

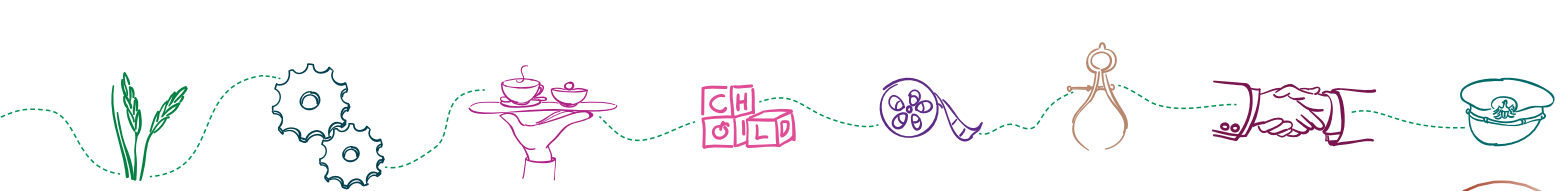


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Overview

The Career Technical Education (CTE) Model Curriculum Standards publication is organized for use as a complete document or for access to individual industry sectors and pathways. The document includes Standards for Career Ready Practice—which describe the knowledge and skills that students need prior to entering a career technical education program—as part of the career technical education sequence or as integrated elements of other course work in preparation for careers and college.

Each of the 15 industry sector sections includes a description, anchor standards, pathway standards, and an academic alignment matrix. The standards can be adjusted to be part of the curriculum (grades seven through twelve), provided through adult education, or included in community college programs. The document also lists the representatives who participated in each sector's content development and the references that were consulted to revise the CTE standards.

Standards for Career Ready Practice

California's Standards for Career Ready Practice, which follow this overview, are based on the Career Ready Practices of the Common Career Technical Core (CCTC), a state-led initiative sponsored by the National Association of State Directors of Career Technical Education Consortium (NASDCTEc):

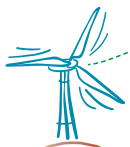
Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. (NASDCTEc 2012, 2)

California's 12 Standards for Career Ready Practice align with the state's CTE anchor standards and reflect the expectations from business and industry, labor and community organizations, and secondary and postsecondary education representatives from 42 participating states.

Anchor Standards

The 11 anchor standards build on the Standards for Career Ready Practice and are common across the 15 industry sectors. Content for these standards was drawn from several documents: "Preparing Students for the 21st Century Economy" (American Association of Colleges for Teacher Education and the Partnership for 21st Century Skills 2010); *How Should Colleges Prepare Students to Succeed in Today's Global Economy?* (Association of American Colleges and Universities and Peter D. Hart Research Associates, Inc. 2006); "Importance of Skills and Knowledge for College and Career Readiness," from *The MetLife Survey of the American Teacher: Preparing Students for College and Careers* (MetLife, Inc. 2011); and *Are They Really Ready to Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce* (The Conference Board et al. 2006).

Each anchor standard is followed by performance indicators using action verbs from the Beyond Knowledge Construct, presented in a hierarchical progression of simple tasks to more complex tasks. Performance indicators provide guidance for curriculum design and standards measurement.



The industry-sector anchor standards have been customized with selected additions to better reflect the needs and special conditions of each industry sector.

Anchor Standard 1 (Academics) guides users to sector-specific core academic standards related to each industry sector, which are listed in the alignment matrix at the end of each sector section. Anchor standards 2–10 are deliberately aligned with one of the Common Core English language arts standards, using similar language demonstrating the natural connections between the two subjects. Anchor Standard 11 (Demonstration and Application) highlights classroom, laboratory, and workplace learning specific to the individual sector and pathways.

Pathway Standards

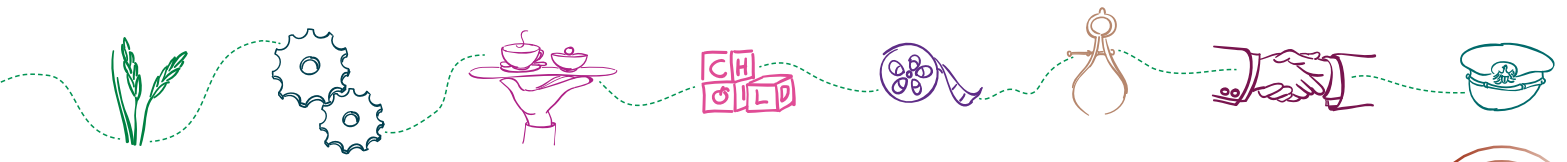
All 15 industry sectors contain multiple pathways. In order to be identified and listed for an industry sector, each pathway had to meet the following criteria:

- unique to an industry sector
- has an occupational focus
- consistent in size and scope
- composed of similar functions
- inclusive of all aspects of the industry
- includes 8–12 pathway-specific standards
- demonstrates sequence potential
- reasonable and appropriate for high school
- leads to high-skill, high-wage, or high-demand jobs
- sustainable and viable over the next 10 years

Academic Alignment Matrix

Each sector includes an academic alignment matrix that displays where a natural, obvious alignment occurs. Compiled by five teams of academic content experts in collaboration with industry-sector consultants, teachers, and other advisers, the alignment was selected if it was determined that the pathway standard would enhance, reinforce, or provide an application for a specific academic subject standard.

The alignment matrices include the subjects of Common Core English language arts and mathematics standards, history/social studies standards, and Next Generation Science Core Ideas. To assist with further review and implementation, each academic alignment is notated with specific pathway standards codes.



Implementation

The Standards for Career Ready Practice can be integrated with a course or incorporated into several courses over multiple school years (grades seven through twelve). The practices are expectations for all students, whether they are enrolled in a CTE program or following a more generalized course sequence. It is expected that all students who exit high school will be proficient in these practices.

The anchor standards are the basis for each of the pathways within each sector. These standards are designed to assist with the development of course curricula and instructional lesson plans; they describe what is to be taught and measured. In most cases, the teacher determines the sequence and strategies to be used to meet the needs of the student population he or she is serving.

The performance indicators that follow each standard offer guidance for both course design and student assessment. They are intended to guide course work as it is developed. The pathways organize the standards with a career focus, but they are not designed to be offered as single courses. Rather, the standards from each pathway are collected and organized into a sequence of learning. To meet local demands of business and industry and particular student populations, standards can be collected from more than one sector to create a course.

Using the academic alignment matrices as a resource, academic and CTE teachers can see where enhancements and support for both sets of standards can be initiated. CTE teachers can quickly identify academic standards that have a substantial relationship to their instruction. Likewise, academic teachers can specify individual academic standards and quickly identify related CTE standards, which will assist them in incorporating application and technology in their curricula and lessons.

The CTE Model Curriculum Standards are intended to serve the entire education community—from middle schools and high schools to postsecondary colleges and career training programs. A major aim of these standards is to prepare students for postsecondary education and training and to help them make a smooth transition into the workforce. In order for both the people and the economy of California to prosper, it is essential for all students to emerge from schools ready to pursue their career and college goals. Equipping all high school students with the knowledge and skills necessary to plan and manage their education and careers throughout their lives will help to guarantee these important outcomes. Strong CTE programs will continue to provide important educational opportunities to assist students as they pursue their dreams and strive for economic prosperity. The CTE Model Curriculum Standards are a resource for educators and the business world for ensuring high-quality CTE learning experiences and improved student outcomes in the twenty-first-century economy.



California Standards for Career Ready Practice

Standards for Career Ready Practice describe the fundamental knowledge and skills that a career-ready student needs in order to prepare for transition to postsecondary education, career training, or the workforce. These standards are not exclusive to a career pathway, a CTE program of study, a particular discipline, or level of education. Standards for Career Ready Practice are 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. Standards for Career Ready Practice are a valuable resource to CTE and academic teachers designing curricula and lessons in order to teach and reinforce the career-ready aims of the CTE Model Curriculum Standards and the Common Core State Standards.

1. Apply appropriate technical skills and academic knowledge.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and other work-related practices.

2. Communicate clearly, effectively, and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others, are active listeners who speak clearly and with purpose, and are comfortable with the terminology common to the workplace environment. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

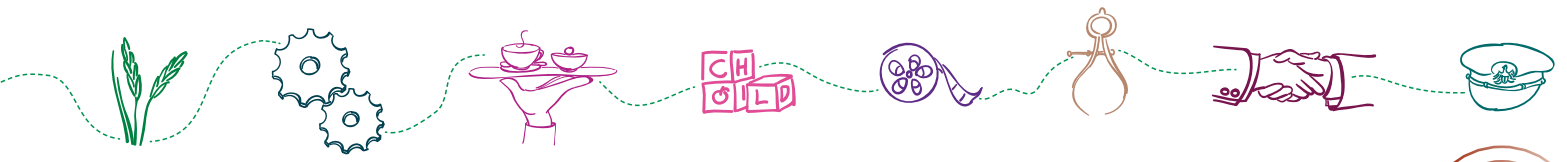
3. Develop an education and career plan aligned with personal goals.

Career-ready individuals take personal ownership of their own educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process and understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.





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

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve the problem and, once agreed upon, follow through to ensure the problem is resolved.

6. Practice personal health and understand financial literacy.

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community.

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them and think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence.

Career-ready individuals positively contribute to every team as both team leaders and team members. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.



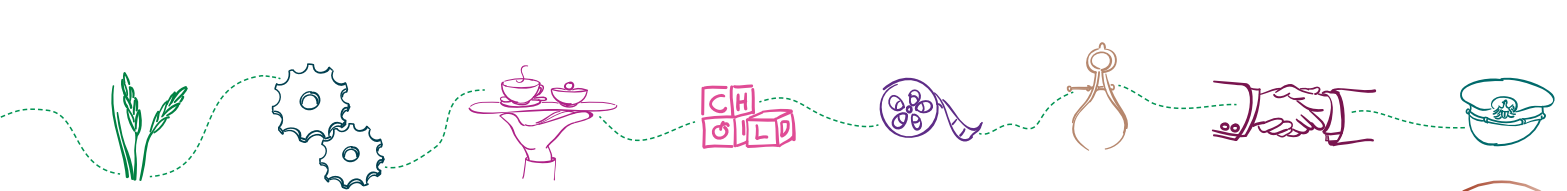
11. Employ valid and reliable research strategies.

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, social, and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

Note: As stated previously, California's Standards for Career Ready Practice are based on the CCTC Career Ready Practices posted at <https://careertech.org/> (accessed June 8, 2016).



Fashion and Interior Design

Sector Description

The Fashion and Interior Design sector provides students with the academic and technical preparation necessary to pursue high-skill, high-demand careers in these related and growing industries. The sector encompasses three distinct career pathways: Fashion Design and Merchandising, Interior Design, and Personal Services. The standards are designed to integrate academic and career technical concepts. The anchor standards include Consumer and Family Studies comprehensive technical knowledge and skills that prepare students for learning in the pathways. The knowledge and skills are acquired within a sequential, standards-based pathway program that integrates hands-on projects, work-based instruction, and leadership development such as that offered through Family, Career and Community Leaders of America (FCCLA). Standards in this sector are designed to prepare students for technical training, postsecondary education, and entry to a career.





Fashion and Interior Design

Knowledge and Performance Anchor Standards

1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Fashion and Interior Design academic alignment matrix for identification of standards.

2.0 Communications

Acquire and accurately use Fashion and Interior Design sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9–10, 11–12.6)

- 2.1 Recognize the elements of communication using a sender–receiver model.
- 2.2 Recognize the use of style guides in industry.
- 2.3 Identify barriers to accurate and appropriate communication.
- 2.4 Interpret verbal and nonverbal communications and respond appropriately.
- 2.5 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.
- 2.6 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- 2.7 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11–12.2)

- 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
- 3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.
- 3.3 Explore how information and communication technologies are used in career planning and decision making.
- 3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.
- 3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning.
- 3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.



- 3.7 Recognize the importance of small business in the California and global economies.
- 3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.
- 3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.

4.0 Technology

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Fashion and Interior Design sector workplace environment. (Direct alignment with WS 11-12.6)

- 4.1 Use electronic reference materials to gather information and produce products and services.
- 4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.
- 4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.
- 4.4 Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.
- 4.5 Research past, present, and projected technological advances as they impact a particular pathway.
- 4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.

5.0 Problem Solving and Critical Thinking

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Fashion and Interior Design sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)

- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
- 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
- 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
- 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.



6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Fashion and Interior Design sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)

- 6.1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.
- 6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.
- 6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.
- 6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.
- 6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.
- 6.6 Maintain a safe and healthful working environment.
- 6.7 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA).

7.0 Responsibility and Flexibility

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Fashion and Interior Design sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)

- 7.1 Recognize how financial management impacts the economy, workforce, and community.
- 7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to changing and varied roles and responsibilities.
- 7.4 Practice time management and efficiency to fulfill responsibilities.
- 7.5 Apply high-quality techniques to product or presentation design and development.
- 7.6 Demonstrate knowledge and practice of responsible financial management.
- 7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.
- 7.8 Explore issues of global significance and document the impact on the Fashion and Interior Design sector.



8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11–12.1d)

- 8.1 Access, analyze, and implement quality assurance standards of practice.
- 8.2 Identify local, district, state, federal, and international regulatory agencies and nongovernmental entities, as well as laws and regulations, related to the Fashion and Interior Design industry sector.
- 8.3 Demonstrate ethical and legal practices consistent with Fashion and Interior Design sector workplace standards.
- 8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.
- 8.5 Analyze organizational culture and practices within the workplace environment.
- 8.6 Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.
- 8.7 Conform to rules and regulations regarding sharing of confidential information, as determined by Fashion and Interior Design sector laws and practices.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the career technical student organization (such as FCCLA). (Direct alignment with SLS 11–12.1b)

- 9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
- 9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities.
- 9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.
- 9.4 Explain how professional associations and organizations (such as FCCLA) and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities.
- 9.5 Understand that the modern world is an international community and requires an expanded global view.



- 9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.
- 9.7 Participate in interactive teamwork to solve real Fashion and Interior Design sector issues and problems.

10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Fashion and Interior Design sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)

This section is specific to the foundational knowledge and skills required for Consumer and Family Studies.

- 10.1 Interpret and explain terminology and practices specific to the Fashion and Interior Design sector.
- 10.2 Comply with the rules, regulations, and expectations of all aspects of the Fashion and Interior Design sector.
- 10.3 Construct projects and products specific to the Fashion and Interior Design sector requirements and expectations.
- 10.4 Collaborate with industry experts for specific technical knowledge and skills.
- 10.5 Explore how apparel and interior fashions meet social, physical, and psychological needs of individuals and families.
- 10.6 Demonstrate an understanding of the elements and principles of design and color theory as they apply to the selection of apparel, furnishings, and housing.
- 10.7 Compare and contrast the historical and cultural influences on apparel, furnishings, and housing.
- 10.8 Explore and experiment with different textile fibers, fabrics, and finishes used for apparel and furnishings.
- 10.9 Demonstrate how to construct, alter, and repair fashion and interior items and accessories through the use of basic construction techniques and equipment.
- 10.10 Analyze the principles of wardrobe planning and maintenance and the factors that influence a person's apparel budget.
- 10.11 Evaluate the factors that influence housing decisions.
- 10.12 Identify the factors influencing the selection and care of home furnishings, accessories, and equipment.
- 10.13 Assess the principles and factors that influence space planning and interior design, including universal access.



- 10.14 Explain how individuals apply strategies that enable them to manage personal and work responsibilities to enhance productivity in the workplace.
- 10.15 Assess the factors regarding the individual, the family, and the workplace that influence decisions related to apparel and housing at each stage of the life cycle.
- 10.16 Demonstrate an understanding of how knowledge, skills, attitudes, and behaviors learned in Consumer and Family Studies can be transferred to advanced training and education or careers in the Fashion and Interior Design sector.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Fashion and Interior Design anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings and through the career technical student organization (FCCLA).

- 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Fashion and Interior Design sector program of study.
- 11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.
- 11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.
- 11.4 Employ entrepreneurial practices and behaviors appropriate to Fashion and Interior Design sector opportunities.
- 11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.



Fashion and Interior Design Pathway Standards

A. Fashion Design and Merchandising Pathway

The Fashion Design and Merchandising pathway focuses on the major aspects of the fashion industry and prepares students for careers and/or postsecondary education in this rapidly growing field. Students pursuing this career pathway have in-depth, hands-on experiences that focus on industry awareness, sustainable practices, elements and principles of design, history of fashion, fashion forecasting, textiles and textile products, product knowledge, apparel merchandising, and garment production.

Sample occupations associated with this pathway:



Display or Sales Associate



Merchandising Manager



Fashion Designer

- A1.0 Understand various aspects of the fashion design, manufacturing, merchandising, and retail industry and the industry's role in local, state, national, and global economies.
 - A1.1 Understand the different segments of the fashion industry from textile design to retail sales.
 - A1.2 Identify how the various segments of the industry contribute to local, state, national, and international economies.
 - A1.3 Understand how such resources as periodicals, mass media, trend reports, and the Internet are used in the industry.
 - A1.4 Compare major legislative, economic, and social trends that affect the industry.
 - A1.5 Research various professional organizations such as Fashion Group International (FGI) and National Retail Federation (NRF).
 - A1.6 Research postsecondary education options in the field of fashion design and merchandising.
- A2.0 Understand basic hiring practices, operational policies, procedures, and regulatory requirements in the fashion design, manufacturing, merchandising, and retail industry.
 - A2.1 Identify what constitutes appropriate professional clothing, grooming, and personal hygiene for a variety of professions.
 - A2.2 Identify hiring practices within the industry.
 - A2.3 Analyze basic operational procedures for all aspects of the industry (e.g., quality control, inventory control, distribution, quick response marketing, production, and accounting).
 - A2.4 Create a product which assesses the importance of accurate and thorough documentation to various aspects of the industry.



- A3.0 Understand the principles of organizational management, including the roles and responsibilities of management and employees.
 - A3.1 Describe important management strategies, such as shared responsibilities and negotiation.
 - A3.2 Practice using common organizational procedures and tools, such as business plans, spreadsheets, recordkeeping, and communication with consumers.
 - A3.3 Compare and contrast the major outcomes of effective management, such as profitability, productivity, a positive work environment, and client satisfaction.
 - A3.4 Identify and list management titles and the role of each position in the overall operation of the company.
 - A3.5 Use the concepts and principles that lead to a healthy business with a positive company culture to begin creating a business plan.

- A4.0 Apply the elements and principles of design in various aspects of the fashion industry.
 - A4.1 Apply the elements and principles of design to various tasks within the fashion industry (e.g., textiles design, fashion design, graphic design, visual merchandising).
 - A4.2 Explain the fundamentals of trend forecasting.
 - A4.3 Integrate various types of technology in the design process.
 - A4.4 Master skills to create presentation boards.
 - A4.5 Create a portfolio to showcase design ideas and mastery.

- A5.0 Understand how the history of social, cultural, political, economic, and technological changes influence fashion.
 - A5.1 Analyze how fashion and design have been influenced by politics, society, economics, culture, and aesthetics.
 - A5.2 Compare how textiles and design have evolved throughout history.
 - A5.3 Define the ways in which economies, mass production, labor unions, globalization, and technology affect the fashion industry.
 - A5.4 Create a product describing fashion cycles and the adaptation of historical fashions to current trends.

- A6.0 Understand the characteristics, production, and maintenance of textiles and the use of sustainable practices.
 - A6.1 Identify general characteristics and maintenance of various fibers, fabrics, and finishes.
 - A6.2 Compare textile manufacturing methods for producing fabrics that are woven, nonwoven, and knit.



- A6.3 Analyze principals of standard print design (e.g., abstract and geometric) and color designs (e.g., tone-on-tone, positive/negative, and monotone).
- A6.4 Integrate the skills and procedures necessary to create and produce textile products.
- A6.5 Research how technology is used to create various textiles.
- A6.6 Evaluate how copyright, trademark, and patent laws affect textile design and production.
- A6.7 Compile textile industry standards that demonstrate sustainable practices.

- A7.0 Understand how trends, color, and societal forecasting are used in the fashion industry.
 - A7.1 Identify the resources available to the fashion industry that provide information on fashion trends, color, and societal trend forecasting.
 - A7.2 Research trends that influence fashion and interior design.
 - A7.3 Apply trend forecasting as it relates to fashion design, textile design, product development, and merchandising.

- A8.0 Understand the principles and techniques used in fashion design and product development and manufacturing.
 - A8.1 Know the basic process of manufacturing garments.
 - A8.2 Identify equipment, tools, supplies, and software to construct or manufacture garments.
 - A8.3 Illustrate how the manufacturing process relates to the cost of producing garments.
 - A8.4 Evaluate the effects of global sourcing on garment production.
 - A8.5 Formulate cost sheets for garments, including manufacturer's costs, markup, and profit margin.
 - A8.6 Sketch a fashion design on the nine-head figure.
 - A8.7 Define flat patternmaking and draping techniques.
 - A8.8 Recognize pattern specifications for global production.
 - A8.9 Experiment with draping using various fabrics.
 - A8.10 Distinguish how technology is used in patternmaking, grading, and marking.
 - A8.11 Evaluate first-sample garments made from first patterns and make necessary adjustments.

- A.9.0 Understand the skills and procedures necessary for sales, marketing, and branding in the fashion industry.
 - A9.1 Define basic procedures for sales, exchanges, and returns.
 - A9.2 Identify the factors that contribute to quality customer relations, service, and sales.



- A9.3 Analyze customer buying motives.
 - A9.4 Apply effective sales, marketing techniques, and presentation skills.
 - A9.5 Assess strategies for helping customers select merchandise and recommend related products and services appropriate to their needs.
 - A9.6 Explain how technology can be used to provide customer service.
 - A9.7 Define the concept of branding and identify successful examples.
- A10.0 Understand visual merchandising and product styling.
- A10.1 Explain the characteristics of effective interior and exterior retail displays.
 - A10.2 Understand the theory and practice of merchandise placement on a sales floor.
 - A10.3 Construct store displays by using various fixtures (e.g., mannequins, shadow boxes, wall and tabletop displays, and props) to convey specific messages (e.g., a store's image, a specific manufacturer's label, a color or fabric story, or a specific event).
 - A10.4 Demonstrate understanding of methods of visual merchandising and styling as it relates to selling on all types of media by creating a marketing plan.
- A11.0 Understand the current laws, work site policies, and systems for inventory control and loss prevention.
- A11.1 Describe the procedures involved in receiving, inspecting, and marking merchandise and distributing it to the selling floor.
 - A11.2 Explain the role of inter-store transfers in the general distribution of goods.
 - A11.3 Understand the current laws that affect inventories.
 - A11.4 Compare common inventory loss points and strategies for loss prevention.
 - A11.5 Analyze how loss prevention affects all profits.
- A12.0 Understand important aspects of the beauty industry.
- A12.1 Identify and list various careers in the beauty industry.
 - A12.2 Compare how cosmetic products are made.
 - A12.3 Compare how products are regulated.
 - A12.4 Explain the training required for selling beauty products.
 - A12.5 Research various techniques for marketing beauty products.
 - A12.6 Create a product which demonstrates the principles of packaging beauty products.



Fashion and Interior Design Pathway Standards

B. Interior Design Pathway

The Interior Design pathway is designed to prepare students for careers and/or postsecondary education in this rapidly growing field. Students pursuing this career pathway study the principles and elements of design along with presentation skills. They gain knowledge of materials and products, including but not limited to furnishings, fabrics, fixtures and treatments, sourcing products, space planning, specifications, and interior systems. Students will also be exposed to state-of-the-industry, computer-aided design and the emerging field of sustainability.

Sample occupations associated with this pathway:



Set Decorator



Certified Kitchen and Bath Specialist



Interior Designer

- B1.0 Understand the complexity of the interior design industry and learn and apply aspects of design that pertain to residential, commercial, and mobile interior design.
 - B1.1 Identify and list various career areas within the interior design field, including home furnishings; retail; furniture design; accessory design; and residential, commercial, and mobile design.
 - B1.2 Understand how the industry functions, knowledge of materials/resources, and effective business practices.
 - B1.3 Identify how the various segments of the industry contribute to local, state, national, and global economies.
 - B1.4 Understand how resources such as periodicals, mass media, and the Internet are used in the industry.
 - B1.5 Compare the major legislative, economic, and social trends that have an impact on the industry.
 - B1.6 Research various professional organizations such as American Society of Interior Designers (ASID) and National Kitchen and Bath Association (NKBA).
 - B1.7 Research postsecondary education options in the field of interior design.
- B2.0 Understand key operational procedures and laws in the industry pertaining to design, production, and construction.
 - B2.1 Identify how various factors affect budgets and profits.
 - B2.2 Recognize various types of liability, insurance policies, service agreements, contracts, and the need to comply with codes.



- B2.3 State the purpose of regulatory agencies and the function of tax forms and resale numbers.
- B2.4 Explain how designers determine their fees for services and materials.
- B2.5 Understand how designers and industry professionals keep appropriate records, write correspondence, and use forms to manage accounts and workflow.
- B2.6 Plan and organize work schedules with a timeline showing the stages from consultation through installation.
- B3.0 Understand and apply the elements and principles of design to various aspects of the interior design industry.
 - B3.1 Create an environment using the elements and principles of design for designing, marketing, and merchandising of interior design products.
 - B3.2 Understand the concept of universal design and relate it to the industry.
 - B3.3 Explain the fundamentals of trend forecasting.
 - B3.4 Integrate various types of technology in the design process.
- B4.0 Understand the main principles of sales and marketing in the interior design and furnishings industry.
 - B4.1 Identify factors that contribute to quality customer relations, service, and retail sales.
 - B4.2 Analyze customers' buying motives.
 - B4.3 Compare and contrast sales and marketing techniques for their effectiveness.
 - B4.4 Assess strategies for helping customers select merchandise and recommend related products and services appropriate to their needs.
 - B4.5 Explain how technology can be used to provide customer service.
 - B4.6 Define basic policies and procedures for sales, exchanges, and returns.
- B5.0 Understand and apply important aspects of design, space planning, and know the characteristics of interior systems.
 - B5.1 Understand the importance of clients' needs to the development of a design concept.
 - B5.2 Understand the measurements of interior spaces and how to determine square footage.
 - B5.3 Interpret all types of blueprints, including symbols for plumbing, electrical, and heating/air.
 - B5.4 Understand the traffic flow and product/furniture placement requirements for an interior design project.
 - B5.5 Create scale-drawings, elevations, renderings, and sample boards.



- B5.6 Analyze space needs on the basis of clients' specifications.
- B5.7 Understand the concept of universal design as it applies to people with and without disabilities and research the compliance requirements of the American with Disabilities Act.
- B5.8 Master presentation skills necessary to sell design concepts to a potential client.
- B6.0 Understand the selection of lighting, window, wall, and floor treatments for residential, commercial, and mobile interiors.
 - B6.1 Recognize a variety of styles, construction, materials, hardware, and their functions and the need to comply with industry codes.
 - B6.2 Describe the function, appearance, installation, maintenance of primary types of lighting, window treatments, floor, and wall coverings.
 - B6.3 Understand the procedures for tracking and following through on work orders.
 - B6.4 Research the process for installing lighting, window, wall, and floor treatments, including measuring.
 - B6.5 Estimate costs of materials, fabrication, and installation.
- B7.0 Understand the selection of furniture, upholstery, slipcovers, and accessories for residential, commercial, and mobile interiors.
 - B7.1 Define procedures, processes, and labels used for the production of furniture, coverings, and accessories that meet industry standards and codes.
 - B7.2 Identify the primary types of woods, fillers, materials, finishes, and frames.
 - B7.3 Label the primary types of fabrics, trims, and finishes for various furniture, coverings, and accessories.
 - B7.4 Evaluate how ergonomic and anthropometric concepts assist clients in the selection and adaptation of furnishings.
 - B7.5 Research appropriate furnishings by evaluating the quality, source, function, and vendors' attributes.
 - B7.6 Outline schedules for completing work and installing appliances and cabinetry.
- B8.0 Understand the fabrication of treatments for windows, walls, floors, and furnishings.
 - B8.1 Identify the appropriate tools and supplies needed for production and fabrication of window, wall, and floor treatments and coverings.
 - B8.2 Name the construction skills and techniques that meet industry standards.
 - B8.3 Understand the steps, procedures, and processes necessary for the production of window coverings, furnishings, and accessories.
 - B8.4 Interpret and complete orders by using accepted production methods.



- B9.0 Understand the history and events that have influenced the design of furnishings and interiors.
 - B9.1 Identify basic furniture styles and interiors from historical periods.
 - B9.2 Recognize the characteristics of furnishings that typify various periods and architectural styles throughout history.
 - B9.3 Analyze recurring historical designs in today's furnishings.
 - B9.4 Research how furnishings from a particular period in history were influenced by political, social, economic, and aesthetic conditions.
 - B9.5 Create a product that distinguishes how prosperity, mass production, and technology throughout history are related to the economics of the furnishings segment of the industry.

- B10.0 Understand the characteristics and maintenance of textiles and their applications to interior design products.
 - B10.1 Identify general characteristics and maintenance of various fibers, fabrics, and finishes.
 - B10.2 Name various uses of textiles in interior design products.
 - B10.3 Compare the application of various fabric types to a variety of interior products.
 - B10.4 Research color and design trends for textiles.
 - B10.5 Compare textile manufacturing methods for producing fabrics that are woven, nonwoven, and knit.
 - B10.6 Analyze principals of standard print design (e.g., abstract and geometric) and color designs (e.g., tone-on-tone, positive/negative, and monotone).
 - B10.7 Integrate the skills and procedures necessary to create and produce textile products.
 - B10.8 Research how technology is used to create various characteristics in textiles.
 - B10.9 Design a product describing how copyright, trademark, and patent laws affect textile design and production.

- B11.0 Understand sustainable practices in the interior design field which includes: recyclable materials/products, efficient energy products and usage, sustainable construction principles, asset liquidation principles, transportation, and disposal of harmful chemicals/products.
 - B11.1 Compile textile industry practices that demonstrate sustainability.
 - B11.2 Compare environmentally friendly and sustainable design concepts that reflect federal guidelines and voluntary standards, such as Leadership in Energy and Environmental Design (LEED).
 - B11.3 Research sustainable products.



- B11.4 Research lighting, water, waste disposal, and other energies to determine the best options for the client that demonstrates sustainable practices.
- B11.5 Explain how organizations such as Leadership in Energy and Environmental Design (LEED) promote sustainable practices.
- B11.6 Analyze government incentives for sustainable practices to benefit the client.
- B11.7 Identify characteristics of sustainable fibers and acquire knowledge about what elements contribute to a sustainable fiber.



C. Personal Services Pathway

Students who follow the Personal Services pathway develop the essential concepts, knowledge, principles, and skills to be successful in the career opportunities in this industry. Careers or subjects in this field include barbering, cosmetology, makeup artistry, and manicuring, with the emphasis on client consultation, health/safety, service/treatment protocols, product/equipment knowledge, marketing/promotion, management, and business practices.

Sample occupations associated with this pathway:



Barber



Esthetician



Hair Stylist



Makeup Artist



Manicurist

- C1.0 Identify the importance of state board licensing, rules and regulations for the beauty industry.
 - C1.1 Define the state board licensing requirements and procedures that currently exist in California.
 - C1.2 List the state board rules and regulations that currently exist in California.
 - C1.3 Identify the state board officials to contact when professionals have comments, concerns, or complaints regarding state board rules, regulations, policies or procedures in California.
 - C1.4 State the purposes of having a governing or licensing board over the beauty industry in California.
 - C1.5 Access information regarding the Barbering and Cosmetology Board meetings, agendas, and minutes in California.
- C2.0 Recognize the different communication skills that are necessary to be successful in the personal service career pathways of the beauty industry.
 - C2.1 Describe the different types of communication skills that must be used when pursuing a career in the beauty industry.
 - C2.2 List the ways that communication skills can enhance a career in the beauty industry.
 - C2.3 Describe the communications skills that are essential to being successful in the beauty industry.



- C2.4 Define the differences between body language, written, oral, and listening communication skills.
- C2.5 Identify the reasons why people skills, critical thinking, and soft skills are an important component of being successful in the beauty industry.
- C3.0 Explain the importance of following the federal and state health and safety regulations, Occupational Safety and Health Administration (OSHA) regulations, infection control practices for the beauty industry.
 - C3.1 Classify the different health and safety regulations for the industry from the federal, state, and local levels.
 - C3.2 Locate all Material Safety Data Sheets (MSDS) for chemicals and products.
 - C3.3 Discuss the purposes of knowing OSHA regulations.
 - C3.4 Distinguish the differences of the various infection control practices to protect the consumer as well as the professional.
 - C3.5 Review the various business and industry companies that provide equipment and products for infection control practices for quality and safety.
- C4.0 Describe importance of keeping up with new trends, technologies, product development, new equipment, and services for clients.
 - C4.1 Identify the need for professionals to continue with their education and training.
 - C4.2 Recognize which trends, technologies, products, equipment and services that will increase success.
 - C4.3 Explain the benefits of keeping up with the trends, technologies and new products for treatment plans.
 - C4.4 Review new trends, technologies, product development, equipment, and services with a benefit/cost analysis perspective.
- C5.0 Demonstrate the key concepts and principles to designing and performing services and treatment plans for clients.
 - C5.1 Apply consistent concepts and principles in designing a service or treatment plan for each client.
 - C5.2 Practice ethical and moral leadership when performing services or treatment plans with/on clients at all times.
 - C5.3 Use professional respect, courtesy, and demeanor at all times when working with clients and other professionals.



- C5.4 Illustrate the purpose of having a thorough client consultation and record system of services or treatment plans performed for clients.
- C5.5 Modify the service or treatment plan accordingly as the goals of the client change or become achieved in the services provided.
- C6.0 Employ the leadership and business management practices and cultural proficiencies that would lead to success in the beauty industry.
 - C6.1 Discover various methods to develop cultural proficiencies for a successful career.
 - C6.2 Prepare to be a successful leader by practicing positive leadership and business management skills.
 - C6.3 Operate as an ethical and responsible leader on a daily basis.
 - C6.4 Prepare and train new personnel in the salons, spas, or other beauty industry careers with integrity, ethics, and professionalism at all times.
- C7.0 Differentiate the types of business ownership and the advantages/disadvantages of owning and/or managing a business.
 - D7.1 Identify successful mentors in the personal service career pathways to help become successful.
 - D7.2 Categorize the advantages and disadvantages of being a business owner.
 - D7.3 Examine the pros and cons of managing a business.
 - D7.4 Compare and contrast the components that make up a good business plan.
 - D7.5 Model positive attributes about work.
- C8.0 Analyze the clients' needs, abilities, purpose, and challenges to obtaining their goals with services and treatment.
 - C8.1 Identify the appropriate tools, products, and supplies that are needed to help the client reach their treatment plan goals.
 - C8.2 Select the proper products and equipment to be used at home or in professional treatments to achieve the client's needs and goals.
 - C8.3 Outline an at-home protocol for clients to use daily to assist in achieving their personal goals in the beauty services or treatment plans performed.
 - C8.4 Illustrate the purpose of having a well-designed client consultation form for services and treatment plans.
 - C8.5 Diagram a service or treatment plan protocol for the client's needs, goals, and challenges to follow at home and with professional services.



- C9.0 Explain the legal, ethical, scope of practice, and financial responsibilities that exist in the beauty industry.
 - C9.1 Collect information on the scope of practice from other states to ensure that the industry is staying up on new trends and technology that should be available for trained and licensed professionals to offer their clients in California.
 - C9.2 Comply with all local, state and federal laws, rules, and regulations that affect the beauty industry at all times.
 - C9.3 Construct a training manual or protocol on legal, ethical, scope of practice, and financial responsibilities.
 - C9.4 Prepare for all of the possible legal, ethical, and financial responsibilities that exist in the beauty industry in California.
- C10.0 Synthesize the treatment protocols of clients to assess, re-evaluate, and change the services or treatment plans to reach their goals.
 - C10.1 Revise or modify treatment protocols for clients as needed based on re-evaluating their needs, goals, or achievements during services or treatment plans offered.
 - C10.2 Generate professional treatment protocols to ensure the best possible outcomes for clients during services or treatments performed.
 - C10.3 Create a treatment plan for each client individually to achieve their needs and goals of services or treatments being offered.
 - C10.4 Describe training all staff and personnel on the importance of assessing, re-evaluating, and changing the services or treatment plans offered to clients.
 - C10.5 Prepare a treatment protocol or client consultation form that is inclusive of helping the client obtain their needs and goals, and eliminating as many challenges for them as possible.
- C11.0 Evaluate the various equipment, supplies, products, and distributors, and manufacturers, and that represent the beauty industry.
 - C11.1 Explain the rationale used when buying new technology, equipment or products to use in services or treatment plans for clients.
 - C11.2 Interpret the rules and regulations that govern the personal service career pathways sector to limit your liability on services or treatment plans offered to clients.
 - C11.3 Appraise the value and worth of all equipment and products that are on the market for the beauty industry today.



- C11.4 Compare and contrast all distributors, manufacturers, and suppliers for the goods that they are promoting.
- C11.5 Discriminate reputable distributors, manufacturers, and suppliers from those which are not as professional or reliable with their products/equipment.
- C12.0 Assess the current state, federal, and international scope of practice, rules, and regulations required of professionals in the beauty industry.
 - C12.1 Describe the current state, federal, and international scope of practice for the various careers in personal services.
 - C12.2 Interpret existing laws and regulations to make proposal to state legislative members and state board officials on the scope of practice for the various career fields within the beauty industry.
 - C12.3 Evaluate the current rules and regulations of California to propose new ideas or changes to the beauty industry to make it better for the future.
 - C12.4 Justify rationale for changes in the personal services career pathway of the beauty industry to keep up with the market trends and needs of the population at-large.
 - C12.5 Support the need for state, federal, and international governing agencies to work together more to make the personal service career pathways a more seamless transition.



Academic Alignment Matrix

		PATHWAYS		
		A. Fashion Design and Merchandising	B. Interior Design	C. Personal Services
FASHION AND INTERIOR DESIGN				
ENGLISH LANGUAGE ARTS				
Language Standards – LS (Standard Area, Grade Level, Standard #)				
11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0, A10.0, A11.0, A12.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0	C1.0, C2.0, C3.0, C4.0, C8.0, C9.0, C10.0, C11.0, C12.0	
11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0, A10.0, A11.0, A12.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0	C5.0, C8.0, C9.0, C10.0	
11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0, A10.0, A11.0, A12.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0	C3.0, C7.0, C9.0, C12.0	
11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0, A10.0, A11.0, A12.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0	C12.0	
11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			C3.0, C12.0	
11-12.6. Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0, A10.0, A11.0, A12.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0	C1.0, C2.0, C3.0, C4.0, C8.0, C9.0, C10.0, C11.0, C12.0	
Reading Standards for Informational Text – RSIT (Standard Area, Grade Level, Standard #)				
11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0, A10.0, A11.0, A12.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0		
11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0, A10.0, A11.0, A12.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0		
11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0, A10.0, A11.0, A12.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0		

Academic Alignment Matrix

FASHION AND INTERIOR DESIGN		PATHWAYS		
		A. Fashion Design and Merchandising	B. Interior Design	C. Personal Services
ENGLISH LANGUAGE ARTS				
Reading Standards for Informational Text – RSIT (Standard Area, Grade Level, Standard #) (continued)				
11–12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10). (See grade 11/12 Language standards 4–6 on page 46 for additional expectations.)	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0, A10.0, A11.0, A12.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0		C12.0
11–12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0, A10.0, A11.0, A12.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0		C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0
Reading Standards for Literacy in History/Social Studies – RHSS (Standard Area, Grade Level, Standard #)				
11–12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	A1.0, A5.0, A7.0	B1.0, B9.0		C9.0
11–12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	A1.0, A5.0, A7.0	B1.0, B9.0		
11–12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	A1.0, A5.0, A7.0	B1.0, B9.0		C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0
11–12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	A1.0, A5.0, A7.0	B1.0, B9.0		
Reading Standards for Literacy in Science and Technical Subjects – RLST (Standard Area, Grade Level, Standard #)				
11–12.2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.	A2.0, A3.0, A4.0, A6.0, A8.0, A9.0, A11.0	B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B10.0, B11.0		
11–12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	A2.0, A3.0, A4.0, A6.0, A8.0, A9.0, A11.0	B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B10.0, B11.0		C3.0, C4.0, C12.0





Academic Alignment Matrix

	PATHWAYS		
	A. Fashion Design and Merchandising	B. Interior Design	C. Personal Services
FASHION AND INTERIOR DESIGN			
Reading Standards for Literacy in Science and Technical Subjects – RLST (Standard Area, Grade Level, Standard #) (continued)			
11–12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.	A2.0, A3.0, A4.0, A6.0, A8.0, A9.0, A11.0	B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B10.0, B11.0	C1.0, C9.0, C12.0
11–12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	A2.0, A3.0, A4.0, A6.0, A8.0, A9.0, A11.0	B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B10.0, B11.0	C7.0, C10.0, C12.0
11–12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	A2.0, A3.0, A4.0, A6.0, A8.0, A9.0, A11.0	B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B10.0, B11.0	C3.0, C4.0, C9.0, C12.0
Writing Standards – WS (Standard Area, Grade Level, Standard #)			
11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0, A10.0, A11.0, A12.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0	
b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.			
c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.			
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			
e. Provide a concluding statement or section that follows from and supports the argument presented.			
f. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).			

Academic Alignment Matrix

		PATHWAYS		
		A. Fashion Design and Merchandising	B. Interior Design	C. Personal Services
FASHION AND INTERIOR DESIGN				
Writing Standards – WS (Standard Area, Grade Level, Standard #) (continued)				
<p>11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>		<p>A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0, A10.0, A11.0, A12.0</p>	<p>B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0</p>	<p>C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0</p>
11-12.3. Write narratives to develop real or imaged experiences or events using effective technique, well-chosen details, and well-structured event sequences.				<p>C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0</p>
11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		<p>A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0, A10.0, A11.0, A12.0</p>	<p>B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0</p>	<p>C1.0, C5.0</p>
11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.		<p>A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0, A10.0, A11.0, A12.0</p>	<p>B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0</p>	<p>C1.0, C5.0</p>





Academic Alignment Matrix

	PATHWAYS		
	A. Fashion Design and Merchandising	B. Interior Design	C. Personal Services
Writing Standards – WS (Standard Area, Grade Level, Standard #) (continued)			
11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0, A10.0, A11.0, A12.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0	C1.0, C5.0, C8.0
11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0, A10.0, A11.0, A12.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0	C1.0, C4.0, C10.0
11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes.	A1.0, A4.0	B1.0, B3.0	C1.0
11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0, A10.0, A11.0, A12.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0	C1.0, C4.0, C6.0
11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0, A10.0, A11.0, A12.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0	C4.0, C9.0
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects – WHSST (Standard Area, Grade Level, Standard #)			
11-12.1. Write arguments focused on discipline-specific content.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0, A10.0, A11.0, A12.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0	C4.0
11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0, A10.0, A11.0, A12.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0	
11-12.3. Incorporate narrative elements effectively into arguments and informative/explanatory texts.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0, A10.0, A11.0, A12.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0	

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		PATHWAYS		
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FASHION AND INTERIOR DESIGN				
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects – WHSST (Standard Area, Grade Level, Standard #) (continued)				
11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.				C5.0, C10.0
11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0, A10.0, A11.0, A12.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0	
11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.		A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0, A10.0, A11.0, A12.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0	
MATHEMATICS				
Algebra – A-CED – Creating Equations				
<i>Create equations that describe numbers or relationships</i>				
1. Create equations and inequalities in one variable including ones with absolute value and use them to solve problems in and out of context, including equations arising from linear functions. 1.1 Judge the validity of an argument according to whether the properties of real numbers, exponents, and logarithms have been applied correctly at each step. (CA Standard Algebra II – 11.2)		A1.0, A3.0, A5.0, A7.0	B3.0, B8.0, B11.0	
2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.		A3.0, A5.0, A7.0	B3.0, B8.0	C3.0, C5.0, C8.0
3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.		A3.0, A5.0, A7.0	B3.0, B8.0	C3.0, C6.0, C8.0, C9.0, C10.0
Algebra – A-REI – Reasoning with Equations and Inequalities				
<i>Understand solving equations as a process of reasoning and explain the reasoning</i>				
1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.		A8.0, A9.0	B2.0, B4.0	C3.0, C4.0, C5.0, C8.0, C10.0





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		PATHWAYS		
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FASHION AND INTERIOR DESIGN				
Algebra – A-REI – Reasoning with Equations and Inequalities (continued)				
2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.		A8.0, A9.0	B2.0, B4.0	C3.0, C4.0, C5.0, C8.0, C10.0
Functions – F-LE – Linear, Quadratic, and Exponential Models				
2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).		A3.0	B7.0, B8.0, B9.0, B10.0	C4.0, C5.0, C8.0, C10.0
Geometry – G-CO – Congruence				
5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. <i>Make geometric construction</i>		A8.0, A9.0, A10.0	B10.0, B11.0	C4.0, C5.0, C8.0, C10.0
12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.		A4.0, A8.0, A9.0, A10.0	B3.0, B5.0, B6.0, B8.0, B10.0, B11.0	C4.0, C5.0, C8.0, C10.0
Geometry – G-GMD – Geometric Measurement and Dimensions				
<i>Visualize relationships between two-dimensional and three-dimensional objects</i>				
4. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three dimensional objects generated by rotations of two-dimensional objects.		A6.0	B1.0, B5.0, B6.0, B7.0, B8.0, B10.0	C4.0, C5.0, C8.0, C10.0
5. Determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.		A6.0	B1.0, B5.0, B6.0, B7.0, B8.0, B10.0	C4.0, C5.0, C8.0, C10.0
Geometry – G-MG – Modeling with Geometry				
<i>Apply geometric concepts in modeling situations</i>				
1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).		A2.0, A3.0, A6.0	B1.0, B2.0, B5.0, B6.0, B7.0	C4.0, C5.0, C8.0, C10.0
2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).		A2.0, A3.0, A6.0	B1.0, B2.0, B5.0, B6.0, B7.0	C1.0, C3.0, C4.0, C5.0, C8.0, C10.0

Academic Alignment Matrix

	PATHWAYS		
	A. Fashion Design and Merchandising	B. Interior Design	C. Personal Services
FASHION AND INTERIOR DESIGN			
Geometry – G-MG – Modeling with Geometry (<i>continued</i>)			
3. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).	A2.0, A3.0, A6.0	B1.0, B2.0 B5.0, B6.0, B7.0, B8.0	C4.0, C5.0, C8.0, C10.0
Number and Quantities – N-Q – Number and Quantities			
<i>Reason quantitatively and use units to solve problems</i>			
1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	A9.0, A11.0	B4.0, B11.0	C4.0, C5.0, C8.0, C10.0
2. Define appropriate quantities for the purpose of descriptive modeling.	A9.0, A11.0	B4.0, B11.0	C1.0, C3.0, C4.0, C5.0, C8.0, C10.0
3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	A9.0, A11.0	B4.0, B11.0	C3.0, C4.0, C5.0, C8.0, C10.0
Statistics and Probability – S-ID – Interpreting Categorical and Quantitative Data			
<i>Summarize, represent, and interpret data on a single count or measurement variable</i>			
3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).	A2.0, A7.0, A9.0	B.2.0, B4.0, B11.0	C1.0, C6.0, C7.0, C9.0, C11.0, C12.0
Statistics and Probability – S-CP – Conditional Probability and the Rules of Probability			
<i>Understand independence and conditional probability and use them to interpret data</i>			
2. Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.			
3. Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.	A2.0, A7.0, A9.0	B2.0, B4.0, B11.0	C1.0, C3.0, C4.0, C5.0, C8.0, C9.0, C10.0





Academic Alignment Matrix

	PATHWAYS		
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FASHION AND INTERIOR DESIGN			
Statistics and Probability – S-MD – Using Probability to Make Decisions			
<i>Use probability to evaluate outcomes of decisions</i>			
5. (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values. b. Evaluate and compare strategies on the basis of expected values. For example, compare a high deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident. 6. (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).	A2.0, A7.0, A9.0	B2.0, B4.0, B11.0	C1.0, C3.0, C4.0, C5.0, C6.0, C7.0, C8.0, C9.0, C10.0, C11.0, C12.0
SCIENCE			
Scientific and Engineering Practices – SEP			
1. Asking questions (for science) and defining problems (for engineering)	A5.0, A7.0	B1.0	C3.0, C4.0, C5.0, C10.0, C11.0
2. Developing and using models	A10.0, A11.0		C3.0, C4.0, C5.0, C10.0, C11.0
3. Planning and carrying out investigations	A1.0, A4.0	B1.0, B7.0, B10.0	C1.0, C3.0, C6.0, C9.0, C10.0, C11.0
4. Analyzing and interpreting data	A9.0	B4.0, B7.0	
5. Using mathematics and computational thinking	A1.0, A2.0, A3.0, A4.0, A5.0, A7.0, A8.0, A11.0, A12.0	B1.0, B2.0, B5.0, B6.0, B7.0	
6. Constructing explanations (for science) and designing solutions (for engineering)	A8.0	B5.0, B6.0, B7.0	
8. Obtaining, evaluating, and communicating information	A1.0, A9.0	B1.0, B4.0	



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		PATHWAYS		
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FASHION AND INTERIOR DESIGN				
Crosscutting Concept – CC				
1. Patterns		A6.0, A8.0, A10.0	B1.0, B3.0, B4.0, B5.0, B6.0, B10.0	
2. Cause and effect: Mechanism and explanation		A3.0, A10.0	B1.0, B4.0, B7.0, B11.0	
3. Scale, proportion, and quantity		A2.0, A4.0, A6.0	B1.0, B3.0, B4.0, B5.0, B6.0, B7.0	
4. Systems and system models		A2.0, A6.0	B1.0, B4.0, B5.0	
5. Energy and matter: Flows, cycles, and conservation		A6.0	B1.0, B4.0, B6.0, B11.0	
6. Structure and function		A4.0, A6.0	B1.0, B3.0, B4.0, B5.0, B6.0, B7.0, B10.0	
7. Stability and change		A4.0, A6.0	B1.0, B3.0, B4.0	
Physical Sciences – PS				
PS1: Matter and Its Interactions				
PS1.A: Structure and Properties of Matter		A6.0, A8.0	B3.0, B7.0, B10.0	C4.0, C5.0
PS1.B: Chemical Reactions		A6.0	B7.0, B10.0	C3.0, C4.0, C5.0
PS2: Motion and Stability: Forces and Interactions				
PS2.A: Forces and Motion				C4.0, C5.0, C8.0, C10.0
PS2.B: Types of interactions				C4.0, C5.0, C8.0, C10.0
PS2.C: Stability and Instability in Physical Systems			B3.0, B6.0, B7.0	C4.0, C5.0, C8.0, C10.0
PS3.D: Energy in Chemical Processes and Everyday Life				C3.0, C4.0, C5.0, C8.0, C10.0
PS3: Energy				
PS3.B: Conservation of Energy and Energy Transfer			B7.0, B11.0	C1.0, C3.0, C4.0, C5.0, C8.0, C10.0
PS3.D: Energy in Chemical Processes and Everyday Life		A6.0	B3.0, B11.0	C1.0, C4.0, C5.0, C8.0, C10.0
PS4: Waves and Their Applications in Technologies for Information Transfer				
PS4.A: Wave Properties			B10.0	C1.0, C3.0, C4.0, C5.0, C8.0, C10.0
PS4.B: Electromagnetic Radiation				C1.0, C3.0, C4.0, C5.0, C8.0, C10.0
PS4.C: Information Technologies and Instrumentation		A2.0, A3.0, A4.0, A6.0, A9.0, A12.0	B1.0, B2.0, B4.0, B8.0, B10.0	C4.0, C5.0, C9.0, C10.0



Academic Alignment Matrix

FASHION AND INTERIOR DESIGN	PATHWAYS		
	A. Fashion Design and Merchandising	B. Interior Design	C. Personal Services
Life Sciences – LS			
LS1: From Molecules to Organisms: Structures and Processes			
LS1.A: Structure and Function		B10.0, B11.0	C5.0, C8.0, C10.0
LS1.B: Growth and Development of Organisms		B10.0, B11.0	
LS1.C: Organization for Matter and Energy Flow in Organisms		B10.0, B11.0	C5.0, C8.0, C10.0
LS1.D: Information Processing		B1.0	
LS2: Ecosystems: Interactions, Energy, and Dynamics			
LS2.A: Interdependent Relationships in Ecosystems	A6.0	B9.0, B10.0, B11.0	
LS2.C: Ecosystems Dynamics, Functioning, and Resilience		B9.0, B10.0, B11.0	
LS2.D: Social Interactions and Group Behavior		B9.0, B10.0, B11.0	C2.0, C5.0, C6.0, C8.0, C10.0
LS4: Biological Evolution: Unity and Diversity			
LS4.D: Biodiversity and Humans		B1.0, B4.0	C4.0, C8.0
Earth and Space Sciences – ESS			
ESS2: Earth's Systems			
ESS2.A: Earth Materials and Systems		B10.0, B11.0	
ESS2.C: The Roles of Water in Earth's Surface Processes		B10.0, B11.0	
ESS2.D: Weather and Climate		B10.0, B11.0	
ESS3: Earth and Human Activity			
ESS3.A: Natural Resources		B10.0, B11.0	C4.0, C10.0, C11.0
ESS3.B: Natural Hazards		B1.0	C3.0
ESS3.C: Human Impacts on Earth Systems	A5.0, A6.0	B9.0, B11.0	C4.0, C10.0, C11.0
ESS3.D: Global Climate Change	A1.0, A6.0	B10.0, B11.0	
Engineering, Technology, and the Applications of Science – ETS			
ETS1: Engineering Design			
ETS1.A: Defining and Delimiting an Engineering Problem	A4.0, A8.0, A10.0	B3.0, B5.0, B6.0	
ETS1.B: Developing Possible Solutions	A4.0, A8.0	B3.0	

Academic Alignment Matrix

		PATHWAYS		
		A. Fashion Design and Merchandising	B. Interior Design	C. Personal Services
FASHION AND INTERIOR DESIGN				
Engineering, Technology, and the Applications of Science – ETS (continued)				
ETS1.C: Optimizing the Design Solution		A4.0, A6.0, A8.0	B3.0	
ETS2: Links Among Engineering, Technology, Science, and Society		A8.0, A12.0	B5.0, B8.0	
ETS2.A: Interdependence of Science, Engineering, and Technology		A1.0, A5.0, A6.0, A8.0, A12.0	B1.0, B2.0, B5.0, B6.0, B9.0, B10.0	
ETS2.B: Influence of Engineering, Technology, and Science on Society and the Natural World				
HISTORY/SOCIAL SCIENCE				
Principles of American Democracy and Economics – AD				
12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.		A1.0, A11.0	B2.0	
12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.		A5.0	B5.0, B9.0	
12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.				C1.0, C3.0, C9.0
12.7.5. Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders.		A11.0	B2.0	
Principles of Economics – PE				
12.1 Students understand common economic terms and concepts and economic reasoning.		A1.0, A2.0, A6.0, A7.0, A9.0, A10.0, A12.0	B1.0, B2.0, B4.0, B6.0, B7.0, B8.0, B10.0, B11.0	C2.0, C3.0, C5.0
12.1.4. Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.			B11.0	
12.2 Students analyze the elements of America's market economy in a global setting.		A1.0, A2.0, A3.0, A6.0, A7.0, A9.0, A10.0, A12.0	B1.0, B2.0, B4.0, B6.0, B7.0, B8.0, B11.0	C3.0, C4.0, C5.0
12.2.7. Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.		A1.0, A2.0		C4.0, C5.0, C6.0, C7.0, C8.0
12.3 Students analyze the influence of the federal government on the American economy.		A1.0, A2.0, A6.0, A7.0, A9.0, A10.0, A12.0	B1.0, B2.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0	C1.0, C3.0, C8.0, C9.0, C10.0, C11.0, C12.0





Academic Alignment Matrix

		PATHWAYS		
		A. Fashion Design and Merchandising	B. Interior Design	C. Personal Services
FASHION AND INTERIOR DESIGN				
Principles of Economics – PE (continued)				
12.3.3. Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels.		A1.0, A2.0		
12.4 Students analyze the elements of the U.S. labor market in a global setting.		A1.0, A2.0, A6.0, A7.0, A9.0, A10.0, A11.0, A12.0	B1.0, B2.0, B4.0, B6.0, B7.0, B8.0, B9.0	
12.4.1. Understand the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the mini-mum wage, and unemployment insurance.		A1.0, A2.0, A5.0		C3.0
12.4.2. Describe the current economy and labor market, including the types of goods and services produced, the types of skills workers need, the effects of rapid technological change, and the impact of international competition.		A1.0, A2.0		
12.5 Students analyze the aggregate economic behavior of the U.S. economy.		A5.0	B9.0	
12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States' borders.		A1.0, A2.0, A6.0, A9.0, A10.0, A12.0	B1.0, B2.0, B4.0, B6.0, B7.0, B8.0, B9.0	
U.S. History and Geography – US				
11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.		A2.0, A5.0, A6.0, A8.0, A11.0	B2.0	
11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.		A1.0, A8.0	B1.0, B4.0, B6.0, B7.0, B8.0, B9.0, B10.0	
11.7 Students analyze America's participation in World War II.		A5.0	B9.0	
11.8 Students analyze the economic boom and social transformation of post-World War II America.		A2.0, A3.0, A5.0, A6.0	B2.0, B4.0, B6.0, B7.0, B9.0, B10.0, B11.0	C1.0
11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.		A1.0, A3.0, A4.0, A5.0, A6.0, A8.0, A11.0, A12.0	B3.0, B11.0	
11.11.5. Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.		A11.0	B2.0	



Academic Alignment Matrix

	PATHWAYS		
	A. Fashion Design and Merchandising	B. Interior Design	C. Personal Services
FASHION AND INTERIOR DESIGN			
World History, Culture, and Geography – WH			
10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.	A5.0, A6.0, A8.0	B9.0	C1.0, C2.0, C3.0, C7.0
10.6 Students analyze the effects of the First World War.	A5.0	B9.0	
10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).	A1.0, A5.0	B9.0	



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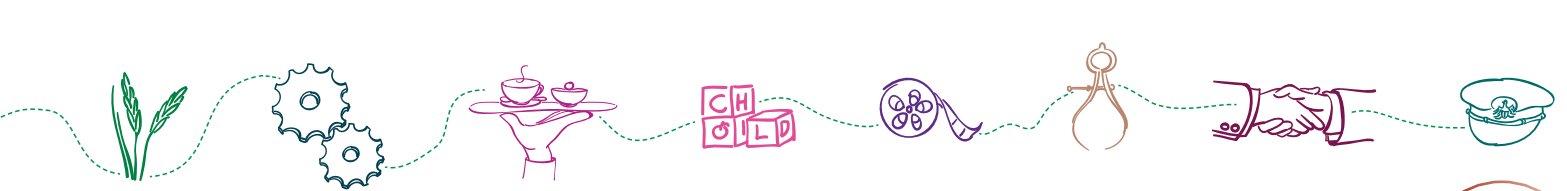
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