

# ARTS, A/V AND COMMUNICATION CAREER CLUSTER DESIGN

## Approved Pathway:

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

## Visual Arts Pathway – CIP Code 50.0499

(Fashion, Apparel and Interior Design (F.A.I.D.) Strands

### INTRODUCTORY LEVEL

Career & Life Planning	22207	.5 credit
Intro to Drawing	30005	.5 credit
**Drafting	21102	.5 credit
Intro to Fam & Cons. Sciences	45001	1 credit

### TECHNICAL LEVEL

*(Must Select a strand at the division)*

*Essentials of Fashion, Apparel & Interior Design (F.A.I.D.)	30110	.5 credit
F.A.I.D. Merchandising & Entrepreneurship	30112	.5 credit

#### Fashion & Apparel Design Strand

Fashion Trends	30111	1 credit
*Apparel Production I	19201	.5 credit
*Apparel Production II	19203	.5 credit

#### Interior Design Strand

*Interior Design I	19263	.5 credit
Residential Interior Design	22212	.5 credit
Architecture Design	21103	1 credit

### APPLICATION LEVEL

Fashion, Apparel & Interior Design (F.A.I.D.) Studio	30160	1 credit
Career Connections	22275	.5 credit

\*Required for pathway approval per strand. \*\*Recommended Intro course for Interior Design Strand. Cannot be the only Intro course offered.

Visual Arts : Fashion, Apparel and Interior Design (FAID) Strand

Construction Course Competencies:

Please see the pathways of origin for the following course competencies which are deemed important to the FAID strand:

<b>Course Code/Title:</b>	<b>Pathway Origin (CIP Code)</b>	<b>Comments:</b>
21102—Drafting	Construction and Design (46.0000)	Interior Design Strand Only (recommended)
21103—Architecture Design	Construction and Design (46.0000)	Interior Design Strand Only (recommended)
22212—Residential Interior Design	Construction and Design (46.0000)	Interior Design Strand Only

NOTE:

**19263—Interior Design I** is under development, therefore the requirement of that strand will be waived until 2019-2020 school year

Kansas Human Services Cluster

**Course:** Career & Life Planning

Course: #22207 Credit: .5 cr

CIP Codes: Family:19.0799; Early Child: 19.0709; Teach: 13.0101;

Government: 44.0401; Travel: 52.0901; Restaurant: 12.0504; Visual Arts: 50.0499

**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
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**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: 2.0. Evaluate management practices related to human, economic and environmental resources. (FCS1.0 & FCS2.0)**

Benchmark: 2.1 Analyze strategies to balance multiple roles and responsibilities (individual, family, and career).		3	2	1	0
2.1.1	Compare and contrast occupations that fit individual interests and personal life goals (i.e. interest survey results).				
2.1.2	Research, and evaluate information to set SMART personal and family goals. .				
2.1.3	Apply fundamental knowledge of cost benefits related to personal and family goal achievement.				
2.1.4	Summarize local and global policies, issues, and trends in the workplace and community that affect individuals.				
2.1.5	Analyze the effects of social, economic, and technological change on work and family dynamics (i.e. dual career families, work at home trends, job splits, gender roles).				
2.1.6	Analyze ways that individual career plans can affect the family's capacity to meet goals for other family members.				
2.1.7	Predict potential impact of career path decisions on balancing work and family responsibilities.				
2.1.8	Identify community and human resources for meeting individual and family needs (i.e. personal knowledge, non-profit agencies, educational institutions, ).				
2.1.9	Practice solving real-world problems related to career /life goal setting and life balance. (i.e. meal planning, family budgeting, daily work juggling).				

Benchmark: 2.2 Enhance job application and retention.		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	Practice public speaking skills to build personal confidence and enhance employability.				
2.2.3	Demonstrate job seeking skills.				
2.2.4	Analyze strategies for job retention, addressing job performance weaknesses and how to leave a job appropriately.				
2.2.5	Assess health, wellness, and work safety considerations of the worker in a variety of careers.				
2.2.6	Analyze the impact of an individual's career decision on personal goals, relationships, financial benefit, and the impact on the national and global community (.as in picking one field over another).				

2.2.7	Demonstrate teamwork and leadership skills in family, school, and community settings (e.g. FCCLA experience).			
2.2.8	Demonstrate respect for others regardless of age, gender, socio-economic or culture.			

Benchmark: 2.3 Enhance career readiness through practicing appropriate skills in classroom, community and family situations.		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 and science (as appropriate) principles when addressing career and life goals.				
2.3.7	Evaluate career portfolios (electronic or physical) to learn how to document knowledge, skills, and experiences.				
2.3.8	Establish a personal 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 (i.e. practice internet ethics, avoid identify theft)				
2.3.10	Critique the physical and social environment to reduce conflict and promote safety in family and community settings				
2.3.11	Identify personal rights and responsibilities as an employee and how to address violations.				

KSDE

Arts, AV Technology and Communication Career Cluster Pathway (CIP CODE: 50.0499): Visual Arts

Course KCCMS #: 30005

## **Introduction to Drawing**

### *Competency Profile Sheet*

*Introduction to Drawing emphasizes the development of fundamental drawing skills. Focus will be on the application of art theory, processes and techniques that increase the power of observation. Instruction includes the elements and principles of design as applied in composition through hard copy and/or electronic software.*

Learner Name:	ID	
Instructor:	School Year: 20 _____ to 20 _____	
Enrollment Date:	Completion Date:	Credit Earned: _____
/ /	/ /	

***I certify that the student received the training in the competencies listed below.***

Student Signature: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Directions:** The following competencies are required for full approval of a course in the Arts, AV Technology and Communication career cluster. Student abilities are judged by the level in which they achieved each. Use this form to indicate individual achievement.

Rating Scale:      3 Skilled/Works independently

2 Limited skills/requires assistance

1 Underdeveloped skill

0 No exposure/No instruction or training

**Essential Knowledge and Skills****Academic Foundations**

<b>Benchmark: 0.1 Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster.</b>		3	2	1	0
0.1.1	Adapt language for audience, purpose, situation (i.e. diction/structure, style).				
0.1.2	Compose focused copy for a variety of written documents (i.e. documents, notes, oral presentations reports).				
0.1.3	Demonstrate knowledge of basic arithmetic operations such as addition, subtraction, multiplication and division.				
0.1.4	Analyze data when interpreting operational documents.				

**Communications**

<b>Benchmark: 0.2 Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.</b>		3	2	1	0
0.2.1	Interpret information, data and observations to apply information learned from reading to actual practice.				
0.2.2	Communicate effectively with others to foster positive relationships.				
0.2.3	Reference the sources of information.				
0.2.4	Compose multi—paragraph documents clearly, succinctly, and accurately (i.e. correct grammar, spelling, punctuation and capitalization).				
0.2.5	Deliver an oral presentation to provide information for specific purposes and audiences.				

**Problem Solving**

<b>Benchmark: 0.3 Solve problems using creativity, innovation and critical thinking skills (analyze, synthesize, and evaluate) independently and in teams.</b>		3	2	1	0
0.3.1	Analyze elements of a problem to determine solutions (including how to think creatively).				

**Safety, Health and Environmental:**

<b>Benchmark: 0.4 Understand the importance of health, safety, and environmental management systems and follow organizational policies and procedures and contribute to continuous improvement in performance and compliance.</b>		3	2	1	0
0.4.1	Follow operation manuals for all equipment and tools to maintain safe workplace for self and others.				
0.4.2	Demonstrate safe work habits and procedures (i.e. personal habits, around electricity, storage of equipment).				

**Leadership and Teamwork:**

<b>Benchmark: 0.5 Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.</b>		3	2	1	0
0.5.1	Exhibit leadership skills (i.e. management of resources, listening to others, respect, supporting others).				
0.5.2	Work with others to achieve objectives in a timely manner (i.e. follow direction, take responsibility, respect for others and cooperation).				

**Ethics and Legal Responsibilities**

<b>Benchmark: 0.6 Know and understand the importance of professional ethics and legal responsibilities.</b>		3	2	1	0
0.6.1	Follow code of ethics for the Arts, AV and Communications field in all projects, decisions and actions.				

**Employability and Career Development**

<b>Benchmark: 0.7 Know and understand the importance of employability skills, effectively manage careers and the importance of entrepreneurship skills.</b>		3	2	1	0
0.7.1	Model behaviors of a good employee (i.e. reliability, dependability, professionalism).				
0.7.2	Create a record of work experiences, certifications and products.				

**Technical Skills**

Comprehensive Standard:

**1.0 Use the technical knowledge and skills required to pursue the targeted careers for all pathways in the career cluster, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster.**

<b>Benchmark: 1. 1 Analyze career paths in the visual arts.</b>		3	2	1	0
1.1.1	Investigate careers that incorporate drawing skills (e.g. graphic design, architecture, interior design, animation, apparel/textile design and fine art).				

<b>Benchmark: 1. 2 Demonstrate technical skills related to careers in the visual arts.</b>		3	2	1	0
1.2.1	Demonstrate knowledge and skill in use of tools, materials and drawing techniques.				
1.2.2	Build images from basic shapes (i.e. rectangles, squares, circles, triangles and polygons).				
1.2.3	Understand value scale gradations and tonal relationships.				
1.2.4	Accurately draw 3-dimensional forms using the elements and principles of design.				
1.2.5	Render surface textures and patterns.				
1.2.6	Understand color theory basics.				
1.2.7	Develop compositions that establish knowledge of space (i.e. isometric, atmospheric and/or linear perspective).				
1.2.8	Understand the impact of drawing styles throughout art history.				
1.2.9	Recognize and demonstrate productive attitudes and safe work habits in the studio.				

1.2.10

Understand the aesthetic aspects of decision making and critical analysis in the art process.

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## Kansas Human Services Cluster

**Course:** Introduction to Family and Consumer Sciences

Course #45001 Credit: 1.0 cr

**CIP Codes:** Family: 19.0799; Early Child: 19.0709; Teach: 13.0101;

Restaurant: 12.0504; Travel: 52.0901; Visual Arts: 50.0499

### Rating Scale:

3 Skilled- Works Independently

2 Limited Skills- Require 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 and Education and Training 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: 1.0 Enhance knowledge, skills and practices required in family, work and community settings. (FCS1.0 & FCS6.0)

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.		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	Identify the role of Family and Consumer Sciences Education in the development of 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.		3	2	1	0
1.2.1	Understand the interrelationship of communication modes (i.e. verbal, nonverbal, written, social media, listening, processing, and responding).				
1.2.2	Use appropriate communication strategies for the most effective outcome.				
1.2.3	Demonstrate the use of verbal, listening, and writing skills to communicate clearly.				
1.2.4	Respect others in diverse personal, family and community settings.				
1.2.5	Apply the roles of decision making and problem solving in reducing and managing conflict.				
1.2.6	Identify situations that require personal intervention and those that require professional assistance.				
1.2.7	Manage the physical and social environment to reduce conflict and promote safety in a variety of settings (i.e. family, work, community, and cyberspace).				

Benchmark: 1.3 Evaluate relationships that maximize human growth and development.		3	2	1	0
1.3.1	Identify strategies that promote human development, including children's growth and development.				
1.3.2	List criteria for providing quality care of people across the lifespan (as a family member, care provider and employee).				

Benchmark: 1.4 Analyze management strategies of personal resources to meet goals.		3	2	1	0
1.4.1	Examine purpose of personal financial planning.				
1.4.2	Identify sound management principles for personal financial practices.				
1.4.3	Practice being a wise consumer of goods and services.				
1.4.4	Use technology and other tools to manage personal and work (school) responsibilities.				
1.4.5	Analyze portfolios (electronic or hard copy) to learn how to document knowledge, skills, and experience in Family and Consumer Sciences (i.e personal development and career related).				
1.4.6	Establish a personal portfolio (electronic or hard copy) to begin to document personal achievements and experiences.				

Benchmark: 1.5 Analyze the factors that influence personal and family wellness across the life span.		3	2	1	0
1.5.1	Evaluate the relationship of physical, social, emotional, and mental wellness.				
1.5.2	Identify reliable sources of nutrition and wellness information (i.e. labeling, FDA, USDA, CDC, KS and US agencies).				
1.5.3	Analyze the relationship of knowing how to cook to prevent and/or improve health conditions. (e.g. obesity, high blood pressure).				
1.5.4	Demonstrate basic cooking skills to enhance healthy food consumption.				

Benchmark 1.6 Demonstrate life literacy skills required for success in the family, workplace, and community settings.		3	2	1	0
1.6.1	Compare and contrast leadership and being a leader, to teamwork and being a team player.				
1.6.2	Research, apply, and evaluate information to accomplish tasks.				
1.6.3	Demonstrate effective communication in family and community settings				
1.6.4	Demonstrate respect for diversity and cultural differences.				
1.6.5	Create ideas, proposals, and solutions to a problem.				
1.6.6	Determine the most appropriate response to workplace (school) situations based on legal and ethical considerations.				
1.6.7	Demonstrate basic understanding of consumer rights and personal finance.				
1.6.8	Demonstrate teamwork and leadership skills.				
1.6.9	Practice balancing work and life management skills.				

Benchmark: 1.7 Analyze personal roles and responsibilities family, work and community settings		3	2	1	0
1.7.1	Assess personal strengths, interests, needs and preferences using formal and informal assessments.				
1.7.2	Analyze opportunities for employment and entrepreneurial endeavors within human services and related Family and Consumer Sciences career areas.				
1.7.3	Identify the difference between a non-profit and for-profit provider of goods and services.				
1.7.4	Demonstrate quality work.	-			

**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. One or more career paths are suggested for inclusion.**

Benchmark: 1.8 Analyze career paths within family and community services.		3	2	1	0
1.8.1	Understand the prevention aspect of family and consumer sciences, and the intervention role of family and community services careers in meeting personal and family				
1.8.2	Identify the traits and skills needed to be a successful service provider in the family and community services field.				

1.8.3	Explain the need for prevention education and advocacy within family and community services.			
1.8.4	Summarize the education, training and careers within family and community services (i.e. social work, family therapy, geriatric center director, child and family advocate, family and consumer sciences educator).			

Benchmark: 1.9 Analyze career paths within the food science, food technologies, dietetics and nutrition industries.		3	2	1	0
1.9.1	Understand the relationship of family and consumer sciences life literacy skills as foundational to food science, technologies, dietetics and nutrition industries.				
1.9.2	Identify traits and skills need for success in the food science, food technologies, dietetics and nutrition industries.				
1.9.3	Explain the roles and functions of individuals in food science, food technologies, dietetics and nutrition industries.				
1.9.4	Summarize the education, training and careers in food, dietetics, nutrition and wellness (i.e. nutrition educator, dietician, family and consumer sciences educator).				

Benchmark: 1.10 Analyze career paths within early childhood, education and related services.		3	2	1	0
1.10.1	Understand the relationship of family and consumer sciences life literacy skills as foundational to early childhood, education and related services.				
1.10.2	Identify traits and skills need for success in the education field (e.g. early child, K-12).				
1.10.3	Explain the roles and functions of individuals in early childhood, education and related services..				
1.10.4	Summarize the education, training and careers in early child development and services and education and training (i.e. early child education, center director, child development specialist, family and consumer sciences educator, elementary teacher, special services director).				

Benchmark: 1.11 Analyze career paths within consumer service and advocacy		3	2	1	0
1.11.1	Understand the relationship of family and consumer sciences life literacy skills as foundational to consumer and advocacy careers.				
1.11.2	Identify traits and skills need for success in the consumer service industries.				
1.11.3	Compare and contrast consumer service and customer service.				
1.11.4	Explain the roles and functions of individuals in consumer service and advocacy..				
1.11.5	Summarize the education, training and careers in consumer services and advocacy (i.e. financial planning, credit counseling, insurance, estate planning, consumer advocate, family and consumer sciences educator).				

Benchmark: 1.12 Analyze career paths within textile, apparel and interior design industries.		3	2	1	0
1.12.1	Understand the relationship of family and consumer sciences life literacy skills as foundational to textile, apparel and interior design industries.				
1.12.2	Identify traits and skills need for success in the textile, apparel and interior design industries.				
1.12.3	Explain the roles and functions of individuals in textile, apparel and interior design industries.				
1.12.4	Summarize the education, training and careers in textile, apparel and interior design industries (i.e. interior design, interior decorator, apparel design, set design, textile design, interior and/or apparel merchandising, family and consumer sciences educator).				

Benchmark: 1.13 Analyze career paths within food production, culinary arts and food services industries.		3	2	1	0
1.13.1	Understand the relationship of family and consumer sciences life literacy skills as foundational to food production, culinary arts and food service industries.				
1.13.2	Identify traits and skills need for success in the food production, culinary arts and food service industries.				
1.13.3	Explain the roles, duties and functions of individuals in food production, culinary arts and food services industries.				
1.13.4	Summarize the education, training and careers in food production, culinary arts and food services industries (i.e. chef, cook, restaurant manager, caterer, food stylist, wait staff, food service director, professional taste tester, food critic, Family and Consumer Sciences Educator).				

Benchmark 1.14 Analyze career paths within hospitality, lodging and event planning industries.		3	2	1	0
1.14.1	Understand the relationship of family and consumer sciences life literacy skills as foundational to hospitality, lodging and event planning industries.				
1.14.2	Identify traits and skills need for success in the hospitality, lodging and event planning fields.				
1.14.3	Explain the roles, duties and functions of individuals in hospitality, lodging and event planning careers.				

1.14.4	Summarize the education, training and careers in hospitality, lodging and event planning (i.e. life event planner, hotel manager, bed and breakfast owner, hospitality coordinator, travel agent, tour guide and Family and Consumer Sciences Educator).					
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## Essentials of Interior and Textile Design

[**New Title:** Essentials of Fashion, Apparel and Interior Design (F.A.I.D.)]

### *Competency Profile Sheet*

*Essentials of Interior and Textile Design introduces students to and expands upon the various aspects of industry, conveying the commercial application of principles and elements of design, production processes, and maintenance techniques to meet the design needs of humans. This course will also provide a discussion and exploration of career opportunities in interior, textiles and set/exhibit design.*

Learner Name:	ID _____	
Instructor:	School Year: 20 ____ to 20 ____	
Enrollment Date:	Completion Date:	Credit Earned: _____
/ /	/ /	
<i>I certify that the student received the training in the competencies listed below.</i>		
Student Signature:	Date: ___ / ___ / ___	
_____ _____ _____		

Directions: The following competencies are required for full approval of a course in the Arts, AV Technology and Communication career cluster. Student abilities are judged by the level in which they achieved each. Use this form to indicate individual achievement.

Rating Scale:      3 Skilled/Works independently

2 Limited skills/requires assistance 1 Underdeveloped skill

## Essential Knowledge and Skills

<b>Benchmark: 0.1 Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster.</b>		3	2	1	0
0.1.1	Adapt language for audience, purpose, situation (i.e. diction/structure, style).				
0.1.2	Compose focused copy for a variety of written documents (i.e. documents, notes, oral presentations reports).				
0.1.3	Demonstrate knowledge of basic arithmetic operations such as addition, subtraction, multiplication and division.				
0.1.4	Analyze data when interpreting operational documents.				

## Communications

<b>Benchmark: 0.2 Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.</b>		3	2	1	0
0.2.1	Interpret information, data and observations to apply information learned from reading to actual practice.				
0.2.2	Communicate effectively with others to foster positive relationships.				
0.2.3	Reference the sources of information.				
0.2.4	Compose multi—paragraph documents clearly, succinctly, and accurately (i.e. correct grammar, spelling, punctuation and capitalization).				
0.2.5	Deliver an oral presentation to provide information for specific purposes and audiences.				

## Problem Solving

<b>Benchmark: 0.3 Solve problems using creativity, innovation and critical thinking skills (analyze, synthesize, and evaluate) independently and in teams.</b>		3	2	1	0
0.3.1	Analyze elements of a problem to determine solutions (including how to think creatively).				

## Safety, Health and Environmental:

<b>Benchmark: 0.4 Understand the importance of health, safety, and environmental management systems and follow organizational policies and procedures and contribute to continuous improvement in performance and compliance.</b>		3	2	1	0
0.4.1	Follow operation manuals for all equipment and tools to maintain safe workplace for self and others.				
0.4.2	Demonstrate safe work habits and procedures (i.e. personal habits, around electricity, storage of equipment).				

## Leadership and Teamwork:

<b>Benchmark: 0.5 Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.</b>		3	2	1	0
0.5.1	Exhibit leadership skills (i.e. management of resources, listening to others, respect, supporting others).				
0.5.2	Work with others to achieve objectives in a timely manner (i.e. follow direction, take responsibility, respect for others and cooperation).				

### Ethics and Legal Responsibilities

<b>Benchmark: 0.6 Know and understand the importance of professional ethics and legal responsibilities.</b>		3	2	1	0
0.6.1	Follow code of ethics for the Arts, AV and Communications field in all projects, decisions and actions.				

### Employability and Career Development

<b>Benchmark: 0.7 Know and understand the importance of employability skills, effectively manage careers and the importance of entrepreneurship skills.</b>		3	2	1	0
0.7.1	Model behaviors of a good employee (i.e. reliability, dependability, professionalism).				
0.7.2	Create a record of work experiences, certifications and products.				

### Technical Skills

Comprehensive Standard:

*1.0 Integrate knowledge, skills and practices required for careers in housing, interior, textiles and apparel. (\*11.0; 16.0)*

<b>Benchmark: 1. 1 Analyze career paths in housing, interior, textiles and apparel. (*11.1; 16.1)</b>		3	2	1	0
1.1.1	Explain the roles and functions of individuals engaged in interior design, textile and apparel careers.				
1.1.2	Analyze opportunities for employment and entrepreneurial endeavors.				
1.1.3	Summarize education, training and credentialing requirements and opportunities for career paths in interior design, textiles, set and exhibit design, costuming, etc.				
1.1.4	Create an employment portfolio for use with applying for internships, work-based learning opportunities and employment in interiors, textiles and apparel.				

<b>Benchmark: 1.2 Demonstrate technical skills related to careers in housing, interior, textiles and apparel. (*11.4; 16.3)</b>		3	2	1	0
1.2.1	Explain the ways in which fiber, fabric, texture, pattern and finish can affect visual appearance.				
1.2.2	Apply basic and complex color schemes and color theory to develop and enhance visual effects.				
1.2.3	Generate design that takes into consideration environmental, technical and economic trends and issues.				

1.2.4	Demonstrate professional skills in using a variety of equipment, tools and mediums for interiors, textiles and apparel.				
1.2.5	Evaluate the use of elements and principles of design in interior, textile and apparel applications.				
1.2.6	Evaluate the psychological impact that the principles and elements of design have on the individual				
1.2.7	Analyze the effects that the principles and elements of design have on aesthetics and function.				
1.2.8	Demonstrate measuring, estimating, ordering, purchasing, pricing and repurposing skills.				
1.2.9	Explain societal and technological trends on periods of architecture, interior design and textiles through the ages.				
1.2.10	Identify use of studio tools.				
1.2.11	Create sketches, elevations and renderings.				
1.2.12	Utilize a variety of presentation media such as digital imaging, video, computer and software.				

## **Trends in Interior and Textile Design**

(New Title: Fashion Trends)

*Competency Profile Sheet*

*Trends in Interior and Textile Design examine special topics in interiors and apparel that meet the needs of humans now and projected in the future rather than providing a general study. Topics include sustainable design, shelter/apparel for diverse populations (such as aging, special needs, etc.) and how trends are developed. Additional topics may be generated as trends are identified.*

Learner Name:	ID:	
Instructor:	School Year: 20 ___ to 20 ___	
Enrollment Date:	Completion Date:	Credit Earned: _____
/ /	/ /	
<b><i>I certify that the student received the training in the competencies listed below.</i></b>		
Student Signature: _____		Date: ___/___/___
_____ _____ _____		

**Directions:** The following competencies are required for full approval of a course in the Arts, AV Technology and Communication career cluster. Student abilities are judged by the level in which they achieved each. Use this form to indicate individual achievement.

Rating Scale:      3 Skilled/Works independently

2 Limited skills/requires assistance    1 Underdeveloped skill

0 No exposure/No instruction or training

## Essential Knowledge and Skills

### Academic Foundations

Benchmark: 0.1		3	2	1	0
0.1.1	Adapt language for audience, purpose, situation (i.e. diction/structure, style).				
0.1.2	Compose focused copy for a variety of written documents (i.e. documents, notes, oral presentations reports).				
0.1.3	Demonstrate knowledge of basic arithmetic operations such as addition, subtraction, multiplication and division.				
0.1.4	Analyze data when interpreting operational documents.				

### Communications

Benchmark: 0.2		3	2	1	0
0.2.1	Interpret information, data and observations to apply information learned from reading to actual practice.				
0.2.2	Communicate effectively with others to foster positive relationships.				
0.2.3	Reference the sources of information.				
0.2.4	Compose multi—paragraph documents clearly, succinctly, and accurately (i.e. correct grammar, spelling, punctuation and capitalization).				
0.2.5	Deliver an oral presentation to provide information for specific purposes and audiences.				

### Problem Solving

Benchmark: 0.3		3	2	1	0
0.3.1	Analyze elements of a problem to determine solutions (including how to think creatively).				

### Safety, Health and Environmental:

Benchmark: 0.4		3	2	1	0
0.4.1	Follow operation manuals for all equipment and tools to maintain safe workplace for self and others.				
0.4.2	Demonstrate safe work habits and procedures (i.e. personal habits, around electricity, storage of equipment).				

### Leadership and Teamwork:

Benchmark: 0.5		3	2	1	0
0.5.1	Exhibit leadership skills (i.e. management of resources, listening to others, respect, supporting others).				

0.5.2	Work with others to achieve objectives in a timely manner (i.e. follow direction, take responsibility, respect for others and cooperation).				
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**Ethics and Legal Responsibilities**

Benchmark: 0.6		3	2	1	0
0.6.1	Follow code of ethics for the Arts, AV and Communications field in all projects, decisions and actions.				

**Employability and Career Development**

Benchmark: 0.7		3	2	1	0
0.7.1	Model behaviors of a good employee (i.e. reliability, dependability, professionalism).				
0.7.2	Create a record of work experiences, certifications and products.				

**Technical Skills**

Comprehensive Standard:

*1.0 Integrate knowledge, skills and practices required for careers in housing, interior, textiles and apparel. (\*11.0; 16.0)*

Benchmark: 1.1 Analyze career paths in housing, interior, textiles and apparel. (*11.1; 16.1)		3	2	1	0
1.1.1	Analyze the role of professional organizations in forecasting the interior design and textile industry.				
1.1.2	Analyze the attitudes, traits and values of professional responsibility, accountability and effectiveness required for a career in interiors and textiles.				

Benchmark: 1.2 Demonstrate technical skills related to careers in housing, interior, textiles and apparel. (*11.4; 16.3)		3	2	1	0
1.2.1	Generate design that takes into consideration ecological, sociological and economic trends and issues.				
1.2.2	Analyze trends using principles and elements of design to determine the impact on aesthetics and function.				
1.2.3	Demonstrate ability to use technology for interior, textile and apparel applications.				
1.2.4	Apply principles of human behavior (e.g. ergonomics and anthropometrics) to design.				
1.2.5	Analyze the cost of constructing, manufacturing and/or recycling interior and textile products.				
1.2.6	Evaluate manufacturers, products and materials as to care and maintenance and safety issues.				
1.2.7	Examine the impact of housing, interiors and textiles on the healthy, safety and welfare of the public.				
1.2.8	Demonstrate design processes such as determining the scope of a project, programming, research, concept development, proposal, schematic design, design drawing and design presentation development.				
1.2.9	Demonstrate graphic communication skills (e.g. CAD, power point, sketching).				

1.2.10	Analyze future design and developmental trends in interior and textiles (e.g. universal design and green practices).				
1.2.11	Justify design solutions relative to client needs, goals and resources.				
1.2.12	Select appropriate studio tools for specific tasks (e.g. client presentations).				
1.2.13	Prepare sketches, elevations or renderings using appropriate media, symbols and scale.				
1.2.14	Prepare visual presentations which include legends, keys and schedules.				
1.2.15	Utilize a variety of presentation media such as photography, video, computer and software for client presentations.				
1.2.16	Demonstrate knowledge of available resources, global factors and cultural impact upon design industries.				
1.2.17	Demonstrate knowledge of multi-disciplinary collaborations and consensus building skills.				

KSDE

Arts, AV Technology and Communication Career Cluster Pathway (CIP CODE: 50.0499): Visual Arts

Course KCCMS #: 30112

## Interior and Textile Merchandising

(New Title: F.A.I.D. Merchandising and Entrepreneurship)

### *Competency Profile Sheet*

*FAID Merchandising and Entrepreneurship is a course that centers upon the merchandising of products in a variety of settings. Topics include exploring cycles, trends and style as well as the techniques in coordination, promotion, display and sales of fashion, apparel and interior items. Basic management and entrepreneurship will be introduced as will the relationship of the skills to set and exhibit design.*

Learner Name: \_\_\_\_\_ ID: \_\_\_\_\_

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

School Year: 20 \_\_\_\_ to 20 \_\_\_\_

Enrollment Date: \_\_\_\_\_ Completion Date: \_\_\_\_\_ Credit Earned: \_\_\_\_\_

/ /      / /

***I certify that the student received the training in the competencies listed below.***

Student Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

/ /      / /

Directions: The following competencies are required for full approval of a course in the Arts, AV Technology and Communication career cluster. Student abilities are judged by the level in which they achieved each. Use this form to indicate individual achievement.

Rating Scale:      3 Skilled/Works independently

## Essential Knowledge and Skills

<b>Benchmark: 0.1 Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster.</b>		3	2	1	0
0.1.1	Adapt language for audience, purpose, situation (i.e. diction/structure, style).				
0.1.2	Compose focused copy for a variety of written documents (i.e. documents, notes, oral presentations reports).				
0.1.3	Demonstrate knowledge of basic arithmetic operations such as addition, subtraction, multiplication and division.				
0.1.4	Analyze data when interpreting operational documents.				

## Communications

<b>Benchmark: 0.2 Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.</b>		3	2	1	0
0.2.1	Interpret information, data and observations to apply information learned from reading to actual practice.				
0.2.2	Communicate effectively with others to foster positive relationships.				
0.2.3	Reference the sources of information.				
0.2.4	Compose multi—paragraph documents clearly, succinctly, and accurately (i.e. correct grammar, spelling, punctuation and capitalization).				
0.2.5	Deliver an oral presentation to provide information for specific purposes and audiences.				

## Problem Solving

<b>Benchmark: 0.3 Solve problems using creativity, innovation and critical thinking skills (analyze, synthesize, and evaluate) independently and in teams.</b>		3	2	1	0
0.3.1	Analyze elements of a problem to determine solutions (including how to think creatively).				

## Safety, Health and Environmental:

<b>Benchmark: 0.4 Understand the importance of health, safety, and environmental management systems and follow organizational policies and procedures and contribute to continuous improvement in performance and compliance.</b>		3	2	1	0
0.4.1	Follow operation manuals for all equipment and tools to maintain safe workplace for self and others.				
0.4.2	Demonstrate safe work habits and procedures (i.e. personal habits, around electricity, storage of equipment).				

**Leadership and Teamwork:**

<b>Benchmark: 0.5 Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.</b>		3	2	1	0
0.5.1	Exhibit leadership skills (i.e. management of resources, listening to others, respect, supporting others).				
0.5.2	Work with others to achieve objectives in a timely manner (i.e. follow direction, take responsibility, respect for others and cooperation).				

**Ethics and Legal Responsibilities**

<b>Benchmark: 0.6 Know and understand the importance of professional ethics and legal responsibilities.</b>		3	2	1	0
0.6.1	Follow code of ethics for the Arts, AV and Communications field in all projects, decisions and actions.				

**Employability and Career Development**

<b>Benchmark: 0.7 Know and understand the importance of employability skills, effectively manage careers and the importance of entrepreneurship skills.</b>		3	2	1	0
0.7.1	Model behaviors of a good employee (i.e. reliability, dependability, professionalism).				
0.7.2	Create a record of work experiences, certifications and products.				

**Technical Skills**

## Comprehensive Standard:

*1.0 Integrate knowledge, skills and practices required for careers in housing, interior, textiles and apparel. (\*11.0; 16.0) (NOTE: There were competencies for Benchmark 1.1 in this course.)*

<b>Benchmark: 1.2 Demonstrate technical skills related to careers in housing, interior, textiles and apparel. (*11.4; 16.3)</b>		3	2	1	0
1.2.1	Develop and exhibit the skills necessary for quality customer service.				
1.2.2	Analyze the influences of cultural diversity on meeting the needs of clients and intended audience.				
1.2.3	Apply measurement, estimation, ordering purchasing and pricing skills.				
1.2.4	Analyze influence of merchandising on mark ups, mark downs, cash flow and other factors affecting profit.				
1.2.5	Predict future trends and forecasting in the design and development of interiors, textiles and apparel.				
1.2.6	Assess resource availability for textile, apparel and/or interior design.				
1.2.7	Critique merchandising plans that address client's needs, goals and resources.				
1.2.8	Select appropriate design and medium tools with display applications.				
1.2.9	Apply appropriate procedures for care of textile products.				

1.2.10	Analyze and select appropriate design presentation media such as digital imaging, video, computer applications and boards for identified application.				
1.2.11	Evaluate renderings, elevations and sketches for display/presentation purposes.				
1.2.12	Prepare visual presentations and/or displays for a variety of situations and audiences.				
1.2.13	Demonstrate use of design elements and principles for design to create visual effects.				
1.2.14	Review and critique marketing strategies for interior, textile and/or apparel products.				
1.2.15	Critique methods of promoting interior, apparel and textile products.				
1.2.16	Develop a merchandising plan to meet the needs of an identified business.				

**Kansas Family and Consumer Sciences****Visual Arts—FAID Strand****Course:** Apparel Production I**CIP Code:** 50.0499 **Course #** 19201**Rating Scale:** 3 Skilled- Works Independently

**2 Limited Skills- Requires Assistance**  
**1 Skill Undeveloped**

**0 No exposure- No instruction or training**

**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, dying 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.				

Benchmark: 26.4 Enhance career readiness in the fashion, apparel and textiles industries.			
		3	2
26.4.1	Participate in civic/community leadership and teamwork opportunities to enhance customer relation skills (i.e. FCCLA).)		1
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.		0
26.4.3	Use structured problem-solving methods and critical thinking skills when developing solutions for a garment construction problem.		0
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.		0
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.)		0
26.4.6	Demonstrate ability to communicate and resolve conflicts in lab settings.		0
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).		0
26.4.8	Manage personal work habits to accomplish assignments.		0
26.4.9	Communicate goal achievement with teachers and peers.		0
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.		0

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

**Kansas Family and Consumer Sciences Visual Arts—****FAID Strand****Course:** Apparel Production II**CIP Code:** 50.0499 **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 PhotoShop 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>		3	2	1	0
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: \_\_\_\_\_

KSDE

Arts, AV Technology and Communication Career Cluster Pathway (CIP CODE: 50.0499): Visual Arts

Course KCCMS #: 30160

## Interior and Textile Design Studio

[New Title: Fashion, Apparel and Interior Design (FAID) Studio]

### Competency Profile Sheet

*Fashion, Apparel and Interior Design Studio provides students with the opportunity to expand knowledge and experience with 4-dimensional design forms as they relate to human needs. Topics will include the language, materials and processes used to apply the design elements and principles based upon designers, periods and styles. As students advance and become more adept, the instruction regarding the creative process becomes more refined and students are encouraged to develop their own design styles to meet the needs of a client. This application course is client driven in the interior, textile or apparel fields.*

Learner Name: \_\_\_\_\_ ID: \_\_\_\_\_

Instructor: \_\_\_\_\_ School Year: 20 \_\_\_ to 20 \_\_\_

Enrollment Date: \_\_\_\_\_ Completion Date: \_\_\_\_\_ Credit Earned: \_\_\_\_\_

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***I certify that the student received the training in the competencies listed below.***

Student Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Directions: The following competencies are required for full approval of a course in the Arts, AV Technology and Communication career cluster. Student abilities are judged by the level in which they achieved each. Use this form to indicate individual achievement.

Rating Scale:      3 Skilled/Works independently  
                         2 Limited skills/requires assistance 1 Underdeveloped skill  
                         0 No exposure/No instruction or training

## Essential Knowledge and Skills

Benchmark: 0.1 <b>Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster.</b>		3	2	1	0
0.1.1	Adapt language for audience, purpose, situation (i.e. diction/structure, style).				
0.1.2	Compose focused copy for a variety of written documents (i.e. documents, notes, oral presentations reports).				
0.1.3	Demonstrate knowledge of basic arithmetic operations such as addition, subtraction, multiplication and division.				
0.1.4	Analyze data when interpreting operational documents.				

## Communications

Benchmark: 0.2 <b>Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.</b>		3	2	1	0
0.2.1	Interpret information, data and observations to apply information learned from reading to actual practice.				
0.2.2	Communicate effectively with others to foster positive relationships.				
0.2.3	Reference the sources of information.				
0.2.4	Compose multi—paragraph documents clearly, succinctly, and accurately (i.e. correct grammar, spelling, punctuation and capitalization).				
0.2.5	Deliver an oral presentation to provide information for specific purposes and audiences.				

## Problem Solving

Benchmark: 0.3 <b>Solve problems using creativity, innovation and critical thinking skills (analyze, synthesize, and evaluate) independently and in teams.</b>		3	2	1	0
0.3.1	Analyze elements of a problem to determine solutions (including how to think creatively).				

**Safety, Health and Environmental:**

<b>Benchmark: 0.4 Understand the importance of health, safety, and environmental management systems and follow organizational policies and procedures and contribute to continuous improvement in performance and compliance.</b>		3	2	1	0
0.4.1	Follow operation manuals for all equipment and tools to maintain safe workplace for self and others.				
0.4.2	Demonstrate safe work habits and procedures (i.e. personal habits, around electricity, storage of equipment).				

**Leadership and Teamwork:**

<b>Benchmark: 0.5 Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.</b>		3	2	1	0
0.5.1	Exhibit leadership skills (i.e. management of resources, listening to others, respect, supporting others).				
0.5.2	Work with others to achieve objectives in a timely manner (i.e. follow direction, take responsibility, respect for others and cooperation).				

**Ethics and Legal Responsibilities**

<b>Benchmark: 0.6 Know and understand the importance of professional ethics and legal responsibilities.</b>		3	2	1	0
0.6.1	Follow code of ethics for the Arts, AV and Communications field in all projects, decisions and actions.				

**Employability and Career Development**

<b>Benchmark: 0.7 Know and understand the importance of employability skills, effectively manage careers and the importance of entrepreneurship skills.</b>		3	2	1	0
0.7.1	Model behaviors of a good employee (i.e. reliability, dependability, professionalism).				
0.7.2	Create a record of work experiences, certifications and products.				

**Technical Skills**

## Comprehensive Standard:

*1.0 Integrate knowledge, skills and practices required for careers in housing, interior, textiles and apparel. (\*11.0; 16.0)*

Benchmark: 1. 1 Analyze career paths in housing, interior, textiles and apparel. (*11.1; 16.1)	3	2	1	0
1.1.1 Review opportunities for employment and entrepreneurial endeavors.				

Benchmark: 1.2 Demonstrate technical skills related to careers in housing, interior, textiles and apparel. (*11.4; 16.3)	3	2	1	0
1.2.1 Select manufacturers, products and materials considering care, maintenance, safety and environmental issues.				
.2.2 Apply measurement and estimation skills.				
1.2.3 Apply elements and principles of design to create, construct, and/or alter textile products.				
1.2.4 Create designs using industry computer software.				
1.2.5 Demonstrate basic skills for producing and altering textile products.				
1.2.6 Assess a variety of available resources for interiors, textile and/or apparel.				
1.2.7 Critique design plans that address client's needs, goals and resources.				
1.2.8 Select a variety of appropriate design and medium tools for construction, alteration and repair.				
1.2.9 Produce renderings, elevations and sketches according to the needs of client(s).				
1.2.10 Present designs utilizing a variety of visual presentation media such as digital imaging, video, computer applications and board.				

**Kansas Human Services Cluster****Course:** Career Connections

Course: #22275 Credit: .5 cr

**CIP Code:** Family: 19.0799; Early Child:19.0709; Restaurant: 12.0504; Travel: 52.0901;  
Visual Arts: 50.0499; Government: 44.0401

**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: 10.0 Synthesize knowledge, skills, and practices required for career readiness in family and consumer sciences fields. (FCS1.0, FCS2.0, FCS3.0, FCS4.0, FCS5.0, FCS6.0, FCS7.0, FCS8.0, FCS9.0, FCS10.0, FCS11.0, FCS12.0, FCS13.0, FCS14.0, and FCS16.0)**

Benchmark: 11.1 Explore career paths within a specific family and consumer sciences field. *		3	2	1	0
11.1.1	Analyze opportunities for employment and entrepreneurial endeavors in a family and consumer sciences field. *				
11.1.2	Summarize education and training requirements and opportunities for a specific family and consumer sciences occupation family.*				
11.1.3	Demonstrate job acquisition skills to gain work-based learning opportunities and employment in family and consumer sciences careers. *				
11.1.4	Analyze the role of professional organizations aligned to a family and consumer sciences field to enhance personal success.*				
11.1.5	Analyze all aspects of a selected Family and Consumer related industry.				

Benchmark: 11.2 Analyze factors relating to providing individual, family and community services in a specific family and consumer sciences field.*		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	Summarize licensing laws and regulations that affect a specific career field in family and consumer sciences.				
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 and/or customers. *				
11.2.5	Analyze effective advocacy strategies to overcome diverse challenges facing family and consumer sciences professionals. *				
11.2.6	Analyze community-networking opportunities to promote partnerships in addressing family and consumer sciences related issues. *				

Benchmark: 11.3 Demonstrate appropriate communication skills that contribute to positive relationships in the workforce.		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.					
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Benchmark: 11.4 Demonstrate leadership, citizenship, and teamwork skills required for success in the workplace settings.		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 individual, family, career, and/or community roles and responsibilities.		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.		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	Analyze personal strengths, needs, preferences, and interests through formal and informal assessment practices.				
11.6.6	Demonstrate safe use of technology to protect identity of self and others.				

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Benchmark: 11.7 Enhance effective prevention and management techniques in a work environment.		3	2	1	0
11.7.1	Apply skills of critical thinking, intelligent decision making and problem solving in reducing/preventing conflict on the job.				
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 safety.*				