



Goodheart-Willcox Correlation of School to Career ©2018 to Oklahoma Standards for Career Tech / Family & Consumer Sciences Course: Career Orientation – Grades 9-12	
Standard	Correlating Textbook Pages
Students evaluate personal characteristics to develop and refine a personal profile.	
Assess personal, family and community standards, values, and ethics.	Instruction 367–368 676–696 Application 372 Checkpoint # 2, 4 688 Checkpoint # 1 697 Checkpoint # 1 698 Review Your Knowledge #5 699 Apply Your Knowledge #2, 4
Analyze personal aptitudes, traits, interests, attitudes, and skills.	Instruction: 358–363 365–367 Assessment: 364 Checkpoint # 1–5 374 Review Your Knowledge #1–8 375 Apply Your Knowledge #1, 2, 4, 7
Determine personal priorities and goals for life and career.	Instruction: 369–372 679–684 Assessment: 372 Checkpoint # 3 375 Review Your Knowledge #9–10 375 Apply Your Knowledge # 5 688 Checkpoint # 1 699 Apply Your Knowledge #2
Determine learning style preferences and their application to lifelong learning.	Instruction: 256 366 Assessment: 260 Apply Your Knowledge # 9 374 Review Your Knowledge #7–8



Students investigate one or more Career Clusters and Indiana’s College and Career Pathways, based on individual interests, to further define career goals.	
Determine roles, functions, education, and training requirements of various career options within one or more career clusters and pathways.	Instruction: 380–383 386–391 Assessment: 385 Checkpoint # 1–3 401 Checkpoint # 1–2 402 Review Your Knowledge #1–8 403 Apply Your Knowledge #1, 2, 7–9
Analyze career trends, options and opportunities for employment and entrepreneurial endeavors for selected career clusters and pathways.	Instruction: 380–384 418 496–518 Assessment: 385 Checkpoint # 1–4 403 Apply Your Knowledge #2 521 Apply Your Knowledge #1, 5–10
Evaluate selected careers and pathways for education requirements, working conditions, benefits, and opportunities for growth and change.	Instruction: 380–383 386–391 396–400 Assessment: 385 Checkpoint # 1–3 401 Checkpoint # 1–4 402 Review Your Knowledge #1–8, 10 403 Apply Your Knowledge #1–3, 5–9
Students analyze college and other postsecondary options to know what educational opportunities are available after high school.	
Demonstrate understanding of postsecondary educational options including technical certificate programs, apprenticeship, military and two- and four- year college programs.	Instruction: 386–391 Assessment: 401 Checkpoint # 1–3 402 Review Your Knowledge #6–8 403 Apply your Knowledge 7, 9
Examine public and private colleges and other postsecondary educational options.	Instruction: 386–391 Assessment: 401 Checkpoint # 1–3 402 Review Your Knowledge #6–8 403 Apply your Knowledge 7, 9



Demonstrate knowledge of the statewide resources available to explore college and postsecondary options.	Instruction: 386–391 Assessment: 401 Checkpoint # 1–3 402 Review Your Knowledge #6–8 403 Apply your Knowledge 7, 9
Demonstrate knowledge of the cost of postsecondary educational options and various financial aid options.	Instruction: 394–396 Assessment: 401 Checkpoint # 3 402 Review Your Knowledge #9 403 Apply Your Knowledge #10
Students apply higher order thinking and problem solving processes to make decisions about education, life and career.	
Demonstrate skills for questioning and posing problems, thinking independently, and communicating decisions with clarity and precision.	Instruction: 164–170 Assessment: 173 Checkpoint # 1–3 175 Apply Your Knowledge #5, 7–9
Analyze choices, options and consequences of life and career decisions.	Instruction 408–412 413–418 Assessment 412 Checkpoint # 1–4 419 Checkpoint # 1–5 420 Review Your Knowledge #1–4 421 Apply Your Knowledge #1,4,7
Apply a decision-making process to identify short- and long-term life and career goals.	Instruction: 369–372 408–412 Assessment: 372 Checkpoint # 3 374 Review Your Knowledge #6, 9–10 375 Apply Your Knowledge #5 412 Checkpoint # 1–4 420 Review Your Knowledge #1–6 421 Apply Your Knowledge #2–5, 7
Students create flexible plans of action for achieving personal goals through secondary education, college, career and life.	
Apply decision-making processes to making a plan for postsecondary education and career.	Instruction: 386–393 414–416 Assessment: 401 Checkpoint # 1–2 402 Review Your Knowledge #1–8



	<p>403 Apply Your Knowledge #2, 3, 7, 9 419 Checkpoint 2–5 421 Review Your Knowledge #8–10 421 Apply Your Knowledge #1, 3</p>
Design a flexible career plan that incorporates life-long learning and career advancement options.	<p>Instruction: 414–418 Assessment: 419 Checkpoint # 2–4 421 Review Your Knowledge #8–10</p>
Evaluate high school graduation plan, post-secondary plan and career plans in light of decisions about college and career pathways and options.	<p>Instruction: 386–393 414–416 Assessment: 401 Checkpoint # 1–2 402 Review Your Knowledge #1–8 403 Apply Your Knowledge #2, 3, 7, 9 419 Checkpoint 2–5 421 Review Your Knowledge #8–10 421 Apply Your Knowledge #1, 3</p>
Students demonstrate personal skills needed for success in personal, family, community, and career aspects of life.	
Flexibility and Adaptability	
Integrate roles, responsibilities and relationships in a climate of ambiguity and changing priorities.	<p>Instruction: 676–687 689–696 Assessment: 688 Checkpoint # 4 698 Review Your Knowledge #4, 8, 9 699 Apply Your Knowledge #2</p>
Evaluate strategies for incorporating feedback and change in a variety of contexts.	<p>Instruction: 180–181 Assessment: 189 Checkpoint # 1–2 207 Review Your Knowledge #1 207 Apply Your Knowledge #1</p>
Initiative and Self-Direction	
Prioritize tactical (short-term) and strategic (long-term) goals.	<p>Instruction: 369–372 Assessment: 372 Checkpoint # 3 374 Review Your Knowledge #6 375 Apply your knowledge 5</p>



Work independently and complete tasks without supervision.	Instruction: 54 Assessment: 66 Review Your Knowledge #5–6
Demonstrate initiative to assess past experiences, plan future progress, and expand lifelong learning opportunities to advance skill levels towards a professional level.	Instruction: 256 413–418 Assessment: 419 Checkpoint # 1–5 421 Review Your Knowledge #8–10 421 Apply Your Knowledge #1
Social and Cross-Cultural Skills	
Interact effectively with others in a respectable, professional manner.	Instruction: 54–58 Assessment: 59 Checkpoint # 4–5 67 Apply Your Knowledge #7
Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.	Instruction: 456–459 Assessment: 460 Checkpoint # 1–5 470 Review your Knowledge 3–5 471 Apply Your Knowledge #1, 8
Respond open-mindedly to different ideas and values.	Instruction: 164–170 Assessment: 173 Checkpoint # 1–3 175 Apply Your Knowledge #8–9
Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.	Instruction: 456–459 Assessment: 460 Checkpoint # 2, 4 470 Review Your Knowledge 3–5 471 Apply Your Knowledge #1, 8
Demonstrate additional attributes associated with producing high quality products including the abilities to:	
Work positively and ethically.	Instruction: 679–682 Assessment: 688 Checkpoint # 2
Manage time and projects effectively.	Instruction: 48–54 Assessment: 59 Checkpoint # 1–3 66 Review Your Knowledge #1–4 67 Apply Your Knowledge #2, 3



Participate actively, as well as be reliable and punctual.	Instruction: 57–58 186–187 Assessment: 67 Apply Your Knowledge #1 207 Review Your Knowledge #2
Present oneself professionally and with proper etiquette.	Instruction: 154–163 Assessment: 163 Checkpoint # 3–5 174 Review Your Knowledge #2–5 175 Apply Your Knowledge #1, 3–4
Collaborate and cooperate effectively in teams.	Instruction: 433 435–439 Assessment: 439 Checkpoint # 4–5 452 Apply Your Knowledge #9–10
Leadership and Responsibility	
Use interpersonal and problem-solving skills to influence and guide others toward a goal.	Instruction: 164–170 315–317 Assessment: 173 Checkpoint #1–3 175 Apply Your Knowledge ##5 317 Checkpoint #4–5 331 Review Your Knowledge ##3–4 332 Apply Your Knowledge ##9
Inspire others to reach their very best via example and selflessness.	Instruction: 315–317 Assessment: 317 Checkpoint #3–5 331 Review Your Knowledge ##1, 3 331 Apply Your Knowledge ##2
Demonstrate integrity and ethical behavior in using influence and power.	Instruction: 315–317 Assessment: 317 Checkpoint #3–5 331 Review Your Knowledge ##1, 3 331 Apply Your Knowledge ##2
Receive and give constructive criticism.	Instruction: 63 Assessment: 65 Checkpoint #5 66 Review Your Knowledge ##10



<p>Act responsibly with the interests of the larger community in mind.</p>	<p>Instruction: 689–696</p> <p>Assessment: 698 Review Your Knowledge ##5–10 699 #4–5</p>
<p>Students demonstrate knowledge and skills needed to navigate life and work environments in the global economy.</p>	
<p>Demonstrate knowledge, skills, and attitudes needed for seeking employment.</p>	<p>Instruction: 48–58 60–64</p> <p>Assessment: 84 Checkpoint #1–5</p>
<p>Demonstrate knowledge and skills needed for effective communication in school, life and career settings.</p>	<p>Instruction: 190–193</p> <p>Assessment: 193 Checkpoint #1–5 207 Review Your Knowledge ##1–4 207 Apply Your Knowledge #1</p>
<p>Demonstrate understanding of employer and employee expectations.</p>	<p>Instruction: 435–439</p> <p>Assessment: 439 Checkpoint #1–5 451 Review Your Knowledge ##1–4</p>
<p>Demonstrate standards of legal and ethical behavior in human, cultural, and societal issues related to technology and digital citizenship.</p>	<p>Instruction: Chapter 15 Digital Citizenship</p> <p>Assessment: 364 Checkpoint # #2, 3 371 Checkpoint #1 372 Review Your Knowledge ##2–4 373 Apply Your Knowledge ##1, 3, 4</p>
<p>Demonstrate standards of personal appearance, attire, grooming, and etiquette appropriate for specific school, life and career settings.</p>	<p>Instruction: 272–279</p> <p>Assessment: 279 Checkpoint #1–5 281 Review Your Knowledge ##7–10 281 Apply Your Knowledge ##6–9</p>
<p>Compile and analyze real-time and projected labor market data from public sources such as the U.S. Bureau of Labor Statistics to investigate local and regional occupational opportunities and trends in the fashion design industry. Synthesize collected data to develop a graphic illustration comparing occupations by education requirements, job availability, salaries, and benefits.</p>	<p>87-99, 101 (#16, 18), 114-117, 130-131, 137 (#27) 528-530, 553 (#19-20)</p>



History and Development of Fashion Design	
<p>Synthesize research from informational texts, including fashion magazines and textbooks, to create an annotated timeline or visual graphic emphasizing significant time periods within fashion design dating from the beginning of civilization to the present. Using descriptive text, interpret the cultural, social, economic, and technological factors that have influenced fashion development and design.</p>	<p>65-81, 82 (#1-15), 83 (#17-23, 26-27), 114-117, 122-125, 130-133, 135, 137 (#18, 22-23, 25), 298, 300 (#14)</p>
<p>Explore theories of fashion dynamics and forecasting, and compose an informative essay that illustrates the five stages of the fashion cycle concept:</p> <ol style="list-style-type: none"> a. Introduction b. Rise in popularity c. Peak of popularity d. Decline in popularity e. Rejection <p>Investigate major paradigms (i.e. Circle, Pendulum) in fashion history and critique whether the fashion cycle model helps explain major paradigm shifts over time.</p>	<p>46-47, 62 (#6-7, 15, 17), 63 (#19, 21-22, 25-26, 29), 65-69, 82 (#1-2, 4, 8-9, 12-14), 82 (#17-18, 21-22), 89, 96, 301 (#25)</p>
<p>Analyze the importance of clothing and fashion in contemporary society as they relate to cultural, economic, and political realities in a variety of contexts around the globe. Investigate the influences of modern fashion designers; discuss how a society's customs and preferences influence what is fashionable to certain populations. Create an informational artifact that identifies significant contributions from these designers to the fashion industry.</p>	<p>25-37, 38 (#2, 9, 16), 41-42, 62 (#1), 65-69, 82 (#1-2, 4, 8-9, 12-14), 83 (#17-18, 22), 123-124, 129, 131-135, 137 (#18, 22-23), 151, 152 (#16), 298, 300 (#14)</p>
Elements and Principles of Design	
<p>Compare and contrast the elements and principles of design in visual arts and examine their interrelationships. Analyze the elements and principles of design in the context of fashion by evaluating their purpose and application in apparel and accessories.</p> <p>Elements:</p> <ol style="list-style-type: none"> a. Line b. Shape c. Proportion 	<p>147, 285-299, 300 (#7, 9-12, 15), 301 (#16-22, 26), 303-315, 316 (#2-10, 13, 15), 317 (#16-25), 407 (#20), 471 (#29)</p>



<p>d. Color theory and basic schemes e. Texture Principles: a. Unity b. Harmony c. Formal and informal balance d. Rhythm e. Contrast f. Emphasis g. Gradation</p>	
<p>Analyze the color wheel and apply concepts of color theory to the development of fashion specs for a real or invented clothing line. Identify techniques that achieve desired hues, values, and intensities. Demonstrate the ability to color mix apparel and accessory samples in various color systems.</p>	<p>285-299, 300 (#1-7, 9-15), 301 (#16-22, 26-27), 317 (#16, 19, 21-22, 24-25)</p>
<p>History and Development of Textiles</p>	
<p>Examine the historical development of processes and techniques in textile design and production. Using descriptive text, summarize the evolution of trends in textile colors, textures, and prints used in fashion design. Identify textile technologies that have influenced apparel design, production, merchandising, and sales.</p>	<p>68-81, 82 (#4-6, 9-10, 14), 83 (#17-18), 86-89, 100 (#12), 101 (#19, 21, 26), 114-117, 118 (#13), 130-131, 136 (#10-11), 298, 300 (#14), 317 (#22), 323-324, 326-330, 335-342, 347 (#22), 351-359, 362 (#14-15), 363 (#24), 365-373, 375 (#18)</p>
<p>Analyze research from multiple sources such as technical journals to summarize the typical products made out of textiles in the apparel industry. Compare and contrast determining factors for textile suitability and applications for a variety of commercial purposes.</p>	<p>330-331, 332 (#16), 333 (#18, 22, 26), 341-344, 346 (#14-15), 347 (#17-19, 26), 355-359, 362 (#9), 363 (#20), 401-405, 406 (#14), 407 (#17, 19, 22)</p>
<p>Examine the progression of ethical practices in the textile and apparel industry, using historical records found in textbooks or other sources. Evaluate current ethical issues affecting the fashion industry, included but not limited to: knockoff products/designer forgeries, shoplifting, sweatshop labor, provocative advertising, and body image. Compose an argument, including development of claim(s) and counterclaim(s), debating the sociological and economic impacts of these issues on the fashion industry.</p>	<p>108-114, 118 (#6, 12, 16-17), 119 (#19, 26), 125-126, 136 (#3-5, 14), 137 (#26), 153 (#28), 181, 205 (#25), 548, 552 (#12, 18)</p>



Textile Applications	
Identify common fibers and describe their associated characteristics and applications. Perform swatch tests to analyze and evaluate fiber characteristics, including their aesthetic features as well as mechanical and chemical properties.	321-331, 332 (#3, 5-6, 10, 15-16), 333 (#17, 20-24, 26-27), 335-345, 346 (#1, 4, 7-10, 14-15), 347 (#16-19, 21, 27)
Analyze characteristics of natural and synthetic fibers. Compare and contrast natural and synthetic textiles with regard to performance, dyeing, printing, and finishing processes. Determine the suitability of various textiles for specific applications.	321-331, 332 (#3, 5-6, 10, 15-16), 333 (#17, 20-24, 26-27), 335-345, 346 (#1, 4, 7-10, 14-15), 347 (#16-19, 21, 27), 365-373, 374 (#10, 13), 375 (#16), 399-401, 407 (#19)
Identify common fabrics and examine basic textile fabrication processes. Research and summarize technical sources such as industry manuals or manufacturers' quality control protocol to develop a list of general instructions for the selection, evaluation, use, and care of fabrics used in fashion design.	330-331, 333 (#22, 26), 342-344, 347 (#17, 26), 351-361, 362 (#6-10, 14-15), 363 (#16, 18-20, 22, 23-24, 26), 399-401, 407 (#19), 427-429
Review informational resources identifying textile and apparel industry standards that promote quality control in apparel manufacturing. Compose an informative essay citing specific textual evidence that critiques the effectiveness and implications of these standards on product quality, cost, and supply chain dynamics.	88, 92-93, 101 (#19), 105-110, 118 (#4, 7-8), 119 (#28), 172-178, 184 (#4-5, 7-8, 13), 185 (#23), 210-213, 223 (#19, 21, 28)
Principles of Construction	
Demonstrate basic garment construction skills and techniques. Demonstrate proficiency in proper pressing, fitting, alteration, finishing, and embellishment for quality garment construction. Demonstrate the appropriate use, selection, and maintenance of equipment, tools, and sewing supplies for the construction of apparel.	263-264, 266 (#9), 267 (#21), 409-423, 424 (#1-18), 425 (#19-30), 427-438, 440 (#1-15), 441 (#16-27), 443-469, 470 (#1-19), 471 (#20-32), 473-487, 488 (#1-16), 489 (#17-29)



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<p>Demonstrate proficiency in basic pattern design and drafting techniques by designing and creating an original garment pattern. Compare and contrast skill requirements for manual and computer-aided pattern design and drafting methods.</p>	<p>91, 114-115, 130, 137 (#30), 251 (#25), 301 (#16, 18), 316 (#14), 317 (#22)</p>
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