

## APPROVED PATHWAY:

- Includes minimum of three secondary-level credits.
- Includes a work-based element.
- Consists of a sequence:
  - Introductory-level.
  - Technical-level.
  - Application-level courses.
- Supporting documentation includes Articulation Agreement(s), Certification, Program Improvement Plan and a Program of Study.
- Technical-level and Application-level courses receive .5 state-weighted funding in an approved CTE pathway.



## HUMAN SERVICES CAREER CLUSTER DESIGN

# Fashion, Apparel, Interior Design (FAID) Pathway

CIP CODE 19.0999

### INTRODUCTORY LEVEL

Title	Code	Credit
Career and Life Planning	19258	.5 credit
Introduction to Drawing	30005	.5 credit

Title	Code	Credit
**Drafting	21102	.5 credit
Introduction to Family and Consumer Sciences	19251	1 credit

### TECHNICAL LEVEL

Select a strand at the division.

Title	Code	Credit
*Essentials of FAID	30110	.5 credit
FAID Merchandising and Entrepreneurship	30112	.5 credit

#### Fashion and Apparel Design (Strand A)

Title	Code	Credit
*Fashion Trends	30111	.5 credit
*Apparel Production I	19201	.5 credit
Apparel Production II	19203	.5 credit

#### Interior Design (Strand B)

Title	Code	Credit
*Interior Design I	19263	.5 credit
Interior Design II	22212	.5 credit
**Architecture Design	21103	1 credit

### APPLICATION LEVEL

Strands A and B

Title	Code	Credit
FAID Studio	30160	1 credit
Career Connections	19298	.5 credit

\* Required for pathway approval per strand.

\*\* Only for Interior Design Strand.

Family and Consumer Sciences Field

FAID Pathway

CIP Code: #19.0999

Please refer to the pathway origin for the following course competencies which are deemed important to the FAID Pathway:

<b>Course Code/Title:</b>	<b>Pathway Origin (CIP Code)</b>	<b>Comments:</b>
21102—Drafting	Construction and Design (46.000)	Interior Design Strand Only Option
21103—Architecture Drafting	Construction and Design (46.000)	Interior Design Strand Only Option

## Kansas Human Services Cluster

<b>Course:</b>	Career & Life Planning	<b>Course #:</b>	19258	<b>Credit:</b>	.5
<b>Pathways &amp; CIP Codes:</b>	Family, Community & Consumer Services (19.0799); Early Childhood Development & Services (19.0709); Teaching and Training (13.0101); Government & Public administration (44.0401); Travel & Tourism (52.0901); Restaurant & Event Management (12.0504); Fashion, Apparel, Interior Design - FAID (19.0999)				
<b>Course Description:</b>	This course will introduce students to the skills and strategies needed to be focused, productive individuals. Emphasis is placed on goal-setting, decision making, time and personal management. Development of workplace skills, knowledge and attitudes needed to be successful in various career, community and family settings will be incorporated throughout this course.				

**Directions:** The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.

**Rating Scale:**

4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude.
3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude.  
Requires limited supervision.
2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude.  
Requires close supervision.
1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude.
0. No Instruction / Training: Student has not received instruction or training in this area.

Student: _____ Graduation Date: _____ <p style="text-align: center;"><b>I certify that the student has received training in the areas indicated.</b></p> Instructor Signature: _____
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**COMPREHENSIVE STANDARD: 2.0 Integrate multiple life roles and responsibilities in individual, family and work settings. (NASAFACS 1.0 & 2.0)**

Benchmark 2.1: Analyze strategies to balance multiple roles and responsibilities (individual, family, and career). (NASAFACS 1.1)		4	3	2	1	0
2.1.1	Compare and contrast occupations that fit individual interests and personal life goals (e.g interest survey results).					
2.1.2	Research, and evaluate information to set SMART personal short term and long term goals across the lifespan.					
2.1.3	Apply fundamental knowledge of cost benefits related to personal and family goal achievement.					
2.1.4	Identify local, regional and national employment trends which impact career selection.					
2.1.5	Analyze the effects of social, economic, and technological change on work and family dynamics (e.g. dual career families, work at home trends, job splits, gender roles).					
2.1.6	Analyze the benefits of having a career plan to meet personal and family needs over the lifespan.					
2.1.7	Predict potential impact of career path decisions on balancing work and family responsibilities.					
2.1.8	Practice solving real-world problems related to career /life goal setting and life balance. (e.g. meal planning, family budgeting, daily work juggling).					

Benchmark 2.2: Enhance career awareness, personal job searching and application skills (NASAFACS 1.2)		4	3	2	1	0
2.2.1	Analyze career choices to determine the knowledge, skills, and personality traits associated with each career.					
2.2.2	Identify resources which can help meet personal, family and career goals (e.g. non-profit agencies and educational institutions)					
2.2.3	Practice public speaking skills to build personal confidence and enhance employability.					
2.2.4	Demonstrate job seeking skills.					
2.2.5	Analyze strategies for job retention, addressing job performance weaknesses and how to leave a job appropriately.					
2.2.6	Assess health, wellness, and work safety considerations of the worker in a variety of careers.					
2.2.7	Analyze the impact of an individual's career decision on personal goals, relationships (e.g. peer and family), financial benefit, and the impact on the national and global community (as in choosing one field over another).					
2.2.8	Demonstrate teamwork and leadership skills in family, school, and community settings (e.g. FCCLA experience).					
2.2.9	Demonstrate respect for others regardless of age, gender, socio-economic or culture.					

Benchmark 2.3: Enhance career readiness through practicing appropriate skills in school, community and work situations. (NASAFACS 1.2)		4	3	2	1	0
2.3.1	Demonstrate appropriate communication skills (verbal, listening, and writing skills) to communicate clearly.					
2.3.2	Practice appropriate social skills, manners, and etiquette in a variety of settings.					
2.3.3	Identify common tasks that require individuals to use problem-solving skills					
2.3.4	Apply problem-solving and critical thinking skills to address personal, professional and/or community settings.					
2.3.5	Create ideas, proposals, and solutions to overcome barriers to personal goal achievement.					
2.3.6	Use math principles (as appropriate) when addressing career and life goals. (e.g return on investment, budgeting, etc.)					
2.3.7	Evaluate career portfolios (electronic or physical) to learn how to document knowledge, skills, and experiences.					
2.3.8	Establish a personal individualized plan of study (IPS) portfolio (electronic or hard copy) to begin to document personal achievements and experiences					
2.3.9	Use technology appropriately to access, manage and/or create career information (e.g practice internet ethics, avoid identify theft)					
2.3.10	Critique the physical and social environment to reduce conflict and promote safety in school, community and work settings					
2.3.11	Identify personal rights and responsibilities as an employee and how to address violations.					

Benchmark 2.4: Demonstrate personal and family resource decision making to meet personal and family goals across the lifespan. (NASAFACS 2.6)		4	3	2	1	0
2.4.1	Analyze the components and purpose of having a personal and family financial plan.					
2.4.2	Investigate how education, income, career and life decision impact setting and achieving financial goals.					
2.4.3	Practice time management, organizational and process skills to prioritize tasks and achieve short term goals.					

2.4.4	Analyze how individuals and families make choices to satisfy basic needs and wants.					
2.4.5	Apply consumer skills for providing and maintaining clothing, transportation and recreation needs of individuals and their families.					

Benchmark 2.5: Evaluate the effects of technology on personal and family resources in a global context. (NASAFACS 2.4)		4	3	2	1	0
2.5.1	Explore the types of technology (i.e. software, apps) that can affect personal and family decision making.					
2.5.2	Investigate how media and technological advances influence personal and family decisions.					
2.5.3	Explore how technology impacts jobs and personal opportunities for advancement.					

**Kansas Human Services Cluster**

<b>Course:</b>	Introduction to Family and Consumer Sciences	<b>Course #:</b>	19251	<b>Credit:</b>	1.0
<b>Pathways &amp; CIP Codes:</b>	Family, Community & Consumer Services (19.0799); Early Childhood Development & Services (19.0709); Teaching and Training (13.0101); Restaurant & Event Management (12.0504); Travel & Tourism (52.0901); Fashion, Apparel, Interior Design - FAID (19.0999)				
<b>Course Description:</b>	Introduction to Family and Consumer Sciences offers a look into the many occupations linked to providing for the basic needs of children, individuals and families. Occupations may include: nutrition educator, child care provider, social worker, foster parent, credit counselor, geriatric care provider, senior citizen care director, food service provider, restaurant manager, culinary artists, interior designer, fashion production and design, event planner and teacher.				

**Directions:** *The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.*

**Rating Scale:**

- 4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude.
- 3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude.  
Requires limited supervision.
- 2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude.  
Requires close supervision.
- 1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude.
- 0. No Instruction / Training: Student has not received instruction or training in this area.

Student: \_\_\_\_\_

Graduation Date: \_\_\_\_\_

**I certify that the student has received training in the areas indicated.**

Instructor Signature: \_\_\_\_\_

**Comprehensive Standard: 1.0 Investigate life roles and responsibilities of individuals within families, community and work settings. (NASAFACS 1.0, 3.0, 4.0, 6.0, 8.0, 9.0, 10.0, 13.0, 14.0 & 16.0)**

Life Literacy Skills: *These skills address the personal health of the individual – financially healthy, socially healthy, physically healthy, emotionally healthy. These skills are **directly tied** to the career ready practices and therefore important to all careers.*

Benchmark 1.1: Evaluate the significance of family and its impact on the well-being of individuals and the community. (NASAFACS 6.1)		4	3	2	1	0
1.1.1	Analyze the family as the basic unit of society.					
1.1.2	Apply critical thinking and problem-solving in family settings.					
1.1.3	Investigate the connection between personal growth and family development.					
1.1.4	Understand the impact of family on the community in which they live.					

Benchmark 1.2: Analyze functions and expectations of positive interpersonal relationships. (NASAFACS 6.1 & 13.1)		4	3	2	1	0
1.2.1	Compare and contrast of communication modes in family, community and work situations (i.e. verbal, nonverbal, written, social media, listening, processing, and responding).					
1.2.2	Investigate human development and the role of caring for others across the life span.					
1.2.3	Demonstrate the use of verbal, listening, and writing skills to communicate clearly.					

1.2.4	Demonstrate respect of others in all situations.					
1.2.5	Analyze the roles of decision making and problem solving in reducing and managing conflict in family, community and work situations.					
1.2.6	Practice respect and communication to reduce conflict and promote safety in a variety of settings (i.e. family, work, community, and cyberspace).					

Benchmark 1.3: Analyze the relationship of sound resource management to meet personal goals. (NASAFACS 1.2 & 3.3)		4	3	2	1	0
1.3.1	Examine consumer rights and purpose of personal financial planning.					
1.3.2	Analyze sound management principles for personal financial practices.					
1.3.3	Demonstrate teamwork and leadership skills in diverse group settings.					
1.3.4	Use technology and other tools to balance personal and work (school) responsibilities.					
1.3.5	Establish a personal individualized plan of study (IPS) portfolio (electronic or hard copy) to begin to document personal achievements and experiences.					

Benchmark 1.4: Analyze the factors that influence personal and family wellness across the life span. (NASAFACS 14.1)		4	3	2	1	0
1.4.1	Analyze the relationship of physical, social, emotional, and mental health to overall wellness.					
1.4.2	Determine how health and wellness influences, and is influenced by career selection.					
1.4.3	Identify reliable sources of nutrition and wellness information (i.e. labeling, FDA, USDA, CDC, KS and US agencies).					
1.4.4	Analyze the relationship of knowing how to cook to prevent and/or improve health conditions. (e.g. obesity, high blood pressure).					
1.4.5	Demonstrate basic cooking skills to enhance healthy food consumption.					

Benchmark 1.6: Analyze relationship between career selection, personal goals and life balance. (NASAFACS 1.2)		4	3	2	1	0
1.6.1	Assess personal strengths, interests, needs and preferences to determine career choices.					
1.6.2	Analyze opportunities for employment and entrepreneurial endeavors which align to personal needs (within Family and Consumer Sciences and other career areas).					
1.6.3	Investigate selected careers on ability to meet personal goals, relationships (e.g. peers and family), and financial benefit (including education and training and projected employment needs).					
1.6.4	Demonstrate basic job preparation skills (e.g. resume, personal experiences, school grades and building references).					

***Occupational Family and Consumer Sciences Introduction:*** *These competencies address an introduction to the range of careers which are found within Family and Consumer Sciences.*

**NOTE: Select the following as deemed appropriate for the local Family and Consumer Sciences Department. Three or more career paths are suggested for inclusion.**

Benchmark 1.7: Analyze career paths within family, community and consumer services. (NASAFACS 1.2 & 3.1)		4	3	2	1	0
1.7.1	Understand the prevention aspect of family and consumer sciences, and the intervention role of family community and consumer services careers in meeting personal and family needs (i.e. physical, social, emotional and financial).					
1.7.2	Identify the traits and skills needed to be a successful service provider in family, community and consumer services field.					
1.7.3	Compare and contrast consumer service and customer service.					
1.7.4	Explain the need for prevention education and advocacy within family and community services.					
1.7.5	Summarize the education, training and careers within family, community and consumer services (e.g. social work, family therapy, geriatric center director, credit counselor, estate planner, family financial planner, nutrition educator, child and family advocate, family and consumer sciences educator).					

Benchmark 1.8: Analyze career paths within the food science, food technologies, dietetics and nutrition industries. (NASAFACS 9.1)		4	3	2	1	0
1.8.1	Understand the relationship of family and consumer sciences life literacy skills as foundational to food science, technologies, dietetics and nutrition industries.					
1.8.2	Identify traits and skills need for success in the food science, food technologies, dietetics and nutrition industries.					
1.8.3	Explain the roles and functions of individuals in food science, food technologies, dietetics and nutrition industries.					
1.8.4	Summarize the education, training and careers in food, dietetics, nutrition and wellness (e.g. nutrition educator, dietician, family and consumer sciences educator).					

Benchmark 1.9: Analyze career paths within early childhood, education and related services. (NASAFACS 4.6)		4	3	2	1	0
1.9.1	Understand the relationship of family and consumer sciences life literacy skills as foundational to early childhood, education and related services.					
1.9.2	Identify traits and skills need for success in the education field (e.g. early child, K-12).					
1.9.3	Explain the roles and functions of individuals in early childhood, education and related services.					
1.9.4	Summarize the education, training and careers in early child development and services and education and training (e.g. early child education, center director, child development specialist, family and consumer sciences educator, elementary teacher, special services director).					

Benchmark 1.10: Analyze career paths within textile, apparel and interior design industries. (NASAFACS 16.1)		4	3	2	1	0
1.10.1	Understand the relationship of family and consumer sciences life literacy skills as foundational to textile, apparel and interior design industries.					
1.10.2	Identify traits and skills need for success in the textile, apparel and interior design industries.					
1.10.3	Explain the roles and functions of individuals in textile, apparel and interior design industries.					
1.10.4	Summarize the education, training and careers in textile, apparel and interior design industries (e.g. interior design, interior decorator, apparel design, set design, textile design, interior and/or apparel merchandising, family and consumer sciences educator).					



Benchmark 1.11: Analyze career paths within food production, culinary arts and food services industries. (NASAFACS 8.1)		4	3	2	1	0
1.11.1	Understand the relationship of family and consumer sciences life literacy skills as foundational to food production, culinary arts and food service industries.					
1.11.2	Identify traits and skills need for success in the food production, culinary arts and food service industries.					
1.11.3	Explain the roles, duties and functions of individuals in food production, culinary arts and food services industries.					
1.11.4	Summarize the education, training and careers in food production, culinary arts and food services industries (e.g. chef, cook, restaurant manager, caterer, food stylist, wait staff, food service director, professional taste tester, food critic, Family and Consumer Sciences Educator).					

Benchmark 1.12: Analyze career paths within hospitality, lodging and event planning industries. (NASAFACS 10.1)		4	3	2	1	0
1.12.1	Understand the relationship of family and consumer sciences life literacy skills as foundational to hospitality, lodging and event planning industries.					
1.12.2	Identify traits and skills need for success in the hospitality, lodging and event planning fields.					
1.12.3	Explain the roles, duties and functions of individuals in hospitality, lodging and event planning careers.					
1.12.4	Summarize the education, training and careers in hospitality, lodging and event planning (e.g. life event planner, hotel manager, bed and breakfast owner, hospitality coordinator, travel agent, tour guide and Family and Consumer Sciences Educator).					

# Kansas Human Services Cluster FAID Pathway

**Course:** Intro to Drawing

Course: #300005 Credit: .5 cr

**CIP Code:** FAID: 19.0999

Learner:		Grade:	
Teacher:		School:	
Enrolled Date:	Completion Date:	Graduation Date:	
Learner Signature		Teacher Signature	

**Rating Scale:**

- 3 Skilled- Works Independently
- 2 Limited Skills/Requires Assistance
- 1 Skill Undeveloped
- 0 No exposure, instruction nor training

**Directions:** The following competencies are required for full approval of a course in a Human Services Cluster. These skills are **directly tied** to the career ready practices and therefore important to all Family and Consumer Sciences careers. Check the appropriate number to indicate the level of competency reached for learner evaluation.

**COMPREHENSIVE STANDARD: 33.0 Develop and apply technical skills of art in Fashion, Apparel and Interior Design (FAID) applications.**

Benchmark: 33.1 (UNDER DEVELOPMENT)	3	2	1	0

Benchmark: 33.2 (UNDER DEVELOPMENT)	3	2	1	0

Benchmark: 33.3 Enhance career readiness through practicing appropriate skills in FAID art situations. (DRAFT)	3	2	1	0
33.3.1 Demonstrate appropriate communication skills (verbal, listening, and writing skills) to communicate clearly.				
33.3.2 Apply art to communicate messages related to FAID				
33.3.3 Identify common tasks that require individuals to use problem-solving skills				
33.3.4 Apply problem-solving and critical thinking skills to FAID projects				
33.3.5 Create ideas, proposals, and solutions to overcome barriers to project goal achievement.				
33.3.6 Use math and science (as appropriate) principles when addressing FAID art goals.				
33.3.7 Establish and/or add to a personal portfolio (electronic or hard copy) to begin to document personal achievements and experiences				
33.3.8 Use technology appropriately to access, manage and/or create career information (i.e. practice internet ethics, avoid identify theft)				
33.3.9 Critique the physical and social environment to promote safety in FAID art settings				
33.3.10 Demonstrate employability skills in FAID art classroom.				

Additional comments: \_\_\_\_\_

**Kansas Family and Consumer Sciences**

**Family & Consumer Sciences Field**

**Course:** Essentials of Fashion, Apparel and Interior Design (FAID)

**CIP Code:** FAID: 19.0999 **Course #** 30110

- Rating Scale:**
- 3 Skilled- Works Independently**
  - 2 Limited Skills- Requires Assistance**
  - 1 Skill Undeveloped**
  - 0 No exposure- No instruction or training**

Learner:	Grade:	
Teacher:	School:	
Enrolled Date:	Completion Date:	Graduation Date:
Learner Signature _____		Teacher Signature _____

**Directions:** The following competencies are required for full approval of a course in a Human Services and Education and Training Cluster. Check the appropriate number to indicate the level of competency reached for learner evaluation.

**COMPREHENSIVE STANDARD:** 25.0 Build foundational knowledge and skills required for careers in fashion, apparel and interior design.

<b>Benchmark: 25.1 Analyze the fashion, apparel and interior design industry as a career choice.</b>		3	2	1	0
25.1.1	Identify roles and responsibilities of individuals engaged in fashion, apparel and interior design careers.				
25.1.2	Analyze opportunities for employment and entrepreneurial endeavors for this field.				
25.1.3	Summarize education, training and credential requirements for career paths in fashion, apparel, textiles, interior design, set and exhibit design, costuming and etc.				
25.1.4	Understand the impact of legislation, industry standards, labeling, and labor laws on the FAID industry.				
25.1.5	Explore the global nature of the FAID industry.				
25.1.6	Analyze the benefit of membership in professional organizations related to the FAID industry.				

<b>Benchmark: 25.2 Demonstrate understanding of fundamental fashion, apparel and interior design.</b>		3	2	1	0
25.2.1	Understand the role of the design elements and principles in good design.				
25.2.2	Evaluate the principles and elements of design used in a variety of interior, textiles and apparel applications.				
25.2.3	Compare and contrast how design elements and principles are used in the fashion and apparel vs the interior design applications.				
25.2.4	Explain the production process for creating fibers, yarn, woven and knit fabrics, and non-wooven textile products.				
25.2.5	Understand relationship between fiber functionality, wear and usability to differing applications.				
25.2.6	Analyze wall and floor coverings as to functionality, wear and usability.				
25.2.7	Explain the ways in which fiber, fabric, texture, pattern and finish can affect visual appearance of textiles in apparel and interior uses.				
25.2.8	Apply basic and complex color schemes and color theory to develop and enhance visual effects and mood.				
25.2.9	Illustrate understanding by generating well designed examples of apparel and interior design.				

<b>Benchmark: 25.3 Demonstrate technical knowledge and skills of equipment and procedures used in fashion and apparel.</b>		3	2	1	0
25.3.1	Understand and use appropriate terminology in fashion design, apparel production, textile descriptions and interior design applications.				
25.3.2	Analyze work flow and work triangles for effectiveness in both apparel and interior design work spaces and residential floor plans.				
25.3.3	Identify and appropriately use studio tools (fashion, apparel and interior design).				
25.3.4	Create basic sketches, 9-head garment designs, fashion lines, scaled floor plans, elevations and renderings.				
25.3.5	Demonstrate basic ability to use technology related to the FAID industry.				
25.3.6	Identify considerations in the development of a product that meets client needs.				

<b>Benchmark: 25.4 Develop career readiness in the fashion, apparel and textile industry.</b>		<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
25.4.1	Participate in civic/community leadership and teamwork opportunities to enhance customer relation skills (i.e. FCCLA).				
25.4.2	Interpret directions to appropriately use tools, follow procedures and establish foundational industry work habits.				
25.4.3	Create a reference of reliable sources of information (informational texts, internet, and/or technical materials) to review and apply in completing design or production assignments.				
25.4.4	Develop personal goals and objectives, including prioritizing tasks to be completed using timelines and time management knowledge and skills to improve workflow and meet deadlines.				
25.4.5	Generate new and creative ideas to solve problems by brainstorming possible solutions in lab settings.				
25.4.6	Compare and contrast the cost of doing business across price points (e.g. constructing, manufacturing, altering, or repairing textile, apparel, and fashion products, how to set pricing for interior design work).				
25.4.7	Demonstrate safe work habits and procedures, including injury protocol, for reporting and handling accidents and safety incidents in a production lab. (i.e. electrical equipment, use of technology, cutting tools, storage of equipment, first aid, etc.)				
25.4.8	Demonstrate ability to communicate and resolve conflicts with a diverse classroom setting independently.				
25.4.9	Manage personal work habits to accomplish assignments.				
25.4.10	Create an electronic or physical portfolio for use in demonstrating knowledge, skills and experiences to include evaluations of garments, product samples, and pictures of completed work.				
25.4.11	Communicate fashion, apparel and textile knowledge to others.				

Additional comments: \_\_\_\_\_

**Kansas Family and Consumer Sciences**

**Family & Consumer Sciences Field**

**Course:** FAID Merchandising and Entrepreneurship

**CIP Code:** FAID: 19.099 **Course #** 30112

- Rating Scale:**
- 3 Skilled- Works Independently**
  - 2 Limited Skills- Requires Assistance**
  - 1 Skill Undeveloped**
  - 0 No exposure- No instruction or training**

Learner: _____		Grade: _____	
Teacher: _____		School: _____	
Enrolled Date: _____		Completion Date: _____	Graduation Date: _____
_____ Learner Signature		_____ Teacher Signature	

**Directions:** The following competencies are required for full approval of a course in a Human Services and Education and Training Cluster. Check the appropriate number to indicate the level of competency reached for learner evaluation.

**COMPREHENSIVE STANDARD:** 29.0 Integrate knowledge, skills and practices that align to fashion, apparel and interior design.

<b>Benchmark: 29.1 Analyze business practices within the fashion, apparel and interior design industry.</b>		3	2	1	0
29.1.1	Identify quality customer service indicators.				
29.1.2	Analyze the considerations necessary when working with culturally diverse clients.				
29.1.3	Investigate common methods of promoting FAID services.				
29.1.4	Analyze influence of mark up, mark down, cash flow, pricing custom work, staffing costs and overhead on profit margin.				
29.1.5	Critique merchandising layout and strategies for effectiveness in meeting target client needs.				

<b>Benchmark: 29.2 Analyze merchandising and entrepreneurship in fashion, apparel and interior design applications.</b>		3	2	1	0
29.2.1	Understand human needs vs wants and impact on merchandising products and developing new products.				
29.2.2	Analyze the role of professional organizations in offering entrepreneurship support.				
29.2.3	Illustrate use of color in merchandising and sales (both in store theme and product displays).				
29.2.4	Analyze layout, traffic flow, and sales enhancement strategies in fashion or interior décor project business stores.				
29.2.5	Demonstrate ability to select fibers for best application as determined by consumer need, trend, form and function.				
29.2.6	Analyze a basic business plan.				
29.2.7	Critique types of businesses (e.g. franchise, independent owner, and corporation) and entrepreneurship options.				
29.2.8	Analyze the role of entrepreneurship in addressing innovation and trends, and meeting niche needs.				

<b>Benchmark: 29.3 Demonstrate technical knowledge and skills related to merchandizing and entrepreneurship used in fashion and apparel.</b>		3	2	1	0
29.3.1	Generate a store design and merchandising plans that takes into consideration energy conservation, and needs of diverse audiences and price points.				
29.3.3	Demonstrate visual display skills utilizing design elements and principles effectively.				
29.3.4	Analyze the need for sales to move product and free cash flow.				
29.3.5	Demonstrate abilities to merchandize projects to meet a variety of target audiences.				

<b>Benchmark: 29.4 Develop career readiness in the fashion, apparel and textile industry.</b>		3	2	1	0
29.4.1	Participate in civic/community leadership and teamwork opportunities to enhance customer relation skills (i.e. FCCLA).				
29.4.2	Interpret directions to appropriately use tools, follow procedures and establish foundational industry work habits.				

29.4.3	Create a reference of reliable sources of information (informational texts, internet, and/or technical materials) to review and apply in completing design or production assignments.				
29.4.4	Develop personal goals and objectives, including prioritizing tasks to be completed using timelines and time management knowledge and skills to improve workflow and meet deadlines.				
29.4.5	Generate new and creative ideas to solve problems by brainstorming possible solutions in lab settings.				
29.4.6	Compare and contrast the cost of doing business across price points (e.g. constructing, manufacturing, altering, or repairing textile, apparel, and fashion products, how to set pricing for fashion design work).				
29.4.7	Demonstrate safe work habits and procedures, including injury protocol, for reporting and handling accidents and safety incidents in a production lab. (i.e. electrical equipment, use of technology, cutting tools, storage of equipment, first aid, etc.)				
29.4.8	Demonstrate ability to communicate and resolve conflicts with a diverse classroom setting independently.				
29.4.10	Manage personal work habits to accomplish assignments.				
29.4.11	Create an electronic or physical portfolio for use in demonstrating knowledge, skills and experiences to include evaluations of garments, product samples, floor plans and pictures of completed work.				
29.4.12	Communicate fashion, apparel, textiles, and interior design knowledge to others.				

Additional comments: \_\_\_\_\_

**Kansas Family and Consumer Sciences**  
**Family & Consumer Sciences Field**  
**Course: Fashion Trends**

**CIP Code:** FAID 19.0999 **Course #** 30111

- Rating Scale:**
- 3 Skilled- Works Independently**
  - 2 Limited Skills- Requires Assistance**
  - 1 Skill Undeveloped**
  - 0 No exposure- No instruction or training**

Learner: _____		Grade: _____	
Teacher: _____		School: _____	
Enrolled Date: _____	Completion Date: _____	Graduation Date: _____	
_____ Learner Signature		_____ Teacher Signature	

**Directions:** The following competencies are required for full approval of a course in a Human Services and Education and Training Cluster. Check the appropriate number to indicate the level of competency reached for learner evaluation.

**COMPREHENSIVE STANDARD:** 28.0 Integrate knowledge, skills and practices that align to fashion, apparel and interior design.

<b>Benchmark: 28.1 Analyze influences the fashion, apparel and interior design industry.</b>		3	2	1	0
28.1.1	Analyze fashion, apparel, textiles, finishes and trimming over history.				
28.1.2	Examine fashion designers which had an impact on U.S. fashion trends (e.g. trends established, influences on their work, time period, impact even today).				
28.1.3	Compare and contrast the historical periods and how fashion, housing and interior design were related.				
28.1.4	Illustrate the lifecycle of various garments (e.g. clothing, shoes, outer wear).				
28.1.5	Examine influences on style and trends in the past (i.e. political, economic, values, entertainment, media)				
28.1.6	Understand the economic, environmental and global impact of product care and disposal.				
28.1.7	Examine the impact of fashion, apparel and textiles on the health, safety and welfare of the public.				

<b>Benchmark: 28.2 Demonstrate fundamental trend setting in fashion, apparel and interior design.</b>		3	2	1	0
28.2.1	Understand human needs vs wants and impact of emotion on purchasing.				
28.2.2	Analyze the role of professional organizations in the forecasting trend process.				
28.2.3	Illustrate color forecasting.				
28.2.4	Explore form vs function as it relates to fashion, apparel and textile products.				
28.2.5	Demonstrate ability to select fibers for best application as determined by consumer need, trend, form and function.				
28.2.6	Analyze trends using principles and elements of design.				
28.2.7	Predict trends which are examples of good design and based upon valid influences.				

<b>Benchmark: 28.3 Demonstrate technical knowledge and skills of equipment and procedures used in fashion and apparel.</b>		3	2	1	0
28.3.1	Generate design that takes into consideration environmental, technical and differing price points.				
28.3.2	Demonstrate graphic communications skills in sharing trends with a variety of audiences.				
28.3.3	Prepare visual presentations which use scale, legend and symbols accurately.				
28.3.4	Analyze the relationship of the trend setter, mass production, manufacturing and selling of apparel products.				
28.3.5	Demonstrate ability to think ecologically through recycle, redesign and sustainable design thinking.				

<b>Benchmark: 28.4 Develop career readiness in the fashion, apparel and textile industry.</b>		3	2	1	0
28.4.1	Participate in civic/community leadership and teamwork opportunities to enhance customer relation skills (i.e. FCCLA).				



28.4.2	Interpret directions to appropriately use tools, follow procedures and establish foundational industry work habits.				
28.4.3	Create a reference of reliable sources of information (informational texts, internet, and/or technical materials) to review and apply in completing design or production assignments.				
28.4.4	Develop personal goals and objectives, including prioritizing tasks to be completed using timelines and time management knowledge and skills to improve workflow and meet deadlines.				
28.4.5	Generate new and creative ideas to solve problems by brainstorming possible solutions in lab settings.				
28.4.6	Compare and contrast the cost of doing business across price points (e.g. constructing, manufacturing, altering, or repairing textile, apparel, and fashion products, how to set pricing for fashion design work).				
28.4.7	Demonstrate safe work habits and procedures, including injury protocol, for reporting and handling accidents and safety incidents in a production lab. (i.e. electrical equipment, use of technology, cutting tools, storage of equipment, first aid, etc.)				
28.4.8	Demonstrate ability to communicate and resolve conflicts with a diverse classroom setting independently.				
28.4.10	Manage personal work habits to accomplish assignments.				
28.4.12	Create an electronic or physical portfolio for use in demonstrating knowledge, skills and experiences to include evaluations of garments, product samples, and pictures of completed work.				
28.4.13	Communicate fashion, apparel and textile knowledge to others.				

Additional comments: \_\_\_\_\_

**Kansas Family and Consumer Sciences**  
**Family & Consumer Sciences Field**  
**Course: Apparel Production I**

**CIP Code:** FAID: 19.0999 **Course #** 19201

- Rating Scale:**
- 3 Skilled- Works Independently**
  - 2 Limited Skills- Requires Assistance**
  - 1 Skill Undeveloped**
  - 0 No exposure- No instruction or training**

Learner: _____		Grade: _____	
Teacher: _____		School: _____	
Enrolled Date: _____	Completion Date: _____	Graduation Date: _____	
Learner Signature _____		Teacher Signature _____	

**Directions:** The following competencies are required for full approval of a course in a Human Services and Education and Training Cluster. Check the appropriate number to indicate the level of competency reached for learner evaluation.

**COMPREHENSIVE STANDARD:** 26.0 Apply foundational knowledge, skills and practices required for careers in fashion, apparel and textiles.

<b>Benchmark: 26.1 Understand the nature of the fashion and apparel industry.</b>		3	2	1	0
26.1.1	Analyze the production process of a garment from design to show room floor.				
26.1.2	Analyze the cost of constructing, manufacturing, altering, or repairing textile, apparel, and fashion products.				

<b>Benchmark: 26.2 Demonstrate foundational understanding of fashion, apparel and textiles.</b>		3	2	1	0
26.2.1	Understand basic textile terminology including weft, warp, selvage, bias, woven, knitted, felting, nap, hand and sheen.				
26.2.2	Understand the effects of textile characteristics (i.e. natural vs man-made fiber, color, pattern, weave/knit, etc.) on design, care, use, and maintenance of products.				
26.2.3	Describe manufacturing processes of textile fiber and fabrics and fabric finishing to determine appropriateness to construction qualities. (i.e. woven vs knits/looping, felting, dyeing vs printed pattern, soil resistance, microfiber)				
26.2.4	Explain the ways in which fabric selection influences garment design (i.e. fiber, fabric characteristics, texture, pattern, and finish).				
26.2.5	Use correct terminology for identifying, comparing, and analyzing the most common textile fibers.				
26.2.6	Understand textile labeling information in regards to apparel construction textiles.				
26.2.7	Identify appropriate procedures for care of textile product.				

<b>Benchmark: 26.3 Demonstrate foundational knowledge and skills of equipment and procedures used in fashion and apparel.</b>		3	2	1	0
26.3.1	Demonstrate basic understanding of construction content and technical vocabulary (i.e. pattern symbols, notch, baste, seam allowance, grade, trim, backstitch, darts, topstitch, basic hand stitches, basic overlock, hems & casings, zipper applications, etc.).				
26.3.2	Interpret product information and operational documents such as pattern envelopes, guide sheets, pattern symbols and textile labeling.				
26.3.3	Reference reliable sources of information and use informational texts, internet, and/or technical materials to determine-a quality apparel product.				
26.3.4	Analyze impact of failing to follow data and measurements to solve a sewing construction problem (i.e. incorrect sides of fabric sewn together, skipping a step of the construction process, incorrect measurement, wrong seam allowance width, etc.)				
26.3.5	Demonstrate skills in using a variety of production equipment, tools, and supplies according to user manuals and instructions given for fashion, apparel, and textile construction; as well as the alteration, care and repair of garments.				
26.3.6	Interpret tables, charts, and figures from a pattern envelope or instruction guide sheet to support the garment production process.				

<b>Benchmark: 26.4 Enhance career readiness in the fashion, apparel and textiles industries.</b>		3	2	1	0
26.4.1	Participate in civic/community leadership and teamwork opportunities to enhance customer relation skills (i.e. FCCLA.)				

26.4.2	Demonstrate knowledge of basic arithmetic operations such as addition, subtraction, multiplication, division and working with fractions when measuring, for the apparel production process.				
26.4.3	Use structured problem-solving methods and critical thinking skills when developing solutions for a garment construction problem.				
26.4.4	Develop personal goals and objectives, including prioritizing tasks to be completed using timelines and time management knowledge and skills to improve workflow.				
26.4.5	Demonstrate safe work habits and procedures, including injury protocol for reporting and handling accidents and safety incidents in a production lab. (i.e. electrical equipment, cutting tools, storage of equipment, first aid, etc.)				
26.4.6	Demonstrate ability to communicate and resolve conflicts in lab settings.				
26.4.7	Working with others in lab settings, and using positive interpersonal and teamwork skills, achieve personal project objectives in a timely manner (i.e. project management: follow directions, take responsibility, respect for others and cooperation).				
26.4.8	Manage personal work habits to accomplish assignments.				
26.4.9	Communicate goal achievement with teachers and peers.				
26.4.10	Create an electronic or physical portfolio for use in demonstrating knowledge, skills and experiences to include evaluations of garments, product samples, and pictures of completed work.				

Additional comments: \_\_\_\_\_

**Kansas Family and Consumer Sciences**  
**Fashion & Consumer Sciences Field**  
**Course: Apparel Production II**

**CIP Code:** FAID: 19.0999 **Course #** 19203

- Rating Scale:**
- 3 Skilled- Works Independently**
  - 2 Limited Skills- Requires Assistance**
  - 1 Skill Undeveloped**
  - 0 No exposure- No instruction or training**

Learner:		Grade:	
Teacher:		School:	
Enrolled Date:	Completion Date:	Graduation Date:	
Learner Signature		Teacher Signature	

**Directions:** The following competencies are required for full approval of a course in a Human Services and Education and Training Cluster. Check the appropriate number to indicate the level of competency reached for learner evaluation.

**COMPREHENSIVE STANDARD:** 27.0 Advance knowledge and skills required for careers in fashion, apparel and textiles.

<b>Benchmark: 27.1 Analyze the global nature of the fashion and apparel industry.</b>		3	2	1	0
27.1.1	Examine the global nature of the apparel production and textile industry including workforce regulations and natural resource usage.				
27.1.2	Understand the impact of off shoring production or sourcing to the bottom line of a product.				
27.1.3	Analyze the ethical and legal policies required of the apparel industry regarding design rights, licensing and violations of copyright.				
27.1.4	Compare and contrast the production needs of fast fashion (off shore) vs design houses (on shore) and the skill set needed in the workforce.				

<b>Benchmark: 27.2 Demonstrate understanding of fashion, apparel and textile design applications.</b>		3	2	1	0
27.2.1	Use appropriate terminology for identifying, comparing, and analyzing the most common textile fibers.				
27.2.2	Evaluate performance characteristics of textile fibers and fabrics to determine appropriateness to construction qualities in specialty applications.				
27.2.3	Analyze effects of textile characteristics (i.e. fiber, color, pattern, weave/knit, etc.) on the design of products.				
27.2.4	Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance.				
27.2.5	Utilize elements and principles of design in designing, constructing, and/or altering textile, apparel, and fashion products.				
27.2.6	Construct design concepts with fabric or technology/computer, using draping and/or-flat pattern making technique.				
27.2.7	Analyze current technology and trends that facilitate design and production of textile, apparel, and fashion products. (i.e. software programs such as Photo Shop and Illustrator; industrial equipment)				
27.2.8	Generate apparel design that takes into consideration environmental, technical, and economic trends and issues.				

<b>Benchmark: 27.3 Demonstrate technical knowledge and skills of equipment and procedures used in fashion and apparel.</b>		3	2	1	0
27.3.1	Interpret textile labeling information in a variety of apparel and/or interior applications.				
27.3.2	Demonstrate ability to use sewing production & technology equipment to manage and perform project responsibilities independently.				
27.3.3	Practice knowledge of basic arithmetic operations such as addition, subtraction, multiplication, division and working with fractions in the apparel production and/or alteration process (i.e. measuring, estimating, ordering, purchasing, pricing).				
27.3.4	Analyze data when interpreting product information and operational documents such as pattern envelopes, guide sheets, pattern symbols and textile labeling in specialty applications.				
27.3.5	Develop speed and accuracy of professional skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair.				
27.3.6	Use appropriate apparel construction industry tools and materials for cleaning, pressing, and finishing textile, apparel, and fashion products (i.e. needle board, steamer, point press, etc.).				

27.3.7	Apply advanced skills for producing and altering textile products and apparel while analyzing construction content and technical vocabulary (i.e. gathering, pleats, linings & specialty fabrics, buttonholes, collars, facings, blind hem, rolled hem overlock & differential feed, etc.).				
27.3.8	Apply information learned from construction information, observations/demonstrations, and manuals to actual construction practice.				
27.3.9	Use structured problem-solving methods and critical thinking skills when developing solutions for a garment construction problem.				
27.3.10	Solve sewing construction problems independently using process skills. (i.e. incorrect sides of fabric sewn together, skipping a step of the construction process, incorrect measurement, wrong seam allowance width, etc.)				

<b>Benchmark: 27.4 Enhance career readiness in the fashion, apparel and textile industry.</b>		<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
27.4.1	Participate in civic/community leadership and teamwork opportunities to enhance customer relation skills (i.e. FCCLA).				
27.4.2	Interpret tables, charts, and figures from a pattern envelope or instruction guide sheet to support the garment production process.				
27.4.3	Create a reference of reliable sources of information (informational texts, internet, and/or technical materials) to review and apply in constructing a quality product.				
27.4.4	Develop personal goals and objectives, including prioritizing tasks to be completed using timelines and time management knowledge and skills to improve workflow and meet deadlines.				
27.4.5	Generate new and creative ideas to solve problems by brainstorming possible solutions in lab settings.				
27.4.6	Compare and contrast the cost of constructing, manufacturing, altering, or repairing textile, apparel, and fashion products across price points.				
27.4.7	Demonstrate safe work habits and procedures, including injury protocol, for reporting and handling accidents and safety incidents in a production lab. (i.e. electrical equipment, cutting tools, storage of equipment, first aid, etc.)				
27.4.8	Demonstrate ability to communicate and resolve conflicts with a diverse classroom setting independently.				
27.4.10	Manage personal work habits to accomplish assignments.				
27.4.11	Respond with restatement and clarification techniques to demonstrate understanding of construction techniques.				
27.4.12	Create an electronic or physical portfolio for use in demonstrating knowledge, skills and experiences to include evaluations of garments, product samples, and pictures of completed work.				
27.4.13	Communicate fashion, apparel and textile knowledge to others.				

Additional comments: \_\_\_\_\_

**Kansas Family and Consumer Sciences**  
**Family & Consumer Sciences Field**  
**Course: Interior Design 1**

Course: #19263 Credit: .5 cr

**CIP Code:** FAID: 19.0999

**Rating Scale:**

- 3 Skilled- Works Independently
- 2 Limited Skills/Requires Assistance
- 1 Skill Undeveloped
- 0 No exposure, instruction nor training

Learner: _____		Grade: _____	
Teacher: _____		School: _____	
Enrolled Date: _____	Completion Date: _____	Graduation Date: _____	
Learner Signature _____		Teacher Signature _____	

**Directions:** The following competencies are required for full approval of a course in a FAID Strand of the Visual Arts Cluster.. Check the appropriate number to indicate the level of competency reached for learner evaluation to the right.

**COMPREHENSIVE STANDARD: 31.0 Integrate foundational knowledge, skills and practices for careers in housing, furnishings and interiors.**

Benchmark: 31.1 Evaluate client’s needs, goals and resources in creating design plans for housing, interiors and furnishings.	3	2	1	0
31.1.1 Assess human needs, culture, and safety as they relate to meeting housing and interior design requests.				
31.1.2 Assess a variety of available resources for interior design.				
31.1.3 Evaluate the importance of setting SMART goals when working with client’s projects.				
31.1.4 Critique design plans that address client’s needs, goals and resources.				
31.1.5 Summarize local and global policies, issues, and trends that impact housing, furnishings and interior design.				
31.1.6 Analyze technological changes which can impact client wants vs needs in their request for smart design.				
31.1.7 Critique common design plans when considering client allergies, physical limitations and age. (i.e. child safety, universal design, toxins in housing with health connections)				

Benchmark: 31.2 Analyze products and materials used in meeting specific design wants and needs.	3	2	1	0
31.2.1 Analyze different styles of housing and interior themes (i.e. modern, country/farm, electric, French provincial, English cottage, etc.).				
31.2.2 Determine features of furnishings that are characteristic of various historical periods (e.g. Neoclassical, mid-century modern, French country, farmhouse)				
31.2.3 Research product information including but not limited to lighting fixtures, kitchen and bath fixtures, appliances and accessories.				
31.2.4 Compare and contrast appropriate uses, maintenance requirements and expected life of various floor coverings, wall coverings, textiles, surfaces and finish options.				
31.2.5 Analyze environmental considerations including but not limited to green, carbon footprints, sustainability, and environmental impact in housing, interior design and furnishings selections.				
31.2.6 Demonstrate ability in selecting products, materials, furnishings, appliances and finishes to meet cost and quality choices for clients				

Benchmark: 31.3 Demonstrate design ideas through visual presentation.	3	2	1	0
31.3.1 Identify and correctly use appropriate design and medium tools.				
31.3.2 Create renderings, elevations and sketches using appropriate media.				
31.3.3 Prepare visuals using legends, keys and schedules which align to the interior design industry.				
31.3.4 Illustrate the use of the design elements and principles in designing interior spaces.				
31.3.5 Design floor plans with considerations for zones, traffic patterns, work triangles, and safety.				

31.3.6	Demonstrate use of industry related media (e.g. digital imaging, video, computer generated designs and layouts)				
31.3.7	Present design/project boards using accurate tools, media, architectural symbols and using correct industry terminology.				
31.3.8	Demonstrate understanding of drawing to scale and space usage.				

Benchmark: 31.4 Enhance career readiness through practicing appropriate skills in classroom, community and family situations.		3	2	1	0
31.4.1	Demonstrate appropriate communication skills (verbal, listening, and writing skills) to communicate clearly.				
31.4.2	Practice appropriate social skills, manners, and etiquette in a variety of settings.				
31.4.3	Identify solutions to common problems within the interior design, housing and furnishings industry.				
31.4.4	Create ideas, proposals, and solutions to overcome barriers to personal goal achievement.				
31.4.5	Establish a personal portfolio (electronic or hard copy) to document personal achievements, skills and experiences				
31.4.6	Analyze use of technology when establishing, accessing, and managing client accounts.				
31.4.7	Demonstrate measuring, estimating, ordering and pricing skills as they relate to interior and housing applications.				
31.4.8	Critique the physical environment to reduce and promote safety in interior spaces.				
31.4.9	Identify personal rights and responsibilities as an employee and how to address violations, including safety, training and credentials				
31.4.10	Practice public speaking skills to build personal confidence and enhance employability.				
31.4.11	Practice solving real-world problems related to meeting housing, furnishing and interior design requests.				

Additional comments: \_\_\_\_\_

**Kansas Family and Consumer Sciences**

**Family & Consumer Sciences Field**

**Course:** Interior Design II (formerly Residential Interior Design)

**CIP Code:** FAID: 19.0999 **Course #** 22212

- Rating Scale:**
- 3 Skilled- Works Independently**
  - 2 Limited Skills- Requires Assistance**
  - 1 Skill Undeveloped**
  - 0 No exposure- No instruction or training**

Learner:		Grade:	
Teacher:		School:	
Enrolled Date:	Completion Date:	Graduation Date:	
_____		_____	
Learner Signature		Teacher Signature	

**Directions:** The following competencies are required for full approval of a course in a Human Services and Education and Training Cluster. Check the appropriate number to indicate the level of competency reached for learner evaluation.

**COMPREHENSIVE STANDARD:** 32.0 Demonstrate knowledge, skills and practices that align to residential interior design.

<b>Benchmark: 32.1 Demonstrate fundamental understanding of working with interior design clients.</b>		3	2	1	0
32.1.1	Interpret client driven interior design needs with accuracy.				
32.1.2	Refer to historical period styles and/or trends in building/interior design to meet client needs.				
32.1.3	Assess financial resources needed to achieve client interior design goals for family residence, and/or human services related business facility needs (e.g. housing range—apartment, townhouse, single family, day care, senior care facilities, etc)				
32.1.4	Analyze function of the space to determine effects of elements and principles of design to meet human need and aesthetic requests.				
32.1.5	Analyze considerations of remodel vs new build spaces in meeting client needs.				

<b>Benchmark: 32.2 Demonstrate technical knowledge and skills of equipment and procedures used in interior design.</b>		3	2	1	0
32.2.1	Examine legislation, regulation and public policy affecting the building industry. (i.e. zoning, flood plane, insurance limitations, safety requirements and codes).				
32.2.2	Review measuring, estimating, ordering, purchasing and pricing accurately.				
32.2.3	Examine a variety of floor plans related to family and/or human services professions for efficiency and safety, and areas including, but not limited to zones, traffic patterns, storage, universal design and space function.				
32.2.4	Draw an interior space to scale using correct architectural symbols and drafting skills.				
32.2.5	Determine applicable building codes, universal guidelines and regulations in space planning.				
32.2.6	Create floor plan(s) using computer added drafting software.				
32.2.7	Understand basics of electricity as related to circuits, wattage limitations, appliance and electrical wiring needs, electrical needs of residential and human services related facility and safety considerations in design.				
32.2.8	Determine electrical and lighting needs to meet space function and aesthetic value with consideration for safety.				
32.2.9	Create and present a project board to a client.				

<b>Benchmark: 32.3 Develop career readiness in the fashion, apparel and textile industry.</b>		3	2	1	0
32.3.1	Participate in civic/community leadership and teamwork opportunities to enhance customer relation skills (i.e. FCCLA).				
32.3.2	Interpret directions to appropriately use tools, follow procedures and establish foundational industry work habits.				
32.3.3	Create a reference of reliable sources of information (informational texts, internet, and/or technical materials) to review and apply in completing design or production assignments.				



32.3.4	Develop personal goals and objectives, including prioritizing tasks to be completed using timelines and time management knowledge and skills to improve workflow and meet deadlines.				
32.3.5	Generate new and creative ideas to solve problems by brainstorming possible solutions in lab settings.				
32.3.6	Compare and contrast the cost of doing business across price points.				
32.3.7	Demonstrate safe work habits and procedures, including injury protocol, for reporting and handling accidents and safety incidents in a production lab. (i.e. electrical equipment, use of technology, storage of equipment, first aid, etc.)				
32.3.8	Demonstrate ability to communicate and resolve conflicts with a diverse classroom setting independently.				
32.3.9	Manage personal work habits to accomplish assignments.				
32.2.10	Create an electronic or physical portfolio for use in demonstrating knowledge, skills and experiences to include evaluations of floor plans, product samples, and pictures of completed work.				
32.3.11	Communicate interior design knowledge to others.				

Additional comments: \_\_\_\_\_

**Kansas Family and Consumer Sciences**  
**Family & Consumer Sciences Field**  
**Course: FAID Design Studio**

**CIP Code:** FAID: 19.0999 **Course #** 30160

- Rating Scale:**
- 3 Skilled- Works Independently**
  - 2 Limited Skills- Requires Assistance**
  - 1 Skill Undeveloped**
  - 0 No exposure- No instruction or training**

Learner:		Grade:	
Teacher:		School:	
Enrolled Date:	Completion Date:	Graduation Date:	
_____		_____	
Learner Signature		Teacher Signature	

**Directions:** The following competencies are required for full approval of a course in a Human Services and Education and Training Cluster. Check the appropriate number to indicate the level of competency reached for learner evaluation.

**COMPREHENSIVE STANDARD:** 30.0 Demonstrate fashion, apparel and interior design knowledge, skills and practices.

<b>Benchmark: 30.1 Demonstrate technical knowledge and skills of equipment and procedures in work based applications.</b>		3	2	1	0
The following competencies will be determined by professional learning plan. A minimum of 5 of the following will be included:					
30.1.1	Generate design that takes into consideration environmental, technical and differing price points.				
30.1.2	Demonstrate ability to select fibers for best application as determined by consumer need, form and function.				
30.1.3	Demonstrate graphic communications skills in sharing product related information with a variety of audiences.				
30.1.4	Prepare visual presentations which use measurement or scale, legend and symbols accurately.				
30.1.5	Create design(s) using industry computer software reflecting client needs and wants.				
30.1.6	Apply measurement and price estimation skills in a variety of applications.				
30.1.7	Demonstrate project development centered upon recycle, redesign and sustainable design thinking.				
30.1.8	Critique designs and determine selection process when working with clients.				
Pick one of the next two:					
30.1.9	Produce renderings, elevations and sketches according to interior design needs of client(s).				
	OR				
30.1.10	Construct and/or modify design to fit apparel and/or other textile needs of client(s).				
30.1.11	Present designs utilizing a variety of visual presentation media such as digital imaging, video, CAD virtual or prints, virtual tour/3D design and/or presentation boards.				

<b>Benchmark: 30.2 Demonstrate career readiness in the fashion, apparel and textile industry.</b>		3	2	1	0
30.2.1	Demonstrate positive customer relation skills.				
30.2.2	Demonstrate appropriately use tools, following procedures and foundational industry work habits.				
30.2.3	Complete a reference of reliable sources of information (informational texts, internet, and/or technical materials) to review and apply in completing design or production assignments.				
30.2.4	Demonstrate ability to use timelines and time management knowledge and skills to meet deadlines.				
30.2.5	Generate new and creative ideas to solve problems by brainstorming possible solutions for work related project problems.				
30.2.6	Compare and contrast the cost of doing business across price points (e.g. constructing, manufacturing, altering, or repairing textile, apparel, and fashion products, how to set pricing for design work).				
30.2.7	Demonstrate safe work habits and procedures, including injury protocol, for reporting and handling accidents and safety incidents in a production lab. (i.e. electrical equipment, use of technology, cutting tools, storage of equipment, first aid, etc.)				

30.2.8	Demonstrate ability to communicate and resolve work conflicts independently.				
30.2.9	Evaluate electronic or physical portfolio to ensure it documents knowledge, skills and experiences, including evaluations of garments, product samples, interior design plans and/or pictures of completed work.				
30.2.10	Communicate fashion, apparel, interior design and/or textile knowledge to industry professionals and/or clients.				

Additional comments: \_\_\_\_\_

**Kansas Human Services Cluster**

<b>Course:</b>	Career Connections	<b>Course #:</b>	19298	<b>Credit:</b>	0.5
<b>Pathways &amp; CIP Codes:</b>	Family, Community & Consumer Services (19.0799); Early Child Development & Services (19.0709); Restaurant and Event Management (12.0504); Travel and Tourism (52.0901); Fashion, Apparel, Interior Design- FAID (50.0499)and Public Administration (44.0401)				
<b>Course Description:</b>	Career Connections provides human services/family and consumer sciences related work-based learning experiences (paid or unpaid) outside the traditional classroom. Learning goals are set by the student, teacher and employer/adult mentor to create field experiences and/or discussions related to human services/ family and consumer sciences occupational technical skills. **This course has a pre-requisite of a 1.0 credit within Human Services Cluster Pathways courses.				

**Directions:** *The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.*

**Rating Scale:**

- 4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude.
- 3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude.  
Requires limited supervision.
- 2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude.  
Requires close supervision.
- 1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude.
- 0. No Instruction / Training: Student has not received instruction or training in this area.

Student: _____
Graduation Date: _____
<b>I certify that the student has received training in the areas indicated.</b>
Instructor Signature: _____

*NOTE: If Community Connections (#19297) was completed prior to enrollment in Career Connections, some competencies are optional for inclusion. (Refer to benchmark/competencies below for indication of \* which may be omitted.)*

**COMPREHENSIVE STANDARD: 11.0** Demonstrate transferable knowledge, attitudes and technical and employability skills in FCS related work based settings. (NASAFACS 1.0,13.0)

Benchmark 11.1: Explore career paths within a specific Family and Consumer Sciences field. * (NASAFACS 1.2)		4	3	2	1	0
11.1.1	Compare and contrast the differences and similarities of non-profit and profit based work settings.					
11.1.2	Analyze local opportunities for employment and entrepreneurial endeavors in Family and Consumer Sciences careers. *					
11.1.3	Summarize education and training requirements and opportunities for careers in Family and Consumer Sciences. *					
11.1.4	Demonstrate job acquisition skills to gain work-based learning opportunities and employment in Family and Consumer Sciences careers. *					
11.1.5	Analyze the role of professional organizations aligned to a Family and Consumer Sciences field to enhance personal success.*					
11.1.6	Analyze all aspects of a selected Family and Consumer related industry.					

Benchmark 11.2: Investigate factors relating to providing individual, family and community services in a specific Family and Consumer Sciences field.* (NASAFACS 1.3)		4	3	2	1	0
11.2.1	Analyze professional, ethical, legal, and safety issues that confront employees in Family and Consumer Sciences careers.					
11.2.2	Identify licensing laws and regulations that impact work performed within Family and Consumer Sciences experiences.					
11.2.3	Compare and contrast local, state, and national agencies and informal support resources providing individual, family and community services*					
11.2.4	Summarize the rights and responsibilities of clients and their families for a selected FCS Career. *					
11.2.5	Analyze strategies used to address the diverse challenges of a specific Family and Consumer Sciences related work-based experience *					
11.2.6	Analyze the role of non-profit groups in working with for profit work-based businesses to address family and community needs *					

Benchmark 11.3: Demonstrate appropriate communication skills that contribute to positive relationships in the workforce. (NASAFACS 13.3)		4	3	2	1	0
11.3.1	Use appropriate communication modes/strategies for the most effective outcome.					
11.3.2	Practice respectful behavior in identified occupational setting(s) (with regard to gender, equity, age, culture and/or ethnicity as appropriate in setting experiences).					
11.3.3	Demonstrate the use of verbal, listening, and writing skills to communicate clearly on the job.					

Benchmark 11.4 Demonstrate leadership, citizenship, and teamwork skills required for success in the workplace settings. (NASAFACS 13.5)		4	3	2	1	0
11.4.1	Demonstrate quality work and effective communication in the workplace.					
11.4.2	Practice ethical decision making in all situations.					
11.4.3	Determine the most appropriate response to workplace situations based on legal and ethical considerations.					

Benchmark 11.5 Analyze strategies to manage the multiple individuals, family, career, and/or community roles and responsibilities. (NASAFACS 1.1)		4	3	2	1	0
11.5.1	Organize a career portfolio (electronic or hard copy) to document knowledge, skills, and experience in a Family and Consumer Sciences career field.					
11.5.2	Practice balancing work, school and personal life responsibilities.					
11.5.3	Analyze stress management strategies for balancing personal, work, and community responsibilities. *					

Benchmark 11.6 Demonstrate professional behaviors, skills, and knowledge in Family and Consumer Sciences related work settings. (NASAFACS 1.2)		4	3	2	1	0
11.6.1	Follow rules, regulations, and works site policies that affect employer, employee, participant, and family rights and responsibilities.					

11.6.2	Demonstrate professional and ethical collaborative relationships with colleagues, support teams, participants, and families.					
11.6.3	Use critical and creative thinking to address authentic problems and/or conflicts in the workplace.					
11.6.4	Complete accurate work and reporting documents which are submitted in a timely manner to appropriate supervisors.					
11.6.5	Demonstrate safe and appropriate use of technology to protect identity of self and others.					
11.6.6	Reflect upon personal strengths, weaknesses, preferences, and interests through formal and informal assessments regarding job satisfaction and additional work related skill development needed to enhance future success in FCS careers.					

Benchmark 11.7 Enhance effective employability skills in work environments. (NASAFACS 1.2)		4	3	2	1	0
11.7.1	Demonstrate effective communication skills in work related situations.					
11.7.2	Apply 21 <sup>st</sup> century process skills in workforce assignments successfully (i.e. decision making, problem solving, goal setting, leadership, management, creativity, critical thinking, and cooperation).					
11.7.3	Analyze the physical and social environments of a workplace to reduce potential conflict and promote positive work climate.*					