

FASHION DESIGN & APPAREL CONSTRUCTION 1
CURRICULUM RESOURCE GUIDE
Course Code: 5710

CIP Code: 500407

Course Code: 5710

Course Description:

Ready to create your own look? Tired of having clothes that don't fit? Make a skirt or vest out of your dad's old neckties. Open the world of fashion from your own closet. Fashion Design and Apparel Construction 1 focuses on the study of the fashion and garment industry with emphasis on the basics of design and construction. Students will develop a global view and weigh design decisions within the parameters of ecological, socio-economic, and cultural contents. Concepts are applied with hands-on learning experiences as students study career pathways, textiles, fashion design, apparel construction, consumer behavior, products, and materials of the fashion industry. Projects are integrated throughout the course work and at least one garment will be completed. South Carolina standards for English/Language Arts, Mathematics, Science, and Social Studies, and Visual Arts are reinforced. The Family and Consumer Sciences student organization Family, Career, and Community Leaders of America (FCCLA) greatly enhances this curriculum.

Credit: 1 (120 hours), 2 (240 hours), 3 (360 hours)

National Certification: Fashion, Textiles, and Apparel
http://aafcs.org/CredentialingCenter/interior_design_fundamentals.asp

Recommended grades: 10-12

Recommended class size: 20

Prerequisite: Fashion, Fabrics, Design 1 and/or 2

Course product: Career portfolio

Textbook Information:

Clothing: Fashion, Fabrics and Construction, 4th Edition
ISBN: 0078290066

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Employment Opportunities:

Secondary Education:

fashion assistant, fashion design assistant, computer textile design assistant, alterations assistant, sales associate, merchandiser, marker, pattern grader, presser, spreader, trimmer, finisher, retail salesperson, assistant buyer, customer service, home-sewing industry, wardrobe helper, textile machine operator, quality control inspector, sewing machine operator, entrepreneur

Postsecondary Education:

assistant designer, fashion illustrator, diagram artists, layout designers, textile technician, alterations specialist, custom tailor assistant, sample maker or cutter, computer imaging consultant, merchandise displayer, fashion buyer, entrepreneur, merchandiser, jobber, sketcher, sample maker, buyer, personal shopper, alterations expert, assistant department manager, department manager, assistant store manager, store manager, district manager, regional manager, vice-president operations, fashion coordinator, window dresser, display designer, display manager, comparison shopper, advertising, photo stylist, assistant photographer, Dresser, wardrobe mistress, assistant costume designers, photographer, fashion editor, county extension agent, educational representative, technical writers, market analyst, piece goods buyer, showroom salesman, dyer, wardrobe supervisor, assistant costume designer (first hand), dresser, props designer/maker, monogrammer

Postgraduate Education:

fashion designer, fashion journalist, textile designer, textile scientist, textile colorist, production and costume design, wardrobe supervisor, custom tailor, fashion artist, fashion merchandiser, manufacturer's representative, entrepreneur, art director, costume curator, merchandising director, fashion information costume director

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Standards Revision Committee

Business Representative(s):

F. René Davis
Sewing Instructor & Entrepreneur
Sewing Galore, Columbia, SC
sewing.galorebyrene@yahoo.com
<http://sewingalorebyrene.yolasite.com/>

Secondary Teacher Representatives:

Jayne Allen, MEd, FACS
Colleton County High School
Walterboro, SC
jallen@mail.colleton.k12.sc.us

Marie Nichols, Visual Arts, Costume and
Fashion Design
Charleston Cty. School of the Arts
North Charleston, SC
Marie_nichols@charleston.k12.sc.us

Velvet Clay, MEd, GCDF, Business
Garrett Academy of Technology
Charleston, SC
Velvet_clay@charleston.k12.sc.us

Miriam Scott, MEd, FACS
Sumter High School
Sumter, SC
scottm@sumter17.k12.sc.us

Sheri Felder, MEd, Biology
Ridge View High School
Columbia, SC
sfelder@richland2.org

Catina Thomas, EdS, FACS
Lower Richland High School
Hopkins, SC
cathomas@richlandone.org

Postsecondary Representatives:

LaToya Johnson MEd, Instructor
Family and Consumer Sciences
South Carolina State University
Orangeburg, SC
Ljohn1@scsu.edu

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

South Carolina Department of Education Representatives

Eleanor Glover, Education Associate
Office of Career and Technology Ed.
Columbia, SC
Eglover@ed.sc.gov

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A. Academic Standards (to be implemented in course specific standards)

B. Career Paths

- B1. Explore career paths in fashion design and apparel construction
1. Evaluate skills needed for employment (SCANS).
 2. Critique the roles and functions of individuals engaged in fashion design and apparel construction.
 3. Investigate education and training requirements and opportunities for fashion design career paths.
 4. Explore opportunities for employment and entrepreneurial endeavors.
 5. Describe attributes of professional fashion designers.
 6. Create and maintain a career portfolio.

C. Fiber and Textile Materials

- C1. Analyze the properties of fibers and textile materials.
1. Apply appropriate terminology for fiber and textile materials.
 2. Examine production processes for creating fibers, yarns, and textile products.
 3. Analyze the impact of technology on fiber production, textile design, and manufacturing.
 4. Identify the appropriate labeling and care practices.

D. Professional Skills

- D1. Analyze equipment and materials for fashion design and apparel construction.
1. Integrate technology in patternmaking, designing, constructing, and altering textile products.
 2. Construct, clean, press, repair, and finish textile products.
 3. Demonstrate safe operation of machines, equipment, tools, and supplies.
 4. Maintain a safe, efficient, and neat work area.
- D2. Demonstrate technical skills.
1. Design products using elements and principles of design.
 2. Construct a garment incorporating the elements and principles of design.
 3. Alter a ready-to-wear garment for custom fit.

E. Textile and Apparel Industry

- E1. Investigate the textile and apparel industry.
1. Analyze the influence of history on fashion
 2. Compare the cycle of recurring fashion styles.
 3. Explore target markets (such as plus sizes, children's clothing, ethnic clothing, specific needs, etc.)
 4. Identify consumer influences on fashion trends.
 5. Categorize fashion designers based on their product(s).

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E2. Analyze marketing strategies.

1. Investigate the cost of advertising.
2. Research advertising to various demographics (age, race, sex, gender, location).

E3. Identify customer service skills.

1. Demonstrate skills needed for quality customer service.
2. Assess factors that contribute to effective customer relations.
3. Demonstrate selling techniques.
4. Analyze cultural diversity in customer relations.
5. Determine solutions to address customer concerns

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**ACADEMIC STANDARDS WITH INDICATORS AND COMMON CORE
ALIGNMENTS FOR ELA AND MATHEMATICS**

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.

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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.

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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

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WRITING STANDARDS

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

- Use context clues to determine the meaning of technical terms and other unfamiliar words.

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- 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.

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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.

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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.
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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

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Text Types and Purposes*

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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

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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.
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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*

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Production and Distribution of Writing

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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

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Knowledge of Language

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Vocabulary Acquisition and Use

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

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Educational Technology NETS.S, one-page PDF:

<http://www.iste.org/standards/nets-for-students/nets-student-standards-2007>

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

Indicator(s):

- 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)

Indicator(s):

- 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)

Indicator(s):

- 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.

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- 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)

Indicator(s):

- 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)

Indicator(s):

- 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)

Indicator(s):

- 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:

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[HIGH SCHOOL ACADEMIC STANDARDS FOR HEALTH AND SAFETY EDUCATION](http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/2009HealthEducationStandards.pdf)
<http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/2009HealthEducationStandards.pdf>

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

Indicator(s):

- Describe laws and regulations related to safety and personal injury.
- 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)

Indicator(s):

- Describe ways that environmental factors can affect the health of the community.

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- Examine ways that public health policies, government regulations, and socioeconomic issues affect health promotion and disease prevention.
- Examine ways that the media, advertising, and marketing practices affect the nutrition and physical activity level of individuals.
- Analyze ways that the family, peers, culture, and the media influence the mental, emotional, and social health of individuals.
- Analyze the influence of family, peers, culture, the media, technology, and other factors on health behaviors.

A15. The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (HSE-4)

Indicator(s):

- Demonstrate ways to communicate care, consideration, and respect for him- or herself and others.

A16. The student will demonstrate the ability to use decision-making skills to enhance health. (HSE-5)

Indicator(s):

- Justify when individual or collaborative decision making is appropriate.
- Distinguish healthy from unhealthy foods on a variety of restaurant menus.
- Determine when it is necessary to seek help and/or to leave an unhealthy relationship or situation

A17. The student will demonstrate the ability to use goal-setting skills to enhance health.

Indicators

- Develop and implement a personal stress management plan.

A18. The student will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks. (HSE-7)

Indicator(s):

- Demonstrate a variety of health practices and behaviors that will maintain or improve the health of him- or herself and others.
- Develop injury prevention and treatment strategies for personal and family health.
- Demonstrate strategies for solving interpersonal conflicts without harming him- or herself or others.

A19. The student will demonstrate the ability to advocate for personal, family, and consumer health. (HSE-8)

Indicator(s):

- Advocate for disaster preparedness in the home, school, and community.
- Advocate for the promotion and protection of a healthy environment.
- Examine ways to encourage others to make healthy eating choices and to increase their level of physical activity.

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MATHEMATICS ACADEMIC STANDARDS

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

Elementary Algebra

A20. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. (EA-1)

Indicator(s):

- Communicate a knowledge of algebraic relationships by using mathematical terminology appropriately.
- Connect algebra with other branches of mathematics.
- Apply algebraic methods to solve problems in real-world contexts.
- Judge the reasonableness of mathematical solutions.
- Demonstrate an understanding of algebraic relationships by using a variety of representations(including verbal, graphic, numerical, and symbolic).
- Understand how algebraic relationships can be represented in concrete models, pictorial models, and diagrams.
- Understand how to represent algebraic relationships by using tools such as handheld computing devices, spreadsheets, and computer algebra systems (CASs).

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

A21. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. (IA-1)

Indicator(s):

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- Apply algebraic methods to solve problems in real-world contexts.
- Understand how to represent algebraic relationships by using tools such as handheld computing devices, spreadsheets, and computer algebra systems (CASs).
- Communicate a knowledge of algebraic relationships by using mathematical terminology appropriately.
- Apply algebraic methods to solve problems in real-world contexts.
- Demonstrate an understanding of algebraic relationships by using a variety of representations (including verbal, graphic, numerical, and symbolic).

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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 functions
- Prove and apply trigonometric identities

Geometry

A22. The student will understand and utilize the mathematical processes of Problem solving, reasoning and proof, communication, connections, and representation. (G-1)

Indicator(s):

- 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).

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MATHEMATICS | HIGH SCHOOL—GEOMETRY – PAGE 75

Congruence

- Experiment with transformations in the plane

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- 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

A23. 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)

Indicator(s):

- Infer missing elements of visual or numerical geometric patterns (including triangular and rectangular numbers and the number of diagonals in polygons).
- Apply properties of parallel lines, intersecting lines, and parallel lines cut by a transversal to solve problems.
- Use the congruence of line segments and angles to solve problems.
- 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).
- Use scale factors to solve problems involving scale drawings and models.
- Use geometric probability to solve problems.
- Use direct measurement to determine the length of a segment, degree of an angle, and distance from a point to a line.

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MATHEMATICS | HIGH SCHOOL—GEOMETRY – PAGE 75

Congruence

- Make geometric constructions

Circles

- Understand and apply theorems about circles

FASHION DESIGN & APPAREL CONSTRUCTION 1
CURRICULUM RESOURCE GUIDE
Course Code: 5710

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

A24. The student will demonstrate through the mathematical processes an understanding of the properties and special segments of triangles and the relationships between and among triangles. (G-3)

Indicator(s):

- Carry out a procedure to compute the perimeter of a triangle.
- Carry out a procedure to compute the area of a triangle.
- Analyze how changes in dimensions affect the perimeter or area of triangles.
- Apply properties of isosceles and equilateral triangles to solve problems.
- Use interior angles, exterior angles, medians, angle bisectors, altitudes, and perpendicular bisectors to solve problems.
- Apply congruence and similarity relationships among triangles to solve problems.
- Apply the triangle sum theorem to solve problems.
- Use the properties of 45-45-90 and 30-60-90 triangles to solve problems.

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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

A25. The student will demonstrate through the mathematical processes an understanding of the properties of quadrilaterals and other polygons and the relationships between and among them. (G-4)

Indicator(s):

- Carry out a procedure to compute the perimeter of quadrilaterals, regular polygons, and composite figures.
- Carry out a procedure to find the area of quadrilaterals, regular polygons, and composite figures.
- Apply procedures to compute measures of interior and exterior angles of polygons.
- Analyze how changes in dimensions affect the perimeter or area of quadrilaterals and regular polygons.

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- Apply the properties and attributes of quadrilaterals and regular polygons and their component parts to solve problems.
- Apply congruence and similarity relationships among shapes (including quadrilaterals and polygons) to solve problems.

A26. The student will demonstrate through the mathematical processes an understanding of the properties of circles, the lines that intersect them, and the use of their special segments. (G-5)

Indicator(s):

- Carry out a procedure to compute the circumference of circles.
- Carry out a procedure to compute the area of circles.
- Analyze how a change in the radius affects the circumference or area of a circle.
- Carry out a procedure to compute the length of an arc or the area of a sector of circle.
- Apply the properties of lines that intersect circles (including two secants, two tangents, and a secant and a tangent) to solve problems.
- Apply the properties of central angles, inscribed angles, and arcs of circles to solve problems.
- Apply the properties of the component parts of a circle (including radii, diameters, chords, sectors, arcs, and segments) to solve problems.

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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

A27. The student will demonstrate through the mathematical processes an understanding of transformations, coordinate geometry, and vectors. (G-6)

Indicator(s):

- Use the distance formula to solve problems.
- Use the midpoint formula to solve problems.
- Apply transformations—translation, reflection, rotation, and dilation—to figures in the coordinate plane by using sketches and coordinates.
- Apply transformations (including translation and dilation) to figures in the coordinate plane by using matrices.
- Carry out a procedure to compute the surface area of three-dimensional objects (including cones, cylinders, pyramids, prisms, spheres, and hemispheres).

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- Carry out a procedure to compute the volume of three-dimensional objects (including cones, cylinders, pyramids, prisms, spheres, hemispheres, and composite objects).
- Analyze how changes in dimensions affect the volume of objects (including cylinders, prisms, and spheres).
- Apply a procedure to draw a top view, front view, and side view of a three-dimensional object.
- Apply a procedure to draw an isometric view of a three-dimensional object.

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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

A28. The student will demonstrate through the mathematical processes an understanding of the surface area and volume of three-dimensional objects. (G-7)

Indicator(s):

- Apply congruence and similarity relationships among geometric objects to solve problems.
- Apply a procedure to draw a top view, front view, and side view of a three dimensional object.

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MATHEMATICS | HIGH SCHOOL—GEOMETRY – PAGE 75

Congruence

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Precalculus

A29. The student will understand and utilize the mathematical processes of Problem solving, reasoning and proof, communication, connections, and Representation. (PC-1)

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Indicator(s):

- Apply algebraic methods to solve problems in real-world contexts.
- Judge the reasonableness of mathematical solutions.
- Demonstrate an understanding of algebraic and trigonometric relationships by using a variety of representations (including verbal, graphic, numerical, and symbolic).
- Understand how algebraic and trigonometric relationships can be represented in concrete models, pictorial models, and diagrams.
- Understand how to represent algebraic and trigonometric relationships by using tools such as handheld computing devices, spreadsheets, and computer algebra systems (CASs).

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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

A30. The student will understand and utilize the mathematical processes of Problem solving, reasoning and proof, communication, connections, and representation. (DA-1)

Indicator(s):

- Execute procedures to find measures of probability and statistics by using tools such as handheld computing devices, spreadsheets, and statistical software.
- Apply the principles of probability and statistics to solve problems in real-world contexts.
- Communicate a knowledge of data analysis and probability by using mathematical terminology appropriately.
- Judge the reasonableness of mathematical solutions on the basis of the source of the data, the design of the study, the way the data are displayed, and the way the data are analyzed.
- Compare data sets by using graphs and summary statistics.

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MATHEMATICS | HIGH SCHOOL—GEOMETRY – PAGE 75

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Congruence

- Experiment with transformations in the plane
- Understand congruence in terms of rigid motions
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Geometric Measurement and Dimension

- Explain volume formulas and use them to solve problems
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Modeling with Geometry

- Apply geometric concepts in modeling situations

A31. The student will demonstrate through the mathematical processes an understanding of the design of a statistical study. (DA-2)

Indicator(s):

- Classify a data-collection procedure as a survey, an observational study, or a controlled experiment.
- Compare various random sampling techniques (including simple, stratified, cluster, and systematic).
- Analyze a data-collection procedure to classify the technique used as either simple cluster, systematic, or convenience sampling.
- Critique data-collection methods and describe how bias can be controlled.

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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

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A32. The student will demonstrate through the mathematical processes an understanding of the methodology for collecting, organizing, displaying, and interpreting data. (DA-3)

Indicator(s):

- 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.
- Select appropriate graphic display(s) from among pictographs, bar graphs, pie charts, dot plots, histograms, time-series plots, stem-and-leaf plots, box-and whiskers plots, and scatterplots when given a data set or problem situation.
- Represent frequency distributions by using displays such as categorical frequency distributions/Pareto charts, histograms, frequency polygons, and cumulative frequency distributions/ogives

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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

A33. The student will demonstrate through the mathematical processes an understanding of basic statistical methods of analyzing data. (DA-4)

Indicators

- Classify a variable as either a statistic or a parameter.
- Compare descriptive and inferential statistics.
- Classify a variable as either discrete or continuous and as either categorical or quantitative.
- Use procedures and/or technology to find measures of central tendency (mean, median, and mode) for given data.

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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

A34. The student will demonstrate through the mathematical processes an understanding of the basic concepts of probability. (DA-5)

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Indicator(s):

- Construct a sample space for an experiment and represent it as a list, chart, picture, or tree diagram.
- Use counting techniques to determine the number of possible outcomes for an event.
- Classify events as either dependent or independent.
- Categorize two events either as mutually exclusive or as not mutually exclusive of one another.
- Use the concept of complementary sets to compute probabilities.

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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

<https://ed.sc.gov/agency/se/Instructional-Practices-and-Evaluations/documents/FINALAPPROVEDSSStandardsAugust182011.pdf>

Global Studies

A35. 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)

Indicator(s):

- Summarize the origins and contributions of the scientific revolution.
- Explain the ways that Enlightenment ideas spread through Europe and their effect on European society, including the role of academies, salons, and publishing; the connection between the Enlightenment and the scientific revolution; and the political and cultural influence of thinkers such as John Locke, Voltaire, Jean-Jacques Rousseau, and Baron de Montesquieu.

A36. 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)

Indicator(s):

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

A37. The student will demonstrate an understanding of the effects of economic, geographic, and political interactions that took place throughout the world during the early twentieth century. (GS-5)

Indicator(s):

- Summarize the worldwide changes that took place following World War I, including the significance of the Russian Revolution; the rise of nationalist movements in India, Africa,

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and Southeast Asia; the revolutions and political change in China; and the creation of new states in Europe.

A38. The student will demonstrate an understanding of the effects of economic, geographic, and political interactions that have taken place throughout the world from the period of the Cold War to the present day. **(GS-6)**

Indicator(s):

- Summarize the worldwide effects of the Cold War, including the competition for power between the United States and the Soviet Union, the changing relationships between the Soviet Union and China, the response by popular culture, and the collapse of the communist states.
- Compare the challenges and successes of the movements toward independence and democratic reform in various regions following World War II, including the role of political ideology, religion, and ethnicity in shaping governments and the course of independence and democratic movements in Africa, Asia, and Latin America.

United States History and the Constitution

A39. The student will demonstrate an understanding of the settlement of North America. **(USHC-1)**

Indicator(s):

- Summarize the distinct characteristics of each colonial region in the settlement and development of America, including religious, social, political, and economic differences.

A40. 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).**

Indicator(s):

- 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.

A41. The student will demonstrate an understanding of the causes and the course of the Civil War and Reconstruction in America. **(USHC-4)**

Indicator(s):

- Compare the social and cultural characteristics of the North, the South, and the West during the antebellum period, including the lives of African Americans and social reform movements such as abolition and women's rights.

A42. 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)**

Indicator(s):

- 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.

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- 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.

A43. 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)

Indicator(s):

- 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.
- Compare the first and second New Deals as responses to the economic bust of the Great Depression, including the rights of women and minorities in the workplace and the successes, controversies, and failures of recovery and reform measures such as the labor movement.

A44. The student will demonstrate an understanding of the impact of World War II on United States' foreign and domestic policies. (USHC-8)

Indicator(s):

- 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.

A45. 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)

Indicator(s):

- 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.

A46. 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)

Indicator(s):

- 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.

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United States Government

A47. The student will demonstrate an understanding of the United States government—its origins and its functions. (USG-1)

Indicator(s):

- 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.

A48. 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)

Indicator(s):

- 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.
- 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.

A49. 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)

Indicator(s):

- 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.

Economics

A50. The student will demonstrate an understanding of how scarcity and choice impact the economic activity of individuals, families, communities, and nations. (ECON-1)

Indicator(s):

- 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.

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- 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.

A51. The student will demonstrate an understanding of markets and the role of supply and demand in determining price and resource allocation. (ECON-2)

Indicator(s):

- 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.

A52. The student will demonstrate an understanding of the sources of income and growth in a free-enterprise economy. (ECON-3)

Indicator(s):

- 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.

A53. The student will demonstrate an understanding of personal economic decision making to maximize the net benefits of personal income. (ECON-4)

Indicator(s):

- Summarize types of personal economic decisions and choices that individuals make, including determining how to budget money; establishing short- and long-term financial

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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.

A54. The student will demonstrate an understanding of the various economic institutions of a market economy. (ECON-5)

Indicator(s):

- Compare the significant characteristics of a market economy with those of traditional and command economies, including differences in the roles of the government, individual firms, and households in decision making; types of economic institutions; the extent of consumer sovereignty/choice; and the role of private property rights, competition, and the profit motive.
- 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.

A55. The student will demonstrate an understanding of the roles that federal, state, and local governments play in the operation of markets in the United States. (ECON-6)

Indicator(s):

- Compare the various functions and roles of the government in the United States economy, including providing public goods, defining and enforcing property rights, correcting externalities and regulating markets, maintaining and promoting competition in the market, protecting consumers' rights, and redistributing income.
- Summarize major sources of government revenue, including taxation at the federal, state, and local levels and tax revenues from personal income and payroll taxes, sales taxes, and property taxes.

A56. The student will demonstrate an understanding of the national economy and economic policies in the United States. (ECON-7)

Indicator(s):

- Compare measures of economic health, including the gross domestic product, consumer price indexes, personal income, disposable income, rates of inflation and deflation, and unemployment rates.
- Explain the types of goods and services that are funded with government revenues, including national defense, road construction and repair, public safety, health care, payments on the national debt, and education.
- 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.

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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)

Indicator(s):

- Explain the basic principles of international trade, including the worldwide distribution of resources, the concept of absolute and comparative advantages that leads to specialization and trade, and the concepts of balance of trade and balance of payments that are used to measure international trade.
- 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.

SCIENCE ACADEMIC STANDARDS

http://ed.sc.gov/agency/se/Instructional-Practices-and-Evaluations/documents/SC_AcademicStandards_and_PerformanceIndicators_forScience2013_EOC_Feb_2014.pdf

Physical Science

A58. 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)

Indicator(s):

- Generate hypotheses on the basis of credible, accurate, and relevant sources of scientific information.
- Use appropriate laboratory apparatuses, technology, and techniques safely and accurately when conducting a scientific investigation.
- Use scientific instruments to record measurement data in appropriate metric units that reflect the precision and accuracy of each particular instrument.
- Design a scientific investigation with appropriate methods of control to test a hypothesis (including independent and dependent variables), and evaluate the designs of sample investigations.
- Organize and interpret the data from a controlled scientific investigation by using mathematics (including formulas and dimensional analysis), graphs, models, and/or technology.

Biology

A59. 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)

Indicator(s):

- Generate hypotheses based on credible, accurate, and relevant sources of scientific information.

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- Use appropriate laboratory apparatuses, technology, and techniques safely and accurately when conducting a scientific investigation.
- Use scientific instruments to record measurement data in appropriate metric units that reflect the precision and accuracy of each particular instrument.
- Design a scientific investigation with appropriate methods of control to test a hypothesis (including independent and dependent variables), and evaluate the designs of sample investigations.
- Organize and interpret the data from a controlled scientific investigation by using mathematics, graphs, models, and/or technology.
- Evaluate the results of a controlled scientific investigation in terms of whether they refute or verify the hypothesis.
- Evaluate a technological design or product on the basis of designated criteria (including cost, time, and materials).
- Compare the processes of scientific investigation and technological design.
- Use appropriate safety procedures when conducting investigations.

Chemistry

A60. 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)

Indicator(s):

- 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.

Physics

A61. 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)

Indicator(s):

- Apply established rules for significant digits, both in reading scientific instruments and in calculating derived quantities from measurement.
- Use appropriate laboratory apparatuses, technology, and techniques safely and accurately when conducting a scientific investigation.
- Use scientific instruments to record measurement data in appropriate metric units that reflect the precision and accuracy of each particular instrument.
- Design a scientific investigation with appropriate methods of control to test a hypothesis (including independent and dependent variables), and evaluate the designs of sample investigations.

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- Organize and interpret the data from a controlled scientific investigation by using (including calculations in scientific notation, formulas, and dimensional analysis), graphs, tables, models, diagrams, and/or technology.
Evaluate the results of a controlled scientific investigation in terms of whether they refute or verify the hypothesis.
- Evaluate conclusions based on qualitative and quantitative data (including the impact of parallax, instrument malfunction, or human error) on experimental results.
- Evaluate a technological design or product on the basis of designated criteria (including cost, time, and materials).
- Communicate and defend a scientific argument or conclusion.
- Use appropriate safety procedures when conducting investigations.

Earth Science

A62. 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)

Indicator(s):

- Apply established rules for significant digits, both in reading scientific instruments and in calculating derived quantities from measurement.
- Use appropriate laboratory apparatuses, technology, and techniques safely and accurately when conducting a scientific investigation.
- Use scientific instruments to record measurement data in appropriate metric units that reflect the precision and accuracy of each particular instrument.
- Design a scientific investigation with appropriate methods of control to test a hypothesis (including independent and dependent variables), and evaluate the designs of sample investigations.
- 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 the results of a controlled scientific investigation in terms of whether they refute or verify the hypothesis.
- Evaluate conclusions based on qualitative and quantitative data (including the impact of parallax, instrument malfunction, or human error) on experimental results.
- Evaluate a technological design or product on the basis of designated criteria (including cost, time, and materials).
- Communicate and defend a scientific argument or conclusion.
- Use appropriate safety procedures when conducting investigations.

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B. CAREER PATHS

SC Standard: B1. Explore career paths in fashion design and apparel construction.

FACS Nat'l Standard: 16.1 Analyze career paths within textile apparel and design industries.

National Assessment/Certification: Fashion, Textiles, and Apparel: 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, **1F** Create an employment portfolio for use when applying for internships and work-based learning

Academic Alignment: ELA: A1, A2, A3, A4, A5, A6, & A7; ISTE: A7, A8, A9, A10, A11, A12; HSE: A16, A18; EA: A20; IA: A21; G: A22; PC: A29; DA: A30; ECON: A50, A51, A52, A53, A55, A56, A57; PS: A58; B: A59; C: A60; P: A61; ES: A62

Essential Question(s):

1. Who's your favorite designer?
2. What steps did your favorite designer take to become successful?
3. What are your favorite fashion designs?

Indicators:

What Students Should Know:

1. SCANS skills
2. Roles and functions of the profession
3. Education and training requirements
4. Employment opportunities
5. Attributes of professional fashion designers
6. Contents of a career portfolio

What Students Should Be Able to Do:

1. Evaluate skills needed for employment (SCANS).
2. Critique the roles and functions of individuals engaged in fashion design and apparel construction.
3. Investigate education and training requirements and opportunities for fashion design career paths.
4. Explore opportunities for employment and entrepreneurial endeavors.
5. Describe attributes of professional fashion designers.
6. Create and maintain a career portfolio.

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Learning Strategies:

- Research the Fashion Design and Apparel Construction career pathway.
- Brainstorm and develop interview questions for professional fashion designer and seamstress/tailor.
- Invite a local professional for a class presentation.
- Interview professionals and present information on specific careers to class.
- Research at least 5 occupations related to the Fashion Design and Apparel Construction career pathway.
- Demonstrate attributes of professional fashion designers.
- Explore several sources for employment and entrepreneurship.
- Create a career brochure using technology along with a career interest surveys.
- Research career databases for job outlook, education, training, and salary information.
- Identify related careers, i.e. theatre costuming, museum curator, model, draper, etc.

Formative Assessments: questionnaires, learning logs, student self evaluation, performance to demonstrate learning, parent conferencing, open response questions, career portfolio

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; 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: Problem Solving for Leaders; Teamwork for Leaders; Conflict Management for Leaders

Families First: Balancing Family and Career

Leaders at Work: on-the-job entrepreneurship projects; Textiles and Apparel leadership projects

Power of One: A Better You; Speak Out for FCCLA; Working on Working

STAR Events: Entrepreneurship; Fashion Construction, Interpersonal Communications; Job Interview, Recycle and Redesign

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Resources:

www.bls.gov/oco (Bureau of Labor Statistics) Occupational Outlook Handbook

www.business.gov (Business Advisor) information about small business

**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
dressing well**

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.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.

www.textilejobs.com (Textile Jobs-Precision Placement) resources for jobs in textiles

www.monster.com (Monster.com) job search resources

www.fashion-careers.com/index.html (Fashion Careers) book about fashion careers with sample first chapter

www.iccweb.com (The Internet Career Connection) job resources

www.jobsinfashion.com (Jobs in Fashion) resources for jobs in fashion

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FIBER AND TEXTILE MATERIALS

SC Standard: C1. Analyze the properties of fibers and textile materials.

FACS Nat'l Standard: 16.2 Evaluate fiber and textile products and materials. **16.3** Demonstrate fashion, apparel and textile design skills.

National Assessment/Certification: Fashion, Textiles, and Apparel: 2A Apply appropriate terminology for the most common generic textile fibers, **2B** Evaluate performance characteristics of textile fibers and fabrics, **2C** Summarize textile legislation, standards, and labeling in the global economy, **2D** Analyze effects of textile characteristics on design, construction, care, use, and maintenance of products, **2E** Apply appropriate procedures for care of textile products, **3A** Explain ways in which fiber, fabric, texture, pattern and finish can affect visual appearance, **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, **3D** Demonstrate design concepts with fabric or technology/computer, using draping and/or flat pattern making techniques, **3E** Generate design that takes into consideration ecological, environmental, sociological, psychological, technical, and economic trends and issues, **3F** Apply elements and principles of design to assist consumers and businesses in making decisions, **3G** Demonstrate ability to use technology for fashion, textile, and apparel design

Academic Alignment: ELA: A1, A2, A3, A4, A5, A6, & A7; ISTE: A7, A8, A9, A10, A11, A12; ; HSE: A13, A14, A15, A16, A17, A18, A19; EA: A20; IA: A21; PC: A29; DA: A30, A31, A32; GS: A36; USHC: A42, A43, A44, A45; USG: A47, A48; ECON: A50, A51, A52, A53, A55, A56, A57; PS: A58; B: A59; C: A60; P: A61; ES: A62

Essential Question(s):

1. How do you select the right fabric for a chosen style or occasion?
2. What fabrics should not be worn in the rain?
- 3.

Indicators:

What Students Should Know:

1. Terminology
2. Production processes
3. Impact of technology
4. Textile labeling and care

What Students Should Be Able to Do:

1. Apply appropriate terminology for fiber and textile materials.
2. Examine production processes for creating fibers, yarns, and textile products.
3. Analyze the impact of technology on fiber production, textile design, and manufacturing.
4. Identify the appropriate labeling and care practices.

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Learning Strategies:

- Collect samples of various fibers. Categorize the fibers according to the characteristics or properties. List the advantages, disadvantages, care and uses for each fiber/textile material.
- Differentiate between weaves and knits. (i.e. For weaves, use a loom to create samples of twill, basket, plain, satin, etc. With knitting needles, produce samples such as stocking knit, garter stitches, etc.)
- Participate in a knitting program such as Warm Up America. www.warmupamerica.org
- Wear or bring in a product made of a selected type of fiber or textile material. Present information about the product.
- Test fibers to determine the reaction to different chemicals, visual observation, burning observation, chemical observation.
- Locate textile manufacturing plants located in South Carolina. Interview (can be by telephone, internet, etc) a representative from the plant to determine production processes for creating fibers.
- Create a graph to show the classes' favorite fiber.
- Research current technology and the impact on fiber production. Develop a visual aid of your findings.
- Compare the prices of similar garments made from different fibers; peruse catalogs, sales magazines, Internet, etc. What conclusions can be drawn from your findings?
- Examine different kinds of fibers under a microscope, sketch findings, and make notes. Present findings to the class.
- Research methods used to form yarns. Develop a chart with samples of the different kinds of fabrics and how the process used to make the fabric.
- Display a variety of clothing items comparing manufactured and natural fibers. Team up and guess the fibers used and their proper maintenance.
- Collect labeling information for various types of fibers.
- Survey the clothing (i.e. shirt, jacket, dress, sweater, etc.) care labels in the class.

Assessments: learning logs, self evaluation, student portfolio, questionnaire, performance to demonstrate learning, reflection of their own work, peer conferencing, open-response questions, cooperative learning

FACS Student Organization-Family, Community and Career 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; 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

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Families First: Balancing Family and Career

Leaders at Work: on-the-job entrepreneurship projects; Textiles and Apparel leadership projects

STAR Events: Entrepreneurship; Fashion Construction, Interpersonal Communications; Job Interview, Recycle and Redesign

Resources:

Fabric Reference – Mary Humphries ISBN 0-13-010575-9

www.VMS-online.com Fabric Lab: An Introduction to Fabrics – Patricia Annis Learning Seed
Fabric Science Swatch Kit 8th ed. – Price, Cohen, Johnson ISBN 1-56367-410-6\

www.usmcmuseum.org/supportmarines.asp The National Museum of the Marine Corps and Heritage Museum:

www.uen.org Utah Education Network:

www.khake.com Vocational Information Center

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

www.clothesline.com (Clothesline from Tide Fabric Care) gives information about laundering of various textiles and other resources

<http://members.aol.com/nebula5/tcpinfo2.html> (The Costume Page) costuming resources online, includes history of costume

www.costumesocietyamerica.com (The Costume Society of America) information about membership and other resources

www.cottoninc.com (Cotton, Inc.) information about cotton

www.fabriclink.com/RF-ED-Laundering.html (Fabric Link) Retailer's 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

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

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

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

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

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.wool.com (Wool.com) information about wool in Australia

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C. PROFESSIONAL SKILLS

SC Standard: D1. Analyze equipment and materials for fashion design and apparel construction.

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

National Assessment/Certification: Fashion, Textiles, and Apparel: 4A Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, textile and apparel construction, alteration or repair, **4D** Use appropriate industry products and materials for cleaning, pressing, and finishing fashion, textile and apparel products, **4E** Analyze current technology and trends that facilitate design and production of fashion, textile and apparel products, **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, & A7; ISTE: A7, A8, A9, A10, A11, A12; HSE: A13, A14, A15, A16, A17, A18, A19; EA: A20; IA: A21; PC: A29; DA: A30, A31, A32; USHC: A40, A42, A43, A44, A45; ECON: A50, A51, A52, A53, A55, A56, A57; PS: A58; B: A59; C: A60; P: A61; ES: A62

Essential Question(s):

1. What are the benefits of using materials and equipment correctly?
2. What equipment and materials can be used to design and construct a fashion product?

Indicators:

What Students Should Know:	What Students Should Be Able to Do:
<ol style="list-style-type: none"> 1. Technology in patternmaking, design, construction, and alteration 2. Textile product care 3. Operation of machine, equipment, tools, and supplies 4. Safety procedures 	<ol style="list-style-type: none"> 1. Integrate technology in patternmaking, designing, constructing, and altering textile products. 2. Construct, clean, press, repair, and finish textile products. 3. Demonstrate safe operation of machines, equipment, tools, and supplies. 4. Maintain a safe, efficient, and neat work area.

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Learning Strategies:

- Research one kind of technology used in patternmaking, designing, constructing and altering a textile product. Write a report accompanied with a sample or photo of that technology.
- Discuss the principles of design in the creation of a Computer Assisted Design (CAD) or a computer photo shop program.
- Experiment with various types of equipment to construct/alter a textile product.
- Demonstrate the ability to thread a machine, adjust the upper and lower tension, select the proper needles, use and care for the machine properly and safely.
- View a video/DVD of the harvesting of natural fibers and the process of weaving, knitting, and making fabric and textile products. Discuss the improvements available due to equipment and technology advancements.
- Research methods used to form yarns. Develop a chart with samples of the different kinds of fabrics and the processes used to make those fabrics.
- Tour a textile mill, fabric warehouse, garment factory, or designer workroom. Discuss experiences.
- Interview professionals involved in designing or working with new technology affecting textiles and design.
- Evaluate the hand, wrinkle-resistance, and cost of fabrics in a trip to the fabric store. Select and describe favorite fabrics for design, feel, and function. Identify fiber content, usages, and care.
- Locate textile manufacturing plants located in South Carolina. Interview (can be by telephone, internet, etc) a representative from the plant to determine production processes for creating fibers.
- Examine different kinds of fibers under a microscope. Sketch findings and compare how fiber structure affects fabric properties. Present findings to the class.
- Create a graph to show the classes' favorite fiber.
- Compare the prices of similar garments made from different fibers. What conclusions can be drawn?
- Compare cleaning agents and categorize according to use and cautions.
- Make a display to show the name of a fabric, the temperature of the iron, and whether to use steam or not.
- Make a poster of the machine(s) used in the lab and identify the parts and functions of the machine parts.
- Design a poster identifying safe rules and procedures of the apparel construction lab.
- Compare two boxes with equal fabric and patterns; one box should contain crumpled patterns and fabric edges raveled and the other box should contain items folded and placed in order. Discuss the advantages of organization.
- Create a rubric to evaluate equipment organization.

Assessment: teacher-student conferences, student self evaluation, performance to demonstrate learning, projects with several interval products

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

APPLICATION/ASSESSMENT THROUGH FCCLA

Leaders at Work: Textiles and Apparel leadership projects

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

Resources:

www.bhg.com (Better Homes and Garden Magazine) includes stain solver

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

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.wool.com (Wool.com) information about wool in Australia

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

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

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

<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.fabriclink.com/RF-ED-Laundering.html (Fabric Link) Retailer's Forum Fiber and Fabric Education Program, including stain removal guide and labeling information

[www.oznet.ksu.edu/extrapidresponse/apparel and textiles.htm](http://www.oznet.ksu.edu/extrapidresponse/apparel_and_textiles.htm) (Kansas State Textile Care) stain removal information

www.utrechtart.com (Utrecht Art) art supplies

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D. PROFESSIONAL SKILLS

SC Standard: D2. Demonstrate technical skills.

FACS Nat'l Standard: 16.3 Demonstrate fashion, apparel, and textile design skills.
16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products

National Assessment/Certification: Fashion, Textiles, and Apparel:

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, **3D** Demonstrate design concepts with fabric or technology/computer, using draping and/or flat pattern making techniques, **3G** Demonstrate ability to use technology for fashion, textile, and apparel design, **4A, 4B** Demonstrate basic and specialized techniques in the construction of a garment, **4C** Explain production processes for creating fibers, yarns, woven, knit, and non-woven textile products, **4D** Use appropriate industry products and materials for cleaning, pressing, and finishing fashion, textile and apparel products, **4E** Analyze current technology and trends that facilitate design and production of fashion, textile and apparel products, **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, & A7; ISTE: A7, A8, A9, A10, A11, A12; HSE: A13, A14, A15, A16, A17, A18, A19; EA: A20; IA: A21; G: A22, A23, A24, A25, A26, A27, A28; ECON: A50, A51, A52, A53, A56; PS: A58; B: A59; C: A60; P: A61; ES: A62

Essential Question(s):

1. Why might sewing be a better option than purchasing a garment?
2. What are the benefits of designing and constructing a garment?

Indicators:

What Students Should Know:

1. Design techniques
2. Construction techniques
3. Alteration techniques

What Students Should Be Able to Do:

1. Design products using elements and principles of design.
2. Construct a garment incorporating the elements and principles of design.
3. Alter a ready-to-wear garment for custom fit.

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Learning Strategies:

- List and collect illustrations of the different body types for males and females. Determine various clothing that would be best suited to each body type. Practice taking accurate measurements.
- Complete a wardrobe analysis. Determine the best elements and principles of design to enhance personality and personal characteristics.
- Complete a wardrobe assessment; design fashion accessories to enhance and expand the wardrobe capabilities.
- Design a garment for use in a school or community theater production.
- Make a shopping checklist for purchasing a pattern and fabric for a construction project. Evaluate the incorporation of the elements and principles of design.
- Identify symbols printed on commercial patterns, the parts of the pattern guide sheet, and methods of laying out patterns, pinning, and cutting fabric.
- Create a dictionary of sewing terms: backstitch, baste, cutting line, seam allowance, sewing line, etc.
- Construct samples and place in a sample book or file of a: dart, zipper, button hole, button with self-shank, pocket, topstitching, basting, seam finishes, hems, backstitching, zigzagging, casings, elastic installation, etc.
- Develop a production time sheet or construction log for completing a textile product from start to finish. Include equipment that will be used, etc.
- Maintain a grading rubric for each construction project.
- Create a checklist and act as a judge for a constructed custom fit garment.
- Design garment changes on a commercial pattern to enhance personal taste and needs or for use in a school or community production.
- Write outfit descriptions for a mock/actual fashion show and include a description of various tints, tone, and shades; fibers with the characteristics, use and care; and the type of construction; the texture, hand, and weight.
- Interview a person who alters ready-to-wear garments (clothing store, cleaners, wedding gowns and formals, etc.).
- Alter ready-to-wear garments (i.e. hemming, tapering pants, altering sleeves, etc.)

Assessments: performance to demonstrate learning, projects with several interval products, student self evaluation, learning logs, student-teacher conference, questionnaires, open-response questions

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

APPLICATION/ASSESSMENT THROUGH FCCLA

Fundraising: clothing alteration and repair business; apparel, drapery or slip cover production business; custom-designed apparel business

Leaders at Work: Textiles and Apparel leadership projects

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

Resources:

www.warmcompany.com (The Warm Company) directions for making class projects
www.bebe.com (Bebe)
www.donnakaran.com (Donna Karan)
www.apparelsearch.com (ApparelSearch.com) online guide for searching in the apparel industry
www.bhg.com (Better Homes and Garden Magazine) includes stain solver
www.bobbin.com/bobbin/index.jsp (Bobbin Magazine) news sewn products industry
http://edis.ifas.ufl.edu/BODY_4H052 (University of Florida Cooperative Extension Service) Fashion Revue Score Sheet to [download](#)
www.ianr.unl.edu/pubs/textiles/nf91.htm (University of Nebraska Cooperative Extension) suggestions of color and fabric to slenderize
www.eddiebauer.com (Eddie Bauer)
www.fashionpm.com (Fashion Pattern Making)
www.gap.com (Gap)
www.hancockfabrics.com (Hancock Fabrics) an archive of suitable class projects with instructions.
www.Joann.com (Joann Fabrics) with suggested projects and an apparel bulletin board
www.mccall.com (McCall's Pattern Company) information for ordering material, links to sewing sites

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E. TEXTILE AND APPAREL INDUSTRY

SC Standard: E1. Investigate the textile and apparel industry.

FACS Nat'l Standard: 16.5 Evaluate elements of textile, apparel, and fashion merchandising.

National Assessment/Certification: Fashion, Textiles, and Apparel: 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, & A7; ISTE: A7, A8, A9, A10, A11, A12; EA: A20; IA: A21; G: A22; PC: A29; DA: A30; ECON: A52, A53, A54, A56, A57; PS: A58; B: A59, C: A60; P: A61; ES: A62

Essential Question(s):

1. How does the influence of earlier design periods affect present day design?
2. How does ethnicity, regionalism, and age influence design styles?
3. How does a well-planned wardrobe benefit consumers?

Indicators:

What Students Should Know:

1. Fashion history
2. Fashion styles
3. Target market needs
4. Consumer influences
5. Fashion Designers

What Students Should Be Able to Do:

1. Analyze the influence of history on fashion
2. Compare the cycle of recurring fashion styles.
3. Explore target markets (such as plus sizes, children's clothing, ethnic clothing, specific needs, etc.)
4. Identify consumer influences on fashion trends.
5. Categorize fashion designers based on their product(s).

Learning Strategies:

- Research various countries and the kinds of fashion apparel they have in common. Include factual information and tell why each country uses certain styles and fabrics.
- Play music from a particular time period or show a short movie clip of fashion history. Discuss a couple of obvious styles and trends of the fashion time period.
- Develop a presentation on how the Industrial Revolution changed the fashion industry. Include important dates, people, definitions, etc.

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- Draw a timeline incorporating pictures that depict fashion trends in the 1700's to the current year. Discuss how technology affected the changes.
- Take a field trip to a vintage costume display at a museum or college; sketch and discuss style influences on present-day fashion.
- Research vintage costume collections (Metropolitan Museum of Art, American History Museum - Smithsonian); sketch and discuss style influences on present-day fashion.
- Display pictures, detailed descriptions, or article of clothes that show a past and current fashion fad. Use your imagination to draw or describe a future fashion fad.
- Create a collage of different classic items of apparel from catalogs, newspapers, or magazines and label them with the names of the styles.
- Create a brochure on famous fashion designer whom you consider to be current fashion leader. Describe their fashion style and where they are displaying their fashion choices.
- Research fashion capitals and designers and the impact on each geographic location.
- Compare fashion trends and consumer behaviors. Look at ethnic groups, age, geographic locations, availability of fashions, etc.
- Create a visual showing the fashion designers categorized by fashion products.

Assessments: learning logs, student records/reflections on their work, questionnaires, performance to demonstrate learning, open-response questions, peer conferencing

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

APPLICATION/ASSESSMENT THROUGH FCCLA

Dynamic Leadership: Character for Leaders

Financial Fitness: Consumer Clout

Fundraising: textile/apparel business

Leaders at Work: Textiles and Apparel leadership projects

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

Resources:

<http://historywired.si.edu/index.html> (Smithsonian's Institute History) ability to zoom into details of historical costume

www.si.edu (The Smithsonian Institution) access to information about museum and other services

www.fashioncenter.com (Fashion Center-New York City) information about fashion in New York

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D. TEXTILE AND APPAREL INDUSTRY

SC Standard: E2. Analyze marketing strategies.

FACS Nat'l Standard: 16.5 Evaluate elements of textile, apparel, and fashion merchandising.

National Assessment/Certification: Fashion, Textiles, and Apparel: 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, & A7; ISTE: A7, A8, A9, A10, A11, A12; EA: A20; IA: A21; G: A22; PC: A29; DA: A30, A31, A32, A33, A34; GS: A35, A36, A37, A38; USHC: A39, A40, A41, A42, A43, A44, A45, A46; USG: A47, A49; ECON: A50, A51, A52, A53, A54, A56, A57; PS: A58; B: A59, C: A60; P: A61; ES: A62

Essential Question(s):

1. How can I market my product?
2. Why is it important to market your fashion(s)?
3. How do fashion(s) impact the local as well as the global economy?

Indicators:

What Students Should Know:

1. Methods of advertising
2. Marketing plan

What Students Should Be Able to Do:

3. Investigate the cost of advertising
4. Research advertising to various demographics (age, race, sex, gender, location).

Learning Strategies:

- Create a marketing ad to promote an upcoming sales event that features seasonal styles.
- Develop a marketing strategy to advertise personal designs.
- Locate news articles regarding false advertising, misrepresentation, fraud.
- Role play a scenario to depict false advertising, misrepresentation, fraud.
- Research the cost of local advertising from at least three methods of advertising
- Create a marketing ad to promote a product.
- Create an expense chart of the cost of fabric, time spent making product, estimate cost of making product, and cost of advertising product

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Learning Strategies (cont.):

- Take a field trip to a professional fashion show; write a report on production equipment requirements and planning needed.
- Create a list of product ideas, and then sketch a product. Scan the design into Photoshop, show color variations and add material swatches.
- Design a simple product and create a marketing plan.
- Plan and produce a fashion show to market student garment or accessories collection.

Assessments: teacher-student conferences, student self evaluation, questionnaires, performance to demonstrate learning, projects with several interval products

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APPLICATION/ASSESSMENT THROUGH FCCLA

Dynamic Leadership: Character for Leaders

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

Resources:

www.lanebryant.com (Lane Bryant) with virtual body for size 14 and up

www.levi.com (Levi's)

www.lizclaiborne.com (Liz Claiborne)

www.llbean.com (L.L. Bean)

www.neimanmarcus.com/index.jhtml (Neiman Marcus)

www.nordstrom.com (Nordstrom)

www.oldnavy.com (Old Navy)

www.walmart.com (WalMart)

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

www.simplicity.com (Simplicity Pattern Company) access to online catalog

www.itt.edu (Institute of Textile Technology) information about institute

www.nmaa.si.edu (National Museum of Art) Smithsonian American Art Museum

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

www.butterick.com (Butterick Pattern Company) online catalog

www.costumegallery.com (The Costume Gallery) costume museum

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

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E. TEXTILE AND APPAREL INDUSTRY

SC Standard: E3. Identify quality customer service skills.

FACS Nat'l Standard: 16.6 Evaluate the components of customer service.

National Assessment/Certification: Fashion, Textiles, and Apparel: 6A Analyze factors that contribute to quality customer relations, **6B** Analyze the influences of cultural diversity as a factor in customer relations, **6C** Demonstrate the skills necessary for quality customer service, **6D** Use consumer skills to evaluate the quality of ready-made garments, **6E** Create solutions to address customer concerns

Academic Alignment: ELA: A1, A2, A3, A4, A5, A6, & A7; ISTE: A7, A8, A9, A10, A11, A12; EA: A20; IA: A21; G: A22; PC: A29; DA: A30; ECON: A52, A53, A54, A56, A57; PS: A58; B: A59, C: A60; P: A61; ES: A62

Essential Question(s):

1. What makes a customer happy?
2. How do you deal with a dissatisfied customer?

Indicators:

What Students Should Know:

1. Service quality
2. Customer relations
3. Sales strategies
4. Cultural diversity
5. Customer concerns

What Students Should Be Able to Do:

1. Demonstrate skills needed for quality customer service.
2. Assess factors that contribute to effective customer relations.
3. Demonstrate selling techniques.
4. Analyze cultural diversity in customer relations.
5. Determine solutions to address customer concerns.

Learning Strategies:

- Discuss quality customer service.
- Create customer service scenarios; exchange scenarios and provide viable solutions for the scenarios.
- Research customer relations and the affect on business profits.
- Collect current event articles regarding customer service/relations.
- Develop a checklist for quality customer service. Observe various employees in the community and complete the checklist. Share findings with the class.
- List various customer concerns you have had with businesses. Divide the class in groups and discuss possible solutions to each concern. Share solutions with the class and list advantages and disadvantages of each solution.

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- Collect newspaper or magazine articles regarding customer concerns. Talk about and evaluate each solution.
- Practice ways to greet and assist a customer.
- Role play ways to resolve customer service complaints in a professional and appropriate manner.
- Produce a 1 minute commercial that demonstrates ways to respond to customers and exceed their expectations
- Make a brochure that identifies the steps to manage dissatisfied customers.
- Establish a simulated setting and demonstrate ways to appropriately use communication skills.

Assessments: peer conferencing, learning logs, student self evaluation, performances to demonstrate learning, projects with several interval products, questionnaires

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APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: ACCESS SKILLS for Career Success

Dynamic Leadership: Relationships for Leaders; Conflict Management for Leaders

Fundraising: customer service experience

Leaders at Work: Textiles and Apparel leadership projects

Power of One: Working on Working

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

Resources:

<http://firstview.com/> (First View.com) free access to previous year's fashion photos, but a fee is required to view current fashion photos or videos

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.wwd.com (Women's Wear Daily) news about clothing and textiles