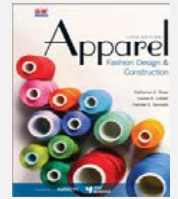
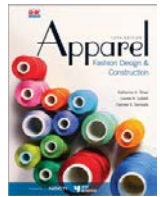


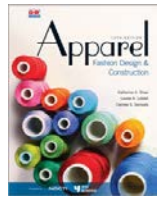
Goodheart-Willcox Publisher
Correlation of Apparel: Fashion Design & Construction (2024)
to South Carolina Department of Education
Art, Audio-Video Technology and Communications
Fashion Design and Apparel Construction 1
Course Code: 5710 (Grades 9–12)



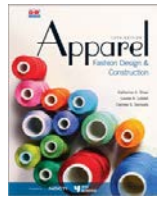
Standards	Correlating Text Pages
B. CAREER PATHS	
B1. Explore career paths in fashion design and apparel construction.	
1. Evaluate skills needed for employment (SCANS).	464 469-477 471 (Figure 25.6, The Communication Process), 472 (Figure 25.7, Communicating, Listening)
2. Critique the roles and functions of individuals engaged in fashion design and apparel construction.	62-73, 63 (Figure 4.1, Uses for Textiles)
3. Investigate education and training requirements and opportunities for fashion design career paths.	448 449 449 (STEAM Connections), 465-466
4. Explore opportunities for employment and entrepreneurial endeavors.	442-444, 443 (Figure 24. 1, Career-Clusters), 444 (Figure 24 2, A Fashion Design Career Pathway) 482-491, 488 (Figure 26.5, Entrepreneurial Opportunities)
5. Describe attributes of professional fashion designers.	464, 469-477, 471 (Figure 25.6, The Communication Process), 472 (Figure 25.7, Communicating, Listening)
6. Create and maintain a career portfolio.	453
C. FIBER AND TEXTILE MATERIALS	
C1. Analyze the properties of fibers and textile materials.	
1. Apply appropriate terminology for fiber and textile materials.	62-23, 63 (5-14 4.4, Uses for Textiles), 64 (Eco-Fashion), 150-171, 170-171 (574 10.10, Manufactured Fibers!)
2. Examine production processes for creating fibers, yarns, and textile products.	62-63 150-171, 150 (Figure 9. 1, Fiber Characteristics), 151 (Figure 9.3, Natura! Fibers), 165 (Figure 10.4. Manufactured Fibers). 170-171 (Figure 10.10, Manufactured Fibers)
3. Analyze the impact of technology on fiber production, textile design, and manufacturing.	89-93
4. Identify the appropriate labeling and care practices.	199, 357, 407-410, 408 (Figure 22.8, Understanding Care Labels), 410 (Figure 22.9, Care Label Symbols)
D. PROFESSIONAL SKILLS	
D1. Analyze equipment and materials for fashion design and apparel construction.	
1. Integrate technology in patternmaking, designing, constructing, and altering textile products.	407-410, 408 (Figure 22.8, Understanding Care Labels), 410 (Figure 22.9, Care Label Symbols)
2. Construct, clean, press, repair, and finish textile products.	64-68, 282, 417-418, 426-428, 428 (Figure 23.5, Replacing Buttons), 428 (Figure 23. 6, Attaching Fasteners)



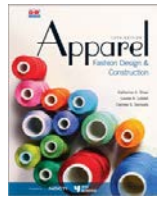
Standards	Correlating Text Pages
3. Demonstrate safe operation of machines, equipment, tools, and supplies.	232-233, 233 (Sew safely), 242-243, 242 (Figure 14 13, Minor Problems and Cures for Sewing Machines), 264-265, 265(Sew Safely), 338 (Sew Safely)
4. Maintain a safe, efficient, and neat work area.	83, 468 469
D2. Demonstrate technical skills.	
1. Design products using elements and principles of design.	119-127, 120 (Figure 7.5, Using Lines to Create Illusions), 126 (Figure. 15, Rhythms
2. Construct a garment incorporating the elements and principles of design.	119-127, 120 (Figure 7.5, Using Lines to Create Illusions), 126(Figure 7.15 Rhythms
3. Alter a ready-to-wear garment for custom fit.	429
E. TEXTILE AND APPAREL INDUSTRY	
E1. Investigate the textile and apparel industry.	
1. Analyze the influence of history on fashion	44-57, 49 (Historical Highlights), 52 (Figure 3.8, Inventions in the Textile Industry)
2. Compare the cycle of recurring fashion styles.	25-27, 26 (Figure 2.6, The Fashion Cycles, 27 (Figure 2.7, Fashion Cycle. Silhouettes)
3. Explore target markets (such as plus sizes, children’s clothing, ethnic clothing, specific needs, etc.)	56, 65-66, 384-391, 386 (Historical Highlights), 389 (Did You Know?)
4. Identify consumer influences on fashion trends.	15-16
5. Categorize fashion designers based on their product(s).	104 708, 105 (Fashion Icon)
E2. Analyze marketing strategies.	
1. Investigate the cost of advertising.	45-46
2. Research advertising to various demographics (age, race, sex, gender, location).	65-66
E3. Identify customer service skills.	
1. Demonstrate skills needed for quality customer service.	469-470
2. Assess factors that contribute to effective customer relations.	469-474, 471 (Figure 25.6, The Communication Process), 472 (Figure 25.7, Communicating, Listening)
3. Demonstrate selling techniques.	70-73
4. Analyze cultural diversity in customer relations.	469-470
5. Determine solutions to address customer concerns	472-473



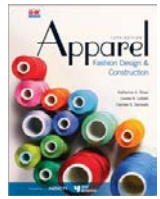
Standards	Correlating Text Pages
B. CAREER PATH	
B1. Explore career paths in fashion design and apparel construction.	
What Students Should Know:	
1. SCANS skills	464,469-477, 471 (Figure 25.6, The Communication Process), 472 (Figure 25.7, Communicating, Listening!
2. Roles and functions of the profession	62-73, 63 (Figure 4.1, Uses for Textiles
3. Education and training requirements	448, 449, 449 (STEAM Connections), 465-466
4. Employment opportunities	442-444, 443 (Figure 24.1, Career Clusters), 444 (Figure 24. 2, A Fashion Design Career Pathway), 482-491, 488, (Figure 26.5, Entrepreneurial Opportunities)
5. Attributes of professional fashion designers	464, 469-477, 471 (Figure 25.6, The Communication Process) 472 (Figure. 25.7) Communicating, Listening)
6. Contents of a career portfolio	453
What Students Should Be Able to Do:	
1. Evaluate skills needed for employment (SCANS).	464, 469-477, 471 (Figure 25.6, The Communication Process) 472 (Figure. 25.7) Communicating, Listening)
2. Critique the roles and functions of individuals engaged in fashion design and apparel construction.	62-73, 63 (Figure 4.1, Uses for Textiles)
3. Investigate education and training requirements and opportunities for fashion design career paths.	448-449, 449 (STEAM Connections), 465 466
4. Explore opportunities for employment and entrepreneurial endeavors.	442-444, 443 (Figure 24. 1, Career Clusters), 444 (Figure 24.2, A Fashion Design Career Pathway), 482-492,488 (Figure 26.5. Entrepreneurial Opportunities)
5. Describe attributes of professional fashion designers.	464, 469-477 471 (Figure 25.6, The Communication Process), 475 (Figure 25.7, Communicating, Listening)
6. Create and maintain a career portfolio	453
C. FIBER AND TEXTILE MATERIALS	
C1. Analyze the properties of fibers and textile materials.	
What Students Should Know:	
1. Terminology	62-73, 63 (Figure 4.1, Uses for Textiles), 64(Eco-Fashion), 150-171, 170-171 (Figure 10. 10, Manufactured Fibers
2. Production processes	62-63, 150-171, 150 (Figure 9.2, Fiber Characteristics), 151 (Figure 9.3, Natural Fibers), 165 (Figure 10.4, Manufactured Fibers), 170-171 (Figure 10.10, Manufactured Fibers)
3. Impact of technology	89-93



Standards	Correlating Text Pages
4. Textile labeling and care	199, 357, 407-410, 408 (Fig 22.8, Understanding Care Labels), 410 (Fig 22.9, Care Label Symbols)
What Students Should Be Able to Do:	
1. Apply appropriate terminology for fiber and textile materials.	62-73, 63 (Fig 4.1, Uses for Textiles), 64 (Eco-Fashion), 150-171, 170-171 (Fig 10.10, Manufactured Fibers)
2. Examine production processes for creating fibers, yarns, and textile products.	62-73, 150-171, 150 (Figure 9.2, Fiber Characteristics), 151 (Figure 9.3, Natural Fibers), 165 (Figure 10.4, Manufactured Fibers), 170-171 (Fiber 10.10, Manufactured Fibers)
3. Analyze the impact of technology on fiber production, textile design, and manufacturing.	89-93
4. Identify the appropriate labeling and care practices.	199, 357, 407-410, 408 (Figure 22. 8, Understanding Care Labels), 410 (Fig 22.9, Care Label Symbols)
D. PROFESSIONAL SKILLS	
D1. Analyze equipment and materials for fashion design and apparel construction.	
What Students Should Know:	
1. Technology in patternmaking, design, construction, and alteration	407-410, 408 (Figure 22.8, Understanding Care Labels) 410 (Figure 22. 9, Care Label Symbols)
2. Textile product care	64-68, 282, 417-418 426-428, 428 (Figure 23.5, Replacing Buttons) 428 (Figure 23.6, Attacking Fasteners)
3. Operation of machine, equipment, tools, and supplies	232-233, 233 (Sew Safely), 242-243, 242 (Figure 14.13, Minor Problems and Cures for Sewing Machines), 264-265, 265 (Sew Safely), 328 (Sew Safely).
4. Safety procedures	83, 468-469
What Students Should Be Able to Do:	
1. Integrate technology in patternmaking, designing, constructing, and altering textile products.	407-410, 408 (Figure 22.8, Understanding Care Labels), 410 (Figure 22.9, Care Labels Symbols)
2. Construct, clean, press, repair, and finish textile products.	64-68, 282, 417-418 426-428, 428 (Figure 23.5, Replacing Buttons) 428 (Figure 23.6, Attacking Fasteners)
3. Demonstrate safe operation of machines, equipment, tools, and supplies.	232-233, 233 (Sew Safely), 242-243, 242 (Figure 14.13, Minor Problems and Cures for Sewing Machines), 264-265, 265 (Sew Safely), 328 (Sew Safely)
4. Maintain a safe, efficient, and neat work area.	83, 468-469
D2. Demonstrate technical skills.	
What Students Should Know:	
1. Design techniques	119-127, 120 (Figure 7.5, Using Lines to Create Illusions), 126 (Figure. 7.15, Rhythm)
2. Construction techniques	119-127, 120 (Figure 7.5, Using Lines to Create Illusions), 126 (Figure. 7.15, Rhythm)



Standards	Correlating Text Pages
3. Alteration techniques	429
What Students Should Be Able to Do:	
1. Design products using elements and principles of design.	119-127, 120 (Figure 7.5, Using Liner to Create Illusions), 126 (Figure 7. 15, Rhythm)
2. Construct a garment incorporating the elements and principles of design.	119-127, 120 (Figure 7.5, Using Lines to Create Illusions), 126 (Figure 7.15, Rhythm)
3. Alter a ready-to-wear garment for custom fit.	429
E. TEXTILE AND APPAREL INDUSTRY	
E1. Investigate the textile and apparel industry.	
What Students Should Know:	
1. Fashion history	44-57, 49 (Historical Highlights), 52 Figure 3.8, Inventions in the Textile Industry)
2. Fashion styles	25-27, 26 (Figure 2,6, The Fashion. Cycle), 27(Figure 2.7, Fashion Cycle Silhouettes)
3. Target market needs	56, 65-66, 384-391, 386 (Historical Highlights), 389 (Did You Know?)
4. Consumer influences	15-16
5. Fashion Designers	104-108, 105 (Fashion Icon).
What Students Should Be Able to Do:	
1. Analyze the influence of history on fashion	44-57, 49 (Historical Highlights), 52 Figure 3.8, Inventions in the Textile Industry)
2. Compare the cycle of recurring fashion styles.	25-27, 26 (Figure 2,6, The Fashion. Cycle), 27(Figure 2.7, Fashion Cycle Silhouettes)
3. Explore target markets (such as plus sizes, children’s clothing, ethnic clothing, specific needs, etc.)	56, 65-66, 384-391, 386 (Historical Highlights), 389 (Did You Know?)
4. Identify consumer influences on fashion trends.	15-16
5. Categorize fashion designers based on their product(s).	104-108, 105 (Fashion Icon).
E2. Analyze marketing strategies.	
What Students Should Know:	
1. Methods of advertising	372
2. Marketing plan	65-66, 69-70



Standards	Correlating Text Pages
What Students Should Be Able to Do:	
1. Investigate the cost of advertising	45-46
2. Research advertising to various demographics (age, race, sex, gender, location).	65-66
E3. Identify quality customer service skills.	
What Students Should Know:	
1. Service quality	469-470
2. Customer relations	469-474, 471 (Figure 25.6, The Communication Process), 472 (Figure 25.7, Communicating, Listing)
3. Sales strategies	70-73
4. Cultural diversity	469-470
5. Customer concerns	472-473
What Students Should Be Able to Do:	
1. Demonstrate skills needed for quality customer service.	469, 470
2. Assess factors that contribute to effective customer relations.	469-474, 471 (Figure 25.6, The Communication Process), 472 (Figure 25.7, Communicating, Listening)
3. Demonstrate selling techniques.	770-73
4. Analyze cultural diversity in customer relations.	469-470
5. Determine solutions to address customer concerns.	472-473