

***FASHION, TEXTILES,
AND DESIGN
STANDARDS***



This document was prepared by:

Office of Career, Technical, and Adult Education
Nevada Department of Education
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BUSINESS AND INDUSTRY VALIDATION

All CTE standards developed through the Nevada Department of Education are validated by business and industry through one or more of the following processes: (1) the standards are developed by a team consisting of business and industry representatives; or (2) a separate review panel was coordinated with industry experts to ensure the standards include the proper content; or (3) the adoption of nationally-recognized standards endorsed by business and industry.

The Fashion, Textiles, and Design standards were validated through active participation of business and industry representatives on the development team.

PROJECT COORDINATOR

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INTRODUCTION

The standards in this document are designed to clearly state what the student should know and be able to do upon completion of an advanced high school Fashion, Textiles, and Design program. These standards are designed for a three-credit course sequence that prepares the student for a technical assessment directly aligned to the standards.

These exit-level standards are designed for the student to complete all standards through their completion of a program of study. These standards are intended to guide curriculum objectives for a program of study.

The standards are organized as follows:

Content Standards are general statements that identify major areas of knowledge, understanding, and the skills students are expected to learn in key subject and career areas by the end of the program.

Performance Standards follow each content standard. Performance standards identify the more specific components of each content standard and define the expected abilities of students within each content standard.

Performance Indicators are very specific criteria statements for determining whether a student meets the performance standard. Performance indicators may also be used as learning outcomes, which teachers can identify as they plan their program learning objectives.

The crosswalk and alignment section of the document shows where the performance indicators support the English Language Arts and the Mathematics Common Core State Standards, and the Nevada State Science Standards. Where correlation with an academic standard exists, students in the Fashion, Textiles, and Design program perform learning activities that support, either directly or indirectly, achievement of one or more Common Core State Standards.

All students are encouraged to participate in the career and technical student organization (CTSO) that relates to their program area. CTSOs are co-curricular national associations that directly enforce learning in the CTE classroom through curriculum resources, competitive events, and leadership development. CTSOs provide students the ability to apply academic and technical knowledge, develop communication and teamwork skills, and cultivate leadership skills to ensure college and career readiness.

The Employability Skills for Career Readiness identify the “soft skills” needed to be successful in all careers, and must be taught as an integrated component of all CTE course sequences. These standards are available in a separate document.

The **Standards Reference Code** is only used to identify or align performance indicators listed in the standards to daily lesson plans, curriculum documents, or national standards.

Program Name	Standards Reference Code
Fashion, Textiles, and Design	FTD

Example: FTD.2.3.4

Standards	Content Standard	Performance Standard	Performance Indicator
Fashion, Textiles, and Design	2	3	4

CONTENT STANDARD 1.0 : CAREER EXPLORATION

PERFORMANCE STANDARD 1.1 : ANALYZE THE ROLE OF PROFESSIONAL ORGANIZATIONS IN FASHION, TEXTILE, AND APPAREL INDUSTRIES

- 1.1.1 Research historical trends of professional organizations
- 1.1.2 Summarize various professional support organizations
- 1.1.3 Participate in a professional organization (e.g., FCCLA, DECA, FIDM Fashion Club, etc.)

PERFORMANCE STANDARD 1.2 : ANALYZE OPPORTUNITIES FOR EMPLOYMENT AND ENTREPRENEURIAL ENDEAVORS

- 1.2.1 Explore career opportunities in fashion, textile, and/or design industries, utilizing technology
- 1.2.2 Develop job descriptions for fashion, textile, and/or design industries
- 1.2.3 Analyze the future employment outlook in fashion, textile, and/or design industries
- 1.2.4 Develop personal professional goals
- 1.2.5 Perform different jobs or tasks in fashion, textile, and design industries
- 1.2.6 Determine preparation requirements for various levels of employment in a variety of fashion, textile, and/or design industries
- 1.2.7 Determine how interests, abilities, personal priorities, and family responsibilities affect career choices
- 1.2.8 Explain the roles and functions of individuals engaged in textile and apparel careers
- 1.2.9 Describe entrepreneurial opportunities in fashion, textile, and/or design industries
- 1.2.10 Explain the characteristics of a successful entrepreneur
- 1.2.11 Identify the advantages and disadvantages of owning a business
- 1.2.12 Identify the components of a business plan
- 1.2.13 Research the legal requirements and resources needed for starting a business
- 1.2.14 Apply the problem-solving process to resolve a business problem

PERFORMANCE STANDARD 1.3 : SUMMARIZE EDUCATION AND TRAINING REQUIREMENTS FOR CAREER OPPORTUNITIES

- 1.3.1 Utilize the internet to research and evaluate postsecondary educational programs
- 1.3.2 Participate in college fairs or campus visits, or consult a college recruiter
- 1.3.3 Discuss the postsecondary education application and financial aid processes

PERFORMANCE STANDARD 1.4 : ANALYZE THE EFFECTS OF TEXTILE AND APPAREL OCCUPATIONS ON LOCAL, STATE, NATIONAL, AND GLOBAL ECONOMIES

- | | |
|-------|--|
| 1.4.1 | Differentiate between local, state, national, and global economies |
| 1.4.2 | Research a period of economic growth or downsizing, and the impact on fashion, textile, and design occupations |
| 1.4.3 | Examine the effects of economics on fashion, textile, and/or design occupations |
| 1.4.4 | Analyze the effects of internet business |
| 1.4.5 | Anticipate the future impact of local, state, national, and global economies on fashion, textile, and design occupations |

PERFORMANCE STANDARD 1.5 : CREATE A PROFESSIONAL PORTFOLIO

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|-------|---|
| 1.5.1 | Organize a portfolio for the purpose of obtaining internships, work-based learning opportunities, postsecondary education, and employment |
| 1.5.2 | Compose a letter of intent, a cover letter, a letter of references, and a resume |
| 1.5.3 | Incorporate evidence of skill level in a portfolio |
| 1.5.4 | Implement aesthetics and professionalism in a portfolio |
| 1.5.5 | Prepare a digital portfolio |

CONTENT STANDARD 2.0 : DESIGN - DEMONSTRATE FASHION AND COSTUME DESIGN SKILLS

PERFORMANCE STANDARD 2.1 : UTILIZE ELEMENTS AND PRINCIPLES OF DESIGNING, CONSTRUCTING, AND/OR ALTERING END PRODUCTS

- 2.1.1 Apply the elements and principles of design
- 2.1.2 Recognize and implement complex color schemes and color theory to develop and enhance visual effects
- 2.1.3 Examine ways in which elements and principles of design can affect appearance, theme, and mood

PERFORMANCE STANDARD 2.2 : USE PROPER ILLUSTRATION TECHNIQUES

- 2.2.1 Demonstrate the ability to draw the human figure (i.e., natural, fashion, and character)
- 2.2.2 Identify a croquis and apply its use
- 2.2.3 Demonstrate the proper use of tools and supplies
- 2.2.4 Recognize and implement a variety of mediums (e.g., markers, colored pencils, paint, etc.)
- 2.2.5 Describe the sketching and illustration process
- 2.2.6 Use sketches and illustrations to communicate ideas

PERFORMANCE STANDARD 2.3 : DEVELOP DESIGN INSPIRATION

- 2.3.1 Research the history of clothing and fashion
- 2.3.2 Follow trends in clothing and fashion
- 2.3.3 Differentiate between history, trends, and forecasting, and their applications in design
- 2.3.4 Describe sources of design and inspiration
- 2.3.5 Generate a design that reflects ecological, environmental, sociological, psychological, cultural, technical, and economic trends and issues

PERFORMANCE STANDARD 2.4 : DEMONSTRATE KNOWLEDGE OF DESIGN SKILLS

- 2.4.1 Evaluate a variety of aesthetics and points of view
- 2.4.2 Develop a personal aesthetic and point of view
- 2.4.3 Explain the ways in which fabric characteristics affect design
- 2.4.4 Create multiple looks with a cohesive vision
- 2.4.5 Demonstrate the ability to use technology for fashion, textile, and apparel design
- 2.4.6 Demonstrate the ability to style a look using hair, makeup, accessories, and props

PERFORMANCE STANDARD 2.5 : DEMONSTRATE DESIGN PRESENTATION SKILLS

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|-------|--|
| 2.5.1 | Apply composition skills to a design presentation |
| 2.5.2 | Create samples to communicate the design vision |
| 2.5.3 | Incorporate photography in the design presentation |
| 2.5.4 | Provide and receive constructive criticism |
| 2.5.5 | Utilize a portfolio to promote design skills |

CONTENT STANDARD 3.0 : TEXTILES - ANALYZE FIBER AND FABRIC PRODUCTS AND MATERIALS

PERFORMANCE STANDARD 3.1 : EVALUATE PERFORMANCE CHARACTERISTICS OF FIBERS, FABRICS, AND FINISHES

- 3.1.1 Classify fibers, yarns, and fabrics
- 3.1.2 Utilize a magnifying device to examine the physical properties of fibers, yarns, and fabrics
- 3.1.3 Compare and contrast performance characteristics of fibers, yarns, and fabrics
- 3.1.4 Analyze performance characteristics of fibers, yarns, and fabrics

PERFORMANCE STANDARD 3.2 : EXAMINE PROCESSES FOR CREATING FIBERS, YARNS, AND FABRICS

- 3.2.1 Compare and contrast natural and synthetic fibers
- 3.2.2 Produce a woven, nonwoven, and knitted example
- 3.2.3 Explain commercial production processes for creating fibers, yarns, woven, and knitted fabrics, and nonwoven textile products
- 3.2.4 Analyze behaviors that conserve, reuse, and recycle resources to maintain the environment
- 3.2.5 Demonstrate the ability to repurpose existing garments and nontraditional materials

PERFORMANCE STANDARD 3.3 : ANALYZE THE EFFECTS OF TEXTILE CHARACTERISTICS ON THE DESIGN, CONSTRUCTION, CARE, USE, MAINTENANCE, AND PRESERVATION OF PRODUCTS

- 3.3.1 Comprehend and follow product care labels
- 3.3.2 Select appropriate fabric care products
- 3.3.3 Demonstrate appropriate fabric care procedures (i.e., stain removal, pressing, and storage)
- 3.3.4 Demonstrate the safe use and care of a washing machine and dryer
- 3.3.5 Differentiate between wet and dry cleaning methods
- 3.3.6 Describe the steps in textile preservation and storage

PERFORMANCE STANDARD 3.4 : SUMMARIZE TEXTILE LEGISLATION, STANDARDS, AND LABELING

- 3.4.1 Utilize the internet to research textile legislation, standards, and labeling
- 3.4.2 Describe legislation affecting the textile industry and consumer protection
- 3.4.3 Analyze legislation, regulations, and public policy affecting the fashion, textile, and apparel industries

CONTENT STANDARD 4.0 : CONSTRUCTION - DEMONSTRATE THE SKILLS NEEDED TO PRODUCE, ALTER, AND REPAIR FASHION, TEXTILE, APPAREL, AND COSTUME PRODUCTS

PERFORMANCE STANDARD 4.1 : DEMONSTRATE SKILLS USING INDUSTRY-STANDARD EQUIPMENT, TOOLS, NOTIONS, AND SUPPLIES

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|-------|--|
| 4.1.1 | Demonstrate the safe use, care, and maintenance of a sewing machine |
| 4.1.2 | Demonstrate the safe use, care, and maintenance of cutting, marking, pattern-making, and measuring tools |
| 4.1.3 | Demonstrate the safe use, care, and maintenance of pressing, cleaning, and steaming equipment |
| 4.1.4 | Demonstrate the safe use, care, and maintenance of a serger and/or overlock machine |
| 4.1.5 | Demonstrate the safe use, care, and maintenance of other specialized sewing equipment |
| 4.1.6 | Apply notions using appropriate tools and equipment |

PERFORMANCE STANDARD 4.2 : DEMONSTRATE THE SKILLS REQUIRED FOR PATTERN AND FABRIC SELECTION AND PREPARATION

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|-------|--|
| 4.2.1 | Select patterns for a variety of projects |
| 4.2.2 | Interpret and apply information found on commercial patterns |
| 4.2.3 | Determine yardage requirements for a variety of projects |
| 4.2.4 | Select appropriate fabrics and notions for a variety of projects |
| 4.2.5 | Prewash fabric, press, layout, pin, and cut a pattern, based on fabric characteristics |
| 4.2.6 | Demonstrate the ability to interpret and transfer pattern markings |
| 4.2.7 | Demonstrate the ability to alter a pattern for fit |
| 4.2.8 | Demonstrate the ability to draft a pattern |
| 4.2.9 | Demonstrate the ability to drape on a dress form |

PERFORMANCE STANDARD 4.3 : DEMONSTRATE SKILLS FOR CONSTRUCTING, ALTERING, AND REPAIRING

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|--------|--|
| 4.3.1 | Demonstrate a variety of seams, seam finishes, and hems |
| 4.3.2 | Demonstrate various machine and hand-stitching techniques |
| 4.3.3 | Demonstrate appropriate pressing techniques |
| 4.3.4 | Demonstrate the application of various closures |
| 4.3.5 | Demonstrate the ability to construct a variety of garment features (e.g., collars, cuffs, pockets, etc.) |
| 4.3.6 | Utilize software and/or online tutorials to assist in clothing construction |
| 4.3.7 | Demonstrate mending and repairing techniques |
| 4.3.8 | Construct garments and products for a variety of end uses |
| 4.3.9 | Demonstrate the ability to alter an existing garment |
| 4.3.10 | Utilize a variety of embellishment techniques |

CONTENT STANDARD 5.0 : FASHION MERCHANDISING

PERFORMANCE STANDARD 5.1 : APPLY MARKETING STRATEGIES FOR FASHION, TEXTILE, AND APPAREL PRODUCTS

- 5.1.1 Utilize a spreadsheet to determine the costs of manufacturing and merchandising fashion products
- 5.1.2 Identify ethical considerations for the manufacturing and merchandising of fashion products
- 5.1.3 Describe the function and importance of quality control
- 5.1.4 Develop an understanding of demographics as related to a target market
- 5.1.5 Analyze basic components of textiles and their relationship to performance
- 5.1.6 Define marketing, recognize marketing trends, and review marketing strategies for fashion products

PERFORMANCE STANDARD 5.2 : APPLY SKILLS AND KNOWLEDGE REQUIRED IN THE RETAIL INDUSTRY

- 5.2.1 Investigate the day-to-day operations of a retail store
- 5.2.2 Describe various methods of maintaining inventory control
- 5.2.3 Evaluate the use of technology in the retail environment
- 5.2.4 Differentiate between design details in fashion, textile, and apparel products (e.g., sleeves, collars, skirt lengths, etc.)
- 5.2.5 Classify various categories of merchandise (e.g., men’s wear, sportswear, petites, etc.)

PERFORMANCE STANDARD 5.3 : ACQUIRE AN UNDERSTANDING OF SOURCING AND THE MERCHANDISE-BUYING PROCESS

- 5.3.1 Compare and contrast retail and wholesale practices
- 5.3.2 Describe the importance of the sales report in determining the effectiveness of prior purchases and planning future purchases
- 5.3.3 Utilize a spreadsheet to plan purchases
- 5.3.4 Investigate the merchandise-buying process
- 5.3.5 Evaluate a sales report to determine the effectiveness of a prior fashion season
- 5.3.6 Determine the effects of global trade in today’s retail environment
- 5.3.7 Develop a marketing plan

PERFORMANCE STANDARD 5.4 : APPLY METHODS FOR PROMOTING TEXTILE AND APPAREL PRODUCTS

- 5.4.1 Utilize and implement visual merchandising
- 5.4.2 Determine external factors that influence merchandising
- 5.4.3 Practice methods for promoting textile and apparel products
- 5.4.4 Analyze ethical considerations for merchandising textile and apparel products
- 5.4.5 Apply marketing strategies for fashion, textile, or apparel products
- 5.4.6 Forecast possible technological changes that impact the merchandising process
- 5.4.7 Compare and contrast various promotion strategies for fashion products

PERFORMANCE STANDARD 5.5 : IMPLEMENT RESEARCH METHODS, INCLUDING FORECASTING TECHNIQUES, FOR MARKETING TEXTILE AND APPAREL PRODUCTS	
5.5.1	Forecast technological changes that impact the merchandising process (e.g., e-tailing, blogs, catalogues, etc.)
5.5.2	Describe personal clothing needs and wants (i.e., wardrobe planning)
5.5.3	Differentiate between physical, social, and psychological needs
5.5.4	Describe cultural, political, social, and economic factors that influence clothing choices
5.5.5	Describe the stages in the fashion cycle
5.5.6	Differentiate between a classic and a fad
5.5.7	Describe the evolution of fashion through history
5.5.8	List influential designers throughout history
5.5.9	Research and forecast trends in apparel marketing
PERFORMANCE STANDARD 5.6 : EVALUATE THE COMPONENTS OF CUSTOMER SERVICE	
5.6.1	Distinguish factors that contribute to quality customer relations
5.6.2	Analyze the influences of cultural diversity as a factor in customer relations
5.6.3	Compare and contrast skill levels of quality customer service
5.6.4	Create solutions to address customer concerns (i.e., returns, exchanges, etc.)
5.6.5	Investigate factors that influence consumer choices in purchasing decisions
PERFORMANCE STANDARD 5.7 : DEMONSTRATE GENERAL OPERATIONAL PROCEDURES REQUIRED FOR BUSINESS PROFITABILITY AND CAREER SUCCESS	
5.7.1	Analyze legislation, regulations, and public policy affecting fashion, textile, and apparel industries
5.7.2	Analyze personal and employer responsibilities and liabilities regarding industry-related safety, security, and environmental factors
5.7.3	Analyze the effects of security and inventory control strategies, cash and credit transaction methods, laws, and worksite policies, on loss prevention and store profit
5.7.4	Demonstrate procedures for reporting and handling accidents, safety, and security incidents
5.7.5	Analyze operational costs such as markups, markdowns, cash flow, and other factors affecting profit
5.7.6	Debate the ethics involved in the manufacturing and merchandising of fashion products
5.7.7	Estimate costs involved in the manufacturing and merchandising of fashion products
5.7.8	Participate in tours of clothing manufacturers and merchandising facilities

**CROSSWALKS AND ALIGNMENTS OF
FASHION, TEXTILES, AND DESIGN STANDARDS
AND THE COMMON CORE STATE STANDARDS,
THE NEVADA SCIENCE STANDARDS,
AND THE COMMON CAREER TECHNICAL CORE STANDARDS**

CROSSWALKS (ACADEMIC STANDARDS)

The crosswalk of the Fashion, Textiles, and Design Standards shows links to the Common Core State Standards for English Language Arts and Mathematics and the Nevada Science Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Fashion, Textiles, and Design program support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the English Language Arts and Mathematics Common Core State Standards and the Nevada Science Standards.

ALIGNMENTS (MATHEMATICAL PRACTICES)

In addition to correlation with the Common Core Mathematics Content Standards, many performance indicators support the Common Core Mathematical Practices. The following table illustrates the alignment of the Fashion, Textiles, and Design Standards Performance Indicators and the Common Core Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Fashion, Textiles, and Design program support academic learning.

CROSSWALKS (COMMON CAREER TECHNICAL CORE)

The crosswalk of the Fashion, Textiles, and Design Standards shows links to the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Fashion, Textiles, and Design program support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study. The Fashion, Textiles, and Design Standards are crosswalked to the Arts, A/V Technology & Communications Career Cluster™ and the Visual Arts Career Pathway.

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**CROSSWALK OF FASHION, TEXTILES, AND DESIGN STANDARDS
AND THE COMMON CORE STATE STANDARDS**

CONTENT STANDARD 1.0: CAREER EXPLORATION

Performance Indicators	Common Core State Standards and Nevada Science Standards
1.1.1	<p>English Language Arts: Speaking and Listening Standards SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
1.1.2	<p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
1.2.2	<p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
1.2.3	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
1.2.5	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p>
1.2.6	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>

1.2.13	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
1.2.14	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p>
1.3.3	<p>English Language Arts: Speaking and Listening Standards SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p>
1.4.1	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
1.4.2	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
1.4.3	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>

1.4.4	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
1.5.1	<p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
1.5.2	<p>English Language Arts: Language Standards L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
1.5.5	<p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>

CONTENT STANDARD 2.0: DESIGN

Performance Indicators	Common Core State Standards and Nevada Science Standards
2.3.1	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
2.3.3	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>English Language Arts: Speaking and Listening Standards SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
2.3.4	<p>English Language Arts: Speaking and Listening Standards SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p>
2.4.1	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>
2.4.3	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>English Language Arts: Speaking and Listening Standards SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>

<p>2.5.1</p>	<p>English Language Arts: Speaking and Listening Standards SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
<p>2.5.2</p>	<p>English Language Arts: Speaking and Listening Standards SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
<p>2.5.3</p>	<p>English Language Arts: Speaking and Listening Standards SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
<p>2.5.4</p>	<p>English Language Arts: Speaking and Listening Standards SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
<p>2.5.5</p>	<p>English Language Arts: Speaking and Listening Standards SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>

CONTENT STANDARD 3.0: TEXTILES

Performance Indicators	Common Core State Standards and Nevada Science Standards
3.1.3	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>English Language Arts: Speaking and Listening Standards SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p>
3.1.4	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
3.2.1	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>English Language Arts: Speaking and Listening Standards SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p>
3.2.3	<p>English Language Arts: Language Standards L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
3.2.4	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
3.3.3	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p>

<p>3.4.2</p>	<p>English Language Arts: Speaking and Listening Standards SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p>
<p>3.4.3</p>	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>

CONTENT STANDARD 4.0: CONSTRUCTION

Performance Indicators	Common Core State Standards and Nevada Science Standards
4.1.1	English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
4.1.3	English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
4.1.4	English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
4.1.5	English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
4.1.6	English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
4.2.2	English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CONTENT STANDARD 5.0: FASHION MERCHANDISING

Performance Indicators	Common Core State Standards and Nevada Science Standards
5.1.3	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>English Language Arts: Speaking and Listening Standards SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p>
5.1.5	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
5.2.1	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
5.2.2	<p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
5.3.1	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>
5.3.2	<p>Math: Statistics and Probability – Using Probability to Make Decisions SMD.B.7 (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).</p>

5.3.5	<p>Science: Nature of Science N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations.</p> <p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
5.3.6	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
5.3.7	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p>
5.4.2	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>
5.4.4	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
5.4.7	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>

<p>5.5.4</p>	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>English Language Arts: Speaking and Listening Standards SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p>
<p>5.5.7</p>	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
<p>5.5.9</p>	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
<p>5.6.2</p>	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
<p>5.6.5</p>	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
<p>5.7.1</p>	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>English Language Arts: Speaking and Listening Standards SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p>
<p>5.7.2</p>	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>English Language Arts: Speaking and Listening Standards SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p>

5.7.3	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>English Language Arts: Speaking and Listening Standards SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p>
5.7.4	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p>
5.7.5	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
5.7.6	<p>English Language Arts: Speaking and Listening Standards SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>English Language Arts: Speaking and Listening Standards SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>English Language Arts: Speaking and Listening Standards SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>

**ALIGNMENT OF FASHION, TEXTILES, AND DESIGN STANDARDS
AND THE COMMON CORE MATHEMATICAL PRACTICES**

Common Core Mathematical Practices	Fashion, Textiles, and Design Performance Indicators
1. Make sense of problems and persevere in solving them.	
2. Reason abstractly and quantitatively.	1.2.2 4.2.3 5.7.5, 5.7.7
3. Construct viable arguments and critique the reasoning of others.	5.1.2, 5.7.6
4. Model with mathematics.	
5. Use appropriate tools strategically.	5.1.1, 5.3.3
6. Attend to precision.	4.2.3, 4.2.7, 4.3.9 5.1.1
7. Look for and make use of structure.	1.4.1 2.3.3, 2.3.5
8. Look for and express regularity in repeated reasoning.	2.3.2

**CROSSWALKS OF FASHION, TEXTILES, AND DESIGN STANDARDS
AND THE COMMON CAREER TECHNICAL CORE**

Arts, A/V Technology & Communications Career Cluster™ (AR)	Performance Indicators
1. Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster™.	1.2.1; 1.2.2; 1.2.5; 1.2.6; 1.2.9
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.	5.7.1; 5.7.2; 5.7.3; 5.7.4;
3. Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.	1.2.2; 1.2.5; 1.2.7
4. Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.	1.2.13; 3.4.1; 3.4.2; 3.4.3; 5.4.4; 5.7.1; 5.7.2; 5.7.4; 5.7.6
5. Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.	1.2.1; 1.2.2; 1.2.6; 1.2.9; 1.3.1; 1.3.2
6. Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster™.	1.2.1; 2.4.5; 4.3.6; 5.2.2; 5.2.3; 5.4.6; 5.5.1

Visual Arts Career Pathway (AR-VIS)	Performance Indicators
1. Describe the history and evolution of the visual arts and its role in and impact on society.	1.1.1; 1.4.2; 1.4.3; 1.4.5; 2.3.3
2. Analyze how the application of visual arts elements and principles of design communicate and express ideas.	2.1.1; 2.1.2; 2.1.3; 2.3.4; 2.3.5; 2.5.1
3. Analyze and create two and three-dimensional visual art forms using various media.	2.1.3; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 2.2.5; 2.2.6; 2.3.5; 2.4.1; 2.4.5; 2.4.6; 2.5.2; 2.5.3; 3.2.2; 3.2.5; 4.3.8; 4.3.9; 4.3.10; 5.4.1