

***CTE Standards Unpacking
Middle School Textiles***

Course: Middle School Textiles

Course Description: Middle School Textiles explores the Visual Arts Pathway in the Arts, Audio/Video, Technology, and Communication Career Cluster with an emphasis on textiles and clothing. Students will research jobs associated with the textile and clothing industry. Students will learn textile production terminology, interpret technical instructions, and demonstrate production skills.

Career Cluster: Arts, A/V Technology, Communications

Prerequisites: None

Program of Study Application: Middle School Textiles is a middle school course that prepares students to participate in the Arts, Audio-Visual Technology and Communications career cluster, particularly courses in that cluster with an emphasis on textiles or visual arts.

INDICATOR #T 1: Explore career opportunities in textiles and clothing industry		
SUB-INDICATOR 1.1 (Webb Level: 1 Recall): Explain career options in textiles and clothing industry		
SUB-INDICATOR 1.2 (Webb Level: 2 Skill/Concept): Classify knowledge and skills associated with textiles and clothing careers.		
Knowledge (Factual): -Textile and clothing careers -Requirements for textiles and clothing careers.	Understand (Conceptual): -Application of knowledge and skills needed for a career in textiles and clothing	Do (Application): -Describe a textile or clothing career of interest to student. -Compare skills and knowledge needed for different careers in textiles and clothing
Benchmarks: <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> • Interview a fashion designer and discuss his/her job or career path. • Research to find a variety of jobs that are associated with the fashion industry and then create a web to illustrate this. Compare with other students. • Research regional and virtual help wanted ads to list qualifications required. • Interview a person in Visual Arts pathway and share learned skills using an online brainstorming program. • Create a public service announcement (PSA) or other advertisement that markets the knowledge and skills associated with the Visual Arts Pathway. 		

Academic Connections	
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard): 7. CCRA.W.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Sample Performance Task Aligned to the Academic Standard(s): -Write a reflection regarding the textiles and clothing careers presented to the class.

INDICATOR #T 2: Demonstrate skills used in textile production.		
SUB-INDICATOR 2.1 (Webb Level: 1 Recall): Recognize textile production terminology.		
SUB-INDICATOR 2.2 (Webb Level: 2 Skill/Concept): Interpret technical instructions.		
SUB-INDICATOR 2.3 (Webb Level: 2 Skill/Concept): Demonstrate textile production skills.		
Knowledge (Factual): -Textile production terminology -Sewing equipment (i.e. sewing machine, thread) -Sewing symbols -Skills associated with textile production	Understand (Conceptual): -Construction process in creating textile products -Efficiencies involved in the production of textiles	Do (Application): -Practice following instructions to master skills by constructing a product
Benchmarks: <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> • Define sewing production terms using a pictorial dictionary. • Give students a completed sewing sample and ask them to identify the sewing elements. • Identify various symbols found in textile production. • Read instructions for production processes. • Implement production line for community project. • Explain one step of a production line in detail through development of a video tutorial. • Create an original label for finished product. 		

<i>Academic Connections</i>	
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard): 7.CCRA.R.10 - Read and comprehend complex literary and informational texts independently and proficiently.	Sample Performance Task Aligned to the Academic Standard(s): -Using a set of instructions (informational text), students will complete a textile production project.

Additional Resources

Utah Education Network – FACS Exploratory, Sewing -

<http://www.uen.org/cte/family/explore/sew.shtml>

FCCLA STAR Events – Career Investigation, Illustrated Talk -

<http://fcclainc.org/programs/star-events.php>

SDMyLife - <http://sdmylife.com/>