MIDDLE YEARS
CLOTHING AND TEXTILES
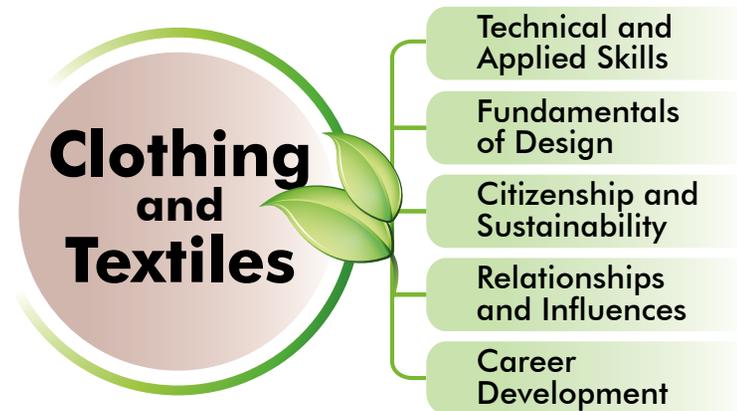
Manitoba Curriculum
Framework of Outcomes

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.

MIDDLE YEARS CLOTHING AND TEXTILES

Clothing and textiles courses create 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.

In Manitoba, the content of the Middle Years Clothing and Textiles 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 to understand the elements and principles of design as they relate to fashion.

3. **Citizenship and Sustainability:** The learning experiences in this goal will assist students as they develop the knowledge and skills to become citizens who look towards positive changes to connect with community.

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 to understand the issues and challenges that affect individuals, families, and communities.

5. **Career Development:** The learning experiences in this goal will assist students as they develop the knowledge and skills that are necessary for effective communication, teamwork, and leadership for success in learning, life, and work.

Clothing and Textiles

- Technical and Applied Skills
- Fundamentals of Design
- Citizenship and Sustainability
- Relationships and Influences
- 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 *Middle Years Human Ecology: Manitoba Curriculum Framework of Outcomes, 2018* 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 learning 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.

Each grade requires students to develop a conceptual knowledge base and skill set. Some learning outcomes will be similar for all four levels; in other situations, each level will build on previous knowledge and will progress from simple to more complex conceptual understanding.

Middle Years Exploratory/Introductory		Middle Years Intermediate	
Grade 5	**Grade 6**	**Grade 7**	**Grade 8**

Goal 1: Demonstrate technical and applied skills.

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

Grade 5	Grade 6	Grade 7	Grade 8
5.1.1.1 Identify and maintain clean work environments.	6.1.1.1 ⟶	7.1.1.1 ⟶	8.1.1.1 ⟶
5.1.1.2 Identify and demonstrate safe behaviour within the work area.	6.1.1.2 ⟶	7.1.1.2 ⟶	8.1.1.2 ⟶
5.1.1.3 Identify and demonstrate safe set-up, handling, and usage of equipment, tools, and materials.	6.1.1.3 ⟶	7.1.1.3 ⟶	8.1.1.3 ⟶
5.1.1.4 Demonstrate and describe safety procedures used to handle textile media (e.g., fabric dyes, paints, markers, adhesives, etc.).	6.1.1.4 ⟶	7.1.1.4 ⟶	8.1.1.4 ⟶
5.1.1.5 Identify, describe, and demonstrate precautionary safety measures for unsafe situations (e.g., recognize ways to prevent accidents; correct any potential for accidents).	6.1.1.5 ⟶	7.1.1.5 ⟶	8.1.1.5 ⟶

Middle Years Exploratory/Introductory		Middle Years Intermediate	
Grade 5	**Grade 6**	**Grade 7**	**Grade 8**

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

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

5.1.1.6 Identify and know how to respond appropriately to major and minor accidents.	6.1.1.6 ⟶	7.1.1.6 ⟶	8.1.1.6 ⟶
5.1.1.7 Identify, describe, use, and care for equipment, tools, and materials.	6.1.1.7 ⟶	7.1.1.7 ⟶	8.1.1.7 ⟶
5.1.1.8 Demonstrate the proper use and care of the sewing machine.	6.1.1.8 Demonstrate the proper use and care of sewing machines and equipment (e.g., serger, embroidery machine, heat press, etc.).	7.1.1.8 ⟶	8.1.1.8 ⟶

> **GLO 1.2:** Demonstrate literacy and numeracy skills as they apply to equipment and tools.**

** 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.

5.1.2.1 Identify, describe, use, and care for equipment and tools (e.g., cutting, pins, needles, measuring tape, iron).	6.1.2.1 ⟶	7.1.2.1 Identify, describe, select, use, and care for equipment and tools for the task (e.g., cutting, pins, needles, measuring tape, iron).	8.1.2.1 Analyze equipment and tools in order to select the proper tool for the task (e.g., selecting between types of shears, scissors, or rotary cutter).

Middle Years Exploratory/Introductory		Middle Years Intermediate	
Grade 5	**Grade 6**	**Grade 7**	**Grade 8**

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

    GLO 1.2: Demonstrate literacy and numeracy skills as they apply to equipment and tools. *(continued)*

Grade 5	Grade 6	Grade 7	Grade 8
5.1.2.2 Identify gradations on a variety of measuring tools (e.g., measuring tape or gauge).	6.1.2.2 Identify and use the proper measuring tool for the task.	7.1.2.2 ⟶	8.1.2.2 ⟶
5.1.2.3 List imperial and metric abbreviations on basic tools.	6.1.2.3 List imperial and metric abbreviations on a variety of measuring tools.	7.1.2.3 ⟶	8.1.2.3 ⟶
5.1.2.4 Identify the heat settings on an iron.	6.1.2.4 ⟶	7.1.2.4 Identify and use the proper heat setting for the fabric property (e.g., cotton, synthetics, etc.).	8.1.2.4 ⟶
5.1.2.5 List the main parts of a sewing machine (e.g., hand wheel, needle plate, etc.).	6.1.2.5 Identify the main parts of the sewing machine and describe their functions.	7.1.2.5 ⟶	8.1.2.5 ⟶
	6.1.2.6 Identify and describe the main parts of specialty machine(s) and their functions.	7.1.2.6 ⟶	8.1.2.6 ⟶

Middle Years Exploratory/Introductory		Middle Years Intermediate	
Grade 5	**Grade 6**	**Grade 7**	**Grade 8**

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

> **GLO 1.3:** Demonstrate literacy and numeracy skills as they apply to patterns and materials.**

** 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.			

Grade 5	Grade 6	Grade 7	Grade 8
5.1.3.1 Identify metric and imperial measurement (e.g., cm, inches) in a pattern/project.	6.1.3.1 ⟶	7.1.3.1 Apply metric and imperial measurement in a pattern/project.	8.1.3.1 ⟶
5.1.3.2 Identify basic textile terminology related to pattern use (e.g., selvage, grain, fold, etc.).	6.1.3.2 ⟶	7.1.3.2 Identify basic textile terminology related to pattern use (e.g., selvage, grain, bias, fold, etc.).	8.1.3.2 ⟶
5.1.3.3 Identify basic pattern symbols (e.g., notches, grainline, place on fold).	6.1.3.3 ⟶	7.1.3.3 Demonstrate the ability to read and interpret pattern symbols.	8.1.3.3 ⟶
5.1.3.4 Demonstrate basic preconstruction procedures as applied to a project (e.g., pattern layout, pinning, cutting, marking techniques).	6.1.3.4 ⟶	7.1.3.4 Demonstrate basic preconstruction procedures as applied to a project (e.g., fabric preparation, pattern layout, pinning, cutting, marking techniques).	8.1.3.4 ⟶
5.1.3.5 Demonstrate the ability to match and pin.	6.1.3.5 ⟶	7.1.3.5 ⟶	8.1.3.5 ⟶

Middle Years Exploratory/Introductory		Middle Years Intermediate	
Grade 5	**Grade 6**	**Grade 7**	**Grade 8**

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

> **GLO 1.3:** Demonstrate literacy and numeracy skills as they apply to patterns and materials. *(continued)*

Middle Years Exploratory/Introductory		Middle Years Intermediate	
5.1.3.6 Identify and demonstrate proper cutting techniques.	6.1.3.6 ⟶	7.1.3.6 Select and demonstrate the proper cutting techniques (e.g., shears, grading, etc.).	8.1.3.6 ⟶
		7.1.3.7 Demonstrate correct body-measuring techniques.	8.1.3.7 ⟶
		7.1.3.8 Demonstrate the ability to research and interpret information from a variety of pattern sources (e.g., Internet, social media, fabric store).	8.1.3.8 ⟶

> **GLO 1.4:** Demonstrate literacy and numeracy skills as they apply to construction fundamentals.

Middle Years Exploratory/Introductory		Middle Years Intermediate	
5.1.4.1 Identify basic construction vocabulary (e.g., terms, techniques, etc.).	6.1.4.1 ⟶	7.1.4.1 Demonstrate the ability to use the appropriate construction vocabulary to complete a project.	8.1.4.1 ⟶
5.1.4.2 Demonstrate the ability to read and follow project instructions (e.g., using text and/or images).	6.1.4.2 ⟶	7.1.4.2 Demonstrate the ability to read, interpret, and follow instructions.	8.1.4.2 ⟶

Middle Years Exploratory/Introductory		Middle Years Intermediate	
Grade 5	**Grade 6**	**Grade 7**	**Grade 8**

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

    GLO 1.4: Demonstrate literacy and numeracy skills as they apply to construction fundamentals. *(continued)*

Middle Years Exploratory/Introductory		Middle Years Intermediate	
5.1.4.3 Demonstrate basic hand sewing and/or machine techniques.	6.1.4.3 ⟶	7.1.4.3 Demonstrate basic hand sewing and/or machine construction procedures (e.g., sample and practice seams, seam finishes, etc.).	8.1.4.3 ⟶
5.1.4.4 Complete project(s) using hand and/or machine sewing techniques (e.g., simple projects such as a bookmark with button, beadwork, leather drums, etc.).	6.1.4.4 Complete project(s) using hand and/or machine sewing techniques (e.g., basic projects such as a pillow, kite, puppet, stuffed animals).	7.1.4.4 Produce projects using hand and/or machine sewing techniques (e.g., advanced projects such as a garment, gym bag, or accessory).	8.1.4.4 ⟶
5.1.4.5 Complete project(s) according to a specified criteria, including timelines, to produce a quality product.	6.1.4.5 ⟶	7.1.4.5 ⟶	8.1.4.5 ⟶
		7.1.4.6 Evaluate and critique a textile product according to a set criteria.	8.1.4.6 ⟶

Middle Years Exploratory/Introductory		Middle Years Intermediate	
Grade 5	**Grade 6**	**Grade 7**	**Grade 8**

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

    GLO 1.5: Develop understanding of a variety of fabrics.

Grade 5	Grade 6	Grade 7	Grade 8
		7.1.5.1 Identify basic textile terminology (e.g., fibres, yarns, and fabric).	8.1.5.1 ⟶
		7.1.5.2 List natural and human-made sources of fibres (e.g., plant, animal, mineral, and chemical).	8.1.5.2 Categorize what adolescents are wearing as either natural or human-made fibres (or both/blends).
		7.1.5.3 Describe methods of fabric production (e.g., woven, knit, felt, etc.).	8.1.5.3 ⟶
		7.1.5.4 Describe textile labels as a source of information (e.g., care symbols, fibre content, country of origin, size, etc.).	8.1.5.4 Explain the Canadian textile care symbol system.
			8.1.5.5 Describe methods of care for clothing/textile products to maintain their appearance and longevity (clothing care labels, laundering processes/products, and stain removal).

Middle Years Exploratory/Introductory		Middle Years Intermediate	
Grade 5	**Grade 6**	**Grade 7**	**Grade 8**

Goal 2: Demonstrate understanding of fundamentals of design.

    GLO 2.1: Develop understanding of the elements of design.

5.2.1.1 Identify colour and texture as basic elements of design in projects and/or images.	6.2.1.1 $\longrightarrow$	7.2.1.1 Identify basic elements of design (e.g., colour, texture, line, shape, and space in projects and/or images).	8.2.1.1 $\longrightarrow$
5.2.1.2 Demonstrate proper application of simple textile media and embellishments as related to colour and texture (e.g., fabric markers, paints, and beading).	6.2.1.2 Demonstrate proper application of basic textile media and embellishments as related to colour and texture (e.g., dye, embroidery, and appliqué).	7.2.1.2 Demonstrate proper application of advanced textile media and embellishments as related to the elements of design.	8.2.1.2 $\longrightarrow$

Middle Years Exploratory/Introductory		Middle Years Intermediate	
Grade 5	**Grade 6**	**Grade 7**	**Grade 8**

Goal 2: Demonstrate understanding of fundamentals of design.

    GLO 2.2: Develop understanding of culture within clothing/textiles.

Teachers are encouraged to access additional resources and/or consult with an Elder(s) or Knowledge Keeper(s) when implementing Indigenous learning outcomes that address traditional protocols. See Appendix 3.

Middle Years Exploratory/Introductory		Middle Years Intermediate	
5.2.2.1 Identify factors that influence clothing/ textile choices (e.g., family, peers, media, culture, role, environment, religious, social, ethical, economics).	6.2.2.1 ⟶	7.2.2.1 ⟶	8.2.2.1 ⟶
5.2.2.2 Define culture, identify the clothing/textile symbolism related to various cultures (e.g., motifs, patterns).	6.2.2.2 ⟶	7.2.2.2 Define culture and identify clothing/textile products that are an expression of culture and heritage.	8.2.2.2 ⟶
5.2.2.3 Identify and explain the appropriate use of traditional dress (e.g., celebrations, ceremonies, competitions).	6.2.2.3 ⟶	7.2.2.3 ⟶	8.2.2.3 ⟶

Middle Years Exploratory/Introductory		Middle Years Intermediate	
Grade 5	**Grade 6**	**Grade 7**	**Grade 8**

Goal 3: Demonstrate understanding of citizenship and sustainability.

    GLO 3.1: Explore clothing security and social justice as they relate to clothing/textiles.

5.3.1.1 Identify Maslow's Hierarchy of Needs in relation to clothing security.	6.3.1.1 ⟶	7.3.1.1 ⟶	8.3.1.1 ⟶
5.3.1.2 Describe clothing security (e.g., availability and accessibility) at the community level.	6.3.1.2 ⟶	7.3.1.2 Describe clothing security (e.g., availability and accessibility) within rural, urban, and/or northern locations.	8.3.1.2 Describe clothing security (e.g., availability, accessibility, adequacy, and acceptability) within rural, urban, and/or northern locations.
5.3.1.3 Identify local programs to increase clothing security (e.g., education programs, thrift stores, clothing drives, etc.).	6.3.1.3 Identify sources of surplus clothing and how they can contribute to clothing security (e.g., clothes swapping, donations, recycled within the family/friends/clan, etc.).	7.3.1.3 Investigate how to access and/or contribute to clothing initiatives to connect with communities in rural, urban, and/or northern locations.	8.3.1.3 Create an action plan that would demonstrate the sharing of clothing with those in need.
5.3.1.4 Investigate opportunities to benefit your community through service learning projects (e.g., sewing for others).	6.3.1.4 ⟶	7.3.1.4 Investigate opportunities to benefit your community through service learning projects (e.g., sewing for others, collecting and repairing items, raising awareness, etc.).	8.3.1.4 ⟶

Middle Years Exploratory/Introductory		Middle Years Intermediate	
Grade 5	**Grade 6**	**Grade 7**	**Grade 8**

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

GLO 3.2: Explore making informed and responsible consumer decisions related to clothing/textiles.

5.3.2.1 Identify consumer responsibilities when purchasing of clothing/textile products (e.g., quality, value, and cost).	6.3.2.1 ⟶	7.3.2.1 Compare the quality, value, and cost of clothing/ textile products from different sources (e.g., retail, thrift stores, consignment, clothes swapping, etc.)	8.3.2.1 ⟶
5.3.2.2 Identify sources of underutilized clothing/ textiles products in your community (e.g., online, thrift, consignment, and up-cycle stores).	6.3.2.2 ⟶	7.3.2.2 ⟶	8.3.2.2 ⟶
5.3.2.3 Identify ways in which a product can be up-cycled (e.g., repair, alter, re-design, recycled).	6.3.2.3 ⟶	7.3.2.3 ⟶	8.3.2.3 ⟶
5.3.2.4 Produce a simple up-cycled project (e.g., t-shirt into pillow, glove monsters, etc.).	6.3.2.4 Produce a basic up-cycled project (e.g., sock puppets, fabric scraps into pillow or organizer, etc.).	7.3.2.4 Produce an advanced up-cycled project (e.g., shorts into skirt, jackets into vests, jeans into bag, etc.).	8.3.2.4 ⟶
			8.3.2.5 Demonstrate the ability to repair and/or alter personal clothing or accessories using basic sewing skills (e.g., apply an appliqué/patch, replace a button, alter a hem, repair a seam).

Middle Years Exploratory/Introductory		Middle Years Intermediate	
Grade 5	**Grade 6**	**Grade 7**	**Grade 8**

Goal 4: Demonstrate understanding of relationships and influences.

    GLO 4.1: Develop understanding of influences on clothing/textile choices.

Grade 5	Grade 6	Grade 7	Grade 8
5.4.1.1 Describe the difference between needs and wants as they relate to clothing/textile choices.	6.4.1.1 Identify current clothing/textile choices as needs or wants.	7.4.1.1 ⟶	8.4.1.1 ⟶
5.4.1.2 Identify current clothing/textiles fads.	6.4.1.2 ⟶	7.4.1.2 Identify clothing/textiles fads and how they affect your personal clothing choices.	8.4.1.2 Describe the influences on clothing/textiles fads (e.g., culture, media, etc.)
5.4.1.3 Identify current use of technology in clothing/textiles products.	6.4.1.3 ⟶	7.4.1.3 Identify the current and future use of technology in clothing/textile products.	8.4.1.3 ⟶

Middle Years Exploratory/Introductory		Middle Years Intermediate	
Grade 5	**Grade 6**	**Grade 7**	**Grade 8**

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

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

Middle Years Exploratory/Introductory		Middle Years Intermediate	
5.4.2.1 Identify the significance of clothing/textile choices in various social settings (e.g., non-verbal communication, dress codes, roles, messages).	6.4.2.1 ⟶	7.4.2.1 Explain the ability of clothing/textiles to satisfy physical and socio-emotional needs (e.g., protection, comfort, status, identification, etc.).	8.4.2.1 ⟶
5.4.2.2 Identify impact of the media (e.g., Internet, social media, apps) on personal clothing choices.	6.4.2.2 Describe how media influences (e.g., Internet, social media, apps) on personal clothing choices (e.g., marketing strategies such as digital manipulation, etc.).	7.4.2.2 Examine the marketing strategies (e.g., digital manipulation, target market, information technology, etc.) used in clothing media campaigns.	8.4.2.2 Examine the marketing strategies (e.g., digital manipulation, target market, information technology, etc.) used in clothing media campaigns and their influences on positive mental and physical well-being.
			8.4.2.3 Identify strategies (e.g., positive self-talk; participate in activities; talk with friends, family, and clan) to develop and maintain a positive body image with the understanding that healthy bodies come in a variety of shapes and sizes.

Middle Years Exploratory/Introductory		Middle Years Intermediate	
Grade 5	**Grade 6**	**Grade 7**	**Grade 8**

Goal 5: Demonstrate understanding of career development and the skills required.

    GLO 5.1: Demonstrate personal and social skills.

    Note: GLO 5.1 to 5.3 outcomes are to be integrated throughout the clothing and textiles course and are not intended to be a unit of study.

5.6.1.1 Demonstrate understanding of others and their perspectives.	6.5.1.1 ⟶	7.5.1.1 ⟶	8.5.1.1 ⟶
5.6.1.2 Communicate effectively with others.	6.5.1.2 ⟶	7.5.1.2 ⟶	8.5.1.2 ⟶
5.6.1.3 Participate in a positive manner.	6.5.1.3 ⟶	7.5.1.3 ⟶	8.5.1.3 ⟶
5.6.1.4 Demonstrate responsibility in being accountable for their actions.	6.5.1.4 ⟶	7.5.1.4 ⟶	8.5.1.4 ⟶
5.6.1.5 Listen in order to understand and learn.	6.5.1.5 ⟶	7.5.1.5 ⟶	8.5.1.5 ⟶
5.6.1.6 Enhance personal growth through continuous learning.	6.5.1.6 ⟶	7.5.1.6 ⟶	8.5.1.6 ⟶

Middle Years Exploratory/Introductory		Middle Years Intermediate	
Grade 5	**Grade 6**	**Grade 7**	**Grade 8**

Goal 5: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 5.2: Demonstrate thinking and decision-making skills

5.5.2.1 Explain their thinking to others in a way that is clear, accurate, logical, and complete.	6.5.2.1 ⟶	7.5.2.1 ⟶	8.5.2.1 ⟶
5.5.2.2 Use innovative thinking in decision making.	6.5.2.2 ⟶	7.5.2.2 ⟶	8.5.2.2 ⟶
5.5.2.3 Compare and contrast common approaches to decision making.	6.5.2.3 ⟶	7.5.2.3 ⟶	8.5.2.3 ⟶
5.5.2.4 Identify factors that affect decision making.	6.5.2.4 ⟶	7.5.2.4 ⟶	8.5.2.4 ⟶
5.5.2.5 Interpret fact from opinion when making effective decisions.	6.5.2.5 ⟶	7.5.2.5 ⟶	8.5.2.5 ⟶
5.5.2.6 Predict and analyze the outcome of a decision.	6.5.2.6 ⟶	7.5.2.6 ⟶	8.5.2.6 ⟶
5.5.2.7 Apply decision-making strategies to learning, life, and work.	6.5.2.7 ⟶	7.5.2.7 ⟶	8.5.2.7 ⟶

Middle Years Exploratory/Introductory		Middle Years Intermediate	
Grade 5	**Grade 6**	**Grade 7**	**Grade 8**

Goal 5: Demonstrate understanding of career development and the skills required. *(continued)*

    GLO 5.3: Demonstrate teamwork.

5.5.3.1 Demonstrate the ability to work independently and collaboratively as a team member.	6.5.3.1 ⟶	7.5.3.1 ⟶	8.5.3.1 ⟶
5.5.3.2 Develop strategies to build positive and respectful working relationships with all team members.	6.5.3.2 ⟶	7.5.3.2 ⟶	8.5.3.2 ⟶
5.5.3.3 Recognize and acknowledge the opinions and contributions of team members to build consensus to achieve individual/team goals.	6.5.3.3 ⟶	7.5.3.3 ⟶	8.5.3.3 ⟶
5.5.3.4 Use a variety of strategies to resolve conflicts peacefully and fairly with respect for others.	6.5.3.4 ⟶	7.5.3.4 ⟶	8.5.3.4 ⟶
5.5.3.5 Collaborate with others to establish and determine individual/team member roles, goals, and responsibilities.	6.5.3.5 ⟶	7.5.3.5 ⟶	8.5.3.5 ⟶

Middle Years Exploratory/Introductory		Middle Years Intermediate	
Grade 5	**Grade 6**	**Grade 7**	**Grade 8**

Goal 5: Demonstrate understanding of career development and the skills required. *(continued)*

   GLO 5.4: Explore careers related to clothing and textiles.

Middle Years Exploratory/Introductory		Middle Years Intermediate	
5.5.4.1 Identify personal interests, aptitudes, skills, knowledge, and successes experienced in the clothing and textiles classroom.	6.5.4.1 ⟶	7.5.4.1 ⟶	8.5.4.1 ⟶
5.5.4.2 Describe the connection between interests and skills in the clothing and textiles education, at home and in the community with skills required in the world of work.	6.5.4.2 ⟶	7.5.4.2 ⟶	8.5.4.2 ⟶
5.5.4.3 Identify types of work that are available based on experiences in the clothing and textiles classroom (e.g., marketing, design, retail, production, industry, technology, arts, and education).	6.5.4.3 ⟶	7.5.4.3 ⟶	8.5.4.3 ⟶

Middle Years Exploratory/Introductory		Middle Years Intermediate	
Grade 5	**Grade 6**	**Grade 7**	**Grade 8**

Goal 5: Demonstrate understanding of career development and the skills required. *(continued)*

    GLO 5.4: Explore careers related to clothing and textiles. *(continued)*

Middle Years Exploratory/Introductory		Middle Years Intermediate	
5.5.4.4 Explain that career planning starts when interest and learning opportunities are available.	6.5.4.4 ⟶	7.5.4.4 ⟶	8.5.4.4 ⟶
			8.5.4.5 Explore interests and discover opportunities to personalize an education path, making informed high school course selections, as well as informed post-secondary and employment decisions.