Introduction to Fashion Careers

8247 18 weeks

8248 36 weeks

Instructional Framework for Family and Consumer Sciences

Acknowledgments

The components of this instructional framework were developed by the following curriculum development panelists:

Deidra Arrington, Associate Professor, Virginia Commonwealth University, Richmond
Cynthia Boggs, Instructor, Lord Botetourt High School, Botetourt County Public Schools
Jin-A Chang, Instructor, Fairfax Academy for Communications and the Arts, Fairfax County Public Schools
Farrell Doss, Professor, Radford University, Radford
Kerri Hederer, Instructor, Mountain View High School, Stafford County Public Schools
Shana Katz, Instructor, Glen Allen High School, Henrico County Public Schools
Marie King, Director, Lok Fashion Institute, Inc., Stafford
Joni Lam, Instructor, Turner Ashby High School, Rockingham County Public Schools
Karen Munden, Extension Agent, Virginia Cooperative Extension, Virginia Beach
Margaret Nettles, Instructor, Kecoughtan High School, Hampton City Schools
Hawa Stwodah, Assistant Professor, Virginia Commonwealth University, Richmond
Windi Turner, Director, James Madison University, Harrisonburg
Kellie Wheeler, Instructor, Deep Creek High School, Chesapeake City Public Schools

Correlations to the Virginia Standards of Learning were reviewed and updated by:

Leslie R. Bowers, English Teacher (ret.), Newport News Public Schools
Vickie L. Inge, Mathematics Committee Member, Virginia Mathematics and Science Coalition
Anne F. Markwith, New Teacher Mentor (Science), Gloucester County Public Schools
Michael Nagy, Social Studies Department Chair, Rustburg High School, Campbell County Public Schools

Kathleen Buchanan, Virginia FCCLA Membership and Adviser Development Coordinator, reviewed and updated the FCCLA correlations.

The framework was edited and produced by the CTE Resource Center:
Course Description

Suggested Grade Level: 9 or 10 or 11 or 12

Prerequisites:

Introduction to Fashion Careers students learn what it takes to be successful in fashion by exploring careers within the industry. Instruction focuses on hands-on experiences. Students apply the design process from concept to final product and demonstrate basic fashion design techniques.

Industry Certifications

Credentials for this framework are generated by the APG and appear on the accompanying approval form. APG-generated credentials will appear in the published framework.

Task/Competency List

Template material omitted: General material used to introduce the task list has been omitted.

For the indicated course(s):

- Tasks/competencies designated by plus icons (⊕) in the left-hand column(s) are essential
- Tasks/competencies designated by empty-circle icons (○) are optional
- Tasks/competencies designated by minus icons (⊖) are omitted
- Tasks marked with an asterisk (*) are sensitive.
<table>
<thead>
<tr>
<th>Task Number</th>
<th>8247</th>
<th>8248</th>
<th>Tasks/Competencies</th>
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<tbody>
<tr>
<td><strong>Balancing Work and Family</strong></td>
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<tr>
<td>001</td>
<td>✪</td>
<td>✪</td>
<td>Analyze the meaning of work and the meaning of family.</td>
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<td>002</td>
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<td>✪</td>
<td>Compare how families affect work life and how work life affects families.</td>
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<td>003</td>
<td>✪</td>
<td>✪</td>
<td>Identify management strategies for balancing work and family roles.</td>
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<td><strong>Examining the Fashion Industry</strong></td>
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<tr>
<td>004</td>
<td>✪</td>
<td>✪</td>
<td>Identify highlights of fashion history.</td>
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<td>005</td>
<td>✪</td>
<td>✪</td>
<td>Differentiate among apparel, accessory, and textile products.</td>
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<td>006</td>
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<td>✪</td>
<td>Describe the scope of the apparel and textile industry.</td>
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<td>007</td>
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<td>✪</td>
<td>Identify global concerns, including environmental and economic issues, that affect the fashion industry.</td>
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<td>008</td>
<td>✪</td>
<td>✪</td>
<td>Describe the relationships that exist among the designing, manufacturing, and marketing of apparel and textile products.</td>
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<tr>
<td>009</td>
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<td>✪</td>
<td>Describe the influence of technology on all areas of the apparel and textiles industries.</td>
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<tr>
<td><strong>Exploring the Design Process</strong></td>
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<td>010</td>
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<td>✪</td>
<td>Identify the steps in the design process.</td>
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<td>011</td>
<td>✪</td>
<td>✪</td>
<td>Define fashion terminology.</td>
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<td>012</td>
<td>✪</td>
<td>✪</td>
<td>Describe the elements and principles of design.</td>
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<td>013</td>
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<td>✪</td>
<td>Demonstrate basic fashion design techniques.</td>
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<td>014</td>
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<td>✪</td>
<td>Explain how the design process is incorporated in the apparel and textile industry.</td>
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<tr>
<td>015</td>
<td>✪</td>
<td>✪</td>
<td>Explain technology in the design process.</td>
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<td><strong>Exploring the Production/Manufacturing Process</strong></td>
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<td>Describe factors and trends that have influenced the apparel, textile, and accessory manufacturing industries.</td>
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<td>Examine the science of textiles.</td>
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<td>Describe the process for manufacturing a textile or apparel product.</td>
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<td>Identify factors that affect manufacturing/production cost.</td>
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<td></td>
<td>Demonstrate basic fashion construction and repair.</td>
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**Exploring the Marketing Process**

| 021 | ![Image](https://via.placeholder.com/15) ![Image](https://via.placeholder.com/15) | | |
|   | Explain marketing. |
| 022 | ![Image](https://via.placeholder.com/15) ![Image](https://via.placeholder.com/15) | | |
|   | Explain the economic benefits of marketing. |
| 023 | ![Image](https://via.placeholder.com/15) ![Image](https://via.placeholder.com/15) | | |
|   | Explain the marketing functions in the fashion industry. |

**Exploring Careers in Related Industries and Services**

| 024 | ![Image](https://via.placeholder.com/15) ![Image](https://via.placeholder.com/15) | | |
|   | Describe careers in the fashion industry. |
| 025 | ![Image](https://via.placeholder.com/15) ![Image](https://via.placeholder.com/15) | | |
|   | Describe entrepreneurial opportunities in fashion design and merchandising. |
| 026 | ![Image](https://via.placeholder.com/15) ![Image](https://via.placeholder.com/15) | | |
|   | Compile a list of careers of personal interest within the fashion industry. |
| 027 | ![Image](https://via.placeholder.com/15) ![Image](https://via.placeholder.com/15) | | |
|   | Research job outlook projections within the industry. |
| 028 | ![Image](https://via.placeholder.com/15) ![Image](https://via.placeholder.com/15) | | |
|   | Profile a selected career(s) within the fashion industry. |

**Identifying Necessary Skills for Career Success**

| 029 | ![Image](https://via.placeholder.com/15) ![Image](https://via.placeholder.com/15) | | |
|   | Compare interests, abilities, and skills with responsibilities and skills of identified careers within the fashion industry. |
| 030 | ![Image](https://via.placeholder.com/15) ![Image](https://via.placeholder.com/15) | | |
|   | Identify ethical issues pertaining to employment in the apparel, accessory, and textile industry. |
| 031 | ![Image](https://via.placeholder.com/15) ![Image](https://via.placeholder.com/15) | | |
|   | Develop a plan of action to achieve a desired career goal. |

**Legend:** ♦ Essential  ○ Non-essential  ☐ Omitted
Balancing Work and Family

Task Number 001

Analyze the meaning of work and the meaning of family.

Definition

Analysis should include

- evaluating work systems and family systems (structures)
- assessing characteristics of strong work and family organizations
- examining the evolution of the workforce
- identifying the rewards of work within and outside the family
- describing the roles and responsibilities of employees and family members
- determining the effects of interdependence on each member of the family
- evaluating ways in which the evolution of the family life cycle affects choices and decisions
- examining personal and family values.

Process/Skill Questions

Thinking

- What factors should we consider when analyzing work and family structures?
- What criteria should we use to assess work and family systems?
- How are the roles and responsibilities of employed workers and family members alike, and how are they different?
- How is the role of management in the workplace like or unlike the role of management in the family?

Communication

- How can the workplace be respectful of the family and individuals?
- How can we communicate to others the importance of being aware of the values of work and family?
- How can family members at different stages of the family life cycle communicate their values and choices?

Leadership
• What leadership techniques are needed to develop workplace strategies for change?
• How can the family and the employer develop leadership skills in individuals?
• What leadership techniques are needed to develop family strategies for change?
• How can leadership skills be integrated into the family and the workplace?

Management

• How can we develop a life plan that reflects family values?
• How can an individual’s management skills be integrated into the family? Into the workplace?
• What resources can help us determine our work and family values?

Related Standards of Learning

English

9.5
The student will read and analyze a variety of nonfiction texts.

   a. Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts.
   b. Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
   c. Analyze the author’s qualifications, viewpoint, and impact.
   d. Recognize an author’s intended purpose for writing and identify the main idea.
   e. Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.
   f. Identify characteristics of expository, technical, and persuasive texts.
   g. Identify a position/argument to be confirmed, disproved, or modified.
   h. Evaluate clarity and accuracy of information.
   i. Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.
   j. Differentiate between fact and opinion and evaluate their impact.
   k. Analyze ideas within and between selections providing textual evidence.
   l. Use the reading strategies to monitor comprehension throughout the reading process.

10.5
The student will read, interpret, analyze, and evaluate nonfiction texts.

   a. Analyze text features and organizational patterns to evaluate the meaning of texts.
   b. Recognize an author’s intended audience and purpose for writing.
   c. Skim materials to develop an overview and locate information.
   d. Compare and contrast informational texts for intent and content.
e. Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.
f. Draw conclusions and make inferences on explicit and implied information using textual support as evidence.
g. Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.
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11.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

a. Apply information from texts to clarify understanding of concepts.
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c. Analyze technical writing for clarity.
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e. Draw conclusions and make inferences on explicit and implied information using textual support.
f. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
g. Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.
h. Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.
i. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

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a. Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).
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History and Social Science

GOVT.1

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

a. planning inquiries by synthesizing information from diverse primary and secondary sources;
b. analyzing how political and economic trends influence public policy, using demographic information and other data sources;
c. comparing and contrasting historical, cultural, economic, and political perspectives;
d. evaluating critically the quality, accuracy, and validity of information to determine misconceptions, fact and opinion, and bias;
e. constructing informed, analytic arguments using evidence from multiple sources to introduce and support substantive and significant claims;
f. explaining how cause-and-effect relationships impact political and economic events;
g. taking knowledgeable, constructive action, individually and collaboratively, to address school, community, local, state, national, and global issues;
h. using a decision-making model to analyze the costs and benefits of a specific choice, considering incentives and possible consequences;
i. applying civic virtues and democratic principles to make collaborative decisions; and
j. communicating conclusions orally and in writing to a wide range of audiences, using evidence from multiple sources and citing specific sources.

National Standards for Family and Consumer Sciences Education

1.1.1 Summarize local and global policies, issues, and trends in the workplace, community, and family dynamics that affect individuals and families.

1.1.2 Analyze the effects of social, economic, and technological changes on work and family dynamics.

6.1.1 Analyze family as the basic unit of society.

6.1.2 Analyze the role of family in transmitting societal expectations.

6.1.4 Analyze the role of family in teaching culture and traditions across the life span.

FCCLA National Programs

Families First: Balancing Family and Career
Task Number 002

Compare how families affect work life and how work life affects families.

Definition

Comparison should include

- the financial, social, intellectual, emotional, and ethical issues involved in work and family roles
- the effect of career choices on parenting decisions and the effects of parenting decisions on career choices and life goals.
Thinking

- What effects do technological changes in the workplace have on families?
- What effects do other workplace trends have on families?
- What are the benefits and disadvantages of work as it relates to family?
- What are the effects of family stress and/or change on the workplace?
- What effects might family life have on the financial issues of work? Social issues? Intellectual issues? Ethical issues?

Communication

- How can we communicate the importance of work life to family members and the importance of family life to those in the workplace?
- What communication skills do we need to balance the effects of family life on work? Work life on families?

Leadership

- What leadership techniques do we need to develop workplace strategies for change? How can the family and the employer develop leadership skills in individuals?
- What leadership techniques do we need to be able to direct or redirect the effects of family on work and work on family?
- How can leadership skills be integrated into the family and the workplace?

Management

- How can an individual’s management skills be integrated into the family? Into the workplace?
- What resources can help us analyze and manage ways in which families are affected by work life and work is affected by family life?
- What management skills do we need to minimize the effects of family life on work and the effects of work on family life?
- What resources can help us determine our values toward work and families?

Related Standards of Learning

English

9.5 The student will read and analyze a variety of nonfiction texts.

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History and Social Science

GOVT.1
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a. planning inquiries by synthesizing information from diverse primary and secondary sources;

b. analyzing how political and economic trends influence public policy, using demographic information and other data sources;

c. comparing and contrasting historical, cultural, economic, and political perspectives;

d. evaluating critically the quality, accuracy, and validity of information to determine misconceptions, fact and opinion, and bias;

e. constructing informed, analytic arguments using evidence from multiple sources to introduce and support substantive and significant claims;

f. explaining how cause-and-effect relationships impact political and economic events;

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National Standards for Family and Consumer Sciences Education

1.1.1
Summarize local and global policies, issues, and trends in the workplace, community, and family dynamics that affect individuals and families.

1.1.2
Analyze the effects of social, economic, and technological changes on work and family dynamics.

1.1.4
Analyze potential effects of various career path decisions on balancing work and family.

1.1.5
Determine goals for life-long learning and leisure opportunities for all family members.

FCCLA National Programs

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice

Families First: You-Me-Us

Power of One: A Better You

Power of One: Family Ties

Power of One: Take the Lead

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Interpersonal Communications

National Programs in Action

Professional Presentation
Task Number 003

Identify management strategies for balancing work and family roles.

Definition

Identification should include strategies related to

- use of time, particularly spending quality time with children
- prioritization of family and work responsibilities
- ways to handle stress of adults and children
- health and safety issues, including sick-child care
- conflict resolution
- family and work values
- stages of the family and career life cycles.

Process/Skill Questions

Thinking

- What is the relationship between the family’s circumstances and work productivity?
- Why is it important to a person, to the family, and to the employer to balance work and family roles?
- What factors should we consider when developing management strategies related to family? To the workplace?
- What responsibility does an employer have for a worker’s well-being at home?
- When is it appropriate for an employer to intervene in an employee’s personal/family life?
- What is the relationship of community activities and responsibilities to work and family roles?
- How do management strategies for balancing work and family roles change as the family progresses through its life cycle?

Communication

- When is it appropriate for an employee to communicate personal/family problems to an employer?
- What communication skills do we need to develop strategies for balancing work and family roles?
- How can we communicate to others the importance of balancing work and family roles?
Leadership

- What leadership techniques can we use to address and resolve conflict regarding work and family roles?
- What skills do family members need to become leaders?
- What criteria should we use to assess our efforts at balancing work and family roles?

Management

- What management skills do we need to set priorities at work and at home?
- What training is needed to develop management strategies for balancing work and family roles?
- What management skills do we need to deal with issues at different stages of the family life cycle?

Related Standards of Learning

English

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**National Standards for Family and Consumer Sciences Education**

1.1.6
Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.

2.1.1
Apply time management, organizational, and process skills to prioritize tasks and achieve goals.

**FCCLA National Programs**

**Families First: Balancing Family and Career**

**Families First: Meet the Challenge**

**Families First: You-Me-Us**
Examining the Fashion Industry

Task Number 004

Identify highlights of fashion history.

Definition

Identification should include 20th century examples of the following:

- Fashion cycle
- Fashion movement
- Long-run and short-run fashions
- Recurring fashions
- Fads vs. classics
- Examples of fashion following the stages of the economic cycle of influential designers

Process/Skill Questions

Thinking

- How do historical influences affect 21st century fashion?
- How do influential designers, past and present, affect current fashion?
- What factors play a role in fashion movement?

Communication

- How can the Internet be used to research fashion history?
• How do economic conditions and factors affect the history of fashion?

Leadership

• Who are the influential leaders in fashion history?
• What is the influence of each?
• What personal, professional, and/or artistic qualities are associated with fashion leaders of the past?
• How have fashion leaders influenced the fashion cycle?

Management

• What have been the effects of war, disaster, or crises on the fashion industry?
• How can a knowledge of fashion history be useful to current fashion designer?

Related Standards of Learning

English

9.4
The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama.

a. Identify the characteristics that distinguish literary forms.
b. Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
c. Interpret how themes are connected across texts.
d. Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader’s emotion.
e. Analyze the cultural or social function of a literary text.
f. Explain the relationship between the author’s style and literary effect.
g. Explain the influence of historical context on the form, style, and point of view of a written work.
h. Compare and contrast authors’ use of literary elements within a variety of genres.
i. Analyze how the author’s specific word choices and syntax impact the author’s purpose.
j. Make inferences and draw conclusions using references from the text(s) for support.
k. Compare/contrast details in literary and informational nonfiction texts.
l. Use reading strategies to monitor comprehension throughout the reading process.

10.4
The student will read, comprehend, and analyze literary texts of different cultures and eras.
a. Make inferences and draw conclusions using references from the text(s) for support.
b. Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.
c. Interpret the cultural or social function of world and ethnic literature.
d. Analyze universal themes prevalent in the literature of different cultures.
e. Examine a literary selection from several critical perspectives.
f. Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.
g. Interpret how themes are connected within and across texts.
h. Explain the influence of historical context on the form, style, and point of view of a literary text(s).
i. Evaluate how an author’s specific word choices, syntax, tone, and voice shape the intended meaning of the text.
j. Compare/contrast details in literary and informational nonfiction texts.
k. Compare and contrast how literary devices convey a message and elicit a reader’s emotions.
l. Compare and contrast character development in a play to characterization in other literary forms.
m. Use reading strategies to monitor comprehension throughout the reading process.

11.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

a. Apply information from texts to clarify understanding of concepts.
b. Read and correctly interpret an application for employment, workplace documents, or an application for college admission.
c. Analyze technical writing for clarity.
d. Paraphrase and synthesize ideas within and between texts.
e. Draw conclusions and make inferences on explicit and implied information using textual support.
f. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
g. Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.
h. Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.
i. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

12.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.
a. Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).
b. Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.
c. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
d. Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
e. Analyze false premises claims, counterclaims, and other evidence in persuasive writing.

FCCLA National Programs

Career Connection: My Career
Career Connection: My Life
Career Connection: My Path
Career Connection: My Skills
Power of One: A Better You
Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Check the national FCCLA portal.

Entrepreneurship
Fashion Design

National Programs in Action
Professional Presentation

Task Number 005

Differentiate among apparel, accessory, and textile products.
Definition

Differentiation should include

- apparel—women’s, men’s, and children’s clothing
- accessories—items that enhance or complete an outfit (e.g., shoes, belts, scarves, jewelry, gloves, hats, hair accessories)
- textile—fabric products made from fibers, films, or yarns.

Process/Skill Questions

Thinking

- How are apparel, accessory, and textile products related? How are they different?
- How are apparel, accessory, and textile products related in terms of use? How are they different in terms of use?

Communication

- Why would apparel, accessories, and textiles be promoted differently in the retail industry?
- What kinds of messages do clothes convey? How does this influence the methods used to develop apparel, accessories, and textile products?

Leadership

- How would encouraging negotiation among designers, vendors, and/or retailers facilitate a smooth transition from raw to finished product?
- What are the roles of the designer, vendor, and retailer in the promotion of apparel, accessory, and textile products to the consumer?

Management

- How might textile products be manufactured or sold differently than apparel and accessories?
- What business decisions must be considered regarding ways that textiles are used in apparel and accessories?

Related Standards of Learning

English

9.4
The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama.
a. Identify the characteristics that distinguish literary forms.
b. Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
c. Interpret how themes are connected across texts.
d. Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader’s emotion.
e. Analyze the cultural or social function of a literary text.
f. Explain the relationship between the author’s style and literary effect.
g. Explain the influence of historical context on the form, style, and point of view of a written work.
h. Compare and contrast authors’ use of literary elements within a variety of genres.
i. Analyze how the author’s specific word choices and syntax impact the author’s purpose.
j. Make inferences and draw conclusions using references from the text(s) for support.
k. Compare/contrast details in literary and informational nonfiction texts.
l. Use reading strategies to monitor comprehension throughout the reading process.

10.4
The student will read, comprehend, and analyze literary texts of different cultures and eras.

a. Make inferences and draw conclusions using references from the text(s) for support.
b. Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.
c. Interpret the cultural or social function of world and ethnic literature.
d. Analyze universal themes prevalent in the literature of different cultures.
e. Examine a literary selection from several critical perspectives.
f. Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.
g. Interpret how themes are connected within and across texts.
h. Explain the influence of historical context on the form, style, and point of view of a literary text(s).
i. Evaluate how an author’s specific word choices, syntax, tone, and voice shape the intended meaning of the text.
j. Compare/contrast details in literary and informational nonfiction texts.
k. Compare and contrast how literary devices convey a message and elicit a reader’s emotions.
l. Compare and contrast character development in a play to characterization in other literary forms.
m. Use reading strategies to monitor comprehension throughout the reading process.

11.3
The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

   a. Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.
   b. Use context, structure, and connotations to determine meanings of words and phrases.
   c. Discriminate between connotative and denotative meanings and interpret the connotation.
   d. Explain the meaning of common idioms.
   e. Explain the meaning of literary and classical allusions and figurative language in text.
   f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

12.3
The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

   a. Use structural analysis of roots, affixes, synonyms, and antonyms, to understand complex words.
   b. Use context, structure, and connotations to determine meanings of words and phrases.
   c. Discriminate between connotative and denotative meanings and interpret the connotation.
   d. Explain the meaning of common idioms, and literary and classical allusions in text.
   e. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Families First: Families Today

Power of One: A Better You

Power of One: Working on Working
Task Number 006

Describe the scope of the apparel and textile industry.

Definition

Description should include

- the broad range of product categories relevant to the apparel and textile industry
  - automotive
  - military
  - environmental
  - safety
  - sports/recreation
  - home
  - theatrical and other costumes
  - medical
  - special needs and other specializations
  - general apparel and textiles
- relationships among
  - the textile industry and commercial patterns
  - apparel design and production
  - wholesaling and retailing of apparel and textile
  - fashion promotion
  - educators, extension agents, entrepreneurs
  - textiles/clothing historians
  - theatrical costumers
o product design for non-apparel items influenced by fashion
o trend analysis.

Process/Skill Questions

Thinking

- How can understanding the scope of the fashion industry help one make a suitable career choice?
- What can fashion industry experts learn by describing the relationships that exist among all areas of the industry?

Communication

- What terminology can help the fashion industry expert understand the scope of the fashion industry?
- What conflicts may be encountered when designing for the apparel and textiles industry?
- What conflicts may be encountered when designing non-apparel products that are influenced by fashion (e.g., automobiles, housewares, food, packaging)?

Leadership

- What leadership skills does the fashion industry expert need to effectively communicate the scope of the fashion industry to others and the relationships that exist among all areas of the industry?
- What leadership skills does the fashion industry expert need to help develop and build relationships among all areas of the industry?

Management

- What resources are available to describe the scope of the fashion industry and the relationships that exist among all areas of the industry?

Related Standards of Learning

English

9.4
The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama.

a. Identify the characteristics that distinguish literary forms.
b. Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
c. Interpret how themes are connected across texts.
d. Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader’s emotion.
e. Analyze the cultural or social function of a literary text.
f. Explain the relationship between the author’s style and literary effect.
g. Explain the influence of historical context on the form, style, and point of view of a written work.
h. Compare and contrast authors’ use of literary elements within a variety of genres.
i. Analyze how the author’s specific word choices and syntax impact the author’s purpose.
j. Make inferences and draw conclusions using references from the text(s) for support.
k. Compare/contrast details in literary and informational nonfiction texts.
l. Use reading strategies to monitor comprehension throughout the reading process.

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m. Use reading strategies to monitor comprehension throughout the reading process.

11.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

a. Apply information from texts to clarify understanding of concepts.
b. Read and correctly interpret an application for employment, workplace documents, or an application for college admission.

c. Analyze technical writing for clarity.

d. Paraphrase and synthesize ideas within and between texts.

e. Draw conclusions and make inferences on explicit and implied information using textual support.

f. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.

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h. Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.

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The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.

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d. Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.

e. Analyze false premises claims, counterclaims, and other evidence in persuasive writing.

History and Social Science

GOVT.14

The student will apply social science skills to understand economic systems by

   a. identifying the basic economic questions encountered by all economic systems;
   b. comparing the characteristics of traditional, free market, command, and mixed economies, as described by Adam Smith and Karl Marx; and
   c. evaluating the impact of the government’s role in the economy on individual economic freedoms.

GOVT.15

The student will apply social science skills to understand the role of government in the Virginia and United States economies by
a. describing the provision of government goods and services that are not readily produced by the market;
b. describing government’s establishment and maintenance of the rules and institutions in which markets operate, including the establishment and enforcement of property rights, contracts, consumer rights, labor-management relations, environmental protection, and competition in the marketplace;
c. investigating and describing the types and purposes of taxation that are used by local, state, and federal governments to pay for services provided by the government;
d. analyzing how Congress can use fiscal policy to stabilize the economy;
e. describing the effects of the Federal Reserve’s monetary policy on price stability, employment, and the economy; and
f. evaluating the trade-offs in government decisions.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Financial Fitness: Earning

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Check the national FCCLA portal.

Fashion Construction

Fashion Design

National Programs in Action

Professional Presentation
Task Number 007

Identify global concerns, including environmental and economic issues, that affect the fashion industry.

Definition

Identification may include

- the influence of fashion industries and occupations on the local, state, national, and global communities
- the use of offshore manufacturing and labor in apparel
- manufacturing and the use of sweatshop labor
- foreign vs. domestic designers
- global marketing
- the influence of political and economic trends on fashion and ways that fashion reflects these trends
- environmental issues related to materials and production
- methods used in the fashion industry
- availability, depletion, and renewal of raw materials
- consequences and benefits of manufacturing growth processes and waste disposal.

Process/Skill Questions

Thinking

- Why is it important to identify global concerns and economic issues that affect the fashion industry?
- How is the availability and depletion of raw materials affected by global trade?
- How is the renewal and reuse of products affected by global trade?

Communication

- How can the Internet and other media be used to identify global concerns and economic issues that affect the fashion industry?
- How can the fashion industry promote global concern in all areas of the industry?

Leadership

- What leadership skills could address global concerns and economic issues that affect the fashion industry?
- What negotiation strategies are vital for leaders in developing awareness of global concerns in the industry?

Management
- What resources can identify global concerns and economic issues that affect the fashion industry?
- How will the neglect of global concerns affect the future of all areas of the industry?

**Related Standards of Learning**

**English**

**9.4**
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b. Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
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k. Compare and contrast how literary devices convey a message and elicit a reader’s emotions.

l. Compare and contrast character development in a play to characterization in other literary forms.

m. Use reading strategies to monitor comprehension throughout the reading process.

11.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

a. Apply information from texts to clarify understanding of concepts.

b. Read and correctly interpret an application for employment, workplace documents, or an application for college admission.

c. Analyze technical writing for clarity.

d. Paraphrase and synthesize ideas within and between texts.

e. Draw conclusions and make inferences on explicit and implied information using textual support.

f. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.

g. Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.

h. Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.

i. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

12.5
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History and Social Science

GOVT.14

The student will apply social science skills to understand economic systems by

a. identifying the basic economic questions encountered by all economic systems;
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GOVT.15

The student will apply social science skills to understand the role of government in the Virginia and United States economies by

a. describing the provision of government goods and services that are not readily produced by the market;
b. describing government’s establishment and maintenance of the rules and institutions in which markets operate, including the establishment and enforcement of property rights, contracts, consumer rights, labor-management relations, environmental protection, and competition in the marketplace;
c. investigating and describing the types and purposes of taxation that are used by local, state, and federal governments to pay for services provided by the government;
d. analyzing how Congress can use fiscal policy to stabilize the economy;
e. describing the effects of the Federal Reserve’s monetary policy on price stability, employment, and the economy; and
f. evaluating the trade-offs in government decisions.

VUS.14

The student will apply social science skills to understand political and social conditions in the United States during the early twenty-first century by

a. assessing the development of and changes in domestic policies, with emphasis on the impact of the role the United States Supreme Court played in defining a constitutional right to privacy, affirming equal rights, and upholding the rule of law;
b. evaluating and explaining the changes in foreign policies and the role of the United States in a world confronted by international terrorism, with emphasis on the American response to 9/11 (September 11, 2001);
c. evaluating the evolving and changing role of government, including its role in the American economy; and
d. explaining scientific and technological changes and evaluating their impact on American culture

**WG.17**

The student will apply social science skills to analyze the impact of globalization by

a. identifying factors, including comparative advantage, that influence the distribution of economic activities and trade;
b. describing ways that economic and social interactions change over time; and
c. mapping, describing, and evaluating economic unions.

**WHII.14**

The student will apply social science skills to understand the global changes during the early twenty-first century by

a. identifying contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including the role of social media and chemical and biological technologies;
b. assessing the link between economic and political freedom;
c. describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements; and
d. analyzing the increasing impact of terrorism.

**FCCLA National Programs**

**Career Connection: My Career**

**Career Connection: My Life**

**Career Connection: My Path**

**Career Connection: My Skills**

**Financial Fitness: Earning**

**Financial Fitness: Protecting**

**Financial Fitness: Saving**

**Financial Fitness: Spending**

**Power of One: A Better You**

**Power of One: Working on Working**
FCCLA: STAR Events (2019)

Career Investigation

Check the national FCCLA portal.

Entrepreneurship

Fashion Construction

Fashion Design

National Programs in Action

Professional Presentation

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**Task Number 008**

**Describe the relationships that exist among the designing, manufacturing, and marketing of apparel and textile products.**

**Definition**

Description should include relationships such as the following:

- Manufacturers sometimes act as distributors and retailers.
- Designers may be independent or work for a manufacturer or design house.
- Both designers and manufacturers need marketing tools (e.g., marketing research, promotion, target market) and personnel to sell their products.
- Designers establish relationships with manufacturers, vendors, retailers, publishers, and marketers.
- Networking and other communication among the three areas is essential for quality products, lowest possible prices, and profitability.

**Process/Skill Questions**

Thinking
• What can one learn by describing the relationships that exist among all areas of the apparel and textiles industry?
• Why is planning important to the relationship among the designing, manufacturing, and marketing of apparel and textile products?

Communication

• How can effective communication skills increase productivity and profitability for designers, manufacturers, vendors, and retailers through the marketing process?
• How can networking among designers, manufacturers, and marketers satisfy the needs and wants of the consumer?

Leadership

• What leadership skills does one need to help others understand the relationships that exist among all areas of the industry?
• How is teamwork important for the success of the apparel and textiles industry?

Management

• What resources can help describe the relationships that exist among all areas of the industry?
• What business decisions must be considered regarding the relationships that exist in the apparel and textile industry?

Related Standards of Learning

English

9.4
The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama.

  a. Identify the characteristics that distinguish literary forms.
  b. Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
  c. Interpret how themes are connected across texts.
  d. Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader’s emotion.
  e. Analyze the cultural or social function of a literary text.
  f. Explain the relationship between the author’s style and literary effect.
  g. Explain the influence of historical context on the form, style, and point of view of a written work.
  h. Compare and contrast authors’ use of literary elements within a variety of genres.
i. Analyze how the author’s specific word choices and syntax impact the author’s purpose.

j. Make inferences and draw conclusions using references from the text(s) for support.

k. Compare/contrast details in literary and informational nonfiction texts.

l. Use reading strategies to monitor comprehension throughout the reading process.

10.4
The student will read, comprehend, and analyze literary texts of different cultures and eras.

a. Make inferences and draw conclusions using references from the text(s) for support.

b. Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.

c. Interpret the cultural or social function of world and ethnic literature.

d. Analyze universal themes prevalent in the literature of different cultures.

e. Examine a literary selection from several critical perspectives.

f. Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.

g. Interpret how themes are connected within and across texts.

h. Explain the influence of historical context on the form, style, and point of view of a literary text(s).

i. Evaluate how an author’s specific word choices, syntax, tone, and voice shape the intended meaning of the text.

j. Compare/contrast details in literary and informational nonfiction texts.

k. Compare and contrast how literary devices convey a message and elicit a reader’s emotions.

l. Compare and contrast character development in a play to characterization in other literary forms.

m. Use reading strategies to monitor comprehension throughout the reading process.

11.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

a. Apply information from texts to clarify understanding of concepts.

b. Read and correctly interpret an application for employment, workplace documents, or an application for college admission.

c. Analyze technical writing for clarity.

d. Paraphrase and synthesize ideas within and between texts.

e. Draw conclusions and make inferences on explicit and implied information using textual support.

f. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
g. Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.

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i. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

12.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.

a. Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).

b. Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.

c. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.

Mathematics

A.1
The student will

a. represent verbal quantitative situations algebraically; and

b. evaluate algebraic expressions for given replacement values of the variables.

AFDA.8
The student will design and conduct an experiment/survey. Key concepts include

a. sample size;

b. sampling technique;

c. controlling sources of bias and experimental error;

d. data collection; and

e. data analysis and reporting.

AII.9
The student will collect and analyze data, determine the equation of the curve of best fit in order to make predictions, and solve practical problems, using mathematical models of linear, quadratic, and exponential functions.

AII.10
The student will represent, create, and solve problems, including practical problems, involving inverse variation, joint variation, and a combination of direct and inverse variations.

PS.5
The student will determine and interpret linear correlation, use the method of least squares regression to model the linear relationship between two variables, and use the residual plot to assess linearity.

**PS.1***
The student will analyze graphical displays of univariate data, including dotplots, stemplots, boxplots, cumulative frequency graphs, and histograms, to identify and describe patterns and departures from patterns, using central tendency, spread, clusters, gaps, and outliers.

**PS.2***
The student will analyze numerical characteristics of univariate data sets to describe patterns and departures from patterns, using mean, median, mode, variance, standard deviation, interquartile range, range, and outliers.

**PS.3***
The student will compare distributions of two or more univariate data sets, numerically and graphically, analyzing center and spread (within group and between group variations), clusters and gaps, shapes, outliers, or other unusual features.

**PS.4***
The student will analyze scatterplots to identify and describe the relationship between two variables, using shape; strength of relationship; clusters; positive, negative, or no association; outliers; and influential points.

**PS.7***
The student, using two-way tables and other graphical displays, will analyze categorical data to describe patterns and departures from patterns and to determine marginal frequency and relative frequencies, including conditional frequencies.

**PS.8***
The student will describe the methods of data collection in a census, sample survey, experiment, and observational study and identify an appropriate method of solution for a given problem setting.

**FCCLA National Programs**

**Career Connection: My Career**

**Career Connection: My Life**

**Career Connection: My Path**

**Career Connection: My Skills**

**Financial Fitness: Earning**

**Financial Fitness: Protecting**

**Financial Fitness: Saving**

**Financial Fitness: Spending**
Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

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Entrepreneurship

Fashion Construction

Fashion Design

National Programs in Action

Professional Presentation

------------------------------------------------------

Task Number 009

Describe the influence of technology on all areas of the apparel and textiles industries.

Definition

Description should include

- the influence of technology on
  - apparel production
  - wholesaling and retailing
  - fashion promotion
- examples of types of technology
  - home shopping
  - computerized textile design (e.g., micro-electronics, robotics)
  - computer fitting
  - computerized sewing machines
  - online fashion shows
  - social networks
  - social media.
Process/Skill Questions

Thinking

- What are the advantages and disadvantages of new technologies in the fashion industry?
- How has technology affected societal values in all aspects of the industry?

Communication

- What equipment facilitates taking advantage of the technological advances in the fashion industry?
- How can the Internet and other media be used to identify the influence of technology on all areas of the industry?

Leadership

- What leadership qualities are important for technology specialists in the fashion industry?
- How has technology changed the job descriptions of careers in the fashion industry?

Management

- What training and resources are required for technology specialists in the fashion industry?
- How can a fashion designer develop a plan to keep pace with the latest technology in the fashion industry? How can a fashion marketer develop such a plan?

Related Standards of Learning

English

9.4
The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama.

a. Identify the characteristics that distinguish literary forms.
b. Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
c. Interpret how themes are connected across texts.
d. Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader’s emotion.
e. Analyze the cultural or social function of a literary text.
f. Explain the relationship between the author’s style and literary effect.
g. Explain the influence of historical context on the form, style, and point of view of a written work.
h. Compare and contrast authors’ use of literary elements within a variety of genres.
i. Analyze how the author’s specific word choices and syntax impact the author’s purpose.

j. Make inferences and draw conclusions using references from the text(s) for support.

k. Compare/contrast details in literary and informational nonfiction texts.

l. Use reading strategies to monitor comprehension throughout the reading process.

10.4

The student will read, comprehend, and analyze literary texts of different cultures and eras.

a. Make inferences and draw conclusions using references from the text(s) for support.

b. Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.

c. Interpret the cultural or social function of world and ethnic literature.

d. Analyze universal themes prevalent in the literature of different cultures.

e. Examine a literary selection from several critical perspectives.

f. Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.

g. Interpret how themes are connected within and across texts.

h. Explain the influence of historical context on the form, style, and point of view of a literary text(s).

i. Evaluate how an author’s specific word choices, syntax, tone, and voice shape the intended meaning of the text.

j. Compare/contrast details in literary and informational nonfiction texts.

k. Compare and contrast how literary devices convey a message and elicit a reader’s emotions.

l. Compare and contrast character development in a play to characterization in other literary forms.

m. Use reading strategies to monitor comprehension throughout the reading process.

11.5

The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

a. Apply information from texts to clarify understanding of concepts.

b. Read and correctly interpret an application for employment, workplace documents, or an application for college admission.

c. Analyze technical writing for clarity.

d. Paraphrase and synthesize ideas within and between texts.

e. Draw conclusions and make inferences on explicit and implied information using textual support.

f. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
12.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.

a. Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).
b. Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.
c. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
d. Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
e. Analyze false premises claims, counterclaims, and other evidence in persuasive writing.

History and Social Science

VUS.14
The student will apply social science skills to understand political and social conditions in the United States during the early twenty-first century by

a. assessing the development of and changes in domestic policies, with emphasis on the impact of the role the United States Supreme Court played in defining a constitutional right to privacy, affirming equal rights, and upholding the rule of law;
b. evaluating and explaining the changes in foreign policies and the role of the United States in a world confronted by international terrorism, with emphasis on the American response to 9/11 (September 11, 2001);
c. evaluating the evolving and changing role of government, including its role in the American economy; and
d. explaining scientific and technological changes and evaluating their impact on American culture

WG.17
The student will apply social science skills to analyze the impact of globalization by

a. identifying factors, including comparative advantage, that influence the distribution of economic activities and trade;
b. describing ways that economic and social interactions change over time; and
c. mapping, describing, and evaluating economic unions.

WHIL.14

The student will apply social science skills to understand the global changes during the early twenty-first century by

a. identifying contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including the role of social media and chemical and biological technologies;
b. assessing the link between economic and political freedom;
c. describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements; and
d. analyzing the increasing impact of terrorism.

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Career Investigation

Check the national FCCLA portal.

Entrepreneurship
Task Number 010

Identify the steps in the design process.

Definition

Identification should include

- identifying the need or problem
- defining the criteria/details/specifications
- examining the alternatives
- assessing each alternative
- designing the product
- testing the product
- evaluating the outcome.

Process/Skill Questions

Thinking

- How can the fashion industry expert evaluate the steps in the design process?
- How can creative thinking contribute to the success of the design process?

Communication

- What special communication skills might be necessary to understand the steps in the design process?
• How is nonverbal communication a factor in the steps of the design process?

Leadership

• What leadership skills are necessary to identify needs or problems for the design process?
• How do designers effectively evaluate the outcome of the design process?

Management

• What process might a designer go through to create a specific design?
• What might be the short- and long-term effects of omitting a step in the design process?

Related Standards of Learning

English

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   b. Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
   c. Interpret how themes are connected across texts.
   d. Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader’s emotion.
   e. Analyze the cultural or social function of a literary text.
   f. Explain the relationship between the author’s style and literary effect.
   g. Explain the influence of historical context on the form, style, and point of view of a written work.
   h. Compare and contrast authors’ use of literary elements within a variety of genres.
   i. Analyze how the author’s specific word choices and syntax impact the author’s purpose.
   j. Make inferences and draw conclusions using references from the text(s) for support.
   k. Compare/contrast details in literary and informational nonfiction texts.
   l. Use reading strategies to monitor comprehension throughout the reading process.

10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras.

   a. Make inferences and draw conclusions using references from the text(s) for support.
b. Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.
c. Interpret the cultural or social function of world and ethnic literature.
d. Analyze universal themes prevalent in the literature of different cultures.
e. Examine a literary selection from several critical perspectives.
f. Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.
g. Interpret how themes are connected within and across texts.
h. Explain the influence of historical context on the form, style, and point of view of a literary text(s).
i. Evaluate how an author’s specific word choices, syntax, tone, and voice shape the intended meaning of the text.
j. Compare/contrast details in literary and informational nonfiction texts.
k. Compare and contrast how literary devices convey a message and elicit a reader’s emotions.
l. Compare and contrast character development in a play to characterization in other literary forms.
m. Use reading strategies to monitor comprehension throughout the reading process.

11.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

a. Apply information from texts to clarify understanding of concepts.
b. Read and correctly interpret an application for employment, workplace documents, or an application for college admission.
c. Analyze technical writing for clarity.
d. Paraphrase and synthesize ideas within and between texts.
e. Draw conclusions and make inferences on explicit and implied information using textual support.
f. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
g. Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.
h. Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.
i. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

12.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.

a. Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).
b. Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.
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Career Connection: My Path

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Career Investigation

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Fashion Construction

Fashion Design

National Programs in Action

Professional Presentation

Task Number 011

Define fashion terminology.

Definition

Definition should include
• garment parts and styles
• shapes and silhouettes
• details, texture, and color
• notions (e.g., buttons, zippers, elastic)
• trims (e.g., ribbons, lace)

**Process/Skill Questions**

**Thinking**

- What are the historical connections to certain garment features and styles?
- What garment features have been combined to create pleasing and practical looks?
- How have fashion shapes and silhouettes expressed societal changes and economic concerns over time?

**Communication**

- How have fashion shows been used to introduce garment features and styles to the public?
- How does today’s technology change the pace and process of this introduction?

**Leadership**

- Who leads the fashion industry into new trends (i.e., silhouettes, garment styles, colors)?
- How do designers work with manufacturers of notions and trims to develop new designs?
- What are examples of current trends in garment features and styles?

**Management**

- Why is it necessary for individuals working in the fashion industry to be able to identify fashion features and styles?
- How would the popularity of different fashion features influence the manufacturing process?

**Related Standards of Learning**

**English**

**9.4**
The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama.

a. Identify the characteristics that distinguish literary forms.
b. Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
c. Interpret how themes are connected across texts.
d. Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader’s emotion.
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f. Explain the relationship between the author’s style and literary effect.
g. Explain the influence of historical context on the form, style, and point of view of a written work.
h. Compare and contrast authors’ use of literary elements within a variety of genres.
i. Analyze how the author’s specific word choices and syntax impact the author’s purpose.
j. Make inferences and draw conclusions using references from the text(s) for support.
k. Compare/contrast details in literary and informational nonfiction texts.
l. Use reading strategies to monitor comprehension throughout the reading process.

10.4
The student will read, comprehend, and analyze literary texts of different cultures and eras.

a. Make inferences and draw conclusions using references from the text(s) for support.
b. Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.
c. Interpret the cultural or social function of world and ethnic literature.
d. Analyze universal themes prevalent in the literature of different cultures.
e. Examine a literary selection from several critical perspectives.
f. Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.
g. Interpret how themes are connected within and across texts.
h. Explain the influence of historical context on the form, style, and point of view of a literary text(s).
i. Evaluate how an author’s specific word choices, syntax, tone, and voice shape the intended meaning of the text.
j. Compare/contrast details in literary and informational nonfiction texts.
k. Compare and contrast how literary devices convey a message and elicit a reader’s emotions.
l. Compare and contrast character development in a play to characterization in other literary forms.
m. Use reading strategies to monitor comprehension throughout the reading process.

11.3
The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.
a. Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.
b. Use context, structure, and connotations to determine meanings of words and phrases.
c. Discriminate between connotative and denotative meanings and interpret the connotation.
d. Explain the meaning of common idioms.
e. Explain the meaning of literary and classical allusions and figurative language in text.
f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

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The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

a. Use structural analysis of roots, affixes, synonyms, and antonyms, to understand complex words.
b. Use context, structure, and connotations to determine meanings of words and phrases.
c. Discriminate between connotative and denotative meanings and interpret the connotation.
d. Explain the meaning of common idioms, and literary and classical allusions in text.
e. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

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**Power of One: A Better You**

**Power of One: Working on Working**

**FCCLA: STAR Events (2019)**

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**Fashion Construction**

**Fashion Design**

**Professional Presentation**
Task Number 012

Describe the elements and principles of design.

Definition

Description should include

- elements—color, texture, line, shape, form
- principles—balance, rhythm, proportion, scale, emphasis, harmony
- the role of form vs. function in current design trends.

Process/Skill Questions

Thinking

- What are the basic principles of design?
- How are they achieved in textile products? In fashion design?
- What are the basic elements of design? How are they achieved in textile products and in fashion design?

Communication

- How can designers gain client input that will help them determine how best to use the elements and principles of design in a project?
- How can a designer best communicate to a client the ways the elements and principles of design have been applied in a project?

Leadership

- Is any one element or principle of design more important than the others?
- What is the relationship among design principles, design elements, and balance?
- Why is this relationship important to a fashion designer?

Management

- What resources are available to assist the fashion designer in applying the elements and principles of design to a project?
- How can one manage a client's wishes about a design project in relation to one’s desire to apply the elements and principles of design to the project?

Related Standards of Learning
The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama.

a. Identify the characteristics that distinguish literary forms.
b. Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
c. Interpret how themes are connected across texts.
d. Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader’s emotion.
e. Analyze the cultural or social function of a literary text.
f. Explain the relationship between the author’s style and literary effect.
g. Explain the influence of historical context on the form, style, and point of view of a written work.
h. Compare and contrast authors’ use of literary elements within a variety of genres.
i. Analyze how the author’s specific word choices and syntax impact the author’s purpose.
j. Make inferences and draw conclusions using references from the text(s) for support.
k. Compare/contrast details in literary and informational nonfiction texts.
l. Use reading strategies to monitor comprehension throughout the reading process.

The student will read, comprehend, and analyze literary texts of different cultures and eras.

a. Make inferences and draw conclusions using references from the text(s) for support.
b. Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.
c. Interpret the cultural or social function of world and ethnic literature.
d. Analyze universal themes prevalent in the literature of different cultures.
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f. Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.
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j. Compare/contrast details in literary and informational nonfiction texts.
k. Compare and contrast how literary devices convey a message and elicit a reader’s emotions.
1. Compare and contrast character development in a play to characterization in other literary forms.
m. Use reading strategies to monitor comprehension throughout the reading process.

11.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

a. Apply information from texts to clarify understanding of concepts.
b. Read and correctly interpret an application for employment, workplace documents, or an application for college admission.
c. Analyze technical writing for clarity.
d. Paraphrase and synthesize ideas within and between texts.
e. Draw conclusions and make inferences on explicit and implied information using textual support.
f. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
g. Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.
h. Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.
i. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

12.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.

a. Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).
b. Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.
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Fashion Construction

Fashion Design

Professional Presentation

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**Task Number 013**

**Demonstrate basic fashion design techniques.**

**Definition**

Demonstration should include

- drawing a croquis figure
- applying fashion proportions to illustrations
- rendering the fabrication.

**Process/Skill Questions**

**Thinking**

- What are the advantages and disadvantages of basic design techniques?
- What are the overall goals and objectives of basic design techniques from concept to depiction?

**Communication**

- Has technology changed basic design techniques, and if so, how?
- What are the advantages and disadvantages of using technology in the fashion design process?

**Leadership**

- How can teamwork be incorporated into the fashion design process?
- What leadership strategies can be used in promoting basic fashion design techniques?
Management

- How do basic fashion design techniques lead to the development and promotion of a successful product?
- How might current trends be affected by basic fashion design techniques?

**Related Standards of Learning**

**English**

**9.4**
The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama.

- a. Identify the characteristics that distinguish literary forms.
- b. Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
- c. Interpret how themes are connected across texts.
- d. Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader’s emotion.
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- k. Compare/contrast details in literary and informational nonfiction texts.
- l. Use reading strategies to monitor comprehension throughout the reading process.

**10.4**
The student will read, comprehend, and analyze literary texts of different cultures and eras.

- a. Make inferences and draw conclusions using references from the text(s) for support.
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g. Interpret how themes are connected within and across texts.

h. Explain the influence of historical context on the form, style, and point of view of a literary text(s).

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j. Compare/contrast details in literary and informational nonfiction texts.

k. Compare and contrast how literary devices convey a message and elicit a reader’s emotions.

l. Compare and contrast character development in a play to characterization in other literary forms.

m. Use reading strategies to monitor comprehension throughout the reading process.

11.5

The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

a. Apply information from texts to clarify understanding of concepts.

b. Read and correctly interpret an application for employment, workplace documents, or an application for college admission.

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Fashion Construction
Fashion Design
Professional Presentation

Task Number 014

Explain how the design process is incorporated in the apparel and textile industry.

Definition

Explanation should include

- inspiration
- market research and trends
- textile finish and texture
- color palette
- artistic rendering
- prototype development
- target market/focus groups
- financial considerations.
Process/Skill Questions

Thinking

- How does determining a target market affect the steps of the design process?
- How can prototype development help to determine the final product?

Communication

- What is the importance of effective communication in the design process?
- What situations might require the design process to be communicated to those outside the design field?

Leadership

- What leadership skills are needed to evaluate financial considerations in the design process?
- How does teamwork enhance the success of the design process?

Management

- What criteria should be used to evaluate the results of the design process?
- What management skills are vital to the design process?

Related Standards of Learning

English

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The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama.

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b. Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
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k. Compare/contrast details in literary and informational nonfiction texts.
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a. Apply information from texts to clarify understanding of concepts.
b. Read and correctly interpret an application for employment, workplace documents, or an application for college admission.
c. Analyze technical writing for clarity.
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f. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
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h. Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.

i. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

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The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.

   a. Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).
   b. Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.
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**FCCLA National Programs**

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Financial Fitness: Earning

Financial Fitness: Protecting

Financial Fitness: Saving

Financial Fitness: Spending

Power of One: A Better You

Power of One: Working on Working

**FCCLA: STAR Events (2019)**

Career Investigation
Task Number 015

Explain technology in the design process.

Definition

Explanation should include uses of hardware and software for fashion design, such as

- software applications (e.g., computer-aided design (CAD), virtual reality) to draw and experiment with 2D and 3D designs for an apparel, accessory, or textile product
- software applications for patternmaking
- programmable sewing machines to produce a prototype of apparel or accessory
- inking machines for screen printing
- programmable embroidery machines
- programmable knitting machines
- 3D printing.

Process/Skill Questions

Thinking

- What are the advantages and disadvantages of new technologies in the fashion design industry?
- What lifestyle considerations should be considered when using technology to design clothing?

Communication

- What hardware is needed to take advantage of the latest software useful to the fashion design industry?
- What type of technology training is necessary to help designers communicate effectively in the fashion design industry?
Leadership

- What leadership qualities are necessary for technology specialists in the fashion design industry?
- What leadership skills are used to determine the most appropriate technology to use for the design process?

Management

- What training and resources are required for technology specialists in the fashion design industry to stay current?
- How can a designer develop a plan to keep pace with the latest technology used in the design process?

Related Standards of Learning

English

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The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama.

   a. Identify the characteristics that distinguish literary forms.
   b. Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
   c. Interpret how themes are connected across texts.
   d. Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader’s emotion.
   e. Analyze the cultural or social function of a literary text.
   f. Explain the relationship between the author’s style and literary effect.
   g. Explain the influence of historical context on the form, style, and point of view of a written work.
   h. Compare and contrast authors’ use of literary elements within a variety of genres.
   i. Analyze how the author’s specific word choices and syntax impact the author’s purpose.
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f. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
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h. Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.
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e. Analyze false premises claims, counterclaims, and other evidence in persuasive writing.

Mathematics

COM.11
The student will design and implement the output phase of a computer program, which will include designing output layout, accessing available output devices, using output statements, and labeling results.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Check the national FCCLA portal.

Fashion Construction

Fashion Design

National Programs in Action

Professional Presentation
Exploring the Production/Manufacturing Process

Task Number 016

Describe factors and trends that have influenced the apparel, textile, and accessory manufacturing industries.

Definition

Description should include the

- development of ready-to-wear clothing (i.e., standardized sizes)
- rise of labor unions and their effect on working conditions
- effect of imports and foreign (i.e., offshore) labor
- use of assembly line production of apparel
- use of computers and related technology
- effect of global communications.

Process/Skill Questions

Thinking

- How can understanding the events that have affected the fashion manufacturing industry help one make career decisions?
- What are the advantages and disadvantages of labor unions in the apparel, textile, and accessory manufacturing industries?

Communication

- What technology training will aid communication in the fashion manufacturing industry?
- What communication skills are necessary to handle imports and exports?

Leadership

- What leadership qualities are required to deal with labor unions?
• What political, economic, and/or ethical standards do leaders need to consider when making decisions about imports and foreign labor?

Management

• Who makes decisions regarding assembly line production of apparel?
• What is the manager’s role in handling the responsibilities of workers and the effect of their working conditions?

Related Standards of Learning

English

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e. Analyze false premises claims, counterclaims, and other evidence in persuasive writing.

History and Social Science

VUS.14

The student will apply social science skills to understand political and social conditions in the United States during the early twenty-first century by

a. assessing the development of and changes in domestic policies, with emphasis on the impact of the role the United States Supreme Court played in defining a constitutional right to privacy, affirming equal rights, and upholding the rule of law;
b. evaluating and explaining the changes in foreign policies and the role of the United States in a world confronted by international terrorism, with emphasis on the American response to 9/11 (September 11, 2001);
c. evaluating the evolving and changing role of government, including its role in the American economy; and
d. explaining scientific and technological changes and evaluating their impact on American culture

WG.17

The student will apply social science skills to analyze the impact of globalization by

a. identifying factors, including comparative advantage, that influence the distribution of economic activities and trade;
b. describing ways that economic and social interactions change over time; and
c. mapping, describing, and evaluating economic unions.

WHII.14

The student will apply social science skills to understand the global changes during the early twenty-first century by

a. identifying contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including the role of social media and chemical and biological technologies;
b. assessing the link between economic and political freedom;
c. describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements; and
d. analyzing the increasing impact of terrorism.
Task Number 017

Examine the science of textiles.

Definition

Examination should include

- natural vs. synthetic fibers
- sources of natural fiber
- invention of synthetics
- fabric construction
- fabric finishes
- end use
• care
• safety
• end-use testing (e.g., burn tests, stain tests, laundering tests).

**Process/Skill Questions**

**Thinking**

• What are the advantages and disadvantages of using natural fibers? What are the advantages and disadvantages of using synthetic fibers?
• How has the invention of synthetic fibers changed the textile industry?
• How do finishes improve the quality of fibers, yarns, and fabrics?
• How does the intended end use of a textile affect its construction and production?

**Communication**

• How do fabric finishes make a product more marketable to retailers and more acceptable to the consumer?
• How has technology increased the availability of new and improved fibers for today’s market?
• How can designers and manufacturers make the most effective choices regarding textiles used in clothing and related industries?

**Leadership**

• What safety concerns are important when selecting garments?
• What will be the outcome of effective choices regarding ways textiles are used in clothing?

**Management**

• What business decisions must be considered regarding the way textiles are used in clothing and related industries?
• What criteria should be used to evaluate management decisions regarding textile use?

**Related Standards of Learning**

**English**

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j. Make inferences and draw conclusions using references from the text(s) for support.
k. Compare/contrast details in literary and informational nonfiction texts.
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**FCCLA National Programs**

**Career Connection: My Career**

**Career Connection: My Life**

**Career Connection: My Path**

**Career Connection: My Skills**

**Power of One: A Better You**

**Power of One: Working on Working**

**FCCLA: STAR Events (2019)**
Check the national FCCLA portal.

Fashion Construction

Fashion Design

Professional Presentation

Task Number 018

Describe the process for manufacturing a textile or apparel product.

Definition

Description should include

- ensuring quality control
- fabricating synthetic fibers (e.g., flame-retardant fibers)
- pattern making
- sample making
- pattern grading
- marker making
- cutting
- sewing and construction
- sourcing
- pressing
- finishing
- packaging (e.g., with balers)
- distributing.

Process/Skill Questions

Thinking

- How has the role of technology in the fabrication of synthetic fibers changed the process of manufacturing a textile or apparel product?
- How does quality control determine the final product?

Communication

- How is the process for manufacturing a textile or apparel product communicated to the employees?
• How might manufacturers interact with other segments of the textile and apparel industry?

Leadership

• What leadership strategies are needed to ensure successful product distribution?
• How can leaders model cooperation vital to the manufacturing process?
• What leadership qualities are required to implement the process for manufacturing a textile or apparel product?

Management

• What steps can managers take to ensure that the product reaching the consumer is of the best quality?
• Who determines the standards of quality of a manufactured good?
• How are the standards of quality assessed?

Related Standards of Learning

English

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FCCLA National Programs

Career Connection: My Career

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Career Connection: My Path

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Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Check the national FCCLA portal.

Fashion Construction

Fashion Design

Job Interview

National Programs in Action

Professional Presentation

Teach and Train
Task Number 019

Identify factors that affect manufacturing/production cost.

Definition

Identification should include

- salaries
- benefits
- utilities
- space requirements
- inventory
- equipment purchase and repair
- materials
- safety requirements
- waste management and disposal
- distribution
- compliance with industry regulations
- miscellaneous overhead expenses.

Process/Skill Questions

Thinking

- What is the importance of each of the factors that affect manufacturing/production costs?
- How can understanding the factors that affect manufacturing/production cost increase profits?
- What ethical issues need to be considered when determining cost?

Communication

- How can effective communication affect the factors that influence manufacturing/production costs?
- What is the importance of communication in the areas of safety?
- How can communication affect overall profit?

Leadership

- How does teamwork affect manufacturing/production costs?
- How do the factors that affect manufacturing/production costs contribute to overall profitability?
- How can industry leaders ensure that manufacturing/production of apparel is done in an ethical manner?
Management

- What resources are available to help managers make manufacturing/production cost decisions?
- What roles can managers play in cost control?

Related Standards of Learning

English

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History and Social Science

GOVT.14

The student will apply social science skills to understand economic systems by

a. identifying the basic economic questions encountered by all economic systems;
b. comparing the characteristics of traditional, free market, command, and mixed
economies, as described by Adam Smith and Karl Marx; and
c. evaluating the impact of the government’s role in the economy on individual
economic freedoms.

GOVT.15

The student will apply social science skills to understand the role of government in the Virginia and United States economies by

a. describing the provision of government goods and services that are not readily
produced by the market;
b. describing government’s establishment and maintenance of the rules and
institutions in which markets operate, including the establishment and
enforcement of property rights, contracts, consumer rights, labor-management
relations, environmental protection, and competition in the marketplace;
c. investigating and describing the types and purposes of taxation that are used by
local, state, and federal governments to pay for services provided by the
government;
d. analyzing how Congress can use fiscal policy to stabilize the economy;
e. describing the effects of the Federal Reserve’s monetary policy on price
stability, employment, and the economy; and
f. evaluating the trade-offs in government decisions.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Financial Fitness: Earning

Financial Fitness: Protecting

Financial Fitness: Saving
Financial Fitness: Spending

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Check the national FCCLA portal.

Fashion Construction

Fashion Design

National Programs in Action

Professional Presentation

Task Number 020

Demonstrate basic fashion construction and repair.

Definition

Demonstration should include garment or accessory construction and repair, using appropriate construction techniques (e.g., hand and/or machine sewing).

Process/Skill Questions

Thinking

- How do the processes of fashion construction and repair differ? How are they similar?
- What special skills or abilities are important for accessory construction?

Communication

- Why is communication with customers important in the fashion construction and repair industry?
- What resources are available for problem-solving in fashion construction and repair?
Leadership

- How is knowledge of fashion design important in fashion construction and repair?
- How is knowledge of fashion construction and repair important in the fashion design industry?

Management

- What is the relationship between quality control and the need for repair?
- How can managers research current trends in technology useful for fashion construction and repair?

FCCLA National Programs

Career Connection: My Career
Career Connection: My Life
Career Connection: My Path
Career Connection: My Skills
Power of One: A Better You
Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Check the national FCCLA portal.

Fashion Construction

National Programs in Action
Professional Presentation
Repurpose and Redesign

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Exploring the Marketing Process
Task Number 021

Explain marketing.

Definition

Explanation should define and differentiate among

- *marketing* — the process of planning, pricing, promoting, selling, and distributing ideas, goods, or services to create exchanges that satisfy customers
- *marketing concept* — the way a business operates; based on the premise that businesses must satisfy customer needs and wants while generating a profit
- *marketing mix* — a combination of product, price, place, promotion.

Process/Skill Questions

Thinking

- How do businesses know what customers want?
- What role does the marketing mix play in the marketing concept?

Communication

- How does a successful retail store use the marketing concept in its day-to-day operation?
- When have you been influenced by marketing?

Leadership

- What leadership skills are necessary to be successful in a marketing career?
- What leadership skills are necessary to satisfy disgruntled customers?

Management

- How can continuous evaluation and improvement of management skills enhance the profit of a business?
- What management characteristics are necessary to ensure the success of the marketing concept?

Related Standards of Learning

English
9.4
The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama.

a. Identify the characteristics that distinguish literary forms.
b. Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
c. Interpret how themes are connected across texts.
d. Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader’s emotion.
e. Analyze the cultural or social function of a literary text.
f. Explain the relationship between the author’s style and literary effect.
g. Explain the influence of historical context on the form, style, and point of view of a written work.
h. Compare and contrast authors’ use of literary elements within a variety of genres.
i. Analyze how the author’s specific word choices and syntax impact the author’s purpose.
j. Make inferences and draw conclusions using references from the text(s) for support.
k. Compare/contrast details in literary and informational nonfiction texts.
l. Use reading strategies to monitor comprehension throughout the reading process.

10.4
The student will read, comprehend, and analyze literary texts of different cultures and eras.

a. Make inferences and draw conclusions using references from the text(s) for support.
b. Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.
c. Interpret the cultural or social function of world and ethnic literature.
d. Analyze universal themes prevalent in the literature of different cultures.
e. Examine a literary selection from several critical perspectives.
f. Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.
g. Interpret how themes are connected within and across texts.
h. Explain the influence of historical context on the form, style, and point of view of a literary text(s).
i. Evaluate how an author’s specific word choices, syntax, tone, and voice shape the intended meaning of the text.
j. Compare/contrast details in literary and informational nonfiction texts.
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l. Compare and contrast character development in a play to characterization in other literary forms.
m. Use reading strategies to monitor comprehension throughout the reading process.

11.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

a. Apply information from texts to clarify understanding of concepts.
b. Read and correctly interpret an application for employment, workplace documents, or an application for college admission.
c. Analyze technical writing for clarity.
d. Paraphrase and synthesize ideas within and between texts.
e. Draw conclusions and make inferences on explicit and implied information using textual support.
f. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
g. Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.
h. Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.
i. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

12.3
The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

a. Use structural analysis of roots, affixes, synonyms, and antonyms, to understand complex words.
b. Use context, structure, and connotations to determine meanings of words and phrases.
c. Discriminate between connotative and denotative meanings and interpret the connotation.
d. Explain the meaning of common idioms, and literary and classical allusions in text.
e. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

12.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.

a. Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).
b. Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.
c. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
d. Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
e. Analyze false premises claims, counterclaims, and other evidence in persuasive writing.

Mathematics

COM.1
The student will design and apply computer programs to solve practical problems in mathematics arising from business and applications in mathematics.

COM.3
The student will write program specifications that define the constraints of a given problem.

COM.5
The student will divide a given problem into modules by task and implement the solution.

FCCLA National Programs

Career Connection: My Career
Career Connection: My Life
Career Connection: My Path
Career Connection: My Skills
Financial Fitness: Earning
Financial Fitness: Protecting
Financial Fitness: Saving
Financial Fitness: Spending
Power of One: A Better You
Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Check the national FCCLA portal.
Task Number 022

Explain the economic benefits of marketing.

Definition

Explanation should include

- adds value and utility
- creates competition that helps to keep prices down
- increases application of technology
- stimulates a variety of new/improved products
- provides information to increase consumer knowledge (e.g., of product information, environmental issues, health concerns)
- provides a variety of jobs
- stimulates the economy.

Process/Skill Questions

Thinking

- How do the economic benefits of marketing affect the individual consumer?
- What are the different types of utility? How is each important?

Communication

- What information does marketing provide the consumer? In what ways is information provided?
- What information can the business learn about the consumer through marketing?
- How can marketing be a service to the public?

Leadership

- How can students influence what goods and services are produced?
- What effect does the apparel/accessory marketing industry have on the U.S. economy and on the global economy?

Management
• How do the economic benefits of marketing affect business? How do the economic benefits of marketing affect the consumer?
• Why should marketing managers stay current on the economic benefits of marketing to the public

Related Standards of Learning

English

9.4
The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama.

- Identify the characteristics that distinguish literary forms.
- Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
- Interpret how themes are connected across texts.
- Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader’s emotion.
- Analyze the cultural or social function of a literary text.
- Explain the relationship between the author’s style and literary effect.
- Explain the influence of historical context on the form, style, and point of view of a written work.
- Compare and contrast authors’ use of literary elements within a variety of genres.
- Analyze how the author’s specific word choices and syntax impact the author’s purpose.
- Make inferences and draw conclusions using references from the text(s) for support.
- Compare/contrast details in literary and informational nonfiction texts.
- Use reading strategies to monitor comprehension throughout the reading process.

10.4
The student will read, comprehend, and analyze literary texts of different cultures and eras.

- Make inferences and draw conclusions using references from the text(s) for support.
- Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.
- Interpret the cultural or social function of world and ethnic literature.
- Analyze universal themes prevalent in the literature of different cultures.
- Examine a literary selection from several critical perspectives.
- Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.
- Interpret how themes are connected within and across texts.
h. Explain the influence of historical context on the form, style, and point of view of a literary text(s).

i. Evaluate how an author’s specific word choices, syntax, tone, and voice shape the intended meaning of the text.

j. Compare/contrast details in literary and informational nonfiction texts.

k. Compare and contrast how literary devices convey a message and elicit a reader’s emotions.

l. Compare and contrast character development in a play to characterization in other literary forms.

m. Use reading strategies to monitor comprehension throughout the reading process.

11.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

a. Apply information from texts to clarify understanding of concepts.

b. Read and correctly interpret an application for employment, workplace documents, or an application for college admission.

c. Analyze technical writing for clarity.

d. Paraphrase and synthesize ideas within and between texts.

e. Draw conclusions and make inferences on explicit and implied information using textual support.

f. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.

g. Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.

h. Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.

i. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

12.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.

a. Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).

b. Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.

c. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.

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FCCLA National Programs
Career Connection: My Career
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Financial Fitness: Spending
Power of One: Working on Working

FCCLA: STAR Events (2019)
Career Investigation
Check the national FCCLA portal.

Interpersonal Communications
National Programs in Action
Professional Presentation

Task Number 023

Explain the marketing functions in the fashion industry.

Definition
Explanation should include

- forecasting
- planning
• selling
• marketing-information management
• financing
• pricing
• promotion
• product/service management
• distribution
• external factors influencing merchandising (e.g. political, social, psychological, ethnic, religious, ethical, and educational factors).

**Process/Skill Questions**

**Thinking**

- What is the relationship between apparel and accessory manufacturing and selling?
- How do textile manufacturers use marketing research data?

**Communication**

- How do forecasters communicate with accessory and apparel manufacturers?
- When do forecasters communicate with accessory and apparel manufacturers?

**Leadership**

- What roles are developing countries playing in the production and distribution of apparel and textiles worldwide?
- How can the United States show leadership in global manufacturing of apparel and textiles?

**Management**

- How does each marketing function affect a textile-manufacturing business?
- Which marketing functions are most important to a small fashion design business?

**Related Standards of Learning**

**English**

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b. Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.

c. Interpret how themes are connected across texts.
d. Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader’s emotion.

e. Analyze the cultural or social function of a literary text.

f. Explain the relationship between the author’s style and literary effect.

g. Explain the influence of historical context on the form, style, and point of view of a written work.

h. Compare and contrast authors’ use of literary elements within a variety of genres.

i. Analyze how the author’s specific word choices and syntax impact the author’s purpose.

j. Make inferences and draw conclusions using references from the text(s) for support.

k. Compare/contrast details in literary and informational nonfiction texts.

l. Use reading strategies to monitor comprehension throughout the reading process.

10.4
The student will read, comprehend, and analyze literary texts of different cultures and eras.

    a. Make inferences and draw conclusions using references from the text(s) for support.
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    e. Examine a literary selection from several critical perspectives.
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FCCLA National Programs

Career Connection: My Career

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Financial Fitness: Earning

Financial Fitness: Protecting

Financial Fitness: Saving

Financial Fitness: Spending
Exploring Careers in Related Industries and Services

Task Number 024

Describe careers in the fashion industry.

Definition

Description should include areas such as

- product development
- apparel and accessory retailing
- promotion of apparel, accessories, and textiles
- maintenance of apparel, accessories, and textiles
- home fashions (e.g., bedding, curtains, appliances)
- global and offshore sourcing
- importing/exporting
- offshore production
- new product development
- trend forecasting
• apparel and textiles (e.g., media).

Process/Skill Questions

Thinking
• How do fashion careers in manufacturing, design, and retail differ? How are they similar?
• What are the advantages and disadvantages of offshore sourcing?
• What is included in home fashions?

Communication
• What personal traits are important for success in apparel/accessory retail imports?
• What is the difference between domestic and offshore manufacturing? In what ways are these two career paths similar? In what ways do they differ?

Leadership
• What leadership skills are important for a successful career in apparel/accessory trend forecasting?
• What leadership skills are important for a successful career in apparel/accessory media?

Management
• What career opportunities are available in apparel/accessory manufacturing?
• How can one prepare for career success in this field?
• What career opportunities are available in new product development within the apparel/accessory manufacturing industry?

Related Standards of Learning

English

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g. Explain the influence of historical context on the form, style, and point of view of a written work.

h. Compare and contrast authors’ use of literary elements within a variety of genres.

i. Analyze how the author’s specific word choices and syntax impact the author’s purpose.

j. Make inferences and draw conclusions using references from the text(s) for support.

k. Compare/contrast details in literary and informational nonfiction texts.

l. Use reading strategies to monitor comprehension throughout the reading process.

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The student will read, comprehend, and analyze literary texts of different cultures and eras.

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b. Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.

c. Interpret the cultural or social function of world and ethnic literature.

d. Analyze universal themes prevalent in the literature of different cultures.

e. Examine a literary selection from several critical perspectives.

f. Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.

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Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Check the national FCCLA portal.
Task Number 025

Describe entrepreneurial opportunities in fashion design and merchandising.

Definition

Description should include the areas of

- design
- production
- retail marketing (brick and mortar)
- retail marketing (Internet)
- retail marketing (house-to-house or event)
- tailoring/alterations
- personal shopping
- apparel, accessories, and textile media.

Teacher resource: [Entrepreneurship Infusion Unit](#)

Process/Skill Questions

Thinking

- What entrepreneurial opportunities in fashion design and merchandising are most promising in light of today’s economic environment?
- What are the advantages of owning a fashion design business vs. working for someone else? What are the disadvantages?
Communication

- How has the Internet influenced entrepreneurial opportunities in fashion design and merchandising?
- How are communication skills important to becoming a successful entrepreneur?

Leadership

- What leadership skills are important for an entrepreneur to succeed in a brick-and-mortar business?
- What leadership skills are important for an entrepreneur to succeed in an Internet-based business?

Management

- How are management skills important for entrepreneurs engaged in the production of apparel and/or accessories?
- How are management skills important for entrepreneurs engaged in house-to-house retail marketing and in event-based retail marketing?

Related Standards of Learning

English

9.4
The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama.

a. Identify the characteristics that distinguish literary forms.
b. Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
c. Interpret how themes are connected across texts.
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f. Explain the relationship between the author’s style and literary effect.
g. Explain the influence of historical context on the form, style, and point of view of a written work.
h. Compare and contrast authors’ use of literary elements within a variety of genres.
i. Analyze how the author’s specific word choices and syntax impact the author’s purpose.
j. Make inferences and draw conclusions using references from the text(s) for support.
k. Compare/contrast details in literary and informational nonfiction texts.
1. Use reading strategies to monitor comprehension throughout the reading process.

10.4
The student will read, comprehend, and analyze literary texts of different cultures and eras.

a. Make inferences and draw conclusions using references from the text(s) for support.
b. Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.
c. Interpret the cultural or social function of world and ethnic literature.
d. Analyze universal themes prevalent in the literature of different cultures.
e. Examine a literary selection from several critical perspectives.
f. Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.
g. Interpret how themes are connected within and across texts.
h. Explain the influence of historical context on the form, style, and point of view of a literary text(s).
i. Evaluate how an author’s specific word choices, syntax, tone, and voice shape the intended meaning of the text.
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12.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.

a. Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).
b. Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.
c. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
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e. Analyze false premises claims, counterclaims, and other evidence in persuasive writing.

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Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Check the national FCCLA portal.

Entrepreneurship

Fashion Construction

Fashion Design

Job Interview
Task Number 026

Compile a list of careers of personal interest within the fashion industry.

Definition

List of careers should be based on an assessment of personal interests and skills, including

- school subjects
- technology
- participation in school-related organizations and activities
- participation in non-school-related organizations and activities
- volunteer work
- current events
- employment
- hobbies.

Many websites offer career exploration resources, including the Virginia Department of Education's Career Planning Guide.

Process/Skill Questions

Thinking

- Why is it important to assess personal interests when selecting careers?
- Why is it important to look carefully at all segments of the apparel, accessory, and textile industries before compiling a list of appealing careers?
- What education and training must be completed before entering a career in the fashion industry?

Communication

- How does one determine communication strengths?
- How can one evaluate communication strengths to select careers of personal interest?
- How does one strengthen communication skills to open new career opportunities?
Leadership

• What careers of interest require leadership skills?
• What careers of interest require interpersonal skills to be an effective leader?

Management

• What resources are available to compile a list of careers of personal interest related to fashion?
• What steps can one take to understand careers of personal interest related to fashion?

Related Standards of Learning

English

9.6
The student will write in a variety of forms to include expository, persuasive, reflective, and analytic with an emphasis on persuasion and analysis.

   a. Engage in writing as a recursive process.
   b. Plan, organize, and write for a variety of audiences and purposes.
   c. Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.
   d. Blend multiple forms of writing including embedding a narrative to produce effective essays.
   e. Communicate clearly the purpose of the writing using a thesis statement.
   f. Compose a thesis for persuasive writing that advocates a position.
   g. Clearly state and defend a position using reasons and evidence from credible sources as support.
   h. Identify counterclaims and provide counter-arguments.
   i. Determine the best kind of evidence to use for a claim, and effectively use fact and opinion to support a position.
   j. Use textual evidence to compare and contrast multiple texts.
   k. Arrange paragraphs in a logical progression, using transitions between paragraphs and ideas.
   l. Revise writing for clarity of content, accuracy, and depth of information.

9.7
The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

   a. Use parallel structure across sentences and paragraphs.
   b. Use appositives, main clauses, and subordinate clauses.
   c. Use commas and semicolons to distinguish and divide main and subordinate clauses.
   d. Distinguish between active and passive voice.
e. Use a variety of sentence structures to infuse sentence variety in writing.

10.6
The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis.

a. Engage in writing as a recursive process.
b. Plan and organize writing to address a specific audience and purpose.
c. Adjust writing content, technique, and voice for a variety of audiences and purposes.
d. Communicate clearly the purpose of the writing using a thesis statement.
e. Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.
f. Compose a thesis statement for persuasive writing that advocates a position.
g. Clearly state and defend a position using reasons and sufficient evidence from credible sources as support.
h. Identify counterclaims and provide counter-arguments.
i. Show relationships among claims, reasons, and evidence and include a conclusion that follows logically from the information presented.
j. Blend multiple forms of writing including embedding a narrative to produce effective essays.
k. Elaborate ideas clearly through word choice.
l. Use textual evidence to compare and contrast multiple texts.
m. Revise writing for clarity of content, accuracy, and depth of information.
n. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

10.7
The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

a. Use parallel structure across sentences and paragraphs.
b. Use complex sentence structure to infuse sentence variety in writing.
c. Distinguish between active and passive voice.
d. Use colons correctly.
e. Analyze the writing of others and suggest how writing might be improved.

11.6
The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation.

a. Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.
b. Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.
c. Organize claims, counterclaims, and evidence in a sustained and logical sequence.
d. Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.
e. Use words, phrases, clauses, and varied syntax to create a cohesive argument.
f. Blend multiple forms of writing including embedding narratives to produce effective essays.
g. Revise writing for clarity of content, accuracy and depth of information.
h. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

11.7
The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

a. Use complex sentence structure to infuse sentence variety in writing.
b. Use verbals and verbal phrases correctly to achieve sentence conciseness and variety.
c. Distinguish between active and passive voice.

12.6
The student will write in a variety of forms to include persuasive/argumentative reflective, interpretive, and analytic with an emphasis on persuasion/argumentation.

a. Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.
b. Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.
c. Use a variety of rhetorical strategies to clarify and defend a position organizing claims, counterclaims, and evidence in a sustained and logical sequence.
d. Blend multiple forms of writing including embedding a narrative to produce effective essays.
e. Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.
f. Use words, phrases, clauses, and varied syntax to connect all parts of the argument creating cohesion from the information presented.
g. Revise writing for clarity of content, depth of information, and technique of presentation.
h. Write and revise to a standard acceptable both in the workplace and in postsecondary education.
i. Write to clearly describe personal qualifications for potential occupational or educational opportunities.

12.7
The student will self- and peer-edit writing for Standard English.

a. Use complex sentence structure to infuse sentence variety in writing.
b. Edit, proofread, and prepare writing for intended audience and purpose.
c. Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.

FCCLA National Programs

Career Connection: My Career
Career Connection: My Life
Career Connection: My Path
Career Connection: My Skills
Community Service: Lead
Community Service: Learn
Community Service: Serve
Families First: Families Today
Power of One: A Better You
Power of One: Working on Working

FCCLA: STAR Events (2019)
Career Investigation
Check the national FCCLA portal.
Entrepreneurship
Fashion Construction
Fashion Design
Task Number 027

Research job outlook projections within the industry.

Definition

Research should include a demographic analysis of national, state, regional, and local employment in a specified occupation.


Process/Skill Questions

Thinking

- What is demographic information?
- Why is it helpful for job seekers to analyze demographic information at a variety of geographical levels (e.g., national, local)?
- What may be the consequences of ignoring labor market data?
- What benefit can job outlook provide to those who are making future career choices?

Communication

- How can one use labor market data to help make career decisions?
- How can one determine whether research is reliable and adequate for decision-making?
- How can one determine whether the collected research is interpreted correctly?

Leadership

- How can information collected within career research influence career decisions?
- What skills are required to efficiently and effectively conduct career research?

Management
• What resources are most useful to those researching the apparel, accessory, and textile industries?
• What are the advantages of labor market research to human resource managers in the apparel, accessory, and textile industry?

**Related Standards of Learning**

**English**

**9.8**
The student will find, evaluate, and select credible resources to create a research product.

a. Verify the validity and accuracy of all information.
b. Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.
c. Evaluate and select evidence from a variety of sources to support claims and introduce counterclaims.
d. Cite sources for both quoted and paraphrased information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
e. Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.
f. Demonstrate ethical use of the Internet.

**10.8**
The student will find, evaluate, and select credible resources to create a research product.

a. Verify the accuracy, validity, and usefulness of information.
b. Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
c. Evaluate and select evidence from a variety of sources to introduce counter claims and to support claims.
d. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
e. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
f. Demonstrate ethical use of the Internet.

**11.8**
The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product.

b. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.

c. Synthesize relevant information from primary and secondary sources and present it in a logical sequence.

d. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

e. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

f. Demonstrate ethical use of the Internet.

12.8
The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product.

a. Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.

b. Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.

c. Critically evaluate the accuracy, quality, and validity of the information.

d. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

e. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

f. Demonstrate ethical use of the Internet.

**FCCLA National Programs**

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

**FCCLA: STAR Events (2019)**
Career Investigation

Check the national FCCLA portal.

Fashion Construction

National Programs in Action

Professional Presentation

Task Number 028

Profile a selected career(s) within the fashion industry.

Definition

Profile should include identifying

- roles
- responsibilities
- benefits
- limitations
- time commitment
- working conditions
- salary ranges
- education/training requirements for selected entry-level positions
- career advancement opportunities.

Process/Skill Questions

Thinking

- What career options are available now? What options may be in the future?
- What personal benefits can be gained from exploring various careers in the industry?

Communication

- What printed or electronic resources are available to profile selected careers?
- How could interviewing someone currently in the industry assist in better understanding career aspects?

Leadership
What can one learn from established leaders in selected careers?
Why are positions in the fashion industry based on acquired skills, education, and experience?

Management

What types of management careers are available in various fashion fields?
Why may career profiles of apparel, accessory, and textile managers differ? What qualities and responsibilities do all successful managers seem to have in common?
What different paths can a person take to become a successful manager in the fashion industry?

Related Standards of Learning

English

9.4
The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama.

a. Identify the characteristics that distinguish literary forms.
b. Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
c. Interpret how themes are connected across texts.
d. Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader’s emotion.
e. Analyze the cultural or social function of a literary text.
f. Explain the relationship between the author’s style and literary effect.
g. Explain the influence of historical context on the form, style, and point of view of a written work.
h. Compare and contrast authors’ use of literary elements within a variety of genres.
i. Analyze how the author’s specific word choices and syntax impact the author’s purpose.
j. Make inferences and draw conclusions using references from the text(s) for support.
k. Compare/contrast details in literary and informational nonfiction texts.
l. Use reading strategies to monitor comprehension throughout the reading process.

9.5
The student will read and analyze a variety of nonfiction texts.

a. Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts.
b. Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.

c. Analyze the author’s qualifications, viewpoint, and impact.

d. Recognize an author’s intended purpose for writing and identify the main idea.

e. Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.

f. Identify characteristics of expository, technical, and persuasive texts.

g. Identify a position/argument to be confirmed, disproved, or modified.

h. Evaluate clarity and accuracy of information.

i. Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.

j. Differentiate between fact and opinion and evaluate their impact.

k. Analyze ideas within and between selections providing textual evidence.

l. Use the reading strategies to monitor comprehension throughout the reading process.

10.4
The student will read, comprehend, and analyze literary texts of different cultures and eras.

a. Make inferences and draw conclusions using references from the text(s) for support.

b. Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.

c. Interpret the cultural or social function of world and ethnic literature.

d. Analyze universal themes prevalent in the literature of different cultures.

e. Examine a literary selection from several critical perspectives.

f. Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.

g. Interpret how themes are connected within and across texts.

h. Explain the influence of historical context on the form, style, and point of view of a literary text(s).

i. Evaluate how an author’s specific word choices, syntax, tone, and voice shape the intended meaning of the text.

j. Compare/contrast details in literary and informational nonfiction texts.

k. Compare and contrast how literary devices convey a message and elicit a reader’s emotions.

l. Compare and contrast character development in a play to characterization in other literary forms.

m. Use reading strategies to monitor comprehension throughout the reading process.

10.5
The student will read, interpret, analyze, and evaluate nonfiction texts.

a. Analyze text features and organizational patterns to evaluate the meaning of texts.
b. Recognize an author’s intended audience and purpose for writing.
c. Skim materials to develop an overview and locate information.
d. Compare and contrast informational texts for intent and content.
e. Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.
f. Draw conclusions and make inferences on explicit and implied information using textual support as evidence.
g. Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.
h. Analyze ideas within and between selections providing textual evidence.
i. Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.
j. Use reading strategies throughout the reading process to monitor comprehension.

11.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

a. Apply information from texts to clarify understanding of concepts.
b. Read and correctly interpret an application for employment, workplace documents, or an application for college admission.
c. Analyze technical writing for clarity.
d. Paraphrase and synthesize ideas within and between texts.
e. Draw conclusions and make inferences on explicit and implied information using textual support.
f. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
g. Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.
h. Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.
i. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

12.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.

a. Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).
b. Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.
c. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
d. Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
e. Analyze false premises claims, counterclaims, and other evidence in persuasive writing.

FCCLA National Programs

Career Connection: My Career
Career Connection: My Life
Career Connection: My Path
Career Connection: My Skills
Power of One: A Better You
Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Check the national FCCLA portal.

Identifying Necessary Skills for Career Success

Task Number 029

Compare interests, abilities, and skills with responsibilities and skills of identified careers within the fashion industry.

Definition

Comparison should include
• taking an interest inventory, such as Myers-Briggs or Kuder
• listing acquired skills
• performing a gap analysis to determine skills and knowledge needed to pursue identified careers.

Process/Skill Questions

Thinking

• What are examples of your personal interests, abilities, and skills? How important are personal interests, abilities, and skills when developing a career plan?
• What other personal factors should be considered when developing a career plan?

Communication

• How can one determine personal interests, abilities, and skills?
• What may be the consequences if a person chooses to design a career plan that does not reflect family, leisure, and community goals?

Leadership

• How can continuous evaluation and improvement of personal interests, abilities, and skills lead to career success?
• How can career assessments guide a student to re-evaluate career goals?

Management

• How can one manage resources to gain or build on skills and knowledge that are important for success in a chosen field?
• How can setting specific and realistic planning goals help one reach a career goal?

Related Standards of Learning

English

9.4
The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama.

a. Identify the characteristics that distinguish literary forms.
b. Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
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e. Analyze the cultural or social function of a literary text.
f. Explain the relationship between the author’s style and literary effect.
g. Explain the influence of historical context on the form, style, and point of view of a written work.
h. Compare and contrast authors’ use of literary elements within a variety of genres.
i. Analyze how the author’s specific word choices and syntax impact the author’s purpose.
j. Make inferences and draw conclusions using references from the text(s) for support.
k. Compare/contrast details in literary and informational nonfiction texts.
l. Use reading strategies to monitor comprehension throughout the reading process.

10.4
The student will read, comprehend, and analyze literary texts of different cultures and eras.

a. Make inferences and draw conclusions using references from the text(s) for support.
b. Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.
c. Interpret the cultural or social function of world and ethnic literature.
d. Analyze universal themes prevalent in the literature of different cultures.
e. Examine a literary selection from several critical perspectives.
f. Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.
g. Interpret how themes are connected within and across texts.
h. Explain the influence of historical context on the form, style, and point of view of a literary text(s).
i. Evaluate how an author’s specific word choices, syntax, tone, and voice shape the intended meaning of the text.
j. Compare/contrast details in literary and informational nonfiction texts.
k. Compare and contrast how literary devices convey a message and elicit a reader’s emotions.
l. Compare and contrast character development in a play to characterization in other literary forms.
m. Use reading strategies to monitor comprehension throughout the reading process.

11.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

a. Apply information from texts to clarify understanding of concepts.
b. Read and correctly interpret an application for employment, workplace documents, or an application for college admission.
c. Analyze technical writing for clarity.
d. Paraphrase and synthesize ideas within and between texts.
e. Draw conclusions and make inferences on explicit and implied information using textual support.
f. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
g. Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.
h. Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.
i. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

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a. Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).
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FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Check the national FCCLA portal.
Task Number 030

Identify ethical issues pertaining to employment in the apparel, accessory, and textile industry.

Definition

Identification should include

- false or misleading advertising
- sweatshops and examples of other unacceptable working conditions
- other labor issues (e.g., hours, worker rights, salaries)
- employment laws (e.g., equal opportunity, safety)
- knockoffs/counterfeits
- trademark/patent/copyright infringement
- environmental concerns (e.g., effect of the manufacturing facility on the citizenship)
- other dishonest financial or business practices.

Process/Skill Questions

Thinking

- What are ethical standards?
- What ethical standards are the basis for laws and policies related to the fashion industry?
- What are the legal and ethical consequences of failing to meet standards for working in the fashion industry?

Communication

- How can one learn how and when to communicate ethical standards to others in the apparel, accessory, and textile industry?
- Why is confidentiality important in the apparel, accessory, and textile industry? What ethical practices ensure confidentiality of workplace information?

Leadership

- What ethical standards are needed by leaders in the fashion industry?
- Why might coworkers have ethical standards that conflict? What leadership skills can help to resolve these conflicts?

Management
• What resources can help establish ethical standards?
• How can one identify inconsistencies between ethical standards and personal actions?
• How can the fashion industry expert work toward consistency between standards and actions?

Related Standards of Learning

English

9.4
The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama.

a. Identify the characteristics that distinguish literary forms.
b. Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
c. Interpret how themes are connected across texts.
d. Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader’s emotion.
e. Analyze the cultural or social function of a literary text.
f. Explain the relationship between the author’s style and literary effect.
g. Explain the influence of historical context on the form, style, and point of view of a written work.
h. Compare and contrast authors’ use of literary elements within a variety of genres.
i. Analyze how the author’s specific word choices and syntax impact the author’s purpose.
j. Make inferences and draw conclusions using references from the text(s) for support.
k. Compare/contrast details in literary and informational nonfiction texts.
l. Use reading strategies to monitor comprehension throughout the reading process.

10.4
The student will read, comprehend, and analyze literary texts of different cultures and eras.

a. Make inferences and draw conclusions using references from the text(s) for support.
b. Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.
c. Interpret the cultural or social function of world and ethnic literature.
d. Analyze universal themes prevalent in the literature of different cultures.
e. Examine a literary selection from several critical perspectives.
f. Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.
g. Interpret how themes are connected within and across texts.
h. Explain the influence of historical context on the form, style, and point of view of a literary text(s).

i. Evaluate how an author’s specific word choices, syntax, tone, and voice shape the intended meaning of the text.

j. Compare/contrast details in literary and informational nonfiction texts.

k. Compare and contrast how literary devices convey a message and elicit a reader’s emotions.

l. Compare and contrast character development in a play to characterization in other literary forms.

m. Use reading strategies to monitor comprehension throughout the reading process.

11.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

a. Apply information from texts to clarify understanding of concepts.

b. Read and correctly interpret an application for employment, workplace documents, or an application for college admission.

c. Analyze technical writing for clarity.

d. Paraphrase and synthesize ideas within and between texts.

e. Draw conclusions and make inferences on explicit and implied information using textual support.

f. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.

g. Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.

h. Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.

i. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

12.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.

a. Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).

b. Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.

c. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.

d. Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.

e. Analyze false premises claims, counterclaims, and other evidence in persuasive writing.
History and Social Science

GOVT.14

The student will apply social science skills to understand economic systems by

a. identifying the basic economic questions encountered by all economic systems;
b. comparing the characteristics of traditional, free market, command, and mixed economies, as described by Adam Smith and Karl Marx; and
c. evaluating the impact of the government’s role in the economy on individual economic freedoms.

GOVT.15

The student will apply social science skills to understand the role of government in the Virginia and United States economies by

a. describing the provision of government goods and services that are not readily produced by the market;
b. describing government’s establishment and maintenance of the rules and institutions in which markets operate, including the establishment and enforcement of property rights, contracts, consumer rights, labor-management relations, environmental protection, and competition in the marketplace;
c. investigating and describing the types and purposes of taxation that are used by local, state, and federal governments to pay for services provided by the government;
d. analyzing how Congress can use fiscal policy to stabilize the economy;
e. describing the effects of the Federal Reserve’s monetary policy on price stability, employment, and the economy; and
f. evaluating the trade-offs in government decisions.

VUS.8

The student will apply social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century by

a. explaining the westward movement of the population in the United States, with emphasis on the role of the railroads, communication systems, admission of new states to the Union, and the impact on American Indians;
b. analyzing the factors that transformed the American economy from agrarian to industrial and explaining how major inventions transformed life in the United States, including the emergence of leisure activities;
c. examining the contributions of new immigrants and evaluating the challenges they faced, including anti-immigration legislation;
d. analyzing the impact of prejudice and discrimination, including “Jim Crow” laws, the responses of Booker T. Washington and W.E.B. DuBois, and the practice of eugenics in Virginia;

e. evaluating and explaining the social and cultural impact of industrialization, including rapid urbanization; and

f. evaluating and explaining the economic outcomes and the political, cultural, and social developments of the Progressive Movement and the impact of its legislation.

VUS.14

The student will apply social science skills to understand political and social conditions in the United States during the early twenty-first century by

a. assessing the development of and changes in domestic policies, with emphasis on the impact of the role the United States Supreme Court played in defining a constitutional right to privacy, affirming equal rights, and upholding the rule of law;

b. evaluating and explaining the changes in foreign policies and the role of the United States in a world confronted by international terrorism, with emphasis on the American response to 9/11 (September 11, 2001);

c. evaluating the evolving and changing role of government, including its role in the American economy; and

d. explaining scientific and technological changes and evaluating their impact on American culture

WG.4

The student will apply social science skills to evaluate the significance of natural, human, and capital resources by

a. comparing the distribution of major natural resources throughout world regions;

b. showing the influence of resources on patterns of economic activity and land use; and

c. evaluating perspectives regarding the use of resources.

WG.17

The student will apply social science skills to analyze the impact of globalization by

a. identifying factors, including comparative advantage, that influence the distribution of economic activities and trade;

b. describing ways that economic and social interactions change over time; and

c. mapping, describing, and evaluating economic unions.
WHII.8

The student will apply social science skills to understand the changes in European nations between 1800 and 1900 by

a. explaining the roles of resources, capital, and entrepreneurship in developing an industrial economy;
b. analyzing the effects of the Industrial Revolution on society and culture, with emphasis on the evolution of the nature of work and the labor force, including its effects on families and the status of women and children;
c. describing how industrialization affected economic and political systems in Europe, with emphasis on the slave trade and the labor union movement;
d. assessing the impact of Napoleon and the Congress of Vienna on political power in Europe;
e. explaining the events related to the unification of Italy and the role of Italian nationalism; and
f. explaining the events related to the unification of Germany and the role of Bismarck.

WHII.14

The student will apply social science skills to understand the global changes during the early twenty-first century by

a. identifying contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including the role of social media and chemical and biological technologies;
b. assessing the link between economic and political freedom;
c. describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements; and
d. analyzing the increasing impact of terrorism.

FCCLA National Programs

Career Connection: My Career
Career Connection: My Life
Career Connection: My Path
Career Connection: My Skills

FCCLA: STAR Events (2019)

Check the national FCCLA portal.
Task Number 031

Develop a plan of action to achieve a desired career goal.

Definition

Development should include

- strategies for gathering information, such as interviewing, shadowing someone in the industry, or visiting a college class
- strategies for gaining experience, such as participating in a work-based learning experience
- a coherent sequence of high school courses that leads to career entry or the next educational level and includes required academic and technical courses and supporting electives.

Process/Skill Questions

Thinking

- Why is it important to design a plan of action to achieve a desired career goal?
- How and why should a personal career plan be evaluated on a regular basis?

Communication

- Who can help design a plan of action?
- How can a career portfolio help to achieve a desired career goal?

Leadership

- What can one learn about leadership skills when designing a plan of action?
- Why is it important to consider family, friends, and mentors when designing a plan of action or setting a career goal?

Management

- What steps should one take to design a plan of action for career success? In what situations might one need to modify the plan?
- How does a planned sequence of high school courses lead to the advancement of career goals?
Related Standards of Learning

English

9.2
The student will produce, analyze, and evaluate media messages.

   a. Analyze and interpret special effects used in media messages.
   b. Determine the purpose of the media message and its effect on the audience.
   c. Analyze the purpose of information and persuasive techniques used in diverse media formats.
   d. Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).
   e. Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.
   f. Describe possible cause and effect relationships between mass media coverage and public opinion trends.
   g. Evaluate sources including advertisements, editorials, political cartoons, and feature stories for relationships between intent and factual content.
   h. Monitor, analyze, and use multiple streams of simultaneous information.
   i. Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.

10.2
The student will examine, analyze, and produce media messages.

   a. Create media messages for diverse audiences.
   b. Credit information sources.
   c. Evaluate sources for relationships between intent, factual content, and opinion.
   d. Analyze the impact of selected media formats on meaning.
   e. Analyze the purpose of information and persuasive techniques used in diverse media formats.
   f. Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).
   g. Describe possible cause and effect relationships between mass media coverage and public opinion trends.
   h. Monitor, analyze, and use multiple streams of simultaneous information.
   i. Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.

11.1
The student will make planned informative and persuasive multimodal, interactive presentations collaboratively and individually.

   a. Select and effectively use multimodal tools to design and develop presentation content.
b. Credit information sources.
c. Demonstrate the ability to work collaboratively with diverse teams.
d. Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.
e. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
f. Anticipate and address alternative or opposing perspectives and counterclaims.
g. Evaluate the various techniques used to construct arguments in multimodal presentations.
h. Use vocabulary appropriate to the topic, audience, and purpose.
i. Evaluate effectiveness of multimodal presentations.

12.1
The student will make planned persuasive/argumentative, multimodal, interactive presentations collaboratively and individually.

a. Select and effectively use multimodal tools to design and develop presentation content.
b. Credit information sources.
c. Demonstrate the ability to work collaboratively with diverse teams.
d. Anticipate and address alternative or opposing perspectives and counterclaims.
e. Evaluate the various techniques used to construct arguments in multimodal presentations.
f. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
g. Critique effectiveness of multimodal presentations.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation
Check the national [FCCLA portal](https://www.fcclanational.org).

Interpersonal Communications

Job Interview

National Programs in Action

Professional Presentation

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**SOL Correlation by Task**

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<tr>
<td>001</td>
<td>Analyze the meaning of work and the meaning of family.</td>
<td>9.5, 10.5, 11.5, 12.5</td>
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<td>History and Social Science: GOVT.1</td>
</tr>
<tr>
<td>002</td>
<td>Compare how families affect work life and how work life affects families.</td>
<td>9.5, 10.5, 11.5, 12.5</td>
</tr>
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<td>History and Social Science: GOVT.1</td>
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<tr>
<td>003</td>
<td>Identify management strategies for balancing work and family roles.</td>
<td>9.5, 10.5, 11.5, 12.5</td>
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<td>History and Social Science: GOVT.1</td>
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<tr>
<td>004</td>
<td>Identify highlights of fashion history.</td>
<td>9.4, 10.4, 11.5, 12.5</td>
</tr>
<tr>
<td>005</td>
<td>Differentiate among apparel, accessory, and textile products.</td>
<td>9.4, 10.4, 11.3, 12.3</td>
</tr>
<tr>
<td>006</td>
<td>Describe the scope of the apparel and textile industry.</td>
<td>9.4, 10.4, 11.5, 12.5</td>
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<td></td>
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<td>History and Social Science: GOVT.14, GOVT.15</td>
</tr>
<tr>
<td>007</td>
<td>Identify global concerns, including environmental and economic issues, that affect the fashion industry.</td>
<td>9.4, 10.4, 11.5, 12.5</td>
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<td></td>
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<td>History and Social Science: GOVT.14, GOVT.15, VUS.14, WG.17, WHII.14</td>
</tr>
<tr>
<td>008</td>
<td>Describe the relationships that exist among the designing, manufacturing, and marketing of apparel and textile products.</td>
<td>9.4, 10.4, 11.5, 12.5</td>
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<td></td>
<td></td>
<td>Mathematics: A.1, AFDA.8, AII.9, AII.10, PS.5, PS.1*, PS.2*, PS.3*, PS.4*, PS.7*, PS.8*</td>
</tr>
<tr>
<td>009</td>
<td>Describe the influence of technology on all areas of the apparel and textiles industries.</td>
<td>9.4, 10.4, 11.5, 12.5</td>
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<td></td>
<td>Activity</td>
<td>Core Courses</td>
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<tr>
<td>010</td>
<td>Identify the steps in the design process.</td>
<td>History and Social Science: VUS.14, WG.17, WHII.14</td>
</tr>
<tr>
<td>011</td>
<td>Define fashion terminology.</td>
<td>English: 9.4, 10.4, 11.5, 12.5</td>
</tr>
<tr>
<td>012</td>
<td>Describe the elements and principles of design.</td>
<td>English: 9.4, 10.4, 11.5, 12.3</td>
</tr>
<tr>
<td>013</td>
<td>Demonstrate basic fashion design techniques.</td>
<td>English: 9.4, 10.4, 11.5, 12.5</td>
</tr>
<tr>
<td>014</td>
<td>Explain how the design process is incorporated in the apparel and textile industry.</td>
<td>English: 9.4, 10.4, 11.5, 12.5</td>
</tr>
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<td>015</td>
<td>Explain technology in the design process.</td>
<td>English: 9.4, 10.4, 11.5, 12.5</td>
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<td>Mathematics: COM.11</td>
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<tr>
<td>016</td>
<td>Describe factors and trends that have influenced the apparel, textile, and accessory manufacturing industries.</td>
<td>English: 9.4, 10.4, 11.5, 12.5</td>
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<td>History and Social Science: VUS.14, WG.17, WHII.14</td>
</tr>
<tr>
<td>017</td>
<td>Examine the science of textiles.</td>
<td>English: 9.4, 10.4, 11.5, 12.5</td>
</tr>
<tr>
<td>018</td>
<td>Describe the process for manufacturing a textile or apparel product.</td>
<td>English: 9.4, 10.4, 11.5, 12.5</td>
</tr>
<tr>
<td>019</td>
<td>Identify factors that affect manufacturing/production cost.</td>
<td>English: 9.4, 10.4, 11.5, 12.5</td>
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<td>History and Social Science: GOVT.14, GOVT.15</td>
</tr>
<tr>
<td>020</td>
<td>Demonstrate basic fashion construction and repair.</td>
<td>English: 9.4, 10.4, 11.5, 12.5</td>
</tr>
<tr>
<td>021</td>
<td>Explain marketing.</td>
<td>English: 9.4, 10.4, 11.5, 12.3, 12.5</td>
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<td></td>
<td></td>
<td>Mathematics: COM.1, COM.3, COM.5</td>
</tr>
<tr>
<td>022</td>
<td>Explain the economic benefits of marketing.</td>
<td>English: 9.4, 10.4, 11.5, 12.5</td>
</tr>
<tr>
<td>023</td>
<td>Explain the marketing functions in the fashion industry.</td>
<td>English: 9.4, 10.4, 11.5, 12.5</td>
</tr>
<tr>
<td>024</td>
<td>Describe careers in the fashion industry.</td>
<td>English: 9.4, 10.4, 11.5, 12.5</td>
</tr>
<tr>
<td>025</td>
<td>Describe entrepreneurial opportunities in fashion design and merchandising.</td>
<td>English: 9.4, 10.4, 11.5, 12.5</td>
</tr>
<tr>
<td>026</td>
<td>Compile a list of careers of personal interest within the fashion industry.</td>
<td>English: 9.6, 9.7, 10.6, 10.7, 11.6, 11.7, 12.6, 12.7</td>
</tr>
<tr>
<td>027</td>
<td>Research job outlook projections within the industry.</td>
<td>English: 9.8, 10.8, 11.8, 12.8</td>
</tr>
<tr>
<td>028</td>
<td>Profile a selected career(s) within the fashion industry.</td>
<td>English: 9.4, 9.5, 10.4, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>029</td>
<td>Compare interests, abilities, and skills with responsibilities and skills of identified careers within the fashion industry.</td>
<td>English: 9.4, 10.4, 11.5, 12.5</td>
</tr>
<tr>
<td>030</td>
<td>Identify ethical issues pertaining to employment in the apparel, accessory, and textile industry.</td>
<td>English: 9.4, 10.4, 11.5, 12.5</td>
</tr>
<tr>
<td>031</td>
<td>Develop a plan of action to achieve a desired career goal.</td>
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</tbody>
</table>

### Teaching Resources

- All About Shoes
- Costume Society of America
- CTE Resource Center
- Fashion Era
- Fashion Institute of Technology
- FiberARTS Magazine
- Handweavers Guild of America Inc.
- International Textile and Apparel Association
- Occupational Outlook Handbook
- Parsons The New School for Design
- Pratt Institute School of Art
- Project Runway
- Radford University Department of Interior Design and Fashion
- The Simple Truths of Service (online video)
- Surface Design Association
- Textile Dictionary
- The Textile Society of America Inc.
- Virginia Career VIEW
- Virginia Commonwealth University School of Fashion Design and Merchandising
- Virginia DECA Lesson Plans
- Virginia FCCLA
- Virginia Department of Business Assistance
- Virginia Tech Department of Apparel, Housing, and Resource Management
- U.S. Small Business Administration Learning Center
- Women’s Wear Daily
- Worth Global Style Network

### Entrepreneurship Infusion Units

[Entrepreneurship Infusion Units](#) may be used to help students achieve additional, focused competencies and enhance the validated tasks/competencies related to identifying and starting a new business venture. Because the unit is a complement to certain designated courses and is not mandatory, all tasks/competencies are marked *optional.*