

HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS  
HILLSBOROUGH, NJ 08844

    NEW   X   REVISED CURRICULUM

DATE: MARCH 2014

CONTENT AREA: FAMILY & CONSUMER SCIENCE – HHS – ADVANCED FASHION DESIGN

<b>SUPERVISOR:</b>	<b>CURRICULUM REVISION TEAM:</b>
Olga Zarestky	Kim Bebawi

**WHY WAS THIS CURRICULUM REVISION COMPLETED?**

Revise and update to 2009 NJ Core Curriculum Content Standards

**HOW IS THIS RELATED TO THE DISTRICT PLAN FOR CURRICULUM DEVELOPMENT?**

    As scheduled on the five-year curriculum revision cycle

  X   Other

**WERE THE FINANCIAL RESOURCES BUDGETED FOR THIS REVISION?**

  X   Yes

    No (please explain) \_\_\_\_\_

**OTHER COMMENTS:** \_\_\_\_\_

**APPROVAL DATES:**

  *Lu*   Approved by Assistant Superintendent

  *JA*   Approved by Education Committee

Education

Board of Educ. Approved  
9/22/14

**HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT**

**HILLSBOROUGH HIGH SCHOOL  
FAMILY & CONSUMER SCIENCE**

**ADVANCED FASHION DESIGN  
GRADES 9-12**

**MARCH 2014**

# Overview

*"FCS teaches students to make healthy decisions regarding nutrition/wellness including research-based nutrition education, basic label reading, monitoring weight, genetic and environmental influences and food production skills".*

*The National Association of State Administrators of Family and Consumer Sciences*

Our half-year Advanced Fashion Design course incorporates 21st century concepts in a second level course taken after a student has successfully completed Fashion Design. Subject matter areas covered in Fashion Design are reviewed and enriched through further exploration.

This course is a very exciting hands-on class that will include such topics as a review of the development of fashion and clothing design, the elements and principles of design, influential fashion designers, careers in fashion design, fashion figure drawing and portfolio layout, machine and hand sewing, fashion merchandising, as well as a final creative student design project.

The instructor will help students not only to strive to produce quality finished projects, but also attempt to inspire diversified, creative thinking. A variety of media will be introduced and used to complete numerous projects and assignments. In addition to learning more advanced developmental skills and fundamentals in each area, this course will expose students to the wide variety of careers in the Fashion Design spectrum.

The curriculum is aligned to the New Jersey Core Curriculum Content Standards for 21<sup>st</sup> Century Life and Careers which are:

**9.1 21st-Century Life & Career Skills** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

**9.2 Personal Financial Literacy** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

**9.3 Career Awareness, Exploration, and Preparation** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

**9.4 Career and Technical Education** All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

The interdisciplinary and experiential nature of the Arts (where rigorous academic concepts are coupled with real-world hands-on lessons) allows connections to many NJ standard areas. As such, where applicable, integrations to the other New Jersey Core Curriculum Content Standards and Cumulative Progress Indicators have been noted (including the NJCCCS areas of Comprehensive Health and Physical Education, Science, Social Studies, World Languages, Technology, and 21st Century Life and Careers), along with integrations to the Common Core State Standards for English Language Arts and Mathematics. The curriculum is also aligned to the National Standards for Family and Consumer Sciences.

This 2.5 credit half-year course helps fulfill the state mandate contained in N.J.A.C. 6A:8-5.1(a) 1 x for at least 5 credits in "21<sup>st</sup> century life and careers, or career-technical education" for all students who entered high school in 2010 or later.

<p><b>Enduring Understandings</b></p>	<p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas. Analyzing written course materials for structure and purpose from such items as texts and fashion models, allows an effective reader to gain fashion design insight and strengthen understanding. Media sources are a constant and valuable resource for identifying a variety of design options. Using digital tools helps one access, manage, evaluate and synthesize information in order to solve problems individually and collaboratively, and create and communicate knowledge. The nurturing of positive relationships helps one understand the present and helps one make decisions about the future. Career insights are gained through the integration of knowledge and ideas from readings, observations and hands-on work. Knowledge of self will lead to better understandings as students grow into mature adults.</p>
	<p><b>Unit/Skill: Introduction to Course, Policies &amp; Procedures, and Design Process</b></p>
<p><b>Days</b></p>	<p>3 days</p>
<p><b>National Standards for Family and Consumer Sciences (NASAFACS)</b></p>	<p>1.2.1 Analyze potential career choices to determine the knowledge, skills, and attitudes associated with each career. 1.2.6 Demonstrate leadership skills and abilities in school, workplace and community settings. 1.2.8 Demonstrate work ethics and professionalism. 2.1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p>
<p><b>NJCCCS</b></p>	<p><b>9.1 21st-Century Life &amp; Career Skills</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>
<p><b>NJCCCS CPI</b></p>	<p>9.1.12. A.1 Apply critical thinking and problem-solving strategies during structured learning experiences. 9.1.12. B.2 Create and respond to a feedback loop when problem solving. 9.1.12. F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p>
<p><b>Essential Questions</b></p>	<p>What are the many facets of a successful career in Fashion Design? How do my personal questions and actions affect others? In a collaborative process, why is it important to get along with others? Why is having an understanding of the various clothing styles essential in our daily lives?</p>
<p><b>Skills The Student Will...</b></p>	<p>Discuss hands-on lab procedures, expectations and classroom rules. Develop communication skills to enhance learning on group and individual projects through the use of ice breaker activities. Complete a compatibility mural challenge in small groups. Create a clothing mural to represent individual current fashion style. Study content through digital media, such as DVD, video, YouTube, as well as web streaming examples to support subject.</p>
<p><b>Assessment</b></p>	<p>Teacher will evaluate group and individual projects, classwork, tests, and quizzes against preset objectives and rubrics. Identify lab equipment and procedures. Teacher will provide individual and group feedback regarding proper lab procedures, safety techniques and classroom guidelines.</p>
<p><b>Literacy Integration</b></p>	<p>RST.9-10.1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. RST.9-10.2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9-10 texts and topics</i>.</p>
<p><b>Health &amp; Phys Ed Integration</b></p>	<p>2.1.12. D.1 Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.</p>

<b>Science Integration</b>	5.1.12. D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.
<b>Social Studies Integration</b>	9-12.6.3.12.1 Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives. 9-12.6.3.12.6 Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.
<b>World Language Integration</b>	7.1. NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
<b>Technology Integration</b>	8.1.12. D.2 Demonstrate appropriate use of copyrights, fair use and creative commons.

<b>Unit/Skill: Elements and Principles of Design</b>	
<b>Days</b>	4 days
<b>National Standards for Family and Consumer Sciences (NASAFACS)</b>	11.2.1 Evaluate the use of elements and principles of design in housing and commercial and residential interiors. 11.2.2 Analyze the psychological impact that the principles and elements of design have on the individual. 11.2.3 Analyze the effects that the principles and elements of design have on aesthetics and function. 11.2.4 Apply principles of human behavior such as ergonomics and anthropometrics to design of housing, interiors, and furnishings. 11.3.1 Analyze product information, including but not limited to floor coverings, wall coverings, textiles, window treatments, furniture, lighting fixtures, kitchen and bath fixtures and equipment. 11.3.6 Demonstrate design processes such as determining the scope of the project, programming, research, concept development, proposal, schematic design, design drawing, and design presentation development.
<b>NJCCCS</b>	<b>9.1 21st-Century Life &amp; Career Skills</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
<b>NJCCCS CPI</b>	9.1.12. A.1 Apply critical thinking and problem-solving strategies during structured learning experiences. 9.1.12. B.2 Create and respond to a feedback loop when problem solving. 9.1.12. F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.
<b>Essential Questions</b>	Why is it important to have a working understanding of Elements and Principles of Design? How does one apply the Elements and Principles of design into their daily lives?
<b>Skills The Student Will...</b>	Develop an understanding of vocabulary used such: space, line, shape, form, texture, color Discuss the effects that clothing shape have on appearance as it pertains to design. Use lines to the best advantage in garments to enhance the appearance of body shapes through drawings Discuss how the principles of design can be used to produce harmonious clothing. Discuss texture and how to use it effectively to improve appearance through clothing. Describe apparel outfits that have the best design for various body shapes. Design a three piece clothing collection using several of the Elements and Principles of Design Study content through digital media, such as DVD, video, YouTube, as well as web streaming examples to support subject.
<b>Assessment</b>	Teacher will provide individual and group feedback regarding proper usage of the Element and Principles of Design The teacher will evaluate group and individual projects, classwork, tests, and quizzes against preset objectives and rubrics. Teacher will monitor student's ability and progress while individually completing notes packets, worksheets and project. The teacher will provide objective summary analysis at the end of unit through various forms of assessments

<b>Unit/Skill: Elements and Principles of Design</b>	
<b>Literacy Integration</b>	RST.9-10.1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. RST.9-10.2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9-10 texts and topics</i> .
<b>Mathematics Integration</b>	HSG-MG.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder). HSG-MG.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios). A-CED.1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
<b>Science Integration</b>	5.1.12. D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.
<b>Social Studies Integration</b>	9-12.6.3.12.1 Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives. 9-12.6.3.12.6 Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.
<b>World Language Integration</b>	7.1. NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
<b>Technology Integration</b>	8.1.12. D.2 Demonstrate appropriate use of copyrights, fair use and creative commons.
<b>Unit/Skill: Review of the Development of Fashion and Clothing Design</b>	
<b>Days</b>	5 days
<b>National Standards for Family and Consumer Sciences (NASAFACS)</b>	1.2.5 Analyze strategies to manage the effects of changing technologies in workplace settings. 1.3.6 Identify ways individuals and families can influence change in policies, agencies, and institutions that affect individuals and families. 11.2.2 Analyze the psychological impact that the principles and elements of design have on the individual. 11.2.3 Analyze the effects that the principles and elements of design have on aesthetics and function. 16.1.1 Explain the roles and functions of individuals engaged in textiles and apparel careers. 16.1.4 Analyze the effects of textiles and apparel occupations on local, state, national, and global economies. 16.1.6 Analyze the role of professional organizations in textiles, fashion, and apparel industries.
<b>NJCCCS</b>	<b>9.1 21st-Century Life &amp; Career Skills</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
<b>NJCCCS CPI</b>	9.1.12. A.1 Apply critical thinking and problem-solving strategies during structured learning experiences. 9.1.12. B.2 Create and respond to a feedback loop when problem solving. 9.1.12. F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.
<b>Essential Questions</b>	What are the many facets of a successful career in Fashion Design? Why is having an understanding of the various clothing styles essential in our daily lives? What are some of the impacts of social media on the fashion industry?

<b>Unit/Skill: Review of the Development of Fashion and Clothing Design</b>	
<b>Skills The Student Will...</b>	<p>Discuss the worldwide importance of the apparel industries</p> <p>List several trade publications and trade associations</p> <p>Describe the development of haute couture and the influence on design</p> <p>Differentiate between the designer ready-to-wear industry and haute couture</p> <p>Analyze the top ten fashion designers worldwide and their influences on the apparel industry</p> <p>Discuss the various garment parts used in design and past fashion fads</p> <p>Complete a fashion design review project including, drawing a figure, designing an original fashion, applying color, and proper display.</p> <p>Compare the effect the Industrial Revolution had on the apparel industries to what you believe emerging technologies will have in the future.</p> <p>Create an original design based on a famous designer's unique style.</p> <p>Make a booklet showing fashions of at least three current well-known designers</p> <p>Study content through digital media, such as DVD, video, YouTube, as well as web streaming examples to support subject.</p>
<b>Assessment</b>	<p>Teacher will provide individual and group feedback regarding the Development of Fashion and Clothing Design</p> <p>Teacher will evaluate group and individual projects, classwork, tests, and quizzes against preset objectives and rubrics.</p> <p>Teacher will monitor student's ability and progress while individually completing notes packets, worksheets and project.</p> <p>Teacher will provide objective summary analysis at the end of unit through various forms of assessments</p>
<b>Literacy Integration</b>	<p>RST.9-10.1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>RST.9-10.2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p>RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p> <p>RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9-10 texts and topics</i>.</p>
<b>Mathematics Integration</b>	<p>HSG-MG.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).</p> <p>HSG-MG.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).</p> <p>A-CED.1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</p>
<b>Science Integration</b>	<p>5.1.12. D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.</p>
<b>Social Studies Integration</b>	<p>9-12.6.3.12.1 Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.</p> <p>9-12.6.3.12.6 Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.</p>
<b>World Language Integration</b>	<p>7.1. NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p>
<b>Technology Integration</b>	<p>8.1.12. D.2 Demonstrate appropriate use of copyrights, fair use and creative commons.</p>
<b>Unit/Skill: Influential Fashion Designers</b>	
<b>Days</b>	12 days
<b>National Standards for</b>	<p>2.1.4 Apply consumer skills to providing and maintaining clothing.</p> <p>2.5.1 Analyze the use of resources in making choices that satisfy needs and wants of individuals and families.</p>

<b>Unit/Skill: Influential Fashion Designers</b>	
<b>Family and Consumer Sciences (NASAFACS)</b>	<p>11.2.2 Analyze the psychological impact that the principles and elements of design have on the individual.</p> <p>11.2.3 Analyze the effects that the principles and elements of design have on aesthetics and function.</p> <p>12.2.5 Analyze geographic, political, and global influences on human growth and development.</p> <p>13.6.4 Demonstrate ethical behavior in family, workplace, and community settings.</p> <p>16.1.1 Explain the roles and functions of individuals engaged in textiles and apparel careers.</p> <p><b>9.1 21st-Century Life &amp; Career Skills</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p> <p>9.1.12. A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.</p> <p>9.1.12. B.2 Create and respond to a feedback loop when problem solving.</p> <p>9.1.12. F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p>
<b>NJCCCS</b>	<p><b>9.1 21st-Century Life &amp; Career Skills</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>
<b>NJCCCS CPI</b>	<p>9.1.12. A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.</p> <p>9.1.12. B.2 Create and respond to a feedback loop when problem solving.</p> <p>9.1.12. F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p>
<b>Essential Questions</b>	<p>How does society judge a person's clothing choices?</p> <p>How does the environment in which the designer grows up in affect their design choices?</p> <p>How does culture influence fashion?</p>
<b>Skills The Student Will...</b>	<p>Explain the various reasons people wear clothing and how this affects fashion design</p> <p>Describe how clothing satisfies certain physical, psychological, and social needs.</p> <p>Evaluate how values, attitudes, conformity, individuality, and personality affect clothing selections.</p> <p>Discuss the concept of fashion cycles that occur over time.</p> <p>Explain the fashion designer's influences on trends from the Ancient Egyptian Times through the late 1900's.</p> <p>Analyze the impact of the current top ten fashion designers on the clothing industry</p> <p>Research and list clothing created by three famous designers</p> <p>Use your imagination to sketch a possible fad for the future based on the influence of a famous fashion designer</p> <p>Create a storyboard showing the basic apparel designs in this fashion year and discuss which famous designers were influential</p> <p>Interview two or more older people about the clothing they wore when they were your age and what famous designer influenced their clothing.</p> <p>Study content through digital media, such as DVD, video, YouTube, as well as web streaming examples to support subject.</p>
<b>Assessment</b>	<p>Teacher will provide individual and group feedback during classroom discussion.</p> <p>Teacher will evaluate group and individual projects, classwork, tests, and quizzes against preset objectives and rubrics.</p> <p>Teacher will monitor student's ability and progress while individually completing notes packets, worksheets and project.</p> <p>Teacher will provide objective summary analysis at the end of unit through various forms of assessments</p>
<b>Literacy Integration</b>	<p>RST.9-10.1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>RST.9-10.2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p>RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p> <p>RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9–10 texts and topics</i>.</p>
<b>Mathematics Integration</b>	<p>HSG-MG.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).</p> <p>HSG-MG.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).</p> <p>A-CED.1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</p>
<b>Science Integration</b>	<p>5.1.12. D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.</p>

<b>Unit/Skill: Influential Fashion Designers</b>	
<b>Social Studies Integration</b>	9-12.6.3.12.1 Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives. 9-12.6.3.12.6 Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.
<b>World Language Integration</b>	7.1. NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
<b>Technology Integration</b>	8.1.12. D.2 Demonstrate appropriate use of copyrights, fair use and creative commons.
<b>Unit/Skill: Fashion Merchandising</b>	
<b>Days</b>	7 days
<b>National Standards for Family and Consumer Sciences (NASAFACS)</b>	<p>1.2.5 Analyze strategies to manage the effects of changing technologies in workplace settings.</p> <p>1.3.6 Identify ways individuals and families can influence change in policies, agencies, and institutions that affect individuals and families.</p> <p>11.2.2 Analyze the psychological impact that the principles and elements of design have on the individual.</p> <p>11.2.3 Analyze the effects that the principles and elements of design have on aesthetics and function.</p> <p>16.1.1 Explain the roles and functions of individuals engaged in textiles and apparel careers.</p> <p>16.1.6 Analyze the role of professional organizations in textiles, fashion, and apparel industries.</p> <p>16.3.1 Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance.</p> <p>16.3.2 Apply basic and complex color schemes and color theory to develop and enhance visual effects.</p> <p>16.3.6 Apply elements and principles of design to assist consumers and businesses in making decisions.</p> <p>16.3.7 Demonstrate ability to use technology for fashion, apparel, and textile design.</p> <p>16.5.1 Apply marketing strategies for textile, apparel, and fashion products.</p> <p>16.5.2 Analyze the cost of constructing, manufacturing, altering, or repairing textile, apparel, and fashion products.</p> <p>16.5.3 Analyze ethical considerations for merchandising apparel and textile products.</p> <p>16.5.4 Apply external factors that influence merchandising.</p> <p>16.5.5 Critique varied methods for promoting apparel and textile products.</p> <p>16.5.6 Apply research methods, including forecasting techniques, for marketing apparel and textile products.</p> <p>16.6.1 Analyze factors that contribute to quality customer relations.</p> <p>16.6.2 Analyze the influences of cultural diversity as a factor in customer relations.</p> <p>16.7.2 Analyze personal and employer responsibilities and liabilities regarding industry-related safety, security, and environmental factors.</p> <p>16.7.3 Analyze the effects of security and inventory control strategies, cash and credit transaction methods, laws, and worksite policies, on loss prevention and store profit.</p> <p>16.7.5 Analyze operational costs such as mark ups, mark downs, cash flow, and other factors affecting profit.</p> <p>16.7.6 Demonstrate knowledge of the arts, of various resources, and cultural impact upon the textile, apparel, and fashion industries.</p>
<b>NJCCCS</b>	<b>9.1 21st-Century Life &amp; Career Skills</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
<b>NJCCCS CPI</b>	9.1.12. A.1 Apply critical thinking and problem-solving strategies during structured learning experiences. 9.1.12. B.2 Create and respond to a feedback loop when problem solving. 9.1.12. F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.
<b>Essential Questions</b>	How does the economy affect productivity of fashions? How does the type of store affect the pricing of fashion apparel?

<b>Unit/Skill: Fashion Merchandising</b>	
<b>Skills The Student Will...</b>	<p>Summarize the activities of market weeks and trade shows</p> <p>Hold a class discussion about the types of activities that occur in market centers during market week</p> <p>Describe the market resources available to buyers</p> <p>Have the students make charts that list the advantages and disadvantages of retail buying in New York City</p> <p>Explain the process of writing orders</p> <p>Discuss important terms pertaining to fashion merchandising</p> <p>List the career opportunities in fashion merchandising and retailing</p> <p>Describe the work of retail buyer and the qualifications needed for that career</p> <p>Explain the duties of persons involved with direct selling and other store operations</p> <p>Distinguish between the management positions of merchandise manager, fashion coordinator, store manager, and branch</p>
<b>Assessment</b>	<p>Teacher will provide individual and group feedback regarding the fashion merchandising</p> <p>Teacher will evaluate group and individual projects, classwork, tests, and quizzes against preset objectives and rubrics.</p> <p>Teacher will monitor student's ability and progress while individually completing notes packets, worksheets and projects.</p> <p>Teacher will provide objective summary analysis at the end of unit through various forms of assessments</p>
<b>Literacy Integration</b>	<p>RST.9-10.1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>RST.9-10.2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p>RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p> <p>RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9–10 texts and topics</i>.</p>
<b>Mathematics Integration</b>	<p>HSG-MG.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).</p> <p>HSG-MG.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).</p> <p>A-CED.1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</p>
<b>Science Integration</b>	<p>5.1.12. D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.</p>
<b>Social Studies Integration</b>	<p>9-12.6.3.12.1 Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.</p> <p>9-12.6.3.12.6 Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.</p>
<b>World Language Integration</b>	<p>7.1. NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p>
<b>Technology Integration</b>	<p>8.1.12. D.2 Demonstrate appropriate use of copyrights, fair use and creative commons.</p>
<b>Unit/Skill: Careers in Apparel Design and Production</b>	
<b>Days</b>	5 days
<b>National Standards for</b>	<p>1.2.1 Analyze potential career choices to determine the knowledge, skills, and attitudes associated with each career.</p> <p>1.2.2 Demonstrate job seeking and job keeping skills.</p> <p>1.2.3 Apply communication skills in school, community and workplace settings.</p>

<b>Unit/Skill: Careers in Apparel Design and Production</b>	
<b>Family and Consumer Sciences (NASAFACS)</b>	<p>1.2.4 Demonstrate teamwork skills in school, community and workplace settings.</p> <p>1.2.5 Analyze strategies to manage the effects of changing technologies in workplace settings.</p> <p>1.2.6 Demonstrate leadership skills and abilities in school, workplace and community settings.</p> <p>1.2.7 Analyze factors that contribute to maintaining safe and healthy school, work and community environments.</p> <p>1.2.8 Demonstrate work ethics and professionalism.</p> <p>16.1.1 Explain the roles and functions of individuals engaged in textiles and apparel careers.</p> <p>16.1.2 Analyze opportunities for employment and entrepreneurial endeavors.</p> <p>16.1.3 Summarize education and training requirements and opportunities for career paths in textile and apparel services.</p> <p>16.1.5 Create an employment portfolio for use with applying for internships, work-based learning opportunities and employment in textiles, fashion, and apparel.</p>
<b>NJCCCS</b>	<p><b>9.1 21st-Century Life &amp; Career Skills</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>
<b>NJCCCS CPI</b>	<p>9.1.12. A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.</p> <p>9.1.12. B.2 Create and respond to a feedback loop when problem solving.</p> <p>9.1.12. F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p>
<b>Essential Questions</b>	<p>What are the many facets of a successful career in Fashion Design? Why is having an understanding of the various clothing styles essential in our daily lives? What are some of the impacts of social media on the fashion industry?</p>
<b>Skills The Student Will...</b>	<p>Describe the work of a fashion designer and the qualifications needed for that career. Discuss the many types of jobs in apparel manufacturing. Explain production management careers. Identify positions in sales and distribution of manufactured apparel merchandise. Name top management and administration jobs and their responsibilities.</p>
<b>Assessment</b>	<p>Teacher will provide individual and group feedback during classroom discussion. The teacher will evaluate group and individual projects, classwork, tests, and quizzes against preset objectives and rubrics. Teacher will monitor student's ability and progress while individually completing notes packets, worksheets and project. The teacher will provide objective summary analysis at the end of unit through various forms of assessments</p>
<b>Literacy Integration</b>	<p>RST.9-10.1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. RST.9-10.2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9-10 texts and topics</i>.</p>
<b>Mathematics Integration</b>	<p>HSG-MG.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder). HSG-MG.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios). A-CED.1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</p>
<b>Science Integration</b>	<p>5.1.12. D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.</p>
<b>Social Studies Integration</b>	<p>9-12.6.3.12.1 Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives. 9-12.6.3.12.6 Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.</p>

<b>Unit/Skill: Careers in Apparel Design and Production</b>	
<b>World Language Integration</b>	9-12.6.3.12.1 Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives. 9-12.6.3.12.6 Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.
<b>Technology Integration</b>	8.1.12. D.2 Demonstrate appropriate use of copyrights, fair use and creative commons.
<b>Unit/Skill: Machine and Hand sewing</b>	
<b>Days</b>	10 days
<b>National Standards for Family and Consumer Sciences (NASAFACS)</b>	11.2.2 Analyze the psychological impact that the principles and elements of design have on the individual. 11.2.3 Analyze the effects that the principles and elements of design have on aesthetics and function. 16.3.1 Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance. 16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textile, apparel, and fashion products.
<b>NJCCCS</b>	<b>9.1.21st-Century Life &amp; Career Skills</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
<b>NJCCCS CPI</b>	9.1.12. A.1 Apply critical thinking and problem-solving strategies during structured learning experiences. 9.1.12. B.2 Create and respond to a feedback loop when problem solving. 9.1.12. F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.
<b>Essential Questions</b>	Why when living on your own, would it be important to know the basics in the fine art of sewing? How can the knowledge of hand sewing save you money when clothing needs to be fixed?
<b>Skills The Student Will...</b>	Discuss and define fabric preparation terms such as: a. Grain, b. Crosswise c. Lengthwise d. Bias e. Grainline f. Raw edges g. Selvage  Analyze and interpret the written directions and information given on an instruction sheet Discuss and identify the meaning of various pattern symbols Identify the various techniques of fabric layout, pinning, and cutting Identify and discuss the small equipment and notions that are available Describe the numerous parts of the sewing machine Discuss, apply and practice creating one or more basic machine sewing stitches Discuss, apply and practice creating one or more basic hand stitches Identify the grain line, lengthwise, crosswise or bias, in each of the labeled fabric pieces provided Work with a partner to wind a bobbin and thread and unthread the machine for accuracy Use paper patterns to draw straight, pivot, and circular lines on fabric, then stitch the lines using the sewing machine

<b>Unit/Skill: Machine and Hand sewing</b>	
	Construct small projects such as: baby bibs, slippers, children's clothing Use hand sewing techniques, sew a hem, attach a button, patch a hole in a garment Study content through digital media, such as DVD, video, YouTube, as well as web streaming examples to support subject.
<b>Assessment</b>	Teacher will provide key terms and methods to successfully create a sewing project Teacher will provide individual feedback regarding completion of sewing examples Teacher will monitor student's ability and progress while individually completing notes packets, worksheets and project. Observation of level and degree of participation in class discussions will give teacher indication of level of student understanding, synthesis and application of knowledge. The teacher will provide objective summary analysis at the end of each project and units through class critique, quiz, tests, oral feedback.
<b>Literacy Integration</b>	RST.9-10.1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. RST.9-10.2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept, provide an accurate summary of the text. RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9-10 texts and topics</i> .
<b>Mathematics Integration</b>	HSG-MG.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder). HSG-MG.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios). A-CED.1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
<b>Science Integration</b>	5.1.12. D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.
<b>Social Studies Integration</b>	9-12.6.3.12.1 Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives. 9-12.6.3.12.6 Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.
<b>World Language Integration</b>	9-12.6.3.12.1 Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives. 9-12.6.3.12.6 Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.
<b>Technology Integration</b>	8.1.12. D.2 Demonstrate appropriate use of copyrights, fair use and creative commons.
<b>Unit/Skill: Fashion Figure Drawing and Portfolio Layout</b>	
<b>Days</b>	14 days
<b>National Standards for Family and Consumer Sciences (NASAFACS)</b>	11.2.2 Analyze the psychological impact that the principles and elements of design have on the individual. 11.2.3 Analyze the effects that the principles and elements of design have on aesthetics and function. 16.2.1 Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers. 16.2.2 Evaluate performance characteristics of textile fiber and fabrics. 16.3.1 Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance. 16.3.2 Apply basic and complex color schemes and color theory to develop and enhance visual effects. 16.3.6 Apply elements and principles of design to assist consumers and businesses in making decisions. 16.3.7 Demonstrate ability to use technology for fashion, apparel, and textile design.

<b>Unit/Skill: Fashion Figure Drawing and Portfolio Layout</b>	
<b>NJCCCS</b>	<p><b>9.1 21st-Century Life &amp; Career Skills</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p> <p>9.1.12. A.1 Apply critical thinking and problem-solving strategies during structured learning experiences. 9.1.12. B.2 Create and respond to a feedback loop when problem solving. 9.1.12. F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p>
<b>Essential Questions</b>	<p>How do different body types change a design? What makes a fashion layout appealing to the general public?</p>
<b>Skills The Student Will...</b>	<p>Discussion of the importance of a well-drawn figure and how to accomplish that goal Create a figure grid on a piece on 8 1/2 x 11 &amp; 11 x 13 paper to properly scale a croquis Plan a figure that fills the page and in proper proportion Analyze the figure as familiar shapes that connect to create a body shape Relate shapes to the skeleton and the body Achieve the appearance of relaxed motion in standing pose through croqui drawings Create balance of weight through fashion figure drawings Create a turning figure at various stages such as 3/4, full side view, extreme turn to reveal front and back detail Design a figure using a pelvic thrust stance Draw a fashion figure using the front view, back view and side view technique Discuss the guideline for creating a portfolio such as:</p> <ol style="list-style-type: none"> <li>Be creative and show people you have unique ideas</li> <li>Be original and break the monotony</li> <li>Use various paper colors and textures for your background</li> <li>Be careful and neat in your work</li> <li>Plan in advance the layout of each page</li> <li>Design each page as a work of art</li> <li>Keep collections together</li> <li>Use fabric colors, fabric swatches and/or trims to adorn the pages</li> <li>Fix sketches, paintings, and illustrations in advance</li> <li>Use the advantages of technology</li> <li>Never use handwriting</li> <li>Keep your portfolio updated and handy to present</li> </ol> <p>Teacher will provide individual and group feedback during classroom discussion. Teacher will evaluate group and individual projects, classwork, tests, and quizzes against preset objectives and rubrics. Teacher will monitor student's ability and progress while individually completing notes packets, worksheets and project. Teacher will provide objective summary analysis at the end of unit through various forms of assessments</p>
<b>Assessment</b>	<p>RST.9-10.1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. RST.9-10.2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9-10 texts and topics</i>.</p>
<b>Literacy Integration</b>	<p>HSG-MG.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder). HSG-MG.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based</p>

<b>Unit/Skill: Fashion Figure Drawing and Portfolio Layout</b>	
	on ratios). A-CED.1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
<b>Science Integration</b>	5.1.12. D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.
<b>Social Studies Integration</b>	9-12.6.3.12.1 Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives. 9-12.6.3.12.6 Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.
<b>World Language Integration</b>	9-12.6.3.12.1 Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives. 9-12.6.3.12.6 Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.
<b>Technology Integration</b>	8.1.12. D.2 Demonstrate appropriate use of copyrights, fair use and creative commons.

<b>Unit/Skill: Creative Student Design</b>	
<b>Days</b>	25 days
<b>National Standards for Family and Consumer Sciences (NASAFACS)</b>	<p>1.2.5 Analyze strategies to manage the effects of changing technologies in workplace settings.</p> <p>1.3.6 Identify ways individuals and families can influence change in policies, agencies, and institutions that affect individuals and families.</p> <p>11.1.2 Analyze the psychological impact that the principles and elements of design have on the individual.</p> <p>11.2.3 Analyze the effects that the principles and elements of design have on aesthetics and function.</p> <p>16.1.1 Explain the roles and functions of individuals engaged in textiles and apparel careers.</p> <p>16.1.4 Analyze the effects of textiles and apparel occupations on local, state, national, and global economies.</p> <p>16.1.6 Analyze the role of professional organizations in textiles, fashion, and apparel industries.</p> <p>16.2.1 Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers.</p> <p>16.2.2 Evaluate performance characteristics of textile fiber and fabrics.</p> <p>16.3.1 Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance.</p> <p>16.3.2 Apply basic and complex color schemes and color theory to develop and enhance visual effects.</p> <p>16.3.6 Apply elements and principles of design to assist consumers and businesses in making decisions.</p> <p>16.3.7 Demonstrate ability to use technology for fashion, apparel, and textile design.</p> <p>16.5.1 Apply marketing strategies for textile, apparel, and fashion products.</p> <p>16.5.2 Analyze the cost of constructing, manufacturing, altering, or repairing textile, apparel, and fashion products.</p> <p>16.5.3 Analyze ethical considerations for merchandising apparel and textile products.</p> <p>16.5.4 Apply external factors that influence merchandising.</p> <p>16.5.5 Critique varied methods for promoting apparel and textile products.</p> <p>16.5.6 Apply research methods, including forecasting techniques, for marketing apparel and textile products.</p> <p>16.6.1 Analyze factors that contribute to quality customer relations.</p> <p>16.6.2 Analyze the influences of cultural diversity as a factor in customer relations.</p> <p>16.7.2 Analyze personal and employer responsibilities and liabilities regarding industry-related safety, security, and environmental factors.</p> <p>16.7.3 Analyze the effects of security and inventory control strategies, cash and credit transaction methods, laws, and worksite policies, on loss prevention and store profit.</p>

<b>Unit/Skill: Creative Student Design</b>	
	<p>16.7.5 Analyze operational costs such as mark ups, mark downs, cash flow, and other factors affecting profit. 16.7.6 Demonstrate knowledge of the arts, of various resources, and cultural impact upon the textile, apparel, and fashion industries.</p>
<b>NJCCCS</b>	<p><b>9.1 21st-Century Life &amp; Career Skills</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>
<b>NJCCCS CPI</b>	<p>9.1.12. A.1 Apply critical thinking and problem-solving strategies during structured learning experiences. 9.1.12. B.2 Create and respond to a feedback loop when problem solving. 9.1.12. F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p>
<b>Essential Questions</b>	<p>How do the elements and principles of design effectively influence a final fashion production or design? How do Haute Couture houses affect your fashion choices? How does your financial status play a role in your wardrobe?</p>
<b>Skills The Student Will...</b>	<p>Explain how the Elements of Design, Principles of Design and color harmonies play a vital role in achieving specific goals in the design process. The effects that clothing shape have on appearance Discuss the worldwide importance of the apparel industries Describe how clothing satisfies certain physical, psychological, and social needs. Explain how to use color schemes and illusions effectively in apparel How garment parts can be combined in different ways to achieve new and different fashions How colors appear to change under different lights and when combined with other colors and texture Design an original three piece line. a. Draw croquis b. Draw apparel design c. Apply color scheme d. Provide fabric swatches Research and analyze product, production, and labor costs. Construct a professional portfolio. Create product analysis. Study content through digital media, such as DVD, video, YouTube, as well as web streaming examples to support subject. Teacher will provide individual and group feedback during classroom discussion. The teacher will evaluate group and individual projects, classwork, tests, and quizzes against preset objectives and rubrics. Teacher will monitor student's ability and progress while individually completing notes packets, worksheets and project. The teacher will provide objective summary analysis at the end of unit through various forms of assessments</p>
<b>Literacy Integration</b>	<p>RST.9-10.1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. RST.9-10.2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9-10 texts and topics</i>.</p>
<b>Mathematics Integration</b>	<p>HSG-MG.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder). HSG-MG.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios). A-CED.1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</p>

<b>Unit/Skill: Creative Student Design</b>	
<b>Science Integration</b>	5.1.12. D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.
<b>Social Studies Integration</b>	9-12.6.3.12.1 Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives. 9-12.6.3.12.6 Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.
<b>World Language Integration</b>	9-12.6.3.12.1 Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives. 9-12.6.3.12.6 Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.
<b>Technology Integration</b>	8.1.12. D.2 Demonstrate appropriate use of copyrights, fair use and creative commons.