

# ***Fashion, Textiles, and Design Curriculum Framework***



This document was prepared by:

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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*



## Introduction

The Nevada Career and Technical Education (CTE) Curriculum Frameworks are a resource for Nevada's public schools and charter schools to design, implement, and assess their CTE programs and curriculum. The content standards identified in this document are listed as a model for the development of local district programs and curriculum. They represent rigorous and relevant expectations for student performance, knowledge, and skill attainment which have been validated by industry representatives.

This curriculum framework ensures the following:

- CTE course(s) and course sequence teaches the knowledge and skills required by industry through applied learning methodology and, where appropriate, work-based learning experiences that prepare students for careers in high-wage, high-skill, and/or in-demand fields. Regional and state economic development priorities shall play an important role in determining program approval. Some courses also provide instruction focused on personal development.
- CTE course(s) and course sequence includes leadership and employability skills as an integral part of the curriculum.
- CTE course(s) and course sequence is part of a rigorous program of study and includes sufficient technical challenge to meet state and/or industry standards.

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**Nevada Department of Education**  
**Curriculum Framework for**  
**Fashion, Textiles, and Design**

**Program Information**

<b>Program Title:</b>	<b>Fashion, Textiles, and Design</b>
<b>State Skill Standards:</b>	<b>Fashion, Textiles, and Design</b>
<b>Standards Reference Code:</b>	<b>FTD</b>
<b>Career Cluster:</b>	<b>Arts, A/V Technology, and Communications</b>
<b>Career Pathway:</b>	<b>Visual Arts</b>
<b>Program Length:</b>	<b>2-year, completed sequentially</b>
<b>Program Assessments:</b>	<b>Fashion, Textiles, and Design</b> <b>Workplace Readiness Skills</b>
<b>CTSO:</b>	<b>DECA / FCCLA</b>
<b>Grade Level:</b>	<b>9-12</b>
<b>Industry Certifications:</b>	<b>See Nevada’s Approved Certification Listing</b>

**Program Purpose**

The purpose of this program is to prepare students for postsecondary education and employment in the Fashion, Textiles, and Design industry.

The program includes the following state standards:

- Nevada CTE Skill Standards: Fashion, Textiles, and Design
- Employability Skills for Career Readiness
- Nevada Academic Content Standards (alignment shown in the Nevada CTE Skill Standards):
  - English Language Arts
  - Mathematics
  - Science
- Common Career Technical Core (alignment shown in the Nevada CTE Skill Standards)

**Career Clusters**

The National Career Clusters® Framework provides a vital structure for organizing and delivering quality CTE programs through learning and comprehensive programs of study (POS). In total, there are 16 Career Clusters in the National Career Clusters Framework, representing more than 79 Career Pathways to help students navigate their way to greater success in college and career. As an organizing tool for curriculum design and instruction, Career Clusters provide the essential knowledge and skills for the 16 Career Clusters and their Career Pathways. <sup>1 and 2</sup>

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<sup>1</sup> Career Clusters | Advance CTE. (2022). Retrieved 31 August 2022, from <https://careertech.org/Career-Clusters>

<sup>2</sup> The National Career Clusters® Framework. (2022). American Institutes for Research. Retrieved 31 August 2022, from <https://www.air.org/sites/default/files/CTEClusters.pdf>

### Program of Study

The program of study illustrates the sequence of academic and career and technical education coursework that is necessary for the student to successfully transition into postsecondary educational opportunities and employment in their chosen career path (NAC 389.803).

### Program Structure

The core course sequencing, with the complementary courses provided in the following table, serves as a guide to schools for their programs of study. Each course is listed in the order in which it should be taught. Complete program sequences are essential for the successful delivery of all state standards in each program area. A program does not have to utilize the complementary courses for students to complete their program of study.

#### Fashion, Textiles, and Design

##### Required Core Course Sequence (R) with Complementary Courses (C)

Required/ Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
R	Fashion Design and Construction I	FASHION CONST I	50.0407	05	190	G	1.00	12	05190G1.0012
R	Fashion Design and Construction II	FASHION CONST II	50.0407	05	190	G	1.00	22	05190G1.0022
C	Fashion Design and Construction II LAB	FASHION CONST II L	50.0407	05	190	G	1.00	22	05190G1.0022
C	Fashion Design and Construction Advanced Studies	FASHION CONST AS	50.0407	05	190	E	1.00	11	05190E1.0011
C	CTE Work Experience – Arts A/V Technology and Communication	WORK EXPER TECH	99.0003	10	248	G	1.00	11	10248G1.0011
C	Industry Recognized Credential-Fashion, Textiles, and Design	IRC FASHION CONST	50.0407	10	249	E	1	11	10249E1.0011

**State Skill Standards**

The state skill standards are designed to clearly state what the student should know and be able to do upon completion of an advanced high school career and technical education (CTE) program. The standards are designed for the student to complete all standards through their completion of a program of study. The standards are designed to prepare the student for the end-of-program technical assessment directly aligned to the standards (NAC 389.000 [1]).

**Employability Skills for Career Readiness Standards**

Employability skills have for many years been a recognizable component of the standards and curriculum in career and technical education programs. The twenty-one standards are organized into three areas: (1) Personal Qualities and People Skills, (2) Professional Knowledge and Skills, and (3) Technology Knowledge and Skills. The standards are designed to ensure students graduate high school properly prepared with skills employers prioritize as the most important. Instruction on all twenty-one standards must be part of each course of the CTE program (NAC 389.800 [1]).

**Curriculum Framework**

The Nevada CTE Curriculum Frameworks are organized utilizing the recommended course sequencing listed in the program of study and the CTE Course Catalog. The framework identifies the recommended content standards, performance standards, and performance indicators that should be taught in each course.

**Career and Technical Student Organizations (CTSOs)**

To further the development of leadership and technical skills, students must have opportunities to participate in one or more of the Career and Technical Student Organizations (CTSOs). CTSOs develop character, citizenship, and the technical, leadership and teamwork skills essential for the workforce and their further education. Their activities are considered a part of the instructional day when they are directly related to the competencies and objectives in the course (NAC 389.800 [3]).

**Workplace Readiness Skills Assessment**

The Workplace Readiness Skills Assessment has been developed to align with the Nevada CTE Employability Skills for Career Readiness Standards. This assessment provides a measurement of student employability skills attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified in the Program Structure table as SCED Course Level “G” and SCED Course Sequence 22 or 33 (NAC 389.800 [1]).

**End-of-Program Technical Assessment**

An end-of-program technical assessment may be implemented for those programs with current industry validated standards to align with the Nevada CTE Skill Standards for this program. This assessment provides a measurement of student technical skill attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified in the Program Structure table as SCED Course Level “G” and SCED Course Sequence 22 or 33 (NAC 389.800 [1]).

**Certificate of Skill Attainment**

Each student who completes a course of study must be awarded a certificate which states that they have attained specific skills in the industry being studied and meets the following criteria: A student must maintain a 3.0 grade point average in their approved course of study, pass the Workplace Readiness Skills Assessment, and pass the end-of-program technical assessment, if available (NAC 389.800 [4]).

**CTE Endorsement on a High School Diploma**

A student qualifies for a CTE endorsement on their high school diploma after successfully completing the following criteria: (1) completion of a CTE course of study in a program area, (2) completion of academic requirements governing receipt of a standard diploma, and (3) meet all requirements for the issuance of the Certificate of Skill Attainment (NAC 389.815).

**CTE College Credit**

CTE College Credit is awarded to students based on articulation agreements established by each college for the CTE program, where the colleges will determine the credit value of a full high school CTE program based on course alignment. An articulation agreement will be established for each CTE program designating the number of articulated credits each college will award to students who complete the program.

CTE College Credit is awarded to students who: (1) complete the CTE course sequence with a grade-point average of 3.0 or higher, (2) pass the state end-of-program technical assessment, if available, for the program of study, and (3) pass the Workplace Readiness Assessment for employability skills.

Pre-existing articulation agreements will be recognized until new agreements are established according to current state policy and the criteria shown above.

Please refer to the local high school's course catalog or contact the local high school counselor for more information (NAC 389.800 [3]).

**Academic Credit for CTE Coursework**

Career and technical education courses meet the credit requirements for high school graduation (1 unit of arts and humanities or career and technical education). Some career and technical education courses meet academic credit for high school graduation. Please refer to the local high school's course catalog or contact the local high school counselor for more information (NAC 389.672).

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## Core Courses

### Recommended Student Performance Standards

#### Course Information

**Course Title:** Fashion Design and Construction I  
**Abbreviated Name:** FASHION CONST I  
**Credits:** 1  
**Prerequisite:** None  
**CTSO:** DECA / FCCLA

#### Course Description

This course is designed to provide students with an understanding of the psychological and social aspects of clothing, and fundamental concepts of fashion design and construction. Areas of emphasis include fashion, textiles, clothing construction, merchandising, the use and care of sewing equipment and exploration of careers in the fashion industry.

#### Technical Standards

**CONTENT STANDARD 1.0: INTEGRATE CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOS)**

Performance Standard 1.1: Explore the History and Organization of CTSOs

*Performance Indicators:* 1.1.1-1.1.3

Performance Standard 1.2: Develop Leadership Skills

*Performance Indicators:* 1.2.1-1.2.6

Performance Standard 1.3: Participate in Community Service

*Performance Indicators:* 1.3.1-1.3.3

Performance Standard 1.4: Develop Professional and Career Skills

*Performance Indicators:* 1.4.1-1.4.5

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

*Performance Indicators:* 1.5.1-1.5.3

**CONTENT STANDARD 2.0: CAREER EXPLORATION**

Performance Standard 2.1: Analyze Opportunities for Education and Employment

*Performance Indicators:* 2.1.1-2.1.4

**CONTENT STANDARD 3.0: DEMONSTRATE FASHION DESIGN SKILLS**

Performance Standard 3.1: Utilize Elements and Principles of Design

*Performance Indicators:* 3.1.1-3.1.4

Performance Standard 3.2: Use Proper Illustration Techniques

*Performance Indicators:* 3.2.1, 3.2.6

Performance Standard 3.3: Analyze the evolution of fashion

*Performance Indicators:* 3.3.2, 3.3.4-3.3.5

Performance Standard 3.4: Demonstrate Knowledge of Design Skills

*Performance Indicators:* 3.4.1

**CONTENT STANDARD 4.0: ANALYZE TEXTILE PRODUCTS**

Performance Standard 4.1: Evaluate Fibers, Fabrics, and Finishes

*Performance Indicators:* 4.1.1-4.1.4



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

*Performance Indicators:* 4.2.1

**CONTENT STANDARD 5.0: DEMONSTRATE THE CONSTRUCTION OF APPAREL PRODUCT**

Performance Standard 5.1: Demonstrate Skills Using Industry-Standard Equipment, Tools, Notions, and Supplies

*Performance Indicators:* 5.1.1-5.1.4

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

*Performance Indicators:* 5.2.1-5.2.5

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

*Performance Indicators:* 5.3.1-5.3.3, 5.3.6

**Employability Skills for Career Readiness Standards**

**CONTENT STANDARD 1.0: DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1: Demonstrate Personal Qualities and People Skills

*Performance Indicators:* 1.1.1-1.1.7

Performance Standard 1.2: Demonstrate Professional Knowledge and Skills

*Performance Indicators:* 1.2.1-1.2.10

Performance Standard 1.3: Demonstrate Technology Knowledge and Skills

*Performance Indicators:* 1.3.1-1.3.4

**Alignment to the Nevada Academic Content Standards\***

**English Language Arts:** Language Standards  
Reading Standards for Information Text  
Reading Standards for Literacy in Science and Technical Subjects  
Speaking and Listening Standards  
Writing Standards  
Writing Standards for Literacy in Science and Technical Subjects

**Mathematics:** Mathematical Practices  
Geometry

**Science:** Science and Engineering Practices  
Engineering Design  
Physical Science

\*Refer to the Fashion, Textiles, and Design Standards for alignment by performance indicator.

**Course Information**

**Course Title:** Fashion Design and Construction II  
**Abbreviated Name:** FASHION CONST II  
**Credits:** 1  
**Prerequisite:** Fashion Design and Construction I  
**Program Assessments:** TBD  
**Workplace Readiness Skills**  
**CTSO:** DECA / FCCLA

**Course Description**

This course is a continuation of Fashion Design and Construction I. This course allows advanced fashion students to further their knowledge and skills. This course will cover advanced construction techniques including illustration, basic graphic design, use of specialty fabrics, creative applications, altering and repairing, and the presentation of finished products in various modalities. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education.

**Technical Standards****CONTENT STANDARD 1.0: INTEGRATE CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOS)**

Performance Standard 1.1: Explore the History and Organization of CTSOs

*Performance Indicators:* 1.1.1-1.1.3

Performance Standard 1.2: Develop Leadership Skills

*Performance Indicators:* 1.2.1-1.2.6

Performance Standard 1.3: Participate in Community Service

*Performance Indicators:* 1.3.1-1.3.3

Performance Standard 1.4: Develop Professional and Career Skills

*Performance Indicators:* 1.4.1-1.4.5

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

*Performance Indicators:* 1.5.1-1.5.3

**CONTENT STANDARD 2.0: CAREER EXPLORATION**

Performance Standard 2.2: Create a Professional Portfolio

*Performance Indicators:* 2.2.1-2.2.3

**CONTENT STANDARD 3.0: DEMONSTRATE FASHION DESIGN SKILLS**

Performance Standard 3.2: Use Proper Illustration Techniques

*Performance Indicators:* 3.2.2-3.2.5, 3.2.7

Performance Standard 3.3: Analyze the evolution of fashion

*Performance Indicators:* 3.3.1, 3.3.3

Performance Standard 3.4: Demonstrate Knowledge of Design Skills

*Performance Indicators:* 3.4.2-3.4.4

Performance Standard 3.5: Demonstrate Design Presentation Skills

*Performance Indicators:* 3.5.1-3.5.3

**CONTENT STANDARD 4.0: ANALYZE TEXTILE PRODUCTS**

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

*Performance Indicators:* 4.2.2

**CONTENT STANDARD 5.0: DEMONSTRATE THE CONSTRUCTION OF APPAREL PRODUCTS**

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

*Performance Indicators:* 5.2.6

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

*Performance Indicators:* 5.3.4-5.3.5, 5.3.7-5.3.9

**Employability Skills for Career Readiness Standards****CONTENT STANDARD 1.0: DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1: Demonstrate Personal Qualities and People Skills

*Performance Indicators:* 1.1.1-1.1.7

Performance Standard 1.2: Demonstrate Professional Knowledge and Skills

*Performance Indicators:* 1.2.1-1.2.10

Performance Standard 1.3: Demonstrate Technology Knowledge and Skills

*Performance Indicators:* 1.3.1-1.3.4

**Alignment to the Nevada Academic Content Standards\***

**English Language Arts:** Language Standards  
Reading Standards for Information Text  
Reading Standards for Literacy in Science and Technical Subjects  
Speaking and Listening Standards  
Writing Standards  
Writing Standards for Literacy in Science and Technical Subjects

**Mathematics:** Mathematical Practices  
Geometry

**Science:** Science and Engineering Practices  
Engineering Design  
Physical Science

\*Refer to the Fashion, Textiles, and Design Standards for alignment by performance indicator.

## Complementary Courses

Programs that utilize the complementary courses can include the following:

- Advanced Studies course
- Lab course(s)
- CTE Work Experience course
- Industry-Recognized Credential course

### Course Information

**Course Title:** Fashion Design and Construction - Advanced Studies

**Abbreviated Name:** FASHION CONST AS

**Credits:** 1

**Prerequisite:** Completion of Fashion Design and Construction Program of Study

**CTSO:** DECA / FCCLA

### Course Description

This course is offered to students who have completed all content standards in a program and desire to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students' topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. This course may be repeated for additional instruction and credit.

### Technical Standards

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

### Employability Skills for Career Readiness Standards

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

### Sample Topics:

- Entrepreneurship in the fashion industry
- Costume design
- Accessories

**Course Information****Course Title:** Fashion Design and Construction II LAB**Abbreviated Name:** FASHION CONST II L**Credits:** 1**Prerequisite:** Concurrent enrollment in Fashion Design and Construction II**CTSO:** DECA / FCCLA**Course Description**

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the classroom instruction. The coursework will encourage students to explore and develop advanced skills in their program area. The appropriate use of technology and industry-standard equipment is an integral part of this course.

**Course Information****Course Title:** CTE Work Experience – Arts, A/V Technology, and Communications**Abbreviated Name:** WORK EXPER TECH**Credits:** 1**Prerequisite:** Completion of Level 2 course in the qualifying program of study**CTSO:** DECA / FCCLA**Course Description**

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth CTE work experience that applies the processes, concepts, and principles as described in the classroom instruction. This course will encourage students to explore and develop advanced skills through work-based learning directly related to the program of study. The course must follow NAC 389.562, 389.564, 389.566 regulations.

**Course Information****Course Title:** Industry-Recognized Credential – Fashion, Textiles, and Design**Abbreviated Name:** IRC FASHION PROD**Credits:** 1**Prerequisite:** Completion of Fashion, Textiles, and Design Program of Study**CTSO:** DECA / FCCLA**Course Description**

This course is offered to students who have completed all content standards in a program of study and desire to pursue an Industry-Recognized Credential that aligns with the standards and skills associated with the Fashion, Textiles, and Design Program of Study. This course is designed to expand the students' opportunities to pursue certification aligned with employment standards in the industry aligned with this program of study. The supervising teacher will provide instruction aligned with the certification requirements, monitor progress toward certification, and provide the students with appropriate testing or certification opportunities associated with the intended Industry-Recognized Credential that is the subject of the course. This course may be repeated for additional instruction and credit.