Florida Department of Education
Curriculum Framework

Program Title: **Fashion Technology and Design Services**
Program Type: **Career Preparatory**
Career Cluster: **Arts, A/V Technology and Communication**

Secondary – Career Preparatory	
Program Number	8506400
CIP Number	0419090606
Grade Level	9-12
Standard Length	4 credits
Teacher Certification	Refer to the **Program Structure** section.
CTSO	FCCLA
SOC Codes (all applicable)	41-2031 – Retail Salespersons 51-6052 – Tailors, Dressmakers, and Custom Sewers 51-6092 – Fabric and Apparel Patternmakers 27-1022 - Fashion Designers
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

The purpose of this program is to prepare students for initial employment or continued study in the fashion technology and design services industry.

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and the relevant technical knowledge and skills needed to prepare for further education and careers in the Arts, A/V Technology and Communication career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Arts, A/V Technology and Communication career cluster.

The content includes, but is not limited to, the following aspects of the fashion technology and design services industry: planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues, and health, safety, and environmental issues.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of four (4) credits.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary program structure:

Course Number	Course Title	Teacher Certification	Length	SOC Code	Level	Graduation Requirement
8506405	Design Services Core	APPRL MFG ¢7 @7G FAM CON SC 1	1 credit	41-2031	2	PA
8506410	Principles of Fashion Technology and Design Services	FASH TECH 7G HME EC OCC ¢7	1 credit	51-6052	2	PA
8506420	Pattern Design Techniques	INT DES 7G TAILORING ¢7	1 credit	51-6092	3	PA
8506430	Fashion Design Specialist	TEC ED 1 @2 ENG&TEC ED1@2	1 credit	27-1022	3	PA

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.

2. Apply appropriate academic and technical skills.

3. Attend to personal health and financial well-being.

4. Communicate clearly, effectively and with reason.

5. Consider the environmental, social and economic impacts of decisions.

6. Demonstrate creativity and innovation.

7. Employ valid and reliable research strategies.

8. Utilize critical thinking to make sense of problems and persevere in solving them.

9. Model integrity, ethical leadership and effective management.

10. Plan education and career path aligned to personal goals.

11. Use technology to enhance productivity.

12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

01.0   Demonstrate leadership and organizational skills.
02.0   Demonstrate appropriate basic skills essential to working in design occupations.
03.0   Identify and exhibit employment skills.
04.0   Describe the relationship between human factors and design services.
05.0   Identify the characteristics and care of textiles.
06.0   Select and safely use tools and equipment.
07.0   Operate and maintain a conventional and/or commercial/industrial sewing machine.
08.0   Operate specialty machines (minimum of two machines, if available).
09.0   Select and prepare materials.
10.0   Construct a machine-sewn design project for inclusion in a design portfolio.
11.0   Develop a design portfolio.
12.0   Identify employment opportunities in Fashion Technology and Design Services.
13.0   Identify and exhibit employment skills for occupations related to Fashion Technology and Design Services.
14.0   Demonstrate an understanding of the elements and principles of design.
15.0   Demonstrate an understanding of the terminology used in the apparel industry.
16.0   Operate specialty machines (if available).
17.0   Demonstrate skill in the construction of simple garments.
18.0   Demonstrate an understanding of the ways eco-fashion decisions impact the environment, consumer health and the working conditions of people in the fashion industry.
19.0   Research the ways fashion design is affected by history and culture.
20.0   Demonstrate sketching and freehand drawing skills.
21.0   Demonstrate an understanding of the uses of technology in the fashion industry.
22.0   Identify the psychological and practical needs of clothing for special markets.
23.0   Create an original pattern for a garment.
24.0   Demonstrate alteration skills on a sample or garment.
25.0   Demonstrate clothing repair on a garment or sample.
26.0   Identify and describe the different specialties related to Fashion Technology and Design Services (e.g., Window Display, Fashion Design Assistant, Tailor's Assistant, Personal Shopper, and Stylist).
27.0   Select one specialty area and complete the student performance standards for that area.
28.0   (Optional) Schedule and participate in a Fashion Technology and Design Services job shadowing experience.
29.0   Finalize a professional portfolio according to industry standards.

Florida Department of Education
Student Performance Standards

Course Title: **Design Services Core**
Course Number: **8506405**
Course Credit: **1**

Course Description:

This course is designed to develop competencies in areas of the interior design industry or fashion technology and design industry. This course includes essential basic skills for working in Interior Design Services, leadership and organizational skills, basic principles of design, textile characteristics and care, employability skills, relationship between human factors and interior design, the safe use of tools and equipment, and the selection of appropriate materials.

CTE Standards and Benchmarks
01.0   Demonstrate leadership and organizational skills. The student will be able to:
01.01   Identify professional and youth organizations.
01.02   Identify the purposes and functions of professional and youth organizations.
01.03   Identify the roles and responsibilities of members.
01.04   Demonstrate cooperation as a group member to achieve organizational goals.
01.05   Demonstrate confidence in leadership roles and organizational responsibilities.
02.0   Demonstrate appropriate basic skills essential to working in design services occupations. The student will be able to:
02.01   Identify the knowledge, skills, and attitudes necessary to perform occupational tasks (e.g., email, phone, conversations with clients).
02.02   Demonstrate the communication competencies required to perform occupational tasks.
03.0   Identify and exhibit employment skills. The student will be able to:
03.01   Use the Internet to conduct a job search.
03.02   Research and synthesize information about an industry-related employment opportunity or advanced training opportunities; include information pertaining to local post-secondary educational programs and training opportunities.
03.03   Demonstrate proficiency in current technology and software related to the fashion design industry; create, revise, retrieve and verify information.

	CTE Standards and Benchmarks
	03.04 Apply the principles of time management, work simplification, and teamwork when performing assigned tasks.
	03.05 Demonstrate pride in the quality of work performed.
04.0	Describe the relationship between human factors and design services. The student will be able to:
	04.01 Define the *elements* of design applicable to interior design (space, line, shape, form, texture, color).
	04.02 Define the *principles* of design applicable to design (proportion, scale, balance, emphasis, rhythm, harmony).
	04.03 Explain the impact of human factors (psychological, physiological, social) on decisions relating to design services processes.
	04.04 Identify and describe the modifications necessary to accommodate individuals with special needs.
	04.05 Identify and describe the impact of human needs and wants on the cost of design services and customized projects.
	04.06 Identify and describe the importance of barrier-free design and accessibility related to design services.
	04.07 Identify and describe the characteristics of interior spaces, furnishings, and garments.
	04.08 Take accurate measurements to determine the correct size home furnishings items.
05.0	Identify the characteristics and care of textiles. The student will be able to:
	05.01 Identify and describe fiber characteristics.
	05.02 Identify and describe types of fabric construction (e.g., knitted, woven, tufted).
	05.03 Identify and describe types of fabric finishes (e.g., dyed, printed, performance/quality enhancements).
	05.04 Identify and describe different types of natural and manufactured textiles; identify the pros/cons, uses, and care of each type.
	05.05 Identify the laws and regulations governing the textile industry; include labeling laws and care symbols.
06.0	Select and safely use tools and equipment. The student will be able to:
	06.01 Identify the tools and equipment used in design services for sewing, cutting, measuring, fabric marking, and drafting.
	06.02 Select the appropriate tools and equipment for assigned projects; explain why the selection is appropriate for the project.
	06.03 Demonstrate proper and safe usage of tools and equipment.
	06.04 Identify and demonstrate safety procedures for the use of conventional sewing machines and home sergers, and pressing equipment.

CTE Standards and Benchmarks	
06.05	Explain the importance of observing Occupational Safety and Health Administration (OSHA) rules and regulations.
06.06	Clean and maintain various types of tools and equipment.
06.07	Keep an inventory record of tools, equipment, supplies, and materials using computer application software or other formatting options (e.g., written records).
06.08	Research innovations in materials and technologies that contribute to safeguards in the tools and equipment used in interior design services.
06.09	Identify and apply drafting tools and techniques to a specific design services project (e.g., architectural ruler, light box, protractor, floor plans to scale, one-point perspective).
07.0	Operate and maintain a conventional and/or commercial/industrial sewing machine. The student will be able to:
07.01	Identify the parts of a sewing machine.
07.02	Select the needles that appropriate for different fabric types; identify the process and demonstrate needle insertion.
07.03	Identify the steps and demonstrate threading a sewing machine.
07.04	Diagram and demonstrate the ability to wind the bobbin, thread the bobbin case, and insert the bobbin correctly into a sewing machine.
07.05	Demonstrate straight stitching.
07.06	Identify and demonstrate stitch length and width selection.
07.07	Demonstrate utility and decorative stitches.
07.08	Identify the tension and demonstrate tension adjustment.
07.09	Demonstrate cleaning and lubricating the machine following manufacturer's instructions.
08.0	Operate specialty machines (minimum of two machines, if available). The student will be able to identify and operate at least two of the following machines:
08.01	Electronic programmable machine.
08.02	Serger.
08.03	Pleater, ruffler foot, or gathering foot.
08.04	Blindstitch machine or blind hemming foot.
08.05	Straight stitch machine.
08.06	Chain stitch machine or five thread serger.

CTE Standards and Benchmarks	
08.07	Cutting machine or electric cutting system.
08.08	Bar tack or programmable/computerized sewing machine.
08.09	Zigzag machine.
09.0	Select and prepare materials. The student will be able to:
09.01	Identify and match pattern pieces.
09.02	Read and interpret instructions and specifications.
09.03	Identify fabric content.
09.04	Prepare fabric.
09.05	Adjust patterns according to pattern/teacher instructions.
09.06	Lay out, pin, cut, and mark fabric according to a pattern or teacher instructions.
09.07	Demonstrate stay stitching and ease stitching.
09.08	Match grain lines and patterns according to a pattern or teacher instructions.
09.09	Mark fabric for assembly according to a pattern or teacher instructions.
09.10	Mark fabric for trims according to a pattern or teacher instructions.
09.11	Match thread with fabric.
09.12	Identify, select, and use content labels according to fabric requirements.
10.0	Construct a machine-sewn design project for inclusion in a design portfolio. The student will be able to:
10.01	Construct projects that include seaming, darts, interfacing, seam finishing, hemming, closures and pockets.
10.02	Line up notches, dots, or clips according to a pattern or teacher instructions.
10.03	Stitch on woven, stretch, or specialty fabrics using the appropriate stitch length.
10.04	Demonstrate correct pressing techniques by following fabric requirements.
10.05	Demonstrate machine hemming according to machine manual instructions.

CTE Standards and Benchmarks
11.0   Develop a design portfolio. The student will be able to:
11.01   Assemble a portfolio; include all work samples.
11.02   Assemble a Technical Sewing Samples binder.
11.03   Construct basic hand-stitching techniques (e.g., running, backstitch, overcast, blanket).
11.04   Demonstrate stay stitching and ease stitching.
11.05   Demonstrate straight seams, clean finish and other seam finishes; include common seam allowances (e.g., 1/4", 5/8").
11.06   Demonstrate hemming techniques (e.g., slip stitch, blind hem stitch).
12.0   Identify employment opportunities in Fashion Technology and Design Services. The student will be able to:
12.01   Secure information about a job and advanced training opportunities for the job; report in a written or oral format.
12.02   Demonstrate proficiency in current technology and software related to the fashion design industry; create, revise, retrieve and verify information.
12.03   Apply the principles of time management, work simplification, and teamwork when performing assigned tasks.
12.04   Demonstrate pride in the quality of work performed.
12.05   Identify career options in Fashion Technology and Design Services (e.g., entrepreneurship).
12.06   Create a presentation on non-traditional career paths (e.g., costume design, theater, entertainment, buyers, and fabric store owners) in the garment/textile industry.
12.07   Analyze current trends as they affect the future of occupations in Fashion Technology and Design Services.
12.08   Identify different earning and wage level options for occupations in Fashion Technology and Design Services.
13.0   Identify and exhibit employment skills for occupations related to Fashion Technology and Design Services. The student will be able to:
13.01   Identify and list documents that may be required to apply for a job.
13.02   Complete a job application form accurately.
13.03   Demonstrate competence in job interview techniques; use role playing techniques.
13.04   Identify and demonstrate appropriate responses to criticism from an employer, supervisor, co-worker, or customer.
13.05   Identify and demonstrate acceptable work habits.

	CTE Standards and Benchmarks
	13.06 Demonstrate knowledge of how to make job changes appropriately.
	13.07 Identify and describe acceptable employee health and hygiene habits.
	13.08 Demonstrate customer relations skills by synthesizing given instructions.
	13.09 Develop and create a résumé and portfolio.
	13.10 Continue to enhance the professional portfolio; include résumé and samples/evidence.
14.0	Demonstrate an understanding of the elements and principles of design. The student will be able to:
	14.01 Identify and explain the elements of design (e.g., texture, pattern, line, form, shape, space, color, and light) and how various effects can be achieved.
	14.02 Identify and explain the principles of design and how they can be used (e.g., proportion, scale, balance, rhythm, emphasis, and harmony).
	14.03 Apply the elements and principles of design to Fashion Technology and Design Services.
	14.04 Develop a project applying color and color schemes in a design.
	14.05 Use the laws of design to evaluate a design project.
	14.06 Create an elements and principles section for a design portfolio.
15.0	Demonstrate an understanding of the terminology used in the apparel industry. The student will be able to:
	15.01 Complete a research project dealing with aspects of fashion retail and production; include terminology, labeling, designers, manufacturers and stores used within the apparel industry.
16.0	Operate specialty machines (if available). The student will be able to identify and operate at least two of the following machines:
	16.01 Electronic programmable machines.
	16.02 Serger.
	16.03 Straight stitch machine.
	16.04 Zigzag machine.
	16.05 Embroidery machine.
17.0	Demonstrate skill in the construction of simple garments. The student will be able to:
	17.01 Identify common ready-to-wear sizes.

CTE Standards and Benchmarks

	17.02	Identify and describe the characteristics of a properly fitted garment.
	17.03	Take accurate body measurements, select pattern size, and determine figure type.
	17.04	Interpret verbal, written, and visual directions.
	17.05	Prepare fabric and adjust patterns by following pattern directions.
	17.06	Lay out, pin, cut, and mark fabric according to pattern specifications.
	17.07	Demonstrate stay stitching and ease stitching.
	17.08	Demonstrate stitching darts and tucks.
	17.09	Identify and match garment pieces using markings; stitch according to directions.
	17.10	Match plaids, stripes and one-way designs.
	17.11	Demonstrate correct pressing techniques according to fabric requirements.
	17.12	Demonstrate casing and elastic installation.
	17.13	Demonstrate machine hemming according to machine manual instructions.
	17.14	Identify different types of sergers and their characteristics.
18.0		Demonstrate an understanding of the importance of how eco-fashion decisions impact the environment, consumer health and the working conditions of people in the fashion industry. The student will be able to:
	18.01	Demonstrate an understanding of eco-fashion.
	18.02	Identify materials that can be used to make eco-friendly fashions and accessories; describe why these materials are eco-friendly.
	18.03	Research innovations in materials and technologies that have contributed to safeguards in the tools and equipment used in fashion technology and design services.
	18.04	Compare the working conditions of employees when materials are produced following eco-friendly guidelines and when they are not.
	18.05	Research methods for using vegetable and plant materials for eco-friendly fashions and replacing these materials into the environment.
	18.06	Describe ways to be eco-friendly and the environmental and social responsibilities of eco-friendly methods.
	18.07	Design and create an eco-friendly fashion product.

Florida Department of Education
Student Performance Standards

Course Title: **Pattern Design Techniques**
Course Number: **8506420**
Course Credit: **1**

Course Description:

This course is designed to further develop competencies in the area of Fashion Technology and Design Services; this course includes researching the effects of history and culture on design, sketching and freehand drawing, the use of technology in the fashion industry, recognition of clothing needs for special populations, and the creation of an original pattern.

CTE Standards and Benchmarks
19.0 Research the ways fashion design is affected by history and culture. The student will be able to:
19.01 Identify design periods from 1900 to the present.
19.02 Explain the influence of earlier design periods on contemporary design.
19.03 Describe the elements and principles of design as they relate to a particular time period/culture.
19.04 Create a multimedia presentation detailing a selected design period.
20.0 Demonstrate sketching and freehand drawing skills. The student will be able to:
20.01 Demonstrate sketching and shading techniques.
20.02 Create inspiration boards to display sketches and drawings.
20.03 Develop a design collection according to determined criteria and include in a professional portfolio; include examples that demonstrate sketching and shading techniques.
21.0 Demonstrate an understanding of the uses of technology in the fashion industry. The student will be able to:
21.01 Research and list software options available for fashion design services.
21.02 Demonstrate an understanding of how contemporary technologies (CAD, electronic sewing, knitting, embroidery machines, sergers) are used in the creation of fashion products (e.g., fashion profiles, fabrics, garments).
21.03 Analyze how specific technologies are used in the fashion design industry.
21.04 Create a fashion product using two or more technologies appropriately.

CTE Standards and Benchmarks

	21.05	Research innovations in materials and technologies that have contributed to safeguards in tools and equipment.
	21.06	Identify the development of tools, equipment and technology used in fashion design services as they relate to particular historical periods.
22.0		Identify the psychological and practical needs of clothing for special markets. The student will be able to:
	22.01	List human and environmental factors that could impact a design (e.g., uniforms, clothing in non-standard sizes, clothing for people with disabilities, maternity wear, clothing for children and the elderly, protective clothing for dangerous conditions and climatic extremes, purpose-designed clothing for sports, leisure, and entertainment industries).
	22.02	Plan and implement a fashion design project based on a specific human or environmental factor.
23.0		Create an original pattern for a garment. The student will be able to:
	23.01	Plan and report on a fashion design project using established criteria.
	23.02	Using appropriate software, insert body measurements to produce a pattern.
	23.03	(Optional) Draft and produce a paper pattern using personal measurements.
	23.04	(Optional) Create slopers for a bodice, skirt, and pants; construct the slopers using grey goods and create a mood board that includes a title, photographs of the sloper, and the purpose/use of a sloper (include in Professional Portfolio).
	23.05	Create a muslin prototype of the pattern.
	23.06	Evaluate the prototype for proper fit and adjust as needed.
	23.07	Construct a specialty garment according to teacher instructions (the project must include a minimum number of construction skills as designated by the teacher).
24.0		Demonstrate alteration skills on a sample or garment. The student will be able to:
	24.01	Remove stitches in ready-made garments without damaging fabric.
	24.02	Mark and even a hemline.
	24.03	Lengthen and shorten hems in pants, skirts, or dresses (include cuffs and the use of hem tape).
	24.04	Remove the flare from pant legs.
	24.05	Taper a skirt.
	24.06	Shorten the crotch rise in a garment/sample.
	24.07	Take in the waist on a man's garment/sample.

CTE Standards and Benchmarks	
24.08	Take in the waist on a woman's garment/sample.
24.09	Take in the side seams on a blouse/shirt.
24.10	Shorten sleeves at the cuff on a garment/sample.
24.11	Shorten sleeves at the shoulder cap on a garment/sample.
24.12	Finish seams and press altered areas using pressing techniques.
25.0	Demonstrate clothing repair on a garment or sample. The student will be able to:
25.01	Reinforce seams and buttonholes on a garment/sample.
25.02	Replace zippers in various types of garments/samples (including fly/jeans).
25.03	Apply patches to a garment/sample.
25.04	Replace various types of buttons on a garment/sample.
25.05	Demonstrate appropriate pressing techniques on repaired garments/samples.

Florida Department of Education
Student Performance Standards

Course Title: **Fashion Design Specialist**
Course Number: **8506430**
Course Credit: **1**

Course Description:

This course is designed to further develop competencies in the area of Fashion Technology and Design Services. This course focuses on five specialty areas of Fashion Technology and Design Services: Window Display, Fashion Design Assistant, Tailor's Assistant, Personal Shopper, and Stylist. Students will select one of these specialty areas and will be expected to follow the performance standards for that area. Also included is an opportunity for job shadowing. Students will be expected to finalize and submit a portfolio.

CTE Standards and Benchmarks
26.0   Identify and describe the different specialties related to Fashion Technology and Design Services (e.g., Window Display, Fashion Design Assistant, Tailor's Assistant, Personal Shopper, and Stylist). The student will be able to:
26.01   Identify future trends in Fashion Technology and Design Services.
26.02   Research, identify, and describe the different job responsibilities of a Window Displayer, Fashion Design Assistant, Tailor's Assistant, Personal Shopper, and Stylist.
26.03   Identify, research, and describe current trends related to careers in the Fashion Technology and Design Services industry (e.g., blogger, museum curator, entertainment).
27.0   Select one specialty area and complete the student performance standards for that area – the student will be able to:
Window Display
27.01   Demonstrate knowledge of the elements of design (e.g., color, line, proportion, scale, harmony, light).
27.02   Demonstrate an understanding of fashion as a form of ethno-cultural expression.
27.03   Demonstrate space planning in a window display according to given criteria.
27.04   Develop window displays in accordance with seasonal promotions.
27.05   Plan and create a window display project given established criteria.
Fashion Design Assistant
27.06   Demonstrate knowledge of pattern making.

CTE Standards and Benchmarks	
27.07	Apply design draping techniques.
27.08	Exhibit effective communication skills.
27.09	Demonstrate computer skills.
27.10	Demonstrate garment construction skills.
27.11	Explain the elements of design.
27.12	Demonstrate appropriate customer relations skills.
27.13	Plan and develop a project related to fashion design according to the specifications given by the designer.
Tailor's Assistant	
27.14	Select suitable fabric for a tailored jacket using identified criteria.
27.15	Select suitable hair canvas, interfacing, linings, and underlining for specified fabric.
27.16	Prepare fabrics and alter patterns according to pattern directions.
27.17	Lay out patterns, bias, plaid, or one-way prints using correct layout procedures.
27.18	Cut patterns, fabric, hair canvas, and linings according to given directions.
27.19	Tailor tack markings using the proper techniques.
27.20	Baste and fit a garment.
27.21	Stitch seams using the correct stitches for the fabric.
27.22	Apply seam finishes selected from practice samples.
27.23	Apply zippers according to the manufacturer's instructions and the application chosen for different types of garments.
27.24	Construct tailored pockets.
27.25	Construct buttonholes.
27.26	Construct chest pieces, shoulder pads, and sleeve heads.
27.27	Set in sleeves according to given directions.

CTE Standards and Benchmarks	
27.28	Construct and apply an upper collar and facings.
27.29	Construct and apply linings according to fabric requirements.
27.30	Construct hems using proper techniques for the selected fabric/garment style.
27.31	Select patterns and cut fabric for tailored pants.
27.32	Alter patterns and cut fabric for tailored pants.
27.33	Fit and construct tailored pants.
27.34	Construct and apply linings to tailored pants using appropriate techniques.
27.35	Refit and alter a ready-to-wear garment.
Costume Design	
27.36	Demonstrate taking body measurements using the correct measuring method.
27.37	Compare and alter basic patterns.
27.38	Construct a basic muslin shell using a customer's measurements and/or a pattern.
27.39	Transfer fitting changes to paper patterns.
27.40	Construct an oak tag board sloper from muslin.
27.41	Draft a pattern according to costume specifications.
27.42	Identify and describe the styles that suit different body types.
27.43	Identify and design garments to suit different body types.
27.44	Choose fabric for a specific body type and design based on customer criteria.
27.45	Design garments for dance, theater, sports activities, costumes, music videos, and print ads.
27.46	Define *draping*; demonstrate the draping method of design.
Personal Shopper	
27.47	Demonstrate effective communication skills.

CTE Standards and Benchmarks
27.48   Identify different body types.
27.49   Identify and demonstrate knowledge of appropriate attire for various ages, body types, and occasions.
27.50   Demonstrate an understanding of the relationship between color and skin tone.
27.51   Demonstrate the ability to work within a customer's budget.
27.52   Coordinate wardrobe essentials.
27.53   Plan and develop a personal shopping project according to established criteria.
27.54   Exhibit the skills necessary for a quality presentation of selections to clients.
27.55   Identify future trends in personal shopping.
Stylist
27.56   Demonstrate effective communication skills.
27.57   Identify different body types.
27.58   Identify and demonstrate knowledge of appropriate attire for various ages, body types, and occasions.
27.59   Demonstrate an understanding of the relationship between color and skin tone.
27.60   Demonstrate the ability to work within a customer's budget.
27.61   Identify future trends and future techniques in styling sets.
27.62   Identify and select fashion and accessories based on specific criteria.
27.63   Explain how the media has helped define fashion and influence design trends.
27.64   Coordinate wardrobe essentials.
27.65   Plan and develop a stylist project based on established criteria.
28.0   (Optional) Schedule and participate in a Fashion Technology and Design Services job shadowing experience. The student will be able to:
28.01   Research persons working in the Fashion Technology and Design Services profession within the local area.
28.02   Formalize, in writing, a job shadowing experience; apply knowledge gained within the program and use the guidelines set by the district, instructor, and employer; use knowledge synthesized within the program.

CTE Standards and Benchmarks
29.0   Finalize a professional portfolio according to industry standards. The student will be able to:
29.01   Submit a portfolio; include work samples from the Fashion Technology and Design Services program.
29.02   Compile and present a Mastery Project Showcase; include the professional portfolio, the technical sewing samples binder, examples of coursework, evidence of awards/honors, evidence of participation in FCCLA (if applicable), samples of constructed garments and slopers and the use of technology.

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Academic Alignment

Secondary Career and Technical Education courses are pending alignment to the B.E.S.T. (Benchmarks for Excellent Student Thinking) Standards for English Language Arts (ELA) and Mathematics that were adopted by the State Board of Education in February 2020. Academic alignment is an ongoing, collaborative effort of professional educators that provide clear expectations for progression year-to-year through course alignment. This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses.

Florida Standards for English Language Development (ELD)
English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting.   For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf.
For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Special Notes

The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the postsecondary program with the same Classification of Instructional Programs (CIP) number.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student. Access MyCareerShines by visiting: www.mycareershines.org.

Career and Technical Student Organization (CTSO)

Florida Family, Career and Community Leaders of America (FCCLA) is the intercurricular career and technical student organization(s) providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular course or a modified course. If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:
http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml