

Appendix: Implementing Common Core Standards and CTE North Carolina Objectives

The teaching strategies for this lesson will utilize North Carolina Department of Public Instruction (NCDPI) Objectives: 1.00 covers the industry history, Industrialization, 19th Century, 20th Century and 21st Century, objective 2.0 which teach about textiles, pattern making and construction and 3.0 that teaches about the principles and elements of design as well as a career opportunity focus. These objectives comprise the newly introduced curriculum objectives and pacing guide launched the summer of 2014. Charlotte Mecklenburg Schools is a pilot Career Technical Education district testing the rigor of this new preliminary curriculum. Prior curricular objectives were greater in number 1.0 - 12.0 but this new program has a richer, more detailed content. This unit will use all parts of the new NCDPI Apparel I and II objectives.

Common Core Standards:

- Key Ideas and Details
- CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- Through their research project, students will demonstrate understanding of Key Ideas and Details in Common Core Standards. Their reports and presentations will be evidence.

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources

Students will address Common Core Literacy standards by researching the topic and integration of information in the form of a report and visual presentation relating to the unit topic.

CTE Objectives

Family and Consumer Sciences content is a complex set of knowledge and skills that builds human literacy and leads to quality of life for individuals and families. Human literacy is achieved in three ways:

1. (1) Individual empowerment – making informed decisions – e.g., evaluating reliability of information, analyzing pros/cons of choices, and applying information to novel situations.
2. (2) Life span development – focusing on skills and strategies for meeting human needs from such basic needs as food, apparel, housing, and safety to parenting, early childhood education, food technology and enterprise, personal finance, resource management, and interior design.
3. (3) Career preparedness – learning to access professional opportunities through employability skills, technical expertise, and development of work ethic, lifelong learning, and skills for work-life issues.

Family and Consumer Sciences courses provide a context within which reading, math, science, and social studies concepts are applied. Many FACS courses are projects-based. Students apply content from core subjects to solve problems, apply strategies, and design systems related to foods, apparel, housing, child development, and personal finance concepts. Students learn to read a lease, interpret instructions, read stories to children, measure, and estimate. These academic applications provide a rich context within which core subject skills are used while abstract ideas gain deeper meaning and clearer relevance.

In this course students are introduced to advanced clothing and textile development skills. The use of fibers and fabrics is combined with design and construction techniques to develop and produce clothing or housing apparel products. A real or simulated apparel business enterprise activities allow students to apply instructional strategies and workplace readiness skills to an authentic experience and to develop a portfolio. Mathematics and science are reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning and job shadowing. Apprenticeship is not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.ⁱ

ⁱ <http://www.ncpublicschools.org/docs/cte/curriculum/essential-standards.pdf>