



# HOME ECONOMICS: TEXTILES 8 TO 12

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*Integrated Resource Package 2007*

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This document is a revision of the *Home Economics 8 to 10 Integrated Resource Package* (1998) and the *Home Economics: Textile Studies 11 and 12 Integrated Resource Package* (1998). This new IRP includes Suggested Achievement Indicators, a more clear and succinct set of Prescribed Learning Outcomes, and a snapshot of the course's Key Concepts.

Many people contributed their expertise to the 2007 Textiles 8 to 12 IRP. The Project Manager was Elizabeth McAuley of the Ministry of Education, working with other ministry personnel and our partners in education. We would like to thank all who participated in this process.

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**T**his Integrated Resource Package (IRP) provides basic information to assist teachers in implementing Home Economics: Textiles 8 to 12. This document supersedes *Home Economics 8 to 10* and the *Home Economics: Textile Studies 11 and 12 Integrated Resource Package* (1998).

The information contained in this document is also available on the Internet at [www.bced.gov.bc.ca/irp/irp.htm](http://www.bced.gov.bc.ca/irp/irp.htm)

The following paragraphs provide brief descriptions of the components of the IRP.

### INTRODUCTION

The Introduction provides general information about Home Economics: Textiles 8 to 12, including special features and requirements.

Included in this section are

- a rationale for teaching Textiles 8 to 12 in BC schools
- the curriculum goals
- descriptions of the curriculum organizers and suborganizers – groupings for Prescribed Learning Outcomes that share a common focus
- an overview of the curriculum content

### CONSIDERATIONS FOR PROGRAM DELIVERY

This section of the IRP contains additional information to help educators develop their school practices and plan their program delivery to meet the needs of all learners.

### PRESCRIBED LEARNING OUTCOMES

This section contains the *Prescribed Learning Outcomes*, the legally required content standards for the provincial education system. The learning outcomes define the required knowledge, skills, and attitudes for each subject. They are statements of what students are expected to know and be able to do by the end of the course.

### STUDENT ACHIEVEMENT

This section of the IRP contains information about classroom assessment and measuring student achievement, including sets of specific Suggested Achievement Indicators for each Prescribed Learning Outcome. Suggested Achievement Indicators are statements that describe what students should be able to do in order to demonstrate that they fully meet the expectations set out by the Prescribed Learning Outcomes. Suggested Achievement Indicators are not mandatory; they are provided to assist in the assessment of how well students achieve the Prescribed Learning Outcomes.

Also included in this section are Key Concepts – descriptions of content that help determine the intended depth and breadth of the Prescribed Learning Outcomes.

### CLASSROOM ASSESSMENT MODEL

The Classroom Assessment Model contains a series of assessment activities or units that address learning outcomes organized by topic or theme. These activities, developed by BC educators, are provided to support classroom assessment. The activities are suggestions only – teachers may use or modify them as they plan for the implementation of this curriculum.

The Classroom Assessment Model for Textiles 8 to 12 is provided as a curriculum support document at [www.bced.gov.bc.ca/irp/irp.htm](http://www.bced.gov.bc.ca/irp/irp.htm)





# INTRODUCTION

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*Textiles 8 to 12*



This Integrated Resource Package (IRP) sets out the provincially prescribed curriculum for Home Economics: Textiles 8 to 12. The development of this IRP has been guided by the principles of learning:

- Learning requires the active participation of the student.
- People learn in a variety of ways and at different rates.
- Learning is both an individual and a group process.

In addition to these three principles, this document recognizes that British Columbia's schools include young people of varied backgrounds, interests, abilities, and needs. Wherever appropriate for this curriculum, ways to meet these needs and to ensure equity and access for all learners have been integrated as much as possible into the Prescribed Learning Outcomes, Suggested Achievement Indicators, and Classroom Assessment Model (provided at [www.bced.gov.bc.ca/irp/irp.htm](http://www.bced.gov.bc.ca/irp/irp.htm)).

### THE 2007 HOME ECONOMICS CURRICULUM

The Home Economics curriculum has been divided into three specific documents:

- Home Economics: Foods and Nutrition 8 to 12
- Home Economics: Textiles 8 to 12
- Home Economics: Family Studies 10 to 12

The content for each course is based on the Prescribed Learning Outcomes and further clarified by the achievement indicators that support each learning outcome. **The design of the curriculum is to offer Foods and Nutrition and Textiles as concentrated courses of four credits at the Grades 9 through 12 levels. Family Studies 10 to 12 has been developed using a modular approach, allowing teachers to combine the two-credit individual modular courses to make up a four-credit course based on student interest as well as teacher interest and expertise.**

Not all Foods and Nutrition or Textiles students will begin these courses at the same time, creating a range of prior knowledge and skills within the classroom. Some of the applied skills outcomes are similar throughout several grades. It is assumed that students will continue the development of these outcomes at subsequent levels of sophistication. The same holds true for Family Studies. While the Family Studies modules may be used in any of the three grades, the depth of treatment and level of expectations will depend on the prior knowledge and maturity level of the students.

### Organization of Home Economics 8 to 12 (2007)

#### FOODS AND NUTRITION 8 TO 12

*(Curriculum Organizers)*

Food Preparation Foundations  
Food Preparation Techniques  
Nutrition and Healthy Eating  
Social, Economic, and Cultural Influences  
Career Opportunities

#### TEXTILES 8 TO 12

*(Curriculum Organizers)*

Textile Foundations  
Constructing Textile Items  
Applying Creative Processes  
Factors Affecting Textile Choices  
Career Opportunities

#### FAMILY STUDIES 10 TO 12

*(Individual Modular Courses)*

Child Development and Parenting  
Adolescence  
Adulthood  
Families in Society  
Interpersonal and Family Relationships  
Housing and Living Environments

### THE STUDY OF HOME ECONOMICS

During their high school career, students study a variety of subjects important to their choice of post-secondary study or to their choice of occupational training. Only the study of Home Economics, however, can be said to be concerned with meeting the challenges of everyday living in a modern society. Home Economics education provides “the necessary balance in bringing together theoretical understandings and addressing practical everyday problems. It contributes to empowering people to become active and informed members of society with respect to both living independently and living in caring situations with other people. Students develop an understanding of the interdependence of their everyday living with that of other human beings and broader issues related to ecological sustainability” (Home Economics Institute of Australia, 2002).

Although the methods of implementation may vary from country to country, there is nevertheless a unity of themes:

- Home Economics is responsive to change
- changing times require new ways of thinking, including the specialist skills of critical and reflective thinking, and metacognition
- pervasive themes of wellness, technology, global interdependence, human development, resource development/management are integrated
- individual, family and community, self and society are identified as a common body of knowledge
- social, economic, and environmental challenges and issues, and wholeness of the global family, are addressed
- over-arching themes include family, food and nutrition, food preparation, management, and consumer choices
- specializations include food and nutrition, future developments in the creation of foods, clothing and textiles, shelter, economics and management, relationships and social leadership, and wellness

- knowledge is applied to relevant and authentic contexts, inclusive of food preparation  
(Adapted from [www.tki.org.nz/r/nzcurriculum/draft-curriculum/health\\_physical\\_e.php](http://www.tki.org.nz/r/nzcurriculum/draft-curriculum/health_physical_e.php))

### RATIONALE FOR TEXTILES 8 TO 12

The aim of the Textiles 8 to 12 curriculum is to provide opportunities for students to develop the knowledge, skills, and attitudes that have immediate and future applications in their personal and family lives, as well as in several key sectors of the local and global environments, including

- understanding the versatility of textiles by designing, producing, and evaluating textile items
- increasing knowledge of the social and economic factors that affect textile selection and preparation
- practising and thinking critically about the principles and techniques related to textile acquisition, production, and consumption

The Textiles 8 to 12 curriculum provides opportunities for students to

- practise decision-making and problem-solving skills
- understand and apply the fundamental and aesthetic principles of textile design and production that lead to desired textile items
- practise a wide variety of textile techniques
- use a variety of equipment to create textile items from raw fibres, spun yarns, and finished fabrics
- learn to recycle and remodel textile items
- develop the ability to express themselves creatively through the medium of textiles
- appreciate the diversity of cultures in relation to customs and textile items
- examine the environmental, cultural, and economic factors that influence textile choices
- understand the impact of an individual’s textile choices on others, both locally and globally

### GOALS FOR TEXTILES 8 TO 12

The following goals reflect and are represented in the Prescribed Learning Outcomes for Textiles 8 to 12.

Through their participation in Textiles, students will be encouraged and enabled to

- develop the knowledge, skills, and attitudes necessary to use a variety of textile techniques to create attractive textile items in a time-effective manner
- access information and support relevant to Textiles topics
- explore past and present economic, political, and symbolic factors that have influenced the use of textiles
- understand global issues related to textile production and consumption and how it affects their textile choices
- explore career opportunities in the textile industry

### CURRICULUM ORGANIZERS

A curriculum organizer consists of a set of Prescribed Learning Outcomes that share a common focus. The Prescribed Learning Outcomes for Textiles 8 to 12 are grouped under the following curriculum organizers and suborganizers. These organizers have been identified to help clarify the scope of the course and are not intended to suggest a linear delivery of course material.

#### *Textile Foundations*

In this organizer, students demonstrate the safe use of tools and equipment needed to produce textile items. They identify and know how to respond appropriately to a variety of emergencies. Students

select, use, care for, and store sewing tools appropriately. They learn how to select and use the appropriate machine and machine settings as needed as well as the appropriate ironing/pressing equipment. Management of time and resources play an important role. In addition, they learn and use appropriate textile terminology and describe textile-related fibres and yarns and their properties. They describe the characteristics and use of textile-related fabrics, and types of fabric construction and finishes and how they influence care.

#### *Constructing Textile Items*

After addressing the Prescribed Learning Outcomes for this organizer, students are able to demonstrate an understanding of preconstruction procedures, use a variety of sewing techniques to construct and repair textile items, construct garment parts, and produce textile items.

#### *Applying Creative Processes*

The Prescribed Learning Outcomes in this organizer assist students to analyse and apply the elements and principles of design as well as demonstrate an understanding of the influence of Canadian and international designers on the fashion industry.

#### *Factors Affecting Textile Choice and Use*

In this organizer, students analyse historical, political, and cultural influences on fashion and textiles, and demonstrate an understanding of the relationship between textile consumption and global issues. They also consider ways to reduce the environmental impact of clothing and textiles.

#### *Career Opportunities*

Students investigate career opportunities in the design, production, and marketing of fashion and textiles.

### Textiles 8 to 12 Curriculum Organizers and Suborganizers

Textile Fundamentals	Constructing Textile Items	Applying Creative Processes	Factors Affecting Textile Choice and Use	Career Opportunities
<ul style="list-style-type: none"> <li>• Safe Use of Tools and Equipment</li> <li>• How Properties of Fibres Affect Wear and Care</li> </ul>				

TEXTILES 8 TO 12 KEY CONCEPTS: AT A GLANCE

Grade 8	Grade 9	Grade 10
<b>Textile Foundations</b>		
<p><b>Safe Use of Tools and Equipment</b></p> <ul style="list-style-type: none"> <li>• safe use and care of tools and equipment</li> <li>• response to emergency situations</li> <li>• parts of the sewing machine, function, and use</li> <li>• use of ironing and pressing equipment</li> <li>• time and resource management</li> </ul> <p><b>How Properties of Textile Fibres Affect Wear and Care</b></p> <ul style="list-style-type: none"> <li>• basic textile terminology</li> <li>• basic care of textiles</li> </ul>	<p><b>Safe Use of Tools and Equipment</b></p> <ul style="list-style-type: none"> <li>• safe use and care of tools and equipment</li> <li>• response to emergency situations</li> <li>• parts of the sewing machine and/or serger, functions, and use</li> <li>• use of ironing and pressing equipment</li> <li>• time and resource management</li> </ul> <p><b>How Properties of Textile Fibres Affect Wear and Care</b></p> <ul style="list-style-type: none"> <li>• textile terminology</li> <li>• natural and manufactured fibres, and origins</li> <li>• basic care of textile items</li> <li>• interpretation of care labels</li> <li>• combination of yarns to make fabric</li> </ul>	<p><b>Safe Use of Tools and Equipment</b></p> <ul style="list-style-type: none"> <li>• safe use and care of tools and equipment</li> <li>• response to emergency situations</li> <li>• parts of the sewing machine and/or serger, functions, and use</li> <li>• use of ironing and pressing equipment</li> <li>• time and resource management</li> </ul> <p><b>How Properties of Textile Fibres Affect Wear and Care</b></p> <ul style="list-style-type: none"> <li>• textile terminology</li> <li>• natural and manufactured fibres, and characteristics</li> <li>• care of textile items</li> <li>• stain removal</li> <li>• combination of yarns to make fabric</li> </ul>
<b>Constructing Textile Items</b>		
<ul style="list-style-type: none"> <li>• preconstruction basics</li> <li>• basic construction and repair techniques</li> <li>• production of simple textile items</li> </ul>	<ul style="list-style-type: none"> <li>• preconstruction basics</li> <li>• basic construction and repair techniques</li> <li>• production of simple textile items</li> </ul>	<ul style="list-style-type: none"> <li>• preconstruction basics</li> <li>• basic construction and repair techniques</li> <li>• production of textile items</li> </ul>
<b>Applying Creative Processes</b>		
<ul style="list-style-type: none"> <li>• colour as a design element</li> </ul>	<ul style="list-style-type: none"> <li>• elements of design</li> <li>• embellishment techniques</li> <li>• local opportunities to renew and recycle clothing and textiles</li> </ul>	<ul style="list-style-type: none"> <li>• principles of design</li> <li>• embellishment techniques</li> <li>• ways to renew and recycle clothing and textiles</li> </ul>
<b>Factors Affecting Textile Choice and Use</b>		
<ul style="list-style-type: none"> <li>• reasons people wear clothing</li> </ul>	<ul style="list-style-type: none"> <li>• influences on fashion and textiles</li> <li>• conditions under which clothing and textiles are produced</li> </ul>	<ul style="list-style-type: none"> <li>• origins and relevance of cultural and ceremonial clothing and textiles</li> <li>• conditions under which clothing and textiles are produced</li> </ul>
<b>Career Opportunities</b>		
	<ul style="list-style-type: none"> <li>• identification of fashion- and textile-related careers and occupations</li> </ul>	<ul style="list-style-type: none"> <li>• description of fashion- and textile-related careers and occupations and training required</li> </ul>

TEXTILES 8 TO 12 KEY CONCEPTS: AT A GLANCE, CONTINUED

Grade 11	Grade 12
<b>Textile Foundations</b>	
<p><b>Safe Use of Tools and Equipment</b></p> <ul style="list-style-type: none"> <li>• safe use and care of tools and equipment</li> <li>• response to emergency situations</li> <li>• parts of the sewing machine and/or serger, functions, and selection</li> <li>• use of ironing and pressing equipment</li> <li>• time and resource management</li> </ul> <p><b>How Properties of Textile Fibres Affect Wear and Care</b></p> <ul style="list-style-type: none"> <li>• textile terminology</li> <li>• properties and care of natural and manufactured fibres and yarns</li> <li>• selection and use of appropriate fabrics</li> </ul>	<p><b>Safe Use of Tools and Equipment</b></p> <ul style="list-style-type: none"> <li>• safe use and care of tools and equipment</li> <li>• response to emergency situations</li> <li>• parts of the sewing machine and/or serger, functions, and selection</li> <li>• selection and use of ironing and pressing equipment</li> <li>• time and resource management</li> </ul> <p><b>How Properties of Textile Fibres Affect Wear and Care</b></p> <ul style="list-style-type: none"> <li>• textile terminology</li> <li>• identification of fibre content</li> <li>• justification and selection of appropriate fabrics</li> </ul>
<b>Constructing Textile Items</b>	
<ul style="list-style-type: none"> <li>• preconstruction basics</li> <li>• construction and repair techniques</li> <li>• production of textile items</li> </ul>	<ul style="list-style-type: none"> <li>• preconstruction basics</li> <li>• construction and repair techniques</li> <li>• production of advanced textile items</li> </ul>
<b>Applying Creative Processes</b>	
<ul style="list-style-type: none"> <li>• principles of design</li> <li>• embellishment techniques</li> <li>• ways to renew and recycle clothing and textiles</li> <li>• influence of Canadian designers</li> </ul>	<ul style="list-style-type: none"> <li>• elements and principles of design</li> <li>• embellishment techniques</li> <li>• ways to reduce environmental impact of clothing and textiles</li> <li>• influence of international designers</li> </ul>
<b>Factors Affecting Textile Choice Use and Choice</b>	
<ul style="list-style-type: none"> <li>• historical and cultural influences on fashion</li> <li>• influences on fashion and textile choices</li> </ul>	<ul style="list-style-type: none"> <li>• historical, political, and cultural influences on fashion</li> <li>• relationship between textile consumerism and global issues</li> </ul>
<b>Career Opportunities</b>	
<ul style="list-style-type: none"> <li>• description of career opportunities in the design, production, and marketing of fashion and textiles</li> </ul>	<ul style="list-style-type: none"> <li>• analysis of career opportunities in the design, production, and marketing of fashion and textiles</li> </ul>

### LEARNING RESOURCES

For the current list of Textiles 8 to 12 recommended learning resources, please check the Learning Resource website: [www.bced.gov.bc.ca/irp\\_resources/lr/resource/gradcoll.htm](http://www.bced.gov.bc.ca/irp_resources/lr/resource/gradcoll.htm)

The Grade Collection chart lists the recommended learning resources by media format, showing links to the curriculum organizers and sub-organizers. The chart is followed by an annotated bibliography. Teachers should check with suppliers for complete and up-to-date ordering information. [*Note: Grade Collections for Textiles 8 to 12 will be updated as new resources matching the IRP are recommended.*]

Ministry policy concerning Learning Resources can be found on the ministry's policy website: [www.bced.gov.bc.ca/policy/policies](http://www.bced.gov.bc.ca/policy/policies)

### SUGGESTED TIMEFRAME

Provincial curricula are developed in accordance with the amount of instructional time recommended by the Ministry of Education for each subject area. Teachers may choose to combine various curricula to enable students to integrate ideas and make meaningful connections.

The Textiles curriculum is based on approximately 25 hours for Grade 8 and 100 hours for Grades 9 to 12. Although a four-credit course is typically equivalent to 120 hours, this timeframe allows for flexibility to address local needs.



# CONSIDERATIONS FOR PROGRAM DELIVERY

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*Textiles 8 to 12*



This section of the IRP contains additional information to help educators develop their school practices and plan their program delivery to meet the needs of all learners. Included in this section is information about

- Alternative Delivery policy
- addressing local contexts
- involving parents and guardians
- safety considerations
- confidentiality
- inclusion, equity, and accessibility for all learners
- working with the school and community
- working with the Aboriginal community
- information and communications technology
- copyright and responsibility

### ALTERNATIVE DELIVERY POLICY

The Alternative Delivery policy does not apply to Home Economics: Textiles 8 to 12.

The Alternative Delivery policy outlines how students and their parents or guardians, in consultation with their local school authority, may choose means other than instruction by a teacher within the regular classroom setting for addressing Prescribed Learning Outcomes contained in the Health curriculum organizer of the following curriculum documents:

- Health and Career Education K to 7, and Personal Planning K to 7 Personal Development curriculum organizer (until September 2008)
- Health and Career Education 8 and 9
- Planning 10

The policy recognizes the family as the primary educator in the development of children's attitudes, standards, and values, but the policy still requires that all Prescribed Learning Outcomes be addressed and assessed in the agreed-upon alternative manner of delivery.

It is important to note the significance of the term "alternative delivery" as it relates to the Alternative Delivery policy. The policy does not permit schools to omit addressing or assessing any of the Prescribed Learning Outcomes within the health and career education curriculum. Neither does it allow students to be excused from meeting any learning

outcomes related to health. It is expected that students who arrange for alternative delivery will address the health-related learning outcomes and will be able to demonstrate their understanding of these learning outcomes.

For more information about policy relating to alternative delivery, refer to [www.bced.gov.bc.ca/policy/](http://www.bced.gov.bc.ca/policy/)

### ADDRESSING LOCAL CONTEXTS

Textiles 8 to 12 includes opportunities for individual teacher and student choice in the selection of topics to meet certain learning outcomes. This flexibility enables educators to plan their programs by using topics and examples that are relevant to their local context and to the particular interests of their students. When selecting topics it may be appropriate to incorporate student input.

### INVOLVING PARENTS AND GUARDIANS

The family is the primary educator in the development of students' attitudes and values. The school plays a supportive role by focussing on the Prescribed Learning Outcomes in the Textiles 8 to 12 curriculum. Parents and guardians can support, enrich, and extend the curriculum at home.

It is highly recommended that schools inform parents and guardians about the Textiles 8 to 12 curriculum. Teachers (along with school and district administrators) may choose to do so by

- informing parents/guardians and students of the Prescribed Learning Outcomes for the course
- responding to parent and guardian requests to discuss the course, unit plans, and learning resources

### SAFETY CONSIDERATIONS

Safety guidelines should be discussed with students. These safety guidelines should support and encourage the investigative approach, while at the same time promoting safety in the classroom and the field.

Encouraging a positive safety attitude is a responsibility shared among the board, school administrators, teachers, and students in every school district. The co-operation of all these groups helps develop a strong safety consciousness both inside and outside the school.

### CONFIDENTIALITY

The *Freedom of Information and Protection of Privacy Act* (FOIPPA) applies to students, to school districts, and to all curricula. Teachers, administrators, and district staff should consider the following:

- Be aware of district and school guidelines regarding the provisions of FOIPPA and how it applies to all subjects, including Textiles 8 to 12.
- Do not use students' Personal Education Numbers (PENs) on any assignments that students wish to keep confidential.
- Ensure students are aware that if they disclose personal information that indicates they are at risk for harm, then that information cannot be kept confidential.
- Inform students of their rights under FOIPPA, especially the right to have access to their own personal information in their school records. Inform parents of their rights to access their children's school records.
- Minimize the type and amount of personal information collected, and ensure that it is used only for purposes that relate directly to the reason for which it is collected.
- Inform students that they will be the only ones recording personal information about themselves unless they, or their parents, have consented to teachers collecting that information from other people (including parents).
- Provide students and their parents with the reason(s) they are being asked to provide personal information in the context of the Textiles 8 to 12 curriculum.
- Inform students and their parents that they can ask the school to correct or annotate any of the personal information held by the school, in accordance with Section 29 of FOIPPA.
- Ensure students are aware that their parents may have access to the schoolwork they create only insofar as it pertains to students' progress.
- Ensure that any information used in assessing students' progress is up-to-date, accurate, and complete.

For more information about confidentiality, refer to [www.mser.gov.bc.ca/privacyaccess/](http://www.mser.gov.bc.ca/privacyaccess/)

### INCLUSION, EQUITY, AND ACCESSIBILITY FOR ALL LEARNERS

British Columbia's schools include young people of varied backgrounds, interests, and abilities. The Kindergarten to Grade 12 school system focusses on meeting the needs of all students. When selecting specific topics, activities, and resources to support the implementation of Textiles 8 to 12, teachers are encouraged to ensure that these choices support inclusion, equity, and accessibility for all students. In particular, teachers should ensure that classroom instruction, assessment, and resources reflect sensitivity to diversity and incorporate positive role portrayals, relevant issues, and themes such as inclusion, respect, and acceptance.

Government policy supports the principles of integration and inclusion of students for whom English is a second language and of students with special needs. Most of the Prescribed Learning Outcomes and Suggested Achievement Indicators in this IRP can be met by all students, including those with special needs and/or ESL needs. Some strategies may require adaptations to ensure that those with special and/or ESL needs can successfully achieve the learning outcomes. Where necessary, modifications can be made to the Prescribed Learning Outcomes for students with Individual Education Plans (IEPs).

For more information about resources and support for students with special needs, refer to [www.bced.gov.bc.ca/specialed/](http://www.bced.gov.bc.ca/specialed/)

For more information about resources and support for ESL students, refer to [www.bced.gov.bc.ca/esl/](http://www.bced.gov.bc.ca/esl/)

### WORKING WITH THE SCHOOL AND COMMUNITY

This curriculum addresses a wide range of skills and understandings that students are developing in other areas of their lives. It is important to recognize that learning related to this curriculum extends beyond the Textiles 8 to 12 classroom.

School and district-wide programs and community organizations may support and extend learning in Textiles 8 to 12 through the provision of locally developed learning resources, guest speakers, workshops, and field studies. Teachers may wish to draw on the expertise of these community organizations and members.

Bringing outside resource people into the classroom is an effective way of reinforcing content, emphasizing and practising listening skills, exposing students to diverse points of view, providing opportunities for discussion and debate, providing a departure point for writing and other activities, and making learning more concrete and relevant. A panel discussion also provides an opportunity for several viewpoints on an issue to be presented at the same time.

To help achieve a successful guest speaker activity, consider the following:

- Determine the nature of the presentation (e.g., lecture, question-and-answer, debate, response to students' presentations, facilitation of a simulation or case study). Ensure that guest speakers are clear about their purpose, the structure, and the time allotted. The content of the presentation should directly relate to the Prescribed Learning Outcomes. Review any materials speakers may use, especially any handouts, for appropriateness.
- Be aware of any district guidelines for external presenters, and ensure that guests have met these guidelines.
- Where appropriate, have students take responsibility for contacting the speaker(s) beforehand and making any logistical arrangements.
- Provide time for students to prepare for the guest speaker or panel by formulating focus questions.

- Begin the guest speaker presentation with an introduction to the topic and end with a debrief.

### WORKING WITH THE ABORIGINAL COMMUNITY

The Ministry of Education is dedicated to ensuring that the cultures and contributions of Aboriginal peoples in BC are reflected in all provincial curricula. To address these topics in the classroom in a way that is accurate and that respectfully reflects Aboriginal concepts of teaching and learning, teachers are strongly encouraged to seek the advice and support of local Aboriginal communities. Aboriginal communities are diverse in terms of language, culture, and available resources, and each community will have its own unique protocol to gain support for integration of local knowledge and expertise. To begin discussion of possible instructional and assessment activities, teachers should first contact Aboriginal education co-ordinators, teachers, support workers, and counsellors in their district who will be able to facilitate the identification of local resources and contacts such as elders, chiefs, tribal or band councils, Aboriginal cultural centres, Aboriginal friendship centres, and Métis or Inuit organizations.

In addition, teachers may wish to consult the various Ministry of Education publications available, including the "Planning Your Program" section of the resource, *Shared Learnings*. This resource was developed to help all teachers provide students with knowledge of, and opportunities to share experiences with, Aboriginal peoples in BC.

For more information about these documents, consult the Aboriginal Education web site: [www.bced.gov.bc.ca/abed/welcome.htm](http://www.bced.gov.bc.ca/abed/welcome.htm)

### INFORMATION AND COMMUNICATIONS TECHNOLOGY

The study of information and communications technology is increasingly important in our society. Students need to be able to acquire and analyse information, to reason and communicate, to make informed decisions, and to understand and use information and communications technology for a variety of purposes. Development of these skills

is important for students in their education, their future careers, and their everyday lives.

Literacy in the area of information and communications technology can be defined as the ability to obtain and share knowledge through investigation, study, instruction, or transmission of information by means of media technology. Becoming literate in this area involves finding, gathering, assessing, and communicating information using electronic means, as well as developing the knowledge and skills to use and solve problems effectively with the technology. Literacy also involves a critical examination and understanding of the ethical and social issues related to the use of information and communications technology. When planning for instruction and assessment in Textiles 8 to 12, teachers should provide opportunities for students to develop literacy in relation to information and communications technology sources, and to reflect critically on the role of these technologies in society.

### COPYRIGHT AND RESPONSIBILITY

Copyright is the legal protection of literary, dramatic, artistic, and musical works; sound recordings; performances; and communications signals. Copyright provides creators with the legal right to be paid for their work and the right to say how their work is to be used. The law permits certain exceptions for schools (i.e., specific things permitted) but these are very limited, such as copying for private study or research. The copyright law determines how resources can be used in the classroom and by students at home.

In order to respect copyright it is necessary to understand the law. It is unlawful to do the following, unless permission has been given by a copyright owner:

- photocopy copyrighted material to avoid purchasing the original resource for any reason
- photocopy or perform copyrighted material beyond a very small part – in some cases the copyright law considers it “fair” to copy whole works, such as an article in a journal or a photograph, for purposes of research and private study, criticism, and review

- show recorded television or radio programs to students in the classroom unless these are cleared for copyright for educational use (there are exceptions such as for news and news commentary taped within one year of broadcast that by law have record-keeping requirements – see the web site at the end of this section for more details)
- photocopy print music, workbooks, instructional materials, instruction manuals, teacher guides, and commercially available tests and examinations
- show video recordings at schools that are not cleared for public performance
- perform music or do performances of copyrighted material for entertainment (i.e., for purposes other than a specific educational objective)
- copy work from the Internet without an express message that the work can be copied

Permission from or on behalf of the copyright owner must be given in writing. Permission may also be given to copy or use all or some portion of copyrighted work through a licence or agreement. Many creators, publishers, and producers have formed groups or “collectives” to negotiate royalty payments and copying conditions for educational institutions. It is important to know what licences are in place and how these affect the activities schools are involved in. Some licences may also require royalty payments that are determined by the quantity of photocopying or the length of performances. In these cases, it is important to assess the educational value and merits of copying or performing certain works to protect the school’s financial exposure (i.e., only copy or use the portion that is absolutely necessary to meet an educational objective).

It is important for education professionals, parents, and students to respect the value of original thinking and the importance of not plagiarizing the work of others. The works of others should not be used without their permission.

For more information about copyright, refer to [www.cmec.ca/copyright/indexe.stm](http://www.cmec.ca/copyright/indexe.stm)



# PRESCRIBED LEARNING OUTCOMES

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*Textiles 8 to 12*



**P**rescribed Learning Outcomes are content standards for the provincial education system; they are the prescribed curriculum. Clearly stated and expressed in measurable and observable terms, learning outcomes set out the required knowledge, skills, and attitudes – what students are expected to know and be able to do – by the end of the specified course.

### UNDERSTANDING THE PRESCRIBED LEARNING OUTCOMES

Schools have the responsibility to ensure that all Prescribed Learning Outcomes in this curriculum are met; however, schools have flexibility in determining how delivery of the curriculum can best take place.

It is expected that student achievement will vary in relation to the learning outcomes. Evaluation, reporting, and student placement with respect to these outcomes are dependent on the professional judgment and experience of teachers, guided by provincial policy.

Prescribed Learning Outcomes for Textiles 8 to 12 are presented by grade and are coded alphanumerically for ease of reference; however, this arrangement is not intended to imply a required instructional sequence.

#### *Wording of Prescribed Learning Outcomes*

All learning outcomes complete the stem, “It is expected that students will....”

When used in a Prescribed Learning Outcome, the word “including” indicates that any ensuing item must be addressed. Lists of items introduced by the word “including” represent a set of minimum requirements associated with the general requirement set out by the outcome. The lists are not necessarily exhaustive, however, and teachers may choose to address additional items that also fall under the general requirement set out by the outcome.

Conversely, the abbreviation “e.g.” (for example) in a Prescribed Learning Outcome indicates that the ensuing items are provided for illustrative purposes or clarification, and are not required. Presented in

parentheses, the list of items introduced by “e.g.” is neither exhaustive nor prescriptive, nor is it put forward in any special order of importance or priority. Teachers are free to substitute items of their own choosing that they feel best address the intent of the Prescribed Learning Outcome.

### DOMAINS OF LEARNING

Prescribed Learning Outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, psychomotor, and affective. The following definitions of the three domains are based on Bloom’s taxonomy.

The cognitive domain deals with the recall or recognition of knowledge and the development of intellectual abilities. The cognitive domain can be further specified as including three cognitive levels: knowledge, understanding and application, and higher mental processes. These levels are determined by the verb used in the learning outcome, and illustrate how student learning develops over time.

- *Knowledge* includes those behaviours that emphasize the recognition or recall of ideas, material, or phenomena.
- *Understanding and application* represents a comprehension of the literal message contained in a communication, and the ability to apply an appropriate theory, principle, idea, or method to a new situation.
- *Higher mental processes* include analysis, synthesis, and evaluation. The higher mental processes level subsumes both the knowledge and the understanding and application levels.

The affective domain concerns attitudes, beliefs, and the spectrum of values and value systems.

The psychomotor domain includes those aspects of learning associated with movement and skill demonstration, and integrates the cognitive and affective consequences with physical performances.

Domains of learning and cognitive levels also form the basis of the Assessment Overview Table provided in the Classroom Assessment Model.

**Prescribed Learning Outcomes: Grade 8**

*It is expected that students will:*

**TEXTILE FOUNDATIONS**

*Safe Use of Tools and Equipment*

- A1 demonstrate safe use of tools and equipment needed to produce textile items
- A2 identify and know how to respond appropriately to emergencies, including
  - cuts
  - needle injuries
  - burns
  - electrical shocks
  - fires
- A3 identify parts of the sewing machine and their function, and apply the basics of operation
- A4 identify and use ironing/pressing equipment
- A5 manage time and resources in the classroom

*How Properties of Textile Fibres Affect Wear and Care*

- A6 identify basic textile terminology
- A7 describe ways to care for textile items

**CONSTRUCTING TEXTILE ITEMS**

- B1 demonstrate an understanding of basic preconstruction procedures
- B2 construct and repair simple textile items using construction basics, including
  - plain seam and seam finish
  - back-stitching
  - buttons
  - hemming
  - hand sewing

**APPLYING CREATIVE PROCESSES**

- C1 identify colour as an element of design

**FACTORS AFFECTING TEXTILE CHOICE AND USE**

- D1 identify reasons why people wear clothing

**Prescribed Learning Outcomes: Grade 9**

*It is expected that students will:*

**TEXTILE FOUNDATIONS**

***Safe Use of Tools and Equipment***

- A1 demonstrate safe use of tools and equipment needed to produce textile items
- A2 identify and know how to respond appropriately to emergencies, including
  - cuts
  - needle injuries
  - burns
  - electrical shocks
  - fires
- A3 identify parts of the sewing machine and/or serger and their functions, and apply the basics of operation
- A4 select and use the appropriate type of pressing equipment for a specific task
- A5 manage time and resources in the classroom

***How Properties of Textile Fibres Affect Wear and Care***

- A6 identify basic textile terminology
- A7 identify natural and manufactured fibres, and describe their origins
- A8 describe basic care of textile items, including interpreting care labels
- A9 demonstrate basic methods of combining yarns to make fabric

**CONSTRUCTING TEXTILE ITEMS**

- B1 demonstrate an understanding of preconstruction procedures
- B2 construct and repair simple garment and textile items using construction basics, including
  - closures
  - stitching
  - reducing bulk
  - stabilizing
  - fitting
  - hemming
  - hand sewing

**APPLYING CREATIVE PROCESSES**

- C1 apply the elements of design to a textile item
- C2 use various embellishment techniques
- C3 demonstrate various ways to recycle clothing and textiles

**FACTORS AFFECTING TEXTILE CHOICE AND USE**

- D1 identify influences on fashion and textiles
- D2 identify conditions under which clothing and textiles are produced

**CAREER OPPORTUNITIES**

- E1 identify fashion- and textile-related occupations and careers

**Prescribed Learning Outcomes: Grade 10**

*It is expected that students will:*

**TEXTILE FOUNDATIONS**

***Safe Use of Tools and Equipment***

- A1 demonstrate safe use of tools and equipment needed to produce textile items
- A2 identify and know how to respond appropriately to emergencies, including
  - cuts
  - needle injuries
  - burns
  - electrical shocks
  - fires
- A3 identify parts of the sewing machine and/or serger and their functions, and apply the basics of operation
- A4 select and use the appropriate type of pressing equipment for a specific task
- A5 manage time and resources in the classroom

***How Properties of Textile Fibres Affect Textile Wear and Care***

- A6 explain and use appropriate textile terminology
- A7 identify natural and manufactured fibres, and describe their characteristics
- A8 describe care of textile items, including stain removal
- A9 demonstrate basic methods of combining yarns to make fabric

**CONSTRUCTING TEXTILE ITEMS**

- B1 demonstrate an understanding of preconstruction procedures
- B2 construct and repair garment and textile items using construction basics, including
  - closures
  - stitching
  - reducing bulk
  - stabilizing
  - fitting
  - hemming
  - hand sewing

**APPLYING CREATIVE PROCESSES**

- C1 apply the principles of design to a textile item
- C2 use various embellishment techniques
- C3 demonstrate various ways to recycle clothing and textiles

**FACTORS AFFECTING TEXTILE CHOICE AND USE**

- D1 demonstrate an awareness of cultural influences on fashion and textiles
- D2 describe conditions under which clothing and textiles are produced

**CAREER OPPORTUNITIES**

- E1 describe fashion- and textile-related occupations and careers

**Prescribed Learning Outcomes: Grade 11**

*It is expected that students will:*

**TEXTILE FOUNDATIONS**

***Safe Use of Tools and Equipment***

- A1 demonstrate safe use of tools and equipment needed to produce textile items
- A2 identify and know how to respond appropriately to emergencies, including
  - cuts
  - needle injuries
  - burns
  - electrical shocks
  - fires
- A3 select and use the appropriate sewing machine or serger and settings as needed
- A4 select and use appropriate ironing/pressing equipment
- A5 manage time and resources in the classroom

***How Properties of Textile Fibres Affect Wear and Care***

- A6 explain and use appropriate textile terminology
- A7 determine the properties of natural and manufactured fibres and yarns
- A8 explore the properties and care of various natural and manufactured fibres by constructing textile items
- A9 select and use appropriate fabrics for garment projects

**CONSTRUCTING TEXTILE ITEMS**

- B1 demonstrate an understanding of preconstruction procedures
- B2 construct and repair garment and textile items using construction basics, including
  - closures
  - stitching
  - reducing bulk
  - stabilizing
  - fitting
  - hemming
  - hand sewing

**APPLYING CREATIVE PROCESSES**

- C1 create textile items incorporating the elements and principles of design
- C2 experiment with basic processes used to colour and embellish fabric
- C3 create textile items that demonstrate ways to recycle clothing and textile waste
- C5 demonstrate an understanding of the influence of Canadian designers on the fashion industry

**FACTORS AFFECTING TEXTILE CHOICE AND USE**

- D1 demonstrate an understanding of historical and cultural influences on fashion and textiles
- D2 demonstrate an understanding of influences on fashion and textile choices, including
  - socio-economics
  - media influences
  - global and environmental considerations

**CAREER OPPORTUNITIES**

- E1 describe career opportunities in the design, production, and marketing of fashion and textiles

**Prescribed Learning Outcomes: Grade 12**

*It is expected that students will:*

**TEXTILE FOUNDATIONS**

*Safe Use of Tools and Equipment*

- A1 demonstrate safe use of tools and equipment needed to produce textile items
- A2 identify and know how to respond appropriately to emergencies, including
  - cuts
  - needle injuries
  - burns
  - electrical shocks
  - fires
- A3 select and use the appropriate sewing machine or serger and settings as needed
- A4 select and use appropriate ironing/pressing equipment
- A5 manage time and resources in the classroom

*How Properties of Textile Fibres Affect Wear and Care*

- A6 explain and use appropriate textile terminology
- A7 identify fibre content by using a variety of testing processes
- A8 justify fabric choice based on suitability for various purposes
- A9 select and use specialty fabrics for advanced garment projects

**CONSTRUCTING TEXTILE ITEMS**

- B1 demonstrate an understanding of preconstruction procedures
- B2 construct and repair advanced garment and textile items using construction basics, including
  - closures
  - stitching
  - reducing bulk
  - stabilizing
  - fitting
  - hemming
  - hand sewing

**APPLYING CREATIVE PROCESSES**

- C1 create textile items incorporating the elements and principles of design
- C2 experiment with basic processes used to print, texturize, and embellish fabric
- C3 investigate ways to reduce the environmental impact of clothing and textiles
- C4 critique and analyse the role and influence of international designers on the fashion industry

**FACTORS AFFECTING TEXTILE CHOICE AND USE**

- D1 investigate historical, political, and cultural influences on fashion
- D2 analyse the relationship between textile consumerism and global issues

**CAREER OPPORTUNITIES**

- E1 analyse career opportunities and prerequisites related to the design, production, and marketing of fashion and textiles



# STUDENT ACHIEVEMENT

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*Textiles 8 to 12*



This section of the IRP contains information about classroom assessment and student achievement, including specific achievement indicators to assist in the assessment of student achievement in relation to each Prescribed Learning Outcome. Also included in this section are the Key Concepts of the course.

### UNDERSTANDING THE KEY CONCEPTS

Key Concepts provide an overview of content in each curriculum organizer. They can be used to determine the expected depth and breadth of the Prescribed Learning Outcomes.

### UNDERSTANDING THE ACHIEVEMENT INDICATORS

To support the assessment of provincially prescribed curricula, this IRP includes sets of achievement indicators in relation to each learning outcome. The achievement indicators are arranged by curriculum organizer; however, this order is not intended to imply a required sequence of instruction and assessment.

Achievement indicators define the specific level of knowledge acquired, skills applied, or attitudes demonstrated by the student in relation to a corresponding Prescribed Learning Outcome. They describe what evidence to look for to

determine whether or not the student has fully met the intent of the learning outcome. Since each achievement indicator defines only one aspect of the corresponding learning outcome, the entire set of achievement indicators should be considered when determining whether students have fully met the learning outcome.

In some cases, achievement indicators may also include suggestions as to the type of task that would provide evidence of having met the learning outcome (e.g., a constructed response such as a list, comparison, analysis, or chart; a product created and presented such as a garment, report, debate, poster, or model; a particular skill demonstrated such as questioning).

Achievement indicators support the principles of assessment *for* learning, assessment *as* learning, and assessment *of* learning. They provide teachers and parents with tools that can be used to reflect on what students are learning, as well as provide students with a means of self-assessment and ways of defining how they can improve their own achievement.

Achievement indicators are not mandatory; they are suggestions only, provided to assist in the assessment of how well students achieve the Prescribed Learning Outcomes.

## CLASSROOM ASSESSMENT AND EVALUATION

Assessment is the systematic gathering of information about what students know, are able to do, and are working toward. Assessment evidence can be collected using a wide variety of methods, such as

- observation
- student self-assessments and peer assessments
- quizzes and tests (written, oral, practical)
- samples of student work
- projects and presentations
- oral and written reports
- journals and learning logs
- performance reviews
- portfolio assessments

Assessment of student achievement is based on the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgments about student performance in relation to Prescribed Learning Outcomes.

Three major types of assessment can be used in conjunction to support student achievement.

- Assessment for learning is assessment for the purpose of greater learning achievement.
- Assessment as learning is assessment as a process of developing and supporting students' active participation in their own learning.
- Assessment of learning is assessment for the purpose of providing evidence of achievement for reporting.

### *Assessment for Learning*

Classroom assessment for learning provides ways to engage and encourage students to become involved in their own day-to-day assessment – to acquire the skills of thoughtful self-assessment and to promote their own achievement.

This type of assessment serves to answer the following questions:

- What do students need to learn to be successful?
- What does the evidence of this learning look like?

Assessment for learning is criterion-referenced, in which a student's achievement is compared to established criteria rather than to the performance of other students. Criteria are based on Prescribed Learning Outcomes, as well as on Suggested Achievement Indicators or other learning expectations.

Students benefit most when assessment feedback is provided on a regular, ongoing basis. When assessment is seen as an opportunity to promote learning rather than as a final judgment, it shows students their strengths and suggests how they can develop further. Students can use this information to redirect their efforts, make plans, communicate with others (e.g., peers, teachers, parents) about their growth, and set future learning goals.

Assessment for learning also provides an opportunity for teachers to review what their students are learning and what areas need further attention. This information can be used to inform teaching and create a direct link between assessment and instruction. Using assessment as a way of obtaining feedback on instruction supports student achievement by informing teacher planning and classroom practice.

### *Assessment as Learning*

Assessment as learning actively involves students in their own learning processes. With support and guidance from their teachers, students take responsibility for their own learning, constructing meaning for themselves. Through a process of continuous self-assessment, students develop the ability to take stock of what they have already learned, determine what they have not yet learned, and decide how they can best improve their own achievement.

Although assessment as learning is student-driven, teachers can play a key role in facilitating how this assessment takes place. By providing regular opportunities for reflection and self-assessment, teachers can help students develop, practise, and become comfortable with critical analysis of their own learning.

**Assessment of Learning**

Assessment of learning can be addressed through summative assessment, including large-scale assessments and teacher assessments. These summative assessments can occur at the end of the year or at periodic stages in the instructional process.

There is no large-scale provincial assessment for Textiles 8 to 12.

Assessment of learning is also used to inform formal reporting of student achievement.

For Ministry of Education reporting policy, refer to [www.bced.gov.bc.ca/policy/policies/student\\_reporting.htm](http://www.bced.gov.bc.ca/policy/policies/student_reporting.htm)

For more information about assessment for, as, and of learning, refer to *Rethinking Assessment with Purpose in Mind*, a resource developed by the Western and Northern Canadian Protocol (WNCP).

This resource is available online at [www.wncp.ca/](http://www.wncp.ca/)

**Criterion-Referenced Assessment and Evaluation**

In criterion-referenced evaluation, a student's performance is compared to established criteria rather than to the performance of other students. Evaluation in relation to prescribed curriculum requires that criteria be established based on the learning outcomes.

<b>Assessment for Learning</b>	<b>Assessment as Learning</b>	<b>Assessment of Learning</b>
<p><b>Formative assessment is ongoing in the classroom</b></p> <ul style="list-style-type: none"> <li>• teacher assessment, student self-assessment, and/or student peer assessment</li> <li>• criterion-referenced – criteria based on Prescribed Learning Outcomes identified in the provincial curriculum, reflecting performance in relation to a specific learning task</li> <li>• involves both teacher and student in a process of continual reflection and review about progress</li> <li>• teachers adjust their plans and engage in corrective teaching in response to formative assessment</li> </ul>	<p><b>Formative assessment is ongoing in the classroom</b></p> <ul style="list-style-type: none"> <li>• self-assessment</li> <li>• provides students with information on their own achievement and prompts them to consider how they can continue to improve their learning</li> <li>• student-determined criteria based on previous learning and personal learning goals</li> <li>• students use assessment information to make adaptations to their learning process and to develop new understandings</li> </ul>	<p><b>Summative assessment occurs at end of year or at key stages</b></p> <ul style="list-style-type: none"> <li>• teacher assessment</li> <li>• may be either criterion-referenced (based on Prescribed Learning Outcomes) or norm-referenced (comparing student achievement to that of others)</li> <li>• information on student performance can be shared with parents/guardians, school and district staff, and other education professionals (e.g., for the purposes of curriculum development)</li> <li>• used to make judgments about students' performance in relation to provincial standards</li> </ul>

Criteria are the basis for evaluating student progress. They identify, in specific terms, the critical aspects of a performance or a product that indicate how well the student is meeting the Prescribed Learning Outcomes. For example, weighted criteria, rating scales, or scoring guides (reference sets) are ways that student performance can be evaluated using criteria.

Wherever possible, students should be involved in setting the assessment criteria. This helps students develop an understanding of what high-quality work or performance looks like.

**Criterion-referenced assessment and evaluation may involve these steps:**

- Step 1** Identify the Prescribed Learning Outcomes and Suggested Achievement Indicators (as articulated in this IRP) that will be used as the basis for assessment.
- Step 2** Establish criteria. When appropriate, involve students in establishing criteria.
- Step 3** Plan learning activities that will help students gain the knowledge, skills, and attitudes outlined in the criteria.
- Step 4** Prior to the learning activity, inform students of the criteria against which their work will be evaluated.
- Step 5** Provide examples of the desired levels of performance.
- Step 6** Conduct the learning activities.
- Step 7** Use appropriate assessment instruments (e.g., rating scale, checklist, scoring guide) and methods (e.g., observation, collection, self-assessment) based on the particular assignment and student.
- Step 8** Review the assessment data and evaluate each student’s level of performance or quality of work in relation to criteria.
- Step 9** Where appropriate, provide feedback and/or a letter grade to indicate how well the criteria are met.
- Step 10** Communicate the results of the assessment and evaluation to students and parents/guardians.



STUDENT ACHIEVEMENT

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*Textiles Grade 8*

### Key Concepts: Textiles Grade 8

#### TEXTILE FOUNDATIONS

##### *Safe Use of Tools and Equipment*

- safe use of tools and equipment
- identification and use of appropriate tools for sewing, including cutting tools, pins, needles, and measuring tools
- appropriate care and storage of tools and equipment
- identification of and appropriate response to emergency situations, including cuts, needle injuries, burns, electrical shocks, and fires
- identification of the major parts of the sewing machine and their function
- use of a sewing machine
- identification and use of ironing and pressing equipment
- management of time and resources and assistance to others if able

##### *How Properties of Textile Fibres Affect Wear and Care*

- identification of basic textile terminology
- knowledge of basic care of textiles

#### CONSTRUCTING TEXTILE ITEMS

- understanding of basic preconstruction basics, including measuring to determine size of pattern, preshrinking fabric, straightening grain, layout of pattern, correct grain line placement, pinning, cutting, and marking
- use of basic construction and repair techniques, including plain seam and seam finish, back stitching, buttons, hemming, and hand sewing
- use of tools and equipment to produce and repair simple textile items (e.g., boxer shorts, kitchen or tool apron, pillow, duffel bag, stuffed animal, simple craft item)

#### APPLYING CREATIVE PROCESSES

- identification of colour as a design element

#### FACTORS AFFECTING TEXTILE CHOICE AND USE

- identification of reasons why people wear clothing

TEXTILE FOUNDATIONS

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p><b>Safe Use of Tools and Equipment</b></p>	
<p>A1 demonstrate safe use of tools and equipment needed to produce textile items</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify and use sewing tools appropriately, including                             <ul style="list-style-type: none"> <li>– cutting tools (e.g., shears, seam ripper)</li> <li>– pins</li> <li>– needles (e.g., hand and machine)</li> <li>– measuring tools (e.g., measuring tape/seam gauge)</li> </ul> </li> <li><input type="checkbox"/> demonstrate correct use of sewing tools (e.g., holding shears correctly while cutting, proper pinning, proper use of seam ripper to prevent fabric damage)</li> <li><input type="checkbox"/> use tools and equipment in a safe manner (e.g., unplug iron when filling, hold shears down when carrying, avoid pins in mouth, rip seam away from self)</li> <li><input type="checkbox"/> care for and store tools and equipment appropriately (e.g., place iron upright, return bobbin cases and shears to their proper place, turn off equipment when finished)</li> </ul>
<p>A2 identify and know how to respond appropriately to emergencies, including</p> <ul style="list-style-type: none"> <li>– cuts</li> <li>– needle injuries</li> <li>– burns</li> <li>– electrical shocks</li> <li>– fires</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> recognize emergency situations and understand correct response procedures (e.g., alert appropriate authority, apply basic first aid)</li> </ul>
<p>A3 identify parts of the sewing machine and their function, and apply the basics of operation</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe the major parts of the sewing machine and their use (e.g., presser foot, balance/hand wheel, stitch length/width, foot pedal, take-up lever, bobbin winder, reverse)</li> <li><input type="checkbox"/> use a sewing machine correctly (e.g., threading, bobbin winding, adjusting settings, using foot control)</li> </ul>
<p>A4 identify and use ironing/pressing equipment</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate the correct use of basic ironing/pressing equipment (e.g., iron and ironing board, appropriate iron temperature)</li> </ul>
<p>A5 manage time and resources in the classroom</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> with teacher support, organize tasks, manage time, and share resources, assisting others when able (e.g., sharing equipment, staying on task, cleaning up on time)</li> </ul>
<p><b>How Properties of Textile Fibres Affect Wear and Care</b></p>	
<p>A6 identify basic textile terminology</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> recognize a variety of textile-related terms (e.g., knit fabric, yarn, woven fabric, selvage, grain line, raw edge, right and wrong side, nap, natural/manufactured fibres)</li> </ul>
<p>A7 describe ways to care for textile items</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate basic care of textiles (e.g., washing, drying, and ironing options)</li> </ul>

**CONSTRUCTING TEXTILE ITEMS**

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i>  <i>Students who have fully met the Prescribed Learning Outcome are able to:</i>
B1 demonstrate an understanding of basic preconstruction procedures	<input type="checkbox"/> with teacher support, prepare pattern and fabric (e.g., measuring to determine size of pattern, preshrinking fabric, straightening grain, layout of pattern, correct grain line placement, pinning, cutting, marking)
B2 construct and repair simple textile items using construction basics, including <ul style="list-style-type: none"> <li>– plain seam and seam finish</li> <li>– back stitching</li> <li>– buttons</li> <li>– hemming</li> <li>– hand sewing</li> </ul>	<input type="checkbox"/> with teacher support, use basic construction and repair techniques <input type="checkbox"/> use tools and equipment to repair garments and textile items <input type="checkbox"/> use tools and equipment to construct simple textile projects (e.g., boxer shorts, kitchen or tool apron, pillow, duffel bag, stuffed animal, simple craft item)

**APPLYING CREATIVE PROCESSES**

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i>  <i>Students who have fully met the Prescribed Learning Outcome are able to:</i>
C1 identify colour as an element of design	<input type="checkbox"/> describe trends in colours and how they influence fashion and design (e.g., clothing, furniture, home decor, appliances, automobiles, accessories)

**FACTORS AFFECTING TEXTILE CHOICE AND USE**

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i>  <i>Students who have fully met the Prescribed Learning Outcome are able to:</i>
D1 identify reasons why people wear clothing	<input type="checkbox"/> explain various influences on clothing choices (e.g., modesty, safety, social status, environment, culture, media, peer pressure)



STUDENT ACHIEVEMENT

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*Textiles Grade 9*

### Key Concepts: Textiles Grade 9

#### TEXTILE FOUNDATIONS

##### *Safe Use of Tools and Equipment*

- safe use of tools and equipment to produce textile items
- identification and use of appropriate tools for sewing, including cutting tools, pins, needles, and measuring tools
- appropriate care and storage of tools and equipment
- identification of and appropriate response to emergency situations, including cuts, needle injuries, burns, electrical shocks, and fires
- identification of the major parts of the sewing machine and/or serger and their functions
- use of a sewing machine or serger
- identification and use of ironing and pressing equipment
- management of time and resources and assistance to others when able

##### *How Properties of Textile Fibres Affect Wear and Care*

- textile terminology
- identification of natural and manufactured fibres and their origins
- interpretation of care labels, including symbols, colours, terminology
- basic methods of making fabric

#### CONSTRUCTING TEXTILE ITEMS

- understanding of preconstruction basics (e.g., measuring to determine pattern size, interpretation of pattern envelope, interpretation of pattern symbols and sewing instruction sheets, fitting and altering of pattern, preparation of fabric and layout of pattern)
- use of a variety of construction basics to construct and repair textile items (e.g., closures, stitching, reducing bulk, stabilizing, fitting, hemming, hand sewing)
- use of a variety of construction basics to construct simple garment parts (e.g., patch pocket, raglan sleeve, waistline facing, drawstring)
- use of tools and equipment to produce and repair simple textile items (e.g., pyjama bottoms, hooded sweatshirt, skirt, pants, bag, quilt, stuffed animal, pillow)

#### APPLYING CREATIVE PROCESSES

- identification of the elements of design (e.g., line, form, space, colour, texture)
- embellishment techniques
- local opportunities to renew and recycle clothing and textiles

#### FACTORS AFFECTING TEXTILE CHOICE AND USE

- identification of influences on textiles
- identification of the conditions under which clothing and textiles are produced

#### CAREER OPPORTUNITIES

- identification of fashion- and textile-related careers and occupations

TEXTILE FOUNDATIONS

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p><b>Safe Use of Tools and Equipment</b></p> <p>A1 demonstrate safe use of tools and equipment needed to produce textile items</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify and use sewing tools appropriately, including                             <ul style="list-style-type: none"> <li>– cutting tools (e.g., shears, seam ripper, rotary cutters, pinking shears)</li> <li>– pins</li> <li>– needles (e.g., hand and machine)</li> <li>– measuring tools (e.g., measuring tape/seam gauge)</li> <li>– marking tools (e.g., tracing paper and wheel, tailor’s chalk, fabric marking pencils)</li> </ul> </li> <li><input type="checkbox"/> demonstrate correct use of sewing tools (e.g., holding shears correctly while cutting, proper pinning, proper use of seam ripper to prevent fabric damage, placement of tracing paper on fabric)</li> <li><input type="checkbox"/> use tools and equipment in a safe manner (e.g., unplug iron when filling, hold shears down when carrying, avoid pins in mouth, avoid sewing over pins, keep fingers away from path of needle, rip seam away from self)</li> <li><input type="checkbox"/> care for and store tools and equipment appropriately (e.g., place iron upright, return bobbin cases and shears to their proper place, turn off equipment when finished)</li> </ul>
<p>A2 identify and know how to respond appropriately to emergencies, including</p> <ul style="list-style-type: none"> <li>– cuts</li> <li>– needle injuries</li> <li>– burns</li> <li>– electrical shocks</li> <li>– fires</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> recognize emergency situations and understand correct response procedures (e.g., alert appropriate authority, apply basic first aid)</li> </ul>
<p>A3 identify parts of the sewing machine and/or serger and their functions, and apply the basics of operation</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe the major parts of the sewing machine and their use (e.g., presser foot, balance/hand wheel, stitch length/width, foot pedal, take-up lever, bobbin winder, reverse, stitch/pattern selector, feed dogs, seam guidelines, tension dial)</li> <li><input type="checkbox"/> describe the major parts of the serger and their use (e.g., cutting blade, upper and lower loopers, tension dials, spool pins, balance/hand wheel)</li> <li><input type="checkbox"/> use a sewing machine correctly (e.g., threading, changing needle, bobbin winding, adjusting settings, adjusting tension, changing feet)</li> <li><input type="checkbox"/> use a serger to finish seams and/or roll hems</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
A4 select and use the appropriate type of pressing equipment for a specific task	<input type="checkbox"/> demonstrate the correct use of basic ironing/pressing equipment (e.g., iron and ironing board, correct iron temperature, press cloth, seam roll, tailor’s ham)
A5 manage time and resources in the classroom	<input type="checkbox"/> with teacher support, organize tasks, manage time, and share resources, assisting others when able (e.g., sharing equipment, staying on task, cleaning up on time)
<b><i>How Properties of Textile Fibres Affect Wear and Care</i></b>	
A6 identify basic textile terminology	<input type="checkbox"/> recognize a variety of textile-related terms (e.g., selvage, grainline, raw edge, right and wrong side, nap, bias, cross-wise and length-wise grain)
A7 identify natural and manufactured fibres, and describe their origins	<input type="checkbox"/> identify a variety of natural fibres (e.g., cotton, linen, silk, wool, soy, bamboo, hemp) and manufactured fibres (e.g., polyester, nylon, rayon, microfibres, spandex, acrylic) <input type="checkbox"/> describe origins of natural and manufactured fibres (e.g., wool from sheep, polyester from petroleum)
A8 describe basic care of textile items, including interpreting care labels	<input type="checkbox"/> describe care of natural and manufactured fibres (e.g., washing, drying, and ironing options; natural fibres generally can take higher heat; manufactured fibres generally require a low heat) <input type="checkbox"/> explain how to care for textile items using care labels (e.g., symbols, colours, terminology)
A9 demonstrate basic methods of combining yarns to make fabric	<input type="checkbox"/> describe the basic methods of combining yarns into fabrics (e.g., weaving, knitting, bonding) <input type="checkbox"/> create small samples of weaving

CONSTRUCTING TEXTILE ITEMS

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 demonstrate an understanding of preconstruction procedures</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> with teacher support, prepare pattern and fabric for project construction                             <ul style="list-style-type: none"> <li>– measure body to determine appropriate pattern size</li> <li>– interpret pattern envelope (e.g., size, view, notions, fabric amount, suggested fabrics, finished measurements)</li> <li>– interpret pattern symbols and sewing instruction sheets</li> <li>– fit and alter pattern</li> <li>– prepare fabric and lay out pattern (e.g., preshrinking fabric, straightening grain, placing grain line correctly, pinning, cutting, marking)</li> </ul> </li> </ul>
<p>B2 construct and repair simple garment and textile items using construction basics, including</p> <ul style="list-style-type: none"> <li>– closures</li> <li>– stitching</li> <li>– reducing bulk</li> <li>– stabilizing</li> <li>– fitting</li> <li>– hemming</li> <li>– hand sewing</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> with teacher support, use a variety of construction and repair basics                             <ul style="list-style-type: none"> <li>– closures (e.g., centred/slot zipper, machine buttonholes, buttons, Velcro™, hook and eye)</li> <li>– stitching (e.g., plain seam, staystitching, understitching, basting; seam finishes such as zigzag, stitched and pinked, serged)</li> <li>– reducing bulk (e.g., notching, clipping, trimming, grading)</li> <li>– stabilizing (e.g., interfacing)</li> <li>– fitting (e.g., easing, gathering, single darts)</li> <li>– hemming (e.g., slip stitch, machine hem)</li> <li>– hand sewing (e.g., slip stitch, overcast, back stitch)</li> </ul> </li> <li><input type="checkbox"/> use appropriate techniques to construct simple garment elements (e.g., patch pocket, raglan sleeve, waistline facing, drawstring)</li> <li><input type="checkbox"/> use tools and equipment to repair garments and textile items</li> <li><input type="checkbox"/> use tools and equipment to construct simple textile projects (e.g., pyjama bottoms, hooded sweatshirt, skirt, pants, bag, sleeping bag liner, quilt, stuffed animal, pillow)</li> </ul>

### APPLYING CREATIVE PROCESSES

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i> <i>Students who have fully met the Prescribed Learning Outcome are able to:</i>
C1 apply the elements of design to a textile item	<input type="checkbox"/> provide examples of the elements of design (e.g., line, form, space, colour, texture) as applied to fashion and textiles
C2 use various embellishment techniques	<input type="checkbox"/> use a variety of methods to embellish textile items (e.g., topstitching, appliqué, trims, quilting stitches, beading)
C3 demonstrate various ways to recycle clothing and textiles	<input type="checkbox"/> investigate local opportunities to renew and recycle clothing and textiles (e.g., turn used textiles into new products, identify recycling opportunities such as consignment stores, thrift shops, shelters)

### FACTORS AFFECTING TEXTILE CHOICE AND USE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i> <i>Students who have fully met the Prescribed Learning Outcome are able to:</i>
D1 identify influences on fashion and textiles	<input type="checkbox"/> describe influences on fashion and textiles (e.g., culture, world events, celebrities, media, technology, environmental issues)
D2 identify conditions under which clothing and textiles are produced	<input type="checkbox"/> examine where and how clothing and textiles are produced (e.g., process, geography, environmental impact, working conditions)

### CAREER OPPORTUNITIES

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i> <i>Students who have fully met the Prescribed Learning Outcome are able to:</i>
E1 identify fashion- and textile-related occupations and careers	<input type="checkbox"/> brainstorm and discuss fashion- and textile-related occupations and careers (e.g., fashion or costume designer, retail manager, stylist, textiles teacher, tailor, interior decorator, fashion illustrator, fashion journalist/photographer)



STUDENT ACHIEVEMENT

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*Textiles Grade 10*

**Key Concepts: Textiles Grade 10****TEXTILE FOUNDATIONS***Safe Use of Tools and Equipment*

- use of tools and equipment in a safe manner to produce textile items
- identification and use of appropriate tools for sewing, including cutting tools, pins, needles, measuring tools, and marking tools
- appropriate care and storage of tools and equipment
- identification of and appropriate response to emergency situations, including cuts, needle injuries, burns, electrical shocks, and fires
- identification of the major parts of the sewing machine and/or serger and their functions
- use of a sewing machine or serger
- identification and correct use of ironing and pressing equipment
- management of time and resources and assistance to others when able

*How Properties of Textile Fibres Affect Wear and Care*

- recognition of a variety of textile terms
- identification of natural and manufactured fibres, and their characteristics
- care of textile items, including knowledge of stain removal techniques for common stains
- basic methods of combining yarns into fabrics

**CONSTRUCTING TEXTILE ITEMS**

- understanding of preconstruction basics (e.g., measuring to determine pattern size, interpretation of pattern envelope, interpretation of pattern symbols and sewing instruction sheets, fitting and altering pattern, preparation of fabric and layout of pattern)
- use of a variety of sewing basics to construct and repair textile items (e.g., closures, stitching, reducing bulk, stabilizing, fitting, hemming, hand sewing)
- use of a variety of construction basics to construct simple garment parts (e.g., inseam pocket, shirt sleeve, convertible collar, neck facing, waistband/facing)
- use of tools and equipment to produce and repair textile projects (e.g., pyjamas, zippered sweatshirt, skirt, pants, bag, quilt, craft project)

**APPLYING CREATIVE PROCESSES**

- understanding of the principles of design (e.g., proportion, balance, emphasis, rhythm, unity)
- embellishment techniques
- various ways to recycle and renew clothing and textiles

**FACTORS AFFECTING TEXTILE CHOICES**

- relevance of cultural and ceremonial clothing and textiles
- conditions under which clothing and textiles are produced

**CAREER OPPORTUNITIES**

- description of fashion- and textile-related careers and occupations and the training required

TEXTILE FOUNDATIONS

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p><b>Safe Use of Tools and Equipment</b></p>	
<p>A1 demonstrate safe use of tools and equipment needed to produce textile items</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify and use sewing tools appropriately, including                             <ul style="list-style-type: none"> <li>– cutting tools (e.g., shears, seam ripper, rotary cutters, pinking shears)</li> <li>– pins</li> <li>– needles (e.g., hand, machine)</li> <li>– measuring tools (e.g., measuring tape, seam gauge, hem gauge)</li> <li>– marking tools (e.g., tracing paper and wheel, tailor’s chalk, fabric marking pencils)</li> </ul> </li> <li><input type="checkbox"/> demonstrate correct use of sewing tools (e.g., holding shears correctly while cutting, proper pinning, proper use of seam ripper to prevent fabric damage, placement of tracing paper on fabric)</li> <li><input type="checkbox"/> use tools and equipment in a safe manner (e.g., unplug iron when filling, hold shears down when carrying, avoid pins in mouth, avoid sewing/serging over pins, keep fingers away from path of needle/serger blade)</li> <li><input type="checkbox"/> care for and store tools and equipment appropriately (e.g., place iron upright, return bobbin cases and shears to their proper place, turn off equipment when finished)</li> </ul>
<p>A2 identify and know how to respond appropriately to emergencies, including</p> <ul style="list-style-type: none"> <li>– cuts</li> <li>– needle injuries</li> <li>– burns</li> <li>– electrical shocks</li> <li>– fires</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> recognize emergency situations and understand correct response procedures (e.g., alert appropriate authority, apply basic first aid)</li> </ul>
<p>A3 identify parts of the sewing machine and/or serger and their functions, and apply the basics of operation</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe the major parts of a sewing machine and their use (e.g., presser foot, balance/hand wheel, stitch length/width, foot pedal, take-up lever, bobbin winder, reverse, stitch/pattern selector, feed dogs, seam guidelines, tension dial)</li> <li><input type="checkbox"/> describe the major parts of a serger and their use (e.g., cutting blade, upper and lower loopers, tension dials, spool pins, balance/hand wheel)</li> <li><input type="checkbox"/> use a sewing machine correctly (e.g., threading, changing needle, bobbin winding, adjusting settings, adjusting tension, changing feet)</li> <li><input type="checkbox"/> use a serger to finish seams and/or roll hems</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
A4 select and use the appropriate type of pressing equipment for a specific task	<input type="checkbox"/> demonstrate the correct use of basic ironing/pressing equipment (e.g., iron and ironing board, appropriate iron temperature, press cloth, seam roll, tailor’s ham, sleeve board)
A5 manage time and resources in the classroom	<input type="checkbox"/> with minimal teacher support, organize tasks, manage time, and share resources, assisting others when able (e.g., sharing equipment, staying on task, cleaning up on time)
<i>How Properties of Textile Fibres Affect Textile Wear and Care</i>	
A6 explain and use appropriate textile terminology	<input type="checkbox"/> use a variety of textile-related terms in context (e.g., selvage, grainline, raw edge, right and wrong side, nap, bias, cross-wise and length-wise grain)
A7 identify natural and manufactured fibres, and describe their characteristics	<input type="checkbox"/> describe characteristics of natural and manufactured fibres (e.g., absorbency, elasticity, breathability, durability, wrinkle resistance, flammability) <input type="checkbox"/> construct textile items in natural and manufactured fibres to explore their characteristics
A8 describe care of textile items, including stain removal	<input type="checkbox"/> describe care of natural and manufactured fibres (e.g., washing, drying, and ironing options; natural fibres generally can take higher heat; manufactured fibres generally require a low heat) <input type="checkbox"/> explain how to care for textile items using care labels <input type="checkbox"/> explain how to remove common stains (e.g., ink, blood, gum, oil/grease, cosmetics, grass)
A9 demonstrate basic methods of combining yarns to make fabric	<input type="checkbox"/> describe the basic methods of combining yarns into fabrics (e.g., weaving, knitting, bonding) <input type="checkbox"/> create small samples of weaving and knitting

CONSTRUCTING TEXTILE ITEMS

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 demonstrate an understanding of preconstruction procedures</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> with teacher support, prepare pattern and fabric for project construction                             <ul style="list-style-type: none"> <li>– measure body to determine appropriate pattern size</li> <li>– interpret pattern envelope (e.g., size, view, notions, fabric amount, suggested fabrics, finished measurements)</li> <li>– interpret pattern symbols and sewing instruction sheets</li> <li>– fit and alter pattern</li> <li>– prepare fabric and lay out pattern (e.g., preshrinking fabric, straightening grain, placing grain line correctly, pinning, cutting, marking)</li> </ul> </li> </ul>
<p>B2 construct and repair garment and textile items using construction basics, including</p> <ul style="list-style-type: none"> <li>– closures</li> <li>– stitching</li> <li>– reducing bulk</li> <li>– stabilizing</li> <li>– fitting</li> <li>– hemming</li> <li>– hand sewing</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> with teacher support, use a variety of construction techniques                             <ul style="list-style-type: none"> <li>– closures (e.g., lapped zipper, centred/slot zipper, machine buttonholes, shank buttons, snaps, Velcro™, eyelets, hook and eye)</li> <li>– stitching (e.g., welt seam, plain seam, staystitching, understitching, basting; seam finishes such as zigzag, stitched and pinked, serged)</li> <li>– reducing bulk (e.g., notching, clipping, trimming, grading)</li> <li>– stabilizing (e.g., interfacing)</li> <li>– fitting (e.g., easing, gathering, single darts, pleats, tucks)</li> <li>– hemming (e.g., slip stitch, machine hem)</li> <li>– hand sewing (e.g., slip stitch, blanket stitch, overcast, back stitch, embroidery stitches)</li> </ul> </li> <li><input type="checkbox"/> use appropriate techniques to construct simple garment elements (e.g., inseam pocket, shirt sleeve, convertible collar, neck facing, waistband/facing)</li> <li><input type="checkbox"/> use tools and equipment to repair textile garments and items</li> <li><input type="checkbox"/> use tools and equipment to construct textile projects (e.g., pyjamas, zippered sweatshirt, skirt, pants, bag, quilt, craft project)</li> </ul>

**APPLYING CREATIVE PROCESSES**

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i>  <i>Students who have fully met the Prescribed Learning Outcome are able to:</i>
C1 apply the principles of design to a textile item	<input type="checkbox"/> explain the principles of design (e.g., proportion, balance, emphasis, rhythm, unity) and use in fashion and textiles items
C2 use various embellishment techniques	<input type="checkbox"/> use a variety of methods to embellish textile items (e.g., topstitching, edge stitching, machine embroidering, appliqué, trims, quilting stitches, beading)
C3 demonstrate various ways to recycle clothing and textiles	<input type="checkbox"/> investigate local opportunities to renew and recycle clothing and textiles (e.g., turn used textiles into new products, identify recycling opportunities such as consignment stores, thrift shops, shelters) <input type="checkbox"/> make items that are examples of renewing and recycling clothing and textiles

**FACTORS AFFECTING TEXTILE CHOICE AND USE**

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i>  <i>Students who have fully met the Prescribed Learning Outcome are able to:</i>
D1 demonstrate an awareness of cultural influences on fashion and textiles	<input type="checkbox"/> explain the origins and relevance of cultural and ceremonial clothing and textiles (e.g., wedding and mourning attire, Polynesian tapa cloth, cedar bark clothing, button blanket)
D2 describe conditions under which clothing and textiles are produced	<input type="checkbox"/> research where and how clothing and textiles are produced (e.g., process, geography, environmental impact, trade agreements, working conditions)

**CAREER OPPORTUNITIES**

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i>  <i>Students who have fully met the Prescribed Learning Outcome are able to:</i>
E1 describe fashion- and textile-related occupations and careers	<input type="checkbox"/> research and discuss fashion- and textile-related occupations and careers and the training required (e.g., weaver, fabric designer, sample sewer, pattern drafts person, fashion marketer, fashion editor, pattern maker, retail manager, buyer, personal shopper)



STUDENT ACHIEVEMENT

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*Textiles Grade 11*

**Key Concepts: Textiles Grade 11****TEXTILE FOUNDATIONS***Safe Use of Tools and Equipment*

- use of tools and equipment in a safe manner to produce textile items
- identification and use of appropriate tools for sewing, including cutting tools, pins and alternatives, needles, measuring tools, and marking tools
- appropriate care and storage of tools and equipment
- identification of and appropriate response to emergency situations, including cuts, needle injuries, burns, electrical shocks, and fires
- selection and use of appropriate machine and machine settings as needed
- selection and use of appropriate ironing and pressing equipment
- management of time and resources and assistance to others when able

*How Properties of Textile Fibres Affect Wear and Care*

- use of correct textile-related terms
- identification of properties of different types of fibres and yarns
- construction of textile items to explore properties
- selection and use of appropriate fabrics for textile projects

**CONSTRUCTING TEXTILE ITEMS**

- understanding of preconstruction basics (e.g., measuring to determine pattern size, interpretation of pattern envelope, interpretation of pattern symbols and sewing instruction sheets, fitting and altering pattern, preparation of fabric and layout of pattern)
- use of a variety of construction basics to construct and repair textile items (e.g., closures, stitching, reducing bulk, stabilizing, fitting, hemming, hand sewing)
- use of a variety of construction basics to construct garment parts (e.g., set-in sleeve, collar with stand, shaped waistband, plackets and cuffs)
- use of tools and equipment to construct textile projects (e.g., unlined jacket, shirt, pants, dress, skirt, sports/active wear, lingerie, quilt, bag, craft project, home decorating item)

**APPLYING CREATIVE PROCESSES**

- use of the elements and principles of design in construction of textile items
- processes to colour and embellish fabrics
- creative use of textile yarns and fabrics
- creation of textile items to renew and recycle clothing and textiles
- influence of Canadian designers on the fashion industry

**FACTORS AFFECTING TEXTILE CHOICES**

- research of historical and cultural influences on fashion and textiles
- understanding of the factors that influence fashion and textile choices, including socio-economic factors, media influences, and global and environmental implications

**CAREER OPPORTUNITIES**

- comparison of careers in the fashion and textile field in terms of job satisfaction and skills and education required

## TEXTILE FOUNDATIONS

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p><b>Safe Use of Tools and Equipment</b></p>	
<p>A1 demonstrate safe use of tools and equipment needed to produce textile items</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> select and use sewing tools appropriately, including           <ul style="list-style-type: none"> <li>– cutting tools (e.g., shears, seam ripper, rotary cutters, pinking shears)</li> <li>– pins and alternatives (e.g., pattern weights, basting tape)</li> <li>– needles (e.g., various types and sizes of hand and machine needles)</li> <li>– measuring tools (e.g., measuring tape, seam gauge, hem gauge)</li> <li>– marking tools (e.g., tracing paper and wheel, tailor’s chalk, fabric marking pencils)</li> </ul> </li> <li><input type="checkbox"/> use tools and equipment in a safe manner (e.g., iron, press, or steamer; shears, pins, needles, rotary cutter, sewing machine/serger)</li> <li><input type="checkbox"/> care for and store tools and equipment appropriately (e.g., place iron upright, return bobbin cases and shears to their proper place, turn off equipment when finished)</li> </ul>
<p>A2 identify and know how to respond appropriately to emergencies, including</p> <ul style="list-style-type: none"> <li>– cuts</li> <li>– needle injuries</li> <li>– burns</li> <li>– electrical shocks</li> <li>– fires</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> recognize emergency situations and understand correct response procedures (e.g., alert appropriate authority, apply basic first aid)</li> </ul>
<p>A3 select and use the appropriate sewing machine or serger and settings as needed</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate proper selection and use of machines (e.g., correct tension on sewing machine, threading and differential feed on serger, variety of machine attachments)</li> </ul>
<p>A4 select and use appropriate ironing/pressing equipment</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate the correct use of ironing/pressing equipment (e.g., appropriate iron temperature; press cloth, seam roll, tailor’s ham, sleeve board, needle board)</li> </ul>
<p>A5 manage time and resources in the classroom</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> organize tasks, manage time, and share resources, assisting others when able (e.g., sharing equipment, staying on task, cleaning up on time)</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>How Properties of Textile Fibres Affect Wear and Care</i>	
A6 explain and use appropriate textile terminology	<input type="checkbox"/> use correct textile-related terms in project construction (e.g., selvage, grainline, raw edge, right and wrong side, nap, bias, cross-wise and length-wise grain, knit, woven, felt, fabric colouring and printing)
A7 determine the properties of natural and manufactured fibres and yarns	<input type="checkbox"/> identify physical and chemical properties of different types of fibres (e.g., absorbency, elasticity, strength, flammability, environmental impact, resiliency) <input type="checkbox"/> identify different types of yarns (e.g., staple, filament, ply)
A8 explore the properties and care of various natural and manufactured fibres by constructing textile items	<input type="checkbox"/> demonstrate how yarns are made into fabric (e.g., weaving, felting, bonding, knitting) <input type="checkbox"/> describe common fabric finishes (e.g., dyed, printed, permanent press, stain resistant, wrinkle resistant, waterproof/water resistant) <input type="checkbox"/> identify how the construction and finish of a fabric influence its care
A9 select and use appropriate fabrics for textile projects	<input type="checkbox"/> recognize a variety of fabrics used in fashion and textiles (e.g., flannel, corduroy, denim, gabardine, chiffon, satin, velvet), describe their characteristics and care, and recommend their appropriate use

CONSTRUCTING TEXTILE ITEMS

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 demonstrate an understanding of preconstruction procedures</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> with minimal teacher support, prepare pattern and fabric for project construction                             <ul style="list-style-type: none"> <li>– measure body to determine appropriate pattern size</li> <li>– interpret pattern envelope (e.g., size, view, notions, fabric amount, suggested fabrics, finished measurements)</li> <li>– interpret pattern symbols and sewing instruction sheets</li> <li>– fit and alter pattern</li> <li>– prepare fabric and lay out pattern (e.g., preshrinking fabric, straightening grain, layout of pattern considering nap and directional designs, placing grain line correctly, pinning, cutting, marking)</li> </ul> </li> </ul>
<p>B2 construct and repair garment and textile items using construction basics, including</p> <ul style="list-style-type: none"> <li>– closures</li> <li>– stitching</li> <li>– reducing bulk</li> <li>– stabilizing</li> <li>– fitting</li> <li>– hemming</li> <li>– hand sewing</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> with minimal teacher support, use a variety of construction techniques                             <ul style="list-style-type: none"> <li>– closures (e.g., lapped zipper, invisible zipper, front fly zipper, machine buttonholes, shank buttons, snaps and rivets, eyelets)</li> <li>– stitching (e.g., French seam, welt seam, staystitching, understitching, basting; seam finishes such as zigzag, serged)</li> <li>– reducing bulk (e.g., notching, clipping, trimming, grading)</li> <li>– stabilizing (e.g., interfacing)</li> <li>– fitting (e.g., easing, gathering, single/double darts, pleats, tucks)</li> <li>– hemming (e.g., slip stitch, machine, blind, rolled hem, double needle)</li> <li>– hand sewing (e.g., tacking, catch stitch, slip stitch, overcast, buttonhole stitch)</li> </ul> </li> <li><input type="checkbox"/> use appropriate techniques to construct garment elements (e.g., set-in sleeve, collar with stand, shaped waistband, placket and cuff)</li> <li><input type="checkbox"/> use tools and equipment to repair garments and textile items</li> <li><input type="checkbox"/> use tools and equipment to construct textile projects (e.g., unlined jacket, shirt, pants, dress, skirt, sports/active wear, lingerie, quilt, bag, craft project, home decorating item)</li> </ul>

APPLYING CREATIVE PROCESSES

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C1 create textile items incorporating the elements and principles of design</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> apply the elements of design to create different effects as part of fashion and/or interior design</li> <li><input type="checkbox"/> apply the principles of design to create different effects as part of fashion and/or interior design</li> </ul>
<p>C2 experiment with basic processes used to colour and embellish fabric</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> use a variety of processes (e.g., tie dying, batik, shabori, silk printing) to create effects on fabric</li> <li><input type="checkbox"/> use a variety of methods to embellish textile items (e.g., topstitching, edge stitching, machine embroidering, appliqué, trims, beading)</li> </ul>
<p>C3 create textile items that demonstrate ways to recycle clothing and textile waste</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> make items that are examples of renewing and recycling clothing and textiles</li> </ul>
<p>C4 demonstrate an understanding of the influence of Canadian designers on the fashion industry</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> research how Canadian designers have influenced fashion (e.g., Dorothy Grant, Alfred Sung, David Dixon, Ron Leal, Lida Baday, D<sup>2</sup>)</li> </ul>

## FACTORS AFFECTING TEXTILE CHOICE AND USE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i>  <i>Students who have fully met the Prescribed Learning Outcome are able to:</i>
D1 demonstrate an understanding of historical and cultural influences on fashion and textiles	<input type="checkbox"/> research and discuss historical influences on fashion and textile style and design (e.g., fashion cycles, silhouettes, hemlines, fabric prints) <input type="checkbox"/> identify cultural influences on clothing and textile style and design (e.g., peasant skirt, Mandarin collar, western shirt, bolero jacket, Indonesian batik)
D2 demonstrate an understanding of influences on fashion and textile choices, including <ul style="list-style-type: none"> <li>– socio-economics</li> <li>– media influences</li> <li>– global and environmental considerations</li> </ul>	<input type="checkbox"/> research and discuss factors that influence textile purchases (e.g., price, designer labels, celebrity endorsements, awareness of manufacturing conditions and pollution)

## CAREER OPPORTUNITIES

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i>  <i>Students who have fully met the Prescribed Learning Outcome are able to:</i>
E1 describe career opportunities in the design, production, and marketing of fashion and textiles	<input type="checkbox"/> research and discuss careers in the fashion and textiles field in terms of job satisfaction and skills and education required





STUDENT ACHIEVEMENT

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*Textiles Grade 12*

**Key Concepts: Textiles Grade 12****TEXTILE FOUNDATIONS***Safe Use of Tools and Equipment*

- use of tools and equipment in a safe manner to produce textile items
- identification of and appropriate response to emergency situations, including cuts, needle injuries, burns, electrical shocks, and fires
- demonstration of correct selection and use of sewing tools, including appropriate cutting, measuring, and marking tools for project, and appropriate needle and thread for fabric and technique
- appropriate care and storage of tools and equipment
- selection and use of appropriate machine and machine settings as needed
- selection and use of appropriate ironing and pressing equipment
- independent organization of tasks, management of time and resources, and assistance to others when able

*How Properties of Textile Fibres Affect Wear and Care*

- use of correct textile-related terms in project construction
- identification of the fibre content of fabric using a variety of testing methods
- justification of fabric choice based on suitability for various purposes
- selection and use of specialty fabrics for advanced garment projects

**CONSTRUCTING TEXTILE ITEMS**

- understanding of preconstruction basics with minimal teacher support (e.g., measuring to determine pattern size, interpretation of pattern envelope, interpretation of pattern symbols and sewing instruction sheets, fitting and altering pattern, preparation of fabric and layout of pattern)
- use of advanced construction basics to construct and repair textile items (e.g., closures, stitching, reducing bulk, stabilizing, fitting, hemming, hand sewing)
- use of a variety of sewing techniques to construct advanced garment parts
- use of tools and equipment to construct advanced textile projects (e.g., lined garment, jean jacket, special occasion wear, swim suit, home decorating item, craft project)
- creation of an original textile item using a traditional and/or computer-assisted method

**APPLYING CREATIVE PROCESSES**

- justification of choice of patterns, fabrics, and embellishments based on the elements and principles of design
- embellishment techniques
- creative use of textile yarns and fabrics
- consideration of personal opportunities to reduce the environmental impact of clothing and textile use

**FACTORS AFFECTING TEXTILE CHOICE AND USE**

- analysis of how history, politics, and culture influence fashion
- assessment of the relationship between textile consumerism and global issues

**CAREER OPPORTUNITIES**

- relation of interests and skills to specific careers in the fashion and textile field

TEXTILE FOUNDATIONS

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p><b>Safe Use of Tools and Equipment</b></p>	
<p>A1 demonstrate safe use of tools and equipment needed to produce textile items</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> select and use sewing tools appropriately, including                             <ul style="list-style-type: none"> <li>– cutting tools (e.g., shears, seam ripper, rotary cutters, pinking shears)</li> <li>– pins and alternatives (e.g., pattern weights, glue, basting tape, clips)</li> <li>– needles (e.g., hand, machine, twin needle)</li> <li>– measuring tools (e.g., measuring tape, seam gauge, hem gauge)</li> <li>– marking tools (e.g., tracing paper and wheel, tailor’s chalk, fabric marking pencils)</li> </ul> </li> <li><input type="checkbox"/> use tools and equipment in a safe manner (e.g., iron, press, or steamer; shears, pins, needles, rotary cutter, sewing machine/serger)</li> <li><input type="checkbox"/> care for and store tools and equipment appropriately</li> </ul>
<p>A2 identify and know how to respond appropriately to emergencies, including</p> <ul style="list-style-type: none"> <li>– cuts</li> <li>– needle injuries</li> <li>– burns</li> <li>– electrical shocks</li> <li>– fires</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> recognize emergency situations and understand correct response procedures (e.g., alert appropriate authority, apply basic first aid)</li> </ul>
<p>A3 select and use the appropriate sewing machine or serger and settings as needed</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate proper selection and use of machines (e.g., tension on sewing machine, threading and differential feed on serger, variety of machine attachments)</li> </ul>
<p>A4 select and use appropriate ironing/pressing equipment</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate correct use of ironing/pressing equipment (e.g., appropriate iron temperature; press cloth, seam roll, tailor’s ham, sleeve board, needle board, point presser, clapper board)</li> </ul>
<p>A5 manage time and resources in the classroom</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> organize tasks, manage time, and share resources, assisting others when able (e.g., sharing equipment, staying on task, cleaning up on time)</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>How Properties of Textile Fibres Affect Wear and Care</i>	
A6 explain and use appropriate textile terminology	<input type="checkbox"/> use correct textile-related terms in project construction (e.g., selvage, grainline, raw edge, right and wrong side, nap, bias, cross-wise and length-wise grain, knit, woven, felt, fabric colouring and printing)
A7 identify fibre content by using a variety of testing processes	<input type="checkbox"/> determine the fibre content of fabric using a variety of testing methods (e.g., burning, heating, reaction to chemicals, magnification)
A8 justify fabric choice based on suitability for various purposes	<input type="checkbox"/> defend a recommended relationship between fibre content and fabric use (e.g., washability and durability of children’s clothing, colour and fire retardancy of special occupation uniforms)
A9 select and use specialty fabrics for advanced garment projects	<input type="checkbox"/> describe the characteristics and use of a variety of specialty fabrics (e.g., brocade, organza, damask, broadcloth, tweed, terry cloth, suede, single-knit, leather, polar fleece, ripstop) <input type="checkbox"/> create a textile item using specialty fabrics

CONSTRUCTING TEXTILE ITEMS

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 demonstrate an understanding of preconstruction procedures</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> prepare pattern and fabric for project construction                             <ul style="list-style-type: none"> <li>– measure body to determine appropriate pattern size</li> <li>– interpret pattern envelope</li> <li>– interpret pattern symbols and sewing instruction sheets</li> <li>– with minimal teacher support, fit and alter pattern</li> <li>– prepare fabric and lay out pattern</li> </ul> </li> <li><input type="checkbox"/> create, alter, or modify a pattern or use a freeform method to create a textile item (e.g., commercial pattern manipulation, flat pattern drafting, freeform design, draping, computer-assisted design)</li> </ul>
<p>B2 construct and repair advanced garment and textile items using construction basics, including</p> <ul style="list-style-type: none"> <li>– closures</li> <li>– stitching</li> <li>– reducing bulk</li> <li>– stabilizing</li> <li>– fitting</li> <li>– hemming</li> <li>– hand sewing</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> use a variety of construction techniques                             <ul style="list-style-type: none"> <li>– closures (e.g., lapped zipper, invisible zipper, front fly zipper, bound buttonholes, machine buttonholes, shank buttons, snaps and rivets, eyelets, loop and frog closures)</li> <li>– stitching (e.g., French seam, flat-felled, staystitching, understitching, basting, challenging fabric techniques; seam finishes such as bound/Hong Kong finish, serged)</li> <li>– reducing bulk (e.g., notching, clipping, trimming, grading)</li> <li>– stabilizing (interfacing, lining, underlining)</li> <li>– fitting (e.g., easing, gathering, single/double darts, pleats, tucks)</li> <li>– hemming (e.g., slip stitch, machine, blind, rolled hem, double needle, hem tape)</li> <li>– hand sewing (e.g., catch stitch, slip stitch, overcast, back stitch, buttonhole stitch, embroidery stitches)</li> </ul> </li> <li><input type="checkbox"/> use appropriate techniques to construct advanced garment elements (e.g., welt pocket, notched collar, set-in sleeve, lining, boning, yoke)</li> <li><input type="checkbox"/> use tools and equipment to repair garments and textile items</li> <li><input type="checkbox"/> use tools and equipment to construct advanced textile projects (e.g., lined garment, jean jacket, special occasion wear, swim suit, home decorating item, craft project)</li> </ul>

APPLYING CREATIVE PROCESSES

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C1 create textile items incorporating the elements and principles of design</p>	<p><input type="checkbox"/> justify and apply choice of patterns, fabrics, and embellishments based on the elements and principles of design</p>
<p>C2 experiment with basic processes to print, texturize, and embellish fabric</p>	<p><input type="checkbox"/> use a variety of processes (e.g., block, transfers, permanent creasing) to create effects on fabric</p> <p><input type="checkbox"/> use a variety of methods to embellish textile items (e.g., topstitching, edge stitching, machine and hand embroidering, appliqué, pintucking, trims, quilting stitches, beading)</p>
<p>C3 investigate ways to reduce the environmental impact of clothing and textiles</p>	<p><input type="checkbox"/> research and assess personal opportunities to reduce the environmental impact of clothing and textile use (e.g., select environmentally sustainable fabrics, recycle and reuse clothing, buy less, hold a used clothing auction)</p>
<p>C4 critique and analyse the role and influence of international designers on the fashion industry</p>	<p><input type="checkbox"/> research how international designers have influenced fashion (e.g., Alex McQueen, Tommy Hiflinger, Calvin Klein, Christian Dior, Yves St. Laurent, Coco Chanel, Marc Jacobs, Vera Wang, Stella McCartney, Karen Walker, Rei Kawakubo)</p>

**FACTORS AFFECTING TEXTILE CHOICE AND USE**

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>D1 investigate historical, political, and cultural influences on fashion</p>	<p><input type="checkbox"/> demonstrate how history, politics, and culture influence fashion (e.g., pop culture, religion, social mores, media, environmental issues)</p>
<p>D2 analyse the relationship between textile consumerism and global issues</p>	<p><input type="checkbox"/> assess the implications of textile decisions (e.g., purchases driving production, brand status, environmentally sustainable fabrics, online shopping, transportation, global warming, pesticides, working conditions such as sweat shops and piecework)</p>

**CAREER OPPORTUNITIES**

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>E1 analyse career opportunities and prerequisites related to the design, production, and marketing of fashion and textiles</p>	<p><input type="checkbox"/> relate personal interests and skills to specific careers in the fashion and textiles field</p>

