

The background of the page features a large, light gray watermark of the Seal of the Board of Education of the State of Alaska. The seal is circular and contains the text "BOARD OF EDUCATION" at the top and "STATE OF ALASKA" at the bottom. The central figure is a woman in traditional Alaskan dress, holding a spear and a bow. Below her are various symbols representing different aspects of Alaskan life and industry, including a bear, a fish, and a miner.

Fashion and Interior Design Industry Sector

Career Pathways

- ◆ Fashion Design, Manufacturing, and Merchandising
- ◆ Interior Design, Furnishings, and Maintenance



Fashion and Interior Design Industry Sector

The Fashion and Interior Design sector contains two career pathways: Fashion Design, Manufacturing, and Merchandising; and Interior Design, Furnishings, and Maintenance. To meet the growing needs of this industry, the career pathways prepare students with the knowledge, skills, and attitude necessary to pursue related careers and succeed in entry-level positions or pursue additional postsecondary education and training for technical and professional-level positions. The pathways include introductory standards for Consumer and Family Studies that lead to the other pathway standards. The standards are designed to integrate academic concepts with career technical concepts. Key components of the pathways support classroom and laboratory instruction or supervised work-based learning experiences and leadership development.

FOUNDATION STANDARDS

1.0 Academics

Students understand the academic content required for entry into postsecondary education and employment in the Fashion and Interior Design sector.

(The standards listed below retain in parentheses the numbering as specified in the mathematics, science, history–social science, and visual and performing arts content standards adopted by the State Board of Education.)

1.1 Mathematics

Specific applications of Number Sense standards (grade seven):

- (1.1) Read, write, and compare rational numbers in scientific notation (positive and negative powers of 10) with approximate numbers using scientific notation.
- (1.2) Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.
- (1.3) Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.

- (1.4) Differentiate between rational and irrational numbers.
- (1.5) Know that every rational number is either a terminating or a repeating decimal and be able to convert terminating decimals into reduced fractions.
- (1.6) Calculate the percentage of increases and decreases of a quantity.
- (1.7) Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.

Specific applications of Mathematical Reasoning standards (grade seven):

- (1.1) Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.
- (2.1) Use estimation to verify the reasonableness of calculated results.
- (2.2) Apply strategies and results from simpler problems to more complex problems.
- (2.3) Estimate unknown quantities graphically and solve for them by using logical reasoning and arithmetic and algebraic techniques.
- (2.4) Make and test conjectures by using both inductive and deductive reasoning.
- (2.5) Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.
- (2.6) Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.
- (2.7) Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.
- (2.8) Make precise calculations and check the validity of the results from the context of the problem.
- (3.1) Evaluate the reasonableness of the solution in the context of the original situation.
- (3.2) Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.
- (3.3) Develop generalizations of the results obtained and the strategies used and apply them to new problem situations.

Specific applications of Algebra I standards (grades eight through twelve):

- (1.1) Students use properties of numbers to demonstrate whether assertions are true or false.
- (13.0) Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.
- (24.1) Students explain the difference between inductive and deductive reasoning and identify and provide examples of each.
- (24.2) Students identify the hypothesis and conclusion in logical deduction.
- (24.3) Students use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.

Specific applications of Geometry standards (grades eight through twelve):

- (8.0) Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.
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1.2 Science

Specific applications of Chemistry standards (grades nine through twelve):

- (1.a) Students know how to relate the position of an element in the periodic table to its atomic number and atomic mass.
- (1.b) Students know how to use the periodic table to identify metals, semimetals, nonmetals, and halogens.
- (2.a) Students know atoms combine to form molecules by sharing electrons to form covalent or metallic bonds or by exchanging electrons to form ionic bonds.
- (5.a) Students know the observable properties of acids, bases, and salt solutions.
- (5.d) Students know how to use the pH scale to characterize acid and base solutions.

Specific applications of Investigation and Experimentation standards (grades nine through twelve):

- (1.a) Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
 - (1.d) Formulate explanations by using logic and evidence.
 - (1.m) Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.
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1.3 History–Social Science

Specific applications of Chronological and Spatial Thinking standards (grades nine through twelve):

- (1) Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
- (2) Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.

Specific applications of Historical Interpretation standards (grades nine through twelve):

- (1) Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

Specific applications of World History, Culture, and Geography: The Modern World standards (grade ten):

- (10.11) Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).

Specific applications of United States History and Geography: Continuity and Change in the Twentieth Century standards (grade eleven):

- (11.8) Students analyze the economic boom and social transformation of post-World War II America.
- (11.8.7) Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.

Specific applications of Principles of Economics standards (grade twelve):

- (12.1) Students understand common economic terms and concepts and economic reasoning.
 - (12.1.1) Examine the causal relationship between scarcity and the need for choices.
 - (12.1.2) Explain opportunity cost and marginal benefit and marginal cost.
 - (12.1.3) Identify the difference between monetary and nonmonetary incentives and how changes in incentives cause changes in behavior.
- (12.2) Students analyze the elements of America's market economy in a global setting.
 - (12.2.1) Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.
 - (12.2.2) Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.
 - (12.2.3) Explain the roles of property rights, competition, and profit in a market economy.
 - (12.2.4) Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.
 - (12.2.5) Understand the process by which competition among buyers and sellers determines a market price.
 - (12.2.6) Describe the effect of price controls on buyers and sellers.
 - (12.2.7) Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.
 - (12.2.8) Explain the role of profit as the incentive to entrepreneurs in a market economy.
- (12.3) Students analyze the influence of the federal government on the American economy.
 - (12.3.3) Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels.
- (12.4) Students analyze the elements of the U.S. labor market in a global setting.
 - (12.4.1) Understand the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the minimum wage, and unemployment insurance.
 - (12.4.2) Describe the current economy and labor market, including the types of goods and services produced, the types of skills workers need, the effects of rapid technological change, and the impact of international competition.

- (12.4.3) Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.
- (12.4.4) Explain the effects of international mobility of capital and labor on the U.S. economy.
- (12.6) Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States's borders.
- (12.6.3) Understand the changing role of international political borders and territorial sovereignty in a global economy.
- (12.6.4) Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar's gaining (or losing) value relative to other currencies.

1.4 *Visual and Performing Arts*

Specific applications of Visual Arts standards at the proficient level (grades nine through twelve):

- (1.1) Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.
- (1.2) Describe the principles of design as used in works of art, focusing on dominance and subordination.
- (1.3) Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.
- (2.1) Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.
- (3.1) Identify similarities and differences in the purposes of art created in selected cultures.
- (3.3) Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.
- (4.1) Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.
- (5.2) Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.

Specific applications of Visual Arts standards at the advanced level (grades nine through twelve):

- (1.1) Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.
- (1.6) Describe the use of the elements of art to express mood in one or more of their works of art.
- (2.2) Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.
- (2.3) Assemble and display objects or works of art as part of a public exhibition.

- (2.4) Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion.
- (3.1) Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in the works of art examined.
- (3.2) Identify contemporary artists worldwide who have achieved regional, national, or international recognition and discuss ways in which their work reflects, plays a role in, and influences present-day culture.
- (3.3) Investigate and discuss universal concepts expressed in works of art from diverse cultures.
- (5.3) Prepare portfolios of their original works of art for a variety of purposes (e.g., review for postsecondary application, exhibition, job application, and personal collection).

2.0 Communications

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.

(The standards listed below retain in parentheses the numbering as specified in the English–language arts content standards adopted by the State Board of Education.)

2.1 Reading

Specific applications of Reading Comprehension standards (grades nine and ten):

- (2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
- (2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.
- (2.3) Generate relevant questions about readings on issues that can be researched.
- (2.7) Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

Specific applications of Reading Comprehension standards (grades eleven and twelve):

- (2.3) Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

2.2 Writing

Specific applications of Writing Strategies and Applications standards (grades nine and ten):

- (1.3) Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.

- (1.5) Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).
- (2.3) Write expository compositions, including analytical essays and research reports:
 - a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - b. Convey information and ideas from primary and secondary sources accurately and coherently.
 - c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
 - e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
 - f. Use technical terms and notations accurately.
- (2.5) Write business letters:
 - a. Provide clear and purposeful information and address the intended audience appropriately.
 - b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
 - c. Highlight central ideas or images.
 - d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.
- (2.6) Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):
 - a. Report information and convey ideas logically and correctly.
 - b. Offer detailed and accurate specifications.
 - c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
 - d. Anticipate readers' problems, mistakes, and misunderstandings.

Specific applications of Writing Strategies and Applications standards (grades eleven and twelve):

- (1.5) Use language in natural, fresh, and vivid ways to establish a specific tone.
- (1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
- (2.5) Write job applications and résumés:
 - a. Provide clear and purposeful information and address the intended audience appropriately.
 - b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.

- c. Modify the tone to fit the purpose and audience.
- d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

2.3 *Listening and Speaking*

Specific applications of Speaking Applications standards (grades nine and ten):

- (2.2) Deliver expository presentations:
- a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - b. Convey information and ideas from primary and secondary sources accurately and coherently.
 - c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
 - e. Anticipate and address the listener’s potential misunderstandings, biases, and expectations.
 - f. Use technical terms and notations accurately.

Specific applications of Speaking Applications standards (grades eleven and twelve):

- (2.4) Deliver multimedia presentations:
- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
 - b. Select an appropriate medium for each element of the presentation.
 - c. Use the selected media skillfully, editing appropriately and monitoring for quality.
 - d. Test the audience’s response and revise the presentation accordingly.

- 2.4 Understand the importance of effective nonverbal, oral, and written communication skills in obtaining and keeping a job.
- 2.5 Use appropriate communication skills, appropriate vocabulary, and the specialized terminology of the industry.
- 2.6 Understand verbal and nonverbal communication and respond appropriately.
- 2.7 Understand trends and new ideas by reading and interpreting the professional literature of the fashion and interior design industry.

3.0 Career Planning and Management

Students understand how to make effective decisions, use career information, and manage personal career plans:

- 3.1 Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.

- 3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.
- 3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
- 3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
- 3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
- 3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.

4.0 Technology

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

- 4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.
- 4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
- 4.3 Understand the influence of current and emerging technology on selected segments of the economy.
- 4.4 Use appropriate technology in the chosen career pathway.

5.0 Problem Solving and Critical Thinking

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

- 5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
- 5.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.
- 5.3 Use critical thinking skills to make informed decisions and solve problems.
- 5.4 Understand how individuals apply decision-making skills to achieve balance in the multiple roles of personal, work, and community life.

6.0 Health and Safety

Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:

- 6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.

- 6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.

7.0 Responsibility and Flexibility

Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

- 7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
- 7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to varied roles and responsibilities.
- 7.4 Understand that individual actions can affect the larger community.

8.0 Ethics and Legal Responsibilities

Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

- 8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.
- 8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
- 8.3 Understand the role of personal integrity and ethical behavior in the workplace.

9.0 Leadership and Teamwork

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

- 9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- 9.2 Understand the ways in which preprofessional associations, such as FHA-HERO, and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
- 9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
- 9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- 9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

10.0 Technical Knowledge and Skills (Consumer and Family Studies)

Students understand the essential knowledge and skills common to all pathways in the Fashion and Interior Design sector:

- 10.1 Understand how apparel and interior fashions meet social, physical, and psychological needs of individuals and families.
- 10.2 Understand the elements and principles of design and color theory as they apply to the selection of apparel, furnishings, and housing.
- 10.3 Understand the historical and cultural influences on apparel, furnishings, and housing.
- 10.4 Understand the characteristics of different textile fibers, fabrics, and finishes used for apparel and furnishings.
- 10.5 Understand how to construct, alter, and repair fashion and interior items and accessories through the use of basic construction techniques and equipment.
- 10.6 Understand the principles of wardrobe planning and maintenance and the factors that influence a person's apparel budget.
- 10.7 Understand the factors that influence housing decisions.
- 10.8 Understand factors influencing the selection and care of home furnishings, accessories, and equipment.
- 10.9 Understand the principles and factors that influence space planning and interior design, including universal access.
- 10.10 Understand how individuals apply strategies that enable them to manage personal and work responsibilities to enhance productivity in the workplace.
- 10.11 Assess the factors regarding the individual, the family, and the workplace that influence decisions related to apparel and housing at each stage of the life cycle.
- 10.12 Understand how knowledge, skills, attitudes, and behaviors learned in consumer and family studies can be transferred to advanced training and education or careers in the Fashion and Interior Design sector.

11.0 Demonstration and Application

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

PATHWAY STANDARDS

A. Fashion Design, Manufacturing, and Merchandising Pathway

The Fashion Design, Manufacturing, and Merchandising Pathway focuses on the major aspects of the fashion industry. Students pursuing this career pathway have in-depth, hands-on experiences that focus on industry awareness, the elements and principles of design, the history of fashion, fashion forecasting, textiles and textile products, product knowledge, apparel merchandising, and garment construction.

A1.0 Students understand the main aspects of the fashion design, manufacturing, merchandising, and retail industry and the industry's role in local, state, and global economies:

- A1.1 Understand how the various segments of the industry contribute to local, state, national, and international economies.
 - A1.2 Know how such resources as periodicals, mass media, and the Internet are used in the industry.
 - A1.3 Recognize major legislative, economic, and social trends that affect the industry.
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A2.0 Students understand basic operational procedures and regulatory requirements in the fashion design, manufacturing, merchandising, and retail industry:

- A2.1 Know basic operational procedures for all aspects of the industry (e.g., quality control, inventory control, maintenance, storage, security, shipping, receiving, billing, and payment).
 - A2.2 Know what constitutes appropriate professional clothing, grooming, and personal hygiene for a variety of professions.
 - A2.3 Understand the importance of accurate and thorough documentation to various aspects of the industry.
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A3.0 Students understand the principles of effective workforce and organizational management, including the roles and responsibilities of management and employees:

- A3.1 Understand the major outcomes of effective management, such as profitability, productivity, a positive work environment, and client satisfaction.
- A3.2 Understand important workforce management strategies, such as shared responsibilities and negotiation.
- A3.3 Understand the interrelationship and interdependence of management and employees as they relate to workforce productivity.
- A3.4 Understand common organizational procedures and tools, such as business plans, spreadsheets for payroll and inventories, recordkeeping, and communication with consumers.
- A3.5 Understand the effects of various workforce management strategies on employees' actions, attitude, and productivity.
- A3.6 Understand how the use of technology has affected the fashion design, manufacturing, merchandising, and retail industry.

A4.0 *Students understand and apply the elements and principles of design in various aspects of the fashion industry:*

- A4.1 Understand the elements and principles of design and their interrelationships.
- A4.2 Understand the concept of universal design and relate it to the industry.
- A4.3 Apply the elements and principles of design to designing, marketing, and merchandising.
- A4.4 Understand the fundamentals of color theory and color forecasting.
- A4.5 Use various types of technology in the design process.

A5.0 *Students understand the relationship between history and fashion:*

- A5.1 Analyze fashion trends in various periods throughout history, and analyze the influences of art and media on fashion.
- A5.2 Understand how fashion and design have been influenced by politics, society, economics, culture, and aesthetics.
- A5.3 Understand how designs and trends have developed and evolved throughout history.
- A5.4 Analyze the ways in which economies, mass production, labor unions, and technology affect the fashion industry.
- A5.5 Understand fashion cycles and the adaptation of historical fashions to current trends.

A6.0 *Students understand the characteristics, production, and maintenance of textiles and textile products:*

- A6.1 Know the general characteristics and maintenance of various fibers, yarns, fabrics, and finishes.
- A6.2 Know textile manufacturing methods for producing fabrics that are woven, nonwoven, and knit.
- A6.3 Know the characteristics of standard types of print design (e.g., abstract and geometric) and color designs (e.g., tone-on-tone, positive/negative, and mono-tone).
- A6.4 Know the skills and procedures necessary to create and produce textiles.
- A6.5 Know how technology is used to create various characteristics in textiles.
- A6.6 Understand how copyright laws affect textile design and production.

A7.0 *Students understand how trends and color forecasting are used in the development of new lines:*

- A7.1 Know the resources available to the fashion industry that provide information on fashion trends and color forecasting.
- A7.2 Research fashion and color trends.
- A7.3 Evaluate forecasting information for usefulness in the analysis of retail trends.
- A7.4 Know the procedures for developing a line (e.g., researching trends and preparing sketches, color plates, and presentation boards).

A8.0 Students understand the principles of pattern making and techniques for draping to produce a pattern for apparel design:

- A8.1 Understand flat pattern design, draping techniques, and the use of the basic block.
- A8.2 Evaluate the draping qualities of various fabrics.
- A8.3 Know how technology is used in pattern making, grading, and marking.
- A8.4 Evaluate first-sample garments made from first patterns and determine necessary adjustments.
- A8.5 Use pattern specifications for global production.

A9.0 Students understand and apply garment construction skills used in a variety of occupations within the industry:

- A9.1 Know the basic process of manufacturing garments.
- A9.2 Understand the effects of global sourcing on garment production.
- A9.3 Use a variety of equipment, tools, supplies, and software to construct or manufacture garments.
- A9.4 Understand how the manufacturing process relates to the cost of producing garments.
- A9.5 Understand cost sheets for garments, including manufacturer's costs, markup, and profit margin.
- A9.6 Understand common fitting challenges of various figure types and determine related costs.

A10.0 Students understand the skills and procedures necessary for sales and marketing in the fashion industry:

- A10.1 Know the factors that contribute to quality customer relations, service, and sales.
- A10.2 Evaluate the impact of cultural factors on customers' needs, desires, and satisfaction.
- A10.3 Analyze sales and marketing techniques for effectiveness.
- A10.4 Know strategies for helping customers select merchandise and recommend related services appropriate to their needs (e.g., budget, personality, figure type, coloring, and personal preference).
- A10.5 Know how technology can be used to provide customer service and follow-up.
- A10.6 Know basic procedures for sales, exchanges, and returns.

A11.0 Students understand and apply the procedures necessary to produce and maintain interior and exterior store displays:

- A11.1 Know the characteristics of effective interior and exterior retail displays.
- A11.2 Construct store displays by using various fixtures (e.g., mannequins, shadow boxes, wall and tabletop displays, and props) to convey specific messages (e.g., a store's image, a specific manufacturer's label, a color or fabric story, or a specific event).

- A11.3 Understand the theory and practice of merchandise placement on a sales floor.
- A11.4 Understand methods of visual merchandising for consumer products on the Internet.

A12.0 Students understand the current laws and worksite policies regarding inventory control and loss prevention:

- A12.1 Know the procedures involved in receiving, inspecting, and marking merchandise and distributing it to the selling floor.
- A12.2 Know the role of interstore transfers in the general distribution of goods.
- A12.3 Know the current laws that affect inventories.
- A12.4 Know common inventory loss points and strategies for loss prevention.
- A12.5 Analyze how loss prevention affects all profits.

B. Interior Design, Furnishings, and Maintenance Pathway

The Interior Design, Furnishings, and Maintenance Pathway is designed to prepare students for careers in this rapidly growing field. Students pursuing this career pathway study the principles and elements of the design, selection, and care of textiles and furnishings; the principles of space planning and interior systems; and the principles of computer-assisted design.

B1.0 Students understand important aspects of the industry and the role of the industry in local, state, national, and global economies:

- B1.1 Know how the various segments of the industry contribute to local, state, national, and global economies.
 - B1.2 Know how such resources as periodicals, mass media, and the Internet are used in the industry.
 - B1.3 Recognize major legislative, economic, and social trends that have an impact on the industry.
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B2.0 Students understand key operational procedures and laws in the industry:

- B2.1 Understand how various factors (e.g., operational costs, markup, and mark-down) affect profit.
 - B2.2 Understand various types of liability, insurance policies, service agreements, and contracts and the need to comply with codes.
 - B2.3 Understand the purpose of the California State Board of Equalization and the function of tax forms and resale numbers.
 - B2.4 Plan and organize work schedules, with a timeline showing the stages from consultation through installation.
 - B2.5 Understand how designers determine their fees for services and materials.
 - B2.6 Prepare and maintain appropriate records, correspondence, and forms as required.
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B3.0 Students understand and apply the elements and principles of design to various aspects of the interior design industry:

- B3.1 Understand the elements and principles of design and their interrelationships.
 - B3.2 Understand the concept of universal design and relate it to the industry.
 - B3.3 Use the elements and principles of design when designing, marketing, and merchandising products.
 - B3.4 Understand the fundamentals of color theory and color forecasting.
 - B3.5 Use various types of technology in the design process.
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B4.0 Students understand the main principles of sales and marketing in the interior design and furnishings industry:

- B4.1 Know factors that contribute to quality customer relations, service, and sales.

- B4.2 Evaluate the impact of cultural factors on customers' needs, desires, and satisfaction.
- B4.3 Analyze sales and marketing techniques for their effectiveness.
- B4.4 Know strategies for helping customers select merchandise, and recommend related services appropriate to their needs.
- B4.5 Know how technology can be used to provide customer service and follow-up.
- B4.6 Know basic policies and procedures for sales, exchanges, and returns.

B5.0 Students understand and apply important aspects of space planning and know the characteristics of interior systems:

- B5.1 Understand the measurement of interior spaces, including unusually shaped and rounded areas, and how to determine square footage.
- B5.2 Interpret blueprints for accuracy and traffic flow and evaluate space for furniture placement and activities.
- B5.3 Understand the function and symbols unique to interior systems, such as plumbing, lighting, electrical, ventilation, and heating/air conditioning.
- B5.4 Use the correct scale and architectural symbols to draw interior spaces, including placement of doors, windows, and outlets.
- B5.5 Analyze space needs on the basis of clients' specifications.

B6.0 Students understand the selection of window, wall, and floor treatments:

- B6.1 Estimate costs of materials, fabrication, and installation.
- B6.2 Know a variety of window types, styles, construction, materials, hardware, and their functions and the need to comply with industry codes.
- B6.3 Describe the function, appearance, and installation of primary types of window treatments and floor and wall coverings.
- B6.4 Know the procedures for tracking and following through on work orders for window, wall, and floor treatments.
- B6.5 Know the process for installing window, wall, and floor treatments, including measuring, estimating costs, and tracking and following through on work orders.

B7.0 Students understand the selection of furniture, upholstery and slipcovers, and accessories for residential and commercial interiors:

- B7.1 Understand procedures, processes, and labels used for the production of furniture, coverings, and accessories that meet industry standards and codes.
- B7.2 Know the primary types of woods, fillers, materials, finishes, and frames.
- B7.3 Know the primary types of fabrics, trims, and finishes for various furniture, coverings, and accessories.
- B7.4 Understand how ergonomic and anthropometric concepts assist clients in the selection and adaptation of furnishings.
- B7.5 Select appropriate furnishings by evaluating the quality, source, function, and vendors' attributes.

B8.0 Students understand and apply important aspects of residential and commercial interior design:

- B8.1 Understand space needs based on clients' specifications.
- B8.2 Understand the concept of universal design and describe ways in which to meet clients' needs.
- B8.3 Understand the importance and process of outlining schedules for completing work and installing appliances and cabinetry.

B9.0 Students understand the fabrication of treatments for windows, walls, floors, and furnishings:

- B9.1 Know the appropriate tools and supplies needed to produce window, wall, and floor treatments and coverings.
- B9.2 Understand the steps, procedures, and processes necessary for the production of window coverings, furnishings, and accessories.
- B9.3 Use appropriate tools (e.g., power and specialty sewing machines and other equipment) for fabrication purposes.
- B9.4 Use construction skills and techniques that meet industry standards.
- B9.5 Interpret and complete orders by using accepted production methods.

B10.0 Students understand the history and events that have influenced the design of furnishings:

- B10.1 Know basic furniture styles from historical periods.
- B10.2 Know the characteristics of furnishings that typify various periods throughout history.
- B10.3 Analyze recurring historical designs in today's furnishings.
- B10.4 Understand how furnishings from a particular period in history were influenced by political, social, economic, and aesthetic conditions.
- B10.5 Understand how prosperity, mass production, and technology are related to the economics of the furnishings segment of the industry.

B11.0 Students understand the main design concepts that pertain to commercial and residential interior design:

- B11.1 Understand the importance of clients' needs to the development of a design concept.
- B11.2 Understand the relationship of clients' needs to the development of a design concept.
- B11.3 Know the compliance requirements of the Americans with Disabilities Act (e.g., barrier-free elements and safety features) in the planning of residential and commercial designs.
- B11.4 Know environmentally friendly and sustainable design concepts that reflect federal guidelines and voluntary standards, such as Leadership in Energy and Environmental Design.

B12.0 Students understand the effective procedures used to clean and maintain residential and commercial environments:

- B12.1 Know the various jobs and tasks required to clean and maintain residential and commercial buildings.
- B12.2 Know the appropriate cleaning supplies, equipment, and procedures needed to perform a variety of cleaning tasks.
- B12.3 Know procedures that prevent damage when cleaning and maintaining residential and commercial areas.
- B12.4 Know safety procedures and how to use material safety data sheets for handling, using, storing, and disposing of cleaning supplies, equipment, and hazardous waste materials.
- B12.5 Understand the types of services provided by a property-maintenance business.
- B12.6 Evaluate service contracts for a variety of cleaning and maintenance services.