

Home Economics Curriculum Guide

The purpose of the home economics curriculum is to prepare the students with an understanding of the knowledge, skills and attitudes required for the occupation of homemaker; to relate the skills of homemaking to future employment; and to develop leisure skills.

Program Goal:

To enable the students to learn and apply skills relating to personal living skills, wellness and nutrition, managing resources, managing food choices, parenting education, home management skills, child safety, child development and the buying, making and caring for clothing.

Broad Educational Objectives:

1. The students will learn home safety rules and practices.
2. The students will improve their hygiene and sanitation skills.
3. The students will develop an understanding of the relationship between good nutrition and physical health.
4. The students will learn about and demonstrate responsible behavior within their family, friends, school and community.
5. The students will develop skills to improve their management of time, money, effort and equipment resources.
6. The students will improve their understanding of child development and the appropriate methods of childcare.
7. The students will learn about making, buying and caring for clothing.

Courses: Junior High Level:

1. Personal Living Skills
2. Wellness/Nutrition

Length of Courses:

Each junior high-level home economics course runs for one marking period of the school year.

Required Courses: Senior High Level:

1. Managing Resources

2. Managing Food Choices
3. Parenting Education
4. Home Management Skills

Length of Courses:

Each required home economics course at the senior high level runs for one marking period of the school year.

Elective Courses: Senior High Level:

1. Child Safety
2. Child Development I
3. Child Development n (1 year)
4. Clothing

Length of Courses:

Each elective home economics course at the senior high level runs for one marking period of the school year.

Evaluation of Outcomes

Mercer County Special Services School District serves multiply handicapped, emotionally disturbed and preschool handicapped pupils. Goals and objectives, techniques and materials are chosen and/or developed for the individual through the IEP process. Therefore, the evaluation of outcomes also proceeds on an individual basis. Progress is determined by a variety of methods. These may include standardized tests, criterion reference tests, teacher-made written and oral tests, review of daily written and oral work, checklists, pupil participation in class activities and observation by staff, parents and child study team members.

New Jersey State Department of Education

MEASUREMENT of OCCUPATIONAL COMPETENCIES

The New Jersey State Department of Education has developed occupational competencies. In assessing students enrolled in the Mercer County Special Services School District, the achievement of performance standards is stressed throughout the curriculum, implementation of instruction and evaluation. Because of the nature of the students, the competencies may be adapted to the individual needs of students as reflected in their IEPs.

Affirmative Action Statement

This curriculum guide has been evaluated to insure the avoidance of stereotypes and/or inappropriate language on the basis of race, creed, religion, sex, national origin or social or economical status. Textbooks and materials chosen to implement the curriculum include women - and minorities and portray them accurately.

Personal Living Skills

Measurable Proficiencies:

1. The students will improve grooming and hygiene skills.
2. The students will improve laundry skills.
3. The students will develop home safety practices.
4. The students will improve food preparation skills.
5. The students will develop a routine for personal grooming.
6. The students will discuss importance of oral hygiene.
7. The students will develop hair care skills.
8. The students will develop nail care skills.
9. The students will sort laundry.
10. The students will prepare laundry for wash.
11. The students will wash laundry: load, select settings, measure detergent etc.
12. The students will dry laundry and fold: load, select settings and fold
13. The students will follow warning labels on packages and signs.
14. The students will recognize and avoid dangerous substances.
15. The students will recognize the danger of sharp objects.
16. The students will develop skills to store dangerous substances.
17. The students will recognize the danger of electrical outlets, and will use them properly.
18. The students will recognize the dangers of electricity and water.
19. The students will develop the ability to use a home fire extinguisher.
20. The students will develop skills to report emergencies: medical, fire, abuse.
21. The students will identify proper food storage techniques.

22. The students will identify the food pyramid and recommendations.
23. The students will identify basic kitchen equipment
24. The students will identify basic safety procedures.
25. The students will perform food preparation tasks.
26. The students will perform cooking tasks.
27. The students will perform clean up tasks.
28. The students will identify recycling items.

Wellness/Nutrition

Measurable Proficiencies:

1. The students will develop an understanding of the relationship that exists between nutritional habits and personal health and well-being.
2. The students will plan and prepare simple nutritious meals and snacks utilizing foods from each level of the food pyramid
3. The students will understand how various nutritional problems can occur and how to eliminate them
4. The students will recognize that a relationship exists between calorie intake energy expended and weight
5. The students will describe the importance of including components of the food pyramid in one's daily diet
6. The students will identify various health care professionals and their roles.
7. The students will plan a weekly menu utilizing knowledge of proper nutrition.
8. The students will develop a food shopping list for one week.
9. The students will discuss the factors that influence a discerning consumer.
10. The students will discriminate between proper and improper nutritional habits.
11. The students will identify the characteristics of anorexia nervosa and bulimia.
12. The students will recognize the fact that nutritional needs change.
13. The students will determine how nutrition affects appearance and/or performance.

Managing Resources

Measurable Proficiencies:

1. The students will be able to describe the steps in decision making and to apply these steps to a specific situation.
2. The students will be able to develop a personal profile of personal wants, needs, values and attitudes.
3. The students will be able to explain their profiles and how they relate to family values and the effect it has on decision making.
4. The students will be able to understand how physical characteristics are inherited.
5. The students will identify how someone lives, eats, exercises and practices personal grooming can affect a person's appearance and that these behaviors reflect decisions and values which may change or be changed.
6. The students will define goals and their importance.
7. The students will be able to identify long-range and short-range goals.
8. The students will identify the types of resources that could be helpful to them.
9. The students will deal with problems directly by discussing them with others.
10. The students will identify individuals who can provide emotional support and assist with problem solving.
11. The students will demonstrate problem solving techniques (e.g.) define problem, explore solutions/consequences, evaluate outcome.
12. The students will be able to identify ways in which teenagers can demonstrate responsible behavior in the use of family and environmental resources.

Managing Food Choices

Measurable Proficiencies:

1. The students will be able to describe family situations and occasions when food plays a major role.
2. The students will list 5 reasons other than hunger, why people eat
3. The students will be able to explain personal food preferences and practices.
4. The students will identify energy producing nutrients and their sources.
5. The students will list 3 vitamins and 3 minerals.
6. The students will list 5 organs that are part of the digestive system.
7. The students will become aware of the U.S. RDA and its location on food labels.
8. The students will identify the food pyramid and its recommendations for daily intake.
9. The students will demonstrate safe and sanitary procedures in food preparation and in storage of food and equipment.
10. The students will identify those foods in their diet, which contribute "empty" calories.
11. The students will select snacks that contribute to nutritional needs.
12. The students will plan balanced meals using the food pyramid.
13. The students will explain briefly how nutrition affects growth, appearance and performance.
14. The students will identify 3 major resources for completing a task (time, energy and money) and apply them to a work and time schedule for a lab experience.
15. The students will identify at least 15 pieces of small equipment in the foods classroom.
16. The students will be able to identify abbreviations for 5 different types of measures commonly used in recipes and to demonstrate correct measuring techniques.
17. The students will be able to set a table that is appropriate for a meal being served.
18. The students will demonstrate proper clean up procedures for kitchens at the end of each lab.

Parenting Education

Measurable Proficiencies:

1. The students will gain an appreciation of the requirement for parents to be responsive caregivers.
2. The students will become aware of the warning signs of child abuse and neglect.
3. The students will be able to develop and apply positive interpersonal skills.
4. The students will be able to identify rewards and challenges of parenthood.
5. The students will be able to discuss the social and emotional rewards of having or not having children.
6. The students will be able to determine the financial and emotional responsibilities of parenthood.
7. The students will be able to discuss the importance of education for parenthood.
8. The students will be able to clarify his/her view about the male role in the care and nurturing of a child

Home Management Skills

Measurable Objectives:

1. The students will be able to demonstrate the knowledge that financial resources must be protected, as well as obtained and used to purchase goods and services.
2. The students will be able to explain the difference between fixed expenses and flexible expenses and give examples of each.
3. The students will be able to describe the four basic parts of a budget.
4. The students will be able to set up a sample budget.
5. The students will be able to describe the importance of health and fitness.
6. The students will be able to identify what makes a safe home and environment.
7. The students will practice skills in meal management.
8. The students will demonstrate skills in meal preparation.
9. The students will demonstrate operation of small appliances found in the home.
10. The students will be able to describe individual needs related to housing.
11. The students will be able to describe the contributions and responsibilities of maintaining a living environment.
12. The students will identify potentially hazardous housekeeping/safety -problems within the environment.
13. The students will develop a household safety plan.
14. The students will be able to decorate a model living space to meet their individual needs and interests.

Child Safety

Measurable Objectives:

1. The students will become aware of the connection between a child's age and the kinds of injuries that may occur.
2. The students will use General Safety Rules for a child
3. The students will act as a role model, protector and teacher at all times.
4. The students will use a safety check list to identify hazards.
5. The students will develop a plan for change to correct any hazards.
6. The students will reduce the risk of injuries to infants and children in a variety of settings.
7. The students will name 3 roles you can play to make your care setting safer.
8. The students will demonstrate flexibility when plans have to change.
9. The students will state the connection between a child's age and the kind of injuries that may occur.
10. The students will demonstrate a knowledge of general safety rules.
11. The students will demonstrate the ability to pick out hazards for children.
12. The students will demonstrate how you can reduce the risk of injury.
13. The students will demonstrate how to use a safety checklist
14. The students will explain how to correct hazards to help prevent injuries.
15. The students will be able to share their plans of change with a classmate.
16. The students will observe children at play and detect potential hazards as well as what is safe.

Child Development I

Measurable Proficiencies:

1. The students will identify the basic stages of development
2. The students will identify the physical, social, emotional and intellectual needs of children.
3. The students will identify and explain the effects of heredity and environment on a child's growth and behavior.
4. The students will identify and solve some common problems, which may arise during child care situations.
5. The students will select toys, games and activities appropriate for different ages, abilities and interests.
6. The students will identify health and safety hazards that can arise with children at different ages.
7. The students will develop a plan of action to reduce these hazards.
8. The students will discuss a babysitters qualifications, functions and responsibilities.
9. The students will discuss do's and don'ts of child care giving.
10. The students will be able to identify the career opportunities in the area of child care.

Child Development II

Measurable Proficiencies:

1. The students will be able to explain why society should be concerned about and responsible for child care and guidance.
2. The students will be able to select, to plan, to conduct and evaluate activities used when caring for children.
3. The students will demonstrate basic skills in child care.
4. The students will suggest strategies to help a child develop positive attitudes toward good nutrition.
5. The students will develop safety rules for a child learning center.
6. The students will be able to state procedures to be used in emergency situations while caring for a child in a preschool or home setting.
7. The students will be able to explain why play is an important part of a child's development
8. The students will demonstrate general guidance principles~ in caring for young children at play.
9. The students will participate successfully in varied learning activities with young children.
10. The students will analyze a toy in terms of cost, safety and interest to a child.
11. The students will identify some of the factors that affect how children develop.
12. The students will name 4 areas of child development and give examples of each.
13. The students will understand the meaning of developmentally appropriate behavior.
14. The students will give examples of basic needs of most infants.
15. The students will list some behaviors that most infants have in common.
16. The students will describe some activities to encourage infant development
17. The students will show or tell a game, song, nursery rhyme or poem appropriate for infants.

18. The students will name several behaviors that most toddlers have in common.
19. The students will describe activities to encourage toddler development
20. The students will tell what toddlers must be able to do before using the toilet.
21. The students will list several activities and play experiences that encourage preschool development
22. The students will describe appropriate activities to encourage preschool development
23. The students will list some ways to encourage language skills.
24. The students will understand most of the vocabulary used in child development
25. The students will demonstrate and understand how discipline is used in the 3 stages of development
26. The students will tell how to communicate with children with appropriate language and gestures.
27. The students will explain why a management plan is necessary in a child care setting.
28. The students will investigate the career opportunities in the area of child care.
29. The students will identify types of child care social agencies in the community.
30. The students will demonstrate knowledge of child care duties.
31. The students will identify personal attitudes towards children and skills in child care.

Clothing

Measurable Proficiencies:

1. The students will be able to identify the need for sewing safety.
2. The students will be able to identify a minimum of 5 pieces of sewing equipment, not including the sewing machine.
3. The students will be able to thread and use the sewing machine properly and safely.
4. The students will be able to identify and sew two types of hand stitches:
 - running stitch
 - hemming stitch
5. The students will be able to identify parts of a pattern:
 - pattern envelope
 - diagram of pattern pieces
 - key of pattern symbols
 - pattern layout
 - pattern instructions
6. The students will be able to sew a straight seam on the sewing machine.
7. The students will be able to back stitch on the sewing machine.
8. The students will be able to complete their sewing project using the information and skills developed in previous classes.