

CURRICULUM CORRELATION

Textile Foundations 10

The World of Fashion Student Resource and *Teacher Resource* address prescribed learning outcomes of the Home Economics course **Textile Foundations 10**, as identified in the 2007 British Columbia Integrated Resource Package.



PRESCRIBED LEARNING OUTCOMES AND SUGGESTED ACHIEVEMENT INDICATORS	PAGE NUMBERS	
	Student Resource	Teacher Resource
TEXTILE FOUNDATIONS		
Safe Use of Tools and Equipment		
A1. Demonstrate safe use of tools and equipment needed to produce textile items		
Identify and use sewing tools appropriately, including <ul style="list-style-type: none"> cutting tools (e.g., shears, seam ripper, rotary cutters, pinking shears) pins needles (e.g., hand, machine) measuring tools (e.g., measuring tape, seam gauge, hem gauge) marking tools (e.g., tracing paper and wheel, tailor's chalk, fabric marking pencils) 	119, 121–128, 130–135, 137, 139–155	110–112, 114–115, 122–134
Demonstrate correct use of sewing tools (e.g., holding shears correctly while cutting, proper pinning, proper use of seam ripper to prevent fabric damage, placement of tracing paper on fabric)	119, 121–128, 130–135, 137, 139–155	110–112, 114–115, 122–134
Use tools and equipment in a safe manner (e.g., unplug iron when filling, hold shears down when carrying, avoid pins in mouth, avoid sewing/serging over pins, keep fingers away from path of needle/serger blade)	117, 119, 121–128, 130–135, 137, 146–150	108–109, 111–112, 114–115, 125–129, 132–134
Care for and store tools and equipment appropriately (e.g., place iron upright, return bobbin cases and shears to their proper place, turn off equipment when finished)	117, 119, 121–128, 130–135, 137, 146–150	108–109, 111–112, 114–115, 125–129, 132–134
A2. Identify and know how to respond appropriately to emergencies, including		
<ul style="list-style-type: none"> cuts needle injuries burns electrical shocks fires 		
Recognize emergency situations and understand correct response procedures (e.g., alert appropriate authority, apply basic first aid)		
A3. Identify parts of the sewing machine and/or serger and their functions, and apply the basics of operation		
Describe the major parts of a sewing machine and their use (e.g., presser foot, balance/hand wheel, stitch length/width, foot pedal, take-up lever, bobbin winder, reverse, stitch/pattern selector, feed dogs, seam guidelines, tension dial)	119, 121–128, 130–135, 137, 139–146, 151–155	110–112, 114–115, 122–127

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Describe the major parts of a serger and their use (e.g., cutting blade, upper and lower loopers, tension dials, spool pins, balance/hand wheel)	119, 121–128, 130–135, 137, 139–146, 151–155	110–112, 114–115, 122–127
Use a sewing machine correctly (e.g., threading, changing needle, bobbin winding, adjusting settings, adjusting tension, changing feet)	119, 121–128, 130–135, 137, 139–152	111–112, 114–115, 122–134
Use a serger to finish seams and/or roll hems	119, 121–128, 130–135, 137, 139–152	111–112, 114–115, 122–134
A4. Select and use the appropriate type of pressing equipment for a specific task		
Demonstrate the correct use of basic ironing/pressing equipment (e.g., iron and ironing board, appropriate iron temperature, press cloth, seam roll, tailor's ham, sleeve board)	133	114–115
A5. Manage time and resources in the classroom		
With minimal teacher support, organize tasks, manage time, and share resources, assisting others when able (e.g., sharing equipment, staying on task, cleaning up on time)		
How Properties of Textile Fibres Affect Textile Wear and Care		
A6. Explain and use appropriate textile terminology		
Use a variety of textile-related terms in context (e.g., selvage, grainline, raw edge, right and wrong side, nap, bias, cross-wise and length-wise grain)	160–179	140–161
A7. Identify natural and manufactured fibres, and describe their characteristics		
Describe characteristics of natural and manufactured fibres (e.g., absorbency, elasticity, breathability, durability, wrinkle resistance, flammability)	158–167, 179	144–146, 150
Construct textile items in natural and manufactured fibres to explore their characteristics		
A8. Describe care of textile items, including stain removal		
Describe care of natural and manufactured fibres (e.g., washing, drying, and ironing options; natural fibres generally can take higher heat; manufactured fibres generally require a low heat)	158–167, 179	144–146, 150
Explain how to care for textile items using care labels	193	160
Explain how to remove common stains (e.g., ink, blood, gum, oil/grease, cosmetics, grass)		
A9. Demonstrate basic methods of combining yarns to make fabric		
Describe the basic methods of combining yarns into fabrics (e.g., weaving, knitting, bonding)	169–173	147–148
Create small samples of weaving and knitting		



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CONSTRUCTING TEXTILE ITEMS		
B1. Demonstrate an understanding of preconstruction procedures		
<p>With teacher support, prepare pattern and fabric for project construction</p> <ul style="list-style-type: none"> • measure body to determine appropriate pattern size • interpret pattern envelope (e.g., size, view, notions, fabric amount, suggested fabrics, finished measurements) • interpret pattern symbols and sewing instruction sheets • fit and alter pattern • prepare fabric and lay out pattern (e.g., preshrinking fabric, straightening grain, placing grain line correctly, pinning, cutting, marking) 	138–142, 144–150	122–134
B2. Construct and repair garment and textile items using construction basics, including		
<ul style="list-style-type: none"> • closures • stitching • reducing bulk • stabilizing • fitting • hemming • hand sewing 		
<p>With teacher support, use a variety of construction techniques</p> <ul style="list-style-type: none"> • closures (e.g., lapped zipper, centred/slot zipper, machine buttonholes, shank buttons, snaps, Velcro™, eyelets, hook and eye) • stitching (e.g., welt seam, plain seam, staystitching, understitching, basting; seam finishes such as zigzag, stitched and pinked, serged) • reducing bulk (e.g., notching, clipping, trimming, grading) • stabilizing (e.g., interfacing) • fitting (e.g., easing, gathering, single darts, pleats, tucks) • hemming (e.g., slip stitch, machine hem) • hand sewing (e.g., slip stitch, blanket stitch, overcast, back stitch, embroidery stitches) 	147–150	129, 132–134
Use appropriate techniques to construct simple garment elements (e.g., inseam pocket, shirt sleeve, convertible collar, neck facing, waistband/facing)	147–150	129, 132–134
Use tools and equipment to repair textile garments and items		
Use tools and equipment to construct textile projects (e.g., pyjamas, zippered sweatshirt, skirt, pants, bag, quilt, craft project)	147–150	129, 132–134

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APPLYING CREATIVE PROCESSES		
C1. Apply the principles of design to a textile item		
Explain the principles of design (e.g., proportion, balance, emphasis, rhythm, unity) and use in fashion and textiles items	72–93, 94–99, 101–113	78–84, 90–98
C2. Use various embellishment techniques		
Use a variety of methods to embellish textile items (e.g., topstitching, edge stitching, machine embroidering, appliqué, trims, quilting stitches, beading)	149–150	129, 132–134
C3. Demonstrate various ways to recycle clothing and textiles		
Investigate local opportunities to renew and recycle clothing and textiles (e.g., turn used textiles into new products, identify recycling opportunities such as consignment stores, thrift shops, shelters)	196–198, 200–205, 207–208, 210–211, 213, 350–369	167–176, 276–281
Make items that are examples of renewing and recycling clothing and textiles		
FACTORS AFFECTING TEXTILE CHOICE AND USE		
D1. Demonstrate an awareness of cultural influences on fashion and textiles		
Explain the origins and relevance of cultural and ceremonial clothing and textiles (e.g., wedding and mourning attire, Polynesian tapa cloth, cedar bark clothing, button blanket)	17–18, 20–25, 27, 29, 30–51, 53	38–48, 55–59
D2. Describe conditions under which clothing and textiles are produced		
Research where and how clothing and textiles are produced (e.g., process, geography, environmental impact, trade agreements, working conditions)	180–213	156–161, 167–178
CAREER OPPORTUNITIES		
E1. Describe fashion- and textile-related occupations and careers		
Research and discuss fashion- and textile-related occupations and careers and the training required (e.g., weaver, fabric designer, sample sewer, pattern draftsman, fashion marketer, fashion editor, pattern maker, retail manager, buyer, personal shopper)	26, 43, 67, 83, 112, 129, 143, 178, 188, 206, 224, 237, 262, 282, 296, 315, 348, 362	40, 57, 66, 80, 97, 112, 123, 150, 159, 175, 186, 195, 209, 222, 231, 246, 266, 280