Introduction

Fashion production is an introduction to the fashion design and merchandising industry. Students will learn an overview of all aspects of the industry from retail sales all the way to clothing care and construction. They will analyze career pathways from within the industry and the necessary skills they need to be successful in that pathway. Students will learn about the different figure types and how apparel can enhance or deflect as well as learn how to create their own fashion image. They will learn how to create a cohesive design by utilizing the design elements and principles. Students will learn the history of the industry as well as study the current terms, designers, and fashion capitals. They will learn the best practices in merchandising, styling and retailing. Students are assessed on how they can use what they have learned about the industry by creating their own fashions through patterns and designs. This class is a great hands-on experience for anyone who is interested in fashion design and merchandising as a hobby or possibly even a career.
# Fashion Production Overview

## Course Description

Students will develop career and technical skills in the areas of fashion merchandising, design and apparel production. Practical experiences will be provided through labs and projects. Units include fashion theory, elements and principles of design, merchandising, pattern alterations, apparel production, and clothing care. Students will provide their own materials for apparel production projects.

## Topics at a Glance

1. Analyze career paths within textiles and apparel design industries.
2. Evaluate fiber and textile materials.
3. Demonstrate apparel and design textiles and skills.
4. Demonstrate skills needed to produce, alter, or repair textiles products and apparel.
5. Evaluate elements of textiles and apparel merchandising.
6. Evaluate the components of customer service.
7. Demonstrate general operational procedures required for business profitability and career success.
9. Leadership competencies. Demonstrate an understanding of FCCLA, its structure and activities.

## Assessments

- Labs
- Projects
- Teacher and Student Designed Assessments
Prepared Graduates

The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

1. CTE Essential Skills: Academic Foundations

ESSK.01: Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster.

Prepared Graduate Competencies in the CTE Essential Skills standard:

- Complete required training, education, and certification to prepare for employment in a particular career field
- Demonstrate language arts, mathematics, and scientific knowledge and skills required to pursue the full range of post-secondary and career opportunities

2. CTE Essential Skills: Communications Standards

ESSK.02: Use oral and written communication skills in creating, expressing, and interrupting information and ideas, including technical terminology and information

Prepared Graduate Competencies in the CTE Essential Skills standard:

- Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice
- Demonstrate use of concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in the workplace

3. CTE Essential Skills: Problem Solving and Critical Thinking

ESSK.03: Solve problems using critical thinking skills (analyze, synthesize, and evaluate) independently and in teams using creativity and innovation.

Prepared Graduate Competencies in the CTE Essential Skills standard:

- Employ critical thinking skills independently and in teams to solve problems and make decisions
- Employ critical thinking and interpersonal skills to resolve conflicts with staff and/or customers
- Conduct technical research to gather information necessary for decision-making
4. CTE Essential Skills: Safety, Health, and Environmental

ESSK.06: Understand the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance

Prepared Graduate Competencies in the CTE Essential Skills standard:
- Implement personal and jobsite safety rules and regulations to maintain safe and helpful working conditions and environment
- Complete work tasks in accordance with employee rights and responsibilities and employers obligations to maintain workplace safety and health

5. CTE Essential Skills: Leadership and Teamwork

ESSK.07: Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives

Prepared Graduate Competencies in the CTE Essential Skills standard:
- Employ leadership skills to accomplish organizational skills and objectives

6. CTE Essential Skills: Employability and Career Development

ESSK.09: Know and understand the importance of employability skills; explore, plan, and effectively manage careers; know and understand the importance of entrepreneurship skills

Prepared Graduate Competencies in the CTE Essential Skills standard:
- Identify and demonstrate positive work behaviors and personal qualities needed to be employable
- Develop skills related to seeking and applying for employment to find and obtain a desired job
COLORADO COMMUNITY COLLEGE SYSTEM CAREER & TECHNICAL EDUCATION
TECHNICAL STANDARDS REVISION & ACADEMIC ALIGNMENT PROCESS

Colorado’s 21st Century Career & Technical Education Programs have evolved beyond the historic perception of vocational education. They are Colorado’s best kept secret for:

- Relevant & rigorous learning
- Raising achievement among all students
- Strengthening Colorado’s workforce & economy

Colorado Career & Technical Education serves more than 116,000 Colorado secondary students annually through 1,200 programs in 160 school districts, 270 High Schools, 8 Technical Centers, 16 Community Colleges & 3 Technical Colleges. One of every three Colorado high school students gains valuable experiences by their enrollment in these programs.

ALIGNMENT REQUIRED BY SB 08-212

22-7-1005. Preschool through elementary and secondary education - aligned standards - adoption - revisions.

2(b): In developing the preschool through elementary and secondary education standards, the State Board shall also take into account any Career & Technical Education standards adopted by the State Board for Community Colleges and Occupational Education, created in Section 23-60-104, C.R.S., and, to the extent practicable, shall align the appropriate portions of the preschool through elementary and secondary education standards with the Career and Technical standards.

STANDARDS REVIEW AND ALIGNMENT PROCESS

Beginning in the fall of 2008, the Colorado Community College System conducted an intensive standards review and alignment process that involved:

NATIONAL BENCHMARK REVIEW

Colorado Career & Technical Education recently adopted the Career Cluster and Pathway Model endorsed by the United State Department of Education, Division of Adult and Technical Education. This model provided access to a national set of business and industry validated knowledge and skill statements for 16 of the 17 cluster areas. California and Ohio provided the comparative standards for the Energy cluster

- Based on this review Colorado CTE has moved from program-specific to Cluster & Pathway based standards and outcomes
- In addition, we arrived at fewer, higher, clearer and more transferrable standards, expectations and outcomes.

COLORADO CONTENT TEAMS REVIEW

The review, benchmarking and adjusting of the Colorado Cluster and Pathway standards, expectations and outcomes was through the dedicated work of Content Teams comprised of secondary and postsecondary faculty from across the state. Participation by instructors from each level ensured competency alignment between secondary and postsecondary programs. These individuals also proposed the draft academic
alignments for math, science reading, writing and communication, social studies (including Personal Financial Literacy) and post secondary and workforce readiness (PWR.)

ACADEMIC ALIGNMENT REVIEW

In order to validate the alignment of the academic standards to the Career & Technical Education standards, subject matter experts in math, science, reading, writing and communication, and social studies were partnered with career & technical educators to determine if and when a true alignment existed.

CURRENT STATUS

- One set of aligned Essential skills to drive Postsecondary and Workforce Readiness inclusion in all Career & Technical Education programs.
- 52 pathways with validated academic alignments
- 12 pathways with revised standards ready for alignment (currently there are no approved programs in these pathways)
- 21 pathways where no secondary programming currently exists. Standards and alignments will be developed as programs emerge.
- Available for review at: www.coloradostateplan.com/content_standards.htm
The Career & Technical Education standards have been organized by Career Cluster (17) and Pathway (81). In addition, a set of “Essential Skills” was developed to ensure the Postsecondary and Workforce Readiness within any cluster or pathway. These workforce readiness skills are applicable to all career clusters and should form the basis of each CTE program.

Organization

Essential Skills
There exists a common set of knowledge and skills that are applicable to all students regardless of which cluster or pathway they choose. This set of standards, is meant for inclusion in each program to enhance the development of postsecondary and workforce readiness skills.

Career Cluster
A Career Cluster is a grouping of occupations and broad industries based on commonalities. The 17 Career Clusters organize academic and occupational knowledge and skills into a coherent course sequence and identify pathways from secondary schools to two- and four-year colleges, graduate schools, and the workplace. Students learn in school about what they can do in the future. This connection to future goals motivates students to work harder and enroll in more rigorous courses.
Career Pathway
Pathways are sub-groupings of occupations/career specialties used as an organizing tool for curriculum design and instruction. Occupations/career specialties are grouped into Pathways based on the fact that they require a set of common knowledge and skills for career success.

Prepared Completer Competency
This level targets the “big ideas” in each pathway. These are the competencies that all students who complete a CTE pathway must master to ensure their success in a postsecondary and workforce setting. Prepared Completer Competencies will not usually be “course” specific but grow with the student’s progression through the sequence of courses.

Concept/Skill
The articulation of the concepts and skills that indicates a student is making progress toward being a prepared completer. They answer the question: What do students need to know and be able to do?

Evidence Outcome
The indication that a student is meeting an expectation at the mastery level. How do we know that a student can do it?
Academic Alignments

Academic alignments, where appropriate in Math, Reading, Writing and Communication, Science and Social Studies (including Personal Financial Literacy) were defined by CTE and academic subject matter experts using the following criteria:

- It was a point where technical and academic content naturally collided;
- The student must demonstrate adequate proficiency with the academic standard to perform the technical skill; and
- It could be assessed for both academic and technical understanding.

Colorado’s CTE programs have had academic alignments dating back to the early 1990’s. While these alignments resulted in an increase in academic focus in CTE programs, the reality is that a true transformation in intentional teaching toward the academic standard was limited.

With these alignments comes a new expectation: If a CTE instructor is teaching a CTE concept that has an identified alignment, they must also be intentional about their instruction of the academic standard. CCCS will be providing professional development and instructional resources to assist with the successful implementation of this new expectation. In addition, this expanded expectation will require increased collaboration between CTE and academic instructors to transform teaching and learning throughout each school.

For each set of Cluster and Pathway standards, the academic alignments have been included and are separated by academic area. CCCS chose to align at the “Evidence Outcome” level. The aligned academic evidence outcome follows the CTE evidence outcome to which it has been aligned. For a sample, see Illustration A.
Illustration A

The academic standard number used in the alignments matches the Colorado Department of Education standards numbering convention.

**Career Pathway Abbreviations**

<table>
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<tr>
<th>Sector</th>
<th>Career Cluster</th>
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ARVD.04 (FD) Integrate knowledge, skills, and practices required for careers in textiles and apparels.

ARVD.04.01 (FD) Analyze career paths within textile apparel and design industries.

ARVD.04.01.a (FD) Explain the roles and functions of individuals engaged in textiles and apparel careers.

RWC10-GR.10-S.4-GLE.1-EO.d Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness

RWC10-GR.11-S.4-GLE.1-EO.a Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.11-12.7)

FCCLA.02 Applied Technology

FCCLA.04 Career Investigation

FCCLA.09 Entrepreneurship

FCCLA.20 Illustrated Talk

FCCLA.27 National Programs in Action

FCCLA.34 Get the Word Out

FDCP.01 Designers

FDCP.02 Roles-functions of individuals in textile industry

FDCP.03 Employment and Entrepreneurial Opportunities

PWR.02.07.f Demonstrate awareness of and evaluate career options
ARVD.04.01.b (FD) Analyze opportunities for employment and entrepreneurial endeavors.

RWC10-GR.10-S.4-GLE.1-EO.d Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness

RWC10-GR.12-S.3-GLE.3-EO.a Follow the conventions of standard English to write varied, strong, correct, complete sentences

RWC10-GR.04.01.c (FD) Summarize education and training requirements and opportunities for career paths in textile and apparel services.

ARVD.04.01.c (FD) Summarize education and training requirements and opportunities for career paths in textile and apparel services.

RWC10-GR.10-S.4-GLE.1-EO.d Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness

RWC10-GR.12-S.3-GLE.3-EO.a Follow the conventions of standard English to write varied, strong, correct, complete sentences

VA09-GR.HS-S.4-GLE.3-EO.b Research the range of careers available to artists such as museum curation, automobile design, gaming design, medical illustration, and photojournalism

VA09-GR.HS-S.4-GLE.3-EO.c Outline required training for one’s individual career goals

ARVD.04.01.d (FD) Analyze the effects of textiles and apparel occupations on local, state, national, and global economies.

RWC10-GR.10-S.4-GLE.1-EO.d Identify and evaluate potential sources of information for accuracy,
GLE.1-EO.d  reliability, validity, and timeliness
FCCLA.02  Applied Technology
FCCLA.04  Career Investigation
FCCLA.09  Entrepreneurship
FCCLA.22  Interpersonal Communications
FCCLA.23  Job Interview
FCCLA.27  National Programs in Action
FCCLA.40  Career Connections
FDCP.04  Local, State, National and Global Economic Effects of Fashion Careers
PWR.02.04.c  Recognize the interdependent nature of our world

ARVD.04.01.e (FD) Create an employment portfolio for use with applying for internships, work-based learning opportunities and employment in textiles, fashion, and apparel.

RWC10-GR.10-S.4-GLE.1-EO.d  Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness
RWC10-GR.12-S.3-GLE.3-EO.a  Follow the conventions of standard English to write varied, strong, correct, complete sentences
RWC10-GR.9-S.3-GLE.3-EO.a  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2), i. Identify comma splices and fused sentences in writing and revise to eliminate them, ii. Distinguish between phrases and clauses and use this knowledge to write varied, strong, correct, complete sentences, iii. Use a colon to introduce a list or quotation. (CCSS: L.9-10.2b), iv. Spell correctly. (CCSS: L.9-10.2c)

VA09-GR.HS-S.4-GLE.3-EO.c  Outline required training for one’s individual career goals
FCCLA.02  Applied Technology
FCCLA.20  Illustrated Talk
FCCLA.34  Get the Word Out
FCCLA.40  Career Connections
FDCP.03  Employment and Entrepreneurial Opportunities

ARVD.04.01.f (FD) Analyze the role of professional organizations in textiles, fashion, and apparel industries.

RWC10-GR.10-S.4-GLE.1-EO.d  Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness
RWC10-GR.12-S.3-GLE.3-EO.a  Follow the conventions of standard English to write varied, strong, correct, complete sentences
FCCLA.01  Advocacy
ARVD.04.02  (FD) Evaluate fiber and textile products and materials.

ARVD.04.02.a  (FD) Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers.

RWC10-GR.11-S.2-GLE.3-EO.a  Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (CCSS: L.11-12.3), i. Vary syntax for effect, consulting references (e.g., Tuft's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. (CCSS: L.11-12.3a)

RWC10-GR.11-S.2-GLE.3-EO.d  Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.11-12.6)

RWC10-GR.12-S.2-GLE.2-EO.c  Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts

RWC10-GR.12-S.3-GLE.3-EO.a  Follow the conventions of standard English to write varied, strong, correct, complete sentences

SC09-GR.HS-S.1-GLE.2-EO.b  Gather, analyze and interpret data on chemical and physical properties of elements such as density, melting point, boiling point, and conductivity

SC09-GR.HS-S.1-GLE.2-EO.d  Develop a model that differentiates atoms and molecules, elements and compounds, and pure substances and mixtures

VA09-GR.HS-S.4-GLE.3-EO.b  Research the range of careers available to artists such as museum curation, automobile design, gaming design, medical illustration, and photojournalism

FCCLA.02  Applied Technology

FCCLA.34  Get the Word Out

FDFT.01  Characteristics of Fibers

FDFT.02  Yarn Construction

ARVD.04.02.b  (FD) Evaluate performance characteristics of textile fiber and fabrics.

RWC10-GR.12-S.3-GLE.3-EO.a  Follow the conventions of standard English to write varied, strong, correct, complete sentences

SC09-GR.HS-S.1-GLE.2-EO.b  Gather, analyze and interpret data on chemical and physical properties of elements such as density, melting point, boiling point, and conductivity

SC09-GR.HS-S.1-GLE.2-EO.d  Develop a model that differentiates atoms and molecules, elements and compounds, and pure substances and mixtures

SC09-GR.HS-S.1- Predict reactants and products for different types of chemical and nuclear
GLE.3-EO.b  reactions
SC09-GR.HS-S.1-  Predict and calculate the amount of products produced in a chemical
gle.3-EO.c  reaction based on the amount of reactants
FCCLA.10  Environmental Ambassador
FCCLA.20  Illustrated Talk
FDFT.01  Characteristics of Fibers
FDFT.02  Yarn Construction
FDFT.03  Fabric Construction
PWR.02.01.a  Apply logical reasoning and analytical skills
ARVD.04.02.c  (FD) Summarize textile legislation, standards, and labeling in the global
economy.
RWC10-GR.10-S.4-  Identify and evaluate potential sources of information for accuracy,
Gle.1-EO.d  reliability, validity, and timeliness
RWC10-GR.12-S.2-  Obtain and use information from text and text features (index, bold or
Gle.2-EO.e  italicized text, subheadings, graphics) to answer questions, perform
specific tasks, or identify and solve problems
RWC10-GR.12-S.3-  Follow the conventions of standard English to write varied, strong,
Gle.3-EO.a  correct, complete sentences
SC09-GR.HS-S.3-  Develop, communicate, and justify an evidence-based scientific
Gle.5-EO.a  explanation regarding the costs and benefits of exploration, development,
and consumption of renewable and nonrenewable resources
SC09-GR.HS-S.3-  Evaluate positive and negative impacts on the geosphere, atmosphere,
Gle.5-EO.b  hydrosphere, and biosphere in regards to resource use
FCCLA.02  Applied Technology
FCCLA.20  Illustrated Talk
FCCLA.34  Get the Word Out
FDFT.05  Textile Labeling Regulations
ARVD.04.02.d  (FD) Analyze effects of textile characteristics on design, construction, care, use,
and maintenance of products.
RWC10-GR.10-S.4-  Identify and evaluate potential sources of information for accuracy,
Gle.1-EO.d  reliability, validity, and timeliness
RWC10-GR.12-S.3-  Follow the conventions of standard English to write varied, strong,
Gle.3-EO.a  correct, complete sentences
SC09-GR.HS-S.1-  Gather, analyze and interpret data on chemical and physical properties of
Gle.2-EO.b  elements such as density, melting point, boiling point, and conductivity
SC09-GR.HS-S.1-  Develop a model that differentiates atoms and molecules, elements and
Gle.2-EO.d  compounds, and pure substances and mixtures
SC09-GR.HS-S.3-  Evaluate positive and negative impacts on the geosphere, atmosphere,
GLE.5-EO.b hydrosphere, and biosphere in regards to resource use
FCCLA.02 Applied Technology
FCCLA.20 Illustrated Talk
FCCLA.34 Get the Word Out
FDT.04 Fabric Finishes
FDT.05 Textile Labeling Regulations
ARVD.04.02.e (FD) Apply appropriate procedures for care of textile products.
FCCLA.02 Applied Technology
FCCLA.11 Fashion Construction
FCCLA.12 Fashion Coordination
FDT.05 Textile Labeling Regulations
ARVD.04.03 (FD) Demonstrate fashion, apparel, and textile design skills.
ARVD.04.03.a (FD) (FD) Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance.
RWC10-GR.12-S.2-GLE.2-EO.f Explain and interpret the visual components supporting the text (maps, complex tables and diagrams, and transitional devices, such as use of white space)
RWC10-GR.12-S.3-GLE.3-EO.a Follow the conventions of standard English to write varied, strong, correct, complete sentences
FCCLA.13 Fashion Design
FCCLA.20 Illustrated Talk
FCCLA.34 Get the Word Out
FDT.01 Characteristics of Fibers
FDT.02 Yarn Construction
FDT.03 Fabric Construction
FDT.04 Fabric Finishes
PWR.02.03.b Generate, evaluate, and implement new ideas and novel approaches
ARVD.04.03.b (FD) Apply basic and complex color schemes and color theory to develop and enhance visual effects.
FCCLA.02 Applied Technology
FCCLA.11 Fashion Construction
FCCLA.13 Fashion Design
FCCLA.20 Illustrated Talk
FCCLA.31 Recycle and Redesign
FCCLA.34  Get the Word Out
FDAT.04  Design Concepts
PWR.02.01.a  Apply logical reasoning and analytical skills
PWR.02.03.b  Generate, evaluate, and implement new ideas and novel approaches
ARVD.04.03.c  (FD) Utilize elements and principles of design in designing, constructing, and/or altering textile, apparel, and fashion products.

MA10-GR.HS-S.4- GLE.4-EO.b  Visualize relationships between two-dimensional and three-dimensional objects. (CCSS: G-GMD)
MA10-GR.HS-S.4- GLE.4-EO.b.i  Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects. (CCSS: G-GMD.4)
MA10-GR.HS-S.4- GLE.5-EO.a.i  Use geometric shapes, their measures, and their properties to describe objects. ? (CCSS: G-MG.1)
MA10-GR.HS-S.4- GLE.5-EO.a.ii  Apply concepts of density based on area and volume in modeling situations. ? (CCSS: G-MG.2)
MA10-GR.HS-S.4- GLE.5-EO.a.iii  Apply geometric methods to solve design problems. ? (CCSS: G-MG.3)
VA09-GR.HS-S.4- GLE.2-EO.a  Use sketches, plans, and models to create and/or design a functioning work of art
FCCLA.02  Applied Technology
FCCLA.11  Fashion Construction
FCCLA.12  Fashion Coordination
FCCLA.13  Fashion Design
FCCLA.20  Illustrated Talk
FCCLA.31  Recycle and Redesign
FDAT.04  Design Concepts
FDCO.03  Project Selection
PWR.02.03.b  Generate, evaluate, and implement new ideas and novel approaches
ARVD.04.03.d  (FD) Demonstrate design concepts with fabric or technology/computer, using draping and/or flat pattern making technique.

MA10-GR.HS-S.4- GLE.4-EO.b  Visualize relationships between two-dimensional and three-dimensional objects. (CCSS: G-GMD)
MA10-GR.HS-S.4- GLE.4-EO.b.i  Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects. (CCSS: G-GMD.4)
MA10-GR.HS-S.4- GLE.5-EO.a.i  Use geometric shapes, their measures, and their properties to describe objects. ? (CCSS: G-MG.1)
MA10-GR.HS-S.4-GLE.5-EO.a.ii  Apply concepts of density based on area and volume in modeling situations. (CCSS: G-MG.2)

MA10-GR.HS-S.4-GLE.5-EO.a.iii  Apply geometric methods to solve design problems. (CCSS: G-MG.3)

VA09-GR.HS-S.4-GLE.2-EO.a  Use sketches, plans, and models to create and/or design a functioning work of art

FCCLA.02  Applied Technology
FCCLA.11  Fashion Construction
FCCLA.13  Fashion Design
FCCLA.20  Illustrated Talk
FCCLA.31  Recycle and Redesign
FCCLA.34  Get the Word Out
FDAT.04  Design Concepts
FDCO.04  Project pre-construction
PWR.02.01.a  Apply logical reasoning and analytical skills

ARVD.04.03.e  (FD) Generate design that takes into consideration ecological, environmental, sociological, psychological, technical, and economic trends and issues.

MA10-GR.HS-S.4-GLE.4-EO.b  Visualize relationships between two-dimensional and three-dimensional objects. (CCSS: G-GMD)

MA10-GR.HS-S.4-GLE.5-EO.a.i  Use geometric shapes, their measures, and their properties to describe objects. (CCSS: G-MG.1)

MA10-GR.HS-S.4-GLE.5-EO.a.ii  Apply concepts of density based on area and volume in modeling situations. (CCSS: G-MG.2)

MA10-GR.HS-S.4-GLE.5-EO.a.iii  Apply geometric methods to solve design problems. (CCSS: G-MG.3)

SC09-GR.HS-S.3-GLE.5-EO.a  Develop, communicate, and justify an evidence-based scientific explanation regarding the costs and benefits of exploration, development, and consumption of renewable and nonrenewable resources

SC09-GR.HS-S.3-GLE.5-EO.b  Evaluate positive and negative impacts on the geosphere, atmosphere, hydrosphere, and biosphere in regards to resource use

SC09-GR.HS-S.3-GLE.5-EO.c  Create a plan to reduce environmental impacts due to resource consumption

SC09-GR.HS-S.3-GLE.5-EO.d  Analyze and interpret data about the effect of resource consumption and development on resource reserves to draw conclusions about sustainable use

FCCLA.02  Applied Technology
FCCLA.12  Fashion Coordination
FCCLA.13  Fashion Design
Illustrated Talk
Interpersonal Communications
Get the Word Out
Fabric Finishes
Generate, evaluate, and implement new ideas and novel approaches

(ARVD.04.03.f) (FD) Apply elements and principles of design to assist consumers and businesses in making decisions.

Visualize relationships between two-dimensional and three-dimensional objects. (CCSS: G-GMD)

Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects. (CCSS: G-GMD.4)

Use geometric shapes, their measures, and their properties to describe objects. ? (CCSS: G-MG.1)

Apply concepts of density based on area and volume in modeling situations. ? (CCSS: G-MG.2)

Apply geometric methods to solve design problems. ? (CCSS: G-MG.3)

Applied Technology
Fashion Construction
Fashion Design
Illustrated Talk
Interpersonal Communications
Recycle and Redesign
Customer Service
Stages of Merchandising
Fabric Finishes

(ARVD.04.03.g) (FD) Demonstrate ability to use technology for fashion, apparel, and textile design.

Visualize relationships between two-dimensional and three-dimensional objects. (CCSS: G-GMD)

Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects. (CCSS: G-GMD.4)

Use geometric shapes, their measures, and their properties to describe objects. ? (CCSS: G-MG.1)
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>MA10-GR.HS-S.4-GLE.5-EO.a.ii</td>
<td>Apply concepts of density based on area and volume in modeling situations. (CCSS: G-MG.2)</td>
</tr>
<tr>
<td>MA10-GR.HS-S.4-GLE.5-EO.a.iii</td>
<td>Apply geometric methods to solve design problems. (CCSS: G-MG.3)</td>
</tr>
<tr>
<td>RWCO1-GR.12-S.3-GLE.3-EO.a</td>
<td>Follow the conventions of standard English to write varied, strong, correct, complete sentences</td>
</tr>
<tr>
<td>FCCLA.02</td>
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<tr>
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<tr>
<td>FDAT.04</td>
<td>Design Concepts</td>
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<td>FDCO.01</td>
<td>Sewing Equipment and Tools</td>
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<td>FDCO.05</td>
<td>Project Construction</td>
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<tr>
<td>PWR.02.02.a</td>
<td>Select, integrate, and apply appropriate technology to access and evaluate new information</td>
</tr>
<tr>
<td>ARVD.04.04</td>
<td>(FD) Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.</td>
</tr>
<tr>
<td>ARVD.04.04.a</td>
<td>(FD) Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair.</td>
</tr>
<tr>
<td>RWCO1-GR.12-S.2-GLE.2-EO.b</td>
<td>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS: RI.11-12.7)</td>
</tr>
<tr>
<td>RWCO1-GR.12-S.2-GLE.2-EO.e</td>
<td>Obtain and use information from text and text features (index, bold or italicized text, subheadings, graphics) to answer questions, perform specific tasks, or identify and solve problems</td>
</tr>
<tr>
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<td>Get the Word Out</td>
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<tr>
<td>FDCO.01</td>
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<td>FDCO.02</td>
<td>Project Preparation</td>
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<td>FDCO.03</td>
<td>Project Selection</td>
</tr>
<tr>
<td>FDCO.04</td>
<td>Project pre-construction</td>
</tr>
</tbody>
</table>
Apply logical reasoning and analytical skills

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

Follow the conventions of standard English to write varied, strong, correct, complete sentences

(FD) Use appropriate industry products and materials for cleaning, pressing, and finishing textile, apparel, and fashion products.

Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness

Follow the conventions of standard English to write varied, strong, correct, complete sentences
Yarn Construction

Fabric Construction

Fabric Finishes

Select, integrate, and apply appropriate technology to access and evaluate new information

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

Visualize relationships between two-dimensional and three-dimensional objects. (CCSS: G-GMD)

Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects. (CCSS: G-GMD.4)

Use geometric shapes, their measures, and their properties to describe objects. (CCSS: G-MG.1)

Apply concepts of density based on area and volume in modeling situations. (CCSS: G-MG.2)

Apply geometric methods to solve design problems. (CCSS: G-MG.3)

Obtain and use information from text and text features (index, bold or italicized text, subheadings, graphics) to answer questions, perform specific tasks, or identify and solve problems

Applied Technology

Entrepreneurship

Fashion Design

Illustrated Talk

Get the Word Out

Sewing Equipment and Tools

Project Preparation

Project Selection

Project pre-construction

Project Construction

Apply logical reasoning and analytical skills

Evaluate elements of textile, apparel, and fashion merchandising.

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

Use data from a sample survey to estimate a population mean or proportion. (CCSS: S-IC.4)

Evaluate reports based on data. (CCSS: S-IC.6)
Follow the conventions of standard English to write varied, strong, correct, complete sentences.

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Follow the conventions of standard English to write varied, strong, correct, complete sentences.
FDCS.02  Cultural Diversity Influences
FDFM.05  Global Perspectives
PWR.02.02.b  Understand the ethical uses of information
ARVD.04.05.d  (FD) Apply external factors that influence merchandising.
RWC10-GR.12-S.3-GLE.3-E0.a  Follow the conventions of standard English to write varied, strong, correct, complete sentences
FCCLA.02  Applied Technology
FCCLA.12  Fashion Coordination
FCCLA.34  Get the Word Out
FDFM.01  Stages of Merchandising
FDFM.02  Retail Sales
FDFM.03  Advertising and Promotion
FDFM.04  Technological Advances
FDFM.05  Global Perspectives
ARVD.04.05.e  (FD) Critique varied methods for promoting apparel and textile products.
RWC10-GR.12-S.3-GLE.3-E0.a  Follow the conventions of standard English to write varied, strong, correct, complete sentences
FCCLA.02  Applied Technology
FCCLA.13  Fashion Design
FCCLA.20  Illustrated Talk
FCCLA.34  Get the Word Out
FDBF.02  Marketing
FDFM.01  Stages of Merchandising
FDFM.02  Retail Sales
FDFM.03  Advertising and Promotion
PWR.02.01.e  Evaluate the credibility and relevance of information, ideas, and arguments
ARVD.04.05.f  (FD) Apply research methods, including forecasting techniques, for marketing apparel and textile products.
MA10-GR.HS-S.4-GLE.5-E0.a.i  Use geometric shapes, their measures, and their properties to describe objects. ? (CCSS: G-MG.1)
MA10-GR.HS-S.4-GLE.5-E0.a.ii  Apply concepts of density based on area and volume in modeling situations. ? (CCSS: G-MG.2)
Apply geometric methods to solve design problems. *(CCSS: G-MG.3)*

Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. *(CCSS: W.11-12.7)*

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. *(CCSS: W.11-12.8)*

Evaluate quality, accuracy, and completeness of information and the bias, credibility and reliability of the sources

Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts

Explain and interpret the visual components supporting the text (maps, complex tables and diagrams, and transitional devices, such as use of white space)

Synthesize information to support a logical argument

Career Investigation

Fashion Coordination

Illustrated Talk

Interpersonal Communications

Get the Word Out

Marketing

Advertising and Promotion

Conduct research using acceptable research methods

(FD) Evaluate the components of customer service.

(FD) Analyze factors that contribute to quality customer relations.

Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness

Evaluate strengths and weaknesses of their logic and logic of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision
Follow the conventions of standard English to write varied, strong, correct, complete sentences

FCCLA.02  Applied Technology
FCCLA.12  Fashion Coordination
FCCLA.20  Illustrated Talk
FCCLA.22  Interpersonal Communications
FCCLA.34  Get the Word Out

ARVD.04.06.b  (FD) Analyze the influences of cultural diversity as a factor in customer relations.

Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness

Evaluate strengths and weaknesses of their logic and logic of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision

Follow the conventions of standard English to write varied, strong, correct, complete sentences

FCCLA.04  Career Investigation
FCCLA.12  Fashion Coordination
FCCLA.20  Illustrated Talk
FCCLA.22  Interpersonal Communications
FCCLA.34  Get the Word Out

ARVD.04.06.c  (FD) Demonstrate the skills necessary for quality customer service.

Give informal talks using an appropriate level of formality of verbal language and nonverbal interaction with audience

Choose specific words and word order for intended effect and meaning

Use verbal and nonverbal techniques to communicate information

FCCLA.02  Applied Technology
FCCLA.04  Career Investigation
FCCLA.12  Fashion Coordination
FCCLA.20  Illustrated Talk
FCCLA.22  Interpersonal Communications
FCCLA.34 Get the Word Out
FDCS.01 Customer Service
FDCS.03 Customer Concern Solutions
PWR.02.08.a Read, write, listen and speak effectively

ARVD.04.06.d (FD) Create solutions to address customer concerns.

RWC10-GR.12-S.3-GLE.3-EO.a Follow the conventions of standard English to write varied, strong, correct, complete sentences
RWC10-GR.9-S.4-GLE.2-EO.c Implement a purposeful and articulated process to solve a problem

FCCLA.01 Advocacy
FCCLA.02 Applied Technology
FCCLA.10 Environmental Ambassador
FCCLA.20 Illustrated Talk
FCCLA.34 Get the Word Out
FDCS.01 Customer Service
FDCS.03 Customer Concern Solutions

ARVD.04.07 (FD) Demonstrate general operational procedures required for business profitability and career success.

ARVD.04.07.a (FD) Analyze legislation, regulations, and public policy affecting the textiles, apparel, and fashion industries.

RWC10-GR.10-S.4-GLE.1-EO.d Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness
RWC10-GR.12-S.3-GLE.3-EO.a Follow the conventions of standard English to write varied, strong, correct, complete sentences

FCCLA.02 Applied Technology
FCCLA.09 Entrepreneurship
FCCLA.20 Illustrated Talk
FCCLA.34 Get the Word Out
FDCP.04 Local, State, National and Global Economic Effects of Fashion Careers
FDFT.05 Textile Labeling Regulations

ARVD.04.07.b (FD) Analyze personal and employer responsibilities and liabilities regarding industry-related safety, security, and environmental factors.

RWC10-GR.10-S.4-GLE.1-EO.d Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness
RWC10-GR.12-S.3-GLE.3-EO.a Follow the conventions of standard English to write varied, strong, correct, complete sentences
Implement a purposeful and articulated process to solve a problem

RWC10-GR.9-S.4-GLE.2-E0.c

FCCLA.02  Applied Technology
FCCLA.13  Fashion Design
FCCLA.20  Illustrated Talk
FCCLA.34  Get the Word Out

FDCP.02  Roles-functions of individuals in textile industry

ARVD.04.07.c  (FD) Analyze operational costs such as mark ups, mark downs, cash flow, and other factors affecting profit.

MA10-GR.HS-S.1-GLE.2-E0.a

Reason quantitatively and use units to solve problems (CCSS: N-Q)

MA10-GR.HS-S.1-GLE.2-E0.a.i

Use units as a way to understand problems and to guide the solution of multi-step problems. (CCSS: N-Q.1) 1. Choose and interpret units consistently in formulas. (CCSS: N-Q.1) 2. Choose and interpret the scale and the origin in graphs and data displays. (RWC10-GR.10-S.4-GLE.1-E0.d

RWC10-GR.12-S.3-GLE.3-E0.a

Follow the conventions of standard English to write varied, strong, correct, complete sentences

RWC10-GR.9-S.4-GLE.2-E0.c

Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness

FCCLA.01  Advocacy
FCCLA.02  Applied Technology
FCCLA.13  Fashion Design
FCCLA.20  Illustrated Talk
FCCLA.34  Get the Word Out

FDFM.02  Retail Sales

ARVD.04.07.d  (FD) Demonstrate knowledge of the arts, of various resources, and cultural impact upon the textile, apparel, and fashion industries.

RWC10-GR.10-S.4-GLE.1-E0.d

Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness

RWC10-GR.12-S.2-GLE.2-E0.c

Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts

RWC10-GR.12-S.3-GLE.3-E0.a

Follow the conventions of standard English to write varied, strong, correct, complete sentences

FCCLA.10  Environmental Ambassador
FCCLA.14  Focus on Children
ARVD.04.08 (FD) Analyze recurring and evolving family, workplace, and community concerns.
ARVD.04.08.a (FD) Describe recurring and evolving concerns facing individuals, families, workplaces, and communities.

RWC10-GR.9-S.4-GLE.2-EO.c Implement a purposeful and articulated process to solve a problem

PWR.02.04.a Appreciate the arts, culture, and humanities

ARVD.04.08.b (FD) Describe levels of concerns: individual, family, workplace, community, cultural/societal, global/environmental.

RWC10-GR.9-S.4-GLE.2-EO.c Implement a purposeful and articulated process to solve a problem
ARVD.04.09  (FD) Implement practical reasoning for responsible action in families, workplaces, and communities.

ARVD.04.09.a  (FD) Establish standards for choosing responsible action to address a particular concern.

RWC10-GR.11-S.4-GLE.2-EO.c  Determine the extent to which they entered empathetically into competing points of view, exercised confidence in reason, recognized the limits of their knowledge on the topic (intellectual humility), explored alternative approaches to solving or addressing complex problems (intellectual flexibility), and were open to constructive critique (intellectual open-mindedness)

FCCLA.01  Advocacy
FCCLA.02  Applied Technology
FCCLA.14  Focus on Children
FCCLA.20  Illustrated Talk
FCCLA.27  National Programs in Action
FCCLA.34  Get the Word Out
FCCLA.44  Families First
FDCS.03  Customer Concern Solutions

ARVD.04.09.b  (FD) Evaluate the conditions of a particular concern, e.g. historical, social-psychological, socioeconomic, political, cultural, global/environmental.

RWC10-GR.9-S.4-GLE.2-EO.c  Implement a purposeful and articulated process to solve a problem

FCCLA.01  Advocacy
FCCLA.02  Applied Technology
FCCLA.04  Career Investigation
FCCLA.10  Environmental Ambassador
FCCLA.12  Fashion Coordination
FCCLA.13  Fashion Design
FCCLA.44  Families First
FDCS.02  Cultural Diversity Influences
FDCS.03  Customer Concern Solutions
FDFM.05  Global Perspectives

ARVD.04.09.c  (FD) Use adequate and reliable information to critique possible actions.

RWC10-GR.11-S.4-GLE.1-EO.d  Evaluate quality, accuracy, and completeness of information and the bias, credibility and reliability of the sources

RWC10-GR.9-S.4-GLE.2-EO.c  Implement a purposeful and articulated process to solve a problem
FCCLA.04   Career Investigation
FCCLA.27   National Programs in Action
FCCLA.34   Get the Word Out
FCCLA.40   Career Connections
FCCLA.46   Power of One
FDCP.02   Roles-functions of individuals in textile industry
FDCP.03   Employment and Entrepreneurial Opportunities
FDCP.04   Local, State, National and Global Economic Effects of Fashion Careers
FDCS.01   Customer Service
FDCS.03   Customer Concern Solutions
FDFM.05   Global Perspectives
FDFT.05   Textile Labeling Regulations
RWC10-GR.11-S.2-GLE.3-EO.d Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.11-12.6)

RWC10-GR.12-S.2-GLE.2-EO.c Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts

RWC10-GR.12-S.3-GLE.3-EO.a Follow the conventions of standard English to write varied, strong, correct, complete sentences

FADM.01.02.b Evaluate performance characteristics of textile fiber and fabrics.

RWC10-GR.12-S.3-GLE.3-EO.a Follow the conventions of standard English to write varied, strong, correct, complete sentences

FADM.01.02.c Summarize textile legislation, standards, and labeling in the global economy.

RWC10-GR.10-S.4-GLE.1-EO.d Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness

RWC10-GR.12-S.2-GLE.2-EO.e Obtain and use information from text and text features (index, bold or italicized text, subheadings, graphics) to answer questions, perform specific tasks, or identify and solve problems

RWC10-GR.12-S.3-GLE.3-EO.a Follow the conventions of standard English to write varied, strong, correct, complete sentences

FADM.01.02.d Analyze effects of textile characteristics on design, construction, care, use, and maintenance of products.

RWC10-GR.10-S.4-GLE.1-EO.d Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness

RWC10-GR.12-S.3-GLE.3-EO.a Follow the conventions of standard English to write varied, strong, correct, complete sentences

FADM.01.03 Demonstrate fashion, apparel, and textile design skills.

FADM.01.03.a Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance.

RWC10-GR.12-S.2-GLE.2-EO.f Explain and interpret the visual components supporting the text (maps, complex tables and diagrams, and transitional devices, such as use of white space)

RWC10-GR.12-S.3-GLE.3-EO.a Follow the conventions of standard English to write varied, strong, correct, complete sentences

FADM.01.03.g Demonstrate ability to use technology for fashion, apparel, and textile design.

RWC10-GR.12-S.3-GLE.3-EO.a Follow the conventions of standard English to write varied, strong, correct, complete sentences
FADM.01.04 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.

FADM.01.04.a Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair.

RWC10-GR.12-S.2-GLE.2 EO.b Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS: RI.11-12.7)

RWC10-GR.12-S.2-GLE.2 EO.e Obtain and use information from text and text features (index, bold or italicized text, subheadings, graphics) to answer questions, perform specific tasks, or identify and solve problems

FADM.01.04.b Explain production processes for creating fibers, yarn, woven, and knit fabrics, and non-woven textile products.

RWC10-GR.12-S.3-GLE.3 EO.a Follow the conventions of standard English to write varied, strong, correct, complete sentences Colorado Arts, A/V Communication and Design Reading, Writing and Communication Alignments Page of

FADM.01.04.d Analyze current technology and trends that facilitate design and production of textile, apparel, and fashion products.

RWC10-GR.10-S.4-GLE.1 EO.d Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness

RWC10-GR.12-S.3-GLE.3 EO.a Follow the conventions of standard English to write varied, strong, correct, complete sentences

FADM.01.04.e Demonstrate basic skills for producing and altering textile products and apparel.

RWC10-GR.12-S.2-GLE.2 EO.e Obtain and use information from text and text features (index, bold or italicized text, subheadings, graphics) to answer questions, perform specific tasks, or identify and solve problems

FADM.01.05 Evaluate elements of textile, apparel, and fashion merchandising.

FADM.01.05.a Apply marketing strategies for textile, apparel, and fashion products.

RWC10-GR.12-S.3-GLE.3 EO.a Follow the conventions of standard English to write varied, strong, correct, complete sentences

FADM.01.05.b Analyze the cost of constructing, manufacturing, altering, or repairing textile, apparel, and fashion

RWC10-GR.12-S.3-GLE.3 EO.a Follow the conventions of standard English to write varied, strong, correct, complete sentences

FADM.01.05.c Analyze ethical considerations for merchandising apparel and textile products.
RWC10-GR.10-S.4-GLE.1-EO.d Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness

RWC10-GR.12-S.3-GLE.3-EO.a Follow the conventions of standard English to write varied, strong, correct, complete sentences

FADM.01.05.d Apply external factors that influence merchandising.

RWC10-GR.12-S.3-GLE.3-EO.a Follow the conventions of standard English to write varied, strong, correct, complete sentences

FADM.01.05.e Critique varied methods for promoting apparel and textile products.

RWC10-GR.10-S.4-GLE.1-EO.d Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness

FADM.01.05.f Apply research methods, including forecasting techniques, for marketing apparel and textile products.

RWC10-GR.10-S.4-GLE.1-EO.d Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness

RWC10-GR.12-S.4-GLE.1-EO.a Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.11-12.7)

RWC10-GR.12-S.4-GLE.1-EO.b Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (CCSS: W.11-12.8)

RWC10-GR.11-S.4-GLE.1-EO.d Evaluate quality, accuracy, and completeness of information and the bias, credibility and reliability of the sources

RWC10-GR.12-S.2-GLE.2-EO.c Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts

RWC10-GR.12-S.2-GLE.2-EO.f Explain and interpret the visual components supporting the text (maps, complex tables and diagrams, and transitional devices, such as use of white space)

RWC10-GR.12-S.4-GLE.2-EO.a Synthesize information to support a logical argument Colorado Arts, A/V Communication and Design Reading, Writing and Communication Alignments Page of

FADM.01.06 Evaluate the components of customer service.

FADM.01.06.a Analyze factors that contribute to quality customer relations.
RWC10-GR.10-S.4-GLE.1-EO.d Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness

RWC10-GR.11-S.4-GLE.2-EO.b Evaluate strengths and weaknesses of their logic and logic of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision

RWC10-GR.12-S.3-GLE.3-EO.a Follow the conventions of standard English to write varied, strong, correct, complete sentences

FADM.01.06.b Analyze the influences of cultural diversity as a factor in customer relations.

RWC10-GR.10-S.4-GLE.1-EO.d Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness

RWC10-GR.11-S.4-GLE.2-EO.b Evaluate strengths and weaknesses of their logic and logic of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision

RWC10-GR.12-S.3-GLE.3-EO.a Follow the conventions of standard English to write varied, strong, correct, complete sentences

FADM.01.06.c Demonstrate the skills necessary for quality customer service.

RWC10-GR.11-S.1-GLE.1-EO.a Give informal talks using an appropriate level of formality of verbal language and nonverbal interaction with audience

RWC10-GR.12-S.1-GLE.1-EO.e Choose specific words and word order for intended effect and meaning

RWC10-GR.9-S.1-GLE.1-EO.b Use verbal and nonverbal techniques to communicate information

FADM.01.06.d Create solutions to address customer concerns.

RWC10-GR.12-S.3-GLE.3-EO.a Follow the conventions of standard English to write varied, strong, correct, complete sentences

RWC10-GR.9-S.4-GLE.2-EO.c Implement a purposeful and articulated process to solve a problem

FADM.01.07 Demonstrate general operational procedures required for business profitability and career success.

FADM.01.07.a Analyze legislation, regulations, and public policy affecting the textiles, apparel, and fashion industries.

RWC10-GR.10-S.4-GLE.1-EO.d Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness

RWC10-GR.12-S.3-GLE.3-EO.a Follow the conventions of standard English to write varied, strong, correct, complete sentences

FADM.01.07.b Analyze personal and employer responsibilities and liabilities regarding industry-related safety, security, and environmental factors.
RWC10-GR.10-S.4-GLE.1-EO.d Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness

RWC10-GR.12-S.3-GLE.3-EO.a Follow the conventions of standard English to write varied, strong, correct, complete sentences

RWC10-GR.9-S.4-GLE.2-EO.c Implement a purposeful and articulated process to solve a problem

FADM.01.07.c Analyze operational costs such as mark ups, mark downs, cash flow, and other factors affecting profit.

RWC10-GR.10-S.4-GLE.1-EO.d Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness

RWC10-GR.12-S.3-GLE.3-EO.a Follow the conventions of standard English to write varied, strong, correct, complete sentences

RWC10-GR.9-S.4-GLE.2-EO.c Implement a purposeful and articulated process to solve a problem

FADM.01.07.d Demonstrate knowledge of the arts, of various resources, and cultural impact upon the textile, apparel, and fashion industries.

RWC10-GR.10-S.4-GLE.1-EO.d Identify and evaluate potential sources of information for accuracy, reliability, validity, Colorado Arts, A/V Communication and Design Reading, Writing and Communication Alignments Page of and timeliness

RWC10-GR.12-S.2-GLE.2-EO.c Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts

RWC10-GR.12-S.3-GLE.3-EO.a Follow the conventions of standard English to write varied, strong, correct, complete sentences

FADM.01.08 Analyze recurring and evolving family, workplace, and community concerns.

FADM.01.08.a Describe recurring and evolving concerns facing individuals, families, workplaces, and communities.

RWC10-GR.9-S.4-GLE.2-EO.c Implement a purposeful and articulated process to solve a problem

FADM.01.08.b Describe levels of concerns: individual, family, workplace, community, cultural/societal, global/environmental.

RWC10-GR.9-S.4-GLE.2-EO.c Implement a purposeful and articulated process to solve a problem

FADM.01.09 Implement practical reasoning for responsible action in families, workplaces, and communities.

FADM.01.09.a Establish standards for choosing responsible action to address a particular concern.

RWC10-GR.11-S.4-GLE.2-EO.c Determine the extent to which they entered empathetically into competing points of view, exercised confidence in reason, recognized the limits of their knowledge on the topic (intellectual humility), explored alternative approaches to solving or addressing complex
problems (intellectual flexibility), and were open to constructive critique (intellectual open-mindedness).

FADM.01.09.b Evaluate the conditions of a particular concern, e.g. historical, social-psychological, socioeconomic, political, cultural, global/environmental.

RWC10-GR.9-S.4-GLE.2-EO.c Implement a purposeful and articulated process to solve a problem.

FADM.01.09.c Use adequate and reliable information to critique possible actions.

RWC10-GR.11-S.4-GLE.1-EO.d Evaluate quality, accuracy, and completeness of information and the bias, credibility and reliability of the sources.

RWC10-GR.9-S.4-GLE.2-EO.c Implement a purposeful and articulated process to solve a problem.
## Glossary

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accessories</strong></td>
<td>Articles worn or carried to complete a fashion look, such as jewelry, scarves, hats, handbags, or shoes.</td>
</tr>
<tr>
<td><strong>Advertising</strong></td>
<td>Any paid message on the media used to increase sales.</td>
</tr>
<tr>
<td><strong>Apparel</strong></td>
<td>Clothing, not necessarily fashionable.</td>
</tr>
<tr>
<td><strong>Apparel Industry</strong></td>
<td>The manufacturers, jobbers, and contractors engaged in the manufacture of clothing.</td>
</tr>
<tr>
<td><strong>Artisans</strong></td>
<td>People who do skilled work with their hands.</td>
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<tr>
<td><strong>Balance</strong></td>
<td>Visual weight in design.</td>
</tr>
<tr>
<td><strong>Balance of trade</strong></td>
<td>Difference in value between a country's exports and imports.</td>
</tr>
<tr>
<td><strong>Base goods</strong></td>
<td>The solid fabric used as the basis for a group of sportswear.</td>
</tr>
<tr>
<td><strong>Bodies</strong></td>
<td>Garment silhouette.</td>
</tr>
<tr>
<td><strong>Boutique</strong></td>
<td>French word for a small shop with unusual clothing and atmosphere.</td>
</tr>
<tr>
<td><strong>Brand name</strong></td>
<td>A trade name that identifies a certain product made by a particular producer.</td>
</tr>
<tr>
<td><strong>Buyer</strong></td>
<td>A merchandising executive responsible for planning, buying, and selling merchandise.</td>
</tr>
<tr>
<td><strong>Chain store organization</strong></td>
<td>A group of stores that sells essentially the same merchandise and is centrally owned, operated, and merchandised</td>
</tr>
<tr>
<td><strong>Classic</strong></td>
<td>A fashion that is long-lasting.</td>
</tr>
<tr>
<td><strong>Collection</strong></td>
<td>A group of garments designed for a specific season.</td>
</tr>
<tr>
<td><strong>Computer-Aided design (CAD)</strong></td>
<td>An integrated computer system that aids in designing and patternmaking, used in both textile and apparel design</td>
</tr>
<tr>
<td><strong>Consumer</strong></td>
<td>Someone who buys merchandise</td>
</tr>
<tr>
<td><strong>Consumer Demand</strong></td>
<td>The effect customers have on the marketplace.</td>
</tr>
<tr>
<td><strong>Cotton</strong></td>
<td>A vegetable fiber from the boll of the cotton plant, the world’s major textile fiber.</td>
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<tr>
<td><strong>Couture</strong></td>
<td>French word for dressmaking; applied to fashion businesses that make clothes to order</td>
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<tr>
<td><strong>Croquis</strong></td>
<td>Original paintings of textile designs.</td>
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<tr>
<td><strong>Custom-made</strong></td>
<td>Apparel made to a customer's special order; cut and fitted to individual measurements; opposite or ready-to-wear</td>
</tr>
<tr>
<td><strong>Demographics</strong></td>
<td>Statistical studies of population characteristics such as birthrate, age, distribution, or income.</td>
</tr>
<tr>
<td><strong>Department store</strong></td>
<td>General merchandise store, including apparel, household goods, and furniture</td>
</tr>
<tr>
<td><strong>Designer</strong></td>
<td>A person employed to create ideas for garments or accessories in the fashion industry</td>
</tr>
<tr>
<td><strong>Doors</strong></td>
<td>Fashion industry jargon for the number of retail stores at which a particular product is sold.</td>
</tr>
<tr>
<td><strong>Display</strong></td>
<td>Visual presentation of merchandise or goods.</td>
</tr>
<tr>
<td><strong>Draping</strong></td>
<td>A method of making a pattern by draping the fabric on a dress form.</td>
</tr>
<tr>
<td><strong>Elements of design</strong></td>
<td>Design ingredients; color, fabric, line and shape.</td>
</tr>
<tr>
<td><strong>Fad</strong></td>
<td>A short-lived fashion.</td>
</tr>
<tr>
<td><strong>Fashion</strong></td>
<td>The prevailing style of any given time; implies change in style.</td>
</tr>
<tr>
<td><strong>Fashion Cycle</strong></td>
<td>Fashion change; refers to the introduction, acceptance, an decline of the fashion.</td>
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<tr>
<td><strong>Fashion Forecast</strong></td>
<td>A prediction of fashion trends.</td>
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<tr>
<td><strong>Fashion merchandising</strong></td>
<td>The planning required to have the right fashion merchandise available in the proper quantities and place at the right time and...</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------------------------------------------------------</td>
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<tr>
<td>Fashion trend</td>
<td>New directions in fashion styling</td>
</tr>
<tr>
<td>Fibers</td>
<td>Natural or synthetic strands from which yarns are made</td>
</tr>
<tr>
<td>Globalization</td>
<td>The trend for manufacturers and retailers (and all businesses) to expand throughout the world</td>
</tr>
<tr>
<td>Haute couture</td>
<td>High Fashion</td>
</tr>
<tr>
<td>Imports</td>
<td>Goods made in a foreign country</td>
</tr>
<tr>
<td>Items</td>
<td>Goods sold on an individual basis</td>
</tr>
<tr>
<td>Junior</td>
<td>Size range of female apparel; in odd numbers, 3-15</td>
</tr>
<tr>
<td>Knockoff</td>
<td>A copy of a higher priced item</td>
</tr>
<tr>
<td>Line</td>
<td>An apparel manufacturer’s collection of styles; also, visual direction in a design caused by seams, details, or trimming</td>
</tr>
<tr>
<td>Man-made fibers</td>
<td>Fibers made from cellulose in plants or from chemicals derived from petroleum, gas and coal.</td>
</tr>
<tr>
<td>Market</td>
<td>A group of potential customers, or the place, area, or time at which buyers and sellers meet to transact business</td>
</tr>
<tr>
<td>Marketing</td>
<td>The process of planning, promoting, and selling merchandise</td>
</tr>
<tr>
<td>Markup</td>
<td>Difference between cost and selling price</td>
</tr>
<tr>
<td>Mass production</td>
<td>The production of merchandise in quantity</td>
</tr>
<tr>
<td>Price range</td>
<td>The range between the highest and lowest price lines carried</td>
</tr>
<tr>
<td>Proportion</td>
<td>The relation of one part of a design to another; an important principle of garment design</td>
</tr>
<tr>
<td>Ready-to-Wear</td>
<td>Apparel that is mass-produced</td>
</tr>
<tr>
<td>Sample</td>
<td>The trial garment or prototype</td>
</tr>
<tr>
<td>Silhouette</td>
<td>Outline of a garment</td>
</tr>
<tr>
<td>Style</td>
<td>Certain characteristics that distinguish a garment from other garments; a particular look in fashion</td>
</tr>
<tr>
<td>Target market</td>
<td>The group of consumers to whom a producer, manufacturer, or retailer aims products, services, and advertising.</td>
</tr>
<tr>
<td>Texture</td>
<td>The surface interest in a fabric</td>
</tr>
<tr>
<td>Trendsetter</td>
<td>A designer or fashion leader who sets a fashion direction that others follow</td>
</tr>
<tr>
<td>Vendor</td>
<td>A seller, resource, manufacturer, or supplier</td>
</tr>
<tr>
<td>Visual merchandising</td>
<td>Making merchandise visually attractive to customers</td>
</tr>
</tbody>
</table>