

CIP Code: 500407

Course Code: 5711

Design and make your own prom dress or outfit! Professionalism is showcased as preparations are made to enter the world of fashion design and apparel construction. Unfold the world of fashion merchandising and marketing. The skills of fashion design and apparel construction are refined. Creativity is on the runway in this hands-on course. Emphasis is placed on the development of problem solving, decision-making and technological applications in a real-world context. 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: 11-12

Recommended class size: 20

Prerequisite: Fashion Design and Apparel Construction 1

Course product: Career portfolio

Textbook Information:

Mysctextbooks.com

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

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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COURSE STANDARDS AND INDICATORS

B. Professionalism

B1. Demonstrate professionalism of individuals engaged in textiles and apparel careers.

1. Demonstrate workplace skills (SCANS Skills) in a variety of settings.
2. Analyze 21st century skills.
3. Identify characteristics of professional skills.
4. Revise and update an electronic career portfolio for complete and quality inclusions.
5. Analyze the role of professional organizations in fashion, textiles, and apparel industries.

C. Design and Construction Skills

C1. Demonstrate advanced design and construction skills.

1. Apply elements and principles of design.
2. Explain the ways that the elements and principles of design can affect visual appearance.
3. Demonstrate appropriate equipment and materials for constructing, cleaning, pressing, repairing, and/or finishing textile products.
4. Construct a tailored garment itemizing all expenses.
5. Repair a ready-to-wear garment.

D. Textile and Apparel Merchandising

D1. Analyze merchandising strategies for textile and apparel products.

1. Describe marketing strategies for textile and apparel products.
2. Investigate textile legislation, standards, and labeling.
3. Assess the ethical considerations for merchandising apparel and textile products, e.g., false advertising, misrepresentation, and fraud.
4. Summarize the factors that affect textile and apparel merchandising.

E. Operational Procedures

E1. Investigate operational procedures.

1. Distinguish between the various types of legislation, regulations, and public policy affecting the fashion, textile and apparel industries.
2. Research employer and employee responsibilities regarding industry-related safety, security, and environmental factors.
3. Identify characteristics of effective managers.
4. Identify the financial considerations of business.
5. Explain workplace safety procedures (OSHA).
6. Demonstrate proper maintenance of equipment.
7. Examine operational finance such as cost, retail, markups, markdowns, cash flow, and other factors affecting profits.
8. Identify the Code of Ethics for professional organizations.

A. ACADEMIC STANDARDS (TO BE IMPLEMENTED IN COURSE SPECIFIC STANDARDS):

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.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

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

LANGUAGE – PAGE 51

Knowledge of Language

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

Vocabulary Acquisition and Use

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

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

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

Common Core Alignments – Anchor Standards:

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

READING STANDARDS – PAGE 35

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

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

WRITING STANDARDS

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readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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

Common Core Alignments – Anchor Standards:

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

READING STANDARDS – PAGE 35

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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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.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LANGUAGE – PAGE 51

Conventions of Standard English

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

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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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

WRITING STANDARDS – PAGE 41

Text Types and Purposes*

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3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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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

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Range of Writing

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NETS.S, one-page PDF:

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

Educational Technology

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.
- 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>

HEALTH AND SAFETY EDUCATION

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.
- 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.

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):

- 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).

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

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MATHEMATICS | HIGH SCHOOL—ALGEBRA – PAGE 63

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- Perform arithmetic operations on polynomials
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- 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

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).

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

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

MATHEMATICS | HIGH SCHOOL—GEOMETRY – PAGE 75

Congruence

- Experiment with transformations in the plane
- Understand congruence in terms of rigid motions
- Prove geometric theorems
- Make geometric constructions

Similarity, Right Triangles, and Trigonometry

- Understand similarity in terms of similarity transformations
- Prove theorems involving similarity
- Define trigonometric ratios and solve problems involving right triangles
- Apply trigonometry to general triangles

Circles

- Understand and apply theorems about circles
- Find arc lengths and areas of sectors of circles

Expressing Geometric Properties with Equations

- Translate between the geometric description and the equation for a conic section
- Use coordinates to prove simple geometric theorems algebraically

Geometric Measurement and Dimension

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

Modeling with Geometry

- Apply geometric concepts in modeling situations

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.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

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

MATHEMATICS | HIGH SCHOOL—GEOMETRY – PAGE 75

Congruence

- Make geometric constructions

Circles

- Understand and apply theorems about circles

Geometric Measurement and Dimension

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

Modeling with Geometry

- Apply geometric concepts in modeling situations

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.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

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

MATHEMATICS | HIGH SCHOOL—GEOMETRY – PAGE 75

Congruence

- Make geometric constructions

Circles

- Understand and apply theorems about circles

Geometric Measurement and Dimension

- Explain volume formulas and use them to solve problems

- Visualize relationships between two dimensional and three-dimensional objects

Modeling with Geometry

- Apply geometric concepts in modeling situations

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.
- 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.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

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

MATHEMATICS | HIGH SCHOOL—GEOMETRY – PAGE 75

Congruence

- Make geometric constructions

Circles

- Understand and apply theorems about circles

Geometric Measurement and Dimension

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

Modeling with Geometry

- Apply geometric concepts in modeling situations

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.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

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MATHEMATICS | HIGH SCHOOL—GEOMETRY – PAGE 75

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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).
- 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

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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.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

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

MATHEMATICS | HIGH SCHOOL—GEOMETRY – PAGE 75

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Geometric Measurement and Dimension

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Modeling with Geometry

- Apply geometric concepts in modeling situations

Precalculus

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

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

MATHEMATICS | HIGH SCHOOL—NUMBER and QUANTITY – PAGE 59

The Real Number System

- Extend the properties of exponents to rational exponents
- Use properties of rational and irrational numbers.

Quantities

- Reason quantitatively and use units to solve problems

The Complex Number System

- Perform arithmetic operations with complex numbers
- Represent complex numbers and their operations on the complex plane
- Use complex numbers in polynomial identities and equations

Vector and Matrix Quantities

- Represent and model with vector quantities.
- Perform operations on vectors.
- Perform operations on matrices and use matrices in applications.

Data Analysis and Probability

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.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

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MATHEMATICS | HIGH SCHOOL—GEOMETRY – PAGE 75**Congruence**

- Experiment with transformations in the plane
- Understand congruence in terms of rigid motions
- Prove geometric theorems
- Make geometric constructions

Similarity, Right Triangles, and Trigonometry

- Understand similarity in terms of similarity transformations
- Prove theorems involving similarity
- Define trigonometric ratios and solve problems involving right triangles
- Apply trigonometry to general triangles

Circles

- Understand and apply theorems about circles
- Find arc lengths and areas of sectors of circles

Expressing Geometric Properties with Equations

- Translate between the geometric description and the equation for a conic section
- Use coordinates to prove simple geometric theorems algebraically

Geometric Measurement and Dimension

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

Modeling with Geometry

- Apply geometric concepts in modeling situations

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.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

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

MATHEMATICS | HIGH SCHOOL —STATISTICS AND PROBABILITY★-PAGE 80**Interpreting Categorical and Quantitative Data**

- Summarize, represent, and interpret data on a single count or measurement variable
- Summarize, represent, and interpret data on two categorical and quantitative variables
- Interpret linear models

Making Inferences and Justifying Conclusions

- Understand and evaluate random processes underlying statistical experiments
- Make inferences and justify conclusions from sample surveys, experiments and observational studies

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

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

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

MATHEMATICS | HIGH SCHOOL —STATISTICS AND PROBABILITY★-PAGE 80

Conditional Probability and the Rules of Probability

- Understand independence and conditional probability and use them to interpret data
- Use the rules of probability to compute probabilities of compound events in a uniform probability model

Using Probability to Make Decisions

- Calculate expected values and use them to solve problems
- Use probability to evaluate outcomes of decisions

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.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

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

MATHEMATICS | HIGH SCHOOL —STATISTICS AND PROBABILITY★-PAGE 80

Using Probability to Make Decisions

- Calculate expected values and use them to solve problems
- Use probability to evaluate outcomes of decisions

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

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.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

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

MATHEMATICS | HIGH SCHOOL —STATISTICS AND PROBABILITY★-PAGE 80

Using Probability to Make Decisions

- Calculate expected values and use them to solve problems
- Use probability to evaluate outcomes of decisions

SOCIAL STUDIES ACADEMIC STANDARDS

<https://ed.sc.gov/agency/sc/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, 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.
- 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.

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.
- 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 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 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.
- 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.
- 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.

PROFESSIONALISM

SC Standard: B1. Demonstrate professionalism of individuals engaged in textiles and apparel careers.

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. What does professionalism mean to you?
2. What are characteristics of professionalism?

Indicators:

What Students Should Know:

1. SCANS Skills
2. 21st Century Skills
3. Professional skills
4. Electronic career portfolio
5. Professional organizations

What Students Should Be Able to Do:

1. Demonstrate workplace skills (SCANS Skills) in a variety of settings.
2. Analyze 21st century skills.
3. Identify characteristics of professional skills.
4. Revise and update an electronic career portfolio for complete and quality inclusions.
5. Analyze the role of professional organizations in fashion, textiles, and apparel industries.

Learning Strategies:

- Research the Fashion Design and Apparel Construction career pathway.
- Create and maintain a career portfolio.
- Develop a functional career plan.
- Explain the importance of punctuality and attendance at work.
- Analyze dress, body art, and hygiene practices for the profession.

Learning Strategies:

- Role play business manners for various situations (answering the phone, dealing with clients, collaborating with colleagues, etc.).
- Identify methods of improving time management.
- Participate in job shadowing, mentorship, internships, and apprenticeships in fashion design and design-related businesses. Obtain letters of recommendation, references, and other documentation for the career portfolio.
- Design electronic career portfolio specific to the college or institution of interest. (i.e. Winthrop University requirements are different from the Art Institute in Charleston, South Carolina.)
- Create a brochure advertising a professional organization and the importance of being a member.

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

Resources:

<http://otexa.ita.doc.gov> (Office of Textiles and Apparel) information about trade and other news

www.ftc.gov (Federal Trade Commission)

www.ita.doc.gov/ (International Trade Administration) trade information, press release and other information

www.usitc.gov (United States International Trade Commission) news and information center about international trade

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

www.aatcc.org (American Association of Textile Chemists and Colorists) articles and news about textiles

www.sheepusa.org (American Sheep Industry Association) links to sheep industry information in USA

www.americanwool.org (American Wool Council) information about wool in USA

Resources Cont'd:

http://fs.tx.ncsu.edu (The Fiber Society) information about membership in organization

www.icom.org/vlmp (International Council of Museums) links to museums

www.st2000.org (Studio 2000 Inc) Advice for entrepreneurs in the fashion industry

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

www.textilesociety.org (Textile Society of America) information about society

www.museumfortextiles.on.ca (The Museum for Textiles) Canada museum with textiles around the world

www.widemedi.com/fashionuk (Fashion U K) news about clothing and textiles in UK

C. DESIGN AND CONSTRUCTION SKILLS

SC Standard: C1. Demonstrate advanced design and construction 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: 2D Analyze effects of textile characteristics on design, construction, care, use, and maintenance of products, **2E** Apply appropriate procedures for care of textile products, **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, **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; 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. How can you use your skills in design and construction to benefit others?

Indicators:**What Students Should Know:**

1. Elements and principles of design
2. Visual affect of design techniques
3. Construction and finishing techniques
4. Construction techniques for a tailored garment
5. Repair techniques

What Students Should Be Able to Do:

1. Apply elements and principles of design.
2. Explain the ways that the elements and principles of design can affect visual appearance.
3. Demonstrate appropriate equipment and materials for constructing, cleaning, pressing, repairing, and/or finishing textile products.
4. Construct a tailored garment itemizing all expenses.
5. Repair a ready-to-wear garment.

Learning Strategies:

- Create a professional fashion presentation (sketches, PowerPoint, or fashion show) incorporating the elements and principles of design.
- Develop a technological presentation about designing, constructing and altering textile products.
- Identify how Computer Assisted Drawing (CAD) programs are used in the fashion industry.
- Perform pattern design operations on a CAD design program.
- Create an inspiration board and use it to create a design line for a selected group.
- Find an inspiration (walk in nature, look in a magazine, watch a movie, etc.). Make sketches. Create your design and hand sew using T-shirts.
- Design children's clothing using scrap and donated fabrics for inspiration. Construct the clothing and hold a fashion show. May donate clothing to churches, shelters, or community organizations or children's theater.
- Develop a specific wardrobe plan that includes: body type, personal height, coloring, budget, career needs, personal interests, etc.
- Alter a ready-made garment using the elements and principles of design.
- Design a garment for specific needs (conjoined twins, colostomy bags, etc.).
- Develop a construction plan consisting of the plan, equipment, and materials used for constructing, cleaning, pressing, repairing, and/or finishing textile products.
- Select a specific textile product (leather, drapery fabric, feathers, etc.), and demonstrate equipment, materials, and notions for constructing, cleaning, pressing, repairing, and/or finishing products of that textile.
- Select specific outfits. Discuss the use of the elements of design. How did these fit into history? How did economics and social issues affect fashion?
- Develop a marketing strategy to sell your design to a consumer and/or business.
- Create a chart, flyer, poster, etc. of various outfits with different elements and principles of design. Explain how each affects visual appearance.
- Construct a brochure showing how various body shapes can be enhanced or minimized.
- Design a visual that shows step-by-step instructions for making an advanced level garment (i.e. tailoring, evening gown, period costume, etc.).

- Develop an evaluation checklist or rubric for constructing a tailored garment.
- Perform advanced construction techniques (matching plaids, stripes, one-way designs, etc.).
- Apply flat pattern design methods in altering a pattern for fit.
- Create a care label for the completed garment according to fabric and material content labels.
- Perform a variety of repairs.
- Construct a garment and cost out the materials needed to make it.
- Deconstruct and redesign a garment from an old garment or “trash to fashion” promoting sustainability and creative use.
- Perform self and peer critiques (oral & written) for finished products.

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

FACS Student Organization-Family, Community and Career 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.extension.iastate.edu/pubs/cl.htm (Extension Service: Iowa State University) clothing publications

www.ae.com (American Eagle) ability to create a virtual body for trying on apparel

www.abercrombie.com (Abercrombie and Fitch)

www.armaniexchange.com (Armani Exchange)

www.bananarepublic.com (Banana Republic)

<http://fcs.tamu.edu/clothing/clothing.htm> (Family and Consumer Sciences Texas Cooperative Extension) clothing and textile resources

D. TEXTILE AND APPAREL MERCHANDISING

SC Standard: D1. Analyze merchandising strategies for textile and apparel products.

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

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 are laws and regulations affecting the apparel industry?
2. How does advertising affect the apparel industry?

Indicators:

What Students Should Know:

1. Marketing strategies
2. Textile laws and regulations
3. Ethics
4. Textile and apparel merchandising

What Students Should Be Able to Do:

1. Describe marketing strategies for textile and apparel products.
2. Investigate textile legislation, standards, and labeling.
3. Assess the ethical considerations for merchandising apparel and textile products, e.g., false advertising, misrepresentation, and fraud.
4. Summarize the factors that affect textile and apparel merchandising.

Learning Strategies:

- Develop an ad campaign for marketing a product.
- Discuss the need for laws and regulations in the apparel and textile industries.
- Research the effects of legislation on clothing then compile a list of major legislation mandates.
- Create an informational flyer, brochure, chart etc. with specific guidelines for legislation, standards, and labeling of clothing.

- Explain how the use of advertising can help or hurt a business.
- Develop a marketing plan.
- Compare care label requirements of different countries.
- Create a care label for a selected clothing item.
- Create a poster of clothing care symbols and definitions.
- Collect and evaluate various ads (magazine, newspapers, etc) for false advertising, misrepresentation, and fraud. Discuss ways in which one word can alter the meaning of an ad.
- Create ads for merchandising a specific apparel and textile product.
- Role-play scenarios demonstrating false advertising, misrepresentation, fraud.
- Categorize various situations by unethical practices such as: false advertising, misrepresentation, fraud, etc.
- Assess the ethical considerations for merchandising apparel and textile products, e.g., false advertising, misrepresentation, fraud.
- Describe marketing strategies for textile and apparel products.
- Examine trends and forecasting in fashion merchandising.
- Evaluate global issues affecting the industry.
- Analyze legislation, regulations, and public policy affecting the textile and apparel industry.

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

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

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

www.apparelsearch.com (**ApparelSearch.com**) online guide for searching in the apparel industry

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

<http://waynesword.palomar.edu/traug99.htm> (**Waynesword: Plant Fiber**) has information and images of plant fiber and textiles made from plant fiber including bibliography

E. OPERATIONAL PROCEDURES

SC Standard: E1. Investigate operational procedures.

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

National Assessment/Certification: Fashion, Textiles, and Apparel: 7A Analyze legislation, regulations, and public policy affecting the fashion, textile and apparel industries, **7B** Analyze personal and employer responsibilities and liabilities regarding industry-related safety, security, and environmental factors, **7C** Analyze the effects of security and inventory control strategies, cash, and credit transaction methods, laws, and worksite policies, on loss prevention and store profit, **7D** Demonstrate procedures for reporting and handling accidents, safety, and security incidents, **7E** Analyze operational costs such as mark ups, mark downs, cash flow, and other factors affecting profit

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. Why is it important to follow procedures on the job?

Indicators:

What Students Should Know:

1. Legislation, regulations, and public policies
2. Employer/employee responsibilities
3. Business management
4. Financial considerations in the business

What Students Should Be Able to Do

1. Distinguish between the various types of legislation, regulations, and public policy affecting the fashion, textile and apparel industries.
2. Research employer and employee responsibilities regarding industry-related safety, security, and environmental factors.
3. Identify characteristics of effective managers.
4. Identify the financial considerations of business.

What Students Should Know:

1. Legislation, regulations, and public policies
2. Employer/employee responsibilities
3. Business management
4. Financial considerations in the business
5. Safety Issues
6. Equipment maintenance
7. Operational costs
8. Ethics

What Students Should Be Able to Do:

1. Distinguish between the various types of legislation, regulations, and public policy affecting the fashion, textile and apparel industries.
2. Research employer and employee responsibilities regarding industry-related safety, security, and environmental factors.
3. Identify characteristics of effective managers.
4. Identify the financial considerations of business.
5. Explain workplace safety procedures (OSHA).
6. Demonstrate proper maintenance of equipment.
7. Examine operational finance such as cost, retail, markups, markdowns, cash flow, and other factors affecting profits.
8. Identify the Code of Ethics for professional organizations.

Learning Strategies:

- Select scenarios or business situations at random and determine which legislation, regulations, and public policies would best suit that business practices. Students should justify their choice.
- Role-play a scene which incorporates the importance of employer/employee responsibilities that enhance safety and security in the workplace.
- Compare different managerial styles. List a variety of scenarios and identify the managerial style.
- Explain the financial considerations of business: business law and development, financial management, strategic planning, insurance, business documents, marketing, business contracts, inventory control and loss prevention including cash and credit transactions.
- Develop a collage to market a fashion design product (i.e. a dress, slacks, window treatments, etc.).
- Create a quad-fold depicting financial considerations in a fictional fashion design business. (i.e. charts, pictures, graphs, etc.)
- Develop a safety procedure manual for a fashion design business. Think-pair-share about the importance of having a business safety manual.
- Establish an “Equipment Maintenance Day.”
- Create and share ethical situation scenarios that have or may occur in the real-world workplace.

- Examine professional associations' websites Code of Ethics.
- Analyze cost, damage, loss, and profit samples.

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

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

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: LINK UP to Jobs; ACCESS SKILLS for Career Success

Dynamic Leadership: Relationships for Leaders, Conflict Management for Leaders

Financial Fitness: Making Money

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

Power of One: Working on Working

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

Resources:

www.lexisnexis.com/.../archive/2010/02/17/ABA-Resolutions-on-Fashion-Design-Legislation.aspx

ABA Resolutions on **Fashion Design Legislation**

Stay current with the national and international issues involving **fashion design** and **fashion design** protection.

www.lexisnexis.com/Community/copyright-trademarklaw/blogs/fashionindustrylaw/archive/2010/...

Legislation to extend copyright protection to **fashion designs** ...

Stay current with the national and international issues involving **fashion design** and **fashion design** protection.

www.fashioncapital.co.uk/Issues/Legislation ·

Legislation Fashion Capital has resources for **fashion designers** ... Creative **Designs**; PR Dispensary; Retail Boutiques; Embroidery ... **Legislation**

www.job-search-engine.com/keyword/fashion-accessories-designer-jobs

Fashion Accessories Designer Jobs - Browse Keywords | Juju Job Search

Browse **Fashion Accessories Designer** jobs from 1,000s of job boards and **employer** web sites in one place. ... create new clothing Areas of **Responsibility** - **Fashion Designer** ...

www.job-search-engine.com/keyword/assistant-fashion-designer-jobs

Assistant Fashion Designer Jobs - Browse Keywords | Juju Job Search

Browse Assistant **Fashion Designer** jobs from 1,000s of job boards and **employer**

www.job-search-engine.com/keyword/assistant-fashion-designer-jobs
Designer Role - Fashion Designer: Assistant **designer** Areas of **Responsibility**
www.sharewareconnection.com/fashion-stock-inventory.htm

Fashion Stock Inventory - Fashion revolutionises Epos & Stock **Control** ...
... Multimedia & **Design** Operating Systems **Security** ... iMagic **Inventory** lets you take full
control of your **inventory** and ... Software piracy is theft, Using '**Fashion Stock Inventory**'
crack
www.sharewareconnection.com/titles/fashion-stock-inventory-fashion-stock-control9.htm
Software Download: **Fashion Stock Inventory Fashion Stock Control**
Software Listing: **Fashion Stock Inventory Fashion Stock Control** ... Full user **security** and
barcode printing.. POS Point ... Main Kw: graphics, images, graphical, html, **design**