
CAREER AND TECHNOLOGY STUDIES

A. PROGRAM RATIONALE AND PHILOSOPHY

Through Career and Technology Studies (CTS), secondary education in Alberta is responding to the many challenges of modern society, helping young people develop daily living skills and nurturing a flexible, well-qualified work force.

In Canada's information society, characterized by rapid change in the social and economic environment, students must be confident in their ability to respond to change and successfully meet the challenges they face in their own personal and work lives. In particular, they make decisions about what they will do when they finish high school. Many students will enter the work force, others will continue their education. All students face the challenges of growing independence and responsibility, and of entering post-secondary programs and/or the highly competitive workplace.

Secondary schools also face challenges. They must deliver, on a consistent basis, high quality, cost-effective programs that students, parents and the community find credible and relevant.

CTS helps schools and students meet these challenges. Schools can respond more efficiently and effectively to student and community needs and expectations by taking advantage of the opportunities in the CTS curriculum to design courses and access school, community and distance learning resources. Students can develop the confidence they need as they move into adult roles by assuming increased responsibility for their

learning; cultivating their individual talents, interests and abilities; and by defining and acting on their goals.

As an important component of education in Alberta secondary schools, CTS promotes student achievement by setting clear expectations and recognizing student success. Students in CTS develop competencies—the knowledge, skills and attitudes they are expected to demonstrate, that is, what they know and what they are able to do.

Acquired competencies can be applied now and in the future as students make a smooth transition into adult roles in the family, community, workplace and/or further education. To facilitate this transition, clearly stated expectations and standards have been defined in cooperation with teachers, business and industry representatives and post-secondary educators.

CTS offers all students important learning opportunities. Regardless of the particular area of study chosen, *students in CTS will:*

- develop skills that can be applied in their daily lives, now and in the future
- refine career-planning skills
- develop technology-related skills
- enhance employability skills
- apply and reinforce learnings developed in other subject areas.

In CTS, students build skills they can apply in their everyday lives. For example, in the CTS program, particularly at the introductory levels, students have the opportunity to improve their ability to make sound consumer decisions and to appreciate environmental and safety precautions.



A career encompasses more than activities just related to a person's job or occupation; it involves one's personal life in both local and global contexts; e.g., as a family member, a friend, a community volunteer, a citizen of the world.

The integration of careers throughout the CTS program helps students to make effective career decisions and to target their efforts. CTS students will have the opportunity to expand their knowledge about careers, occupations and job opportunities, as well as the education and/or training requirements involved. Also, students come to recognize the need for lifelong learning.

Students in CTS have the opportunity to use and apply technology and systems effectively and efficiently. This involves:

- a decision regarding which processes and procedures best suit the task at hand
- the appropriate selection and skilled use of the tools and/or resources available
- an assessment of and management of the impact the use of the technology may have on themselves, on others and on the environment.



Integrated throughout CTS are employability skills, those basic competencies that help students develop their personal management and social skills. Personal management skills are improved as students take increased responsibility for their learning, design innovative solutions to problems and challenges, and manage resources effectively and efficiently. Social skills improve through learning experiences that require students to work effectively with others, demonstrate teamwork and leadership, and maintain high standards in safety and accountability.

As well as honing employability skills, CTS reinforces and enhances learnings developed in core and other optional courses. The curriculum emphasizes, as appropriate, the effective application of communication and numeracy skills.

In addition to the common outcomes described above, students focusing on a particular area of study will develop career-specific competencies that support entry into the workplace and/or related post-secondary programs. Career-specific competencies can involve understanding and applying appropriate terminology, processes and technologies related to a specific career, occupation or job.

PROGRAM OUTCOMES

The program outcomes describe the basic competencies integrated throughout the CTS program.

Within an applied context relevant to personal goals, aptitudes and abilities; *the student* in CTS will:

- demonstrate the basic knowledge, skills and attitudes necessary for achievement and fulfillment in personal life
- develop an action plan that relates personal interests, abilities and aptitudes to career opportunities and requirements
- use technology effectively to link and apply appropriate tools, management and processes to produce a desired outcome
- develop basic competencies (employability skills), by:
 - selecting relevant, goal-related activities, ranking them in order of importance, allocating necessary time, and preparing and following schedules (managing learning)
 - linking theory and practice, using resources, tools, technology and processes responsibly and efficiently (managing resources)
 - applying effective and innovative decision-making and problem-solving strategies in the design, production, marketing and consumption of goods and services (problem solving and innovation)
 - demonstrating appropriate written and verbal skills, such as composition, summarization and presentation (communicating effectively)
 - participating as a team member by working cooperatively with others and contributing to the group with ideas, suggestions and effort (working with others)

- maintaining high standards of ethics, diligence, attendance and punctuality, following safe procedures consistently, and recognizing and eliminating potential hazards (demonstrating responsibility).

PROGRAM ORGANIZATION

CURRICULUM STRUCTURE

Career and Technology Studies is organized into **strands** and **courses**.

Strands in CTS define competencies that help students:

- build daily living skills
- investigate career options
- use technology (managing, processes, tools) effectively and efficiently
- prepare for entry into the workplace and/or related post-secondary programs.

In general, strands relate to selected industry sectors offering positive occupational opportunities for students. Some occupational opportunities require further education after high school, and some allow direct entry into the workplace. Industry sectors encompass goods-producing industries, such as agriculture, manufacturing and construction; and service-producing industries, such as business, health, finance and insurance.

Courses are the building blocks for each strand. They define what a student is expected to know and be able to do (exit-level *competencies*). Courses also specify prerequisites. Recommendations for course parameters, such as instructional qualifications, facilities and equipment can be found in the guides to implementation.

The competencies a student must demonstrate to achieve success in a course are defined through *general outcomes*. Senior high school students who can demonstrate the general outcomes defined for a CTS course; i.e., who have the designated competencies, will qualify for 1 credit toward their high school diploma.

Specific outcomes provide a more detailed framework for instruction. Within the context of the general outcomes, the specific outcomes further define the knowledge, skills and attitudes the student should acquire.

The following chart shows the 22 strands that comprise the CTS program and the number of 1-credit courses available in each strand.

Strand	No. of Courses
1. Agriculture	33
2. Career Transitions	30
3. Communication Technology	33
4. Community Health	31
5. Construction Technologies	46
6. Cosmetology Studies	58
7. Design Studies	31
8. Electro-Technologies	47
9. Energy and Mines	26
10. Enterprise and Innovation	8
11. Fabrication Studies	44
12. Fashion Studies	29
13. Financial Management	16
14. Foods	37
15. Forestry	21
16. Information Processing	53
17. Legal Studies	13
18. Logistics	12
19. Management and Marketing	23
20. Mechanics	54
21. Tourism Studies	24
22. Wildlife	17

LEVELS OF ACHIEVEMENT

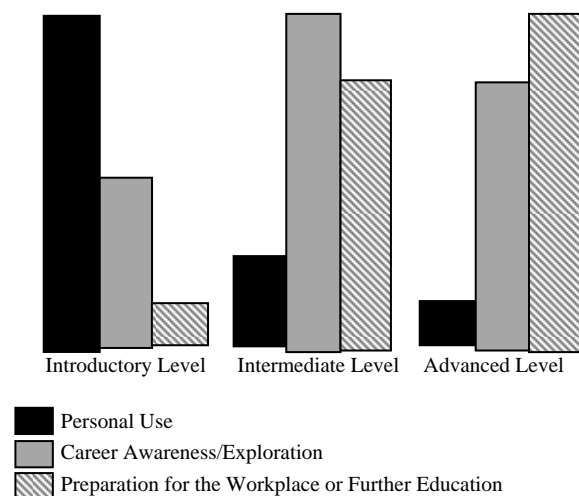
Courses are organized into three levels of achievement: **introductory**, **intermediate** and **advanced**. As students progress through the levels, they will be expected to meet higher standards and demonstrate an increased degree of competence, in both the program outcomes and the general outcomes defined for individual courses.

Introductory level courses help students build daily living skills and form the basis for further learning. Introductory courses are for students who have no previous experience in the strand.

Intermediate level courses build on the competencies developed at the introductory level. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

Advanced level courses refine expertise and help prepare students for entry into the workplace or a related post-secondary program.

The graph below illustrates the relative emphasis on the aspects of career planning at each of the levels.



CURRICULUM AND ASSESSMENT STANDARDS

Curriculum standards in CTS define what students must know and be able to do. Curriculum standards are expressed through the program outcomes for CTS, and through general and specific outcomes defined for individual courses within each strand.

Assessment standards define how student performance is to be judged. In CTS, each assessment standard defines the conditions and criteria to be used for assessing the competencies associated with each general outcome. To receive credit for a course, students must demonstrate competency at the level specified by the conditions and criteria defined for each general outcome.

Students throughout the province receive a fair and reliable assessment as they use the standards to guide their efforts, thus ensuring they participate more effectively and successfully in the learning and assessment process. Standards at advanced levels are, as much as possible, linked to workplace and post-secondary entry-level requirements.

TYPES OF COMPETENCIES

Two types of competencies are defined within the CTS program: basic and career-specific.

Basic competencies are generic to any career area and are developed within each course. Basic competencies include:

- personal management; e.g., managing learning, being innovative, ethics, managing resources
- social; e.g., communication, teamwork, leadership and service, demonstrating responsibility (safety and accountability).

Career-specific competencies relate to a particular strand. These competencies build daily living skills at the introductory levels and support the smooth transition to the workplace and/or post-secondary programs at the intermediate and advanced levels.

The model below shows the relationship of the two types of competencies within the 22 strands of the CTS program.












BASIC COMPETENCIES REFERENCE GUIDE

The chart below outlines basic competencies that students endeavour to develop and enhance in each of the CTS strands and courses. Students' basic competencies should be assessed through observations involving the student, teacher(s), peers and others as they complete the requirements for each course. In general, there is a progression of task complexity and student initiative as outlined in the Developmental Framework★. **As students progress through Stages 1, 2, 3 and 4 of this reference guide, they build on the competencies gained in earlier stages.** Students leaving high school should set themselves a goal of being able to demonstrate Stage 3 performance.

Suggested strategies for classroom use include:

- having students rate themselves and each other
- using in reflective conversation between teacher and student
- highlighting areas of strength
- tracking growth in various CTS strands
- highlighting areas upon which to focus
- maintaining a student portfolio.

Stage 1— <i>The student:</i>	Stage 2— <i>The student:</i>	Stage 3— <i>The student:</i>	Stage 4— <i>The student:</i>
<p>Managing Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> comes to class prepared for learning <input type="checkbox"/> follows basic instructions, as directed <input type="checkbox"/> acquires specialized knowledge, skills and attitudes <input type="checkbox"/> identifies criteria for evaluating choices and making decisions <input type="checkbox"/> uses a variety of learning strategies 	<p><input type="checkbox"/> </p> <ul style="list-style-type: none"> <input type="checkbox"/> follows instructions, with limited direction <input type="checkbox"/> sets goals and establishes steps to achieve them, with direction <input type="checkbox"/> applies specialized knowledge, skills and attitudes in practical situations <input type="checkbox"/> identifies and applies a range of effective strategies for solving problems and making decisions <input type="checkbox"/> explores and uses a variety of learning strategies, with limited direction 	<p><input type="checkbox"/> </p> <ul style="list-style-type: none"> <input type="checkbox"/> follows detailed instructions on an independent basis <input type="checkbox"/> sets clear goals and establishes steps to achieve them <input type="checkbox"/> transfers and applies specialized knowledge, skills and attitudes in a variety of situations <input type="checkbox"/> uses a range of critical thinking skills to evaluate situations, solve problems and make decisions <input type="checkbox"/> selects and uses effective learning strategies <input type="checkbox"/> cooperates with others in the effective use of learning strategies 	<p><input type="checkbox"/> </p> <p><input type="checkbox"/> </p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates self-direction in learning, goal setting and goal achievement <input type="checkbox"/> transfers and applies learning in new situations; demonstrates commitment to lifelong learning <input type="checkbox"/> thinks critically and acts logically to evaluate situations, solve problems and make decisions <input type="checkbox"/> <input type="checkbox"/> provides leadership in the effective use of learning strategies
<p>Managing Resources</p> <ul style="list-style-type: none"> <input type="checkbox"/> adheres to established timelines; uses time/schedules/planners effectively <input type="checkbox"/> uses information (material and human resources), as directed <input type="checkbox"/> uses technology (facilities, equipment, supplies), as directed, to perform a task or provide a service <input type="checkbox"/> maintains, stores and/or disposes of equipment and materials, as directed 	<ul style="list-style-type: none"> <input type="checkbox"/> creates and adheres to timelines, with limited direction; uses time/schedules/planners effectively <input type="checkbox"/> accesses and uses a range of relevant information (material and human resources), with limited direction <input type="checkbox"/> uses technology (facilities, equipment, supplies), as appropriate, to perform a task or provide a service, with minimal assistance and supervision <input type="checkbox"/> maintains, stores and/or disposes of equipment and materials, with limited assistance 	<ul style="list-style-type: none"> <input type="checkbox"/> creates and adheres to detailed timelines on an independent basis; prioritizes task; uses time/schedules/planners effectively <input type="checkbox"/> accesses a range of information (material and human resources), and recognizes when additional resources are required <input type="checkbox"/> selects and uses appropriate technology (facilities, equipment, supplies) to perform a task or provide a service on an independent basis <input type="checkbox"/> maintains, stores and/or disposes of equipment and materials on an independent basis 	<ul style="list-style-type: none"> <input type="checkbox"/> creates and adheres to detailed timelines; uses time/schedules/planners effectively; prioritizes tasks on a consistent basis <input type="checkbox"/> uses a wide range of information (material and human resources) in order to support and enhance the basic requirement <input type="checkbox"/> recognizes the monetary and intrinsic value of managing technology (facilities, equipment, supplies) <input type="checkbox"/> demonstrates effective techniques for managing facilities, equipment and supplies
<p>Problem Solving and Innovation</p> <ul style="list-style-type: none"> <input type="checkbox"/> participates in problem solving as a process <input type="checkbox"/> learns a range of problem-solving skills and approaches <input type="checkbox"/> practices problem-solving skills by responding appropriately to a clearly defined problem, specified goals and constraints, by: <ul style="list-style-type: none"> – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action 	<ul style="list-style-type: none"> <input type="checkbox"/> identifies the problem and selects an appropriate problem-solving approach, responding appropriately to specified goals and constraints <input type="checkbox"/> applies problem-solving skills to a directed or a self-directed activity, by: <ul style="list-style-type: none"> – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action 	<ul style="list-style-type: none"> <input type="checkbox"/> thinks critically and acts logically in the context of problem solving <input type="checkbox"/> transfers problem-solving skills to real-life situations, by generating new possibilities <input type="checkbox"/> prepares implementation plans <input type="checkbox"/> recognizes risks 	<ul style="list-style-type: none"> <input type="checkbox"/> identifies and resolves problems efficiently and effectively <input type="checkbox"/> identifies and suggests new ideas to get the job done creatively, by: <ul style="list-style-type: none"> – combining ideas or information in new ways – making connections among seemingly unrelated ideas – seeking out opportunities in an active manner

Stage 1— <i>The student:</i>	Stage 2— <i>The student:</i>	Stage 3— <i>The student:</i>	Stage 4— <i>The student:</i>
<p>Communicating Effectively</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses communication skills; e.g., reading, writing, illustrating, speaking <input type="checkbox"/> uses language in appropriate context <input type="checkbox"/> listens to understand and learn <input type="checkbox"/> demonstrates positive interpersonal skills in selected contexts 	<ul style="list-style-type: none"> <input type="checkbox"/> communicates thoughts, feelings and ideas to justify or challenge a position, using written, oral and/or visual means <input type="checkbox"/> uses technical language appropriately <input type="checkbox"/> listens and responds to understand and learn <input type="checkbox"/> demonstrates positive interpersonal skills in many contexts 	<ul style="list-style-type: none"> <input type="checkbox"/> prepares and effectively presents accurate, concise, written, visual and/or oral reports providing reasoned arguments <input type="checkbox"/> encourages, persuades, convinces or otherwise motivates individuals <input type="checkbox"/> listens and responds to understand, learn and teach <input type="checkbox"/> demonstrates positive interpersonal skills in most contexts 	<ul style="list-style-type: none"> <input type="checkbox"/> negotiates effectively, by working toward an agreement that may involve exchanging specific resources or resolving divergent interests <input type="checkbox"/> negotiates and works toward a consensus <input type="checkbox"/> listens and responds to understand, learn, teach and evaluate <input type="checkbox"/> promotes positive interpersonal skills among others
<p>Working with Others</p> <ul style="list-style-type: none"> <input type="checkbox"/> fulfills responsibility in a group project <input type="checkbox"/> works collaboratively in structured situations with peer members <input type="checkbox"/> acknowledges the opinions and contributions of others in the group 	<ul style="list-style-type: none"> <input type="checkbox"/>  <input type="checkbox"/> cooperates to achieve group results <input type="checkbox"/> maintains a balance between speaking, listening and responding in group discussions <input type="checkbox"/> respects the feelings and views of others 	<ul style="list-style-type: none"> <input type="checkbox"/> seeks a team approach, as appropriate, based on group needs and benefits; e.g., idea potential, variety of strengths, sharing of workload <input type="checkbox"/> works in a team or group: <ul style="list-style-type: none"> – encourages and supports team members – helps others in a positive manner – provides leadership/ followership as required – negotiates and works toward consensus as required 	<ul style="list-style-type: none"> <input type="checkbox"/> leads, where appropriate, mobilizing the group for high performance <input type="checkbox"/> understands and works within the context of the group <input type="checkbox"/> prepares, validates and implements plans that reveal new possibilities
<p>Demonstrating Responsibility</p> <p>Attendance</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates responsibility in attendance, punctuality and task completion <p>Safety</p> <ul style="list-style-type: none"> <input type="checkbox"/> follows personal and environmental health and safety procedures <input type="checkbox"/> identifies immediate hazards and their impact on self, others and the environment <input type="checkbox"/> follows appropriate/emergency response procedures <p>Ethics</p> <ul style="list-style-type: none"> <input type="checkbox"/> makes personal judgements about whether or not certain behaviours/actions are right or wrong 	<ul style="list-style-type: none"> <input type="checkbox"/>  <input type="checkbox"/> recognizes and follows personal and environmental health and safety procedures <input type="checkbox"/> identifies immediate and potential hazards and their impact on self, others and the environment <input type="checkbox"/>  <input type="checkbox"/> assesses how personal judgements affect other peer members and/or family; e.g., home and school 	<ul style="list-style-type: none"> <input type="checkbox"/>  <input type="checkbox"/> establishes and follows personal and environmental health and safety procedures <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> assesses the implications of personal/group actions within the broader community; e.g., workplace 	<ul style="list-style-type: none"> <input type="checkbox"/>  <input type="checkbox"/> transfers and applies personal and environmental health and safety procedures to a variety of environments and situations <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> demonstrates accountability for actions taken to address immediate and potential hazards <input type="checkbox"/> analyzes the implications of personal/group actions within the global context <input type="checkbox"/> states and defends a personal code of ethics as required
<p>★Developmental Framework</p> <ul style="list-style-type: none"> • <i>Simple task</i> • <i>Structured environment</i> • <i>Directed learning</i> 	<ul style="list-style-type: none"> • <i>Task with limited variables</i> • <i>Less structured environment</i> • <i>Limited direction</i> 	<ul style="list-style-type: none"> • <i>Task with multiple variables</i> • <i>Flexible environment</i> • <i>Self-directed learning, seeking assistance as required</i> 	<ul style="list-style-type: none"> • <i>Complex task</i> • <i>Open environment</i> • <i>Self-directed/self-motivated</i>

FASHION STUDIES

B. STRAND RATIONALE AND PHILOSOPHY

Fashion affects all aspects of our daily lives—in the home, in the workplace and in the environment. According to the *Apparel Industry Development Study*:★

The apparel industry is the second largest employer of Alberta's consumer products industry, after processed foods. The industry comprises about 150 firms, employs over 3 000 people and generates annual wholesale revenues in the vicinity of \$150 million. The retailers employ approximately 4 500 full-time workers and generate annual retail revenues of approximately \$750 million.

The fashion garment industry itself is a growing economic link between Canada and other nations. Canadian designers are thriving in the international fashion industry.

Fashion Studies, a strand in Career and Technology Studies, involves the study of clothing and textiles in a variety of contexts. It is concerned with the design, production and merchandising of clothing, textiles and accessories.

The Fashion Studies curriculum provides opportunities for students to increase their knowledge of the fashion industry, and provides them with important daily living skills. The curriculum prepares students for their roles as

consumers, enables them to explore and prepare for fashion-related careers, and enhances their personal lives by providing a creative outlet.

Fashion Studies may use student-centred or teacher-directed approaches, combining the development of thinking processes and practical skills in concrete, realistic learning situations. Throughout Fashion Studies, students are encouraged to solve problems, make decisions and develop the flexibility needed to adapt quickly to new situations.

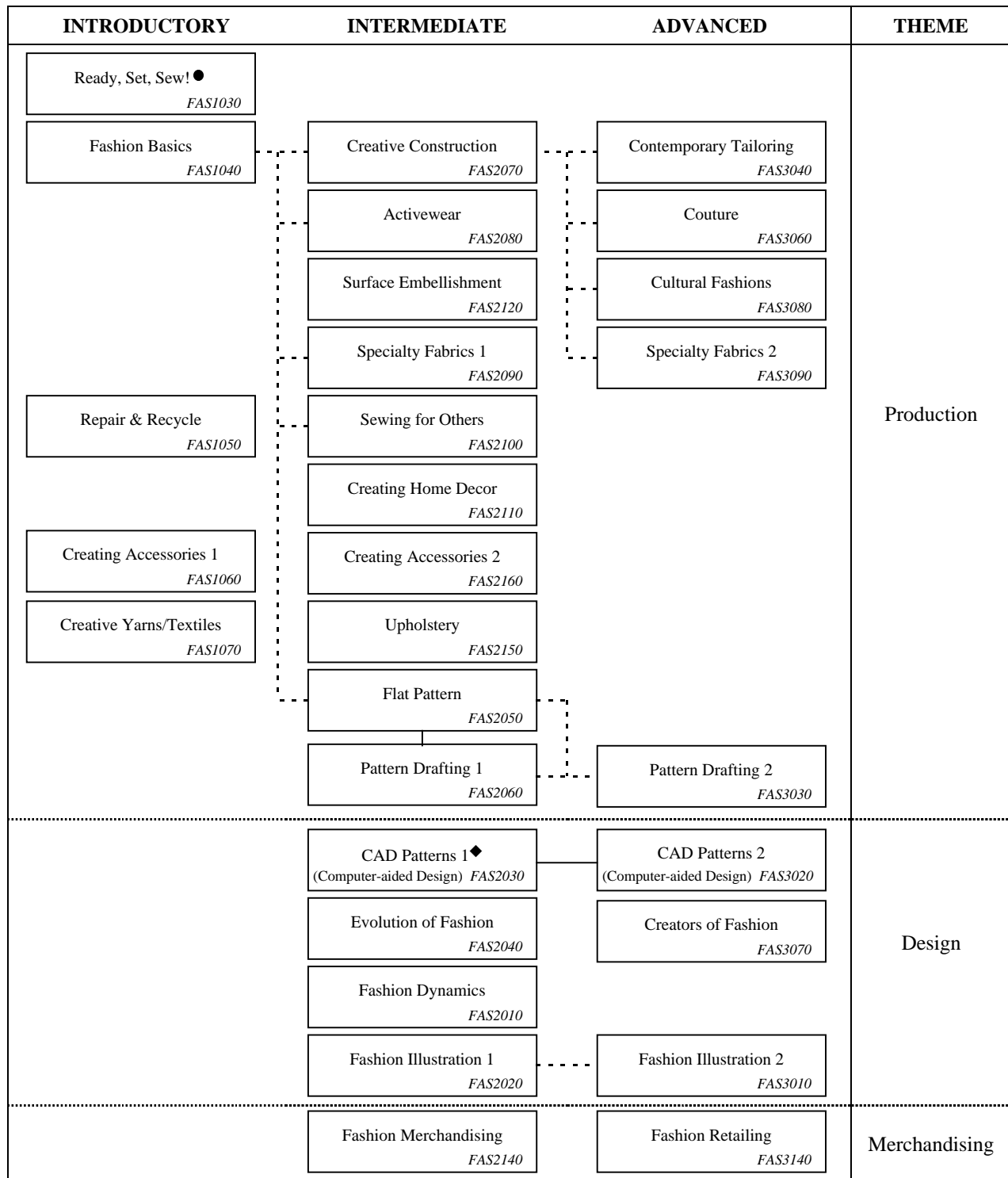
Within the philosophy of Career and Technology Studies, *students* in Fashion Studies *will*:

- develop an understanding of the role fashion plays in society and its impact on the individual and family in daily living, in the workplace and on the environment
- practise and achieve competencies in designing, constructing and/or merchandising fashion projects
- develop a greater awareness of the role of fashion-related businesses and industries in society, and the potential for enterprise and innovation within the broad area of fashion

★ Alberta Economic Development and Trade, Industry Development Division, 1988.

- assess personal interests, abilities and aptitudes relevant to making realistic and satisfying career choices in the fashion industry and auxiliary areas.

SCOPE AND SEQUENCE



—— Prerequisite

- - - Recommended sequence

● Prerequisite to all modules within the Production Theme, with the possible exceptions of FAS1070, FAS2120, FAS2150, FAS2160.

♦ Refer to specific modules for additional prerequisites.

MODULE LEARNER EXPECTATIONS: INTRODUCTORY LEVEL

MODULE FAS1030: READY, SET, SEW!

Level: Introductory

Theme: Production

Prerequisite: None

Module Description: Students learn how to safely use and care for sewing and pressing equipment, and apply these skills in project assembly.

Module Learner Expectations: *The student will:*

- demonstrate safe use and care of sewing equipment
- identify woven, nonwoven and knit fabrics
- identify care symbols
- demonstrate basic sewing, pressing and managing skills while assembling a simple project
- select and present a project from this module
- describe the personal or career relevance of the competencies developed within this module
- demonstrate basic competencies.

MODULE FAS1040: FASHION BASICS

Level: Introductory

Theme: Production

Prerequisite: FAS1030 Ready, Set, Sew!

Module Description: Students learn how to determine pattern size, choose a suitable pattern and fabric, make pattern alterations, and prepare the fabric and pattern for layout. Students apply these skills to the assembly of a simple garment.

Module Learner Expectations: *The student will:*

- identify characteristics and care required for selected natural, synthetic and blended fabrics
- identify textile/fabric care information found on a label
- demonstrate and apply basic sewing and management skills in assembling a sewing project
- select and present a project from this module
- describe the personal or career relevance of the competencies developed within this module
- demonstrate basic competencies.

MODULE FAS1050: REPAIR & RECYCLE

Level: Introductory

Theme: Production

Prerequisite: FAS1030 Ready, Set, Sew!

Module Description: Students learn to restore or recycle garments by repairing, customizing, redesigning or embellishing the garment. Students use these techniques to update a wardrobe or create something new from something old.

Module Learner Expectations: *The student will:*

- describe garments in terms of fibre/fabric characteristics, quality, cost and maintenance criteria
- demonstrate basic repair procedures
- demonstrate recycling of a textile item
- select and present a project from this module
- describe the personal or career relevance of the competencies developed within this module
- demonstrate basic competencies.

MODULE FAS1060: CREATING ACCESSORIES 1

Level: Introductory

Theme: Production

Prerequisite: FAS1030 Ready, Set, Sew!

Module Description: Students use basic sewing skills and techniques to construct a home or personal accessory.

Module Learner Expectations: *The student will:*

- demonstrate knowledge and skills related to home or personal accessories
- apply time, energy and resource management skills in construction of a project
- select and present a project from this module
- describe the personal or career relevance of the competencies developed within this module
- demonstrate basic competencies.

MODULE FAS1070: CREATIVE YARNS/TEXTILES

Level: Introductory

Theme: Production

Prerequisite: None

Module Description: Students learn about various yarn or textile arts/crafts, and apply these skills to project construction.

Module Learner Expectations: *The student will:*

- investigate several yarn or textile arts/crafts
- demonstrate and apply basic skills and knowledge of yarn or textile arts/crafts
- select and present a project from this module
- describe the personal or career relevance of the competencies developed within this module
- demonstrate basic competencies.

MODULE LEARNER EXPECTATIONS: INTERMEDIATE LEVEL

MODULE FAS2010: FASHION DYNAMICS

Level: Intermediate

Theme: Design

Prerequisite: None

Module Description: Students learn to recognize and apply the elements and principles of design to wardrobe planning.

Module Learner Expectations: *The student will:*

- describe the reasons for wearing clothing
- identify fashion terms
- describe the elements and principles of design and apply these to wardrobe planning
- select and present a project from this module
- describe the personal or career relevance of the competencies developed within this module
- demonstrate basic competencies.

MODULE FAS2020: FASHION ILLUSTRATION 1

Level: Intermediate

Theme: Design

Prerequisite: None

Module Description: Students discover the world of fashion illustration. They learn to sketch a croquis, incorporating simple gestures, and apply these skills to create fashion illustrations.

Module Learner Expectations: *The student will:*

- sketch a technical croquis
- sketch rounded figures incorporating simple gestures
- identify garment styles and design detail
- demonstrate rendering techniques
- demonstrate sketching techniques to create fashion illustrations
- select and present a project from this module
- describe the personal or career relevance of the competencies developed within this module
- demonstrate basic competencies.

MODULE FAS2030: CAD PATTERNS 1 (COMPUTER-AIDED DESIGN)

Level: Intermediate

Theme: Design

Prerequisite: DES1050 CAD Fundamentals (Computer-aided Design) [Design Studies Strand]

Module Description: Students develop and apply knowledge, skills and techniques necessary to operate a personal computer to design and draft patterns for fashion items.

Module Learner Expectations: *The student will:*

- design an A-line skirt, shorts or pants, using a computer
- demonstrate basic flat pattern skills and knowledge by making skirt, shorts or pants design alterations on a computer
- select and present a project from this module
- describe the personal or career relevance of the competencies developed within this module
- demonstrate basic competencies.

MODULE FAS2040: EVOLUTION OF FASHION

Level: Intermediate

Theme: Design

Prerequisite: None

Module Description: Students discover the historical influences on fashion, and relate past fashions to present-day styles.

Module Learner Expectations: *The student will:*

- describe fashion in a historical period, and provide an analysis of how it relates to present-day styles
- describe factors influencing fashion unique to specific time periods
- demonstrate and apply a fashion detail from the past in assembling a sewing project
- select and present a project from this module
- describe the personal or career relevance of the competencies developed within this module
- demonstrate basic competencies.

MODULE FAS2050: FLAT PATTERN

Level: Intermediate

Theme: Production

Prerequisite: FAS1030 Ready, Set, Sew!

Module Description: Students change a basic skirt or pants pattern into a design of choice, using flat pattern designing techniques, and testing the design by sewing in muslin.

Module Learner Expectations: *The student will:*

- identify methods of designing patterns—flat pattern, drafting and draping
- identify terms, tools and equipment related to flat pattern designing
- demonstrate design techniques for a skirt or pants, using full-, half- or quarter-scale patterns
- demonstrate flat pattern design techniques to a full-size skirt or pants, culminating with the fitting and sewing of a muslin
- select and present a project from this module
- describe the personal or career relevance of the competencies developed within this module
- demonstrate basic competencies.

MODULE FAS2060: PATTERN DRAFTING 1

Level: Intermediate

Theme: Production

Prerequisite: FAS2050 Flat Pattern

Module Description: Students use body measurements to draft a basic skirt or pant. They demonstrate drafting techniques needed to create the desired look, and test the draft by sewing in muslin.

Module Learner Expectations: *The student will:*

- demonstrate drafting techniques for a skirt and/or pants, using full-, half- or quarter-scale patterns
- demonstrate drafting techniques required to create a skirt and/or pants design in muslin
- select and present a project from this module
- describe the personal or career relevance of the competencies developed within this module
- demonstrate basic competencies.

MODULE FAS2070: CREATIVE CONSTRUCTION

Level: Intermediate

Theme: Production

Prerequisite: FAS1030 Ready, Set, Sew!

Module Description: Students apply techniques and knowledge of patterns and fabrics to complete a project.

Module Learner Expectations: *The student will:*

- identify basic weaves and common fabric finishes
- demonstrate and apply knowledge and skills related to pattern alterations, fabric choices and intermediate sewing techniques
- apply time, energy and resource management skills in assembling a project
- select and present a project from this module
- describe the personal or career relevance of the competencies developed within this module
- demonstrate basic competencies.

MODULE FAS2080: ACTIVEWEAR

Level: Intermediate

Theme: Production

Prerequisite: FAS1030 Ready, Set, Sew!

Module Description: Students learn how to make unique, attractive and serviceable activewear.

Module Learner Expectations: *The student will:*

- identify requirements of activewear patterns and fabrics
- identify care for activewear fabrics
- demonstrate correct use of supplies, tools and techniques used in sewing activewear
- demonstrate and apply knowledge and management skills in the assembly of an activewear garment
- select and present a project from this module
- describe the personal or career relevance of the competencies developed within this module
- demonstrate basic competencies.

MODULE FAS2090: SPECIALTY FABRICS 1

Level: Intermediate

Theme: Production

Prerequisite: FAS1030 Ready, Set, Sew!

Module Description: Students research, experiment with and produce a project, using a specialty fabric.

Module Learner Expectations: *The student will:*

- identify characteristics of specialty fabrics
- demonstrate and apply knowledge and skills selecting patterns, lining, interfacings and notions specific to the chosen specialty fabric
- demonstrate correct sewing and pressing techniques in the assembly of a project
- select and present a project from this module
- describe the personal or career relevance of the competencies developed within this module
- demonstrate basic competencies.

MODULE FAS2100: SEWING FOR OTHERS

Level: Intermediate

Theme: Production

Prerequisite: FAS1030 Ready, Set, Sew!

Module Description: Students sew something for someone else. A client may have special requests that may require special measuring, designing, fitting, sewing techniques and/or resources.

Module Learner Expectations: *The student will:*

- demonstrate and apply decision making and sewing techniques in a sewn project for a client
- describe the specific requirements of the selected project
- identify resource management skills used in a project
- select and present a project from this module
- describe the personal or career relevance of the competencies developed within this module
- demonstrate basic competencies.

MODULE FAS2110: CREATING HOME DECOR

Level: Intermediate

Theme: Production

Prerequisite: FAS1030 Ready, Set, Sew!

Module Description: Students apply design and sewing techniques to create a home decor fashion.

Module Learner Expectations: *The student will:*

- demonstrate knowledge and skills related to home decor
- apply and evaluate time, energy and resource management skills in the assembly of a project
- select and present a project from this module
- describe the personal or career relevance of the competencies developed within this module
- demonstrate basic competencies.

MODULE FAS2120: SURFACE EMBELLISHMENT

Level: Intermediate

Theme: Production

Prerequisite: None

Module Description: Students use the skills from this module to embellish a wardrobe or home decor.

Module Learner Expectations: *The student will:*

- demonstrate various types of surface embellishment techniques
- demonstrate and apply specific techniques to a project
- select and present a project from this module
- describe the personal or career relevance of the competencies developed within this module
- demonstrate basic competencies.

MODULE FAS2140: FASHION MERCHANDISING

Level: Intermediate

Theme: Merchandising

Prerequisite: None

Module Description: Students learn policies and techniques used by retail operations to sell fashion.

Module Learner Expectations: *The student will:*

- describe key terms as they relate to the merchandising of fashion
- explain advantages and disadvantages of current fabrics/textiles
- identify merchandising policies used by retailers to attract specific customers
- identify specific “auxiliary services” tailored for the fashion business
- select and present a project from this module
- describe the personal or career relevance of the competencies developed within this module
- demonstrate basic competencies.

MODULE FAS2150: UPHOLSTERY

Level: Intermediate

Theme: Production

Prerequisite: None

Module Description: Students innovate and create, or remove and re-cover, an upholstery item.

Module Learner Expectations: *The student will:*

- identify criteria required to upholster an item
- demonstrate techniques required to create or replace a desired upholstered project
- select and present a project from this module
- describe the personal or career relevance of the competencies developed within this module
- demonstrate basic competencies.

MODULE FAS2160: CREATING ACCESSORIES 2

Level: Intermediate

Theme: Production

Prerequisite: None

Module Description: Students study accessories related to fashion, and produce a fashion accessory. Possibilities include belts, gloves, neckwear, footwear, jewellery and bags.

Module Learner Expectations: *The student will:*

- identify criteria required to produce a fashion accessory
- demonstrate techniques and apply design elements to create a fashion accessory
- describe the creativity, wearability and marketability of the constructed accessory
- select and present a project from this module
- describe the personal or career relevance of the competencies developed within this module
- demonstrate basic competencies.

MODULE LEARNER EXPECTATIONS: ADVANCED LEVEL

MODULE FAS3010: FASHION ILLUSTRATION 2

Level: Advanced

Theme: Design

Prerequisite: None

Module Description: Students create a fashion line, by using technical or impressionistic techniques.

Module Learner Expectations: *The student will:*

- sketch fashion figures to illustrate the technical and the impressionistic approach to fashion design
- identify fashion trends to acquire ideas for inspiration
- demonstrate and apply advanced sketching techniques to create a fashion line
- select and present a project from this module
- describe the personal or career relevance of the competencies developed within this module
- demonstrate basic competencies.

MODULE FAS3020: CAD PATTERNS 2 (COMPUTER-AIDED DESIGN)

Level: Advanced

Theme: Design

Prerequisite: FAS2030 CAD Patterns 1 (Computer-aided Design)

Module Description: Students, with limited direction, use a personal computer and appropriate software to design and draft patterns for fashion items.

Module Learner Expectations: *The student will:*

- design a bodice and a sleeve pattern, using a computer
- demonstrate basic flat pattern skills and knowledge by making bodice and sleeve design alterations on a computer
- select and present a project from this module
- describe the personal or career relevance of the competencies developed within this module
- demonstrate basic competencies.

MODULE FAS3030: PATTERN DRAFTING 2

Level: Advanced

Theme: Production

Prerequisite: FAS1030 Ready, Set, Sew!

Module Description: Students use body measurements to draft a basic bodice and sleeve, demonstrate drafting techniques needed to create the desired look, and test the draft by sewing in muslin.

Module Learner Expectations: *The student will:*

- demonstrate drafting and design techniques for a bodice and sleeve, using full-, half- or quarter-scale patterns
- demonstrate drafting and flat pattern design techniques to create a design in muslin
- select and present a project from this module
- describe the personal or career relevance of the competencies developed within this module
- demonstrate basic competencies.

MODULE FAS3040: CONTEMPORARY TAILORING

Level: Advanced

Theme: Production

Prerequisite: FAS1030 Ready, Set, Sew!

Module Description: Students create a jacket or coat, using contemporary tailoring techniques.

Module Learner Expectations: *The student will:*

- identify characteristics of a tailored jacket
- identify characteristics that make pattern, fabric, support fabrics and notions acceptable for tailoring
- identify the quality standards of a tailored project
- demonstrate and apply knowledge, skills, time, energy and resource management to pattern alterations, fitting and assembly of a jacket or coat
- select and present a project from this module
- describe the personal or career relevance of the competencies developed within this module
- demonstrate basic competencies.

MODULE FAS3060: COUTURE

Level: Advanced

Theme: Production

Prerequisite: FAS1030 Ready, Set, Sew!

Module Description: Students study past couturiers to create their own haute couture fashions.

Module Learner Expectations: *The student will:*

- describe the origin of couture and its terminology
- identify the equipment necessary to produce couture detailing
- describe couture stitching techniques and construction methods
- demonstrate selected couture techniques in garment construction
- select and present a project
- describe the personal or career relevance of the competencies developed within this module
- demonstrate basic competencies.

MODULE FAS3070: CREATORS OF FASHION

Level: Advanced

Theme: Design

Prerequisite: None

Module Description: Students discover the world of fashion designers.

Module Learner Expectations: *The student will:*

- identify terms related to haute couture
- identify fashion influences and contributions by fashion designers
- select and present a project from this module
- describe the personal or career relevance of the competencies developed within this module
- demonstrate basic competencies.

MODULE FAS3080: CULTURAL FASHIONS

Level: Advanced

Theme: Production

Prerequisite: FAS1030 Ready, Set, Sew!

Module Description: Students research and learn about the fashions of other cultures.

Module Learner Expectations: *The student will:*

- identify specific criteria of one cultural fashion
- demonstrate and apply knowledge and skills by creating a fashion item representative of a cultural fashion
- select and present a project from this module
- describe the personal or career relevance of the competencies developed within this module
- demonstrate basic competencies.

MODULE FAS3090: SPECIALTY FABRICS 2

Level: Advanced

Theme: Production

Prerequisite: FAS1030 Ready, Set, Sew!

Module Description: Students learn about the characteristics and techniques for preparing, sewing and caring for an advanced specialty fabric. Subsequently, they create and construct a distinctive project.

Module Learner Expectations: *The student will:*

- identify and describe techniques required when handling an advanced specialty fabric
- demonstrate advanced sewing techniques in a specialty fabric project
- select and present a project from this module
- describe the personal or career relevance of the competencies developed within this module
- demonstrate basic competencies.

MODULE FAS3140: FASHION RETAILING

Level: Advanced

Theme: Merchandising

Prerequisite: None

Module Description: Students analyze fashion retail terms, operations and trends.

Module Learner *The student will:*

Expectations:

- describe basic retail terms
- describe and compare classifications of fashion retail operations
- describe operational store policies and apply this knowledge to evaluate specific fashion retail operations
- identify trends in fashion retailing
- select and present a project from this module
- describe the personal or career relevance of the competencies developed within this module
- demonstrate basic competencies.