

# CURRICULUM CORRELATION

## Textile Foundations 11

*The World of Fashion Student Resource* and *Teacher Resource* address prescribed learning outcomes of the Home Economics course **Textile Foundations 11**, 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, basting tape)</li> <li>needles (e.g., various types and sizes of hand and machine needles)</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 (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
<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., correct 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 the correct use of ironing/pressing equipment (e.g., appropriate iron temperature, press cloth, seam roll, tailor's ham, sleeve board, needle board)	119, 121–128, 130–135, 137, 139–146, 151–155	110–112, 114–115, 122–127

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	Student Resource	Teacher Resource
<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. Determine the properties of natural and manufactured fibres and yarns</b>		
Identify physical and chemical properties of different types of fibres (e.g., absorbency, elasticity, strength, flammability, environmental impact, resiliency)	158–167, 179	144–146, 150
Identify different types of yarns (e.g., staple, filament, ply)	169–173	147–148
<b>A8. Explore the properties and care of various natural and manufactured fibres by constructing textile items</b>		
Demonstrate how yarns are made into fabric (e.g., weaving, felting, bonding, knitting)	169–173	147–148
Describe common fabric finishes (e.g., dyed, printed, permanent press, stain resistant, wrinkle resistant, waterproof/water resistant)	174–177, 179	149–150
Identify how the construction and finish of a fabric influence its care	174–177, 179	149–150
<b>A9. Select and use appropriate fabrics for textile projects</b>		
Recognize a variety of fabrics used in fashion and textiles (e.g., flannel, corduroy, denim, gabardine, chiffon, satin, velvet), describe their characteristics and care, and recommend their appropriate use	169–177, 179	147–150
<b>CONSTRUCTING TEXTILE ITEMS</b>		
<b>B1. Demonstrate an understanding of preconstruction procedures</b>		
With minimal teacher support, 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 (e.g., size, view, notions, fabric amount, suggested fabrics, finished measurements)</li> <li>• interpret pattern symbols and sewing instruction sheets</li> <li>• fit and alter pattern</li> <li>• prepare fabric and lay out pattern (e.g., preshrinking fabric, straightening grain, layout of pattern considering nap and directional designs, placing grain line correctly, pinning, cutting, marking)</li> </ul>	138–142, 144–150	122–134



PRESCRIBED LEARNING OUTCOMES AND SUGGESTED ACHIEVEMENT INDICATORS	PAGE NUMBERS	
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<b>B2.</b> Construct and repair 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>		
With minimal teacher support, use a variety of construction techniques	147–150	129, 132–134
<ul style="list-style-type: none"> <li>• closures (e.g., lapped zipper, invisible zipper, front fly zipper, machine buttonholes, shank buttons, snaps and rivets, eyelets)</li> <li>• stitching (e.g., French seam, welt seam, staystitching, understitching, basting; seam finishes such as zigzag, serged)</li> <li>• reducing bulk (e.g., notching, clipping, trimming, grading)</li> <li>• stabilizing (e.g., interfacing)</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)</li> <li>• hand sewing (e.g., tacking, catch stitch, slip stitch, overcast, button-hole stitch)</li> </ul>		
Use appropriate techniques to construct garment elements (e.g., set-in sleeve, collar with stand, shaped waistband, placket and cuff)	147–150	129, 132–134
Use tools and equipment to repair garments and textile items		
Use tools and equipment to construct textile projects (e.g., unlined jacket, shirt, pants, dress, skirt, sports/active wear, lingerie, quilt, bag, craft project, home decorating item)	147–150	129, 132–134
<b>APPLYING CREATIVE PROCESSES</b>		
<b>C1.</b> Create textile items incorporating the elements and principles of design		
Apply the elements of design to create different effects as part of fashion and/or interior design	72–93, 94–99, 101–113	78–84, 90–98
Apply the principles of design to create different effects as part of fashion and/or interior design	72–93, 94–99, 101–113	78–84, 90–98
<b>C2.</b> Experiment with basic processes used to colour and embellish fabric		
Use a variety of processes (e.g., tie dying, batik, shabori, silk printing) to create effects on fabric		
Use a variety of methods to embellish textile items (e.g., topstitching, edge stitching, machine embroidering, appliqué, trims, beading)	149–150	129, 132–134
<b>C3.</b> Create textile items that demonstrate ways to recycle clothing and textile waste		
Make items that are examples of renewing and recycling clothing and textiles		



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<b>C4.</b> Demonstrate an understanding of the influence of Canadian designers on the fashion industry		
Research how Canadian designers have influenced fashion (e.g., Dorothy Grant, Alfred Sung, David Dixon, Ron Leal, Lida Baday, D <sup>2</sup> )	285–287	221–223
<b>FACTORS AFFECTING TEXTILE CHOICE AND USE</b>		
<b>D1.</b> Demonstrate an awareness of historical and cultural influences on fashion and textiles		
Research and discuss historical influences on fashion and textile style and design (e.g., fashion cycles, silhouettes, hemlines, fabric prints)	214–267	185–231, 194–199, 204–209
Identify cultural influences on clothing and textile style and design (e.g., peasant skirt, Mandarin collar, western shirt, bolero jacket, Indonesian batik)	17–18, 20–25, 27, 29, 30–51, 53	38–48, 55–59
<b>D2.</b> Demonstrate an understanding of influences on fashion and textile choices, including		
<ul style="list-style-type: none"> <li>• socio-economics</li> <li>• media influences</li> <li>• global and environmental considerations</li> </ul>		
Research and discuss factors that influence textile purchases (e.g., price, designer labels, celebrity endorsements, awareness of manufacturing conditions and pollution)	268–278, 289, 330–349, 350–369	216–220, 223, 258–268, 276–281
<b>CAREER OPPORTUNITIES</b>		
<b>E1.</b> Describe career opportunities in the design, production, and marketing of fashion and textiles		
Research and discuss careers in the fashion and textiles field in terms of job satisfaction and skills and education required	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