

CTE CONTENT AREA: Family and Consumer Sciences  
CONTENT MODULE TITLE: Apparel and Textile Production and Design

### MODULE DESCRIPTION

This module introduces students to the ways in which needs, wants, cultures, traditions, and situations impact apparel and textile decisions. Through hands-on experiences, students will develop skills for the selection, construction, care, and repair of clothing and accessory items. Students will explore how clothing communicates personal style and identify appropriate clothing items for roles in various settings. Students will have the opportunity to explore the wide variety of career options related to apparel and textiles and identify the knowledge, skills, education, and training necessary for success within these fields.

### GUIDING QUESTION

What knowledge and skills are necessary for selecting, purchasing, creating, and maintaining apparel and textiles for a variety of activities and settings?

### MODULE CONTENT

#### Apparel and Textiles

##### 1. Selection

Students will

- a) Determine personal needs, wants, and values
- b) Identify appropriate clothing for individual roles and activities
- c) Describe ways personal image and style is projected to others through clothing choices
- d) Inventory personal wardrobe, noting condition and appropriateness of apparel items
- e) Select wardrobe items based on personal clothing values and available resources
- f) Select appropriate clothing for a variety of situations without exceeding financial and other resources

##### 2. Production

Students will

- a) Identify common equipment and supplies used in hand and machine sewing
- b) Demonstrate safe use and storage of equipment used in hand and machine sewing
- c) Demonstrate basic hand and machine sewing techniques by creating or repairing a textile product
- d) Develop sustainability practices for repurposing apparel items

##### 3. Maintenance

Students will

- a) Identify care procedures which may extend the wear of an apparel item

- b) Use care label information to select appropriate procedures for care of clothing and accessories
- c) Identify daily, weekly, and seasonal care of clothing and accessories

#### 4. Consumer Resources and Finance

Students will

- a) Compare and contrast the cost of constructing an apparel item versus purchasing one or repurposing one
- b) Compare cost of similar apparel items when obtained from a variety of different types of vendors
- c) Create a clothing budget
- d) Describe ways that personal decisions regarding apparel and textile choices include a global responsibility

#### 5. Career Pathways

Students will

- a) Identify career paths in the textiles and apparel field
- b) Investigate a career in clothing or textiles and identify the pathways used to reach that career

## ILLUSTRATIVE ACTIVITIES by Theme Module

### **Career and Community Connections**

#### Community Agencies

Students research agencies in the community that provide apparel and textile items to meet the needs of individuals and families. Agencies might include shelters, rescue missions, hospitals, or fire and police departments. Research the roles, responsibilities, and opportunities for paid and volunteer employees in these settings. Students investigate ways they can participate in the work of a community agency, such as by repairing, upcycling, or producing apparel items to donate.

### **Communication and Interpersonal Relationships**

#### Equipment

Students work in groups of three to teach the class about the selection, use, and care of a piece of sewing equipment. Give each student a card with one piece of information: a picture of the sewing equipment; the name of the equipment; or a brief description of the use of the equipment. Students search for the other two people who have information related to their equipment. Students talk with each other and work together to figure out who their partners are and form a group. Groups conduct mini-research on their piece of equipment and present their findings to the class.

### **Health, Safety, and Wellness**

#### Athletic Clothing and Protective Gear

Students discuss ways that athletic clothing and protective gear promote an individual's performance and safety in a variety of life-long physical activities. Students trace the development of clothing and gear for a particular activity. How have design, materials, and

function changed over time? Students design and create a model of the next phase of athletic wear or gear for an activity of interest, detailing a design change that would advance performance or safety.

### **Financial and Consumer Literacy**

#### Clothing Inventories

Using an electronic spreadsheet, students create personal clothing inventories that include the country of origin for each clothing item. As a class, create a map showing where inventoried items were made. Determine reasons that clothing comes from various parts of the world and discuss how the steps in production impact a garment's cost.

### **Problem Solving and Innovation**

#### Upcycling Design Problem

Students work in pairs in roles as designers and clients. As clients, students supply an article of clothing that is no longer used. As designers, partners interview their clients to determine why the article is no longer used, the features that are undesirable, and how it could be improved for use as a new item. Designers develop a solution to upcycle the article and present the solution to their clients. Designers and clients work together until a design solution is reached. Designers create the solution for their clients and together they evaluate the result. Students reverse roles. Examples of upcycled items could include: t-shirts into bags; pillowcases into shopping bags; reusable shopping bags into storage bins; clothing items into rugs, mats, aprons, quilts, scarves, or head bands.

### **Sustainability**

#### Stain Removal Comparison

Students compare and contrast the environmental costs of using commercial chemicals to remove stains on apparel and textiles with home-prepared stain removal alternatives. Conduct a stain removal laboratory. Have students create common stains on a variety of textiles. Treat the stains with home-prepared stain removal alternatives and evaluate the results. Consider the question of costs to the environment from discarding textiles when stain removal techniques are not tried or are unsuccessful.

## **STANDARDS ADDRESSED**

New York State Career Development and Occupational Studies (CDOS) Standards

Intermediate Level

<http://www.p12.nysed.gov/cte/>

Standard 1: Career Development

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions

Standard 2: Integrated Learning

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings

Standards 3a: Universal Foundation Skills

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace

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NYS Middle-level CTE

Preliminary Release for Field Review and Piloting

## NYS Learning Standards for Family and Consumer Sciences

### Intermediate Level

#### Standard 2: Safe and Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment

### Common Career Technical Core Standards

<https://www.careertech.org/career-ready-practices>

#### Career Ready Practices

1. Act as a responsible and contributing citizen and employee
2. Apply appropriate and academic and technical skills
3. Attend to personal health and financial well-being
5. Consider environmental, social, and economic impacts of decisions
6. Demonstrate creativity and innovation
11. Use technology to enhance productivity
12. Work productively in teams while using cultural global competence

### National Family and Consumer Sciences Standards

<https://www.nasafacs.org/national-standards-and-competencies.html>

#### 16.0 Textiles, Fashion, and Apparel

Integrate knowledge, skills, and practices required for careers in textiles and apparel

- 16.1 Analyze career paths within the textile, apparel, and design industries
- 16.2 Evaluate textiles, fashion, and apparel products and materials and their uses in diverse settings
- 16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products

## RESOURCES

### The New York Public Library

#### Industry Guide: Apparel, Fashion, and Textiles

<https://www.nypl.org/collections/nypl-recommendations/guides/fashion-apparel-textiles-industry>

This site offers general information researching the Industry Fashion/Clothing Trade, including a directory of the textile manufacturers of the United States and Canada.

### United States Center for Disease Control

#### Safe Youth Safe Schools

#### Safety During Sports and Physical Activities

<https://www.cdc.gov/features/safeschools/index.html>

This site provides information and resources for schools and families to help prevent injuries to children during sports and recreation activities at school or at home. Site includes information on personal safety equipment.

### Association of Career and Technical Education

#### Career Planning Guide

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[https://www.acteonline.org/wp-content/uploads/2018/02/ACTE\\_CC\\_Paper\\_FINAL.pdf](https://www.acteonline.org/wp-content/uploads/2018/02/ACTE_CC_Paper_FINAL.pdf)

Research has identified middle school as a time when students can benefit the most from career exploration, a process of building self-awareness, learning about potential careers, and developing a plan for reaching future goals.

AdvanceCTE

Middle Level Career Interest Inventory

<https://cte.careertech.org/sites/default/files/StudentInterestSurvey-English.pdf>

AdvanceCTE provides a Career Interest inventory worksheet to use with students in helping them identify the potential matches to the sixteen career clusters available to them.

Association of CTE Administrators (ACTEA)

CTE Strong Videos

<http://www.ctestrong.com>

Edge Factor has created a series of inspirational videos related to career and technical education that provide students with a very contemporary perspective on CTE options. Career Cluster videos provide a new look at the many career options that students have in high school and beyond.

New York State Association of Family and Consumer Sciences Educators (NYS AFCSE)

<http://www.nysafcse.org/>

Family and Consumer Sciences education in New York state is delivered through a variety of courses designed to promote student attainment of the intermediate and commencement level New York State Learning Standards for Family and Consumer Sciences (FACS) and Career Development and Occupational Studies (CDOS). This professional organization hosts a website that includes "Curriculum" and a "Best Practices" tabs.

Career and Technical Education Technical Assistance Center of New York (CTE TAC)

<http://nyctecenter.org/>

The Career and Technical Education Technical Assistance Center (CTE TAC) operates under a state contract to assist the New York State Education Department (NYSED) in carrying out its mission of improving the quality, access, and delivery of career and technical education through research-based methods and strategies resulting in broader CTE opportunities for all students.