COURSE SEQUENCE

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Fabrics 10-4  ———  and/or  ———→  Fashion Textiles 20-4   ———→  Fashion Textiles 30-4
                              ———→  Industrial Textiles 20-4  ———→  Industrial Textiles 30-4

Workplace Readiness 10-4        Workplace Practicum 20-4  ———→  Workplace Practicum 30-4
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Knowledge and Employability 10-level courses provide opportunities for *exploration* of, and *orientation* toward, an occupational grouping in a single career field. In 20-level courses, students progress from *orientation* toward *preparation*, and in 30-level courses students are involved in *preparation* for direct job entry.

Fabrics courses are designed to teach occupational knowledge and skills for entry-level positions in fashion and industrial textiles by developing employability competencies that relate to all career paths.

- All courses focus on developing career awareness, safety standards and knowledge of tools, equipment and materials related to the industry.

- Fabrics 10-4 provides a basis for, and an introduction to, Fashion Textiles 20-4 and Industrial Textiles 20-4.

- Fashion Textiles 20-4 and 30-4 focus on pattern selection and garment construction.

- Industrial Textiles 20-4 and 30-4 focus on laundering, repairing and constructing various fabrics for a variety of projects in industry and in the home.

- Students interested in fabrics should be encouraged to take both courses at the 20 and 30 levels.

- Students interested in fashion textiles should be encouraged to take courses in the Art/Design and Communication sequence to further develop their design knowledge and skills.

- A related Workplace Readiness or Workplace Practicum course is recommended to further enhance employability and occupational skills and to adequately prepare students for entry into the work force. In senior high school, a 30-level Work Experience course, 30-level Green Certificate course or 30-level Workplace Practicum course is required to fulfill the requirements of a Certificate of High School Achievement. Workplace practicums are supportive work placements in a related field that will allow students to validate their learning in the workplace.

COURSE DELIVERY

This Knowledge and Employability occupational strand includes two sequences of 5-credit courses. Students progress through the courses in a sequence and may combine courses across sequences to increase the depth of their knowledge.

The 10-level course is a prerequisite for any of the 20-level courses in the strand. The 20-level course in each sequence is a prerequisite for the 30-level course in that sequence.

The occupational courses may be offered in a variety of learning environments that range from a classroom in a school to a business/industry work site. The courses offer a balance between school-based and work-based learning that provides options for students to enter the workplace or to pursue post-secondary education or training.

GOALS

Students in Knowledge and Employability occupational courses will:

- identify standards determined by the workplace for the academic and occupational competencies considered necessary for success
- demonstrate practical applications through on- and off-campus experiences/community partnerships
- experience career development to assist them in exploring careers, assessing their career skills and developing a career-focused portfolio
- develop interpersonal skills to ensure respect, support and cooperation with others
- develop safety awareness and habits to ensure a safe working environment.
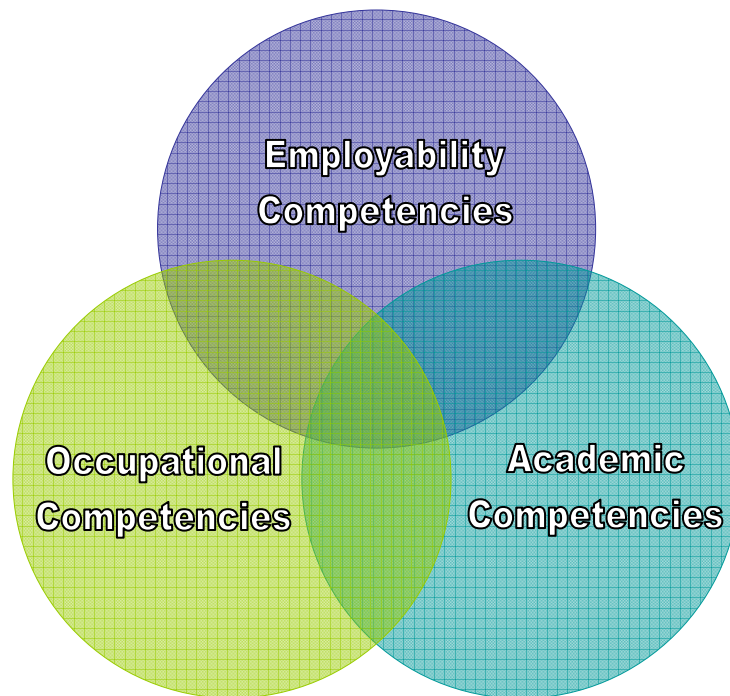
COMPETENCIES FRAMEWORK

Each Knowledge and Employability occupational course is made up of three elements: employability, occupational and academic competencies. The combination of these three elements is essential to the delivery of the occupational courses.

- Employability competencies are transferable to all occupations and are consistent throughout all courses.

- Occupational competencies are specific to an occupational area and provide the context through which students will develop their employability competencies.

- Academic competencies are to be reinforced and further developed through the occupational context that provides relevance to the academic courses.

The integration of the three elements is essential to equip students to make the transition from school to the workplace.
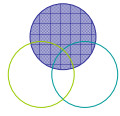
KNOWLEDGE AND EMPLOYABILITY OCCUPATIONAL COURSES
COMPETENCIES FRAMEWORK

FABRICS 10-4
GENERAL OUTCOMES

Employability Competencies	Students will develop these competencies throughout the learning process and demonstrate them in daily life and the workplace.
Managing Transitions	• Students will develop an awareness of how learning contributes to personal success. • Students will develop an ability to manage change effectively. • Students will explore and discover personal aptitudes and interests related to occupational opportunities.
Personal Management	• Students will develop self-esteem, confidence and the ability to set personal goals and priorities. • Students will identify and understand the risks associated with occupational activities.
Working with Others	• Students will develop communication skills and strategies in an occupational context. • Students will demonstrate respect for the thoughts and opinions of others in the group. • Students will demonstrate positive effort and behaviour toward achieving a group's goals.
Occupational Competencies	**Students will develop and demonstrate the following competencies to succeed in a specific occupation or career basic.**
Achieving Results	• Students will explore a variety of occupations within a fabrics career environment. • Students will develop basic safe workplace practices and procedures. • Students will be introduced to technology to develop a high-quality product or service. • Students will identify procedures used for the care and maintenance of fabrics and articles of clothing. • Students will develop basic knowledge of, and the skills required to properly use, the tools, equipment and materials used in fabrics construction.
Ensuring Quality	• Students will develop an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.
Academic Competencies	**Students will continue to develop these minimum academic competencies that provide a foundation for further learning.**
Communication	• Students will enhance their ability to listen, speak, read and write effectively.
Thinking	• Students will develop problem-solving strategies.
Numeracy	• Students will understand the value of numeracy skills in the workplace.
Information Technology	• Students will familiarize themselves with the information technology used in daily workplace operation.

FABRICS 10-4

EMPLOYABILITY COMPETENCIES: These competencies are developed throughout the learning process and are demonstrated in daily life and the workplace. Students will develop and demonstrate these competencies through individual effort and interpersonal interaction while completing a variety of projects/activities.

MANAGING TRANSITIONS

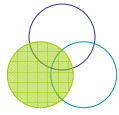| General Outcomes	Specific Outcomes
Students will develop an awareness of how learning contributes to personal success.	**Lifelong Learning** *Students will:* • identify learning preferences and strengths and apply learning styles and strategies appropriate to the situation • set learning goals and identify how formal/informal learning can help them achieve goals • develop an awareness of senior high school courses and work experience and identify educational possibilities; e.g., Registered Apprenticeship Program (RAP), Green Certificate, Career and Technology Studies (CTS) and Career Internship.
Students will develop an ability to manage change effectively.	**Adapting to Change** *Students will:* • identify available support resources and assess potential barriers • prepare an action plan to proactively respond to a particular change or challenge.
Students will explore and discover personal aptitudes and interests related to occupational opportunities.	**Career Development** *Students will:* • create an inventory of personal competencies, interests, goals and work preferences and link this inventory to career options • identify sources of support for investigating and finding work; e.g., Alberta Learning Information Service (ALIS) Web site (http://www.alis.gov.ab.ca) • describe how work contributes to individual goals • explore the workplace through community partnerships and identify employer and employee expectations, rights and responsibilities.

Knowledge and Employability (Occupational Component)

PERSONAL MANAGEMENT

General Outcomes	Specific Outcomes
Students will develop self-esteem, confidence and the ability to set personal goals and priorities.	**Self-development** *Students will:* • identify personal characteristics, strengths and talents and establish an action plan to build on them • recognize the use of strengths and talents to achieve goals • identify acceptable and appropriate behaviours and present themselves to suit an activity or role; e.g., body language, grooming, clothing, manners • describe personal beliefs about what is right and wrong and assess the consequences of ethical/unethical behaviours.
Students will identify and understand the risks associated with occupational activities.	**Risk Management** *Students will:* • identify current health and safety procedures; e.g., at home, at school, in the community and in the workplace • identify risks that could impact themselves and others and identify hazards in the work environment; e.g., chemical, physical, biological and ergonomic • identify a potential emergency situation and develop strategies for personal emergency responses • identify sources of support when taking risks in their personal lives and in the workplace; e.g., entrepreneurship.

WORKING WITH OTHERS

General Outcomes	Specific Outcomes

Students will develop communication skills and strategies in an occupational context.	**Interpersonal Communication**
	
	Students will:
	• demonstrate appropriate communication strategies for communicating thoughts and feelings; e.g.,
	  – listen without interrupting
	  – contribute to be heard
	  – disagree courteously
	  – accept conflicting opinions
	  – use appropriate language and body language
	• develop awareness of verbal and nonverbal communication strategies
	• improve their ability to communicate by working with others
	• communicate common goals and expectations to improve their team's ability to achieve goals
	• identify causes of conflict.

General Outcomes	Specific Outcomes
Students will demonstrate respect for the thoughts and opinions of others in the group.	**Building Community** *Students will:* • identify commonly accepted courteous behaviour • assess and respect how their personal values and beliefs differ from those of others and how those beliefs impact personal behaviour • identify the value of volunteering in community activities; e.g., charity work, community car wash.

Students will demonstrate positive effort and behaviour toward achieving a group's goals.	**Teamwork**
	
	Students will:
	• identify team goals
	• work independently and with others to support team goals; e.g.,
	  – generate ideas
	  – assess resources
	  – contribute abilities and interests
	  – monitor progress
	  – share responsibility for completion of a task
	• establish short- and long-term team goals.

> **OCCUPATIONAL COMPETENCIES:** Students will develop and demonstrate the following competencies to succeed in a specific occupation or career. They will achieve results through a variety of projects/activities as appropriate to enhance their knowledge and skills. Students will ensure the quality of their work through effective task management and will highlight their achievements in a career-based portfolio.

ACHIEVING RESULTS

General Outcomes	Specific Outcomes

Students will explore a variety of occupations within a fabrics career environment.	**Career Awareness**
	
	Exploration
	
	Students will:
	• identify local opportunities within a career field
	• define and recognize entrepreneurship as a potential career path
	• research employment information, e.g., duties, working conditions, personal characteristics, education, salary
	• identify related jobs/services in the community; e.g.,
	  – seamstress
	  – alteration and repair
	  – laundering and dry cleaning
	  – upholstery
	  – machine embroidery
	  – drapery
	  – home decorating
	  – interior design
	  – cottage industries.
	
	Standards
	
	Students will:
	• identify workplace protocols, procedures and standards of conduct; e.g.,
	  – clean the entire work area, return tools to designated areas, minimize the waste of materials
	  – identify related health and sanitation standards
	  – display punctuality and come prepared for classroom and laboratory activities
	  – treat the laboratory area with care and with attention to potential workplace health and safety risks
	  – treat other members of the team with respect
	  – use appropriate language and terminology
	  – wear appropriate dress.

General Outcomes	Specific Outcomes

Students will develop basic safe workplace practices and procedures.

Workplace Health and Safety

Students will:
- identify and demonstrate preventive measures to avoid accidents and injury to themselves and others; e.g.,
  - identify safety device locations in the laboratory or classroom; e.g., eyewash station, emergency shut-off, fire extinguisher, emergency exits, telephone
  - demonstrate the correct procedures for addressing injuries
  - identify the proper use of tools with regard to other classmates and laboratory conditions
  - identify personal protective equipment (PPE)
  - demonstrate proper body position while at a work station
  - maintain a safe and clean work area
  - identify and practise the safe use of electrical equipment
- demonstrate an understanding of the Workplace Hazardous Materials Information System (WHMIS) as it relates to the field of study and identify WHMIS symbols, classes and labelling requirements.

Students will be introduced to technology to develop a high-quality product or service.

Products and Service

Technology Integration

Students will:
- explore new and emerging products and technological advances used in the field of fabrics.

Providing Service

Students will:
- identify client relationships or interactions within the field of fabrics
- identify services needed, required or provided
- collect necessary information to complete a purchase or to fill out a work order
- identify the importance of customer or client service to all businesses/industries
- identify professional practices and work habits
- strive to meet and exceed the client's expectations.

Students will identify procedures used for the care and maintenance of fabrics and articles of clothing.

Textiles and Their Care

Textile Classification

Students will:
- identify textiles and fibre classifications; i.e.,
  - natural: plants, animal fibres
  - man-made: regenerated and synthetic fibres.

General Outcomes	Specific Outcomes

Construction Methods

Students will:
- identify construction method; e.g.,
  - weaving: plain, twill, satin
  - knitting: single knit, double knit
  - crocheting
  - netting
  - braiding
  - felting/fibre bonding
- complete a simple construction project; e.g., toque, scarf, placemats.

Fabric Identification

Students will:
- identify various fabrics and their characteristics; e.g., broadcloth, corduroy, denim
- determine fibre identification through experiential methods; e.g., burning test, microscopic test, feel test.

Care Labelling

Students will:
- interpret care labels
- identify international care symbols.

Care of Fabrics

Students will:
- identify processes and techniques for the proper care of fabrics; e.g.,
  - laundering
  - dry cleaning
  - pressing and ironing.

Students will develop basic knowledge of, and the skills required to properly use, the tools, equipment and materials used in fabrics construction.

Construction Basics

Tools and Equipment

Students will:
- identify and demonstrate the safe use of related tools, equipment and materials; e.g.,
  - cutting: scissors, shears, rotary cutters, stitch/seam ripper
  - measuring: tape measure, seam gauge
  - pinning: pins, pin cushions, magnets
  - stitching: needles, thimbles
  - marking: fabric marking pens, tracing wheels, paper, chalk.

General Outcomes	Specific Outcomes
	Sewing Machine

Sewing Machine

Students will:
- identify the parts of a sewing machine
- identify and demonstrate procedures for the safe operation of a sewing machine; e.g.,
  – winding the bobbin
  – threading the machine and bobbin
  – replacing the needle, presser foot and slide plate
  – using the hand wheel and the movements of the feed dogs
  – using the presser foot
  – recognizing the proper stitch and tension required
  – backstitching
  – using different machine stitches
  – resolving machine problems
- follow the procedures for machine stitching; e.g., identify procedures for adjusting stitch length and tension
- identify procedures for machine care and cleaning.

The Serger

Students will:
- identify the differences between a serger and a conventional sewing machine
- identify a serger's parts and their functions
- describe and demonstrate safe serger operating procedures; e.g.,
  – threading
  – basic serging guidelines
  – chaining off
  – securing seams
- identify procedures for serger care and cleaning
- identify and demonstrate basic seams and seam finishes; e.g.,
  – seams: plain and serged, intersecting
  – finishes: zigzagged, serged, pinked and clean-finished
  – reducing bulk: clipping, notching and grading
  – pressing tools: irons, hams, seam rolls
  – pressing techniques: pressing versus ironing.

Seams and Pressing

Students will:
- demonstrate simple sewing/serger projects; e.g., pencil/make-up case, tote bag, purse, CD case, windsock, locker organizer, dorm pants, shorts, sweat pants, hoody, T-shirt.
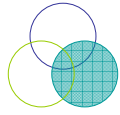
Application

Students will:
- insert into a portfolio any relevant documentation of completed projects/assignments; e.g., photographs, certificates, patterns.

ENSURING QUALITY

General Outcomes	Specific Outcomes
Students will develop an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.	**Task Management** **Outcomes** *Students will:* • read and/or listen to instructions • ask questions to clarify expected outcomes, procedures and timelines. **Decision Making** *Students will:* • identify the parameters of the task • generate and review alternative ideas and their consequences • make a decision or select an idea. **Planning** *Students will:* • identify the steps involved in managing a project • prepare a sample project plan, including budget and timeline • identify available tools, equipment and materials. **Performance Standards** *Students will:* • identify expected standards for a product or service • work to agreed quality standards and specifications • select and use appropriate tools and technology for a task or project. **Evaluation** *Students will:* • identify opportunities for improving quality • establish expectations and measures for improvements • create evidence to support an understanding of task management and skill development for inclusion in a personal portfolio.

ACADEMIC COMPETENCIES: These are the minimum academic competencies that provide a foundation for further learning. The following outcomes are provided as a reminder to address these academic competencies within the occupational context and to reinforce cross-curricular connections.

COMMUNICATION

General Outcomes	Specific Outcomes
Students will enhance their ability to listen, speak, read and write effectively.	**Listening, Speaking, Reading and Writing** *Students will:* • read, view and interpret information presented in a variety of forms, including text, videos, graphs, charts, diagrams, manuals • identify a purpose for writing • print or write legibly, spell accurately and apply rules of grammar to construct text • listen and ask questions to expand information and to appreciate the points of view of others.

THINKING

Students will develop problem-solving strategies.	**Problem Solving** *Students will:* • identify and define, and ask relevant questions to clarify, the problem • evaluate the results in terms of expected outcomes.

NUMERACY

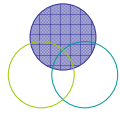|	
Students will understand the value of numeracy skills in the workplace.	**Basic Operations, Patterns and Relationships, Shape and Space, and Statistics and Probability** *Students will:* • apply arithmetic operations, e.g., addition, subtraction, multiplication or division, to whole numbers and decimals and use number operations when creating and solving money problems • use calculators or computers, to perform calculations involving large and small numbers, when solving problems • apply concepts of rate, ratio, percentage and proportion to solve problems in a meaningful context • demonstrate a number sense for whole numbers 0 to 100 000 and explore proper fractions and decimals • estimate, measure and compare, using decimal numbers and standard units of measure, to solve problems in everyday contexts; e.g., mass, length, volume, time, perimeter, surface area • use metric and imperial units of measure.

Knowledge and Employability (Occupational Component)

INFORMATION TECHNOLOGY

General Outcomes	Specific Outcomes

Students will familiarize themselves with the information technology used in daily workplace operation.	**Computer Operations**
	
	Students will:
	• identify the most appropriate technology tool for the task; e.g., fax, e-mail, networks, telephone
	• identify appropriate telephone operations, answer telephone calls appropriately, locate numbers and make telephone calls
	• identify basic computer operations; e.g.,
	   – use basic keyboarding skills
	   – store, organize and retrieve information correctly
	   – locate and select information and ideas using appropriate technology and information systems; e.g., Internet
	   – access, send and retrieve e-mail and attachments
	• identify procedures for connecting and using audio, video and digital equipment
	• identify procedures for sending and receiving faxes and setting up a fax machine
	• identify procedures for copying and printing documents.

FASHION TEXTILES 20-4
GENERAL OUTCOMES

Employability Competencies	Students will develop these competencies throughout the learning process and demonstrate them in daily life and the workplace.
Managing Transitions	• Students will apply their abilities and interests toward achieving learning goals. • Students will practise the skills and abilities needed to manage change. • Students will orient themselves towards an occupation that reflects their personal aptitudes and interests.
Personal Management	• Students will increase their self-esteem and confidence and enhance their ability to set personal goals and priorities. • Students will understand risks and be accountable for their actions.
Working with Others	• Students will practise effective communication skills and strategies in an occupational context. • Students will demonstrate the ability to understand and work within the culture of a group. • Students will plan and make decisions with others.
Occupational Competencies	Students will develop and demonstrate the following competencies to succeed in a specific occupation or career.
Achieving Results	• Students will orient themselves toward an occupation within a fashion textiles career environment. • Students will demonstrate basic safe workplace practices and procedures. • Students will develop an increased awareness of technology to develop a high-quality product or service. • Students will develop an understanding of sewing patterns. • Students will identify various trends in the field of fashion. • Students will develop skills in the merchandising and marketing of clothing.
Ensuring Quality	• Students will continue to develop an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.
Academic Competencies	Students will continue to develop these minimum academic competencies that provide a foundation for further learning.
Communication	• Students will demonstrate effective listening, speaking, reading and writing skills.
Thinking	• Students will apply creative thinking skills to solve problems.
Numeracy	• Students will apply mathematical concepts to solve occupational problems.
Information Technology	• Students will enhance their performance by using information technology to help complete tasks.

FASHION TEXTILES 20-4

EMPLOYABILITY COMPETENCIES: These competencies are developed throughout the learning process and are demonstrated in daily life and the workplace. Students will develop and demonstrate these competencies through individual effort and interpersonal interaction while completing a variety of projects/activities.

MANAGING TRANSITIONS

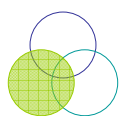| General Outcomes	Specific Outcomes
Students will apply their abilities and interests toward achieving learning goals.	**Lifelong Learning** *Students will:* • relate learning preferences and strengths to formal and informal learning opportunities and identify post-secondary opportunities within the related field • assess learning goals and current competencies, identify competencies needing development and identify and prioritize learning goals • create a pathway of senior high school courses to reflect learning goals • identify educational possibilities; e.g., Registered Apprenticeship Program (RAP), Green Certificate, Career and Technology Studies (CTS) and Career Internship.

Students will practise the skills and abilities needed to manage change.	**Adapting to Change**
	
	Students will:
	• identify goals, responsibilities and commitments
	• assess and reflect on the success of an action plan; e.g.,
	  – create alternative choices to deal with unexpected change
	  – identify stressors in personal environments that they can and cannot change
	• identify the need for personal support and create an inventory of available personal and community sources of support.

Students will orient themselves toward an occupation that reflects their personal aptitudes and interests.	**Career Development** *Students will:* • assess work preferences and nonpreferences (e.g., indoor, outdoor, shift work), assess life/work options and outline career goals and paths • work in and seek out a variety of roles and responsibilities • measure and celebrate personal contributions to workplace goals; e.g., paid, unpaid or volunteer work • orient themselves to the workplace through community partnerships and assess personal performance in terms of workplace expectations.

Knowledge and Employability (Occupational Component)

PERSONAL MANAGEMENT

General Outcomes	Specific Outcomes
Students will increase their self-esteem and confidence and enhance their ability to set personal goals and priorities.	**Self-development** *Students will:* • re-evaluate an action plan to develop strengths and talents • use strengths and talents to achieve personal goals • clarify acceptable and appropriate behaviours for specific activities and roles • act ethically in personal, community and workplace contexts and accept the consequences of their actions.
Students will understand risks and be accountable for their actions.	**Risk Management** *Students will:* • follow health and safety procedures; e.g., at home, at school, in the community and in the workplace • identify potential hazards, take corrective action and develop and practise action plans to ensure safety • practise personal emergency responses • assess their comfort level with, and the consequences of, taking risks.

WORKING WITH OTHERS

General Outcomes	Specific Outcomes

Students will practise effective communication skills and strategies in an occupational context.	**Interpersonal Communication**
	
	Students will:
	• assess the effectiveness of communication strategies used to communicate thoughts and feelings; e.g.,
	  – listen without interrupting
	  – contribute to be heard
	  – disagree courteously
	  – accept conflicting opinions
	  – use appropriate body language
	• assess verbal and nonverbal communication strategies
	• apply social norms to build specific relationships
	• demonstrate the ability to accept praise and/or criticism.

General Outcomes	Specific Outcomes
Students will demonstrate the ability to understand and work within the culture of a group.	**Building Community** *Students will:* • interact with others in a courteous manner • accommodate the beliefs of others in work and personal environments and show respect for differences in beliefs, abilities, etiquette and styles of interaction • identify opportunities for participation in community growth.

Students will plan and make decisions with others.	**Teamwork**
	
	Students will:
	• participate effectively as group members; e.g.,
	  – generate ideas
	  – assess resources
	  – contribute abilities and interests
	  – monitor progress
	  – share responsibility for completion of a task
	• assume various roles within a group; e.g., leadership
	• clarify the expected outcomes of teamwork.

OCCUPATIONAL COMPETENCIES: Students will develop and demonstrate the following competencies to succeed in a specific occupation or career. They will achieve results through a variety of projects/activities as appropriate to enhance their knowledge and skills. Students will ensure the quality of their work through effective task management and will highlight their achievements in a career-based portfolio.

ACHIEVING RESULTS

General Outcomes	Specific Outcomes
Students will orient themselves toward an occupation within a fashion textiles environment.	**Career Awareness** **Orientation** *Students will:* • identify entry-level competencies • identify post-secondary opportunities • recognize entrepreneurial opportunities within the industry • introduce themselves to local business/industry operations • match their personal interests to their job search; e.g., – identify sources of support for investigating and finding work – describe entry-level requirements – recognize potential career ladders. **Standards** *Students will:* • develop workplace protocols, procedures and standards of conduct; e.g., – demonstrate appropriate work habits – use safe and sanitary practices – demonstrate pride in themselves – demonstrate pride in their work performance – show respect for others – respect the property of others.
Students will demonstrate basic safe workplace practices and procedures.	**Workplace Health and Safety** *Students will:* • identify safety device locations and procedures within the workplace environment • identify government regulatory bodies that support a safe workplace • demonstrate knowledge of, and the ability to access information about, Occupational Health and Safety (OHS) and the Workers' Compensation Board (WCB)

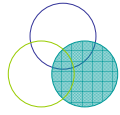| General Outcomes	Specific Outcomes

	• demonstrate knowledge of, and adherence to, safety rules that are specific to available tools, equipment and materials
	• demonstrate knowledge of health hazards associated with the use of chemicals and materials and retrieve information on Material Safety Data Sheets (MSDS) using appropriate print and Internet resources
	• select and wear personal protective equipment (PPE) appropriate to the specific task
	• demonstrate knowledge of environmental issues relating to the procedures for handling hazardous waste
	• demonstrate an understanding of the Workplace Hazardous Materials Information System (WHMIS) as it relates to the field of study and identify WHMIS symbols, classes and labelling requirements
	• identify potential safety hazards at work and at home; e.g.
	  – building security
	  – property protection
	  – window security
	  – fire protection.

Students will develop an increased awareness of technology to develop a high-quality product or service.	**Products and Service** **Technology Integration** *Students will:* • identify new and emerging products and technological advances used in fashion textiles. **Providing Service** *Students will:* • identify client relationships or interactions within the field of fashion textiles • identify services required or provided • collect necessary information to complete a purchase or to fill out a work order • recognize the importance of customer or client service to all businesses/industries • demonstrate professional practices and work habits • strive to meet and exceed the client's expectations.
Students will develop an understanding of sewing patterns.	**Construction** **Selecting Patterns** *Students will:* • identify related sewing terminology • locate ideas for sewing projects; e.g., catalogues, pattern envelopes

Knowledge and Employability (Occupational Component)

General Outcomes	Specific Outcomes

- identify important information found on pattern envelopes; e.g.,
  - garment descriptions
  - views
  - suggested fabrics
  - required notions
  - yardage chart
  - body measurements
- select fabric and notions that suit the style and purpose of the garment.

Taking Measurements

Students will:
- identify measurement-taking procedures for both males and females
- identify figure types for both males and females
- choose pattern sizes based on measurements and figure types; e.g.,
  - fit paper patterns using measurement comparisons
  - make alterations as necessary.

Guide Sheet

Students will:
- identify information found on a guide sheet; e.g.,
  - sketches of different styles and views
  - list of pattern pieces
  - cutting layouts
  - step-by-step instructions
- identify pattern symbols and markings found on pattern pieces; e.g.,
  - cutting lines
  - grainlines
  - place-on-fold
  - darts
  - placement lines
  - seamlines or stitching lines
  - adjustment lines
  - notches, dots, squares and triangles.

Preparing Fabric

Students will:
- identify procedures for straightening fabric ends
- identify procedures for preshrinking fabric.

General Outcomes	Specific Outcomes
	Pattern Layout

Students will:
- identify procedures for laying out patterns; e.g.,
  - position the pattern pieces
  - pin the pattern pieces to the fabric
  - mark the fabric
  - cut out the pattern.

Sewing Techniques

Students will:
- demonstrate intermediate sewing techniques; e.g.,
  - staystitching
  - darts
  - fasteners: zippers, buttons/buttonholes
  - waistbands
  - casings
  - hems.

Application

Students will:
- demonstrate construction techniques by sewing an intermediate-level garment or costume; e.g., zippered skirt or pants, simple jacket
- insert into a portfolio any relevant documentation of completed projects/assignments; e.g., photographs, certificates, patterns.

Students will identify various trends in the field of fashion.

Fashion Trends

Sociology and Psychology of Clothing

Students will:
- identify reasons for wearing clothing; e.g., modesty, protection, identification, status, adornment
- identify influences on clothing choices, e.g., culture, family, peer groups, advertising
- develop an understanding of fashion trends and fashion cycles.

Physiology of Clothing

Students will:
- identify the elements of design; e.g., lines, shape, pattern, texture, colour
- identify how the combination of design elements address the principles of design; e.g., balance, proportion, emphasis, rhythm, harmony/unity
- identify ways to create illusions through clothing choices using the elements and principles of design.

General Outcomes	Specific Outcomes
	Wardrobe Planning *Students will:* • complete a wardrobe inventory; e.g., evaluate the condition and use of each item by following the four Rs (remain, revise, repair or recycle) • consider what new items to add to their wardrobe and set priorities for a wardrobe plan • revise or repair an item of clothing. **Application** *Students will:* • insert into a portfolio any relevant documentation of completed projects/assignments; e.g., photographs, certificates, patterns.
Students will develop skills in the merchandising and marketing of clothing.	**Fashion Merchandising and Marketing** **Visual Display** *Students will:* • identify the components of an eye-appealing display; e.g., development of a theme, development of long-range plans for rotating a display • identify types of fashion displays (e.g., exterior, window, interior, showcase, remote), and describe the advantages and disadvantages of each • identify display aids; e.g., racks, mannequins, lighting, body forms, technology. **Application** *Students will:* • create a visual display using a theme; e.g., sports, holidays, culture • evaluate the strengths or weaknesses of visual displays; e.g., self, peer or retail evaluation • insert into a portfolio any relevant documentation of completed projects/assignments; e.g., photographs, certificates, patterns.

ENSURING QUALITY

General Outcomes	Specific Outcomes
Students will continue to develop an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.	**Task Management** **Outcomes** *Students will:* • read and/or listen to instructions • ask questions to clarify expected outcomes, procedures and timelines. **Decision Making** *Students will:* • identify the parameters of the task • generate and review alternative ideas and their consequences • make a decision or select an idea. **Planning** *Students will:* • identify the steps involved in managing a project • prepare a sample project plan, including budget and timeline • identify available tools, equipment and materials. **Performance Standards** *Students will:* • identify expected standards for a product or service • work to agreed quality standards and specifications • select and use appropriate tools and technology for a task or project. **Evaluation** *Students will:* • identify opportunities for improving quality • establish expectations and measures for improvements • create evidence to support an understanding of task management and skill development for inclusion in a personal portfolio.

COMMUNICATION

General Outcomes	Specific Outcomes

Students will demonstrate effective listening, speaking, reading and writing skills.	**Listening, Speaking, Reading and Writing**
	
	Students will:
	• read, view and interpret occupation-related materials; e.g.,
	  – use related occupational terms
	  – identify occupation-related literature
	  – interpret and follow written instructions
	• select and create a text format to suit a purpose and audience, e.g., forms, letters, reports, memos, résumé, and:
	  – describe uses of writing skills in related occupations
	  – write a letter of inquiry
	  – write a letter of thanks
	  – complete job applications
	• listen and present information in a clear, concise manner; e.g.,
	  – listen attentively to organize and classify information and ideas
	  – organize main ideas and key messages with clarity.

THINKING

General Outcomes	Specific Outcomes
Students will apply creative thinking skills to solve problems.	**Problem Solving, Decision Making and Creative Thinking** *Students will:* • apply a problem-solving model to identify the problem/issue • identify appropriate actions and develop several alternatives for each promising idea • evaluate the results, in terms of expected outcomes related to the initial problem, and evaluate personal satisfaction with the outcome of the idea; e.g., product/process.

NUMERACY

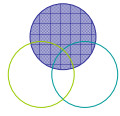| General Outcomes	Specific Outcomes
Students will apply mathematical concepts to solve occupational problems.	**Basic Operations, Patterns and Relationships, Shape and Space, and Statistics and Probability** *Students will:* • apply arithmetic operations, e.g., addition, subtraction, multiplication or division, to whole numbers and decimals and use number operations when creating and solving money problems • use calculators or computers, to perform calculations involving large and small numbers, when solving problems • apply concepts of rate, ratio, percentage and proportion to solve problems in a meaningful context • demonstrate a number sense for whole numbers 0 to 100 000 and explore proper fractions and decimals • estimate, measure and compare, using decimal numbers and standard units of measure, to solve problems in everyday contexts; e.g., mass, length, volume, time, perimeter, surface area • use metric and imperial units of measure.

INFORMATION TECHNOLOGY

General Outcomes	Specific Outcomes

Students will enhance their performance by using information technology to help complete tasks.	**Computer Operations and Computer Applications**
	
	Students will:
	• demonstrate appropriate language and etiquette when using information technology
	• demonstrate appropriate telephone operations; e.g., answer telephone calls appropriately, locate numbers and make telephone calls
	• demonstrate basic computer operations to complete a task; e.g.,
	  – use basic keyboarding skills
	  – store, organize and retrieve information correctly
	  – locate and select information and ideas using appropriate technology and information systems; e.g., Internet
	  – access, send and retrieve e-mail and attachments
	• demonstrate procedures for connecting and using audio, video and digital equipment
	• demonstrate procedures for sending and receiving faxes and setting up a fax machine
	• demonstrate procedures for copying and printing documents.

FASHION TEXTILES 30-4
GENERAL OUTCOMES

Employability Competencies	Students will develop these competencies throughout the learning process and demonstrate them in daily life and the workplace.
Managing Transitions	• Students will consistently demonstrate personal discovery and continuous learning. • Students will manage change effectively to support their goals. • Students will prepare themselves for entry-level employment in an occupation that reflects their personal aptitudes and interests.
Personal Management	• Students will exhibit self-esteem and confidence through the achievement of personal goals. • Students will manage risks to achieve both personal and workplace goals.
Working with Others	• Students will model effective communication skills and strategies in the home, school, community and workplace. • Students will promote equity in work and community endeavours. • Students will demonstrate the ability to complete tasks in a team environment.
Occupational Competencies	**Students will develop and demonstrate the following competencies to succeed in a specific occupation or career.**
Achieving Results	• Students will prepare for entry-level employment within a fashion textiles career environment. • Students will demonstrate entry-level standards of safe workplace practices and procedures. • Students will use technology to develop a high-quality product or service. • Students will demonstrate entry-level understanding of the construction of textile projects. • Students will develop an understanding of fashion design as an occupation or career. • Students will demonstrate the ability to design and create a garment. • Students will demonstrate an understanding of marketing in a retail setting.
Ensuring Quality	• Students will demonstrate an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.
Academic Competencies	**Students will continue to develop these minimum academic competencies that provide a foundation for further learning.**
Communication	• Students will demonstrate effective listening, speaking, reading and writing skills to prepare for employment.
Thinking	• Students will research information, use creative thinking skills and use effective problem-solving strategies to solve problems.
Numeracy	• Students will demonstrate mathematical operations to effectively solve problems in a meaningful context.
Information Technology	• Students will demonstrate the effective use of information technology to perform daily workplace operations.

FASHION TEXTILES 30-4

> **EMPLOYABILITY COMPETENCIES:** These competencies are developed throughout the learning process and are demonstrated in daily life and the workplace. Students will develop and demonstrate these competencies through individual effort and interpersonal interaction while completing a variety of projects/activities.

MANAGING TRANSITIONS

General Outcomes	Specific Outcomes
Students will consistently demonstrate personal discovery and continuous learning.	**Lifelong Learning** *Students will:* • identify learning opportunities related to learning goals, commitments and resources; e.g., – identify opportunities for further education/training – locate needed financial support systems – locate needed personal support systems • practise what has been learned to build competence and confidence and evaluate the application of competencies to learning goals • create a plan that demonstrates continuous learning; e.g., – analyze requirements for graduation and for further education/training – modify a learning plan to reflect requirements and opportunities.
Students will manage change effectively to support their goals.	**Adapting to Change** *Students will:* • prioritize and assign resources to meet commitments and goals • prioritize commitments and goals to achieve a balanced lifestyle • redefine an action plan as situations change; e.g., – use adaptive strategies – redefine personal goals – select personal coping mechanisms • access available and appropriate sources of support • identify opportunities for improvement and innovation; e.g., entrepreneurship.

Knowledge and Employability (Occupational Component)

General Outcomes	Specific Outcomes

Students will prepare themselves for entry-level employment in an occupation that reflects their personal aptitudes and interests.

Career Development

Students will:
- analyze elements of job satisfaction; e.g., recognition, environment, pay, benefits, prestige
- build personal career paths and networks
- analyze how work contributes to societal and economic needs and a sense of responsibility
- prepare for employment through community partnership activities and organize and complete specific job tasks effectively and efficiently.

PERSONAL MANAGEMENT

Students will exhibit self-esteem and confidence through the achievement of personal goals.

Self-development

Students will:
- continue to create a long-term self-development plan in which they consider accomplishments and redefine self-development goals
- demonstrate entry-level self-presentation appropriate to the activity and role
- maintain a high standard of personal ethics when interacting with others.

Students will manage risks to achieve both personal and workplace goals.
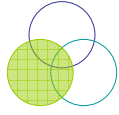
Risk Management

Students will:
- maintain health and safety procedures; e.g., at home, at school, in the community and in the workplace
- monitor success in reducing the impact of hazards on themselves and others
- demonstrate concern for the safety of others by exhibiting appropriate behaviour in the workplace
- work with others to respond to emergencies
- take planned risks to contribute to personal growth.

WORKING WITH OTHERS

General Outcomes	Specific Outcomes

Students will model effective communication skills and strategies in the home, school, community and workplace.	**Interpersonal Communication**
	
	Students will:
	• communicate thoughts and feelings appropriately; e.g.,
	  – listen without interrupting
	  – contribute to be heard
	  – disagree courteously
	  – accept conflicting opinions
	  – use appropriate body language
	• maintain a balance between speaking, listening and responding
	• work together to achieve goals
	• demonstrate the ability to deal constructively with conflict.

Students will promote equity in work and community endeavours.	**Building Community** *Students will:* • demonstrate and model courteous behaviour in daily interactions • demonstrate respect for others and a shared understanding of diverse beliefs, etiquette and styles of interaction • assess their personal contribution to community growth.

Students will demonstrate the ability to complete tasks in a team environment.	**Teamwork**
	
	Students will:
	• assess the effectiveness of group and personal contributions; e.g.,
	  – generate ideas
	  – assess resources
	  – contribute abilities and interests
	  – monitor progress
	  – share responsibility for completion of a task
	• expand their abilities to contribute to team goals.

> **OCCUPATIONAL COMPETENCIES:** Students will develop and demonstrate the following competencies to succeed in a specific occupation or career. They will achieve results through a variety of projects/activities as appropriate to enhance their knowledge and skills. Students will ensure the quality of their work through effective task management and will highlight their achievements in a career-based portfolio.

ACHIEVING RESULTS

General Outcomes	Specific Outcomes

Students will prepare for entry-level employment within a fashion textiles career environment.	**Career Awareness**
	
	Preparation
	
	Students will:
	• assess entry-level competencies
	• recognize opportunities for further education/training
	• select post-secondary opportunities
	• identify local entrepreneurs
	• establish contacts with local businesses/industries
	• present marketable skills and strengths, e.g.,
	  − write a letter of application
	  − prepare a résumé
	  − complete application forms
	  − identify contacts and references
	  − collect evidence of competencies in a portfolio.
	
	Standards
	
	Students will:
	• demonstrate workplace protocols, procedures and standards of conduct; e.g.,
	  − demonstrate appropriate work habits
	  − demonstrate effective human relations techniques in the workplace
	  − practise safety in the workplace
	  − demonstrate acceptable verbal and nonverbal communication skills
	  − practise personal and public hygiene procedures
	  − demonstrate entry-level competency in tools and equipment usage
	  − use supplies correctly
	  − follow good storage practices
	  − demonstrate pride in their work performance
	  − demonstrate a willingness to work
	  − demonstrate respect for others
	  − follow accepted principles and procedures
	  − recognize opportunities for further education/training.

General Outcomes	Specific Outcomes

Students will demonstrate entry-level standards of safe workplace practices and procedures.

Workplace Health and Safety

Students will:
- identify and explain the use of safety devices within the workplace
- demonstrate knowledge of, and the ability to access information about, Occupational Health and Safety (OHS) and the Workers' Compensation Board (WCB)
- demonstrate a prework and postwork hazard assessment
- demonstrate knowledge of, and adherence to, safety rules that are specific to available tools, equipment and materials
- demonstrate knowledge of health hazards associated with the use of chemicals and materials and retrieve information on Material Safety Data Sheets (MSDS) using appropriate print and Internet resources
- model safety consciousness by selecting and wearing personal protective equipment (PPE) appropriate to the specific task
- demonstrate knowledge of environmental issues relating to the procedures for handling hazardous waste
- demonstrate an understanding of the Workplace Hazardous Materials Information System (WHMIS) as it relates to the field of study and identify WHMIS symbols, classes and labelling requirements.

Students will use technology to develop a high-quality product or service.

Products and Service

Technology Integration

Students will:
- use new and emerging products and technological advances needed in fashion textiles; e.g., examine the effects of current technological advances in the fashion textiles industry and explain the impact of current technology on the job descriptions of future fashion textiles trade workers.

Providing Service

Students will:
- identify client relationships or interactions within the field of fashion textiles
- identify services required or provided
- collect necessary information to complete a purchase or to fill out a work order
- recognize the importance of customer or client service to all businesses/industries
- demonstrate professional practices and work habits
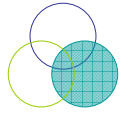- strive to meet and exceed the client's expectations.

General Outcomes	Specific Outcomes
Students will demonstrate entry-level understanding of the construction of textile projects.	**Advanced Construction** **Specialty Techniques** *Students will:* • demonstrate advanced sewing techniques; e.g., – self-finished seams: French, flat-felled, double-stitched – decorative seams: top-stitched, welted, lapped – tucks and pleats – interfacing and linings – collars – cuffs – sleeves: set-in, raglan, drop – pockets: patch, inseam. **Specialty Fabrics** *Students will:* • identify characteristics of specialty fabrics; e.g., leather, velvet, satin, crepe • demonstrate and apply skills in selecting an appropriate pattern, interfacing, threads and tools to construct a garment made from a specialty fabric. **Application** *Students will:* • complete an advanced-level garment, using specialty fabrics and/or techniques • insert into a portfolio any relevant documentation of completed projects/assignments; e.g., photographs, certificates, patterns.
Students will develop an understanding of fashion design as an occupation or career.	**Fashion Trends and Creators** **Role of Designers** *Students will:* • describe the role of the designer in the apparel industry • identify the names and contributions of famous fashion designers • identify the steps in a garment's design process; e.g., from creation through to the marketing of the finished product • identify a designer's logos and labelling conventions. **Fashion Terminology** *Students will:* • demonstrate an understanding of key terminology; e.g., style, fashion, trend, fad, classic, craze, haute couture, prêt-à-porter, knock-offs, avante-garde.

General Outcomes	Specific Outcomes

Application

Students will:
- research a famous fashion designer and create a presentation, including illustrations/visual aids, that details his/her life, creations and influences
- design a logo for their personal designs/company
- insert into a portfolio any relevant documentation of completed projects/assignments; e.g., photographs, certificates, patterns.

Students will demonstrate the ability to design and create a garment.

Design and Manufacturing

Manufacturing

Students will:
- identify the steps in the manufacturing process; i.e.,
    − making samples
    − establishing costs
    − taking orders
    − ordering materials
    − creating production patterns and layouts
    − cutting the fabric
    − assembling the project
    − inspecting the final work
    − distributing the product.

Illustration

Students will:
- create a design sketch of a perfectly proportioned figure, using standards developed by the fashion industry; e.g., 8-head, 9-head, 10-head
- create a croquis or stylized drawing of a figure, using standards developed by the fashion industry; e.g., left-twist, right-twist.

Pattern Making

Students will:
- demonstrate drawing and measuring skills when creating a basic garment pattern, using their choice of tools; e.g., skirt, shorts, pants.

Application

Students will:
- complete a final illustration of their choice
- construct a garment from a pattern they have made
- insert into a portfolio any relevant documentation of completed projects/assignments; e.g., photographs, certificates, patterns.

General Outcomes	Specific Outcomes

Students will demonstrate an understanding of marketing in a retail setting.	**Fashion Merchandising and Marketing**
	
	Retail
	
	Students will:
	• define retail
	• identify various retail operations; e.g.,
	   – retail stores
	   – direct retailers
	   – factory outlets
	   – online sales
	   – cottage industries
	• identify the types of jobs available within the retail industry; e.g., retail sales, buyers, merchandise manager.

ENSURING QUALITY

General Outcomes	Specific Outcomes
Students will demonstrate an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.	**Task Management** **Outcomes** *Students will:* • read and/or listen to instructions • ask questions to clarify expected outcomes, procedures and timelines. **Decision Making** *Students will:* • identify the parameters of the task • generate and review alternative ideas and their consequences • make a decision or select an idea. **Planning** *Students will:* • identify the steps involved in managing a project • prepare a sample project plan, including budget and timeline • identify available tools, equipment and materials. **Performance Standards** *Students will:* • identify expected standards for a product or service • work to agreed quality standards and specifications • select and use appropriate tools and technology for a task or project. **Evaluation** *Students will:* • identify opportunities for improving quality • establish expectations and measures for improvements • create evidence to support an understanding of task management and skill development for inclusion in a personal portfolio.

COMMUNICATION

General Outcomes	Specific Outcomes

Students will demonstrate effective listening, speaking, reading and writing skills to prepare for employment.	**Listening, Speaking, Reading and Writing**
	
	Students will:
	• read, view and interpret occupation-related materials for a specific purpose; e.g.,
	  – read related health and safety documents
	  – read terms of employment documents
	  – follow written instructions specific to an occupational area
	• create text for a specific purpose that clearly communicates information; e.g.,
	  – write a résumé
	  – write a job description
	  – submit job application forms
	• communicate thoughts and ideas and listen to the thoughts and ideas of others to effectively complete a task; e.g.,
	  – follow oral instructions
	  – give effective oral instructions when necessary.

THINKING

General Outcomes	Specific Outcomes

Students will research information, use creative thinking skills and use effective problem-solving strategies to solve problems.	**Problem Solving, Decision Making, Finding Information and Creative Thinking**
	
	Students will:
	• demonstrate an effective problem-solving model; e.g.,
	  – identify the need for a solution to a problem/issue
	  – identify why information is needed; e.g., make decisions, inform, persuade
	• identify appropriate actions and select and apply information that meets their purposes and needs
	• evaluate the results in terms of expected outcomes and assess the impact of information on their purpose and audience.

NUMERACY

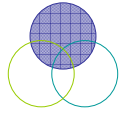| General Outcomes	Specific Outcomes
Students will demonstrate mathematical operations to effectively solve problems in a meaningful context.	**Basic Operations, Patterns and Relationships, Shape and Space, and Statistics and Probability** *Students will:* • apply arithmetic operations, e.g., addition, subtraction, multiplication or division, to whole numbers and decimals and use number operations when creating and solving money problems • use calculators or computers, to perform calculations involving large and small numbers, when solving problems • apply concepts of rate, ratio, percentage and proportion • demonstrate a number sense for whole numbers 0 to 100 000 and explore proper fractions and decimals • estimate, measure and compare, using decimal numbers and standard units of measure, to solve problems in everyday contexts; e.g., mass, length, volume, time, perimeter, surface area • use metric and imperial units of measure.

INFORMATION TECHNOLOGY

General Outcomes	Specific Outcomes

Students will demonstrate the effective use of information technology to perform daily workplace operations.	**Computer Operations and Computer Applications**
	
	Students will:
	• model and assume personal responsibility for the ethical use of information technologies
	• demonstrate appropriate telephone operations within the workplace; e.g., answer telephone calls appropriately, locate numbers and make telephone calls
	• use computer operations to assist in the completion of daily workplace operations; e.g.,
	  – use basic keyboarding skills
	  – store, organize and retrieve information correctly
	  – locate and select information and ideas using appropriate technology and information systems; e.g., Internet
	  – access, send and retrieve e-mail and attachments
	• demonstrate procedures for connecting and using audio, video and digital equipment
	• demonstrate procedures for sending and receiving faxes and setting up a fax machine
	• demonstrate procedures for copying and printing documents.

INDUSTRIAL TEXTILES 20-4
GENERAL OUTCOMES

Employability Competencies	Students will develop these competencies throughout the learning process and demonstrate them in daily life and the workplace.
Managing Transitions	• Students will apply their abilities and interests toward achieving learning goals. • Students will practise the skills and abilities needed to manage change. • Students will orient themselves toward an occupation that reflects their personal aptitudes and interests.
Personal Management	• Students will increase their self-esteem and confidence and enhance their ability to set personal goals and priorities. • Students will understand risks and be accountable for their actions.
Working with Others	• Students will practise effective communication skills and strategies in an occupational context. • Students will demonstrate the ability to understand and work within the culture of a group. • Students will plan and make decisions with others.
Occupational Competencies	**Students will develop and demonstrate the following competencies to succeed in a specific occupation or career.**
Achieving Results	• Students will orient themselves toward an occupational within an industrial textiles career environment. • Students will demonstrate basic safe workplace practices and procedures. • Students will develop an increased awareness of technology to develop a high-quality product or service. • Students will develop an understanding of various fabric services. • Students will develop an understanding of interior design and home decor projects.
Ensuring Quality	• Students will continue to develop an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.
Academic Competencies	**Students will continue to develop these minimum academic competencies that provide a foundation for further learning.**
Communication	• Students will demonstrate effective listening, speaking, reading and writing skills.
Thinking	• Students will apply creative thinking skills to solve problems.
Numeracy	• Students will apply mathematical concepts to solve occupational problems.
Information Technology	• Students will enhance their performance by using information technology to help complete tasks.

INDUSTRIAL TEXTILES 20-4

> **EMPLOYABILITY COMPETENCIES:** These competencies are developed throughout the learning process and are demonstrated in daily life and the workplace. Students will develop and demonstrate these competencies through individual effort and interpersonal interaction while completing a variety of projects/activities.

MANAGING TRANSITIONS

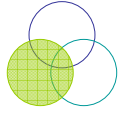| General Outcomes	Specific Outcomes
Students will apply their abilities and interests toward achieving learning goals.	**Lifelong Learning** *Students will:* • relate learning preferences and strengths to formal and informal learning opportunities and identify post-secondary opportunities within the related field • assess learning goals and current competencies, identify competencies needing development and identify and prioritize learning goals • create a pathway of senior high school courses to reflect learning goals • identify educational possibilities; e.g., Registered Apprenticeship Program (RAP), Green Certificate, Career and Technology Studies (CTS) and Career Internship.

Students will practise the skills and abilities needed to manage change.	**Adapting to Change**
	
	Students will:
	• identify goals, responsibilities and commitments
	• assess and reflect on the success of an action plan; e.g.,
	  − create alternative choices to deal with unexpected change
	  − identify stressors in personal environments that they can and cannot change
	• identify the need for personal support and create an inventory of available personal and community sources of support.

Students will orient themselves toward an occupation that reflects their personal aptitudes and interests.	**Career Development** *Students will:* • assess work preferences and nonpreferences (e.g., indoor, outdoor, shift work), assess life/work options and outline career goals and paths • work in and seek out a variety of roles and responsibilities • measure and celebrate personal contributions to workplace goals; e.g., paid, unpaid or volunteer work • orient themselves to the workplace through community partnerships and assess personal performance in terms of workplace expectations.

Knowledge and Employability (Occupational Component)
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PERSONAL MANAGEMENT

General Outcomes	Specific Outcomes
Students will increase their self-esteem and confidence and enhance their ability to set personal goals and priorities.	**Self-development** *Students will:* • re-evaluate an action plan to develop strengths and talents • use strengths and talents to achieve personal goals • clarify acceptable and appropriate behaviours for specific activities and roles • act ethically in personal, community and workplace contexts and accept the consequences of their actions.
Students will understand risks and be accountable for their actions.	**Risk Management** *Students will:* • follow health and safety procedures; e.g., at home, at school, in the community and in the workplace • identify potential hazards, take corrective action and develop and practise action plans to ensure safety • practise personal emergency responses • assess their comfort level with, and the consequences of, taking risks.

WORKING WITH OTHERS

General Outcomes	Specific Outcomes

Students will practise effective communication skills and strategies in an occupational context.	**Interpersonal Communication**
	
	Students will:
	• assess the effectiveness of communication strategies used to communicate thoughts and feelings; e.g.,
	  – listen without interrupting
	  – contribute to be heard
	  – disagree courteously
	  – accept conflicting opinions
	  – use appropriate body language
	• assess verbal and nonverbal communication strategies
	• apply social norms to build specific relationships
	• demonstrate the ability to accept praise and/or criticism.

Students will demonstrate the ability to understand and work within the culture of a group.	**Building Community** *Students will:* • interact with others in a courteous manner • accommodate the beliefs of others in work and personal environments and show respect for differences in beliefs, abilities, etiquette and styles of interaction • identify opportunities for participation in community growth.

General Outcomes	Specific Outcomes

Students will plan and make decisions with others.	**Teamwork**
	
	Students will:
	• participate effectively as group members; e.g.,
	  – generate ideas
	  – assess resources
	  – contribute abilities and interests
	  – monitor progress
	  – share responsibility for completion of a task
	• assume various roles within a group; e.g., leadership
	• clarify the expected outcomes of teamwork.

> **OCCUPATIONAL COMPETENCIES:** Students will develop and demonstrate the following competencies to succeed in a specific occupation or career. They will achieve results through a variety of projects/activities as appropriate to enhance their knowledge and skills. Students will ensure the quality of their work through effective task management and will highlight their achievements in a career-based portfolio.

ACHIEVING RESULTS

General Outcomes	Specific Outcomes
Students will orient themselves toward an occupation within an industrial textiles career environment.	**Career Awareness** **Orientation** *Students will:* • identify entry-level competencies • identify post-secondary opportunities • recognize entrepreneurial opportunities within the industry • introduce themselves to local business/industry operations • match their personal interests to their job search; e.g., – identify sources of support for investigating and finding work – describe entry-level requirements – recognize potential career ladders. **Standards** *Students will:* • develop workplace protocols, procedures and standards of conduct; e.g., – demonstrate appropriate work habits – use safe and sanitary practices – demonstrate pride in themselves – demonstrate pride in their work performance – show respect for others – respect the property of others.
Students will demonstrate basic safe workplace practices and procedures.	**Workplace Health and Safety** *Students will:* • identify safety device locations and procedures within the workplace environment • demonstrate knowledge of, and the ability to access information about, Occupational Health and Safety (OHS) and the Workers' Compensation Board (WCB) • demonstrate knowledge of, and adherence to, safety rules that are specific to available tools, equipment and materials

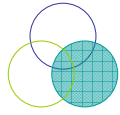| General Outcomes	Specific Outcomes
	• demonstrate knowledge of health hazards associated with the use of chemicals and materials and retrieve information on Material Safety Data Sheets (MSDS) using appropriate print and Internet resources • select and wear personal protective equipment (PPE) appropriate to the specific task • demonstrate knowledge of environmental issues relating to the procedures for handling hazardous waste • demonstrate an understanding of the Workplace Hazardous Materials Information System (WHMIS) as it relates to the field of study and identify WHMIS symbols, classes and labelling requirements.
Students will develop an increased awareness of technology to develop a high-quality product or service.	**Products and Service** **Technology Integration** *Students will:* • identify new and emerging products and technological advances used in industrial textiles. **Providing Service** *Students will:* • identify client relationships or interactions within the field of industrial textiles • identify services required or provided • collect necessary information to complete a purchase or to fill out a work order • recognize the importance of customer or client service to all businesses/industries • demonstrate professional practices and work habits • strive to meet and exceed the client's expectations.
Students will develop an understanding of various fabric services.	**Fabric Services** **Dry Cleaning, Steam Cleaning and Laundering** *Students will:* • identify the main steps in the fabric-care process; e.g., cleaning (wet/dry), repairing, restoring • identify the operation of a cleaning plant • identify equipment uses and cleaning procedures • identify different types of stains • demonstrate spot-removal techniques • demonstrate the removal of identified stains

General Outcomes	Specific Outcomes

- identify safety related issues; e.g., use of chemicals
- describe the process for dry cleaning fabrics
- identify types of cleaning solvents; e.g., petroleum, synthetic
- identify safety regulations related to the use of steam cleaners
- use a steam cleaner correctly
- identify and tag garments; e.g., dry cleaning, shirt laundry
- identify procedures for receiving and distributing garments to customers
- demonstrate the ability to write invoices, handle cash/credit transactions and assemble orders for delivery
- identify specialty equipment.

Alterations and Repairs

Students will:
- identify the basic tools required for repairs and alterations
- demonstrate basic sewing preparation techniques; e.g., measuring, marking, pinning/basting
- demonstrate basic hand-sewing techniques
- demonstrate basic sewing-machine techniques; e.g.,
    - sew straight lines
    - follow a guide
    - baste seams
    - sew seams
    - attach zippers to fabric
    - sew zigzag stitches
    - sew cuffs, tapers, pants
- demonstrate a basic ability to repair zippers, sew on arm patches and replace buttons
- demonstrate an understanding of a variety of fabrics and their uses when making repairs and alterations
- minimize waste when using materials to complete a project or task
- select appropriate fabric and thread when making repairs and alterations
- take accurate measurements to alter fabrics
- identify various repair techniques for different fabrics and items of clothing; e.g. shirts, pants, jeans
- recognize the principle of recycling fabric
- demonstrate a variety of ways to recycle fabric; e.g., piecing fabrics, using special fabrics.

General Outcomes	Specific Outcomes

	Application
	
	Students will:
	• develop a plan of action to alter or repair garments
	• apply a variety of alteration and/or design procedures when repairing, altering and recycling projects; e.g.,
	    – redesign: change collars or necklines; add, replace or remove details; add new pockets to shorts or pants
	    – restyle: convert a sweater to a vest, pants to a skirt, blankets to vests or skirts
	    – create a new garment: shirt and skirt from a dress, vest from a skirt
	    – other: add appliqués to cover worn fabric areas; add embroidery, fringe, studs, new buttons
	• insert into a portfolio any relevant documentation of completed projects/assignments; e.g., photographs, certificates, patterns.

Students will develop an understanding of interior design and home decor projects.	**Interior Design and Home Decor** **Physiology of Interior Design** *Students will:* • identify the elements of design in relation to interior design; e.g., line, shape, pattern, texture, colour • identify the principles of design in relation to planning an interior design; e.g., balance, proportion, emphasis, rhythm, harmony/unity • identify ways to create illusions in interior spaces, using the elements and principles of design • identify the rules that guide furniture choice and placement. **Drawing Skills** *Students will:* • create a design sketch, using 2-D methods, by hand and/or by using CAD drawing tools; e.g., floor plan to scale, elevations to scale • create a design sketch, using 3-D methods, by hand and/or by using CAD drawing tools; e.g., 1-point perspective • create a scale model or story board of a planned interior space, complete with paint colours, floor coverings, window treatments, furniture and accessories.

General Outcomes	Specific Outcomes
	Construction *Students will:* **Application** *Students will:* • design and construct a home décor project to demonstrate their knowledge of interior design and home décor; e.g., duvet cover, drapery treatment, accent treatment • insert into a portfolio any relevant documentation of completed projects/assignments; e.g., photographs, certificates, patterns.

ENSURING QUALITY

General Outcomes	Specific Outcomes
Students will continue to develop an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.	**Task Management** **Outcomes** *Students will:* • read and/or listen to instructions • ask questions to clarify expected outcomes, procedures and timelines. **Decision Making** *Students will:* • identify the parameters of the task • generate and review alternative ideas and their consequences • make a decision or select an idea. **Planning** *Students will:* • identify the steps involved in managing a project • prepare a sample project plan, including budget and timeline • identify available tools, equipment and materials. **Performance Standards** *Students will:* • identify expected standards for a product or service • work to agreed quality standards and specifications • select and use appropriate tools and technology for a task or project. **Evaluation** *Students will:* • identify opportunities for improving quality • establish expectations and measures for improvements • create evidence to support an understanding of task management and skill development for inclusion in a personal portfolio.

ACADEMIC COMPETENCIES: These are the minimum academic competencies that provide a foundation for further learning. The following outcomes are provided as a reminder to address these academic competencies within the occupational context and to reinforce cross-curricular connections.

COMMUNICATION

General Outcomes	Specific Outcomes

Students will demonstrate effective listening, speaking, reading and writing skills.	**Listening, Speaking, Reading and Writing**
	
	Students will:
	• read, view and interpret occupation-related materials; e.g.,
	  – use related occupational terms
	  – identify occupation-related literature
	  – interpret and follow written instructions
	• select and create a text format to suit a purpose and audience, e.g., forms, letters, reports, memos, résumé, and:
	  – describe uses of writing skills in related occupations
	  – write a letter of inquiry
	  – write a letter of thanks
	  – complete job applications
	• listen and present information in a clear, concise manner; e.g.,
	  – listen attentively to organize and classify information and ideas
	  – organize main ideas and key messages with clarity.

THINKING

General Outcomes	Specific Outcomes
Students will apply creative thinking skills to solve problems.	**Problem Solving, Decision Making and Creative Thinking** *Students will:* • apply a problem-solving model to identify the problem/issue • identify appropriate actions and develop several alternatives for each promising idea • evaluate the results, in terms of expected outcomes related to the initial problem, and evaluate personal satisfaction with the outcome of the idea; e.g., product/process.

NUMERACY

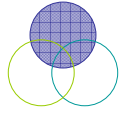| General Outcomes	Specific Outcomes
Students will apply mathematical concepts to solve occupational problems.	**Basic Operations, Patterns and Relationships, Shape and Space, and Statistics and Probability** *Students will:* • apply arithmetic operations, e.g., addition, subtraction, multiplication or division, to whole numbers and decimals and use number operations when creating and solving money problems • use calculators or computers, to perform calculations involving large and small numbers, when solving problems • apply concepts of rate, ratio, percentage and proportion to solve problems in a meaningful context • demonstrate a number sense for whole numbers 0 to 100 000 and explore proper fractions and decimals • estimate, measure and compare, using decimal numbers and standard units of measure, to solve problems in everyday contexts; e.g., mass, length, volume, time, perimeter, surface area • use metric and imperial units of measure.

INFORMATION TECHNOLOGY

Students will enhance their performance by using information technology to help complete tasks.	**Computer Operations and Computer Applications**
	
	Students will:
	• demonstrate appropriate language and etiquette when using information technology
	• demonstrate appropriate telephone operations; e.g., answer telephone calls appropriately, locate numbers and make telephone calls
	• demonstrate basic computer operations to complete a task; e.g.,
	  – use basic keyboarding skills
	  – store, organize and retrieve information correctly
	  – locate and select information and ideas using appropriate technology and information systems; e.g., Internet
	  – access, send and retrieve e-mail and attachments
	• demonstrate procedures for connecting and using audio, video and digital equipment
	• demonstrate procedures for sending and receiving faxes and setting up a fax machine
	• demonstrate procedures for copying and printing documents.

INDUSTRIAL TEXTILES 30-4
GENERAL OUTCOMES

Employability Competencies	Students will develop these competencies throughout the learning process and demonstrate them in daily life and the workplace.
Managing Transitions	• Students will consistently demonstrate personal discovery and continuous learning. • Students will manage change effectively to support their goals. • Students will prepare themselves for entry-level employment in an occupation that reflects their personal aptitudes and interests.
Personal Management	• Students will exhibit self-esteem and confidence through the achievement of personal goals. • Students will manage risks to achieve both personal and workplace goals.
Working with Others	• Students will model effective communication skills and strategies in the home, school, community and workplace. • Students will promote equity in work and community endeavours. • Students will demonstrate the ability to complete tasks in a team environment.
Occupational Competencies	**Students will develop and demonstrate the following competencies to succeed in a specific occupation or career.**
Achieving Results	• Students will prepare for entry-level employment within an industrial textiles career environment. • Students demonstrate entry-level standards of safe workplace practices and procedures. • Students will use technology to develop a high-quality product or service. • Students will identify and demonstrate the safe use of hand and power tools, equipment and materials. • Students will develop the knowledge and skills to use tools and equipment safely and properly while working on a small-frame upholstery project. • Students will develop knowledge of advanced upholstering techniques while working on a coil-spring upholstery project. • Students will demonstrate an understanding of marketing in a retail setting.
Ensuring Quality	• Students will demonstrate an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.
Academic Competencies	**Students will continue to develop these minimum academic competencies that provide a foundation for further learning.**
Communication	• Students will demonstrate effective listening, speaking, reading and writing skills to prepare for employment.
Thinking	• Students will research information, use creative thinking skills and use effective problem-solving strategies to solve problems.
Numeracy	• Students will demonstrate mathematical operations to effectively solve problems in a meaningful context.
Information Technology	• Students will demonstrate the effective use of information technology to perform daily workplace operations.

INDUSTRIAL TEXTILES 30-4

> **EMPLOYABILITY COMPETENCIES:** These competencies are developed throughout the learning process and are demonstrated in daily life and the workplace. Students will develop and demonstrate these competencies through individual effort and interpersonal interaction while completing a variety of projects/activities.

MANAGING TRANSITIONS

General Outcomes	Specific Outcomes

Students will consistently demonstrate personal discovery and continuous learning.	**Lifelong Learning**
	
	Students will:
	• identify learning opportunities related to learning goals, commitments and resources; e.g.,
	  – identify opportunities for further education/training
	  – locate needed financial support systems
	  – locate needed personal support systems
	• practise what has been learned to build competence and confidence and evaluate the application of competencies to learning goals
	• create a plan that demonstrates continuous learning; e.g.,
	  – analyze requirements for graduation and for further education/training
	  – modify a learning plan to reflect requirements and opportunities.

Students will manage change effectively to support their goals.	**Adapting to Change**
	
	Students will:
	• prioritize and assign resources to meet commitments and goals
	• prioritize commitments and goals to achieve a balanced lifestyle
	• redefine an action plan as situations change; e.g.,
	  – use adaptive strategies
	  – redefine personal goals
	  – select personal coping mechanisms
	• access available and appropriate sources of support
	• identify opportunities for improvement and innovation; e.g., entrepreneurship.

Students will prepare themselves for entry-level employment in an occupation that reflects their personal aptitudes and interests.	**Career Development** *Students will:* • analyze elements of job satisfaction; e.g., recognition, environment, pay, benefits, prestige • build personal career paths and networks • analyze how work contributes to societal and economic needs and a sense of responsibility • prepare for employment through community partnership activities and organize and complete specific job tasks effectively and efficiently.

PERSONAL MANAGEMENT

General Outcomes	Specific Outcomes
Students will exhibit self-esteem and confidence through the achievement of personal goals.	**Self-development** *Students will:* • continue to create a long-term self-development plan in which they consider accomplishments and redefine self-development goals • demonstrate entry-level self-presentation appropriate to the activity and role • maintain a high standard of personal ethics when interacting with others.
Students will manage risks to achieve both personal and workplace goals.	**Risk Management** *Students will:* • maintain health and safety procedures; e.g., at home, at school, in the community and in the workplace • monitor success in reducing the impact of hazards on themselves and others • demonstrate concern for the safety of others by exhibiting appropriate behaviour in the workplace • work with others to respond to emergencies • take planned risks to contribute to personal growth.

WORKING WITH OTHERS

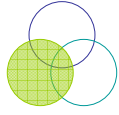| General Outcomes	Specific Outcomes

Students will model effective communication skills and strategies in the home, school, community and workplace.	**Interpersonal Communication**
	
	Students will:
	• communicate thoughts and feelings appropriately; e.g.,
	  – listen without interrupting
	  – contribute to be heard
	  – disagree courteously
	  – accept conflicting opinions
	  – use appropriate body language
	• maintain a balance between speaking, listening and responding
	• work together to achieve goals
	• demonstrate the ability to deal constructively with conflict.

Students will promote equity in work and community endeavours.	**Building Community** *Students will:* • demonstrate and model courteous behaviour in daily interactions • demonstrate respect for others and a shared understanding of diverse beliefs, etiquette and styles of interaction • assess their personal contribution to community growth.

General Outcomes	Specific Outcomes

Students will demonstrate the ability to complete tasks in a team environment.	**Teamwork**
	
	Students will:
	• assess the effectiveness of group and personal contributions; e.g.,
	   – generate ideas
	   – assess resources
	   – contribute abilities and interests
	   – monitor progress
	   – share responsibility for completion of a task
	• expand their abilities to contribute to team goals.

OCCUPATIONAL COMPETENCIES: Students will develop and demonstrate the following competencies to succeed in a specific occupation or career. They will achieve results through a variety of projects/activities as appropriate to enhance their knowledge and skills. Students will ensure the quality of their work through effective task management and will highlight their achievements in a career-based portfolio.

ACHIEVING RESULTS

General Outcomes	Specific Outcomes

Students will prepare for entry-level employment within an industrial textiles career environment.	**Career Awareness**
	
	Preparation
	
	Students will:
	• assess entry-level competencies
	• recognize opportunities for further education/training
	• select post-secondary opportunities
	• identify local entrepreneurs
	• establish contacts with local businesses/industries
	• present marketable skills and strengths; e.g.,
	  – write a letter of application
	  – prepare a résumé
	  – complete application forms
	  – identify contacts and references
	  – collect evidence of competencies in a portfolio.
	
	Standards
	
	• demonstrate workplace protocols, procedures and standards of conduct; e.g.,
	  – demonstrate appropriate work habits
	  – demonstrate effective human relations techniques in the workplace
	  – practise safety in the workplace
	  – demonstrate acceptable verbal and nonverbal communication skills
	  – practise personal and public hygiene procedures
	  – demonstrate entry-level competency in tools and equipment usage
	  – use supplies correctly
	  – follow good storage practices
	  – demonstrate pride in their work performance
	  – demonstrate a willingness to work
	  – demonstrate respect for others
	  – follow accepted principles and procedures
	  – recognize opportunities for further education/training.

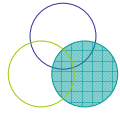| General Outcomes	Specific Outcomes
Students will demonstrate entry-level standards of safe workplace practices and procedures.	**Workplace Health and Safety** *Students will:* • identify and explain the use of safety devices within the workplace • demonstrate knowledge of, and the ability to access information about, Occupational Health and Safety (OHS) and the Workers' Compensation Board (WCB) • demonstrate a prework and postwork hazard assessment • demonstrate knowledge of, and adherence to, safety rules that are specific to available tools, equipment and materials • demonstrate knowledge of health hazards associated with the use of chemicals and materials and retrieve information on Material Safety Data Sheets (MSDS) using appropriate print and Internet resources • model safety consciousness by selecting and wearing personal protective equipment (PPE) appropriate to the specific task • demonstrate knowledge of environmental issues relating to the procedures for handling hazardous waste • demonstrate an understanding of the Workplace Hazardous Materials Information System (WHMIS) as it relates to the field of study and identify WHMIS symbols, classes and labelling requirements.
Students will use technology to develop a high-quality product or service.	**Products and Service** **Technology Integration** *Students will:* • use new and emerging products and technological advances needed in industrial textiles; e.g., examine the effects of current technological advances in the industrial textiles industry and explain the impact of current technology on the job descriptions of future industrial textiles trade workers. **Providing Service** *Students will:* • identify client relationships or interactions within the field of industrial textiles • identify services required or provided • collect necessary information to complete a purchase or to fill out a work order • recognize the importance of customer or client service to all businesses/industries • demonstrate professional practices and work habits • strive to meet and exceed the client's expectations.

General Outcomes	Specific Outcomes

Students will identify and demonstrate the safe use of hand and power tools, equipment and materials.	**Tools and Equipment**
	
	Tools of the Trade
	
	Students will:
	• identify and demonstrate the safe use of hand tools; e.g.,
	   – cutting: upholsterer's shears
	   – measuring: measuring tape, metal ruler
	   – tacking: hammers, mallets, pliers
	   – connecting: button tufter, webbing stretcher
	   – sewing: needles, pins
	• identify and demonstrate the safe use of power tools; e.g.,
	   – air stapler/tacker
	   – air glue gun
	   – foam cutter
	   – industrial sewing machine
	• identify and demonstrate the safe use of materials; e.g.,
	   – tacks
	   – staples
	   – edge roll
	   – webbing, burlap, cambric
	   – springs
	   – padding.
	
	Fabrics
	
	Students will:
	• identify the properties of fabrics suitable for an upholstery project; e.g.,
	   – fibre content, weave, weight, hand
	   – fabric width, railroading
	   – nap, pattern, design, colour
	   – cost.
	
	Application
	
	Students will:
	• use an estimate chart to determine the amount of fabric required to cover various furniture pieces, based on the fabrics' properties
	• insert into a portfolio any relevant documentation of completed projects/assignments; e.g., photographs, certificates, patterns.

General Outcomes	Specific Outcomes
Students will develop the knowledge and skills to use tools and equipment safely and properly while working on a small-frame upholstery project.	**The Upholstery Process** **Construction** *Students will:* • determine appropriate fabrics, and quantities required, for specific jobs • remove staples, tacks, padding and fabric from a frame, using the appropriate tools and equipment • use the fabric removed from the frame as a pattern • lay out the pattern: – considering the fabric width and nap – matching plaids, stripes and motifs – practising fabric conservation • cut out the pattern, using upholstery shears • mark the fabric for buttons, corners, pleats and tucks, using tailor's chalk or soap • determine the types of padding required and attach them to the frame, e.g., fibre mat, foam, cotton felt • use the fabric to cover a small frame • use appropriate tacking and stapling equipment • apply any connectors; e.g., buttons • apply cambric fabric on the underside of a small frame. **Application** • demonstrate their knowledge of the upholstery process by designing and constructing a small-frame project; e.g., ottoman, padded box • insert into a portfolio any relevant documentation of completed projects/assignments; e.g., photographs, certificates, patterns.
Students will develop knowledge of advanced upholstering techniques while working on a coil-spring upholstery project.	**Advanced Techniques** *Students will:* • install webbing, using a webbing stretcher • tie springs, using upholstery knots; e.g., clove, simple, overhand, clove spring • attach an edge roll; e.g. apply simple welting, as required. **Application** *Students will:* • demonstrate their knowledge of advanced upholstering techniques by designing and constructing a coil-spring project; e.g., stool • insert into a portfolio any relevant documentation of completed projects/assignments; e.g., photographs, certificates, patterns.

General Outcomes	Specific Outcomes
Students will demonstrate an understanding of marketing in a retail setting.	**Furniture Merchandising and Marketing** **Retail** *Students will:* • define retail • identify various retail operations; e.g., – retail stores – direct retailers – factory outlets – online sales – cottage industries • identify the types of jobs available within the retail industry; e.g., retail sales, buyers, merchandise manager.

ENSURING QUALITY

General Outcomes	Specific Outcomes
Students will demonstrate an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.	**Task Management** **Outcomes** *Students will:* • read and/or listen to instructions • ask questions to clarify expected outcomes, procedures and timelines. **Decision Making** *Students will:* • identify the parameters of the task • generate and review alternative ideas and their consequences • make a decision or select an idea. **Planning** *Students will:* • identify the steps involved in managing a project • prepare a sample project plan, including budget and timeline • identify available tools, equipment and materials. **Performance Standards** *Students will:* • identify expected standards for a product or service • work to agreed quality standards and specifications • select and use appropriate tools and technology for a task or project. **Evaluation** *Students will:* • identify opportunities for improving quality • establish expectations and measures for improvements • create evidence to support an understanding of task management and skill development for inclusion in a personal portfolio.

Knowledge and Employability (Occupational Component)
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COMMUNICATION

General Outcomes	Specific Outcomes

Students will demonstrate effective listening, speaking, reading and writing skills to prepare for employment.	**Listening, Speaking, Reading and Writing**
	
	Students will:
	• read, view and interpret occupation-related materials for a specific purpose; e.g.,
	  – read related health and safety documents
	  – read terms of employment documents
	  – follow written instructions specific to an occupational area
	• create text for a specific purpose that clearly communicates information; e.g.,
	  – write a résumé
	  – write a job description
	  – submit job application forms
	• communicate thoughts and ideas and listen to the thoughts and ideas of others to effectively complete a task; e.g.,
	  – follow oral instructions
	  – give effective oral instructions when necessary.

THINKING

General Outcomes	Specific Outcomes

Students will research information, use creative thinking skills and use effective problem-solving strategies to solve problems.	**Problem Solving, Decision Making, Finding Information and Creative Thinking**
	
	Students will:
	• demonstrate an effective problem-solving model; e.g.,
	  – identify the need for a solution to a problem/issue
	  – identify why information is needed; e.g., make decisions, inform, persuade
	• identify appropriate actions and select and apply information that meets their purposes and needs
	• evaluate the results in terms of expected outcomes and assess the impact of information on their purpose and audience.

NUMERACY

General Outcomes	Specific Outcomes
Students will demonstrate mathematical operations to effectively solve problems in a meaningful context.	**Basic Operations, Patterns and Relationships, Shape and Space, and Statistics and Probability** *Students will:* • apply arithmetic operations, e.g., addition, subtraction, multiplication or division, to whole numbers and decimals and use number operations when creating and solving money problems • use calculators or computers, to perform calculations involving large and small numbers, when solving problems • apply concepts of rate, ratio, percentage and proportion • demonstrate a number sense for whole numbers 0 to 100 000 and explore proper fractions and decimals • estimate, measure and compare, using decimal numbers and standard units of measure, to solve problems in everyday contexts; e.g., mass, length, volume, time, perimeter, surface area • use metric and imperial units of measure.

INFORMATION TECHNOLOGY

Students will demonstrate the effective use of information technology to perform daily workplace operations.	**Computer Operations and Computer Applications**
	
	Students will:
	• model and assume personal responsibility for the ethical use of information technologies
	• demonstrate appropriate telephone operations within the workplace; e.g., answer telephone calls appropriately, locate numbers and make telephone calls
	• use computer operations to assist in the completion of daily workplace operations; e.g.,
	  – use basic keyboarding skills
	  – store, organize and retrieve information correctly
	  – locate and select information and ideas using appropriate technology and information systems; e.g., Internet
	  – access, send and retrieve e-mail and attachments
	• demonstrate procedures for connecting and using audio, video and digital equipment
	• demonstrate procedures for sending and receiving faxes and setting up a fax machine
	• demonstrate procedures for copying and printing documents.