

21  
TEXTILES 3101

COURSE DESCRIPTION

DIVISION OF INSTRUCTION

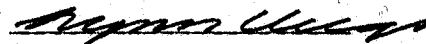
AUTHORIZED BY THE MINISTER  
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## FOREWORD

There has been a significant increase in the number and variety of courses offered in Newfoundland and Labrador high schools as a result of the reorganized program introduced September, 1981. Course descriptions make an essential contribution to the implementation of the program by defining philosophy, objectives, and content of the courses developed for introduction during the three-year implementation period.

Developed co-operatively by the Division of Instruction, School Districts and teachers, through a network of working groups across the Province, these publications are designed to assist teachers in translating course objectives into challenging learning experiences.

I trust the course descriptions will be of value to you in planning activities which enrich learning experiences for high school students.



Lynn Verge

Minister of Education

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### ACKNOWLEDGMENTS

The Department of Education gratefully acknowledges the contribution of the Home Economics/Family Studies Working Group in the preparation of this course description. Members of the Working Group are as follows:

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TABLE OF CONTENTS

Introduction .....	1
Statement of Purpose .....	3
Course Objectives .....	4
Course Content .....	5
Course Materials .....	7
Philosophy of Instruction .....	8
Evaluation .....	9
Appendix: Teaching Guide	

## INTRODUCTION

Family Studies is the study of laws, conditions, principles and ideals which concern our immediate physical environment and our nature as social beings and, especially, the relationship between the two. The purpose of the Family Studies Program is to improve the overall condition of human beings, their nutritional well-being, their clothing needs, their family living and working environments, and their ability to make decisions supportive of better living.

We are living in a world characterized by rapid changes in technology as well as changes in family values and lifestyles; computers are a household word; more women work outside the home; more single-parent families; more men participate in child care and household duties; young people are more mobile in pursuit of education and jobs; and the population of senior citizens is increasing. In order for the field of Family Studies to measure up to needs and expectations, it must be synchronized with our world of dynamic change.

The home, as well as providing physical shelter and security, should foster communications, provide opportunity for personal development and fulfillment, and help develop responsible attitudes. Family Studies can help strengthen this development.

At the high school level, the Family Studies program can provide opportunities where individual and family needs can be recognized and wise decisions considered. Experiences provided by this program will help develop students' attitudes, skills, understandings, and techniques essential for the maintenance and improvement of personal and family living. Courses emphasize the processes of inquiry, valuing, decision-making, communicating, relating and manipulating.

Educators must realize that adolescents need to be educated for their present and future home-life roles for the good of the individual and society. Education can be both preparation for the role of making a living and preparation for living itself. Family Studies can help young people prepare for both roles.

To organize the extensive knowledge encompassed by Family Studies, the Family Studies program is comprised of five areas - Foods 1100, Clothing 1101, Family Living 2200, Nutrition 3100, and Textiles 3101.

## STATEMENT OF PURPOSE

Throughout recorded history, the use of textiles as personal adornment and clothing has reflected the condition and development of society. In today's society, the use of fabrics extends directly or indirectly into many areas of our human environment: clothing and home furnishings, industry, agriculture, transportation, health science, and many other areas.

Textiles 3101 is essential for our senior high schools' future family living; this course addresses their immediate needs. Statistics show that the buying habits of adolescents are increasing annually and that clothing and textile products comprise a major part of their purchases.

Adolescents should be aware of the manufacturing methods, construction, and finishing techniques which affect the performance of their textile products, and the social-psychological aspects of clothing. Both these factors influence the choices consumers make, and consumer choices influence clothing and textile trends.

Textiles 3101 is a concentrated study in the field of apparel and household textiles. Through exploration of the technological, sociological, and aesthetic aspects of clothing, students will be prepared to make decisions in the marketplace with respect to clothing and textile purchases.

Textiles 3101 responds to the "Aims of Education" for the province. The course addresses itself to many of the objectives listed in the Handbook for Senior High Schools of Newfoundland and Labrador, most specifically to: the development of critical thinking; the promotion of emotional and mental maturity; heritage appreciation; the development of fundamental skills; concern for physical health; fulfillment of leisure time; career guidance.

## COURSE OBJECTIVES

The purpose of this course is to prepare students to make informed decisions about their clothing and textile choices related to their activities and lifestyles which they now face and will be facing in the future.

### Major Objectives:

At the completion of the course, students should be able to:

- (a) recognize the significance of clothing throughout history and across cultures
- (b) identify the relationship between clothing and personal appearance
- (c) identify and apply a sense of design relevant to fabrics and clothing
- (d) describe and analyze personal, family, cultural, environmental and economic factors related to clothing behavior and choices
- (e) identify and evaluate kinds of fibres and their characteristics; fabric construction and finishes
- (f) identify and suggest criteria for selection of clothing and textile items
- (g) demonstrate an ability to make wise choices when selecting clothing for various lifestyles
- (h) recognize and describe career opportunities in the fabric and clothing industries
- (i) demonstrate interest and skill in a textile or clothing project as a useful tool and a creative expression.

## COURSE CONTENT

### UNIT I: CLOTHING AND THE INDIVIDUAL (20%)

- A. Why People Wear Clothes
  - physical, psychological, social, aesthetic aspects
- B. Clothes and Communication
  - 1. First impressions and personality in dress
  - 2. Peer pressure in dress
  - 3. Clothing identified with special groups
  - 4. Clothing and special events
  - 5. Career dressing - changes and current trends
- C. Clothing Choices
  - 1. Personal clothing preferences
  - 2. Figure types and body build - ways to accentuate positive, camouflage negative
  - 3. Elements and principles of design
  - 4. Accessories.

### UNIT II: FASHION AND FASHION TRENDS (20%)

- A. The Language of Fashion
  - Terms: style, fashion, high fashion, fad, haute couture, craze, fashion cycles.
- B. An Overview of Fashion
  - 1. Twentieth century
  - 2. Prominent people, world leaders, entertainment world, world of advertising
  - 3. Fashion designers, fashion promoters

### UNIT III: THE WORLD OF TEXTILES (50%)

- A. Fibers - Source, Production
  - 1. Natural
  - 2. Manufactured/synthetic: acetate, rayon, acrylic, mod-acrylic, nylon, spandex, triacetate, polyester

3. Special: leather, suede, suedelike fabrics, fur, vinyl, fiberglass, asbestos, down
  4. Blends
- B. From Fiber to Fabrics - Construction, Characteristics
1. Yarns - spun, filament, single, ply, novelty
  2. Woven - plain, basket, twill, satin
  3. Non-woven - felting, bonding
  4. Knits - filling, warp, single and double knits
  5. Pile fabrics - corduroy, velour, terry
- C. The Finish - Chemical, Mechanical, Functional
1. Bleaching, calandring, sizing, mecerizing
  2. Anti-resistant, retardant, repellant finishes
- D. Desirable Clothing Features - Useful and Decorative
1. Absorbent, elastic, flexible, strong
  2. Warm, cool, comfortable
  3. Washable, easy care
  4. Functional finishes
  5. Garment construction
- E. Shopping for Clothing and Fabrics - Consumer considerations of fibers, fabrics, finishes when purchasing
1. Sports clothing - exercise, jogging, sports apparel
  2. Casual clothing - jeans, cords, sweaters, shirts, tops, etc.
  3. Night wear - children and adults
  4. Outerwear - all seasons
  5. Special occasions - formal wear
  6. Household furnishings - draperies, linens, upholstery, carpets

UNIT IV: A LOOK AT CAREERS (10%)

- A. Retailing
- B. Fashion Coordinator

- C. Designer
- D. Haute Couture
- E. Family Studies - Home Economics:
  - 1. Research
  - 2. Communications
  - 3. Education
  - 4. Business

UNIT V: THE CLOTHING CLINIC

The main focus of the course is on the examination of the role of fibers, yarns, fabric construction and finishes in the manufacturing of clothing and household furnishings. It is expected that a clothing or textile project be integrated into the course. Allowing time for the students to use their sewing knowledge and skills to express creativity is important and should be encouraged. For some classes, this may involve one or more of the following:

- 1. The making of a garment
- 2. Sewing with knits
- 3. Advanced tailoring techniques
- 4. The repair, recycling, or redecorating of clothing
- 5. Sewing for the home
- 6. A creative textile craft project.

Since time and students' previous experience are factors which limit the choice of activity, the choice of project is left to the teacher's discretion. Evaluation of this unit only will be subject to school evaluation. Units I, II, III, and IV will be subject to a public examination.

## COURSE MATERIALS

### Required

To be supplied.

### References

Canada Department of Consumer and Corporate Affairs. Care Labelling for Textiles. Ottawa: Department of Consumer and Corporate Affairs. (Other publications available.)

Horn, Marylyn J. The Second Skin. Boston: Houghton Mifflin, 1975.

Kelgin, Mary, and Specht, Phyllis Touchie. Individualization in Clothing Selection and Personal Appearance. MacMillan, 1976.

Laver, J. Concise History of Costume. London, England: Thames and Hudson, 1969.

Potter, M. David, and Corbman, Bernard P. Fiber to Fabrics. 4th ed. Toronto: McGraw-Hill Ryerson.

Reader's Digest. Complete Guide to Sewing. Montreal: Reader's Digest (Canada), 1979.

Wingate, I. B., and Burkholder, R. Laboratory Swatch Book: Textile Fabrics and Their Selection. Dubuque, Iowa: Wm. C. Brown, 1971.

## PHILOSOPHY OF INSTRUCTION

Successful teaching is best achieved in an atmosphere in which students' needs and interests are the main focus. To meet the needs of today's student, new methods and new approaches and organizational techniques should be initiated.

Today's student in Family Studies has a wide range of background experience, either because of previous home economics/family studies programs or variations in home backgrounds; varying levels of intelligence and maturity, and ability ranges; differing student attitudes regarding the subject. Therefore, the programs in Family Studies have been designed to meet these challenges and to serve the needs of all students in Newfoundland and Labrador.

A curriculum is only as effective as the teacher makes it. Thus, the key word is flexibility - teachers must be flexible in their approach to meet the challenges. Without totally rejecting the formal approach, the teacher of Family Studies must employ a variety of teaching methods and techniques, such as research, discussion, laboratory work, individual and group projects which lend themselves particularly well to student participation. At no time should the teaching of Family Studies be considered solely theoretical, students must be provided with an opportunity to practice the skills that family studies teaches.

Physical facilities should be designed to stimulate experimentation, personal expression, creativity, and communication.

Family Studies teachers should not limit their teaching to the material in the student text, the use of audio-visual aids and other resource material will excite student interest and encourage learning.

## EVALUATION

The evaluation of student achievement in Textiles 3101 is not essentially different from evaluation in any other area of Family Studies or in other high school courses. There are similarities in effective evaluation regardless of the subject area. Student evaluation is the process of gathering information about student learning and then interpreting and using this information to determine changes in knowledge, skills, attitudes, values, and behaviour as a result of classroom experiences.

The process of evaluation is essential since it is used to help plan instruction and motivate students, as well as evaluating instruction and assigning grades.

Student evaluation must be an ongoing process, going hand-in-hand with instruction. It is integrally tied to the course objectives and must give comprehensive coverage to anticipated learning outcomes. For a more comprehensive review of evaluation and evaluation techniques teachers should refer to the Department's booklet The Evaluation of Students in the Classroom.

Evaluation instruments should be valid, reliable, and useable for the nature of the learning activity. Students should know how their work and efforts will be evaluated.

Teachers are reminded that students taking this course will be subject to a written public examination administered by the Department of Education. The Senior High School Certification Handbook is published annually, and teachers should consult it for a general description of the examination, as well as for other procedural and schedule details.

Following is a table that shows which types of instruments may be used by the teacher to assign grades in Textiles 3101 and which types may be used to plan and evaluate instruction for the cognitive, affective, and psychomotor domains.

Table 1\*

Selection and Use of Instruments

Behavioral Learning Outcomes	Instruments that can be used to assign grades	Instruments that can be used to evaluate and plan instruction
Cognitive (knowledge and intellectual abilities and skills)	Paper and pencil tests utilizing objective and essay questions	Paper and pencil tests utilizing objective and essay questions
Psychomotor (manipulative skills)	Performance tests (scored by teacher only)	Performance tests (scored by teacher, other students, or students themselves)
Affective (attitudes, values, and interests)	None	Questionnaires, inventories, logs, diaries, and anecdotal records

\*The University of the State of New York, Measuring Student Achievement in Home Economics (Albany, New York, State Education Department, 1975), p.2.

## Appendix

## INTRODUCTION

The following material has been prepared to provide ideas for teachers and suggested activities for students. It should be clearly understood that the material has been prepared by teachers for teachers, and should be adapted by each teacher to suit individual teaching styles and particular learning situations.

It is not necessary that all suggested learning experiences or activities given be used. Teachers should select only those of use to their situation and add any material or methods that suit their teaching style.

UNIT I: CLOTHING AND THE INDIVIDUAL

MAJOR OBJECTIVES: To identify current social and cultural values which influence clothing styles and selection.

To plan an appropriate wardrobe in keeping with present personal lifestyles and family clothing budget.

Sub-Concept	Student Objectives	Learning Experiences/Activities
1. Social and Psychological Aspects of Clothing	To identify basic human needs.	Choose a specific group of people in today's culture. Illustrate the types of fabric or clothing used to meet basic needs.
2. Human Needs	To examine the factors that affect clothing needs and wants.	Identify ways in which individuals dress in a similar style as a particular group.  Prepare and report on a display of clothing worn for celebrations, special occasions, as protection, adornment, and so on.  Research and report how fabrics fulfill basic needs - physiological, safety, social, self-esteem, self-actualization.

Sub-Concept	Student Objectives	Learning Experiences/Activities
3. Need for Self-Expression	To explore ways fabrics can meet a need for self expression.	Prepare a display to indicate occupation, social standing, age group, nationality, personality and attitudes expressed through people's clothing.
	To illustrate how clothing and fabric identify personality, roles, and activities.	List 5 television personalities. Describe choice and style of clothing worn. Relate impression of those personalities because of dress.
		Debate: "Clothing is a medium for self-expression in much the same way as music and art".
		Illustrate bold color, striking design, unique prints, unusual accessories. Describe feelings of wearer and an observer.
		Report on clothing purchases made because of peer pressure. Describe fabrics.
		Mount illustrations of people wearing a variety of clothing styles. Block out facial expression.

UNIT

Sub-Concept	Student Objectives	Learning Experiences/Activities
4. Principles and Elements of Design	<p>To explain the importance of line, color, and texture in buying clothing and fabrics to suit the individual.</p> <p>To apply the principles and elements of design relevant to clothing and other fabrics.</p>	<p>Describe orally: what the person is like, impressions of the person; the role the person is playing.</p> <p>Display a variety of clothing pictures and fabrics. Identify elements used. Describe the effect of these elements on appearance.</p> <p>Assemble a collage to indicate line, color, design and texture that expresses you.</p> <p>Develop some problem-solving situations relevant to possible concerns of figures and frames. Select clothing and accessories for various activities for these problems. Give reasons for choices.</p>
5. Accessories	<p>To recognize that accessories are part of one's dress.</p>	<p>Display accessories. Review trends in accessories over the years. Determine if they are fads or fashion.</p> <p>Research and report on the history of buttons, ties, eye-glasses, shoes, and so on.</p>

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**Sub-Concept**

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**Student Objectives****Learning Experiences/Activities**

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Choose a "dress up day". Illustrate through clothing and accessories that clothing communicates.

**Major Project:** Plan a wardrobe with accessories for a first job which will involve working with the public or in the public eye. Suggest fabrics and reasons for choice.

UNIT II: FASHION AND FASHION TRENDS

MAJOR OBJECTIVES: To examine the societal factors, forces, and events which influence fashion and fashion trends.

Sub-Concept	Student Objectives	Learning Experiences/Activities
1. Terms	To compare and contrast terms used in the fashion world.	Select family photos and review styles that were fads, traditional, in style, and so on. Discuss fabrics used.  Display pictures of garments or furnishings that show style, high fashion, craze, and so on. Discuss.  View film/filmstrip - movies of 50's and 60's. Research fabrics used.
2. Fashion Cycle	To discover that styles recur and that fashions are always in transition.	Research fashion trends of 20th century.  Display garments/photos.  Analyze specific garment details and relate to different years (collars, wide pant leg, cuffs, length of sleeves). Identify fabrics.  Discuss fashion cycle.

Sub-Concept	Student Objectives	Learning Experiences/Activities
3. Fashion Influences	To recognize the role that world leaders and entertainers play in the world of fashion.	<p>Identify a fashion that is associated with a world leader, or a national and world event, or an economic situation, or a social change. Discuss. Research others and report.</p> <p>Discuss influence of media, advertising.</p> <p>Brainstorm for names of designers. List Canadian designers. View film.</p> <p>Discuss the differences between designing and manufacturing.</p> <p>Research and report on a specific designer and an article of clothing. Identify fabrics used and designer features.</p>

UNIT III: THE WORLD OF TEXTILES

MAJOR OBJECTIVES: To identify the different kinds of natural and manufactured fibres and the kinds of construction and finishes available in fabrics.

To recognize that fiber and fabric are an integral part of garment appearance, cost, and comfort.

To apply consumer knowledge when selecting fabrics and clothing.

Sub-Concept	Student Objectives	Learning Experiences/Activities
1. Today's Fabrics	To discover the many and varied uses of fabric products.	Pre-test textile knowledge.  Display pictures from a wide variety of magazines to illustrate the use of fabrics in many areas of our environment - e.g., human needs, home furnishings, services, space, underwater, agriculture, transportation, and others. View film/filmstrips.
	To compare the textile needs of society to resources available.	Discuss the advantages of natural fibres versus synthetic fibres. List costs, durability, and use of natural resources.  List technological advances such as heated homes, automatic washers and dryers, and so on. Discuss how these advances have resulted in changes in textile use - for everyday living, in sports, and other areas.

Sub-Concept	Student Objectives	Learning Experiences/Activities
2. Natural Fibres	To compare and describe the properties of fibres.	<p data-bbox="1394 280 1629 305"><u>Lab Activities:</u></p> <p data-bbox="1394 345 1887 529">Reference: <u>Textile Experiments</u> Collect as many samples of fabrics as possible. Cut into 8 cm x 8 cm swatch. View samples under microscope. Record and describe.</p> <p data-bbox="1394 570 1902 594">Feel samples. Describe texture.</p> <p data-bbox="1394 634 1902 724">Select swatches of 4 natural fibres and 4 different synthetic fibres. Mount on cards.</p> <p data-bbox="1394 764 1902 919">Demonstrate fabric identification through microscopic investigation - burning tests, chemical tests. Record results. Reference - <u>Textile Experiments</u>.</p> <p data-bbox="1394 951 1902 1138">Record source, basic production, microscopic appearances, general properties, elasticity, absorbency, unique features of wool, cotton, acetate, acrylic, polyester, nylon, and so on.</p> <p data-bbox="1394 1179 1902 1227">Experiment using special fibres and blends. Record results.</p>

Sub-Concept	Student Objectives	Learning Experiences/Activities
<p>3. Yarn and Fabric Construction</p> <ul style="list-style-type: none"> <li>- yarn</li> <li>- wovens, knits, non-wovens</li> <li>- blends</li> </ul>	<p>To describe the methods of yarn and fabric construction.</p>	<p>Untwist samples of plain and novelty yarns. Mount and label.</p> <p>Differentiate between staple and filament.</p> <p>Discuss generic and trade names. Collect swatches of material constructed by a variety of methods. View samples under microscope. Sketch.</p> <p>Relate construction methods to appearance, hand, strength, stability, suitability. View film/filmstrip.</p>
<p>4. Fabric Finishes</p> <ul style="list-style-type: none"> <li>- aesthetic</li> <li>- functional</li> </ul>	<p>To recognize and compare aesthetic and functional finishes.</p> <p>To list functional finishes added to improve fabric performance.</p>	<p>Differentiate between finishes. Analyze samples bleached, yarn-dyed, stiffness (before and after washing), and so on.</p> <p>Demonstrate by experimentation. Reference: <u>Textile Experiments</u></p>
<p>5. Fabric Qualities</p>	<p>To recognize that qualities vary among fabrics.</p> <p>To recognize that fabric performance is related to fibre content.</p>	<p>Drape various fabrics. Describe effect and imagine a finished product. Discuss.</p>

Sub-Concept	Student Objectives	Learning Experiences/Activities
6. Care of Fabric	To describe how textile care is dependent upon fibre content, construction, and finishes.	<p>Conduct experiments on various samples - clothes, furnishings, household textiles, for example: water proof vs. water repellant  scotch guarding  moisture absorption  shrink-resistant vs. non  bleach on labelled fabric  crease recovery.  Reference: <u>Textile Experiments</u></p> <p>Illustrate static electricity, pilling.</p> <p>Invite a representative from the local Fire Department to illustrate fire/flame retardant - fireproof textiles and fibres. Research laws.</p> <p>Discuss mistakes made in caring for clothes. Display garments.</p> <p>Discuss consumer responsibilities.</p> <p>Demonstrate stain removal from common fabrics.</p>

Sub-Concept	Student Objectives	Learning Experiences/Activities
7. Fabric Choice	To apply textile knowledge in the selection, use, and care of fabric products and textile goods.	<p data-bbox="1373 269 1879 329">Suggest properties that would make the perfect fibre.</p> <p data-bbox="1373 367 1879 427"><u>Post-test</u> or <u>reassess</u> textile knowledge.</p> <p data-bbox="1373 493 1879 841"><b>Major Project:</b> Describe special needs of a specific group of people. Plan a wardrobe for a person(s) in that group. Select the best fabric for the intended use. Design a chart listing fabric chosen, method of construction, source, characteristics necessary, and so on. (Repeat for household furnishings and children's toys.)</p>

UNIT IV: A LOOK AT CAREERS

MAJOR OBJECTIVE: To become familiar with career opportunities in the fabric and clothing industries.

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Sub-Concept	Student Objectives	Learning Experiences/Activities
1. Career and Job Opportunities	To identify some of the occupations in the area of clothing and textiles.	Brainstorm for occupations related to textiles and clothing. List according to level of training - high school, trade school, college/university.
		List places of employment.
		View films.
		Plan a fieldtrip.
		Invite resource people.
	To identify sources which will provide information about occupational opportunities and training.	List sources - libraries, school guidance, friends, relatives, newspaper advertisements, employment agencies, universities, and so on.
		Research an area and report.

UNIT V: THE CLOTHING CLINIC

MAJOR OBJECTIVE: To develop interest and skill in working with fabric as a creative experience.

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Sub-Concept	Student Objectives	Learning Experiences/Activities
	To discuss current fashions, fabrics, and crafts in relation to project selection.	Pretest/assess student's knowledge, level of ability, and experience in sewing.
	To choose a project.	Review minimum requirements for a project.
		Discuss necessary fabrics and materials.
		Discuss and design a progress chart for each project.
		Prepare equipment list.
		Demonstrate use and care of equipment.
		Discuss method of procedure.
		Outline a work plan based on time available and complexity of project.
		Design evaluation procedures.

NOTE: For information about student project, please refer to Course Content, Unit V (p. 7).