

MINISTRY OF EDUCATION

SECONDARY SCHOOL REFORM PROJECT



HOME ECONOMICS

**CLOTHING & TEXTILES
FOOD & NUTRITION
MANAGEMENT**

LEVEL 7 CURRICULUM GUIDE

DRAFT

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INTRODUCTION

This is a first draft of the Home Economics Curriculum Guide for Level 7 prepared by Specialist Home Economics Teachers in collaboration with the Secondary School Reform Project. This document falls within the framework of making Home Economics accessible to all students at Level 9 and hence teachers of Level 7 students should make a conscious effort to see how best they could utilize the ideas contained to plan for instruction. This document can serve as a focal point for departmental and regional sub committee meetings, where methodologies and strategies for both teaching and assessing are deliberated on. Lessons should be delivered in an environment in which there is opportunity for active and creative participation by both students and teacher. This guide has a direct focus on an integrated approach to curriculum delivery, in which the teacher is not unduly restricted by the subject content. The student's total development as a person should be of foremost concern to the teacher. It is anticipated that school managers, teachers, students and parents will be very critical in their evaluation of this draft as it relates directly to the teaching and assessment strategies suggested, and indirectly to other issues contingent upon the goals of education. The evaluation can be shared with curriculum supervisors during the process of interaction in the implement phase.

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HOME ECONOMICS

CLOTHING & TEXTILES

LEVEL 7

| Topic | Skills | Knowledge | Understanding | Attitude | Content | Materials | Methods/ Strategies | Evaluation | Area of Integration |
|--------------------------|--------|--|--|---|---|--|---|--|---|
| Introduction to Clothing | | Define the term (i) Clothing (ii) Textiles (iii) State the reasons for wearing clothes (iv) Identify clothing suitable for different occasions | 1. Discuss the basic principles which should guide the selection of appropriate clothing for different occasions 2. Explain the meaning of (i) Clothing (ii) Textiles | 1. Select suitable clothing for formal and informal occasions 2. Develop an interest in Clothing and textiles 3. Appreciating clothing worn by different cultures | 1. Definition of terms: (i) Clothing (ii) Textiles 2. Reasons for wearing clothes (i) Protection (ii) Modesty (iii) Attraction (iv) Identification (v) Status 3. Classification (i) Formal -ceremonial evening work wear. (ii) Informal -casual -sleep -sports -swim/beach | Flash cards – with definitions Pictures of persons dressed for different occasions Actual samples of clothing for different occasions Fashion magazine Home Economics for Secondary School BK 1 Caribbean Home Economics in Action Bk 1 | Discussion Field trip to stores Display of garments Fashion parade Role Playing | Prepare a scrap book entitled “ <i>Clothing for different occasions</i> ” Commence preparation of dictionary of textile terms Report on field trip | Art-Drawing Garments for different occasion Social Studies -examining clothing worn by different cultural groups Reading English Language -Writing Definitions of Terms |

| Topic | Skills | Knowledge | Understanding | Attitude | Content | Materials | Methods/ Strategies | Evaluation | Area of Integration |
|---|---|--|--|----------|--|--|--|--|---|
| Definition of Terms used in Textiles | <p>1. Examine a sample of woven fabric to determine its composition</p> <p>2. Use woven fabric on the correct grain when constructing articles and garments</p> | <p>(i) Define the term - textiles, fibre, yarn, fabric grain, warp weft, selvedge</p> <p>(ii) Recognise the direction of the grain on woven fabric</p> | 1. Differentiate between warp and weft grain on woven fabric | | <p>Definition of terms:</p> <p>(i) Textiles (ii) Fibre (iii) Yarn (iv) Fabric (v) Grain (vi) Warp (vii) Weft (viii) Selvedge</p> | <p>Woven fabric</p> <p>Text Book</p> <p>Home Economics for Secondary Schools BK 1</p> <p>Caribbean Home Economics in action BK 1</p> <p>Chart depicting samples of fabric with the various grain</p> | <p>Discussion</p> <p>Viewing Chart</p> <p>Examining fabrics</p> <p>Ravelling wool to examine yarns and bires</p> | Label a piece of woven fabric showing weft/warp and selvedge | <p>Reading Definitions</p> <p>Visual Arts Examining yarns</p> |

| Topic | Skills | Knowledge | Understanding | Attitude | Content | Materials | Methods/ Strategies | Evaluation | Area of Integration |
|----------------------------|--|---|---|----------|---|---|---|---|--|
| Fabric Construction | <p>1. Examine fabric to determine the method of construction</p> <p>2. Use technique to prepare plain, basket and twill weave samples</p> <p>3. Prepare samples of simple braiding</p> | <p>(i) Name the methods of fabric construction</p> <p>(ii) List materials suitable for constructing fabrics</p> | <p>1. Differentiate between plain, basket and twill weave</p> <p>2. Recognise the importance of warp and weft thread in fabric construction</p> | | <p>Methods of Construction</p> <p>(i) Weaving (ii) Knitting (iii) Knotting (iv) Netting (v) Bonding (vi) Laminating (vii) Felting (viii) Braiding</p> | <p>Samples of fabrics produced by the various methods of construction</p> <p>Cardboard, strips of paper, coconut branch, wool, microscope</p> | <p>Display of fabric or articles made from fabrics constructed by various methods</p> <p>Demonstration of weaving and braiding techniques</p> | <p>Prepare an item by using the weaving or braiding techniques learned</p> <p>Identify fabrics made by different weaves</p> <p>Working on Dictionary</p> <p>Display and discussion on Practical work done</p> | <p>Visual Arts</p> <p>- Weaving - Braiding</p> <p>Science</p> <p>- Examination of fibres</p> <p>Mathematics</p> <p>Measuring cardboard for samples</p> <p>Reading</p> <p>English Language</p> |

| Topic | Skills | Knowledge | Understanding | Attitude | Content | Materials | Methods/ Strategies | Evaluation | Area of Integration |
|---|--|---|---|--|--|---|--|--|--|
| Classification of Textile Fibres | 1. Test fibres to determine the source | 1. Classify fibres according to sources or origin | 1. Distinguish between natural and manmade fibres | Select fabrics based on the results of tests carried out | Classification of Fibres: (i) Natural – Animal Wool Silk Plant Cotton Linen (ii) Man Made- Synthetic Cellulosics/ Regenerated Testing Fabrics – Burning tests Chemical Tests | Match, metal plate acetone, samples of fabrics-wool, linen, cotton, silk Home Economics for Secondary Schools BK 1 Caribbean Home Economics in Action BK 1 | Discussion Observation Note taking Report writing | Produce a written report of results of tests | Science Tests for fabrics Reading English Language History Origin of fabrics |

| Topic | Skills | Knowledge | Understanding | Attitude | Content | Materials | Methods/ Strategies | Evaluation | Area of Integration |
|--------------------------|---|---|---|--|--|---|--|---|--|
| Cotton Fabric | <p>1. Obtain general information on cotton as a textile fibre</p> <p>2. Use correct procedure for laundering cotton fabrics</p> | <p>1. State a brief History of cotton fabric</p> <p>2. Name and identify cotton producing countries</p> | <p>1. Explain the processes in the production of cotton fabric</p> <p>2. Select cotton fabric with the appropriate finish for the garment or article to be made</p> | <p>1. Develop the ability to care cotton fabrics</p> | <p>Brief History of Cotton fabric Source of Cotton fabric Countries in which cotton is produced Process of Manufacture/ Production</p> <p>Properties of Cotton fabric Finishes given to cotton fabric Uses of cotton fabric Caring cotton fabrics Burning test</p> | <p>World map (blank) Samples of cotton fabrics Caribbean Home Economics in Action Home Economics for Secondary Schools BK 1 Metal Plate, fabrics matches Bk 1</p> | <p>Discussion Map work</p> <p>Simple burning</p> <p>Test</p> <p>Report writing</p> | <p>Insert areas in which cotton is produced on the world map</p> <p>Selecting cotton fabrics from an assortment</p> <p>Prepare a folder with different cotton fabrics</p> | <p>Geography Map reading</p> <p>History</p> <p>English Language</p> <p>Reading</p> |

| Topic | Skills | Knowledge | Understanding | Attitude | Content | Materials | Methods/ Strategies | Evaluation | Area of Integration |
|---|---|--|--|--|---|--|--|--|--|
| Sewing Equipment and Tools | <p>1. Use sewing equipment and tools for the correct purpose</p> <p>2. Manipulate sewing tools or equipment for maximum results effective and efficient use</p> | <p>Define the term -</p> <p>(i) Equipment (ii) Tools</p> | <p>1. Classify sewing equipment and tools according to specific use</p> <p>2. Differentiate between sewing equipment and tools</p> | <p>1. Care for sewing tools and equipment so as to acquire maximum use for money invested</p> <p>2. Develop the habit of using sewing tools and equipment for the correct purposes</p> | <p>- Definition – (i) Equipment (ii) Tools</p> <p>- Classification/Groups</p> <p>Measuring – e.g. tape measure</p> <p>Marking – e.g. dressmakers shears</p> <p>Sewing – e.g. sewing machine</p> <p>Finishing – e.g. iron</p> <p>-Use of tools and equipment</p> <p>- General care of sewing tools and equipment</p> | <p>Actual equipment and tools</p> <p>Pictures of tools and equipment</p> <p>Home Economics for Secondary Schools BK 1</p> <p>Needlework for Schools</p> <p>Caribbean Home Economics in Action BK 1</p> | <p>Demonstration of basic use of equipment and tools</p> <p>Display of tools and equipment</p> <p>Discussion</p> | <p>Grouping Equipment</p> <p>Sketching and Labelling Equipment and tools</p> <p>Preparing Sewing Kit</p> | <p>Visual Arts</p> <p>English Language</p> <p>Reading</p> <p>Mathematics</p> |

| Topic | Skills | Knowledge | Understanding | Attitude | Content | Materials | Methods/ Strategies | Evaluation | Area of Integration |
|----------------------------------|---|---|--|---|---|--|---|--|------------------------|
| Measuring and Measurement | <p>1. Manipulate measuring tools for measuring various articles/body parts</p> <p>2. Use measuring tools to record accurate measurements</p> <p>3. Demonstrate how to measure the body for various garments</p> | <p>1. List the tools used for measuring</p> <p>2. Name and identify the parts of the body to be measured when making various garments</p> | <p>1. Select the correct tools for the particular measurement to be taken</p> <p>2. Decide the correct techniques to use in order to take accurate body measurements</p> | <p>1. To appreciate the value of accurate measurements in clothing construction</p> | <p>Definition of terms: (i) Measuring (ii) Measurement</p> <p>Uses of measuring tools in clothing construction</p> <p>Tape measure Metre stick – Rule – Hem Gauge – Skirt marker – Taking Body Measurements</p> | <p>Tape measure, metre stick, hem gauge, ruler, skirt marker</p> <p>Pictures of tool</p> | <p>Display of tools Demonstration of use of tools</p> <p>Drawing</p> <p>Viewing display of body chart</p> | <p>Measuring items around room</p> <p>Working in pairs to take and record each other's body measurements</p> | Mathematics |

| Topic | Skills | Knowledge | Understanding | Attitude | Content | Materials | Methods/ Strategies | Evaluation | Area of Integration |
|-----------------|--|---|---|---|--|---|--|---|---|
| Stitches | <p>1. Use correct methods for working stitches</p> <p>2. Transfer patterns correctly onto fabric</p> | <p>1. Classify stitches according to groups</p> <p>2. Define the term 'stitches'</p> <p>3. Define stitches according to class (i) Temporary (ii) Permanent Name/Identify stitches according to groups</p> | <p>1. Differentiate stitches according to use</p> <p>Name/Identify stitches according to groups</p> | <p>1. Observe the rules for working stitches when producing a project</p> | <p>Definition of stitches</p> <p>Rules for working</p> <p>Classification</p> <p>Definition of each class</p> <p>Types and examples</p> | <p>Caribbean Home Economics in Action BK I</p> <p>Flash Cards</p> <p>Instruction Cards</p> <p>Diagrams of methods of steps in working stitches</p> <p>Home Economics for Secondary Schools BK 1</p> | <p>Work samples of stitches on sampler</p> <p>Demonstration of the methods</p> | <p>Preparing sampler of stitches</p> <p>Making simple articles using various stitches</p> | <p>Visual Art</p> <p>Mathematics</p> <p>Reading</p> <p>English Language</p> |

| Topic | Skills | Knowledge | Understanding | Attitude | Content | Materials | Methods/ Strategies | Evaluation | Area of Integration |
|--------------|--|--|---|--|---|--|---|---|---|
| Seams | 1. Manipulate tools and materials to make a flat open seam | 1. Define the term 'seams' 2. Name the types of seams 3. Identify the types of seams | 1. Differentiate between the various types of seam 2. Choose the correct seam for the fabric and the garment or article to be made 3. Select the correct method for neatening seam-according to the fabric used | 1. Observe the general rules, when working seams | Definition of 'seams' Generals rules for working Choice Types Flat open seam (working) Methods of neatening Flat Open Seam | Instruction cards Actual garments Samples of seams Specimens on "Finishes of Flat open Seams" Needlework for school Home Economics for Secondary Schools BK 1 Caribbean Home Economics in Action BK 1 | Discussion Display and viewing of garments and articles Demonstration | Working samples of Flat open Seams Neaten seam using various methods | Mathematics Reading Visual Arts English Language |

| Topic | Skills | Knowledge | Understanding | Attitude | Content | Materials | Methods/ Strategies | Evaluation | Area of Integration |
|---------------------------------|---|--|--|--|--|---|---|--|--|
| Understanding Colour | <p>1. Assemble colour patches to make the colour wheel</p> <p>2. Blend colours to produce a place mat which shows either (i) Complementary (ii) Analogous hues</p> | <p>1. Define the term colour, hue tint, shade</p> <p>2. Classify colours</p> <p>3. Identify analogous and complementary hues</p> | <p>1. Illustrate the difference between tints and shades</p> <p>2. Explain how colours are grouped</p> <p>3. Outline the reason why colours are classified as primary</p> <p>Describe - Primary - Secondary - Analogous - Tertiary colours</p> | <p>1. Use colours effectively to create desirable colour schemes</p> | <p>1. Definition of 'colours'</p> <p>2. Classification of colours (i) Primary/ Hues (ii) Secondary (iii) Tertiary</p> <p>3. Colour groups or clans (i) Warm (ii) Cool (iii) Neutral</p> <p>4. Tints and Shades</p> | <p>Powder paint</p> <p>Paint brush</p> <p>Fabric</p> <p>Crayons, markers, paint set</p> <p>Colour wheel chart</p> <p>Caribbean Home Economics in Action BK 1</p> <p>Fashion Magazines</p> | <p>Discussion</p> <p>Drawing</p> <p>Demonstration</p> <p>Viewing display of use of colour in designing and decorating</p> | <p>Make a colour wheel using water colours</p> <p>Make an article which demonstrates the use of colour to show (i) Tints (ii) Shades</p> | <p>Reading</p> <p>Art</p> <p>English Language</p> |

| Topic | Skills | Knowledge | Understanding | Attitude | Content | Materials | Methods/ Strategies | Evaluation | Area of Integration |
|------------------|--|--|--|---|---|--|--|---|---|
| Designing | 1. Use the principles of Design to produce simple patterns 2. Examine garments and articles to identify principles or elements used | 1. Define the term 'design' 2. Use elements of design to create patterns 3. State the Principles of Design | 1. Judge the suitability of designs for articles or garments 2. Practice using the elements and principles of design to create patterns | 1. Select suitable designs for articles 2. Decide which designs are appropriate for a particular purpose | 1. Definition of 'design' 2. Elements of design (i) Line (ii) Colour (iii) Texture Principles of Design (i) Proportion (ii) Rhythm (iii) Balance (iv) Emphasis | Pencils, paper, ruler, dress makers, carbon, training wheel, fabric, scissors Home Economics for Secondary Schools BK 1 | Demonstration Role Play Discussion Viewing Display | Prepare a scrapbook on "Good Grooming" Make a good grooming corner | Visual Arts Health Education Integrated Science Reading English Language |

| Topic | Skills | Knowledge | Understanding | Attitude | Content | Materials | Methods/ Strategies | Evaluation | Area of Integration |
|----------------------|---|---|---|---|---|---|--|---|---|
| Good Grooming | 1. Practice good posture – standing, sitting, walking | 1. Define the term ' <i>good grooming</i> ' 2. Recognise the relationship between good posture and good grooming Define the term <i>launder</i> | 1. Explain the importance of good grooming 2. Recognise that good grooming entails the general care of the body and good posture | 1. Select and use good grooming aids wisely 2. Value the importance of keeping the body well groomed | 1. Definition of good 'grooming' 2. Care of the body (i) Skin (ii) Hair (iii) Teeth (iv) Hands and Nails (v) Good posture 3. Aids to good grooming | Home Economics for Secondary Schools BK 1 Resource Personnel Dolls Display of pictures of well groomed individuals Corner-good grooming aids Video recorder Cassette on Good grooming | Demonstration Role Play Discussion Viewing Display | Prepare a scrapbook on "Good Grooming" Make a good grooming corner | Visual Arts Health Education Integrated Science Reading English Language |

| Topic | Skills | Knowledge | Understanding | Attitude | Content | Materials | Methods/ Strategies | Evaluation | Area of Integration |
|----------------------|---------------|-------------------------|----------------------|-----------------|----------------|--|--------------------------------|-------------------|--------------------------------|
| Good Grooming | | Define the term launder | | | | Soiled garments water, detergent washing equipment | | | |

HOME ECONOMICS
FOOD & NUTRITION
LEVEL 7

| Topic | Skills | Knowledge | Understanding | Attitude | Content | Materials | Methods/ Strategies | Evaluation | Area of Integration |
|--|---|--|--|---|---|--|---|--|---|
| Principles of Nutrition Terms Associated with Nutrition | Develop skills in recording summaries | Define specific terms commonly used in Nutrition | Discuss the importance of Food to The Body | Be aware of the importance of good nutrition Foster an appreciation for orderliness in work presentation | Definition of specific nutrition terms: <ul style="list-style-type: none"> ▪ Food ▪ Malnutrition ▪ Starvation | Posters Text Books | Brainstorming Discussion Lecture Observation | Questions Recording of concepts Matching items | Reading Spelling Integrated Science |
| Introduction to Home Economics | Acquire general knowledge of Home Economics | Definition of the term "Home Economics" Identify careers that can be pursued with a foundation in Home Economics List subject areas that are related to Home Economics | Relate aspects of the Home Economics programme that are crucial to the individual family and community | Foster an appreciation for Home Economics | 1. The study of Home Economics involves training in Food & Nutrition, Textiles and Clothing; Home Economics Management. It draws knowledge from all of the subjects listed in the school's curriculum | Posters Flip Charts Flash Cards Film Strips | Brainstorming Discussion Film Strips | Oral questions Recording of concepts presented | English A Spelling Social Studies Agriculture Science Industrial Arts |

| Topic | Skills | Knowledge | Understanding | Attitude | Content | Materials | Methods/ Strategies | Evaluation | Area of Integration |
|---------------------------------------|---|--|---|---|---|-------------------------|---|---|---|
| Introduction to Home Economics | | | | | 2. Importance of Home Economics to individual families and to the community | | | | |
| Food Groups | Collect food items under the headings - animal foods - staple etc | Identify the sources of foods Name the sources of foods Name the food groups | Categories foods according to their sources Explain the functions of each food group | Develop an awareness of selecting foods from each of the food groups on a daily basis | The foods we eat - names of the foods - the basic food groups - functions of each food group | Basic Foods Group Chart | Observation Lecture Discussion Display of Food items Grouping of Food Items | Puzzles Food Playing Cards Matching Items | Agricultural Science Art and Craft Integrated Science Spelling |

| Topic | Skills | Knowledge | Understanding | Attitude | Content | Materials | Methods/ Strategies | Evaluation | Area of Integration |
|----------------------|---|--|------------------------------------|--|---|--|---|---|---|
| The Nutrients | Improve recording skills -reading - presentation of facts | Define the term Nutrition Name the nutrients found in foods | Discuss the “Sources of Nutrients” | Develop a more positive attitude towards the choice of foods | 1. The nutrients found in foods are carbohydrates, fats, proteins, vitamins, minerals and water 2. Sources of nutrients in the diet 3. Functions of Nutrients in the diet | Real food items Textbooks Students | Discussion Role Play Reading of texts Field Trip | Short Oral Questions Students’ Group Assignment Pie Chart Nutrient Cards Crossword Puzzle | Agricultural Science Integrated Science Social Studies Art & Craft |

| Topic | Skills | Knowledge | Understanding | Attitude | Content | Materials | Methods/ Strategies | Evaluation | Area of Integration |
|--|--|---------------------------------------|--|---|--|--|--|--|---|
| The Nutrients | | | | | 4. Signs of good health and wellness -good posture -correct weight for height -alertness -good resistance to communicable diseases - smooth, unblemished skin | | | | |
| Equipment and Utensils for Food preparation and Service | Use equipment for the correct purposes | Identify, name and classify equipment | Choose equipment in relation to the food item to be prepared/dish to be served | Be aware that correct choice and use of equipment:- -helps to prolong the life of the equipment -Can help to guarantee good results in food preparation | 1. Identification of kitchen equipment/utensils used in preparation and service of meals | Display of Equipment Flip Chart Text Books Guidance Cards | Viewing Identifying Discussing Listing Grouping Demonstration | Playing Cards Crossword Puzzle Find Word Puzzles | Art & Craft English A Spelling Mathematics |
| | | | | | | | | | |

| Topic | Skills | Knowledge | Understanding | Attitude | Content | Materials | Methods/ Strategies | Evaluation | Area of Integration |
|---|--------|-----------|---------------|----------|---|-----------|------------------------|---|------------------------|
| Equipment and Utensils for Food preparation and Service | | | | | 2. Classification of equipment according to size and use e.g. Size: - large - small Time and labour saving/utensils | | | Exercises to include measuring dry/liquid ingredients using imperial and metric systems | |

| Topic | Skills | Knowledge | Understanding | Attitude | Content | Materials | Methods/ Strategies | Evaluation | Area of Integration |
|--------------------------------------|---|------------------------------------|---------------------------------------|--|--|--|---|---|--|
| Basic Food Preparation Skills | Demonstrate Basic Food Preparation Skills | List Basic Food Preparation Skills | Explain Basic Food Preparation Skills | Demonstrate due care and attention when practicing Food Preparation Skills | <p>1. Some basic food preparation skills are blending, creaming, shredding, dicing, sieving</p> <p>2. Definitions of skills</p> <p>3. Reasons for practicing and mastering skills</p> <p>4. Suitable foods/items for the application of skills</p> | <p>Text Books</p> <p>Dictionary</p> <p>Kitchen Equipment</p> | <p>Brainstorming</p> <p>Discussion</p> <p>Demonstration</p> <p>Dictionary exercises</p> | Compilation of a Glossary of terms – illustrations to be included | <p>Art</p> <p>English A</p> <p>Spelling</p> <p>Reading</p> |

| Topic | Skills | Knowledge | Understanding | Attitude | Content | Materials | Methods/ Strategies | Evaluation | Area of Integration |
|-------------------------------------|---|---|-----------------------------|--|--|--------------------------|------------------------|--|--|
| Food Preparation and Service | Demonstrate practical food preparation skills | 1. Define “cooking” and cooking methods 2. Classify methods of cooking | Explain reasons for cooking | Be aware that correct food preparation skills must be applied to ensure a good end product | 1. Definition of terms: cooking, baking, frying etc. 2. Reasons for cooking 3. Description of cooking methods moist/dry methods 4. Interpretation of language of recipes e.g. tsp, g, kg, 1 cup | Text Books Charts | Discussion | Short answers oral/written Compilation of a folder “Methods of Cooking” | Art & Craft English A Int. Science Spelling Reading |

| Topic | Skills | Knowledge | Understanding | Attitude | Content | Materials | Methods/ Strategies | Evaluation | Area of Integration |
|--|--|---|--|---|---|--|---|--|---|
| Food Preparation Methods Rubbed-in Method Cold Beverage | Demonstrate Rubbed in method of cake preparation Present food attractively Serve cold beverage correctly | Read recipe Select correct preparation and service equipment | Follow steps as demonstrated for the preparation of a simple snack | Be aware of the importance of correct preparation and presentation of a snack | 1. A successful end-product depends on our ability to read recipes, understanding steps and apply skills learnt 2. Preparation of work area 3. Cake preparation using the rubbed-in method 4. Preparation of a cold beverage | Recipe Books Ingredients Equipment | Discussion Demonstration Practical Group work Measuring, rubbing-in etc. | Assessment of students' work:- -during the process -finished items | Mathematics Integrated Science English A |

| Topic | Skills | Knowledge | Understanding | Attitude | Content | Materials | Methods/ Strategies | Evaluation | Area of Integration |
|--------------------------------------|--|------------------------------|---|---|---|---|---|--|--|
| Safety in The Food Laboratory | Practice care and attention when in the food lab | State the cause of accidents | The importance of safety practices in the food laboratory How to administer treatment and render simple assistance to injuries | Demonstrate due care and attention when working in the food lab | 1. There are some specific rules we must observe which can help to reduce the incidence of accidents e.g. keep appliances in good working order 2. Measures to ensure safety in the food lab 3. Types of accidents that occur in the food lab | Posters Public Health Officials Text Books Safety Officers | Role Play Lecture Viewing of A/V tapes Field Trips to Restaurants, Food Vendors Picture Study | Group Assignments Matching Items Picture Study Completion Items | Integrated Science English A |

**HOME ECONOMICS
MANAGEMENT
LEVEL 7**

| Topic | Skills | Knowledge | Understanding | Attitude | Content | Materials | Methods/ Strategies | Evaluation | Area of Integration |
|--|--|--|--|---|--|---|--|--|---|
| Introduction to Home Economics Management | <p>Define Home Economics Management</p> <p>List areas in Home Management which will improve the relationship within the family and community e.g. -entertainment -effective communication -budgeting -sanitation, etc.</p> | <p>Recognise the various areas, which are involved in Home Economics Management</p> <p>Identify job opportunities related to Home Management e.g. Hotelier, - Interior Decorator</p> | <p>To recognize job opportunities available in Home Economics Management locally and Internationally</p> | <p>Demonstrate respect for persons and their occupation</p> | <p>Definition Home Economics Management involves the wise use of resources to achieve desired goals</p> <p>Areas of Home Management -Housewifery -Laundry work -First Aid -Child Care -Consumerism</p> | <p>Career chart in Home Management</p> <p>Home Economics for Secondary School BK 1</p> <p>Caribbean Home Economics in Action BK 1</p> | <p>Brain Storming</p> <p>Story Telling</p> <p>Picture Study</p> <p>Discussion</p> <p>Role Play</p> | <p>Folder on A. Careers in Home Management</p> <p>B. Job Opportunities in Home Management</p> <p>Quiz</p> <p>Description of three careers in Home Economics Management</p> | <p>Social Studies</p> <p>English Language</p> <p>Reading</p> |

| Topic | Skills | Knowledge | Understanding | Attitude | Content | Materials | Methods/ Strategies | Evaluation | Area of Integration |
|------------------|--|--------------------------------|--|--|--|---|--|-------------------------------|---|
| Resources | Define 1. Resources 2. Goals | Use resources to achieve goals | Identify and use resources effectively to achieve specific goals Recognise the relationship between resources and goals | Working cooperatively to make appropriate selection of resources | <u>Definition</u> Resources are the assets that can be used to achieve goals Types of resources 1. Human resources e.g. Time, energy 2. Non-Hman resources e.g. money, fuel, etc. | Home Economics Management for Secondary Schools BK 2 Caribbean Home Economics in Action BK 1 Certificate Management Charts | Group Discussion Demonstration Picture Study | Quiz Structured Essays | Social Studies English Language Principles of Business Reading |

| Topic | Skills | Knowledge | Understanding | Attitude | Content | Materials | Methods/ Strategies | Evaluation | Area of Integration |
|---------------------|---|---|---|--------------------------------------|---|---|---|---------------------------|--|
| Laundry Work | <p>Define the term Laundry Work</p> <p>List reasons for laundering</p> <p>State the methods of laundering</p> | <p>Identify and use laundry work equipment and materials</p> <p>Equipment: Washing machine, rubbing board, laundry brush, wash tubs etc.</p> <p>Materials: Detergent, blue, fabric softener, water softener</p> <p>Group Laundry work Equipment based on major laundry process</p> <ul style="list-style-type: none"> - washing - drying - finishing | Select the appropriate method for laundering specific fabrics | Use laundry work equipment correctly | <p>Laundry work equipment</p> <p>Select appropriate method for laundering specific fabric</p> <p><u>Reasons for Laundering</u></p> <ul style="list-style-type: none"> - to improve good health - to prolong the life of clothing and household articles <p>Laundry work equipment and materials</p> | <p>Washing wisdom</p> <p>Better Home Management</p> <p>Variety of laundry materials and equipment</p> <p>Garments</p> | <p>Displaying laundry work equipment and aid</p> <p>Demonstration</p> <p>Discussion</p> | <p>Quiz</p> <p>Poster</p> | <p>Social Studies</p> <p>English Language</p> <p>Integrated Science</p> <p>Reading</p> |

| Topic | Skills | Knowledge | Understanding | Attitude | Content | Materials | Methods/ Strategies | Evaluation | Area of Integration |
|--------------|--------|-----------|---------------|----------|--|-----------|------------------------|------------|------------------------|
| Laundry Work | | | | | Washing process involves sorting, mending, removal of stains, emptying pockets, washing methods, whitening, stiffening, etc. | | | | |

| Topic | Skills | Knowledge | Understanding | Attitude | Content | Materials | Methods/ Strategies | Evaluation | Area of Integration |
|--------------|--|--|--|--|--|--|---|--|--|
| Water | List the sources of water Identify ways of softening hard water | Make water soft for laundering e.g. boiling <u>Use of</u> i. chemicals e.g. washing soda ii. water softener iii. soapless detergents | Differentiate between hard and soft water Recognise the economic implications of using hard/oft water | Use the most appropriate type of water when laundering | Sources of Water Types of water <u>Hard Water:</u> Water that forms a scum when detergent is added <u>Soft Water:</u> Does not form scum <u>Composition of water:</u> H ₂ O - hydrogen - oxygen The water cycle Ways of softening hard water | Home Economics for Secondary Schools BK 1 Samples of water from the different sources | Group Activities Experiment Demonstration | Illustrate explain the water cycle Quiz | Agricultural Science Social Studies English Language Integrated Science Geography Reading |

| Topic | Skills | Knowledge | Understanding | Attitude | Content | Materials | Methods/ Strategies | Evaluation | Area of Integration |
|---------------|--|---|-----------------------------------|--|--|--|--|--|--|
| Family | <p>Define the term "family"</p> <p>Recognise the different family structures e.g. single parents, extended nuclear</p> <p>Describe the types of family</p> | Identify types of families from which they belong | The roles of "each family member" | Appreciate the value of cooperation among family members | <p>Definition of Family</p> <p>Composition of a Family</p> <p><u>Types of Families</u></p> <p>Families are alike and different</p> <p>Family roles</p> | <p>Certificate Management</p> <p>Pictures of the different types of Families</p> | <p>Picture Study</p> <p>Role play on roles of family</p> <p>Group discussion</p> | Project on the different types of family | <p>Social Studies</p> <p>English Language</p> <p>Reading</p> |

| Topic | Skills | Knowledge | Understanding | Attitude | Content | Materials | Methods/ Strategies | Evaluation | Area of Integration |
|-------------|---|--|---|--|---|--|---|--------------------------------------|--|
| Dust | <p>Define the term "Dust"</p> <p>Identify the characteristics of dust</p> <p>List ways of removing dust</p> | <p>Remove dust from different surfaces</p> <p>Use equipment for sweeping and dusting effectively</p> | <p>Differentiate between dust and dirt</p> <p>Select brooms for appropriate surfaces</p> <p>List composition of dust – organic and inorganic substances</p> | <p>Ensure that dust is removed from surfaces within the home</p> | <p>Definition</p> <p>Dust is tiny particles which float about and also settles on surfaces</p> <p><u>Characteristics</u></p> <p>Can be detected if dense</p> <p>- it floats only for a certain length of time</p> <p><u>Reasons for removing dust</u></p> <p>- To produce and maintain good health</p> <p>- To protect household furnishing</p> | <p>Home Economics for Secondary Schools BK 1</p> <p>Home Economic in Action BK 1</p> | <p>Discussion on "nature of Dust?"</p> <p>Demonstrate the sweeping of a room using the correct procedures</p> <p>Display equipment used for removing dust</p> | <p>Exercise sweeping and dusting</p> | <p>Integrated Science</p> <p>English Language</p> <p>Reading</p> |

| Topic | Skills | Knowledge | Understanding | Attitude | Content | Materials | Methods/ Strategies | Evaluation | Area of Integration |
|-------|--------|-----------|---------------|----------|--|-----------|------------------------|------------|------------------------|
| Dust | | | | | Ways of removing - Dispersal - Beating - Shaking - Collecting - Use of vacuum | | | | |

| Topic | Skills | Knowledge | Understanding | Attitude | Content | Materials | Methods/ Strategies | Evaluation | Area of Integration |
|-------------------|---|---|---|--|--|--|--|-----------------------------------|---------------------------------|
| Detergents | Define the term "Detergent" List the substances present in detergents | Select detergents in relation to type of fabrics Read labels and use detergents in relation to fabrics | Identify and classify detergents according to their forms (solids, liquids) etc | Follow the instructions given by manufacturer on the use of various detergents | <u>Definition</u> Detergents are substances which when added to water improve the cleaning action Types of detergents - soap - soapless Brand names Properties of detergents Suitability of fabric Points to observe before using detergents | Empty detergent containers and wrappers Home Economics for Secondary Schools Bk 2 Caribbean Home Economics in Action BK 1 Better Home Management Garments and Household Articles | Experiment Washing pieces of fabrics: One in plain water, another in water to which a soapless detergent has been added and one in soapy water Discussion on the types of detergent Oral summary | Folders on the type of detergents | English Language Reading |

| Topic | Skills | Knowledge | Understanding | Attitude | Content | Materials | Methods/ Strategies | Evaluation | Area of Integration |
|-------|--------------------|---|--|-----------------------|--|---|--|--|--|
| Dirt | Definition of dirt | Remove dirt from unfinished wooden surfaces | Select and use the most appropriate method for the removal of dirt | Take care of surfaces | <p>Definition Dirt can be defined as fixed dust attached to surfaces by moisture, grease, etc.</p> <p>Removal of Dirt</p> <p>Dirt can be removed by cleaning with water and soap or soapless detergent, scrubbing, use of abrasive substances etc.</p> | Home Economics for Secondary Schools BK 1 | <p>Demonstration the removal of dirt</p> <p>Suggest materials, equipment needed to remove dirt</p> | <p>Remove dirt from unfinished wooden surfaces e.g. pastry board, wooden spoon</p> <p>Chart on Do's and Don't 's in cleaning unfinished surfaces</p> | <p>English Language</p> <p>Social Studies</p> <p>Integrated Science</p> <p>Reading</p> |

| Topic | Skills | Knowledge | Understanding | Attitude | Content | Materials | Methods/ Strategies | Evaluation | Area of Integration |
|---------------------------|--|---|--|-------------------------|---|---|---|---|---|
| Brooms and Brushes | <p>Identify brooms and brushes</p> <p>List materials used in the construction of</p> <ol style="list-style-type: none"> 1. brooms 2. brushes <p>Describe a broom and a brush</p> | <p>Identify parts of brooms and brushes</p> <p>Suggest uses of</p> <ol style="list-style-type: none"> 1. Brooms 2. Brushes <p>Use brooms and brushes to clean specific surfaces</p> | Select the appropriate broom/brush for the specific task and surface | Care brooms and brushes | <ul style="list-style-type: none"> - Materials used in the construction of brooms and brushes - Choice of brooms and brushes - Parts of a broom and a brush - Care of brooms and brushes - Use of brooms and brushes | <p>Home Economics for Secondary Schools BK 1</p> <p>Display of brooms and brushes</p> | <p>Draw and label brooms and brushes</p> <p>Identify parts of brooms and brushes</p> <p>Define brooms and brushes</p> | <p>Choice of brooms and brushes</p> <p>Folder as brooms and brushes</p> | <p>Art and Craft</p> <p>English Language</p> <p>Reading</p> |