



OaklandWorks

A School-To-Career Partnership

Apparel, Textile, and Fashion
Career Cluster Standards

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WestEd

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Introduction to the Apparel, Textile, and Fashion Industry

The apparel, textile and fashion industry employs large numbers of people in a wide variety of related careers. The design sector alone employs well over 280,000 people, and it is estimated there will be an increase of 26% by the year 2006. The continued demand for all types of clothing will secure the need for large numbers of workers in the fashion industry.

Fashion careers include designing; merchandising, marketing, and retailing; and garment assembly and production. Examples of occupations that fall within this cluster are fashion designers, buyers, patternmakers, and merchandisers. Workers in this industry need to be aware of their role in the overall design and production process, as well as technological advances in the industry.

The OaklandWorks Industry/Education Career Cluster approach to standards is to identify broad career-technical, rather than job-specific skills, that are common to a group or cluster of similar occupations, highlighting the integration of academic and vocational content. This approach helps provide students with a general understanding of “all aspects of an industry.”

Career Pathways within the Industry/Education Partnership

At present the apparel, textile and fashion career cluster includes a career academy within the Oakland Unified School District at Castlemont High School, leading to the community college level at Alameda Community College, as represented below.

Castlemont High School - Fashion Academy in
Fashion Design and Manufacturing



College of Alameda - Associate of Arts (A.A.) degree
in Apparel design and merchandising

Locally, there is a four-year college level program in
Theater (Bachelor's of Arts) with an option in
Costume Art at CSU, Hayward.



The OaklandWorks Standards Format

The standards in this document identify the core knowledge and skills for the Apparel, Textile, and Fashion Career Cluster for the OaklandWorks Industry/Education School-to-Work Partnership. These standards specify in broad terms the knowledge and skills necessary for initial success in each program area (grades 13-14). They consist of content standards (specifying what a student should know and be able to do) and examples of performance indicators (products or actions and tasks that provide evidence of success).

The OaklandWorks standards format includes three different types/levels of standards. They include the following:

- *Employability Skill Standards*—These skills and qualities are foundational to occupations in the cluster.
- *Technical Content Standards*—These standards define general knowledge and skills—not job-specific skills—that are common across the multitude of occupations within the cluster.
- *Academic Standards*—The academic standards represent generic academic skills that support the career cluster. These standards have been synthesized from the district-adopted standards and highlight academic standards identified as important to this career cluster by the development teams. The performance indicators are examples of how the general academic skills can be contextualized by career-specific content.

The academic standards adopted by Oakland Unified School District in Language Arts, Mathematics, History/Social Science, and Science have been cross-referenced to related performance indicators to enhance their usability. For example, the sample performance indicator for Employability Skill Standard 3: Thinking and Problem Solving, “Generates and develops a number of solutions to problems”, is cross-referenced to the district’s mathematics standard, Mathematics: Standard 5: Mathematical Reasoning (e.g., [Mathematics 5]). When more than one topic is identified for a standard an alphanumeric coding system is used (e.g., Language Arts Standard 1: Reading: Topic A: Reading Skills and Fluency is coded as Language Arts 1A). A complete list of the alphanumeric codes related to the district’s academic standards appears at the end of this document.

Employability Skill Standards for Apparel, Textile, and Fashion

Employability Skill Standards	Sample Performance Indicators
<p>Standard 1: Information Gathering Students will use a variety of resources to collect current information on the fashion industry.</p>	<ul style="list-style-type: none"> • Uses technological and traditional resources to seek information • Demonstrates knowledge of fashion journals, periodicals, and other resource materials • Uses appropriate methods of organizing, storing, and using information
<p>Standard 2: Communication Students will apply reading, writing, drawing, speaking, listening, and visual skills to communicate effectively.</p>	<ul style="list-style-type: none"> • Uses correct terminology for the fashion industry • Assesses others' ability to understand • Selects and uses appropriate communication strategies for the situation • Accesses and uses electronically and traditionally produced information
<p>Standard 3: Thinking and Problem Solving Skills Students will employ reasoning, critical and creative thinking and problem solving skills to generate ideas, and evaluate and solve problems.</p>	<ul style="list-style-type: none"> • Selects relevant research information to be developed • Generates and develops a number of solutions to problems [Mathematics 5] • Analyzes the situation and identifies the elements to successfully solve the problem [Mathematics 5] • Applies problem solving skills in different situations [Mathematics 5]
<p>Standard 4: Appropriate Work Behavior Students will demonstrate self-motivation and accountability for their own decisions and actions.</p>	<ul style="list-style-type: none"> • Displays a positive personal and professional attitude • Displays personal dress and grooming appropriate to the context • Plans, organizes and completes tasks and projects on time, meeting agreed-upon quality standards • Applies knowledge and technical skills • Selects and applies appropriate tools for the task



Employability Skill Standards for Apparel, Textile, and Fashion

Employability Skill Standards	Sample Performance Indicators
<p>Standard 5: Teamwork Students will understand the roles and responsibilities of the individual members engaged in the apparel industry and interact effectively with these members.</p>	<ul style="list-style-type: none"> • Identifies the various roles within the apparel industry, and demonstrates understanding of the importance of each individual role • Understands group dynamics and demonstrates skills that help improve team effectiveness • Understand own role, and the significance and consequences of own contributions • Demonstrates ability to work co-operatively • Takes responsibility for one’s own actions • Gives and receives constructive criticism
<p>Standard 6: Health and Safety Students will understand the existing and potential hazards to workers in the apparel industry.</p>	<ul style="list-style-type: none"> • Employs safe and healthy work practices and procedures to prevent illness and injury • Uses machinery and tools safely, and as intended for their use • Applies knowledge and technical skills to help prevent injury • Follows emergency procedures • Prevents fire and electrical hazards • Demonstrates awareness of state and federal regulations regarding the workplace

Apparel, Textile, and Fashion Technical Content Standards

Technical Content Standards	Sample Performance Indicators
<p>Standard 1: Fashion History Students will demonstrate knowledge of the major historical periods in fashion with particular emphasis on 19th and 20th century fashions.</p>	<ul style="list-style-type: none"> • Demonstrates understanding that fashion is influenced by social, economic, and cultural conditions [History/Social Science 1A-E, 2F] • Applies knowledge of historical trends and fashion cycles [History/Social Science 1A-E, 3A, 3E] • Demonstrates how fashion is influenced by current and historical events
<p>Standard 2: Textiles And Textile Products Students will demonstrate knowledge of textile terminology and manufacturing techniques for the different fabric groups relating to the apparel industry.</p>	<ul style="list-style-type: none"> • Uses the correct textile terminology to describe a variety of textiles • Describes the different textile construction methods • Identifies a number of different fibers, fabrics, and finishes • Relates textile characteristics to their appropriate uses in the fashion industry • Identifies appropriate production techniques for a variety of fabrics • Recommends appropriate care for a variety of fabrics • Awareness of relevant federal and state regulations regarding the textile industry

Apparel, Textile, and Fashion Technical Content Standards

Technical Content Standards	Sample Performance Indicators
<p>Standard 3: Design Students will understand the elements and principles of design and their application in the apparel industry.</p>	<ul style="list-style-type: none">• Demonstrates knowledge of the elements and principles of design• Perceives spatial relationships• Researches current trends in design, color and textiles, using a variety of resources• Demonstrates knowledge of color theory through practical application of garment design• Demonstrates understanding of the procedures and processes necessary to design a line• Demonstrates awareness of the relationship between design principles and retail merchandising• Recognizes that societal influences affect design trends

Apparel, Textile, and Fashion Technical Content Standards

Technical Content Standards	Sample Performance Indicators
<p>Standard 4: Sales and Merchandising Students will understand market and merchandising skills and procedures, and will be able to identify market trends, target customers, pricing and competition.</p>	<ul style="list-style-type: none"> • Researches current merchandising trends • Demonstrates basic computer skills to analyze and process merchandising data • Demonstrates understanding of the different levels of pricing, sizing, selling seasons, and style categories [Mathematics 1-3] • Demonstrates understanding of different target markets and relates merchandising trends to the target customer • Applies product knowledge to increase sales • Selects merchandise for a specific market or customer • Selects and arranges merchandise and props to create an effective store display
<p>Standard 5: Production Students will demonstrate knowledge of the appropriate production techniques and processes used in the fashion design, garment manufacturing, and apparel manufacturing industries.</p>	<ul style="list-style-type: none"> • Uses appropriate terminology for garment production and manufacturing techniques • Describes and demonstrates the process of manufacturing garments • Demonstrates the use and care of a variety of equipment, tools, and supplies used in the apparel industry, including commercial machinery and attachments • Demonstrates awareness of the computer hardware and related software in the manufacturing of garments • Demonstrates appropriate production techniques for a variety of textiles relevant to the apparel industry

Academic Standards for Apparel, Textile, and Fashion

Academic Standards	Sample Performance Indicators
<p>Standard 1: Language Arts Students will demonstrate reading, writing, speaking, and listening skills, and an appreciation for cultural diversity in literature and language.</p>	<ul style="list-style-type: none"> • Uses a wide range of strategies to read, comprehend, interpret, evaluate, and apply a variety of written materials (e.g., technical publications, pattern instructions, diagrams, business, policy, and personnel documents) [Language Arts 1A, 1B, 1D] • Reads and comprehends a range and breadth of written material including public and functional documents [Language Arts 1A, 1B, 1D] • Clearly and accurately expresses ideas and information in written form and tailors to the intended purpose and audience (e.g., fashion displays and business documents) [Language Arts 3A, 3B1-8, 3C] • Actively listens and communicates in a clear, courteous, and complete manner on personal and professional levels [Language Arts 4B, 4C] • Applies proper workplace and academic English language usage in professional communication situations (e.g., writing and speaking) [Language Arts 3C, 4C] • Interprets and evaluates visual representations [Language Arts 4B]

Academic Standards for Apparel, Textile, and Fashion

Academic Standards	Sample Performance Indicators
<p>Standard 2: Mathematics Students are able to reason, communicate, solve problems and develop understanding of numbers, measurement, geometry, functions, statistics and probability, logic, and algebra.</p>	<ul style="list-style-type: none"> • Performs basic computations without use of a calculator (e.g., add, subtract, multiply, and divide; converts fractions, decimals, percentages, and metric values) [Mathematics 1] • Analyzes and solves apparel, textile, and fashion problems by selecting and applying appropriate quantitative methods [Mathematics 1-4] • Analyzes and interprets numeric information (e.g., technical charts and data) [Mathematics 1-5] • Applies mathematical equations and formulas for pattern modification and sizing [Mathematics 1-5] • Applies mathematical concepts (e.g., numbers, geometry, statistics and probability) to solve apparel-, textile- and fashion-related problems [Mathematics 1-5]

Academic Standards for Apparel, Textile, and Fashion

Academic Standards	Sample Performance Indicators
<p>Standard 3: History/Social Science Students will demonstrate historical thinking (e.g., chronological/spatial thinking, examining evidence, diversity/multiple perspectives, interpretation, significance, and participation) and understanding of government (e.g., legislature and executive branches and contemporary issues) and economics (e.g., fundamental economic concepts, comparative economic systems, microeconomics, macroeconomics, and international economic concepts) in apparel, textile, and fashion.</p>	<ul style="list-style-type: none"> • Analyzes major economic trends (e.g., globalization, rapid growth of technology) and how they impact apparel, textile, and fashion [History/Social Science 1A-D, 3A, 3E] • Identifies how contemporary issues and fundamental economic concepts (e.g., marketing and off-shore construction of garments) impact global apparel, textile, and fashion industries [History/Social Science 1A, 1C, 2F, 3A] • Demonstrates understanding of government relations, laws, and policies as they relate to the role of apparel, textile, and fashion in the national and international marketplace [History/Social Science 2C, 3D] • Applies understanding of diversity of viewpoints and linguistic and cultural backgrounds in apparel, textile, and fashion environments [History/Social Science 1C, 1E]

Academic Standards for Apparel, Textile, and Fashion

Academic Standards	Sample Performance Indicators
<p>Standard 4: Science Students will demonstrate understanding of physics (e.g., motion and forces), chemistry (e.g., atomic and molecular structure, chemical bonds, conservation of matter and stoichiometry, acids and bases, solutions, and organic and biochemistry), biology/life sciences (e.g., genetics and structure and function in living systems), and earth sciences and the connections and applications of these concepts as they relate to apparel, textile, and fashion.</p>	<ul style="list-style-type: none"> • Explains basic scientific concepts as they relate to health and safety in apparel, textile, and fashion environments [Science 2B, 2F, 3A-K, 4A] • Demonstrates understanding of the impact of technology and science as they have contributed to the development the apparel, textile, and fashion industry [Science 2B, 2F, 3A-K, 4A] • Explains the impact of science (e.g., historical and contemporary contributions) and interactions between science and society in relation to apparel, textile, and fashion [Science 2B, 2F, 3A-K, 4A]
<p>Other Skills for the Apparel, Textile, and Fashion Career Cluster: Art Students will demonstrate understanding of the basic principles of art as related to apparel, textile, and fashion.</p>	<ul style="list-style-type: none"> • Responds to, analyzes, and makes judgments about artistic design in relation to apparel, textile, and fashion • Develops personal sense of beauty • Uses design/art specific vocabulary to critique own work and work of others [Language Arts 3A-C, 4B-C]

Resources

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