FASHION, FABRICS, AND DESIGN 2
CURRICULUM RESOURCE

Course Code – 5805

Do you have a flair for creativity and an eye for fashion design? Why not enroll in Fashion, Fabric, and Design 2. This course is designed to advance skills in the selection, purchase, design, care, and construction of textile products. Contextual learning experiences further develop critical thinking skills needed for success in the professional environment and merchandising. Integration of the Family and Consumer Sciences Pre-Professional Assessment Certification (Pre-PAC) competencies and the student organization, Family Careers and Community Leaders of America (FCCLA), greatly enhances this curriculum.

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

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

Recommended grades: **9-12**

Prerequisite: **Fashion Fabric and Design 1**

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.

FASHION, FABRICS, AND DESIGN 2
CURRICULUM RESOURCE

Course Code – 5805

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**
F. René Davis, BS, MTh Entrepreneur/Instructor Sewing Galore Columbia, SC Sewing.galorebyrene@yahoo.com	Lynne Ridding, BA, MFA Department Chair of Fashion Retail Management The Art Institute of Charleston Charleston, SC lriding@aii.edu

FASHION, FABRICS, AND DESIGN 2
CURRICULUM RESOURCE

Course Code – 5805

Postsecondary Representatives:

Beverly Ingram, Med+30
Training Development Director
USC College of Social Work
Columbia, SC
Godmotherjune@aol.com

LaToya Johnson, B.S, MS
FCS Instructor
S. C. State University
Orangeburg, SC
ljohnson@scsu.edu

Anna Sumabat Turner, BS, MEd, CFCS-HNFS
Instructor
Bob Jones University
Greenville, SC
aturner@bju.edu

Secondary Teacher Representatives:

Billie Chegin, BS
FCS Instructor
W. J. Keenan High School
Columbia, SC
bsouthard@richlandone.org

Sheri Felder, BS, MEd, MS
Biology Instructor
Richland School District Two
Columbia, SC
Slfelder32@live.com

Jacqueline Sabree, BS, MEd
FCS Instructor
Richland School District One
Columbia, SC
jacquelinesabree@hotmail.com

Miriam Scott, BS, MEd, PITC
FCS Instructor
Sumter High School
Sumter, SC
Scottm@sumter17.k12,sc,us

South Carolina Department of Education Representatives

Eleanor R. Abel Glover, BS, MS, MEd, PhD, GCDFI
Education Associate
Office of Career and Technology Ed.
Columbia, SC
eglover@ed.sc.gov

Amy McCaskill
Education Associate
Office of Career and Technology Ed.
Columbia, SC
amccaski@ed.sc.gov

FASHION, FABRICS, AND DESIGN 2
CURRICULUM RESOURCE

Course Code – 5805

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

FASHION, FABRICS, AND DESIGN 2
CURRICULUM RESOURCE

Course Code – 5805

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 the structure and properties of atoms. **(PS2)**
A23. The student will demonstrate an understanding of various properties and classifications of matter. **(PS3)**

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 flow of energy within and between living systems. **(B3)**
A26. The student will demonstrate an understanding of the interrelationships among organisms and the biotic and abiotic components of their environments. (B6)

Chemistry
A27. 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)**
A28. The student will demonstrate an understanding of the structures and classifications of chemical compounds. (**C-3)**
A29. The student will demonstrate an understanding of the types, the causes, and the effects of chemical reactions. **(C4)**

Physics
A30. 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
A39. 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)**

Elementary Algebra
A32. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(EA1)**

Intermediate Algebra
A33. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(IA1)**

Geometry
A34. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(G1)**
A35. 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
A36. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(PC1)**

Data Analysis and Probability
A37. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(DA1)**
A38. The student will demonstrate through the mathematical processes an understanding of the design of a statistical study. **(DA2)**
A39. The student will demonstrate through the mathematical processes an understanding of the methodology for collecting, organizing, displaying, and interpreting data. **(DA3)**
A40. The student will demonstrate through the mathematical processes an understanding of the basic concepts of probability. **(DA5)**

Global Studies
A41. 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)**
A42. 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)**
A43. 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)

United States History and the Constitution
44. The student will demonstrate an understanding of the settlement of North America. **(USHC-1)**

A45. 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)**
A46. 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)**
A47. 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)**
A48. The student will demonstrate an understanding of the impact of World War II on United States' foreign and domestic policies. **(USHC-8)**
A49. 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)**
A50. 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
A51. The student will demonstrate an understanding of how scarcity and choice impact the economic activity of individuals, families, communities, and nations. **(Econ1)**
A52. The student will demonstrate an understanding of markets and the role of supply and demand in determining price and resource allocation**. (Econ2)**
A53. The student will demonstrate an understanding of the sources of income and growth in a free-enterprise economy. **(Econ3)**
A54. The student will demonstrate an understanding of personal economic decision making to maximize the net benefits of personal income. **(Econ4)**
A55. The student will demonstrate an understanding of the various economic institutions of a market economy. **(ECON-5)**
A56. The student will demonstrate an understanding of the national economy and economic policies in the United States. **(ECON-7)**
A57. The student will demonstrate an understanding of the principles of trade and economic development. **(ECON-8)**

United States Government
A58. The student will demonstrate an understanding of the United States government—its origins and its functions. **(USG1)**
A59. 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)**
A60. The student will demonstrate an understanding of the United States' relations with other nation. **(USG-4)**

FASHION, FABRICS, AND DESIGN 2
CURRICULUM RESOURCE

Course Code – 5805

A61. 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, FABRICS, AND DESIGN 2
CURRICULUM RESOURCE

Course Code – 5805

FASHION, FABRICS AND DESIGN STANDARDS

B. Fibers and Fabrics
B1. Analyze the characteristics and performance of fibers and textiles.

C. Design Techniques
C1. Implement elements and principles of design techniques.

D. Construction Techniques
D1. Construct textile products.

E. Fashion Industry
E1. Examine legislation, regulations, and public policy affecting the industry.
E2. Evaluate advancements in the fashion industry.

F. Career and Professional Development
F1. Investigate employment and entrepreneurial opportunities and preparation requirements.
F2. Evaluate elements of marketing and merchandising.

FASHION, FABRICS, AND DESIGN 2
CURRICULUM RESOURCE

Course Code – 5805

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.
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.*
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.
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 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.

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.

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.
- 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.
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

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

NETS for Students:
National Educational Technology Standards for Students, Second Edition, ©2007, ISTE® (International Society for Technology in Education), www.iste.org. All rights reserved.

FASHION, FABRICS, AND DESIGN 2
CURRICULUM RESOURCE

Course Code – 5805

ACADEMIC STANDARDS FOR HEALTH AND SAFETY EDUCATION

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

Health and Safety Education (HSE)

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.
- 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).
- 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 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).

A26. 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.

Chemistry

A27. 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.

A28. 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.

A29. 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

A30. 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

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. **(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).

MATHEMATICS ACADEMIC STANDARDS

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

Elementary Algebra

A32. 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

A33. 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.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

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

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

A34. 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
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

A35. 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

A36. 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

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

A37. 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

A38. 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

A39. 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

A40. 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
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

A41. 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.

A42. 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.

A43. 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

A44. 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.

A45. 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.

A46. 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)

A47. 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.

A48. 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.

A49. 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.

A50. 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

A51. 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.

A52. 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.
- 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

A53. 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.

A54. 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.

A55. 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

A56. 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.

A57. 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

A58. 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)

A59. 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.

Course Code – 5805

A60. 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.

A61. 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)

B. **Fibers and Fabrics**

SC Standard: B1. Analyze the characteristics and performance of fibers and textiles.	
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.	
Academic Alignment: ELA A1, A2, A3, A4, A5, A6; ISTE A7, A8, A9, A10, A11, A12; HSE A13, A14, A15, A16, A17, A18, 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	
Essential Question(s): 1. How do fiber characteristics affect textile products?	
Indicators:	
What Students Should Know: 1. Fiber characteristics 2. Social, psychological, physiological, and sustainable influences 3. Performance characteristics 4. Safe and effective fabric care	**What Students Should Be Able to Do:** 1. Apply knowledge of fibers in fabrics when evaluating textiles. 2. Evaluate social, psychological, physiological, and sustainable influences. 3. Analyze the performance characteristics of textiles. 4. Demonstrate safe and effective care methods.
Learning Strategies: • Describe how burning and chemical tests are used to identify fiber content. • Research textile legislation, standards, and labeling. Debate the need for specific updates or changes needed. • Describe uses of blended yarns. Construct fabric cards for a class sample file identifying the yarns, properties, and expected characteristics of the blended yarns. • Explore the social, psychological, physiological, and sustainable influences on the textile industry. • Investigate current uses of non-conventional fibers for fabric and non-fabric usage (tires and plastics for fabric, turkey feathers for insulation, etc.). Develop a series of "Did You KNOW?" posters. • Compare the effects of yarn and fabric characteristics on finished garments (construction, texture, hand, and pilling). •	

- Explain thread count and its effect on fabric quality. Make a sample board so classmates can feel the hand, observe the quality, and compare the characteristics.
- Collect and identify samples demonstrating different categories of fabric finishes (dyeing, printing, texture, and performance finishes).
- Describe the methods for dyeing fabrics (stock, solution, yarn, piece, and garment).
- Summarize factors that affect colorfastness. Inventory given clothing to determine methods to use in laundering and storage. Defend actions to class.
- View media and write a description of the process of printing fabrics.
- Identify common texture and performance finishes. Compare benefits of a variety of fabric finishes and chart findings.
- Test fabric-care products for ability to clean in hot, warm, and cold water. Predict the effects on the environment for each. Calculate the retail cost per load. Determine product performance enhancers and improvements that can be made. Chart findings. Write a class letter to the corporations explaining your findings and provide suggestions for future products.
- Discuss fabric preservation techniques, long-term storage, and sources of fiber damage.
- Visit a museum or research archival webpages to learn of their fabric preservation methods.
- Determine which fabrics you would like to preserve (e.g. heirloom clothing, fabric squares for memory quilt, school flag, sports jersey, etc.) and construct a plan to implement preservation.

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

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

Resources:
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

Course Code – 5805

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
http://www.cleaninginstitute.org (American Cleaning Institute) fabric care information and sustainability updates

C. Design Techniques

SC Standard: C1. Implement elements and principles of design techniques.

FACS Nat'l Standard: 16.3 Demonstrate fashion, apparel, and textile design skills.

Fashion, Textiles, and Apparel Assessment/Credential: 2D. Analyze effects of textile characteristics on design, construction, care, use, and maintenance of products. 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, A18, 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, A38, A39; GS A41, A42, A43;

Essential Question(s):

1. How can the elements and principles of design impact appearance?
2. How do designers develop new designs?

Indicators:

What Students Should Know:	**What Students Should Be Able to Do:**
1. Elements and principles of design 2. Fashion illustration 3. Design technology 4. Trends and design issues	1. Apply elements and principles of design. 2. Create designs with fashion illustration. 3. Demonstrate design technology. 4. Critique designs that address trends and issues.

Learning Strategies:

- Create a display board or display window that identifies the elements of design.
- Create original fashion designs highlighting each principle of design. Write a description of each design defining the principle emphasized and how the principle is used in the design (i.e. This design emphasizes asymmetrical balance in the use of an asymmetrical neckline and a bow on the right side of the waist).
- Demonstrate several figure drawing techniques (heights of 8 ½ heads, 10 heads, life) depicted at an 8" scale. Compare the figures. Write a paragraph analyzing the impact of the comparisons (e.g. A 10-head illustration portrays unrealistic thinness for the common person.).
- Complete a weekly sketchbook that demonstrates working drawings and flats, use of several types of media (pencil, watercolor, collage etc.), and illustration of fabric, textures, and prints.
- Identify sources of design inspiration in a running bibliography or resource page.
- Create a mood board (a personalized collection of pictures, fabrics, and artifacts) to use as inspiration for a project.

- Explain the concept of collections and related groups. Create a series of roughs (sketches) depicting a collection and related groups.
- Improve roughs to portfolio quality and demonstrate presentation techniques for portfolio drawings.
- Observe the process of creating a fashion design using a computer design program.
- Create a variety of fashion designs using a computer design program.
- Research the effects of global travel on fashion. Report findings to class.
- Investigate alternate uses of textiles or resources that assist in environmental sustainability. Produce a presentation for the class, parent-teacher meeting, or school assembly.
- Develop a "Going Green" campaign at your school. Collect and donate to save the environment.

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

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.designersnexus.com/design/free-fashion-croquis-templates/ (Designer's Nexus) free croquis
http://fcs.tamu.edu/clothing/clothing.htm (Family and Consumer Sciences Texas Cooperative Extension) clothing and textile resources
http://edis.ifas.ufl.edu/BODY_4H052 (University of Florida Cooperative Extension Service) Fashion Revue Score Sheet to download
www.universityloft.com/fabric.htm (University Loft): suggestions for choosing the right fabric for individual needs

FASHION, FABRICS, AND DESIGN 2
CURRICULUM RESOURCE

Course Code – 5805

www.apparelsearch.com (ApparelSearch.com) online guide for searching in the apparel industry
www.butterick.com (Butterick Pattern Company) online catalog
www.ellemag.com (ELLE) news about style and apparel
http://home.earthlink.net/~tyme2000/dictionary1.htm (Fabric Link) Dictionary of fashion terms
www.just-style.com (Just Style) news about clothing and textiles
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
www.sewnews.com (The Sew News Magazine) information for subscribing and other information
www.sharewareplace.com/101/101sew.shtml (101 sewing links)
www.simplicity.com (Simplicity Pattern Company) access to online catalog
www.warmcompany.com (The Warm Company) directions for making class projects
www.widemedia.com/fashionuk (Fashion U K) news about clothing and textiles in UK
www.wwd.com (Women's Wear Daily) news about clothing and textiles
www.ae.com (American Eagle) ability to create a virtual body for trying on apparel
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
http://www.wiu.edu/art/courses/design/principles.htm elements and principles of design

Course Code – 5805

D. Construction Techniques

SC Standard: D1. Construct 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: 2B. Evaluate performance characteristics of textile fibers and fabrics; 2D. Analyze effects of textile characteristics on design, construction, care, use and maintenance of products; 3A. Explain ways in which fiber, fabric, texture, pattern and finish can affect visual appearance; 3B. Apply basic and complex colors 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; 4B. Demonstrate basic and specialized techniques in the construction of a garment; 4F. Demonstrate basic skills of pattern selection, alteration and layout; 4G. Demonstrate basic 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. Why is it important to know how a textile product is constructed?	
Indicators:	
What Students Should Know: 1. Selection, use, and care 2. Alter commercial patterns 3. Repair garments 4. Redesign garment 5. Advanced construction skills	**What Students Should Be Able to Do:** 1. Demonstrate selection, use, and care of equipment. 2. Alter commercial patterns to fit body measurements. 3. Select methods to repair a garment. 4. Apply techniques to redesign a garment. 5. Demonstrate advanced construction skills.
Learning Strategies: • Invite representatives to demonstrate different types of sewing machines. • Create a "Do's and Don'ts" chart for selection, use, and care of equipment. • Create a trouble-shooting chart for simple repair of equipment. • Perform simple maintenance tasks (e.g. oiling, lint removal). • Prepare notebook samples of alteration techniques. Develop a rubric for the notebook.	

- Change the style of a commercial pattern (e.g. flared leg pants to straight pants, bell sleeve to straight sleeve, long sleeve to short sleeve, etc.).
- Repair a torn seam in a garment.
- Volunteer at a local retirement or rehabilitation facility to make clothing repairs and alterations for residents.
- Create a skirt out of a pair of pants.
- Create individual products incorporating advanced skills (e.g. zipper application, buttonholes, lining, set-in sleeves, collars, facing, hand stitching, seam finishing, etc.).
- Display pictures or samples of redesigned clothing or textile items on a bulletin board. Suggested title for the bulletin board, "Cures for Sick Clothes."
- Create a garment using recycled material (e.g. onion bags, potato bags, flour sacks, bed sheets, and plastic mesh).

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

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

Resources:
http://www.associatedcontent.com/article/2716339/recycled_materials_to_create_texture.html?cat=24 Recycled Materials to Create Texture in Collage Crafts.
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://virtual.clemson.edu/groups/FieldOps/Cgs/cloth.htm (Clemson University Cooperative Extension Service) links to dry cleaning problems, quilting, stain removal and others
www.sewing.org (The Home Sewing Association) educational resources
www.clothesline.com (Clothesline from Tide Fabric Care) gives information about laundering of various textiles and other resources
www.fabriclink.com/RF-ED-Laundering.html (Fabric Link) Retailerâs Forum Fiber and Fabric Education Program, including stain removal guide and labeling information
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

FASHION, FABRICS, AND DESIGN 2
CURRICULUM RESOURCE

Course Code – 5805

Resources:
www.jkmribbon.com (The JKM Ribbon Company) includes a glossary of ribbon terms and current color trends from the Color Marketing Group
www.tide.com/staindetective (TIDE Fabric Care) resources for stain removal information
www.universityloft.com/fabric.htm (University Loft): suggestions for choosing the right fabric for individual needs
www.bhg.com (Better Homes and Garden Magazine) includes stain solver
www.dnrnews.com (Daily News Record) news about men's wear news and trends
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.warmcompany.com (The Warm Company) directions for making class projects

Course Code – 5805

E. Fashion Industry

SC Standard: E1. Examine legislation, regulations, and public policy affecting the industry.

FACS Nat'l Standard: 16.7 Demonstrate general operational procedures required for business profitability and career success.

Fashion, Textiles, and Apparel Assessment/Credential: 7A. Analyze legislation, regulations and public policies affecting the fashion, textile, and apparel industries; 7B. Analyze personal and employer responsibilities and liabilities regarding industry-related safety, security, and environmental factors; 7D. Demonstrate procedures for reporting and handling accidents, safety, and security incidents.

Academic Alignment: ELA A1, A2, A3, A4, A5, A6; ISTE A7, A8, A9, A10, A11, A12; HSE A13, A14, A15, A16, A17, A18, A19, A20; PS A21, A22, A23; B A24, A25, A26; C A27, A28, A29; P A30; ES A31; EA A32; IA A33; G A34; PC A36; DA A37; USHC A46, A47, A48, A49, A50; ECON A51,, A52, A53,A54, A55, A56, A57; USG A58, A59, A61.

Essential Question(s):

1. What are the benefits of having legislation, regulations, and public policy?

Indicators:

What Students Should Know:	**What Students Should Be Able to Do:**
1. Legislation, regulations, and public policy	1. Explain legislation, regulations, and public policies.
2. Consumer rights and responsibilities	2. Analyze consumer rights and responsibilities.
3. Employee rights and responsibilities	3. Discuss employee responsibilities.
4. Employer responsibilities	4. Describe employer responsibilities.
5. Manufacturer responsibilities	5. Outline manufacturer responsibilities.

Learning Strategies:

- Compare state and federal legislation, regulations, and public policy.
- Invite a speaker from the South Carolina Department of Disabilities and Special Needs and the South Carolina Civil Rights Commission to address the impact on the fashion industry. Record main points and reactions in portfolio.
- Investigate the impact of the Americans with Disabilities Act and other civil rights legislation on businesses/organizations, employees, and customers. Summarize impact by writing a paragraph on the impact on the fashion and design industry.
- Research the purpose of North American Free Trade Agreement (NAFTA) and how it affects the local, state, national, and international economies.
- Design a sign promoting employee rights. Participate in a mock "rally."

Learning Strategies:

- Research consumer reports for product information (quality, price, etc.).
- Develop scenarios to address consumer rights and responsibilities.
- Develop scenarios to address consumer rights and responsibilities

Right to…		**Responsibility to…**
Safety	→	Guard against carelessness especially around fire hazards
Information	→	Seek it out and use it when buying
Selection	→	Buy wisely from a wide variety available
Be heard	→	Let legitimate dissatisfaction be known
Redress	→	To have problems corrected
Education	→	Seek and use

- Research federal and state mandated employee rights. Write a letter to governmental representatives with recommendations for changes.
- Invite a representative from the Better Business Bureau to discuss employee legal rights.
- Develop a checklist of proper working conditions. Implementing the checklist, evaluate a local business. Write an editorial to your local newspaper or contact a local television station highlighting conditions.
- Role play proper and improper working conditions.
- Discuss the importance of diversity and list methods of encouraging diversity in the workplace.
- Collect and compare standard forms of employment contracts.
- Debate the advantages or disadvantages of South Carolina as a "Right-to-Work" state.
- Research the current minimum wage, as well as wages for common jobs found within the field.
- List opportunities for continual professional development. Write a letter to the employer requesting resources and opportunities for professional development.
- Participating in a group project, write and follow job descriptions for each member of the team.
- Locate employee rules and regulations posted in work settings. Report findings of locations.
- Invite legal representatives and/or federal agents (e.g. local police, FEDS, FBI, OSHA) to your classroom explaining organizational and legal consequences of aiding and participating in illegal or inappropriate behavior (e.g. illegal aliens, drugs and paraphernalia, counterfeiting, knock offs, unethical behaviors, etc.).
- Identify required permits and licenses for standard operation in a manufacturing establishment.
- Invite an Equal Employment Opportunity Commission representative to present information on employer responsibilities. Summarize main points.
- Evaluate a shop/lab in terms of safety, ergonomics, and workflow. Make recommendations where needed. Research the purpose of the Consumer Product Safety Commission, Better Business Bureau, and Federal Trade Commission. Present findings in a flyer.
- Research pending and past cases of major companies that have been penalized for noncompliance of federal regulations and/or standards. Report findings.
- Collect labels with international care symbols and define the care instructions.
- Create a care symbol chart/brochure.
- Interpret manufacturer tags.
- Research legislation regulating import/export in the global marketplace.
-

FASHION, FABRICS, AND DESIGN 2
CURRICULUM RESOURCE

Course Code – 5805

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

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

Learning Strategies:

www.ftc.gov (Federal Trade Commission)
www.ita.doc.gov/ (International Trade Administration) trade information, press release and other 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.apparelsearch.com
www.ftc.gov (Federal Trade Commission)
www.ita.doc.gov/ (International Trade Administration) trade information, press release and other 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.public.iastate.edu/~tc-ext (Iowa State Extension Service) information on textiles and clothing
http://virtual.clemson.edu/groups/FieldOps/Cgs/cloth.htm (Clemson University Cooperative Extension Service) links to dry cleaning problems, quilting, stain removal and others
http://fcs.tamu.edu/clothing/clothing.htm (Family and Consumer Sciences Texas Cooperative Extension) clothing and textile resources

FASHION, FABRICS, AND DESIGN 2
CURRICULUM RESOURCE

Course Code – 5805

Resources: **www.aatcc.org (American Association of Textile Chemists and Colorists)** articles and news about textiles **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 **http://atrc.age.csupomona.edu (Apparel Technology and Research Center)** includes link to demonstration factory
Resources: **www.costumesocietyamerica.com (The Costume Society of America)** information about organization **www.gidc.org (Garment Industry Development Corporation)** mission: labor, industry and government to strengthen New York Apparel Industry; includes links to industry, jobs and other information **www.clothesline.com (Clothesline from Tide Fabric Care)** gives information about laundering of various textiles and other resources **www.fabriclink.com/RF-ED-Laundering.html (Fabric Link)** Retailerâs Forum Fiber and Fabric Education Program, including stain removal guide and labeling information **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.tide.com/staindetective (TIDE Fabric Care)** resources for stain removal information **www.just-style.com (Just Style)** news about clothing and textiles

FASHION, FABRICS, AND DESIGN 2
CURRICULUM RESOURCE

Course Code – 5805

E.The Fashion Industry

SC Standard: E2. Evaluate advancements in 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.	
Fashion, Textiles, and Apparel Assessment/Credential: 3E. Generate design that takes into consideration ecological, environmental, sociological, psychological, technical, economic trends and issues. 3F. Demonstrate ability to use technology for fashion, textiles, and apparel design. 5F. Apply research methods, including forecasting techniques for marketing textile and apparel products.	
Academic Alignment: ELA A1, A2, A3, A4, A5, A6;ISTE A7,A8,A9,A10,A12; HSEA13,A15, A16,A17, A19, A20; PS A21,A23,A26;C A29; DA A37,A38,A39,A40;GS A43;USHC A46, A48, A49,A50;ECON A51,A52,A53,A54,A56,A57	
Essential Question(s): 1. What can influence changes and advancements in the fashion industry?	
Indicators:	
What Students Should Know: 1. Influences provided by technology 2. Technologically advanced tools and equipment 3. Sustainable factors 4. Non-apparel industries implementing textiles	**What Students Should Be Able to Do:** 1. Identify influences provided by technology. 2. Assess technologically advanced tools and equipment. 3. Analyze factors associated with sustainability. 4. Appraise non-apparel industries that implement textiles.
Learning Strategies:	
• Describe technological advances in sewing tools and equipment. • Research with a search engine major influences when "textiles" and "technology" are combined. Develop a class list of current technological influences on the textile industry. Divide list for further exploration. • Develop and implement a business plan for technologically advanced sewing tools and equipment. • Instruct others in the use of technologically advanced sewing tools and equipment. • Demonstrate the use of technologically advanced sewing tools and equipment (i.e. sewing computers, embroidery machines, sergers, pressing equipment, computer software, design programs, etc.) • Construct a fashion product using technologically advanced sewing tools and equipment. • Participate in a competitive event implementing new technology or promoting sustainability. •	

FASHION, FABRICS, AND DESIGN 2
CURRICULUM RESOURCE

Course Code – 5805

- Discuss factors associated with sustainability (e.g. ecological, environmental, sociological, psychological, technical, economic trends and issues) in a fishbowl format.
- Demonstrate the use of technologically advanced sewing tools and equipment (i.e. sewing computers, embroidery machines, sergers, pressing equipment, computer software, design programs, etc.)
- Construct a fashion product using technologically advanced sewing tools and equipment.
- Participate in a competitive event implementing new technology or promoting sustainability.
- Assume the role of "fashion detective" and investigate the roles of various stake-holders (e.g. consumer, designer, producer, and retailer) for sustainability in the fashion industry. Discuss in groups.
- Explore answers to the following questions: Which new technology is expected to revolutionize the fashion industry globally and how? How can other industries integrate with the apparel industry to advance the manufacturing sector? Write an article for publication (e.g. flyer, pamphlet, newspaper, newsletter, blog, etc.)
- Design a presentation or product based on coursework, creative application, and research of technology and sustainability.

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

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

FASHION, FABRICS, AND DESIGN 2
CURRICULUM RESOURCE

Course Code – 5805

Resources

http://msa.ars.usda.gov/la/srrc (USDA Southern Regional Research Center) information about research in textiles

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

www.texi.org (The Textile Institute) information about institute, includes cyber magazine

http://atrc.age.csupomona.edu (Apparel Technology and Research Center) includes link to demonstration factory

www.gidc.org (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.textilesource.com (Textile Source) internet search engine for textiles; include daily textile trivia questions

FASHION, FABRICS, AND DESIGN 2
CURRICULUM RESOURCE

Course Code – 5805

F. Career and Professional Development

SC Standard: **F1.Investigate employment and entrepreneurial opportunities and preparation requirements.**	
FACS Nat'l Standard: 16.1 Analyze career paths within textile apparel and design industries.	
Housing and Furnishing 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. Why are education and technical skills necessary for the workplace? 2. How would you define an entrepreneur?	
Indicators:	
What Students Should Know: 1. Professionalism 2. Roles and functions of fashion industry workers 3. Employment and entrepreneurial opportunities 4. Portfolio 5. Professional organizations	**What Students Should Be Able to Do:** 1. Evaluate skills necessary to exhibit professionalism. 2. Explain role and functions of fashion industry workers. 3. Explore employment and entrepreneurial opportunities. 4. Evaluate and revise portfolio. 5. Analyze professional organizations.
Learning Strategies • Create a technology generated brochure on professionalism. Collaborate with a technology class and conduct a peer evaluation. • Participate in a mock-interview with industry professionals. • Role play a mock professional meeting demonstrating effective listening and writing skills. Peers critique by creating and using a checklist. • Demonstrate self-management skills. Complete a personality checklist and conduct a peer review • Create a team to conduct a panel discussion to class on roles of labor organizations. • Construct a concept map to demonstrate how computers are used to increase efficiency, accuracy, and professionalism in the industry.	

FASHION, FABRICS, AND DESIGN 2
CURRICULUM RESOURCE

Course Code – 5805

Learning Strategies:

- Demonstrate self-management skills. Complete a personality checklist and conduct a peer review
- Create a team to conduct a panel discussion to class on roles of labor organizations.
- Construct a concept map to demonstrate how computers are used to increase efficiency, accuracy, and professionalism in the industry.
- Describe how computers increase or decrease work productivity.
- Interview community business professionals; students will receive written and oral feedback from interviewer about their professionalism.
- Create a game (Classroom Feud or Jeopardy) to summarize the jobs and descriptions in the fashion industry.
- List local, state, and federal mandated employee rights. Present findings in a creative format.
- Research employees' rules and regulations in the fashion and design industry. Compile a list for class.
- Analyze employees' rules and regulations in the design industry. Conclude with specific examples of how rights and rules apply to various scenarios.
- Discuss the importance of diversity and list suggestions for encouraging diversity in the workplace.
- Research employment resources (e.g. newspapers, internet, actual physical sites, and human resources offices) and create a completed list as a class resource.
- Identify characteristics and responsibilities of an entrepreneur. Present findings with an oral or written report.
- Work in small groups and explain entrepreneurship opportunities as it relates to career planning.
- Research employment and entrepreneurial opportunities. Present findings to class.
- Create interview questions for specific jobs in the fashion industry. Participate in a mock-interview with classmates. Conduct peer evaluations.
- Create a plan to inventory tools and supplies in your classroom/lab.
- Prepare responses to interview questions. Place in professional portfolio.
- Finalize professional career portfolio. Submit portfolios for evaluation by professionals.
- Team teach problem solving, conducting meetings, business negotiations, and conflict resolutions. Develop a peer evaluation checklist.
- Describe the importance of having a positive attitude and suggest techniques to boost morale. Write a short paragraph in your classroom log.
- Create a professional cover letter and resume and in a specific format for portfolio.
- Demonstrate the use of appropriate electronic sources to conduct research (e.g., Web sites, online periodical databases, and online catalogs) to examine the different professional organizations in the design industry. Select an organization for membership.

- **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, peer evaluation, teacher-student conferences.

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.ftc.gov (Federal Trade Commission)
www.ita.doc.gov/ (International Trade Administration) trade information, press release and other 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.bls.gov/oco (Bureau of Labor Statistics) Occupational Outlook Handbook
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
www.itt.edu (Institute of Textile Technology) information about institute
www.public.iastate.edu/~tc-ext (Iowa State Extension Service) information on textiles and clothing

Course Code – 5805

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
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
http://fs.tx.ncsu.edu (The Fiber Society) information about membership in organization
www.icom.org/vlmp (International Council of Museums) links to museums
www.st2000.org (Studio 2000 Inc) Advice for entrepreneurs in the fashion industry
www.texi.org (The Textile Institute) information about institute, includes cyber magazine
www.gidc.org (Garment Industry Development Corporation) mission: labor, industry and government to strengthen New York Apparel Industry; includes links to industry, jobs and other information
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

FASHION, FABRICS, AND DESIGN 2
CURRICULUM RESOURCE

Course Code – 5805

G. Career and Professional Development

SC Standard: **F2. Evaluate elements of marketing and merchandising.**
FACS Nat'l Standard: 16.5 Evaluate elements of textile, apparel, and fashion merchandising.
Fashion, Textiles, and Apparel Assessment/Credential: 5A. Apply marketing strategies for fashion, textile, and apparel products. 5B. Analyze the cost of constructing, manufacturing, altering, or repairing fashion, textile, and apparel products. 5C. Analyze ethical considerations for merchandising textile and apparel products. 5D. Apply external factors that influence merchandising. 5E. Critique varied methods for promoting textile and apparel products. 5F. Apply research methods, including forecasting techniques for marketing textile 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, 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 are memorable methods of textile, apparel, and fashion merchandising? **2.** What do you think is one of the most important marketing strategies for the fashion and design industry?
Indicators:

What Students Should Know:	**What Students Should Be Able to Do:**
1. Fashion terminology 2. Marketing strategies 3. Costing techniques 4. Merchandising ethics 5. Influencing factors 6. Forecasting and promoting products	1. Apply fashion terminology in merchandising. 2. Review marketing strategies. 3. Assess costs of constructing, manufacturing, altering, or repairing textiles products. 4. Analyze ethical considerations for merchandising apparel and textile products. 5. Examine external factors that influence merchandising. 6. Identify methods of forecasting and promoting products.

FASHION, FABRICS, AND DESIGN 2
CURRICULUM RESOURCE

Course Code – 5805

Learning Strategies:

- Write a description of a garment when given a photo for use in a fashion show or news article.
- Devise a merchandise plan for marketing a garment.
- Compare national brands with private brands in terms of advantages and disadvantages.
- Describe a merchandising/promotion plan for clothing and textiles.
- Compile a photo-list identifying and depicting basic dress styles, sleeves, necklines, collars, skirts, pants, coats, etc.
- Differentiate retail establishments (e.g. department, branch, chain, discount, specialty, mail-order, franchises, etc.).
- Create a store identifying job categories (e.g. buying, planning, store operations, etc.). Generate a budget spreadsheet indicating sales and profitability factors.
- Categorize current, prominent retail stores and clientele according to merchandise, service, and products.
- Discuss the relationship between geographic location and consumer product availability.
- Develop a branding campaign for a mock business or product.
- Discuss SKU information and its uses.
- Role play advertising techniques.
- Create an advertisement to sell a product to specific clientele.
- Discuss store loss prevention techniques.
- Calculate markup and markdown percentages and merchandise discounts.
- Identify key factors in store visuals such as maintain brand identity, highlight product based on season and profitability, create excitement and impact.
- Describe the function of a store designer.
- Apply marketing strategies for textile, apparel, and fashion products.
- Analyze the costing techniques from different merchants. Create a class list of fashion cost to compare with other class findings in the industry.
- Discuss external factors that influence merchandising.
- Critique varied methods for promoting apparel and textile products.
- Invite a professional to discuss the importance of forecasting and promoting products.

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.

FASHION, FABRICS, AND DESIGN 2
CURRICULUM RESOURCE

Course Code – 5805

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

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

APPLICATION/ASSESSMENT THROUGH FCCLA

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,
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
STAR Events: Entrepreneurship; Fashion Construction, Fashion Design, Illustrated Talk, Recycle and Redesign

Resources

www.st2000.org (Studio 2000 Inc) Advice for entrepreneurs in the fashion industry
www.texi.org (The Textile Institute) information about institute, includes cyber magazine
www.textilesociety.org (Textile Society of America) information about society
http://atrc.age.csupomona.edu (Apparel Technology and Research Center) includes link to demonstration factory
www.costumesocietyamerica.com (The Costume Society of America) information about organization
www.gidc.org (Garment Industry Development Corporation) mission: labor, industry and government to strengthen New York Apparel Industry; includes links to industry, jobs and other information
www.apparelsearch.com (ApparelSearch.com) online guide for searching in the apparel industry
www.bobbin.com/bobbin/index.jsp (Bobbin Magazine) news sewn products industry

www.dnrnews.com (Daily News Record) news about men's wear news and trends
www.ellemag.com (ELLE) news about style and apparel
www.merchandisemart.com (Chicago Merchandise Mart) information about the Mart
www.talismanretail.co.uk (Talisman) Fashion & Retail Design Jobs - Experts in recruiting for fashion and textiles, whether it's retail, head office, in-store, manufacturing or wholesaling.
http://curriculum2.spps.org/F403551-Fashion_Merchandising.html
http://www.scribd.com/doc/43512411/Lesson-2-Merchandising-Terminology-Marketing-vs-Merchandising
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.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)