0486
Clothing and Textiles (5)

A Middle Years Human Ecology Course
Course Description

The clothing and textiles topic creates awareness of the role that clothing and textiles play in our daily lives. The learning outcomes develop skills, knowledge, and understanding as students participate in learning activities that allow them to express themselves through designing, producing, and evaluating finished textile projects.

Goal 1: Demonstrate understanding of safety and sanitation.

GLO 1.1: Demonstrate appropriate hygienic handling practices.

SLO 5.1.1.1: Identify and maintain clean work environments.

GLO 1.2: Create and maintain a safe working environment.

SLO 5.1.2.1: Identify and demonstrate safe behaviour within the work area.

SLO 5.1.2.2: Identify and demonstrate safe set-up, handling, and usage of tools, equipment, appliances, materials, and chemicals.

SLO 5.1.2.3: Identify and describe precautionary safety measures for dangerous situations (e.g., recognize ways to prevent accidents; correct any potential for accidents).

SLO 5.1.2.4: Identify and know how to respond appropriately to common accidents (e.g., determine correct course of action [minor vs. major accident] and use appropriate care for minor accidents like cuts/burns/needle injuries; recognize location of and proper use of first-aid supplies and fire-safety devices; recognize safety regulations).

GLO 1.3: Demonstrate safe and hygienic handling practices.

SLO 5.1.3.1: Demonstrate the responsible use of textile media (e.g., dyes, paints) and fabric application techniques (e.g., iron-ons, transfers).
Goal 2: Demonstrate understanding of health and wellness.

GLO 2.1: Develop understanding of the relationship between clothing and textiles and the human body.

SLO 5.2.1.1: Identify basic textile terminology (e.g., fibres, yarns, and fabric).

SLO 5.2.1.2: List sources of fibres (e.g., plant, animal, mineral, and chemical).

SLO 5.2.1.3: Identify natural vs. man-made fibres.

SLO 5.2.1.4: Describe methods of fabric construction (e.g., woven, knit, felt, etc.).

GLO 2.2: Develop label literacy.

SLO 5.2.2.1: Describe textile labels as a source of information (e.g., labels, hang tags, logos, etc.).

GLO 2.3: Develop understanding of influences on clothing/textile choices.

SLO 5.2.3.1: Describe the difference between needs and wants as they relate to clothing/textile choices.

SLO 5.2.3.2: Describe factors that influence people’s clothing/textile choices (e.g., dress codes, family, peers, media, fibre content and comfort, cultural, emotional, environmental, religious, social, ethical, economical).

SLO 5.2.3.3: Describe how various media are used to promote clothing/textile purchases (e.g., flyers, magazines, billboards, radio, television, the Internet, social media).
Goal 3: Demonstrate understanding of human relations.

GLO 3.1: Explore human relations as they apply to clothing and textiles.

SLO 5.3.1.1: Identify current clothing and textile trends.
SLO 5.3.1.2: Identify the significance of clothing and textiles in a social setting (e.g., dress codes, roles, non-verbal communication, first impressions).
SLO 5.3.1.3: Describe the role that clothing and textiles play in getting to know and understand others of similar and different cultures.
SLO 5.3.1.4: List and describe the multicultural origins of clothing and textiles in Manitoba (e.g., influence of colonization and assimilation).
SLO 5.3.1.5: Identify and explore cultural symbolism related to clothing and textiles (e.g., motifs, patterns).
SLO 5.3.1.6: Identify and explain the use of traditional dress (e.g., celebrations, ceremonies, competitions).

Goal 4: Demonstrate technical and applied skills.

GLO 4.1: Demonstrate literacy and numeracy skills as they apply to clothing and textiles: equipment and tools.

SLO 5.4.1.1: Identify equipment and tools and their functions as required for a variety of projects (e.g., cutting, pins, needles, measuring tape, iron).
SLO 5.4.1.2: Identify gradations on a variety of measuring tools (e.g., measuring tape or gauge).
SLO 5.4.1.3: List imperial and metric abbreviations on basic tools.
SLO 5.4.1.4: Name heat settings (e.g., iron/pressing).
SLO 5.4.1.5: List the main parts of a sewing machine (e.g., hand wheel, needle plate).
GLO 4.2: Demonstrate literacy and numeracy skills as they apply to clothing and textiles: patterns and materials.**

SLO 5.4.2.1: Identify basic textile terminology with a pattern/project.
SLO 5.4.2.2: Identify units of measurement (e.g., cm, inches).
SLO 5.4.2.3: Identify metric and imperial measurement in a pattern/project.
SLO 5.4.2.4: Identify basic pattern symbols (e.g., notches, grainline, place on fold).
SLO 5.4.2.5: Demonstrate basic preconstruction procedures as applied to the project (e.g., fabric preparation, pattern layout, pinning, cutting, marking techniques).
SLO 5.4.2.6: Identify and demonstrate cutting techniques as required for the project (e.g., shears, rotary cutting, grading).

** The imperial measurement system is new to the student and is covered in the Grade 10 Mathematics curriculum.

Adding and subtracting fractions is new to the student and is covered in the Grade 7 Mathematics curriculum.

GLO 4.3: Demonstrate literacy and numeracy skills as they apply to clothing and textiles: construction fundamentals.

SLO 5.4.3.1: Identify basic construction vocabulary as required for the project (e.g., terms, techniques, temperature setting).
SLO 5.4.3.2: Interpret and apply construction directions (e.g., using text and/or images).
SLO 5.4.3.3: Identify and demonstrate matching and pinning techniques as required for the project assembly.
SLO 5.4.3.4: Demonstrate basic hand sewing and/or machine construction procedures as applied to the project (e.g., sample and practice seams, seam finishes, ironing/pressing).
SLO 5.4.3.5: Produce projects using hand and/or machine sewing techniques (e.g., a one-dimensional project such as a bookmark with button).
SLO 5.4.3.6: Demonstrate basic post-construction procedures as applied to the project (e.g., trimming, pressing, clean final product).
Goal 5: Demonstrate understanding of design, innovation, and information technology.

GLO 5.1: Demonstrate familiarity with technological developments and trends in the clothing and textile industry.

No applicable SLOs.

GLO 5.2: Demonstrate familiarity with design in the clothing and textile industry.

SLO 5.5.2.1: Identify basic elements of design as they influence a project (e.g., colour and texture).

SLO 5.5.2.2: Describe and/or apply clothing and textile products incorporating fabric art techniques (e.g., batik, dye, embroidery, appliqué, beading).

GLO 5.3: Demonstrate familiarity with innovation and information technology in the clothing and textile industry.

No applicable SLOs.

Goal 6: Demonstrate understanding of sustainability.

GLO 6.1: Explore clothing security and availability issues as they relate to clothing and textiles.

SLO 5.6.1.1: Demonstrate an awareness of the origin of clothing and textile goods.

GLO 6.2: Explore social justice and human rights issues as they relate to clothing and textiles.

SLO 5.6.2.1: Describe local programs to increase clothing and textile security (e.g., education programs, clothing banks, clothing drives).

SLO 5.6.2.2: Explain how local programs were originated to increase clothing and textile security and how they continue to strive to do so.

SLO 5.6.2.3: Investigate how to access and/or contribute to local programs to increase clothing and textile security.
**GLO 6.3:** Explore environmental matters related to clothing and textiles.

SLO 5.6.3.1: Compare durable goods versus disposable goods in terms of their impact on the environment.

SLO 5.6.3.2: Identify ways in which existing clothing and textiles can be re-used (e.g., repurposed, recycled, and upcycled).

SLO 5.6.3.3: Produce/create a project by repurposing clothing and textiles (e.g., sock puppets, jeans into bag, skirt, shorts).

**GLO 6.4:** Explore making informed and responsible consumer decisions related to clothing and textiles.

SLO 5.6.4.1: Describe how to become a responsible consumer by purchasing durable quality goods.

**Goal 7:** Demonstrate understanding of career opportunities and the skills required.

**GLO 7.1:** Demonstrate social skills.

SLO 5.7.1.1: Actively participate in a positive manner.

SLO 5.7.1.2: Present ideas effectively to others.

SLO 5.7.1.3: Listen in order to understand and learn.

SLO 5.7.1.4: Listen to others to understand their perspectives.

SLO 5.7.1.5: Demonstrate a willingness to continuously learn.

**GLO 7.2:** Demonstrate decision-making skills.

SLO 5.7.2.1: Explain the advantages and disadvantages of some common approaches to decision making.

SLO 5.7.2.2: Identify steps in the decision-making process.

SLO 5.7.2.3: Describe factors that affect decision making.

SLO 5.7.2.4: Distinguish fact from opinion and interpretation in making decisions.

SLO 5.7.2.5: Predict and analyze the consequences of decisions.

SLO 5.7.2.6: Apply appropriate decision-making processes that reflect fairness and equity in their interactions with others.

SLO 5.7.2.7: Use a variety of strategies to resolve conflicts peacefully and fairly with respect for others’ ways of life and beliefs.
**GLO 7.3:** Demonstrate teamwork.

- **SLO 5.7.3.1:** List and define team objectives.
- **SLO 5.7.3.2:** Demonstrate an understanding of the role of members of a team.
- **SLO 5.7.3.3:** Collaborate with others to establish and carry out group goals and responsibilities.
- **SLO 5.7.3.4:** Demonstrate an understanding of one’s contribution to her or his group.
- **SLO 5.7.3.5:** Acknowledge the opinions and contributions of all team members.
- **SLO 5.7.3.6:** Negotiate constructively with others to build consensus and solve problems.

**GLO 7.4:** Demonstrate time management skills.

- **SLO 5.7.4.1:** Complete all assigned tasks within given time frame.
- **SLO 5.7.4.2:** Complete all projects according to specified criteria to produce a quality product.

**GLO 7.5:** Plan a career related to clothing and textiles.

- **SLO 5.7.5.1:** Identify critical skills needed for employability in today’s workplace.
- **SLO 5.7.5.2:** Demonstrate an awareness of clothing- and fashion-related occupations and careers (e.g., marketing, designer, retail, production, technology, industry).
- **SLO 5.7.5.3:** Demonstrate an awareness of textile-related occupations and careers (e.g., arts, science, technology, industry).
- **SLO 5.7.5.4:** Demonstrate an awareness of career opportunities as a home economist/human ecologist.