

Clothing 1 1 0 1

Curriculum Guide 2017



Education and Early Childhood Development

***Department of Education and Early
Childhood Development
Mission Statement***

***The Department of Education and Early Childhood
Development will improve provincial early
childhood learning and the K-12 education
system to further opportunities for the people of
Newfoundland and Labrador.***

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Acknowledgments

The Department of Education and Early Childhood Development for Newfoundland and Labrador gratefully acknowledges the contribution of the following members of the Clothing 1101 Curriculum Committee, in the completion of this work:

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Section One: Newfoundland and Labrador Curriculum

Introduction

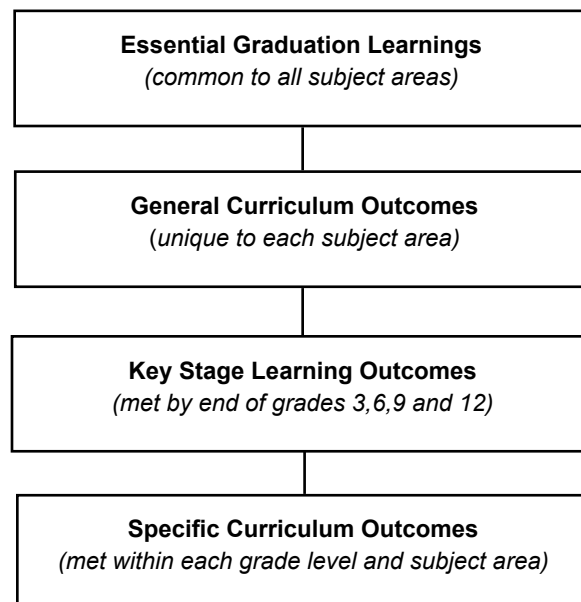
There are multiple factors that impact education: technological developments, increased emphasis on accountability, and globalization. These factors point to the need to consider carefully the education students receive.

The Newfoundland and Labrador Department of Education and Early Childhood Development believes that curriculum design with the following characteristics will help teachers address the needs of students served by the provincially prescribed curriculum:

- Curriculum guides must clearly articulate what students are expected to know and be able to do by the time they graduate from high school.
- There must be purposeful assessment of students' performance in relation to the curriculum outcomes.

Outcomes Based Education

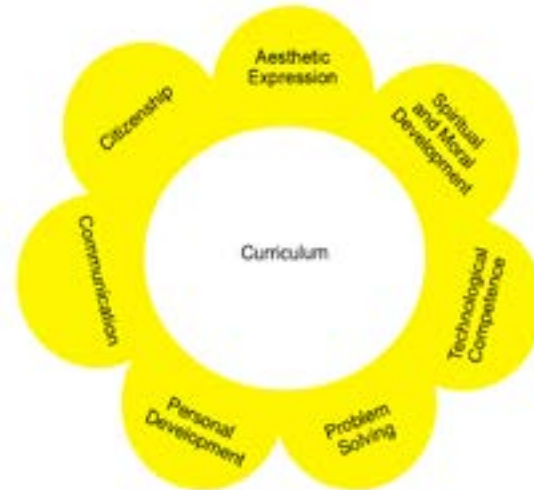
The K-12 curriculum in Newfoundland and Labrador is organized by outcomes and is based on *The Atlantic Canada Framework for Essential Graduation Learning in Schools* (1997). This framework consists of Essential Graduation Learnings (EGLs), General Curriculum Outcomes (GCOs), Key Stage Curriculum Outcomes (KSCOs) and Specific Curriculum Outcomes (SCOs).



Essential Graduation Learnings

EGLs provide vision for the development of a coherent and relevant curriculum. They are statements that offer students clear goals and a powerful rationale for education. The EGLs are delineated by general, key stage, and specific curriculum outcomes.

EGLs describe the knowledge, skills, and attitudes expected of all students who graduate from high school. Achievement of the EGLs will prepare students to continue to learn throughout their lives. EGLs describe expectations, not in terms of individual subject areas, but in terms of knowledge, skills, and attitudes developed throughout the K-12 curriculum. They confirm that students need to make connections and develop abilities across subject areas if they are to be ready to meet the shifting and ongoing demands of life, work, and study.



Aesthetic Expression – Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

Citizenship – Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

Communication – Graduates will be able to use the listening, viewing, speaking, reading and writing modes of language(s), and mathematical and scientific concepts and symbols, to think, learn and communicate effectively.

Problem Solving – Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, and mathematical and scientific concepts.

Personal Development – Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

Spiritual and Moral Development – Graduates will demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.

Technological Competence – Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

Curriculum Outcomes

Curriculum outcomes are statements that articulate what students are expected to know and be able to do in each program area in terms of knowledge, skills, and attitudes.

Curriculum outcomes may be subdivided into General Curriculum Outcomes, Key Stage Curriculum Outcomes, and Specific Curriculum Outcomes.

General Curriculum Outcomes (GCOs)

Each program has a set of GCOs which describe what knowledge, skills, and attitudes students are expected to demonstrate as a result of their cumulative learning experiences within a subject area. GCOs serve as conceptual organizers or frameworks which guide study within a program area. Often, GCOs are further delineated into KSCOs.

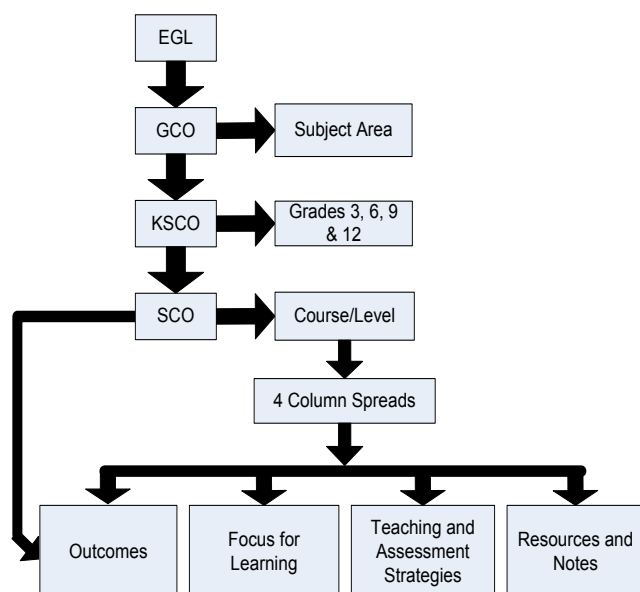
Key Stage Curriculum Outcomes (KSCOs)

Key Stage Curriculum Outcomes (KSCOs) summarize what is expected of students at each of the four key stages of grades three, six, nine, and twelve.

Specific Curriculum Outcomes (SCOs)

SCOs set out what students are expected to know and be able to do as a result of their learning experiences in a course, at a specific grade level. In some program areas, SCOs are further articulated into delineations. *It is expected that all SCOs will be addressed during the course of study covered by the curriculum guide.*

EGLs to Curriculum Guides



Context for Teaching and Learning

Teachers are responsible to help students achieve outcomes. This responsibility is a constant in a changing world. As programs change over time so does educational context. Several factors make up the educational context in Newfoundland and Labrador today: inclusive education, support for gradual release of responsibility teaching model, focus on literacy and learning skills in all programs, and support for education for sustainable development.

Inclusive Education

Valuing Equity and Diversity

Effective inclusive schools have the following characteristics: supportive environment, positive relationships, feelings of competence, and opportunities to participate. (The Centre for Inclusive Education, 2009)

All students need to see their lives and experiences reflected in their school community. It is important that the curriculum reflect the experiences and values of all genders and that learning resources include and reflect the interests, achievements, and perspectives of all students. An inclusive classroom values the varied experiences and abilities as well as social and ethno-cultural backgrounds of all students while creating opportunities for community building. Inclusive policies and practices promote mutual respect, positive interdependencies, and diverse perspectives. Learning resources should include a range of materials that allow students to consider many viewpoints and to celebrate the diverse aspects of the school community.



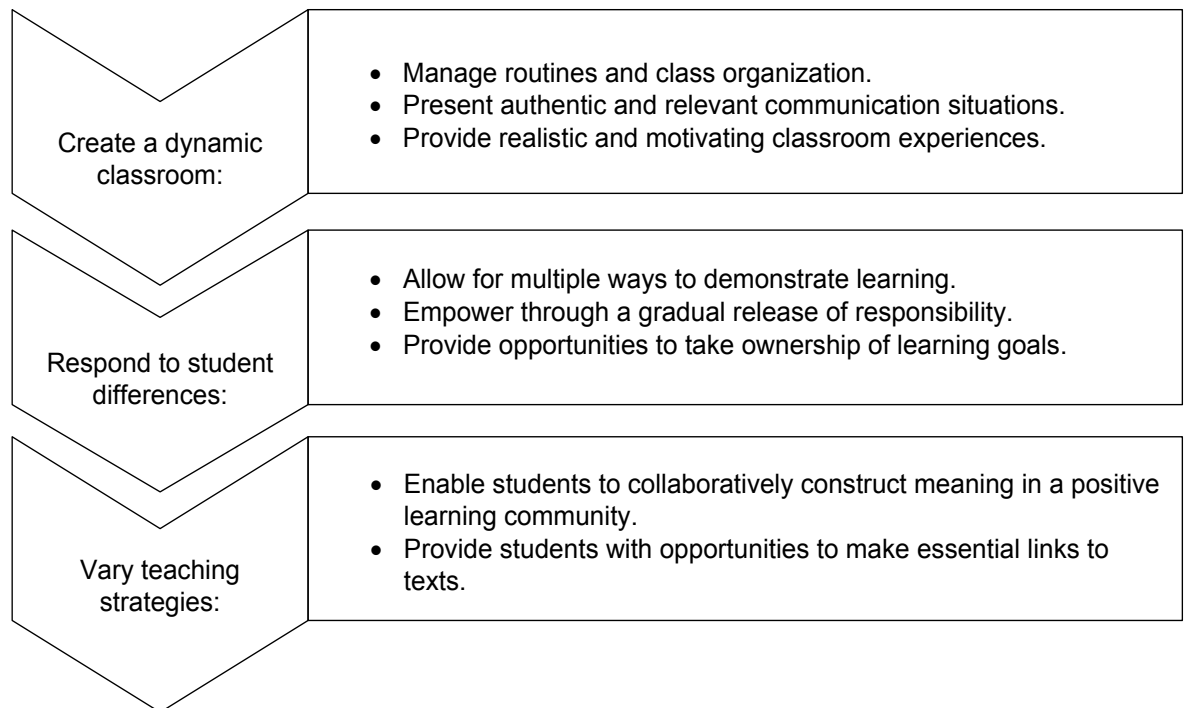
Differentiated Instruction

Differentiated instruction is a teaching philosophy based on the premise that teachers should adapt instruction to student differences. Rather than marching students through the curriculum lockstep, teachers should modify their instruction to meet students' varying readiness levels, learning preferences, and interests. Therefore, the teacher proactively plans a variety of ways to 'get it' and express learning. (Carol Ann Tomlinson, 2008)

Curriculum is designed and implemented to provide learning opportunities for all students according to abilities, needs, and interests. Teachers must be aware of and responsive to the diverse range of learners in their classes. Differentiated instruction is a useful tool in addressing this diversity.

Differentiated instruction responds to different readiness levels, abilities, and learning profiles of students. It involves actively planning so that the process by which content is delivered, the way the resource is used, and the products students create are in response to the teacher's knowledge of whom he or she is interacting with. Learning environments should be flexible to accommodate various learning preferences of the students. Teachers continually make decisions about selecting teaching strategies and structuring learning activities that provide all students with a safe and supportive place to learn and succeed.

Planning for Differentiation



Differentiating the Content

Differentiating content requires teachers to pre-assess students to identify those who require prerequisite instruction, as well as those who have already mastered the concept and may therefore apply strategies learned to new situations. Another way to differentiate content is to permit students to adjust the pace at which they progress through the material. Some students may require additional time while others will move through at an increased pace and thus create opportunities for enrichment or more in-depth consideration of a topic of particular interest.

Teachers should consider the following examples of differentiating content:

- Meet with small groups to reteach an idea or skill or to extend the thinking or skills.
- Present ideas through auditory, visual, and tactile means.
- Use reading materials such as novels, websites, and other reference materials at varying reading levels.

Differentiating the Process

Differentiating the process involves varying learning activities or strategies to provide appropriate methods for students to explore and make sense of concepts. A teacher might assign all students the same product (e.g., presenting to peers) but the process students use to create the presentation may differ. Some students could work in groups while others meet with the teacher individually. The same assessment criteria can be used for all students.

Teachers should consider flexible grouping of students such as whole class, small group, or individual instruction. Students can be grouped according to their learning styles, readiness levels, interest areas, and/or the requirements of the content or activity presented. Groups should be formed for specific purposes and be flexible in composition and short-term in duration.

Teachers should consider the following examples of differentiating the process:

- Offer hands-on activities for students.
- Provide activities and resources that encourage students to further explore a topic of particular interest.
- Use activities in which all learners work with the same learning outcomes but proceed with different levels of support, challenge, or complexity.

Differentiating the Product

Differentiating the product involves varying the complexity and type of product that students create to demonstrate learning outcomes. Teachers provide a variety of opportunities for students to demonstrate and show evidence of what they have learned.

Teachers should give students options to demonstrate their learning (e.g., create an online presentation, write a letter, or develop a mural). This will lead to an increase in student engagement.

Differentiating the Learning Environment

The learning environment includes the physical and the affective tone or atmosphere in which teaching and learning take place, and can include the noise level in the room, whether student activities are static or mobile, or how the room is furnished and arranged. Classrooms may include tables of different shapes and sizes, space for quiet individual work, and areas for collaboration.

Teachers can divide the classroom into sections, create learning centres, or have students work both independently and in groups. The structure should allow students to move from whole group, to small group, pairs, and individual learning experiences and support a variety of ways to engage in learning. Teachers should be sensitive and alert to ways in which the classroom environment supports their ability to interact with students.

Teachers should consider the following examples of differentiating the learning environment:

- Develop routines that allow students to seek help when teachers are with other students and cannot provide immediate attention.
- Ensure there are places in the room for students to work quietly and without distraction, as well as places that invite student collaboration.
- Establish clear guidelines for independent work that match individual needs.
- Provide materials that reflect diversity of student background, interests, and abilities.

The physical learning environment must be structured in such a way that all students can gain access to information and develop confidence and competence.

Meeting the Needs of Students with Exceptionalities

All students have individual learning needs. Some students, however, have exceptionalities (defined by the Department of Education and Early Childhood Development) which impact their learning. The majority of students with exceptionalities access the prescribed curriculum. For details of these exceptionalities see www.gov.nl.ca/edu/k12/studentsupportservices/exceptionalities.html

Supports for these students may include

1. Accommodations
2. Modified Prescribed Courses
3. Alternate Courses
4. Alternate Programs
5. Alternate Curriculum

For further information, see Service Delivery Model for Students with Exceptionalities at www.cdli.ca/sdm/

Classroom teachers should collaborate with instructional resource teachers to select and develop strategies which target specific learning needs.

*Meeting the Needs
of Students who are
Highly Able
(includes gifted and
talented)*

Some students begin a course or topic with a vast amount of prior experience and knowledge. They may know a large portion of the material before it is presented to the class or be capable of processing it at a rate much faster than their classmates. All students are expected to move forward from their starting point. Many elements of differentiated instruction are useful in addressing the needs of students who are highly able.

Teachers may

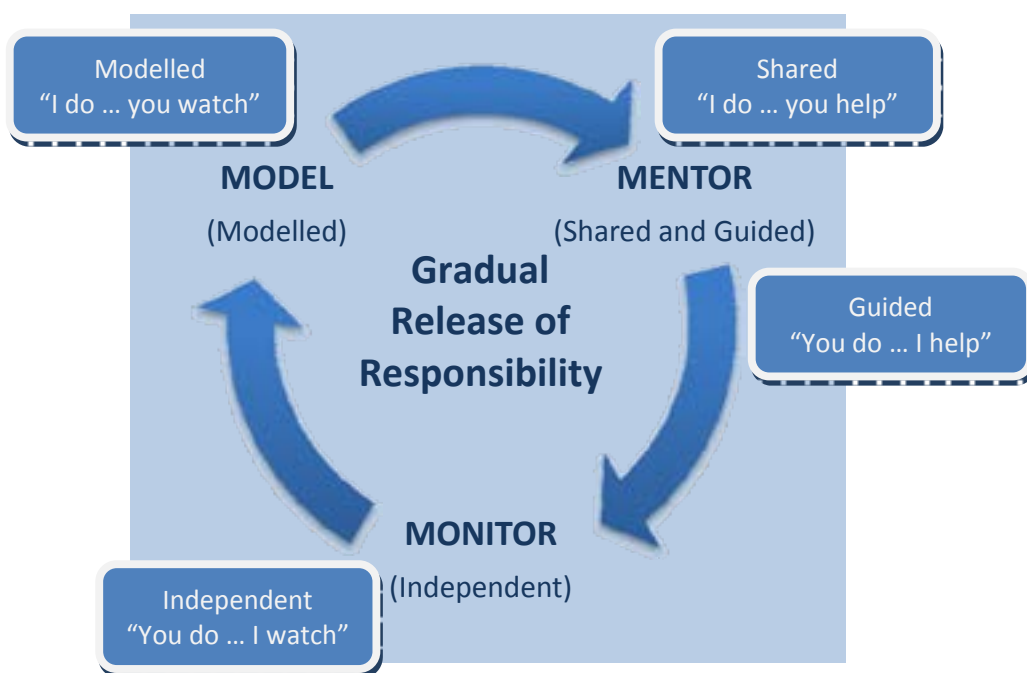
- assign independent study to increase depth of exploration in an area of particular interest;
- compact curriculum to allow for an increased rate of content coverage commensurate with a student's ability or degree of prior knowledge;
- group students with similar abilities to provide the opportunity for students to work with their intellectual peers and elevate discussion and thinking, or delve deeper into a particular topic; and
- tier instruction to pursue a topic to a greater depth or to make connections between various spheres of knowledge.

Highly able students require the opportunity for authentic investigation to become familiar with the tools and practices of the field of study. Authentic audiences and tasks are vital for these learners. Some highly able learners may be identified as gifted and talented in a particular domain. These students may also require supports through the Service Delivery Model for Students with Exceptionalities.

Gradual Release of Responsibility

Teachers must determine when students can work independently and when they require assistance. In an effective learning environment, teachers choose their instructional activities to model and scaffold composition, comprehension, and metacognition that is just beyond the students' independence level. In the gradual release of responsibility approach, students move from a high level of teacher support to independent work. If necessary, the teacher increases the level of support when students need assistance. The goal is to empower students with their own learning strategies, and to know how, when, and why to apply them to support their individual growth. Guided practice supports student independence. As a student demonstrates success, the teacher should gradually decrease his or her support.

Gradual Release of Responsibility Model



Literacy

“Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society”. To be successful, students require a set of interrelated skills, strategies and knowledge in multiple literacies that facilitate their ability to participate fully in a variety of roles and contexts in their lives, in order to explore and interpret the world and communicate meaning. (The Plurality of Literacy and its Implications for Policies and Programmes, 2004, p.13)

Literacy is

- a process of receiving information and making meaning from it; and
- the ability to identify, understand, interpret, communicate, compute, and create text, images, and sounds.

Literacy development is a lifelong learning enterprise beginning at birth that involves many complex concepts and understandings. It is not limited to the ability to read and write; no longer are we exposed only to printed text. It includes the capacity to learn to communicate, read, write, think, explore, and solve problems. Individuals use literacy skills in paper, digital, and live interactions to engage in a variety of activities:

- Analyze critically and solve problems.
- Comprehend and communicate meaning.
- Create a variety of texts.
- Make connections both personally and inter-textually.
- Participate in the socio-cultural world of the community.
- Read and view for enjoyment.
- Respond personally.

These expectations are identified in curriculum documents for specific subject areas as well as in supporting documents, such as *Cross-Curricular Reading Tools (CAMET)*.

With modelling, support, and practice, students' thinking and understandings are deepened as they work with engaging content and participate in focused conversations.

Reading in the Content Areas

The focus for reading in the content areas is on teaching strategies for understanding content. Teaching strategies for reading comprehension benefits all students as they develop transferable skills that apply across curriculum areas.

When interacting with different texts, students must read words, view and interpret text features, and navigate through information presented in a variety of ways including, but not limited to

Advertisements	Movies	Poems
Blogs	Music videos	Songs
Books	Online databases	Speeches
Documentaries	Plays	Video games
Magazine articles	Podcasts	Websites

Students should be able to interact with and comprehend different texts at different levels.

There are three levels of text comprehension:

- Independent level – Students are able to read, view, and understand texts without assistance.
- Instructional level – Students are able to read, view, and understand most texts but need assistance to fully comprehend some texts.
- Frustration level – Students are not able to read or view with understanding (i.e., texts may be beyond their current reading level).

Teachers will encounter students working at all reading levels in their classrooms and will need to differentiate instruction to meet their needs. For example, print texts may be presented in audio form, physical movement may be associated with synthesizing new information with prior knowledge, or graphic organizers may be created to present large amounts of print text in a visual manner.

When interacting with information that is unfamiliar to students, it is important for teachers to monitor how effectively students are using strategies to read and view texts:

- Analyze and think critically about information.
- Determine importance to prioritize information.
- Engage in questioning before, during, and after an activity related to a task, text, or problem.
- Make inferences about what is meant but not said.
- Make predictions.
- Synthesize information to create new meaning.
- Visualize ideas and concepts.

Learning Skills for Generation Next

Generation Next is the group of students who have not known a world without personal computers, cell phones, and the Internet. They were born into this technology. They are digital natives.

Students need content and skills to be successful. Education helps students learn content and develop skills needed to be successful in school and in all learning contexts and situations. Effective learning environments and curricula challenge learners to develop and apply key skills within the content areas and across interdisciplinary themes.

Learning Skills for Generation Next encompasses three broad areas:

- Learning and Innovation Skills enhance a person's ability to learn, create new ideas, problem solve, and collaborate.
- Life and Career Skills address leadership, and interpersonal and affective domains.
- Literacy Skills develop reading, writing, and numeracy, and enhance the use of information and communication technology.

The diagram below illustrates the relationship between these areas. A 21st century curriculum employs methods that integrate innovative and research-driven teaching strategies, modern learning technologies, and relevant resources and contexts.



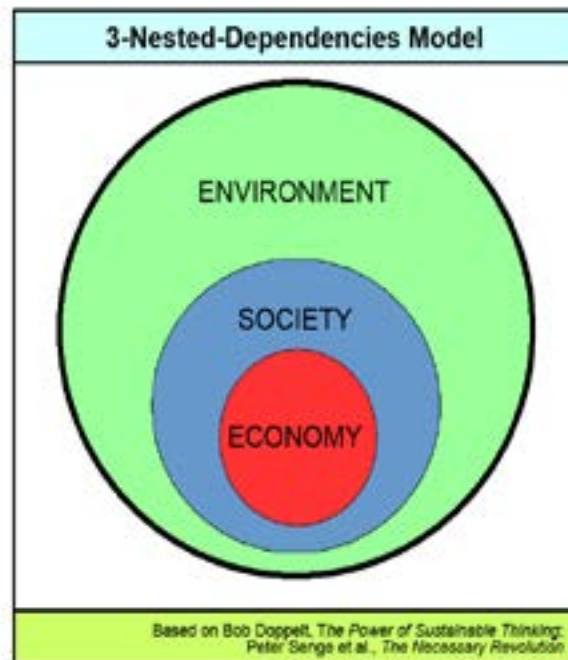
Support for students to develop these abilities and skills is important across curriculum areas and should be integrated into teaching, learning, and assessment strategies. Opportunities for integration of these skills and abilities should be planned with engaging and experiential activities that support the gradual release of responsibility model. For example, lessons in a variety of content areas can be infused with learning skills for Generation Next by using open-ended questioning, role plays, inquiry approaches, self-directed learning, student role rotation, and Internet-based technologies.

All programs have a shared responsibility in developing students' capabilities within all three skill areas.

Education for Sustainable Development

Sustainable development is defined as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs”.(Our Common Future, 43)

Sustainable development is comprised of three integrally connected areas: economy, society, and environment.



As conceived by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) the overall goal of Education for Sustainable Development (ESD) is to integrate the knowledge, skills, values, and perspectives of sustainable development into all aspects of education and learning. Changes in human behaviour should create a more sustainable future that supports environmental integrity and economic viability, resulting in a just society for all generations.

ESD involves teaching *for* rather than teaching *about* sustainable development. In this way students develop the skills, attitudes, and perspectives to meet their present needs without compromising the ability of future generations to meet their needs.

Within ESD, the knowledge component spans an understanding of the interconnectedness of our political, economic, environmental, and social worlds, to the role of science and technology in the development of societies and their impact on the environment. The skills necessary include being able to assess bias, analyze consequences of choices, ask questions, and solve problems. ESD values and perspectives include an appreciation for the interdependence of all life forms, the importance of individual responsibility and action, an understanding of global issues as well as local issues in a global context. Students need to be aware that every issue has a history, and that many global issues are linked.

Assessment and Evaluation

Assessment

Assessment is the process of gathering information on student learning.

How learning is assessed and evaluated and how results are communicated send clear messages to students and others about what is valued.

Assessment instruments are used to gather information for evaluation. Information gathered through assessment helps teachers determine students' strengths and needs, and guides future instruction.

Teachers are encouraged to be flexible in assessing student learning and to seek diverse ways students might demonstrate what they know and are able to do.

Evaluation involves the weighing of the assessment information against a standard in order to make a judgement about student achievement.

Assessment can be used for different purposes:

1. Assessment *for* learning guides and informs instruction.
2. Assessment *as* learning focuses on what students are doing well, what they are struggling with, where the areas of challenge are, and what to do next.
3. Assessment *of* learning makes judgements about student performance in relation to curriculum outcomes.

1. Assessment for Learning

Assessment *for* learning involves frequent, interactive assessments designed to make student learning visible. This enables teachers to identify learning needs and adjust teaching accordingly.

Assessment *for* learning is not about a score or mark; it is an ongoing process of teaching and learning:

- Pre-assessments provide teachers with information about what students already know and can do.
- Self-assessments allow students to set goals for their own learning.
- Assessment *for* learning provides descriptive and specific feedback to students and parents regarding the next stage of learning.
- Data collected during the learning process from a range of tools enables teachers to learn as much as possible about what a student knows and is able to do.

2. Assessment as Learning

Assessment *as* learning involves students' reflecting on their learning and monitoring their own progress. It focuses on the role of the student in developing metacognition and enhances engagement in their own learning. Students can

- analyze their learning in relation to learning outcomes,
- assess themselves and understand how to improve performance,
- consider how they can continue to improve their learning, and
- use information gathered to make adaptations to their learning processes and to develop new understandings.

3. Assessment of Learning

Assessment *of* learning involves strategies designed to confirm what students know in terms of curriculum outcomes. It also assists teachers in determining student proficiency and future learning needs. Assessment *of* learning occurs at the end of a learning experience and contributes directly to reported results. Traditionally, teachers relied on this type of assessment to make judgements about student performance by measuring learning after the fact and then reporting it to others. Used in conjunction with the other assessment processes previously outlined, assessment *of* learning is strengthened. Teachers can

- confirm what students know and can do;
- report evidence to parents/guardians, and other stakeholders, of student achievement in relation to learning outcomes; and
- report on student learning accurately and fairly using evidence obtained from a variety of contexts and sources.

Involving Students in the Assessment Process

Students should know what they are expected to learn as outlined in the specific curriculum outcomes of a course as well as the criteria that will be used to determine the quality of their achievement. This information allows students to make informed choices about the most effective ways to demonstrate what they know and are able to do.

It is important that students participate actively in assessment by co-creating criteria and standards which can be used to make judgements about their own learning. Students may benefit from examining various scoring criteria, rubrics, and student exemplars.

Students are more likely to perceive learning as its own reward when they have opportunities to assess their own progress. Rather than asking teachers, "What do you want?", students should be asking themselves questions:

- What have I learned?
- What can I do now that I couldn't do before?
- What do I need to learn next?

Assessment must provide opportunities for students to reflect on their own progress, evaluate their learning, and set goals for future learning.

Assessment Tools

In planning assessment, teachers should use a broad range of tools to give students multiple opportunities to demonstrate their knowledge, skills, and attitudes. The different levels of achievement or performance may be expressed as written or oral comments, ratings, categorizations, letters, numbers, or as some combination of these forms.

The grade level and the activity being assessed will inform the types of assessment tools teachers will choose:

Anecdotal Records	Photographic Documentation
Audio/Video Clips	Podcasts
Case Studies	Portfolios
Checklists	Presentations
Conferences	Projects
Debates	Questions
Demonstrations	Quizzes
Exemplars	Role Plays
Graphic Organizers	Rubrics
Journals	Self-assessments
Literacy Profiles	Tests
Observations	Wikis

Assessment Guidelines

Assessments should measure what they intend to measure. It is important that students know the purpose, type, and potential marking scheme of an assessment. The following guidelines should be considered:

- Collect evidence of student learning through a variety of methods; do not rely solely on tests and paper and pencil activities.
- Develop a rationale for using a particular assessment of learning at a specific point in time.
- Provide descriptive and individualized feedback to students.
- Provide students with the opportunity to demonstrate the extent and depth of their learning.
- Set clear targets for student success using learning outcomes and assessment criteria.
- Share assessment criteria with students so that they know the expectations.

Evaluation

Evaluation is the process of analyzing, reflecting upon, and summarizing assessment information, and making judgements or decisions based on the information gathered. Evaluation is conducted within the context of the outcomes, which should be clearly understood by learners before teaching and evaluation take place. Students must understand the basis on which they will be evaluated and what teachers expect of them.

During evaluation, the teacher interprets the assessment information, makes judgements about student progress, and makes decisions about student learning programs.

Section Two: Curriculum Design

Rationale

The *Home Economics/Family Studies Education Foundation* document provides the rationale for all courses in this program area. Clothing 1101 is a course within the Family Studies suite of courses. The Foundation document states that

Home economics education contributes to the development of individuals and the family as functioning units of society. It attempts to provide 1) experiences which develop attitudes, skills, and understandings essential for the maintenance and improvement of family living, and 2) skills that create an awareness that the decisions a person makes affect the quality of his or her life.

In addition, home economics/family studies prepares students to use entrepreneurial skills, accept challenges, adjust and adapt in a climate of change, experiment and use creativity, make informed judgements, and apply reasoned action to practical life situations.

Home economics/family studies education contributes to individual learning and development related to the Essential Graduation Learnings: aesthetic expression citizenship, communication, personal development, problem solving, technological competence, and spiritual and moral development.

The curriculum focus is on practical perennial challenges related to family and daily living and ways of generating responses to these challenges. As a field of study, home economics draws knowledge from many disciplines, including psychology, sociology and the sciences, in the formation of its conceptual framework. It brings a multi-dimensional, multi-disciplinary approach to issues which impact families. Through the five dimensions (Human Development, Foods and Nutrition, Financial Management, Clothing and Textiles and Shelter and Housing), students are provided with opportunities to acquire knowledge, skills, attitudes and abilities to enhance quality of life for individuals and families in Canada and throughout the world.

Through home economics/family studies education, students come to identify, clarify, examine, and deal with significant concerns of daily life. Learning in this area contributes to reasoned judgments by students as they consider their decisions in terms of consequences to self, family, and society.

Curriculum Outcomes Framework

Dimensions of Home Economics/Family Studies

This document provides a learning outcomes framework common to each of the dimensions of home economics/family studies: human development, financial management, foods and nutrition, clothing and textiles, shelter and housing. The outcomes are grouped under knowledge and understandings, skills and abilities, and attitudes and behaviours. The general curriculum outcomes, based on the essential graduation learnings, are the foundation for all home economics and family studies curriculum guides.

The home economics/family studies program focuses on the acquisition of knowledge and understandings, the development of skills and abilities, and the setting of goals for the effective use of personal and family resources. These are the organizers on which the general curriculum outcomes are based. As an interdisciplinary study, home economics/family studies deals with all aspects of daily living for individuals and families. The subject is organized into five dimensions or areas of study, and each of these draws from the social and physical sciences, the arts and its own research to propose and develop systems of action which enhance daily living for individuals, families and the community. These dimensions are the basis for the development of key stage curriculum outcomes.

Clothing and Textiles

Clothing generally ranks fourth in family budget allocation, following shelter, food, and transportation. In addition to its impact on family financial resources, clothing is an expression of personality and individuality, and is a means to satisfy creative needs through aesthetic expression. Creation, selection, purchase, care, and maintenance of clothing and textile items are the focus of this area. As students progress to adulthood, they gradually assume greater responsibility for their wardrobe planning, selection, purchasing and care. Through clothing and textiles, they will have the opportunity to study fabric characteristics, use technological principles and tools, develop basic construction techniques and apply creativity and problem-solving skills. A study of fashion and the clothing industry enables students to become aware of global and environmental issues and to consider career and employment possibilities.

Key Stage Curriculum Outcomes

The key stage curriculum outcomes, based on the general curriculum outcomes, identify what students are expected to know and be able to do at the end of intermediate grades and high school in order to meet the essential graduation learnings. Key stage outcomes are identified for each of the dimensions. These key stage curriculum outcomes serve as the basis for the development of specific programs and courses for home economics/family studies and provide an overview for the teacher.

Specific Curriculum Outcomes

The specific curriculum outcomes are statements that describe what students will know, value, and be able to do as a result of study in a specific course or program at a grade level. These are found in the curriculum guides for each program or course.

	General Curriculum Outcomes (GCO's)	Key Stage Curriculum Outcomes (KSCO's) By the end of grade 12, students will be expected to:
Knowledge and Understandings	GCO 1: Students will demonstrate an understanding of issues and challenges which impact the family.	<ol style="list-style-type: none"> 1. Demonstrate an understanding of how personal and social needs, values and beliefs influence clothing and textile choices 2. Demonstrate an understanding of the evolution of fashion and design 3. Demonstrate an understanding of construction principles, techniques and tools 4. Demonstrate an understanding of the production and manufacture of fibres and fabrics and their use in clothing and textiles 5. Demonstrate an understanding of technological advances in the manufacture of fibres, fabrics and textile products 6. Demonstrate an understanding of the elements and principles of design and how they influence clothing construction and clothing choices 7. Demonstrate an awareness of rights and responsibilities of consumers and citizens in relation to clothing and textiles 8. Demonstrate an awareness of career choices and opportunities in clothing and textiles
Skills and Abilities	GCO 2: Students will demonstrate the capability/ability to use skills, resources, and processes; and to create conditions and take actions that support individuals and the family.	<ol style="list-style-type: none"> 1. Propose design solutions to a range of challenges related to clothing and textiles 2. Apply the elements and principles of design to clothing and textile projects 3. Complete a project to demonstrate construction skills in fibre and/or fabric 4. Manage and use resources effectively, efficiently and safely to satisfy personal and family needs, values and beliefs in relation to clothing and textiles
Attitudes and Behaviours	GCO 3: Students will be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress; and set new learning goals as an individual and as a family member.	<ol style="list-style-type: none"> 1. Evaluate their knowledge, attitudes and capabilities related to clothing and textiles and their effect on personal development 2. Monitor their skill development related to clothing and textiles and their ability to work cooperatively 3. Identify and assess goals related to clothing and textiles

Course Overview

Building on Home Economics Intermediate curriculum, Clothing 1101 is designed to offer students an opportunity to pursue a course of study that will increase their knowledge base, develop competencies and possibly motivate a new way of thinking and behaving in today's clothing and textile world.

The course is designed around three units of study with ample opportunity to experiment with methods of making clothing and/or textile products. Unit One explores the concept of a wardrobe and the complexities of acquiring, managing and maintaining it. Unit Two is focused on learning a variety of competencies that contribute to the completion of basic and intermediate level projects using one or more production methods. Unit Three puts the focus specifically on Newfoundland and Labrador; the communities and families that contribute to its culture.

The phrase, methods of making, is used throughout the curriculum guide and refers to using materials to make a clothing or textile product. The terms construction methods and production methods may also be used to refer to the methods of making. The methods of making named in the curriculum guide are suggestions and represent a variety but it is not intended to be an exhaustive list. The expertise available to the students from many sources such as the teacher, students, community members, local or visiting artists will help shape the exposure students will have to a variety of methods of making.

It is recommended that students' experiences be enriched by studying not only what is relevant to their local area but by expanding their experiences to include what is prominent in other geographic areas of the province.

The recommended percentage of time allocated to each unit is:

- Unit 1: 20%
- Unit 2: 55%
- Unit 3: 25%

Laboratory Environment

Contexts for Teaching and Learning and Appendix A in *The Home Economics/Family Studies Education Foundation* document provide guidance to safe and successful learning experiences for students.

Laboratory requirements are as follows:

- Unit 1: minor repair/alteration
- Unit 2: 2 projects (1 basic and 1 intermediate) using 1 or more methods of making
- Unit 3: 1 project with a cultural focus

Equipment is a key component of a Home Economics laboratory. Schools that have traditionally offered Home Economics/Family Studies courses with a laboratory component will be well suited to offer Clothing 1101 (2017 edition).

Suggested Yearly Plan

As this is a one credit course, this plan represents 55 hours of instruction organized into three units. Textiles 3101 is commonly paired with Clothing 1101 for a full year of study. However some students may only do either Clothing 1101 or Textiles 3101. There are no prerequisites for either course. The teacher has autonomy to organize the delivery of the three units and the placement of outcomes within each unit. Below is a recommended sequence.

Unit 1	Your Wardrobe		
Summary	This unit focuses on the selection, maintenance and implications of a wardrobe. It looks at the industry and how it creates fashion, how the retail industry markets fashion to consumers and what consumers do with the items from an environmental perspective. Because a wardrobe impacts every aspect of our day, from work to leisure, there are many considerations that come into play.		
Sequence of Outcomes by Topic	Wardrobe Selection: Outcomes 1.0, 2.0, and 3.0	Wardrobe Maintenance: Outcomes 4.0 and 5.0	Wardrobe Implications: Outcomes 6.0, 7.0, 8.0 and 9.0
Timeframe and %	3 weeks, 20%. Preferably this unit is completed first as there is less independent learning. Clothing Laboratory Requirement: Outcome 4.0 introduces students to clothing repair/alteration.		

Unit 2	Construction Competencies		
Summary	Unit 2 is about developing competencies through the completion of two clothing/textile products. The process of Preparing, Creating and Finishing a clothing/textile product is the means by which students will develop the competencies. This course assumes no prior knowledge or skill level in terms of operating in a Clothing/Textiles Lab environment. This unit allows the student to explore this course of study and develop it further if there is a desire to do so.		
Sequence of Outcomes by Topic	Preparing to Create: Outcomes 10.0 and 11.0	Creating: Outcomes 12.0 and 13.0	Finishing: Outcome 14.0
Timeframe and %	9 weeks, 55%. This unit is very hands on and is a major unit of study. Clothing Laboratory Requirement: Completion of two projects are required; one at a basic level and one at an intermediate skill level. Outcome 13.0 provides guidance on the projects.		

Unit 3	A Focus on Clothing and Textiles in Newfoundland and Labrador Culture		
Summary	This unit of study examines Newfoundland and Labrador as a place that is culturally rich in terms of clothing and textile products. Influences from indigenous groups, early and modern day immigrants help to create a mosaic of skills and methods of making clothing and textile products. This unit encourages students to investigate what was made here, what continues to be made here and to appreciate the skill of those who maintain this aspect of our culture. Students may, as a result, find a place and a skill set to contribute to the culture.		
Sequence of Outcomes by Topic	Cultural History: Outcomes 15.0, 16.0, and 17.0	Ancestry: Outcome 18.0	Competencies: Outcomes 19.0 and 20.0
Timeframe and %	4 weeks, 25% Clothing Laboratory Requirement: One project is required in this unit with a specific focus on NL culture. There are connections that can be made with the Cultural Connections Initiative and local artists.		

How to Use the Four Column Curriculum Layout

Outcomes

Column one contains specific curriculum outcomes (SCO) and accompanying delineations where appropriate. The delineations provide specificity in relation to key ideas.

Outcomes are numbered in ascending order

Delineations are indented and numbered as a subset of the originating SCO.

All outcomes are related to general curriculum outcomes.

Focus for Learning

Column two is intended to assist teachers with instructional planning. It also provides context and elaboration of the ideas identified in the first column.

This may include:

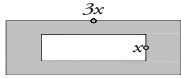
- references to prior knowledge
- clarity in terms of scope
- depth of treatment
- common misconceptions
- cautionary notes
- knowledge required to scaffold and challenge student's learning

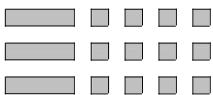
Sample Performance Indicator(s)

This provides a summative, higher order activity, where the response would serve as a data source to help teachers assess the degree to which the student has achieved the outcome.

Performance indicators are typically presented as a task, which may include an introduction to establish a context. They would be assigned at the end of the teaching period allocated for the outcome.

Performance indicators would be assigned when students have attained a level of competence, with suggestions for teaching and assessment identified in column three.

SPECIFIC CURRICULUM OUTCOMES	
<i>GCO 1: Represent algebraic expressions in multiple ways</i>	
<p>Outcomes</p> <p><i>Students will be expected to</i></p> <p>1.0 model, record and explain the operations of multiplication and division of polynomial expressions (limited to polynomials of degree less than or equal to 2) by monomials, concretely, pictorially and symbolically. [GCO 1]</p> <p>1.2 model division of a given polynomial expression by a given monomial concretely or pictorially and record the process symbolically.</p> <p>1.3 apply a personal strategy for multiplication and division of a given polynomial expression</p>	<p>Focus for Learning</p> <p>From previous work with number operations, students should be aware that division is the inverse of multiplication. This can be extended to divide polynomials by monomials. The study of division should begin with division of a monomial by a monomial, progress to a polynomial by a scalar, and then to division of a polynomial by any monomial.</p> <p>Division of a polynomial by a monomial can be visualized using area models with algebra tiles. The most commonly used symbolic method of dividing a polynomial by a monomial at this level is to divide each term of the polynomial by the monomial, and then use the exponent laws to simplify. This method can also be easily modelled using tiles, where students use the sharing model for division.</p> <p>Because there are a variety of methods available to multiply or divide a polynomial by a monomial, students should be given the opportunity to apply their own personal strategies. They should be encouraged to use algebra tiles, area models, rules of exponents, the distributive property and repeated addition, or a combination of any of these methods, to multiply or divide polynomials. Regardless of the method used, students should be encouraged to record their work symbolically. Understanding the different approaches helps students develop flexible thinking.</p> <p>Sample Performance Indicator</p> <p>Write an expression for the missing dimensions of each rectangle and determine the area of the walkway in the following problem:</p> <ul style="list-style-type: none"> • The inside rectangle in the diagram below is a flower garden. The shaded area is a concrete walkway around it. The area of the flower garden is given by the expression $2x^2 + 4x$ and the area of the large rectangle, including the walkway and the flower garden, is $3x^2 + 6x$. 

SPECIFIC CURRICULUM OUTCOMES	
<i>GCO 1: Represent algebraic expressions in multiple ways</i>	
<p>Sample Teaching and Assessment Strategies</p> <p>Teachers may use the following activities and/or strategies aligned with the corresponding assessment tasks:</p> <p>Modeling division using the sharing model provides a good transition to the symbolic representation. For example, $\frac{3x+12}{3} = \frac{3x}{3} + \frac{12}{3}$. To model this, students start with a collection of three x-tiles and 12 unit tiles and divide them into three groups.</p>  <p>For this example, $x + 4$ tiles will be a part of each group, so the quotient is $x + 4$.</p> <p>Activation</p> <p>Students may</p> <ul style="list-style-type: none"> Model division of a polynomial by a monomial by creating a rectangle using four x^2-tiles and eight x-tiles, where $4x$ is one of the dimensions. <p>Teachers may</p> <ul style="list-style-type: none"> Ask students what the other dimension is and connect this to the symbolic representation. <p>Connection</p> <p>Students may</p> <ul style="list-style-type: none"> Model division of polynomials and determine the quotient <p>(i) $(6x^2 + 12x - 3) \div 3$</p> <p>(ii) $(4x^2 - 12x) \div 4x$</p> <p>Consolidation</p> <p>Students may</p> <ul style="list-style-type: none"> Draw a rectangle with an area of $36a^2 + 12a$ and determine as many different dimensions as possible. <p>Teachers may</p> <ul style="list-style-type: none"> Discuss why there are so many different possible dimensions. <p>Extension</p> <p>Students may</p> <ul style="list-style-type: none"> Determine the area of one face of a cube whose surface area is represented by the polynomial $24s^2$. Determine the length of an edge of the cube. 	<p>Resources and Notes</p> <p>Authorized</p> <ul style="list-style-type: none"> <i>Math Makes Sense 9</i> Lesson 5.5: Multiplying and Dividing a Polynomial by a Constant Lesson 5.6: Multiplying and Dividing a Polynomial by a Monomial ProGuide: pp. 35-42, 43-51 CD-ROM: Master 5.23, 5.24 See It Videos and Animations: <ul style="list-style-type: none"> Multiplying and Dividing a Polynomial by a Constant, Dividing Multiplying and Dividing a Polynomial by a Monomial, Dividing SB: pp. 241-248, 249-257 PB: pp. 206-213, 214-219

Resources and Notes

Column four references supplementary information and possible resources for use by teachers.

These references will provide details of resources suggested in column two and column three.

Suggestions for Teaching and Assessment

This column contains specific sample tasks, activities, and strategies that enable students to meet the goals of the SCOs and be successful with performance indicators. Instructional activities are recognized as possible sources of data for assessment purposes. Frequently, appropriate techniques and instruments for assessment purposes are recommended.

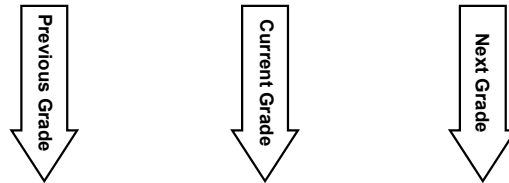
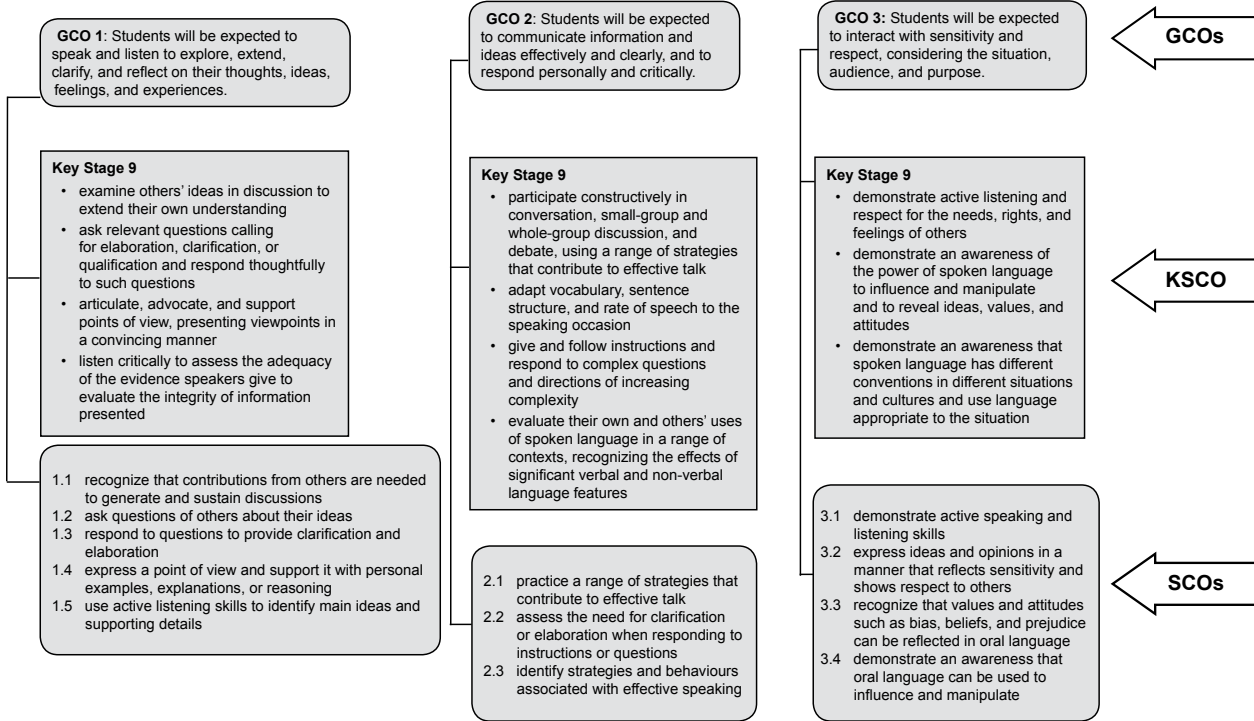
Suggestions for instruction and assessment are organized sequentially:

- Activation - suggestions that may be used to activate prior learning and establish a context for the instruction
- Connection - linking new information and experiences to existing knowledge inside or outside the curriculum area
- Consolidation - synthesizing and making new understandings
- Extension - suggestions that go beyond the scope of the outcome

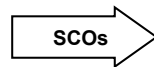
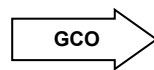
These suggestions provide opportunities for differentiated learning and assessment.

How to Use a Strand Overview

At the beginning of each strand grouping there is explanation of the focus for the strand and a flow chart identifying the relevant GCOs, KSCOs and SCOs.



The SCOs Continuum follows the chart to provide context for teaching and assessment for the grade/course in question. The current grade is highlighted in the chart.



GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

	Grade 6	Grade 7	Grade 8
1.0	examine how sharing experiences, explanations or reasoning with others clarifies and extends thinking	1.1 recognize that contributions from others are needed to generate and sustain discussions	1.1 reflect upon the contribution of others' ideas during discussion
2.0	use active listening strategies for a variety of purposes	1.2 ask questions of others about their ideas	1.2 ask questions of others for clarification
3.0	assess how thinking may be affected as a result of listening to others	1.3 respond to questions to provide clarification and elaboration	1.3 respond to questions to provide accuracy, relevancy, and validity
		1.4 express a point of view and support it with personal examples, explanations, or reasoning	1.4 express a point of view and support it with personal examples and evidence from various sources
		1.5 use active listening skills to identify main ideas and supporting details	1.5 use active listening skills to interpret main ideas and the relevancy of supporting details

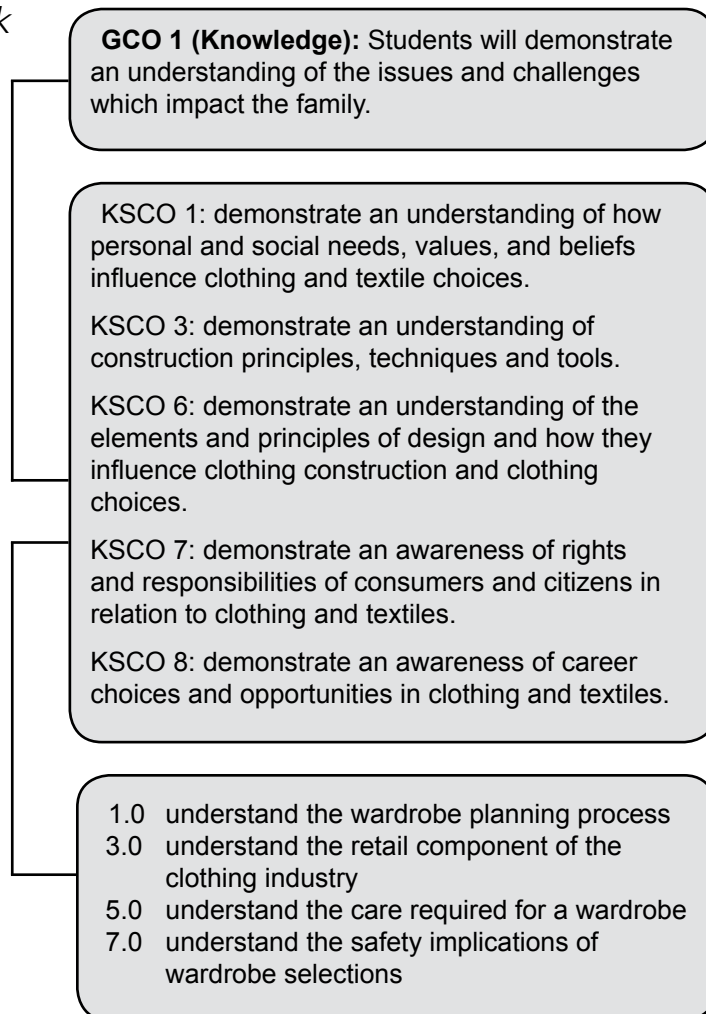
Section Three:
Specific Curriculum Outcomes

Unit 1:

Your Wardrobe

Focus

Unit 1 is all about wardrobes; from how the industry creates the pieces, how the retail industry markets the pieces to consumers, to everything we as consumers do with the pieces from the time we choose them, until we no longer require them. The unit has organized the outcomes under the headings Selections, Maintenance and Implications. The unit encourages the student to be aware of the complexities associated with a wardrobe. Today's consumer thinks globally and applies that thinking to wardrobe decisions. Because a wardrobe impacts every aspect of our day, from work to leisure, there are many considerations that come into play as students discuss the selection, maintenance and implications of a wardrobe.

Outcomes Framework

GCO 2 (Skills): Students will demonstrate the capability/ability to use skills, resources, and processes; and to create conditions and take actions that support individuals and family.

KSCO 1: propose design solutions to a range of challenges related to clothing and textiles.

KSCO 2: apply the elements and principles of design to clothing and textile projects.

KSCO 3: complete a project to demonstrate construction skills in fibre and/or fabric.

KSCO 4: manage and use resources effectively, efficiently and safely to satisfy personal and family needs, values and beliefs in relation to clothing and textiles.

2.0 analyze and apply the principles and elements of design to clothing design

4.0 develop competence in basic clothing repairs and alterations

6.0 investigate the social implications of wardrobe selections

9.0 analyze career opportunities within the fashion industry

GCO 3 (Attitudes): Students will be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress and set new learning goals as an individual and as a family member.

KSCO 2: identify and assess goals related to clothing and textiles.

8.0 assess current practice in, and propose new goals for reducing environmental impact

SCO Continuum

By Topic	Intermediate Home Economics	Clothing 1101 Unit 1
Wardrobe Selection	1.1 To identify the reasons why people wear clothing. 1.2 To determine how clothing choices are made. 1.3 To recognize that clothing is a major part of the image one projects to others. 2.1 To identify and describe briefly some of the factors affecting suitable clothing purchases. 2.2 To outline consumer responsibilities with respect to purchasing clothing.	1.0 understand the wardrobe planning process 2.0 analyze and apply the principles and elements of design to clothing design 3.0 understand the retail component of the clothing industry
Wardrobe Maintenance	3.1 To identify and explain the clothing care symbols. 3.2 To describe the procedures used for cleaning clothes. 3.3 To identify and practise some clothing repair techniques.	4.0 develop competence in basic clothing repairs and alterations 5.0 understand the care required for a wardrobe
Wardrobe Implications		6.0 investigate the social implications of wardrobe selections 7.0 understand the safety implications of wardrobe selections 8.0 assess current practice in, and propose new goals for reducing environmental impact 9.0 analyze career opportunities within the fashion industry

Suggested Unit Plan

The delivery plan for unit 1 recommends moving from the outcomes in Wardrobe Selection to those in Wardrobe Maintenance and Wardrobe Implications.

Wardrobe Selection

Outcomes

Students will be expected to

- 1.0 understand the wardrobe planning process
[GCO 1]

Focus for Learning

Many dictionary definitions of *wardrobe* refer to a person's entire collection of clothes. While students may not refer to their collection of clothes as a wardrobe, for the purpose of this unit, the term wardrobe is used extensively.

Wardrobe planning is a long term approach to assessing what you currently have in your collection of clothing, identifying gaps or what is no longer needed, and planning for future purchases.

The concepts of needs and wants should be discussed here to assist students with the planning process. There are categories of clothing that make up a wardrobe. These categories should be examined by season and according to clothing requirements for special occasions, formal events, casual activities, sporting events, and cultural considerations. For example:

- Footwear: socks, boots, shoes, sneakers, sandals
- Bottoms: tights, leggings, long pants, capris, shorts, skirts
- Tops: t-shirts, polo shirts, casual tops, dress shirt/blouse, sweater, cardigan, sweatshirt
- Undergarments: underwear, bra, camisole, inside shirt/tank
- Outerwear: hoodie, fleece jacket, rainwear, short jacket, long coat
- Headwear: full coverage hat (toque), partial coverage hat (tam, ball hat, visor, fedore, headband, bucket hat)
- Handwear: gloves, mitts
- Accessories: scarves

In addition to needs and wants, there are other factors to consider in planning a wardrobe:

- The stage of life in which a person currently resides and the activities that comprise that stage impacts wardrobe planning. If students are attending very few or no formal events, for example, then it is likely dress clothes will be minimal in their wardrobe.
- Your identity is expressed by the clothes you wear. Your wardrobe selections allow you to make statements about who you are and your style.
- Financial considerations determine what you/your family are able to purchase. Which stores you like, the type of stores available, and whether or not an item is on sale, are factors which impact finances.
- Is having culture reflected in my wardrobe important to me?
- The weather may impact the items in a wardrobe.
- Accessibility to retail opportunities whether in person or virtual, may determine the pieces that comprise a wardrobe.
- Versatility should be considered. Can one item serve more than one purpose? Can it be easily dressed up or dressed down?

Wardrobe Selection

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Propose several typical events for a student to attend that require a specific style of dress. Prompt students to plan outfits for each event from their wardrobe while providing guidance for each outfit. Students can indicate if they have something to meet the need. The diversity of events should indicate the need to plan wardrobe purchases.

Students may

- Think of a time when they wanted a specific look in their wardrobe but could not find a solution. What category was the item from and how did they compensate? How will they solve the problem from a wardrobe planning perspective?

Connection

Teachers may

- Create a template using the categories named in column 2 to be used in a closet inventory activity. The inventory should capture what they have and what they need. The template should reflect seasonal and dress code sorting criteria.

Students may

- Use the template to conduct a closet inventory for a minimum of one wardrobe category. What were their findings? How will this inform their future purchases in this wardrobe category?

Consolidation

Teachers may

- Provide a hypothetical scenario where an individual/family arrives in NL with nothing. Provide the necessary details to assist students in their planning of a wardrobe for the NL climate.

Students may

- Plan a clothing exchange at school to provide students in the class with an opportunity to address any wardrobe gaps/surpluses.
- Assess their wardrobe and identify a factor they have not considered in recent purchases and how they could plan to incorporate that factor into future purchases.

Extension

Students may

- Partner with a community organization such as The Single Parents Association, Coats for Kids, or the Association for New Canadians, to devise a plan to address a clothing need.

Resources and Notes

Authorized

the World of Fashion (Teacher Resource [TR])

- pp. 42-48
- pp. 263-264
- line master 1-5: *Exploring Why People Wear Clothes*
- line master 1-7: *Today's Ensemble*

the World of Fashion (Student Resource [SR])

- pp. 20-29
- pp. 344-345

Suggested

Resource Links: www.k12pl.nl.ca/curr/10-12/family-studies/clothing-1101/resource-links/unit-one-your-wardrobe.html

- wardrobe planning

Wardrobe Selection

Outcomes

Students will be expected to

- 2.0 analyze and apply the principles and elements of design to clothing design [GCO 2]

Focus for Learning

The principles and elements of design are applied in many contexts from artwork to architecture to clothing designs.

It is not the intention for students to memorize and recall each of the elements and principles of design as outlined in chapters four and five of the student resource. Instead, students should be aware that they are tools used to create appealing designs. Once students have been “walked through” each principle and element, they should be able to recognize, analyze and apply them in design work.

The elements of design are:

- shape
- line
- texture
- colour

The principles of design are:

- proportion
- balance
- rhythm
- emphasis
- harmony

In choosing wardrobe items, part of our decision to include or exclude an item, may be in part due to the use of a principle or element and how it works with our bodies. For example, a shorter person may not like items that use horizontal lines in the design because it creates the visual effect of drawing the eye in a horizontal movement. Instead, the shorter person may feel better in a design that draws the eyes upward, creating an illusion of height, with the use of vertical lines.

Teachers are cautioned around their handling of the material on body shape. It is **not** the intent to measure students or label their body shapes. While clothing is designed for people of varying shapes, the purpose in this discussion is to show how the elements and principles of design can be used to complement a person.

Students should understand the effect each of the principles and elements can have on a design by manipulating each in a design.

Sample Performance Indicator

Create a wardrobe for a seven day vacation in a warm climate. Choose items from your current wardrobe that are most reflective of your style, suitable for the climate and make use of the elements and principles of design that complement you. Students may wish to sketch or take pictures of the wardrobe pieces for each day of the vacation.

Wardrobe Selection

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Ask students to recall a clothing item that they own but do not love. If possible, take a picture of it or bring it to class.

Students may

- Analyze the clothing item that is not a personal favorite and explain what it is about the design that is causing them to dislike it.

Connection

Teachers may

- Provide a digital or physical template of an item of clothing. Manipulate the elements of line and colour and note the visual effect on the item.

Students may

- View the item from a distance and summarize how to manipulate colour and line for specific desired effects.

Consolidation

Teachers may

- Use visuals to explain how each of the elements and principles of design are present in clothing designs.

Students may

- Revisit the item of clothing used in the activation activity. Use the elements and principles of design to determine which element or principle is contributing to the less than ideal design for them.
- Create a personalized checklist for each of the elements and principles of design that can be applied to future clothing decisions. The checklist should indicate things to include or avoid under each element and principle.

Extension

Teachers may

- Identify the elements of design such as colour, pattern, textures, shapes and the forms that are present in nature.

Students may

- Find inspiration in nature to visually represent an outfit detailing the elements of an animal, plant or insect in a unique way.

Resources and Notes

Authorized

the World of Fashion (TR)

- pp. 75-93, 96-103

the World of Fashion (SR)

- pp. 75-94
- pp. 95-100, 107-113

Suggested

Resource Links: www.k12pl.nl.ca/curr/10-12/family-studies/clothing-1101/resource-links/unit-one-your-wardrobe.html

- slideshare

Wardrobe Selection

Outcomes

Students will be expected to

- 3.0 understand the retail component of the clothing industry
[GCO 1]

Focus for Learning

The clothing retail industry provides much of the ready to wear clothing items we use. Students should explore the retail industry and how it can be used to effectively satisfy wardrobe needs while exercising financial literacy skills.

This outcome should provide a level of understanding about fashion, from designer to consumer. The season's colours and styles will be evident in store displays and collections available. These styles are the work of designers from various fashion houses in various countries. The runway collections are used to inspire mass produced, ready to wear collections for consumers. Students should explore the various influences on current fashion as outlined in chapter 16 in *the World of Fashion*.

Secondly, marketing strategies are used by the retail industry. They needs consumers to buy their items and to this effect promotions and advertising are geared towards their potential clientele and segment of the market. As consumers, students need to be able to decipher the messaging in media and the tactics they use to entice buyers. If they are successful, we may purchase based on want, not need.

Finally, consumers navigate the fashion industry. What we pay for clothes is a reflection of the market and the competition within the market. As a result, if a retailer or clothing manufacturer can minimize costs to increase profits, they likely will utilize such efforts but they come at a cost to either people or the environment. Wages, working conditions, environmental considerations such as choice of raw materials, finishing processes, land, water and energy use should form part of the discussion in whether or not to support a manufacturer or retailer. For consumers, some tips to help stretch fashion dollars are buying out of season, using store promotions and reductions to your advantage, balancing purchases of brand name with non-brand name items where possible, using the virtual shopping environment to access comparable items for lower prices, and shopping at a thrift style store.

Wardrobe Selection

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Discuss how current trends relate to the fashion industry.

Students may

- View a clip of fashion week coverage in Paris, Milan, New York or Canada. What are the colour or style trends ?
- Choose a category of clothing, such as bottoms or tops, and identify current styles.

Connection

Teachers may

- Discuss current trends evident among the student body.

Students may

- Devise a plan to accommodate trends within their current wardrobe, respecting personal application of elements and principles of design.

Consolidation

Teachers may

- Provide or show students examples of marketing of retail goods to consumers. As a class, identify the retailers approach to sales.

Students may

- Describe their process of interacting with the clothing retailers. They should think about what they do to prepare prior to going to a store or shopping online, what they do once they are in the shopping experience, and what happens after the purchase or browsing session.

Extension

Teachers may

- Provide various examples of advertisements such as catalogues, commercials and magazines, etc.

Students may

- Create advertisements for a piece of clothing. Decide the target audience, and the marketing strategy.

Resources and Notes

Authorized

the World of Fashion (TR)

- pp. 213-224
- pp. 241-254
- pp. 255-271

the World of Fashion (SR)

- pp. 247-249
- pp. 271-289
- pp. 313-329
- pp. 331-349

Suggested

Resource Links: www.k12pl.nl.ca/curr/10-12/family-studies/clothing-1101/resource-links/unit-one-your-wardrobe.html

- apparel industry profile

Wardrobe Maintenance

Outcomes

Students will be expected to

- 4.0 develop competence in basic clothing repairs and alterations
[GCO 2]

Focus for Learning

This outcome should be approached from the perspective of teaching basic repair and alteration skills to students with no prior knowledge. We often hear of people who do not know how to machine sew but are capable of doing basic repairs or alterations on clothing items by hand stitching. As an alternative, this outcome may also be combined with Unit 2: Clothing Construction, if a higher, machine based proficiency is desired.

The following is a sample list of clothing repair and alteration skills based on level of difficulty:

Beginner:

- sewing on a button
- repairing a broken hem
- sewing on a badge or name tag
- repairing applique, beadwork or other trimmings
- repairing broken stitching in a seam or topstitch
- other as identified by the teacher in consultation with the student

Intermediate:

- repairing or patching a hole in a garment
- repairing or replacing a zipper
- hemming
- other as identified by the teacher in consultation with the student

Students should demonstrate competence in at least one item from the beginner level list and at least one item from the intermediate level list.

Teachers should review safety protocols prior to engaging students in the use of tools necessary for clothing repair and/or alterations.

Wardrobe Maintenance

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Ask students what typically happens in their household when a clothing item is in need of repair or alteration.

Students may

- Brainstorm factors that need to be considered before embarking on a repair or alteration.
- Think of an item they currently own but do not wear because of a required repair or alteration. What is the estimated cost of getting this work done by a seamstress or tailor?

Connection

Teachers may

- Showcase some of the basic equipment required to do the repairs named in column 2.

Students may

- Research, in their local area, the cost of completing basic repairs such as hemming a pair of casual pants. How does this cost compare to the price paid for the pants? At what price point is it not feasible to purchase new clothing items in need of alterations?

Consolidation

Teachers may

- Ask students to bring an item in need of repair or alteration to school. With students, group the items by the type of repair needed. Ask students to group themselves according to their interest in completing one type of the repairs identified. For example, some students may identify sewing on buttons as a competence they would like to have. Practicing this on several garments will increase student competence. Work in small groups to complete one type of repair.

Students may

- Work with another student to produce a step by step informational product to assist others in completing a repair or alteration. The level of detail in the steps should reflect a “no prior knowledge required” approach. Share the information product on a bulletin board or on a class page on a school website.

Resources and Notes

Authorized

the World of Fashion (TR)

- pp. 122-124, 132-134

the World of Fashion (SR)

- pp. 130-135, 140, 144-145

Suggested

Resource Links: www.k12pl.nl.ca/curr/10-12/family-studies/clothing-1101/resource-links/unit-one-your-wardrobe.html

- clothing repairs

Wardrobe Maintenance

Outcomes

Students will be expected to

- 5.0 understand the care required for a wardrobe [GCO 2]

Focus for Learning

This outcome focuses on protecting the investment made in clothing items. There is a level of care required for clothing items depending on the fabric content.

The following topics should be covered under care for a wardrobe:

First of all, periodically inspect garments for signs of wear, or needed repairs/maintenance. An example could be that the fabric in a garment is “pilling”: the appearance of tiny balls of fibres on the surface of the fabric in high friction areas such as near underarms or in the thigh area. This can be removed with a specific tool readily found in most stores that carry sewing supplies. Spraying on a protective coating on leather items is another example.

Secondly, cleaning is an important aspect of clothing care. The Textile Labelling Act, specifies details on a clothing label about the item such as fibre content, manufacturer name and address, and cleaning guidance. In 2003, a revised Canadian General Standards Board (CGSB) standard provided new and improved industry symbols to help consumers clean and launder clothing safely. Five basic symbols identify care treatments for washing, bleaching, drying, ironing and professional cleaning. The symbols are in black and white, replacing the previous edition’s “traffic-light” colours of green, amber and red.

Finally, day to day and seasonal storage needs to be considered in caring for clothing items:

- Avoid exposure to direct sunlight as this may cause fading and fiber damage.
- Hangers may not be the best storage option for some items for day to day or long term storage. The hanger may alter the shape of the shoulder or leave an unwanted creases.
- Store items in an area that is dry and void of dampness.
- Extend the life of clothing items by storing them properly. They will last longer and look better than items that are not folded or hung properly.
- Store items in a clean state.

Wardrobe Maintenance

Sample Teaching and Assessment Strategies

Activation

Students may

- Examine examples of care labels that may be in paper format or compiled on one sheet. Compare the symbols with those in the *Guide to Apparel and Textile Care Symbols*.
- Think of a time when they ruined a clothing item in the care process and describe what happened to the article of clothing.

Connection

Teachers may

- Provide sample care labels for students to view.

Students may

- View the care labels of various garments and explain the care required for that garment.

Consolidation

Teachers may

- Demonstrate the laundry process; sorting, stain removal, settings of the washer and dryer for garment type and folding for storage.

Students may

- Create a laundry log to demonstrate they know how to sort, remove stains, wash, dry and fold for storage. Document the process using written text, photo or video.

Extension

Students may

- Propose a personal seasonal storage plan to care for wardrobe items from one season to the next. The plan should include what will be stored, how it will be stored and where it will be stored. The wardrobe list, referenced in Outcome 1.0, may be used to help organize an approach to storage.
- Research the long term impact of the use of a clothes dryer on clothes.

Resources and Notes

Authorized

the World of Fashion (TR)

- p. 160

the World of Fashion (SR)

- pp. 192-193: Textile Labelling Act

Suggested

Resource Links: www.k12pl.nl.ca/curr/10-12/family-studies/clothing-1101/resource-links/unit-one-your-wardrobe.html

- *Guide to Apparel and Textile Care Symbols*
- Laundry Essentials

Wardrobe Implications

Outcomes

Students will be expected to

- 6.0 investigate the social implications of wardrobe selections
[GCO 2]

Focus for Learning

We live in a social world. Clothing is an element to be considered from a social perspective. Students should investigate the social implications of a wardrobe.

Teachers should be mindful to not draw attention to social status of individuals by referencing styles of clothing or brand names being worn by students in the classroom/school. While brand names are a consideration in the discussion of this outcome, it should be done so in a way as to not cause harm to any person. Further to that, the treatment of body image is a concern in the discussion of the media as a social influence.

What we wear has implications. First of all, items in our wardrobe give us a sense of belonging. We like to be part of a social group and /or religious group and a wardrobe can be a way to create a feeling of belonging to a group, sharing similar styles of clothing. In addition to our friend groups, places of employment with uniforms or schools with a uniform may help foster the sense of belonging.

We also express our identity through our clothing selections. We each have a unique style and can express that through our wardrobe.

Our wardrobe can also signal status. The presence of brand name items, both high end and lower end, usually indicate a level of financial affluence. While we may like to be associated with a brand or a designer, wearing brand name items could have negative repercussions in some cases.

Judgements may be imposed on individuals as a result of their wardrobe selections.

Wardrobe selections may be influenced by media and what is projected as currently in style. These images and ideas should be challenged to determine if they coincide with ones' approach or expression of style.

Cultural appropriation is a concept that has become part of the fashion industry. Cultural appropriation occurs when dominant groups take or "borrow" styles from marginalized groups, who face oppression or have been stigmatized for their cultural practices throughout history. As consumers, we may be buying into this without being fully aware of the possible implications.

Wardrobe Implications

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Show two images of people dressed with brand name and non brand name wardrobe items. Ask students to profile the individuals.
- Prompt students to think about what is informing their wardrobe selections.

Students may

- Write a reflection on how clothing expresses identity.

Connection

Students may

- Complete the line master 1-9: *My Values Your Values*
- Conduct a survey to determine the primary reasons peers choose to wear certain items of clothing.

Consolidation

Students may

- Complete the line master 1-11: *How My Clothing Represents Me*.
- Illustrate how their values affect their clothing choices

Extension

Students may

- Research how discrimination has occurred based on wardrobe. Some discussion points may include wearing cultural dress, brand name items being targeted for theft, hoodies concealing your face, etc.

Resources and Notes

Authorized

the World of Fashion (TR)

- pp. 64-66
- line master 1-9: *My Values Your Values*
- line master 1-11: *How My Clothing Represents Me*
- line master 3-5: *Exploring Music and Fashion*
- line master 3-6: *Exploring the Internet and Fashion*
- line master 3-9: *Analyzing Photos in Advertisements*
- line master 3-10: *Redesign a Magazine Cover*

the World of Fashion (SR)

- pp. 22-24: *Social Reasons*
- pp. 25-27: *What Do Clothing Choices Say about a Person?*
- pp. 55-69: *Media and Fashion*

Suggested

Resource Links: www.k12pl.nl.ca/curr/10-12/family-studies/clothing-1101/resource-links/unit-one-your-wardrobe.html

- cultural appropriation
- social costs of clothing

Wardrobe Implications

Outcomes

Students will be expected to

- 7.0 understand the safety implications of wardrobe selections
[GCO 1]

Focus for Learning

Being safe is a concern even when it comes to choosing what we will incorporate into our wardrobes. A typical day for most people will likely include clothing considerations for the climate as well as participation in workplace and leisure activities.

Students should understand that clothing choices have a role to play in promoting ones' safety.

Participation in leisure activities

- exercise wear: dressing appropriately for the physical activity will help regulate body temperature and prevent rashes or blisters as a result of sweating or wearing improper attire. High visibility features also promote safety if the physical activity occurs at night or on public roadways.
- day to day activity: going to school, hanging out, socializing, doing a hobby such as hunting, hiking, fishing, sewing or beading.

Participation in workplace activities

- Depending on the nature of the work, there may be clothing requirements to promote efficiency and safety. The Personal Protective Equipment (PPE) component of Occupational Health and Safety regulations is another factor to consider in safety implications of clothing. Footwear may need to be steel toe, oil or slip resistant. Tops and outerwear may need to be long sleeve, fire resistant or have high visibility features. Long pants may also be a requirement. The type of work will dictate the clothing requirements.

Climate

- Wardrobes usually change with the seasons and depending on the degree of difference between each season, the wardrobe implications may be minimal or drastically different. Wardrobe selections are reflective of the climate in terms of them keeping the body comfortable. Consideration needs to be given to protecting the body against exposure to elements such as sun, extreme cold, heat, wind, rain, and flies.

Sample Performance Indicator

Whether consciously or subconsciously, there are a lot of factors that determine what we wear at any one point in time. Design a wardrobe for five specific events or types of activity and explain the factors influencing the choices for each item.

Wardrobe Implications

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Show visuals of various people in personal protective equipment. Discuss any wardrobe requirements evident in the visual.

Students may

- Rank their top five reasons they use when selecting a piece of wardrobe. Share their responses with a small group and create a common top five list. Where does safety rank as a consideration?

Connection

Students may

- Reflect on leisure activities that they like to do in their community or region. Are there any specific things they wear to enhance safety during their participation? Share their perspective with a partner.

Consolidation

Teachers may

- Prompt students to think about a career they would like to pursue. Encourage discussion with the following questions:
 - Are there clothing requirements associated with the profession?
 - Are there cost implications for the employee?
 - Does safety have a high profile in this career?

Students may

- Design a tourism brochure to assist travellers in preparing for a vacation in their region of NL. Choose a time of year for the visit and prepare recommendations for wardrobe pieces to pack for the trip. The rationale for the selections should be based on the climate and the planned activities.

Extension

Students may

- Research a place they have never visited before and plan a wardrobe for the vacation taking into account the climate, time of year and the activities they would like to do while vacationing. Explain how safety is a consideration in the plan.
- Research career opportunities that would rely on knowledge and application of safety in clothing items. (e.g., a tour guide in an outfitter company, a buyer for workers in the offshore industry, or a designer/manufacturer of these same items).

Resources and Notes

Authorized

the World of Fashion (TR)

- pp. 42-45, 149-152, 233-235
- line master 8-5 and 8-6:
Exploring Fabric Finishes
- line master 15-1: *Clothing Crawl*
- line master 15-4: *Who? What? Why?*

the World of Fashion (SR)

- pp. 20-21, 27, 176-177, 300-303

Suggested

Resource Links: www.k12pl.nl.ca/curr/10-12/family-studies/clothing-1101/resource-links/unit-one-your-wardrobe.html

- work place safety
- OHS regulations

Wardrobe Implications

Outcomes

Students will be expected to

- 8.0 assess current practice in, and propose new goals for reducing environmental impact
[GCO 3]

Focus for Learning

In North America, clothing items are in abundance and can be found in stores, online, at goodwill centres, in our own homes. Students should think about where it all comes from and where it will end up. Will it all be purchased eventually? Do we need that much available to us?

The intent of this outcome is to allow students to be reflective throughout the learning, about the impact their activities have on the environment, and the goals they could set to be more environmentally friendly. Some questions they may consider are

- What are my buying habits?
- Do I ever shop at used clothing stores?
- Do I consider repurposing clothing items?
- Do I donate unwanted items?
- Do I add to landfills?

Before wardrobe pieces make it to consumers, there are manufacturer practices that impact the environment. Examples of these include fabric production, dyeing and finishing.

Some manufacturers are conscious of the impact of the clothing industry on the environment and are trying to highlight that with their practices in the sourcing of materials, production and/or in marketing.

Concepts that should be discussed at this point are

- social responsibility,
- sustainability,
- landfills,
- eco friendly manufacturing practices,
- human rights,
- safe work, and
- the social cost of inexpensive clothing.

Wardrobe Implications

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Read the outcome aloud and brainstorm with students as many words as possible that are associated with it. Create a word collage in the shape of a t-shirt or build a word wall.

Students may

- Think of a clothing purchase made recently. Was there anything about the purchasing experience that made them consciously think about the environment?

Connection

Teachers may

- Provide a map of the world and lead a discussion on clothing manufacturing facilities in various countries around the world.

Students may

- Identify the origin of an article of clothing. Using the map, students will pin the origins of their clothing article.

Consolidation

Students may

- Examine their current practices and identify areas where they could lessen environmental impact and devise a personal plan to reduce environmental impact.
- Research strategies the retail industry is using to help consumers to be conscious of the environment.
- Complete the line master 10-1: *The Environmental and Social Impact of a Cotton T-Shirt*.

Extension

Teachers may

- Provide a list of socially just clothing manufacturers.

Students may

- Research a popular clothing brand from the list to determine the company's investment in protecting the environment.

Resources and Notes

Authorized

the World of Fashion (TR)

- pp. 163-181
- pp. 272-289
- line master 10-1: *The Environmental and Social Impact of a Cotton T-Shirt*

the World of Fashion (SR)

- pp. 197-213
- pp. 353-369

Suggested

Resource Links: www.k12pl.nl.ca/curr/10-12/family-studies/clothing-1101/resource-links/unit-one-your-wardrobe.html

- environmental impact
- video on fashion industry impacts

Wardrobe Implications

Outcomes

Students will be expected to

- 9.0 analyze career opportunities within the fashion industry [GCO 1]

Focus for Learning

This outcome may be treated as a stand alone learning experience or incorporated into previous and upcoming outcomes in units two and three.

There are many career entry points into the fashion industry. While some people may initially believe that clothing industry based careers deal directly with clothing, that is not the case. This outcome should highlight the variety of employment opportunities that exist; working in a retail environment, designing store displays, working in a fabric store, repairing equipment used in the clothing industry, working on the financial side managing accounts, etc. One example is Lanita Layton, featured in "A Passion for Fashion" on p.282 in the Student Resource. If students enjoy working with any aspect of the fashion industry, it may lead to other employment opportunities.

Wardrobe Implications

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Ask students if they assign value to learning a competency to work with clothing materials, or to have a rich understanding of the fashion industry. What value does it hold for them now and into the future?
- Create a careers thought web associated with a clothing item. Consider the item and the process as it makes its way from concept to consumer.

Students may

- Think of and record careers associated with the fashion industry.

Connection

Teachers may

- Lead a brainstorming session with students to devise a list of possible career opportunities associated with the fashion industry.

Students may

- Select a career that they may find interesting and collect information about the educational background required, salary, typical job duties, and possible entry level, etc.

Consolidation

Teachers may

- Invite a person who is involved in the craft/fashion industry to present to the class about their career.

Students may

- Devise a list of questions for the invited guest that will help them to fully understand the job and determine if it would be suitable to their interests, abilities and aptitude.

Extension

Teachers may

- Introduce students to the *my Blueprint Education Planner* website.

Students may

- Review the *Who Am I Motivations Results Page* on the *my Blueprint Education Planner* website to determine if their interests align with working in the fashion industry.

Resources and Notes

Authorized

the World of Fashion (TR)

- pp. 57, 221-223
- line master 14-3: *Brand Yourself*
- line master 14-4: *Exploring International and Canadian Designers*

the World of Fashion (SR)

- “A Passion for Fashion” features in each chapter
- pp. 43, 282

Supplementary

- *my Blueprint Education Planner*

Suggested

Resource Links: www.k12pl.nl.ca/curr/10-12/family-studies/clothing-1101/resource-links/unit-one-your-wardrobe.html

- career opportunities

Section Three:
Specific Curriculum Outcomes

Unit 2:

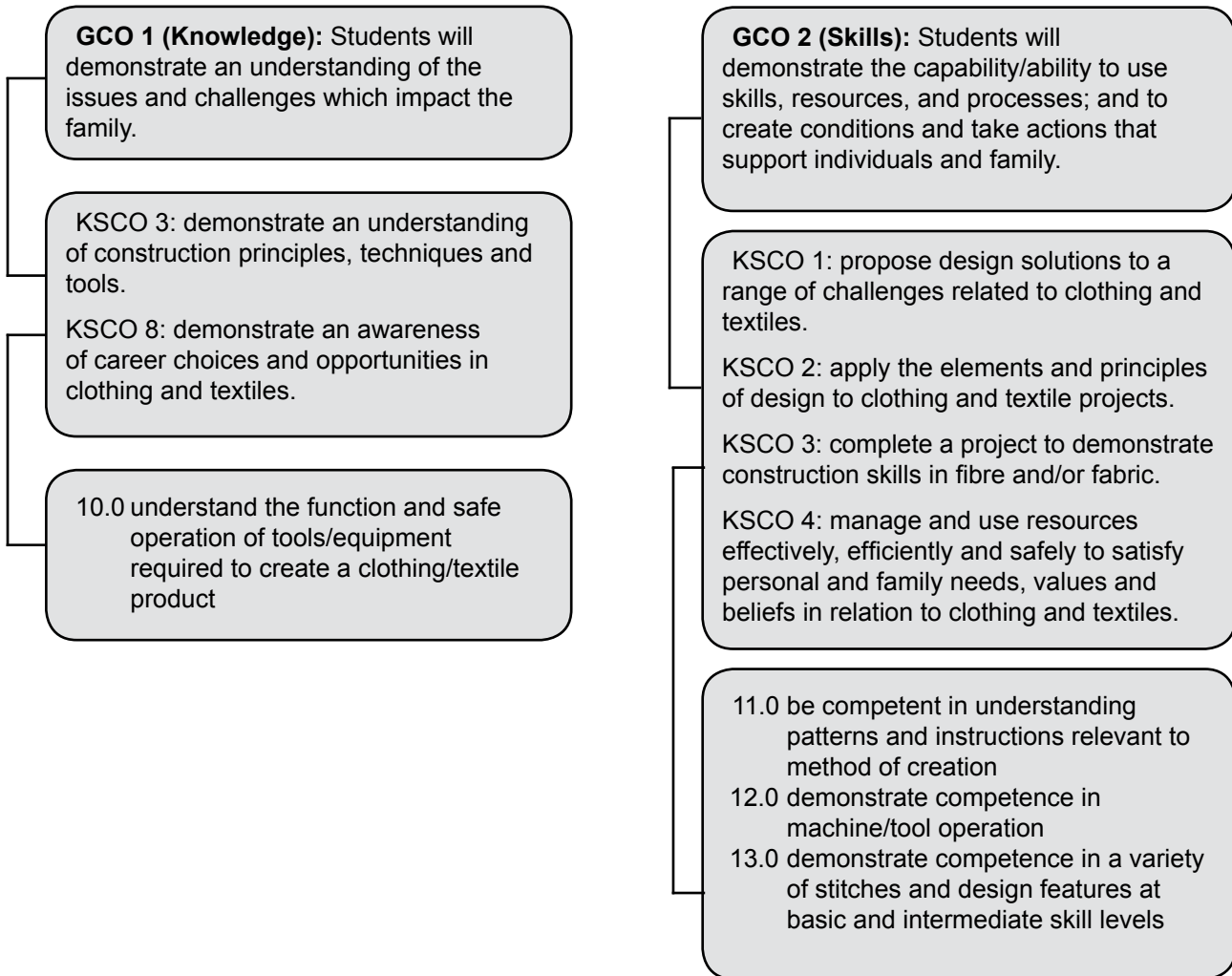
Construction Competencies

Focus

Unit 2 is about developing competencies; from knowing how to properly and safely use equipment, to reading instructions in pattern format, to making a clothing item with varying degrees of difficulty. This course assumes no prior knowledge or skill level in terms of operating in a Clothing/Textiles Lab environment. This unit allows the student to explore this course of study and develop it further if there is a desire to do so.

The unit is organized under the headings Preparing to Create, Creating and Finishing; the stages of completing a project from start to finish.

Outcomes Framework



GCO 3 (Attitudes): Students will be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress and set new learning goals as an individual and as a family member.

KSCO 1: Students will be encouraged to evaluate their knowledge, attitudes, and capabilities related to clothing and textiles and their effect on personal development.

KSCO 2: identify and assess goals related to clothing and textiles.

14.0 assess the value of being competent in preparing, making and finishing a clothing/textile product

SCO Continuum

By Topic	Intermediate Home Economics	Clothing 1101: Unit 2
Preparing to Create		10.0 understand the function and safe operation of tools/equipment required to create a clothing/textile product 11.0 be competent in understanding patterns and instructions relevant to method of creation
Creating	4.1 To identify some benefits that result from acquiring sewing skills. 4.2 To construct a simple sewing project that incorporates basic sewing skills.	12.0 demonstrate competence in machine/tool operation 13.0 demonstrate competence in a variety of stitches and design features at basic and intermediate skill levels
Finishing		14.0 assess the value of being competent in preparing, making and finishing a clothing/textile product

Suggested Unit Plan

The delivery plan for unit 2 recommends following the creation process by moving from the Preparing to Create outcomes to the Creating outcomes and then concluding the unit with the Finishing outcome.

Preparing To Create

Outcomes

Students will be expected to

10.0 understand the function and safe operation of tools/ equipment required to create a clothing/textile product
[GCO 1]

Focus for Learning

This unit is all about making things but before that can happen, the students have to be proficient in operating the tools/ machinery needed to make a clothing/textile product. Teachers need to be confident that each student can work independently and safely in an environment where there are many potential hazards.

Outcome 10.0 is the beginning of a series of outcomes that scaffold the learning for students, bringing them to a point where they will complete a clothing/textile product on their own.

The methods of construction can vary for students. Too often, it is assumed that sewing will be the method of construction. In addition to sewing, however, there are other methods of clothing/textile production such as knitting, crocheting and weaving. Each method has its own set of tools and machinery.

Teachers should determine student interest and skill level for each of the methods of making a clothing/textile product as there is a requirement to complete two projects in this unit. As well, outcome 20.0 in unit 3 requires students to complete a project from a cultural perspective. Teachers should keep this in mind when planning the approach to student projects. Another consideration here is the management of the Home Economics laboratory. Would it be more manageable to have everyone doing the same project, using the same method of construction? Or, do some students have a proficiency level that would allow them to do a different method of construction from the others?

Once the logistics of managing this unit are worked out, the focus should turn to the function and safe use of tools/machines required for creating a clothing/textile product.

Accident and injury prevention is an integral part of a Home Economics laboratory. There are many opportunities for accidents or injuries to happen if students are not held to a high standard when handling and using every tool and piece of equipment. Direct teaching on each tool and piece of equipment should include demonstration of proper handling procedures to be used when students will be transporting or manipulating tools in the creation process.

It may be preferable to introduce the tools and equipment particular to a method of making at the time that it is being studied. If students will not be using all of the possible tools and equipment in the classroom but may have an opportunity to visit an artist, craftsperson, etc, it would be beneficial for them to see visuals of the tools and equipment and know the function and safety procedures.

Preparing To Create

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Prepare a selection of common tools/machinery for each method of construction and ask students to identify them by their proper name.
- Choose one tool/machine and ask students to predict the name and function of it.

Students may

- Think of the ways they could possibly be injured in a Home Economics laboratory environment.

Connection

Teachers may

- Demonstrate the use of common tools/machinery and the safety precautions necessary during the use of the tool.

Students may

- Name common tools/machines associated with a method of construction with which they are familiar.
- Demonstrate the safe use of a common tool/machine associated with a method of construction that they have seen in use at home.

Consolidation

Teachers may

- Observe students in mock situations changing a needle on a sewing machine to determine if students are using safety practices in their work.

Students may

- Create an e-file of the tools/machines needed for one method of construction. Include a description of the function of each tool/machine and how to properly use them.
- Create a video or interactive tool that shows them demonstrating the safe use of tools and equipment relevant to a method of making.

Resources and Notes

Authorized

the World of Fashion (Teacher Resource [TR])

- pp. 105-116

the World of Fashion (Student Resource [SR])

- pp. 116-137

Suggested

Resource Links: www.k12pl.nl.ca/curr/10-12/family-studies/clothing-1101/resource-links/unit-two-construction-competencies.html

- sewing safety

Preparing To Create

Outcomes

Students will be expected to

10.0 *understand the function and safe operation of tools/equipment required to create a clothing/textile product*
[GCO 1]

Focus for Learning

If the class is going to be sewing, for example, students should have a list of the items they will be handling in the class and the expectations for their safe handling of these items during lab experiences. A list for hand/machine sewing tools may include but is not limited to:

bone needle: needles used with sinew to sew clothing

hand and machine needles: both needle types could pierce the skin if not handled properly. A thimble may help prevent damage to skin. Machine needles can break off during use if fabric layers are too thick or if the presser foot of a sewing machine is not securely fastened. Wearing safety glasses helps protect the eyes. Both needle types should be carried and stored in their package or in a pin cushion. As hand sewing may involve longer lengths of thread being used and the arm being extended away from the body, be aware of your surroundings.

pressing iron: The dry and steam heat from this tool can potentially burn anything it comes in contact with. Use at a designated station and unplug it when not in use.

rotary cutter: This pizza like wheel is extremely sharp. There should be a safe distance between the fingers and the wheel during cutting. Teachers may wish to restrict the use of this tool.

scissors/shears: These tools have longer sharp edges. Walk with the blade pointed towards the floor. When the scissors are at your work station and not in use, scissors should be in a closed position.

seam ripper: This small hand tool has a very sharp blade and pointed end, intended to rip through stitches. Cover or cap the blade when not in use, when in use work away from the body not towards it.

sewing machine: The moving parts of this piece of equipment can injure hands and eyes. Follow safety guidelines such as wearing safety glasses, keeping hands away from the presser foot and needle, and being in control of your foot pedal. Unplug or power down if changing the needle, tightening the presser foot, placing a bobbin or threading the machine.

straight pins: These items are sharp and can pierce the skin. They should be carried in a pin cushion or in a sealed container.

tracing wheel: This tool has a serrated edge intended to transfer markings from colored paper, tracing paper, to fabric.

ulu: a sharp tool used to remove hide from animals and fat from the hide in preparation to make clothing items.

A similar list of tools/equipment can be created for other methods of making.

Preparing To Create

Sample Teaching and Assessment Strategies**Extension**

Teachers may

- Show the evolution of tools/machinery such as the progression of sewing machines from hand crank design to electric/digital design.

Students may

- Research the evolution of tools/machines over time. How have they incorporated modern technology, if at all?

Resources and Notes

Preparing To Create

Outcomes

Students will be expected to

11.0 be competent in understanding patterns and instructions relevant to method of creation [GCO 2]

Focus for Learning

Most methods of creating textile products involve understanding written and/or oral instructions. These instructions may use abbreviations or terminology specific to the method of making. Because students are completing basic and intermediate projects, the variety and complexity of the terminology in patterns/instructions should be matched accordingly.

Regardless of the method of construction, the teacher may write step by step instructions for the students to follow at their own pace if commercially purchased patterns are not necessary for the project.

If students are completing a knitted project, for example, the terminology may include casting on and off, knit and purl, for a basic knit project. Adding more complex stitches such as cable, moss or basketweave stitch would qualify as an intermediate project.

Once the students begin working on their projects, the teacher's role is more of a facilitator. Prior to that, there will need to be direct instruction to deal with the terminology and complexity of the pattern.

As students work on their projects, monitor for independent reading and ability to follow the instructions contained within the pattern.

Preparing To Create

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Distribute sample patterns to the class and ask students to peruse them to determine ease of understanding.

Students may

- Brainstorm a list of classroom appropriate abbreviations used in texting. Are there abbreviations they do not know?
- Brainstorm a list of activities not specific to clothing/textiles methods of making, that require following a pattern or set of instructions. Which ones do they feel they would be able to follow? Which ones would they need help reading and understanding? Why?

Connection

Teachers may

- Place poster sized pages with headers for each of the methods of making at stations around the classroom. Group students and rotate them through the stations. Students can add to each page information, such as any terminology or equipment/tools, relevant to the method of making.
- Use an interactive whiteboard to search and project a free pattern from a website. Walk through the instructions line by line to decipher the abbreviations and clarify instructions.

Students may

- Recall any terminology related to making a clothing or textile product with which they are familiar.

Consolidation

Teachers may

- Choose a pattern that students will follow as a group to complete a clothing or textile product. Demonstrate or use a prepared video for each of the terms necessary to complete the project.

Students may

- Create a video to explain one or more terms, tools or pieces of equipment named in a pattern or set of instructions that are necessary to complete the project.

Extension

Students may

- Share their expertise by leading another group of students through the steps of completing the project. Working with another class or volunteering with youth groups may be options that can be explored for students to complete this activity.

Resources and Notes

Authorized

the World of Fashion (TR)

- pp. 117-129, 132-139

the World of Fashion (SR)

- pp. 138-157

Suggested

Resource Links: www.k12pl.nl.ca/curr/10-12/family-studies/clothing-1101/resource-links/unit-two-construction-competencies.html

- knitted stitches
- free knitting and crochet patterns

Creating

Outcomes

Students will be expected to

12.0 demonstrate competence in machine/tool operation
[GCO 2]

Focus for Learning

This outcome is dependent on the method of making chosen by the student and or teacher. For every method of making there are tools, equipment or machinery that are specific to the method. It is through the chosen method of making that the student will demonstrate competence in safely using all associated tools/equipment/machinery.

Students will be completing a basic and an intermediate project in this unit. The method of making used for these projects will dictate the competence the student will acquire in machine/tool operation. Observing students as they progress through the stages of their project(s) will provide necessary feedback to determine the level of competence the student has acquired.

For each project, provide students with a list of tools/equipment/machinery for which they will need to develop competence. Another factor to consider is whether the method of making is done using electrical or non-electrical based equipment. Some methods of making do not rely on electrical tools/machines while others such as machine sewing rely heavily on electrical tools and machines.

Inherent in this outcome is application of safe practices for handling tools/equipment/machinery as outlined in outcome 10.0.

Creating

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Ask students what they would do if they needed help with a project and there was no one around to ask. What options could they utilize to figure out the problem? This should prompt them to consult a manual, research an online video, or ask a classmate.

Students may

- Share ideas about how to formalize a “help center” approach to solving problems with machine tool operation.

Connection

Students may

- Research sample manuals/patterns/online videos for a tool or piece of equipment. How does this help the user become proficient in the use of the tool or piece of equipment or machinery?

Consolidation

Teachers may

- Present a common operational problem for students to fix. For example, a sewing machine may be sewing improperly on the underside of the fabric. Students should be able to make adjustments to the machine to correct the problem.

Students may

- Complete a skills test on setting up and dismantling tools/equipment/machinery specific to a method of making.
- Create a Troubleshooting Guide to post in the classroom to help students solve their own operational problems for the method of making currently being studied.
- Make a product, such as a video or a photostory, showing how to operate tools/equipment/machinery relevant to a method of construction. The process of making from start to finish, including the necessary tools/equipment/machinery, should be explained in the chosen format.

Resources and Notes

Authorized

the World of Fashion (TR)

- p. 138
- CD: chapter 7- line master A-7, A-8: *Tools and Technique Performance Rubric*

Suggested

Resource Links: www.k12pl.nl.ca/curr/10-12/family-studies/clothing-1101/resource-links/unit-two-construction-competencies.html

- basic sewing skills

Creating

Outcomes

Students will be expected to

13.0 demonstrate competence in a variety of stitches and design features at basic and intermediate skill levels [GCO 2]

Focus for Learning

This outcome is scaffolded over the course of the unit. For each of the methods of making, students are not required to have prior competence. Therefore, beginning with a beginner level project is expected. Students will complete two projects; one at the basic level and one at the intermediate level. The following chart is an example of projects for each level of competence, by method of making:

Method of Making	Basic Level Competence	Intermediate Level Competence
Hand Sewing	<ul style="list-style-type: none"> • cutting fabric • needle selection and threading • securing ends of stitching • overhand stitch • a basic closure such as a button and a loop, hook and eye, velcro, • pressing • examples include small multipurpose bag, infinity scarf, pillow case dress 	<p>all of the basic level competencies plus:</p> <ul style="list-style-type: none"> • finishing seams • using a more complex stitch in addition to overhand stitch possibly as an embellishment • a more complex closure such as a button with a buttonhole • examples include a carry-all with a zipper closure or button closure
Machine Sewing	<ul style="list-style-type: none"> • cutting fabric • securing ends of stitching • even seam allowance • straight stitch • a basic closure such as a button and a loop, hook and eye, velcro • a feature such as straps, elastic • examples include boxer shorts, pillow case dress, pillow case, coin purse 	<p>all of the basic level competencies plus:</p> <ul style="list-style-type: none"> • zig zag seams or use serger • a more complex closure such as a zipper, button with machined buttonhole • additional features such as a pocket, collar, hem • examples include quilt piece with features contained within the piece(s), a carryall with pockets, zipper(s) and a lining

continued

Creating

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Poll the class to determine how familiar students are with the various methods of making as listed on pp.62 and 64.

Students may

- Collect images of clothing and textiles products made using one of the methods of making named in column two. Make a collage to post in the classroom titled with the method of making.

Connection

Teachers may

- Invite a person from the community with expertise in a method of making to visit the class. This person may provide guidance to students as they begin to learn about the method of making.

Students may

- Prepare some questions for the visitor such as how they got started in their method of making, how much of a role it plays in their life now or in the past, whether or not they teach other people, the value they place on the expertise they have, the kinds of projects they do most of the time, and financial implications of being involved in the making process.

Consolidation

Teachers may

- Design a checklist with each of the competencies listed for successfully completing both a basic and an intermediate project. The steps could include everything a student would do to complete the projects from start to finish.

Students may

- Create a portfolio of stitches and design features that represent competence at both the basic and intermediate skill level. The portfolio should have one page dedicated to each stitch or feature as well as anything to keep in mind when completing the stitch or design feature.
- Document the making process for either a basic or intermediate project using a format such as photostory, video or powerpoint. The product should capture key steps in the process as well as any key learnings that made the project a success.
- Complete a checklist for each of the stages of completing a basic and an intermediate project independently. Indicate the level of competence for each of the stages of completing the requirements of the project.

Resources and Notes

Authorized

the World of Fashion (TR)

- p. 138
- CD: chapter 7- line master A-7, A-8 *Tools and Technique Performance Rubric*

Suggested

Resource Links: www.k12pl.nl.ca/curr/10-12/family-studies/clothing-1101/resource-links/unit-two-construction-competencies.html

- crochet skills and knitting skills by level
- teacher guides for crochet and knitting and sample beginner projects,
- learn to knit and learn to crochet posters
- crochet blog
- free online patterns

Creating

Outcomes

Students will be expected to
 13.0 demonstrate competence
 in a variety of stitches and
 design features at basic
 and intermediate skill levels
 [GCO 2]

Focus for Learning

Method of Making	Basic Level Competence	Intermediate Level Competence
Knitting	<ul style="list-style-type: none"> cast on and off stitches knit and purl stitches examples include a dish cloth or a square for a quilt/afghan 	all of the basic level competencies plus: <ul style="list-style-type: none"> a minimum of 1 more complex stitch examples include slippers, scarf, mittens, hat, dog coat
Crocheting	<ul style="list-style-type: none"> chain, single and double crochet stitches examples include trimming the edge of a handkerchief, a square of a blanket 	all of the basic level competencies plus: <ul style="list-style-type: none"> single crochet slip knot slip stitch examples include finger puppets, basket, scarf
Leather work	<ul style="list-style-type: none"> cutting and sewing leather pieces together using leather strips or sinew using a basic closure examples include a leather coin purse 	all of the basic level competencies plus: <ul style="list-style-type: none"> using a more complex fastener such as a zipper, snap add an embellishment such as beads or fur
Other method		

There are other methods of production as named in Unit 3, Outcome 16.0:

- tailoring, quilting;
- spinning;
- rug hooking, tatting, tufting, net-making;
- cross stitching, embroidery (hand and machine), smocking, applique, tapestry, stenciling;
- weaving (by hand or by loom); and
- hide preparation, beading.

Creating

Sample Teaching and Assessment Strategies**Resources and Notes****Extension**

Students may

- Display student projects in a showcase for the school community to view. Label each piece with the student's name, method of making and skill level required to make the project.

Finishing

Outcomes

Students will be expected to

14.0 assess the value of being competent in preparing, making and finishing a clothing/textile product [GCO 3]

Focus for Learning

This outcome is based on the experience having completed both a basic and an intermediate project. Students may also refer to their work with clothing repair and alterations.

The goal is to provide students with learning experiences that will allow them to think about the skills they have learned and what that means for them now and in the future.

Once the student products are created in Outcome13.0, they should be encouraged to spend some time in the finishing stage doing such things as snipping ends of hanging threads, pressing seams open and ironing the product for a finished look. Once the product is in this finished stage, students should be encouraged to assess the value of being able to create independently.

There are many perspectives that can be used to reflect upon the newly gained competencies:

1. From a financial literacy perspective, will having these competencies be of value to one's situation now and into the future? From the repair and alterations perspective, there may be merit in being able to do some things on one's own rather than having to pay for the same services. Paying for such services adds to the total cost of a clothing item.
2. From a leisure time activity perspective, the newly gained competencies may provide an outlet for the development of a hobby. This helps provide a balance between work/school and leisure.
3. Socially, students may choose to become part of a group now or at a later date. Through these connections, students perfect their skills and learn new, more sophisticated ones from others in their group or they may experiment with their own ideas.
4. In terms of personal development, participating in experiences of making, helps students learn things about themselves; their level of patience, creativity, and confidence, sense of accomplishment, and natural talent.

Finishing

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Provide students with a checklist of all the things to consider when assessing the “cost” of making basic, and intermediate projects.

Students may

- Research the cost of a similar product that is available commercially.

Connection

Teachers may

- Display samples of homemade and commercially produced similar items for students to view.

Students may

- Create a chart to compare and contrast the homemade and commercially manufactured products.

Consolidation

Teachers may

- Brainstorm with students the process from start to finish of the making process. What changes could be made to the process used in the making of their project and what would they do differently if they were to use the same method of making again.

Students may

- Write a reflective journal entry about the value of being able to make a clothing or textile product from start to finish.
- Create an expressive product that demonstrates how they feel about having gained competencies to make a clothing and or textile product. A corresponding “I am ...” poem can be written to go along with the product.

Extension

Students may

- Assess their completed work and assign a monetary value. Compare your completed product to a commercially similar product. Beyond financial differences, how do the products compare?

Resources and Notes

Authorized

the World of Fashion (TR)

- p. 112
- line master 6-2: *To Buy or To Sew*

the World of Fashion (SR)

- p. 120 financial literacy

Suggested

Resource Links: www.k12pl.nl.ca/curr/10-12/family-studies/clothing-1101/resource-links/unit-two-construction-competencies.html

- reasons to learn to sew
- economics of sewing

Section Three:
Specific Curriculum Outcomes

Unit 3:

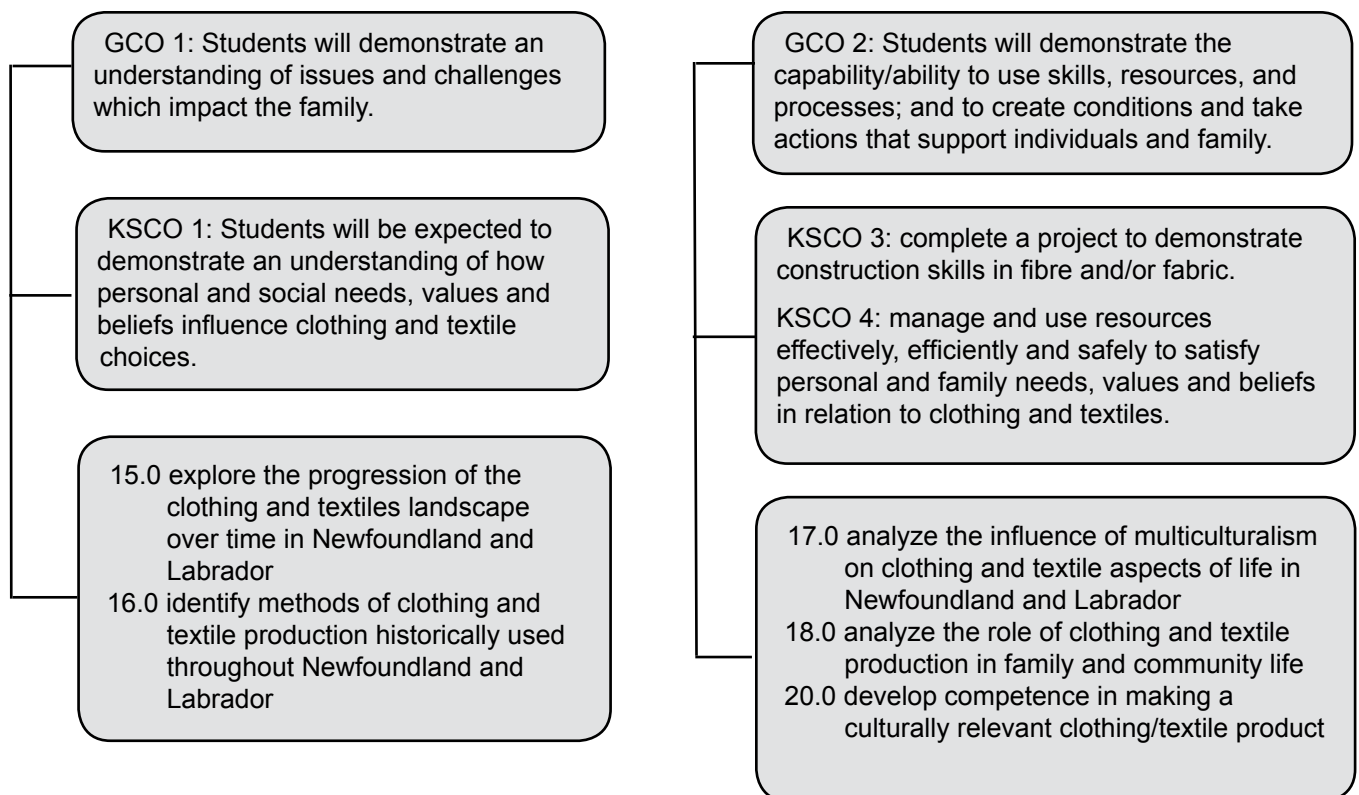
A Focus on Clothing and Textiles in
Newfoundland and Labrador Culture

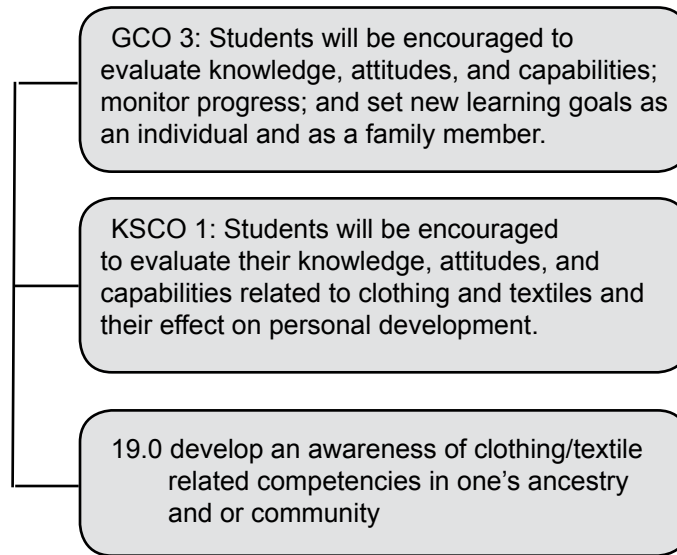
Focus

Unit 3 focuses on Newfoundland and Labrador as a place that is culturally rich due, in part, to its inhabitants and their skill set related to all aspects of clothing and textiles. Enduring in a climate such as ours requires skill and ingenuity to clothe families, make a home and contribute to the economic sustainability of life in Newfoundland and Labrador. The art of making clothing and textile products is as old as the province itself. Influences from indigenous groups, early and modern day immigrants help to create a mosaic of skills and methods of making clothing and textile products.

This unit encourages students to investigate what was made here, what continues to be made here and to appreciate the skill of those who maintain this aspect of our culture. Students may, as a result, ask where they fit inside this world. Are their families skilled in this area? Will this unit awaken an interest to develop skills in a method of making?

Outcomes Framework





SCO Continuum

Clothing 1101	
By Topic	Unit 3
Cultural History	15.0 explore the progression of the clothing and textiles landscape over time in Newfoundland and Labrador 16.0 identify methods of clothing and textile production historically used throughout Newfoundland and Labrador 17.0 analyze the influence of multiculturalism on clothing and textile aspects of life in Newfoundland and Labrador
Ancestry	18.0 analyze the role of clothing and textile production in family and community life
Competencies	19.0 develop an awareness of clothing/textile related competencies in one's ancestry and or community 20.0 develop a competence in making a culturally relevant clothing/textile product

Suggested Unit Plan

The delivery plan for unit 3 recommends moving from outcome 15.0, 16.0 and 17.0 to the ancestry outcome 18.0 and, finishing the unit with the competencies outcomes 19.0 and 20.0. Delivering outcomes according to a cross-curricular or themed approach is also possible as there may be connections made to Newfoundland and Labrador Studies 2205 and Art and Design 2200/3200, the Fiber Arts unit.

Cultural History

Outcomes

Students will be expected to

15.0 explore the progression of the clothing and textiles landscape over time in Newfoundland and Labrador
[GCO 1]

Focus for Learning

The intent is for students to understand that Newfoundland and Labrador evolved over time from being relatively isolated as a province to one that is well connected to outside influences when it comes to clothing and textiles.

This conversation may be best started by discussing the clothing and textile landscape today. Some points of discussion may include

- the ease of shopping, whether virtual or in person;
- the vast array of products available to consumers;
- various price points for consumers to acquire clothing and textile products;
- businesses that deal in all aspects of the clothing/textile production; and
- artisans offering an alternative to mass produced items.

From here, students will have to look back over history, being aware that it was not always like this.

The two endpoints used for exploration should be current day and the pre-european time of the Indigenous Peoples. To engage students in the spectrum of time periods to explore, ask them to analyze the various historical points in history that would be significant for the class. Maybe students have an interest in a particular era or events in history such as the arrival of the moravian missionaries, confederation, the building of the Canadian National Railway or the Trans Canada Highway.

As students explore the factors that helped create the landscape at various points in time, they should represent regions of our province, and identify what was available from a clothing and textiles perspective.

The purpose of clothing and textile products has shifted over time. Historically, things were made out of necessity and fulfilled a specific purpose. An example of this is hooked rugs. They initially would have been created to provide warmth and comfort on the floors of early homes but they have evolved to be pieces of artwork adorning walls.

Sourcing of components needed to make clothing or textile products also evolved over time. In the absence of retail, what did people use to make things? The answer to this may be dependent upon the region of the province, what it offered and the resourcefulness of the people. In the absence of european settlers, indigenous people are an example of being self sufficient to feed, clothe and make what they needed to sustain themselves. Today, retail opportunities exist to provide easy access to what we need to make clothing or textile products.

Cultural History

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Ask students how many options are available to them if they need new clothing or textile products? Group and record the responses. Then, pose the questions:
 - How is this different from the options available to your parents?
 - What impact has ease of access had on our clothing selections?

Students may

- Create a road map of images from different time periods that show the style of dress for that time period. What inferences can be made based upon the images and how the clothing textiles landscape has changed over time?
- Collect store/merchant advertisements of featured clothing textile products. What do they suggest for that point in time?

Connection

Teachers may

- Invite a craftsperson to discuss the progression of the landscape over time in terms of their particular craft.

Students may

- Interview their parents/caregivers and their grandparents, if possible, to collect data on what was available to them if they wanted to obtain/purchase or make a clothing/textile product.

Consolidation

Teachers may

- Introduce transportation systems as a factor that influenced the clothing and textile landscape in NL.

Students may

- Choose a clothing or textile product such as a hooked rug and show how its purpose has evolved over time.
- Create a timeline depicting various points in history. Each juncture should explain what it was like to access materials to make things or to acquire ready made products. Also, provide insight into the purpose for making or acquiring the items.

Extension

Students may

- Research the materials used to create hooked rugs. How have the sourced materials changed over time?
- Create a textile product for a modern item using a traditional technique. (e.g., beading moosehide for a cell phone case).

Resources and Notes

Authorized

Newfoundland and Labrador Studies (Teacher Resource [TR])

- Chapter 2: Peopling The Land
- pp. 339-347: Nonia, The Hudson's Bay Company, The Grenfell Mission

Supplementary

Cultural Connections Resource Acquisition Program (RAP)

- *The People of Nunatukavut* (docudrama)
- *Phantoms of the French Shore* (documentary)
- *Island Maid: Voices of Outport Women* by Sheilagh O'Leary and Rhonda Pelley
- *Memories of a Former Era* by Herber McGurk
- *More than 50%- Women's Life in a Newfoundland Outport 1900-1950* by Hilda Chaulk Murphy
- *Sketches of Labrador Life* by Lydia Campbell

Suggested

Newfoundland and Labrador Encyclopedia, Vol 4: "Nonia"

"Them Days" magazines

Resource Links: www.k12pl.nl.ca/curr/10-12/family-studies/clothing-1101/resource-links/unit-three-a-focus-on-clothing-and-textiles-in-newfoundland-and-labrador-culture.html

- historical timeline

Cultural History

Outcomes

Students will be expected to

16.0 identify methods of clothing and textile production historically used throughout Newfoundland and Labrador
[GCO 1]

Focus for Learning

The intent of this outcome is to shine a spotlight on the skills that were historically present in Newfoundland and Labrador in the production and embellishment of clothing and textile products.

For each of the methods of production, there is a skill or competence associated with it. Some of the methods are associated with people who use them or who introduced them to the province. For example, preparing animal hides for use in production of clothing and textile products and beading as a method of embellishment were and still are used among indigenous cultures, while Europeans introduced other production methods.

Some of the production methods that exist here are

- sewing (hand and machine), tailoring, quilting;
- spinning;
- knitting, crocheting, rug hooking, tatting, tufting, net-making;
- cross stitching, embroidery (hand and machine), smocking, applique, tapestry, stenciling;
- weaving (by hand or by loom); and
- leather work, hide preparation, beading.

There are images on the PL website for Clothing 1101 under the Teaching and Learning Strategies tab. These visuals can be used to support this outcome.

Sample Performance Indicator

Create a provincial map depicting geographic areas and unique features of the area as it relates to clothing and textile production.

Cultural History

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Create a word collage of methods of clothing and textile production with which students are familiar.
- Present an assortment of materials used in the production of clothing and textile products. Ask students to name the items they know and the associated method of production for each item.

Students may

- Explore the geographic areas of the province and explain how they relate to the clothing /textile products produced there.

Connection

Teachers may

- Organize a field trip or invite a group/craft person to present to the class demonstrating a method of making.

Students may

- Compile a list of people/organizations that exist in their community/region that practise one or more methods of production.

Consolidation

Students may

- Compile a list of production methods with which they are familiar. Expand this list by speaking with family and community members. Encourage students to research outside of their region to identify additional methods of production.
- Interview a family/community member about their expertise in a particular method of production. Present your findings to the class using an infographic, video, etc.

Extension

Students may

- Pair themselves with a family /community member to learn a method of production. Capture the learning in a photostory to share with the class.

Resources and Notes

Authorized

Teaching and Learning Strategies: www.k12pl.nl.ca/curr/10-12/family-studies/clothing-1101/teaching-and-learning-strategies.html

- photos by method

Supplementary

Cultural Connections Resource Acquisition Program (RAP)

- *Hooking Our Heritage* compiled by Laura Coultas, Francis Ennis, Barbara O'Keefe and Sheila Power
- *Hooked mats of Newfoundland and Labrador: Beauty Born of Necessity* compiled by The Rug Hooking Guild of Newfoundland and Labrador

Suggested

Resource Links: www.k12pl.nl.ca/curr/10-12/family-studies/clothing-1101/resource-links/unit-three-a-focus-on-clothing-and-textiles-in-newfoundland-and-labrador-culture.html

- historical articles

Cultural History

Outcomes

Students will be expected to

17.0 analyze the influence of multiculturalism on clothing and textile aspects of life in Newfoundland and Labrador
[GCO 2]

Focus for Learning

As the number of ethnic groups settling in Newfoundland and Labrador increases, influences of each of the ethnic groups are evident in the clothing and textile landscape.

Students should make connections and trace the path of clothing styles and textile products that are readily available and contributing to the cultural mosaic. Seal skin boots readily available in NL, for example, originated in indigenous culture. The variety of styles of seal skin boots available today can be traced to the original animal hide boots, such as seal skin or caribou, that would have been handcrafted originally by Indigenous groups. This outcome is asking students to look around them for other examples such as

- duffel coat with embroidery and crochet trim;
- fisherman knit sweater;
- furs;
- hooked rugs;
- Indigenous influence on styles of outerwear;
- Labrador tartan;
- Newfoundland tartan;
- salt and pepper hat;
- sealskin apparel and other items, snowshoes;
- tea dolls;
- trigger mitts, socks; and
- tufted products.

Students should also examine the impact of modern day multiculturalism on other aspects of life in NL:

- ceremonial dress of groups/organizations,
- educational opportunities,
- events such as craft shows,
- existence of guilds, institutes,
- import and availability of supplies,
- industry such as seal fishery,
- influences on design of products for sale: specialty shops, and
- tourism industry.

Sample Performance Indicator

Trace a clothing and textile product from its roots within an ethnic group to its use in current day society. Explain how it is used, where it is evident in modern day NL and its significance in contributing to the mosaic of NL culture.

Cultural History

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Use a map of the world to show locations of ethnic groups in relation to NL and suggest why they may have emigrated from their countries.

Students may

- Name as many ethnic groups as they can that live or have lived in NL.

Connection

Teachers may

- Showcase a variety of clothing and textile products that are unique to NL.

Students may

- Choose a textile product that is unique to Newfoundland and Labrador. Explain its origin, how it is made, and how it has evolved over time.
- Choose a textile product that represents another culture that is now present in Newfoundland and Labrador. Research its origin, how it is made, how it has evolved over time and how it has been integrated into Newfoundland and Labrador Culture.

Consolidation

Teachers may

- Lead a discussion with students to determine how the items showcased contribute to the multicultural landscape of NL.

Students may

- Use the tourism industry to show how the industry showcases the culture of NL.
- Choose clothing and textile products that have roots in the ethnic groups present here. For each product explain its origins, purpose and how it may have evolved over time.

Extension

Teachers may

- Visit, either in person or virtually, a place that highlights and preserves the cultural landscape of your region.

Resources and Notes

Authorized

Newfoundland and Labrador Studies (TR)

- pp. 184 - 192, 198: Topic 3.2: "Those Who Settled"
- pp. 452 - 459: Topic 5.7: "Aboriginal Lifestyles"

Suggested

Resource Links: www.k12pl.nl.ca/curr/10-12/family-studies/clothing-1101/resource-links/unit-three-a-focus-on-clothing-and-textiles-in-newfoundland-and-labrador-culture.html

- *Labrador Tea Dolls, Steeped in History*

Ancestry

Outcomes

Students will be expected to

18.0 analyze the role of clothing and textile production in family and community life [GCO 2]

Focus for Learning

The art of making clothing and textile products fulfilled many purposes in Newfoundland and Labrador. The intention of this outcome is to explore what the motives were for people to engage in making clothing and textile products.

History may reveal changes in the motivation for making products. In earlier times, the motivation may have been out of necessity; to create a warmer environment, to utilize what was readily available, to compensate for a lack of financial resources to purchase, or to engage in trade. As time progressed and the skills were utilized, the motivation may have been for personal development, for socialization, for generation of income, for enjoyment, or to pass time.

In the community, there are organizations that bring groups of people together, provide a forum for networking and transferring skills from one generation to the next. Examples of this would be a Quilters' Guild or a Womens' Institute, or educational opportunities such as workshops or courses.

There are events in NL history that have impacted family and community life. One such event was knitting homemade socks for servicemen involved in war. In more recent times, heart surgery patients receive a pillow made by the retirees of the former Newfoundland Telephone Company.

Community/Craft or Fall Fairs are usually events that showcase hand made goods for sale. Many people seek out these events in the hopes of acquiring hand made goods from skilled people.

Today, many people have made businesses based on a competence they have in producing culturally relevant clothing and textiles products. Some of these may be home based, internet based or store front businesses. NL Trading Company is an example of a business raising the profile of NL culturally relevant products.

Ancestry

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Lead a brainstorming session to identify opportunities to learn a new clothing and textile production skill within your region.

Students may

- Discuss and share local organizations/groups that teach clothing and/or textile competencies in your community/region.

Connection

Students may

- Recall a time when they saw someone in their family or community involved in the making of a clothing and/or textile product. Write or record a journal entry about how integral it was to home/community life.

Consolidation

Teachers may

- Lead a brainstorming session of current clothing trends that use a traditional method of making.

Students may

- Research local sources of information to create a profile of what exists within your community in terms of clothing and textile competencies.
- Analyze a clothing or textile trend in the youth culture that is made using traditional methods. Present your findings to the class.

Extension

Students may

- Research local businesses that currently exist and those that existed in the past to determine the degree to which they enable/d a skill to flourish in a community.
- Identify career opportunities in the clothing and textile industry.

Resources and Notes

Suggested

Resource Links: www.k12pl.nl.ca/curr/10-12/family-studies/clothing-1101/resource-links/unit-three-a-focus-on-clothing-and-textiles-in-newfoundland-and-labrador-culture.html

- organizations and groups

Competencies

Outcomes

Students will be expected to

19.0 develop an awareness of clothing/textile related competencies in one's ancestry and or community [GCO 3]

Focus for Learning

Outcome 16.0 referenced some clothing and textile related competencies that exist in NL, some more prominent than others. To reinforce the connection between youth and their culture, students should examine their own family trees and community connections to determine which competencies are part of their history.

The second purpose of this outcome is to reintroduce some of the competencies to students. It may be that some of the competencies have not been transferred to the younger generation and this may be an opportunity to rekindle an interest to develop a competency that was once part of a family or community history.

This outcome focuses on fact finding, interviewing family members, researching the presence of Guilds, Womens Institutes, craftspeople, etc. to create a database of the skills people had in relation to clothing and textiles.

Competencies

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Lead a discussion to capture how students feel about the role clothing and textile related competencies play in their culture.

Students may

- Share stories of family/community members that have clothing/textile based competencies.

Connection

Teachers may

- Create a series of questions that will prompt students to provide the history of how they acquired a competency in a method of making. The questions should encourage students to research family/community history.

Students may

- Create a graphic that illustrates the passage of clothing and textiles related competencies within your family or community (e.g., family tree, graphic organizer). Identify any patterns or observances based on the information you are able to collect.

Consolidation

Students may

- Present their graphic illustration, showcasing their clothing/textile competencies within their family/community.

Extension

Students may

- Create a catalogue of clothing and textile competencies using a desired medium. The catalogue should describe the method of production, tools required, and a familial or community contact person that is competent in the method of production. Permissions must be obtained prior to using a person's name publicly as a contact.

Resources and Notes

Authorized

Teaching and Learning Strategies: www.k12pl.nl.ca/curr/10-12/family-studies/clothing-1101/teaching-and-learning-strategies.html

- sample student work on family trees

Newfoundland and Labrador Studies (TR)

- pp. 586-589: Artist profile: Angela Andrew, Tea Doll Designer
- pp. 646-649: Artist profile: Rug Hooking

Supplementary

Cultural Connections Resource Acquisition Program (RAP)

- *Hooking Our Heritage* compiled by Laura Coultas, Francis Ennis, Barbara O'Keefe and Sheila Power
- *Hooked mats of Newfoundland and Labrador: Beauty Born of Necessity* compiled by The Rug Hooking Guild of Newfoundland and Labrador

Suggested

Resource Links: www.k12pl.nl.ca/curr/10-12/family-studies/clothing-1101/resource-links/unit-three-a-focus-on-clothing-and-textiles-in-newfoundland-and-labrador-culture.html

- organizations and groups

Competencies

Outcomes

Students will be expected to

20.0 develop competence in making a culturally relevant clothing/textile product [GCO 2]

Focus for Learning

This outcome is intended, by using an experiential approach, to provide students with the opportunity to become competent in a culturally relevant method of production. Refer to Outcome 16.0 for a list of a variety of culturally relevant methods.

The approach taken with this outcome may be dependent on

- the availability of human resources in a geographic region,
- the ability to avail of other supports to introduce a method of production to the students using technology, and
- the equipment/materials needed to learn the skill.

This would be an opportunity to collaborate with community members, the arts community or other resources to increase student exposure to expertise as a means of assisting them in developing a new competence. The intent is to make connections within the community or within families to spark an interest in a culture and develop competencies in areas of student interest.

As the teacher, decide if the project will be common to the class or based on individual interests. Once this is decided, choosing what project(s) students will complete using a particular method of making is next. Giving students choice in the competency of knitting, for example, may result in them choosing mitts, slippers or a dishcloth. Or, the class may make a joint project such as a quilt, or knit blanket.

Be mindful to include other areas of the province in addition to your own, as students express interest in developing associated competencies.

Sample Performance Indicator

Create a product that is culturally relevant and regionally significant. Document, using a medium of ones choice, the process and the skill required to make the product.

Competencies

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Discuss various culturally relevant methods of making. Refer to the list for Outcome 16.0 on p.74 of this curriculum guide.

Students may

- Choose a culturally relevant method of making that interests them. Investigate how they can become more proficient in this method either through completion of a class project or an independent study.

Connection

Teachers may

- Show exemplars of culturally relevant methods of making using the photos on the PL website.

Students may

- Bring from home an item that is an example of a method of making that is culturally significant.
- Reflect on prior learning from unit 2 to determine skill level and tools required to make their culturally relevant product.

Consolidation

Teachers may

- Design a checklist for students to use in completing their culturally relevant project. The checklist should include competencies from all stages of the project from start to finish.

Students may

- Use a step by step process to complete the project.
- Describe the competencies acquired in completing a culturally relevant clothing/textiles product.

Extension

Students may

- Organize a community/regional fair for cultural clothing and textile enthusiasts. Display their work and organize interactive sessions for community members to try some of the skills.

Resources and Notes

Authorized

Teaching and Learning Strategies: www.k12pl.nl.ca/curr/10-12/family-studies/clothing-1101/teaching-and-learning-strategies.html

- photos by method

Suggested

Resource Links: www.k12pl.nl.ca/curr/10-12/family-studies/clothing-1101/resource-links/unit-three-a-focus-on-clothing-and-textiles-in-newfoundland-and-labrador-culture.html

- organizations and groups



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September 2017

ISBN: 978-1-55146-641-5