

# **Cedar Grove School District**

## **Cedar Grove, NJ**

# **2016 | Grades 9-12**

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# **Advanced Design**



*Revised 2017*

*Approved by the Cedar Grove Board of Education*

**Superintendent of Schools**  
**Mr. Michael J. Fetherman**

**Board of Education**  
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Mr. David Schoner  
Mr. Vincent Vollero

# Advanced Design

## Course Description

Advanced Design gives students the flexibility to choose from one or more of the following design areas for specialization under the differentiated supervision of the teacher:

- **Architectural** - students will explore topics such as site preparation, blue prints (how to draw and read them), home design styles (bi-levels, colonials, ranches), construction estimating, computer drafting, and model building.
- **Interior** - students will learn about building materials, paint and paint finishes, lighting, carpeting, budgeting for improvements, and kitchen and bath layouts.
- **Fashion** - students will design and make their own fashions.
- **Product** - students will learn what is involved in making a product, will understand what a target market is, will explore the various selling techniques, and then design and make a product.

This curriculum was written in accordance with the  
**2014 NEW STUDENT LEARNING STANDARDS FOR VISUAL  
AND PERFORMANING ARTS,**  
and the  
**2014 NEW JERSEY STUDENT LEARNING STANDARDS  
STANDARDS FOR 21<sup>ST</sup> CENTURY LIFE AND CAREERS,**

# Advanced Design

## Unit 1 – Advanced Architectural Design

Course Objective(s)	Student Objectives
Examine site preparation	<ul style="list-style-type: none"> <li>• Locate a home on a plot of land</li> <li>• Comprehend pre-building stages</li> <li>• Develop site drawings</li> </ul>
Develop an understanding of architectural design blue prints and drafting- equipment	<ul style="list-style-type: none"> <li>• Read blue prints</li> <li>• Use drafting equipment</li> <li>• Demonstrate drafting techniques</li> </ul>
Examine the various styles of home designs	<ul style="list-style-type: none"> <li>• Design and draw room layouts</li> <li>• Conceptualize room sizes in relation to measurements</li> <li>• Explore various styles of homes, i.e. ranch, colonial, etc.</li> </ul>
Prepare construction estimates	<ul style="list-style-type: none"> <li>• Calculate material costs</li> <li>• Discriminate between available materials</li> <li>• Explain budgeting</li> </ul>
Classify building materials	<ul style="list-style-type: none"> <li>• Identify the compositions of various materials</li> <li>• Justify the selection of particular materials for different building needs of a home</li> </ul>
Apply knowledge of drafting equipment to construction architectural construction drawings	<ul style="list-style-type: none"> <li>• Develop a full set of architectural construction drawings               <ul style="list-style-type: none"> <li>▪ top elevation</li> <li>▪ front elevation</li> <li>▪ side elevation</li> <li>▪ first and second floor plans</li> </ul> </li> </ul>
Utilize the computer to draw various elevations (CAD)	<ul style="list-style-type: none"> <li>• Use the computer to generate two dimensional views of a home (using Google sketch)               <ul style="list-style-type: none"> <li>▪ front elevation</li> <li>▪ side elevation</li> </ul> </li> </ul>
Apply knowledge of building materials and engineering techniques to construct a model of a home	<ul style="list-style-type: none"> <li>• Build an actual scale model of a home from construction drawings students created               <ul style="list-style-type: none"> <li>▪ Show 2x4 stick construction</li> <li>▪ Show all rough openings for doors and windows</li> <li>▪ Simulate site to scale</li> </ul> </li> </ul>

### 2014 New Jersey Student Learning Standards for Visual and Performing Arts

**1.1.12.D.1** Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.

**1.3.12.D.1** Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity

**1.3.12.D.2** Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.

### 2014 New Jersey Student Learning Standards for 21st Century Life and Careers: Architecture & Construction Cluster

<b>9.3.12.AC.1</b> Use vocabulary, symbols and formulas common to architecture and construction.
<b>9.3.12.AC.2</b> Use architecture and construction skills to create and manage a project.
<b>9.3.12.AC.6</b> Read, interpret and use technical drawings, documents and specifications to plan a project.
<b>9.3.12.AC-CST.6</b> Manage relationships with internal and external parties to successfully complete construction projects.
<b>9.3.12.AC-DES.1</b> Justify design solutions through the use of research documentation and analysis of data.
<b>9.3.12.AC-DES.2</b> Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.
<b>9.3.12.AC-DES.3</b> Describe the requirements of the integral systems that impact the design of buildings.
<b>9.3.12.AC-DES.6</b> Apply the techniques and skills of modern drafting, design, engineering and construction to projects.
<b>9.3.12.AC-DES.7</b> Employ appropriate representational media to communicate concepts and project design.
<b>9.3.12.AC-DES.8</b> Apply standards, applications and restrictions pertaining to the selection and use of construction materials, components and assemblies in the project design
<b>2014 New Jersey Student Learning Standards for 21st Century Life and Careers: Arts, A/V Technology &amp; Communications Career Cluster</b>
<b>9.3.12.AR-VIS.2</b> Analyze how the application of visual arts elements and principles of design communicate and express ideas.
<b>9.3.12.AR-VIS.3</b> Analyze and create two and three-dimensional visual art forms using various media

# Advanced Design

## Unit 2 – Advanced Interior Design

Course Objective(s)	Student Objectives
<b>Characterize colors and finishes of paint and how they contribute to a room's mood and practicality</b>	<ul style="list-style-type: none"><li>• Distinguish between various paint qualities</li><li>• Distinguish between various paint finishes</li><li>• Interpret differences in color meaning</li></ul>
<b>Examine the differences between laminate flooring and hardwood flooring as they pertain to specific use in interior design</b>	<ul style="list-style-type: none"><li>• Determine the advantages and disadvantages of using laminate flooring</li><li>• Analyze the composition of laminate flooring</li><li>• Determine the advantages and disadvantages of using hardwood flooring</li></ul>
<b>Identify the various types of vinyl flooring and the application of each</b>	<ul style="list-style-type: none"><li>• Explain the differences between vinyl composition floors (VCT) and vinyl self-stick tiles</li><li>• Explain the proper usage for each</li><li>• Identify new or old (asbestos) floor tiling and</li><li>• understand the safety issues of old tiling</li></ul>
<b>Identify the various types of hard surface products selected for their durability, price, and applications</b>	<ul style="list-style-type: none"><li>• Distinguish differences between the following tiles:<ul style="list-style-type: none"><li>▪ Marble</li><li>▪ Granite</li><li>▪ Slate</li><li>▪ Porcelain</li><li>▪ Ceramic</li></ul></li><li>• Determine the advantages and disadvantages of using each</li><li>• Identify situations for using each</li></ul>
<b>Examine the various types of carpets as they relate to durability, price, and applications</b>	<ul style="list-style-type: none"><li>• Distinguish differences between the following carpets:<ul style="list-style-type: none"><li>▪ Nylon</li><li>▪ Polyester</li><li>▪ Olefin</li></ul></li><li>• Determine the advantages and disadvantages of using each</li></ul>
<b>Compare and contrast differences in plumbing fixtures that are available for kitchens and baths</b>	<ul style="list-style-type: none"><li>• Selecting the proper plumbing fixtures based upon style, durability, and price:<ul style="list-style-type: none"><li>▪ Kitchen</li><li>▪ Bathroom</li><li>▪ Master bathroom</li></ul></li></ul>
<b>Examine various types of countertops and vanities available for kitchen and bathrooms</b>	<ul style="list-style-type: none"><li>• Compare and contrast options for countertop and vanities in:<ul style="list-style-type: none"><li>▪ Kitchen</li><li>▪ Bathroom</li><li>▪ Master bathroom</li></ul></li></ul>
<b>Comprehend the various types of lighting and the usage of each in a home</b>	<ul style="list-style-type: none"><li>▪ Differentiate between the types of light bulbs available</li><li>▪ Explain what accent lighting is and how it is used.</li><li>▪ Explain the uses of low voltage lighting</li></ul>

	<ul style="list-style-type: none"> <li>▪ Using energy efficient lighting</li> </ul>
<b>Understand the characteristics of the different types of design styles</b>	<ul style="list-style-type: none"> <li>▪ Name and explain the following design styles: <ul style="list-style-type: none"> <li>▪ Contemporary</li> <li>▪ Modern</li> <li>▪ Country</li> <li>▪ Early American</li> </ul> </li> </ul>
<b>Take a customer's budget and pricing restrictions into consideration, decorate a room</b>	<ul style="list-style-type: none"> <li>• Estimate the following room costs: <ul style="list-style-type: none"> <li>▪ Kitchen</li> <li>▪ Bathroom</li> <li>▪ Master bathroom</li> <li>▪ Choose fixtures based upon budget and style</li> </ul> </li> </ul>
<b>Understand the importance of asking the correct qualifying questions of a potential client</b>	<ul style="list-style-type: none"> <li>▪ Create a thorough list of questions to ask a client that will determine styles, fixtures, lighting, carpeting, money restraints, etc.</li> </ul>

**2014 New Jersey Student Learning Standards for Visual and Performing Arts**

**1.1.12.D.1** Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.

**1.3.12.D.1** Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.

**1.3.12.D.2** Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.

**1.3.12.D.4** Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.

**1.3.12.D.5** Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.

**1.4.12.A.1** Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

**2014 New Jersey Student Learning Standards for 21st Century Life and Careers:  
Architecture & Construction Career Cluster**

**9.3.12.AC.2** Use architecture and construction skills to create and manage a project.

**9.3.12.AC.6** Read, interpret and use technical drawings, documents and specifications to plan a project.

**9.3.12.AC-CST.7** Compare and contrast the building systems and components required for a construction project.

**9.3.12.AC-CST.9** Safely use and maintain appropriate tools, machinery, equipment and resources to accomplish construction project goals.

**9.3.12.AC-DES.2** Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues

**9.3.12.AC-DES.5** Identify the diversity of needs, values and social patterns in project design, including accessibility standards.

**9.3.12.AC-DES.6** Apply the techniques and skills of modern drafting, design, engineering and construction to projects.

**9.3.12.AC-DES.7** Employ appropriate representational media to communicate concepts and project design.

**2014 New Jersey Student Learning Standards for 21st Century Life and Careers:  
Arts, A/v Technology & Communications Career Cluster**

**9.3.12.AR-VIS.2** Analyze how the application of visual arts elements and principles of design communicate and express ideas.

**9.3.12.AR-VIS.3** Analyze and create two and three-dimensional visual art forms using various media.

# Advanced Design

## Unit 3 – Advanced Product Design

Course Objective(s)	Student Objectives
Investigate the design stages when creating a new product	<ul style="list-style-type: none"> <li>• Conceptualize the development of a new product</li> <li>• Summarize the effects of product development on people and society</li> <li>• Rationalize the need for new products or product revisions</li> </ul>
Analyze the various target markets and assess their economic impact	<ul style="list-style-type: none"> <li>• Evaluate products according to age, gender, race, price, occupation, geographic residency, etc.</li> <li>• Explain the difference between a customer and a consumer</li> </ul>
Describe and implement selling strategies	<ul style="list-style-type: none"> <li>• Recognize the different marketing techniques (emotion, guilt, etc.)</li> </ul>
Explain and cite examples of price points	<ul style="list-style-type: none"> <li>• Relate a product's features to its price</li> <li>• Distinguish differences between entry level and high end products</li> </ul>
Construct a model of a product utilizing target market, selling strategies, and price points	<ul style="list-style-type: none"> <li>• Combine all selling techniques and strategies to construct a product package</li> <li>• Sketch the product</li> <li>• Draw the product to scale</li> <li>• Construct the product</li> <li>• Decorate the product</li> <li>• Create a marketing strategy to sell the product</li> <li>• Give a fifteen-minute presentation on the product and its usefulness</li> </ul>
Explore the differing life cycles of a product	<ul style="list-style-type: none"> <li>• Explain the steps in the life cycle of a product: design, manufacture, and recycling</li> </ul>

### 2014 New Jersey Student Learning Standards for Visual and Performing Arts

<b>1.2.12.A.1</b> Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
<b>1.2.12.A.2</b> Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
<b>1.1.12.D.1</b> Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
<b>1.3.12.D.1</b> Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
<b>1.3.12.D.2</b> Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
<b>1.3.12.D.4</b> Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
<b>1.3.12.D.5</b> Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.



<b>1.4.12.B.3</b> Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
<b>2014 New Jersey Student Learning Standards for 21st Century Life and Careers: Architecture &amp; Construction Career Cluster</b>
<b>9.3.12.AC-DES.2</b> Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.
<b>9.3.12.AC-DES.5</b> Identify the diversity of needs, values and social patterns in project design, including accessibility standards.
<b>9.3.12.AC-DES.6</b> Apply the techniques and skills of modern drafting, design, engineering and construction to projects.
<b>9.3.12.AC-DES.7</b> Employ appropriate representational media to communicate concepts and project design.
<b>2014 New Jersey Student Learning Standards for 21st Century Life and Careers: Arts, A/V Technology &amp; Communications Career Cluster</b>
<b>9.3.12.AR-VIS.2</b> Analyze how the application of visual arts elements and principles of design communicate and express ideas.
<b>9.3.12.AR-VIS.3</b> Analyze and create two and three-dimensional visual art forms using various media.
<b>2014 New Jersey Student Learning Standards for 21st Century Life and Careers: Marketing Career Cluster</b>
<b>9.3.MK.8</b> Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
<b>9.3.MK.9</b> Communicate information about products, services, images and/or ideas to achieve a desired outcome.
<b>9.3.MK.10</b> Use marketing strategies and processes to determine and meet client needs and wants.
<b>9.3.MK-RES.2</b> Design and conduct research activities to facilitate marketing business decisions.
<b>9.3.MK-RES.3</b> Use information systems and tools to make marketing research decisions.
<b>9.3.MK-SAL.1</b> Access, evaluate and disseminate sales information
<b>9.3.MK-SAL.2</b> Apply sales techniques to meet client needs and wants.

# Advanced Design

## Unit 4 – Advanced Communication Design

Course Objective(s)	Student Objectives
Illustrate and design a magazine around a central theme incorporating the use of technology	<ul style="list-style-type: none"> <li>Choose writing styles to match audience</li> <li>Structure content for target audience</li> <li>Recognize people as a target market</li> </ul>
Interpret how a magazine has an effect on people and society	<ul style="list-style-type: none"> <li>Determine the influence of writing on society</li> <li>Discuss how the written word has helped to shape human history</li> <li>Discuss the various parts of a magazine and what each must contain</li> </ul>
Conceptualize a topic for a magazine based upon specific target audiences	<ul style="list-style-type: none"> <li>Brainstorm target audiences based upon their own interests, talents and hobbies.</li> <li>Choose target audience that will be most interested in "purchasing" their magazine.</li> </ul>
Illustrate ideas on paper	<ul style="list-style-type: none"> <li>Design and layout on drawing paper a 20 page magazine that targets specific people and interests</li> </ul>
Incorporate writing into the body of the magazine	<ul style="list-style-type: none"> <li>Write articles according to magazine genre</li> </ul>
Combine design layout and articles to create a magazine	<ul style="list-style-type: none"> <li>Utilizing technology, compose a twenty-page magazine using the design layout and written articles</li> </ul>
Summarize contents of magazine and present to class	<ul style="list-style-type: none"> <li>Formulate a ten-minute oral presentation explaining their magazine and its appeal to a certain group of people</li> </ul>

### 2014 New Jersey Student Learning Standards for Visual and Performing Arts

<b>1.2.12.A.1</b> Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
<b>1.2.12.A.2</b> Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
<b>1.1.12.D.1</b> Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
<b>1.3.12.D.1</b> Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
<b>1.3.12.D.2</b> Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
<b>1.3.12.D.4</b> Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
<b>1.4.12.B.3</b> Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

### 2014 New Jersey Student Learning Standards for 21st Century Life and Careers: Arts, A/V Technology & Communications Career Cluster

<b>9.3.12.AR.1</b> Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
<b>9.3.12.AR-JB.2</b> Demonstrate writing processes used in journalism and broadcasting.
<b>9.3.12.AR-PRT.2</b> Demonstrate the production of various print, multimedia or digital media products.
<b>9.3.12.AR-VIS.1</b> Describe the history and evolution of the visual arts and its role in and impact on society.
<b>9.3.12.AR-VIS.2</b> Analyze how the application of visual arts elements and principles of design communicate and express ideas.
<b>9.3.12.AR-VIS.3</b> Analyze and create two and three-dimensional visual art forms using various media.
<b>2014 New Jersey Student Learning Standards for Technology</b>
<b>8.1.12.C.1</b> Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
<b>8.1.12.E.1</b> Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
<b>8.2.12.A.1</b> Propose an innovation to meet future demands supported by an analysis of the potential full costs, benefits, trade-offs and risks, related to the use of the innovation.

# Advanced Design

## Unit 5 – Advanced Automotive Design

Course Objective(s)	Student Objectives
Differentiate and interpret the forces that act upon an automobile	<ul style="list-style-type: none"> <li>• Interpret how each of the following forces acts upon an automobile:               <ul style="list-style-type: none"> <li>▪ Gravity</li> <li>▪ Drag</li> <li>▪ Thrust</li> <li>▪ Friction</li> <li>▪ Lift</li> <li>▪ Wind resistance</li> </ul> </li> </ul>
Discuss how the automobile has shaped our society	<ul style="list-style-type: none"> <li>• Explore impact on:               <ul style="list-style-type: none"> <li>▪ History</li> <li>▪ Business</li> <li>▪ Jobs</li> <li>▪ The economy</li> <li>▪ What did it replace</li> </ul> </li> </ul>
Investigate the components involved in the design and construction of an automobile	<ul style="list-style-type: none"> <li>• Demonstrate understanding of the following through the construction of a race car:               <ul style="list-style-type: none"> <li>▪ Designing and construction</li> <li>▪ Modeling/shaping</li> <li>▪ Propulsion</li> <li>▪ Understanding speed</li> <li>▪ Calculating MPH</li> </ul> </li> </ul>
Demonstrate knowledge of mechanical drafting using the computer to design and build objects	<ul style="list-style-type: none"> <li>• Using the Pro-E Engineering Software, illustrate the ability to draw the following objects:               <ul style="list-style-type: none"> <li>▪ Flat washers</li> <li>▪ Sports bottle</li> <li>▪ Cylinders simulating an orbiting space station</li> </ul> </li> </ul>

### 2014 New Jersey Student Learning Standards for Visual and Performing Arts

<b>1.2.12.A.2</b> Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
<b>1.1.12.D.1</b> Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
<b>1.3.12.D.2</b> Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
<b>1.3.12.D.4</b> Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
<b>1.4.12.B.3</b> Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

### 2014 New Jersey Student Learning Standards for 21st Century Life and Careers: Architecture & Construction Career Cluster

<b>9.3.12.AC-DES.1</b> Justify design solutions through the use of research documentation and analysis of data.
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<b>9.3.12.AC-DES.6</b> Apply the techniques and skills of modern drafting, design, engineering and construction to projects.
<b>9.3.12.AC-DES.7</b> Employ appropriate representational media to communicate concepts and project design.
<b>2014 New Jersey Student Learning Standards for 21st Century Life and Careers: Arts, A/V Technology &amp; Communications Career Cluster</b>
<b>9.3.12.AR-VIS.3</b> Analyze and create two and three-dimensional visual art forms using various media.
<b>2014 New Jersey Student Learning Standards for Technology</b>
<b>8.1.12.C.1</b> Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
<b>8.1.12.E.1</b> Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
<b>8.2.12.A.1</b> Propose an innovation to meet future demands supported by an analysis of the potential full costs, benefits, trade-offs and risks, related to the use of the innovation.
<b>6.2.12.C.3.d</b> Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes

## Suggested Activities

- Lecture
- Class discussions
- Student presentations
- Debates
- Cooperative Learning structures
- Guided practice
- Performance assessments
- Projects
- Simulation and modeling activities
- Technology infusion
- Learning Styles activities
- Differentiated Instruction
- Research
- Architectural drafting
- Interior designing and decorating
- Building scale models of homes

## Suggested Resources

### Textbook:

- *Paint & Color*, Lowes Company

### Supplementary Materials

List to include but not limited to...

- *Green Source*, McGraw Hill & Co.
- The Kellogg Brothers: Corn Flake Kings. A & E Videos.

### Websites:

- <http://www.shawfloors.com>
- <http://www.historychannel.com>
- <http://www.discovervchannel.com>
- <http://www.googlesketchup.com>

### Equipment

- Architectural scale
- T-squares
- Drawing boards
- Triangles