

# **Fashion Trends and Interior Design**

## **Course of Study**

**Black Horse Pike Regional School District**

**Fine Arts Department**

**Prepared by: Natalia Navarra and Nicole Smedile**

**Approved by: Glenn Smith**

**July 25, 2016**

**Fashion Trends & Interior Design   5 Periods   Full Year   4 Credits   9-12 Grade**

This class is an art class where students will explore the artistic and design influences on fashion and interior design through time as they have evolved over the years. They will examine the Elements and Principles of Design related Fashion and Interior design and will explore these elements by using a variety of media and techniques. This is a hands on and project based class in which students will have a special opportunity to experiment and express their creativity and personal style into their work. Projects will include the study of drawing and painting techniques such as figure and garment drawing and painting, perspective drawing and other various relative drawing skills. They will learn about how color theory affects design and implement color theory into garment and interior inspired projects such as designing a current fashion line or designing a room with specific color schemes. The basics of sewing including hand sewing and sewing on the machine will be learned in order to explore the world of clothing and fashion and students will complete multiple sewing projects such as recycled redesign, scarf, pillow and pajama creations. Students will explore the various career opportunities in fashion and apparel and interior design, including marketing of a fashion product, and will be introduced to current environmental friendly technology and solutions in the fashion and interior industry. Students in this class will critique and share their final products and ideas to develop a sense of aesthetics and work constructively with their peers, and will be evaluated based on their investment in creativity, growth, classroom character and participation. Opportunities are available for group and individual projects.

**Title: Fashion Trends and Interior Design**

**Grade Level: 9-12**

**Nature of Group: Open to students who want to increase their knowledge of art related to fashion and interior design for personal uses as well as those who consider fashion or interior design as a career.**

**Periods / Week: 4 periods per week**

**Credits: 4 credits**

**Prerequisites: None**

**Course Description:** Fashion Trends and Interior Design is a full year course that does not require sewing experience or a clothing course as a prerequisite. The students will explore the fundamentals of art related to fashion and interior design through creating projects with a variety of materials.

**General Course Objectives:**

The student will:

- **Develop an understanding and appreciation of the history of fashion.**
- **Develop an awareness of the fundamentals of fashion and the basic principles which govern all fashion movement and change.**
- **Describe the effect of style lines and color on appearance.**
- **Identify good design according to the elements and principles of design.**
- **Become familiar with the work of the most important designers in the industry.**
- **Acquire a basic understanding of fashion drawing and determine its role on current fashion trends.**
- **Identify the principles and practices of merchandising.**
- **Describe the wide variety of career opportunities that are part of the fashion and interior industry.**
- **Acquire safe basic sewing techniques.**
- **Become familiar with consumer rights and responsibilities regarding clothing selection.**
- **Develop knowledge of basic fabric construction and design.**

# **Fashion Trends and Interior Design**

## **Content Outline**

- 1. Course Overview and Requirements**
  - a. Classroom Materials
  
- 2. Safety in the Classroom**
  - a. Safety Contract
  
- 3. What is Fashion?**
  - a. Why People Wear Clothes
  - b. First Fabrics and Clothing Styles
  - c. Influences on Fashion
    - i. Trade and Economics
    - ii. Politics and Power
    - iii. Religion
    - iv. Technology
  - d. Fads and Classics
  - e. Garments & Styles
  
- 4. Drawing Basic Fashion Figures**
  - a. Male and Female
  - b. Croquis
    - i. Stick Figures
    - ii. Fleshed-Out Figures
    - iii. Poses and Proportion
  - c. Clothing & Value on Fashion Figures
  
- 5. The History of Fashion**
  - a. Evolution of Modern Fashions
    - i. The 17<sup>th</sup> Century
    - ii. The 18<sup>th</sup> Century
    - iii. The 19<sup>th</sup> Century
    - iv. The 20<sup>th</sup> Century
    - v. The 21<sup>st</sup> Century
  - b. Merchandising
    - i. Marketing
    - ii. Advertising and Promotion
    - iii. Entrepreneurship

c. History of Fashion using Croquis

## **6. The Elements and Principles of Design**

- a. Elements of Design
  - i. Line
  - ii. Shape
    - a. Styles
    - b. Silhouettes
  - iii. Space
  - iv. Texture
  - v. Color
- b. Principles of Design
  - i. Balance
  - ii. Proportion
  - iii. Emphasis
  - iv. Rhythm
  - v. Harmony

## **7. Hand Sewing Skills**

- a. Hand Sewing Basics
  - i. Safety
  - ii. Tools
  - iii. Techniques

## **8. Fibers & Fabrics**

- a. Basic Construction
- b. Design
  - i. Patterns
  - ii. Textures
  - iii. Embellishments
- c. Apparel Selection
  - i. Evaluating Fit
  - ii. Evaluating Quality
    - a. Fabric
    - b. Workmanship
    - c. Cutting and measuring
  - iii. Evaluating Care
    - a. Ease
    - b. Expense
  - iv. Evaluating Price

## **9. Understanding Color Theory**

- c. The Messages of Color
- b. The Language of Color
- c. Color Schemes
  - ix. Monochromatic
  - iii. Complementary
  - iv. Split-Complementary
  - v. Double Complementary
  - vi. Near Complementary
  - vii. Analogous
  - viii. Triad
  - ix. Neutral
  - x. Accented Neutral
- d. Personal Color Seasons

## **10. Sewing Machine Skills**

- b. Sewing Machine Basics
  - i. Safety
  - ii. Parts of the Machine
  - iii. Use of the Machine
    - a. Threading
    - b. Winding the Bobbin
  - iv. Machine Stitches
  - v. Seams
    - a. Widths
    - b. Backstitching
    - c. Pivoting
- c. Patterns
  - i. Symbols
  - ii. Layout
    - a. Safety
    - b. Pinning
    - c. Cutting
  - d. Construction
    - ii. Pattern Directions
    - iii. Finishing Techniques

## **11. Fundamentals of Interior Design**

- a. Floor Plans

- b. Interior Zones
  - i. Basic Interior Zones
  - ii. Living and Social Area
  - iii. Sleeping and Private Area
  - iv. Service and Work Area
- c. Traffic and Circulation Path
- d. Room Relationships
- e. Blueprints

## **12. Understanding/Applying Creative Decisions**

- a. Designing a Room
  - i. Gridding
  - ii. Scale Measuring
- b. One Point Perspective
- c. Remodeling and Redesigning

## **13. Careers Opportunities in Fashion/Interior**

- a. Career Choices
  - i. Design
  - ii. Research and Development
  - iii. Manufacturing and Production
  - iv. Marketing
  - v. Computers
  - vi. Merchandising
  - vii. Sales Promotion
  - viii. Service Industries
- b. Professional Designers
  - i. Legendary Designers
    - a. Major Influences on fashion
    - b. Types of Designs Created

## Behavioral Objectives & Core Curriculum Standard

Content #	Specific Behavioral Objective The Students will be able to:	CCS #
1.a	list course requirements and materials needed.	3.1,3.2,3 .3,3.4,3. 5,9.1b2
2.a	state classroom and teacher rules, including safety regulations for the classroom and safety contract.	3.1,3.2,3 .3,3.4,3. 5,9.1b2, 9.2f1,9. 2f5
3.a	identify various reasons why people wear clothing and accessories.	1.1,1.2,3 .1,3.2,3. 3,3.4,3.5 ,7.2,9.1 b2, 9.2c2
b	describe the first fabrics used and their sources, and draw examples of the basic clothing styles created.	1.1,1.2,3 .1,3.2,3. 3,3.4,3.5 ,9.1b2,9 .2a3
c,i,ii,iii,i v	identify influences on fashion throughout history.	3.1,3.2,3 .3,3.4,3. 5,9.1b2, 9.2a1
d	define the terms fads and classics and identify examples of each.	1.1,3.1,3 .2,3.3,3. 4,3.5,9.1 b2
e	identify various garments and styles used in fashion.	1.1,3.4,3 .5,9.1b2 ,9.2a1,9. 2a3
4.a	demonstrate how to draw basic fashion figures and define fashion terms.	3.1,3.3,3 .4,3.5,9. 1b2,9.2 a1,9.2a3
b	draw simple fashion figures, including stick figures and fleshed-out figures in multiple poses according to the standard fashion proportions.	1.1,1.4,3 .1,3.2,3. 3,3.4,3.5 ,8.1a1,8. 1b2,8.1 b5,8.1b



		7,9.1b2, 9.2a1,9. 2a3
c	design fashions for men and women using value.	3.1,3.3,3 .4,3.5,9. 1b2
5. a	describe clothing worn by men, women, and children during a particular time in history, and state how details of the clothing has influenced today's style, and critique the styles.	1.1,1.2,3 .1,3.4,3.5 ,9.1b2
a,i,ii,iii,i v	describe features of men's and women's fashions from the 17 <sup>th</sup> to the 20 <sup>th</sup> century and identify details.	1.1,1.2,3 .4,9.1b2
a,v	identify contemporary clothing styles of the 21 <sup>st</sup> century.	1.3,3.1,3 .2,3.3,3. 4,3.5,9.1 b2,9.2a 3
5. b, i,ii,iii	identify and describe the principles and practices of merchandising in fashion.	1.1,1.3,3 .2,3.4,3. 5,9.1b2, 9.2a3
5. c	design fashions for men and women throughout history using croquis skills.	1.1,1.3,3 .1,3.2,3. 3,3.4,3.5 ,9.1b2,9 .2a1,9.2 a3
6.a	identify and describe the elements of design, and explain how they can be applied in the design and creation of garments.	1.3,1.4,3 .2,3.3,3. 4,3.5,9.1 b2,9.2a 1
6.a,i	identify the different types of line in clothing, and explain how using element of line effects appearance and illusion in design choices.	1.3,3.3,3 .4,3.5,9. 1b2,9.2 a1
6.a,ii,iii	differentiate clothing styles, and explain how the elements of space and line are used in silhouettes, structural lines, and decorative lines.	1.3,3.1,3 .2,3.3,3. 4,3.5,9.1 b2,9.2a 3
6.a,iv	define texture and identify the texture of ten different fabrics and how it affects design.	1.1,1.2,1 .3,1.4,9. 1b2,9.2 a1
6.a,v	explain why color is such an important element of design.	1.1,1.3,3

		.2,3.3,3. 4,3.5,9.1 b2,9.2a 1,9.2a3
6.b	identify the principles of design and explain how they can used in the design of clothing.	31.,3.2,3 .3,3.4,3. 5,9.1b2
6.b,i	define, identify and illustrate good balance in clothing.	1.1,1.2,1 .3,3.2,3. 3,3.4,3.5 9.1b2,9. 2a1,9.2a 3
6b,ii,iii,ii i,iv,v	define and identify good proportion, emphasis, rhythm, and harmony	1.1,1.3,1 .4,3.1,3. 2,3.3,3.4 ,3.5,9.1 b2,9.2a 1,9.2a3
7.a,i,ii,iii	list rules for safe hand sewing, and demonstrate safe basic sewing skills while creating a hand sewn project.	1.1,1.2,1 .3,3.1,3. 2,3.3,3.4 ,3.5,9.1 b2,9.2a 1,9.2a3
8.a,b	describe the characteristics of woven and knitted fabrics, and explain how fabric designs can be created.	1.1,1.2,1 .3,1.4,3. 1,3.2,3.3 ,3.4,3.5, 4.2,9.1b 2,9.1b3, 9.1b4,9. 2a1,9.2f 1,9.2f4, 9.2f5
8.c	explain how to evaluate clothing fit, quality, care, and price as a responsible consumer and demonstrate shopping skills within a budget.	3.1,3.3,3 .4,3.5,9. 1b2
9.a,b,c	identify the messages of color and define color terms, including color schemes.	1.1,1.2,1 .3,3.2,3. 3,3.4,3.5 ,6.5,9.1a 2,9.1b2, 9.1b5,9. 2a1,9.2a 3,9.2c2

9.c	identify and create color schemes in clothing and explain how they affect the wearer's appearance.	3.1,3.2,3 .3,3.4,3. 5,8.1b1 2,8.1b7, 9.1a3,9. 1b2,9.1 b3,9.2a 1,9.2a3
9.d	define color terms, identify their favorite colors, and evaluate colors for enhancement of their own personal coloring and appearance.	3.1,3.3,3 .4,3.5,9. 1b2
10.a-d	list rules for safe machine sewing, and demonstrate safe basic sewing skills while creating a project on the sewing machine.	1.3,3.1,3 .2,3.3,3. 4,3.5,4.1 ,6.5,8.1 b2,8.1b 5,8.1b7 8.1b9,9. 1b2,9.1 b3,9.2a 1,9.2a3, 9.2e5
11.a	understand and explain floor plans	3.1,3.3,3 .4,3.5,9. 1b2
11.b-e	identify and explain the different zones within an interior floor plan.	3.1,3.2,3 .3,3.4,3. 5,8.1b2, 8.1b5,8. 1b7,9.1 a2,9.1a5 ,9.1b1,9 .1b2,9.2 a1
12.a,b	identify and understand tools to create and design a room.	3.1,3.2,3 .3,3.4,3. 5,8.1b2, 8.1b5,8. 1b7,9.1 a2,9.1a5 ,9.1b1,9 .1b2,9.2 a1
12. c	identify and create new ways to remodel, redesign and	3.1,3.2,3

	repurpose interior decor.	.3,3.4,3.5,8.1b2,8.1b5,8.1b7,9.1a2,9.1a5,9.1b1,9.1b2,9.2a1
13.a-b	identify and describe career opportunities in the fashion and interior industry.	3.1,3.2,3.3,3.4,3.5,8.1b2,8.1b5,8.1b7,9.1a2,9.1a5,9.1b1,9.1b2,9.2a1

### Suggested Activities & Estimated Number of Days per Activity

Content #	Suggested Activities	# of Days
1.a	Discuss course overview and objectives. Read and discuss handouts- proficiencies, course outline, grading procedures.	1
2.a	Discuss safety in the classroom, read and discuss handouts- Rules and Regulations, Fire Drill Procedures	1
3.a	Students work in groups to create a list of reasons why people wear clothes since the beginning of time to the present and each group will work together to sketch or collage a garment/garments that illustrate one reason to present to class (ex. Protection, style)	2
b	Read and discuss chapter 6 in <i>Clothing: Fashion, Fabrics, &amp; Construction</i> , "The History of Fashion" Students will create a chart of fabrics that can be created from multiple sources and what they are best used for Students will be given two different fabrics from the classroom to examine with a partner and write down the source and come up with a good use for it	3
c,i,ii,iii,iv	Briefly sketch a garment that represents influence from four different time periods (one garment per time period)	3
d	Use magazines to create a collage that differentiates and	1

	<b>shows examples of fads and classics</b>	
<b>e</b>	<b>Garment sketching activities: Use overhead projector and show videos to discuss techniques of contour line, shading and how to draw different garments (including the outer shape and inner structural lines) through pencil sketching Have students practice looking through magazines and use worksheets to practice various garment drawings Design (through drawing) a fashion line (at least four garments) inspired by a specific time period, fad, trend, or style</b>	<b>15</b>
<b>4.a</b>	<b>Show videos of fashion designers drawing fashion figures and practice basic figure sketching. Draw one basic figure and label fashion terms related to the figure</b>	<b>3</b>
<b>b</b>	<b>Gesture Drawing: Demonstrate gestural drawing techniques and have students practice posing for each other and complete five short gestural sketches on large paper using charcoal or graphite Students will draw fashion figures in multiple poses using the grid method in order to understand proportion</b>	<b>4</b>
<b>c</b>	<b>Discuss the element of value and how it is used in fashion design Complete basic shading worksheets and exercises with graphite</b>	<b>3</b>
<b>5. a</b>	<b>Draw fleshed-out male and female figures. On tracing paper, draw 3 outfits for each figure for occasions such as casual, dressy, and formal. Color the fashions and label. Select one fashion to draw and paint with watercolors. Present to class.</b>	<b>5</b>
<b>a,i,ii,iii,i v</b>	<b>Choose a time period between 17th and 20th century fashion and create two croquis drawings. One drawing should represent clothing from the particular time period chosen and the other should be modernized garments influenced by the chosen period.</b>	<b>2</b>
<b>a,v</b>	<b>Invent and present a contemporary “Avant Garde” garment that could be shown on the runway. Item should be fully shaded and drawn on a proportionate male or female figure.</b>	<b>3</b>
<b>5. b, i,ii,iii</b>	<b>Invite a guest speaker in the fashion industry to talk about the merchandising/business end of fashion Watch a Ted Talk on the fashion industry and its effect on the environment and the push toward sustainable fashion in the industry</b>	<b>2</b>
<b>5. c</b>	<b>Design an androgynous or gender neutral garment or</b>	<b>3</b>

	accessory line	
6.a	<p>Read chapter 11 in <i>Clothing</i>, pp.172-179, “Understanding Design” and complete activity 21- “Elements and Principles of Design” and activity 22- “My Design Elements”</p> <p>Create a chart with mixed media that represents each element and principle of design</p> <p>Design a full figured fashion line with a specific color scheme that highlights the elements and principles of design</p>	10
6.a,i	Students will partner up and identify and present all the types of line in the garments they are wearing	1
6.a,ii,iii	<p>Read and discuss chapter 9 in <i>Clothing</i>, pp 134-149, “The Language of Fashion”. Also, pp.175-177, “Fashion Shapes”.</p> <p>With a partner, make a handmade booklet showing examples of silhouettes, structural lines, and decorative lines using mixed media and sketching. Label and describe the internal spaces created.</p>	4
6.a,iv	Complete a chart by examining ten different fabric swatches. Describe the texture of each and state how the texture would affect a person’s appearance and function and if the texture appealed to you.	1
6.a,v	<p>Use watercolor paint to create a color wheel</p> <p>Create color theory inspired gestural fashion figures with watercolor paint and markers using specific color schemes</p>	3
6.b	<p>Read and discuss pp. 180-183, “The Principles of Design” in <i>Clothing</i>.</p> <p>Have a slide-show with current styles and garments from top designers and have a collaborative group discussion on where the principles of design are shown</p>	1
6.b,i	<p>With a partner find two examples of each type of balance, mount on paper and label. Design an appliqued T-shirt being sure to create good symmetrical or asymmetrical balance. Teacher demonstration of making appliqués and fabric painting.</p> <p>Linoleum block carving- students can carve a design into a printing block and print onto a garment they bring in using fabric ink</p>	8
6b,ii,iii,ii i,iv,v	Complete a worksheet where students define and identify good proportion, emphasis, rhythm, and harmony within clothing.	1
7.a,i,ii,iii	<p>Discuss sewing safety, including sewing machine safety and hand sewing safety. Teacher demonstrations of safe sewing techniques, and the basic stitches of hand sewing.</p> <p>Students will use hand sewing to create a template of the five basic stitches and a button</p> <p>“Reconstructive Redesign”- Students will bring in an outdated garment to renew with hand sewing techniques</p>	15

	<b>and various materials and fabrics in the classroom</b>	
<b>8.a,b</b>	<b>Watch video on the process of woven and knitted textiles Create a mini-woven blanket or scarf from old t-shirts</b>	<b>5</b>
<b>8.c</b>	<b>Students will examine the tag of one of their own garments and discuss the care, price and source of the fabric</b>	<b>1</b>
<b>9.a,b,c</b>	<b>Create an original garment drawing for each color scheme discussed and explain how that particular scheme changes the feeling of the garments.</b>	<b>3</b>
<b>9.c</b>	<b>Referencing the color chart in Ch. 10, use mixed media to create a chart with mapped up color schemes for people of different coloring and body types.</b>	<b>1</b>
<b>9.d</b>	<b>Students work in pairs to identify one another's favorite color. Students create a garment selection for one another using their favorite color.</b>	<b>1</b>
<b>10.a-d</b>	<b>Discuss sewing safety and rules, including sewing machine safety Review all sewing machine parts and functions Sewing Machine- Parts and functions and safety quiz Demonstrate how to thread the machine and bobbin- students will work with partners to practice Create a template of the different stitches on the machine Students will create their own pattern and sew an infinity scarf Pajama pant/shorts project using the machine and pattern Sew a pillow using recycled fabrics use of the sewing machines, use of patterns, and construction techniques.</b>	<b>20</b>
<b>11.a</b>	<b>Students will draw their dream home floor plan using a pencil, ruler and grid paper Use online program “Autodesk Homestyler” or “Roomstyler” where students create a virtual and functional floor plan and interior of a home</b>	<b>10</b>
<b>11.b-e</b>	<b>Students will be given a master floor plan and label the different zones and pathways with colored pencils</b>	<b>1</b>
<b>12.a,b</b>	<b>Students will use one-point perspective to draw and color a room of their choice</b>	<b>5</b>
<b>12. c</b>	<b>Bring in an old/outdated interior object to renew with materials in the classroom and hand sewing/gluing Use old couch/rug samples to create mini furniture models and pillows</b>	<b>10</b>
<b>13.a-b</b>	<b>Read and discuss chapters 24, 25, and 26 in <i>Clothing</i> about careers in the fashion industry. Research a career in the fashion industry using the COIN program. Have visits by guest speakers from the fashion industry.</b>	<b>3</b>

## Method of Evaluation

(Fashion Trends & Interior Design)

Classroom Projects	50%
Classwork	30%
Homework/Critique	20%

## Resources

### Textbook:

**Fashion!** Wolfe, Mary, The Goodheart-Wilcox Company, Inc. Tineley Park IL 2012

**Clothing: Fashion, Fabrics, and Construction** Weber, Jeanette, Glencoe New York, New York 2006

### Activities & Handouts:

Drawings

Internet research

Videos

Fashion Periodicals

Reference Books

## Summary Cross Content Core Standards

Visual and Performing Arts

- 1 [Aesthetics](#) All students will use aesthetic knowledge in the creation of and in response to  
1 dance, music, theater, and visual art.
  - 1 [Creation and Performance](#) All students will utilize those skills, media, methods, and  
1 technologies appropriate to each art form in the creation, performance, and presentation of  
2 dance, music, theater, and visual art.
  - 1 [Elements and Principles](#) All students will demonstrate an understanding of the elements and  
3 principles of dance, music, theater, and visual art.
  - 1 [Critique](#) All students will develop, apply and reflect upon knowledge of the process of  
4 critique.
- [Language Arts Literacy](#)
- 3 [Reading](#) All students will understand and apply the knowledge of sounds, letters, and words  
1 in written english to become independent and fluent readers, and will read a variety of



1 materials and texts with fluency and comprehension.

3 [Writing](#) All students will write in clear, concise, organized language that varies in content  
2 and form for different audiences and purposes.

3 [Speaking](#) All students will speak in clear, concise, organized language that varies in content  
3 and form for different audiences and purposes.

3 [Listening](#) All students will listen actively to information from a variety of sources in a  
4 variety of situations.

3 [Viewing and media literacy](#) All students will access, view, evaluate, and respond to print,  
5 nonprint, and electronic texts and

### [Mathematics](#)

4 [Number and numerical operations](#) All students will develop number sense and will perform  
1 standard numerical operations and estimations on all types of numbers in a variety of ways.

4.2 [Geometry and measurement](#) All students will develop spatial sense and the ability to use  
geometric properties, relationships, and measurement to model, describe and analyze  
phenomena

### [Social Studies](#)

1.5 All students will acquire an understanding of key economic principles.

### [Home](#) > [World Languages](#)

7.2 [Culture](#) all students will demonstrate an understanding of the perspectives of a culture(s)  
through experiences with its products and practices.

### [Technological Literacy](#)

8 [Computer and information literacy](#) All students will use computer applications to gather  
1 and organize information and to solve problems

## **Career Education and Consumer, Family, and Life Strands and Cumulative Progress Indicators**

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

### **A. Basic Computer Skills and Tools**

- **Keyboarding**

- Word processing
- Internet usage
- Spreadsheets
- Database concepts and usage
- Publications and presentations

1. Create a multi-page document with citations using word processing software in conjunction with other tools that demonstrates the ability to format, edit, and print.

**B. Application of Productivity Tools**

- Social Aspects (CPIs 1-4)
- Information Access and Research (CPIs 5-8)
- Problem Solving (CPIs 9-10)

2. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
5. Select and use specialized databases for advanced research to solve real world problems.
7. Evaluate information sources for accuracy, relevance, and appropriateness.
9. Create and manipulate information, independently and/or collaboratively, to solve problems and design and develop products.

Career Education and Consumer, Family, and Life Skills

<sup>9</sup> Career and Technical Education All students will develop career awareness and planning,  
<sub>1</sub> employability skills, and foundational knowledge necessary for success in the workplace.

**A. Career Awareness/Preparation**

2. Evaluate academic and career skills needed in various career clusters.
3. Analyze factors that can impact an individual's career.
5. Research current advances in technology that apply to a selected occupational career cluster.

## **B. Employability Skills**

1. Assess personal qualities that are needed to obtain and retain a job related to career clusters.
2. Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings.
3. Select and utilize appropriate technology in the design and implementation of teacher-approved projects relevant to occupations and/or higher educational settings.
4. Evaluate the following academic and career skills as they relate to home, school, community, and employment:
  - Communication
    - Punctuality
  - Time management
    - Organization
  - Decision making
    - Goal setting
  - Resources allocation
  - Fair and equitable competition
    - Safety
  - Employment application skills
    - Teamwork
5. Demonstrate teamwork and leadership skills that include student participation in real world applications of career and technical education skills.

9  
2 [Consumer, Family, and Life Skills](#) All students will demonstrate critical life skills in order to be functional members of society.

## **A. Critical Thinking**

1. Apply communications and data analysis to the problem-solving and decision making processes in a variety of life situations.
3. Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic and/or occupational settings.

## **C. Interpersonal Communication**

2. Communicate effectively in a variety of settings with a diverse group of people

**E. Consumer and Personal Finance**

5. Use comparative shopping techniques for the acquisition of goods and services.

**F. Safety**

1. Engage in an informed discussion about rules and laws designed to promote safety and health.

4. Practice the safe use of tools and equipment.

5. Implement safety procedures in the classroom and workplace, where appropriate.