

# CURRICULUM CORRELATION

## Textile Foundations 12

*The World of Fashion Student Resource* and *Teacher Resource* address prescribed learning outcomes of the Home Economics course **Textile Foundations 12**, as identified in the 2007 British Columbia Integrated Resource Package.



PRESCRIBED LEARNING OUTCOMES AND SUGGESTED ACHIEVEMENT INDICATORS	PAGE NUMBERS	
	Student Resource	Teacher Resource
<b>TEXTILE FOUNDATIONS</b>		
<b>Safe Use of Tools and Equipment</b>		
<b>A1. Demonstrate safe use of tools and equipment needed to produce textile items</b>		
Select and use sewing tools appropriately, including <ul style="list-style-type: none"> <li>cutting tools (e.g., shears, seam ripper, rotary cutters, pinking shears)</li> <li>pins and alternatives (e.g., pattern weights, glue, basting tape, clips)</li> <li>needles (e.g., hand, machine, twin needle)</li> <li>measuring tools (e.g., measuring tape, seam gauge, hem gauge)</li> <li>marking tools (e.g., tracing paper and wheel, tailor's chalk, fabric marking pencils)</li> </ul>	119, 121–128, 130–135, 137, 139–155	110–112, 114–115, 122–134
Use tools and equipment in a safe manner (e.g., iron, press, or steamer; shears, pins, needles, rotary cutter, sewing machine/serger)	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	117, 119, 121–128, 130–135, 137, 146–150	108–109, 111–112, 114–115, 125–129, 132–134
<b>A2. Identify and know how to respond appropriately to emergencies, including</b> <ul style="list-style-type: none"> <li>cuts</li> <li>needle injuries</li> <li>burns</li> <li>electrical shocks</li> <li>fires</li> </ul>		
Recognize emergency situations and understand correct response procedures (e.g., alert appropriate authority, apply basic first aid)		
<b>A3. Select and use the appropriate sewing machine or serger and settings as needed</b>		
Demonstrate proper selection and use of machines (e.g., tension on sewing machine, threading and differential feed on serger, variety of machine attachments)	119, 121–128, 130–135, 137, 139–146, 151–155	110–112, 114–115, 122–127
<b>A4. Select and use appropriate ironing/pressing equipment</b>		
Demonstrate correct use of ironing/pressing equipment (e.g., appropriate iron temperature, press cloth, seam roll, tailor's ham, sleeve board, needle board, point presser, clapper board)	133	114–115



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<b>A5. Manage time and resources in the classroom</b>		
Organize tasks, manage time, and share resources, assisting others when able (e.g., sharing equipment, staying on task, cleaning up on time)		
<b>How Properties of Textile Fibres Affect Textile Wear and Care</b>		
<b>A6. Explain and use appropriate textile terminology</b>		
Use correct textile-related terms in project construction (e.g., selvage, grainline, raw edge, right and wrong side, nap, bias, cross-wise and length-wise grain, knit, woven, felt, fabric colouring and printing)	160–179	140–161
<b>A7. Identify fibre content by using a variety of testing processes</b>		
Determine the fibre content of fabric using a variety of testing methods (e.g., burning, heating, reaction to chemicals, magnification)		
<b>A8. Justify fabric choice based on suitability for various purposes</b>		
Defend a recommended relationship between fibre content and fabric use (e.g., washability and durability of children’s clothing, colour and fire retardancy of special occupation uniforms)	85, 158–179	144–150
<b>A9. Select and use specialty fabrics for advanced garment projects</b>		
Describe the characteristics and use of a variety of specialty fabrics (e.g., brocade, organza, damask, broadcloth, tweed, terry cloth, suede, single-knit, leather, polar fleece, ripstop)	85, 158–179	144–150
Create a textile item using specialty fabrics		
<b>CONSTRUCTING TEXTILE ITEMS</b>		
<b>B1. Demonstrate an understanding of preconstruction procedures</b>		
Prepare pattern and fabric for project construction <ul style="list-style-type: none"> <li>• measure body to determine appropriate pattern size</li> <li>• interpret pattern envelope</li> <li>• interpret pattern symbols and sewing instruction sheets</li> <li>• with minimal teacher support, fit and alter pattern</li> <li>• prepare fabric and lay out pattern</li> </ul>	138–142, 144–150	122–134
Create, alter, or modify a pattern or use a freeform method to create a textile item (e.g., commercial pattern manipulation, flat pattern drafting, freeform design, draping, computer-assisted design)	144–145, 154–155	123, 130



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<b>B2.</b> Construct and repair advanced garment and textile items using construction basics, including		
<ul style="list-style-type: none"> <li>• closures</li> <li>• stitching</li> <li>• reducing bulk</li> <li>• stabilizing</li> <li>• fitting</li> <li>• hemming</li> <li>• hand sewing</li> </ul>		
Use a variety of construction techniques <ul style="list-style-type: none"> <li>• closures (e.g., lapped zipper, invisible zipper, front fly zipper, bound buttonholes, machine buttonholes, shank buttons, snaps and rivets, eyelets, loop and frog closures)</li> <li>• stitching (e.g., French seam, flat-felled, staystitching, understitching, basting, challenging fabric techniques; seam finishes such as bound/Hong Kong finish, serged)</li> <li>• reducing bulk (e.g., notching, clipping, trimming, grading)</li> <li>• stabilizing (e.g., interfacing, lining, underlining)</li> <li>• fitting (e.g., easing, gathering, single/double darts, pleats, tucks)</li> <li>• hemming (e.g., slip stitch, machine, blind, rolled hem, double needle, hem tape)</li> <li>• hand sewing (e.g., catch stitch, slip stitch, overcast, back stitch, buttonhole stitch, embroidery stitches)</li> </ul>	147–150	129, 132–134
Use appropriate techniques to construct advanced garment elements (e.g., welt pocket, notched collar, set-in sleeve, lining, boning, yoke)	147–150	129, 132–134
Use tools and equipment to repair garments and textile items		
Use tools and equipment to construct advanced textile projects (e.g., lined garment, jean jacket, special occasion wear, swim suit, home decorating item, craft project)	147–150	129, 132–134
<b>APPLYING CREATIVE PROCESSES</b>		
<b>C1.</b> Create textile items incorporating the elements and principles of design		
Justify and apply choice of patterns, fabrics, and embellishments based on the elements and principles of design	72–93, 94–99, 101–113	78–84, 90–98
<b>C2.</b> Experiment with basic processes to print, texturize, and embellish fabric		
Use a variety of processes (e.g., block, transfers, permanent creasing) to create effects on fabric		
Use a variety of methods to embellish textile items (e.g., topstitching, edge stitching, machine and hand embroidering, appliqué, pin tucking, trims, quilting stitches, beading)	149–150	129, 132–134



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<b>C3.</b> Investigate ways to reduce the environmental impact of clothing and textiles		
Research and assess personal opportunities to reduce the environmental impact of clothing and textile use (e.g., select environmentally sustainable fabrics, recycle and reuse clothing, buy less, hold a used clothing auction)	196–198, 200–205, 207–208, 210–211, 213, 350–369	167–176, 276–281
<b>C4.</b> Critique and analyse the role and influence of international designers on the fashion industry		
Research how international designers have influenced fashion (e.g., Alex McQueen, Tommy Hilfiger, Calvin Klein, Christian Dior, Yves St. Laurent, Coco Chanel, Marc Jacobs, Vera Wang, Stella McCartney, Karen Walker, Rei Kawakubo)	274–284, 289	221–223
<b>FACTORS AFFECTING TEXTILE CHOICE AND USE</b>		
<b>D1.</b> Investigate historical, political, and cultural influences on fashion		
Demonstrate how history, politics, and culture influence fashion (e.g., pop culture, religion, social mores, media, environmental issues)	54–66, 68–69, 71, 214–267	64–70, 185–231, 194–199, 204–209
<b>D2.</b> Analyse the relationship between textile consumerism and global issues		
Assess the implications of textile decisions (e.g., purchases driving production, brand status, environmentally sustainable fabrics, online shopping, transportation, global warming, pesticides, working conditions such as sweat shops and piecework)	196–198, 200–205, 207–208, 210–211, 213, 268–277, 289, 350–369	167–176, 216–220, 223, 276–281
<b>CAREER OPPORTUNITIES</b>		
<b>E1.</b> Analyse career opportunities and prerequisites related to the design, production, and marketing of fashion and textiles		
Relate personal interests and skills to specific careers in the fashion and textiles field	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