

Lesson 5.19: Careers in Textiles, Apparel, and Design, and Unit 5 Review and Test

Unit: Unit 5, Make It, Mend It, Wear It (Apparel and Textile Production and Design) **Topic:** 5.5 Careers (unit close) **Grade:** 6 to 8 (written at grade 7; see Differentiation for the grade 6 support and grade 8 stretch) **Days:** 2 class periods of 40 minutes (days 142 and 143, the last two days of Unit 5) **Room:** classroom or FACS lab, with the upcycled items still on the display tables for Day 1

Standards

- NYS module line: NYS ATPD 5. Career Pathways a) Identify career paths in the textiles and apparel field
- NYS module line: NYS ATPD 5. Career Pathways b) Investigate a career in clothing or textiles and identify the pathways used to reach that career
- CTE theme line: CTE CCO 2. Career Clusters a) Identify and use career resources to obtain information about careers and employment trends
- CTE theme line: CTE CCO 4. Career Plans a) Examine potential career choices to determine knowledge, skills, and abilities associated with each
- CTE theme line: CTE SUS 4. Careers Related to Sustainability b) Analyze career paths within the natural resources, environmental management, and energy conservation fields
- NYS FACS Learning Standard 3 (Intermediate), Key Idea: Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self.; Performance Indicator: Students identify their own abilities and interests as possible guides to career choice.
- CDOS Standard 1: Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.
- National FCS 3.0: 16.1.1 Explain what people in textiles, fashion, and apparel careers do.
- National FCS 3.0: 16.1.3 Sum up the education and training that textile, fashion, and apparel career paths require.
- National FCS 3.0: 16.1.2 Examine openings for jobs and for starting a business.
- National FCS 3.0: 1.2.1 Examine possible careers to find what each one requires and offers in knowledge, skills, attitudes, and openings.

Two notes on citations. First, the state's Standards Addressed block for the Apparel and Textile Production and Design module lists NYS Learning Standard 2 only, and no Standard 2 performance indicator fits a careers lesson; Standard 3 PI E is cited above because it is the honest fit, and the crosswalk records the decision (Part E.3). Second, the Day 2 test covers the whole unit; the item-by-item standards map is in Assessment 05.3 - Unit 5 Test.md, and it reaches lines from Topics 5.1 through 5.4 that this lesson does not teach.

Enduring understanding and essential question

Big idea: The four stitches you learned are the entry skill for a set of real jobs, and two of those jobs can be run out of a room in your own house. Some paths need a degree and some need a person willing to train you. **Essential question:** Which of these jobs would I actually want, and what is the first step from here to there?

Objectives

By the end of this lesson, students will be able to:

1. (Low) Match at least ten textile, apparel, and design careers to what the person does all day.
2. (Mid) Sort careers by education path (on-the-job training or apprenticeship, certificate or two-year degree, four-year degree) and identify the two on the list that are commonly run as a small business.
3. (High) Evaluate their own fit for one career using the “would I like this” self-check and name the first concrete step a middle school student could take toward it, then on the Unit 5 Test, evaluate a clothing scenario and justify a decision in writing.

Vocabulary

Tier 2 (general academic): pathway, apprenticeship, credential, fit, entrepreneur Tier 3 (FACS): tailor, alterations, technical designer, textile scientist, merchandiser, buyer, upholsterer, garment care specialist, quality inspector, sustainability analyst, portfolio. See Vocabulary 05.md for Turkish, Portuguese, and Spanish.

Materials and setup

- Handout 05.19 - Textiles and Apparel Careers Cards.md, one set of thirteen cards per station of about seven students, cut before class, plus one self-check sheet per student
- Handout 05.14, Handout 05.13, and the display cards from Lesson 5.18, still available as review material
- The Unit 5 review game cards: use the question bank printed at the end of Handout 05.19 (42 questions in seven categories, cut into a set per station) *[Sal: if you prefer the same format as Unit 4's game, the categories match]*
- Assessment 05.3 - Unit 5 Test.md, one per student, printed; calculators for the two math items
- Whiteboards or scrap paper and markers, one per station, for the game
- Vocabulary 05.md printed, for the ELL word bank during the test
- Three sheets of chart paper labeled On-the-job training or apprenticeship, Certificate or two-year degree, Four-year degree, taped to the wall
- Slides: Slides 05.19 - Careers in Textiles Apparel and Design and Unit 5 Review and Test
- A visible timer both days

- Setup notes: cut the career cards and the game cards the day before. Keep the upcycled items on the tables for Day 1; they are the evidence that the class already did three of these jobs. Separate the desks for the test after minute 18 on Day 2. No needles, pins, or shears either day, so no count-out is needed.

Pre-assessment

Day 1 do now is the pre-assessment: “Name every job you can think of that involves clothing. Sixty seconds, list form.” Count the median number of jobs per student and write the class list on the board. Most classes produce designer, model, and store worker, and stop. That short list is the hook for the thirteen cards. Day 2’s pre-assessment is the review game scoreboard: any category the class misses gets a two-minute reteach before the test, taken out of the game and never out of the test.

Procedure

Day 1: careers, pathways, and the fit check

Step	Teacher will	Students will	Time
Do now and hook	Slide 1. On the board: “List every job you can think of that has something to do with clothing. Sixty seconds.” Take the list on the board fast. Hook: point at the display tables. “There are thirteen jobs on my list. Three of them are things you did this month: you repaired a garment, you inspected four garments for quality, and you designed and built a product from a used material. Today we put names on the jobs.”	Write the list. Say one job out loud when called.	4 min
1. Direct instruction: the thirteen careers	Slides 2 to 6. Walk all thirteen at about forty seconds each, saying what the person does all day	Fill the thirteen-row career table on the self-check sheet: the job and what the person does, in five	10 min

	in one sentence plus one concrete detail: tailor (makes and alters garments to fit a specific body; measures, cuts, and stitches; often self-employed), alterations specialist (hems, takes in, replaces zippers and buttons, all day, in a shop, a dry cleaner, or a bridal store), fashion designer (decides what a garment will be, sketches and specifies it, picks fabric), technical designer (turns the designer's sketch into the exact measurements, seam types, and instructions a factory can build from, and fixes the fit on the sample), textile scientist (tests fiber and fabric in a lab for strength, shrinkage, colorfastness, flammability), merchandiser (decides what the store shows, where, and at what price), buyer (decides what the store buys, how much, and when, months in advance), costume	words or fewer.	
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	designer (designs and builds clothing for a play, a film, or a school production, to a character and a budget), upholsterer (rebuilds furniture with new fabric, foam, and springs; often a small business), dry cleaner and garment care specialist (cleans, presses, spot-treats, and knows every care symbol from Lesson 5.4), sewing machine technician (services and repairs industrial and home machines), sustainability analyst (measures a company's material, water, and waste impact and reports it), quality inspector (checks garments against a spec, counts stitches per inch, pulls seams, rejects what fails, which is Lesson 5.13 as a job). Tie each to something the class already did where possible.		
2. Pathway sort, at stations	Slides 7 and 8. Hand each station the thirteen cards. Task:	Sort the cards at the station and argue about the hard ones.	10 min

	sort them onto the three wall categories by the most common way people get in, then mark the two that are commonly run as a small business and the one that most needs a science background. Rotate one person per station to the wall to tape their station's answer. Then correct the wall together, naming that many of these have more than one route in, and that "apprenticeship" means learning the job while being paid by somebody who already does it.	Tape the station's sort. Correct their own sheet in a second color during the class correction.	
3. The "would I like this" self-check	Slides 9 and 10. Read the eight questions out loud, each answered yes, no, or maybe: Do I like working with my hands for hours? Do I like fixing things other people gave up on? Do I want to be around people all day or mostly alone? Do I like measuring and being exact? Do I like deciding what things should look like? Do I like numbers and money	Answer all eight. Read the strip. Circle the one career they want to look at and write the one sentence: "I might like ___ because ___."	6 min

	more than fabric? Do I want to work for somebody or run my own thing? Am I willing to keep going when it does not work the first time? Then show the scoring strip: which careers each pattern of answers points toward, written as “if you said yes to 1, 2, and 4, look at tailor, alterations, upholsterer, quality inspector.” Insist on the honest answer, not the impressive one.		
4. The FACS-to-work bridge	Slides 11 to 13. Teach one bridge in detail, the five-repair portfolio, and name it as the concrete first step for a middle schooler: photograph five finished repairs or made items (a hem, a seam, a patch, a button, and one built item like the upcycle project), write one line on each saying what was wrong and what you did, and keep them in a folder. That folder is the thing an alterations shop, a dry cleaner, a	Start the portfolio page: entry one is this project’s item, with the display card’s four fields as the description. Write the next two repairs they intend to do and when.	7 min

	costume shop, or a tailor looks at when a sixteen-year-old asks for work, and it is the thing a CTE program asks for when a student applies. Then name the ladder out loud: practice at home, a summer job at a dry cleaner or a fabric store, a high school CTE apparel or design program, then apprenticeship, certificate, or degree. Each student starts their folder today with the item from this project as entry one, using the display card they already wrote.		
Closure	Slide 14. Closure task below.	Write the exit card. Three students read.	3 min

Day 1 total: 4 plus 10 plus 10 plus 6 plus 7 plus 3 = 40 minutes.

Day 2: review game, then the Unit 5 Test

Step	Teacher will	Students will	Time
Do now and hook	Slide 15. On the board, two lines: "Cost per wear: a \$48 jacket [update] worn 120 times is \$___ per wear. Name the stitch you would use to close a seam that has to hold weight." Two minutes. Answers on the board (\$0.40 per wear;	Work both lines.	3 min

	backstitch). Hook: "Fifteen minutes of game with your station, twenty minutes of test alone. The game is the test with help."		
1. Review game: Make It, Mend It, Grab It	Slides 16 to 18. Seven categories, six cards each, worth 1 to 3 points by difficulty: clothing for situations; fibers and their properties; care labels and laundry; tools and safety; the four stitches and repairs; cost per wear and smart shopping; sustainability and careers. A station picks a category and a point value, the teacher reads the whole card, every station writes an answer on the whiteboard in 20 seconds, every correct board scores, and the picking station picks next. Tally on the board. Reteach in under two minutes any category two stations miss twice. Stop at minute 18 no matter what.	Answer every card on the station whiteboard. Pick categories in turn.	15 min
2. Transition	Slide 19. Boards away, desks apart, test out, calculators out for the two math	Move, clear, set up.	2 min

	items only. State the rules: 20 minutes, the vocabulary list as a word bank for any student who uses one, write what you think and why if unsure, the scenario and the written response are at the end so leave five minutes.		
3. Unit 5 Test, with the closure inside its last two minutes	Slide 20 (the timer). Give the test. Circulate without helping. Read an item aloud to any student whose plan says so. At 10 minutes: “halfway; the scenario and the written response are at the end.” At 18 minutes: “two minutes; if you are done, the exit line on the back.” Collect at the bell. Return the upcycled items and the rubrics as students leave.	Take the test. In the last two minutes, or when finished, write the exit line on the back.	20 min

Day 2 total: 3 plus 15 plus 2 plus 20 = 40 minutes.

Questions to ask

Monitor understanding:

- Which job counts stitches per inch for a living? What did we call that in Lesson 5.13?
- Which two of the thirteen can somebody run out of their own house?
- Which one needs chemistry, and why?
- What goes in the five-repair portfolio, and who looks at it?
- (Day 2, during the game) Which stitch for a hem, and which stitch for a seam that has to hold weight?

Deepen learning (why and how, tied to their lives):

- An alterations specialist and a fashion designer both work with clothes. Which one is more likely to have steady work in this town, and why?
- Every one of these jobs existed a hundred years ago except two. Which two, and what changed?
- The sustainability analyst job did not exist when your parents were your age. Where did it come from? (Point back at Lesson 5.14.)
- You do not have to pick a career at thirteen. So what is the point of the self-check?
- If you had to make money with the four stitches you know, starting this weekend, what would you do?

Check for understanding

Day 1: the thirteen-row table, collected and checked for ten or more rows with a correct “what they do,” and the pathway sort corrected in a second color, which shows the student caught their own error. The one-sentence “I might like ___ because ___” line is the check on objective 3; a student who names a career with no reason gets one question at the closure.

Day 2: the scoreboard by category during the game is the check on objective 1, and any category under 50 percent across stations gets the two-minute reteach before the test. The test is the summative check.

Closure (Time: 3 min Day 1; 2 min inside the test Day 2)

Day 1, 3-2-1 exit card: 3 careers in textiles or apparel and what each one does, 2 education paths and one career in each, 1 career you would look at again and the first step you would take. Three students read one line. Sort into “got it” and “needs more”; a large “needs more” pile means the Day 2 game spends two extra cards on the careers category.

Day 2, exit line on the back of the test: “The item I was surest about was number . ***The one I want to go over is number .***” A student who needs the full 20 minutes skips the exit line with no penalty.

Differentiation and supports

- ELL: each career card carries a picture description and a three-word summary of the job; the pathway sort is physical, so a student can participate without writing; the self-check is eight yes, no, or maybe boxes; the thirteen-row table may be completed with three words per row; the Turkish, Portuguese, and Spanish words for job, training, degree, business, and repair are on the handout and in Vocabulary 05.md; on Day 2 the vocabulary list with translations is allowed as a word bank on the test and the scenario item is read aloud once to the class; the short written response may be written in the home language and scored on content [*Sal: check the school's testing accommodation rule*].
- IEP and 504 (general): extended time on the test into the first ten minutes of Unit 6 Lesson 6.1 or a study hall, per the plan; items read aloud; a reduced-choice version of the matching items (four options instead of six); a calculator on any item, not only the two math items; a separate setting if the plan says so; on Day 1, the career table may

be completed by circling the correct one-line description from a printed pair instead of writing.

- Grade 6 support: nine career cards instead of thirteen (tailor, alterations specialist, fashion designer, costume designer, upholsterer, dry cleaner and garment care specialist, sewing machine technician, buyer, quality inspector), two pathway categories instead of three (train on the job or go to school), and the grade 6 test version, which drops the second prompt of the written response and gives the cost-per-wear item with the division already set up.
- Grade 8 stretch: investigate one career past the card, which is ATPD 5. b) directly: find the education requirement, one place within driving distance that employs that job, and one thing you would have to be good at, using a career resource the teacher names. Write it on the back of the self-check. On the test, the written response's second prompt is required and the two bonus points are available.
- UDL checkpoint used: multiple means of representation (the career stated, pictured on a card, and connected to a task the student already performed this month) and multiple means of engagement (a physical sort, a self-check that is about them, and a team game before an individual test).
- No-machine alternative: neither day uses a needle, a pin, or a machine. No alternative is needed.

Assessment

Objective	Standards met	Learning task	Assessment (formative or summative; tool)
1. Match ten or more careers to what the person does	ATPD 5. a); CCO 2. a); National FCS 16.1.1	The thirteen-row table, Day 1 Step 1; the careers category in the game, Day 2 Step 1	Formative; table checked for ten correct rows; game scoreboard
2. Sort careers by education path and name the two small-business paths	ATPD 5. b); CCO 4. a); SUS 4. b); CDOS 1; National FCS 16.1.3, 16.1.2	Pathway sort, Day 1 Step 2	Formative; the station's wall sort plus the student's own sheet corrected in a second color
3. Evaluate personal fit, name a first step, and justify a decision on the test	ATPD 5. b); Std 3 PI E; National FCS 1.2.1	Self-check and portfolio page, Day 1 Steps 3 and 4; Unit 5 Test items 19 and 20	Formative on Day 1 (the one-sentence line and the portfolio entry); summative on Day 2 (Assessment 05.3 - Unit 5 Test.md)

The Unit 5 Test counts in the topic assessments category (25 percent). One retake after a review, best score counts, per the grading plan. The Upcycle Challenge rubric goes home with the item at the end of Day 2.

Homework

None. Optional, and it is the real assignment: do repair number two from your portfolio page this week and photograph it.

Connections

Counseling and career education: the self-check and the pathway sort are the same conversation the school counselor has in grade 8 scheduling, and the thirteen cards give the counselor thirteen concrete answers when a student says “I like clothes.” Send the counselor the card set. High school CTE: if the district or a nearby BOCES runs an apparel, fashion, or design program, name it on the slide and say what it takes to get in *[Sal: check the BOCES CTE program list for your school’s county and put the real program name on slide 12]*. Community: an alterations tailor, an upholsterer, or a dry cleaner for a ten-minute visit or three recorded answers, “What do you do all day, how did you learn it, and what would you look at if a sixteen-year-old asked you for work?”

Sources

- NYS Middle Level CTE FACS Content Module 03, Apparel and Textile Production and Design (nyctecenter.org, June 2018), lines 5. a) and 5. b). Copy in 02 Standards/NYS Module PDFs/.
- NYS Middle Level CTE Theme Modules: Career and Community Opportunities 2. a) and 4. a); Sustainability 4. b). Same folder.
- NYS Learning Standards for Health, Physical Education, and Family and Consumer Sciences (1996), Standard 3, Intermediate, FACS strand, PI on abilities and interests as guides to career choice. Wording per 02 Standards/STANDARDS SOURCES - web research.md, section 2. *[Sal: confirm against the NYSED PDF.]*
- CDOS Standard 1 (Intermediate), verbatim per 02 Standards/STANDARDS CROSSWALK.md, Part A.7.
- National Standards for Family and Consumer Sciences Education 3.0 (LEAD FCS Education, 2018), competencies 16.1.1, 16.1.2, 16.1.3, and 1.2.1, per 02 Standards/STANDARDS SOURCES - web research.md, sections 4.1 and 4.16.
- Job descriptions on the career cards are written for this lesson in plain language. *[Sal: wage and outlook figures were deliberately left off the cards because they date fast; if you want them, pull them from the US Bureau of Labor Statistics Occupational Outlook Handbook the week you teach it and write the year on the card.]*
- 03 Course Design/03 Grading Plan.md (retake rule and category weights).

Teacher notes

- Day 1 works because the class just did three of the jobs. Point at the display tables in the hook and again at the quality inspector card. A student who counted stitches per

inch in Lesson 5.13 and repaired a seam in Lesson 5.9 has already done paid work, unpaid.

- The pathway sort produces real arguments, which is the point. Fashion designer is the one everybody names and the one with the longest, least certain route. Alterations is the one nobody names and the one with steady local work. Do not editorialize; just let the sort say it and then ask the deepen-learning question about steady work.
- Be careful with the self-check. Some students will answer to impress. The fix is one sentence before you start: “Nobody sees this but you, and it is not a grade.”
- The five-repair portfolio is the most useful thing in this lesson and costs nothing. It is also the honest version of a middle school career lesson: not “pick a career,” but “here is a folder that will be worth something to you at sixteen.”
- If the period runs short on Day 1, cut Step 3 to four of the eight questions and keep Step 4. The portfolio is the part they will still have in two years.
- On Day 2, stop the game at minute 18 whatever the score is. The test needs the full twenty minutes.
- Common test mistake: students mix up which stitch is for what. The game’s stitch category exists for that, and the do now on Day 2 asks it directly.
- *[Sal: your own path went Penn State, Oracle, hospitality, a business you built, and now a classroom. Say that in thirty seconds on Day 1 when you get to the pathway sort. It is the best evidence in the room that these routes are not one-way, and students remember a teacher who says how they got here.]*
- Items and rubrics go home at the end of Day 2. Photograph everything on Day 1 before it moves.