

# CTE Pathways in Clothing & Textiles

## Summary

This is an introduction to pathways, skills and careers related to clothing & textiles. There is also an evaluation for the end of the unit.

## Main Core Tie

FCS 6th Grade

[Strand 5 Standard 1](#)

## Time Frame

1 class periods of 30 minutes each

## Life Skills

Employability

## Materials

video clips

pictures, and/or objects related to clothing & textiles careers such as upcoming sewing projects  
different types of fabrics or fibers such as cotton bolls, skeins of wool, etc.

## Background for Teachers

Pathways are different programs of study in the CTE areas that help connect students with their future career goals and interests. They give students information about future careers, education, and training and other opportunities so that they can take required courses and electives. They also promote skill development in academics as well as real-world problem solving.

Teachers use Pathways to educate students about their future opportunities, promote programs, and encourage students to reach their career goals.

The mission of Family and Consumer Sciences Education is to help prepare students for family life, work life, and careers in family and consumer sciences by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed through character development, creative and critical thinking, interpersonal communication, practical knowledge and vocational preparation.

## Student Prior Knowledge

This is an introduction to form the groundwork, and get kids excited about what they will be learning. This is also a good time to pre-assess and decide what the students need to know. Students will need job-related experiences to be able to evaluate what they learned.

## Intended Learning Outcomes

Students will identify and experience jobs and skills related to clothing & textile pathways.

Students will self-evaluate their experience with clothing & textile pathways, careers, and skills.

Students will list what FACS classes they can take to learn more.

## Instructional Procedures

Modify the powerpoint to fit your program.

Explain key vocabulary and how they will be used later in class.

Show brief examples or tell personal stories of related careers, and what they do.

Give examples of how each skill is used, especially stressing the importance of reading, math, and science.

After the unit is over, take 5-10 minutes to have students fill out the self-evaluation. Discuss related FACS classes, and other educational opportunities.

### Strategies for Diverse Learners

Have students unravel threads from a piece of flannel to demonstrate what fiber is.

Have students look for woven lines in their jeans, and knitted loops by stretching their t-shirts.

Discuss, show and touch examples of different types of fibers and fabrics such as cotton, wool, nylon, etc. and where they come from.

Have a mini fashion show.

Pick objects that represent different clothing & textile careers and have students guess them. For example, cotton boll (farmer), picture of decorated room (interior designer), draped fabric on a dress form (fashion designer), needle and thread (seamstress/tailor), etc.

### Extensions

This can be used as part of the agriculture requirements.

### Assessment Plan

Read career evaluations to see what students learned.

### Bibliography

[Utah High School to College and Career PATHWAYS--Educator's Guide](#)

### Authors

[Valerie Aubrey](#)