

# Webinar:

## Tips for Starting a New Textiles, Fashion and Apparel Pathway Program



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*Live it. Learn it.™*

**100% EMPLOYEE-OWNED**



# Who is Realityworks?



We partner with educators, administrators and industry leaders to ensure our offerings meet their needs and make lessons truly meaningful.

**Realityworks**  
Live it. Learn it.  
100% EMPLOYEE-OWNED



Presented by

**Denise DuBois**

Senior FCS Product Manager

**Realityworks<sup>®</sup>**  
*Live it. Learn it.<sup>™</sup>*

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# What we will discuss today...

- Building a Textiles, Fashion and Apparel Program
- Resources
- New Career Exploration Kit from Realityworks
- FREE resources
- Q&A



# Building a Textiles, Fashion and Apparel Program



# Arts, A/V Technology & Communications



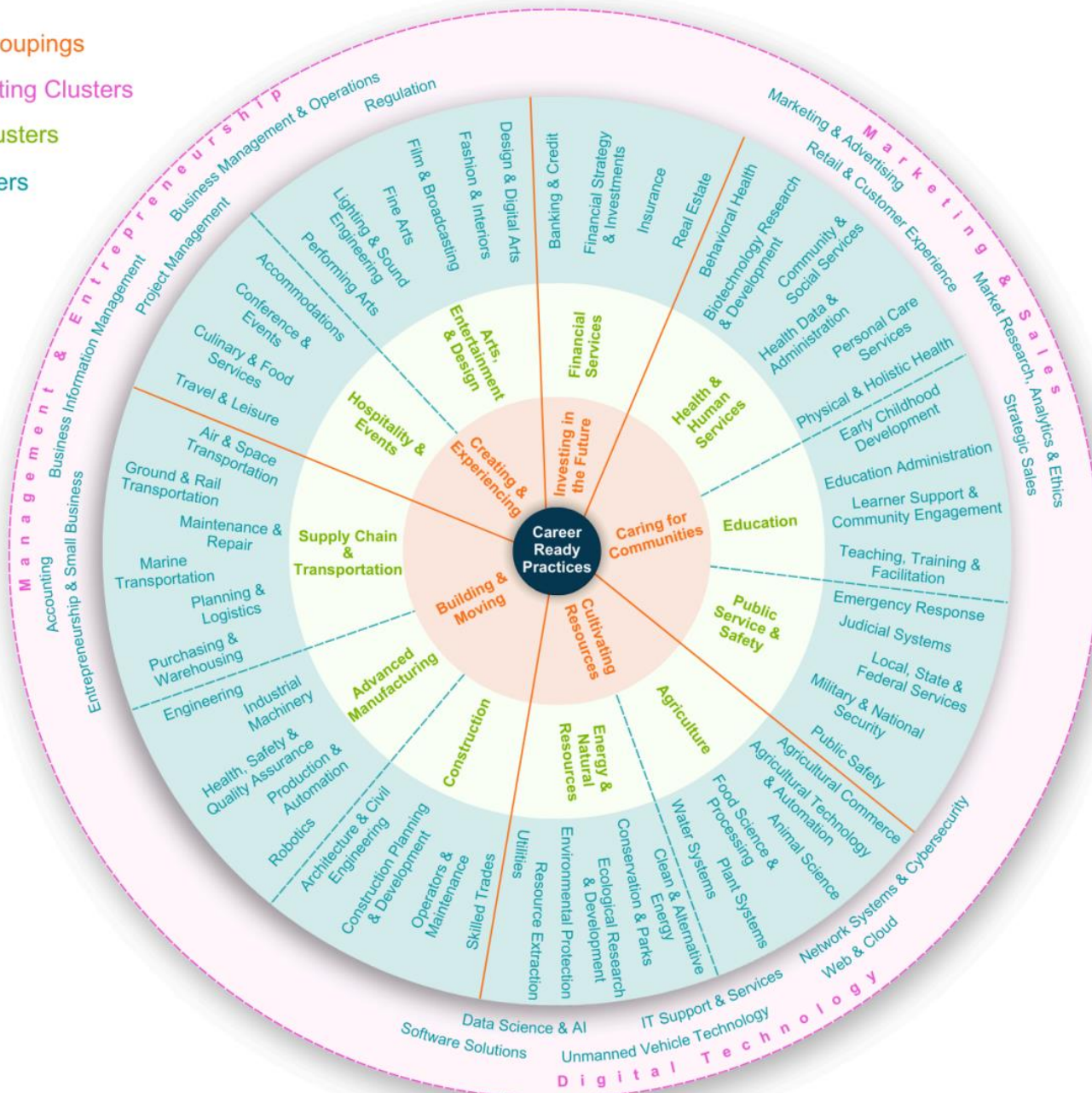
Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

|                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                              |
|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sample Career Specialties/Occupations | <ul style="list-style-type: none"> <li>Video Systems Technicians</li> <li>Video Graphics, Special Effects, and Animation</li> <li>Audio-Video Designers and Engineers</li> <li>Technical Computer Support Technicians, State, Film, Video, and DVD</li> <li>Audio-Video System Service Technicians</li> <li>Audio Systems Technicians</li> </ul>                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Graphics and Printing Equipment Operators</li> <li>Lithographers and Platemakers</li> <li>Computer Typography and Composition Equipment Operators</li> <li>Desktop Publishing Specialists; Web Page Designers</li> </ul> | <ul style="list-style-type: none"> <li>Commercial Photographers, Digital, Still, Video, Film</li> <li>Interior Designers, Commercial/Residential and Home Furnishings coordinators</li> <li>Graphic Designers, CAD Technicians, and Fashion Illustrators</li> <li>Textile Designers</li> <li>Commercial Artists, Illustrators, and Artists, all Media</li> <li>Curators and Gallery Managers</li> <li>Fashion Designers</li> </ul> | <ul style="list-style-type: none"> <li>Production Managers, Digital, Video, Stage</li> <li>Cinematographers, Film/Video Editors</li> <li>Dancers</li> <li>Play Writers, Screen Writers, Screen Editors, Script Writers</li> <li>Directors and Coaches, Performers, actors, Musicians</li> <li>Make-Up Artists and Costume Designers</li> <li>Stagecraft Designers, Lighters, Sets, Sound Effects, Acoustics, Painters</li> <li>Composers, Conductors, and Music Instructors</li> </ul> | <ul style="list-style-type: none"> <li>Audio/Video Operations, Control Room Technician</li> <li>Station Mangers and Radio &amp; TV Announcers</li> <li>Publishers, Editors, and Journalists and Reporters, Print, Broadcast, Other</li> <li>Broadcast Technicians</li> </ul> | <ul style="list-style-type: none"> <li>Telecommunication Technicians</li> <li>Telecommunication Equipment, Cable, Line Repairers/Installers</li> <li>Telecommunication Computer Programmers, and Systems Analysts</li> </ul> |
| Pathways                              | Audio and Video Technology and Film                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Printing Technology                                                                                                                                                                                                                                             | Visual Arts                                                                                                                                                                                                                                                                                                                                                                                                                        | Performing Arts                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Journalism and Broadcasting                                                                                                                                                                                                                                                  | Telecommunications                                                                                                                                                                                                           |
| CCTC/Career Ready Practices           | <p>The <b>Common Career Technical Core (CCTC)</b> includes a set of standards for each of the 16 Career Clusters™ and their corresponding Career Pathways that define what students should know and be able to do after completing instruction in a program of study. The CCTC also includes an overarching set of <b>Career Ready Practices</b> that apply to all programs of study. The Career Ready Practices include 12 statements that address the knowledge, skills and dispositions that are important to becoming career ready.</p> |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                              |

# Career Cluster Model - Wheel View

## Key:

- ▼ Cluster Groupings
- ▼ Cross-Cutting Clusters
- ▼ Career Clusters
- ▼ Sub-Clusters



## Arts, Entertainment & Design

Design & Digital Arts  
 Fashion & Interiors  
 Film & Broadcasting  
 Fine Arts  
 Lighting & Sound Engineering  
 Performing Arts

# Cross Cutting Clusters Applied

**Career Cluster Model - Grid View**

|                                                                                                                                                                                                                        |                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Advanced Manufacturing</b><br>Engineering<br>Health, Safety & Quality Assurance<br>Industrial Machinery<br>Production & Automation<br>Robotics                                                                      | <b>Agriculture</b><br>Agricultural Commerce<br>Agricultural Technology & Automation<br>Animal Science<br>Food Science & Processing<br>Plant Systems<br>Water Systems                                        | <b>Arts, Entertainment &amp; Design</b><br>Design & Digital Arts<br>Fashion & Interiors<br>Film & Broadcasting<br>Fine Arts<br>Lighting & Sound Engineering<br>Performing Arts                                                                                                                             | <b>Construction</b><br>Architecture & Civil Engineering<br>Construction Planning & Development<br>Operators & Maintenance<br>Skilled Trades                                                                                   |
| <b>**Digital Technology</b><br>Data Science & AI<br>IT Support & Services<br>Network Systems & Cybersecurity<br>Software Solutions<br>Unmanned Vehicle Technology<br>Web & Cloud                                       | <b>Education</b><br>Early Childhood Development<br>Education Administration<br>Learner Support & Community Engagement<br>Teaching, Training & Facilitation                                                  | <b>Energy &amp; Natural Resources</b><br>Clean & Alternative Energy<br>Conservation & Parks<br>Ecological Research & Development<br>Environmental Protection<br>Resource Extraction<br>Utilities                                                                                                           | <b>Financial Services</b><br>Banking & Credit<br>Financial Strategy & Investments<br>Insurance<br>Real Estate                                                                                                                 |
| <b>Health &amp; Human Services</b><br>Behavioral Health<br>Biotechnology Research & Development<br>Community & Social Services<br>Health Data & Administration<br>Personal Care Services<br>Physical & Holistic Health | <b>Hospitality &amp; Events</b><br>Accommodations<br>Conferences & Events<br>Culinary & Food Services<br>Travel & Leisure                                                                                   | <b>**Management &amp; Entrepreneurship</b><br>Accounting<br>Business Information Management<br>Business Management & Operations<br>Entrepreneurship & Small Business<br>Project Management<br>Regulation                                                                                                   | <b>**Marketing &amp; Sales</b><br>Marketing & Advertising<br>Market Research, Analytics & Ethics<br>Retail & Customer Experience<br>Strategic Sales                                                                           |
| <b>Public Service &amp; Safety</b><br>Emergency Response<br>Judicial Systems<br>Local, State & Federal Services<br>Military & National Security<br>Public Safety                                                       | <b>Supply Chain &amp; Transportation</b><br>Air & Space Transportation<br>Ground & Rail Transportation<br>Maintenance & Repair<br>Marine Transportation<br>Planning & Logistics<br>Purchasing & Warehousing | <b>** = Cross-Cutting Clusters</b><br>Denote careers that overlap in all industries, highlighting the versatile and interconnected nature of today's workforce. They can stand on their own or be contextualized in each cluster and emphasize the need for adaptability in navigating the modern economy. | <b>Notes:</b><br><i>Clusters are listed in alphabetical order.</i><br><i>Clusters &amp; Sub-Clusters represent the entire world of work (see definitions).</i><br><i>Programs of Study are now in local state frameworks.</i> |

# Building Your Plan of Study



|                           |  |
|---------------------------|--|
| Name                      |  |
| Learner ID                |  |
| School/College/University |  |

SAMPLE

## Arts, Audio/Video Technology and Communications

### Career Cluster Plan of Study for ► Learners ► Parents ► Counselors ► Teachers/Faculty

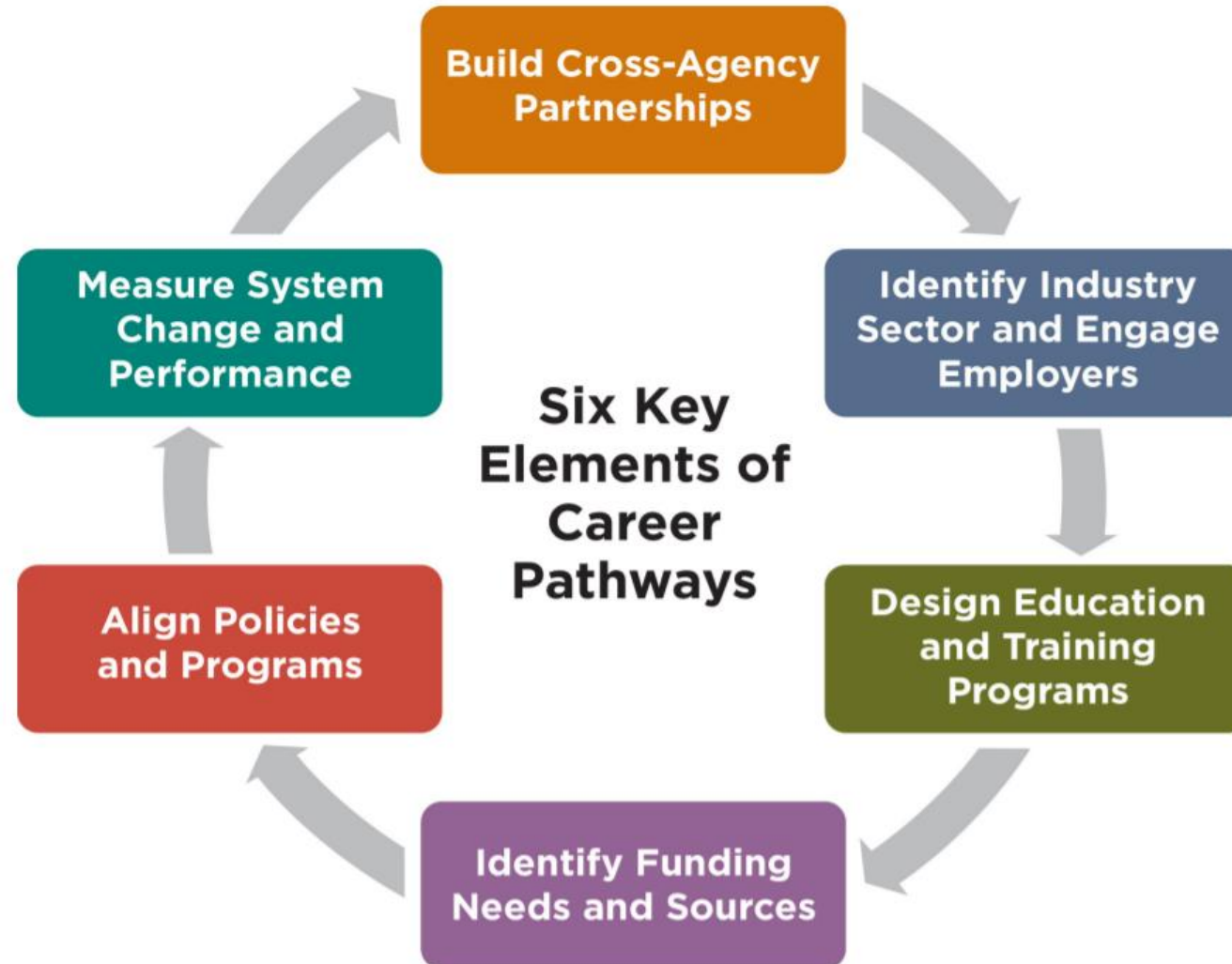
This Career Cluster Plan of Study (based on the Arts, Audio/Video Technology and Communications Career Cluster) can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. \*This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

| EDUCATION LEVELS                                                                                                                            | GRADE                                                             | English/ Language Arts                          | Math                        | Science                     | Social Studies/ Sciences       | Other Required Courses<br>Other Electives<br>Recommended Electives<br>Learner Activities                                                                                                                                                                     | *Career and Technical Courses and/ or Degree Major Courses for Arts, Audio/Video Technology and Communications | SAMPLE<br>Occupations Relating to This Career Cluster                                                                                                                                                                                                                                                                                                                                                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|-------------------------------------------------|-----------------------------|-----------------------------|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Interest Inventory Administered and Plan of Study Initiated for all Learners                                                                |                                                                   |                                                 |                             |                             |                                |                                                                                                                                                                                                                                                              |                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| SECONDARY                                                                                                                                   | 9                                                                 | English/ Language Arts I                        | Algebra I                   | Dependent on chosen pathway | World History                  | All plans of study should meet local and state high school graduation requirements and college entrance requirements. Certain local student organization activities are also important including public speaking, record keeping and work-based experiences. | **Introduction to Arts, Audio/Video Technology and Communications<br>**Information Technology Applications     | <ul style="list-style-type: none"><li>► Actor</li><li>► Audio-Video Designer and Engineer</li><li>► Broadcast Technician</li><li>► Commercial Artist</li><li>► Computer Animator</li><li>► Curator/Gallery Manager</li><li>► Director and Coach</li><li>► Fashion Designer</li><li>► Journalist</li><li>► Lithographer</li><li>► Musician</li><li>► Printing Equipment Operator</li><li>► Telecommunication Technician</li><li>► Videographer</li><li>► Web Page Designer</li></ul> |  |
|                                                                                                                                             | 10                                                                | English/ Language Arts II                       | Geometry                    | Dependent on chosen pathway | U.S. History                   |                                                                                                                                                                                                                                                              | Continue courses pertinent to the pathway selected.                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
|                                                                                                                                             | 11                                                                | English/ Language Arts III                      | Dependent on chosen pathway | Physics                     | Political Science<br>Economics |                                                                                                                                                                                                                                                              |                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
|                                                                                                                                             | College Placement Assessments-Academic/Career Advisement Provided |                                                 |                             |                             |                                |                                                                                                                                                                                                                                                              |                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
|                                                                                                                                             | 12                                                                | English/ Language Arts IV                       | Dependent on chosen pathway | Dependent on chosen pathway | Dependent on chosen pathway    |                                                                                                                                                                                                                                                              |                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes. |                                                                   |                                                 |                             |                             |                                |                                                                                                                                                                                                                                                              |                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| POST-SECONDARY                                                                                                                              | Year 13                                                           | English Composition<br>English Literature       | Dependent on chosen pathway | Chemistry                   | American Govt.<br>Psychology   | All plans of study need to meet learner's career goals with regard to required degrees, licenses, certifications or journey worker status. Certain student organization activities may also be important to include.                                         | Continue courses pertinent to the pathway selected.                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
|                                                                                                                                             | Year 14                                                           | Speech Oral Communication                       | Computer Applications       | Dependent on chosen pathway | Dependent on chosen pathway    |                                                                                                                                                                                                                                                              |                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
|                                                                                                                                             | Year 15                                                           | Continue courses in the area of specialization. |                             |                             |                                |                                                                                                                                                                                                                                                              |                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
|                                                                                                                                             | Year 16                                                           |                                                 |                             |                             |                                |                                                                                                                                                                                                                                                              |                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |

High school

Post-Secondary

# Six Key Elements for Developing Career Pathways



# National FCS Standards

**Area of Study 16.0** - Textiles, Fashion, and Apparel Comprehensive Standard: Integrate knowledge, skills, and practices required for careers in textiles and apparels

## Content Standards

- 16.1 Analyze career paths within textiles, fashion, and apparel industries
- 16.2 Evaluate textiles, fashion, and apparel products and materials and their use in diverse settings.
- 16.3 Demonstrate textiles, fashion, and apparel design skills.
- 16.4 Demonstrate skills needed to produce, alter, or repair textiles, fashion, and apparel.
- 16.5 Evaluate elements of textiles, fashion, and apparel merchandising
- 16.6 Evaluate the components of customer service.
- 16.7 Demonstrate professional operational practices required for business profitability and career success.

# What Skills Are Taught in Textiles, Fashion and Apparel

AAFCS – Fashion,  
Textiles and Apparel  
Pre-PAC Certification

[Fashion Textiles and  
Apparel - American  
Association of Family  
and Consumer  
Sciences \(aafcs.org\)](https://www.aafcs.org)

|                                                                                                                                                                         |                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| <i>Family and Consumer Sciences</i> CREDENTIALING CENTER<br>ASSESSING AND RECOGNIZING EXCELLENCE SINCE 1971                                                             |                       |
| Fashion, Textiles, and Apparel<br>Assessment and Certification Competencies                                                                                             |                       |
| <b>1 Career Paths</b>                                                                                                                                                   | <b>Weighting: 17%</b> |
| 1A. Explain the roles and functions of individuals engaged in fashion, textiles, and apparel careers                                                                    |                       |
| 1B. Explain employment opportunities related to clothing construction                                                                                                   |                       |
| 1C. Analyze opportunities for employment and entrepreneurial endeavors                                                                                                  |                       |
| 1D. Summarize education and training requirements and opportunities for career paths in fashion, textiles, and apparel                                                  |                       |
| 1E. Analyze the effects of fashion, textiles, and apparel occupations on local, state, national and global economies                                                    |                       |
| 1F. Create an employment portfolio for use when applying for internships and work-based learning                                                                        |                       |
| 1G. Analyze the role of professional organizations in fashion, textiles, and apparel industries                                                                         |                       |
| <b>2 Textile Fiber Products and Materials</b>                                                                                                                           | <b>Weighting: 17%</b> |
| 2A. Apply appropriate terminology for the most common generic textile fibers                                                                                            |                       |
| 2B. Evaluate performance characteristics of textile fibers and fabrics                                                                                                  |                       |
| 2C. Summarize textile legislation, standards, and labeling in the global economy                                                                                        |                       |
| 2D. Analyze effects of textile characteristics on design, construction, care, use, and maintenance of products                                                          |                       |
| 2E. Apply appropriate procedures for care of textile products                                                                                                           |                       |
| <b>3 Design Skills</b>                                                                                                                                                  | <b>Weighting: 12%</b> |
| 3A. Explain ways in which fiber, fabric, texture, pattern and finish can affect visual appearance                                                                       |                       |
| 3B. Apply basic and complex color schemes and color theory to develop and enhance visual effects                                                                        |                       |
| 3C. Utilize elements and principles of design in designing, constructing, and/or altering fashion, textiles, and apparel products                                       |                       |
| 3D. Demonstrate design concepts with fabric or technology/computer, using draping and/or flat pattern making techniques                                                 |                       |
| 3E. Generate design that takes into consideration ecological, environmental, sociological, psychological, technical, and economic trends and issues                     |                       |
| 3F. Demonstrate ability to use technology for fashion, textile, and apparel design                                                                                      |                       |
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|                                                                                                                                                                              |                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| <b>4 Fashion, Textile, and Apparel Production</b>                                                                                                                            | <b>Weighting: 11%</b> |
| 4A. Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, textile and apparel construction, alteration or repair                 |                       |
| 4B. Demonstrate basic and specialized techniques in the construction of a garment                                                                                            |                       |
| 4C. Explain production processes for creating fibers, yarns, woven, knit, and non-woven textile products                                                                     |                       |
| 4D. Use appropriate industry products and materials for cleaning, pressing, and finishing fashion, textile and apparel products                                              |                       |
| 4E. Analyze current technology and trends that facilitate design and production of fashion, textile and apparel products                                                     |                       |
| 4F. Demonstrate basic skills of pattern selection, alteration and layout                                                                                                     |                       |
| 4G. Demonstrate basic skills for producing and altering textile and apparel products                                                                                         |                       |
| <b>5 Fashion Merchandising</b>                                                                                                                                               | <b>Weighting: 20%</b> |
| 5A. Apply marketing strategies for fashion, textile, and apparel products                                                                                                    |                       |
| 5B. Analyze the cost of constructing, manufacturing, altering, or repairing fashion, textile and apparel products                                                            |                       |
| 5C. Analyze ethical considerations for merchandising textile and apparel products                                                                                            |                       |
| 5D. Apply external factors that influence merchandising                                                                                                                      |                       |
| 5E. Critique varied methods for promoting textile and apparel products                                                                                                       |                       |
| 5F. Apply research methods, including forecasting techniques for marketing textile and apparel products                                                                      |                       |
| <b>6 Customer Service</b>                                                                                                                                                    | <b>Weighting: 8%</b>  |
| 6A. Analyze factors that contribute to quality customer relations                                                                                                            |                       |
| 6B. Analyze the influences of cultural diversity as a factor in customer relations                                                                                           |                       |
| 6C. Demonstrate the skills necessary for quality customer service                                                                                                            |                       |
| 6D. Use consumer skills to evaluate the quality of ready-made garments                                                                                                       |                       |
| 6E. Create solutions to address customer concerns                                                                                                                            |                       |
| <b>7 Operational Procedures</b>                                                                                                                                              | <b>Weighting: 15%</b> |
| 7A. Analyze legislation, regulations, and public policy affecting the fashion, textile and apparel industries                                                                |                       |
| 7B. Analyze personal and employer responsibilities and liabilities regarding industry-related safety, security, and environmental factors                                    |                       |
| 7C. Analyze the effects of security and inventory control strategies, cash, and credit transaction methods, laws, and worksite policies, on loss prevention and store profit |                       |
| 7D. Demonstrate procedures for reporting and handling accidents, safety, and security incidents                                                                              |                       |
| 7E. Analyze operational costs such as mark ups, mark downs, cash flow, and other factors affecting profit                                                                    |                       |
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# Skills Example

|     |                                                                                                                                                          |                |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| 4   | Fashion, Textile, and Apparel Production                                                                                                                 | Weighting: 11% |
| 4A. | Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, textile and apparel construction, alteration or repair |                |
| 4B. | Demonstrate basic and specialized techniques in the construction of a garment                                                                            |                |
| 4C. | Explain production processes for creating fibers, yarns, woven, knit, and non-woven textile products                                                     |                |
| 4D. | Use appropriate industry products and materials for cleaning, pressing, and finishing fashion, textile and apparel products                              |                |
| 4E. | Analyze current technology and trends that facilitate design and production of fashion, textile and apparel products                                     |                |
| 4F. | Demonstrate basic skills of pattern selection, alteration and layout                                                                                     |                |
| 4G. | Demonstrate basic skills for producing and altering textile and apparel products                                                                         |                |

# Common Career Technical Core Standards

## Arts, A/V Technology & Communications Career Cluster® (AR)

1. Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
2. Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.
3. Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.
4. Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.
5. Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
6. Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

# Knowledge and Skill Statements

- Includes Knowledge and Skills Statements for the Cluster and each individual pathway
- Identifies an editable Plan of Study template



## Career Cluster Resources

- Common Career Technical Core standards with performance elements ([PDF](#))
- Knowledge & Skills Statements ([PDF](#), [Excel](#))
- Plan of Study ([PDF](#), [Excel](#))
- Career Cluster Frame ([PDF](#)): provides a broad overview for each Career Cluster, including Essential Knowledge and Skills, the types of educational topics studied within a particular Career Pathway, and a listing of sample Career Specialties or occupations.

## Pathways

### A/V Technology & Film Career Pathway

- Knowledge & Skills Statements ([PDF](#), [Excel](#))
- Plan of Study ([PDF](#), [Excel](#))

### Printing Technology Career Pathway

- Knowledge & Skills Statements ([PDF](#), [Excel](#))
- Plan of Study ([PDF](#), [Excel](#))

### Visual Arts Career Pathway

- Knowledge & Skills Statements ([PDF](#), [Excel](#))
- Plan of Study ([PDF](#), [Excel](#))

### Performing Arts Career Pathway

- Knowledge & Skills Statements ([PDF](#), [Excel](#))
- Plan of Study ([PDF](#), [Excel](#))

### Journalism & Broadcasting Career Pathway

- Knowledge & Skills Statements ([PDF](#), [Excel](#))
- Plan of Study ([PDF](#), [Excel](#))

### Telecommunications Career Pathway

- Knowledge & Skills Statements ([PDF](#), [Excel](#))
- Plan of Study ([PDF](#), [Excel](#))

[Arts, A/V Technology & Communications - Advance CTE  
\(careertech.org\)](https://careertech.org)

# Building an Advisory Council

Invite industry professionals to participate in a textiles & fashion advisory council

Meet several times per year

Focus on outcomes – what are employers looking for

Are you teaching the right things?

Form partnerships for field experience, job shadowing, guest speaker opportunities



# Seek Industry-Recognized Certifications

Does your state dep. recommend a specific certification or testing agency?

Are your instructors licensed to teach these courses?

What are local employers looking for?

Is employment transferable?

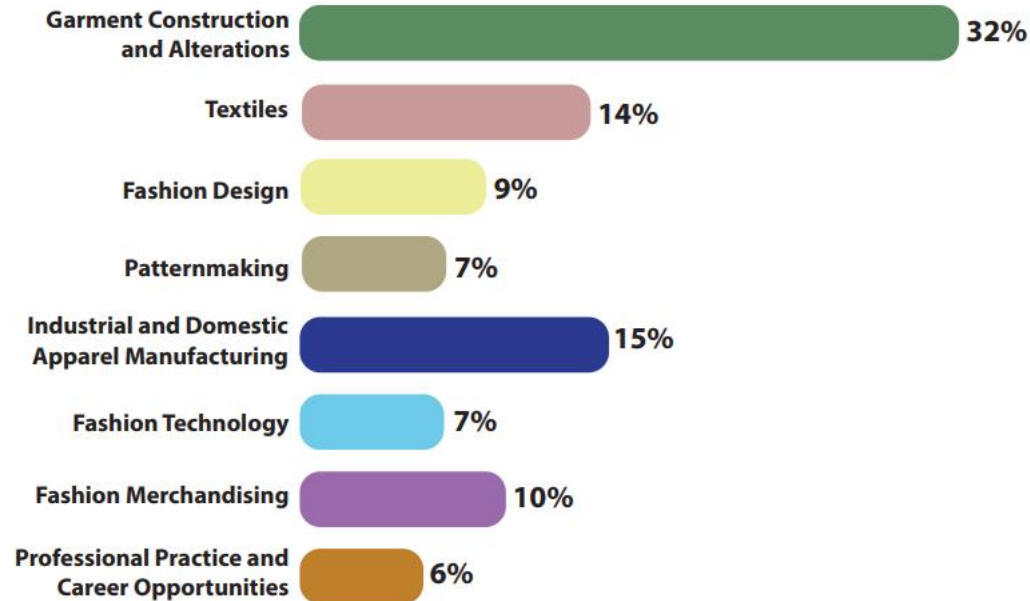
What is the cost of certification or a specific credential?



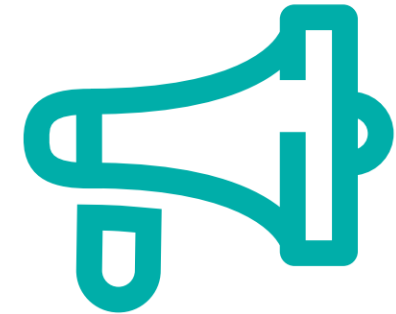
# National Organizations with Certifications

## NOCTI – Fashion Technology and Merchandising

[JRFashionTechMerch4018 \(nocti.org\)](https://nocti.org/JRFashionTechMerch4018)



**NOCTI**  
Job Ready Credential Blueprint



**Fashion Technology  
and Merchandising**

Code: 4018 / Version: 01  
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# Vendors with Certifications

## YouScience

[Arts, A/V Technology & Communications - YouScience](#)

Fashion Design Merchandising I

Fashion Design Merchandising II

Fashion Design Studio

Sewing Construction and Textiles I

Sewing Construction and Textiles II

Sewing Construction and Textiles III

## Sewing Construction & Textiles I

| EXAM INFORMATION                                                                          | DESCRIPTION                                                                                                                                                                                                                                                                                                                                                                 |          |                    |                         |    |                     |     |             |     |                            |     |                              |     |
|-------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------------|-------------------------|----|---------------------|-----|-------------|-----|----------------------------|-----|------------------------------|-----|
| <b>Exam Number</b><br>350                                                                 | This course introduces students to basic apparel design and construction skills. These skills prepare students for the exciting global apparel industry, entrepreneurial opportunities, as well as project management in any field. Students will sew apparel and accessory projects. Student leadership and competitive events (FCCLA) may be integrated into this course. |          |                    |                         |    |                     |     |             |     |                            |     |                              |     |
| <b>Items</b><br>52                                                                        |                                                                                                                                                                                                                                                                                                                                                                             |          |                    |                         |    |                     |     |             |     |                            |     |                              |     |
| <b>Points</b><br>55                                                                       |                                                                                                                                                                                                                                                                                                                                                                             |          |                    |                         |    |                     |     |             |     |                            |     |                              |     |
| <b>Prerequisites</b><br>NONE                                                              |                                                                                                                                                                                                                                                                                                                                                                             |          |                    |                         |    |                     |     |             |     |                            |     |                              |     |
| <b>Recommended Course Length</b><br>ONE SEMESTER                                          |                                                                                                                                                                                                                                                                                                                                                                             |          |                    |                         |    |                     |     |             |     |                            |     |                              |     |
| <b>National Career Cluster</b><br>ARTS, A/V TECHNOLOGY & COMMUNICATIONS<br>HUMAN SERVICES | <b>EXAM BLUEPRINT</b>                                                                                                                                                                                                                                                                                                                                                       |          |                    |                         |    |                     |     |             |     |                            |     |                              |     |
| <b>Performance Standards</b><br>INCLUDED (OPTIONAL)                                       | <table><tr><th>STANDARD</th><th>PERCENTAGE OF EXAM</th></tr><tr><td>1. Careers and Products</td><td>4%</td></tr><tr><td>2. Sewing Equipment</td><td>22%</td></tr><tr><td>3. Textiles</td><td>20%</td></tr><tr><td>4. Pre-Construction Skills</td><td>35%</td></tr><tr><td>5. Basic Construction Skills</td><td>20%</td></tr></table>                                        | STANDARD | PERCENTAGE OF EXAM | 1. Careers and Products | 4% | 2. Sewing Equipment | 22% | 3. Textiles | 20% | 4. Pre-Construction Skills | 35% | 5. Basic Construction Skills | 20% |
| STANDARD                                                                                  | PERCENTAGE OF EXAM                                                                                                                                                                                                                                                                                                                                                          |          |                    |                         |    |                     |     |             |     |                            |     |                              |     |
| 1. Careers and Products                                                                   | 4%                                                                                                                                                                                                                                                                                                                                                                          |          |                    |                         |    |                     |     |             |     |                            |     |                              |     |
| 2. Sewing Equipment                                                                       | 22%                                                                                                                                                                                                                                                                                                                                                                         |          |                    |                         |    |                     |     |             |     |                            |     |                              |     |
| 3. Textiles                                                                               | 20%                                                                                                                                                                                                                                                                                                                                                                         |          |                    |                         |    |                     |     |             |     |                            |     |                              |     |
| 4. Pre-Construction Skills                                                                | 35%                                                                                                                                                                                                                                                                                                                                                                         |          |                    |                         |    |                     |     |             |     |                            |     |                              |     |
| 5. Basic Construction Skills                                                              | 20%                                                                                                                                                                                                                                                                                                                                                                         |          |                    |                         |    |                     |     |             |     |                            |     |                              |     |
| <b>Certificate Available</b><br>YES                                                       |                                                                                                                                                                                                                                                                                                                                                                             |          |                    |                         |    |                     |     |             |     |                            |     |                              |     |

# Vendors with Certifications

## Certiport

[Certiport \(pearsonvue.com\)](https://pearsonvue.com)

- Communication Skills for Business
- Entrepreneurship and Small Business
- Digital Marketing Associate
- Customer Service & Sales Certified Specialist



# Fashion Designer Credentials

## Top Fashion Designer Certifications

Certified Technical Designer

Fashion Institute of Technology (FIT)

Professional Designation in Fashion Design

Fashion Institute of Design & Merchandising (FIDM)

Certified Fashion Designer Level I

Parsons School of Design

Draping Certificate

Fashion Institute of Technology (FIT)

Fashion Industry Essentials Certificate

Parsons School of Design and Teen Vogue

Sustainable Design Entrepreneur Certificate

Fashion Institute of Technology (FIT)

Apparel Technical Design Certificate

Los Angeles Trade Technical College (LATTC)

Digital Pattern Making Certificate

Fashion Institute of Design & Merchandising (FIDM)

Fashion Business Essentials

University of Fashion

Adobe Certified Expert (ACE) - Adobe Photoshop

Adobe

# CTSO Competitive Events

## FCCLA

- Knowledge Bowl - Technology (to include Fashion & Housing Design)
- Challenge Test – Fashion Construction and Design Challenge
- Skill Demonstration Events – Fashion Sketch
- STAR Events – Fashion Construction

## Skills USA

- Job Skill Demonstration Open
- Screen Printing Technology

## Technology Student Association

- Fashion Design and Technology



# Educational Organizations for the Industry

## AAFCS

[Home - American Association of Family and Consumer Sciences \(aafcs.org\)](http://aafcs.org)



## ACTE FCS Division

[Family and Consumer Sciences Education Division - ACTE \(acteonline.org\)](http://acteonline.org)



## Advanced Textiles Association

<https://www.textiles.org/education/>



## International Textile and Apparel Association

[International Textile and Apparel Association \(itaaonline.org\)](http://itaaonline.org)



# Pathway Program of Study



Students enrolled in the Interior Design pathway will learn about colors, textures, furniture, lighting, and space in public and private sectors including offices, airports, theaters, malls, restaurants, hotels, schools, hospitals, and private homes. Students will use the latest software applications to learn about designing, planning, managing, building and maintaining the built environment.

## PATHWAY COURSES

- Foundations of Interior Design
- Fundamentals of Fashion
- Textile Science

## RECOMMENDED COURSES

- Introduction to Graphics and Design
- Foreign Language
- Visual Art Courses
- Work-Based Learning

## POST-SECONDARY DEGREES, DIPLOMAS, AND CERTIFICATES

### TECHNICAL COLLEGES

- Architectural CAD Drafter
- Advanced CAD Drafter
- Advanced CAD Technician
- Auto CAD Refresher
- Auto CAD Specialist
- Auto CAD User
- CAD Operator
- Drafter Assistant
- Drafter Technician
- Drafter Aid
- Graphic Arts
- Landscape Design Technician
- Residential Drafting Technician

### COLLEGES/UNIVERSITIES

- Architecture
- Interior Design

## CAREER AND TECHNICAL STUDENT ORGANIZATIONS



- Alliance Academy for Innovation
- Denmark High School
- East Forsyth High School
- Forsyth Central High School
- Forsyth Virtual Academy
- Lambert High School
- North Forsyth High School
- South Forsyth High School
- West Forsyth High School

## 2022-2023 FCS Career and Technical Education

### HUMAN SERVICES

## INTERIORS, FASHION, AND TEXTILES PATHWAY

### TOP CAREER CHOICES

#### Architect

Bachelor Degree needed  
\$71,989 annual salary  
100 annual average openings in Georgia

#### Commercial and Industrial Designer

Bachelor Degree needed  
\$52,312 annual salary  
30 annual average openings in Georgia

#### Graphic Designer

Bachelor Degree needed  
\$44,034 annual salary  
160 annual average openings in Georgia

#### Interior Designer

Associate Degree needed  
\$47,320 annual salary  
100 annual average openings in Georgia

### ADDITIONAL CAREER CHOICES

Architect  
Building Code Official  
Computer Aided Drafter (CAD)  
Cost Estimator  
Display Designer  
Floral Designer  
Furnishing & Equipment Sales Manager  
Furniture Designer  
Industrial Designer  
Interior Designer  
Landscape Designer  
Manufacturers' Representative  
Modeler  
Photographer  
Renderer  
Retail Manager  
Set Designer



Source: GADOE Plans of Study  
<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Georgia-Career-Pathways-New-Rule.aspx>

## GENERAL COURSE OVERVIEW FOR \*CLOTHING AND TEXTILES III

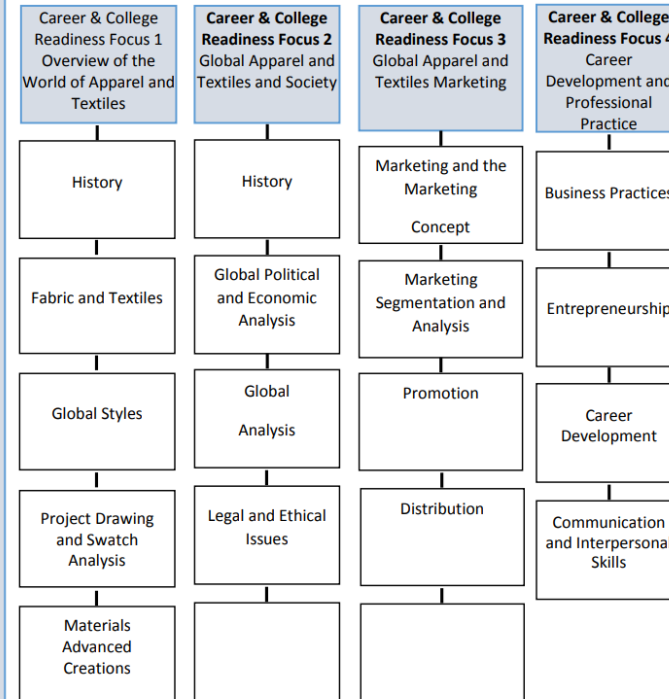
\*(GLOBAL APPAREL AND TEXTILES III)

### Enduring Understandings

#### What students will learn:

- Define terms associated with Global Textile and Design.
- List the benefits of different clothing plan styles.
- Describe how the shape and textures of fabrics can affect the design.
- Identify features of common design styles.
- Define historical terms associated with clothing design.
- Define: integrity, ethics, confidence, professionalism.
- The roles of: leader, contributor, and encourager.
- How to work in a team.
- Identify and demonstrate characteristics of strong work ethics.
- Define appropriate dress for a professional environment.
- Categorize business activities as production, marketing, management, or finance.
- Explain the impact of an international economy on business activities.
- Identify ways that businesses contribute to their community.
- Describe each marketing function and how it illustrates the marketing concept.
- Communicate effectively in a business setting.
- Identify and practice effective interpersonal and team-building skills involving situations
- Explain the impact of multiculturalism on marketing activities.

**Mission:** Our mission is to provide students with business/industry experience and CTE skills to develop global citizens to prepare opportunities in a global society and workplace



### Benchmark Assessments

Design Plan Project    Marketing Concepts    Garment Production    Global Apparel and Society  
Global Clothing I    Career Skills    Global Clothing II    Career Development

### Knowledge and Skills

What student will do in the classroom and beyond:

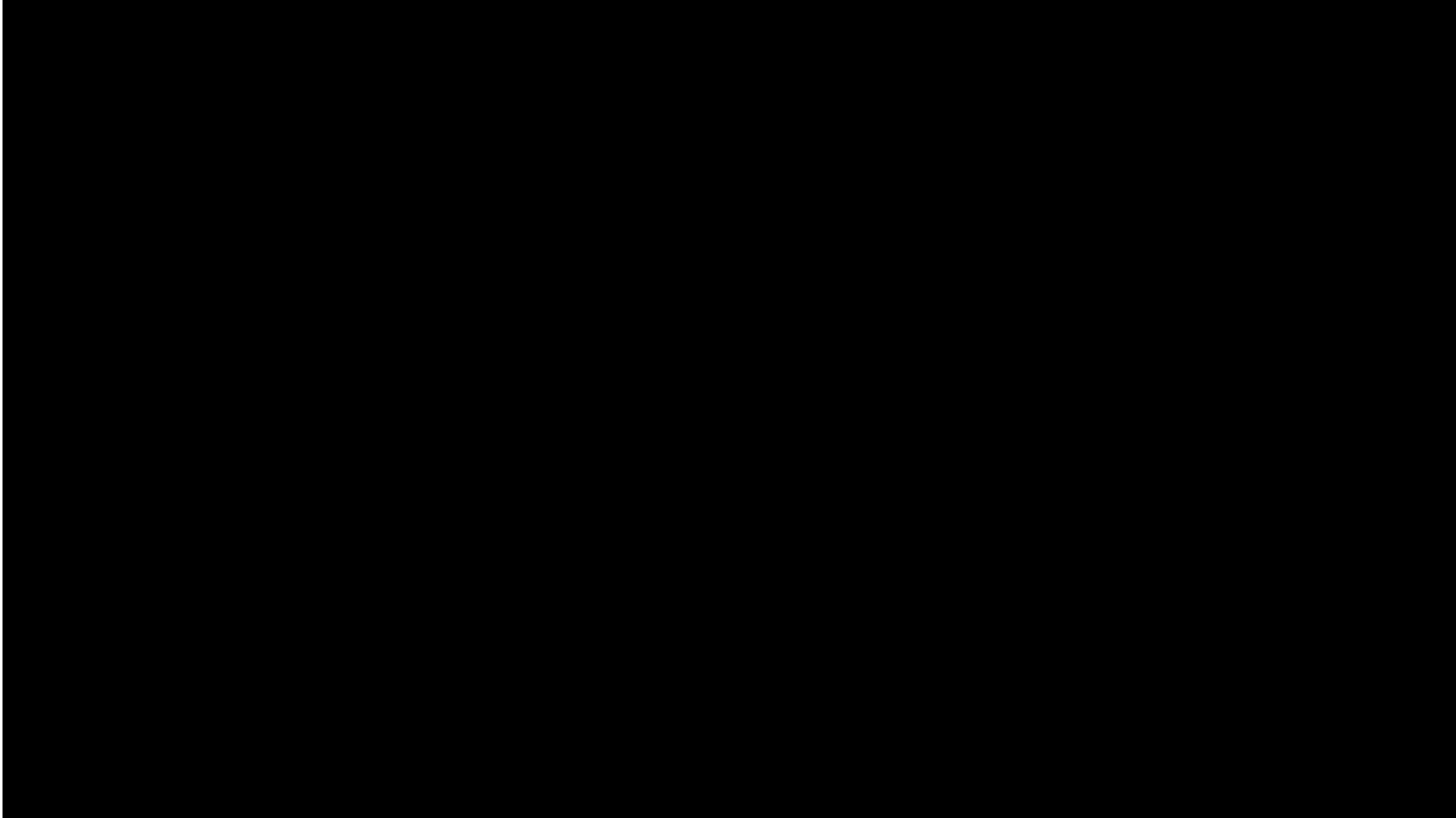
- Identify and demonstrate characteristics of strong work ethic.
- Demonstrate appropriate professional dress code.
- Understand that dependability, work ethic and employability are vital attributes in a professional environment.
- Explain the importance of a professional reputation, manners and etiquette.
- Develop descriptive vocabulary.
- Business concepts and how business satisfies economic needs.
- The relationship of business and society.
- The importance of marketing as well as the functions of marketing.
- That the marketing mix involves a combination of the decisions about product, price, place, promotion, and people
- That careers are ever changing and require continual self-assessment, research, and preparation to develop and implement responsible decisions.
- That a nation's economic system is determined by what is produced, how it is produced, and how it is distributed.
- Create & interpret intricate design drawings.
- Utilize time-management to complete tasks.
- Utilize precision measuring devices.
- Show examples of clothing design plans and working drawings.



# Tips From a State FCS Leader: Building a Textiles, Fashion and Apparel Program



# From Gayla Randall, FCS Specialist OPI





# New Resource for Career Exploration



# Textiles and Apparel Career Exploration Kit

**Realityworks**  
Live it. Learn it.™  
100% EMPLOYEE-OWNED

## Kit includes:

- Textiles and Fashion Apparel Career Scenario Cards
- 50 sheets of tracing paper
- 15 sets of colored pencils with sharpeners
- 15 mini mannequins
- 15 display boxes
- 15 fabric sample sets
- 15 pocket microscopes

## Access curriculum and additional resources:

[www.realityworks.com/textilesandapparel-downloads](http://www.realityworks.com/textilesandapparel-downloads)

- Curriculum
- Presentation slides
- Student workbooks
- Student completion certificate

Order more kits at [www.realityworks.com](http://www.realityworks.com)



# Textiles and Apparel Career Exploration Kit

- Apparel Designer
- Fashion Product Developer
- Fashion Buyer Role
- Retail Merchandiser
- Stylist
- Textile Designer
- Visual Merchandiser
- Influencer Marketing Manager
- Textile Technologist
- Sustainability Specialist

Curriculum 10-12 hours  
10 lessons

SKU: 11810199

Price: \$1199

# Hands-On Activities

| Lesson | Career                       | Activity                                                     | Component                           |
|--------|------------------------------|--------------------------------------------------------------|-------------------------------------|
| 1      | Apparel Designer             | Design a T-shirt                                             | Colored pencils                     |
|        |                              |                                                              | Digital Workbook                    |
|        |                              |                                                              | Textiles and Apparel Scenario Cards |
| 2      | Fashion Product Developer    | Develop a Fashion Mood Board                                 | Colored pencils                     |
|        |                              |                                                              | Digital Workbook                    |
|        |                              |                                                              | Textiles and Apparel Scenario Cards |
| 3      | Buyer                        | Fashion Buyer Simulation with Budget, Inventory and Personas | Digital Workbook                    |
|        |                              |                                                              | Textiles and Apparel Scenario Cards |
| 4      | Retail Merchandise           | Design Store Layout on Scaled Whiteboard                     | Digital Workbook                    |
|        |                              |                                                              | Textiles and Apparel Scenario Cards |
| 5      | Stylist                      | Outfit Creation for an Event                                 | Digital Workbook                    |
|        |                              |                                                              | Colored pencils                     |
|        |                              |                                                              | Textiles and Apparel Scenario Cards |
| 6      | Textile Designer             | Pattern Creation - Repeating Design                          | Digital Workbook                    |
|        |                              |                                                              | Textiles and Apparel Scenario Cards |
|        |                              |                                                              | Tracing paper                       |
| 7      | Visual Merchandiser          | Window Display with Mini Manikin                             | Mini manikin                        |
|        |                              |                                                              | Textiles and Apparel Scenario Cards |
|        |                              |                                                              | Clear display box                   |
| 8      | Influencer Marketing Manager | Brand Pitch Deck                                             | Storyboard in workbook              |
|        |                              |                                                              | Textiles and Apparel Scenario Cards |
| 9      | Textile Technologist         | Textile Examination with Samples & Microscope                | Fabric Samples                      |
|        |                              |                                                              | Textiles and Apparel Scenario Cards |
|        |                              |                                                              | Pocket microscope                   |
| 10     | Sustainability Specialist    | Research Project on a Sustainability Initiative              | Digital Workbook                    |
|        |                              |                                                              | Textiles and Apparel Scenario Cards |

# Features

- The careers chosen for this kit were based on feedback from educators and subject matter experts.
- The Textiles and Apparel Career Exploration Kit will include 10 lessons, each focusing on a different related occupation in this pathway. This will provide great exposure to many potential careers.
- Lessons will include an introduction to a career with engaging activities.
- Classroom management is built in to include enough materials for 30 students to pair up and participate.
- This aligns to National FCS Standards.

# National FCS Standards

## Content Standards

16.1 Analyze career paths within textiles, fashion, and apparel industries.

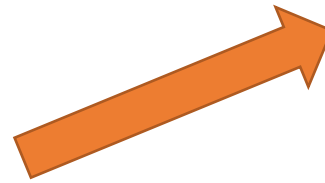
## Competencies

- 16.1.1 Explain the roles and functions of individuals engaged in textiles, fashion, and apparel careers.
- 16.1.2 Analyze opportunities for employment and entrepreneurial endeavors.
- 16.1.3 Summarize education and training requirements and opportunities for career paths in textiles, fashion, and apparel industries.
- 16.1.4 Analyze the effects of textiles, fashion, and apparel industries on local, state, national, and global economies.
- 16.1.5 Create an employment portfolio to communicate textiles, fashion, and apparel knowledge and skills.
- 16.1.6 Analyze the role of professional organizations in textiles, fashion, and apparel industries.

# Resources Applied to Plan of Study

Begin to fit these hands-on learning tools into your courses:

- Textiles, Fashion and Apparel Career Exploration Kit



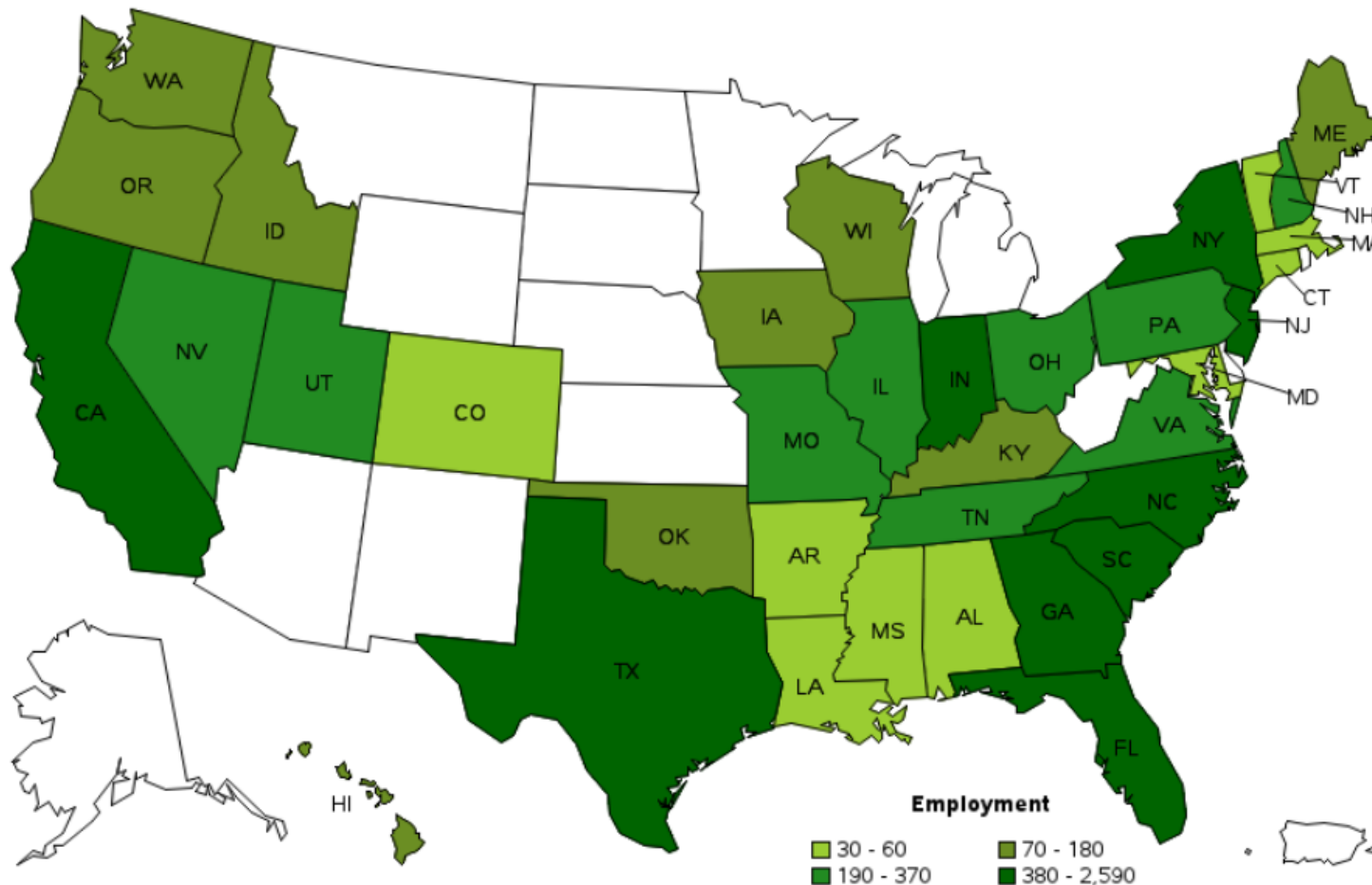
| *Career and Technical Courses and/ or Degree Major Courses for Arts, Audio/Video Technology and Communications                                                    | SAMPLE Occupations Relating to This Career Cluster                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| **Introduction to Arts, Audio/Video Technology and Communications<br>**Information Technology Applications<br>Continue courses pertinent to the pathway selected. | ▶ Actor<br>▶ Audio-Video Designer and Engineer<br>▶ Broadcast Technician<br>▶ Commercial Artist<br>▶ Computer Animator<br>▶ Curator/Gallery Manager<br>▶ Director and Coach<br>▶ Fashion Designer<br>▶ Journalist<br>▶ Lithographer<br>▶ Musician<br>▶ Printing Equipment Operator<br>▶ Telecommunication Technician<br>▶ Videographer<br>▶ Web Page Designer |
| dual credit purposes.<br>Continue courses pertinent to the pathway selected.                                                                                      |                                                                                                                                                                                                                                                                                                                                                               |

Lots of Opportunities....



# Occupational Outlook

Employment of textile, apparel, and furnishings workers, all other by state, May 2023



*The global textile market was valued at USD 1,837.27 billion in 2023 and is anticipated to grow at a compound annual growth rate (CAGR) of 7.4% in revenue from 2024 to 2030. The ever-increasing apparel demand from the fashion industry and the meteoric growth of e-commerce platforms are expected to drive market growth over the forecast period.*



## Free Resources From Realityworks

- [Free Lesson Plans | Realityworks | Innovative Learning Tools](#)
- [Classroom Ideas - Realityworks](#)
- [Career-Exploration-Implementation-Guide-2024-WEB.pdf \(realityworks.com\)](#)
- [Free Posters | Realityworks | Innovative Learning Tools](#)
- [Realityworks Webinars | Innovative Hands-On Learning Tools](#)



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We can help you start or refresh your own program!

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