GRADES 9 TO 12
TEXTILE ARTS AND DESIGN
(FULL CREDIT)

Manitoba Curriculum
Framework of Outcomes

In developing learning outcomes, the assumption was made that courses are taught by experts in their field; therefore, the terminology and language used in the curriculum is specific to the area of expertise.

GRADES 9 TO 12 TEXTILE ARTS AND DESIGN

Textile arts and design courses create awareness of the role that textiles play in our daily lives. The textile arts and design 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.

Course Grade Levels and Credit Allocations

A student may earn one credit by undertaking and successfully completing a course of study designed for a minimum of 110 hours of instruction.

0488 Textile Arts and Design (full credit)	10S 10E 10M 20S 20E 20M 30S 30E 30M 40S 40E 40M

Specialized (S): Educational experiences in specialized areas leading to further studies beyond the Senior Years (e.g., apprenticeship, college, and university).

EAL (E): Educational experiences designed to focus on English as an additional language (EAL) learning goals in the context of the subject, based on the student's assessed level of EAL proficiency, and to assist the student in making the transition into regular Senior Years programming in this content area. An EAL Individual Educational Plan (EAL-IEP) is required for each student.

Modified (M): Educational experiences intended for students with significant cognitive disabilities and where the provincial subject-area curriculum learning outcomes have been modified to take into account the learning requirements of a student; an Individual Education Plan (IEP) is required for each student.

Grades 9 to 12 Textile Arts and Design Course Descriptions

Each grade requires that students develop their conceptual knowledge base and skill set. Some learning outcomes will be similar for all grade levels; in other situations, each level will scaffold on previous knowledge and progress from simple to more complex conceptual understandings. The course descriptions below identify the depth and breadth of the studies in each grade level.

Grade 9 Textile Arts and Design explores the basic knowledge and skills required to design and create textile products. Students will explore the impact that fashion has on consumer choices and its influence on relationships. The course will introduce the student to citizenship and sustainability through knowledge, action, and projects. Students will also become aware of issues in the textile industry and their impact on the environment and people through social justice and clothing security challenges. This course also provides a brief introduction to the study of environmental design.

Grade 10 Textile Arts and Design examines the broader knowledge and skills required to design and create textile products. Students will examine the basics of creative costuming, cultural fashion design, and consumer practices that have an impact on individuals within their community. The impact of fashion on consumer choices and its influence on relationships are explored in more depth. The course will focus on student citizenship and product sustainability through knowledge, action, and projects. Students will be challenged to address issues within the textile industry and their impact on the environment, in addition to social justice and clothing security challenges. This course also provides a brief introduction to the study of environmental design.
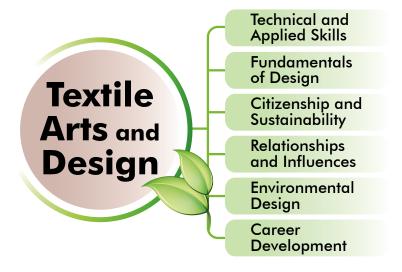
Grade 11 Textile Arts and Design focuses on enhanced knowledge and skill development in textile design and construction. Students will examine the areas of creative costuming, cultural fashion design, and consumer practices that have an impact on individuals and communities. This course will follow the fashion industry through design and illustration, marketing, and merchandising while acknowledging the environmental and social justice influences on local communities.

Grade 12 Textile Arts and Design focuses on advanced knowledge and skill development in textile design and construction. Students will examine in depth the areas of creative costuming, cultural fashion design, and consumer practices that have an impact on individuals and communities. This course will follow the fashion industry through design and illustration, marketing, and merchandising while acknowledging the environmental and social justice influences on global communities.

In Manitoba, the content of the Senior Years Textile Arts and Design learning outcomes are arranged in a series of goals.

1. **Technical and Applied Skills:** The learning experiences in this goal will assist students as they develop the knowledge and skills they need to create products that support individuals, families, and communities. Students will be given the opportunity to explore their ideas through practical experiences in a safe and supportive environment.

2. **Fundamentals of Design:** The learning experiences in this goal will assist students as they develop the knowledge and skills they will need in the fashion and textile industries. Students will be given the opportunity to explore and use these skills, resources, and processes to create styles or products for individuals, families, and communities.

3. **Citizenship and Sustainability:** The learning experiences in this goal will assist students as they develop the knowledge and skills they need to become citizens who look critically at people's quality of life—locally, nationally, and globally—with the desire to make positive changes towards a sustainable and equitable future.

4. **Relationships and Influences:** The learning experiences in this goal will assist students as they develop the knowledge and skills they need to build and maintain positive relationships and to understand the issues and challenges that affect individuals, families, and communities.

5. **Environmental Design:** The learning experiences in this goal will assist students as they develop the knowledge and skills related to the built, natural, and human environments. The study of aesthetics, environments, and technology fosters the development of skills and values to understand the complex relationships between human well-being and the places we inhabit.

6. **Career Development:** The learning experiences in this goal will assist students in developing the knowledge and skills necessary for effective communication, teamwork, and leadership that contribute to success in learning, life, and work.

Textile Arts and Design

- Technical and Applied Skills
- Fundamentals of Design
- Citizenship and Sustainability
- Relationships and Influences
- Environmental Design
- Career Development

Terminology

The Truth and Reconciliation Commission of Canada (TRC): Calls to Action identified **education for reconciliation** as one of the areas to redress the legacy of residential schools and advance the process of Canadian reconciliation. All of the courses covered in *Senior Years Human Ecology: Manitoba Curriculum Framework of Outcomes* support Manitoba Education and Training's contribution to education for reconciliation. For more information on the TRC Calls to Action, see www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf.

The following is an explanation of terms used in the outcomes that may be unfamiliar or require clarification:

- **Elder:** A spiritual leader who has cultural and traditional knowledge, who is representative of his or her community, and who First Nations, Métis, and Inuit communities look to for advice and wisdom.

- **Knowledge Keeper(s):** Knowledge Keepers have key knowledge of the past and present and are able to share teachings around both new and old knowledge.

- **Indigenous People(s):** A collective term used to describe the original habitants of the land prior to European contact. The term not only refers to the past but also to today's society, including the Métis nation whose genesis occurred after contact. In Canada, the term *Indigenous Peoples* includes First Nations, Métis, and Inuit people.

0488 Textile Arts and Design (Full Credit)

Grade 9	Grade 10	Grade 11	Grade 12

Goal 1: Demonstrate technical and applied skills.

GLO 1.1: Demonstrate safe practices and procedures for facilities, processes, tools, and equipment.

Grade 9	Grade 10	Grade 11	Grade 12
9.1.1.1 Identify and maintain clean work environments.	10.1.1.1 ⟶	11.1.1.1 ⟶	12.1.1.1 ⟶
9.1.1.2 Identify and demonstrate safe behaviour within the work area.	10.1.1.2 ⟶	11.1.1.2 ⟶	12.1.1.2 ⟶
9.1.1.3 Identify and demonstrate safe set-up, handling, and usage of tools, equipment, materials, and chemicals.	10.1.1.3 ⟶	11.1.1.3 ⟶	12.1.1.3 ⟶
9.1.1.4 Describe the common unsafe conditions that cause accidents.	10.1.1.4 ⟶	11.1.1.4 ⟶	12.1.1.4 ⟶
9.1.1.5 Identify an appropriate response to unsafe acts and conditions.	10.1.1.5 ⟶	11.1.1.5 ⟶	12.1.1.5 ⟶

	0488 Textile Arts and Design (Full Credit)		
Grade 9	**Grade 10**	**Grade 11**	**Grade 12**

Goal 1: Demonstrate technical and applied skills. *(continued)*

    GLO 1.1: Demonstrate safe practices and procedures for facilities, processes, tools, and equipment. *(continued)*

9.1.1.6 Demonstrate the proper use of sewing machines and equipment (e.g., sergers, embroidery machines, and pressing equipment, etc.).	10.1.1.6 ⟶	11.1.1.6 ⟶	12.1.1.6 ⟶
9.1.1.7 Demonstrate how to troubleshoot when machine issues arise.	10.1.1.7 ⟶	11.1.1.7 ⟶	12.1.1.7 ⟶
9.1.1.8 Demonstrate the proper use of cutting tools.	10.1.1.8 ⟶	11.1.1.8 ⟶	12.1.1.8 ⟶
9.1.1.9 Identify, describe, use, and care for equipment, tools, and materials.	10.1.1.9 ⟶	11.1.1.9 ⟶	12.1.1.9 ⟶
9.1.1.10 Demonstrate and describe safety procedures used to handle any textile media (e.g., bleach, dyes, paints, adhesives, etc.).	10.1.1.10 ⟶	11.1.1.10 ⟶	12.1.1.10 ⟶

0488 Textile Arts and Design (Full Credit)

Grade 9	Grade 10	Grade 11	Grade 12

Goal 1: Demonstrate technical and applied skills. *(continued)*

    GLO 1.2: Develop understanding of a variety of fabrics.

Grade 9	Grade 10	Grade 11	Grade 12
9.1.2.1 Define basic textile terminology.	10.1.2.1 ⟶	11.1.2.1 ⟶	12.1.2.1 ⟶
9.1.2.2 Identify sources of fibres used in textile production.	10.1.2.2 Demonstrate common tests used to identify fibre types.	11.1.2.2 ⟶	12.1.2.2 ⟶
9.1.2.3 Identify yarn production techniques to increase the stability of individual fibres.	10.1.2.3 ⟶	11.1.2.3 ⟶	12.1.2.3 ⟶
9.1.2.4 Describe methods of fabric production, and identify fabric construction as it relates to its intended use.	10.1.2.4 ⟶	11.1.2.4 Identify a variety of fabric finishes applied during the production of textiles and how those finishes affect the intended use.	12.1.2.4 ⟶
9.1.2.5 Describe how the properties of textiles affect the wear and care of fabrics.	10.1.2.5 ⟶	11.1.2.5 Describe the care of textiles to maintain their appearance and extend their life.	12.1.2.5 ⟶
9.1.2.6 Investigate the variety of specialty fabrics available to consumers.	10.1.2.6 ⟶	11.1.2.6 Investigate the variety of textiles used in specialty and safety workwear.	12.1.2.6 Investigate other industries that use textile products and innovations (e.g., construction, medical field, safety, space, automotive).

0488 Textile Arts and Design (Full Credit)

Grade 9	Grade 10	Grade 11	Grade 12

Goal 1: Demonstrate technical and applied skills. *(continued)*

    GLO 1.2: Develop an understanding of a variety of fabrics. *(continued)*

Grade 9	Grade 10	Grade 11	Grade 12
9.1.2.7 Demonstrate how to work with a variety of fabrics.	10.1.2.7 ⟶	11.1.2.7 ⟶	12.1.2.7 ⟶
9.1.2.8 Identify and demonstrate a variety of textile arts and embellishments.	10.1.2.8 ⟶	11.1.2.8 Investigate and experiment with evolving textile arts techniques.	12.1.2.8 ⟶

    GLO 1.3: Develop literacy and numeracy skills as they apply to textile arts.

Grade 9	Grade 10	Grade 11	Grade 12
9.1.3.1 Analyze a project to choose the most appropriate equipment and tools required.	10.1.3.1 ⟶	11.1.3.1 ⟶	12.1.3.1 ⟶
9.1.3.2 Define basic textile terminology.	10.1.3.2 ⟶	11.1.3.2 ⟶	12.1.3.2 ⟶
9.1.3.3 Demonstrate the ability to read and interpret pattern information, pattern symbols, and instructions.	10.1.3.3 ⟶	11.1.3.3 ⟶	12.1.3.3 ⟶
9.1.3.4 Apply metric and imperial measurement in a pattern/project.	10.1.3.4 ⟶	11.1.3.4 ⟶	12.1.3.4 ⟶
9.1.3.5 Demonstrate correct body-measuring techniques.	10.1.3.5 ⟶	11.1.3.5 ⟶	12.1.3.5 ⟶

0488 Textile Arts and Design (Full Credit)

Grade 9	Grade 10	Grade 11	Grade 12

Goal 1: Demonstrate technical and applied skills. *(continued)*

    GLO 1.3: Develop literacy and numeracy skills as they apply to textile arts. *(continued)*

Grade 9	Grade 10	Grade 11	Grade 12
9.1.3.6 Demonstrate basic preconstruction procedures as applied to a project.	10.1.3.6 ⟶	11.1.3.6 ⟶	12.1.3.6 ⟶
9.1.3.7 Use technical reading skills to follow a set of instructional steps effectively.	10.1.3.7 Adapt a set of instructional steps using appropriate technical writing skills.	11.1.3.7 Create a set of steps using correct technical writing techniques to describe a technical process effectively.	12.1.3.7 ⟶
9.1.3.8 Interpret a graphic representation of a technical idea.	10.1.3.8 ⟶	11.1.3.8 ⟶	12.1.3.8 ⟶
9.1.3.9 Demonstrate growth in skills development through the production of textile items.	10.1.3.9 ⟶	11.1.3.9 ⟶	12.1.3.9 ⟶
9.1.3.10 Demonstrate pattern development techniques through basic pattern alterations.	10.1.3.10 ⟶	11.1.3.10 ⟶	12.1.3.10 ⟶
9.1.3.11 Complete project(s) according to specified criteria, including timelines, to produce a quality product.	10.1.3.11 Demonstrate flat pattern development and draping techniques.	11.1.3.11 ⟶	12.1.3.11 ⟶

0488 Textile Arts and Design (Full Credit)

Grade 9	Grade 10	Grade 11	Grade 12

Goal 1: Demonstrate technical and applied skills. *(continued)*

    GLO 1.3: Develop literacy and numeracy skills as they apply to textile arts. *(continued)*

Grade 9	Grade 10	Grade 11	Grade 12
9.1.3.12 Evaluate and critique a product according to a set criteria.	10.1.3.12 Complete project(s) according to specified criteria, including timelines, to produce a quality product.	11.1.3.12 ⟶	12.1.3.12 Research pattern design technology used in the industry to create apparel designs.
	10.1.3.13 Evaluate and critique a product according to a set criteria.	11.1.3.13 ⟶	12.1.3.13 Complete project(s) according to specified criteria, including timelines, to produce a quality product.
			12.1.3.14 Evaluate and critique a product according to a set criteria.

0488 Textile Arts and Design (Full Credit)

Grade 9	Grade 10	Grade 11	Grade 12

Goal 2: Demonstrate understanding of the fundamentals of design.

    GLO 2.1: Develop understanding of the elements and principles of design.

Grade 9	Grade 10	Grade 11	Grade 12
9.2.1.1 Define the elements and principles of design (e.g., project, images, etc.).	10.2.1.1 ⟶	11.2.1.1 Apply the elements and principles of design (e.g., project, images, etc.).	12.2.1.1 Analyze the elements and principles of design (e.g., project, images, etc.).
	10.2.1.2 Define apparel styles and silhouettes (e.g., A-line dress, shawl collar, raglan sleeve, etc.).	11.2.1.2 Apply apparel styles and silhouettes throughout the design process.	12.2.1.2 Experiment with various apparel styles and silhouettes in design (e.g., creating fashion line).
	10.2.1.3 Define fashion illustration terms as they are used to create designs.	11.2.1.3 Illustrate elements and principles of design utilizing a fashion croquis (template or custom).	12.2.1.3 Apply artistic renderings to demonstrate the elements and principles of design utilizing a fashion croquis (template or custom).

0488 Textile Arts and Design (Full Credit)

Grade 9	Grade 10	Grade 11	Grade 12

Goal 2: Demonstrate understanding of the fundamentals of design. *(continued)*

    GLO 2.2: Develop understanding of the evolution of fashion.

Grade 9	Grade 10	Grade 11	Grade 12
9.2.2.1 Identify current fashion trends.	10.2.2.1 Identify current fashion trends and how they affect your personal clothing choices.	11.2.2.1 Describe influences on fashion trends (e.g., culture, media).	12.2.2.1 Analyze trend forecasting and how it affects what will be available to consumers.
	10.2.2.2 Describe the fashions of a specific historical period and compare them to the fashions of today.	11.2.2.2 Identify historical technological advances in the textiles industry and their influence on textiles (Industrial Revolution to present day).	12.2.2.2 Examine the interdependent relationship between history and fashion (e.g., fashion and women's roles, etc.).
		11.2.2.3 Describe the contributions and influences of various fashion designers from past and present (e.g., haute couture, ready to wear).	12.2.2.3 Research designers and their companies at a local, national, or global scale.
		11.2.2.4 Analyze ways fashion designers become recognized globally.	12.2.2.4 Describe how fashion designers capitalize on name recognition.
		11.2.2.5 Identify the world's fashion centres and fashion associations.	12.2.2.5 Assess the world's fashion centres and how they are influenced by the culture.
		11.2.2.6 Research past, current, and future use of technology in fashion design.	12.2.2.6 Apply past, current, and future uses of technology in fashion design.

0488 Textile Arts and Design (Full Credit)

Grade 9	Grade 10	Grade 11	Grade 12

Goal 2: Demonstrate understanding of the fundamentals of design. *(continued)*

    GLO 2.3: Develop understanding of cultural fashion.

Teachers are encouraged to access additional resources and/or consult with an Elder(s) or Knowledge Keeper(s) when implementing the Indigenous outcomes with respect to traditional protocols. See Appendix 2.

Grade 9	Grade 10	Grade 11	Grade 12
9.2.3.1 Identify apparel styles associated with different cultures around the world (e.g., Indigenous Peoples of Manitoba).	10.2.3.1 Identify and explain the appropriate use of traditional dress (e.g., celebrations, ceremonies, competitions, etc.).	11.2.3.1 Explain the significance of how apparel styles and adornment express culture and heritage (e.g., patterns, design, ribbons, beadwork, colour, etc.).	12.2.3.1 Describe apparel and styles of adornment from various cultures' traditional dress, and explain how they are reflected in current fashion trends.
	10.2.3.2 Compare textile design and embellishment based on geographic location/treaty areas.	11.2.3.2 Experiment with various textile designs and embellishments from different geographic locations/treaty areas.	12.2.3.2 ⟶

    GLO 2.4: Develop understanding of costume design.

The Grades 11 (35S/30S) and 12 (45S/40S) Environmental Design curricula can be used to accommodate the area of theatrical set design.

Grade 9	Grade 10	Grade 11	Grade 12
	10.2.4.1 Define the term *costume*.	11.2.4.1 Identify various purposes of costuming (e.g., personal, mascots, performing arts, cultural, etc.).	12.2.4.1 ⟶

Grade 9	Grade 10	Grade 11	Grade 12

Goal 2: Demonstrate understanding of the fundamentals of design. *(continued)*

GLO 2.4: Develop understanding of costume design. *(continued)*

Grade 9	Grade 10	Grade 11	Grade 12
	10.2.4.2 Research costume selections in a variety of media or textual forms.	11.2.4.2 Analyze a costume's visual representation of a given work to the implied meaning (e.g., thematic styling, etc.).	12.2.4.2 ⟶
	10.2.4.3 Apply the practical considerations of costuming (e.g., needs of the character, venue, budget, time, construction, and design).	11.2.4.3 ⟶	12.2.4.3 ⟶
	10.2.4.4 Use the elements and principles of design to construct a costume.	11.2.4.4 Use the elements and principles of design to design and construct a costume.	12.2.4.4 ⟶
		11.2.4.5 Research current costume design processes and products.	12.2.4.5 Research the historical costume design processes and products compared to current technologies.

0488 Textile Arts and Design (Full Credit)

Grade 9	Grade 10	Grade 11	Grade 12

Goal 3: Demonstrate understanding of citizenship and sustainability.

    GLO 3.1: Explore social justice as it relates to textiles and apparel.

Grade 9	Grade 10	Grade 11	Grade 12
9.3.1.1 Identify the characteristics of a socially responsible textile/apparel manufacturer (e.g., labour laws, working conditions, etc.).	10.3.1.1 Compare the characteristics of a socially responsible and a socially irresponsible textile/apparel manufacturer.	11.3.1.1 Analyze information about textile/apparel manufacturers to make socially responsible industry and consumer choices.	12.3.1.1 ⟶
9.3.1.2 Define fair trade as it relates to the textiles and apparel industry.	10.3.1.2 ⟶	11.3.1.2 Analyze fair trade companies and their standards, and how they differ from "fast fashion."	12.3.1.2 ⟶
9.3.1.3 Identify local makers, small businesses, and artisans in your community.	10.3.1.3 ⟶	11.3.1.3 Investigate the positive impact on the community of purchasing from local makers, small businesses, and artisans (e.g., impact on the carbon footprint, economic stability, employment, etc.).	12.3.1.3 ⟶

0488 Textile Arts and Design (Full Credit)

Grade 9	Grade 10	Grade 11	Grade 12

Goal 3: Demonstrate understanding of citizenship and sustainability. *(continued)*

    GLO 3.1: Explore social justice as it relates to textiles and apparel. *(continued)*

Grade 9	Grade 10	Grade 11	Grade 12
9.3.1.4 Investigate opportunities to benefit your community through service learning projects (e.g., sewing for those in need, collecting and repairing items, raising awareness, and raising funds for a community cause).	10.3.1.4 ⟶	11.3.1.4 ⟶	12.3.1.4 ⟶
		11.3.1.5 Demonstrate awareness of trade agreements between countries, including developing nations.	12.3.1.5 Critique information about international trade practices and their effects on the economic stability of the trading nations.
		11.3.1.6 Identify the various geographic regions for sourcing, constructing, and producing textiles.	12.3.1.6 Investigate the reasons why textile production is prevalent in certain areas of the world.
			12.3.1.7 Identify present-day interrelationships of the fashion industry (e.g., culture, politics, religion, economics, and technology).

0488 Textile Arts and Design (Full Credit)

Grade 9	Grade 10	Grade 11	Grade 12

Goal 3: Demonstrate understanding of citizenship and sustainability. *(continued)*

    GLO 3.2: Explore sustainable environmental trends and challenges related to textiles and apparel.

Grade 9	Grade 10	Grade 11	Grade 12
9.3.2.1 Identify sustainable textile production processes as they relate to the environment.	10.3.2.1 Investigate the impact of chemicals and pesticides used in textile production on the environment and human health (e.g., waste, etc.).	11.3.2.1 Research and evaluate a local, national, or global company for sustainable business practices in terms of real or perceived benefits.	12.3.2.1 Develop a business proposal for a sustainable textile product.
9.3.2.2 Demonstrate the ability to reduce waste in a project.	10.3.2.2 ⟶	11.3.2.2 Design a sustainable project (e.g., recycling project).	12.3.2.2 ⟶
		11.3.2.3 Identify the responsible use of natural resources and the impact on the environment (e.g., animal, plant, petroleum, etc.).	12.3.2.3 ⟶

0488 Textile Arts and Design (Full Credit)

Grade 9	Grade 10	Grade 11	Grade 12

Goal 3: Demonstrate understanding of citizenship and sustainability. *(continued)*

    GLO 3.3: Explore clothing security and availability issues.

Grade 9	Grade 10	Grade 11	Grade 12
9.3.3.1 Identify Maslow's Hierarchy of Needs in relation to clothing security.	10.3.3.1 $\longrightarrow$	11.3.3.1 $\longrightarrow$	12.3.3.1 $\longrightarrow$
9.3.3.2 Define clothing security at the individual/household and community levels.	10.3.3.2 Recognize clothing security at the individual/ household and community levels.	11.3.3.2 $\longrightarrow$	12.3.3.2 Recognize clothing security at the community and global levels.
9.3.3.3 Identify the components of individual/household clothing security (availability, accessibility, adequacy, acceptability).	10.3.3.3 Discuss factors that affect individual/household clothing security (e.g., shopping choices, transportation, cost, availability, rural versus urban) and community responses (e.g., non-profit donations, thrift store, charities).	11.3.3.3 $\longrightarrow$	12.3.3.3 Evaluate factors that affect clothing availability at the community (e.g., non-profit donations, thrift store, charities) and global levels (e.g., natural disasters, economics, political issues, and colonization).
		11.3.3.4 Explain the barriers to achieving clothing security in Canada.	12.3.3.4 Explain the barriers to achieving clothing security globally.

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Grade 9	Grade 10	Grade 11	Grade 12

Goal 3: Demonstrate understanding of citizenship and sustainability. *(continued)*

    GLO 3.4: Explore making informed and responsible consumer decisions related to textiles and apparel.

Grade 9	Grade 10	Grade 11	Grade 12
9.3.4.1 Identify ways a product can be up-cycled (e.g., repair, alter, redesign, recycle).	10.3.4.1 ⟶	11.3.4.1 ⟶	12.3.4.1 ⟶
9.3.4.2 Investigate the availability of underutilized clothing in your community (e.g., online, thrift, consignment, and up-cycle stores).	10.3.4.2 ⟶	11.3.4.2 ⟶	12.3.4.2 ⟶
		11.3.4.3 Explain the criteria for consumers to evaluate the quality, value, and suitability of textile choices and accessories.	12.3.4.3 Assess the quality of textile products and accessories compared to market value.
		11.3.4.4 Demonstrate understanding of legislation and agreements relating to the clothing and textiles industry (e.g., labelling, federal legislation, consumer safety act, consumer protection agencies, and organizations).	12.3.4.4 ⟶

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Grade 9	**Grade 10**	**Grade 11**	**Grade 12**

Goal 3: Demonstrate understanding of citizenship and sustainability. *(continued)*

    GLO 3.5: Demonstrate understanding of fashion industry dynamics.

		11.3.5.1 Describe the role of profit, competition, and supply and demand in the economy.	12.3.5.1 ⟶
		11.3.5.2 Describe the four major elements of marketing and merchandising: product, price, place, and promotion.	12.3.5.2 ⟶
		11.3.5.3 Describe the importance and methods of market research from concept to final product.	12.3.5.3 ⟶
		11.3.5.4 Describe/analyze a company's target market based on common characteristics.	12.3.5.4 Analyze the apparel needs of different demographics (e.g., mobility, aging populations, accessibility, etc.).
		11.3.5.5 Explain how apparel is sized, classified, and promoted based on target market demographics.	12.3.5.5 ⟶
		11.3.5.6 Explain ways the fashion industry uses information technology in marketing.	12.3.5.6 ⟶

0488 Textile Arts and Design (Full Credit)

Grade 9	Grade 10	Grade 11	Grade 12

Goal 3: Demonstrate understanding of citizenship and sustainability. *(continued)*

    GLO 3.5: Demonstrate understanding of fashion industry dynamics. *(continued)*

Grade 9	Grade 10	Grade 11	Grade 12
		11.3.5.7 Research how the fashion industry markets its business practices to the consumer (e.g., business partnerships, Made-in-Canada awareness, ethics and social responsibility, and environmental sustainability).	12.3.5.7 ⟶
		11.3.5.8 Demonstrate awareness of legal standards in the textile industry.	12.3.5.8 Discuss ethical and legal concerns regarding the use of copyrighted material and the inappropriate use of cultural representations (e.g., knock-offs, counterfeits, inappropriate use of embellishments).
		11.3.5.9 Describe and compare various classifications of fashion retail operations (e.g., outlets, online, specialty stores, etc.).	12.3.5.9 Identify the advantages and disadvantages of various fashion retailing operations from both the consumer's and the store's perspective.

Grade 9	Grade 10	Grade 11	Grade 12

Goal 3: Demonstrate understanding of citizenship and sustainability. *(continued)*

    GLO 3.5: Demonstrate understanding of fashion industry dynamics. *(continued)*

Grade 9	Grade 10	Grade 11	Grade 12
		11.3.5.10 Explain the price market categories of apparel (e.g., haute couture, "fast fashion," small business, and locally produced).	12.3.5.10 ⟶
			12.3.5.11 Explain how and where apparel manufacturers sell their products to retail buyers.
			12.3.5.12 Identify the evolution of technology in apparel manufacturing.

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Goal 4: Demonstrate understanding of relationships and influences.

    GLO 4.1: Develop understanding of influences on apparel choices.

Grade 9	Grade 10	Grade 11	Grade 12
9.4.1.1 Identify and explore factors that influence apparel choices (e.g., cultural, fashion trends, emotional, environmental, religious, social, ethical, economic, safety/protection, adornment, modesty, identification, rites of passage, self-exploration, family values).	10.4.1.1 ⟶	11.4.1.1 ⟶	12.4.1.1 ⟶

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Goal 4: Demonstrate understanding of relationships and influences. *(continued)*

  GLO 4.2: Develop understanding of the relationship between apparel and body image.

Grade 9	Grade 10	Grade 11	Grade 12
9.4.2.1 Identify different body images and how that affects attitudes around clothing (e.g., positive and negative).	10.4.2.1 Discuss how body image can affect clothing choices.	11.4.2.1 Discuss the differences in sizing used by retailers and pattern companies, and their effects on body image.	12.4.2.1 ⟶
9.4.2.2 Determine strategies to develop and maintain a positive body image with the understanding that healthy bodies come in a variety of shapes and sizes.	10.4.2.2 ⟶	11.4.2.2 ⟶	12.4.2.2 ⟶
9.4.2.3 Investigate media campaigns and their effect on mental and physical well-being.	10.4.2.3 ⟶	11.4.2.3 Compare media campaigns and their influences on positive mental and physical well-being.	12.4.2.3 ⟶
9.4.2.4 Describe the effects of fashion on individuality.	10.4.2.4 ⟶	11.4.2.4 Analyze apparel messages and societal expectations (e.g., fashion and consent, gender conformity in fashion, self-expression, etc.).	12.4.2.4 ⟶

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Goal 5: Develop understanding of environmental design.

    GLO 5.1: Develop understanding of environmental design.

The Grades 11 and 12 Environmental Design curricula are full-credit and half-credit courses. Please visit the Manitoba Education and Training website for these documents.

Grade 9	Grade 10	Grade 11	Grade 12
9.5.1.1 Define environmental design as it relates to the textiles used in our homes (e.g., interior and exterior décor).	10.5.1.1 ⟶		
9.5.1.2 Discuss the importance of design and its relationship to human well-being and the places we inhabit.	10.5.1.2 ⟶		

0488 Textile Arts and Design (Full Credit)

Grade 9	Grade 10	Grade 11	Grade 12

Goal 5: Develop understanding of environmental design. *(continued)*

    GLO 5.2: Demonstrate understanding of the principles and elements of environmental design.

Grade 9	Grade 10	Grade 11	Grade 12
9.5.2.1 Identify the vocabulary of principles and elements of design as applied to the built environment (e.g., interior décor).	10.5.2.1 Analyze the principles and elements of design and their use as applied to the built environment (e.g., interior décor).		
9.5.2.2 Apply the built environment principles and elements of design to an interior illustration.	10.5.2.2 $\longrightarrow$		
	10.5.2.3 Apply the principles and elements of design to a décor project.		

    GLO 5.3: Develop understanding of the evolution of environmental design.

Grade 9	Grade 10	Grade 11	Grade 12
	10.5.3.1 Identify various historic design periods and styles (e.g., interior, exterior, furnishings).		
	10.5.3.2 Identify various design styles that are used today (e.g., interior, exterior, furnishings).		

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Grade 9	Grade 10	Grade 11	Grade 12

Goal 5: Develop understanding of environmental design. *(continued)*

    GLO 5.4: Develop understanding of the impact of environmental design throughout the lifespan.

Grade 9	Grade 10	Grade 11	Grade 12
	10.5.4.1 Describe the living spaces that people require at specific stages throughout their lives.		
	10.5.4.2 Investigate physical spaces and their effect on mental and physical well-being.		
	10.5.4.3 Define the principles of universal design, including inclusive design.		

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Grade 9	Grade 10	Grade 11	Grade 12

Goal 6: Demonstrate understanding of career development and the skills required.

GLO 6.1: Demonstrate personal and social skills.

Note: GLO 6.1 to 6.5 outcomes are to be integrated throughout the textile arts and design course and are not intended to be a unit of study.

Grade 9	Grade 10	Grade 11	Grade 12
9.6.1.1 Demonstrate understanding of others and their perspectives.	10.6.1.1 ⟶	11.6.1.1 ⟶	12.6.1.1 ⟶
9.6.1.2 Communicate effectively with others.	10.6.1.2 ⟶	11.6.1.2 ⟶	12.6.1.2 ⟶
9.6.1.3 Participate in a positive manner.	10.6.1.3 ⟶	11.6.1.3 ⟶	12.6.1.3 ⟶
9.6.1.4 Demonstrate responsibility in being accountable for their actions.	10.6.1.4 ⟶	11.6.1.4 ⟶	12.6.1.4 ⟶
9.6.1.5 Listen in order to understand and learn.	10.6.1.5 ⟶	11.6.1.5 ⟶	12.6.1.5 ⟶
9.6.1.6 Enhance personal growth through continuous learning.	10.6.1.6 ⟶	11.6.1.6 ⟶	12.6.1.6 ⟶

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Grade 9	Grade 10	Grade 11	Grade 12

Goal 6: Demonstrate understanding of career development and the skills required. *(continued)*

    GLO 6.2: Demonstrate thinking and decision-making skills.

Grade 9	Grade 10	Grade 11	Grade 12
9.6.2.1 Explain their thinking to others in a way that is clear, accurate, logical, and complete.	10.6.2.1 ⟶	11.6.2.1 ⟶	12.6.2.1 ⟶
9.6.2.2 Use innovative thinking in decision making.	10.6.2.2 ⟶	11.6.2.2 ⟶	12.6.2.2 ⟶
9.6.2.3 Compare and contrast common approaches to decision making.	10.6.2.3 ⟶	11.6.2.3 ⟶	12.6.2.3 ⟶
9.6.2.4 Identify factors that affect decision making.	10.6.2.4 ⟶	11.6.2.4 ⟶	12.6.2.4 ⟶
9.6.2.5 Interpret fact from opinion when making effective decisions.	10.6.2.5 ⟶	11.6.2.5 ⟶	12.6.2.5 ⟶
9.6.2.6 Predict and analyze the outcome of a decision.	10.6.2.6 ⟶	11.6.2.6 ⟶	12.6.2.6 ⟶
9.6.2.7 Apply decision-making strategies to learning, life, and work.	10.6.2.7 ⟶	11.6.2.7 ⟶	12.6.2.7 ⟶

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Grade 9	Grade 10	Grade 11	Grade 12

Goal 6: Demonstrate understanding of career development and the skills required. *(continued)*

    GLO 6.3: Demonstrate teamwork skills.

Grade 9	Grade 10	Grade 11	Grade 12
9.6.3.1 Demonstrate the ability to work independently and collaboratively as a team member.	10.6.3.1 ⟶	11.6.3.1 ⟶	12.6.3.1 ⟶
9.6.3.2 Develop strategies to build positive and respectful working relationships with all team members.	10.6.3.2 ⟶	11.6.3.2 ⟶	12.6.3.2 ⟶
9.6.3.3 Recognize and acknowledge the opinions and contributions of team members to build consensus to achieve individual/team goals.	10.6.3.3 ⟶	11.6.3.3 ⟶	12.6.3.3 ⟶
9.6.3.4 Use a variety of strategies to resolve conflicts peacefully and fairly with respect for others.	10.6.3.4 ⟶	11.6.3.4 ⟶	12.6.3.4 ⟶
9.6.3.5 Collaborate with others to establish and determine individual/team member roles, goals, and responsibilities.	10.6.3.5 ⟶	11.6.3.5 ⟶	12.6.3.5 ⟶

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Grade 9	**Grade 10**	**Grade 11**	**Grade 12**

Goal 6: Demonstrate understanding of career development and the skills required. *(continued)*

    GLO 6.4: Demonstrate understanding of project management skills.

9.6.4.1 Define, outline, coordinate, complete, assess, analyze, and reflect on an individual/group project.	10.6.4.1 ⟶	11.6.4.1 ⟶	12.6.4.1 ⟶
9.6.4.2 Demonstrate individual/group flexibility, adaptability, and resilience during the project process with the ability to adapt to new and evolving situations.	10.6.4.2 ⟶	11.6.4.2 ⟶	12.6.4.2 ⟶
9.6.4.3 Determine skills and strategies required for an independent/group project (e.g., communication, leadership, organizational, teamwork, social skills, etc.).	10.6.4.3 ⟶	11.6.4.3 ⟶	12.6.4.3 ⟶
9.6.4.4 Identify and evaluate transferable skills after completing an individual/group project.	10.6.4.4 ⟶	11.6.4.4 ⟶	12.6.4.4 ⟶
9.6.4.5 Reflect on personal skills and strategies developed and their application to learning, life, and work.	10.6.4.5 ⟶	11.6.4.5 ⟶	12.6.4.5 ⟶

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Grade 9	Grade 10	Grade 11	Grade 12

Goal 6: Demonstrate understanding of career development and the skills required. *(continued)*

    GLO 6.5: Explore careers related to textile arts and design.

Grade 9	Grade 10	Grade 11	Grade 12
9.6.5.1 Demonstrate understanding of career opportunities related to textile arts and design (e.g., marketing, design, retail, production, industry, technology, arts, and education).	10.6.5.1 Identify the potential textile arts and design–related employment opportunities in their communities.	11.6.5.1 Compare differences among textile arts and design–related work, jobs, occupations, and careers.	12.6.5.1 Determine how entrepreneurship differs from working for others in the area of textile arts and design.
9.6.5.2 Identify how interests, knowledge, skills, values, and attitudes relate to work.	10.6.5.2 Demonstrate understanding of how interests, knowledge, skills, values, and attitudes are transferable to various work roles.	11.6.5.2 Develop criteria to compare occupations in the area of textile arts and design (e.g., skills, interests, values, personal style, family background, lifestyles, and goals).	12.6.5.2 $\longrightarrow$
		11.6.5.3 Explore and discover career opportunities in the area of textile arts and design in relation to personal career interests.	12.6.5.3 Compare and contrast the education plan required for various careers in the area of textile arts and design.

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Grade 9	Grade 10	Grade 11	Grade 12

Goal 6: Demonstrate understanding of career development and the skills required. *(continued)*

    GLO 6.6: Apply learning to a practicum experience (optional).

Students have the ability to participate in experiential learning in a supervised setting for a practicum for up to 20 hours as part of this full-credit course. Students must be visited by the teacher at the workplace regularly.

Manitoba Education and Training assumes responsibility for Workers Compensation coverage for all students of work-related education. Each program must be registered with the department prior to implementing any phase of an experiential career-readiness learning program. For further information, see www.edu.gov.mb.ca/k12/policy/work_ed.html.

Students may be required by the practicum placements to provide certain documentation before being allowed on a practicum (e.g., Criminal Record and Vulnerable Sector Check, Child Abuse Registry Check, etc.).

Grade 9	Grade 10	Grade 11	Grade 12
9.6.6.1 Use a variety of sources to identify local practicum opportunities.	10.6.6.1 ⟶	11.6.6.1 ⟶	12.6.6.1 ⟶
9.6.6.2 Apply knowledge from this course to their practicum opportunity.	10.6.6.2 ⟶	11.6.6.2 ⟶	12.6.6.2 ⟶
9.6.6.3 Work cooperatively, conscientiously, and safely to complete all assigned tasks.	10.6.6.3 ⟶	11.6.6.3 ⟶	12.6.6.3 ⟶
9.6.6.4 Use work-life balance strategies and stress-management techniques effectively.	10.6.6.4 ⟶	11.6.6.4 ⟶	12.6.6.4 ⟶

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Grade 9	Grade 10	Grade 11	Grade 12

Goal 6: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 6.6: Apply learning to a practicum experience (optional). *(continued)*

Grade 9	Grade 10	Grade 11	Grade 12
9.6.6.5 Act ethically and within the scope of the practicum preparation and experience, including provincial policies, procedures, and legislation.	10.6.6.5 ⟶	11.6.6.5 ⟶	12.6.6.5 ⟶
9.6.6.6 Gain knowledge about the job by observing and/or assisting other employees, and by completing tasks as assigned.	10.6.6.6 ⟶	11.6.6.6 ⟶	12.6.6.6 ⟶
9.6.6.7 Maintain and submit accurate records, reports, and/or reflections.	10.6.6.7 ⟶	11.6.6.7 ⟶	12.6.6.7 ⟶