FASHION, FABRICS, AND DESIGN 1
ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code - 5804

Did you know that you can make clothing out of everyday items such as gum wrappers, tires, bamboo, and aluminum foil? Learn how textiles are woven into the fabric of life. Enroll in Fashion, Fabrics, and Design 1 to develop skills in the selection, purchase, design, care, and construction of textile products. The course emphasizes critical thinking skills needed for making wise consumer choices and career decisions. Integration of the Family and Consumer Sciences Pre-Professional Assessment Certification (Pre-PAC) competencies and the student organization, Family Career and Community Leaders of America (FCCLA), greatly enhances this curriculum.

Course Code: **5804**

Credit: **1 unit (120 hours)**

National Certification: **Foundation course in preparation for Fashion, Textile, and Apparel Assessment/Credential**

Recommended grades: **9-12**

Prerequisite: **none**

Textbook Information: **http://www.mysctextbooks.com/**

Glencoe/McGraw-Hill

Clothing: Fashion, Fabrics and Construction, 4th Edition Author: Weber

Student Edition 0078290066 09-12 2003 $43.98

Clothing Fashion, Fabrics, Construction is a modern comprehensive clothing/apparel text that emphasizes technology, critical thinking, and basic skills. The text material covers fashion history, culture, family needs, fabric, fabric care, consumer aspects, and careers in the fashion industry. Fashion merchandising, sewing, techniques, and serging techniques are included.

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Goodheart-Willcox Company

Clothes and Your Appearance Author: Liddell and Samuels

Student Edition 1590701356 09-12 2004 $41.97

Clothes and Your Appearance is designed to assist students in understanding the importance of clothing and its aspect. Students learn how needs, goals, personal values, attitudes, and characteristics affect individual decisions. Information is covered on personal grooming, wardrobe planning, and buying clothes. Fashion terminology, textile fibers, fabrics, sewing equipment, and sewing construction are also included.

Employment Opportunities:

High School Education: fashion design assistant, computer textile design assistant, alterations assistant, sales associate, fashion assistant, merchandiser, entrepreneur

Postsecondary Education: assistant designer, fashion illustrator, textile technician, alterations specialist, custom tailor assistant, sample maker or cutter, computer imaging consultant, merchandise displayer, fashion buyer, entrepreneur

Postgraduate Education: fashion designer, fashion journalist, textile designer, textile scientist, costumer, wardrobe supervisor, custom tailor, fashion artist, fashion merchandiser, manufacturer's representative, entrepreneur

Standards Revision Committee

Business Representative:	**Field Review**
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ACADEMIC STANDARDS OUTLINE (To be integrated throughout the course specific content.)

English Language Arts
A1. The student will read and comprehend a variety of literary **texts** in print and nonprint formats. (**E1)**
A2. The student will read and comprehend a variety of informational **texts** in print and nonprint formats. (**E2)**
A3. The student will use word analysis and vocabulary strategies to read fluently. (E3)
A4. The student will create written work that has a clear focus, sufficient detail, A5. coherent organization, effective use of **voice**, and correct use of the conventions of written **Standard American English**. **(E4)**
A5. The student will write for a variety of purposes and **audiences**. **(E5)**
A6. The student will access and use information from a variety of sources. **(E6)**

Technology International Society for Technology in Education (ISTE)
A7. Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. **(1)**
A8. Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. **(2)**
A9. Students apply digital tools to gather, evaluate, and use information. **(3)**
A10. Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. **(4)**
A11. Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. **(5)**
A12. Students demonstrate a sound understanding of technology concepts, systems, and operations. **(6)**

Health and Safety Education
A13. The student will comprehend concepts related to health promotion to enhance health. **(1)**
A14. The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. **(2)**
A15. The student will demonstrate the ability to access valid information and products and services to enhance health.**(3)**
A16. The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. **(4)**
A17. The student will demonstrate the ability to use decision-making skills to enhance health. **(5)**
A18. The student will demonstrate the ability to use goal-setting skills to enhance health. **(6)**
A19. The student will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks. **(7)**

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A20. The student will demonstrate the ability to advocate for personal, family, and consumer health. **(8)**

Physical Science

A21. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. **(PS1)**

A22. The student will demonstrate an understanding of various properties and classifications of matter. **(PS3)**

A23. The student will demonstrate an understanding of chemical reactions and the classifications, structures, and properties of chemical compounds. **(PS4)**

Biology

A24. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. **(B1)**

A25. The student will demonstrate an understanding of the structure and function of cells and their organelles**. (B2)**

A26. The student will demonstrate an understanding of the flow of energy within and between living systems. **(B3)**

A27. The student will demonstrate an understanding of the interrelationshipsamong organisms and the biotic and abiotic components of their environments. (B6)

Chemistry

A28. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions **(C1)**

A29. Students will demonstrate an understanding of atomic structure and nuclear processes. **(C2)**

A30. The student will demonstrate an understanding of the types, the causes, and the effects of chemical reactions. **(C4)**

Physics

A31. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. **(P1)**

Earth Science

A32. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. **(ES1)**

Course Code - 5804

Elementary Algebra
A33. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(EA1)**

Intermediate Algebra
A34. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(IA1)**

Geometry
A35. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(G1)**
A36. The student will demonstrate through the mathematical processes an understanding of the properties of basic geometric figures and the relationships between and among them. **(G-2)**

Precalculus
A37. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(PC1)**

Data Analysis and Probability
A38. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(DA1)**
A39. The student will demonstrate through the mathematical processes an understanding of the design of a statistical study. **(DA2)**
A40. The student will demonstrate through the mathematical processes an understanding of the methodology for collecting, organizing, displaying, and interpreting data. **(DA3)**
A41. The student will demonstrate through the mathematical processes an understanding of the basic concepts of probability. **(DA5)**

Global Studies
A42. The student will demonstrate an understanding of life in the classical civilizations and the contributions that these civilizations have made to the modern world. **(GS-1)**
A43. The student will demonstrate an understanding of the influence of the Western world in the spread of new ideas that took place from the Renaissance through the eighteenth century. **(GS3)**
A44. The student will demonstrate an understanding of the effects of the economic, geographic, and political interactions that took place throughout the world during the nineteenth century. **(GS4)**

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United States History and the Constitution
45. The student will demonstrate an understanding of the settlement of North America. (USHC-1)
A46**. The student will demonstrate an understanding of the westward movement and the resulting regional conflicts that took place in America in the nineteenth century.** (USHC-3)

A47. The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century. **(USHC5)**
A48. The student will demonstrate an understanding of the economic boom-and bust in America in the 1920s and 1930s, its resultant political instability, and the subsequent worldwide response. **(USHC7)**
A49. The student will demonstrate an understanding of the impact of World War II on United States' foreign and domestic policies. **(USHC8)**
A50. The student will demonstrate an understanding of the social, economic, and political events that impacted the United States during the Cold War era. **(USHC9)**
A51. The student will demonstrate an understanding of developments in foreign policy and economics that have taken place in the United States since the fall of the Soviet Union and its satellite states in 1992. **(USHC-10)**

Economics
A52. The student will demonstrate an understanding of how scarcity and choice impact the economic activity of individuals, families, communities, and nations. **(Econ1)**
A53. The student will demonstrate an understanding of markets and the role of supply and demand in determining price and resource allocation**. (Econ2)**
A54. The student will demonstrate an understanding of the sources of income and growth in a free-enterprise economy. **(Econ3)**
A55. The student will demonstrate an understanding of personal economic decision making to maximize the net benefits of personal income. **(Econ4)**
A56. The student will demonstrate an understanding of the various economic institutions of a market economy. **(ECON-5)**
A57. The student will demonstrate an understanding of the national economy and economic policies in the United States. **(ECON-7)**
A58. The student will demonstrate an understanding of the principles of trade and economic development. **(ECON-8)**

United States Government
A59. The student will demonstrate an understanding of the United States government—its origins and its functions. **(USG1)**

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A60. The student will demonstrate an understanding of the continuing role of the United States Constitution in the defining and shaping of American government and society. **(USG3)**
A61. The student will demonstrate an understanding of the United States' relations with other nation. **(USG-4)62.** The student will demonstrate an understanding of the concept of personal and civic rights and responsibilities and the role of the citizen in American democracy. **(USG5)**

FASHION FABRIC AND DESIGN 1 ACADEMIC STANDARDS

B. Fibers and Fabrics
B1. Evaluate fibers, textile products, and related materials.

C. Construction Techniques
C1. Assess technical skills needed to produce, alter, or repair fashion, apparel and textile products.

D. Design
D1. Analyze elements and principles of design.

E. The Fashion Industry
E1. Evaluate components of the fashion industry.

F. Career and Professional Practices
F1. Evaluate education and training requirements.

FASHION, FABRICS, AND DESIGN 1
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Course Code - 5804

A. **ACADEMIC STANDARDS AND INDICATORS**

English Language Arts

http://ed.sc.gov/agency/programs-services/59/documents/StateBoardApprovedFinalMay14.pdf

SC Standard A1. Reading: Understanding and Using Literary Texts The student will read and comprehend a variety of literary text in print and non-print format. **(SC E1-4.1)**

- Compare/contrast ideas within and across literary text to make inferences.
- Create responses to literary text through a variety of methods (for example written works, oral and auditory presentation, discussions, media productions, and the visual and performing arts).
- Read independently for extended periods of time for pleasure.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf

READING STANDARDS – PAGE 35

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

WRITING STANDARDS – PAGE 41

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

SPEAKING AND LISTENING – PAGE 48

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Course Code - 5804

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE – PAGE 51

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A2. Reading: Understanding And Using Informational Text The student will read and comprehend a variety of informational texts in print and non-print. **(SC E1-4.2)**

- Compare/contrast information within and across texts to draw conclusions and make inferences.
- Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentation, discussions, and media productions)
- Read independently for extended periods of time to gain information.
- Analyze information from graphic features (charts and graphs) in informational texts.

Common Core Alignments – Anchor Standards:
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf

READING STANDARDS – PAGE 35

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*

Course Code - 5804

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

WRITING STANDARDS

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

SPEAKING AND LISTENING – PAGE 48

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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LANGUAGE – PAGE 51

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5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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SC Standard A3 Reading: Building Vocabulary The student will use word analysis and vocabulary strategies to read fluently. **(SC E1-4.3)**

- Use context clues to determine the meaning of technical terms and other unfamiliar words.
- Interpret euphemisms (the substitute of a mild and pleasant expression for a harsh and blunt one) and connotations (the implicit, rather than the explicit meaning of a word) of words to understand the meaning of a given text.

Common Core Alignments – Anchor Standards:
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf
READING STANDARDS – PAGE 35
Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LANGUAGE – PAGE 51
Knowledge of Language
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Vocabulary Acquisition and Use
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A4. Writing: Developing Written Communications The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English. **(SC E1-4.4)**

- Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.
- Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).
- Use grammatical conventions of written Standard American English.
- Edit written pieces for correct use of Standard American English including reinforcement of the mechanics previously taught.

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Common Core Alignments – Anchor Standards:
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf
WRITING STANDARDS – PAGE 41
Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LANGUAGE – PAGE 51
Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Vocabulary Acquisition and Use
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A5. Writing: Producing Written Communications in a Variety Of forms
The student will write for a variety of purposes and audiences. **(SC E1-4.5)**

- Create informational pieces that use language appropriate for the specific audience.
- Create technical pieces that use clear and precise language appropriate for the purpose and audience.
- Compose effective pieces of writing to respond to prompts in “on demand” situations.
- Create descriptions for use in other modes of written works (for example, personal essays, travel writing, or restaurant reviews) that use sensory images and vivid word choice.

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Common Core Alignments – Anchor Standards:
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf
WRITING STANDARDS – PAGE 41
Text Types and Purposes*
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
Research to Build and Present Knowledge
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
LANGUAGE – PAGE 51
Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Vocabulary Acquisition and Use
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A6. Researching: Applying The Skills Of Inquiry And Oral Communication
The student will access and use information from a variety of sources. **(SC E1-4.6)**

- Clarify and refine a research topic.
- Use vocabulary including Standard American English that is appropriate for the particular audience or purpose.
- Use a variety of print and electronic reference materials.

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- Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.
- Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
- Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.
- Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.

Common Core Alignments – Anchor Standards:
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf
WRITING STANDARDS – PAGE 41
Text Types and Purposes*
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Research to Build and Present Knowledge
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
SPEAKING AND LISTENING – PAGE 48
Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Course Code - 5804

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE – PAGE 51

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS FOR STUDENTS (NETS.S):

http://www.iste.org/docs/pdfs/nets-s-standards.pdf?sfvrsn=2

Technology International Society for Technology in Education (ISTE)

A7. Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. **(ISTE-1)**

- apply existing knowledge to generate new ideas, products, or processes
- create original works as a means of personal or group expression
- use models and simulations to explore complex systems and issues
- identify trends and forecast possibilities

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A8. Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. **(ISTE-2)**

- interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments
- and media
- communicate information and ideas effectively to multiple audiences using a variety of media and formats
- develop cultural understanding and global awareness by engaging with learners of other cultures

- contribute to project teams to produce original works or solve problems

A9. Students apply digital tools to gather, evaluate, and use information. **(ISTE-3)**

- plan strategies to guide inquiry
- locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and
- media
- evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- process data and report results

A10. Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. **(ISTE-4)**

- identify and define authentic problems and significant questions for investigation
- plan and manage activities to develop a solution or complete a project
- collect and analyze data to identify solutions and/or make informed decisions
- use multiple processes and diverse perspectives to explore alternative solutions

A11. Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.**(ISTE-5)**

- advocate and practice safe, legal, and responsible use of information and technology
- exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
- demonstrate personal responsibility for lifelong learning
- exhibit leadership for digital citizenship

A12. Students demonstrate a sound understanding of technology concepts, systems, and operations. **(ISTE-6)**

- understand and use technology systems
- select and use applications effectively and productively
- troubleshoot systems and applications
- transfer current knowledge to learning of new technologies

Course Code - 5804

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ACADEMIC STANDARDS FOR HEALTH AND SAFETY EDUCATION

http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/2009HealthEducationStandards.pdf

A13. The student will comprehend concepts related to health promotion to enhance health. **(HSE-1)**

- Discuss situations that may require professional mental, emotional, and social health services.
- Discuss the characteristics of healthy relationships.
- Identify causes of stress and other common mental health issues.
- Discuss ways to reduce the risk of intentional and unintentional injuries in the home, school, community, workplace, and roadways.

A14. The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. **(HSE-2)**

- Explain the connection between personal health and access to health care, including dental care.
- Evaluate the benefits of daily moderate to vigorous physical activity.

A15. The student will demonstrate the ability to access valid information and products and services to enhance health.**(HSE-3)**

- Access **valid** mental, emotional, and social health information and services for him- or herself and others.

A16. The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. **(HSE-4)**

- Demonstrate ways to communicate care, consideration, and respect for him- or herself and others.
- Demonstrate ways to ask for assistance to enhance his or her own health (for example, ask for a diet plan) and ways to offer assistance to enhance the health of others (for example, exercise with a friend).

A17. The student will demonstrate the ability to use decision-making skills to enhance health. **(HSE-5)**

- Determine when it is necessary to seek help and/or to leave an unhealthy relationship or situation.
- Examine barriers to healthy decision making.

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- Justify when individual or collaborative decision making is appropriate.*
- Utilize knowledge of body structure and function to make sound decisions related to personal health (for example, disease prevention, injury prevention, oral health).

A18. The student will demonstrate the ability to use goal-setting skills to enhance health. **(HSE-6)**

- Develop and implement a personal stress management plan.
- Set a goal to maintain a healthy diet (for example, limiting sugar, fat, and salt consumption).
- Set a goal to attain the federally recommended levels of physical activity and physical fitness for Americans.

A19. The student will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks. **(HSE-7)**

- Design and implement a plan to increase his or her **resiliency**.
- Develop strategies for maintaining a positive self-concept.
- Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of him- or herself and others.
- Demonstrate strategies for solving interpersonal conflicts without harming him- or herself or others.

A20. The student will demonstrate the ability to advocate for personal, family, and consumer health. **(HSE-8)**

- Advocate for disaster preparedness in the home, school, and community.
- Advocate for the promotion and protection of a healthy environment.

SCIENCE ACADEMIC STANDARDS

http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/sciencestandardsnov182005_001.pdf

Physical Science

A21. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. **(PS-1)**

- Use appropriate laboratory apparatuses, technology, and techniques safely and accurately when conducting a scientific investigation.
- Organize and interpret the data from a controlled scientific investigation by using mathematics (including formulas and dimensional analysis), graphs, models, and/or technology.
- Evaluate a technological design or product on the basis of designated criteria (including cost, time, and materials).

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- Use appropriate safety procedures when conducting investigations.

A22. The student will demonstrate an understanding of various properties and classifications of matter. **(PS-3)**

- Distinguish chemical properties of matter (including reactivity) from physical properties of matter (including boiling point, freezing/melting point, density [with density calculations], solubility, viscosity, and conductivity).

A23. The student will demonstrate an understanding of chemical reactions and the classifications, structures, and properties of chemical compounds. **(PS-4)**

- Distinguish between chemical changes (including the formation of gas or reactivity with acids) and physical changes (including changes in size, shape, color, and/or phase).
- Explain the effects of temperature, concentration, surface area, and the presence of a catalyst on reaction rates.

Biology

A24. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. **(B-1)**

- Organize and interpret the data from a controlled scientific investigation by using mathematics, graphs, models, and/or technology.
- Evaluate a technological design or product on the basis of designated criteria (including cost, time, and materials).

A25. The student will demonstrate an understanding of the structure and function of cells and their organelles. **(B-2)**

- Summarize how cell regulation controls and coordinates cell growth and division and allows cells to respond to the environment, and recognize the consequences of uncontrolled cell division.
- Explain the factors that affect the rates of biochemical reactions (including pH, temperature, and the role of enzymes as catalysts).

A26. The student will demonstrate an understanding of the flow of energy within and between living systems. **(B-3)**

- Summarize the basic aerobic and anaerobic processes of cellular respiration and interpret the chemical equation for cellular respiration.
- Illustrate the flow of energy through ecosystems (including food chains, food webs, energy pyramids, number pyramids, and biomass pyramids).

A27. The student will demonstrate an understanding of the interrelationships among organisms and the biotic and abiotic components of their environments. **(B-6)**

- Explain how human activities (including population growth, technology, and consumption of resources) affect the physical and chemical cycles and processes of Earth.

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Chemistry

A28. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions **(C-1)**

- Use appropriate laboratory apparatuses, technology, and techniques safely and accurately when conducting a scientific investigation.
- Organize and interpret the data from a controlled scientific investigation by using mathematics (including formulas, scientific notation, and dimensional analysis), graphs, models, and/or technology.

A29. The student will demonstrate an understanding of the structures and classifications of chemical compounds. (**C-3)**

- Identify the basic structure of common polymers (including proteins, nucleic acids, plastics, and starches).
- Classify organic compounds in terms of their functional group.

A30. The student will demonstrate an understanding of the types, the causes, and the effects of chemical reactions. **(C-4)**

- Identify the basic structure of common polymers (including proteins, nucleic acids, plastics, and starches).

Physics

A31. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. **(P-1)**

- Use appropriate laboratory apparatuses, technology, and techniques safely and accurately when conducting a scientific investigation.
- Evaluate conclusions based on qualitative and quantitative data (including the impact of parallax, instrument malfunction, or human error) on experimental results.

Earth Science

A32. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. **(ES-1)**

- Organize and interpret the data from a controlled scientific investigation by using mathematics (including calculations in scientific notation, formulas, and dimensional analysis), graphs, tables, models, diagrams, and/or technology.
- Evaluate a technological design or product on the basis of designated criteria (including cost, time, and materials).

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MATHEMATICS ACADEMIC STANDARDS

http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/2007MathematicsStandards.pdf

Elementary Algebra

A33. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(EA-1)**

- Apply algebraic methods to solve problems in real-world contexts.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL—ALGEBRA – PAGE 63

Seeing Structure in Expressions

• Interpret the structure of expressions
• Write expressions in equivalent forms to solve problems

Arithmetic with Polynomials and Rational Expressions

• Perform arithmetic operations on polynomials
• Understand the relationship between zeros and factors of polynomials
• Use polynomial identities to solve problems
• Rewrite rational expressions

Creating Equations

• Create equations that describe numbers or relationships

Reasoning with Equations and Inequalities

• Understand solving equations as a process of reasoning and explain the reasoning
• Solve equations and inequalities in one variable
• Solve systems of equations
• Represent and solve equations and inequalities graphically

Intermediate Algebra

A34. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(IA-1)**

- Apply algebraic methods to solve problems in real-world contexts.

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http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL –FUNCTIONS – PAGE 67

Interpreting Functions

• Understand the concept of a function and use function notation
• Interpret functions that arise in applications in terms of the context
• Analyze functions using different representations

Building Functions

• Build a function that models a relationship between two quantities
• Build new functions from existing functions

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Linear, Quadratic, and Exponential Models
• Construct and compare linear, quadratic, and exponential models and solve problems
• Interpret
expressions for functions in terms of the situation they model
Trigonometric Functions
• Extend the domain of trigonometric functions using the unit circle
• Model periodic phenomena with trigonometric s
• Prove and apply trigonometric identities

Geometry

A35. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(G-1)**

- Formulate and test conjectures by using a variety of tools such as concrete models, graphing calculators, spreadsheets, and dynamic geometry software.
- Communicate knowledge of geometric relationships by using mathematical terminology appropriately.
- Demonstrate an understanding of how geometry applies to in real-world contexts (including architecture, construction, farming, and astronomy).
- Demonstrate an understanding of geometric relationships (including constructions through investigations by using a variety of tools such as straightedge, compass, Patty Paper, dynamic geometry software, and handheld computing devices).

Common Core Alignments – MATHEMATICS | HIGH SCHOOL
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf
MATHEMATICS | HIGH SCHOOL—GEOMETRY – PAGE 75
Congruence
• Experiment with transformations in the plane
• Understand congruence in terms of rigid motions
• Prove geometric theorems
• Make geometric constructions
Similarity, Right Triangles, and Trigonometry
• Understand similarity in terms of similarity transformations
• Prove theorems involving similarity
• Define trigonometric ratios and solve problems involving right triangles
• Apply trigonometry to general triangles
Circles
• Understand and apply theorems about circles
• Find arc lengths and areas of sectors of circles
Expressing Geometric Properties with Equations
• Translate between the geometric description and the equation for a conic section
• Use coordinates to prove simple geometric theorems algebraically

Course Code - 5804

Geometric Measurement and Dimension
• Explain volume formulas and use them to solve problems
• Visualize relationships between two dimensional and three-dimensional objects

A36. The student will demonstrate through the mathematical processes an understanding of the properties of basic geometric figures and the relationships between and among them. **(G-2)**

- Carry out a procedure to create geometric constructions (including the midpoint of a line segment, the angle bisector, the perpendicular bisector of a line segment, the line through a given point that is parallel to a given line, and the line through a given point that is perpendicular to a given line).

Common Core Alignments – MATHEMATICS | HIGH SCHOOL
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf
MATHEMATICS | HIGH SCHOOL—GEOMETRY – PAGE 75
Congruence
• Make geometric constructions
Circles
• Understand and apply theorems about circles
Geometric Measurement and Dimension
• Explain volume formulas and use them to solve problems
• Visualize relationships between two dimensional and three-dimensional objects
Modeling with Geometry
• Apply geometric concepts in modeling situations

Precalculus

A37. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(PC-1)**

- Apply algebraic methods to solve problems in real-world contexts.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL—NUMBER and QUANTITY – PAGE 59
The Real Number System
• Extend the properties of exponents to rational exponents
• Use properties of rational and irrational numbers.
Quantities
• Reason quantitatively and use units to solve problems
The Complex Number System
• Perform arithmetic operations with complex numbers
• Represent complex numbers and their operations on the complex plane
• Use complex numbers in polynomial identities and equations

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Vector and Matrix Quantities
• Represent and model with vector quantities.
• Perform operations on vectors.
• Perform operations on matrices and use matrices in applications.

Data Analysis and Probability

A38. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(DA-1)**

- Execute procedures to conduct simple probability experiments and collect data by using manipulatives (including spinners, dice, cards, and coins).
- Execute procedures to find measures of probability and statistics by using tools such as handheld computing devices, spreadsheets, and statistical software.
- Design and conduct a statistical research project and produce a report that summarizes the findings.
- Apply the principles of probability and statistics to solve problems in real-world contexts.
- Compare data sets by using graphs and summary statistics.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf
MATHEMATICS | HIGH SCHOOL—GEOMETRY – PAGE 75
Congruence
• Experiment with transformations in the plane
• Understand congruence in terms of rigid motions
• Prove geometric theorems
• Make geometric constructions
Similarity, Right Triangles, and Trigonometry
• Understand similarity in terms of similarity transformations
• Prove theorems involving similarity
• Define trigonometric ratios and solve problems involving right triangles
• Apply trigonometry to general triangles
Circles
• Understand and apply theorems about circles
• Find arc lengths and areas of sectors of circles
Expressing Geometric Properties with Equations
• Translate between the geometric description and the equation for a conic section
• Use coordinates to prove simple geometric theorems algebraically
Geometric Measurement and Dimension
• Explain volume formulas and use them to solve problems
• Visualize relationships between two dimensional and three-dimensional objects
Modeling with Geometry
• Apply geometric concepts in modeling situations

Course Code - 5804

A39. The student will demonstrate through the mathematical processes an understanding of the design of a statistical study. **(DA-2)**

- Classify a data-collection procedure as a survey, an observational study, or a controlled experiment.
- Generate a research question and design a statistical study to answer a given research question

Common Core Alignments – MATHEMATICS | HIGH SCHOOL
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf
MATHEMATICS | HIGH SCHOOL —STATISTICS AND PROBABILITY★-PAGE 80
Interpreting Categorical and Quantitative Data
• Summarize, represent, and interpret data on a single count or measurement variable
• Summarize, represent, and interpret data on two categorical and quantitative variables
• Interpret linear models
Making Inferences and Justifying Conclusions
• Understand and evaluate random processes underlying statistical experiments
• Make inferences and justify conclusions from sample surveys, experiments and observational studies

A40. The student will demonstrate through the mathematical processes an understanding of the methodology for collecting, organizing, displaying, and interpreting data. **(DA-3)**

- Use manipulatives, random number tables, and technology to collect data and conduct experiments and simulations.
- Organize and interpret data by using pictographs, bar graphs, pie charts, dot plots, histograms, time-series plots, stem-and-leaf plots, box-and-whiskers plots, and scatterplots.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf
MATHEMATICS | HIGH SCHOOL —STATISTICS AND PROBABILITY★-PAGE 80
Conditional Probability and the Rules of Probability
• Understand independence and conditional probability and use them to interpret data
• Use the rules of probability to compute probabilities of compound events in a uniform probability model
Using Probability to Make Decisions
• Calculate expected values and use them to solve problems
• Use probability to evaluate outcomes of decisions

A41. The student will demonstrate through the mathematical processes an understanding of the basic concepts of probability. **(DA-5)**

- Construct a sample space for an experiment and represent it as a list, chart, picture, or tree diagram.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

Course Code - 5804

MATHEMATICS | HIGH SCHOOL —STATISTICS AND PROBABILITY★-PAGE 80
Using Probability to Make Decisions
• Calculate expected values and use them to solve problems
• Use probability to evaluate outcomes of decisions

SOCIAL STUDIES ACADEMIC STANDARDS

http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/FINALAPPROVEDSSStandardsAugust182011.pdf

Global Studies
A42. The student will demonstrate an understanding of life in the classical civilizations and the contributions that these civilizations have made to the modern world. **(GS-1)**

- Summarize the essential characteristics of Roman civilization and explain their impact today, including the influence of other civilizations on Rome's development, the changes to Rome's political system over time, the economic structure of Roman trade and labor, and factors contributing to the decline of the empire.
- Explain the impact of religion in classical Indian civilization, including Hinduism and the effects of its beliefs and practices on daily life, changes that occurred as a result of Buddhist teachings, and the influence of religion on culture and politics.

A43. The student will demonstrate an understanding of the influence of the Western world in the spread of new ideas that took place from the Renaissance Through the eighteenth century. (**GS-3)**

- Summarize the origins and contributions of the scientific revolution.

A44. The student will demonstrate an understanding of the effects of the economic, geographic, and political interactions that took place throughout the world during the nineteenth century. **(GS-4)**

- Explain the economic and cultural impact of European involvement on other continents during the era of European expansion.

United States History and the Constitution
A45. The student will demonstrate an understanding of the settlement of North America. **(USHC-1)**
Summarize the distinct characteristics of each colonial region in the settlement and development of America, including religious, social, political, and economic differences.

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A46. The student will demonstrate an understanding of the westward movement and the resulting regional conflicts that took place in America in the nineteenth century. **(USHC-3)**

- Explain the impact and challenges of westward movement, including the major land acquisitions, people's motivations for moving west, railroad construction, the displacement of Native Americans, and the its impact on the developing American character.
- Compare economic development in different regions of the country during the early nineteenth century, including agriculture in the South, industry and finance in the North, and the development of new resources in the West.

A47. The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century. **(USHC-5)**

- Summarize developments in business and industry, including the ascent of new industries, the rise of corporations through monopolies and corporate mergers, the role of industrial leaders such as John D. Rockefeller and Andrew Carnegie, the influence of business ideologies, and the increasing availability of consumer goods and the rising standard of living.
- Summarize the factors that influenced the economic growth of the United States and its emergence as an industrial power, including the abundance of natural resources; government support and protection in the form of tariffs, labor policies, and subsidies; and the expansion of international markets associated with industrialization. (E, G, H, P)

A48. The student will demonstrate an understanding of the economic boom-and bust in America in the 1920s and 1930s, its resultant political instability, and the subsequent worldwide response. **(USHC-7)**

- Explain the social, cultural, and economic effects of scientific innovation and consumer financing options in the 1920s on the United States and the world, including the advent of aviation, the expansion of mass production techniques, the invention of new home appliances, and the role of transportation in changing urban life.
- Explain cultural responses to the period of economic boom-and-bust, including the Harlem Renaissance; new trends in literature, music, and art; and the effects of radio and movies.

A49. The student will demonstrate an understanding of the impact of World War II on United States' foreign and domestic policies. **(USHC-8)**

- Explain the lasting impact of the scientific and technological developments in America after World War II, including new systems for scientific research, medical advances, improvements in agricultural technology, and resultant changes in the standard of living and demographic patterns.

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A50. The student will demonstrate an understanding of the social, economic, and political events that impacted the United States during the Cold War era. **(USHC-9)**

- Explain the causes and effects of social and cultural changes in postwar America, including educational programs, expanding suburbanization, the emergence of the consumer culture, the secularization of society and the reemergence of religious conservatism, and the roles of women in American society.

A51. The student will demonstrate an understanding of developments in foreign policy and economics that have taken place in the United States since the fall of the Soviet Union and its satellite states in 1992. **(USHC-10)**

- Summarize key economic issues in the United States since the fall of communist states, including recession, the national debt and deficits, legislation affecting organized labor and labor unions, immigration, and increases in economic disparity.

Economics

A52. The student will demonstrate an understanding of how scarcity and choice impact the economic activity of individuals, families, communities, and nations. **(ECON-1)**

- Illustrate the relationship between scarcity—limited resources and unlimited human wants—and the economic choices made by individuals, families, communities, and nations, including how families must budget their income and expenses, how people use psychological and intellectual resources to deal with scarcity, and how local political entities as well as nation-states use scarce resources to satisfy human wants. (E, G)
- Explain the concept of opportunity costs and how individuals, families, communities, and nations make economic decisions on that basis, including analyzing marginal costs and marginal benefits and assessing how their choices may result in trade-offs.
- Compare the four key factors of production—land, labor, capital, and entrepreneurship—and explain how they are used, including the specialization and division of labor that permits efficient use of scarce resources.

A53. The student will demonstrate an understanding of markets and the role of supply and demand in determining price and resource allocation. **(ECON-2)**

- Explain the law of supply and demand, including the relationships of critical determinants (e.g., consumer income, tastes, and preferences; technology; the price of inputs) and the effects of change on equilibrium, price, and quantity.
- Explain the nature and role of competition in a market economy, including the determination of market price through competition among buyers and sellers and the conditions that make industries more or less competitive, such as the effect of domestic and international competition and the quality, quantity, and price of products.

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- Explain economic incentives that lead to the efficient use of resources, including monetary and nonmonetary incentives, the ways in which people change their behavior in response to incentives, the relationship of incentives to the laws of supply and demand, and the role of private property as an incentive in conserving and improving scarce resources.
- Explain the effect of shortages and surpluses in a market economy, including the effect of price controls (ceilings and floors) in causing shortages or surpluses, changes in the price of products as a result of surplus or shortage, and market mechanisms for eliminating shortages and surpluses and achieving market equilibrium

A54. The student will demonstrate an understanding of the sources of income and growth in a free-enterprise economy. **(ECON-3)**

- Compare personal income distribution and functional income distribution, including how distribution of income affects public policy.
- Explain the role of entrepreneurs in a market economy, including the costs and benefits of being an entrepreneur, the expectation of profit as the incentive for entrepreneurs to accept business risks, and the effect of changes in taxation and government regulation on entrepreneurial decisions.
- Explain the causes and effects of economic growth, including the relationship between investment in human resources and in real capital, the alleviation of poverty, the increase in standards of living, and the creation of new employment opportunities.

A55. The student will demonstrate an understanding of personal economic decision making to maximize the net benefits of personal income. **(ECON-4)**

- Summarize types of personal economic decisions and choices that individuals make, including determining how to budget money; establishing short- and long-term financial goals and plans related to income, saving, and spending; utilizing loans and credit cards; and considering investment options.
- Explain influences on personal economic decision making and choices, including the effect of education, career choices, and family obligations on future income; the influence of advertising on consumer choices; the risks and benefits involved in short- and long-term saving and investment strategies; and the effect of taxation and interest rates on household consumption and savings.

A56. The student will demonstrate an understanding of the various economic institutions of a market economy. **(ECON-5)**

- Analyze the roles of and relationships among economic institutions in a market economy, including the banking system and its interaction with business firms and consumers, the economic circular flow model, the function of financial and securities markets, and the impact of labor unions on the American economy

Course Code - 5804

A57. The student will demonstrate an understanding of the national economy and economic policies in the United States. **(ECON-7)**

- Contrast the costs and benefits of the American government's economic policies, including how policies designed to reduce unemployment may increase inflation and vice versa and how investment in factories, machinery, new technology, health education, and occupational training can raise standards of living.

A58. The student will demonstrate an understanding of the principles of trade and economic development. **(ECON-8)**

- Summarize the outcomes of global trade, including gains made by individuals and nations through trade, increases in consumer choice and standard of living, and gains in production efficiency.
- Summarize global patterns of economic activity—including world trade partners, the geographic features of trade, and international political borders—and explain the impact of developing nations on the global economy.

United States Government

A59. The student will demonstrate an understanding of the United States government—its origins and its functions. (**USG-1)**

- Summarize arguments for the necessity and purpose of government and politics, including the idea that politics enables a group of people with diverse opinions and interests to reach collective decisions, the idea that government gives people the security they need in order to reach their full potential, and the idea that the purposes of government include enhancing economic prosperity and providing for national security. (P, E)

A60. The student will demonstrate an understanding of the continuing role of the United States Constitution in the defining and shaping of American government and society.(**USG-3**)

- Explain the organization and responsibilities of local and state governments, including the purposes and functions of state constitutions; reserved and concurrent powers in the states; the relationships among national, state, and local levels of government; and the structure and operation of South Carolina's government. (P)
- Summarize the function of law in the American constitutional system, including the significance of the concept of the due process of law and the ways in which laws are intended to achieve fairness, the protection of individual rights, and the promotion of the common good. (P)
- Summarize the process through which public policy is formed in the United States, including setting a public agenda and the role of political institutions, political parties, and special interest groups.

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A61. The student will demonstrate an understanding of the United States' relations with other nation. **(USG-4)**

- Summarize ways in which United States foreign policy is formulated and carried out, including current foreign policy issues and security interests; the impact of foreign policy on individual citizens; the influence and exchange of political ideas between nations; and America's contributions to the world in politics, environmentalism, technology, science, humanitarianism, and culture.

A62. The student will demonstrate an understanding of the concept of personal and civic rights and responsibilities and the role of the citizen in American democracy. (**USG-5)**

- Classify the rights of United States citizens as personal, political, or economic and identify the significance and source of such rights and the conflicts that can arise when these rights are limited. (P, E)
- Summarize commonly held personal and civic responsibilities and their significance in maintaining a democracy, including voting, serving as a juror, obeying the law, paying taxes, and serving in the military. (P)

Course Code - 5804

B. Fibers and Fabrics

SC Standard: B1. Evaluate fibers, textile products, and related materials.

FACS Nat'l Standard: 16.2 Evaluate fiber and textile products and materials.

Fashion, Textiles, and Apparel Assessment/Credential: 2A. Apply appropriate terminology for the most common generic textile fibers. 2B. Evaluate performance characteristics of textile fibers and fabrics. 2D. Analyze effects of textile characteristics on design, construction, care, use, and maintenance of products. 2E. Apply appropriate procedures for care of textile products. 3A. Explain ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance.

Academic Alignment: ELA A1, A2, A3, A4, A5, A6; ISTE A7, A8, A9, A10, A11, A12; HSE A13, A16, A17, A19, A20; PS A21, A22, A23; B A24, A25, A26; C A27, A28, A29; P A30; ES A31; EA A32; IA A33; G A34, A35; PC A36; DA A37; GS A41, A42, A43; USHC A44, A45, A46, A47, A48, A49, A50; ECON A51, A52

Essential Question(s):

1. Why evaluate fibers textile products and materials?

Indicators:

What Students Should Know:	What Students Should Be Able to Do:
1. Terminology 2. Natural fibers and synthetics fibers 3. Performance characteristics 4. Fabric construction methods 5. Textile product care	1. Integrate common generic textile fabrics terminology in discussions, writings, and presentations. 2. Assess natural fibers, synthetic fibers, and their origins. 3. Classify the performance characteristics of natural and synthetic fibers. 4. Compare fabric construction methods. 5. Evaluate textile product care procedures.

Learning Strategies

- Create swatch cards or textile identification portfolio. Divide into natural and synthetic divisions. Describe fiber characteristics (strength, durability) and care (wrinkle resistance, shape retention).
- Compare and contrast staple and filament fibers. Draw a rendering of how natural fibers appear under a microscope.
- Construct pamphlet describing the origin, process of development, major locations of production, fiber use, general cost per yard, and care of an assigned fiber. Distribute to a peer, parent, or community group.
- Prepare a presentation on an assigned fiber describing the origin, process of development, major locations of production, fiber use, general cost per yard, and care. Share with the class or a group.
- Visit a textile manufacturing company or watch a media presentation of textile production. Write a reflection paper about the visit.

Course Code - 5804

Learning Strategies:

- Collect samples of natural and manmade fabrics; rub on skin and discuss how it feels.
- Test fabrics for moisture absorbency. Graph findings.
- Wear clothing of specified fiber and compare level of comfort.
- Perform a stretch test with different fabrics. Make a graph illustrating your findings.
- Describe how yarns are formed and fabric construction methods (the weaving process, basic weaves, the knitting process, and the construction of non-woven fabrics).
- Identify and color four 12 x 12 square, 1/8" grids with the basic weaves (plain, basket, twill, satin). Practice weaving the basic weaves using paper strips.
- Invite a guest speaker to demonstrate crochet, weaving, or knitting techniques. Display basic types of knits and knit products. Compare the characteristics of woven and knitted fabrics.
- Identify warp yarns, filling yarns, selvage, and bias by placing identifying labels and arrows on a length of fabric. Take a picture of this and post it on the class bulletin board, blog, or e-mail.
- Describe the evolution of knitting and weaving processes from hand methods through today's technology.
- Identify information required on fabric care labels. Examine the label of an item of clothing and interpret the care.
- Identify textiles and fabrics which are machine washable and those that usually require dry cleaning.
- Sort provided clothing for laundering by color, construction, fiber content, soil level.
- Select washer and dryer settings for proper laundering given an item to clean.
- Identify laundry products and describe their uses. Compare or test laundry products; chart findings.
- Compare washer and a dryer brands, capacities, features, and prices. Write a consumer report with classmates to publish in the class newspaper.
- Identify different types of stains and stain removal processes.
- Select the appropriate method for laundering a shirt brought from home with stain problem (selected at random from box containing stain situations): sorting, pre-treating, and folding.
- Demonstrate appropriate ironing, folding, and hanging of basic types of garments brought in from home implementing appropriate ironing equipment and pressing tools.

Formative Assessments: teacher-student conferences, student self-evaluation, student records/reflections on their work, questionnaires, performances to demonstrate learning, projects with several interval products, peer conferencing, rubrics

FASHION, FABRICS, AND DESIGN 1
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Course Code - 5804

FACS Student Organization – Family, Careers, and Community Leaders of America (FCCLA) http://www.fcclainc.org/

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: PLUG IN to Careers – understand works and the Career Connection process; SIGN ON to the Career Connection – link personal interests, skills and goals to career clusters; ACCESS SKILLS for Career Success - practice being productive and promotable,
Dynamic Leadership: master the six essentials of leaderships - Model good character, Solve problems, Foster positive relationships, Manage conflict, Build teams, Educate peers
Financial Fitness: Consumer Clout – become a savvy spender; Financing Your Future – apply financial skill to real life; Making Money – sharpen 0n-the-job financial fitness
Power of One: Working on Working - explore work options, prepare for a career, or sharpen skills useful in business
STAR Events: Entrepreneurship; Fashion Construction, Fashion Design, Interpersonal Communications; Job Interview, Recycle and Redesign

Resources:

http://www.cleaninginstitute.org **(American Cleaning Institute)** fabric care information and sustainability updates
www.oznet.ksu.edu/extrapidresponse/apparel_and_textiles.htm (Kansas State Textile Care) stain removal information
www.public.iastate.edu/~tc-ext (Iowa State Extension Service) information on textiles and clothing
http://waynesword.palomar.edu/traug99.htm (Waynesword: Plant Fiber) has information and images of plant fiber and textiles made from plant fiber including bibliography
http://virtual.clemson.edu/groups/FieldOps/Cgs/cloth.htm (Clemson University Cooperative Extension Service) links to dry cleaning problems, quilting, stain removal and others
www.extension.iastate.edu/pubs/cl.htm (Extension Service: Iowa State University) clothing publications
http://fcs.tamu.edu/clothing/clothing.htm (Family and Consumer Sciences Texas Cooperative Extension) clothing and textile resources
www.aatcc.org (American Association of Textile Chemists and Colorists) articles and news about textiles
www.sheepusa.org (American Sheep Industry Association) links to sheep industry information in USA
www.americanwool.org (American Wool Council) information about wool in USA
www.clothesline.com (Clothesline from Tide Fabric Care) gives information about laundering of various textiles and other resources
www.cottoninc.com (Cotton, Inc.) information about cotton
www.fabriclink.com/University.html **(Fabric Link)** education resources on fabric and textiles
www.tide.com/staindetective (TIDE Fabric Care) resources for stain removal information
www.bhg.com (Better Homes and Garden Magazine) includes stain solver

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C. Construction Techniques

SC Standard: C1. Assess technical skills needed to produce, alter, or repair fashion, apparel and textile products.	
FACS Nat'l Standard: 16.4: Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.	
Fashion, Textile, Apparel Assessment/Credential: 4B. Demonstrate basic and specialized techniques in the construction of a garment; 4F. Demonstrate basic skills of pattern selection, alteration and layout; 4G. Demonstrate basis skills for producing and altering textile and apparel products.	
Academic Alignment: ELA A1, A2, A3, A4, A5, A6; ISTE A7, A8, A9, A10, A11, A12; HSE A13, A15, A16, A17; PS A21, A22, A23, A24; C 27; P A30; ES A31; EA A32; IA A33; G A34, A35, ; PC A36; DA A37, A38, A39, A40; ECON A54; USG A58, A59, A61.	
Essential Question(s): 1. What are technical skills needed to produce, alter, or repair fashion, apparel, and textile products?	
Indicators:	
What Students Should Know: 1. Terminology 2. Safety practices 3. Equipment, tools and supplies 4. Commercial patterns 5. Fabrics and fibers 6. Construction skills 7. Alterations and repair	**What Students Should Be Able to Do:** 1. Explain related terminology. 2. Identify safe and unsafe practices. 3. Demonstrate the use of equipment, tools and supplies. 4. Interpret commercial patterns. 5. Evaluate types of fabrics and fibers. 6. Demonstrate garment construction techniques. 7. Alter a garment using appropriate alteration and repair methods.

FASHION, FABRICS, AND DESIGN 1
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Learning Strategies:

- Research terminology related to production, alteration and repair fashion apparel and textile products.
- Create a glossary of useful sewing terms.
- Explain the importance of observing Occupational Safety and Health Administration (OSHA) rules and regulations.
- Create a poster board from the Occupational Safety and Health Administration (OSHA) rules and regulations that explain the requirements for textiles, sewing machine, and work area.
- Create a checklist for safe practices and display in lab.
- Measure items within the classroom implementing equipment, tools, and supplies. Compare answers for accuracy.
- Record personal body measurements. Compare these to the standard body measurements given on the back of the pattern envelope, and choose the appropriate pattern size.
- Create a fabric construction chart that describes the blends, yarns, threads and fabrics.
- Create a portfolio of work samples that include basic construction techniques (i.e. seam finishes, back stitching, pivoting, casing, buttonholes, and hand stitches).
- Shorten and/or lengthen a pair of pants and/or a skirt.
- Take in or let out a garment.

Formative Assessments: Teacher-student conferences, learning logs, student self-evaluation, student records/reflections on their work, questionnaires, performances to demonstrate learning, open-response questions, projects with several interval products, peer conferencing.

FACS Student Organization – Family, Careers, and Community Leaders of America (FCCLA) http://www.fcclainc.org/

APPLICATION/ASSESSMENT THROUGH FCCLA

Financial Fitness: Consumer Clout – become a savvy spender; Financing Your Future – apply financial skills to real life

STAR Events: Applied Technology, Fashion Construction, Fashion Design, Recycle and Redesign

FASHION, FABRICS, AND DESIGN 1
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Resources:

www.public.iastate.edu/~tc-ext (Iowa State Extension Service) information on textiles and clothing

www.ianr.unl.edu/pubs/textiles/nf91.htm (University of Nebraska Cooperative Extension) suggestions of color and fabric to slenderize

www.fabricplace.com/scripts/projects.asp (Fabric Depot) with yardage calculator for window treatments and projects with fabric

www.fabriclink.com/University.html (Fabric Link) education resources on fabric and textiles

www.fiberworld.com (Fiber world) Information on fibers, history, uses, care and manufacturer of fibers, includes classroom resources

www.jkmribbon.com (The JKM Ribbon Company) includes a glossary of ribbon terms and current color trends from the Color Marketing Group

www.nyfashioncenterfabrics.com (NY Fashion Center) online fabric store

www.offray.com (The Offray Ribbon Company) history of ribbon *and* brochures of projects using ribbon

www.universityloft.com/fabric.htm (University Loft): suggestions for choosing the right fabric for individual needs

www.bobbin.com/bobbin/index.jsp (Bobbin Magazine) news sewn products industry

www.dressingwell.com/tip.htm (Dressing Well) a tip of the week for dressing well

www.ellemag.com (ELLE) news about style and apparel

http://home.earthlink.net/~tyme2000/dictionary1.htm (Fabric Link) Dictionary of fashion terms

www.mccall.com (McCall's Pattern Company) information for ordering material, links to sewing sites

www.realsize.com (Realsize) resources for women who wear larger sizes

FASHION, FABRICS, AND DESIGN 1
ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code - 5804

D. Design

SC Standard: D1. Analyze elements and principles of design.	
FACS Nat'l Standard: 16.2 Evaluate fiber and textile products and materials. 16.3 Demonstrate fashion, apparel, and textile design skills.	
Fashion, Textiles, and Apparel Assessment/Credential: 3A. Explain ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance. 3B. Apply basic and complex color schemes and color theory to develop and enhance visual effects. 3C. Utilize elements and principles of design in designing, constructing, and/or altering fashion, textiles, and apparel products.	
Academic Alignment: ELA A1, A2, A3, A4, A5, A6; ISTE A7, A8, A9, A10, A11, A12; HSE A13, A14, A15, A16, A17, A19, A20; PS A21; B A24; C A27; P A30; EA A32; IA A33; G A34, A35; PC A36; DA A37; ECON A51, A52	
Essential Question(s): 1. How are the elements and principles of design implemented in fashion and fabric?	
Indicators:	
What Students Should Know: 1. Elements and principles of design 2. Designs for individuals with special needs	**What Students Should Be Able to Do:** 1. Identify elements and principles of design. 2. Describe clothing for individuals with special needs.
Learning Strategies:	
• Develop a visual made with magazines, online pictures, or pattern books to illustrate elements and principles of design. • Create a color wheel identifying primary, secondary, and tertiary colors. • Construct a color board illustrating tints, shades, and intensities of color. • Generate color palates of arranged sketches, pictures, or paint-chip samples that highlight color schemes (monochromatic, analogous, complementary, split, triadic, and accented neutral) and industry color schemes (neutrals, pastels, brights, neons, vegetables) and their typical seasonalities. • Drape different colors to determine hues that complement skin tones. • Create illustrations depicting optical illusions to complement body types (i.e. vertical lines for height, dark colors for minimizing, large vs. small prints). •	

FASHION, FABRICS, AND DESIGN 1
ACADEMIC STANDARDS AND CURRICULUM RESOURCE

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- Describe the use of color in creating a fashion collection and store delivery cycle.
- Allow students to role play various special needs (i.e. blindfold –Braille labels, wheelchair, arm in sling, ear plugs) on a special-needs-awareness day. Discuss how clothing can be adapted for special needs.Describe the use of color in creating a fashion collection and store delivery cycle.
- Role play various special needs (i.e. blindfold –Braille labels, wheelchair, arm in sling, ear plugs) on a special-needs-awareness day. Discuss how clothing can be adapted for special needs.
- Develop service learning projects for different charities/organizations.
- Develop a brochure/presentation identifying characteristics of clothing accommodations needed for special needs to be given to potential share-holders to support service-learning projects.
- Invite a guest speaker or panel of speakers to address design options for special needs.
- Critique designs for special needs.

Formative Assessments: Projects, student conferencing, learning logs, rubrics, student self-evaluation, open-response questions, peer evaluation

FACS Student Organization – Family, Careers, and Community Leaders of America (FCCLA) http://www.fcclainc.org/

APPLICATION/ASSESSMENT THROUGH FCCLA

Financial Fitness: Consumer Clout – become a savvy spender
Leaders at Work: Textiles and Apparel leadership projects
STAR Events: Applied Technology, Fashion Construction, Fashion Design, Recycle and Redesign

Resources:

www.public.iastate.edu/~tc-ext (Iowa State Extension Service) information on textiles and clothing
www.extension.iastate.edu/pubs/cl.htm (Extension Service: Iowa State University) clothing publications
www.ianr.unl.edu/pubs/textiles/nf91.htm (University of Nebraska Cooperative Extension) suggestions of color and fabric to slenderize
www.jkmribbon.com (The JKM Ribbon Company) includes a glossary of ribbon terms and current color trends from the Color Marketing Group
www.utrechtart.com (Utrecht Art) art supplies

FASHION, FABRICS, AND DESIGN 1
ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code - 5804

E. The Fashion Industry

SC Standard: E1. Evaluate components of the fashion industry.
FACS Nat'l Standard: 16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products; 16.5 Evaluate elements of textile, apparel, and fashion merchandising; 16.6 Evaluate the components of consumer service
Fashion, Textiles, and Apparel Assessment/Certification: 2A. Apply appropriate terminology for the most common generic textile fibers; 5D. Apply external factors that influence merchandising
Academic Alignment: ELA A1, A2, A3, A4, A5, A6; ISTE A7, A8, A9, A10, A11, A12; HSE A13, A14, A15, A16, A17, A19, A20; PS A21; B A24; C A27; P A30; EA A32; IA A33; G A34, A35; PC A36; DA A37, A38, A39, A40; GS A41, A42, A43; USHC A44, A45, A46, A47, A48, A49, A50; ECON A51, A52, A53, A54, A55, A56, A57; USG A58, A59, A60, A61
Essential Question(s): 1. Why is it important to know the components of the fashion industry? 2. Why do fashions usually evolve gradually rather than quickly? 3. How does the fashion industry contribute to our economy?
Indicators:

What Students Should Know:	**What Students Should Be Able to Do:**
1. Terminology	1. Explain fashion industry terminology.
2. History of fashion	2. Summarize the history of fashion.
3. Fashion cycles	3. Compare fashion cycles.
4. Fashion trends	4. Analyze fashion trends.
5. Technology	5. Explore technology applications.
6. Consumer practices	6. Analyze consumer practices.
7. Economic influences	7. Examine the fashion industry influence on the economy and vice versa.
8. Customer relations	8. Evaluate factors that contribute to quality customer relations.

Learning Strategies:

- Design a word wall of fashion terminology made of fibers and textiles.
- Play "War of the Words" and compete to see how many times fashion terminology can be correctly used in a class period through the use of a student-made checklist.

FASHION, FABRICS, AND DESIGN 1
ACADEMIC STANDARDS AND CURRICULUM RESOURCE

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Learning Strategies:

- Research the history of fashion. Select an outfit from a time period and present information to different audiences.
- Select pictures or media clips that represent various time periods of fashion. Identify and explain characteristics of specific fashions from various time periods.
- Visually identify clothing from each major historical time period: Greek/Roman, Medieval, Renaissance, 1600s, 1700s, and 1800s (including crinoline, bustle, and turn of the century.
- Visually identify clothing from each decade of the 20th century.
- Identify names of clothing from each historical time period.
- Describe the evolution of fashion from early civilizations until today.
- Discuss factors that influence fashion: social customs, trade, wars, and exploration.
- Differentiate between fashions from various historical periods.
- Compare the inaugural gowns of the First Ladies of the United States. Take an informal poll to determine the best design and graph results.
- Identify influential designers and their signature styles. Compare and contrast styles and textiles of different designers.
- Create a chart comparing fashion cycles.
- Identify the fashion trends in your area. Conduct a survey determining popularity of trends among the general public. Graph the results.
- Dress from the 60s and present day. Analyze the similarities/differences between the two periods.
- Debate how certain celebrities, movies, and TV programs inspire current fashion.
- Research different forms of technology and technology applications and share information through a visual presentation to the class.
- Write an appropriate letter of various consumer issues (e.g. letter of satisfaction, helpfulness of an employee, poor customer service, letter of complaint, refund for defective product).
- Role play scenarios depicting a customer complaint. Peer critique appropriate actions.
- Research the current state of the economy. Report how the retail market has adapted.
- Identify popular clothing chains that have gone out of business in recent years. Research what caused their failure and make recommendations of how their business could have been saved.
- Examine how clothing can reflect a person's wealth and status.
- Compare clothing websites for information on various factors such as clothing selection, pricing, consumer specials, use of sustainable materials, and maneuverability of website.
- Role play how to properly assist a customer.

Formative Assessments: Projects, student conferencing, learning logs, rubrics, student self-evaluation, open-response questions, teacher-student conferences, student self-evaluation, student records/reflections on their work, questionnaires, performances to demonstrate learning, rubrics

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FACS Student Organization – Family, Careers, and Community Leaders of America (FCCLA) http://www.fcclainc.org/

APPLICATION/ASSESSMENT THROUGH FCCLA

Financial Fitness: Consumer Clout – become a savvy spender; Financing Your Future – apply financial skills to real life
STAR Events: Applied Technology, Fashion Construction, Fashion Design, Recycle and Redesign
Dynamic Leadership: master the six essentials of leaderships - Model good character, Solve problems, Foster positive relationships, Manage conflict, Build teams, Educate peers
STAR Events: Entrepreneurship; Fashion Construction, Fashion Design, Illustrated Talk, Recycle and Redesign
Career Connection: ACCESS SKILLS for Career Success
Power of One: Working on Working - explore work options, prepare for a career, or sharpen skills useful in business
STAR Events: Chapter Showcase; Entrepreneurship; Fashion Construction, Fashion Design, Illustrated Talk, Recycle and Redesign

Resources:

www.ftc.gov (Federal Trade Commission)
www.ita.doc.gov/ (International Trade Administration) trade information
www.usitc.gov (United States International Trade Commission) news and information center about international trade
http://msa.ars.usda.gov/la/srrc (USDA Southern Regional Research Center) information about research in textiles
www.business.gov (Business Advisor) information about small business development
http://otexa.ita.doc.gov (Office of Textiles and Apparel) information about trade and other news
http://historywired.si.edu/index.html (Smithsonian's Institute History) ability to zoom into details of historical costume
www.itt.edu (Institute of Textile Technology) information about institute
www.nmaa.si.edu (National Museum of Art) Smithsonian American Art Museum
www.public.iastate.edu/~tc-ext (Iowa State Extension Service) information on textiles and clothing
www.si.edu (The Smithsonian Institution) access to information about museum and other services
www.icom.org/vlmp (International Council of Museums) links to museums
www.costumesocietyamerica.com (The Costume Society of America) information about organization
http://members.aol.com/nebula5/tcpinfo2.html (The Costume Page) costuming resources online, includes history of costume
www.sewnews.com (The Sew News Magazine) information for subscribing and other information
www.sharewareplace.com/101/101sew.shtml (101 sewing links)

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www.ae.com (American Eagle) ability to create a virtual body for trying on apparel
www.abercrombie.com (Abercrombie and Fitch)
www.armaniexchange.com (Armani Exchange)
www.bananarepublic.com (Banana Republic)
www.bebe.com (Bebe)
www.donnakaran.com (Donna Karan)
www.eddiebauer.com (Eddie Bauer)
www.fashionpm.com (Fashion Pattern Making)
www.gap.com (Gap)
www.hancockfabrics.com (Hancock Fabrics) an archive of suitable class projects with instructions.
www.Joann.com (Joann Fabrics) with suggested projects and an apparel bulletin board
www.lanebryant.com (Lane Bryant) with virtual body for size 14 and up
www.levi.com (Levi's)
www.lizclaiborne.com (Liz Claiborne)
www.llbean.com (L.L. Bean)
www.neimanmarcus.com/index.jhtml (Neiman Marcus)
www.nordstrom.com (Nordstrom)
www.oldnavy.com (Old Navy)
www.walmart.com (WalMart)

FASHION, FABRICS, AND DESIGN 1
ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code - 5804

F. Career and Professional Practices

SC Standard: F1.Evaluate education and training requirements.
FACS Nat'l Standard: 16.1 Analyze career paths within textile apparel and design industries.
Fashion, Textiles, and Apparel Assessment/Credential: 1A**.** Explain the roles and functions of individuals engaged in fashion, textiles, and apparel careers. 1B. Explain employment opportunities related to clothing construction. 1C. Analyze opportunities for employment and entrepreneurial endeavors. 1D. Summarize education and training requirements and opportunities for career paths in fashion, textiles, and apparel.1E. Analyze the effects of fashion, textiles, and apparel occupations on local, state, national and global economies. 1F. Create an employment portfolio for use when applying for internships and work-based learning. 1G. Analyze the role of professional organizations in fashion, textiles, and apparel industries.
Academic Alignment: ELA A1, A2, A3, A4, A5, A6; ISTE A7, A8, A9, A10, A11, A12; HSE A13, A14, A15, A16, A17, A19, A20; PS A21; B A24; C A27; P A30; EA A32; IA A33; G A34, A35; PC A36; DA A37, A38, A39, A40; GS A41, A42, A43; USHC A44, A45, A46, A47, A48, A49, A50; ECON A51, A52, A53, A54, A55, A56, A57; USG A58, A59, A60, A61
Essential Question(s): 1. What education and training are required for success in fashion industry? 2. What is the difference between marketing and merchandising?
Indicators:

What Students Should Know:	**What Students Should Be Able to Do:**
1. Education and training 2. Roles, functions, and employment opportunities 3. Effects of fashion, textiles 4. Marketing and merchandising 5. Portfolio 6. Professional organizations	1. Determine education and training requirements. 2. Explain roles, functions, and employment opportunities. 3. Analyze the impact of fashion and textile globally. 4. Differentiate between marketing and merchandising. 5. Identify components of a portfolio. 6. Explain the benefits of professional organizations.

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Learning Strategies:

- Research education and training requirements using technology programs. Present findings to class using technology programs.(e.g. PowerPoint, smart board, video streaming, iPads).
- Invite a panel of representatives from the fashion industry to discuss the roles, functions, and available opportunities of their field.
- Make a checklist of the characteristics of active listening skills. Role play employee/employer scenarios to apply/demonstrate active listening skills. Conduct peer evaluations.
- Demonstrate employability skills needed to get and keep a job in small groups and present findings to class.
- Apply basic writing skills to work-related communication by summarizing a journal article about a job in the design industry.
- Create a fashion and textiles career word wall.
- Create sentences defining words with large vocabulary cards of fashion terminology: haute couture, couturier, knock offs, fashion cycle, trend, avant-garde, fad, craze, draped, tailored, ready-to-wear, etc.
- Compare the effects of fashion, textile, and apparel occupations on local, state, and national economies.
- Analyze the impact of worldwide trade on textile industry as it relates to the trade deficit. Research (cooperative groups) and present orally to class.
- Outline (sequentially) a career ladder of merchandising and marketing careers describing the education, nature of the work, earnings, career outlook, and steps for advancement.
- Invite an entrepreneur in the fashion industry to present merchandising and marketing strategies. Record reaction/summary in daily log.
- Prepare a list of standard interview questions to place in portfolio.
- Create a personal portfolio with required guidelines. Develop a rubric for portfolio.
- Identify professional organizations and their benefits. Create a list to share with peers and place in personal portfolio.
- Contact a representative from a professional organization and request information about its benefits, membership requirements, and costs. Place in a personal portfolio.

Formative Assessments: Problem-solving strategies, problem-solving approach to instruction, justifying answers and solution processes, hands-on activities, learning logs, record-keeping and evaluating their own work student records/reflections on their work, questionnaires, projects with several interval products, student self evaluation, peer conferencing, teacher-student conferences.

Course Code - 5804

FACS Student Organization – Family, Careers, and Community Leaders of America (FCCLA) http://www.fcclainc.org/

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: PLUG IN to Careers – understand works and the Career Connection process; SIGN ON to the
Career Connection – link personal interests, skills and goals to career clusters; PROGRAM Career Steps – prepare with education, leadership and work experiences; ACCESS SKILLS for Career Success – practice being productive and promotable, INTEGRATE Work and Life – manage interconnected roles in careers, families and communities
Dynamic Leadership: master the six essentials of leaderships - Model good character, Solve problems, Foster positive relationships, Manage conflict, Build teams, Educate peers
Families First: Balancing Family and Career-manage multiple responsibilities
Power of One: A Better You – improve personal traits; Speak Out for FCCLA – tell others about positive experiences in FCCLA; Working on Working – explore work options, prepare for a career, or sharpens skills useful in business
STAR Events: Entrepreneurship; Fashion Construction, Fashion Design, Interpersonal Communications; Job Interview, Recycle and Redesign,

Resources:

www.st2000.org (Studio 2000 Inc) Advice for entrepreneurs in the fashion industry
Garment Industry Development Corporation) mission: labor, industry and government to strengthen New York Apparel Industry; includes links to industry, jobs and other information
www.sewing.org (The Home Sewing Association) educational resources
www.apparelsearch.com (ApparelSearch.com) online guide for searching in the apparel industry
www.fashion-careers.com/index.html (Fashion Careers) book about fashion careers with sample first chapter
www.fashioncenter.com (Fashion Center-New York City) information about fashion in New York
www.fashion.net (Fashion.net) job listing site for careers in fashion, designer links and other fashion resources
www.fubu.com (FUBU) with information about careers in modeling
www.iccweb.com (The Internet Career Connection) job resources
www.jobsinfashion.com (Jobs in Fashion) resources for jobs in fashion
www.monster.com (Monster.com) job search resources
www.museumfortextiles.on.ca (The Museum for Textiles) Canada museum with textiles around the world
www.textilejobs.com (Textile Jobs-Precision Placement) resources for jobs in textiles

FASHION, FABRICS, AND DESIGN 1
ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code - 5804

Resources

www.fashion-careers.com/index.html (Fashion Careers) book about fashion careers with sample first chapter
www.fashion.net (Fashion.net) job listing site for careers in fashion, designer links and other fashion resources
www.fubu.com (FUBU) with information about careers in modeling
www.iccweb.com (The Internet Career Connection) job resources
www.jobsinfashion.com (Jobs in Fashion) resources for jobs in fashion
www.monster.com (Monster.com) job search resources
www.textilejobs.com (Textile Jobs-Precision Placement) resources for jobs in textiles