



# The Science of Style: Clothes and the Environment



**GRADES 9-12**  
**Family and Consumer Sciences Education Standards<sup>1</sup>**  
**Next Generation Science Standards<sup>2</sup>**  
**Common Core State Standards for English Language Arts<sup>3</sup>**

NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES <sup>1</sup>				
Content Standard	Activity 1	Activity 2	Activity 3	Activity 4
<b>Consumer and Family Resources</b>				
<b>2.1</b> Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.	X	X	X	X
<b>2.2</b> Analyze the relationship of the environment to family and consumer resources.	X	X	X	X
<b>2.5</b> Analyze relationships between the economic system and consumer actions in a global context.	X	X	X	X
<b>Textiles, Fashion, and Apparel</b>				
<b>16.1</b> Analyze career paths within textile apparel and design industries.	X	X	X	X
<b>16.2</b> Evaluate textiles, fashion, and apparel products and materials and their use in diverse settings.	X	X	X	X
<b>16.5</b> Evaluate elements of textiles, fashion, and apparel merchandising.	X	X	X	X

NEXT GENERATION SCIENCE STANDARDS <sup>2</sup>				
Content Standard	Activity 1	Activity 2	Activity 3	Activity 4
<b>Ecosystems: Interactions, Energy, and Dynamics</b> <b>HS-LS2-7</b> Design, evaluate, and refine a solution for reducing the impact of human activities on the environment and biodiversity.	X	X	X	X
<b>Earth and Human Activity</b> <b>HS-ESS3-1</b> Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.	X	X	X	X
<b>Earth and Human Activity</b> <b>HS-ESS3-4</b> Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.	X	X	X	X

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 2. NGSS Lead States. 2013. *Next Generation Science Standards: For States, By States*. Washington, DC: The National Academies Press. All rights reserved. Available at [www.nextgenscience.org](http://www.nextgenscience.org).  
 3. Copyright © 2010. "Common Core State Standards." National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington D.C. [www.thecorestandards.org](http://www.thecorestandards.org).

ENGLISH LANGUAGE ARTS STANDARDS <sup>3</sup>				
Grades 9-10 Content Standard	Activity 1	Activity 2	Activity 3	Activity 4
<b>Reading: Informational Text</b>				
<b>Craft and Structure:</b> <b>CCSS.ELA-LITERACY.RI.9-10.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	X	X		
<b>Speaking and Listening</b>				
<b>Comprehension and Collaboration:</b> <b>CCSS.ELA-LITERACY.SL.9-10.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	X	X	X	X
<b>CCSS.ELA-LITERACY.SL.9-10.2</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	X	X	X	X
<b>Presentation of Knowledge and Ideas:</b> <b>CCSS.ELA-LITERACY.SL.9-10.4</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	X	X	X	X
<b>Writing</b>				
<b>Text Types and Purposes:</b> <b>CCSS.ELA-LITERACY.W.9-10.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	X			X
<b>CCSS.ELA-LITERACY.W.9-10.2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	X			X
<b>Production and Distribution of Writing:</b> <b>CCSS.ELA-LITERACY.W.9-10.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	X		X	X

Grades 9-10 Content Standard (continued)	Activity 1	Activity 2	Activity 3	Activity 4
<b>Writing</b>				
<b>Research to Build and Present Knowledge:</b> <b>CCSS.ELA-LITERACY.W.9-10.7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question); or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject demonstrating understanding of the subject under investigation.	X			X
<b>CCSS.ELA-LITERACY.W.9-10.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.	X	X	X	X

ENGLISH LANGUAGE ARTS STANDARDS <sup>3</sup>				
Grades 11-12 Content Standard	Activity 1	Activity 2	Activity 3	Activity 4
<b>Reading Informational Text</b>				
<b>Craft and Structure:</b> <b>CCSS.ELA-LITERACY.11-12.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.	X	X		
<b>Speaking and Listening</b>				
<b>Comprehension and Collaboration:</b> <b>CCSS.ELA-LITERACY.SL.11-12.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	X	X	X	X
<b>CCSS.ELA-LITERACY.SL.11-12.2</b> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	X	X	X	X
<b>Presentation of Knowledge and Ideas:</b> <b>CCSS.ELA-LITERACY.SL.11-12.4</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	X	X	X	X

Grades 11-12 Content Standard (continued)	Activity 1	Activity 2	Activity 3	Activity 4
<b>Writing</b>				
<b>Text Types and Purposes:</b> <b>CCSS.ELA-LITERACY.W.11-12.1.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	X			X
<b>CCSS.ELA-LITERACY.W.11-12.2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	X			X
<b>Production and Distribution of Writing:</b> <b>CCSS.ELA-LITERACY.W.11-12.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	X		X	X
<b>Research to Build and Present Knowledge:</b> <b>CCSS.ELA-LITERACY.W.11-12.7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	X			X
<b>CCSS.ELA-LITERACY.W.11-12.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.	X	X	X	X

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