

KENTUCKY

Clothing

FASHION, FABRICS & CONSTRUCTION

**Clothing,
Society &
the Fashion World**
From Fashion
History to Today's
Fashion Industry

**Care &
Selection**

Maintain, Repair,
Redesign &
Recycle

**Correlation with the Kentucky
Apparel Management, Fashion Marketing
I, and Fashion Marketing II Courses,
NSFCS, SCANS, and
Responses to the Family and Consumer
Sciences and Business Evaluation Tools**

28
pages
of Career
Profiles

**Adoption Group V
Commonwealth of
Kentucky
2004-2010**

PLUS OVER 100 PAGES
OF HANDS-ON HANDBOOK



Apparel Management (Family and Consumer Sciences)

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
5.4	<p>Students will:</p> <ul style="list-style-type: none"> identify factors which affect the appropriateness of apparel selection. 	<p>SE: 25-32, 37-44, 46-47, 118-119, 138 <i>How To...</i> 33, 45</p> <p>TRG: 63-64, 65-68</p>
5.4	<ul style="list-style-type: none"> recognize influences on apparel choices such as advertising media. 	<p>SE: 27-29, 319-325</p> <p>TRG: 76, 97-98</p>
5.3	<ul style="list-style-type: none"> examine changes in the fashion cycle. 	<p>SE: 97-100, 101</p> <p>TRG: 73-74</p>
2.23	<ul style="list-style-type: none"> illustrate ways apparel can be used for artistic expression. 	<p>SE: 175-177, 286, 287 <i>How To...</i> 178</p> <p>TRG: 81-82</p>
2.16	<ul style="list-style-type: none"> summarize the relationship of apparel to behavior. 	<p>SE: 62-63, 65 <i>Examine This Issue:</i> 61</p> <p>TRG: 69-70</p>
5.3	<ul style="list-style-type: none"> analyze factors that affect wardrobe planning. 	<p>SE: 303-308, 316, 593 <i>How To...</i> 304 <i>Choosing A Fashion Services Career:</i> 298-299</p> <p>TRG: 95-96</p>

**Apparel Management (Family and Consumer Sciences)
(continued)**

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
5.3	<ul style="list-style-type: none"> • analyze colors for given individuals by seasons. 	<p>SE: 166, 168-171 <i>How To...</i> 167</p> <p>TRG: 79-80</p>
5.1	<ul style="list-style-type: none"> • interpret the use that design elements in apparel have on personal appearance. 	<p>SE: 157-159, 165-169, 170-171, 173-183, 184-187, 188-189 <i>Examine This Issue:</i> 173 <i>How To...</i> 178</p> <p>TRG: 79-80, 81-82</p>
2.30	<ul style="list-style-type: none"> • develop a shopping plan for apparel. 	<p>SE: 30-31, 54, 311-315, 316-317, 327-329, 330-331 <i>How To...</i> 33</p> <p>TRG: 95-96</p>
2.1, 2.30	<ul style="list-style-type: none"> • compare the properties of natural and synthetic fibers. 	<p>SE: 199-210, 212-213 <i>How To...</i> 211 <i>Trends in Technology:</i> 205 <i>Fashion Facts:</i> 207</p> <p>TRG: 83-84</p>
6.2	<ul style="list-style-type: none"> • interpret the results of textile experiments on fabrics. 	<p>SE: 210 <i>How To...</i> 211</p> <p>TRG: 84</p>

**Apparel Management (Family and Consumer Sciences)
(continued)**

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.30	<ul style="list-style-type: none"> • interpret information found on apparel hangtags and labels. 	SE: 325-326, 330, 331 TRG: 97-98
2.30	<ul style="list-style-type: none"> • prepare a family budget. 	SE: 53-55 <i>How To...</i> 56 TRG: 68
2.30	<ul style="list-style-type: none"> • select appropriate apparel for children, the elderly and persons with disabilities. 	SE: 51-53, 361-364, 367-368 <i>Examine This Issue:</i> 51 <i>How To...</i> 369 TRG: 67-68, 103-104
2.29	<ul style="list-style-type: none"> • identify appropriate procedures for care of apparel. 	SE: 250-265 <i>Trends in Technology:</i> 259 TRG: 89-90
2.34	<ul style="list-style-type: none"> • perform basic sewing machine procedures. 	SE: 455-464, 478-479 TRG: 115-116, 117-118
6.2	<ul style="list-style-type: none"> • perform basic apparel alterations and repairs. 	SE: 287, 289-290, 335, 337-338 <i>How To...</i> 288 TRG: 93-94

**Apparel Management (Family and Consumer Sciences)
(continued)**

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.29	<ul style="list-style-type: none"> • interpret current apparel issues regarding safety. 	<p>SE: 362 <i>Safety Tip:</i> 465, 473, 512, 519</p> <p>TRG: 103-104</p>
2.36	<ul style="list-style-type: none"> • investigate careers in textiles and apparel. 	<p>SE: 381-382 <i>Careers:</i> 72, 150, 190, 244, 296, 372, 432 <i>Choosing an Apparel Production Career:</i> 152-153 <i>Choosing a Communication or Education Career:</i> 434-435 <i>Choosing a Design Career:</i> 192-193 <i>Choosing a Fashion Merchandising Career:</i> 374-375 <i>Choosing a Fashion Promotion Career:</i> 74-75 <i>Choosing a Fashion Services Career:</i> 298-299 <i>Choosing a Textile Production Career:</i> 246-247 <i>How To...</i> 137</p> <p>TRG: 13, 105-106</p>
2.38	<ul style="list-style-type: none"> • practice a job interview for a textile and apparel occupation. 	<p>SE: 385-387 <i>How To...</i> 386</p> <p>TRG: 106</p>

**Apparel Management (Family and Consumer Sciences)
(continued)**

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.36, 2.37	<ul style="list-style-type: none"> utilize activities of the Family, Career and Community Leaders of America student organization as an integral component of course content and leadership development. 	SE: <i>Career Applications:</i> 153, 193, 247, 299, 375, 435 <i>Student Organizations:</i> 396 TRG: 18, 51
2.1, 2.8, 4.1	<ul style="list-style-type: none"> apply math, science and communication skills within technical content. 	SE: 341, 393 <i>Applying Knowledge:</i> 149, 343, 371 <i>Careers</i> 373, 432-433 <i>Choosing a Communication or Education Career:</i> 434-435 <i>Trends in Technology:</i> 392 TRG: 59-60
2.37	<ul style="list-style-type: none"> demonstrate employability and social skills relevant to the career cluster. 	SE: 378-389, 390-403 TRG: 105-106, 107-108

Fashion Marketing I (Marketing Education)

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
5.1, 5.2	Students will: <ul style="list-style-type: none"> • recognize and analyze current fashion trends. 	SE: 99-103, 424-428 <i>Fashion Facts:</i> 29 TRG: 73-74, 111-112
5.1, 5.2, 6.1	<ul style="list-style-type: none"> • interpret the use of design elements in clothing. 	SE: 172-189 <i>Careers:</i> 190-191 <i>Choosing a Design Career:</i> 192-193 TRG: 81-82
5.1, 5.2	<ul style="list-style-type: none"> • analyze color as it relates to apparel and personal clothing. 	SE: 156-171 TRG: 79-80
2.3, 5.1	<ul style="list-style-type: none"> • examine fiber properties and assess the difference between natural and manufactured fibers. 	SE: 196-213 TRG: 83-84

Fashion Marketing I (Marketing Education)

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.18, 2.36	<ul style="list-style-type: none"> • investigate careers available in the fashion industry. 	<p>SE: 381-382 <i>Careers:</i> 72, 150, 190, 244, 296, 372, 432 <i>Choosing an Apparel Production Career:</i> 152-153 <i>Choosing a Communication or Education Career:</i> 434-435 <i>Choosing a Design Career:</i> 192-193 <i>Choosing a Fashion Merchandising Career:</i> 374-375 <i>Choosing a Fashion Promotion Career:</i> 74-75 <i>Choosing a Fashion Services Career:</i> 298-299 <i>Choosing a Textile Production Career:</i> 246-247 <i>How To...</i> 137</p> <p>TRG: 13, 105-106</p>
1.3, 1.11	<ul style="list-style-type: none"> • create transactional writings that evaluate the current fashion industry. 	<p>SE: <i>Applying Knowledge:</i> 149, 431 <i>Career Applications:</i> 75 <i>How To...</i> 98, 137 <i>Trends in Technology:</i> 141, 425</p> <p>TRG: 76, 78, 80, 112</p>

**Fashion Marketing I (Marketing Education)
(continued)**

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.18, 2.36, 2.37	<ul style="list-style-type: none"> gain job knowledge to help with successful transition from school to work. 	SE: 378-389, 390-403 TRG: 105-106, 107-108
5.1, 5.2, 6.1	<ul style="list-style-type: none"> demonstrate knowledge of How To organize and promote a fashion show. 	SE: 146 <i>Careers:</i> 72-73 <i>Choosing a Fashion Promotion Career:</i> 74-75 TRG: 78
2.2, 2.3, 2.7	<ul style="list-style-type: none"> analyze pricing in the marketing mix, pricing strategies, and establishment of a pricing strategy. 	SE: 140, 340-341, 413-414 TRG: 99-100
1.12, 4.0, 6.2	<ul style="list-style-type: none"> utilize activities of DECA as an integral component of course content and leadership development. 	SE: 396 TRG: 18
1.9, 1.10, 1.12	<ul style="list-style-type: none"> apply math and communication skills within the technical content. 	SE: 341, 393 <i>Applying Knowledge:</i> 149, 343, 371 <i>Careers:</i> 373, 432-433 <i>Choosing a Communication or Education Career:</i> 434-435 TRG: 59-60

Fashion Marketing I (Marketing Education)

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.36, 2.37	<ul style="list-style-type: none">demonstrate employability and social skills relative to the career cluster.	SE: 378-389, 390-403 TRG: 105-106, 107-108

Fashion Marketing II (Marketing Education)

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
5.1, 5.2	<p>Students will:</p> <ul style="list-style-type: none"> recognize and analyze current fashion trends. 	<p>SE: 99-103, 424-428 <i>Fashion Facts:</i> 29</p> <p>TRG: 73-74, 111-112</p>
2.18, 2.36, 2.37	<ul style="list-style-type: none"> investigate careers available in the fashion industry. 	<p>SE: 381-382 <i>Careers:</i> 72, 150, 190, 244, 296, 372, 432 <i>Choosing an Apparel Production Career:</i> 152-153 <i>Choosing a Communication or Education Career:</i> 434-435 <i>Choosing a Design Career:</i> 192-193 <i>Choosing a Fashion Merchandising Career:</i> 374-375 <i>Choosing a Fashion Promotion Career:</i> 74-75 <i>Choosing a Fashion Services Career:</i> 298-299 <i>Choosing a Textile Production Career:</i> 246-247 <i>How To...</i> 137</p> <p>TRG: 13, 105-106</p>

**Fashion Marketing II (Marketing Education)
(continued)**

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
1.3, 1.11	<ul style="list-style-type: none"> • create transactional writings that evaluate the current fashion industry. 	<p>SE: <i>Applying Knowledge:</i> 149, 431 <i>Career Applications: 75</i> <i>How To...</i> 98, 137 <i>Trends in Technology:</i> 141, 425</p> <p>TRG: 76, 78, 80, 112</p>
2.18, 2.36, 2.37	<ul style="list-style-type: none"> • gain job knowledge to help with successful transition from school to work. 	<p>SE: 378-389, 390-403</p> <p>TRG: 105-106, 107-108</p>
2.30, 5.1, 6.1	<ul style="list-style-type: none"> • determine promotional characteristics for fashion apparel. 	<p>SE: 145-147, 414-415 <i>Fashion Facts:</i> 146</p> <p>TRG: 77-78</p>
5.5, 6.1, 6.2, 6.3	<ul style="list-style-type: none"> • analyze fashion apparel buying and merchandising procedures. 	<p>SE: 138-142, 143-145 <i>Careers:</i> 372-373 <i>Choosing a Fashion Merchandising Career:</i> 374-375</p> <p>TRG: 77-78</p>
2.2, 2.3, 2.7	<ul style="list-style-type: none"> • analyze pricing in the marketing mix, pricing strategies, and establishment of a pricing strategy. 	<p>SE: 140, 340-341, 413-414</p> <p>TRG: 99-100</p>

**Fashion Marketing II (Marketing Education)
(continued)**

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
1.12, 4.0, 6.2	<ul style="list-style-type: none"> • utilize activities of DECA as an integral component of course content and leadership development. 	SE: 396 TRG: 18
2.37	<ul style="list-style-type: none"> • demonstrate employability and social skills relative to the career cluster. 	SE: 378-389, 390-403 TRG: 105-106, 107-108
1.9, 1.10, 1.12	<ul style="list-style-type: none"> • apply math and communication skills within the technical content. 	SE: 341, 393 <i>Applying Knowledge:</i> 149, 343, 371 <i>Careers:</i> 373, 432-433 <i>Choosing a Communication or Education Career:</i> 434-435 TRG: 59-60

National Standards for Family and Consumer Sciences Education

16. TEXTILES AND APPAREL

STANDARDS	PAGE REFERENCES
<p>16.0 Integrate knowledge, skills, and practices required for careers in textiles and apparel.</p> <p>16.1 Analyze career paths within the textiles and apparel design industry.</p>	<p>SE: 381-382 <i>Careers:</i> 72, 150, 190, 244, 296, 372, 432 <i>Choosing an Apparel Production Career:</i> 152-153 <i>Choosing a Communication or Education Career:</i> 434-435 <i>Choosing a Design Career:</i> 192-193 <i>Choosing a Fashion Merchandising Career:</i> 374-375 <i>Choosing a Fashion Promotion Career:</i> 74-75 <i>Choosing a Fashion Services Career:</i> 298-299 <i>Choosing a Textile Production Career:</i> 246-247 <i>How To...</i> 137</p> <p>TRG: 13, 105-106</p>
<p>16.2 Evaluate fiber and textiles materials.</p>	<p>SE: 196-213, 214-233, 234-243</p> <p>TRG: 83-84, 85-86, 87-88</p>
<p>16.3 Demonstrate apparel and textiles design skills.</p>	<p>SE: 172-189 <i>Careers:</i> 190-191 <i>Choosing a Design Career:</i> 192-193</p> <p>TRG: 81-82</p>
<p>16.4 Demonstrate skills needed to produce, alter, or repair textiles products and apparel.</p>	<p>SE: 214-233, 234-243, 287, 289-290, 335, 337-338 <i>How To...</i> 288</p> <p>TRG: 85-86, 87-88, 93-94</p>

**National Standards for Family and Consumer Sciences Education
(continued)**

16. TEXTILES AND APPAREL

STANDARDS	PAGE REFERENCES
<p>16.5 Evaluate elements of textiles and apparel merchandising.</p>	<p>SE: 143-145 <i>Careers</i> 372-373 <i>Choosing a Fashion Merchandising Career:</i> 374-375</p> <p>TRG: 77-78</p>
<p>16.6 Evaluate the components of customer service.</p>	<p>SE: 406</p> <p>TRG: 109</p>
<p>16.7 Demonstrate general operational procedures required for business profitability and career success.</p>	<p>SE: 404-417, 418-431</p> <p>TRG: 109-110, 111-112</p>

SCANS

A Three-Part Foundation

Basic Skills	PAGE REFERENCES
<p>Reads, writes, performs arithmetic and mathematical operations, listens and speaks</p> <ul style="list-style-type: none"> • A. <u>Reading</u>—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules 	<p>SE: 319-326, 393 <i>Applying Knowledge:</i> 213, 243, 281, 357 <i>Trends in Technology:</i> 323</p> <p>TRG: 27, 59, 97</p>
<ul style="list-style-type: none"> • B. <u>Writing</u>—communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts 	<p>SE: 393 <i>Applying Knowledge:</i> 149, 431 <i>Career Applications:</i> 75 <i>How To...</i> 98, 137 <i>Trends in Technology:</i> 141, 425</p> <p>TRG: 27, 59, 76, 78, 80, 112</p>
<ul style="list-style-type: none"> • C. <u>Arithmetic/Mathematics</u>—performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques 	<p>SE: 341 <i>Applying Knowledge:</i> 149, 343, 371</p> <p>TRG: 27, 59-60</p>
<ul style="list-style-type: none"> • D. <u>Listening</u>—receives, attends to, interprets, and responds to verbal messages and other cues 	<p>SE: 393 <i>How To...</i> 395</p> <p>TRG: 27, 41, 59</p>
<ul style="list-style-type: none"> • E. <u>Speaking</u>—organizes ideas and communicates orally 	<p>SE: 393 <i>Careers:</i> 432-433 <i>Choosing a Communication or Education Career:</i> 434-435</p> <p>TRG: 27, 59</p>

SCANS	
A Three-Part Foundation	
Thinking Skills	PAGE REFERENCES
<p>Thinks creatively, makes decisions, solves problems, visualizes, knows How To learn and reasons</p> <ul style="list-style-type: none"> • A. <u>Creative Thinking</u>—generates new ideas 	<p>SE: <i>Thinking Critically</i>: 115, 149, 171, 233, 343, 417</p> <p>TRG: 47, 48, 49</p>
<ul style="list-style-type: none"> • B. <u>Decision Making</u>—specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative 	<p>SE: 396 <i>Examine This Issue</i>: 117, 135, 157, 197, 235, 267, 303, 359, 405 <i>How To...</i> 33</p> <p>TRG: 47, 49</p>
<ul style="list-style-type: none"> • C. <u>Problem Solving</u>—recognizes problems and devises and implements plan of action 	<p>SE: 396 <i>Creative Solutions</i>: 115, 149, 171, 233, 343, 417 <i>How To...</i> 395</p> <p>TRG: 47, 48, 49</p>
<ul style="list-style-type: none"> • D. <u>Seeing Things in the Mind’s Eye</u>—organizes, and processes symbols, pictures, graphs, objects, and other information 	<p>SE: 119-122 <i>Applying Knowledge</i>: 115, 149, 171, 233, 343, 417 <i>How To...</i> 120 <i>Trends in Technology</i>: 123 <i>Fashion Facts</i>: 333</p> <p>TRG: 97-98</p>
<ul style="list-style-type: none"> • E. <u>Knowing How To Learn</u>—uses efficient learning techniques to acquire and apply new knowledge and skills 	<p>SE: 379-389, 393-394</p> <p>TRG: 105-106</p>

SCANS	
A Three-Part Foundation	
Thinking Skills	PAGE REFERENCES
<ul style="list-style-type: none"> • F. <u>Reasoning</u>—discovers a rule or principle underlying the relationship between two or objects and applies it when solving a problem 	<p>SE: 379</p> <p>TRG: 47, 49</p>
<p>Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty</p> <ul style="list-style-type: none"> • A. <u>Responsibility</u>—exerts a high level of effort and perseveres towards goal attainment 	<p>SE: 344-357, 392 <i>Fashion Facts:</i> 411</p> <p>TRG: 101-102, 405</p>
<ul style="list-style-type: none"> • B. <u>Self-Esteem</u>—believes in own self-worth and maintains a positive view of self 	<p>SE: 391, 393, 405 <i>Fashion Facts:</i> 411</p> <p>TRG: 50</p>
<ul style="list-style-type: none"> • C. <u>Sociability</u>—demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and on-going group settings 	<p>SE: 393, 394, 397-398, 406 <i>How To...</i> 395</p> <p>TRG: 59, 107-108</p>
<ul style="list-style-type: none"> • D. <u>Self-Management</u>—assesses self accurately, sets personal goals, monitors progress, and exhibits self-control 	<p>SE: 392-393, 405</p> <p>TRG: 107-108</p>
<ul style="list-style-type: none"> • E. <u>Integrity/Honesty</u>—chooses ethical courses of action 	<p>SE: 396-397</p> <p>TRG: 107-108</p>

SCANS	
Five Workplace Competencies	
Resources	PAGE REFERENCES
Identifies, organizes, plans, and allocates resources <ul style="list-style-type: none"> • <i>A. Time</i>—Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules 	SE: 392-393, 396, 400, 403 <i>How To...</i> 395 TRG: 107-108
<ul style="list-style-type: none"> • <i>B. Money</i>—Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives 	SE: 54-55, 398, 405-406 <i>How To...</i> 56 TRG: 67-68
<ul style="list-style-type: none"> • <i>C. Material and Facilities</i>—Acquires, stores, allocates, and uses materials or space efficiently 	SE: 394, 409 TRG: 110
<ul style="list-style-type: none"> • <i>D. Human Resources</i>—Assesses skills and distributes work accordingly, evaluates performance and provides feedback 	SE: 405-406 TRG: 109-110

SCANS	
Five Workplace Competencies	
Interpersonal	PAGE REFERENCES
<ul style="list-style-type: none"> • <i>A. Participates as Member of a Team</i>—contributes to group effort 	<p>SE: 394, 396 <i>How To...</i> 395</p> <p>TRG: 59, 60, 107-108</p>
<ul style="list-style-type: none"> • <i>B. Teaches Others New Skills</i> 	<p>SE: 406</p> <p>TRG: N/A</p>
<ul style="list-style-type: none"> • <i>C. Serves Clients/Customers</i>—works to satisfy customers' expectations 	<p>SE: 406</p> <p>TRG: 109, 110</p>
<ul style="list-style-type: none"> • <i>D. Exercises Leadership</i>—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies 	<p>SE: 394, 396</p> <p>TRG: 107-108</p>
<ul style="list-style-type: none"> • <i>E. Negotiates</i>—works toward agreements involving exchange of resources, resolves divergent interests 	<p>SE: 396</p> <p>TRG: 107-108</p>
<ul style="list-style-type: none"> • <i>F. Works with Diversity</i>—works well with men and women from diverse backgrounds 	<p>SE: 393, 406</p> <p>TRG: 107-108</p>

SCANS	
Five Workplace Competencies	
Information	PAGE REFERENCES
Acquires and uses information <ul style="list-style-type: none"> • <i>A. Acquires and Evaluates Information</i> 	SE: 318-331 TRG: 97-98
<ul style="list-style-type: none"> • <i>B. Organizes and Maintains Information</i> 	SE: 327-329, 331, 414-415 TRG: 97-98
<ul style="list-style-type: none"> • <i>C. Interprets and Communicates Information</i> 	SE: 327-329, 331 TRG: 59, 97-98
<ul style="list-style-type: none"> • <i>D. Uses Computers to Process Information</i> 	SE: 414 <i>Choosing a Design Career:</i> 193 <i>Trends in Technology:</i> 55, 123, 141, 183, 425 <i>Applying Knowledge:</i> 417 TRG: 15-18

SCANS	
Five Workplace Competencies	
Systems	PAGE REFERENCES
<p>Understands complex inter-relationships</p> <ul style="list-style-type: none"> • <i>A. Understands Systems</i>—knows how social, organizational, and technological systems work and operates effectively with them 	<p>SE: 390-403, 418-431 <i>Trends in Technology:</i> 55, 123, 141, 183, 392, 425 <i>Applying Knowledge:</i> 417 TRG: 107-108, 111-112</p>
<ul style="list-style-type: none"> • <i>B. Monitors and Corrects</i> • <i>Performance</i>—distinguishes trends, predicts impacts on systems operations, diagnoses deviations in systems' performance and corrects malfunctions 	<p>SE: 394 <i>Applying Knowledge:</i> 417 <i>How To...</i> 395 TRG: 107-108</p>
<ul style="list-style-type: none"> • <i>C. Improves or Designs Systems</i>—suggests modifications to existing systems and develops new or alternative systems to improve performance 	<p>SE: 400-401 TRG: 107-108</p>

SCANS

Five Workplace Competencies

Technology	PAGE REFERENCES
<p>Works with a variety of technologies</p> <ul style="list-style-type: none"> • <i>A. Selects Technology</i>—chooses procedures, tools or equipment including computers and related technologies 	<p>SE: <i>Trends in Technology:</i> 55, 123, 141, 183, 392, 425</p>
<ul style="list-style-type: none"> • <i>B. Applies Technology</i>—Understands overall intent and proper procedures for setup and operation of equipment 	<p>SE: <i>Trends in Technology:</i> 55, 123, 141, 183, 392, 425</p>
<ul style="list-style-type: none"> • <i>C. Maintains and Troubleshoots Equipment</i>—Prevents, identifies, or solves problems with equipment, including computers and other technologies 	<p>SE: <i>Trends in Technology:</i> 55, 123, 141, 183, 425</p>

Family and Consumer Services Evaluation Tool

Content–Family & Consumer Science	Comments
Family	References to families can be found throughout the Student Edition. For examples, see pages 28, 51-53, and 434.
Childcare/Parenting	References to child care and parenting can be found in the Student Edition on page 401.
Child/Adolescent/Human Development	References to children can be found in the Student Edition on pages 361-364. References to people with disabilities can be found in the Student Edition on pages 367-368.
Interpersonal Relationships	References to interpersonal relationships can be found throughout the Student Edition. For examples, see pages 393 and 401-402
Goal Setting/Decision Making	References to goal setting can be found throughout the Student Edition and IRG. For examples, see Student Edition pages 395, 400, and 403, and IRG pages 107-108. References to decision making can also be found throughout the Student Edition and Instructor Resource Guide (IRG). For examples, see Student Edition pages 117, 135, 157, 197, 235, 267, 303, 359, 396, 405, and IRG pages 147 and 49.

Content- Family & Consumer Science	Comments
Consumerism	Chapter 20, <i>Consumer Responsibilities</i> , provides instruction on ways to pay for purchases, making exchanges and returns, and consumer protection laws, regulations, agencies, and organizations.
Foods/Nutrition	Not covered in <i>Clothing: Fashion, Fabrics & Construction</i> .
Apparel/Textiles	<i>Clothing: Fashion, Fabrics & Construction</i> aims to prepare students to make educated decisions when buying and maintaining clothing. While learning about many aspects of the fashion industry, they will explore and evaluate new career possibilities. They will develop awareness and understanding of social issues that relate to fashion and the industry, on a personal as well as global level.
Housing Interiors	Not covered in <i>Clothing: Fashion, Fabrics & Construction</i> .
Hospitality Careers	Not covered in <i>Clothing: Fashion, Fabrics & Construction</i> .
FCCLA; Family, Careers, Community Leaders of America	References to FCCLA can be found throughout the Student Edition and the IRG. For examples, see Student Edition pages 153, 193, 247, 299, 375, 396, and 435, and IRG pages 18 and 51.

Instruction and Assessment (continued)	Comments
Identifies a Sense of Purpose	Each chapter in the Student Edition begins with elements designed to quickly launch a student's focus and interest on the chapter's topic. The learning objectives presented in each chapter opener help students preview what they will learn.
Builds on Student Ideals	A discussion of <i>Ethical Behavior</i> can be found in the Student Edition on pages 396-397.
Engages Students	Each chapter in the Student Edition begins with elements designed to quickly launch a student's focus and interest on the chapter's topic. The learning objectives presented in each chapter opener help students preview what they will learn. The <i>Student Motivation Kit</i> is a collection of reproducible resources for classroom use. The kit contains a set of supplementary materials that cover special topics. Each component contains useful information as well as student activities.
Develops Family & Consumer Science Ideas	<i>Clothing: Fashion, Fabrics & Construction</i> aims to prepare students to make educated decisions when buying and maintaining clothing. While learning about many aspects of the fashion industry, they will explore and evaluate new career possibilities. They will develop awareness and understanding of social issues that relate to fashion and the industry, on a personal as well as global level.

Instruction and Assessment (continued)	Comments
Promotes Student Thinking	<p><i>Clothing: Fashion, Fabrics & Construction</i> contains a variety of practice materials to help students transfer textbook learning to practical applications. Features such as <i>Examine This Issue</i>, <i>How To...</i>, and <i>Thinking Critically</i> found throughout the Student Edition help students to apply their critical thinking and decision-making skills based on chapter concepts. The <i>Building Thinking Skills</i> feature on TRG pages 47-49 provides suggestions, questions, and activities that promote student thinking.</p>
Assesses Student Progress	<p><i>Chapter Review & Activities</i> can be found at the end of each chapter in the Student Edition. <i>Chapter</i> and <i>Handbook Tests</i> in the IRG assess students' knowledge of key terms, concepts, and skills. <i>The Role of Assessment</i> feature on IRG pages 56 and 57 provides information on and suggestions for student assessment. A chart of <i>Assessment Strategies</i> can be found on TRG page 58. The <i>ExamView® Pro Test Generator CD-ROM</i> can be used to create your own chapter tests for your students.</p>
Enhances The Learning Environment	<p><i>Clothing: Fashion, Fabrics & Construction</i> aims to prepare students to make educated decisions when buying and maintaining clothing. While learning about many aspects of the fashion industry, they will explore and evaluate new career possibilities. They will develop awareness and understanding of social issues that relate to fashion and the industry, on a personal as well as global level.</p>

Instruction & Assessment (continued)	Comments
<p>Reading level is appropriate for interest and ability level of intended student group: level remains consistent throughout.</p>	<p><i>Clothing: Fashion, Fabrics & Construction</i> offers engaging, relevant, and appropriate content written at the correct reading level for your program.</p>
<p>Commonwealth Accountability Testing System (CATS) “like” Assessment is provided</p>	<p>The <i>ExamView®Pro Test Generator CD-ROM</i> can be used to create your own chapter tests for your students. This test bank allows you to customize the types of questions by difficulty level.</p>
<p>Variety of Assessments (diagnostic, formative, summative, open response, multiple choice, individual, small group, oral, demonstrations, presentations, self and peer performance, portfolio prompts) is included.</p>	<p><i>Chapter Review & Activities</i> can be found at the end of each chapter in the Student Edition. <i>Chapter</i> and <i>Handbook Tests</i> in the IRG assess students’ knowledge of key terms, concepts, and skills. <i>The Role of Assessment</i> feature on IRG pages 56 and 57 provides information on and suggestions for student assessment. A chart of <i>Assessment Strategies</i> can be found on TRG page 58. The <i>ExamView®Pro Test Generator CD-ROM</i> can be used to create your own chapter tests for your students.</p>

Instruction and Assessment (continued)	Comments
Includes activities and opportunities for integration of technology.	The <i>Trends in Technology</i> feature found throughout the Student Edition presents technology related to chapter content—how it relates to clothing and fashion and its impact on the industry. An investigation activity in each feature demonstrates applications of the technology presented.
Reflects researched-based practices (e.g. hands-on activities, technology, problem-solving situations)	<i>Clothing: Fashion, Fabrics & Construction</i> aims to prepare students to make educated decisions when buying and maintaining clothing. While learning about many aspects of the fashion industry, they will explore and evaluate new career possibilities. They will develop awareness and understanding of social issues that relate to fashion and the industry, on a personal as well as global level. The <i>Trends in Technology</i> feature found throughout the Student Edition presents technology related to chapter content—how it relates to clothing and fashion and its impact on the industry. An investigation activity in each feature demonstrates applications of the technology presented.

Instruction & Assessment (continued)	Comments
Differentiation techniques and activities suggested.	<p>The <i>Dealing with Sensitive Issues</i> feature on TRG pages 30-42 provides suggestions for helping students who are dealing with a variety of problems. The <i>Learning Styles</i> feature on TRG pages 43-44 describes different learning styles and provides a variety of approaches for dealing with the different learning styles. The <i>Howard Gardner: Multiple Intelligences</i> chart on TRG pages 45 and 46 describes the eight ways of learning and the types of activities each type prefers.</p>

Organization and Structure	Comments
<p>Organization is logical and allows for spiraling of content.</p>	<p><i>Clothing: Fashion, Fabrics & Construction</i> is composed of 25 chapters organized into 7 units. Each chapter follows a straight forward format, beginning with <i>Objectives</i>, <i>Key Terms</i>, and an <i>Examine This Issue</i> feature that encourages students to begin thinking about the concepts presented in the chapter. Each chapter closes with a <i>Chapter Review & Activities</i> which includes a <i>Chapter Summary</i>, <i>Using Key Terms</i>, <i>Recalling the Facts</i>, <i>Thinking Critically</i>, <i>Applying Knowledge</i>, and <i>Creative Solutions</i>.</p>
<p>Vocabulary and key terms are clearly defined and easily accessible within each lesson.</p>	<p>Each chapter begins with a list of the <i>Key Terms</i> presented in the chapter. These key terms are found in bold-face type where they are defined in the chapter.</p>

Organization and Structure (continued)	Comments
Visual illustrations (e.g. graphs, charts, models) and examples are clearly presented and content-related	Graphs, charts, and models are used throughout the book to illustrate concepts. Examples are related to the content of the section.
Illustrations and language reflect diversity (e.g. racial, ethnic, cultural, age, gender, disabilities).	A variety of situations that reflect diversity are presented throughout the text.
Legible type, length of lines, spacing, and page layout and widths of margins contribute to overall appearance and use.	<i>Clothing: Fashion, Fabrics & Construction</i> has achieved the highest degree of accuracy through rigorous scientifically-based research. It is the product of the most recent research studies, teacher feedback, and detailed editorial development. The result is an up-to-date, solid foundation for an engaging, stimulating, and high-quality course for your students.
Student materials seem durable and conducive to daily use.	The very best materials are used in all Glencoe products. The materials are easy for students to use, both in school and at home.
Includes sufficient glossary, index and appendices.	The <i>Glossary</i> can be found on pages 586-593. The <i>Index</i> can be found on pages 594-608.

Organization and Structure (continued)	Comments
<p>Employs accurate grammar and spelling.</p>	<p><i>Clothing: Fashion, Fabrics & Construction</i> has achieved the highest degree of accuracy through rigorous scientifically-based research. This edition is the product of the most recent research studies, teacher feedback, and detailed editorial development.</p>
<p>Organization of material can be effectively used with Standards Based Units, Core Content and Program of Studies.</p>	<p>The correlation between <i>Clothing: Fashion, Fabrics & Construction</i> and the Kentucky Apparel Management course is strong.</p>

Resource Materials	Comments
<p>Teacher materials coordinate easily with student materials (e.g. additional resources included at point of need, student pages shown, integration of technology indicated).</p>	<p>Lesson plans for each chapter in the Student Edition are contained in the TRG. Each <i>Lesson Plan</i> includes suggestions for using additional resources and integration of technology.</p>
<p>Activities are included that adapt to the various learning styles, intelligences, and interest/ability levels.</p>	<p>The <i>Dealing with Sensitive Issues</i> feature on TRG pages 30-42 provides suggestions for helping students who are dealing with a variety of problems. The <i>Learning Styles</i> feature on TRG pages 43-44 describes different learning styles and provides a variety of approaches for dealing with the different learning styles. The <i>Howard Gardner: Multiple Intelligences</i> chart on TRG pages 45 and 46 describes the eight ways of learning and the types of activities each type prefers.</p>
<p>Extension activities including adaptations and accommodations for students with special needs.</p>	<p>The <i>Dealing with Sensitive Issues</i> feature on TRG pages 30-42 provides suggestions for helping students who are dealing with a variety of problems. The <i>Learning Styles</i> feature on TRG pages 43-44 describes different learning styles and provides a variety of approaches for dealing with the different learning styles. The <i>Howard Gardner: Multiple Intelligences</i> chart on TRG pages 45 and 46 describes the eight ways of learning and the types of activities each type prefers.</p>

Resource Materials (continued)	Comments
<p>Resources provide objectives, background information, common student errors, hints, advice for lesson implementation and real-world connections, connections with career and/or technology and references (e.g. solution manuals, study guides).</p>	<p>Each chapter in the Student Edition begins with a list of <i>Objectives</i> for the chapter and an <i>Examine This Issue</i> feature that encourages students to begin thinking about the concepts presented in the chapter. Common student errors, hints, and advice for lesson implementation can be found throughout the TRG. Real-world connections and connections with career and/or technology can be found throughout the Student Edition and the TRG. A multitude of references are available.</p>

Resource Materials (continued)	Comments
Suggestions are made for integration of themes and/or interdisciplinary instruction.	Integration of themes and/or interdisciplinary instruction can be found throughout the Student Edition and the TRG.
Integration opportunities suggested and examples given.	Integration opportunities are suggested and examples are given throughout the Student Edition and the TRG.
Teacher resources are available online.	The <i>Clothing Resources</i> section on TRG pages 15-18 provides a list of Web sites that are a source for extended information related to the <i>Clothing: Fashion, Fabrics & Construction</i> program.
Online resources available – Repeat of information in text.	The <i>Clothing Resources</i> section on TRG pages 15-18 provides a list of Web sites that are a source for extended information related to the <i>Clothing: Fashion, Fabrics & Construction</i> program.
Online resources available – Practice skills only.	The <i>Clothing Resources</i> section on TRG pages 15-18 provides a list of Web sites that are a source for extended information related to the <i>Clothing: Fashion, Fabrics & Construction</i> program.
Online resources available – New application materials.	The <i>Clothing Resources</i> section on TRG pages 15-18 provides a list of Web sites that are a source for extended information related to the <i>Clothing: Fashion, Fabrics & Construction</i> program.

Business Evaluation Tool

Content-Business	Comments
Career Experiences	The <i>Careers</i> and <i>Choosing a Career</i> features found throughout the Student Edition include descriptions of clothing and fashion careers, discussions of these fields, education and training required, and possible career paths in each field. Each feature includes an FCCLA activity and an exercise in professionalism.
Employability Skills	Chapter 22, <i>Career Preparation</i> , encourages students to evaluate their interests and skills. Chapter 23, <i>Success on the Job</i> , discusses skills students will need to be successful in the real world of work.
Team work	Team work is discussed in the Student Edition on pages 394 and 395. Various suggestions for team work activities can be found in the <i>Lesson Plans</i> in the TRG.
Global Perspective	Chapter 25, <i>Global Marketplace</i> , discusses the global marketplace and its impact on the fashion industry.

Content-Business (continued)	Comments
Mathematical Skills	Mathematical skills are covered throughout the Student Edition. For examples, see Student Edition pages 149, 341, 343, and 373.
Communication	Communication skills are covered throughout the Student Edition. For examples, see Student Edition pages 393, 432-433, and 434-435.
Diversity	Diversity is presented throughout the Student Edition. For an example, see Student Edition page 393.

Content-Business (continued)	Comments
Ethical Practices	A discussion of <i>Ethical Behavior</i> can be found in the Student Edition on pages 396-397.
Academic Integration	Academic integration is covered throughout the Student Edition. For examples, see Student Edition pages 149, 341, 343, 373, 393, 432-433, and 434-435.
Real World Application	<i>Clothing: Fashion, Fabrics & Construction</i> uses real-world examples from the clothing and fashion world to illustrate and teach important concepts.

Content-Business (continued)	Comments
Content Area Concepts Addressed	<i>Clothing: Fashion, Fabrics & Construction</i> aims to prepare students to make educated decisions when buying and maintaining clothing. While learning about many aspects of the fashion industry, they will explore and evaluate new career possibilities. They will develop awareness and understanding of social issues that relate to fashion and the industry, on a personal as well as global level.

Instruction and Assessment	Comments
Identifies a Sense of Purpose	Each chapter in the Student Edition begins with elements designed to quickly launch a student's focus and interest on the chapter's topic. The learning objectives presented in each chapter opener help students preview what they will learn.

Instruction and Assessment (continued)	Comments
Builds on Student Ideals	A discussion of <i>Ethical Behavior</i> can be found in the Student Edition on pages 396-397.
Engages Students	Each chapter in the Student Edition begins with elements designed to quickly launch a student's focus and interest on the chapter's topic. The learning objectives presented in each chapter opener help students preview what they will learn. The <i>Student Motivation Kit</i> is a collection of reproducible resources for classroom use. The kit contains a set of supplementary materials that cover special topics. Each component contains useful information as well as student activities.
Develops Business Ideas	<i>Clothing: Fashion, Fabrics & Construction</i> aims to prepare students to make educated decisions when buying and maintaining clothing. While learning about many aspects of the fashion industry, they will explore and evaluate new career possibilities. They will develop awareness and understanding of social issues that relate to fashion and the industry, on a personal as well as global level.

Instruction and Assessment (continued)	Comments
Promotes Student Thinking	<p><i>Clothing: Fashion, Fabrics & Construction</i> contains a variety of practice materials to help students transfer textbook learning to practical applications. Features such as <i>Examine This Issue</i>, <i>How To...</i>, and <i>Thinking Critically</i> found throughout the Student Edition help students to apply their critical thinking and decision-making skills based on chapter concepts. The <i>Building Thinking Skills</i> feature on TRG pages 47-49 provides suggestions, questions, and activities that promote student thinking.</p>
Assesses Student Progress	<p><i>Chapter Review & Activities</i> can be found at the end of each chapter in the Student Edition. <i>Chapter</i> and <i>Handbook Tests</i> in the IRG assess students' knowledge of key terms, concepts, and skills. <i>The Role of Assessment</i> feature on IRG pages 56 and 57 provides information on and suggestions for student assessment. A chart of <i>Assessment Strategies</i> can be found on TRG page 58. The <i>ExamView® Pro Test Generator CD-ROM</i> can be used to create your own chapter tests for your students.</p>

Instruction and Assessment (continued)	Comments
Enhances The Learning Environment	<i>Clothing: Fashion, Fabrics & Construction</i> aims to prepare students to make educated decisions when buying and maintaining clothing. While learning about many aspects of the fashion industry, they will explore and evaluate new career possibilities. They will develop awareness and understanding of social issues that relate to fashion and the industry, on a personal as well as global level.
Reading level is appropriate for interest and ability level of intended student group: level remains consistent throughout.	<i>Clothing: Fashion, Fabrics & Construction</i> offers engaging, relevant, and appropriate content written at the correct reading level for your program.
Commonwealth Accountability Testing System (CATS) “like” Assessment is provided	The <i>ExamView®Pro Test Generator CD-ROM</i> can be used to create your own chapter tests for your students. This test bank allows you to customize the types of questions by difficulty level.
Variety of Assessments (diagnostic, formative, summative, open response, multiple choice, individual, small group, oral, demonstrations, presentations, self and peer performance, portfolio prompts) is included.	<i>Chapter Review & Activities</i> can be found at the end of each chapter in the Student Edition. <i>Chapter</i> and <i>Handbook Tests</i> in the IRG assess students’ knowledge of key terms, concepts, and skills. <i>The Role of Assessment</i> feature on IRG pages 56 and 57 provides information on and suggestions for student assessment. A chart of <i>Assessment Strategies</i> can be found on TRG page 58. The <i>ExamView®Pro Test Generator CD-ROM</i> can be used to create your own chapter tests for your students.

Instruction and Assessment (continued)	Comments
Includes activities and opportunities for integration of technology.	The <i>Trends in Technology</i> feature found throughout the Student Edition presents technology related to chapter content—how it relates to clothing and fashion and its impact on the industry. An investigation activity in each feature demonstrates applications of the technology presented.
Reflects researched-based practices (e.g. hands-on activities, technology, problem-solving situations)	<i>Clothing: Fashion, Fabrics & Construction</i> aims to prepare students to make educated decisions when buying and maintaining clothing. While learning about many aspects of the fashion industry, they will explore and evaluate new career possibilities. They will develop awareness and understanding of social issues that relate to fashion and the industry, on a personal as well as global level. The <i>Trends in Technology</i> feature found throughout the Student Edition presents technology related to chapter content—how it relates to clothing and fashion and its impact on the industry. An investigation activity in each feature demonstrates applications of the technology presented.

Instruction and Assessment (continued)	Comments
Differentiation techniques and activities suggested.	<p>The <i>Dealing with Sensitive Issues</i> feature on TRG pages 30-42 provides suggestions for helping students who are dealing with a variety of problems. The <i>Learning Styles</i> feature on TRG pages 43-44 describes different learning styles and provides a variety of approaches for dealing with the different learning styles. The <i>Howard Gardner: Multiple Intelligences</i> chart on TRG pages 45 and 46 describes the eight ways of learning and the types of activities each type prefers.</p>

Organization and Structure	Comments
<p>Organization is logical and allows for spiraling of content.</p>	<p><i>Clothing: Fashion, Fabrics & Construction</i> is composed of 25 chapters organized into 7 units. Each chapter follows a straight forward format, beginning with <i>Objectives</i>, <i>Key Terms</i>, and an <i>Examine This Issue</i> feature that encourages students to begin thinking about the concepts presented in the chapter. Each chapter closes with a <i>Chapter Review & Activities</i> which includes a <i>Chapter Summary</i>, <i>Using Key Terms</i>, <i>Recalling the Facts</i>, <i>Thinking Critically</i>, <i>Applying Knowledge</i>, and <i>Creative Solutions</i>.</p>
<p>Vocabulary and key terms are clearly defined and easily accessible within each lesson.</p>	<p>Each chapter begins with a list of the <i>Key Terms</i> presented in the chapter. These key terms are found in bold-face type where they are defined in the chapter.</p>

<p style="text-align: center;">Organization and Structure (continued)</p>	<p style="text-align: center;">Comments</p>
<p>Visual illustrations (e.g. graphs, charts, models) and examples are clearly presented and content-related</p>	<p>Graphs, charts, and models are used throughout the book to illustrate concepts. Examples are related to the content of the section.</p>
<p>Illustrations and language reflect diversity (e.g. racial, ethnic, cultural, age, gender, disabilities).</p>	<p>A variety of situations that reflect diversity are presented throughout the text.</p>
<p>Legible type, length of lines, spacing, and page layout and widths of margins contribute to overall appearance and use.</p>	<p><i>Clothing: Fashion, Fabrics & Construction</i> has achieved the highest degree of accuracy through rigorous scientifically-based research. It is the product of the most recent research studies, teacher feedback, and detailed editorial development. The result is an up-to-date, solid foundation for an engaging, stimulating, and high-quality course for your students.</p>
<p>Student materials seem durable and conducive to daily use.</p>	<p>The very best materials are used in all Glencoe products. The materials are easy for students to use, both in school and at home.</p>
<p>Includes sufficient glossary, index and appendices.</p>	<p>The <i>Glossary</i> can be found on pages 586-593. The <i>Index</i> can be found on pages 594-608.</p>

Organization and Structure (continued)	Comments
Employs accurate grammar and spelling.	<i>Clothing: Fashion, Fabrics & Construction</i> has achieved the highest degree of accuracy through rigorous scientifically-based research. This edition is the product of the most recent research studies, teacher feedback, and detailed editorial development.
Organization of material can be effectively used with Standards Based Units, Core Content and Program of Studies.	The correlation between <i>Clothing: Fashion, Fabrics & Construction</i> and the Kentucky Apparel Management course is strong.

Resource Materials	Comments
Teacher materials coordinate easily with student materials (e.g. additional resources included at point of need, student pages shown, integration of technology indicated).	Lesson plans for each chapter in the Student Edition are contained in the TRG. Each <i>Lesson Plan</i> includes suggestions for using additional resources and integration of technology.

Resource Materials (continued)	Comments
<p>Activities are included that adapt to the various learning styles, intelligences, and interest/ability levels.</p>	<p>The <i>Dealing with Sensitive Issues</i> feature on TRG pages 30-42 provides suggestions for helping students who are dealing with a variety of problems. The <i>Learning Styles</i> feature on TRG pages 43-44 describes different learning styles and provides a variety of approaches for dealing with the different learning styles. The <i>Howard Gardner: Multiple Intelligences</i> chart on TRG pages 45 and 46 describes the eight ways of learning and the types of activities each type prefers.</p>
<p>Extension activities including adaptations and accommodations for students with special needs.</p>	<p>The <i>Dealing with Sensitive Issues</i> feature on TRG pages 30-42 provides suggestions for helping students who are dealing with a variety of problems. The <i>Learning Styles</i> feature on TRG pages 43-44 describes different learning styles and provides a variety of approaches for dealing with the different learning styles. The <i>Howard Gardner: Multiple Intelligences</i> chart on TRG pages 45 and 46 describes the eight ways of learning and the types of activities each type prefers.</p>

Resources & Materials (continued)	Comments
Resources provide objectives, background information, common student errors, hints, advice for lesson implementation and real-world connections, connections with career and/or technology and references (e.g. solution manuals, study guides).	Each chapter in the Student Edition begins with a list of <i>Objectives</i> for the chapter and an <i>Examine This Issue</i> feature that encourages students to begin thinking about the concepts presented in the chapter. Common student errors, hints, and advice for lesson implementation can be found throughout the TRG. Real-world connections and connections with career and/or technology can be found throughout the Student Edition and the TRG. A multitude of references are available.
Suggestions are made for integration of themes and/or interdisciplinary instruction.	Integration of themes and/or interdisciplinary instruction can be found throughout the Student Edition and the TRG.
Integration opportunities suggested and examples given.	Integration opportunities are suggested and examples are given throughout the Student Edition and the TRG.
Teacher resources are available online.	The <i>Clothing Resources</i> section on TRG pages 15-18 provides a list of Web sites that are a source for extended information related to the <i>Clothing: Fashion, Fabrics & Construction</i> program.
Online resources available – Repeat of information in text.	The <i>Clothing Resources</i> section on TRG pages 15-18 provides a list of Web sites that are a source for extended information related to the <i>Clothing: Fashion, Fabrics & Construction</i> program.

Resources & Materials (continued)	Comments
Online resources available – Practice skills only.	The <i>Clothing Resources</i> section on TRG pages 15-18 provides a list of Web sites that are a source for extended information related to the <i>Clothing: Fashion, Fabrics & Construction</i> program.
Online resources available – New application materials.	The <i>Clothing Resources</i> section on TRG pages 15-18 provides a list of Web sites that are a source for extended information related to the <i>Clothing: Fashion, Fabrics & Construction</i> program.



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