5.6 Demonstrate strategies that help participants make informed choices, access resources and support, follow through on responsibilities, and take appropriate risks.

7.5.7 Demonstrate verbal and nonverbal communication skills that support individuals and families with a variety of disadvantaging conditions
## Area of Study 8.0
### Food Production and Services
#### Comprehensive Standard
Integrate knowledge, skills, and practices required for careers in food production and services.

<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8.1</strong> Analyze career paths within the food production and food services industries.</td>
<td><strong>8.1.1</strong> Explain the roles, duties, and functions of individuals engaged in food production and services careers.</td>
</tr>
<tr>
<td></td>
<td><strong>8.1.2</strong> Analyze opportunities for employment and entrepreneurial endeavors.</td>
</tr>
<tr>
<td></td>
<td><strong>8.1.3</strong> Summarize education and training requirements and opportunities for career paths in food production and services.</td>
</tr>
<tr>
<td></td>
<td><strong>8.1.4</strong> Analyze the effects of food production and services occupations on local, state, national, and global economies.</td>
</tr>
<tr>
<td></td>
<td><strong>8.1.5</strong> Create an employment portfolio for use with applying for internships and work-based learning opportunities.</td>
</tr>
<tr>
<td></td>
<td><strong>8.1.6</strong> Analyze the role of professional organizations in food production and services</td>
</tr>
<tr>
<td><strong>8.2</strong> Demonstrate food safety and sanitation procedures.</td>
<td><strong>8.2.1</strong> Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.</td>
</tr>
<tr>
<td></td>
<td><strong>8.2.2</strong> Employ food service management safety/sanitation program procedures, including CPR and first aid.</td>
</tr>
<tr>
<td></td>
<td><strong>8.2.3</strong> Use knowledge of systems for documenting, investigating, reporting, and preventing food borne illness.</td>
</tr>
<tr>
<td></td>
<td><strong>8.2.4</strong> Use the Hazard Analysis Critical Control Point (HACCP) and crisis management principles and procedures during food handling processes to minimize the risks of food borne illness.</td>
</tr>
<tr>
<td></td>
<td><strong>8.2.5</strong> Practice good personal hygiene/health procedures, including dental health and weight management,</td>
</tr>
</tbody>
</table>
Area of Study 8.0
Food Production and Services

8.2.6 Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods.

8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.

8.2.8 Analyze current types of cleaning materials and sanitizers for proper uses and safety hazards.

8.2.9 Use Occupational Safety and Health Administration’s (OSHA) Right to Know Law and Materials Safety Data Sheets (MSDS) and explain their requirements in safe handling and storage of hazardous materials.

8.2.10 Demonstrate safe and environmentally responsible waste disposal and recycling methods.

8.2.11 Demonstrate ability to maintain necessary records to document time and temperature control, HACCP, employee health, maintenance of equipment, and other elements of food preparation, storage, and presentation.

8.3 Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.

8.3.1 Operate tools and equipment following safety procedures and OSHA requirements.

8.3.2 Maintain tools and equipment following safety procedures and OSHA requirements.

8.3.3 Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.

8.3.4 Analyze equipment purchases based on long-term business needs, specific regulations, and codes related to foods.

8.3.5 Demonstrate procedures for safe and secure storage of equipment and tools.
Area of Study 8.0
Food Production and Services

8.3.6 Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware.

8.4 Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.

8.4.1 Use computer based menu systems to develop and modify menus.

8.4.2 Apply menu-planning principles to develop and modify menus.

8.4.3 Analyze food, equipment, and supplies needed for menus.

8.4.4 Develop a variety of menu layouts, themes, and design styles.

8.4.5 Prepare requisitions for food, equipment, and supplies to meet production requirements.

8.4.6 Record performance of menu items to analyze sales and determine menu revisions.

8.4.7 Apply principles of Measurement, Portion Control, Conversions, Food Cost Analysis and Control, Menu Terminology, and Menu Pricing to menu planning.

8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment.

8.5.2 Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.

8.5.3 Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.

8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods.

8.5.5 Prepare various meats, seafood, and poultry using
Area of Study 8.0
Food Production and Services

- Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.
- Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.
- Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.
- Prepare sandwiches, canapés and appetizers using safe handling and professional preparation techniques.
- Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.
- Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques.
- Demonstrate professional plating, garnishing, and food presentation techniques.
- Examine the applicability of convenience food items.
- Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.

8.6 Demonstrate implementation of food service management and leadership functions.

- Apply principles of purchasing, receiving, issuing, and storing in food service operations.
- Practice inventory procedures including first in/first out concept, date marking, and specific record keeping.
- Apply accounting procedures in planning and forecasting profit and loss.
- Examine the areas of risk management and legal
Area of Study 8.0
Food Production and Services

liability within the food service industry.

8.6.5 Apply human resource policies including rules, regulations, laws, hiring, compensation, overtime, discrimination, and harassment.

8.6.6 Apply the procedures involved in staff planning, recruiting, interviewing, selecting, scheduling, performance reviewing, and terminating of employees.

8.6.7 Conduct staff orientation, training, consistent reinforcement of training standards, and education, and on the job training/retraining.

8.6.8 Implement marketing plan for food service operations.

8.6.9 Design internal/external crisis management and disaster plans and response procedures.

8.6.10 Apply principles of inventory management, labor cost and control techniques, production planning and control, and facilities management to front and back of the house operations.

8.7 Demonstrate the concept of internal and external customer service.

8.7.1 Analyze the role of quality service as a strategic component of exceptional performance.

8.7.2 Demonstrate quality services that meet industry standards in the food service industry.

8.7.3 Analyze the relationship between employees and customer satisfaction.

8.7.4 Apply strategies for addressing and resolving complaints.

8.7.5 Demonstrate sensitivity to diversity and individuals with special needs.
Area of Study 9.0

Food Science, Dietetics, and Nutrition

Comprehensive Standard
Integrate knowledge, skills, practices required for careers in food science, food technology, dietetics, and nutrition.

<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1 Anayze career paths within food science, food technology, dietetics, and nutrition industries.</td>
<td>9.1.1 Explain the roles and functions of individuals engaged in food science, food technology, dietetics, and nutrition careers.</td>
</tr>
<tr>
<td>9.1.2 Analyze opportunities for employment and entrepreneurial endeavors.</td>
<td></td>
</tr>
<tr>
<td>9.1.3 Summarize education and training requirements and opportunities for career paths in food science, food technology, dietetics, and nutrition.</td>
<td></td>
</tr>
<tr>
<td>9.1.4 Analyze the impact of food science, dietetics, and nutrition occupations on local, state, national, and global economies.</td>
<td></td>
</tr>
<tr>
<td>9.1.5 Create an employment portfolio for use with applying for internships and work-based learning opportunities in food science, food technology, dietetics, and nutrition careers.</td>
<td></td>
</tr>
<tr>
<td>9.1.6 Analyze the role of professional organizations in food science, food technology, dietetics, and nutrition careers.</td>
<td></td>
</tr>
<tr>
<td>9.2 Apply risk management</td>
<td>9.2.1 Analyze factors that contribute to food borne illness.</td>
</tr>
</tbody>
</table>
## Area of Study 9.0

### Food Science, Dietetics, and Nutrition

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>9.2.2</td>
<td>Analyze food service management safety and sanitation programs.</td>
</tr>
<tr>
<td>9.2.3</td>
<td>Implement industry standards for documenting, investigating, and reporting food born illnesses.</td>
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<tr>
<td>9.2.4</td>
<td>Use the Hazard Analysis Critical Control Point (HACCP) during all food handling processes to minimize the risks of food borne illness.</td>
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<td>9.2.5</td>
<td>Demonstrate practices and procedures that assure personal and workplace health and hygiene.</td>
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<tr>
<td>9.2.6</td>
<td>Demonstrate standard procedures for receiving and storage of raw and prepared foods.</td>
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<tr>
<td>9.2.7</td>
<td>Classify current types of cleaning materials and sanitizers and their proper use.</td>
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<tr>
<td>9.2.8</td>
<td>Use Occupational Safety and Health Administration's (OSHA) Right to Know Law and Material Safety Data Sheets (MSDS) and explain their requirements in handling hazardous materials.</td>
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<tr>
<td>9.2.9</td>
<td>Demonstrate waste disposal and recycling methods.</td>
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<tbody>
<tr>
<td>9.3</td>
<td>Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.</td>
</tr>
<tr>
<td>9.3.1</td>
<td>Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.</td>
</tr>
<tr>
<td>9.3.2</td>
<td>Analyze nutritional data.</td>
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<tr>
<td>9.3.3</td>
<td>Apply principles of food production to maximize nutrient retention in prepared foods.</td>
</tr>
<tr>
<td>9.3.4</td>
<td>Assess the influence of socioeconomic and psychological factors on food and nutrition and behavior.</td>
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</tbody>
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**Area of Study 9.0**

**Food Science, Dietetics, and Nutrition**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>9.3.5</td>
<td>Analyze recipe/formula proportions and modifications for food production.</td>
</tr>
<tr>
<td>9.3.6</td>
<td>Critique the selection of foods to promote a healthy lifestyle.</td>
</tr>
<tr>
<td>9.3.7</td>
<td>Categorize foods into exchange groups and plan menus, applying the exchange system to meet various nutrient needs.</td>
</tr>
<tr>
<td>9.4.1</td>
<td>Analyze nutritional needs of individuals.</td>
</tr>
<tr>
<td>9.4.2</td>
<td>Use nutritional information to support care planning.</td>
</tr>
<tr>
<td>9.4.3</td>
<td>Utilize a selective menu.</td>
</tr>
<tr>
<td>9.4.4</td>
<td>Construct a modified diet based on nutritional needs and health conditions.</td>
</tr>
<tr>
<td>9.4.5</td>
<td>Design instruction on nutrition for health maintenance and disease prevention.</td>
</tr>
<tr>
<td>9.5.1</td>
<td>Analyze various factors that affect food preferences in the marketing of food.</td>
</tr>
<tr>
<td>9.5.2</td>
<td>Analyze data in statistical analysis in making development and marketing decisions.</td>
</tr>
<tr>
<td>9.5.3</td>
<td>Prepare food for presentation and assessment.</td>
</tr>
<tr>
<td>9.5.4</td>
<td>Maintain test kitchen/ laboratory and related equipment and supplies.</td>
</tr>
<tr>
<td>9.5.5</td>
<td>Implement procedures that affect quality product performance.</td>
</tr>
<tr>
<td>9.5.6</td>
<td>Conduct sensory evaluations of food products.</td>
</tr>
</tbody>
</table>
Area of Study 9.0

Food Science, Dietetics, and Nutrition

9.5.7 Conduct testing for safety of food products, utilizing available technology.

9.6 Demonstrate food science, dietetics, and nutrition management principles and practices.

9.6.1 Build menus to customer/ client preferences.
9.6.2 Implement food preparation, production, and testing systems.
9.6.3 Apply standards for food quality.
9.6.4 Create standardized recipes.
9.6.5 Manage amounts of food to meet needs of customers, clients.
9.6.6 Analyze new products.
9.6.7 Implement procedures that provide cost effective products.
9.6.8 Establish par levels for the purchase of supplies based on an organization's needs.
9.6.9 Utilize Food Code Points of time, temperature, date markings, cross contamination, hand washing, and personal hygiene as criteria for safe food preparation.
**National Standards for Family and Consumer Sciences Education**  
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### Area of Study 10.0  
**Hospitality, Tourism, and Recreation**  
**Comprehensive Standard**  
Synthesize knowledge, skills and practices required for careers in hospitality, tourism, and recreation

<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Competencies</th>
</tr>
</thead>
</table>
| **10.1** Analyze career paths within the hospitality, tourism and recreation industries. | 10.1.1 Explain the roles and functions of individuals engaged in hospitality, tourism, and recreation careers.  
10.1.2 Analyze opportunities for employment in hospitality, tourism, and recreation careers.  
10.1.3 Summarize education and training requirements and opportunities for career paths in hospitality, tourism, and recreation careers.  
10.1.4 Analyze the impact of hospitality occupations on local, state, national, and global economies.  
10.1.5 Create an employment portfolio for use with applying for internships and work-based learning opportunities in hospitality, tourism, and recreation careers.  
10.1.6 Analyze the role of professional organizations in the hospitality, tourism, and recreation professions. |
| **10.2** Demonstrate procedures applied to safety, security, and environmental issues. | 10.2.1 Explain the importance of safety, security, and environmental issues related to the hospitality, tourism, and recreation industries.  
10.2.2 Demonstrate procedures for assuring guest or customer safety.  
10.2.3 Evaluate evacuation plans and emergency procedures.  
10.2.4 Demonstrate management and conservation of resources for energy efficiency and protection of the environment.  
10.2.5 Design a system for documenting, investigating, and taking action on safety, security, and environmental issues. |
| **10.3** Apply concepts of quality service to assure customer satisfaction. | 10.3.1 Apply industry standards for service methods that meet expectations of guests or customers.  
10.3.2 Analyze the relationship between employee attitude, |
Area of Study 10.0
Hospitality, Tourism, and Recreation

appearance, and actions and guest or customer satisfaction.

10.3.3 Apply a system to evaluate and resolve employee, employer, guest, or customer complaints.

10.3.4 Analyze effects of customer relations on success of the hospitality, tourism, and recreation industry.

10.3.5 Analyze effects of customer relations on meeting the hospitality, tourism, and recreation needs of special populations.

10.4 Demonstrate practices and skills involved in lodging occupations.

10.4.1 Demonstrate front desk, office, and customer service skills.

10.4.2 Perform cash handling, accounting, and financial transactions.

10.4.3 Manage convention, meeting, and banquet support functions.

10.4.4 Apply basic food preparation and service skills in catering operations.

10.4.5 Manage use, care, storage, maintenance, and safe operations of equipment, tools, and supplies.

10.4.6 Apply facility management, maintenance, and service skills to lodging operations.

10.4.7 Apply time and work management skills to facility service tasks.

10.4.8 Analyze sales and marketing functions in lodging operations.

10.5 Demonstrate practices and skills for travel related services.

10.5.1 Examine geography, climate, sites, and time zones of various regions and countries.

10.5.2 Examine lodging, tourism, and recreation customs of various regions and countries.

10.5.3 Apply knowledge of food, beverage, and etiquette of various regions and countries to decisions about lodging, tourism, and recreation.

10.5.4 Assemble information needed for domestic and international travel.
Area of Study 10.0
Hospitality, Tourism, and Recreation

10.5.5  Produce travel documents and itineraries, utilizing current technology.
10.5.6  Monitor travel arrangements using computerized systems.

10.6   Demonstrate management of recreation, leisure, and other programs and events.
10.6.1  Coordinate client inquiries and requests.
10.6.2  Design themes, time lines, budgets, agendas, and itineraries.
10.6.3  Organize locations, facilities, suppliers, and vendors for specific services.
10.6.4  Prepare for distribution of event materials.
10.6.5  Demonstrate skills related to promoting and publicizing events.
10.6.6  Manage programs and events for specific age groups or diverse populations.
10.6.7  Promote wellness through recreation and leisure programs and events.
### Area of Study 11.0

**Housing and Interior Design** - revised (revisions & additions approved by NASAFACS September 2009) technical corrections July 2010

### Comprehensive Standard

Integrate knowledge, skills, and practices required for careers in housing and interior design.

#### Content Standards

<table>
<thead>
<tr>
<th>Competencies</th>
<th>11.1.1</th>
<th>Explain the roles and functions of individuals engaged in housing and interior design careers.</th>
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</thead>
<tbody>
<tr>
<td>11.1.2</td>
<td>Analyze career paths and opportunities for employment and entrepreneurial endeavors.</td>
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</tr>
<tr>
<td>11.1.3</td>
<td>Summarize education, training, and credentialing requirements and opportunities for career paths in housing and interior design.</td>
<td></td>
</tr>
<tr>
<td>11.1.4</td>
<td>Analyze the impact of housing and interior design careers on local, state, national, and global economies.</td>
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</tr>
<tr>
<td>11.1.5</td>
<td>Create an employment portfolio for use with applying for internships and work-based learning opportunities in housing and interior design careers.</td>
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</tr>
<tr>
<td>11.1.6</td>
<td>Analyze the role of professional organizations in housing and interior design professions.</td>
<td></td>
</tr>
<tr>
<td>11.1.7</td>
<td>Analyze the attitudes, traits, and values of professional responsibility, accountability and effectiveness required for careers in housing and interior design.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competencies</th>
<th>11.2.1</th>
<th>Evaluate the use of elements and principles of design in housing and commercial and residential interiors.</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.2.2</td>
<td>Analyze the psychological impact that the principles and elements of design have on the individual.</td>
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<tr>
<td>11.2.3</td>
<td>Analyze the effects that the principles and elements of design have on aesthetics and function.</td>
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</tr>
<tr>
<td>11.2.4</td>
<td>Apply principles of human behavior such as ergonomics and anthropometrics to design of housing, interiors, and furnishings.</td>
<td></td>
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<tr>
<td>11.3</td>
<td>Apply housing and interior design knowledge, skills and processes to meet specific design needs.</td>
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</tr>
<tr>
<td>11.3.1</td>
<td>Analyze product information, including but not limited to floor coverings, wall coverings, textiles, window treatments, furniture, lighting fixtures, kitchen and bath fixtures and equipment.</td>
<td></td>
</tr>
<tr>
<td>11.3.2</td>
<td>Evaluate manufacturers, products, and materials considering environmental protection, care and maintenance, and safety issues.</td>
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<tr>
<td>11.3.3</td>
<td>Demonstrate measuring, estimating, ordering, purchasing, pricing, and repurposing skills.</td>
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</tr>
<tr>
<td>11.3.4</td>
<td>Appraise various interior furnishings, fixtures, appliances, and equipment to provide cost and quality choices for clients.</td>
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<tr>
<td>11.3.5</td>
<td>Examine the impact of housing, interiors, and furnishings on the health, safety, and welfare of the public.</td>
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</tr>
<tr>
<td>11.3.6</td>
<td>Demonstrate design processes such as determining the scope of the project, programming, research, concept development, proposal, schematic design, design drawing, and design presentation development.</td>
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</table>

<table>
<thead>
<tr>
<th>11.4</th>
<th>Demonstrate design, construction document reading, and space planning skills required for the housing, interior design and furnishings industries.</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.4.1</td>
<td>Interpret information provided on construction documents.</td>
</tr>
<tr>
<td>11.4.2</td>
<td>Evaluate floor plans for efficiency and safety in areas including but not limited to zones, traffic patterns, storage, and electrical and mechanical systems.</td>
</tr>
<tr>
<td>11.4.3</td>
<td>Draft an interior space to scale using architecture symbols.</td>
</tr>
<tr>
<td>11.4.4</td>
<td>Arrange furniture placement with reference to principles of design, traffic flow, activity, and existing architectural features.</td>
</tr>
<tr>
<td>11.4.5</td>
<td>Apply building codes, universal guidelines, and regulations in space planning and furniture arrangement.</td>
</tr>
<tr>
<td>11.4.6</td>
<td>Demonstrate graphic communication skills (CAD, PowerPoint, sketching).</td>
</tr>
</tbody>
</table>
11.5 Analyze design and development of architecture, interiors, and furnishings through the ages.

11.5.1 Describe features of furnishings that are characteristic of various historical periods.
11.5.2 Explain societal and technological trends on periods of architecture and interior design through the ages.
11.5.3 Illustrate the development of architectural styles throughout history.
11.5.4 Compare and contrast historical architectural details to current housing and interior design trends.
11.5.5 Analyze future design and development trends in architecture, interiors, and furnishings.

11.6 Evaluate client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors.

11.6.1 Assess financial resources needed to improve interior space.
11.6.2 Assess client's community, family, and financial resources needed to achieve housing and interior design goals.
11.6.3 Assess a variety of available resources for housing and interior design, including ergonomic and anthropometric data.
11.6.4 Critique design plans to address client's needs, goals and resources.
11.6.5 Justify design solutions relative to client needs, including diversity and cultural needs and the design process.

11.7 Apply design knowledge, skills, processes, and theories and oral, written, and visual presentation skills to communicate design ideas.

11.7.1 Select appropriate studio tools.
11.7.2 Prepare sketches, elevations, and renderings using appropriate media.
11.7.3 Prepare visual presentations including legends, keys, and schedules.
11.7.4 Utilize a variety of presentation media such as photography, video, computer, and software for client presentations.
11.7.5 Utilize applicable building codes, universal guidelines, and regulations in space planning.
11.7.6 Create floor plans using architectural drafting skills and computer aided design software.
Area of Study 11.0
Housing and Interior Design - revised (revisions & additions approved by NASAFACS September 2009) technical corrections July 2010

11.8 Analyze professional practices, procedures for business profitability and career success, and the role of ethics in the housing, interiors and furnishings industries.

11.8.1 Examine legislation, regulations, and public policy that affect residential and commercial interior design as well as the housing and furnishings industries.

11.8.2 Analyze personal and employer responsibilities and liabilities regarding industry related safety, security, and environmental factors.

11.8.3 Describe security and inventory control strategies, laws and regulations, and worksite policies and procedures that affect loss prevention and profit.

11.8.4 Demonstrate procedures for reporting and handling accidents, safety, and security incidents.

11.8.5 Apply procedures for maintaining inventory control and loss prevention, including cash and credit transactions.

11.8.6 Analyze operational costs such as mark ups, mark downs, cash flow, and other factors affecting profit.

11.8.7 Demonstrate knowledge of the arts, of various resources, and of cultural impact upon design industries.

11.8.8 Demonstrate knowledge of multi-disciplinary collaborations and consensus building skills needed in practice.

11.9 Develop a global view to weigh design decisions with the parameters of ecological, socioeconomic, and cultural contexts within the housing, interior design, and furnishings industries.
Area of Study 12.0
Human Development
Comprehensive Standard
Analyze factors that influence human growth & development.

**Content Standards**

| 12.1 | Analyze principles of human growth and development across the life span. |

**Competencies**

| 12.1.1 | Analyze physical, emotional, social, spiritual, and intellectual development. |
| 12.1.2 | Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development. |
| 12.1.3 | Analyze current and emerging research about human growth and development, including research on brain development. |

| 12.2 | Analyze conditions that influence human growth and development. |

| 12.2.1 | Analyze the effect of heredity and environment on human growth and development. |
| 12.2.2 | Analyze the impact of social, economic, and technological forces on individual growth and development. |
| 12.2.3 | Analyze the effects of gender, ethnicity, and culture on individual development. |
| 12.2.4 | Analyze the effects of life events on individuals' physical, intellectual, social, moral, and emotional development. |
| 12.2.5 | Analyze geographic, political, and global influences on human growth and development. |

| 12.3 | Analyze strategies that promote growth and development across the life span. |

| 12.3.1 | Analyze the role of nurturance on human growth and development. |
| 12.3.2 | Analyze the role of communication on human growth and development. |
| 12.3.3 | Analyze the role of family and social services support systems in meeting human growth and development needs. |
### Area of Study 13.0
**Interpersonal Relationships**

**Comprehensive Standard**
Demonstrate respectful and caring relationships in the family, workplace and community.

#### Content Standards

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<td>13.1.1 Analyze processes for building and maintaining interpersonal relationships.</td>
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<tr>
<td>13.1.2 Predict the effects of various stages of the family life cycle on interpersonal relationships.</td>
</tr>
<tr>
<td>13.1.3 Compare physical, emotional, spiritual and intellectual functioning in stable and unstable relationships.</td>
</tr>
<tr>
<td>13.1.4 Analyze factors that contribute to healthy and unhealthy relationships.</td>
</tr>
<tr>
<td>13.1.5 Analyze processes for handling unhealthy relationships.</td>
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<tr>
<td>13.1.6 Demonstrate stress management strategies for family, work, and community settings.</td>
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<tbody>
<tr>
<td>13.2 Analyze personal needs and characteristics and their effects on interpersonal relationships.</td>
</tr>
<tr>
<td>13.2.1 Analyze the effects of personal characteristics on relationships.</td>
</tr>
<tr>
<td>13.2.2 Analyze the effect of personal need on relationships.</td>
</tr>
<tr>
<td>13.2.3 Analyze the effects of self-esteem and self-image on relationships.</td>
</tr>
<tr>
<td>13.2.4 Analyze the effects of life span events and conditions on relationships.</td>
</tr>
<tr>
<td>13.2.5 Explain the effects of personal standards and behaviors on interpersonal relationships.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.3 Demonstrate communication skills that contribute to positive relationships.</td>
</tr>
<tr>
<td>13.3.1 Analyze communication styles and their effects on relationships.</td>
</tr>
<tr>
<td>13.3.2 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.</td>
</tr>
<tr>
<td>13.3.3 Demonstrate effective listening and feedback techniques.</td>
</tr>
<tr>
<td>13.3.4 Analyze strategies to overcome communication</td>
</tr>
</tbody>
</table>
Area of Study 13.0
Interpersonal Relationships

barriers in family, community and work settings.
13.3.5 Apply ethical principles of communication in family, community and work settings.
13.3.6 Analyze the effects of communication technology in family, work, and community settings.
13.3.7 Analyze the roles and functions of communication in family, work, and community settings.

13.4 Evaluate effective conflict prevention and management techniques.

13.4.1 Analyze the origin and development of attitudes and behaviors regarding conflict.
13.4.2 Explain how similarities and differences among people affect conflict prevention and management.
13.4.3 Apply the roles of decision making and problem solving in reducing and managing conflict.
13.4.4 Demonstrate nonviolent strategies that address conflict.
13.4.5 Demonstrate effective responses to harassment.
13.4.6 Assess community resources that support conflict prevention and management.

13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.

13.5.1 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
13.5.2 Demonstrate strategies to motivate, encourage, and build trust in group members.
13.5.3 Demonstrate strategies that utilize the strengths and minimize the limitations of team members.
13.5.4 Demonstrate techniques that develop team and community spirit.
13.5.5 Demonstrate ways to organize and delegate responsibilities.
13.5.6 Create strategies to integrate new members into the team.
13.5.7 Demonstrate processes for cooperating, compromising, and collaborating.
Area of Study 13.0
Interpersonal Relationships

13.6 Demonstrate standards that guide behavior in interpersonal relationships.

13.6.1 Apply critical thinking and ethical criteria to evaluate interpersonal relationships.
13.6.2 Apply guidelines for assessing the nature of issues and situations.
13.6.3 Apply critical thinking and ethical standards when making judgments and taking action.
13.6.4 Demonstrate ethical behavior in family, workplace, and community settings.
13.6.5 Compare the relative merits of opposing points of view regarding current ethical issues.
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Area of Study 14.0
Nutrition and Wellness
Comprehensive Standard
Demonstrate nutrition and wellness practices that enhance individual and family well-being.

<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>14.1</strong> Analyze factors that influence nutrition and wellness practices across the life span.</td>
<td><strong>14.1.1</strong> Explain physical, emotional, social, psychological, and spiritual components of individual and family wellness.</td>
</tr>
<tr>
<td><strong>14.1.2</strong> Analyze the effects of psychological, cultural, and social influences on food choices and other nutrition practices.</td>
<td><strong>14.1.3</strong> Analyze the governmental, economic, and technological influences on food choices and practices.</td>
</tr>
<tr>
<td><strong>14.1.4</strong> Analyze the effects of global and local events and conditions on food choices and practices</td>
<td><strong>14.1.5</strong> Analyze legislation and regulations related to nutrition and wellness.</td>
</tr>
<tr>
<td><strong>14.2</strong> Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span</td>
<td><strong>14.2.1</strong> Analyze the effect of nutrients on health, appearance, and peak performance.</td>
</tr>
<tr>
<td><strong>14.2.2</strong> Analyze the relationship of nutrition and wellness to individual and family health throughout the life span.</td>
<td><strong>14.2.3</strong> Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.</td>
</tr>
<tr>
<td><strong>14.2.4</strong> Analyze sources of food and nutrition information, including food labels, related to health and wellness.</td>
<td><strong>14.3</strong> Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span. (Corrected 1-09-09)</td>
</tr>
<tr>
<td><strong>14.3.1</strong> Apply various dietary guidelines in planning to meet nutrition and wellness needs.</td>
<td><strong>14.3.2</strong> Design strategies that meet the health and nutrition requirements of individuals and families with special needs.</td>
</tr>
<tr>
<td><strong>14.3.3</strong> Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.</td>
<td><strong>14.4</strong> Evaluate factors that affect food safety from production through</td>
</tr>
</tbody>
</table>
consumption.

14.4.2 Analyze safety and sanitation practices throughout the food chain.
14.4.3 Analyze how changes in national and international food production and distribution systems influence the food supply.
14.4.4 Analyze federal, state, and local inspection and labeling systems that protect the health of individuals and the public.
14.4.5 Analyze food borne illness factors, including causes, foods at risk, and methods of prevention commercially and by individuals and families.
14.4.6 Analyze public dialogue about food safety and sanitation.

14.5 Evaluate the influence of science and technology on food composition, safety, and other issues.

14.5.1 Analyze how scientific and technical advances influence the nutrient content, availability, and safety of foods.
14.5.2 Analyze how the scientific and technical advances in food processing, storage, product development, and distribution influence nutrition and wellness.
14.5.3 Analyze the effects of technological advances on selection, preparation and home storage of food.
14.5.4 Analyze the effects of food science and technology on meeting nutritional needs.
# National Standards for Family and Consumer Sciences Education

**Area of Study 15.0**  
**Parenting**

**Comprehensive Standard**  
Evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals and families.

## Content Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.1.1</td>
<td>Analyze parenting roles across the life span.</td>
</tr>
<tr>
<td>15.1.2</td>
<td>Analyze expectations and responsibilities of parenting.</td>
</tr>
<tr>
<td>15.1.3</td>
<td>Analyze consequences of parenting practices to the individual, family, and society.</td>
</tr>
<tr>
<td>15.1.4</td>
<td>Analyze societal conditions that influence parenting across the life span.</td>
</tr>
<tr>
<td>15.1.5</td>
<td>Explain cultural differences in roles and responsibilities of parenting.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.2.1</td>
<td>Choose nurturing practices that support human growth and development.</td>
</tr>
<tr>
<td>15.2.2</td>
<td>Apply communication strategies that promote positive self-esteem in family members.</td>
</tr>
<tr>
<td>15.2.3</td>
<td>Assess common practices and emerging research about discipline on human growth and development.</td>
</tr>
<tr>
<td>15.2.4</td>
<td>Assess the effects of abuse and neglect on children and families and determine methods for prevention.</td>
</tr>
<tr>
<td>15.2.5</td>
<td>Apply criteria for selecting care and services for children.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.3.1</td>
<td>Assess community resources and services available to families.</td>
</tr>
<tr>
<td>15.3.2</td>
<td>Appraise community resources that provide opportunities related to parenting.</td>
</tr>
<tr>
<td>15.3.3</td>
<td>Summarize current laws and policies related to parenting.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.4.1</td>
<td>Analyze biological processes related to prenatal development, birth, and health of child and mother.</td>
</tr>
<tr>
<td>15.4.2</td>
<td>Analyze the emotional factors of prenatal development.</td>
</tr>
</tbody>
</table>
Area of Study 15.0
Parenting

and birth in relation to the health of parents and child.
15.4.3 Analyze implications of alternatives to biological parenthood.
15.4.4 Analyze legal and ethical impacts of current and emerging technology on fertility and family planning.
### National Standards for Family and Consumer Sciences Education

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**Area of Study 16.0**  
Textiles, Fashion, and Apparel  
**Comprehensive Standard**  
Integrate knowledge, skills, and practices required for careers in textiles and apparel.

<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.1   <strong>Analyze career paths within textile apparel and design industries.</strong></td>
<td>16.1.1 Explain the roles and functions of individuals engaged in textiles and apparel careers.</td>
</tr>
<tr>
<td></td>
<td>16.1.2 Analyze opportunities for employment and entrepreneurial endeavors.</td>
</tr>
<tr>
<td></td>
<td>16.1.3 Summarize education and training requirements and opportunities for career paths in textile and apparel services.</td>
</tr>
<tr>
<td></td>
<td>16.1.4 Analyze the effects of textiles and apparel occupations on local, state, national, and global economies.</td>
</tr>
<tr>
<td></td>
<td>16.1.5 Create an employment portfolio for use with applying for internships, work-based learning opportunities and employment in textiles, fashion, and apparel.</td>
</tr>
<tr>
<td></td>
<td>16.1.6 Analyze the role of professional organizations in textiles, fashion, and apparel industries.</td>
</tr>
<tr>
<td>16.2   <strong>Evaluate fiber and textile products and materials.</strong></td>
<td>16.2.1 Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers.</td>
</tr>
<tr>
<td></td>
<td>16.2.2 Evaluate performance characteristics of textile fiber and fabrics.</td>
</tr>
<tr>
<td></td>
<td>16.2.3 Summarize textile legislation, standards, and labeling in the global economy.</td>
</tr>
<tr>
<td></td>
<td>16.2.4 Analyze effects of textile characteristics on design, construction, care, use, and maintenance of products.</td>
</tr>
<tr>
<td></td>
<td>16.2.5 Apply appropriate procedures for care of textile products.</td>
</tr>
<tr>
<td>16.3   <strong>Demonstrate fashion, apparel, and textile design skills.</strong></td>
<td>16.3.1 Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance.</td>
</tr>
</tbody>
</table>
|         | 16.3.2 Apply basic and complex color schemes and color
Area of Study 16.0
Textiles, Fashion, and Apparel

16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textile, apparel, and fashion products.

16.3.4 Demonstrate design concepts with fabric or technology/computer, using draping and/or flat pattern making technique.

16.3.5 Generate design that takes into consideration ecological, environmental, sociological, psychological, technical, and economic trends and issues.

16.3.6 Apply elements and principles of design to assist consumers and businesses in making decisions.

16.3.7 Demonstrate ability to use technology for fashion, apparel, and textile design.

16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.

16.4.1 Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair.

16.4.2 Explain production processes for creating fibers, yarn, woven, and knit fabrics, and non-woven textile products.

16.4.3 Use appropriate industry products and materials for cleaning, pressing, and finishing textile, apparel, and fashion products.

16.4.4 Analyze current technology and trends that facilitate design and production of textile, apparel, and fashion products.

16.4.5 Demonstrate basic skills for producing and altering textile products and apparel.

16.5 Evaluate elements of textile, apparel, and fashion merchandising.

16.5.1 Apply marketing strategies for textile, apparel, and fashion products.

16.5.2 Analyze the cost of constructing, manufacturing, altering, or repairing textile, apparel, and fashion products.

16.5.3 Analyze ethical considerations for merchandising
Area of Study 16.0  
Textiles, Fashion, and Apparel

| 16.5.4 | Apply external factors that influence merchandising. |
| 16.5.5 | Critique varied methods for promoting apparel and textile products. |
| 16.5.6 | Apply research methods, including forecasting techniques, for marketing apparel and textile products. |

| 16.6 | Evaluate the components of customer service. |
| 16.6.1 | Analyze factors that contribute to quality customer relations. |
| 16.6.2 | Analyze the influences of cultural diversity as a factor in customer relations. |
| 16.6.3 | Demonstrate the skills necessary for quality customer service. |
| 16.6.4 | Create solutions to address customer concerns. |

| 16.7 | Demonstrate general operational procedures required for business profitability and career success. |
| 16.7.1 | Analyze legislation, regulations, and public policy affecting the textiles, apparel, and fashion industries. |
| 16.7.2 | Analyze personal and employer responsibilities and liabilities regarding industry-related safety, security, and environmental factors. |
| 16.7.3 | Analyze the effects of security and inventory control strategies, cash and credit transaction methods, laws, and worksite policies, on loss prevention and store profit. |
| 16.7.4 | Demonstrate procedures for reporting and handling accidents, safety, and security incidents. |
| 16.7.5 | Analyze operational costs such as mark ups, mark downs, cash flow, and other factors affecting profit. |
| 16.7.6 | Demonstrate knowledge of the arts, of various resources, and cultural impact upon the textile, apparel, and fashion industries. |
The Show-Me Standards

Missouri students must build a solid foundation of factual knowledge and basic skills in the traditional content areas. The statements listed here represent such a foundation in reading, writing, mathematics, world and American history, forms of government, geography, science, health/physical education and the fine arts. This foundation of knowledge and skills should also be incorporated into courses in vocational education and practical arts. Students should acquire this knowledge base at various grade levels and through various courses of study. Each grade level and each course sequence should build on the knowledge base that students have previously acquired.

These concepts and areas of study are indeed significant to success in school and in the workplace. However, they are neither inclusive nor are they likely to remain the same over the years. We live in an age in which “knowledge” grows at an ever-increasing rate, and our expectations for students must keep up with that expanding knowledge base.

Combining what students must know and what they must be able to do may require teachers and districts to adapt their curriculum. To assist districts in this effort, teachers from across the state are developing curriculum frameworks in each of the content areas. These frameworks show how others might balance concepts and abilities for students at the elementary, middle and secondary levels. These models, however, are only resources. Missouri law assures local control of education. Each district has the authority to determine the content of its curriculum, how it will be organized and how it will be presented.

### Communication Arts

**In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in:**

1. speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
2. reading and evaluating fiction, poetry and drama
3. reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
4. writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
5. comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
6. participating in formal and informal presentations and discussions of issues and ideas
7. identifying and evaluating relationships between language and culture

### Mathematics

**In Mathematics, students in Missouri public schools will acquire a solid foundation which includes knowledge of:**

1. addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
2. geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes
3. data analysis, probability and statistics
4. patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts
5. mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)
6. discrete mathematics (such as graph theory, counting techniques, matrices)

### Social Studies

**In Social Studies, students in Missouri public schools will acquire a solid foundation which includes knowledge of:**

1. principles expressed in the documents shaping constitutional democracy in the United States
2. continuity and change in the history of Missouri, the United States and the world
3. principles and processes of governance systems
4. economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
5. the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment
6. relationships of the individual and groups to institutions and cultural traditions
7. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)
8. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)
9. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)
10. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)

### Fine Arts

**In Fine Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of:**

1. process and techniques for the production, exhibition or performance of one or more of the visual or performed arts
2. the principles and elements of different art forms
3. the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts
4. interrelationships of visual and performing arts and the relationships of the arts to other disciplines
5. visual and performing arts in historical and cultural contexts
6. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)
7. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)
8. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)
9. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)

### Science

**In Science, students in Missouri public schools will acquire a solid foundation which includes knowledge of:**

1. properties and principles of matter and energy
2. properties and principles of force and motion
3. characteristics and interactions of living organisms
4. changes in ecosystems and interactions of organisms with their environments
5. processes (such as plate movement, water cycle, air flow) and interactions of Earth’s biosphere, atmosphere, lithosphere and hydrosphere
6. composition and structure of the universe and the motions of the objects within it
7. processes of scientific inquiry (such as formulating and testing hypotheses)
8. impact of science, technology and human activity on resources and the environment
9. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)
10. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)
11. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)
12. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)

### Health/Physical Education

**In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of:**

1. structures of, functions of, and relationships among human body systems
2. principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
3. diseases and methods for prevention, treatment and control
4. principles of movement and physical fitness
5. methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol and other drug use)
6. consumer health issues (such as the effects of mass media and technologies on safety and health)
7. responses to emergency situations
8. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)
9. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)
10. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)
11. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)

**KNOWLEDGE + PERFORMANCE = ACADEMIC SUCCESS**

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Missouri Department of Elementary and Secondary Education • DESE 3220-5 Rep 12/09
All Missourians are eager to ensure that graduates of Missouri’s public schools have the knowledge, skills and competencies essential to leading productive, fulfilling and successful lives as they continue their education, enter the workforce and assume their civic responsibilities. Schools need to establish high expectations that will challenge all students. To that end, the Outstanding Schools Act of 1993 called together master teachers, parents and policy-makers from around the state to create Missouri academic standards. These standards are the work of that group.

The standards are built around the belief that the success of Missouri’s students depends on both a solid foundation of knowledge and skills and the ability of students to apply their knowledge and skills to the kinds of problems and decisions they will likely encounter after they graduate.

The academic standards incorporate and strongly promote the understanding that active, hands-on learning will benefit students of all ages. By integrating and applying basic knowledge and skills in practical and challenging ways across all disciplines, students experience learning that is more engaging and motivating. Such learning stays in the mind long after the tests are over and acts as a springboard to success beyond the classroom.

Students in Missouri public schools will acquire the knowledge and skills to the kinds of problems and decisions they will likely encounter after they graduate.

The academic standards incorporate and strongly promote the understanding that active, hands-on learning will benefit students of all ages. By integrating and applying basic knowledge and skills in practical and challenging ways across all disciplines, students experience learning that is more engaging and motivating. Such learning stays in the mind long after the tests are over and acts as a springboard to success beyond the classroom.

Students will demonstrate within and integrate across all content areas the ability to

1. develop questions and ideas to initiate and refine research
2. conduct research to answer questions and evaluate information and ideas
3. design and conduct field and laboratory investigations to study nature and society
4. use technological tools and other resources to locate, select and organize information
5. comprehend and evaluate written, visual and oral presentations and works
6. discover and evaluate patterns and relationships in information, ideas and structures
7. evaluate the accuracy of information and the reliability of its sources
8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
9. identify, analyze and compare the institutions, traditions and art forms of past and present societies
10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Students will demonstrate within and integrate across all content areas the ability to

1. plan and make written, oral and visual presentations for a variety of purposes and audiences
2. review and revise communications to improve accuracy and clarity
3. exchange information, questions and ideas while recognizing the perspectives of others
4. present perceptions and ideas regarding works of the arts, humanities and sciences
5. perform or produce works in the fine and practical arts
6. apply communication techniques to the job search and to the workplace
7. use technological tools to exchange information and ideas

Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.

Students will demonstrate within and integrate across all content areas the ability to

1. identify problems and define their scope and elements
2. develop and apply strategies based on ways others have prevented or solved problems
3. develop and apply strategies based on one’s own experience in preventing or solving problems
4. evaluate the processes used in recognizing and solving problems
5. reason inductively from a set of specific facts and deductively from general premises
6. examine problems and proposed solutions from multiple perspectives
7. evaluate the extent to which a strategy addresses the problem
8. assess costs, benefits and other consequences of proposed solutions

Students will demonstrate within and integrate across all content areas the ability to

1. explain reasoning and identify information used to support decisions
2. understand and apply the rights and responsibilities of citizenship in Missouri and the United States
3. analyze the duties and responsibilities of individuals in societies
4. recognize and practice honesty and integrity in academic work and in the workplace
5. develop, monitor and revise plans of action to meet deadlines and accomplish goals
6. identify tasks that require a coordinated effort and work with others to complete those tasks
7. identify and apply practices that preserve and enhance the safety and health of self and others
8. explore, prepare for and seek educational and job opportunities

Note to Readers: What should high school graduates in Missouri know and be able to do? The Missourians who developed these standards wrestled with that question. In the end, they agreed that “knowing” and “doing” are actually two sides of the same coin. To perform well in school or on the job, one must have a good foundation of basic knowledge and skills. Equally important, though, is the ability to use and apply one’s knowledge in real-life situations.

These standards (73 in all) are intended to define what students should learn by the time they graduate from high school. On this side are 33 “performance” standards, listed under four broad goals. On the reverse side are 40 “knowledge” standards, listed in six subject areas. Taken together, they are intended to establish higher expectations for students throughout the Show-Me State. These standards do not represent everything a student will or should learn. However, graduates who meet these standards should be well-prepared for further education, work and civic responsibilities.