

Fashion, Textiles, and Design Program of Study and Complementary Course Standards



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Vision

All Nevada students are equipped and feel empowered to attain their vision of success

Mission

To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence



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Standards Development Members

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Business and Industry Validation

All CTE standards developed through the Nevada Department of Education are validated by business and industry through one or more of the following processes: (1) the standards are developed by a team consisting of business and industry representatives, or (2) a separate review panel is coordinated with industry experts to ensure the standards include the proper content, or (3) nationally recognized standards currently endorsed by business and industry.

The Fashion, Textiles and Design standards were validated through active participation of business and industry representatives on the development team.

Introduction

The standards in this document are designed to clearly state what the student should know and be able to do upon completion of a high school Fashion, Textiles, and Design program. These standards are designed for a two-credit course sequence that prepares the student for a technical assessment directly aligned to the standards.

These exit-level standards are designed for the student to complete all standards through their completion of a program of study. These standards are intended to guide curriculum objectives for a Fashion, Textiles, and Design program.

The standards are organized as follows:

- **Content Standards** are general statements that identify major areas of knowledge, understanding, and the skills students are expected to learn in key subject and career areas by the end of the program.
- **Performance Standards** follow each content standard. Performance standards identify the more specific components of each content standard and define the expected abilities of students within each content standard.
- **Performance Indicators** are very specific criteria statements for determining whether a student meets the performance standard. Performance indicators may also be used as learning outcomes, which teachers can identify as they plan their program learning objectives. The indicators are followed by designations that reflect the course sequence (e.g., 12 for the first-year course of a two-year program and 22 for the second-year course, C is to designate the indicators to be taught in the complementary courses) as referenced in the Core Course Sequence table.

The crosswalks and alignments are located in the Program Supplemental Program Resources document. These will show where the performance indicators support the Nevada Academic Content Standards. For individual course descriptions, please reference the Supplemental Program Resource or the Nevada CTE Catalog.

All students are encouraged to participate in the career and technical student organization (CTSO) that relates to the Fashion, Textiles, and Design program. CTSOs are co-curricular national organizations that directly reinforce learning in the CTE classroom through curriculum resources, competitive events, and leadership development. CTSOs provide students the ability to apply academic and technical knowledge, develop communication and teamwork skills, and cultivate leadership skills to ensure college and career readiness.

The Employability Skills for Career Readiness identify the skills needed to be successful in all careers and must be taught as an integrated component of all CTE course sequences. These standards are available in a separate document.

The **Standards Reference Code** is only used to identify or align performance indicators listed in the standards to daily lesson plans, curriculum documents, or national standards. The Standards Reference Code is an abbreviated name for the program, and the content standard, performance standard and performance indicator are referenced in the program standards. This abbreviated code for identifying standards uses each of these items. For example, FTD is the Standards Reference Code for Fashion, Textiles, and Design. For Content Standard 2, Performance Standard 3 and Performance Indicator 4 the Standards Reference Code would be FTD.2.3.4.

Fashion, Textiles, and Design

Program Information

- Program of Study: Fashion, Textiles, and Design
- Standards Reference Code: FTD
- Career Cluster: Arts, AV Technology and Communication
- Career Pathway(s): Visual Arts
- Program Length: 2-year, completed sequentially
- CTSO: FCCLA/DECA

Program Structure Required Program of Study Courses

The core course sequencing is provided in the following table. Complementary Courses are available and provided later in this document. The following courses provide a completed program of study. The Lab is a complementary course available concurrently with the Fashion, Textiles, and Design II course.

Core Course Sequence (R) with Lab Course(s) (C)

Required/ Complementary	Course Title	Abbreviated Name
R	Fashion, Textiles, and Design I	FASHION I
R	Fashion, Textiles, and Design II	FASHION II
C	Fashion, Textiles, and Design II LAB	FASHION II L

CONTENT STANDARD 1.0: INTEGRATE CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOs)**Performance Standard 1.1: Explore the History and Organization of CTSOs**

- 1.1.1 Discuss the requirements of CTSO participation/involvement as described in Carl D. Perkins Law (12, 22, C)
- 1.1.2 Research nationally recognized CTSOs (12, 22, C)
- 1.1.3 Investigate the impact of federal and state government regarding the progression and operation of CTSOs (e.g., Federal Statutes and Regulations, Nevada Administrative Code [NAC], Nevada Revised Statutes [NRS]) (12, 22, C)

Performance Standard 1.2: Develop Leadership Skills

- 1.2.1 Discuss the purpose of parliamentary procedure (12, 22, C)
- 1.2.2 Demonstrate the proper use of parliamentary procedure (12, 22, C)
- 1.2.3 Differentiate between an office and a committee (12, 22, C)
- 1.2.4 Discuss the importance of participation in local, regional, state, and national conferences, events, and competitions (12, 22, C)
- 1.2.5 Participate in local, regional, state, or national conferences, events, or competitions (12, 22, C)
- 1.2.6 Describe the importance of a constitution and bylaws to the operation of a CTSO chapter (12, 22, C)

Performance Standard 1.3: Participate in Community Service

- 1.3.1 Explore opportunities in community service-related work-based learning (WBL) (12, 22, C)
- 1.3.2 Participate in a service learning (program related) and/or community service project or activity (12, 22, C)
- 1.3.3 Engage with business and industry partners for community service (12, 22, C)

Performance Standard 1.4: Develop Professional and Career Skills

- 1.4.1 Demonstrate college and career readiness (e.g., applications, resumes, interview skills, presentation skills) (12, 22, C)
- 1.4.2 Describe the appropriate professional/workplace attire and its importance (12, 22, C)
- 1.4.3 Investigate industry-standard credentials/certifications available within this Career Cluster™ (12, 22, C)
- 1.4.4 Participate in authentic contextualized instructional activities (12, 22, C)
- 1.4.5 Demonstrate technical skills in various student organization activities/events (12, 22, C)

Performance Standard 1.5: Understand the Relevance of Career and Technical Education (CTE)

- 1.5.1 Make a connection between program standards to career pathway(s) (12, 22, C)
- 1.5.2 Explain the importance of participation and completion of a program of study (12, 22, C)
- 1.5.3 Promote community awareness of local student organizations associated with CTE programs (12, 22, C)

CONTENT STANDARD 2.0: CAREER EXPLORATION**Performance Standard 2.1: Analyze Opportunities for Education and Employment**

- 2.1.1 Research career and entrepreneurship opportunities in fashion, textile, and/or design industries (12)
- 2.1.2 Investigate preparation requirements for various levels of employment in a variety of fashion, textile, and/or design industries (12)
- 2.1.3 Evaluate post-secondary educational opportunities (e.g., college fairs, campus visits, consult with college recruiters, etc.) (12)
- 2.1.4 Explain the roles and functions of individuals engaged in textile and apparel careers (12)

Performance Standard 2.2: Create a Professional Portfolio

- 2.2.1 Develop personal professional goals (22)
- 2.2.2 Organize evidence of skills and professionalism for portfolio development (22)
- 2.2.3 Develop a progressive portfolio for the purpose of obtaining internships, work-based learning opportunities, postsecondary education, and employment to include a letter of intent, a cover letter, a letter of references, and a resume (22)

CONTENT STANDARD 3.0: DEMONSTRATE FASHION DESIGN SKILLS**Performance Standard 3.1: Utilize Elements and Principles of Design**

- 3.1.1 Identify the elements and principles of design (12)
- 3.1.2 Implement complex color schemes and color theory to develop and enhance visual effects (12)
- 3.1.3 Examine ways in which elements and principles of design can affect appearance, theme, and mood (12)
- 3.1.4 Apply the elements and principles of design (12)

Performance Standard 3.2: Use Proper Illustration Techniques

- 3.2.1 Identify information needed and the service requested on a repair order (manual or electronic) (12)
- 3.2.2 Demonstrate illustration techniques using a variety of mediums (22)
- 3.2.3 Use sketches and illustrations to communicate ideas (22)
- 3.2.4 Translate ideas into fashion technical flats (i.e., digital or hand drawn) (22)
- 3.2.5 Demonstrate the ability to modify an initial design (i.e., using graphic design or hand drawing techniques) (22)
- 3.2.6 Describe sources of design and inspiration (12)
- 3.2.7 Produce an original illustrated design (22)

Performance Standard 3.3: Analyze the Evolution of Fashion

- 3.3.1 Interpret trends in clothing and fashion (22)
- 3.3.2 Research fashion, apparel, and influential designers throughout history (12)
- 3.3.3 Differentiate between design details in apparel products (e.g., sleeves, collars, skirt lengths, etc.) (22)
- 3.3.4 Differentiate between physical, social, cultural, and psychological needs (12)
- 3.3.5 Describe the stages in the fashion cycle (e.g., classic vs fad) (12)

Performance Standard 3.4: Demonstrate Knowledge of Design Skills

- 3.4.1 Evaluate a variety of aesthetics and points of view (12)
- 3.4.2 Explain the ways in which fabric characteristics affect design (22)
- 3.4.3 Create multiple looks with a cohesive vision (22)
- 3.4.4 Demonstrate the ability to style a look using hair, makeup, accessories, and props (22)

Performance Standard 3.5: Demonstrate Design Presentation Skills

- 3.5.1 Apply composition skills to a design presentation (22)
- 3.5.2 Create samples to communicate the design vision (22)
- 3.5.3 Incorporate media in the design presentation (22)

CONTENT STANDARD 4.0: ANALYZE TEXTILE PRODUCTS

Performance Standard 4.1: Evaluate Fibers, Fabrics, and Finishes

- 4.1.1 Classify fibers, yarns, fabrics, and finishes (12)
- 4.1.2 Examine the physical properties of fibers, yarns, and fabrics (12)
- 4.1.3 Compare and contrast performance characteristics of fibers, yarns, and fabrics (12)
- 4.1.4 Explain the production processes for creating fibers, yarns, and fabrics (12)

Performance Standard 4.2: Summarize Textile Legislation, Standards, and Labeling

- 4.2.1 Interpret product care labels (12)
- 4.2.2 Describe legislation affecting the textile industry and consumer protection (22)

CONTENT STANDARD 5.0: DEMONSTRATE THE CONSTRUCTION OF APPAREL PRODUCTS**Performance Standard 5.1: Demonstrate Skills Using Industry-Standard Equipment, Tools, Notions, and Supplies**

- 5.1.1 Demonstrate the safe use, care, and maintenance of a sewing machine and serger (12)
- 5.1.2 Demonstrate the safe use, care, and maintenance of cutting, marking, pattern-making, and measuring tools (12)
- 5.1.3 Demonstrate the safe use, care, and maintenance of pressing, cleaning, and steaming equipment (12)
- 5.1.4 Apply notions using appropriate tools and equipment (12)

Performance Standard 5.2: Demonstrate the Skills Required for Pattern and Fabric Selection and Preparation

- 5.2.1 Demonstrate the ability to take body measurements (12)
- 5.2.2 Interpret information on commercial patterns (12)
- 5.2.3 Determine appropriate yardage, fabrics, and notions for a variety of projects (12)
- 5.2.4 Demonstrate fabric preparation (i.e., prewash, press, layout, pin, and cut a pattern) based on fabric characteristics (12)
- 5.2.5 Demonstrate the ability to interpret and transfer pattern markings (12)
- 5.2.6 Demonstrate the ability to alter a pattern for fit (22)

Performance Standard 5.3: Demonstrate Skills for Constructing, Altering, and Repairing

- 5.3.1 Demonstrate hand-stitching and various machine techniques (12)
- 5.3.2 Demonstrate a variety of seams, seam finishes, and hems (12)
- 5.3.3 Demonstrate appropriate pressing techniques (12)
- 5.3.4 Demonstrate the application of various closures (22)
- 5.3.5 Demonstrate the ability to construct a variety of garment features (e.g., collars, cuffs, pockets) (22)
- 5.3.6 Demonstrate mending and repairing techniques (12)
- 5.3.7 Utilize a variety of embellishment techniques (22)
- 5.3.8 Demonstrate the conservation and recycling of resources (22)
- 5.3.9 Construct garments and products for a variety of end uses (22)

Complementary Course(s)

State Complementary Skill Standards

State complementary skill standards are designed to clearly state what the student should know and be able to do upon completion of a one-year complementary course related to their career and technical education (CTE) Program of Study. **Completion of the qualifying Program of Study is required prior to enrollment in a complementary course.**

Employability Skills for Career Readiness Standards

Students have completed all program content standards and will pursue advanced study through investigation and in-depth research.

Complementary Course Standards Contributing Members

Course Contribution(s)	Name	Occupation/Title	Stakeholder Affiliation	School/Organization
Fashion Merchandising	Trinity Barlow	Instructor	Secondary Educator	Northwest Career and Technical Academy, Clark County School District
Fashion Merchandising	Mia Brewer	Production Design and Development Manager	Business and Industry Representative	Ivy City Co, Salt Lake City, UT
Fashion Merchandising	Katina Hartley	Instructor	Secondary Educator	Shadow Ridge High School, Clark County School District
Fashion Merchandising	Isabel Perez	Design Services Coordinator	Business and Industry Representative	Kenneth Cole Productions, New York, NY
Fashion Merchandising	Lucy Peters	Instructor	Secondary Educator	Elko High School, Elko County School District
Fashion Merchandising	Kelly Pudgil	College Representative and Freelance Designer	Postsecondary Educator	Fashion Institute of Design and Merchandising
Fashion Merchandising	Jasmine Reuel	Instructor	Secondary Educator	Centennial High School, Clark County School District
Fashion Merchandising	Shannon Sheldon	Magnet Coordinator	Secondary Educator	Eldorado High School, Clark County School District
Fashion Merchandising	Shannon Kelly Smith	Instructor	Educator Secondary	Legacy High School, Clark County School District

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The Fashion Merchandising complementary standards for Fashion, Textiles, and Design were validated through active participation of business and industry representatives on the development team.

Complementary Course Information for Fashion, Textiles, and Design

Program Information

Qualifying Program of Study: Fashion, Textiles, and Design

Career Cluster: Arts, A/V Technology and Communication

Career Pathway(s): Visual Arts

CTSO: FCCLA/DECA

Grade Level: 11-12

Program Structure for Complementary Courses

The complementary courses are provided in the following table. **The qualifying program of study must be completed prior to enrolling in the complementary courses** (except labs that are done concurrently with the second-year course). A program does not have to utilize the complementary courses for students to complete their program of study.

Complementary Course(s)

Required/ Complementary	Course Title	Abbreviated Name
C	Fashion Merchandising	FMERCH
C	Fashion, Textiles, and Design Advanced Studies	FASHION AS
C	Industry-Recognized Credential – Fashion, Textiles, and Design	IRC FASHION
C	CTE Work Experience – Arts, A/V Technology, and Communications	WORK EXPER TECH

Complementary Course Standards

Fashion Merchandising

CONTENT STANDARD 1.0: APPLY FASHION MERCHANDISING KNOWLEDGE AND SKILLS FOR BUSINESS PROFITABILITY AND CAREER SUCCESS

Performance Standard 1.1: Apply Marketing Strategies for Fashion, Textile, and Apparel Products

- 1.1.1 Utilize a spreadsheet to determine the costs of manufacturing and merchandising fashion products
- 1.1.2 Identify ethical considerations for the manufacturing and merchandising of fashion products
- 1.1.3 Describe the function and importance of quality control
- 1.1.4 Develop an understanding of demographics as related to a target market
- 1.1.5 Define marketing, recognize marketing trends, and review marketing strategies for fashion products

Performance Standard 1.2: Apply Skills and Knowledge Required in the Retail Industry

- 1.2.1 Investigate the day-to-day operations of a retail store
- 1.2.2 Analyze personal and employer responsibilities and liabilities regarding industry-related safety, security, and environmental factors
- 1.2.3 Demonstrate procedures for reporting and handling accidents, safety, and security incidents
- 1.2.4 Describe various methods of maintaining inventory control
- 1.2.5 Evaluate the use of technology in the retail environment
- 1.2.6 Compare and contrast skill levels of quality customer service
- 1.2.7 Create solutions to address customer concerns (i.e., returns, exchanges, etc.)
- 1.2.8 Classify various categories of merchandise (e.g., men's wear, sportswear, petites, etc.)

Performance Standard 1.3: Acquire an Understanding of Sourcing and the Merchandise-Buying Process

- 1.3.1 Compare and contrast retail and wholesale practices
- 1.3.2 Describe the importance of the sales report in determining the effectiveness of prior purchases and planning future purchases
- 1.3.3 Utilize a spreadsheet and mathematical practices to plan purchases
- 1.3.4 Investigate the merchandise-buying process
- 1.3.5 Evaluate a sales report to determine the effectiveness of a prior fashion season
- 1.3.6 Determine the effects of global trade in today's retail environment

Performance Standard 1.4: Apply Methods for Promoting Textile and Apparel Products

- 1.4.1 Produce visual merchandising displays
- 1.4.2 Determine external factors that influence merchandising
- 1.4.3 Practice methods for promoting textile and apparel products
- 1.4.4 Analyze ethical considerations for merchandising textile and apparel products
- 1.4.5 Apply marketing strategies for fashion, textile, or apparel products
- 1.4.6 Forecast possible technological changes that impact the merchandising process
- 1.4.7 Compare and contrast various promotion strategies for fashion products
- 1.4.8 Develop a marketing plan

Performance Standard 1.5: Implement Research Methods, Including Forecasting Techniques, For Fashion Merchandising

- 1.5.1 Compare and contrast technological changes that impact the merchandising process
- 1.5.2 Describe personal clothing needs and wants (i.e., wardrobe planning)
- 1.5.3 Describe the evolution of fashion through history
- 1.5.4 Research trends to forecast fashion categories

Performance Standard 1.6: Demonstrate General Operational Procedures Required for Business Profitability and Career Success

- 1.6.1 Analyze legislation, regulations, and public policy affecting fashion, textile, and apparel industries
- 1.6.2 Analyze the effects of security and inventory control strategies, cash and credit transaction methods, laws, and worksite policies, on loss prevention and store profit
- 1.6.3 Analyze operational costs such as markups, markdowns, cash flow, and other factors affecting profit
- 1.6.4 Debate the ethics involved in the manufacturing and merchandising of fashion products
- 1.6.5 Estimate costs involved in the manufacturing and merchandising of fashion products
- 1.6.6 Participate in tours of clothing manufacturers and merchandising facilities