

Senior School Curriculum

Family Studies



MINISTRY OF EDUCATION

Bermuda

2000

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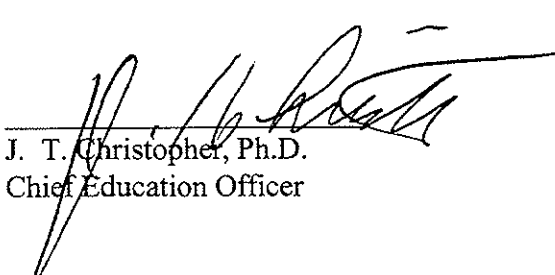
FOREWORD

Quality curriculum is basic to any educational programme. The written curriculum must provide the structure and substance of what is taught to all students. The written curriculum is a guide to teachers to ensure that the knowledge, skills, competencies and resources students need in order to learn are provided during instruction.

In particular, it is acknowledged that knowledge is virtually infinite in that it is continually changing and expanding as “new” knowledge is developed and “old” knowledge is refined. In addition the skills and competencies that students need change as the environment in the total community changes. It is important therefore that a school system has a structure for the instructional programme that provides direction, focus, flexibility and state-of-the-art thinking about each content area.

Because of its strategic geographical position, Bermuda has been influenced continuously by the changes in the relationship between the continents bordering the Atlantic -- North and South America, Africa and Europe. The current interest in the globalization of the world community allows Bermuda to build on its strength in international relations. It is essential that our students become accustomed to viewing the entire world as the area in which they must live and grow. They must integrate knowledge across all subjects in preparation for their adult life. Our curriculum guides must be viewed from this perspective.

A team of teachers, education officers and other persons within the school system and community, drawing from their collective experience in working with young people, has developed this curriculum guide. Input from community representatives on each Curriculum Advisory Committee has assisted us in Bermudianizing the curriculum. All of the contributors share both the pride and the responsibilities of authorship. This guide represents the essential elements of education in Bermuda's senior schools.



J. T. Christopher, Ph.D.
Chief Education Officer

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OVERVIEW

The aim of the senior school is to provide for the academic achievement and personal development necessary to prepare students for work, further education and productive citizenry in the 21st Century. In keeping with this aim, the senior school curriculum builds on the middle level programme and is organized around four (4) career pathways: arts and communications, applied technologies, health & human services and international business and tourism.

The senior school curriculum, composed of a rigorous programme of study, sets high expectations for students by emphasizing mastery of complex academic and technical concepts. The programme is based on the belief that all students make every effort to succeed when in an environment that fosters and encourages success, regardless of their background or previous level of achievement.

The curriculum guide contains three (3) sections beginning with the Introduction. The stated twelve goals of education direct instructional outcomes in all senior school subjects and programmes. Specifically, a curriculum framework has been approved for each subject and is to be used as the basis for the subject specific philosophy, goals and subgoals, performance indicators and scope and sequence. Effective utilization of this framework will establish continuity and progression of instruction throughout all year levels.

The second section of this guide delineates the senior school programme of instruction and contains the following: subject's rationale, course description, requirements and outline, correlation matrix and modules for each course offered. It is expected that all teachers will focus instruction on the established curriculum objectives outlined in the modules. The final section of this guide contains an appendix of valuable resources for teachers.

GOALS OF EDUCATION

In Bermuda, the Goals of Education provide the direction for senior level education. These twelve (12) goals enable senior level students to:

- develop responsiveness to the dynamic process of learning
- develop resourcefulness, adaptability and creativity in learning and living
- acquire the basic knowledge and skills needed to comprehend and express ideas through words, numbers and other symbols
- develop a wellness approach to life
- gain satisfaction from participating in and appreciating the various forms of artistic expression
- develop a feeling of self-worth
- develop values related to personal and ethical beliefs and to the common welfare of society
- develop an understanding of the role of the individual within a family unit, the role of the family within society and the role of our society in a global context
- develop a sense of personal responsibility in society at the national and international levels
- acquire skills that contribute to self-reliance in solving practical problems in everyday life
- acquire skills and attitudes that will lead to satisfaction and productivity in a career
- develop respect for the environment and a commitment to the wise use of resources.

CAREER PATHWAYS

The curriculum at the senior level will be organized around four (4) career pathways: arts and communications, applied technologies, health and human services and international business and tourism. Career pathways are clusters of occupations/careers that are grouped because many of the people in them share similar interests and strengths. All pathways include a variety of occupations that require different levels of education and training. Career pathways help students focus on and prepare for the future. In addition, teachers, counsellors and other adults can better support students as they direct their energies toward their established goal.

The senior school graduation requirements are subsumed within each pathway and include four years of English language arts and three years of mathematics, science and social studies. Students also are required to take physical education, health education, computer studies, business studies, family studies or design and technology and at least one of the arts.

Additionally, information technology, library information, career education, learning support and other student service programmes will be offered to all senior level students. It is expected that the implemented curriculum will be based on the premise that all students can learn and that instruction should be differentiated to meet the unique needs of the learner. Further, it is expected that the senior school curriculum will be implemented from a Bermudianized and multicultural perspective as much as is feasible.

BERMUDA SCHOOL CERTIFICATE (BSC)

From September 1999 all students who successfully complete the graduation requirements will be awarded the Bermuda School Certificate (BSC). Students must acquire 116 credits; the 70 required credits from the chart below and an additional 46 credits from student selected courses.

SUBJECTS	COURSE LEVELS				Total Requirements
	100	200	300	400	
English Language Arts	4	4	4	4	16
Mathematics	4	4	4	-	12
Science	4	4	4	-	12
Social Studies	4	4	4	-	12
Physical Education	2	2	2	-	6
Health Education	2	-	-	2	4
The Arts*	2	-	-	-	2
Business Studies	2	-	-	-	2
Computer Studies	2	-	-	-	2
EITHER: Family Studies OR Design Technology	2 or 2	-	-	-	2 or 2
TOTALS	28	18	18	6	70

*A further two credits will be required in the Arts when the new facility at The Berkeley Institute is completed.

How will the courses be organized?

All 100 level courses will be mandatory.

200-400 level courses will be organized under broad career pathways:

Applied Technologies
Arts and Communications
Health and Human Services
International Business and Tourism

Within each Career Pathway students will choose courses in line with their intended career choice.

How are course grades obtained?

A variety of assessments, including written tests, portfolios and practical assignments will be used to indicate achievement of course objectives. Each assessment instrument is detailed in the curriculum document. Students need a pass grade (D) in each course to be awarded credit.

What do the grades mean?

GRADE	% SCORES	MEANING OF GRADE	GRADE POINT
A	90 and above	Outstanding	4.0
B	80 -89	Good	3.0
C	70 -79	Satisfactory	2.0
D	60 - 69	Pass	1.0
F	59 and below	Failing Grade	0.0

What is a Grade Point Average (GPA)?

The GPA is the total of grade points achieved in all courses taken by the student divided by the number of courses taken.

$$\text{GPA} = \frac{\text{grade points for all courses}}{\text{number of courses taken}}$$

Can students graduate and go directly to College or University?

Students will be able to enter the Bermuda College or another college or university directly from the senior school programme provided they meet that college's or university's entry requirements. Admission will depend upon the courses the student has taken, the grades obtained and overall grade point average.

Will students who enter the system from abroad or from a local private institution be given credit towards the BSC?

Students coming from a recognized institution will be given credit for course work successfully completed at that institution.

SENIOR SCHOOL COURSES AT A GLANCE

English Language Arts (EL)	Mathematics (MT)
English Language & Literature I (R) English Language & Literature II (R) English Language & Literature III English Language & Literature IV Journalism & Publications Literature of Africa, Bermuda & the Caribbean Reading & Study Skills Speech & Debate Writer's Workshop	Foundations of Mathematics (R) Mathematics Laboratory (no credit) Advanced Mathematics Applied Mathematics I Applied Mathematics II Applied Mathematics IIIA Applied Mathematics IIIB Business Mathematics I Business Mathematics II Integrated Mathematics I Integrated Mathematics II Introductory Calculus
Science (SC)	Social Studies (SS)
Science I (R) Science II (R) Applied Biology & Chemistry Applied Physics Biology I Biology II Chemistry I Chemistry II Earth Science Environmental Science I Environmental Science II Human Biology Introduction to Horticulture Marine Science Physics I Physics II	Bermuda Social Science: An Overview (R) Politics & Law in Action (R) Comparative Religion and Ethics Introduction to African History Introduction to American History Preserving our Heritage Physical and Human Geography I Physical and Human Geography II Physical and Human Geography III World History

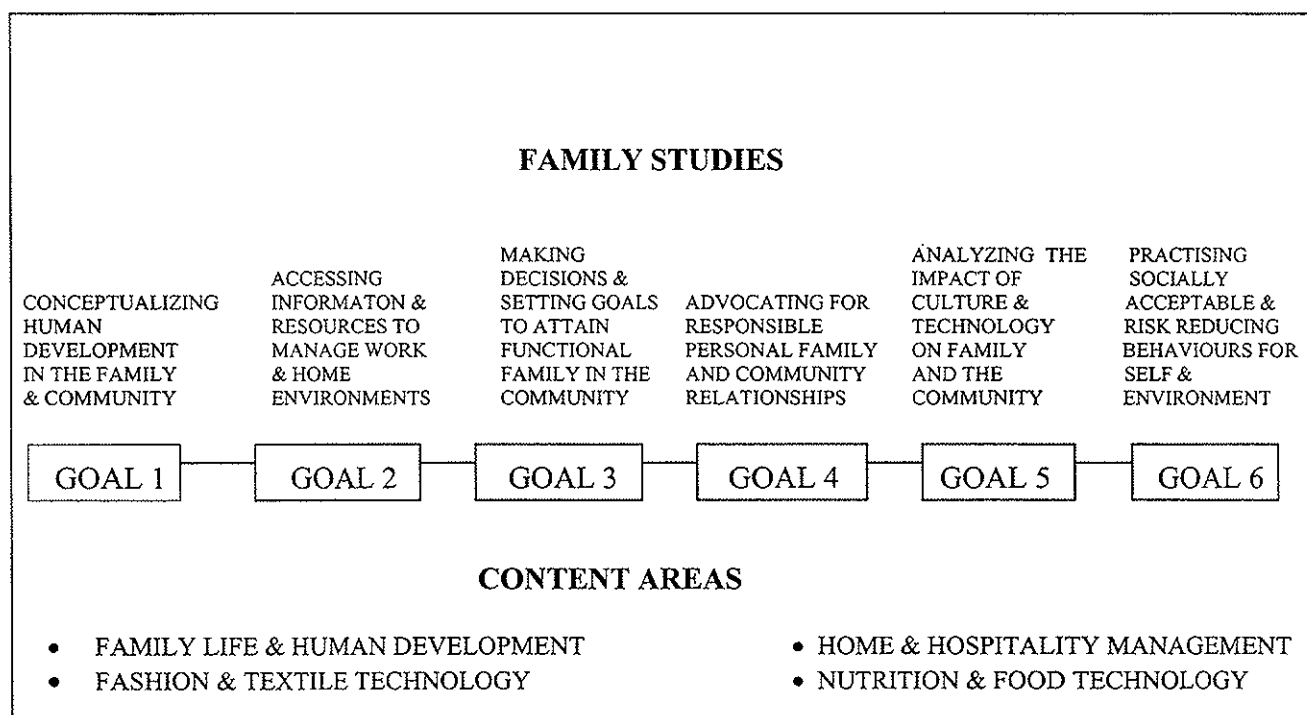
Business Studies (BS)	Computer Science (CS)
Business Essentials I (R) Accounts I Accounts II Business & Personal Law Business Essentials II Computer Keyboarding & Business Applications Economics Insurance International Business Marketing Office Technology Office Technology & Business Application Small Business Management Travel & Tourism	Computer Science I (R) Computer Science II Computer Programming I Computer Programming II Information Technology Projects Inside the Computer Multimedia Network Technology Presentation Tools Web-Page Design
Design & Technology (DT)	Family Studies (FM)
Design & Technology Design & Realization I Design & Realization II Design & Realization III Electronics Technology I Electronics Technology II Electronics Technology III Graphic Communication I Graphic Communication II Graphic Communication III Transportation Technology I Transportation Technology II Transportation Technology III	Exploring Family Living Child Care & Development I Child Care as a Profession II Discovering Food & Nutrition Exploring Careers in Design & Textiles Exploring Careers in Nutrition & Hospitality Fashion & Textile Design Interior Decorating Meal Management & Hospitality Personal Care I Personal Care II Textile Design

Health (HE)	Physical Education (PE)
Health & Wellness (R) Health Issues(R) Tobacco, Alcohol & Other Drugs (A)* First Aid CPR (A)* Relationships & Human Sexuality (B)** Diseases, Prevention & Control (B)** Health Occupations ***Courses labeled A or B will run consecutively as a pair.	Physical Education I (R) Physical Education II (R) Physical Education III (R) Physical Education IV
Foreign Languages (FL)	Functional Skills (FC)
French/Spanish/Portuguese I French/Spanish/Portuguese II French/Spanish/Portuguese III French/Spanish/Portuguese IV Foreign Languages for International Business	Functional Skills I Functional Skills II Functional Skills III Functional Skills IV

Music (MU)	Visual Art (VR)
Music in Society <u>Instrumental Music</u> Instrumental Ensemble Instrumental Independent Study Jazz Band Keyboard Lab Music Technology Show Band Ensemble <u>Vocal Music</u> Concert Choir Vocal Independent Study Vocal Ensemble	Visual Art in Society Ceramics Drawing & Painting Drawing, Painting & Printed Works Photography Three Dimensional Visual Art
Dance (DN)	Theatre (TH)
Dance in Society Ballet, Modern, Tap & Jazz I Ballet, Modern, Tap & Jazz II Dance & Sports Dance Production Popular & Social Dance Dance Company World Dance Forms	Theatre in Society Acting I Acting II General Communication Play Directing Play Production Scriptwriting Technical Theatre Video Arts

FAMILY STUDIES PHILOSOPHY

The family studies programme is holistic, embracing the aesthetic, social, physical, emotional, intellectual and spiritual development of all students. It fosters self-confidence, responsibility and life-skills which ultimately lead to a student who is capable of participating effectively as part of a family. As a member of an ever-changing society, tolerant of other cultures and beliefs, young people need to make wise choices concerning careers, healthful lifestyles and resource management. One of the effects of Bermuda's rapid social change is the changing nature of the family. Thus, family studies is a vital component of the curriculum which develops the skills, knowledge and attitudes necessary for young people to function effectively. It incorporates the study of the individual and family in relation to consumer and resource management, food and nutrition, textiles and clothing, housing and home management skills.



**FAMILY STUDIES
GOALS AND SUBGOALS**

GOAL 1 **HUMAN DEVELOPMENT**

**STUDENTS WILL CONCEPTUALIZE HUMAN DEVELOPMENT
IN THE FAMILY AND COMMUNITY.**

- Subgoal 1.1** Analyze the effect of the successful completion of each developmental stage and the milestone for the individual
- Subgoal 1.2** Evaluate factors that are important for the optimal aesthetic, emotional, intellectual, physical, social and spiritual development of the individual
- Subgoal 1.3** Demonstrate the ability to apply effective parenting and child rearing skills

GOAL 2 **RESOURCE MANAGEMENT**

**STUDENTS WILL MANAGE RESOURCES IN RELATION TO
WORK AND HOME ENVIRONMENTS.**

- Subgoal 2.1** Evaluate the relationship between consumer and resource management in personal and family living
- Subgoal 2.2** Analyze public policies which affect consumer and resource management in society
- Subgoal 2.3** Evaluate consumer and resource management from a cross-cultural and global perspective
- Subgoal 2.4** Evaluate career plans in relationship to external factors and personal and family goals

GOAL 3 **FUNCTIONS AND IMPACT OF THE FAMILY**

**STUDENTS WILL APPLY THINKING SKILLS WHICH
PROMOTE PERSONAL AND FAMILY WELLNESS.**

- Subgoal 3.1** Evaluate the interrelationship of the nature and functions of the family and the impact of the individual on the family
- Subgoal 3.2** Apply decision making skills which enhance personal and family wellness
- Subgoal 3.3** Set goals which promote personal family wellness

GOAL 4 **ADVOCACY FOR RESPONSIBLE RELATIONSHIPS**

STUDENTS WILL ADVOCATE FOR RESPONSIBLE PERSONAL, FAMILY AND COMMUNITY RELATIONSHIPS.

- Subgoal 4.1** Evaluate the impact of various communication methods which accurately express personal, family and community information
- Subgoal 4.2** Demonstrate communication skills for working cooperatively with others to advocate for healthful individuals and families
- Subgoal 4.3** Demonstrate the ability to guide and support others in making positive lifestyle choices

GOAL 5 **IMPACT OF CULTURE, MEDIA AND TECHNOLOG ON FAMILY**

STUDENTS WILL ANALYZE THE IMPACT OF CULTURE, MEDIA AND TECHNOLOGY ON THE FAMILY AND COMMUNITY.

- Subgoal 5.1** Analyze the impact of culture on Bermudian families and the community
- Subgoal 5.2** Evaluate the influence of media and advertising on the individual and family living
- Subgoal 5.3** Evaluate the influence of technology on Bermudian families and the community

GOAL 6 **PATTERNS OF BEHAVIOUR**

STUDENTS WILL PRACTICE HEALTH ENHANCING AND RISK REDUCING BEHAVIOUR FOR SELF AND THE COMMUNITY.

- Subgoal 6.1** Evaluate the impact of nutritional decisions and practices on risk reduction, targeted at health and wellness
- Subgoal 6.2** Demonstrate the ability to practice socially acceptable patterns of behaviour that impact on the family and community
- Subgoal 6.3** Evaluate and improve communication skills required to form stable, healthful relationships
- Subgoal 6.4** Demonstrate effective stress-reduction techniques

GOAL 1	Students will conceptualize human development in the family and community.			
FAMILY STUDIES	PERFORMANCE INDICATORS			
Sub Goals	PS – P3* Learning Phase A	P4 - P6* Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
1.1 Analyze the effect of the successful completion of each development stage and the milestone for the individual	N/A	N/A	identify causes and effects of external factors upon individual development	analyze the effect of the successful completion of each development stage and the milestone for the individual
1.2 Evaluate factors that are important for optimal aesthetic, emotional, intellectual, physical, social and spiritual development of the individual	N/A	N/A	describe and demonstrate appropriate strategies for coping with challenges associated with the development of the individual	evaluate factors that are important for optimal aesthetic, emotional, intellectual, physical, social and spiritual development of the individual
1.3 Demonstrate the ability to apply effective parenting and child rearing skills	N/A	N/A	practise providing structure and support in simple parenting and child rearing skills	demonstrate the ability to apply effective parenting and child rearing skills

*Refer to the primary health education and social studies curricula

GOAL 2		Students will manage resources in relation to work and home environments.			
FAMILY STUDIES		PERFORMANCE INDICATORS			
Sub Goals		PS – P3* Learning Phase A	P4 - P6* Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
2.1	Evaluate the relationship between consumer and resource management in personal and family living	N/A	N/A	apply reasoned decision-making skills to the situation management of personal and family living	evaluate the relationship between consumer and resource management in personal and family living
2.2	Analyze public policies which affect consumer and resource management in society	N/A	N/A	identify various public policies which impact upon consumer and resource management	analyze public policies which affect consumer and resource management in society
2.3	Evaluate consumer and resource management from a cross-cultural and global perspective	N/A	N/A	analyze cross-cultural and global concerns of individuals and families	evaluate consumer and resource management from cross-cultural and global perspective
2.4	Evaluate career plans in relationship to external factors and personal and family goals	N/A	N/A	investigate career options and their academic requirements according to personal goals	evaluate career plans in relationship to external factors and personal and family goals

*Refer to the primary health education and social studies curricula

GOAL 3		Students will apply thinking skills which promote personal and family wellness.			
FAMILY STUDIES		PERFORMANCE INDICATORS			
Sub Goals		PS – P3* Learning Phase A	P4 - P6* Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
3.1	Evaluate the interrelationship of the nature and functions of the family and the impact of the individual on the family	N/A	N/A	analyze the factors that are required for an integral family unit and the student's place within it	evaluate the interrelationship of the nature and functions of the family and the impact of the individual on the family
3.2	Apply decision making skills which enhance personal and family wellness	N/A	N/A	practise the application of decision making skills which enhance personal and family wellness as demonstrated	apply decision making skills which enhance personal and family wellness
3.3	Set goals which promote personal and family wellness	N/A	N/A	set goals which promote personal and family wellness as demonstrated	set goals which promote personal and family wellness

*Refer to the primary health education and social studies curricula

GOAL 4		Students will advocate for responsible personal family and community relationships.			
FAMILY STUDIES		PERFORMANCE INDICATORS			
Sub Goals		PS – P3* Learning Phase A	P4 - P6* Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
4.1	Evaluate the impact of various communication methods which accurately express personal, family and community information	N/A	N/A	analyze the impact of various communication methods which express views accurately	evaluate the impact of various communication methods which accurately express personal, family and community information
4.2	Demonstrate communication skills for working cooperatively with others to advocate for healthful individuals and families	N/A	N/A	demonstrate the ability to resolve conflicts through compromise and discussion	demonstrate communication skills for working cooperatively with others to advocate for healthful individuals and families
4.3	Demonstrate the ability to guide and support others in making positive lifestyle choices	N/A	N/A	explain the relationship between personal choices and the quality of life	demonstrate the ability to guide and support others in making positive lifestyle choices

*Refer to the primary health education and social studies curricula

GOAL 5		Students will analyze the impact of culture, media and technology on the family and community.			
FAMILY STUDIES		PERFORMANCE INDICATORS			
Sub Goals		PS – P3* Learning Phase A	P4 - P6* Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
5.1	Analyze the impact of culture on Bermudian families and the community	N/A	N/A	recognize the influence of culture on families and the community	analyze the impact of culture on Bermudian families and the community
5.2	Evaluate the influence of media and advertising on the individual and family living	N/A	N/A	analyze media and advertising practices from a local and global perspective	evaluate the influence of media and advertisement on the individual and family living
5.3	Evaluate the influence of technology on Bermudan families and the community	N/A	N/A	analyze the influence of technology on Bermudian families and the community	evaluate the influence of technology on Bermudian families and the community

*Refer to the primary health education and social studies curricula

GOAL 6		Students will practice health enhancing and risk reducing behaviours for self and the community.			
FAMILY STUDIES		PERFORMANCE INDICATORS			
Sub Goals		PS – P3* Learning Phase A	P4 - P6* Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
6.1	Evaluate the impact of nutritional decisions and practices on health and wellness	N/A	N/A	analyze nutritional practices and their impact on health	evaluate the impact of nutritional decisions and practices on health and wellness
6.2	Demonstrate the ability to practise socially acceptable patterns of behaviour that impact on the family and community	N/A	N/A	model socially acceptable behaviour as demonstrated	demonstrate the ability to practise socially acceptable patterns of behaviour that impact on the family and community
6.3	Evaluate improvement in communication skills required to form stable, healthful relationships	N/A	N/A	practise simple stress management skills	demonstrate effective stress management techniques
6.4	Demonstrate effective stress management techniques	N/A	N/A	practise simple stress management skills	demonstrate effective stress management techniques

*Refer to the primary health education and social studies curricula

HUMAN DEVELOPMENT (1 of 3)	FAMILY STUDIES SCOPE AND SEQUENCE			
	PS – P3* Learning Phase A	P4 - P6 Learning Phase B	M1 - M3* Learning Phase C	S1 - S4 Learning Phase D
Personal and Social Development	N/A	N/A	• building self esteem • setting and achieving goals • making decisions • solving problems • understanding life changes • becoming a leader • becoming a good citizen • career exploration	• building self esteem • setting and achieving goals • making decisions • solving problems • becoming a leader • becoming a good citizen • looking ahead to careers • career planning
Family Life	N/A	N/A	• communicating effectively • getting along in a family • family roles in a family • responsibilities • family economics • coping with family crisis • family structure and composition • multicultural families	• communicating effectively • getting along in a family • family roles and responsibilities • family economics • coping with family crises • multicultural families • family structure and composition • employment possibilities and requirements

*Refer to primary school health education and social studies curricula

HUMAN DEVELOPMENT (2 of 3)	FAMILY STUDIES SCOPE AND SEQUENCE			
	PS – P3* Learning Phase A	P4 - P6* Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Human Development	N/A	N/A	• human development stages • early childhood development • childhood development • adolescence • adult development • aged development • career exploration	• prenatal and child development
Child Care	N/A	N/A	• child's play and learning • day care basics • keeping children safe • child care • handling child care emergencies • meal planning for children • games and songs • career exploration	• caring for young children • child development • child's play and learning • meal planning for young children • handling emergencies • preschool curriculum • preschool activities • career planning

*Refer to primary school health education and social studies curricula

FAMILY LIFE & HUMAN DEVELOPMENT (3 of 3)	FAMILY STUDIES SCOPE AND SEQUENCE			
	PS – P3* Learning Phase A	P4 - P6* Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Parenting	N/A	N/A	• communicating effectively • role of parents and caregivers • ages and stages of development • teaching children values • coping with crises and life changes • pregnancy and birth • teen pregnancy • pregnancy outcomes • mother's diet & exercise • drugs & pregnancy	• communicating effectively • responsibilities of parents • parenting styles and strategies • diverse parenting situations • health and safety of children • drugs and pregnancy • prenatal care of mother • postnatal care of mother • breast feeding • childhood illness & diseases • child abuse & neglect • infant/child nutrition

*Refer to primary school health education and social studies curricula

HOME AND HOSPITALITY MANAGEMENT (1of 2)	FAMILY STUDIES SCOPE AND SEQUENCE			
	PS – P3* Learning Phase A	P4 - P6* Learning Phase B	M1 - M3* Learning Phase C	S1 - S4 Learning Phase D
Meal Management	N/A	N/A	• kitchen equipment and appliances • food shopping and storage • recipe modification • table setting and etiquette • menu planning • career exploration	• kitchen equipment and appliances • food shopping and storage • recipe modification • tablesetting and etiquette • eating out vs. home cooking • quality cooking and catering • local and international cuisine • menu planning • career planning
Equipment and Maintenance	N/A	N/A	• buying household equipment • appliance maintenance and repair • use, care and storage • consumer ethics • career exploration	• buying household equipment • appliance maintenance and repair • use, care and storage • appliance testing and evaluation • career planning

*Refer to primary school health education and social studies curricula

HOME AND HOSPITALITY MANAGEMENT (2 of 2)	FAMILY STUDIES SCOPE AND SEQUENCE			
	PS – P3* Learning Phase A	P4 - P6* Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Housing and Home Furnishings	N/A	N/A	• types of housing • rent or buy decisions • choosing and buying home furnishings • storage and closet organizations • home repairs • house keeping • home maintenance • basic household repairs • career exploration	• types of housing • home loans and mortgages • home safety and security • choosing and buying home furnishings • household repairs and construction • housing laws and regulations • employment possibilities and requirements

*Refer to primary school health education and social studies curricula

FASHION AND TEXTILE TECHNOLOGY	FAMILY STUDIES SCOPE AND SEQUENCE			
	PS – P3* Learning Phase A	P4 - P6* Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Meaning of Textiles/Clothing	N/A	N/A	• peer group identification • self esteem issues • clothing fads • fashion trends • cultural aspects of clothing	• peer group identification • self esteem issues • clothing fads • fashion trends • cultural aspects of clothing
Clothing Decisions	N/A	N/A	• shopping for clothes • wardrobe planning • clothing care and repair • preparing to sew • sewing skills • buying sewing equipment • career exploration	• shopping for clothes • wardrobe planning • clothing care and repair • preparing to sew • sewing skills • fabrics and fibres • pattern making • fashion drawing • use of current technology • employment possibilities and requirements • career planning
Consumer Practices	N/A	N/A	• buying and exchanging clothes • family clothing budgeting • fashion advertising • career exploration	• buying and exchanging clothes • local and imported clothing • fashion advertising • fashion marketing practices • career planning

*Refer to primary school health education and social studies curricula

NUTRITION AND FOOD TECHNOLOGY	FAMILY STUDIES SCOPE AND SEQUENCE			
	PS – P3* Learning Phase A	P4 - P6* Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Food Science and Nutrition	N/A	N/A	• food groups • food guide pyramid • dietary guidelines • nutrients and their function • digestion • nutrition and wellness • special diets	• dietary guidelines • nutrients and their functions • chemical properties of food • nutrition and wellness • special diets • nutritional problems • meal planning
Food Production	N/A	N/A	• local and world food supply • convenience foods and additives • kitchen management • healthful methods of cooking • cultural aspects of food • career exploration	• local and world food supply • convenience foods and additives • kitchen management • healthful cooking methods • cultural aspects of food • food processing and technology • food testing and evaluation • recipe analysis and modification • career planning
Food Hygiene Safety	N/A	N/A	• food storage and sanitation, and handling procedures • food spoilage • kitchen safety	• food storage and sanitation, and handling procedures • food spoilage • kitchen safety

*Refer to primary school health education and social studies curricula

REFERENCES

American Association for family Consumer Sciences, National Standards, Alexandria, Virginia: American Association for Family and Consumer Sciences, 1995.

INTRODUCTION TO SENIOR SCHOOL CURRICULUM

The senior school curriculum (S1 - S4) recognizes the distinct needs of the middle to late adolescent learner (14 to 18 years) and is based on the necessity of working consciously with the many developmental changes of students during this phase. It is a time to build on the foundation laid in the middle school by preparing students for work, further education and productive citizenry in the 21st Century.

As members of the senior school community, students have an opportunity to choose from a number of options and to participate in a variety of activities. The more involved students become in the life of the school, the more meaning school will have. Students will get the most from their educational experiences if their choices reflect their personal needs, interests, and talents. Students should select carefully those courses which offer the greatest opportunity for learning and which serve to better individual education and career goals.

Following are some of the characteristics of senior school students:

- intellectual habits increase
- thought processes become more abstract
- awareness of complexity of issues increases; rejection of simplistic explanations
- thought becomes more comprehensive
- ability to hypothesize and analyze increases
- thought becomes less egocentric
- interest in laws that regulate society increases
- ability to focus attention for long periods, increases (i.e. on topics of interest)

The senior school curriculum is a written guide that identifies the goals and curriculum objectives which teachers establish for students to achieve. It makes visible the articulation necessary for preschool through senior level programmes so that students do not have large gaps in their understanding, skills and competencies. Its scope and sequence also allows teachers to plan linkages across the curriculum so those cross-curricular connections can be made more easily between and among various subjects.

Given the above characteristics, the senior school curriculum is intended to provide students opportunities to:

- discuss, explore, investigate and hypothesize
- find solutions to real problems
- utilize both concrete and abstract reasoning skills
- process information at formal operations level

The following section outlines the curriculum to be taught in Bermuda's senior schools.

SENIOR LEVEL EDUCATION

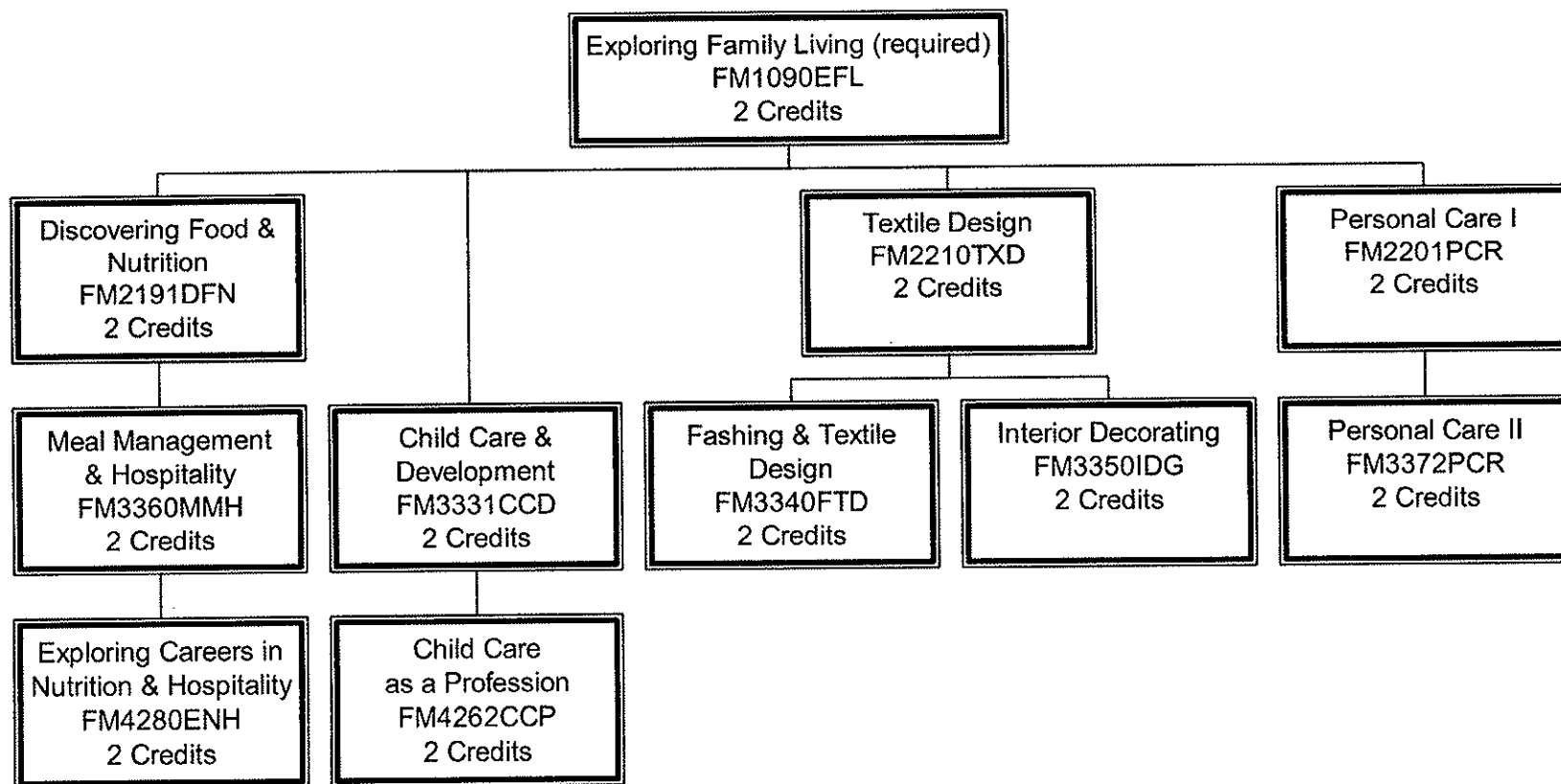
GOAL:

To ensure students become critical and analytical readers, logical and insightful thinkers, and concise users of visual, written and oral language.

SENIOR SCHOOL FAMILY STUDIES RATIONALE

The Family Studies programme enables students to develop the critical thinking skills necessary to manage their personal, family and career lives. The courses focus on individuals and their development of responsible relationships in a complex, multicultural society. Students are guided in examining both family and social problems, identifying viable alternatives and choosing those solutions most suited to individual and community value systems.

SENIOR SCHOOL FAMILY STUDIES COURSES



COURSE DESCRIPTION

Family Studies (FM)

Exploring Family Living

Prerequisite: None

FM1090 EFL

2 credit (s)

S1 level (s)

This course enables students to develop the skills necessary to manage their personal, family and future working lives. It also forms the foundation for further courses in this curriculum area. Course topics include personal relationships, parenting, personal finances, meal management, food production, creative sewing and entrepreneurship. The learning activities will include theory, field trips, and practical laboratory experience. Field trips and practical experiences form an integral part of this course.

Child Care and Development I

Prerequisite: Exploring Family Living

FM3331 CCD

2 credit (s)

S3-S4 level (s)

This course focuses on preparation for effective parenting skills and childcare responsibilities. Students will study the importance of family planning process, developing effective decision making skills and the obligations of parenthood; such as guiding and encouraging children, appropriate discipline and strengthening the roles of the family.

Child Care as a Profession II

Prerequisite: Child Care and Development I

FM4262 CCP

2 credit (s)

S4 level (s)

This course will provide students with both theory and cooperative education components in the exciting field of early childhood care and education. Students will study qualities of an effective caregiver, quality childcare setting/programme, safety, basic first aid and childcare options. Students will be expected to complete a minimum of thirty hours of practical experiences in a pre-school or day care centre or the Child Development Programme.

Discovering Food and Nutrition

Prerequisite: Exploring Family Living

FM2191 DFN

2 credit (s)

S2-S4 level (s)

This course explains the role of nutrients in the body and how this relates to good health. Students will have the opportunity to apply this knowledge in practical situations, such as meal planning to suit individual needs and special diets and the analysis of food products to make informed choices. Emphasis will be placed on producing healthy and nutritious dishes. In addition, students will be introduced to the hospitality industry by completing a catering observation.

Exploring Careers in Design and Textiles

Prerequisite: Fashion and Textile Design or Interior Decorating

FM4270 EDT

2 credit (s)

S4 level (s)

This course will provide students with both theory and a cooperative education component in the exciting field of design and textile services. Students will be expected to complete work experience in a business related to design and textiles.

Exploring Careers in Nutrition and Hospitality

Prerequisite: Meal Management and Hospitality

FM4280 ENH

2 credit (s)

S4 level (s)

This course will provide students with both theoretical and practical experience of the various aspects of careers related to Nutrition and Hospitality. Students will be able to complete practical experience in their chosen field, maintain a journal of observations, prepare a brochure to advertise their individual projects and thoroughly investigate a career path. This course is a must for all students who are contemplating a career in this field.

Fashion and Textile Design

Prerequisite: Textile Design

FM3340 FTD

2 credit (s)

S3-S4 level (s)

This course will enable students to become proficient in basic sewing skills and garment construction. Students will construct a complete outfit of their choice. Students will supply the materials for their own projects. Related course topics will include: understanding design, clothing and fabric choices, sewing principles and sewing equipment.

Interior Decorating

Prerequisite: Exploring Family Living

FM3350 IDG

2credit (s)

S3-S4 level (s)

This course will enable students to experience the satisfaction of creating soft furnishings for the home, such as pillows, curtains, simple slip covers, quilts, wall hangings etc. Related course topics will include basic sewing techniques and home decorating ideas for individual rooms in a house and office. Students will provide materials for projects of their choice.

Meal Management and Hospitality

Prerequisite: Discovering Food and Nutrition

FM3360 MMH

2 credit (s)

S3-S4 level (s)

This course provides experiences in planning, preparing and serving foods. Practical experiences in the laboratory will include knowledge of sanitation, food handling, kitchen safety kitchen equipment, menu interpretation, equipment demonstrations and nutrition.

Personal Care I

Prerequisite: None

FM2201 PCR

2 credit (s)

S2-S4 level (s)

Students will gain general knowledge in personal grooming care in all aspects of hairdressing, skin, body and nail care. During the training students will attain fundamental health, hairdressing and beauty treatment practical and theory knowledge. This course is an opportunity for young people to learn how to be the best they can be by taking care of their body, skin and health. Students will also look at personal presentation and career choices.

Personal Care II

Prerequisite: Personal Care I

FM3372 PCR

2 credit (s)

S3-S4 level (s)

Students will gain a detailed understanding of selected areas of the hairdressing and beauty therapy industry. This will include the presentation of self for the working environment. The course teaches the student to prepare for the transition from student to working women. Colour analysis and perception will be included.

Due to the depth and areas of knowledge covered and the high degree of practical classes and assessment, attendance will be a component of this course. Candidates will participate and obtain a competence in salon services. This course can be used as a stepping stone into the hairdressing industry.

Textile Design

Prerequisite: Exploring Family Living

FM2210 TXD

2 credit (s)

S2-S4 level (s)

This course will introduce students to basic sewing skills and garment construction. The student will construct a garment of choice. Students will supply the materials for their own projects. Related course topics will include: textile wardrobe selection, the use of technology in fashion and textile construction.

Exploring Family Living

Course Code:FM1090EFL



MINISTRY OF EDUCATION

Bermuda

2000

SENIOR SCHOOL FAMILY STUDIES COURSE OVERVIEW

Title (s): Exploring Family Living

2 credit (s)

60 hour (s)

Prerequisite (s): None

S1 level (s)

Course Code: FM1090EFL

☒ required or ☐ elective

Course Description

This course enables students to develop the skills necessary to manage their personal, family and future working lives. It also forms the foundation for further courses in this curriculum area. Course topics include personal relationships, parenting, personal finances, meal management, food production, creative sewing and entrepreneurship. The learning activities will include theory, field trips, and practical laboratory experience. Field trips and practical experiences form an integral part of this course.

Course Requirements

The requirements for this course are as follows:

Performance Assessments: -oral and written presentations, role-play -research, project preparations	40%
Product Assessments: -surveys, meal preparation and presentation, recipe evaluation, garment manufacture	50%
Written Assessments: - end of module test where appropriate	10%
Total	100%

Course Resources

Hildebrand, Parenting: Rewards and Responsibilities

Kelly-Plate, J. and E. Eubanks, Today's Teen. Teacher's Edition. Glencoe/McGraw-Hill, 1997.

Duyff, Hasler, Ohl, Modern Meals. Glencoe, McGraw-Hill.

Simplicity Pattern Company, Simply the Best Home Decorating Book. Simplicity Pattern Company.

Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
A. Relationships and Family Life14		B. Marking Healthy Food Choices and Food Preparation12	
- relationships		- make healthy food choices	
- effective communication		- read use and adapt recipes	
- family rules		- prepare healthy dishes	
- personal relationships		- demonstrate food hygiene	
- health and safety		- health and safety	
 C. Textile Technology and the construction process12			
- individual sewing project			
- elements of design			
- fabrics and fibres			
- sewing techniques			
- use of equipment			
- health and safety			

Subtotal	38
Optional double periods	7
Total double periods.....	45

SENIOR SCHOOL FAMILY STUDIES

check one: S1 ☒ S2 ☐ S3 ☐ S4 ☐

Exploring Family Living

GOALS			SUBGOALS	MODULE & CURRICULUM CORRELATION MATRIX		
1	Conceptualize Human Development	1.1	Analysis	x		
		1.2	Evaluation	x		
		1.3	Skills	x		
2	Access Information & Resources	2.1	Evaluation		x	x
		2.2	Analysis	x	x	x
		2.3	Evaluation		x	x
		2.4	Evaluation		x	
3	Make Decisions	3.1	Evaluation	x		
		3.2	Analyze data	x	x	
4	Advocate for Responsible Relationships	4.1	Evaluation	x		x
		4.2	Skills	x		
		4.3	Skills	x	x	
5	Analyze Impact of Culture, Media Technology	5.1	Analysis	x	x	
		5.2	Analysis		x	x
		5.3	Demonstration		x	
6	Practice Behaviors for Self & Environment	6.1	Analysis	x	x	
		6.2	Behaviour	x	x	
		6.3	Evaluation	x		
		6.4	Investigation	x		
CONTENT STRUCTURE		Family Life & Human Development		x	x	x
		Nutrition Science			x	
		Food Technology			x	
		Home & Hospitality Management				
		Textile Technology				x
		MODULES		A	B	C

MODULE KEY

- A - Relationships and Family Life
- B - Making Healthy Food Choices
- C - Textile Technology

FAMILY STUDIES

Course Title: EXPLORING FAMILY LIVING

Sequence Reference: FM1090EFL-A

Module Title: Relationships & Family Life

Senior School Level

S1	S2	S3	S4
☒	☐	☐	☐

Number of Periods: 14 double periods

Subgoal Emphasis:

- 1.1 - 1.3 Conceptualize Human Development
- 2.2 Access information and Resources
- 3.1 - 3.3 Make decisions
- 4.1 - 4.3 Advocate for responsible relationships
- 5.1 Impact of culture and media
- 6.1 - 6.4 Practice behaviour for self and environment

Content Focus

- Relationships & Family Life

Curriculum Objectives:

At the end of this module, students will:

- understand Family roles and responsibilities
- appreciate the community resources available in Bermuda
- know how to deal with emergencies and give first aid
- demonstrate good communication and problem solving skills

Content Detail:

- solving problems
- communicating effectively
- family roles and responsibilities
- family structure and values
- relationships /dating
- handling emergencies / basic first aid / CPR
- community resources - health, child family services

Module Evaluation:

- **Performance Assessments:**
 - research community resources available in Bermuda
 - role play and group presentation
- **Product Assessments:**
 - artifact: Relationships graphic organizer
 - artifact: Consumer leaflet
- **Written Assessments:**

Prerequisite Skill Areas

(if any):

- N/A

Special Resources

(materials, equipment & community involvement):

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Hildebrand, Parenting: Rewards and Responsibilities.

Kelly-Plate, J. and E. Eubanks, Today's Teen. Teacher's Edition. Glencoe/McGraw-Hill, 1997.

REFERENCES - STUDENT:

Kelly-Plate, J. and E. Eubanks, Today's Teen. Teacher's Edition. Glencoe/McGraw-Hill, 1997.

FAMILY STUDIES

Course Title: EXPLORING FAMILY LIVING Module Title: Making Healthy Food Choices and Food Preparation Number of Periods: 12 double periods	Sequence Reference: FM1090EFL-B Senior School Level <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 25%; text-align: center;">S1</td> <td style="width: 25%; text-align: center;">S2</td> <td style="width: 25%; text-align: center;">S3</td> <td style="width: 25%; text-align: center;">S4</td> </tr> <tr> <td style="text-align: center;">☒</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> </tr> </table>	S1	S2	S3	S4	☒	☐	☐	☐
S1	S2	S3	S4						
☒	☐	☐	☐						

Subgoal Emphasis: • 2.1 -2.4 Access information and Resources • 3.2 - 3.3 Make decisions • 4.3 Advocate for responsible relationships • 5.1 - 5.3 Impact of culture and media • 6.1 - 6.2 Practice behaviour for self and environment	Content Focus • Nutrition and Food Technology
--	--

Curriculum Objectives:	Content Detail:
At the end of this module, students will: • make healthy food choices • read, use and adapt recipes • prepare healthy dishes for a family • demonstrate good hygiene • use equipment safely	• kitchen hygiene and safety • metric and imperial measurement • recipe terminology and techniques • healthy food choices • low fat, low salt / high fibre diets • healthy methods of cooking • food labels • food testing and evaluation • recipe modification

Module Evaluation:
• Performance Assessments: - practical group work • Product Assessments: - preparing nutritious family meals • Written Assessments:

Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):
• N/A	• sample convenience foods • food pyramid

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Kelly-Plate, J. E. Eubanks, Today's Teen. Teacher Edition. Glencoe, McGraw-Hill, 1997.

Duyff, Hasler, Ohl, Modern Meals. Glencoe, McGraw-Hill.

REFERENCES - STUDENT:

Kelly-Plate, J. and E. Eubanks, Today's Teen. Student Edition. Glencoe, McGraw-Hill, 1997.

FAMILY STUDIES

Course Title: EXPLORING FAMILY LIVING

Sequence Reference: FM1090EFL-C

Module Title: Textile Technology

Senior School Level

S1	S2	S3	S4
☒	☐	☐	☐

Number of Periods: 12 double periods

Subgoal Emphasis:

- 2.1 Access information and Resources
- 4.2 Advocate for responsible relationships
- 5.2 Impact of culture and media

Content Focus

- Fashion and Textile Technology

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- complete an individual sewing project
- appreciate the use of technology in design and production
- use equipment safely

- principals and elements of design
- design for everyday life
- fabrics and fibres
- use of current technology,
 - sergers
 - embroidery machine
 - sewing skills
 - safety

Module Evaluation:

- **Performance Assessments:**
 - project preparation
- **Product Assessments:**
 - sewing textile project e.g. locker organizer
- **Written Assessments:**
 - end of module test

Prerequisite Skill Areas (if any):

Special Resources (materials, equipment & community involvement):

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Kelly-Plate, J. and E. Eubanks, Today's Teen. Teacher Edition. Glencoe, McGraw-Hill, 1997.

Simplicity Pattern Company, Simply the Best Home Decorating Book. Simplicity Pattern Company.

REFERENCES - STUDENT:

Kelly-Plate, J. and E. Eubanks, Today's Teen. Student Edition Glencoe, McGraw-Hill, 1997.

Child Care and Development

Course Code: FM3331CCD



MINISTRY OF EDUCATION

Bermuda

2000

SENIOR SCHOOL FAMILY STUDIES COURSE OVERVIEW

Title: Child Care and Development I

2 credit (s)
60 hour (s)

Prerequisite (s): Exploring Family Living

S3-S4 level (s)

Course Code: FM3331CCD

☐ required or ☒ elective

Course Description

This course focuses on preparation for effective parenting skills and childcare responsibilities. Students will study the importance of the family planning process, and develop effective decision making skills. They will explore the obligations of parenthood, such as guiding and encouraging children, appropriate discipline and strengthening the roles of the family.

Course Requirements

The requirements for this course are as follows:

Performance Assessments: - interviews - role plays - class planning - demonstration	30%
Product Assessments: Artifacts Meal preparation Information booklets Research tasks	40%
Written Assessments: Course Work Folder - descriptive pieces poems – short stories reflective essays	30%
Total	100%

Course Resources

Brisbane, H.E. The Developing Child. Glencoe, 1977.

Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
A. Relationship and Conception	5	B. Teen Pregnancy and Parenting	5
- family relationships		- decision making skills	
- family planning		- challenges of being a teen parent	
- family planning method		- options available to pregnant teens	
- conception process		- parenting skills	
		- different parenting styles	
C. Pre-natal and Post-natal Care	6	D. General Care of Babies and Toddlers	6
- nutritional needs		- breastfeeding	
- exercises		- bottle feeding	
- medical care		- bathing a baby	
- labour		- weaning (introducing solid food)	
E. Child Health Care	6	F. Effective Babysitting	4
- medical insurance		- choosing a baby sitter	
- immunization shots		- quality care	
- childhood diseases		- communication	
- ear infections, colds, flu, cuts, seizures		- home care versus day care nurseries	
and fevers			
- choosing a doctor			
- role of the medical professional			
G. Child and Parenting Intervention			
Programmes	6		
- family programmes available in Bermuda			
- guest speakers			
- support			
- procedures to receive Government and			
community assistance			

Subtotal	38
Optional double periods	7
Total double periods.....	45

SENIOR SCHOOL FAMILY STUDIES

check: S1 ☐ S2 ☐ S3 ☒ S4 ☒

Child Care and Development I

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX							
1	Conceptualize Human Development	1.1	Analysis	x	x	x	x	x	x	x	
		1.2	Evaluation	x	x	x	x	x	x	x	
		1.3	Skills	x	x	x	x	x	x	x	
2	Access Information and Resources	2.1	Evaluation			x	x	x	x	x	
		2.2	Analysis		x	x		x	x	x	
		2.3	Evaluation		x	x	x	x	x	x	
		2.4	Evaluation					x	x	x	
3	Make Decisions	3.1	Evaluation	x	x	x				x	
		3.2	Analyze data	x	x	x	x	x	x	x	
4	Advocate For Responsible Relationships	4.1	Evaluation	x	x	x	x	x	x	x	
		4.2	Skills	x	x			x	x	x	
		4.3	Skills	x	x	x					
5	Analyze Impact of Culture, Media and Technology	5.1	Analysis	x	x			x	x	x	
		5.2	Analysis		x		x	x		x	
		5.3	Demonstration	x		x		x			
6	Practice Behaviors for Self and Environment	6.1	Analysis			x	x	x			
		6.2	Behavior	x	x						
		6.3	Evaluation	x							
		6.4	Investigation								
	CONTENT STRUCTURE	Family Life and Human Development		x	x	x	x	x	x	x	
		Nutrition Science				x	x				
		Food Technology				x	x				
		Home and Hospitality Management									
		Textile Technology									
		MODULES		A	B	C	D	E	F	G	

MODULE KEY

- A - Relationships and Conception
- B - Teen Pregnancy and Parenting
- C - Pre-natal and Post-natal Care
- D - General Care of Babies and Toddlers
- E - Child Health Care
- F - Effective Babysitting
- G - Child and Parenting Intervention Programmes

FAMILY STUDIES

Course Title: CHILD CARE AND DEVELOPMENT I		Sequence Reference: FM3331CCD-A	
Module Title: Relationships and Conception		Senior School Level	
Number of Periods: 5 double periods		S1 ☐	S2 ☐
		S3 ☒	S4 ☒
Subgoal Emphasis: • 1.1, 1.2, 1.3 Conceptualize Human Development • 3.1, 3.2 Make Decisions • 4.1, 4.2, 4.3 Advocate for Responsible Relationships • 5.1, 5.2, 5.3 Analyze Impact of Culture, Media and Technology • 6.2, 6.3 Practice Behaviors for Self and Environment		Content Focus • Family Life and Human Development	
Curriculum Objectives:		Content Detail:	
At the end of this module, students will: • review how to build a positive relationship • identify and describe the different types of families in our society • interpret family roles and responsibilities • share their opinion on love, values and morals • debate the issue of abstinence and teen pregnancy • identify and appreciate different family planning methods available in Bermuda • describe the process of conception		• family life cycle • family planning methods • family roles • conception • building relationships • emotions • types of families	
Module Evaluation:			
• Performance Assessments: - poem/short story - debate • Product Assessments: - personal family description of roles and responsibilities (written, illustrated) • Written Assessments: - description of roles and responsibilities - written presentation			
Prerequisite Skill Areas (if any):		Special Resources (materials, equipment & community involvement):	
• skills from Family Studies and Health Education		• video: How Can I Tell If I'm Really in Love • guest speaker: Women's Clinic (236-0224) • textbook: The Developing Child • lined paper and binder • pen, pencil and ruler	

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Brisbane, H.E. The Developing Child. Glencoe, 1997.

REFERENCES - STUDENT:

Brisbane, H.E. The Developing Child. Glencoe, 1997.

FAMILY STUDIES

Course Title: CHILD CARE AND DEVELOPMENT I		Sequence Reference: FM3331CCD-B	
Module Title: Teen Pregnancy and Parenting		Senior School Level	
Number of Periods: 5 double periods		S1 ☐	S2 ☐
Subgoal Emphasis:		S3 ☒	S4 ☒
• 1.1, 1.2, 1.3 Conceptualize Human Development • 2.3 Access Information and Resources • 3.1, 3.2 Make Decisions • 4.1, 4.2, 4.3 Advocate for Responsible Relationships • 5.1, 5.2 Analyze Impact of Culture, Media and Technology • 6.2 Practice Behaviors for Self and Environment		Content Focus • Family Life and Human Development	
Curriculum Objectives:		Content Detail:	
At the end of this module, students will: • describe the decisions that pregnant teens must make • list possible sources of help available to pregnant teens • understand the decision making process and list the alternatives available to teens • identify the consequence and benefits of teen pregnancy • define parenthood • explain parenting roles and responsibilities • understand the challenges of parenthood (teen)		• decision making process • consequences of sexual activity • abstinence • alternatives and sources of help • parenthood • managing stress • adoption • abortion • consequences: health risk, financial problems and emotional/social stresses • roles and responsibilities	
Module Evaluation:			
• Performance Assessments: - interview a teen parent, or a teen who is pregnant - complete "ready-or-not" assignment - role play the decision making process • Product Assessments: • Written Assessments:			
Prerequisite Skill Areas (if any):		Special Resources (materials, equipment & community involvement):	
• skills from Family Studies and Health Education		• video: The Life of a Teen Parent • Are You Ready for Parenthood? A ready-or-not curriculum text • Teen Services, Bermuda • ready-or-not babies • decision making process model	

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Brisbane, H.E. The Developing Child. Glencoe, 1977.

REFERENCES - STUDENT:

Brisbane, H.E. The Developing Child. Glencoe, 1977.

FAMILY STUDIES

Course Title:	CHILD CARE AND DEVELOPMENT I	Sequence Reference:	FM3331CCD-C		
Module Title:	Pre-natal and Post-natal Care	Senior School Level			
Number of Periods:	6 double periods	S1	S2	S3	S4
		☐	☐	☒	☒

Subgoal Emphasis: 1.1, 1.2, 1.3 Conceptualize Human Development 2.1, 2.2, 2.3 Access Information and Resources 3.1, 3.2 Make Decisions 4.1, 4.3 Advocate for Responsible Relationships 5.3 Analyze Impact of Culture, Media and Technology 6.1 Practice Behaviors for Self and Environment	Content Focus - Nutrition Science - Family Life and Human Development
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Curriculum Objectives:	Content Detail:
At the end of this module, students will: - define placenta, fetus, embryo, amniotic fluid and ultrasound - discuss medical complications associated with pregnancy and labour - describe the medical procedure associated with being pregnant, labour and the cost involved - explain the nutritional requirements for a pregnant and lactating woman - list and demonstrate appropriate exercises for a pregnant woman - plan and prepare a meal for a pregnant woman	- conception terms - labour process and medical requirements - cost - exercises - nutrition - meal planning

Module Evaluation:

- Performance Assessments:**
 - plan and simulate a Lamaze class
- Product Assessments:**
 - plan and prepare a meal for a pregnant and lactating woman
 - illustrate the conception process
- Written Assessments:**

Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):
skills from Family Studies and Health Education	- Maternity Ward at KEMH - a representative from Maternal Clinic - a representative from Nurses Practice - The Developing Child text

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Brisbane, H.E. The Developing Child. Glencoe, 1977.

REFERENCES - STUDENT:

Brisbane, H.E. The Developing Child. Glencoe, 1977.

FAMILY STUDIES

Course Title: CHILD CARE AND DEVELOPMENT I Module Title: General Care of Babies and Toddlers Number of Periods: 4 double periods	Sequence Reference: FM3331CCD-D Senior School Level <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td>S1</td> <td>S2</td> <td>S3</td> <td>S4</td> </tr> <tr> <td>☐</td> <td>☐</td> <td>☒</td> <td>☒</td> </tr> </table>	S1	S2	S3	S4	☐	☐	☒	☒
S1	S2	S3	S4						
☐	☐	☒	☒						
Subgoal Emphasis: • 1.1, 1.2, 1.3 Conceptualize Human Development • 2.1, 2.3 Access Information and Resources • 3.2 Make Decisions • 4.1 Advocate for Responsible Relationships • 5.2 Analyze Impact of Culture, Media and Technology • 6.1 Practice Behaviors for Self and Environment	Content Focus • Nutrition Science • Family Life and Human Development								
Curriculum Objectives: At the end of this module, students will: • demonstrate the bathing routine for babies • identify possible hazards associated with bathing a baby and toddler • list appropriate and inappropriate bath products for babies • debate the pros and cons of breast feeding and bottle feeding • identify when a child is ready to be toilet trained • explain the nutritional requirements for babies and toddlers • prepare and plan a nutritious meal for a child • define weaning	Content Detail: • bathing • baby bath products • toilet training (potty, pull-ups) • changing diapers • breast feeding • bottle feeding • nutritional requirements • meal planning • weaning								
Module Evaluation:									
• Performance Assessments: - bathing demonstration and meal planning - debate • Product Assessments: - research • Written Assessments:									
Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):								
• skills from Family Studies	• Representative from KEMH Maternal Department • visit to retailers • video: Breast feeding vs. Bottle feeding • food lab equipment and groceries • The Developing Child text								

GLOSSARY:

- Family is a group of two or more people who care about each other and are committed to each other
- Conception is the union of an ovum and a sperm, resulting in the beginning of pregnancy
- Family planning methods are devices that prevent pregnancy
- Family planning is the process when couples decide when they want a baby and the number of children they want to have

REFERENCES - TEACHER:

Brisbane, H.E. The Developing Child. Glencoe, 1997.

REFERENCES - STUDENT:

Brisbane, H.E. The Developing Child. Glencoe, 1997.

FAMILY STUDIES

Course Title: CHILD CARE AND DEVELOPMENT I		Sequence Reference: FM3331CCD-E	
Module Title: Child Health Care		Senior School Level	
Number of Periods: 6 double periods		S1 ☐	S2 ☐
		S3 ☒	S4 ☒
Subgoal Emphasis: • 1.1, 1.2, 1.3 Conceptualize Human Development • 2.1, 2.2, 2.3, 2.4 Access Information and Resources • 3.2 Make Decisions • 4.1, 4.2 Advocate for Responsible Relationships • 5.1, 5.2, 5.3 Analyze Impact of Culture, Media and Technology		Content Focus • Family Life and Human Development • Home Hospitality Management	
Curriculum Objectives:		Content Detail:	
At the end of this module, students will: • describe the role of a paediatrician and community health nurse • list and describe the symptoms and causes of childhood diseases and illness • know how to care for childhood illness and infections • define and explain the importance of immunization • identify childhood illness which can be prevented using immunization methods • understand the importance of health insurance • demonstrate how to administer basic first aid		• role of medical professionals • early childhood diseases • immunization • health insurance • basic first aid	
Module Evaluation:			
• Performance Assessments: - research and oral/visual presentation - demonstration • Product Assessments: • Written Assessments:			
Prerequisite Skill Areas (if any):		Special Resources (materials, equipment & community involvement):	
• skills from Family Studies		• Health Insurance companies • medical professionals • representative from the Children's Clinic • school nurse • video: Common Childhood Diseases • representative from St. Johns Ambulance	

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Brisbane, H.E. The Developing Child. Glencoe, 1997.

REFERENCES - STUDENT:

Brisbane, H.E. The Developing Child. Glencoe, 1997.

FAMILY STUDIES

Course Title: CHILD CARE AND DEVELOPMENT I Module Title: Effective Babysitting Number of Periods: 4 double periods	Sequence Reference: FM3331CCD-F <table border="1" style="width: 100%; text-align: center;"> <tr> <th colspan="4">Senior School Level</th> </tr> <tr> <th>S1</th> <th>S2</th> <th>S3</th> <th>S4</th> </tr> <tr> <td>☐</td> <td>☐</td> <td>☒</td> <td>☒</td> </tr> </table>	Senior School Level				S1	S2	S3	S4	☐	☐	☒	☒
Senior School Level													
S1	S2	S3	S4										
☐	☐	☒	☒										
Subgoal Emphasis: • 1.1, 1.2, 1.3 Conceptualize Human Development • 2.1, 2.2, 2.3, 2.4 Access Information and Resources • 3.2 Make Decisions • 4.2 Advocate for Responsible Relationships	Content Focus • Family Life and Human Development • Home and Hospitality Management												
Curriculum Objectives:	Content Detail:												
At the end of this module, students will: • list the criteria for an effective babysitter • formulate interview questions for a potential babysitter • develop an information form that should be given to a babysitter • list the advantages and disadvantages of babysitting • plan a day's activities for a toddler	• babysitting • quality care • home care vs. day care nurseries • communication												
Module Evaluation:													
• Performance Assessments: - research (interviewing) - role playing • Product Assessments: - information booklet - practical assignment • Written Assessments:													
Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):												
• skills from Family Studies	• The Developing Child text • Senior Education Officer for Preschools • nursery school visits • picture display • video: Babysitting • Child Care as a Profession text												

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Brisbane, H.E. The Developing Child. Glencoe, 1997.

REFERENCES - STUDENT:

Brisbane, H.E. The Developing Child. Glencoe, 1997.

FAMILY STUDIES

Course Title: CHILD CARE AND DEVELOPMENT I Module Title: Child and Parenting Intervention Programmes Number of Periods: 6 double periods	Sequence Reference: FM3331CCD-G Senior School Level <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">S1</td> <td style="text-align: center;">S2</td> <td style="text-align: center;">S3</td> <td style="text-align: center;">S4</td> </tr> <tr> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☒</td> <td style="text-align: center;">☒</td> </tr> </table>	S1	S2	S3	S4	☐	☐	☒	☒
S1	S2	S3	S4						
☐	☐	☒	☒						
Subgoal Emphasis: • 1.1, 1.2, 1.3 Conceptualize Human Development • 2.1, 2.2, 2.3, 2.4 Access Information and Resources • 3.1, 3.2 Make Decisions • 4.2 Advocate for Responsible Relationships • 5.1, 5.2 Analyze Impact of Culture, Media and Technology	Content Focus • Family Life and Human Development								
Curriculum Objectives:	Content Detail:								
At the end of this module, students will: • understand and appreciate the role of the following family programmes available in Bermuda: - Child Development - Health Clinic - Community Health Nurse - Youth and Adolescent Services - Police Juvenile Division - Coalition for the Protection of Children	• community family programmes • support • procedures								
Module Evaluation:									
• Performance Assessments: - interview • Product Assessments: - information booklet • Written Assessments: - reflective essay									
Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):								
• skills from Family Studies	• guest speakers • Child Development Programme - • Health Clinic • Community Nurse • Youth and Adolescent Services • Police Juvenile Division • Coalition for the Protection of Children								

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Brisbane, H.E. The Developing Child. Glencoe, 1997.

REFERENCES - STUDENT:

Brisbane, H.E. The Developing Child. Glencoe, 1997.

Child Care as a Profession

Course Code: FM4262CCP



MINISTRY OF EDUCATION

Bermuda

2000

SENIOR SCHOOL FAMILY STUDIES COURSE OVERVIEW

Title: Child Care As A Profession II

2 credit (s)

60 hour (s)

Prerequisite (s): Child Care and Development I

S4 level (s)

Course Code: FM4262CCP

☐ required or ☒ elective

Course Description

This course will provide students with both theory and a cooperative education component in the exciting field of early childhood care and education. Students will study qualities of an effective care giver, quality childcare settings/programmes, safety, basic first aid and childcare options. Students will be expected to complete a minimum of thirty hours of practical experiences in either a preschool, day care center or the Child Development Program.

Course Requirements

The requirements for this course are as follows:

Performance Assessments: - evaluate procedures - conduct interviews - develop learning activities - role play	40%
Product Assessments: - produce play activities for children	40%
Written Assessments: - develop observation form and report	20%
Total	100%

Course Resources

Brisbane, H.E. The Developing Child. New York, New York: Glencoe/McGraw Hill, 1997.

Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
A. Being a Babysitter and Child Care Provider	14	B. Observing Young Children	12
- babysitting		- objective and subjective observation	
- child care providers		- developmental stage	
- safety guidelines			
 C. Participating in Child Care and Education	 12		
- child care activities			
- learning thru play			

Subtotal	38
Optional double periods	7
Total double periods.....	45

SENIOR SCHOOL FAMILY STUDIES

check one: S1 ☐ S2 ☐ S3 ☐ S4 ☒

Child Care As A Profession II

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX		
1	Conceptualize Human Development	1.1	Analysis	x	x	
		1.2	Evaluation		x	
		1.3	Skills	x		x
2	Access Information and Resources	2.1	Evaluation			
		2.2	Analysis			
		2.3	Evaluation			
		2.4	Evaluation			
3	Make Decisions	3.1	Evaluation			
		3.2	Analyze data			
4	Advocate For Responsible Relationships	4.1	Evaluation			
		4.2	Skills			
		4.3	Skills			
5	Analyze Impact of Culture, Media & Technology	5.1	Analysis			
		5.2	Analysis			
		5.3	Demonstration	x		
6	Practice Behaviors for Self & Environment	6.1	Analysis		x	x
		6.2	Behaviour		x	x
		6.3	Evaluation	x		
		6.4	Investigation			
CONTENT STRUCTURE		Family Life & Human Development		x	x	x
		Nutrition Science				
		Food Technology				
		Home & Hospitality Management				
		Textile Technology				
		MODULES		A	B	C

MODULE KEY

- A - Being a Babysitter and Child Care Provider
- B - Observing Young Children
- C - Participating in Child Care and Education

FAMILY STUDIES

Course Title: CHILD CARE AS A PROFESSION II Module Title: Being a Babysitter and Child Care Provider Number of Periods: 14 double periods	Sequence Reference: FM4262CCP-A Senior School Level <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td>S1</td> <td>S2</td> <td>S3</td> <td>S4</td> </tr> <tr> <td>☐</td> <td>☐</td> <td>☐</td> <td>☒</td> </tr> </table>	S1	S2	S3	S4	☐	☐	☐	☒
S1	S2	S3	S4						
☐	☐	☐	☒						
Subgoal Emphasis: • 1.1, 1.2, 1.3 Conceptualize Human Development • 5.3 Analyze Impact of Culture, Media and Technology • 6.3 Practice Behaviors for Self and Environment	Content Focus • Family Life and Human Development								
Curriculum Objectives: At the end of this module, students will: • list the criteria for an effective babysitter • formulate interview questions for a potential babysitter • outline information that should be given to a babysitter • list the advantages and disadvantages of babysitting • plan a day's activities for a toddler • list safety guidelines that are especially important for child care providers	Content Detail: • responsibilities • quality child care • parent information • child care activities • safety guidelines								
Module Evaluation:									
• Performance Assessments: - evaluate safety procedures in local Day Care Centers • Product Assessments: - plan and conduct mini play school activities for five children - role play interviewing a potential babysitter - conduct interviews with several parents who have either babies or toddlers • Written Assessments: - evaluation of safety procedures									
Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):								
• Exploring Family Living • Child Care and Development	• local Day Care Centers • guest speaker: Day Care Operators • children books, toys and other learning activities								

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Brisbane, H.E. The Developing Child. New York, New York: Glencoe/McGraw Hill, 1997.

REFERENCES - STUDENT:

Brisbane, H.E. The Developing Child. New York, New York: Glencoe/McGraw Hill, 1997.

FAMILY STUDIES

Course Title: CHILD CARE AS A PROFESSION II Module Title: Observing Young Children Number of Periods: 12 double periods	Sequence Reference: FM4262CCP-B Senior School Level <table border="1" style="float: right; text-align: center;"> <tr> <th>S1</th> <th>S2</th> <th>S3</th> <th>S4</th> </tr> <tr> <td>☐</td> <td>☐</td> <td>☐</td> <td>☒</td> </tr> </table>	S1	S2	S3	S4	☐	☐	☐	☒
S1	S2	S3	S4						
☐	☐	☐	☒						
Subgoal Emphasis: 1.1, 1.2 Conceptualize Human Development 6.1, 6.2 Practice Behaviors for Self and Environment	Content Focus Family Life and Human Development								
Curriculum Objectives: At the end of this module, students will: - explain the importance of observing young children - discuss guidelines for observing young children - understand and appreciate how children develop and learn - interpret and use observation information	Content Detail: - developmental stages - observation reports - objective vs. subjective - objective records								
Module Evaluation:									
Performance Assessments: - plan learning activities Product Assessments: - observe a child (present a report) Written Assessments: - report on child observation									
Prerequisite Skill Areas (if any): - Exploring Family Living - Child Care and Development	Special Resources (materials, equipment & community involvement): - playground - nursery school - The Developing Child textbook and work book - guest speaker from Child Development Program								

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Brisbane, H.E. The Developing Child. New York, New York: Glencoe/McGraw Hill, 1997.

REFERENCES - STUDENT:

Brisbane, H.E. The Developing Child. New York, New York: Glencoe/McGraw Hill, 1997.

FAMILY STUDIES

Course Title: CHILD CARE AS A PROFESSION II Module Title: Participating in Child Care and Education Number of Periods: 12 double periods	Sequence Reference: FM4262CCP-C Senior School Level <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td>S1</td> <td>S2</td> <td>S3</td> <td>S4</td> </tr> <tr> <td>☐</td> <td>☐</td> <td>☐</td> <td>☒</td> </tr> </table>	S1	S2	S3	S4	☐	☐	☐	☒
S1	S2	S3	S4						
☐	☐	☐	☒						
Subgoal Emphasis: 1.3 Conceptualize Human Development 6.1, 6.2 Practice Behaviors for Self and Environment	Content Focus Family Life and Human Development								
Curriculum Objectives: At the end of this module, students will: - describe effective early childhood classrooms - list types of learning stations - evaluate a child care program - explain how to plan daily schedules and appropriate activities for classes of young children - discuss methods of promoting positive behavior - complete a child care internship at a local preschool	Content Detail: - planning child care activities - learning centers - child care programs - child care positive behaviors								
Module Evaluation:									
Performance Assessments: - assist a Child Care professional with their class for 2 weeks (80 minute periods) Product Assessments: - develop a learning center activity - develop preschool observation Written Assessments: - complete observation report									
Prerequisite Skill Areas (if any): - S1 Exploring Family Living - S3 Child Care and Development	Special Resources (materials, equipment & community involvement): - local preschool and nursery - Teacher Supply Store - The Developing Child textbook - Early Child Curriculum guides - guest speakers: SEO for Preschools and Bermuda College lecture in child care								

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Brisbane, H.E. The Developing Child. New York, New York: Glencoe/McGraw Hill, 1997.

REFERENCES - STUDENT:

Brisbane, H.E. The Developing Child. New York, New York: Glencoe/McGraw Hill, 1997.

Discovering Food and Nutrition

Course Code:FM2191DFN



MINISTRY OF EDUCATION

Bermuda

2000

SENIOR SCHOOL FAMILY STUDIES COURSE OVERVIEW

Title: Discovering Food and Nutrition

2 credit (s)
60 hour (s)

Prerequisite (s): Exploring Family Living

S2-S4 level (s)

Course Code: FM2191DFN

☐ required or ☒ elective

Course Description

This course includes knowledge of the role of nutrients in the body and how this relates to good health. Students will have the opportunity to apply this knowledge in practical situations, such as meal planning to suit individual needs and special diets, and the analysis of food products to make informed choices. Emphasis will be placed on producing healthy and nutritious dishes. In addition, students will be introduced to the hospitality industry by completing a catering observation.

Course Requirements

The requirements for each module of this course are as follows:

Performance Assessments: - oral and written presentations - research, project preparations - practical group work (minimum of 2 assessed practical assignments)	40%
Product Assessments: - surveys, meal preparation and presentation, recipe evaluation - catering observation	30%
Written Assessments: - end of module test - report of observation	30%
Total	100%

Course Resources

Kelly, Plate and E. Eubanks, Today's Teen. Glencoe, 1997.
Ouyff, Hasler, Ohl. Modern Meals. Glencoe, 1997.

Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
A. Nutrition and Meal Planning	14	B. Kitchen and Catering Principles	12
- role of nutrients - special diets - meal planning - courses and patterns - low fat/sodium, high fiber diets - time plans - evaluating choice and performance		- safety in the kitchen - storing food and sanitation - kitchen plan (comparison home/catering) - time management and teamwork - catering observation (1 day)	
C. Food Choice	13		
- food labels - convenience foods - healthy cooking methods - food preparation terms - recipe skills - shopping and making healthy food choices			

Subtotal	38
Optional double periods	7
Total double periods.....	45

SENIOR SCHOOL FAMILY STUDIES

check: S1 ☐ S2 ☒ S3 ☒ S4 ☒

Discovering Food and Nutrition

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX		
1	Conceptualize Human Development	1.1	Analysis			
		1.2	Evaluation			
		1.3	Skills	x	x	x
2	Access Information and Resources	2.1	Evaluation	x	x	x
		2.2	Analysis	x	x	x
		2.3	Evaluation	x	x	x
		2.4	Evaluation			
3	Make Decisions	3.1	Evaluation			
		3.2	Analyze data	x	x	x
4	Advocate For Responsible Relationships	4.1	Evaluation			
		4.2	Skills			
		4.3	Skills			
5	Analyze Impact of Culture, Media &	5.1	Analysis			
		5.2	Analysis			
		5.3	Demonstration			
6	Practice Behaviors for Self & Environment	6.1	Analysis			
		6.2	Behaviour			
		6.3	Evaluation			
		6.4	Investigation			
CONTENT STRUCTURE		Family Life & Human Development				
		Nutrition Science		x	x	x
		Food Technology		x	x	x
		Home & Hospitality Management		x	x	x
		Textile Technology				
		MODULES		A	B	C

MODULE KEY

- A - Nutrition and Meal Planning
- B - Kitchen and Catering Principles
- C - Food Choice

FAMILY STUDIES

Course Title: DISCOVERING FOOD AND NUTRITION	Sequence Reference: FM2191DFN-A								
Module Title: Nutrition and Meal Planning	Senior School Level <table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">S1</td> <td style="padding: 2px 5px;">S2</td> <td style="padding: 2px 5px;">S3</td> <td style="padding: 2px 5px;">S4</td> </tr> <tr> <td style="text-align: center; padding: 2px 5px;">☐</td> <td style="text-align: center; padding: 2px 5px;">☒</td> <td style="text-align: center; padding: 2px 5px;">☒</td> <td style="text-align: center; padding: 2px 5px;">☒</td> </tr> </table>	S1	S2	S3	S4	☐	☒	☒	☒
S1	S2	S3	S4						
☐	☒	☒	☒						
Number of Periods: 14 double periods									
Subgoal Emphasis: • 1.3 Conceptualize Human Development • 2.1, 2.2, 2.3 Access Information • 3.2 Make Discussions	Content Focus • Nutrition Science • Food Technology • Home and Hospitality Management								
Curriculum Objectives:	Content Detail:								
At the end of this module, students will: • demonstrate understanding of key nutrients, identify food sources and function of nutrients in the body • know the relationship between key nutrients and the food groups of the food guide pyramid • identify the needs of individuals with regard to special diets • research, plan and cook sample meals for individuals requiring special diets • identify the need for a high fiber, low fat, sodium and sugar diet for all • develop team work and practical skills in planning, preparing and evaluating healthy dishes and meals	• key nutrients: protein, carbohydrates, fats, vitamins A, B group, C, D and E, calcium, iron and water. Their function in the body, food sources and deficiency diseases • basic process of digestion and absorption • relationship of key nutrients to food guide pyramid and a well balanced diet • special diets for young children, adolescents, pregnancy, illness and recovery, diabetes, obesity and sports training and competition • high fiber, low fat, sodium and sugar diet, the link to cholesterol, heart disease, obesity, tooth decay, diabetes • group work practical, relevant to making healthy food choices and cooking methods and cooking for special diets • time plans, recipe evaluation and performance evaluation								
Module Evaluation:									
• Performance Assessments: - practical group work (teacher, peer and self assessment) (minimum of 2 assessed practical assignments) • Product Assessments: - research notes, menu planning and time plan for a special diet 30% • Written Assessments: - end of module test									
Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):								
• S1 Family Studies credit • safety and hygiene awareness • food preparation and cooking skills • knowledge of the Food Guide Pyramid	• food laboratory • internet access • recipe books								

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Kelly, Plate and E. Eubanks, Today's Teen. Glencoe, 1997.
Ouyff, Hasler, Ohl. Modern Meals. Glencoe, 1997.

REFERENCES - STUDENT:

Kelly, Plate and E. Eubanks, Today's Teen. Glencoe, 1997.
Ouyff, Hasler, Ohl. Modern Meals. Glencoe, 1997.

FAMILY STUDIES

Course Title: DISCOVERING FOOD AND NUTRITION Module Title: Kitchen and Catering Principles Number of Periods: 13 double periods	Sequence Reference: FM2191DFN-B Senior School Level <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">S1</td> <td style="padding: 2px 5px;">S2</td> <td style="padding: 2px 5px;">S3</td> <td style="padding: 2px 5px;">S4</td> </tr> <tr> <td style="text-align: center; padding: 2px 5px;">☐</td> <td style="text-align: center; padding: 2px 5px;">☒</td> <td style="text-align: center; padding: 2px 5px;">☒</td> <td style="text-align: center; padding: 2px 5px;">☒</td> </tr> </table>	S1	S2	S3	S4	☐	☒	☒	☒
S1	S2	S3	S4						
☐	☒	☒	☒						
Subgoal Emphasis: • 1.3 Conceptualize Human Development • 2.1, 2.2, 2.3, 2.4 Access Information • 3.2 Make Discussions	Content Focus • Nutrition Science • Food Technology • Home and Hospitality Management								
Curriculum Objectives: At the end of this module, students will: • explain the essential safety and hygiene considerations in food preparation and cooking • analyze the similarities and differences in commercial and home food preparation • compare and evaluate a commercial and a home kitchen design • explore and describe the daily operation of a local commercial food service organization • investigate the career opportunities in the food service industry in Bermuda • produce a written report based on the one day catering observation	Content Detail: • comparison between commercial food service and domestic food service in relation to: - safety - sanitation - food storage - food preparation techniques - kitchen planning • time management and team work • a one day catering observation in a food service establishment to include research of careers in the food service industry								
Module Evaluation:									
• Performance Assessments: - participation in catering observation/group work food preparation • Product Assessments: - (report of catering observation) • Written Assessments: - end of module test									
Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):								
• S1 Family Studies	• local restaurants/hotels • Bermuda College • local kitchen designers • food laboratory								

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Kelly, Plate and E. Eubanks, Today's Teen. Glencoe, 1997.
Ouyff, Hasler, Ohl. Modern Meals. Glencoe, 1997.

REFERENCES - STUDENT:

Kelly, Plate and E. Eubanks, Today's Teen. Glencoe, 1997.
Ouyff, Hasler, Ohl. Modern Meals. Glencoe, 1997.

FAMILY STUDIES

Course Title: DISCOVERING FOOD AND NUTRITION Module Title: Food Choice Number of Periods: 13 double periods	Sequence Reference: FM2191DFN-C Senior School Level <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">S1 ☐</td> <td style="padding: 2px 5px;">S2 ☒</td> <td style="padding: 2px 5px;">S3 ☒</td> <td style="padding: 2px 5px;">S4 ☒</td> </tr> </table>	S1 ☐	S2 ☒	S3 ☒	S4 ☒
S1 ☐	S2 ☒	S3 ☒	S4 ☒		
Subgoal Emphasis: • 1.2 Conceptualize Human Development • 2.1, 2.2, 2.3, 2.4 Access Information • 3.2 Make Discussions	Content Focus • Nutrition Science • Food Technology • Home and Hospitality Management				
Curriculum Objectives: At the end of this module, students will: • understand and use effectively the information on food labels • use convenience foods appropriately • produce healthy dishes • understand, evaluate and use published recipes with success • explain common food preparation terms • make informed consumer food choices	Content Detail: • food label analysis: ingredients, nutritional information, serving sizes and suggestions and manufacturers claims • convenience foods: value and limitations • healthy cooking methods: no fat, low fat and nutrient preservation • common food preparation terms • recipe skills: reading, effective use, adaptation • shopping and making healthy food choices: vegetarian, low fat protein sources, high fiber and low sugar carbohydrate food sources				
Module Evaluation:					
• Performance Assessments: - 40% (practical group work) (minimum of 2 assessed practical assignments) • Product Assessments: - 30% (research notes, etc.) • Written Assessments: - end of module test					
Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):				
• S1 Family Studies	• food laboratory • recipe books and magazines • food labels • local food stores				

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Kelly, Plate and E. Eubanks, Today's Teen. Glencoe, 1997.
Ouyff, Hasler, Ohl. Modern Meals. Glencoe, 1997.

REFERENCES - STUDENT:

Kelly, Plate and E. Eubanks, Today's Teen. Glencoe, 1997.
Ouyff, Hasler, Ohl. Modern Meals. Glencoe, 1997.

Exploring Careers in Design and Textiles

Course Code:FM4270EDT



MINISTRY OF EDUCATION

Bermuda

2000

SENIOR SCHOOL FAMILY STUDIES COURSE OVERVIEW

Title: Exploring Careers in Design and Textiles

2 credit (s)

60 hour (s)

Prerequisite (s): Fashion and Textile Design or
Interior Decorating

S4 level (s)

Course Code: FM4270EDT

☐ required or ☒ elective

Course Description

This course will provide students with both theory and a cooperative education component in the exciting field of design and textile services. Students will be expected to complete work experience in either a retail store, a dry cleaning business, a fabric store or an interior decorating firm.

Course Requirements

The requirements for this course are as follows:

Performance Assessments: - presentation of projects	20%
Product Assessments: - drawings, 3D projects - production of advertisements - career portfolio - small business portfolio	60%
Written Assessments: - end of module tests - worksheets, scrapbooks	20%
Total	100%

Course Resources

Picton, Margoet, Understanding Dress. Glasgow: Blackie, 1979.
 Piper, Brenda, Fibres and Fabrics. United Kingdom: Longman, Harlow, 1983
 Holland, Stephanie K. All About Fabrics. Oxford, United Kingdom: Oxford University Press, 1985.
 Weber, Jeanette, Clothing. Peorice: Glencoe, 1997.

Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
A. Art and Design Principles	12	B. Retail and Merchandising Concepts ...	12
- principles of design		- fashion fads and trends	
- elements of design		- consumer buying and behavior	
- computer technology skills		- advertisement, displays and catalogs	
- art illustration/drawing			
 C. Design and Textile Service Careers	 14		
- learning interpersonal skills, finding the job for you			
- fashion design and production			
- fashion merchandising and retailing			
- interior decorating			
- computer research and development			
- promotion and education in the above			
- observation/orientation			
- staff rolls and responsibilities			
- job market/entrepreneurial endeavors			

Subtotal	38
Optional double periods	7
Total double periods.....	45

SENIOR SCHOOL FAMILY STUDIES

check one: S1 ☐ S2 ☐ S3 ☐ S4 ☒

Exploring Careers in Design and Textiles

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX		
1	Conceptualize Human Development	1.1	Analysis			
		1.2	Evaluation			
		1.3	Skills			
2	Access Information and Resources	2.1	Evaluation	x	x	x
		2.2	Analysis			
		2.3	Evaluation			
		2.4	Evaluation	x	x	x
3	Make Decisions	3.1	Evaluation			
		3.2	Analyze data			
4	Advocate For Responsible Relationships	4.1	Evaluation			
		4.2	Skills			
		4.3	Skills			
5	Analyze Impact of Culture, Media & Technology	5.1	Analysis	x	x	x
		5.2	Analysis			
		5.3	Demonstration			
6	Practice Behaviors for Self & Environment	6.1	Analysis			
		6.2	Behaviour			
		6.3	Evaluation			
		6.4	Investigation			
CONTENT STRUCTURE		Family Life & Human Development				
		Nutrition Science				
		Food Technology				
		Home & Hospitality Management				
		Textile Technology		x	x	x
		MODULES		A	B	C

MODULE KEY

- A - Art and Design Principles
- B - Retail and Merchandising Concepts
- C - Design and Textile Service Careers

FAMILY STUDIES

Course Title: EXPLORING CAREERS IN DESIGN AND TEXTILES Module Title: Art and Design Principles Number of Periods: double periods	Sequence Reference: FM4270EDT-A <table border="1" style="width: 100%; text-align: center;"> <tr> <th colspan="4">Senior School Level</th> </tr> <tr> <th>S1</th> <th>S2</th> <th>S3</th> <th>S4</th> </tr> <tr> <td>☐</td> <td>☐</td> <td>☐</td> <td>☒</td> </tr> </table>	Senior School Level				S1	S2	S3	S4	☐	☐	☐	☒
Senior School Level													
S1	S2	S3	S4										
☐	☐	☐	☒										
Subgoal Emphasis: 2.1, 2.4 Access Information and Resources 5.1 Analyze Impact of Culture, Media and Technology	Content Focus Textile Technology												
Curriculum Objectives:	Content Detail:												
At the end of this module, students will: - understand principles of design, scale, proportion, balance and harmony - understand elements of design, space, shape, form, texture, pattern, light and color - be able to design a room of choice from this module through art illustration and computer technology	principles and elements of design												
Module Evaluation:													
Performance Assessments: - presentations Product Assessments: - drawing or 3D project using elements and principles of design - scrapbook on principles and elements of design Written Assessments: - work sheets - end of module test													
Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):												
Fashion Textiles or Interior Decoration	- magazines - portfolio folder and paper - miniature furniture - textbook - fabric sample - color wheel - computer - drawing and art supplies												

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Picton, Margoet, Understanding Dress. Glasgow: Blackie, 1979.
Piper, Brenda, Fibres and Fabrics. Harlow, United Kingdom: Longman, 1983
Holland, Stephanie K. All About Fabrics. Oxford, United Kingdom: Oxford University Press, 1985.
Weber, Jeanette, Clothing. Peorice: Glencoe, 1997.

REFERENCES - STUDENT:

Picton, Margoet, Understanding Dress. Glasgow: Blackie, 1979.
Piper, Brenda, Fibres and Fabrics. Harlow, United Kingdom: Longman, 1983
Holland, Stephanie K. All About Fabrics. Oxford, United Kingdom: Oxford University Press, 1985.
Weber, Jeanette, Clothing. Peorice: Glencoe, 1997.
Stone, A. Fashion Merchandising. Peorice: Glencoe, 1998.
Sherwood D. Homes, Today and Tomorrow. Peorice: Glencoe, 1998.

FAMILY STUDIES

Course Title: EXPLORING CAREERS IN DESIGN AND TEXTILES Module Title: Retail and Merchandising Concepts Number of Periods: 12 double periods	Sequence Reference: FM4270EDT-B Senior School Level <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">S1</td> <td style="text-align: center;">S2</td> <td style="text-align: center;">S3</td> <td style="text-align: center;">S4</td> </tr> <tr> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☒</td> </tr> </table>	S1	S2	S3	S4	☐	☐	☐	☒
S1	S2	S3	S4						
☐	☐	☐	☒						
Subgoal Emphasis: • 2.1, 2.4 Access Information and Resources • 5.1 Analyze Impact of Culture, Media and Technology	Content Focus • Textile Technology								
Curriculum Objectives:	Content Detail:								
At the end of this module, students will: • research and discuss fashion fads and trends • research and discuss fashion history • research and discuss consumer buying and behavior advertising, magazines, T.V., catalogs and radios • research and create a sales catalog for a small fashions or home decorating business • research and create an add for a fashion and interior design magazine	• fashion fads and trends throughout history • consumer buying • sales catalogue • fashion and interior magazine advertising								
Module Evaluation:									
• Performance Assessments: - present product • Product Assessments: - 2 page add for a fashion and interior magazines - compile a sales catalogue • Written Assessments: - work sheets - end of module test									
Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):								
• Fashion Textiles or Interior Decoration	• art poster board and paints • magazines • portfolio and paper • textbooks • field trips to department stores • art supplies								

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

- Picton, Margoet, Understanding Dress. Glasgow: Blackie, 1979.
Piper, Brenda, Fibres and Fabrics. Harlow, United Kingdom: Longman, 1983
Holland, Stephanie K. All About Fabrics. Oxford, United Kingdom: Oxford University Press, 1985.
Weber, Jeanette, Clothing. Peorice: Glencoe, 1997.

REFERENCES - STUDENT:

- Picton, Margoet, Understanding Dress. Glasgow: Blackie, 1979.
Piper, Brenda, Fibres and Fabrics. Harlow, United Kingdom: Longman, 1983
Holland, Stephanie K., All About Fabrics. Oxford, United Kingdom Oxford University Press, 1985.
Weber, Jeanette, Clothing. Peorice: Glencoe, 1997.
Stone, A. Fashion Merchandising. Peorice: Glencoe, 1998.
Sherwood D. Homes, Today and Tomorrow. Peorice: Glencoe, 1998.

FAMILY STUDIES

Course Title: EXPLORING CAREERS IN DESIGN AND TEXTILES 400		Sequence Reference: FM4270EDT-C	
Module Title: Design and Textile Service Careers		Senior School Level	
Number of Periods: 14 double periods		S1 ☐	S2 ☐
Subgoal Emphasis: • 2.1, 2.4 Access Information and Resources • 5.1 Analyze Impact of Culture, Media and Technology		Content Focus • Textile Technology	
Curriculum Objectives:		Content Detail:	
At the end of this module, students will: • research the interpersonal skills that is needed for the careers in the clothing and textile industry and interior decorating • research and identify staff roles and responsibility in this module (observation/orientation) • demonstrate the knowledge gained from the research on this module by creating a portfolio on operating and opening a small business in clothing and textile and interior decorating		• research the job market and create a portfolio in the careers of this module • research and choose an area from this module a job in clothing and textiles or interior decorating to observe and produce a portfolio • research and discuss staff roles and responsibility from this module in the above • research and produce a portfolio on opening and operating a small business in the area of clothing and textiles or interior decorating	
Module Evaluation:			
• Performance Assessments: 20% - class participation • Product Assessments: 20% - portfolio in job related careers - portfolio in opening and operating a small business • Written Assessments: 20% - work sheets - end of module test			
Prerequisite Skill Areas (if any):		Special Resources (materials, equipment & community involvement):	
• Fashion Textiles or Interior Decoration		• portfolio and paper • work experience in department stores or fabric stores • textbooks • computer • work sheets • magazines	

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Picton, Margoet, Understanding Dress. Glasgow: Blackie, 1979.
Piper, Brenda, Fibres and Fabrics. Harlow, United Kingdom: Longman, 1983
Holland, Stephanie K. All About Fabrics. Oxford, United Kingdom: Oxford University Press, 1985.
Weber, Jeanette, Clothing. Peorice: Glencoe, 1997.

REFERENCES - STUDENT:

Picton, Margoet, Understanding Dress. Glasgow: Blackie, 1979.
Piper, Brenda, Fibres and Fabrics. Harlow, United Kingdom: Longman, 1983
Holland, Stephanie K. All About Fabrics. Oxford, United Kingdom: Oxford University Press, 1985.
Weber, Jeanette, Clothing. Peorice: Glencoe, 1997.
Stone, A. Fashion Merchandising. Peorice: Glencoe, 1998.
Sherwood D. Homes, Today and Tomorrow. Peorice: Glencoe, 1998.

Exploring Careers in Nutrition and Hospitality

Course Code:FM4280ENH



MINISTRY OF EDUCATION

Bermuda

2000

SENIOR SCHOOL FAMILY STUDIES COURSE OVERVIEW

Title: Exploring Careers in Nutrition and Hospitality

2 credit (s)
60 hour (s)

Prerequisite (s): Meal Management and Hospitality

S4 level (s)

Course Code: FM4280ENH

☐ required or ☒ elective

Course Description

This course will provide students with both the theoretical and practical experience of the various aspects of careers related to Nutrition and Hospitality. Students will complete practical experience in their chosen field, maintain a journal of observations, prepare a brochure to advertise their individual projects and thoroughly investigate a career path. This course is a must for all students who are contemplating a career in this field.

Course Requirements

The requirements for this course are as follows:

	Module A Careers in Nutrition	Module B Careers in the Hospitality Industry	Module C Careers in Catering	Module D Careers in Service Catering	Total for 4 Modules	x .25 Final % Grade
Performance Assessments:	Report 30% Supervisor Report 20%	Evaluation of Work Experience 40%	Cost of Event 30%	Evaluation of Visits 60%	180	45%
Product Assessments:	Brochure 30%	Project Report 60%	Catering Assignment 50%	Menu Plan 20%	160	40%
Written Assessments:	Tests 20%		Tests 20%	Tests 20%	60	15%
Total	100	100	100	100	400	100%

Course Resources

Kowtaluck, H. Food For Today. New York: Glencoe, 1997.
 Kelly, Plate and Eubanks. Today's Teen. New York: Glencoe, 1997.
 Glosson, Meek, Smock, Creative Living. New York: Glencoe, 2000.
 Eubanks, Sasse, Glosson. Shopping Your Future. New York: Glencoe, 1999.

Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
A. Careers in Nutrition	8	B. Careers in the Hospitality Industry ...	10
- dietetics		- define your appearance	
- nutrition services		- transition	
- health inspectors		- personal valuation	
 C. Careers in Catering	10	 D. Careers in Service Catering	8
- individual entrepreneurs		- airline catering	
- weddings/cakes/buffets		- hospital catering	
- canteens in schools and workplace		- vendors/lunch wagons etc.	

Subtotal38 Optional double periods 7 Total double periods..... 45

SENIOR SCHOOL FAMILY STUDIES

check one: S1 ☐ S2 ☐ S3 ☐ S4 ☒

Exploring Careers in Nutrition and Hospitality

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX			
1	Conceptualize Human Development	1.1	Analysis				
		1.2	Evaluation				
		1.3	Skills				
2	Access Information and Resources	2.1	Evaluation	x	x	x	
		2.2	Analysis	x	x	x	x
		2.3	Evaluation		x		x
		2.4	Evaluation	x	x	x	
3	Make Decisions	3.1	Evaluation				
		3.2	Analyze Data	x	x		
4	Advocate for Responsible Relationships	4.1	Evaluation	x			
		4.2	Skills	x		x	x
		4.3	Skills	x		x	
5	Analyze Impact of Culture, Media and Technology	5.1	Analysis	x	x	x	
		5.2	Analysis	x	x	x	x
		5.3	Demonstration		x	x	x
6	Practice Behaviors for Self and Environment	6.1	Analysis	x		x	x
		6.2	Behavior	x	x		x
		6.3	Evaluation		x		
		6.4	Investigation		x		
CONTENT STRUCTURE		Family Life and Human Development					
		Nutrition Science		x	x	x	x
		Food Technology		x	x	x	x
		Home and Hospitality Management			x	x	x
		Textile Technology					
		MODULES		A	B	C	D

MODULE KEY

- A - Careers in Nutrition
- B - Careers in the Hospitality Industry
- C - Careers in Catering
- D - Careers in Service Catering

FAMILY STUDIES

Course Title: EXPLORING CAREERS IN NUTRITION AND HOSPITALITY

Sequence Reference: FM4280ENH-A

Module Title: Careers in Nutrition

Senior School Level

Number of Periods: 8 double periods (including one work experience day)

S1	S2	S3	S4
☐	☐	☐	☒

Subgoal Emphasis:

- 2.1, 2.2, 2.4 Access Information and Resources
- 3.2 Make Decisions
- 4.1, 4.2, 4.3 Advocate for Responsible Relationships
- 5.1, 5.2 Analyze Impact of Culture, Media and Technology
- 6.1, 6.2 Practice Behaviors for Self and Environment

Content Focus

- Nutrition Science
- Food Technology

Curriculum Objectives:

At the end of this module, students will:

- list and describe nutrition - related careers
- describe the qualifications and prerequisites for each career
- describe the role of a dietician, health inspector, nutritional consultant
- research other careers in the nutrition field, e.g. gerontology and describe their roles

Content Detail:

- researching nutrition - related careers
- identifying personal strengths, weaknesses and aptitudes
- spending a day with a nutrition specialist
- roles and responsibilities of personnel in nutrition - related careers
- salaries in nutrition - related careers
- finding out through volunteering

Module Evaluation:

- **Performance Assessments:**
- work shadow
- **Product Assessments:**
- an information brochure promoting Careers in Nutrition
- supervisory report on voluntary work
- **Written Assessments:**
- a report on the work shadow experience

Prerequisite Skill Areas

(if any):

- Family Studies S1, S2, S3

Special Resources

(materials, equipment & community involvement):

- access to Internet
- Dieticians in the community
- Health Department
- College prospective
- newspapers/magazines

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Kowtaluck, H. Food For Today. New York: Glencoe, 1997.
Kelly, Plate and Eubanks. Today's Teen. New York: Glencoe, 1997.
Glosson, Meek, Smock, Creative Living. New York: Glencoe, 2000.
Eubanks, Sasse, Glosson. Shopping Your Future. New York: Glencoe, 1999.

REFERENCES - STUDENT:

Kowtaluck, H. Food For Today. New York: Glencoe, 1997.
Kelly, Plate and Eubanks. Today's Teen. New York: Glencoe, 1997.
Glosson, Meek, Smock, Creative Living. New York: Glencoe, 2000.
Eubanks, Sasse, Glosson. Shopping Your Future. New York: Glencoe, 1999.

FAMILY STUDIES

Course Title: EXPLORING CAREERS IN NUTRITION AND HOSPITALITY

Sequence Reference: FM4280ENH-B

Module Title: Careers in the Hospitality Industry

Senior School Level

Number of Periods: 14 double periods
(including five work experience days)

S1	S2	S3	S4
☐	☐	☐	☒

Subgoal Emphasis:

- 2.1, 2.2, 2.4 Access Information and Resources
- 5.3 Analyze Impact of Culture, Media and Technology
- 6.2, 6.3, 6.4 Practice Behaviors for Self and Environment

Content Focus

- Nutrition Science
- Home and Hospitality Management
- Food Technology

Curriculum Objectives:

At the end of this module, students will:

- identify the roles and responsibilities of hotel personnel
- describe cultural differences as they relate to the hospitality industry
- demonstrate appropriate dress and department skills in each area of the hospitality industry

Content Detail:

- awareness of cultural differences
- management, housekeeping, food and beverage, conventions, entertainment, maintenance and engineering, front desk and office, financial control (Hotel Departments) H.R.D.
- work experience - spend half or one day in each department of the hotel
- appropriate department and dress

Module Evaluation:

- **Performance Assessments:**
- **Product Assessments:**
 - project outlining the roles and responsibilities of each hotel department
 - evaluation of work experience (student and assessor)
- **Written Assessments:**

Prerequisite Skill Areas

(if any):

- Family Studies S1, S2, S3

Special Resources

(materials, equipment & community involvement):

- Hotel and Restaurant kitchens
- Bermuda College
- College prospective
- newspapers
- catering/hotel magazines
- Hotel Management/H.R.D. departments

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Kowtaluck, H. Food For Today. New York: Glencoe, 1997.
Kelly, Plate and Eubanks. Today's Teen. New York: Glencoe, 1997.
Glosson, Meek, Smock, Creative Living. New York: Glencoe, 2000.
Eubanks, Sasse, Glosson. Shopping Your Future. New York: Glencoe, 1999.

REFERENCES - STUDENT:

Kowtaluck, H. Food For Today. New York: Glencoe, 1997.
Kelly, Plate and Eubanks. Today's Teen. New York: Glencoe, 1997.
Glosson, Meek, Smock, Creative Living. New York: Glencoe, 2000.
Eubanks, Sasse, Glosson. Shopping Your Future. New York: Glencoe, 1999.

FAMILY STUDIES

Course Title: EXPLORING CAREERS IN NUTRITION AND HOSPITALITY Module Title: Careers in Catering Number of Periods: 10 double periods (including one work experience day)	Sequence Reference: FM4280ENH-C Senior School Level <table border="1" style="float: right; text-align: center; width: 100px;"> <tr> <th style="padding: 2px 5px;">S1</th> <th style="padding: 2px 5px;">S2</th> <th style="padding: 2px 5px;">S3</th> <th style="padding: 2px 5px;">S4</th> </tr> <tr> <td style="padding: 5px;">☐</td> <td style="padding: 5px;">☐</td> <td style="padding: 5px;">☐</td> <td style="padding: 5px;">☒</td> </tr> </table>	S1	S2	S3	S4	☐	☐	☐	☒
S1	S2	S3	S4						
☐	☐	☐	☒						
Subgoal Emphasis: • 2.1, 2.2, 2.4 Access Information and Resources • 4.2, 4.3 Advocate for Responsible Relationships • 5.1, 5.2, 5.3 Analyze Impact of Culture, Media and Technology • 6.1 Practice Behaviors for Self and Environment	Content Focus • Nutrition Science • Food Technology • Home and Hospitality Management								
Curriculum Objectives: At the end of this module, students will: • describe the term caterer and list the types of events that may be catered • evaluate the cost of a catered function and identify individual costs, profit margin, etc. • demonstrate catering by participating in a catered event • complete an application for a health certificate • identify qualifications needed	Content Detail: • budgeting and cost control • menu planning for different occasions • profit margins • wholesale purchasing vs retail • hygiene and safety precautions • Health Department certification • visit to Health Department • food testing to demonstrate contamination (moulds, etc.) • determining individual preferences								
Module Evaluation:									
• Performance Assessments: - evaluation and costing of catered event • Product Assessments: - catering assignment and participation • Written Assessments: - Health Certificate application									
Prerequisite Skill Areas (if any): • Family Studies S1, S2, S3	Special Resources (materials, equipment & community involvement): • individual entrepreneurs e.g. Fred Ming, Flying Chef, Food for Thought, School Tuck Shops, etc. • Wedding caterers • Health Department								

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Kowtaluck, H. Food For Today. New York: Glencoe, 1997.
Kelly, Plate and Eubanks. Today's Teen. New York: Glencoe, 1997.
Glosson, Meek, Smock, Creative Living. New York: Glencoe, 2000.
Eubanks, Sasse, Glosson. Shopping Your Future. New York: Glencoe, 1999.

REFERENCES - STUDENT:

Kowtaluck, H. Food For Today. New York: Glencoe, 1997.
Kelly, Plate and Eubanks. Today's Teen. New York: Glencoe, 1997.
Glosson, Meek, Smock, Creative Living. New York: Glencoe, 2000.
Eubanks, Sasse, Glosson. Shopping Your Future. New York: Glencoe, 1999.

FAMILY STUDIES

Course Title: EXPLORING CAREERS IN NUTRITION AND HOSPITALITY

Sequence Reference: FM4280ENH-D

Module Title: Careers in Service Catering

Senior School Level

Number of Periods: 8 double periods (including two work experience days)

S1	S2	S3	S4
☐	☐	☐	☒

Subgoal Emphasis:

- 2.2, 2.3 Access Information and Resources
- 4.2 Advocate for Responsible Relationships
- 5.2, 5.3 Analyze Impact of Culture, Media and Technology
- 6.1, 6.3 Practice Behaviors for Self and Environment

Content Focus

- Nutrition Science
- Food Technology
- Home and Hospitality Management

Curriculum Objectives:

At the end of this module, students will:

- evaluate 2 catering services
- plan cost-effective menus
- plan menus for special dietary needs
- evaluate the skills and qualifications needed in each catering service area
- describe the food safety requirements for service catering

Content Detail:

- budgeting and cost control
- quality control
- portion control and special diets
- meal planning
- special diets, e.g. vegetarian, low fat, low salt, etc.
- food safety and hygiene
- forward planning, control, meeting deadlines
- time management

Module Evaluation:

- **Performance Assessments:**
 - students will spend one day in each of 2 catering services. They will complete an evaluation of each based on the "Content Detail" above (service assessment)
- **Product Assessments:**
 - plan cost-effective menus for one week
- **Written Assessments:**

Prerequisite Skill Areas

(if any):

Special Resources

(materials, equipment & community involvement):

- visit to a variety of kitchen facilities

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Kowtaluck, H. Food For Today. New York: Glencoe, 1997.
Kelly, Plate and Eubanks. Today's Teen. New York: Glencoe, 1997.
Glosson, Meek, Smock, Creative Living. New York: Glencoe, 2000.
Eubanks, Sasse, Glosson. Shopping Your Future. New York: Glencoe, 1999.

REFERENCES - STUDENT:

Kowtaluck, H. Food For Today. New York: Glencoe, 1997.
Kelly, Plate and Eubanks. Today's Teen. New York: Glencoe, 1997.
Glosson, Meek, Smock, Creative Living. New York: Glencoe, 2000.
Eubanks, Sasse, Glosson. Shopping Your Future. New York: Glencoe, 1999.

Fashion and Textile Design

Course Code:FM3340FTD



MINISTRY OF EDUCATION

Bermuda

2000

SENIOR SCHOOL FAMILY STUDIES COURSE OVERVIEW

Title: Fashion and Textile Design

2 credit (s)
60 hour (s)

Prerequisite (s): Textile Design

S3-S4 level (s)

Course Code: FM3340FTD

☐ required or ☒ elective

Course Description

This course will enable students to become proficient in basic sewing skills and garment construction. Students will construct and complete an outfit of their choice from a shirt or jacket and skirt, or pants, or shorts. Students will supply all materials for their projects. Related course topics will include understanding design, clothing and fabric choices, sewing principles and sewing equipment.

Course Requirements

The requirements for this course are as follows:

Performance Assessments: - oral presentation project	20%
Product Assessments: - garment construction - portfolios - recycling project (at least 1 practical project per module)	60%
Written Assessments: - end of module test	20%
Total	100%

Course Resources

Picton, Margoet, Understanding Dress. Glasgow: Blackie, 1979.
 Piper, Brenda, Fibres and Fabrics. Harlow United Kingdom: Longman, 1983.
 Holland, Stephanie K. All About Fabrics. Oxford, United Kingdom: Oxford University Press, 1985.
 Weber, Jeanette, Clothing. Peorice: Glencoe, 1997.

Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
A. Understanding Design	9	B. Principles of Sewing	9
- basic clothing shapes relating to figure types and fabric		- selecting patterns, fabric and notions	
- making clothing and fabric choices		- adjusting patterns and designs	
- understand clothes based on fashion, style and fad		- making and comparing garment cost with ready made garments	
 C. Sewing Equipment and New Technology .	9	 D. Wardrobe Planning	9
- small equipment		- taking a look at clothing, workmanship and fabrics when shopping for clothing	
- surgers		- taking a look at recycling clothing	
- embroidery machines		- taking a look at fabric care	
- computer			

Subtotal38 Optional double periods <u>7</u> Total double periods..... 45
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SENIOR SCHOOL FAMILY STUDIES

check: S1 ☐ S2 ☐ S3 ☒ S4 ☒

Fashion and Textile Design

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX			
1	Conceptualize Human Development	1.1	Analysis				
		1.2	Evaluation				
		1.3	Skills				
2	Access Information and Resources	2.1	Evaluation	x	x	x	x
		2.2	Analysis	x	x	x	x
		2.3	Evaluation	x	x	x	x
		2.4	Evaluation				
3	Make Decisions	3.1	Evaluation				
		3.2	Analyze data				
4	Advocate For Responsible Relationships	4.1	Evaluation				
		4.2	Skills				
		4.3	Skills				
5	Analyze Impact of Culture, Media and Technology	5.1	Analysis				
		5.2	Analysis	x	x	x	x
		5.3	Demonstration	x	x	x	x
6	Practice Behaviors for Self and Environment	6.1	Analysis				
		6.2	Behavior				
		6.3	Evaluation				
		6.4	Investigation				
CONTENT STRUCTURE		Family Life and Human Development					
		Nutrition Science					
		Food Technology					
		Home and Hospitality Management					
		Textile Technology		x	x	x	x
		MODULES		A	B	C	D

MODULE KEY

- A - Understanding Design
- B - Principles of Sewing
- C - Sewing Equipment and New Technology
- D - Wardrobe Planning

FAMILY STUDIES

Course Title: FASHION AND TEXTILE DESIGN Module Title: Understanding Design Number of Periods: 9 double periods	Sequence Reference: FM3340FTD-A <table border="1" style="width: 100%; text-align: center;"> <tr> <th colspan="4">Senior School Level</th> </tr> <tr> <th>S1</th> <th>S2</th> <th>S3</th> <th>S4</th> </tr> <tr> <td>☐</td> <td>☐</td> <td>☒</td> <td>☒</td> </tr> </table>	Senior School Level				S1	S2	S3	S4	☐	☐	☒	☒
Senior School Level													
S1	S2	S3	S4										
☐	☐	☒	☒										
Subgoal Emphasis: 2.1, 2.2, 2.3 Access Information and Resources 5.2, 5.3 Analyze Impact of Culture, Media and Technology	Content Focus Textile Technology												
Curriculum Objectives:	Content Detail:												
At the end of this module, students will: - identify basic clothing shapes relating to figure types - research and discuss the effect of fabric and color on figure types - demonstrate making clothing and fabric chooses - research and discuss clothing based on fashion style and fad	- students will discuss and compare figure types and clothing relating to figure types - students will research and discuss fashion, fabric style and fads for different age groups - students will demonstrate basic competencies in the knowledge gained from research to produce an outfit from this module												
Module Evaluation:													
Performance Assessments: Product Assessments: - students will choose pattern fabric and notions, then construct and complete an outfit from this module Written Assessments: - end of module test													
Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):												
skills from Textile Design	- fabric - pattern - notions - sewing equipment and machines - portfolio folder and paper - textbook worksheets - magazines												

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Picton, Margoet, Understanding Dress. Glasgow: Blackie, 1979.
Piper, Brenda, Fibres and Fabrics. Harlow United K Kingdom: Longman, 1983.
Holland, Stephanie K. All About Fabrics. Oxford, United Kingdom: Oxford University Press, 1985.
Weber, Jeanette, Clothing. Peorice: Glencoe, 1997.

REFERENCES - STUDENT:

Picton, Margoet, Understanding Dress. Glasgow: Blackie, 1979.
Piper, Brenda, Fibres and Fabrics. Harlow, United Kingdom: Longman, 1983.
Holland, Stephanie K. All About Fabrics. Oxford, United Kingdom: Oxford University Press, 1985.
Weber, Jeanette, Clothing. Peorice: Glencoe, 1997.

FAMILY STUDIES

Course Title: FASHION AND TEXTILE DESIGN Module Title: Principles of Sewing Number of Periods: 9 double periods	Sequence Reference: FM3340FTD-B Senior School Level <table border="1" style="float: right; text-align: center;"> <tr> <th>S1</th> <th>S2</th> <th>S3</th> <th>S4</th> </tr> <tr> <td>☐</td> <td>☐</td> <td>☒</td> <td>☒</td> </tr> </table>	S1	S2	S3	S4	☐	☐	☒	☒
S1	S2	S3	S4						
☐	☐	☒	☒						
Subgoal Emphasis: 2.1, 2.2, 2.3 Access Information and Resources 5.2, 5.3 Analyze Impact of Culture, Media and Technology	Content Focus Textile Technology								
Curriculum Objectives: At the end of this module, students will: - select pattern and fabric based on figure types - learn different methods of adjusting patterns and design - research and compare ready made with custom made clothing cost and quality	Content Detail: - figure types and fabric - patterns - custom vs. ready made clothing								
Module Evaluation:									
Performance Assessments: - oral presentation of project Product Assessments: - students will demonstrate basic competencies by making simple adjustment to patterns and designs for size, fit and figure types by constructing and completing an outfit from this module Written Assessments: - end of module test									
Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):								
skills from Textile Design	- pattern - fabric and notions - portfolio folder and paper - sewing machine and equipment - ironing board - textbook hand out - field trip to fabric store								

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Picton, Margoet, Understanding Dress. Glasgow: Blackie, 1979.
Piper, Brenda, Fibres and Fabrics. Harlow United Kingdom: Longman, 1983.
Holland, Stephanie K. All About Fabrics. Oxford, United Kingdom: Oxford University Press, 1985.
Weber, Jeanette, Clothing. Peorice: Glencoe, 1997.

REFERENCES - STUDENT:

Picton, Margoet, Understanding Dress. Glasgow: Blackie, 1979.
Piper, Brenda, Fibres and Fabrics. Harlow, United Kingdom: Longman, 1983.
Holland, Stephanie K. All About Fabrics. Oxford, United Kingdom: Oxford University Press, 1985.
Weber, Jeanette, Clothing. Peorice: Glencoe, 1997.

FAMILY STUDIES

Course Title: FASHION AND TEXTILE DESIGN Module Title: Sewing Equipment and New Technology Number of Periods: 9 double periods	Sequence Reference: FM3340FTD-C Senior School Level <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="text-align: center;">S1</td> <td style="text-align: center;">S2</td> <td style="text-align: center;">S3</td> <td style="text-align: center;">S4</td> </tr> <tr> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☒</td> <td style="text-align: center;">☒</td> </tr> </table>	S1	S2	S3	S4	☐	☐	☒	☒
S1	S2	S3	S4						
☐	☐	☒	☒						

Subgoal Emphasis: 2.1, 2.2, 2.3 Access Information and Resources 5.2, 5.3 Analyze Impact of Culture, Media and Technology	Content Focus Textile Technology
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Curriculum Objectives:	Content Detail:
At the end of this module, students will: - identify and demonstrate the safe use and care of the sewing equipment, sergers, sewing machines and pressing equipment - demonstrate and discuss the use of computer technology with sewing - take a look at embroidery machines and computers - learn how to care for the sewing and do simple repair work	- sewing machine - outfit - new technology in sewing - students will demonstrate the use of new technology

Module Evaluation:
Performance Assessments: Product Assessments: - students will construct and complete an outfit from this module and demonstrate basic competencies in the use of the sewing machine and incorporate new technology when making an outfit Written Assessments: - end of module test

Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):
skills from Textile Design	- fabric - notions - sewing equipment - computer embroidery machine - field trip to fabric store - portfolio folder and paper - textbooks - work sheets

GLOSSARY:

- refer to appendix

REFERENCES - TEACHER:

Picton, Margoet, Understanding Dress. Glasgow: Blackie, 1979.
Piper, Brenda, Fibres and Fabrics. Harlow United Kingdom: Longman, 1983.
Holland, Stephanie K., All About Fabrics. Oxford, United Kingdom: Oxford University Press, 1985.
Weber, Jeanette, Clothing. Peorice: Glencoe, 1997.

REFERENCES - STUDENT:

Picton, Margoet, Understanding Dress. Glasgow: Blackie, 1979.
Piper, Brenda, Fibres and Fabrics. Harlow, United Kingdom: Longman, 1983.
Holland, Stephanie K., All About Fabrics. Oxford, United Kingdom: Oxford University Press, 1985.
Weber, Jeanette, Clothing. Peorice: Glencoe, 1997.

FAMILY STUDIES

Course Title: FASHION AND TEXTILE DESIGN

Sequence Reference: FM3340FTD-D

Module Title: Wardrobe Planning

Senior School Level

Number of Periods: 9 double periods

S1	S2	S3	S4
☐	☐	☒	☒

Subgoal Emphasis:

- 2.1, 2.2, 2.3 Access Information and Resources
- 5.2, 5.3 Analyze Impact of Culture, Media and Technology

Content Focus

- Textile Technology

Curriculum Objectives:

At the end of this module, students will:

- identify good workmanship and fabric when shopping for clothing
- research and discuss different ways to recycle clothing
- identify basic clothing that is needed when planning a wardrobe, color, coordinating and style
- study international care labeling code and symbols and discuss

Content Detail:

- students will research international care labels (symbols and instructions)
- students will learn how to organize a wardrobe and recycle clothing by making simple changes
- students will learn basic clothing care

Module Evaluation:

- **Performance Assessments:**
- **Product Assessments:**
 - garment recycling project
 - assessment 60%
- **Written Assessments:**
 - end of module test

Prerequisite Skill Areas

(if any):

- skills from Textile Design

Special Resources

(materials, equipment & community involvement):

- textbooks
- field trip to clothing store
- fabric samples
- portfolio folder and paper
- old clothing

GLOSSARY:

- refer to appendix

REFERENCES - TEACHER:

Picton, Margoet, Understanding Dress. Glasgow: Blackie, 1979.
Piper, Brenda, Fibres and Fabrics. Harlow, United Kingdom: Longman, 1983.
Holland, Stephanie K. All About Fabrics. Oxford, United Kingdom: Oxford University Press, 1985.
Weber, Jeanette, Clothing. Peorice: Glencoe, 1997.

REFERENCES - STUDENT:

Picton, Margoet, Understanding Dress. Glasgow: Blackie, 1979.
Piper, Brenda, Fibres and Fabrics. Harlow, United Kingdom: Longman, 1983.
Holland, Stephanie K. All About Fabrics. Oxford, United Kingdom: Oxford University Press, 1985.
Weber, Jeanette, Clothing. Peorice: Glencoe, 1997.

Interior Decorating

Course Code:FM3350IDG



MINISTRY OF EDUCATION

Bermuda
2000

SENIOR SCHOOL FAMILY STUDIES COURSE OVERVIEW

Title: Interior Decorating

2 credit (s)

60 hour (s)

Prerequisite (s): Exploring Family Living

S3-S4 level (s)

Course Code: FM3350IDG

☐ required or ☒ elective

Course Description

This course will enable students to experience the satisfaction of creating soft furnishings for the home, such as pillows, curtains, simple slip covers, quilts, wall hangings, etc. Related course topics will include basic sewing techniques and home decorating ideas for individual rooms in a house and office. Students will provide materials for projects of their choice.

Course Requirements

The requirements for each module of this course are as follows:

Performance Assessments: - work related to background theory on each module	20%
Product Assessments: - module related practical - module related practical projects - portfolios	60%
Written Assessments: - end of module tests	20%
Total	100%

Course Resources

Sherwood, R. Homes Today and Tomorrow. Glencoe, 1998.

Course Resources

Sherwood, R. Homes Today and Tomorrow. Glencoe, 1998.

Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
A. Home Decorating Basics	13	B. Fabric and Window Treatments	12
- element of design - principles of design - personal style and taste - space planning and the decorating process		- natural and man made fibres - architecture/windows - type of curtains and window treatments	
C. Interior Design and Decisions	13		
- furniture styles - lighting fixtures - soft furnishings - home furnishings project - determining skills and talents - selecting a project and determining the cost and making the project			

Subtotal	38
Optional double periods	7
Total double periods.....	45

SENIOR SCHOOL FAMILY STUDIES

check: S1 ☐ S2 ☐ S3 ☒ S4 ☒

Interior Decorating

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX		
1	Conceptualize Human Development	1.1	Analysis			
		1.2	Evaluation			
		1.3	Skills			
2	Access Information and Resources	2.1	Evaluation	x	x	x
		2.2	Analysis	x	x	x
		2.3	Evaluation	x	x	x
		2.4	Evaluation			
3	Make Decisions	3.1	Evaluation			
		3.2	Analyze data			
4	Advocate For Responsible Relationships	4.1	Evaluation			
		4.2	Skills			
		4.3	Skills			
5	Analyze Impact of Culture, Media and Technology	5.1	Analysis			
		5.2	Analysis	x	x	x
		5.3	Demonstration	x	x	x
6	Practice Behaviors for Self and Environment	6.1	Analysis			
		6.2	Behavior			
		6.3	Evaluation			
		6.4	Investigation			
CONTENT STRUCTURE		Family Life and Human Development				
		Nutrition Science				
		Food Technology				
		Home and Hospitality Management				
		Textile Technology		x	x	x
MODULES				A	B	C

MODULE KEY

- A - Home Decorating Basics
- B - Fabric and Window Treatments
- C - Interior Design and Decisions

FAMILY STUDIES

Course Title: INTERIOR DECORATING		Sequence Reference: FM3350IDG-A	
Module Title: Home Decorating Basics		Senior School Level	
Number of Periods: 13 double periods		S1 ☐	S2 ☐
Subgoal Emphasis: 2.1, 2.2, 2.3 Access Information and Resources 5.2, 5.3 Analyze Impact of Culture, Media and Technology		Content Focus - Elements of Design - Textile Technology	
Curriculum Objectives:		Content Detail:	
At the end of this module, students will: - identify and describe the elements and principles of design - identify and describe the color schemes based on the color wheel - analyze the focal points of a design scheme using personal style and taste - space planning and decorating process		- principles of design - elements of design - color schemes - designing living space with picture and/or 3D rooms	
Module Evaluation:			
Performance Assessments: - oral presentation Product Assessments: - project on color - project on principles and elements of design Written Assessments - end of module test			
Prerequisite Skill Areas (if any):		Special Resources (materials, equipment & community involvement):	
		- textile swatches - home furnishing magazines - color wheel - portfolio folder and paper	

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Sherwood, R. Homes Today and Tomorrow. Glencoe, 1998.

REFERENCES - STUDENT:

Sherwood, R. Homes Today and Tomorrow. Glencoe, 1998.

FAMILY STUDIES

Course Title: INTERIOR DECORATING

Sequence Reference: FM3350IDG-B

Module Title: Fabric and Window Treatments

Senior School Level

S1	S2	S3	S4
☐	☐	☒	☒

Number of Periods: 12 double periods

Subgoal Emphasis:

- 2.1, 2.2, 2.3 Access Information and Resources
- 5.2, 5.3 Analyze Impact of Culture, Media and Technology

Content Focus

- Textile Technology

Curriculum Objectives:

At the end of this module, students will:

- explain the reason for window treatments
- research and compare and contrast different kinds of window treatments with or without curtains
- analyze window treatments for bedroom, living room, dining room, kitchen, bathroom and den or games room
- choose fabrics that can be used attractively in the above windows

Content Detail:

- fabrics - man made and natural
- purpose of window treatments and windows
- design of windows
- types of curtains
- types of window treatments
- venetian blinds
- valances
- bamboo
- sewing drapes

Module Evaluation:

- **Performance Assessments:**
 - oral presentation
- **Product Assessments:**
 - sewing project related to curtains, drapes and valances
 - project on window treatments
- **Written Assessments:**
 - end of module test
 - unit test

Prerequisite Skill Areas

(if any):

Special Resources

(materials, equipment & community involvement):

- textile swatches
- home furnishing magazines
- color wheel
- portfolio folder and paper

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Sherwood, R. Homes Today and Tomorrow. Glencoe, 1998.

REFERENCES - STUDENT:

Sherwood, R. Homes Today and Tomorrow. Glencoe, 1998.

FAMILY STUDIES

Course Title: INTERIOR DECORATING

Sequence Reference: FM3350IDG-C

Module Title: Interior Design and Decisions

Senior School Level

Number of Periods: 13 double periods

S1	S2	S3	S4
☐	☐	☒	☒

Subgoal Emphasis:

- 2.1, 2.2, 2.3 Access Information and Resources
- 5.2, 5.3 Analyze Impact of Culture, Media and Technology

Content Focus

- Textile Technology

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- explain the reason why accessories are necessary when furnishing a home
- choose accessories keeping in mind elements, principles and color of design
- compare and contrast functional and decorative furniture
- research traditional furniture styles uniqueness and design features
- select and arrange furniture and accessories for living room, bedroom, den, kitchen

- accessories and cost
- furniture and cost
- choosing furniture
- arranging furniture and accessories
- selecting project determining the cost and making the project

Module Evaluation:

- **Performance Assessments:**
- oral presentation and 3D room from living room, bedroom, den or kitchen 20%
- **Product Assessments:**
- research project on furniture and accessories 60%
- design furnished room in miniature
- **Written Assessments:**
end of module test 20%

Prerequisite Skill Areas

(if any):

Special Resources

(materials, equipment & community involvement):

- home furnishing magazines
- models of furniture and accessories
- portfolio folder
- field trips to department store

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Sherwood, R. Homes Today and Tomorrow. Glencoe, 1998.

REFERENCES - STUDENT:

Sherwood, R. Homes Today and Tomorrow. Glencoe, 1998.

Meal Management and Hospitality

Course Code:FM3360MMH



MINISTRY OF EDUCATION

Bermuda
2000

SENIOR SCHOOL FAMILY STUDIES COURSE OVERVIEW

Title: Meal Management and Hospitality

2 credit (s)

60 hour (s)

Prerequisite (s): Discovering Food and Nutrition

S3-S4 level (s)

Course Code: FM3360MMH

☐ required or ☒ elective

Course Description

This course provides experiences in planning, preparing and serving foods. Practical experiences in the laboratory will include knowledge of sanitation, food handling, kitchen safety, kitchen equipment, menu interpretation, equipment demonstrations and nutrition.

Course Requirements

The requirements for each module of this course are as follows:

Performance Assessments: - oral presentations	20%
Product Assessments: - surveys, meal preparation and presentation, recipe evaluation - portfolio - research, project preparations - practical group work - minimum of 2 practical assignments and 1 practical exam per module	40% 50%
Written Assessments: - end of module test	30%
Total	100%

Course Resources

Kowtaluck, H. Food for Today. New York: Glencoe, 1997.

Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
A. Kitchen Technology	8	B. The Food Experience	18
- equipping your kitchen - choice and use of equipment - equipment demonstrations		- Bermudian cuisine - using native foods - meat, seafood, poultry - fruits and vegetable - seasonal - eggs, dairy and non-dairy products - herbs, spices and other seasonings - tea, coffee and wines - food hygiene and safety - illnesses	
C. The Restaurant Experience	11		
- International culinary terms - menu writing - menu interpretation - food styling and presentation - garnishes/ napkin folds - eating out - customer emphasis and responsibilities			

Subtotal38 Optional double periods7 Total double periods.....45

SENIOR SCHOOL FAMILY STUDIES

check: S1 ☐ S2 ☐ S3 ☒ S4 ☒

Meal Management and Hospitality

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX		
1	Conceptualize Human Development	1.1	Analysis			
		1.2	Evaluation			
		1.3	Skills	x	x	x
2	Access Information and Resources	2.1	Evaluation	x	x	x
		2.2	Analysis	x	x	x
		2.3	Evaluation	x	x	x
		2.4	Evaluation			
3	Make Decisions	3.1	Evaluation			
		3.2	Analyze data	x	x	x
4	Advocate For Responsible Relationships	4.1	Evaluation			
		4.2	Skills			
		4.3	Skills			
5	Analyze Impact of Culture, Media & Technology	5.1	Analysis			
		5.2	Analysis			
		5.3	Demonstration			
6	Practice Behaviors for Self & Environment	6.1	Analysis			
		6.2	Behaviour			
		6.3	Evaluation			
		6.4	Investigation			
CONTENT STRUCTURE		Family Life & Human Development				
		Nutrition Science		x	x	x
		Food Technology		x	x	x
		Home & Hospitality Management		x	x	x
		Textile Technology				
		MODULES		A	B	C

MODULE KEY

- A - Kitchen Technology
- B - The Food Experience
- C - The Restaurant Experience

FAMILY STUDIES

Course Title: MEAL MANAGEMENT AND HOSPITALITY Module Title: Kitchen Technology Number of Periods: 8 double periods	Sequence Reference: FM3360MMH-A <table border="1" style="width: 100%; text-align: center;"> <tr> <th colspan="4">Senior School Level</th> </tr> <tr> <th>S1</th> <th>S2</th> <th>S3</th> <th>S4</th> </tr> <tr> <td>☐</td> <td>☐</td> <td>☒</td> <td>☒</td> </tr> </table>	Senior School Level				S1	S2	S3	S4	☐	☐	☒	☒
Senior School Level													
S1	S2	S3	S4										
☐	☐	☒	☒										
Subgoal Emphasis: • 1.3 Conceptualizing Human Development • 2.1, 2.2, 2.3, 2.4 Access Information • 3.2 Make Decisions	Content Focus • Nutrition Science • Home and Hospitality Management												
Curriculum Objectives: At the end of this module, students will: • define and give examples of major appliances and small appliances used in the kitchen • describe the decisions that must be made before shopping for kitchen equipment • list 4 important steps of shopping that can help you make wise kitchen purchases • explain/demonstrate how to use a labor saving kitchen appliance • discuss features to look for when buying items for the kitchen • evaluate consumer reports of the newest safety features for appliances	Content Detail: • equipping your kitchen • choice and use of equipment • equipment demonstrations • ranges, cooktops and ovens • refrigerator - freezers • buying guidelines • consumer safeguards • active shopper • use of labor/time saving equipment in preparation of dishes												
Module Evaluation:													
• Performance Assessments: - oral presentation of research • Product Assessments: - minimum of 2 practical assignments and 1 practical exam • Written Assessments: - end of module test													
Prerequisite Skill Areas (if any): • S2 Discovering Food and Nutrition	Special Resources (materials, equipment & community involvement): • blender • food processor • microwave cooker • slow cooker • wok • coffee maker • visit a large appliance retailer												

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Kowtaluck, H. Food for Today. New York: Glencoe, 1997.

REFERENCES - STUDENT:

Kowtaluck, H. Food for Today. New York: Glencoe, 1997.

FAMILY STUDIES

Course Title:	MEAL MANAGEMENT AND HOSPITALITY	Sequence Reference:	FM3360MMH-B							
Module Title:	The Food Experience	Senior School Level								
Number of Periods:	18 double periods	<table><tr><td>S1</td><td>S2</td><td>S3</td><td>S4</td></tr><tr><td>☐</td><td>☐</td><td>☒</td><td>☒</td></tr></table>	S1	S2	S3	S4	☐	☐	☒	☒
S1	S2	S3	S4							
☐	☐	☒	☒							

Subgoal Emphasis:	Content Focus
1.3 Conceptualizing Human Development 2.1, 2.2, 2.3, 2.4 Access Information 3.2 Make Decisions	- Nutrition Science - Food Technology

Curriculum Objectives:	Content Detail:
At the end of this module, students will: - classify, store, choose, prepare and cook fruit and vegetables - describe the various uses of eggs in cookery for binding, coating, thickening, enriching, glazing, as a raising agent and as a main dish - recognize the usefulness to cheese as a food - identify appropriate cooking methods and plan and prepare meals using either meat, fish, poultry or meat alternatives - describe and demonstrate the health and safety standards for handling, preparing and storing meat, fish and poultry - describe the food customs, traditions and eating habits of contemporary Bermudian life and research the historical background of the cooking methods and eating habits of the Bermudian people - demonstrate the practical skills acquired by preparing, cooking and serving a variety of foods and beverages	- Bermudian cuisine - using native goods - meat, seafood and poultry - fruits and vegetables - seasonal - eggs, cheese, dairy and non-dairy products - herbs, spices and other seasonings - tea, coffee and wines - food hygiene and safety - illnesses - food poisoning - correct storage and handling of foods - reheating

Module Evaluation:

- Performance Assessments:**
 - oral presentation of research
- Product Assessments:**
 - portfolio
 - minimum of 2 practical assignments and 1 practical exam
- Written Assessments:**
 - end of module test

Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):
S2 Discovering Food and Nutrition	Bermudian recipe books

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Kowtaluck, H. Food for Today. New York: Glencoe, 1997.

REFERENCES - STUDENT:

Kowtaluck, H. Food for Today. New York: Glencoe, 1997.

FAMILY STUDIES

Course Title: MEAL MANAGEMENT AND HOSPITALITY

Sequence Reference: FM3360MMH-C

Module Title: The Restaurant Experience

Senior School Level

S1	S2	S3	S4
☐	☐	☒	☒

Number of Periods: 11 double periods

Subgoal Emphasis:

- 1.3 Conceptualizing Human Development
- 2.1, 2.2, 2.3, 2.4 Access Information
- 3.2 Make Decisions

Content Focus

- Nutrition Science
- Food Technology

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- | | |
|---|--|
| <ul style="list-style-type: none"> • describe ways to improve the appearance of foods with garnishes • identify ways to plan for entertaining • develop menus and organize food preparation • describe food customs, traditions and eating habits of other countries • identify the cultural, historical, geographical and climate that influence foods from various international countries • visit a local restaurant and demonstrate proper table etiquette and appropriate food choices • explain the difference between a la carte and table d'hôte menus and the importance of tipping when eating out | <ul style="list-style-type: none"> • garnish • informal and formal events • themes and decorations • invitations • menus for entertaining • table etiquette • setting the table • types of restaurants • international dishes |
|---|--|

Module Evaluation:

- | | |
|---|-----|
| <ul style="list-style-type: none"> • Performance Assessments: - oral presentation of research | 30% |
| <ul style="list-style-type: none"> • Product Assessments: - portfolio - minimum of 2 practical assignments and 1 practical exam | 40% |
| <ul style="list-style-type: none"> • Written Assessments: - end of module test | 30% |

Prerequisite Skill Areas

(if any):

- S2 Discovering Food and Nutrition

Special Resources

(materials, equipment & community involvement):

- menu samples
- restaurant visit

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Kowtaluck, H. Food for Today. New York: Glencoe, 1997.

REFERENCES - STUDENT:

Kowtaluck, H. Food for Today. New York: Glencoe, 1997.

Personal Care I

Course Code:FM2201PCR



MINISTRY OF EDUCATION

Bermuda

2000

SENIOR SCHOOL FAMILY STUDIES COURSE OVERVIEW

Title: Personal Care I

**2 credit (s)
60 hour (s)**

Prerequisite (s): None

S2-S4 level (s)

Course Code: FM2201PCR

☐ required or ☒ elective

Course Description

Successful candidates will obtain general knowledge in personal grooming care in all aspects of Hairdressing, Skin, Body and Nail Care. During the training students will attain fundamental health, hairdressing and beauty treatment practical and theory knowledge. This course is an opportunity for young people to learn how to be the best they can be by taking care of their body, skin and health. Students will also look at personal presentation, career choices.

Course Requirements

The requirements for this course are as follows:

Performance Assessments: - presentations and tests	50%
Product Assessments: - Practical Assessments 40% - project Book 10%	50%
Written Assessments:	
Total	100%

Course Resources

Green, M. and Palladino, L. Start Hairdressing Level 1. London: MacMillian, 1996.
 Palladino, L. Hairdressing - The Foundations Level II. London: MacMillian, 1995.
 Jarrett, H. The Black Hairdressing & Beauty Training Manual. Birmingham, United Kingdom: The Manpower Services Commission, 1988.
 Cutting, P and Ross, R. Hairdressing. Harlow, United Kingdom: Addison Wesley, Longman, 1966.
 Nordman, L. Beauty Therapy, The Foundations. Croydon, United Kingdom: MacMillian, 1995.

Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
A. Course Introduction	3	B. Hair Care	20
- safety and hygiene		- hair and scalp	
- health		-shampooing	
- tools and equipment		-styling	
		-colouring	
		-relaxing	
		hair removal	
		eyebrow shaping	
C. Skin Care	9	D. Manicure/Pedicure	6
- the skin		-structure of the nail	
- facial cleansing		-tools and equipment	
- make-up		-manicure/pedicure procedures	

Subtotal	38
Optional double periods	7
Total double periods.....	45

SENIOR SCHOOL FAMILY STUDIES

check: S1 ☐ S2 ☒ S3 ☒ S4 ☒

Personal Care I

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX			
1	Conceptualize Human Development	1.1	Analysis				
		1.2	Evaluation				
		1.3	Skills				
2	Access Information and Resources	2.1	Evaluation	x	x	x	x
		2.2	Analysis				
		2.3	Evaluation	x	x	x	x
		2.4	Evaluation				
3	Make Decisions	3.1	Evaluation				
		3.2	Analyze Data	x	x	x	x
4	Advocate For Responsible Relationships	4.1	Evaluation				
		4.2	Skills	x	x	x	x
		4.3	Skills	x	x	x	x
5	Analyze Impact of Culture, Media And Technology	5.1	Analysis				
		5.2	Analysis				
		5.3	Demonstration				
6	Practice Behaviors For Self and Environment	6.1	Analysis				
		6.2	Behavior				
		6.3	Evaluation				
		6.4	Investigation				
CONTENT STRUCTURE		Family Life and Human Development		x	x	x	x
		Nutrition Science					
		Food Technology					
		Home and Hospitality Management					
		Textile Technology					
		MODULES		A	B	C	D

MODULE KEY

A - Course Introduction
B - Hair Care

C - Skin Care
D - Manicure/Pedicure

FAMILY STUDIES												
Course Title: PERSONAL CARE I Module Title: Course Introduction Number of Periods: 6 double periods		Sequence Reference: FM2201PCR-A Senior School Level <table border="1"> <tr> <th>S1</th> <th>S2</th> <th>S3</th> <th>S4</th> </tr> <tr> <td>☐</td> <td>☒</td> <td>☒</td> <td>☒</td> </tr> </table>			S1	S2	S3	S4	☐	☒	☒	☒
S1	S2	S3	S4									
☐	☒	☒	☒									
Subgoal Emphasis: 2.1, 2.3 Access Information and Resources 3.2 Make Decisions 4.2, 4.3 Advocate for Responsible Relationships		Content Focus Family Life and Human Development										
Curriculum Objectives: At the end of this module, students will: - demonstrate effective department health hygiene and safety - understand history of hairdressing - explain differences in beauty and hairdressing - create good personal hygiene routine - identify department tools and their use - demonstrate the correct use and cleaning of department equipment - describe and evaluate the correct preparation of a client within the department - review results		Content Detail: - personal hygiene - safety procedures - health/potential hazards - history of hairdressing - sanitation - operation of equipment										
Module Evaluation: Performance Assessments: - completed work tests - Unit 1-6 Product Assessments: Written Assessments:												
Prerequisite Skill Areas (if any):		Special Resources (materials, equipment & community involvement):										
		- first aid equipment - sample hair - full hairdressing equipment - Start Hairdressing Book 1 - assessments tests - graphs, magazines (old) - scrapbook for projects - record card - badges (name) project book										

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

- Green, M. and Palladino, L. Start Hairdressing Level 1. London: MacMillian, 1996.
- Palladino, L. Hairdressing - The Foundations Level II. London: MacMillian, 1995.
- Jarrett, H. The Black Hairdressing & Beauty Training Manual. Birmingham, United Kingdom: The Manpower Services Commission, 1988.
- Cutting, P & Ross, R. Hairdressing. Harlow, United Kingdom: Addison Wesley, Longman, 1966.
- Nordman, L. Beauty Therapy, The Foundations. Croydon, United Kingdom: MacMillian, 1995.

REFERENCES - STUDENT:

- Green, M. and Palladino, L. Start Hairdressing Level 1. London: MacMillian, 1996.
- Palladino, L. Hairdressing - The Foundations Level II. London: MacMillian, 1995.
- Jarrett, H. The Black Hairdressing & Beauty Training Manual. Birmingham, United Kingdom: The Manpower Services Commission, 1988.
- Cutting, P & Ross, R. Hairdressing. Harlow, United Kingdom: Addison Wesley, Longman, 1966.
- Nordman, L. Beauty Therapy, The Foundations. Croydon, United Kingdom: MacMillian, 1995.

FAMILY STUDIES

Course Title: PERSONAL CARE I

Sequence Reference: FM2201PCR-B

Module Title: Hair Care

Senior School Level

S1	S2	S3	S4
☐	☒	☒	☒

Number of Periods: 20 double periods

Subgoal Emphasis:

- 2.1, 2.3 Access Information and Resources
- 3.2 Make Decisions
- 4.2, 4.3 Advocate for Responsible Relationships

Content Focus

- Family Life and Human Development

Curriculum Objectives:

At the end of this module, students will:

- understand structure of hair
- identify and list tools used for various hair care procedures
- identify and explain methods used for various hair care procedures
- perform consultation procedures for all phases of hair care: shampooing, relaxing, colouring and styling
- create appropriate consultation cards for all phases of hair care
- perform suitable procedures for: shampooing, relaxing, colouring and styling
- understand why, where and how to remove hair
- demonstrate appropriate hair removal techniques

Content Detail:

- history of hair care
- health and safety
- tools and equipment, including chemicals for colouring and relaxing
- hair diseases
- principles for shampooing and hair treatment
- procedures for styling hair
- application of relaxer
- application of colour
- the where, when and how of hair removal

Module Evaluation:

- **Performance Assessments:**
 - perform each phase of hair care on client's hair correctly
 - perform client consultation for each phase of hair care
- **Product Assessments:**
 - complete client record cards for each hair care procedure performed
- **Written Assessments:**
 - complete unit tests for each procedure

Prerequisite Skill Areas (if any):

- Unit 1

Special Resources

(materials, equipment & community involvement):

- aprons, badges
- full hairdressing equipment
- model head, diagram of the hair
- Book Hairdressing II
- consultation card
- face shapes
- Bermuda cures
- project book

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

- Green, M. and Palladino, L. Start Hairdressing Level 1. London: MacMillian, 1996.
- Palladino, L. Hairdressing - The Foundations Level II. London: MacMillian, 1995.
- Jarrett, H. The Black Hairdressing & Beauty Training Manual. Birmingham, United Kingdom: The Manpower Services Commission, 1988.
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- Green, M. and Palladino, L. Start Hairdressing Level 1. London: MacMillian, 1996.
- Palladino, L. Hairdressing - The Foundations Level II. London: MacMillian, 1995.
- Jarrett, H. The Black Hairdressing & Beauty Training Manual. Birmingham, United Kingdom: The Manpower Services Commission, 1988.
- Cutting, P & Ross, R. Hairdressing. Harlow, United Kingdom: Addison Wesley, Longman, 1966.
- Nordman, L. Beauty Therapy, The Foundations. Croydon, United Kingdom: MacMillian, 1995.

FAMILY STUDIES

Course Title: PERSONAL CARE I

Sequence Reference: FM2201PCR-C

Module Title: Skin Care

Senior School Level

S1	S2	S3	S4
☐	☒	☒	☒

Number of Periods: 9 double periods

Subgoal Emphasis:

- 2.1, 2.3 Access Information and Resources
- 3.2 Make Decisions
- 4.2, 4.3 Advocate for Responsible Relationships

Content Focus

- Family Life and Human Development

Curriculum Objectives:

At the end of this module, students will:

- explain the structure and functions of the skin
- identify various skin types
- understand and demonstrate competence in cleansing the skin
- understand and demonstrate competence in make up procedures
- compare the selection of products available for home use
- create a skin care record card
- select a home care programme for good skin care
- explain skin care and its function in other cultures

Content Detail:

- health and safety
- skin anatomy
- skin types
- skin conditions and contra-indications
- procedures for correct skin care and make up
- diseases, infections and allergies
- tools and equipment selection and care

Module Evaluation:

- **Performance Assessments:**
 - use a model to perform correct skin care and make up techniques
 - collect various evidence for project
 - complete skin care record card
- **Product Assessments:**
 - complete skin care record card
 - complete make up guideline charts
 - collect project
- **Written Assessments:**

Prerequisite Skill Areas

(if any):

- Unit 1 - 6

Special Resources

(materials, equipment & community involvement):

- full beauty department
- Beauty Therapy Book 1-3
- guidelines
- project book
- skin care record card
- history of cosmetics
- cross section of the skin

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

- Green, M. and Palladino, L. Start Hairdressing Level 1. London: MacMillian, 1996.
Palladino, L. Hairdressing - The Foundations Level II. London: MacMillian, 1995.
Jarrett, H. The Black Hairdressing & Beauty Training Manual. Birmingham, United Kingdom: The Manpower Services Commission, 1988.
Cutting, P & Ross, R. Hairdressing. Harlow, United Kingdom: Addison Wesley, Longman, 1966.
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REFERENCES - STUDENT:

- Green, M. and Palladino, L. Start Hairdressing Level 1. London: MacMillian, 1996.
Palladino, L. Hairdressing - The Foundations Level II. London: MacMillian, 1995.
Jarrett, H. The Black Hairdressing & Beauty Training Manual. Birmingham, United Kingdom: The Manpower Services Commission, 1988.
Cutting, P & Ross, R. Hairdressing. Harlow, United Kingdom: Addison Wesley, Longman, 1966.
Nordman, L. Beauty Therapy, The Foundations. Croydon, United Kingdom: MacMillian, 1995.

FAMILY STUDIES

Course Title: PERSONAL CARE I	Sequence Reference: FM2201PCR-D								
Module Title: Manicure / Pedicure	Senior School Level <table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">S1</td> <td style="padding: 2px 5px;">S2</td> <td style="padding: 2px 5px;">S3</td> <td style="padding: 2px 5px;">S4</td> </tr> <tr> <td style="text-align: center; padding: 2px 5px;">☐</td> <td style="text-align: center; padding: 2px 5px;">☒</td> <td style="text-align: center; padding: 2px 5px;">☒</td> <td style="text-align: center; padding: 2px 5px;">☒</td> </tr> </table>	S1	S2	S3	S4	☐	☒	☒	☒
S1	S2	S3	S4						
☐	☒	☒	☒						
Number of Periods: 6 double periods									
Subgoal Emphasis: • 2.1, 2.3 Access Information and Resources • 3.2 Make Decisions • 4.2, 4.3 Advocate for Responsible Relationships	Content Focus • Family Life and Human Development								
Curriculum Objectives:	Content Detail:								
At the end of this module, students will: • identify the structure of the nail • determine the nail function • list tools and equipment required for manicure services • perform both a manicure and pedicure service • plan a home care guide for excellent nail care • compare different nail products and their value and use	• health and safety • diseases and infections within the nail • manicure/pedicure treatment • nail shape • tool and equipment selection and care								
Module Evaluation:									
• Performance Assessments: - complete a manicure and pedicure • Product Assessments: - complete project - complete client record card • Written Assessments: ---									
Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):								
• Unit 1 - 8	• full manicure and pedicure equipment • nail kits • guidelines • Beauty Book 1 - 3 • aprons • badges • project books								

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

- Green, M. and Palladino, L. Start Hairdressing Level 1. London: MacMillian, 1996.
Palladino, L. Hairdressing - The Foundations Level II. London: MacMillian, 1995.
Jarrett, H. The Black Hairdressing & Beauty Training Manual. Birmingham, United Kingdom: The Manpower Services Commission, 1988.
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Palladino, L., Hairdressing - The Foundations Level II. London: MacMillian, 1995.
Jarrett, H., The Black Hairdressing & Beauty Training Manual. Birmingham, U.K.: The Manpower Services Commission, 1988.
Cutting, P & Ross, R., Hairdressing. Harlow, U.K.: Addison Wesley, Longman, 1966.
Nordman, L., Beauty Therapy, The Foundations. Croydon, U.K.: MacMillian, 1995.

Personal Care II

Course Code:FM3372PCR



MINISTRY OF EDUCATION

Bermuda

2000

SENIOR SCHOOL FAMILY STUDIES COURSE OVERVIEW

Title: Personal Care II

2 credit (s)

60 hour (s)

Prerequisite (s): Personal Care I

S3-S4 level (s)

Course Code: FM3372PCR

☐ required or ☒ elective

Course Description

Students will obtain a detailed understanding of selected areas of the hairdressing and beauty therapy. This will include the presentation of self for the working environment. The course teaches the student to prepare for the transition from students to working women. Colour analysis and perception will be included.

Due to the depth and areas of knowledge covered and the high degree of practical classes and assessment, attendance will be a component of this course. Candidates will participate and obtain a competence in salon services. This course can be used a stepping stone into the hairdressing industry.

Course Requirements

The requirements for this course are as follows:

Performance Assessments: - class attendance and participation	10%
Product Assessments: - practical assessments related to each module	40%
Written Assessments: Written Tests 30% Final Exams 20%	50%
Total	100%

Course Resources

Green, M. and Palladino, L. Start Hairdressing Level 1. London: MacMillian, 1996.
 Palladino, L. Hairdressing - The Foundations Level II. London: MacMillian, 1995.
 Jarrett, H. The Black Hairdressing & Beauty Training Manual. Birmingham, United Kingdom: The Manpower Services Commission, 1988.
 Cutting, P & Ross, R. Hairdressing. Harlow, United Kingdom: Addison Wesley, Longman, 1966.
 Nordman, L. Beauty Therapy, The Foundations. Croydon, United Kingdom: MacMillian, 1995.

Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
A. Health and Safety	2	B. Appearance	6
- safety and health		- define your appearance	
- hygiene		- transition	
- tools equipment		- personal valuation	
C. Colours	3	D. Client Care	2
- colour analysis		- consultation	
- seasonal types		- gowning and preparation	
- colour vitamins			
E. Dressing Hair	7	F. Chemical Application	10
- blow drying		- treatments	
- crimping / rollers / irons		- bleaching	
- setting aid		- permanent waving	
- finishing		- relaxers	
G. Stock Control	2	H. Working as a Team	3
- replacement cycle		- work relations	
- display		- performance skills	
		- communication skills	
I. Skin Care	2	J. Nail Care	2
- skin types		- manicure procedure	
- massage techniques		- nail design	
- treatment and home care		- nail application	

Subtotal	38
Optional double periods	7
Total double periods.....	45

SENIOR SCHOOL FAMILY STUDIES

check: S1 ☐ S2 ☐ S3 ☒ S4 ☒

Personal Care II

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX									
1	Conceptualize Human Development	1.1	Analysis										
		1.2	Evaluation										
		1.3	Skills										
2	Access Information and Resources	2.1	Evaluation	x	x	x	x	x	x	x	x	x	x
		2.2	Analysis										
		2.3	Evaluation	x	x	x	x	x	x	x	x	x	x
		2.4	Evaluation										
3	Make Decisions	3.1	Evaluation										
		3.2	Analyze Data	x	x	x	x	x	x	x	x	x	x
4	Advocate for Responsible Relationships	4.1	Evaluation										
		4.2	Skills	x	x	x	x	x	x	x	x	x	x
		4.3	Skills	x	x	x	x	x	x	x	x	x	x
5	Analyze Impact of Culture, Media and Technology	5.1	Analysis										
		5.2	Analysis										
		5.3	Demonstration										
6	Practice Behaviours for Self and Environment	6.1	Analysis										
		6.2	Behaviour										
		6.3	Evaluation										
		6.4	Investigation										
CONTENT STRUCTURE		Family Life & Human Development		x	x	x	x	x	x	x	x	x	x
		Nutrition Science											
		Food Technology											
		Home & Hospitality Management											
		Textile Technology											
		MODULES		A	B	C	D	E	F	G	H	I	J

MODULE KEY

A - Health and Safety
 B - Appearance
 C - Colours
 D - Client Care
 E - Dressing Hair

F - Chemical Application
 G - Stock Control
 H - Working as a Team
 I - Skin Care
 J - Nail Care

FAMILY STUDIES

Course Title: PERSONAL CARE II

Sequence Reference: FM3372PCR-A

Module Title: Health and Safety

Senior School Level

Number of Periods: 2 double periods

S1	S2	S3	S4
☐	☐	☒	☒

Subgoal Emphasis:

- 2.1, 2.3 Access Information and Resources
- 3.2 Make Decisions
- 4.2, 4.3 Advocate for Responsible Relationships

Content Focus

- Family Life and Human Development

Curriculum Objectives:

At the end of this module, students will:

- identify a health hazard
- determine a potential hazard
- perform correct care of equipment
- follow rules of hygiene in Department
- judge faults if they occur due to incorrect sanitation procedures

Content Detail:

- Department Health and Safety rules
- health hazards
- potential hazards
- hygiene
- care and preparation
- care of tools and equipment

Module Evaluation:

- **Performance Assessments:**
- class participation
- **Product Assessments:**
- practical evaluation test
- **Written Assessments:**
- end of module test

Prerequisite Skill Areas

(if any):

- Personal Care I

Special Resources

(materials, equipment & community involvement):

- aprons
- badges
- full hairdressing equipment
- Bermuda Health and Safety Rules
- Yellow Hairdressing Book II
- video - germs/bacteria

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

- Green, M. and Palladino, L. Start Hairdressing Level 1. London: MacMillian, 1996.
Palladino, L. Hairdressing - The Foundations Level II. London: MacMillian, 1995.
Jarrett, H. The Black Hairdressing & Beauty Training Manual. Birmingham, United Kingdom: The Manpower Services Commission, 1988.
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Nordman, L. Beauty Therapy, The Foundations. Croydon, United Kingdom: MacMillian, 1995.

FAMILY STUDIES

Course Title: PERSONAL CARE II

Sequence Reference: FM3372PCR-B

Module Title: Appearance

Senior School Level

Number of Periods: 4 double periods

S1	S2	S3	S4
☐	☐	☒	☒

Subgoal Emphasis:

- 2.1, 2.3 Access Information and Resources
- 3.2 Make Decisions
- 4.2, 4.3 Advocate for Responsible Relationships

Content Focus

- Family Life and Human Development

Curriculum Objectives:

At the end of this module, students will:

- name transition points
- complete evaluation chart
- define personal presentation skills
- compare body types
- conclude why presentation and communication skills are vital to success in all aspects of life

Content Detail:

- society definitions
- cultural definitions
- transition from school girl to working woman
- style types
- communication
- presentation

Module Evaluation:

- **Performance Assessments:**
 - class participation
- **Product Assessments:**
 - students will complete personal evaluation charts
 - students will be able to determine their transition point
- **Written Assessments:**
 - end of module test

Prerequisite Skill Areas

(if any):

- Personal Care I
- Unit 1 of 11

Special Resources

(materials, equipment & community involvement):

- aprons
- badges
- Colour Me Beautiful Books
- "My Body" presentations
- "Communication" hand outs
- transition slide chart

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

- Green, M. and Palladino, L. Start Hairdressing Level 1. London: MacMillian, 1996.
- Palladino, L. Hairdressing - The Foundations Level II. London: MacMillian, 1995.
- Jarrett, H. The Black Hairdressing & Beauty Training Manual. Birmingham, United Kingdom: The Manpower Services Commission, 1988.
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FAMILY STUDIES

Course Title: PERSONAL CARE II Module Title: Colours Number of Periods: 3 double periods	Sequence Reference: FM3372PCR-C Senior School Level <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <th style="padding: 2px;">S1</th> <th style="padding: 2px;">S2</th> <th style="padding: 2px;">S3</th> <th style="padding: 2px;">S4</th> </tr> <tr> <td style="text-align: center; padding: 2px;">☐</td> <td style="text-align: center; padding: 2px;">☐</td> <td style="text-align: center; padding: 2px;">☒</td> <td style="text-align: center; padding: 2px;">☒</td> </tr> </table>	S1	S2	S3	S4	☐	☐	☒	☒
S1	S2	S3	S4						
☐	☐	☒	☒						
Subgoal Emphasis: 2.1, 2.3 Access Information and Resources 3.2 Make Decisions 4.2, 4.3 Advocate for Responsible Relationships	Content Focus Family Life and Human Development								
Curriculum Objectives:	Content Detail:								
At the end of this module, students will: - determine colour groupings - name colour groupings - demonstrate correct colour choices - compare colours / mood they often give - conclude results of incorrect colour choices - select a colour combination for an interview that best reflects the student	- seasonal colour groups - ethnic colour groups - personal colour analysis - colour used for certain areas of choice								
Module Evaluation:									
Performance Assessments: - class participation Product Assessments: - conclude colour group and season - define best colour choice for themselves in certain situations Written Assessments: - end of module test									
Prerequisite Skill Areas	Special Resources								
(if any): - Personal Care I - Unit 1 - 2 S3	(materials, equipment & community involvement): - aprons - badges - colour analysis chart - Colour Me Beautiful Book - overhead - colour samples - magazine samples								

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

- Green, M. and Palladino, L. Start Hairdressing Level 1. London: MacMillian, 1996.
Palladino, L. Hairdressing - The Foundations Level II. London: MacMillian, 1995.
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FAMILY STUDIES

Course Title: PERSONAL CARE II Module Title: Client Care Number of Periods: 2 double periods	Sequence Reference: FM3372PCR-D <table border="1" style="width: 100%; text-align: center;"> <tr> <th colspan="4">Senior School Level</th> </tr> <tr> <th>S1</th> <th>S2</th> <th>S3</th> <th>S4</th> </tr> <tr> <td>☐</td> <td>☐</td> <td>☒</td> <td>☒</td> </tr> </table>	Senior School Level				S1	S2	S3	S4	☐	☐	☒	☒
Senior School Level													
S1	S2	S3	S4										
☐	☐	☒	☒										
Subgoal Emphasis: • 2.1, 2.3 Access Information and Resources • 3.2 Make Decisions • 4.2, 4.3 Advocate for Responsible Relationships	Content Focus • Family Life and Human Development												
Curriculum Objectives:	Content Detail:												
At the end of this module, students will: • prepare a client record card • explain procedures for a client consultation • demonstrate gowning and prepare for a variety of hairdressing services • determine contra-indications due to poor consultation • conclude why client care is so important	• health and safety • cross infections • specific client care for different services performed • specific preparation for different hair services • tools and equipment used • use of record cards • correct client handling and care when they arrive and leave the department												
Module Evaluation:													
• Performance Assessments: - class participation • Product Assessments: - client consultation cards completed • Written Assessments: - end of module test													
Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):												
• Personal Care I • Unit 1 - 3 S3	• aprons • badges • client consultation cards • full salon equipment • client care video • volunteer models												

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

- Green, M. and Palladino, L. Start Hairdressing Level 1. London: MacMillian, 1996.
Palladino, L. Hairdressing - The Foundations Level II. London: MacMillian, 1995.
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Nordman, L. Beauty Therapy. The Foundations. Croydon, United Kingdom: MacMillian, 1995.

FAMILY STUDIES

Course Title: PERSONAL CARE II Module Title: Dressing Hair Number of Periods: 8 double periods	Sequence Reference: FM3372PCR-E <table border="1" style="width: 100%; text-align: center;"> <tr> <th colspan="4">Senior School Level</th> </tr> <tr> <th>S1</th> <th>S2</th> <th>S3</th> <th>S4</th> </tr> <tr> <td>☐</td> <td>☐</td> <td>☒</td> <td>☒</td> </tr> </table>	Senior School Level				S1	S2	S3	S4	☐	☐	☒	☒
Senior School Level													
S1	S2	S3	S4										
☐	☐	☒	☒										
Subgoal Emphasis: • 2.1, 2.3 Access Information and Resources • 3.2 Make Decisions • 4.2, 4.3 Advocate for Responsible Relationships	Content Focus • Family Life and Human Development												
Curriculum Objectives:													
At the end of this module, students will: • use a blow dryer / tongs correctly • name different brushes and their uses • explain the use of setting aids • demonstrate a roller set • perform 4 types of finished styles • judge why over styling gives a poor result • conclude why correct roller sections are important	Content Detail: • use of roller sets • crimping irons / barrel curls • blow drying skills tools and equipment • types of setting aids • finished style • use of mirrors and brushes • back combing / back brushing • roller sections • watch videos • setting and dressing hair												
Module Evaluation:													
• Performance Assessments: - class participation • Product Assessments: - complete practical evaluation of a set / barrel curl - practical evaluation of blow drying using four methods of completed styles • Written Assessments: - end of module test													
Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):												
• Personal Care I • Unit 1 - 4 S3	• aprons • badges • Yellow Hairdressing Book II • handouts • full salon equipment • various types of rollers / crimpers • video ethnic roller styling • video caucasian roller styling • metamorphosis												

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

- Green, M. and Palladino, L. Start Hairdressing Level 1. London: MacMillian, 1996.
Palladino, L. Hairdressing - The Foundations Level II. London: MacMillian, 1995.
Jarrett, H. The Black Hairdressing & Beauty Training Manual. Birmingham, United Kingdom: The Manpower Services Commission, 1988.
Cutting, P & Ross, R. Hairdressing. Harlow, United Kingdom: Addison Wesley, Longman, 1966.
Nordman, L. Beauty Therapy, The Foundations. Croydon, United Kingdom: MacMillian, 1995.

REFERENCES - STUDENT:

- Green, M. and Palladino, L. Start Hairdressing Level 1. London: MacMillian, 1996.
Palladino, L. Hairdressing - The Foundations Level II. London: MacMillian, 1995.
Jarrett, H. The Black Hairdressing & Beauty Training Manual. Birmingham, United Kingdom: The Manpower Services Commission, 1988.
Cutting, P & Ross, R. Hairdressing. Harlow, United Kingdom: Addison Wesley, Longman, 1966.
Nordman, L. Beauty Therapy, The Foundations. Croydon, United Kingdom: MacMillian, 1995.

FAMILY STUDIES

Course Title: PERSONAL CARE II

Sequence Reference: FM3372PCR-F

Module Title: Chemical Application

Senior School Level

Number of Periods: 10 double periods

S1	S2	S3	S4
☐	☐	☒	☒

Subgoal Emphasis:

- 2.1, 2.3 Access Information and Resources
- 3.2 Make Decisions
- 4.2, 4.3 Advocate for Responsible Relationships

Content Focus

- Family Life and Human Development

Curriculum Objectives:

At the end of this module, students will:

- explain correct application of a treatment
- demonstrate highlight techniques
- perform a permanent wave service on a Caucasian head (roller setting only) (9 section)
- conclude if services have been successful
- demonstrate neutralizing service of a perm

Content Detail:

- practical application of permanent waves
- bleaching services
- treatments
- relaxers
- neutralizers
- health and safety procedures when applying chemicals
- contra-indications
- highlight services
- use of peroxide and its formula uses
- chemical

Module Evaluation:

- **Performance Assessments:**
 - class participation
- **Product Assessments:**
 - practical assessments in highlights/permanent waving
- **Written Assessments:**
 - theory evaluation bleaching techniques
 - theory test of chemical compounds used in bleaching and neutralizing
 - end of module test

Prerequisite Skill Areas

(if any):

- Personal Care I
- Unit 1 - 5 S3

Special Resources

(materials, equipment & community involvement):

- aprons
- badges
- model heads
- theory handout
- video colour and bleaching / pivot point
- full hairdressing equipment
- foils / perm rollers / chemicals

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

- Green, M. and Palladino, L. Start Hairdressing Level 1. London: MacMillian, 1996.
Palladino, L. Hairdressing - The Foundations Level II. London: MacMillian, 1995.
Jarrett, H. The Black Hairdressing & Beauty Training Manual. Birmingham, United Kingdom: The Manpower Services Commission, 1988.
Cutting, P & Ross, R. Hairdressing. Harlow, United Kingdom: Addison Wesley, Longman, 1966.
Nordman, L. Beauty Therapy, The Foundations. Croydon, United Kingdom: MacMillian, 1995.

REFERENCES - STUDENT:

- Green, M. and Palladino, L. Start Hairdressing Level 1. London: MacMillian, 1996.
Palladino, L. Hairdressing - The Foundations Level II. London: MacMillian, 1995.
Jarrett, H. The Black Hairdressing & Beauty Training Manual. Birmingham, United Kingdom: The Manpower Services Commission, 1988.
Cutting, P & Ross, R. Hairdressing. Harlow, United Kingdom: Addison Wesley, Longman, 1966.
Nordman, L. Beauty Therapy, The Foundations. Croydon, United Kingdom: MacMillian, 1995.

FAMILY STUDIES

Course Title: PERSONAL CARE II

Sequence Reference: FM3372PCR-G

Module Title: Stock Control

Senior School Level

Number of Periods: 2 double periods

S1	S2	S3	S4
☐	☐	☒	☒

Subgoal Emphasis:

- 2.1, 2.3 Access Information and Resources
- 3.2 Make Decisions
- 4.2, 4.3 Advocate for Responsible Relationships

Content Focus

- Family Life and Human Development

Curriculum Objectives:

At the end of this module, students will:

- define stock control
- demonstrate stock rotation
- explain the uses of stock display
- examine the reasons why stock control is important
- state the reasons why businesses can fail due to poor stock control

Content Detail:

- correct stock control standards
- specific stock rotation re: ordering items
- stealing / stock damage / style
- order list uses
- display of stock

Module Evaluation:

- **Performance Assessments:**
- class participation
- **Product Assessments:**
- perform stock evaluation and replacement
- **Written Assessments:**
- end of module test

Prerequisite Skill Areas

(if any):

- Personal Care I
- Unit 1 - 6 S3

Special Resources

(materials, equipment & community involvement):

- full salon equipment
- stock sheets / ordering
- client care video
- Hairdressing Book I Purple
- stock inventory sheets

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

- Green, M. and Palladino, L. Start Hairdressing Level 1. London: MacMillian, 1996.
Palladino, L. Hairdressing - The Foundations Level II. London: MacMillian, 1995.
Jarrett, H. The Black Hairdressing & Beauty Training Manual. Birmingham, United Kingdom: The Manpower Services Commission, 1988.
Cutting, P & Ross, R. Hairdressing. Harlow, United Kingdom: Addison Wesley, Longman, 1966.
Nordman, L. Beauty Therapy, The Foundations. Croydon, United Kingdom: MacMillian, 1995.

REFERENCES - STUDENT:

- Green, M. and Palladino, L. Start Hairdressing Level 1. London: MacMillian, 1996.
Palladino, L. Hairdressing - The Foundations Level II. London: MacMillian, 1995.
Jarrett, H. The Black Hairdressing & Beauty Training Manual. Birmingham, United Kingdom: The Manpower Services Commission, 1988.
Cutting, P & Ross, R. Hairdressing. Harlow, United Kingdom: Addison Wesley, Longman, 1966.
Nordman, L. Beauty Therapy, The Foundations. Croydon, United Kingdom: MacMillian, 1995.

FAMILY STUDIES

Course Title: PERSONAL CARE II

Sequence Reference: FM3372PCR-H

Module Title: Working as a Team

Senior School Level

Number of Periods: 2 double periods

S1	S2	S3	S4
☐	☐	☒	☒

Subgoal Emphasis:

- 2.1, 2.3 Access Information and Resources
- 3.2 Make Decisions
- 4.2, 4.3 Advocate for Responsible Relationships

Content Focus

- Family Life and Human Development

Curriculum Objectives:

At the end of this module, students will:

- develop good interview skills
- perform interview of employment
- work as a team
- determine good communication skills when using a telephone
- conclude the results when poor telephone skills are used
- show improved personal development

Content Detail:

- role play interview skills
- use of telephone in employment
- correct team work
- personal development skills
- improve performance
- work ethics

Module Evaluation:

- **Performance Assessments:**
 - class participation
- **Product Assessments:**
 - telephone evaluation test practical
- **Written Assessments:**
 - interview evaluation test theory
 - end of module test

Prerequisite Skill Areas

(if any):

- Personal Care I
- S3 1 - 7 completed

Special Resources

(materials, equipment & community involvement):

- badges
- aprons
- video team work
- Hairdressing Purple Book I
- telephone
- role play sheets
- action plan sheets

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

- Green, M. and Palladino, L. Start Hairdressing Level 1. London: MacMillian, 1996.
Palladino, L. Hairdressing - The Foundations Level II. London: MacMillian, 1995.
Jarrett, H. The Black Hairdressing & Beauty Training Manual. Birmingham, United Kingdom: The Manpower Services Commission, 1988.
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Nordman, L. Beauty Therapy. The Foundations. Croydon, United Kingdom: MacMillian, 1995.

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Palladino, L. Hairdressing - The Foundations Level II. London: MacMillian, 1995.
Jarrett, H. The Black Hairdressing & Beauty Training Manual. Birmingham, United Kingdom: The Manpower Services Commission, 1988.
Cutting, P & Ross, R. Hairdressing. Harlow, United Kingdom: Addison Wesley, Longman, 1966.
Nordman, L. Beauty Therapy. The Foundations. Croydon, United Kingdom: MacMillian, 1995.

FAMILY STUDIES

Course Title: PERSONAL CARE II

Sequence Reference: FM3372PCR-I

Module Title: Skin Care

Senior School Level

S1	S2	S3	S4
☐	☐	☒	☒

Number of Periods: 3 double periods

Subgoal Emphasis:

- 2.1, 2.3 Access Information and Resources
- 3.2 Make Decisions
- 4.2, 4.3 Advocate for Responsible Relationships

Content Focus

- Family Life and Human Development

Curriculum Objectives:

At the end of this module, students will:

- name skin care procedures: cleanse, tone, moisturize
- examine basic skin types
- determine basic skin problems
- perform home care regimen
- demonstrate correct blackhead removal
- conclude damage to skin
- realize the end results when poor care and incorrect products are used

Content Detail:

- cleanse, tone, moisturize
- blackhead removal
- mask application
- use of home care items
- health and safety
- use of tools and equipment
- massage uses and techniques

Module Evaluation:

- **Performance Assessments:**
- class participation
- **Product Assessments:**
- practical evaluation of skin care process
- **Written Assessments:**
- end of module test

Prerequisite Skill Areas

(if any):

- Personal Care I
- S3 1 - 8 completed

Special Resources

(materials, equipment & community involvement):

- full beauty equipment
- selection of skin care items
- Beauty Book handouts

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

- Green, M. and Palladino, L. Start Hairdressing Level 1. London: MacMillian, 1996.
Palladino, L. Hairdressing - The Foundations Level II. London: MacMillian, 1995.
Jarrett, H. The Black Hairdressing & Beauty Training Manual. Birmingham, United Kingdom: The Manpower Services Commission, 1988.
Cutting, P & Ross, R., Hairdressing. Harlow, United Kingdom: Addison Wesley, Longman, 1966.
Nordman, L. Beauty Therapy. The Foundations. Croydon, United Kingdom: MacMillian, 1995.

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Palladino, L. Hairdressing - The Foundations Level II. London: MacMillian, 1995.
Jarrett, H. The Black Hairdressing & Beauty Training Manual. Birmingham, United Kingdom: The Manpower Services Commission, 1988.
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Nordman, L. Beauty Therapy. The Foundations. Croydon, United Kingdom: MacMillian, 1995.

FAMILY STUDIES

Course Title: PERSONAL CARE II

Sequence Reference: FM3372PCR-J

Module Title: Nail Care

Senior School Level

Number of Periods: 2 double periods

S1	S2	S3	S4
☐	☐	☒	☒

Subgoal Emphasis:

- 2.1, 2.3 Access Information and Resources
- 3.2 Make Decisions
- 4.2, 4.3 Advocate for Responsible Relationships

Content Focus

- Family Life and Human Development
-

Curriculum Objectives:

At the end of this module, students will:

- name nail types and shapes
- examine types of false nail
- determine correct application procedure
- perform nail application
- review long term care when wearing false nails
- look at nail diseases

Content Detail:

- health and safety
- review of nail shapes and anatomy
- manicure practical
- nail set
- types of false nails
- care/contra-indications
- nail shapes
- cuticle care

Module Evaluation:

- **Performance Assessments:**
- class participation
- **Product Assessments:**
- practical assessment of manicure/nail application
- **Written Assessments:**
- end of module test

Prerequisite Skill Areas

(if any):

- Personal Care I
- S3 1 - 10 completed

Special Resources

(materials, equipment & community involvement):

- The Nail Book
- nail equipment/manicure kits
- sculptured nails
- badges
- aprons
- Beauty Book 1-3
- False hands

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

- Green, M. and Palladino, L. Start Hairdressing Level 1. London: MacMillian, 1996.
Palladino, L. Hairdressing - The Foundations Level II. London: MacMillian, 1995.
Jarrett, H. The Black Hairdressing & Beauty Training Manual. Birmingham, United Kingdom: The Manpower Services Commission, 1988.
Cutting, P & Ross, R. Hairdressing. Harlow, United Kingdom: Addison Wesley, Longman, 1966.
Nordman, L. Beauty Therapy, The Foundations. Croydon, United Kingdom: MacMillian, 1995.

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- Green, M. and Palladino, L., Start Hairdressing Level 1. London: MacMillian, 1996.
Palladino, L., Hairdressing - The Foundations Level II. London: MacMillian, 1995.
Jarrett, H., The Black Hairdressing & Beauty Training Manual. Birmingham, U.K.: The Manpower Services Commission, 1988.
Cutting, P & Ross, R., Hairdressing. Harlow, U.K.: Addison Wesley, Longman, 1966.
Nordman, L., Beauty Therapy, The Foundations. Croydon, U.K.: MacMillian, 1995.

Textile Design

Course Code:FM2210TXD



MINISTRY OF EDUCATION

Bermuda

2000

SENIOR SCHOOL FAMILY STUDIES COURSE OVERVIEW

Title: Textile Design

2 credit (s)
60 hour (s)

Prerequisite (s): Exploring Family Living

S2-S4 level (s)

Course Code: FM2210TXD

☐ required or ☒ elective

Course Description

This course will introduce students to basic sewing skills and garment construction. The student will construct a garment of choice. Students will supply the materials for their own projects. Related course topics will include: textile wardrobe selection, the use of technology in fashion and textile construction.

Course Requirements

The requirements for each module of this course are as follows:

Performance Assessments: - oral presentation	20%
Product Assessments: - garment construction - portfolios - fabric analysis	60%
Written Assessments: - end of module test	20%
Total	100%

Course Resources

Picton, Margoet, Understanding Dress. Glasgow: Blackie, 1979.
 Piper, Brenda, Fibres and Fabrics. Harlow, United Kingdom: Longman, 1983.
 Holland, Stephanie K. All About Fabrics. Oxford, United Kindom: Oxford University Press, 1985.
 Weber, Jeanette, Clothing. Peorice: Glencoe, 1997.

Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
A. Textile and Fibres	9	B. Principles of Sewing	9
- natural fibres - man made fibres - fabric care - International care labeling code		- determine materials needed for project of choice - determine size and pattern selection - construct garment	
C. Sewing Equipment and New Technology.....	9	D. Clothing	9
- small equipment - sergers - embroidery machines - computers		- taking a look at clothing, clothing workmanship and fabrics when shopping for fabric and clothing - taking a look at recycling cloths	

Subtotal38 Optional double periods7 Total double periods.....45

SENIOR SCHOOL FAMILY STUDIES

check: S1 ☐ S2 ☒ S3 ☒ S4 ☒

Textile Design

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX			
1	Conceptualize Human Development	1.1	Analysis				
		1.2	Evaluation				
		1.3	Skills				
2	Access Information and Resources	2.1	Evaluation	x	x	x	x
		2.2	Analysis	x	x	x	x
		2.3	Evaluation	x	x	x	x
		2.4	Evaluation				
3	Make Decisions	3.1	Evaluation				
		3.2	Analyze data				
4	Advocate For Responsible Relationships	4.1	Evaluation				
		4.2	Skills				
		4.3	Skills				
5	Analyze Impact of Culture, Media and Technology	5.1	Analysis				
		5.2	Analysis	x	x	x	x
		5.3	Demonstration	x	x	x	x
6	Practice Behaviors for Self and Environment	6.1	Analysis				
		6.2	Behavior				
		6.3	Evaluation				
		6.4	Investigation				
	CONTENT STRUCTURE	Family Life & Human Development					
		Nutrition Science					
		Food Technology					
		Home & Hospitality Management					
		Textile Technology		x	x	x	x
		MODULES		A	B	C	D

MODULE KEY

- A - Textile and Fibres
- B - Principles of Sewing
- C - Sewing Equipment and New Technology
- D - Clothing

FAMILY STUDIES

Course Title: TEXTILE DESIGN	Sequence Reference: FM2210TXD-A												
Module Title: Textile and Fibres	<table><tr><th colspan="4">Senior School Level</th></tr><tr><th>S1</th><th>S2</th><th>S3</th><th>S4</th></tr><tr><td>☐</td><td>☒</td><td>☒</td><td>☒</td></tr></table>	Senior School Level				S1	S2	S3	S4	☐	☒	☒	☒
Senior School Level													
S1	S2	S3	S4										
☐	☒	☒	☒										
Number of Periods: 9 double periods													

Subgoal Emphasis: 2.1, 2.2, 2.3 Access Information and Resources 5.2, 5.3 Analyze Impact of Culture, Media and Technology	Content Focus - Textile Technology - Fabric Care
---	--

Curriculum Objectives:	Content Detail:
At the end of this module, students will: - identify characteristic and care for selected natural, synthetic and blended fibres - identify textile/fabric and how to care for them - identify information found on clothing	- clothing labels and fabric care - fabric construction - fabric and fibre finishes - care label, codes and symbols for garments

Module Evaluation:
Performance Assessments: - oral presentation Product Assessments: - fabric analysis Written Assessments: - end of module test

Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):
Exploring Family Living	- textbooks - work sheets - fabric samples - portfolio folder and writing paper

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Picton, Margoet, Understanding Dress. Glasgow: Blackie, 1979.
Piper, Brenda, Fibres and Fabrics. Harlow, United Kingdom: Longman, 1983.
Holland, Stephanie K., All About Fabrics. Oxford, United Kingdom: Oxford University Press, 1985.
Weber, Jeanette, Clothing. Peorice: Glencoe, 1997.

REFERENCES - STUDENT:

Picton, Margoet, Understanding Dress. Glasgow: Blackie, 1979.
Piper, Brenda, Fibres and Fabrics. Harlow, United Kingdom: Longman, 1983.
Holland, Stephanie K., All About Fabrics. Oxford, United Kingdom: Oxford University Press, 1985.
Weber, Jeanette, Clothing. Peorice: Glencoe, 1997.

FAMILY STUDIES

Course Title: TEXTILE DESIGN

Sequence Reference: FM2210TXD-B

Module Title: Principles of Sewing

Senior School Level

S1	S2	S3	S4
☐	☒	☒	☒

Number of Periods: 9 double periods

Subgoal Emphasis:

- 2.1, 2.2, 2.3 Access Information and Resources
- 5.2, 5.3 Analyze Impact of Culture, Media and Technology

Content Focus

- Textile Technology

Curriculum Objectives:

At the end of this module, students will:

- demonstrate and apply basic sewing, pressing and managing skills while assembling a simple project
- demonstrate how to prepare fabric and pattern for layout and cutting
- demonstrate how to measure for size and alterations

Content Detail:

- students will choose pattern from style selection
- students will determine pattern size, choose fabric and notions
- students will make a simple pattern alteration and prepare and cut and assemble a simple garment from style selection

Module Evaluation:

- **Performance Assessments:**
- oral presentations
- **Product Assessments:**
- pattern alteration and garment construction
- **Written Assessments:**
- end of module test

Prerequisite Skill Areas

(if any):

- Exploring Family Living

Special Resources

(materials, equipment & community involvement):

- pattern
- fabric and notions
- sewing machine
- ironing board
- sewing equipment
- portfolio folder and paper
- textbook
- field trip to fabric store
- work sheets

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Picton, Margoet, Understanding Dress. Glasgow: Blackie, 1979.
Piper, Brenda, Fibres and Fabrics. Harlow, United Kingdom: Longman, 1983.
Holland, Stephanie K. All About Fabrics. Oxford, United Kingdom: Oxford University Press, 1985.
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Piper, Brenda, Fibres and Fabrics. Harlow, United Kingdom: Longman, 1983.
Holland, Stephanie K. All About Fabrics. Oxford, United Kingdom: Oxford University Press, 1985.
Weber, Jeanette, Clothing. Peorice: Glencoe, 1997.

FAMILY STUDIES

Course Title: TEXTILE DESIGN Module Title: Sewing Equipment and New Technology Number of Periods: 9 double periods	Sequence Reference: FM2210TXD-C Senior School Level <table border="1" style="float: right; text-align: center;"> <tr> <th>S1</th> <th>S2</th> <th>S3</th> <th>S4</th> </tr> <tr> <td>☐</td> <td>☒</td> <td>☒</td> <td>☒</td> </tr> </table>	S1	S2	S3	S4	☐	☒	☒	☒
S1	S2	S3	S4						
☐	☒	☒	☒						
Subgoal Emphasis: • 2.1, 2.2, 2.3 Access Information and Resources • 5.2, 5.3 Analyze Impact of Culture, Media and Technology	Content Focus • Textile Technology								
Curriculum Objectives:									
At the end of this module, students will: • identify and demonstrate the safe use and care and storage of the sewing equipment • students will discuss new sewing technology and compare surger with conventional machine • students will learn how to do simple care and repair to the sewing machines	Content Detail: • students will learn and demonstrate basic competencies in the use of the sewing machine and sewing equipment in the construction of a garment • students will discuss how new technology can be used in the construction of a garment								
Module Evaluation:									
• Performance Assessments: - oral presentations • Product Assessments: - garments from recycled clothing • Written Assessments: - end of module test									
Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):								
• Exploring Family Living	• pattern • fabric and notions • sewing machine • field trip to fabric store • portfolio folder and paper • textbook • work sheets								

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Picton, Margoet, Understanding Dress. Glasgow: Blackie, 1979.
Piper, Brenda, Fibres and Fabrics. Harlow, United Kingdom: Longman, 1983.
Holland, Stephanie K., All About Fabrics. Oxford, United Kingdom: Oxford University Press, 1985.
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Piper, Brenda, Fibres and Fabrics. Harlow, United Kingdom: Longman, 1983.
Holland, Stephanie K., All About Fabrics. Oxford, United Kingdom: Oxford University Press, 1985.
Weber, Jeanette, Clothing. Peorice: Glencoe, 1997.

FAMILY STUDIES

Course Title: TEXTILE DESIGN		Sequence Reference: FM2210TXD-D									
Module Title: Clothing		Senior School Level <table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">S1</td> <td style="padding: 2px 5px;">S2</td> <td style="padding: 2px 5px;">S3</td> <td style="padding: 2px 5px;">S4</td> </tr> <tr> <td style="text-align: center; padding: 2px 5px;">☐</td> <td style="text-align: center; padding: 2px 5px;">☒</td> <td style="text-align: center; padding: 2px 5px;">☒</td> <td style="text-align: center; padding: 2px 5px;">☒</td> </tr> </table>		S1	S2	S3	S4	☐	☒	☒	☒
S1	S2	S3	S4								
☐	☒	☒	☒								
Number of Periods: 9 double periods											
Subgoal Emphasis: 2.1, 2.2, 2.3 Access Information and Resources 5.2, 5.3 Analyze Impact of Culture, Media and Technology		Content Focus - Workmanship - Shopping for Fabric - Custom Made and Ready to Wear - Recycling Clothing									
Curriculum Objectives:		Content Detail:									
At the end of this module, students will: - identify clothing workmanship and fabric - research and discuss the different ways to recycle clothing - identify international care labeling code and compare ready to wear and custom made clothing		- take a look at clothing workmanship and fabric when shopping for clothing and fabric - discuss and compare the difference in price for custom made and ready to wear clothing - discuss how to recycle clothing									
Module Evaluation:											
Performance Assessments: - students will research and compare custom made and ready to wear clothing - students will research ways to recycle clothing Product Assessments: Written Assessments:											
Prerequisite Skill Areas		Special Resources									
(if any):		(materials, equipment & community involvement):									
Exploring Family Living		- old clothing - field trip to fabric store - portfolio folder and paper - work sheets - textbooks									

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Picton, Margoet, Understanding Dress. Blackie, Glasgow, 1979.
Piper, Brenda, Fibres and Fabrics. Harlow, Longman, U.K., 1983.
Holland, Stephanie K., All About Fabrics. Oxford University Press, Oxford, U.K., 1985.
Weber, Jeanette, Clothing. Peorice, Glencoe, 1997.

REFERENCES - STUDENT:

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Piper, Brenda, Fibres and Fabrics. Harlow, Longman, U.K., 1983.
Holland, Stephanie K., All About Fabrics. Oxford University Press, Oxford, U.K., 1985.
Weber, Jeanette, Clothing. Peorice, Glencoe, 1997.

EXEMPLAR SCORING GUIDE (0 - 4 Scale)

Level	Definition	EQUIVALENT	
		Letter	% mark
4	An excellent performance • focuses on the purpose of the task • meets or exceeds all the requirements of the task • organizes content and ideas in a logical way • presents information clearly • includes appropriate detail to support ideas or conclusions • demonstrates creativity, originality and/or initiative	A	90-100
3	A good performance • focuses on purpose of the task • meets all the requirements of the task • organizes content and ideas in a logical way • presents information clearly • includes some detail to support ideas or conclusions	B	80-89
2	A fair performance • has some awareness of the purpose of the task • meets most of the requirements of the task • organizes content and ideas in a logical way • presents information in an understandable way • may not include significant details to support ideas or conclusions	C	70-79
1 (R)	A poor performance • does not fit the purpose of the task • does not meet the requirements of the task • presents information in an unorganized or confused way • does not include details to support ideas or conclusions • Remediation required.	D	60-69
0 (R)	An unscorable performance • does not demonstrate the required knowledge, skills or capabilities • is not understandable, is incomplete or 'defiant' (e.g. "I won't do this"). • Extensive remediation is required.	F	Below 60

'R' – Extensive Remediation required: student may need to repeat or restart work, or teaching method may need to be altered.

An '0' student may be one who refuses to work or needs specialist help.

* Adapted from British Columbia

SENIOR 1 FAMILY STUDIES OBJECTIVES AT A GLANCE PACING GUIDE

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
A. RELATIONSHIPS & FAMILY LIFE ☐ understand family roles and responsibilities ☐ appreciate the community resources available in Bermuda ☐ know how to deal with emergencies and give first aid ☐ demonstrate good communication and problem solving skills			C. EXPLORING FAMILY LIVING ☐ complete an individual sewing project ☐ appreciate the use of technology in design and production ☐ use equipment safely		
B. MAKING HEALTHY FOOD CHOICES AND FOOD PREPARATION ☐ make healthy food choices ☐ read, use and adapt recipes ☐ prepare healthy dishes for a family ☐ demonstrate good hygiene ☐ use equipment safely					

SAFETY AT SCHOOLS

The Ministry of Labour and Home Affairs, Health and Safety at Work Act, 1982 provides standards for Safety at School. As developed by the Advisory Council for Health and Safety, these guidelines and similar ones developed in the future are of paramount importance to the well-being of our staff and students. It is expected that all staff members will follow these written guidelines. These are written in the following three documents:

- HSG7 General Advice
- HSG9 Safety in Practical Subjects
- HSG10 Safety in Science Laboratories

These documents suggest safety precautions for all those who work in or attend schools. It is important that teachers, administrators and other: users of present school facilities be aware of the dangers which can arise from the incorrect use of materials and equipment. In the senior school, no activity should be undertaken unless it can be made reasonably safe. If the resources are not available to ensure safety, then that activity should not be continued and some other means found to safely provide the necessary educational experience. It is expected that teachers of science, design and technology, family studies, physical education, visual arts and dance, pay particular attention to advice for safety in practical subjects and science laboratories.

**SUGGESTIONS FOR INFUSING
LIBRARY INFORMATION, INFORMATION TECHNOLOGY AND CAREER EDUCATION ACROSS**

EXPLORING FAMILY LIVING

LIBRARY INFORMATION	S1 Students will:
Orientation and Organization	research projects, products and design ideas, using the resources available in a structured and self directed manner
Selection and Utilization	search for material and information to suggest design ideas
Research and Thinking Skills	select suitable search strategy based on the specific need and determine the relevance and currency of information
Appreciation of Literature	

INFORMATION TECHNOLOGY	S1 Students will:
Word Processing	word processing recipes, reports, research findings etc.
Spreadsheet	use spreadsheets to cost recipes; compare alternative material or menu costs
Databases	use databases to select and compare types of materials or ingredients
Desktop Publishing	

CAREER EDUCATION	S1 Students will:
Self Assessment	recognize the needs of others in a design framework, have to communicate effectively with others, make design decisions, plan their own work, accept criticism, behave in an acceptable and safe manner, value the work and ideas of others
Career Directions	recognize the specific careers associated with family studies, and understand the general roles of those in careers
Career Planning	begin to understand the value of the generic skills and knowledge taught in family studies for life-long learning

**SUGGESTIONS FOR INFUSING
LIBRARY INFORMATION, INFORMATION TECHNOLOGY AND CAREER EDUCATION ACROSS
EXPLORING FAMILY LIVING**

LIBRARY INFORMATION	S1 Students will:	INFORMATION TECHNOLOGY	S1 Students will:	CAREER EDUCATION	S1 Students will:
Production, Application and Communication		Enrichment/ Demonstrative Software	• use electronics circuit simulation software to check proposed layout		
		Internet Use	• Use CD-ROM and Internet to research suitable design solutions		

PLANNING FOR INTEGRATED CURRICULUM IN THE SENIOR SCHOOLS

When you walk through the Botanical Gardens, you don't hear kiskadees for ten minutes, then the wind rustling for five minutes, and then smell the flowers for three minutes. All of this impacts on you at once and you make the experience into a meaningful whole.

"Young people are interested in the entire world around them - it doesn't make sense to them to say, 'Mathematics', 'Science' or 'Social Studies'. When instruction jumps from one discipline to another every 45 minutes, learning is fragmented unnecessarily."

*By Susan Krog,
Professor of Education
Western Washington University*

Where Are We Now?

If we consider a continuum from parallel connections across each discipline to a blending of all subject areas, teachers may be at different stages of integrating curriculum.

Simplest Stage: Parallel teachers realign content so that related topics are taught concurrently.

More Ambitious Stage: Teachers begin to link subjects by scrutinizing what they teach, reinforcing overlapping concepts and avoiding needless repetition.

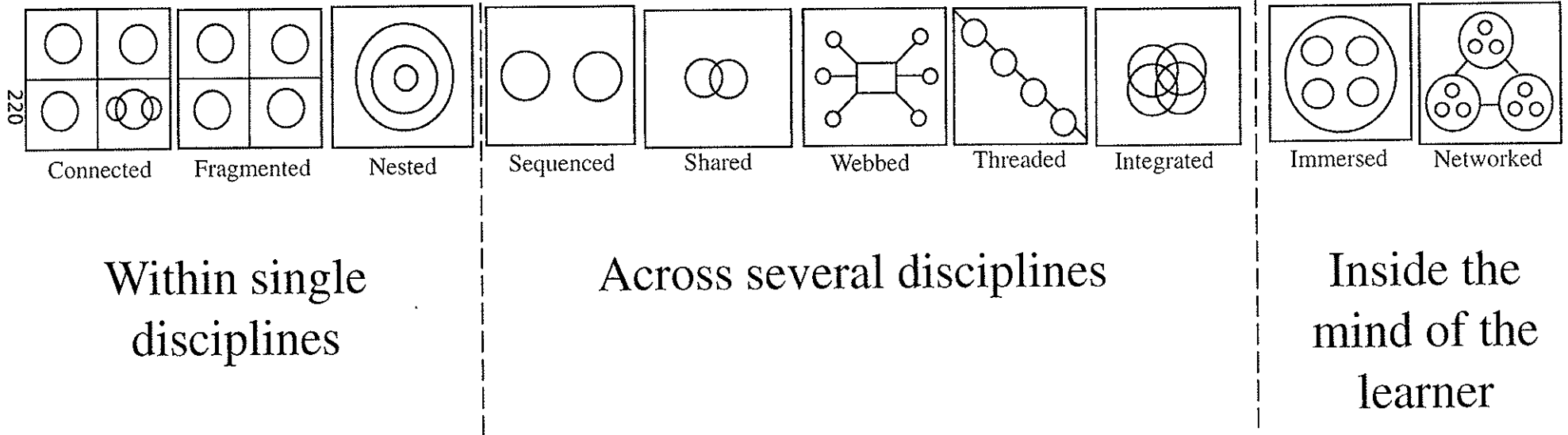
Most Ambitious Stage: Teachers create interdisciplinary modules that focus on a theme or project.

The process of collaboration at the building level will strengthen integrated curriculum and give a vital tool for professional growth of teachers. Appropriate and meaningful staff development, perusal of professional literature, and/or university training on approaches to integrating curriculum is vital to any significant change in education practice. Teachers should find ways to naturally integrate subjects and develop meaningful instruction.

Design Options (see next page)

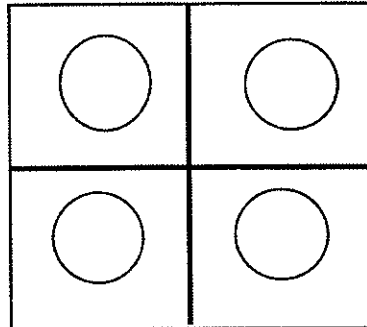
Techniques for designing an integrated curriculum include mapping the curriculum and planning an integrated module. To design an integrated curriculum, teachers need to know what is taught in other subject areas and at other grade levels - information that is traditionally not shared.

How to Integrate the Curriculum



Design options for curriculum might include:

Disciplined-based

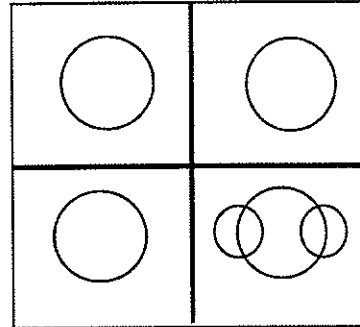


Description

The traditional model of separate and distinct disciplines which fragments the subject areas.

Example

Teacher applies this view in ics, science and social studies,



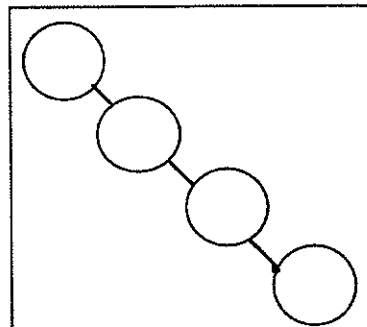
Description

Within each subject area, course content is connected topic to topic, concept to concept, one year's work to next and relates idea(s)

Example

Teacher relates the concept of to decimals, which in turn relates to money, grades,

Parallel Disciplines

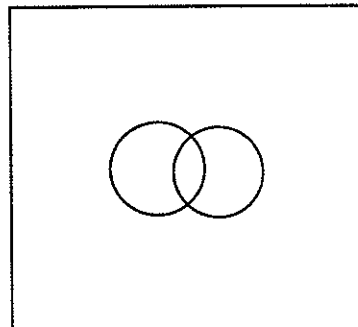


Description

The metacurricular approach threads thinking skills, multiple technology and study skills through various disciplines.

Example

Teaching staff targets prediction in reading, mathematics and science lab experiments while the social studies teacher targets forecasting current events and thus threads the skill (prediction) across all



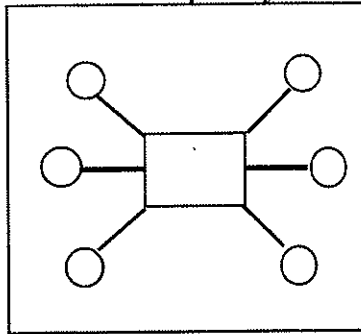
Description

Shared planning and teaching take place in two disciplines in which lapping concepts or ideas emerge as organizing

Example

Science and mathematics teachers data collection, charting and as shared concepts that can be team-taught.

Multidisciplinary



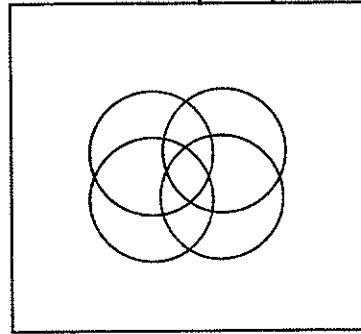
Description

The fertile theme is webbed to link contents and disciplines; use the theme to sift out appropriate concepts, topics and

Example

Teacher presents a simple topical theme, such as the circus, and, webs into the subject areas. A conceptual theme, such as conflict, can be for more depth in the theme

Interdisciplinary



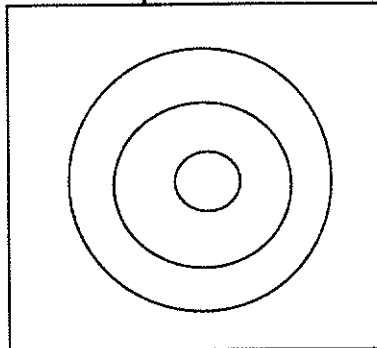
Description

This interdisciplinary approach matches subjects for overlaps in and concepts with some team in an authentic integrated

Example

In science, the arts, health family studies and design and technology, teachers look for patterning models and approach content through these

Disciplined-based



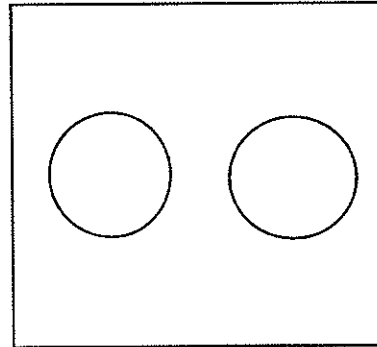
Description

Within each subject area, the teacher targets multiple skills: a social skill, a thinking skill and a concept-specific skill.

Example

Teacher designs the unit on photosynthesis to simultaneously target consensus seeking (social skill), sequencing (thinking skill) and plant life cycle (science skill)

Parallel-based

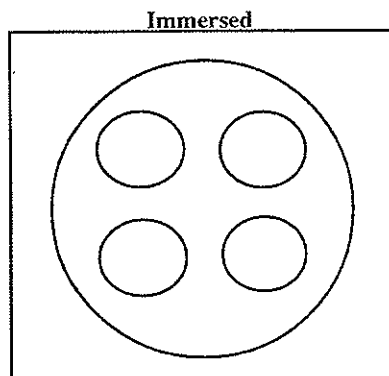


Description

Topics or units of study are rearranged and sequenced to coincide with one another. Similar ideas are taught in concert while remaining separate subjects.

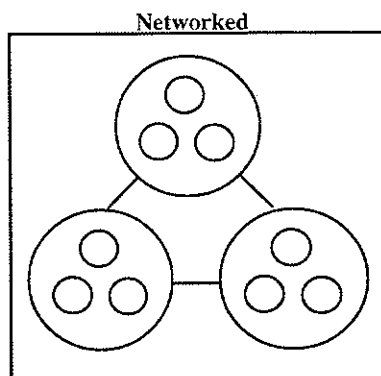
Example

English Language Arts teacher an historical novel depicting a particular period while Social Science teacher teaches covers the same period.



Description

The disciplines become part of the learner's lens of expertise: the learner filters all content through this lens and becomes immersed in his or her own experience.



Description

Learner filters all learning through the expert's eye and makes internal connections that lead to external networks of experts in related fields.

Choosing a Theme

In the initial development of senior schools, four career pathways have been identified:

- Applied Technologies
- Arts and Communications
- Health and Human Services
- International Business and Tourism

Interdisciplinary teachers, along with teachers of other subjects areas should utilize related materials located in their professional library, modifying these as appropriate to their students' needs and interests.

It is important that senior school teachers keep abreast of current research and trends on integrating curriculum and careers associated with the various pathways. Teachers are encouraged to take part in related staff development workshops, read professional literature and/or take university courses.

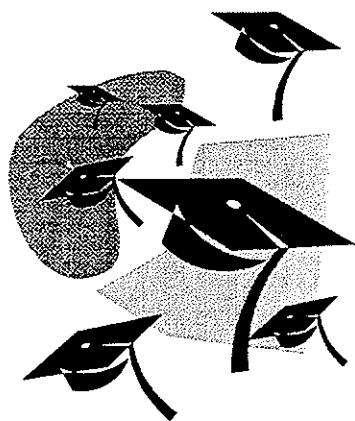
Teachers should:

- take inventory of what is already being done - career awareness initiatives, writing across the curriculum, etc.
- design a curriculum map by listing the content of associated subjects and then identify a theme or umbrella
- design an integrated module and develop related lesson plans
- decide on the length of time for completion and an appropriate title
- discover student interest - ask them what they want to know!
- decide whether the theme has substance and application to the real world
- display student work
- celebrate success!

**Department of
Education**

Career Pathways

SEPTEMBER 2000



**FOR
BERMUDA'S
SENIOR SCHOOLS**

Applied Technologies

Are you practically inclined? Do you enjoy doing puzzles and solving problems? Are you curious about how things work? Are you fascinated by technology? Do you like designing and creating things? Do you love nature? Are you interested in plants and animals? Are you interested in numbers and symbols?

This may be the pathway for you!



APPLIED TECHNOLOGIES

PRODUCTION OCCUPATIONS

Blue-Collar Worker Supervisors

Food Processing Occupations

Butchers & Meat, Poultry, & Fish Cutters

Inspectors, Testers & Graders

Boilermakers

Jewellers

Machinists

Metalworking & Plastics-Working Machine Operators

Tool & Die Makers

Welders, Cutters & Welding Machine Operators

Plant & Systems Operators

Electric Power Generating Plant Operators & Power

Distributors & Dispatchers

Stationary Engineers

Water & Wastewater Treatment

Plant Operators

Printing Occupations

Prepress Workers

Printing Press Operators

Bindery Workers

Textile, Apparel and Furnishings Occupations

Shoe & Leather Workers & Repairers

Upholsterers

Woodwork Occupations

Miscellaneous Production Occupations

Dental Laboratory Technicians

Painting & Coating Machine Operators

Photographic Process Workers



Transportation & Material Moving Occupations

Bus drivers

Material Moving Equipment Operators

Truckdrivers

Water Transportation Occupations

Handlers, Equipment Cleaners, Helpers & Labourers

Job Opportunities in the Armed Forces

ARCHITECTS & SURVEYORS

Architects

Landscape Architects

Surveyors

CONSTRUCTION TRADES & EXTRACTIVE OCCUPATIONS

Stonemasons

Bulldozer Operators

Carpenters

Carpet Installers

Concrete Masons and Terazzo Workers

Drywall Workers and Lathers

Electricians

Engineering Technicians

Forklift Operators

Glaziers

Insulation Workers

Painters & Paperhangers

Plasterers

Plumbers & Pipefitters

Roofers

Structural & Reinforcing Ironworkers

Tilesetters



COMPUTER, MATHEMATICAL & OPERATIONS

RESEARCH OCCUPATIONS

Actuaries

Computer Service Technicians

Computer Systems Analysts

Mathematicians

Operations Research Analysts

Statisticians



TECHNOLOGISTS (EXCEPT HEALTH)

Air Traffic Controllers

Broadcast Technicians

Computer Programmers

Drafters

Engineering Technicians

Science Technicians

MECHANICS, INSTALLERS & REPAIRERS

Aircraft Mechanics and Engine specialists

Automotive Body Repairers

Automotive Mechanics

Biomedical Technicians

Diesel Mechanics

Electronic Equipment Repairers

Commercial and Industrial Electronics

Equipment Repairs

Communications Equipment

Mechanics

Computer & Office Machine Repairers

Electronic Home Entertainment

Equipment Repairers

Telephone Installers & Repairers

TV & Radio Repairers

Elevator Installers & Repairers

General Maintenance Mechanics

Heating, Air-Cond. & Refrigeration Technicians

Home Appliance & Power Tool Repairers

Industrial Machinery Repairers

Line Installers & Cable Splicers

Millwrights

Mobile Heavy Equipment Mechanics

Motorcycle, Boat, & Small-Engine Mechanics

Musical Instrument Repairers & Tuners

Small Engine Mechanics

Vending Machine Servicers & Repairers

ENGINEERS

Chemical Engineers

Civil Engineers

Electrical and Electronics Engineers

Industrial Engineers

Mechanical Engineers



Career Pathway: Applied Technologies

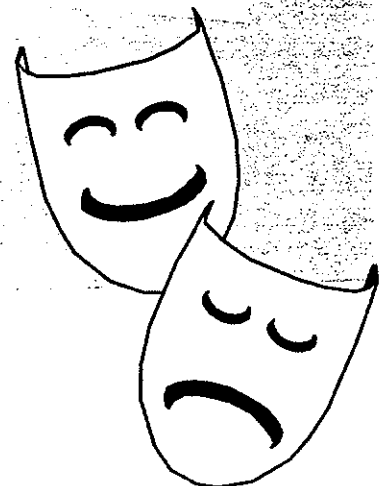
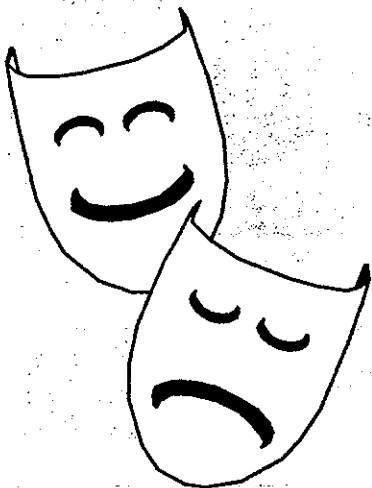
-----SENIOR SCHOOL-----						-----POST SENIOR-----
Subject		100	200	300	400	Bermuda College
English Language Arts 16cr		ELA I 4cr	ELA II 4cr	ELA III 4cr	ELA IV 4cr	Associate Degree Programmes - Associate in Science - Associate in Arts and Science - Associate in Arts (Computer Information Systems) - Associate in Computer Information Systems - Associate in Science (Electronics) - Associate in Electronics Technology
Math 12cr		Foundations of Mathematics 4cr	Integrated Math I 4cr or Applied Math I 4cr	Integrated Math II or Business Math I & II or Applied Math II, IIIA & IIIB or Introductory Calculus or Advanced Math		Certificate Programmes - Certificate in Electrical Structure and Maintenance - Certificate in Engineering Competencies - Certificate in Tele-communications and Electronics - Certificate in Motor Vehicle Bodywork - Certificate in Motor Vehicle Mechanics - Certificate in Plumbing - Certificate in Heating, Ventilating and Air Conditioning - Certificate in Horticulture - Certificate in Wood Trades - Developmental Technology
Science 12cr		Science I 4cr	Science II 4cr	Biology or Chemistry or Physics or Environmental Science or Horticulture or Marine Science or Applied Biology & Chemistry or Applied Physics or Human Biology or Earth Science		
Social Studies 12cr		Overview of Social Studies 4cr	Politics and Law in Action 4cr	Preserving Our Heritage or World Geography or World History		
D & T or Family Studies 2cr		Design & Technology 2cr or Exploring Family Living 2cr				Other Academic Institutions - Post Graduate Year Programmes - Associate Degree Programmes - Bachelor's Degree Programmes
Bus. Studies and Computer Science 4cr		Business Essentials I 2cr and Computer Science I 2cr				
Physical Education 6cr and Health 4cr		Physical Education I 2cr and Health & Wellness 2cr	Physical Education II 2cr	Physical Education III 2cr and Health Issues 2cr		
The Arts 2cr		Music or Theatre or Dance or Visual Arts (in Society) 2cr		Band/Choir or Theatre or Dance or Visual Arts	Band/Choir or Theatre or Dance or Visual Arts	Apprenticeship and Trainee Programmes under the Bermuda National Training Board
Electives from the areas of...		Computer Studies Science	Family Studies Foreign Language	Design & Technology Physical Education	Health	
Possible Electives for Career Pathway		- All Computer Science Courses, Technical Theatre & Music Technology - Graphic Communications, Design & Realization, Fashion & Textiles, Electronics Technology, Transportation Technology, Textile Design, & Interior Decorating - Business Essentials II, Foreign Languages & American History				

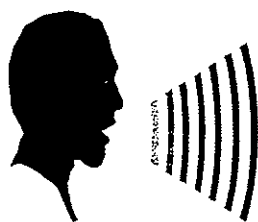
Career Pathway: "Student Constructed"						
-----SENIOR-----						-----POST SENIOR-----
Subject		100 (28 cr)	200 (18 cr)	300 (20 cr)	400 (4 cr)	Bermuda College
English Language Arts 16cr		ELA I 4cr	ELA II 4cr	ELA III 4cr	ELA IV 4cr	Associate Degree Programmes
Math 12cr		Foundations of Mathematics 4cr	Integrated Math I 4cr or Applied Math I 4cr	4cr		
Science 12cr		Science I 4cr	Science II 4cr	4cr		
Social Studies 12cr		Overview of Social Studies 4cr	Politics and Law in Action 4cr	4cr		
D&T or Family Studies 2cr		2cr				
Bus. Studies and Comp. Science 4cr		Business Studies I 2cr and Computer Science I 2cr				Certificate Programmes
Physical Education 6cr and Health 4cr		Physical Education I 2cr and Health & Wellness 2cr	Physical Education II 2cr	Physical Education III 2cr and Health Issues 2cr		
The Arts 2cr		2cr				
Electives from the areas of...		Computer Studies Science	Family Studies Business Studies	Physical Education Foreign Languages	Design & Technology Health	Other Academic Institutions - Post Graduate Year Programmes - Associate Degree Programmes - Bachelor's Degree Programmes
Possible Electives for Career Pathway		(Additional 46 credit hours required for graduation)				Apprenticeship and Trainee Programmes under the Bermuda National Training Board

Arts and Communications

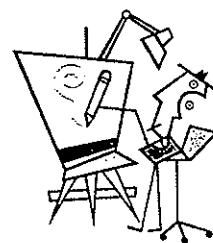
Do you like to communicate ideas? Do you like to express yourself creatively? Do you like to travel and learn about other cultures? Do you enjoy going to concerts and performances? Are you imaginative, innovative and original? Do you like to perform in front of an audience?

This may be the pathway for you!





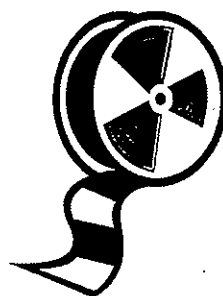
ARTS &



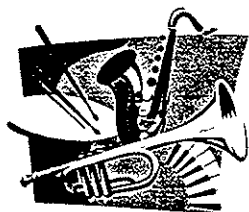
COMMUNICATIONS

COMMUNICATION OCCUPATIONS

Announcers & Newscasters
Broadcast Technicians
Composition/Typesetters
Interpreters & Translators
Public Relations Specialists
Radio & Television
Reporters & Correspondents
Technical Writers
Writers & Editors



VISUAL ARTS OCCUPATIONS



Commercial Artists
Fashion Designers
Florists
Graphic Designers
Interior Decorators
Jewelers
Merchandise Display Workers
Photographers & Camera Operators
Visual Artists



PERFORMING ARTS OCCUPATIONS

Actors, Directors, & Producers
Dancers & Choreographers
Models
Musicians



ref: arts & communications/its disc SS Certification

Career Pathway: Arts & Communications

-----SENIOR-----						-----POST SENIOR-----
Subject		100	200	300	400	Bermuda College Associate Degree Programmes ▪ Associate in Arts ▪ Associate in Arts & Science ▪ Associate in Art & Design
English Language Arts 16cr		ELA I 4cr	ELA II 4cr	ELA III 4cr	ELA IV 4cr	
Math 12cr		Foundations of Mathematics 4cr	Integrated Math I 4cr or Applied Math I 4cr	Integrated Math II or Business Math I & II or Applied Math II, IIIA & IIIB or Introductory Calculus or Advanced Math		
Science 12cr		Science I 4cr	Science II 4cr	Biology or Chemistry or Physics or Environmental Science or Horticulture or Marine Science or Applied Biology & Chemistry or Applied Physics or Human Biology or Earth Science		
Social Studies 12cr		Overview of Social Studies 4cr	Politics and Law in Action 4cr	Preserving our Heritage or World Geography or World History or Introduction to Africa		
D&T or Family Studies 2cr		Design & Technology 2cr or Exploring Family Living 2cr				
Bus. Studies and Computer Science 4cr		Business Studies I 2cr and Computer Science I 2cr				
Physical Education 6cr and Health 4cr		Physical Education I 2cr and Health & Wellness 2cr	Physical Education II 2cr	Physical Education III 2cr and Health Issues 2cr		
The Arts 2cr		Music or Theatre or Dance or Visual Arts (in Society) 2cr		Band/Choir or Theatre or Dance or Visual Arts	Band/Choir or Theatre or Dance or Visual Arts	
Electives from the areas of...		Computer Studies Science	Family Studies Business Studies	Design & Technology Foreign Languages	Health	
Possible Electives for Career Pathway		• Business Essentials II, Marketing & Graphic Communication • Journalism & Publications, Speech and Debate, Writer's Workshop, Foreign Languages • Fashion & Textiles Design, Interior Decorating, Textiles Design & Photography				Other Academic Institutions ▪ Post Graduate Year Programmes ▪ Associate Degree Programmes ▪ Bachelor's Degree Programmes Apprenticeship and Trainee Programmes under the Bermuda National Training Board

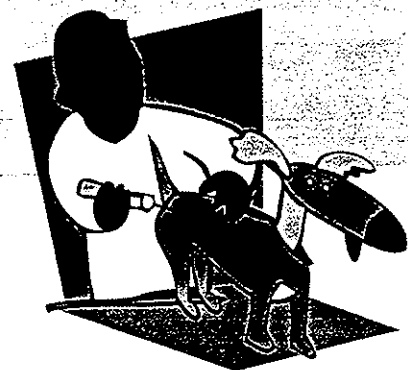
Career Pathway: "Student Constructed"

-----SENIOR-----						-----POST SENIOR-----
Subject		100 (28 cr)	200 (18 cr)	300 (20 cr)	400 (4 cr)	Bermuda College
English Language Arts 16cr		ELA I 4cr	ELA II 4cr	ELA III 4cr	ELA IV 4cr	Associate Degree Programmes
Math 12cr		Foundations of Mathematics 4cr	Integrated Math I 4cr or Applied Math I 4cr	4cr		
Science 12cr		Science I 4cr	Science II 4cr	4cr		
Social Studies 12cr		Overview of Social Studies 4cr	Politics and Law in Action 4cr	4cr		
D&T or Family Studies 2cr		2cr				
Bus. Studies and Comp. Science 4cr		Business Studies I 2cr and Computer Science I 2cr				
Physical Education 6cr and Health 4cr		Physical Education I 2cr and Health & Wellness 2cr	Physical Education II 2cr	Physical Education III 2cr and Health Issues 2cr		Certificate Programmes
The Arts 2cr		2cr				
Electives from the areas of...		Computer Studies Science	Family Studies Business Studies	Physical Education Foreign Languages	Design & Technology Health	
Possible Electives for Career Pathway		(Additional 46 credit hours required for graduation)				Other Academic Institutions - Post Graduate Year Programmes - Associate Degree Programmes - Bachelor's Degree Programmes Apprenticeship and Trainee Programmes under the Bermuda National Training Board

Health and Human Services

Do you like to care for people or animals who are sick? Are you fitness and wellness oriented? Are you interested in how the body works and how disease or drugs affect us? Are you friendly, outgoing, compassionate and cooperative? Do you like to work with people to solve problems? Is it important for you to provide service to the community by doing something that makes things better for other people?

This may be the pathway for you!



HEALTH & HUMAN SERVICES

Health Services

Health Diagnosing Practitioners

Chiropractors
Dentists
Opticians
Optometrists
Physicians
Podiatrists
Veterinarians



Health Assessment & Treating Occupations

Activity Therapists
Dietitians & Nutritionists
Occupational Therapists
Pharmacists
Physical Therapists
Physician Assistants
Recreational Therapists
Registered Nurses
Respiratory Therapists
Speech-Language Pathologists & Audiologists
Nursing Aides & Psychiatric Aides



Health Technologists & Technicians

Certified Nurses Aides
Clinical Laboratory Technologists & Technicians
Dental Hygienists
Dialysis Technicians
Dispensing Opticians
EEG Technologists
EKG Technicians
Emergency Medical Technicians
License Practical Nurses
Medical Record Technicians
Nuclear Medicine Technologists
Radiologic Technologists
Surgical Technicians
Ultrasound Technologists



Health Service Occupations

Dental Assistants
Home Health Aides
Medical Assistants

Human Services

Lawyers & Judges



Social Scientists & Urban Planners

Economists & Marketing Research Analysts
Psychologist
Sociologists
Urban & Regional Planners

Social & Recreation Workers

Human Services Workers
Marriage Counsellors
Social Workers
Social Worker Aides
Recreation Workers
Substance Abuse Counsellors
Janitors & Cleaners
Private and Household Workers



Religious Workers

Clergy
Protestant Ministers
Religious Workers
Rabbis
Roman Catholic Priests



Teachers, Librarians, & Counsellors

Adult Education Teachers
Archivists & Curators
College & University Faculty
Counsellors
Teachers
Librarians
Paraprofessional



Technologists, Except Health

Library Technicians
Paralegals

Protective Service Occupations

Correction's Officers
Firefighting Occupations
Security Guard
Police

Food & Beverage Preparation & Service Occupations

Chefs, Cooks, & Other Kitchen Workers
Food & Beverage Service Occupations
Meat Cutter/Butcher



Personal Service & Building & Grounds Service Occupations

Animal Caretakers
Barbers & Cosmetologists
Flight Attendants
Gardeners & Groundkeepers
Homemaker-Home Health Aides

Career Pathway: Health and Human Services

-----SENIOR-----						-----POST SENIOR---
Subject		S1	S2	S3	S4	Bermuda College
English Language Arts 16cr		ELA I 4cr	ELA II 4cr	ELA III 4cr	ELA IV 4cr	Associate Degree Programmes - Associate in Arts - Associate in Science - Associate in Arts & Science - Associate in Arts (<i>Business Administration</i>) - Associate in Business Administration - Associate in Arts (<i>Hospitality Management</i>) - Associate in Hospitality Management - Associate in Office Administration - Associate in Arts (<i>Human Services</i>) - Associate in Human Services
Math 12cr		Foundations of Mathematics 4cr	Integrated Math I 4cr or Applied Math I 4cr	Integrated Math II or Business Math I & II or Applied Math II, IIIA & IIIB or Calculus or Advanced Math		Certificate Programmes - Certificate for General Secretaries - Certificate for Culinary Arts - Certificate for Front Office Procedures - Certificate in Secretarial Skills - Certificate in Food & Beverage Service - Certificate for Child Care Assistant - Certificate for Geriatric Aids - Certificate in Legal Studies - Certificate in Hairdressing
Science 12cr		Science I 4cr	Science II 4cr	Biology or Chemistry or Physics or Environmental Science or Horticulture or Marine Science or Applied Biology & Chemistry or Applied Physics or Human Biology or Earth Science		
Social Studies 12cr		Overview of Social Studies 4cr	Politics and Law in Action 4cr	World Geography or World History or Introduction to American History		
D & T or Family Studies 2cr		Design Technology 2cr or Exploring Family Living 2cr				
Bus. Studies and Computer Science 4cr		Business Essentials I 2cr and Computer Science I 2cr				
Physical Education 6cr and Health 4cr		Physical Education I 2cr and Health & Wellness 2cr	Physical Education II 2cr	Physical Education III 2cr and Health Issues 2cr		
The Arts 2cr		Music or Theatre or Dance or Visual Arts (in Society) 2cr		Band/Choir or Theatre or Dance or Visual Arts	Band/Choir or Theatre or Dance or Visual Arts	Other Academic Institutions - Post Graduate Year Programmes - Associate Degree Programmes - Bachelor's Degree Programmes Apprenticeship and Trainee Programmes under the Bermuda National Training Board
Electives from the areas of...		Computer Studies Science	Family Studies Business Studies	Physical Education Foreign Languages	Design & Technology Health	
Possible Electives for Career Pathway		- All Health Courses & Business Essentials II - Exploring Family Living, Discovery Food & Nutrition, Meal Management & Hospitality, Exploring Careers in Nutrition & Hospitality, Personal Care, & Child Care - Speech and Debate, Foreign Languages & Preserving Our Heritage				

Career Pathway: "Student Constructed"

-----SENIOR-----						-----POST SENIOR-----
Subject		100 (28 cr)	200 (18 cr)	300 (20 cr)	400 (4 cr)	Bermuda College
English Language Arts 16cr		ELA I 4cr	ELA II 4cr	ELA III 4cr	ELA IV 4cr	Associate Degree Programmes
Math 12cr		Foundations of Mathematics 4cr	Integrated Math I 4cr or Applied Math I 4cr	4cr		
Science 12cr		Science I 4cr	Science II 4cr	4cr		
Social Studies 12cr		Overview of Social Studies 4cr	Politics and Law in Action 4cr	4cr		
D&T or Family Studies 2cr		2cr				
Bus. Studies and Comp. Science 4cr		Business Studies I 2cr and Computer Science I 2cr				Certificate Programmes
Physical Education 6cr and Health 4cr		Physical Education I 2cr and Health & Wellness 2cr	Physical Education II 2cr	Physical Education III 2cr and Health Issues 2cr		
The Arts 2cr		2cr				
Electives from the areas of...		Computer Studies Science	Family Studies Business Studies	Physical Education Foreign Languages	Design & Technology Health	Other Academic Institutions - Post Graduate Year Programmes - Associate Degree Programmes - Bachelor's Degree Programmes
Possible Electives for Career Pathway		(Additional 46 credit hours required for graduation)				Apprenticeship and Trainee Programmes under the Bermuda National Training Board

International Business and Tourism

Do you enjoy being a leader, organizing people, talking and planning activities? Do you enjoy initiating an idea and seeing it through to the end product? Do you like things neat and orderly? Are you business-minded in organizing your life? Do you value the importance of travel and tourism in Bermuda?

This may be the pathway for you!



International Business & Tourism

EXECUTIVE ADMINISTRATIVE, & MANAGERIAL OCCUPATIONS

Accountants & Auditors
 Administrative Services Managers
 Budget Analysis
 Construction & Building Inspectors
 Construction Contractors & Managers
 Cost Estimators
 Education Administrators
 Employment Interviewers
 Engineering, Science, & Data Processing Managers
 Financial Managers
 General Managers & Top Executives
 Government Chief Executives & Legislators
 Health Services Managers
 Hotel Managers & Assistants
 Industrial Production Managers
 Inspectors & Compliance Officers, Except Construction
 Management Analysts & Consultants
 Marketing, Advertising, & Public Relations Managers
 Personnel, Training, & Labour Relations Specialists & Managers
 Property & Real Estate Managers
 Purchasing Agents & Managers
 Restaurant & Food Service Managers
 Underwriters
 Wholesale & Retail Buyers & Merchandise Managers



MARKETING AND SALES OCCUPATIONS

Advertising Agent
 Cashiers
 Counter & Rental Clerks
 Insurance Agency & Brokers
 Manufacturer's & Wholesale Sales Representatives
 Real Estate Agents, Brokers & Appraisers
 Retail Sales Workers
 Securities & Financial Service Sales Representatives
 Services Sales Representatives
 Stockbrokers
 Travel Agents

ADMINISTRATIVE SUPPORT OCCUPATIONS

Adjusters, Investigators, & Collectors
 Bank Tellers
 Clerical Supervisors & Managers
 Computer & Peripheral Equipment Operators
 General Office Clerks
 Credit Clerks and Authorizers



Information Clerks
 Hotel & Motel Clerks
 Interviewing & New Accounts Clerks
 Receptionists
 Reservation & Transportation Ticket Agents and Travel Clerks
 Mail Clerks & Messengers
 Material Recording, Scheduling, Dispatching and Distributing Occupations
 Dispatchers
 Stock Clerks
 Traffic, Shipping & Receiving Clerks
 Postal Clerks & Mail Carriers
 Record Clerks
 Billing Clerks
 Bookkeeping, Accounting & Auditing Clerks
 Brokerage Clerks & Statement Clerks
 File Clerks
 Library Assistants & Bookmobile Driver
 Order Clerks
 Payroll & Timekeeping Clerks
 Personnel Clerks
 Receptionists
 Secretaries
 Stenographers & Court Clerk/Reporters
 Telephone, Telegraph & Teletype Operators
 Typist, Word Processors and Data Entry Keyers

Career Pathway: International Business & Tourism

-----SENIOR-----						-----POST SENIOR----
Subject		100	200	300	400	Bermuda College
English Language Arts 16cr		ELA I 4cr	ELA II 4cr	ELA III 4cr	ELA IV 4cr	Associate Degree Programmes - Associate in Arts - Associate in Science - Associate in Arts & Science - Associate in Arts (<i>Business Administration</i>) - Associate in Business Administration - Associate in Arts (<i>Hospitality Management</i>) - Associate in Hospitality Management - Associate in Arts (<i>Computer Information Systems</i>) - Associate in Computer Information Systems
Math 12cr		Foundations of Mathematics 4cr	Integrated Math I or Applied Math I 4cr	Integrated Math II or Business Math I & II or Applied Math II, IIIA & IIIB or Introductory Calculus or Advanced Math		Certificate Programmes - Certificate for Accounting Systems - Certificate for General Secretaries - Certificate in Secretarial Skills - Certificate in Culinary Arts - Certificate for Front Office Procedures - Certificate in Food & Beverage Service - Certificate in Legal Studies
Science 12cr		Science I 4cr	Science II 4cr	Biology or Chemistry or Physics or Environmental Science or Horticulture or Marine Science or Applied Biology & Chemistry or Applied Physics or Human Biology or Earth Science		
Social Studies 12cr		Overview of Social Studies 4cr	Politics and Law in Action 4cr	World Geography or World History		
D&T or Family Studies 2cr		Design & Technology 2cr or Exploring Family Living 2cr				
Bus. Studies and Computer Science 4cr		Business Essentials I 2cr and Computer Studies I 2cr				
Physical Education and Health 6cr and 4cr		Physical Education I 2cr and Health & Wellness 2cr	Physical Education II 2cr	Physical Education III 2cr and Health Issues 2cr		
The Arts 2cr		Music or Theatre or Dance or Visual Arts (in Society) 2cr		Band/Choir or Theatre or Dance or Visual Arts	Band/Choir or Theatre or Dance or Visual Arts	Other Academic Institutions - Post Graduate Year Programmes - Associate Degree Programmes - Bachelor's Degree Programmes Apprenticeship and Trainee Programmes under the Bermuda National Training Board
Electives from the areas of...		Computer Studies Science	Family Studies Foreign Languages	Design & Technology Health		
Possible Electives for Career Pathway		- All Computer Science Courses, Computer Keyboarding & Business Applications, - Accounting, Business Essentials II, Business & Personal Law, Economics, Insurance, International Business, Marketing, Office Technology, Small Business Management, Office Technology & Business Application, Travel & Tourism - Personal Care, Discovering Food & Nutrition, Meal Management & Hospitality, Exploring Careers in Nutrition & Hospitality, Speech and Debate and Foreign Languages				

Career Pathway: "Student Constructed"

-----SENIOR-----						-----POST SENIOR-----
Subject		100 (28 cr)	200 (18 cr)	300 (20 cr)	400 (4 cr)	Bermuda College
English Language Arts 16cr		ELA I 4cr	ELA II 4cr	ELA III 4cr	ELA IV 4cr	Associate Degree Programmes
Math 12cr		Foundations of Mathematics 4cr	Integrated Math I 4cr or Applied Math I 4cr	4cr		
Science 12cr		Science I 4cr	Science II 4cr	4cr		
Social Studies 12cr		Overview of Social Studies 4cr	Politics and Law in Action 4cr	4cr		
D&T or Family Studies 2cr		2cr				
Bus. Studies and Comp. Science 4cr		Business Studies I 2cr and Computer Science I 2cr				
Physical Education 6cr and Health 4cr		Physical Education I 2cr and Health & Wellness 2cr	Physical Education II 2cr	Physical Education III 2cr and Health Issues 2cr		
The Arts 2cr		2cr				Certificate Programmes
Electives from the areas of...		Computer Studies Science	Family Studies Business Studies	Physical Education Foreign Languages	Design & Technology Health	
Possible Electives for Career Pathway		(Additional 46 credit hours required for graduation)				
						Other Academic Institutions
						▪ Post Graduate Year Programmes ▪ Associate Degree Programmes ▪ Bachelor's Degree Programmes
						Apprenticeship and Trainee Programmes under the Bermuda National Training Board

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Career Pathway: (Check One)

 Health and Human Services

Applied Technologies

Summer School:

Summer School:

Summer School:

Summer School:

Course	Credits	Course	Credits
ELA	16	Health Education	4
Math	12	The Arts	2
Science	12	Computer Studies	2
Social Studies	12	Business Studies	2
Physical Education	6	Fam. Stud. <u>or</u> D&T	2
		Electives	46

Annual Review: (Advisor's Signature)

S1 Date: _____ S2 Date: _____

S3 Date: _____ S4 Date: _____

Annual Review: (Parent's Signature)

S1 Date: _____ S2 Date: _____

S3 Date: _____ S4 Date: _____

PROFESSIONAL ASSOCIATION
FAMILY STUDIES

Name: American Association for Family and Consumer Sciences
Address: Alexandria, Virginia
Country: U.S.A.
Telephone: (703) 706-4600

CURRICULUM ABBREVIATIONS

School Abbreviations

Preschool	PS
Primary School	P1-P6
Middle School	M1-M3
Senior School	S1-S4

Subject Area Abbreviations

Business Studies	BS
Dance	DN
Design & Technology	DT
English Language Arts	EL
Family Studies	FM
Foreign Languages	FL
Health Education	HE
Computer Science	CS
Mathematics	MT
Music	MU
Physical Education	PE
Science	SC
Social Studies	SS
Theatre	TH
Visual Arts	VR

Course Code

e.g. Physical and Human Geography II
SS3192GEO

Subject Area	Course Level	Number Placement	Course Sequence	Course Title
abbreviated subject area	(1-4) representing course level 100-400	(1-99) representing placement of course in each level	(1-4) representing sequence of course with same title	abbreviated course title
SS	3	19	2	GEO
(Social Studies)	(300 level course)	(19th course in 300 series)	(2 nd in the sequence of 3 courses)	(Physical and Human Geography)

Curriculum Framework & Course Abbreviations

Philosophy	PHL
Goals & Sub Goals	GLS
Performance Indicators	PI
Scope & Sequence	SAS
References	REF
Course Overview	OVW
Correlation Matrix	MTX
Modules	MDL
Teacher Resources	TRS
Student Resources	SRS
Exemplar Scoring Guide	SCO
Rubrics	RUB
Objectives at a Glance	OBJ
Infusing Across the Curriculum	INF
Glossary	GRY
Health and Safety	HAS
Professional Association Directory	PAD
Curriculum Abbreviations	ABR
Appendix	APX

Programme Abbreviations

Advisory Programme	ADV
Career Education Programme	CED
Functional Skills Programme	FUN
Guidance and Counselling Programme	GUI
Library Information Programme	LIB



**Ministry of Education
P.O. Box HM 1185
Hamilton HM EX
Bermuda
September 2000**