

Curriculum Content Framework

CLOTHING AND TEXTILES PRODUCTION, MANAGEMENT AND SERVICES

Grade Level: 10, 11, 12
CIP Code: 20.0301

Year Course

Prerequisites: TP Foundation Core
Course Code:

Course Description: Experiences in this course are designed to help individuals develop an awareness of career opportunities in clothing, apparel, and textile management, production, and services and of the competencies required for employment in this occupational field. Emphasis in the course is given to the development of competencies related to employability; business management; computer applications in clothing, apparel, and textile management; production techniques; custom sewing; textile characteristics and production techniques; alterations and repairs; and opportunities for entrepreneurship. Upon completion of this course, a student should have gained entry-level skills needed for employment; have identified areas of special interest; have developed skills required for obtaining and maintaining employment; have developed entrepreneurial skills; and developed a knowledge of the effects of technology in this service area.

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Unit 1: Employment Skills

10 Class Periods

Terminology: Aptitudes, basic communication skills, basic mathematics skills, benefits, career, computerized guidance, programs, employee, employer, employment, entry-level job, free enterprise system, job application form, job description, job interview, letter of application, on-the-job training, references, responsibility, résumé, salary, skills, wages, work experience

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.1 (match) Terms related to employment skills		Foundation	Reading Writing	Applies/Understands technical words that pertain to subject [1.3.6] Applies/Uses technical words and concepts [1.6.4]
1.2 (list) Entry-level positions in the area of clothing and related businesses	1.2.1 Determine entry-level positions in clothing and related businesses in the local community.	Foundation Personal Management	Listening Reading Writing Career Awareness, Development, and Mobility	Listens for content [1.2.3]; listens to follow directions [1.2.6] Uses standard occupational resource materials [1.3.22] Records data [1.6.16] Develops skills to locate, evaluate, and interpret career information [3.1.4]; explores career opportunities [3.1.6]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.3 (designate) Skills required for jobs in the area of clothing and related businesses		Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Writing	Records data [1.6.16]
		Personal Management	Integrity/ Honesty/ Work Ethic	Describes desirable worker characteristics [3.2.3]; describes/explains significance of integrity, honesty, and work ethics [3.2.4]
1.4 (name) Ways technology affects job trends in the field of clothing and textiles		Foundation	Listening	Listens for long-term contexts [1.2.7]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to technology [1.4.14]
			Writing	Organizes information into an appropriate format [1.6.10]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.6 (state) Guidelines for preparing a résumé	1.6.1 Prepare a résumé.	Foundation	Reading	Comprehends written specifications and applies them to a task [1.3.9]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]; prepares a complex document in a concise manner [1.6.12]
		Personal Management	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]
			Self-Esteem	Develops self-confidence by creating a résumé which promotes personal strengths/abilities [3.5.5]
1.7 (name) Ways to secure a job interview		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Writes logical and understandable sentences [1.6.23]
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]
1.8 (name) Guidelines for writing a letter of application	1.8.1 Write a letter of application.	Foundation	Reading	Comprehends written specifications and applies them to a task [1.3.9]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]; organizes information into an appropriate format [1.6.10]
		Personal Management	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.9 (state) Guidelines for completing a job application form	1.9.1 Complete a sample job application form.	Foundation	Listening Reading Writing	Listens for content [1.2.3]; listens to follow directions [1.2.6] Comprehends written information for main ideas [1.3.7]; follows written directions [1.3.13] Writes logical and understandable sentences [1.6.23]; completes form accurately [1.6.7]; writes/prints legibly [1.6.24]
		Personal Management	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]
1.10 (name) Guidelines for appropriate grooming and dress for a job interview		Foundation	Reading Writing	Draws conclusions from what is read [1.3.12] Summarizes written information [1.6.17]
		Personal Management	Integrity/ Honesty/ Work Ethic	Describes desirable worker characteristics [3.2.3]
1.11 (name) Factors to consider when making a job choice	1.11.1 Describe correct procedure to accept or reject a job offer.	Foundation	Listening Reading Speaking Writing	Listens for long-term contexts [1.2.7] Comprehends written information for main ideas [1.3.7]; follows written directions [1.3.13] Communicates a thought, idea, or fact in spoken form [1.5.5] Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Personal Management	Career Awareness, Development, and Mobility	Analyzes impact of work on individual and family life [3.1.1]; identifies continuing changes in male/female roles at home and work [3.1.7]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.12 (name) Personal abilities and traits associated with job success		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Summarizes written information [1.6.17]
		Personal Management	Integrity/ Honesty/ Work Ethic	Describes desirable worker characteristics [3.2.3]
1.13 (designate) Laws, regulations, and policies regarding safety, health, and wages of employees		Foundation	Reading	Uses standard occupational resource materials [1.3.22]; identifies relevant details, facts, and specifications [1.3.16]
			Science	Describes/Explains scientific principles related to health and safety [1.4.14]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]
		Thinking	Reasoning	Extracts rules or principles from written information [4.5.4]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.15 (match) Laws that protect individuals against job loss with correct definitions		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
		Thinking	Writing	Applies/Uses technical words and concepts [1.6.4]
			Reasoning	Extracts rules or principles from written information [4.5.4]
1.16 (explain) Reasons for and acceptable methods of terminating employment		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Personal Management	Integrity/ Honesty/ Work Ethic	Chooses ethical course of action [3.2.1]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]

Unit 2: Business Management

20 Class Periods

Terminology: Business, business management, customer relations, environment, goods, management plan, management skills, personnel, product pricing, product promotion, profit, quality control, services

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.1 (match) Terms related to business management		Foundation	Reading Writing	Applies/Understands technical words that pertain to subject [1.3.6] Applies/Uses technical words and concepts [1.6.4]
2.2 (name) Management opportunities in the clothing and textiles industry		Foundation Personal Management	Reading Writing Career Awareness, Development, and Mobility	Uses standard occupational resource materials [1.3.22] Records data [1.6.16] Explores career opportunities [3.1.6]
2.3 (state) Questions to consider before starting a business		Foundation Thinking	Reading Writing Problem Solving	Determines what information is needed [1.3.10] Organizes information into an appropriate format [1.6.10] Demonstrates logical reasoning in reaching a conclusion [4.4.2]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.4 (name) Local, state, and federal regulations to check before starting a business		Foundation	Reading	Uses standard occupational resource materials [1.3.22]
			Writing	Takes notes from various sources [1.6.18]
		Personal Management	Career Awareness, Development, and Mobility	Develops skills to locate, evaluate, and interpret career information [3.1.4]
			Integrity/ Honesty/ Work Ethic	Follows established rules, regulations, and policies [3.2.5]
2.5 (describe) Job responsibilities related to business management in this service area		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Personal Management	Integrity/ Honesty/ Work Ethic	Follows established rules, regulations, and policies [3.2.5]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.6 (designate) Ways computers are used in business management		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to computer use in business management [1.1.13]
			Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to computer use [1.4.14]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]
		Thinking	Seeing Things in the Mind's Eye	Imagines the flow of work activities from narrative descriptions [4.6.1]

<p>2.7 (list) Items to be included in a business management plan</p>	<p>2.7.1 Develop a business management plan.</p>	<p>Foundation</p> <p>Interpersonal</p> <p>Personal Management</p>	<p>Arithmetic/ Mathematics</p> <p>Reading</p> <p>Writing</p> <p>Leadership</p> <p>Teamwork</p> <p>Career Awareness, Development, and Mobility</p> <p>Organizational Effectiveness</p>	<p>Uses basic numerical concepts in practical situations [1.1.32]</p> <p>Comprehends written specifications and applies them to a task [1.3.9]; follows written directions [1.3.13]</p> <p>Records data [1.6.16]; organizes information into an appropriate format [1.6.10]</p> <p>Organizes group in planning and performing a specific task [2.4.9]</p> <p>Works effectively with others to reach a common goal [2.6.6]</p> <p>Establishes and implements a plan of action [3.1.5]</p> <p>Comprehends the organization's modes of operation [3.3.5]</p>
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VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.8 (designate) Costs involved in establishing and operating a business with employees and a self-operated business with no employees		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to business management [1.1.13]
			Reading	Locates pertinent information in documents such as manuals, graphs, and schedules to perform tasks [1.3.18]
			Writing	Records data [1.6.16]
		Personal Management	Career Awareness, Development, and Mobility	Develops skills to locate, evaluate, and interpret career information [3.1.4]
			Organizational Effectiveness	Analyzes mission statement, work objectives, and implementation plans [3.3.3]; comprehends the organization's modes of operation [3.3.5]
2.9 (name) Management skills essential to handling financial aspects of a business with employees and a self-operated business with no employees		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to business management [1.1.13]
			Reading	Uses standard occupational resource materials [1.3.22]
			Writing	Records data [1.6.16]
		Personal Management	Career Awareness, Development, and Mobility	Identifies education and training needed to achieve goals [3.1.8]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
			Reasoning	Uses logic to draw conclusions from available information [4.5.6]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.10 (list) Types of records required for business management		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to business management [1.1.13]
			Reading	Uses standard occupational resource materials [1.3.22]
			Writing	Records data [1.6.16]
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
			Reasoning	Uses logic to draw conclusions from available information [4.5.6]
2.11 (explain) Computer use in business management		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to computer use in business management [1.1.13]
			Science	Describes/Explains scientific principles related to computer use [1.4.14]
			Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]
		Thinking	Seeing Things in the Mind's Eye	Organizes and processes images — symbols, pictures, graphs, objects, etc. [4.6.2]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.12 (designate) Policies that must be established regarding handling of merchandise and customer relations		Foundation	Reading	Uses standard occupational resource materials [1.3.22]
			Writing	Takes notes from various sources [1.6.18]
		Interpersonal	Negotiation	Comprehends ideas and concepts related to customer relations policies [2.5.2]
		Personal Management	Integrity/ Honesty/ Work Ethic	Follows established rules, regulations, and policies [3.2.5]
		Thinking	Reasoning	Extracts rules or principles from written information [4.5.4]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.14 (explain) Ways to conserve natural resources through business management in this service area		Foundation	Reading	Draws conclusions from what is read [1.3.12]
			Science	Analyzes environmental issues (ecology, pollution, waste management) [1.4.2]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Personal Management	Integrity/ Honesty/ Work Ethic	Chooses ethical course of action [3.2.1]
		Thinking	Reasoning	Extracts rules or principles from written information [4.5.4]
2.15 (list) Factors that influence consumer demand for goods and services provided by the clothing and textiles industry		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]
2.16 (name) Sources that provide information concerning consumer demand for goods and services		Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Writing	Records data [1.6.16]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.17 (state) Ways technology affects consumer demand for goods and services		Foundation Thinking	Reading Science Writing Reasoning	Draws conclusions from what is read [1.3.12] Describes/Explains scientific principles related to human maintenance/management [1.4.14] Presents answers/conclusions in a clear and understandable form [1.6.13] Sees relationship between two or more ideas, objects, or situations [4.5.5]
2.18 (list) Ways to provide customer satisfaction in this service area		Foundation Interpersonal	Reading Writing Customer Service	Comprehends written information for main ideas [1.3.7] Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6] Comprehends ideas and concepts related to establishing and maintaining customer satisfaction [2.3.2]
2.19 (name) Ways to establish quality control		Foundation Personal Management	Reading Writing Integrity/ Honesty/ Work Ethic Organizational Effectiveness	Draws conclusions from what is read [1.3.12] Presents answers/conclusions in a clear and understandable form [1.6.13] Describes/Explains significance of integrity, honesty, and work ethics [3.2.4] Analyzes effectiveness of performance evaluation system [3.3.2]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.20 (state) Criteria needed to insure product pricing at a profit	2.20.1 Make a plan for pricing products at a profit.	Foundation	Arithmetic/ Mathematics	Adds and subtracts to prepare a profit and loss statement [1.1.42]
			Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Writing	Records data [1.6.16]; organizes information into an appropriate format [1.6.10]
		Interpersonal	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]
		Personal Management	Career Awareness, Development, and Mobility	Establishes and implements a plan of action [3.1.5]
			Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.21 (name) Methods of product promotion	2.21.1 Make a product promotion plan.	Foundation	Arithmetic/ Mathematics	Uses basic numerical concepts in practical situations [1.1.32]
			Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Writing	Records data [1.6.16]; organizes information into an appropriate format [1.6.10]
		Interpersonal	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]
		Personal Management	Career Awareness, Development, and Mobility	Establishes and implements a plan of action [3.1.5]
			Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
	2.21.2 Make a management plan for a business.	Foundation	Arithmetic/ Mathematics	Applies addition, subtraction, multiplication, and division to real-world situations [1.1.1]
			Reading	Locates pertinent information in documents such as manuals, graphs, and schedules to perform tasks [1.3.18]
			Writing	Organizes information into an appropriate format [1.6.10]
		Personal Management	Career Awareness, Development, and Mobility	Establishes and implements a plan of action [3.1.5]
			Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]
		Thinking	Seeing Things in the Mind's Eye	Visualizes a system's operation from schematics [4.6.3]
2.22 (explain) Effects of technology on business management	2.22.1 Plan a future business.	Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to technology [1.4.14]
			Writing	Takes notes from various sources[1.6.18]
		Interpersonal	Teamwork	Works effectively with others to reach a common goal [2.6.6]
		Thinking	Creative Thinking	Uses imagination to create something new [4.1.1]
			Seeing Things in the Mind's Eye	Visualizes a finished product [4.6.4]

Unit 3: Management of Employees

10 Class Periods

Terminology: Benefits, dismiss, employer, evaluation, hire, job performance, labor unions, management skills, motivate, personnel, personnel manager, policies, salary, supervise, work schedule

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.1 (match) Terms related to management of employees		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
3.2 (state) Qualities of an effective employer		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Interpersonal	Teamwork	Recognizes effects of positive/negative attitudes on co-workers [2.6.4]
		Personal Management	Integrity/ Honesty/ Work Ethic	Describes desirable worker characteristics [3.2.3]; describes/explains significance of integrity, honesty, and work ethics [3.2.4]
3.3 (describe) Procedures for conducting a job interview		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Interpersonal	Leadership	Comprehends ideas and concepts related to conducting an effective job interview [2.4.2]
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.4 (state) Factors to consider when hiring personnel	3.4.1 Analyze employability potential of prospective employees.	Foundation	Listening	Receives and interprets verbal messages [1.2.8]; listens to follow directions [1.2.6]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Summarizes written information [1.6.17]; analyzes data, summarizes results, and makes conclusions [1.6.2]
		Personal Management	Integrity/ Honesty/ Work Ethic	Describes desirable worker characteristics [3.2.3]; describes/explains significance of integrity, honesty, and work ethics [3.2.4]
3.5 (describe) Policies for hiring personnel		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]
		Thinking	Decision Making	Considers risks when making a decision [4.2.3]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.7 (list) Factors to consider when planning employee work schedules and assignments		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to time management [1.1.13]
			Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Personal Management	Career Awareness, Development, and Mobility	Analyzes impact of work on individual and family life [3.1.1]
3.8 (state) Factors to consider when training personnel		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Summarizes written information [1.6.17]
		Interpersonal	Leadership	Comprehends ideas and concepts related to training personnel [2.4.2]
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]; identifies characteristics desired by organization [3.3.6]

3.9 (name) Ways to train personnel		Foundation Interpersonal Personal Management	Reading Writing Coaching Organizational Effectiveness	Identifies relevant details, facts, and specifications [1.3.16] Records data [1.6.16] Comprehends ideas and concepts related to effective training techniques [2.1.1] Comprehends the organization's modes of operation [3.3.5]; analyzes effectiveness of performance evaluation system [3.3.2]
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VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.10 (state) Ways to motivate personnel	3.10.1 Make a plan to motivate personnel.	Foundation	Listening	Evaluates oral information/presentation [1.2.2]
			Reading	Comprehends written information for main ideas [1.3.7]; follows written directions [1.3.13]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Summarizes written information [1.6.17]; organizes information into an appropriate format [1.6.10]
		Interpersonal	Leadership	Comprehends ideas and concepts related to personnel management [2.4.2]
		Thinking	Creative Thinking	Finds new ways of dealing with existing problems/situations [4.1.5]
3.11 (list) Factors to consider in the evaluation of employee performance		Foundation	Reading	Draws conclusions from what is read [1.3.12]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Writes logical and understandable sentences [1.6.23]
		Personal Management	Integrity/ Honesty/ Work Ethic	Describes desirable worker characteristics [3.2.3]; describes/explains significance of integrity, honesty, and work ethics [3.2.4]
			Organizational Effectiveness	Analyzes effectiveness of performance evaluation system [3.3.2]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.12 (designate) Ways employee evaluation can be used to motivate and improve employee performance		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Writes logical and understandable sentences [1.6.23]
		Personal Management	Integrity/ Honesty/ Work Ethic	Chooses ethical course of action [3.2.1]
			Organizational Effectiveness	Analyzes effectiveness of performance evaluation system [3.3.2]
3.13 (describe) Policies for dismissing personnel	3.13.1 Develop policies for hiring, supervising, and dismissing personnel.	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]; organizes information into an appropriate format [1.6.10]
		Interpersonal	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]
		Organizational Effectiveness	Career Awareness, Development, and Mobility	Establishes and implements a plan of action [3.1.5]
		Thinking	Creative Thinking	Finds new ways of dealing with existing problems/situations [4.1.5]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.14 (list) Activities of labor unions		Foundation	Reading Writing	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23] Writes logical and understandable sentences [1.6.23]
3.15 (describe) Ways labor unions impact personnel management		Foundation Thinking	Reading Science Writing Reasoning	Comprehends written information for main ideas [1.3.7] Describes/Explains scientific principles related to human maintenance/management [1.4.14] Presents own opinion in written form in a clear, concise manner [1.6.14] Sees relationship between two or more ideas, objects, or situations [4.5.5]
3.16 (explain) Effects of technology on personnel management	3.16.1 Evaluate impact of technology on personnel management.	Foundation Thinking	Reading Science Writing Knowing How to Learn Reasoning	Comprehends written information and applies it to a task [1.3.8] Describes/Explains scientific principles related to technology [1.4.14] Presents own opinion in written form in a clear, concise manner [1.6.14]; analyzes data, summarizes results, and makes conclusions [1.6.2] Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3] Sees relationship between two or more ideas, objects, or situations [4.5.5]

Unit 4: Production

10 Class Periods

Terminology: Inventory, production, production control, production phases, safety precautions

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.1 (match) Terms related to production		Foundation	Reading Writing	Applies/Understands technical words that pertain to subject [1.3.6] Applies/Uses technical words and concepts [1.6.4]
4.2 (list) Occupations related to production of goods in the clothing and textiles industry		Foundation Personal Management	Reading Writing Career Awareness, Development, and Mobility	Uses standard occupational resource materials [1.3.22] Records data [1.6.16] Develops skills to locate, evaluate, and interpret career information [3.1.4]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
	4.3.2 Determine personnel required to produce various goods.	Foundation	Reading	Draws conclusions from what is read [1.3.12]
			Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]
		Thinking	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]
			Seeing Things in the Mind's Eye	Visualizes a system's operation from schematics [4.6.3]
4.4 (list) Production phases for goods in this service area	4.4.1 Outline phases of production for a specific product.	Foundation	Listening	Evaluates oral information/presentation [1.2.2]
			Reading	Locates pertinent information in documents such as manuals, graphs, and schedules to perform tasks [1.3.18]
			Science	Records data related to textile production [1.4.22]
			Writing	Records data [1.6.16]; organizes information into an appropriate format [1.6.10]
		Personal Management	Organizational Effectiveness	Comprehends the organization's mode of operation [3.3.5]
		Thinking	Seeing Things in the Mind's Eye	Imagines the flow of work activities from narrative descriptions [4.6.1]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.5 (describe) Operation of basic equipment used in production in this service area		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to technology [1.4.14]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
			Seeing Things in the Mind's Eye	Organizes and processes images — symbols, pictures, graphs, objects, etc. [4.6.2]
4.6 (state) Safety precautions related to production		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Follows safety guidelines [1.4.16]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Personal Management	Integrity/ Honesty/ Work Ethic	Complies with safety and health rules in a given work environment [3.2.2]
4.7 (designate) Factors that affect levels of production		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to technology [1.4.14]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.8 (name) Reasons for quality control during all phases of production		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to technology [1.4.14]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Personal Management	Organizational Effectiveness	Promotes the goals and values of the organization [3.3.8]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]
4.9 (list) Factors that relate to inventory control		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to inventory control [1.1.13]
			Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Writing	Records data [1.6.16]
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.11 (discuss) Effect of economic trends on production levels		Foundation	Arithmetic/ Mathematics	Uses basic numerical concepts in practical situations [1.1.32]
			Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Comprehends written information for main ideas [1.3.7]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

Unit 5: Textiles

10 Class Periods

Terminology: Blends, cellulosic fibers, courses, crosswise yarn, fabric, fabric finish, fiber, filling yarns, grainline, gray goods, hangtag, knitted fabrics, label, lengthwise yarn, manufactured fibers, natural fibers, noncellulosic fibers, nonwoven fabrics, ply, selvage, wales, warp yarns, woven fabrics, yarn

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.1 (match) Terms related to textiles		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.2 (state) Uses of textiles		Foundation	Reading Science Writing	Comprehends written information for main ideas [1.3.7] Describes/Explains scientific principles related to science technology [1.4.14] Presents answers/conclusions in a clear and understandable form [1.6.13]
5.3 (list) Natural and manufactured fibers		Foundation	Reading Science Writing	Comprehends written information and applies it to a task [1.3.8] Describes/Explains scientific principles related to technology [1.4.14] Writes appropriate entries [1.6.22]
5.4 (chart) Natural and manufactured fibers with sources and characteristics of each	5.4.1 Distinguish fiber content using burning and chemical tests.	Foundation Personal Management	Listening Reading Science Writing Responsibility	Listens for content [1.2.3]; listens to follow directions [1.2.6] Uses graphs/charts/tables to obtain factual information [1.3.21]; comprehends written information and applies it to a task [1.3.8] Describes/Explains scientific principles related to technology [1.4.14]; performs experiment as specified [1.4.20] Organizes information into an appropriate format [1.6.10] Maintains a high level of concentration in completion of a task [3.4.7]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.5 (identify) Staple and filament fibers		Foundation	Listening Reading Science Writing	Evaluates oral information/presentation [1.2.2] Interprets drawings to obtain factual information [1.3.17]; identifies relevant details, facts, and specifications [1.3.16] Describes/Explains scientific principles related to technology [1.4.14] Writes appropriate entries [1.6.22]
		Personal Management	Responsibility	Pays close attention to details [3.4.8]
5.6 (distinguish) Generic and trademark fiber names		Foundation	Listening Reading Writing	Listens for content [1.2.3] Comprehends written information and applies it to a task [1.3.8] Organizes information into an appropriate format [1.6.10]
		Thinking	Knowing How to Learn	Applies new knowledge and skills to distinguish between generic and trademark fiber names [4.3.1]
5.7 (describe) Procedures for making fibers into yarn		Foundation	Listening Reading Writing	Listens to follow directions [1.2.6] Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23] Presents answers/conclusions in a clear and understandable form [1.6.13]
		Thinking	Seeing Things in the Mind's Eye	Imagines the flow of work activities from narrative descriptions [4.6.1]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.8 (match) Basic methods of fabric construction with correct definitions		Foundation	Reading	Interprets drawings to obtain factual information [1.3.17]; comprehends written information for main ideas [1.3.7]
			Writing	Uses words appropriately [1.6.21]; writes appropriate entries [1.6.22]
		Knowing How to Learn	Seeing Things in the Mind's Eye	Visualizes a finished product [4.6.4]
5.9 (identify) Types of weaves and knits	5.9.1 Analyze types of fabric construction.	Foundation	Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Interprets drawings to obtain factual information [1.3.17]; follows written directions [1.3.13]
			Science	Describes/Explains scientific principles related to science technology [1.4.14]; applies knowledge to complete a practical task [1.4.3]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
		Thinking	Knowing How to Learn	Applies new knowledge and skills to identify types of weaves and knits [4.3.1]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.10 (name) Procedures for developing textile designs	5.10.1 Plan procedures for developing a textile design.	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to textiles [1.4.14]
			Writing	Organizes information into an appropriate format [1.6.10]
		Interpersonal	Teamwork	Works effectively with others to reach a common goal [2.6.6]
		Personal Management	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]
5.11 (describe) Methods for dyeing and printing fabrics		Thinking	Creative Thinking	Creates new design by applying specified criteria [4.1.3]
			Seeing Things in the Mind's Eye	Imagines the flow of work activities from narrative descriptions [4.6.1]
			Foundation	Reading
		Thinking	Science	Describes/Explains scientific principles related to science technology [1.4.14]
			Writing	Writes logical and understandable sentences [1.6.23]; uses words appropriately [1.6.21]
			Seeing Things in the Mind's Eye	Imagines the flow of work activities from narrative descriptions [4.6.1]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.12 (match) Types of fabric finishes with correct definitions	5.12.1 Analyze types of fabric finishes.	Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]; follows written directions [1.3.13]
			Science	Describes/Explains scientific principles related to technology [1.4.14]; applies knowledge to complete a practical task [1.4.3]
			Writing	Applies/Uses technical words and concepts [1.6.4]
		Thinking	Knowing How to Learn	Applies new knowledge and skills to analyze fabric finishes [4.3.1]
			Seeing Things in the Mind's Eye	Uses senses to perceive performance of fabric finishes [4.6.5]
5.13 (designate) Information found on fabric and clothing care labels		Foundation	Reading	Uses graphs/charts/tables to obtain factual information [1.3.21]
			Writing	Records data [1.6.16]; writes appropriate entries [1.6.22]
5.14 (describe) Routine procedures for clothing care	5.14.1 Demonstrate stain removal techniques.	Foundation	Reading	Comprehends written information for main ideas [1.3.7]; uses graphs/charts/tables to obtain factual information [1.3.21]
			Science	Chooses appropriately from a variety of scientific methods and techniques to complete a task [1.4.9]
			Writing	Writes logical and understandable sentences [1.6.23]
		Personal Management	Responsibility	Exerts a high level of effort and perseverance towards goal attainment [3.4.4]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.15 (chart) Textile care products with use of each		Foundation	Reading	Uses graphs/charts/tables to obtain factual information [1.3.21]
			Writing	Organizes information into an appropriate format [1.6.10]
5.16 (discuss) Laws and regulations related to clothing and textile industries		Foundation	Listening	Evaluates oral information/presentation [1.2.2]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to science technology [1.4.14]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Summarizes written information [1.6.17]
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]
		Thinking	Reasoning	Extracts rules or principles from written information [4.5.4]

Unit 6: Basic Clothing Construction

40 Class Periods

Terminology: Back stitch, baste stitch, bias, crosswise fold, crosswise grain, dart, directional stitch, edge stitch, fabric, facing, fusible interfacing, gather, grade, guide sheet, hem, interfacing, layout, lengthwise fold, lengthwise grain, lining, machine baste, off-grain, on-grain, pattern markings, pin baste, seam, seam finish, selvage, shank, stay stitch, stitching line, understitch, unit construction

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.1 (match) Terms related to basic construction		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
6.2 (name) Steps involved in determining pattern type and size	6.2.1 Determine pattern type and size.	Foundation	Arithmetic/ Mathematics	Calculates measurements taken from measuring devices [1.1.9]; makes precision measurements using a tape measure [1.1.27]
			Listening	Listens to follow directions [1.2.6]
			Reading	Uses graphs/charts/tables to obtain factual information [1.3.21]
			Speaking	Asks questions to clarify information [1.5.3]
			Writing	Records data [1.6.16]
		Interpersonal	Teamwork	Works effectively with others to reach a common goal [2.6.6]
		Personal Management	Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]
6.3 (designate) Information found on a pattern envelope		Foundation	Listening	Evaluates oral information/presentation [1.2.2]
			Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Writing	Organizes information into an appropriate format [1.6.10]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.4 (state) Information found on a pattern guide sheet		Foundation	Listening Reading Writing	Evaluates oral information/presentation [1.2.2] Identifies relevant details, facts, and specifications [1.3.16] Organizes information into an appropriate format [1.6.10]
6.5 (name) Factors to consider when selecting fabric		Foundation Thinking	Reading Writing Knowing How to Learn	Comprehends written information for main ideas [1.3.7] Presents answers/conclusions in a clear and understandable form [1.6.13] Uses available resources to acquire new skills or improve skills [4.3.4]
6.6 (name) Steps involved in calculating fabric yardage		Foundation	Arithmetic/ Mathematics Listening Reading Writing	Uses basic numerical concepts in practical situations [1.1.32] Listens to follow directions [1.2.6] Uses graphs/charts/tables to obtain factual information [1.3.21] Writes appropriate entries [1.6.22]
6.7 (state) Factors to consider when selecting notions		Foundation Thinking	Reading Writing Reasoning	Comprehends written information for main ideas [1.3.7] Presents answers/conclusions in a clear and understandable form [1.6.13] Uses logic to draw conclusions from available information [4.5.6]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.8 (identify) Industrial equipment used in clothing construction	6.8.1 Compare equipment used for home sewing to that used commercially.	Foundation Personal Management	Listening Reading Science Speaking Writing Responsibility	Receives and interprets verbal messages [1.2.8] Interprets drawings to obtain factual information [1.3.17]; follows written directions [1.3.13] Describes/Explains scientific principles related to technology [1.4.14] Communicates a thought, idea, or fact in spoken form [1.5.5] Writes appropriate entries [1.6.22] Maintains a high level of concentration in completion of a task [3.4.7]
6.9 (identify) Basic sewing and pressing equipment and use of each		Foundation	Listening Reading Writing	Evaluates oral information/presentation [1.2.2] Interprets drawings to obtain factual information [1.3.17] Writes appropriate entries [1.6.22]
6.10 (state) Storage procedures for equipment and supplies used in clothing lab		Foundation Personal Management	Listening Reading Writing Integrity/ Honesty/ Work Ethic	Listens to follow directions [1.2.6] Draws conclusions from what is read [1.3.12] Writes logical and understandable sentences [1.6.23] Follows established rules, regulations, and policies [3.2.5]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.11 (identify) Basic parts of a sewing machine and function of each		Foundation	Listening Reading Speaking Writing	Evaluates oral information/presentation [1.2.2] Locates pertinent information in documents such as manuals, graphs, and schedules to perform tasks [1.3.18]; interprets drawings to obtain factual information [1.3.17] Asks questions to clarify information [1.5.3] Writes appropriate entries [1.6.22]
		Thinking	Knowing How to Learn	Uses available resources to acquire new skills or improve skills [4.3.4]
6.12 (designate) Guidelines for operating a sewing machine	6.12.1 Thread a sewing machine in correct sequence.	Foundation	Arithmetic/ Mathematics Listening Reading Speaking Writing	Interprets charts, tables, graphs, and working drawings [1.1.25]; comprehends mathematical ideas and concepts related to machine adjustments [1.1.13] Listens for content [1.2.3]; listens to follow directions [1.2.6] Reads and follows instructions to operate technical equipment [1.3.19]; interprets drawings to obtain factual information [1.3.17] Asks questions to obtain information [1.5.4] Organizes information into an appropriate format [1.6.10]
		Personal Management	Responsibility	Exerts a high level of effort and perseverance towards goal attainment [3.4.4]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
	6.12.2 Perform basic operating procedures on a sewing machine.	Foundation	Arithmetic/ Mathematics	Interprets charts, table, graphs, and working drawings [1.1.25]
			Listening	Listens to follow directions [1.2.6]
			Reading	Reads and follows instructions to operate technical equipment [1.3.19]; interprets drawings to obtain factual information [1.3.17]
			Speaking	Asks questions to obtain information [1.5.4]
		Interpersonal	Teamwork	Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings [2.6.3]
		Personal Management	Responsibility	Sets high standards for self in completion of a task [3.4.9]
6.13 (identify) Basic parts of a serger and function of each		Foundation	Listening	Evaluates oral information/presentation [1.2.2]
			Reading	Locates pertinent information in documents such as manuals, graphs, and schedules to perform tasks [1.3.18]; interprets drawings to obtain factual information [1.3.17]
			Speaking	Asks questions to clarify information [1.5.3]
			Writing	Writes appropriate entries [1.6.22]
		Thinking	Knowing How to Learn	Uses available resources to acquire new skills or improve skills [4.3.4]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.14 (designate) Guidelines for operating a serger	6.14.1 Thread a serger in correct sequence.	Foundation	Arithmetic/ Mathematics	Interprets charts, tables, graphs, and working drawings [1.1.25]; comprehends mathematical ideas and concepts related to machine adjustments [1.1.13]
			Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
Reading	Reads and follows instructions to operate technical equipment [1.3.19]; interprets drawings to obtain factual information [1.3.17]			
Speaking	Asks questions to obtain information [1.5.4]			
Writing	Organizes information into an appropriate format [1.6.10]			
		Personal Management	Responsibility	Exerts a high level of effort and perseverance towards goal attainment [3.4.4]
	6.14.2 Perform basic operating procedures on a serger.	Foundation	Arithmetic/ Mathematics	Interprets charts, table, graphs, and working drawings [1.1.25]
			Listening	Listens to follow directions [1.2.6]
			Reading	Reads and follows instructions to operate technical equipment [1.3.19]; interprets drawings to obtain factual information [1.3.17]
			Speaking	Asks questions to obtain information [1.5.4]
		Interpersonal	Teamwork	Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings [2.6.3]
		Personal Management	Responsibility	Sets high standards for self in completion of a task [3.4.9]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.15 (list) Factors to consider in evaluating a garment according to basic construction techniques	6.15.1 Evaluate a garment according to basic construction techniques.	Foundation	Listening	Listens to follow directions [1.2.6]
			Reading	Comprehends written information for main ideas [1.3.7]; follows written directions [1.3.13]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Summarizes written information [1.6.17]; organizes information into an appropriate format [1.6.10]
		Personal Management	Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]
		Thinking	Knowing How to Learn	Applies new knowledge and skills to evaluate garment quality [4.3.1]
6.16 (describe) Correct pressing techniques for garment construction		Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Reads and follows instructions to operate technical equipment [1.3.19]
			Writing	Applies/Uses technical words and concepts [1.6.4]
		Thinking	Seeing Things in the Mind's Eye	Imagines the flow of work activities from narrative descriptions [4.6.1]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.17 (name) Guidelines to follow when constructing a garment using woven fabric	6.17.1 Construct a garment using woven fabric.	Foundation	Arithmetic/ Mathematics	Applies addition, subtraction, multiplication, and division to real-world situations [1.1.1]; calculates measurements taken from measuring devices [1.1.9]
			Listening	Evaluates oral information/presentation [1.2.2]
			Reading	Reads and follows instructions to operate technical equipment [1.3.19]; follows written directions [1.3.13]
		Interpersonal	Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
			Teamwork	Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings [2.6.3]
		Personal Management	Career Awareness, Development, and Mobility	Meets defined goals and objectives [3.1.9]; monitors progress toward goal attainment [3.1.10]
			Integrity/ Honesty/ Work Ethic	Follows established rules, regulations, and policies [3.2.5]; complies with safety and health rules in a given work environment [3.2.2]
Thinking	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]		
			Seeing Things in the Mind's Eye	Imagines the flow of work activities from narrative descriptions [4.6.1]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.18 (name) Guidelines to follow when constructing a garment using knitted fabric	6.18.1 Construct a garment using knitted fabric.	Foundation	Arithmetic/ Mathematics	Applies addition, subtraction, multiplication, and division to real-world situations [1.1.1]; calculates measurements taken from measuring devices [1.1.9]
			Listening	Evaluates oral information/presentation [1.2.2]
			Reading	Reads and follows instructions to operate technical equipment [1.3.19]; follows written directions [1.3.13]
		Interpersonal	Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
			Teamwork	Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings [2.6.3]
		Personal Management	Career Awareness, Development, and Mobility	Meets defined goals and objectives [3.1.9]; monitors progress toward goal attainment [3.1.10]
			Integrity/ Honesty/ Work Ethic	Follows established rules, regulations, and policies [3.2.5]; complies with safety and health rules in a given work environment [3.2.2]
Thinking	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]		
			Seeing Things in the Mind's Eye	Imagines the flow of work activities from narrative descriptions [4.6.1]

Unit 7: Alterations and Repairs

10 Class Periods

Terminology: Adjustment lines, alteration, bodice, client, client satisfaction, crotch, ease, finished garment alteration, fit, mend, pattern alteration, plumb line, recycle, repairs, restyle, reweave, termination point

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
7.1 (match) Terms related to alteration and repairs		Foundation	Reading Writing	Applies/Understands technical words that pertain to subject [1.3.6] Applies/Uses technical words and concepts [1.6.4]
7.2 (list) Job opportunities related to clothing alterations and repairs		Foundation Personal Management	Reading Writing Career Awareness, Development, and Mobility	Uses standard occupational resource materials [1.3.22] Records data [1.6.16] Explores career opportunities [3.1.6]
7.3 (designate) Characteristics of well-fitted garments	7.3.1 Analyze fit of garments.	Foundation Personal Management	Listening Reading Speaking Writing Responsibility	Listens for content [1.2.3]; listens to follow directions [1.2.6] Comprehends written specifications and applies them to a task [1.3.9] Organizes ideas and communicates oral messages to listeners [1.5.7] Takes notes from various sources [1.6.18]; organizes information into an appropriate format [1.6.10] Maintains a high level of concentration in completion of a task [3.4.7]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
7.4 (identify) Common figure problems requiring pattern alterations and alterations to finished garment		Foundation	Reading Writing	Interprets drawings to obtain factual information [1.3.17] Organizes information into an appropriate format [1.6.10]
7.5 (name) Methods for marking alteration locations	7.5.1 Mark alteration locations on patterns.	Foundation	Listening Reading Speaking Writing	Evaluates oral information/presentation [1.2.2]; listens to follow directions [1.2.6] Comprehends written information and applies it to a task [1.3.8]; interprets drawings to obtain factual information [1.3.17] Asks questions to clarify information [1.5.3] Writes logical and understandable sentences [1.6.23]; organizes information into an appropriate format [1.6.10]
	7.5.2 Mark alteration locations on finished garments.	Personal Management	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]
		Foundation	Listening Reading Speaking Writing	Listens to follow directions [1.2.6] Comprehends written information and applies it to a task [1.3.8]; interprets drawings to obtain factual information [1.3.17] Asks questions to clarify information [1.5.3] Organizes information into an appropriate format [1.6.10]
		Personal Management	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
7.6 (describe) Techniques for making pattern alterations	7.6.1 Demonstrate pattern alterations to accommodate specific figure problems.	Foundation	Arithmetic/ Mathematics	Calculates different units of measurement [1.1.6]; calculates measurements taken from measuring devices [1.1.9]
			Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Comprehends written specifications and applies them to a task [1.3.9]
			Speaking	Asks questions to clarify information [1.5.3]
			Writing	Writes logical and understandable sentences [1.6.23]
		Personal Management	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]
			Responsibility	Pays close attention to details [3.4.8]
		Thinking	Knowing How to Learn	Applies new knowledge and skills to demonstrate pattern alterations [4.3.1]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
7.7 (describe) Techniques for altering a finished garment	7.7.1 Determine alterations needed for finished garments.	Foundation	Arithmetic/ Mathematics	Calculates different units of measurement [1.1.6]; calculates measurements taken from measuring devices [1.1.9]
			Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Comprehends written specifications and applies them to a task [1.3.9]
			Speaking	Asks questions to clarify information [1.5.3]
			Writing	Writes logical and understandable sentences [1.6.23]
		Personal Management	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]
			Responsibility	Pays close attention to details [3.4.8]
		Thinking	Knowing How to Learn	Applies new knowledge and skills to demonstrate pattern alterations [4.3.1]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
7.9 (discuss) Ways to recycle clothes		Foundation	Listening Reading Science Speaking Writing	Receives and interprets verbal messages [1.2.8] Comprehends written information for main ideas [1.3.7] Analyzes environmental issues (ecology, pollution, waste management) [1.4.2] Organizes ideas and communicates oral messages to listeners [1.5.7] Presents answers/conclusions in a clear and understandable form [1.6.13]
7.10 (list) Ways to insure client satisfaction when making repairs and alterations		Foundation Interpersonal Management	Reading Writing Customer Service	Comprehends written information for main ideas [1.3.7] Presents own opinion in written form in a clear, concise manner [1.6.14] Recognizes effects of positive/negative attitudes on customers [2.3.7]

Unit 8: Custom Sewing

25 Class Periods

Terminology: Accessories, custom fitted garment, custom sewing, custom sewing specialist, elements of design, fittings, individualize, principles of design, work/price agreement

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.1 (match) Terms related to custom sewing		Foundation	Reading Writing	Applies/Understands technical words that pertain to subject [1.3.6] Applies/Uses technical words and concepts [1.6.4]
8.2 (list) Job opportunities related to custom sewing		Foundation Personal Management	Reading Writing Career Awareness, Development, and Mobility	Uses standard occupational resource materials [1.3.22] Records data [1.6.16] Explores career opportunities [3.1.6]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.4 (list) Supplies to be furnished by clients and supplies to be furnished by custom sewing specialist		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Adapts notes to a proper form [1.6.1]
		Thinking	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]
8.5 (name) Information to discuss with clients regarding selection of pattern, fabric, and notions		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Thinking	Decision Making	Evaluates information/data to make best decision [4.2.5]

<p>8.6 (state) Factors to consider when planning garments for clients with disabilities</p>	<p>8.6.1 Plan garments for clients with disabilities.</p>	<p>Foundation</p> <p>Personal Management</p> <p>Thinking</p>	<p>Listening</p> <p>Reading</p> <p>Science</p> <p>Writing</p> <p>Organizational Effectiveness</p> <p>Creative Thinking</p> <p>Problem Solving</p>	<p>Listens for content [1.2.3]; listens to follow directions [1.2.6]</p> <p>Identifies relevant details, facts, and specifications [1.3.16]</p> <p>Describes/Explains scientific principles related to human maintenance/management [1.4.14]; applies knowledge to complete a practical task [1.4.3]</p> <p>Organizes information into an appropriate format [1.6.10]</p> <p>Applies knowledge to implement work-related system or practice [3.3.4]</p> <p>Finds new ways of dealing with existing problems/situations [4.1.5]</p> <p>Devises and implements a plan of action to resolve problem [4.4.3]</p>
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VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.7 (tell) Factors to consider when arriving at a work/price agreement with a client		Foundation	Arithmetic/ Mathematics	Uses basic numerical concepts in practical situations [1.1.32]
			Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Personal Management	Integrity/ Honesty/ Work Ethic	Chooses ethical course of action [3.2.1]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]
8.8 (state) Reasons for scheduling appointments for fittings during garment construction		Foundation	Reading	Draws conclusions from what is read [1.3.12]
			Writing	Writes logical and understandable sentences [1.6.23]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
8.9 (match) Principles and elements of design with definitions of each		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]

8.10 (identify) Basic body shapes		Foundation Personal Management	Reading Writing Responsibility	Interprets drawings to obtain factual information [1.3.17]; identifies relevant details, facts, and specifications [1.3.16] Analyzes data, summarizes results, and makes conclusions [1.6.2] Pays close attention to details [3.4.8]
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VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.11 (designate) Guidelines for using the principles and elements of design to enhance body shapes	8.11.1 Plan garments to enhance body shapes.	Foundation	Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Identifies relevant details, facts, and specifications [1.3.16]; interprets drawings to obtain factual information [1.3.17]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Personal Management	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]
		Thinking	Creative Thinking	Combines ideas or information in new way [4.1.2]
			Seeing Things in the Mind's Eye	Organizes and processes images — symbols, pictures, graphs, objects, etc. [4.6.2]
8.12 (name) Ways to accessorize a garment	8.12.1 Plan accessories for specific garments.	Foundation	Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Writing	Summarizes written information [1.6.17]; organizes information into an appropriate format [1.6.10]
		Personal Management	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]
		Thinking	Creative Thinking	Uses imagination to create something new [4.1.1]
			Seeing Things in the Mind's Eye	Visualizes a finished product [4.6.4]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.13 (list) Factors that contribute to client satisfaction in the area of custom sewing		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]
		Interpersonal Management	Customer Service	Recognizes effects of positive/negative attitudes on customers [2.3.7]

<p>8.14 (designate) Guidelines for constructing a custom-fitted garment</p>	<p>8.14.1 Construct a custom-fitted garment.</p>	<p>Foundation</p>	<p>Arithmetic/ Mathematics</p>	<p>Applies addition, subtraction, multiplication, and division to real-world situations [1.1.1]; calculates measurements taken from measuring devices [1.1.9]</p>
			<p>Listening</p>	<p>Evaluates oral information/presentation [1.2.2]</p>
			<p>Reading</p>	<p>Reads and follows instructions to operate technical equipment [1.3.19]; follows written directions [1.3.13]</p>
			<p>Writing</p>	<p>Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]</p>
		<p>Interpersonal</p>	<p>Teamwork</p>	<p>Takes an interest in what others say and do [2.6.5]; works effectively with others to reach a common goal [2.6.6]</p>
		<p>Personal Management</p>	<p>Career Awareness, Development, and Mobility</p>	<p>Meets defined goals and objectives [3.1.9]; monitors progress toward goal attainment [3.1.10]</p>
			<p>Integrity/ Honesty/ Work Ethic</p>	<p>Keeps one's word when it is given [3.2.6]; complies with safety and health rules in a given work environment [3.2.2]</p>
			<p>Organizational Effectiveness</p>	<p>Applies knowledge to implement work-related system or practice [3.3.4]</p>

Unit 9: Opportunities for Entrepreneurship

20 Class Periods

Terminology: Arm covers, coil springs, commercial sewing machine, computer-guided machine, cornice, customized embroidery, draperies, dust ruffle, entrepreneur, filling, home-based business, padding, quilting, scanner, swag

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
9.1 (match) Terms related to opportunities for entrepreneurship		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
9.2 (discuss) Entrepreneurship		Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Takes notes from various sources [1.6.18]
		Personal Management	Career Awareness, Development, and Mobility	Develops skills to locate, evaluate, and interpret career information [3.1.4]
			Thinking	Knowing How to Learn
9.3 (name) Opportunities for entrepreneurship in the field of clothing and related areas		Foundation	Reading	Uses standard occupational resource materials [1.3.22]
			Writing	Records data [1.6.16]
			Personal Management	Career Awareness, Development, and Mobility

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
9.4 (list) Characteristics of successful entrepreneurs		Foundation	Arithmetic/ Mathematics	Uses basic numerical concepts in practical situations [1.1.32]
			Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Summarizes written information [1.6.17]
		Personal Management	Integrity/ Honesty/ Work Ethic	Describes desirable worker characteristics [3.2.3]; describes/explains significance of integrity, honesty, and work ethics [3.2.4]
9.5 (name) Resources that assist entrepreneurs	9.5.2 Compile a list of resources in the local community that assist entrepreneurs.	Foundation	Reading	Determines what information is needed [1.3.10]; comprehends written information for main ideas [1.3.7]
			Writing	Records data [1.6.16]
		Personal Management	Career Awareness, Development, and Mobility	Establishes and implements a plan of action [3.1.5]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

<p>9.6 (tell) Markets for machine-embroidered items</p>	<p>9.6.2 Determine markets for machine embroidered items in the local area.</p>	<p>Foundation</p> <p>Personal Management</p> <p>Thinking</p>	<p>Reading</p> <p>Writing</p> <p>Career Awareness, Development, and Mobility</p> <p>Knowing How to Learn</p>	<p>Determines what information is needed [1.3.10]; draws conclusions from what is read [1.3.12]</p> <p>Records data [1.6.16]</p> <p>Establishes and implements a plan of action [3.1.5]</p> <p>Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]</p>
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VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
9.7 (designate) Characteristics of quality machine embroidery	9.7.1 Examine samples of machine embroidery to determine quality.	Foundation Thinking	Listening Reading Writing Decision Making Problem Solving	Evaluates oral information/presentation [1.2.2] Comprehends written information for main ideas [1.3.7] Organizes information into an appropriate format [1.6.10] Evaluates information/data to make best decision [4.2.5] Draws conclusions from observations, evaluates condition, and gives possible solutions [4.4.5]
9.8 (identify) Basic parts of a computerized sewing machine with the capacity for machine embroidery		Foundation Thinking	Listening Reading Writing Knowing How to Learn	Evaluates oral information/presentation [1.2.2] Locates pertinent information in documents such as manuals, graphs, and schedules to perform tasks [1.3.18]; interprets drawings to obtain factual information [1.3.17] Applies/Uses technical words and concepts [1.6.4]; writes appropriate entries [1.6.22] Uses available resources to acquire new skills or improve skills [4.3.4]
9.9 (identify) Equipment needed for machine embroidery		Foundation	Reading Writing	Interprets drawings to obtain factual information [1.3.17] Applies/Uses technical words and concepts [1.6.4]; writes appropriate entries [1.6.22]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
9.10 (explain) Process for machine embroidery	9.10.1 Complete a project that requires machine embroidery.	Foundation	Arithmetic/ Mathematics	Interprets charts, table, graphs, and working drawings [1.1.25]
			Listening	Listens to follow directions [1.2.6]
			Reading	Reads and follows instructions to operate technical equipment [1.3.19] interprets drawings to obtain factual information [1.3.17]
			Speaking	Asks questions to obtain information [1.5.4]
			Writing	Writes logical and understandable sentences [1.6.23]
		Interpersonal	Teamwork	Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings [2.6.3]
Personal Management			Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]
			Responsibility	Sets high standards for self in completion of a task [3.4.9]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
9.11 (discuss) Skills required to be successful in an upholstery business	9.11.1 Analyze need for upholstery services in local area.	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
		Personal Management	Reading	Comprehends written information for main ideas [1.3.7]
Speaking	Asks questions to obtain information [1.5.4]; organizes ideas and communicates oral messages to listeners [1.5.7]			
Writing	Takes notes from various sources [1.6.18]			
Career Awareness, Development, and Mobility	Develops skills to locate, evaluate, and interpret career information [3.1.4]; explores career opportunities [3.1.6]			
			Integrity/Honesty/Work Ethic	Describes desirable worker characteristics [3.2.3]; describes/explains significance of integrity, honesty, and work ethics [3.2.4]
	9.11.2 Survey successful entrepreneurs that have upholstery businesses.	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
		Personal Management	Speaking	Asks questions to obtain information [1.5.4]
			Writing	Takes notes from various sources [1.6.18]
			Organizational Effectiveness	Identifies characteristics desired by organization [3.3.6]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
9.12 (designate) Characteristics of quality upholstered furniture	9.12.1 Examine upholstered furniture to determine quality.	Foundation	Listening Reading Writing	Evaluates oral information/presentation [1.2.2] Comprehends written information for main ideas [1.3.7] Summarizes written information [1.6.17]; organizes information into an appropriate format [1.6.10]
		Thinking	Decision Making Problem Solving	Evaluates information/data to make best decision [4.2.5] Draws conclusions from observations, evaluates conditions, and gives possible solutions [4.4.5]
9.13 (identify) Equipment needed for upholstery		Foundation	Reading Writing	Interprets drawings to obtain factual information [1.3.17] Applies/Uses technical words and concepts [1.6.4]; writes appropriate entries [1.6.22]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
9.14 (explain) Process for completing a simple upholstered project	9.14.1 Complete a simple upholstered project.	Foundation	Arithmetic/ Mathematics	Interprets charts, table, graphs, and working drawings [1.1.25]
			Listening	Listens to follow directions [1.2.6]
			Reading	Reads and follows instructions to operate technical equipment [1.3.19]; interprets drawings to obtain factual information [1.3.17]
			Speaking	Asks questions to obtain information [1.5.4]
			Writing	Writes logical and understandable sentences [1.6.23]
		Interpersonal	Teamwork	Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings [2.6.3]
9.15 (list) Opportunities for entrepreneurship involving production of fabric accessories for home interiors		Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Writing	Takes notes from various sources [1.6.18]
		Personal Management	Career Awareness, Development, and Mobility	Develops skills to locate, evaluate, and interpret career information [3.1.4]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

<p>9.16 (identify) Equipment needed for constructing draperies</p>		<p>Foundation</p>	<p>Reading Writing</p>	<p>Interprets drawings to obtain factual information [1.3.17] Applies/Uses technical words and concepts [1.6.4]; writes appropriate entries [1.6.22]</p>
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VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
9.17 (describe) Process for making pleated draperies	9.17.1 Construct a pleated drapery sample.	Foundation	Arithmetic/ Mathematics	Interprets charts, table, graphs, and working drawings [1.1.25]
			Listening	Listens to follow directions [1.2.6]
			Reading	Reads and follows instructions to operate technical equipment [1.3.19] interprets drawings to obtain factual information [1.3.17]
			Speaking	Asks questions to obtain information [1.5.4]
			Writing	Writes logical and understandable sentences [1.6.23]
		Interpersonal	Teamwork	Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings [2.6.3]
		Personal Management	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]
			Responsibility	Sets high standards for self in completion of a task [3.4.9]
9.18 (discuss) Effect of entrepreneurs and their small businesses on the economy of the United States		Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

Unit 10: Pre-Employment Laboratory Experiences

5 Class Periods

Terminology: Conduct, lab responsibilities, pre-employment

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
10.1 (match) Terms related to pre-employment laboratory experiences		Foundation	Reading Writing	Applies/Understands technical words that pertain to subject [1.3.6] Applies/Uses technical words and concepts [1.6.4]
10.2 (state) Guidelines for carrying out lab responsibilities	10.2.1 List responsibilities of assigned lab position.	Foundation Interpersonal Personal Management	Reading Writing Teamwork Integrity/ Honesty/ Work Ethic Organizational Effectiveness	Comprehends written specifications and applies them to a task [1.3.9]; follows written directions [1.3.13] Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]; writes appropriate entries [1.6.22] Recognizes effects of positive/negative attitudes on co-workers [2.6.4] Follows established rules, regulations, and policies [3.2.5]; describes/explains significance of integrity, honesty, and work ethics [3.2.4] Comprehends the organization's modes of operation [3.3.5]; adapts to the organization's goals, values, culture, and traditional modes of operation [3.3.1]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
	10.2.2 Name personal qualities needed to assume responsibilities of assigned lab position.	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Interpersonal	Teamwork	Recognizes effects of positive/negative attitudes on co-workers [2.6.4]
		Personal Management	Integrity/ Honesty/ Work Ethic	Describes desirable worker characteristics [3.2.3]
			Organizational Effectiveness	Identifies characteristics desired by organization [3.3.6]
	10.2.3 Make a list of equipment/supplies needed to carry out lab responsibilities.	Foundation	Reading	Draws conclusions from what is read [1.3.12]
			Writing	Records data [1.6.16]
		Personal Management	Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
	10.2.4 Make a plan for carrying out lab responsibilities.	Foundation	Listening	Listens to follow directions [1.2.6]
			Reading	Comprehends written specifications and applies them to a task [1.3.9]
			Writing	Organizes information into an appropriate format [1.6.10]
		Interpersonal	Teamwork	Works effectively with others to reach a common goal [2.6.6]
		Personal Management	Integrity/ Honesty/ Work Ethic	Follows established rules, regulations, and policies [3.2.5]; complies with safety and health rules in a given work environment [3.2.2]
			Organizational Effectiveness	Analyzes mission statement, work objectives, and implementation plans [3.3.3]; applies knowledge to implement work-related system or practice [3.3.4]
		Thinking	Seeing Things in the Mind's Eye	Visualizes a finished product [4.6.4]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
10.3 (state) Guidelines for evaluating lab experiences	10.3.1 Evaluate personal lab experiences.	Foundation	Reading	Comprehends written specifications and applies them to a task [1.3.9]; follows written directions [1.3.13]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]; writes appropriate entries [1.6.22]
		Personal Management	Career Awareness, Development, and Mobility	Monitors progress toward goal attainment [3.1.10]
			Integrity/ Honesty/ Work Ethic	Follows established rules, regulations, and policies [3.2.5]
			Organizational Effectiveness	Analyzes effectiveness of performance evaluation system [3.3.2]
		Thinking	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]

