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

Manitoba Curriculum
Framework of Outcomes

Because Grades 9 to 12 Textiles Arts and Design (Half Credit) does not cover all of the goals and outcomes covered in the full-credit course framework, its outcomes numbering system does not always appear to be sequential.

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 half credit by undertaking and successfully completing a course of study designed for a minimum of 55 hours of instruction.

0488 Textile Arts and Design (half credit)	15S 15E 15M 25S 25E 25M 35S 35E 35M 45S 45E 45M

Half-credit courses enable schools to offer two pre-determined curriculum areas within the semester based on depending on the teacher expertise available and facility demands (e.g., 55 hours in two areas of study within the domain of human ecology: textile arts and design, family studies, food and nutrition, and Grades 11 and 12 Environmental Design). This still provides the opportunity to receive one full credit towards their high school graduation requirements.

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 illustrati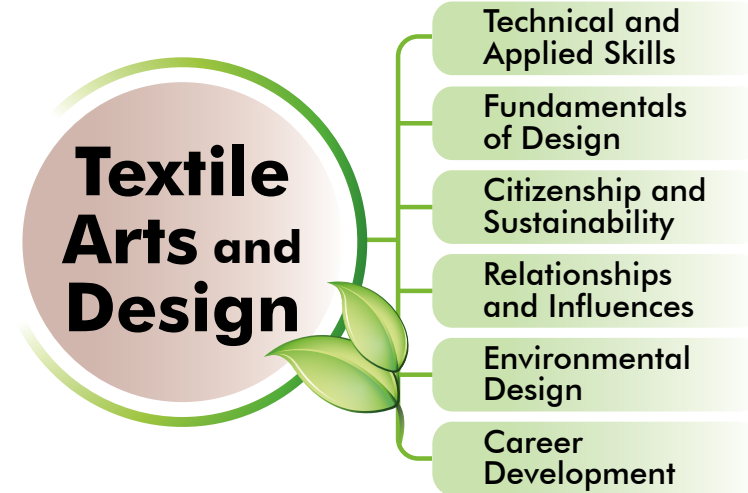on, marketing, and merchandising while acknowledging the environmental and social justice influences on global communities.

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 (Half 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 (Half 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)*

Grade 9	Grade 10	Grade 11	Grade 12
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 (Half 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.

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 ⟶
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 ⟶

0488 Textile Arts and Design (Half 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**
9.1.3.8 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 ⟶	11.1.3.11 ⟶	12.1.3.11 ⟶
9.1.3.12 Evaluate and critique a product according to a set criteria.	10.1.3.13 ⟶	11.1.3.13 ⟶	12.1.3.14 ⟶

0488 Textile Arts and Design (Half 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.).

      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 ⟶

0488 Textile Arts and Design (Half Credit)

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.

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 ⟶
	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 (Half 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 ⟶
9.3.1.4 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 ⟶

0488 Textile Arts and Design (Half 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.

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 ⟶	11.3.3.1 ⟶	12.3.3.1 ⟶
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 ⟶	12.3.3.2 Recognize clothing security at the community and global levels.

0488 Textile Arts and Design (Half Credit)

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 ⟶

0488 Textile Arts and Design (Half Credit)

Grade 9	Grade 10	Grade 11	Grade 12

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 ⟶

    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 ⟶

0488 Textile Arts and Design (Half Credit)

Grade 9	Grade 10	Grade 11	Grade 12

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 ⟶		

    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).		

0488 Textile Arts and Design (Half Credit)

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 ⟶

0488 Textile Arts and Design (Half Credit)

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 $\longrightarrow$	11.6.2.1 $\longrightarrow$	12.6.2.1 $\longrightarrow$
9.6.2.2 Use innovative thinking in decision making.	10.6.2.2 $\longrightarrow$	11.6.2.2 $\longrightarrow$	12.6.2.2 $\longrightarrow$
9.6.2.3 Compare and contrast common approaches to decision making.	10.6.2.3 $\longrightarrow$	11.6.2.3 $\longrightarrow$	12.6.2.3 $\longrightarrow$
9.6.2.4 Identify factors that affect decision making.	10.6.2.4 $\longrightarrow$	11.6.2.4 $\longrightarrow$	12.6.2.4 $\longrightarrow$
9.6.2.5 Interpret fact from opinion when making effective decisions.	10.6.2.5 $\longrightarrow$	11.6.2.5 $\longrightarrow$	12.6.2.5 $\longrightarrow$
9.6.2.6 Predict and analyze the outcome of a decision.	10.6.2.6 $\longrightarrow$	11.6.2.6 $\longrightarrow$	12.6.2.6 $\longrightarrow$
9.6.2.7 Apply decision-making strategies to learning, life, and work.	10.6.2.7 $\longrightarrow$	11.6.2.7 $\longrightarrow$	12.6.2.7 $\longrightarrow$

0488 Textile Arts and Design (Half Credit)

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 ⟶

0488 Textile Arts and Design (Half Credit)

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.

Grade 9	Grade 10	Grade 11	Grade 12
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 ⟶

0488 Textile Arts and Design (Half Credit)

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 ⟶