

# **MINISTRY OF EDUCATION**

**SECONDARY SCHOOL REFORM PROJECT**



**HOME ECONOMICS**

**CLOTHING & TEXTILES  
FOOD & NUTRITION  
MANAGEMENT**

**LEVEL 9 CURRICULUM GUIDE**

**DRAFT**

## CONTENT

|   | <u>Page</u> |
|---|-------------|
| Introduction                                      | i           |
| Acknowledgement                                   | ii          |
| <b><u>Section 1 – Clothing &amp; Textiles</u></b> |             |
| - Cover Page                                      | 1           |
| - Fashion Foundation for the Total Look           | 2           |
| - Stain Removal                                   | 4           |
| - Storage of Clothing                             | 5           |
| - Ready-Made Clothing                             | 6           |
| - Knitted Fabrics                                 | 7           |
| - Crocheting                                      | 8           |
| - Lace  | 9           |
| - Netting   | 10          |
| - Non-Woven Fabrics                               | 11          |
| - Blended Fabrics                                 | 12          |
| - Fabric Finishes                                 | 13          |
| - Identification of Fibres                        | 14          |
| - Simple Pattern Drafting                         | 15          |
| - Making up a Skirt or Shorts                     | 16          |
| - Construction Processes Opening                  | 17          |
| - Fastenings                                      | 18          |
| <b>Section 2 – Food &amp; Nutrition</b>           |             |
| - Cover Page                                      | 19          |
| - Fruits  | 20          |

|                 |    |
|-----------------|----|
| - Vitamins      | 21 |
| - Salads        | 22 |
| - Eggs          | 23 |
| - Meat          | 24 |
| - Stewing       | 26 |
| - Frying        | 27 |
| - Fats & Oils   | 29 |
| - Fish          | 31 |
| - Meal Planning | 34 |

### **Section 3 – Management**

|  |    |
|--|----|
| - Cover Page                                 | 36 |
| - Management Processes                       | 37 |
| - Rooms in the Home                          | 39 |
| - Introduction to Money and Money Management | 40 |
| - Goals and Values                           | 42 |
| - Housing                                    | 44 |
| - Budgeting                                  | 46 |
| - Labour Saving Devices                      | 48 |
| - Gadgets                                    | 50 |
| - Table Setting/Service and Etiquette        | 51 |
| - The Family Life Cycle                      | 53 |

## INTRODUCTION

This is a first draft of the Home Economics Curriculum Guide for Level 9 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 9 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.

**MOHANDATT GOOLSARRAN**

*Head, Curriculum Development and Implementation Unit  
August 2002.*

## ACKNOWLEDGEMENT

The following persons contributed to the preparation of this document:-

(a) **CLOTHING & TEXTILES**

- Leslyn Edwards-Charles - Convenor, Hopetown P.I.C.
- Lorraine Ross-Fernandes - Curriculum Writer, Wismar Hill Primary
- Carren Peterkin - Curriculum Writer, Golden Grove Secondary
- Indranie Dalchan - Curriculum Writer, Cotton Field Secondary
- Corrine Rutherford - Curriculum Writer, Mahaica P.I.C.
- Yvonne Rose - Curriculum Writer, New Amsterdam P.I.C.

(b) **FOOD & NUTRITION**

- Eleen Payne - Convenor, Cyril Potter College of Education
- Barbara Dowding - Curriculum Writer, The Bishops High School
- Marilyn Blucher - Curriculum Writer, Abram Zuil Secondary
- Dolores Benjamin - Curriculum Writer, Golden Grove Secondary
- Murlin English - Curriculum Writer, Mahaicony Secondary

(c) **MANAGEMENT**

- Dianna Wharton - Convenor, Christ Church Secondary
- Kathy Simon - Curriculum Writer, St. Joseph's High
- Thelma Holder-Bess - Curriculum Writer, Charity Secondary (Retired)
- Audrey Campbell - Curriculum Writer, Mahaicony Secondary
- Arlene Hicks - Curriculum Writer, Mackenzie High
- Desiree John - Curriculum Writer, Charity Secondary
- Michelle Moore - Curriculum Writer, Annandale Secondary

- Hazel Moses - Editor
- Edward Williams - Curriculum Co ordinator

**HOME ECONOMICS**  
**CLOTHING & TEXTILES**  
**LEVEL 9**

| Topic                                 | Skills  | Knowledge  | Understanding   | Attitude  | Content   | Materials   | Methods/<br>Strategies   | Evaluation  | Areas of<br>Integration                                   |
|---------------------------------------|---|--|---|---|---|---|--|---|---|
| Fashion Foundation for the Total Look | <p>1. Choose appropriate accessories for the garment.</p> <p>2. Design clothing for formal and informal occasions.</p> <p>3. Practice good posture.</p> | <p>1. Know particulars which contribute to the total look.</p> <p>2 Categorize special occasions.</p> <p>3. Determine factors to be considered when choosing clothing.</p> | <p>1 Relate the reasons for wearing well-fitted foundation garments</p> <p>2. Recognise the particulars which are essential for the total look.</p> <p>3. Recognise characteristics which determine the suitability of a style for an individual.</p> | <p>1. Show a desire for dressing to suit the occasion.</p> <p>2. Demonstrate the ability to care clothing</p> | <p>- Reasons for wearing well fitted garments</p> <p>- Essential particulars for the total look- health care, personality, diet, exercise, posture, rest hygiene.</p> <p>- Categories of special occasions<br/>           formal<br/>           semi formal<br/>           informal</p> <p>- Accessories – definition, names, uses materials used.</p> <p>- Factors to consider when choosing clothing – figure type colour design quality of construction.</p> | <p>Caribbean Home Economics. In action Bk. III</p> <p>Actual garments and accessories</p> <p>Food Charts.</p> | <p>Visits to Boutique</p> <p>Field-trip Garment Factory</p> <p>Discussion</p> <p>Role-playing</p> <p>Fashion display</p> | <p>Make two folders</p> <p>i) showing the different types of foundation garments</p> <p>ii) the various categories of clothing</p> <p>iii) Compile scrap book showing</p> | <p>Visual Arts</p> <p>English Language</p> <p>Reading</p> |

| Topic | Skills | Knowledge | Understanding | Attitude | Content | Materials | Methods/<br>Strategies | Evaluation   | Area of<br>Integration |
|-------|--------|-----------|---------------|----------|---------|-----------|------------------------|--|------------------------|
|       |        |           |               |          |         |           |                        | iv) Garment suitable for different figure types<br><br>v) Co-ordinate outfits to suit different occasions. |                        |

| Topic         | Skills  | Knowledge  | Understanding   | Attitude  | Content  | Materials   | Methods/<br>Strategies                                  | Evaluation   | Area of<br>Integration                                 |
|---------------|---|--|---|---|--|---|---|--|--|
| Stain Removal | 1. Use different stain removal compounds to remove stain. | 1. Know the principles of stain removal.<br><br>2. Know stain removal compounds. | 1. Demonstrate the ability to remove different stains.<br><br>2. Give clear instructions for removing stains.<br><br>3. Differentiate the methods used for removing stains.<br><br>4. Describe the process of valeting. | 1 Demonstrate caution when using stain removal compounds.<br><br>2. Use correct cleaning compound and procedure to remove stains. | - Definition of stains.<br><br>- Principles of stain removal.<br><br>- Methods of removing stains.<br>-<br>- Stain removal compounds<br><br>- valeting | Stain removal compounds specimens of stained fabrics. | Discussion<br><br>Demonstration<br><br>Laboratory work. | Remove stains using different compounds and methods.<br><br>Prepare a stain removal chart. | Integrated Science<br><br>Reading<br><br>Language Arts |

| <b>Topic</b>        | <b>Skills</b>   | <b>Knowledge</b>  | <b>Understanding</b>   | <b>Attitude</b>  | <b>Content</b>   | <b>Materials</b>   | <b>Methods/<br/>Strategies</b>                         | <b>Evaluation</b>   | <b>Area of<br/>Integration</b>                                     |
|---------------------|---|---|--|--|--|--|--|---|--|
| Storage of Clothing | 1. Fold/hang clothing in an appropriate manner for storage. | 1. Know the general rules rules for storing clothes<br><br>2. Know places in the home that may be used for storing clothes. | 1. Explain the importance of caring clothing and articles for prolonged life | 1 Appreciate the importance of proper storage of clothing. | - Rules for storing clothes.<br><br>- Places which clothing may be stored.<br><br>- Reasons for storing. | Actual clothing<br><br>Pictures of storage facilities.<br><br>Hangers<br><br>Clothes brush | Discussion<br><br>Demonstration<br><br>Laboratory Work | Prepare garments/ articles for storage.<br><br>Draw a storage facility and label it to show how a variety of items may be stored. | Visual Arts<br><br>Reading<br><br>Mathematics<br><br>Language Arts |

| Topic               | Skills  | Knowledge  | Understanding   | Attitude  | Content   | Materials   | Methods/<br>Strategies   | Evaluation  | Area of<br>Integration   |
|---------------------|---|--|---|---|---|---|--|---|--|
| Ready-Made Clothing | 1. Use information to make wise choices when buying ready – made garments | 1 Know the advantages and disadvantages of buying ready made garments. | 1. Recognise the need for budgeting when buying garments.<br><br>2. Describe ready-made garments. | 1. Judge the value of garments in relation to existing wardrobe so that pieces may be coordinated<br><br>2. Follow instructions on care labels when caring for readymade garments.. | - Definition<br><br>- Points to consider when selecting.<br><br>- Advantages and disadvantages. | Ready made garments catalogues<br><br>Caribbean Home Economics.in Action Magazines. | Visit to departmental stores.<br><br>Discussion<br><br>Display of clothing.<br><br>Role Play | Prepare a written report on points to consider when purchasing ready-made clothing. | Visual Arts<br><br>Reading<br><br>Language Arts<br><br>Geography<br><br>Social Studies |

| Topic           | Skills   | Knowledge  | Understanding  | Attitude  | Content   | Materials  | Methods/<br>Strategies   | Evaluation   | Area of<br>Integration  |
|-----------------|--|--|--|---|---|--|--|--|---|
| Knitted Fabrics | <p>1. Manipulate knitting needles to make stitches</p> <p>- knit</p> <p>- purl</p> | <p>1. Recognise knitted fabrics.</p> <p>2. Relate the basic construction process of knitted fabrics.</p> <p>3 Know stitches used in knitting.</p> <p>4. Know uses of knitted fabrics.</p> <p>5. Know tools and materials which are used for hand knitting.</p> | <p>1. Recognise knitted fabrics.</p> <p>2. Describe the qualities of knitted fabrics.</p> <p>3. Describe terms related to knitted fabrics.</p> <p>4. Establish the difference of warp and weft knit fabrics.</p> | <p>1. Choose fabrics which are suitable for the item to be made.</p> <p>2. Use principles which guide the proper care of knitted fabrics.</p> | <p>- Kinds of knitted fabric</p> <p>- Construction process</p> <p>- Properties of knitted fabrics - warp<br/>- weft</p> <p>- Stitches used in knitting</p> <p>- Materials used in knitting</p> <p>- Tools used for hand knitting</p> <p>- Terms related to knitting - ladder<br/>- fashioning</p> <p>- Uses of knitted fabrics.</p> | <p>Caribbean Home Economics in Action Bk III</p> <p>Needle work for schools</p> <p>All about Fabrics.</p> <p>Wool Knitting Needles.</p> <p>Samples of knitted fabrics.</p> <p>Chart illustrating stitches.</p> | <p>Discussion</p> <p>Demonstration</p> <p>Display</p> <p>Laboratory work</p> | <p>Compiling scrap book</p> <p>Short answer questions.</p> | <p>Visual Arts</p> <p>Reading</p> <p>Language Arts</p> <p>Mathematics</p> |

| <b>Topic</b> | <b>Skills</b>  | <b>Knowledge</b>  | <b>Understanding</b>           | <b>Attitude</b>                                    | <b>Content</b>   | <b>Materials</b>                                  | <b>Methods/<br/>Strategies</b>                                | <b>Evaluation</b>  | <b>Area of<br/>Integration</b>   |
|--------------|--|---|--------------------------------|--|--|---|---|--|--|
| Crotcheting  | <p>1. Practice simple crochet stitches</p> <p>2. Produce a simple design for the article to the made..</p> | <p>1. Know tools used for crocheting.</p> <p>2. Know materials used for crocheting.</p> | 1. Recognise crochet stitches. | 1. Display patience when learning crochet stitches | <p>- Tools used for crocheting</p> <p>- Materials used for crocheting</p> <p>- Crochet stiches</p> | Articles made by crocheting, crochet hooks, yarn. | <p>Discussion</p> <p>Demonstration</p> <p>Laboratory work</p> | <p>Produce an article</p> <p>- pot holder</p> <p>- match caddy</p> <p>Using basic crochet stiches.</p> | <p>Visual Arts</p> <p>Reading</p> <p>Language Art</p> <p>Mathematics</p> |

| Topic | Skills | Knowledge   | Understanding     | Attitude  | Content   | Materials  | Methods/<br>Strategies                                | Evaluation                                 | Area of<br>Integration                          |
|-------|--------|---|-------------------|---|---|--|---|--|---|
| Lace  |        | 1. Know the types of lace.<br><br>2. Know the uses of lace. | 1. Describe lace. | Display an awareness of the qualities of lace when buying lace. | - Definition of lace<br>- Types of lace<br>- Uses of lace<br>- Qualities/characteristics of lace. | Caribbean Home Economics in Action BK. III.<br><br>Lace Articles and Clothing. | Discussion<br><br>Display of different types of lace. | Produce of folder showing samples of lace. | Visual Arts<br><br>Language Arts<br><br>Reading |

| Topic   | Skills                     | Knowledge   | Understanding | Attitude  | Content   | Materials  | Methods/<br>Strategies  | Evaluation  | Area of<br>Integration  |
|---------|----------------------------|---|---------------|---|---|--|---|---|---|
| Netting | 1. Produce samples of net. | 1. Know the types of net.<br>2. Know the uses of net.<br>3. Know materials use for netting. | Describe net  | 1 Follow instructions to produce a sample of net. | - Definition of net<br>- Materials used<br>- Uses of net. | Caribbean Home Economics in Action BK.III<br><br>Net garments or articles<br>Equipment used for netting. | Discussion<br><br>Demonstration<br><br>Display of samples of netting. | Produce a folder showing labelled samples of net. | Visual Arts<br><br>Language Arts<br><br>Reading<br><br>Mathematics<br><br>Social Studies. |

| Topic                    | Skills  | Knowledge   | Understanding   | Attitude   | Content   | Materials   | Methods/<br>Strategies   | Evaluation  | Area of<br>Integration   |
|--------------------------|---|---|---|--|---|---|--|---|--|
| Non-<br>Woven<br>Fabrics | 1. Use felt for the production of small articles/ ornaments | <p>1. Know types of non-woven fabrics.</p> <p>2. Know the methods of fabricating bonded fabrics.</p> <p>3. Know the uses of felt and bonded fabrics.</p> <p>4. Know fabrics suitable for bonding.</p> <p>5. Know materials used for producing felt.</p> | <p>1. Recognise the types of non-woven fabrics.</p> <p>2. Describe the general process used in the production of non-woven fabrics.</p> <p>- Describe the properties of bonded fabrics.</p> <p>- Differentiate between bonded and felted fabrics.</p> | 1. Check labels to determine fabric content before purchasing material or garment. | <p>Definition - of - Felt</p> <p>- Bonding</p> <p>Material used to produce</p> <p>- Felt</p> <p>- Bonded fabrics</p> <p>Production of Felt</p> <p>- Bonded fabrics.</p> | <p>Caribbean Home Economics in Action BK II.</p> <p>Needle work for Schools</p> <p>Basic Needle Work</p> <p>Sample of felt, bonded fabrics</p> <p>Microscope.</p> | <p>Discussion</p> <p>Display of items made from felt, bonded fabrics.</p> <p>Demonstration of bonding</p> <p>Examine felt and bonded fabrics under a microscope.</p> | <p>Place samples of felt and bonded fabrics in a folder.</p> <p>Write short notes on the difference between bonded and felt based on results of microscope examination.</p> | <p>Integrated Science</p> <p>Language Arts</p> <p>Visual Arts</p> <p>Reading</p> |

| Topic           | Skills                                    | Knowledge   | Understanding  | Attitude   | Content  | Materials  | Methods/<br>Strategies  | Evaluation  | Area of<br>Integration   |
|-----------------|---|---|--|--|--|--|---|---|--|
| Blended Fabrics | 1. Construct a sample of blended fabrics. | 1. Describe blends<br>2. Describe mixtures<br>3. Know the reasons for blending. | 1. Differentiate between blends/ mixtures.<br>2. Describe the characteristics of blended fabrics.<br>3. Recognise the importance of blending in the improvement of fabric quality. | 1. Analyse care labels for content of fibres and care instructions for particular blends.<br>2. Consider the properties of each fibre in a blend or mixture. | Definition of<br>- blends<br>- mixtures<br><br>Reasons for blending<br>Fibres which may be blended.<br><br>Names of blended fabrics. | Caribbean Home Economics in Action BKIII<br><br>Needlework for Schools<br><br>Basic Needlework<br><br>Samples of yarns which can be blended<br><br>Samples of blended fabrics. | Discussion<br><br>Examining blended fabrics<br><br>Prepare a sample of woven material using woolen and cotton yarn.<br><br>Display of clothing made from blended fabrics. | Display of samples of blended fabrics<br><br>Outline the advantages and disadvantages of blended fabrics. | Visual Arts<br><br>Integrated Science<br><br>Language Arts<br><br>Mathematics. |

| Topic               | Skills  | Knowledge   | Understanding  | Attitude  | Content  | Materials  | Methods/<br>Strategies  | Evaluation                             | Area of<br>Integration                          |
|---------------------|---|---|--|---|--|--|---|--|---|
| Fabrics<br>Finishes | 1. Use correct procedure to launder specially finished fabrics. | 1. Know what a finish is.<br>2. Know the types of finishes.<br>3. Categorize the methods by which fabric finishes are introduced. | - Describe "grey fabric"<br><br>- Explain the reasons for finishing fabrics.<br><br>- Determine finishes suitable for various fabrics.<br><br>- Explain the advantages and disadvantages of finishing fabrics. | 1. Compare fabric finishes to determine suitability for particular purpose.<br><br>2. Use correct procedure in caring for finished fabrics. | - Definition of 'finish'<br><br>- Types of finishes<br><br>- Methods of introducing finishes<br><br>- Advantages and disadvantages and of finishing fabrics. | Caribbean Home Economics BK III<br><br>Caribbean Home Economic in Action BK II<br><br>Basic Needlework<br><br>Needlework for schools<br><br>Home Economics for Secondary Schools BK III<br><br>Samples of Fabrics. | Discussion<br><br>Display of garments made of finished fabrics.<br><br>Chart with samples of fabric finishes<br><br>Observation<br><br>Demonstration<br><br>Laboratory Work | Launder fabrics with special finishes. | Visual Arts<br><br>Language Arts<br><br>Reading |

| Topic                    | Skills                                      | Knowledge  | Understanding  | Attitude   | Content  | Materials  | Methods/<br>Strategies   | Evaluation   | Area of<br>Integration   |
|--------------------------|---|--|--|--|--|--|--|--|--|
| Identification of Fibres | 1. Manipulate microscope to examine fibres. | 1. Know methods by which fibres can be identified. | 1. Explain how each test is done.<br>2. Use information gathered to select fabrics appropriate for the particular use.<br>3. Determine fabric content by carrying out the various tests. | Exercise care when using chemicals in the solubility test. | - Methods of identification<br><br>- Visual<br>– length, sheen<br>texture<br><br>- Burning test<br>-small,<br>behaviour of fibre<br><br>- Microscopic Test -<br>Structure<br><br>- Solubility Test | Microscope<br><br>Tin plate,<br>matches tongs<br><br>Sulphric acid<br>acetone test<br>tubes<br>ammonia,<br>nitric acid,<br>caustic soda<br><br>Bunsen Burner | Experimentation<br><br>Investigation<br><br>Observation<br><br>Demonstration | Write reports on the results of the different tests. | Science (Chemistry)<br><br>Reading<br><br>Language Arts<br><br>Mathematics |

| Topic                         | Skills  | Knowledge  | Understanding  | Attitude  | Content   | Materials   | Methods/<br>Strategies  | Evaluation | Area of<br>Integration  |
|-------------------------------|---|--|--|---|---|---|---|------------|---|
| Simple<br>Pattern<br>Drafting | <p>1. Prepare a sample of a skirt block.</p> <p>2. Transfer skirt block to paper pattern.</p> <p>3. Make a paper pattern for the skirt.</p> <p>* Shorts may be substituted for skirt.</p> | <p>1. Know the measurements needed for drafting skirt pattern.</p> <p>2. Know tools and materials needed for drafting.</p> | <p>1. Use body measurements to draft a simple A – line skirt block.</p> <p>2. Insert pattern markings on paper pattern.</p> <p>3. Calculate the amount of fabric required for skirt.</p> | <p>1. Practice cleanliness when drafting pattern.</p> | <p>- Measurements needed</p> <p>- Drafting skirt block</p> <p>- Transferring block to pattern</p> <p>- Inserting pattern markings .</p> | <p>Caribbean Home Economics BK II</p> <p>Home Economics for Secondary School</p> <p>Tape measure<br/>metre rule,<br/>larger sheet of paper chart with pattern symbols.</p> <p>Coloured pencils, graph paper eraser.</p> | <p>Demonstration</p> <p>Discussion</p> <p>Group work</p> <p>Laboratory work</p> |            | <p>Mathematics</p> <p>Visual Arts</p> <p>Language Arts</p> <p>Reading</p> |

| Topic                       | Skills   | Knowledge                               | Understanding   | Attitude                 | Content  | Materials   | Methods/<br>Strategies               | Evaluation   | Areas of<br>Integration  |
|-----------------------------|--|---|---|--------------------------|--|---|--------------------------------------|--|--|
| Making up a Skirt or shorts | 1. Prepare fabric for cutting out<br><br>2. Make up garment. | 1. Know steps in making up skirt/short. | 1. Make up record sheet on the process of making a skirt/shorts.<br><br>2. Following steps in making up garments. | 1. Complete the garment. | - Preparation of fabric<br><br>- Making up garment | Caribbean Home Economics in Acton BK III<br><br>Caribbean Home Economics BK III<br><br>Home Economics for Secondary School. | Demonstration<br><br>Laboratory work | Compare finished products for<br>- good -<br>workmanship | Visual Arts<br><br>Language Arts<br><br>Mathematics<br><br>Reading |

| Topic                             | Skills  | Knowledge  | Understanding  | Attitude   | Content  | Materials   | Methods/<br>Strategies   | Evaluation                | Areas of<br>Integration  |
|-----------------------------------|---|--|--|--|--|---|--|---------------------------|--|
| Construction Processes<br>Opening | 1. Prepare a sample of the fly front opening. | 1. Describe openings<br><br>2. Know the rules to follow when making an opening.<br><br>3. Know factors which determine the set and strength of an opening. | 1. Explain the qualities of an opening.<br><br>2. Recognise factors which will determine the appearance of an opening. | 1. Choose suitable opening for the garment to be made. | - Definition of opening<br><br>- Types of opening – continuous wrap fly front, faced, box pleat.<br><br>- Qualities of an opening<br><br>- Factors which determine the strength of an opening<br><br>- Rules to follow | Garments with different openings.<br><br>Samples of openings<br><br>Needlework for schools<br><br>Home Economics for the Caribbean BK III.<br><br>Home Economics. For Secondary Schools BK III<br><br>Caribbean Home Economics. In Action BK III<br><br>Fabric, thread pins, needles. | Chart showing method of making a fly front opening<br><br>Discussion<br><br>Demonstration<br><br>Viewing Display<br><br>Laboratory work. | Make a fly front opening. | Visual Arts<br><br>Reading<br><br>Language Arts<br><br>Mathematics |

| Topic      | Skills  | Knowledge  | Understanding   | Attitude   | Content  | Materials  | Methods/<br>Strategies   | Evaluation  | Areas of<br>Integration   |
|------------|---|--|---|--|--|--|--|---|---|
| Fastenings | <ol style="list-style-type: none"> <li>1. Make a worked button hole.</li> <li>2. Attach a button correctly.</li> <li>3. Attach a zipper using the semi-concealed method.</li> </ol> | <ol style="list-style-type: none"> <li>1. Know the types of fastenings</li> <li>2. Describe fastenings</li> <li>3. Know the rules for attaching fastenings</li> <li>4. Know the methods of attaching zippers.</li> </ol> | <ol style="list-style-type: none"> <li>1. Choose fastening according to the part and type of garment or article on which it is to be placed.</li> </ol> | <ol style="list-style-type: none"> <li>1. Examine clothing to ensure that fastenings are properly secured.</li> <li>2. Use suitable fastener for the fabric and purpose of garment.</li> </ol> | <ul style="list-style-type: none"> <li>- Definition of fastenings.</li> <li>- Types of fastenings.</li> <li>- Rules for attaching fastenings</li> <li>- Choosing fastenings</li> <li>- Methods of attaching fastenings.</li> </ul> | <p>Samples of fasteners</p> <p>Garments with different fasteners .</p> <p>Needle work for schools</p> <p>Caribbean Home Economics.in Action BK III.</p> <p>Home Economic for the Caribbean BK II</p> | <p>Discussion</p> <p>Demonstration</p> <p>Display of Garments (view)</p> <p>Laboratory work.</p> | <p>Prepare instructional cards on attaching buttons, making button holes and attaching zippers.</p> | <p>Visual Arts</p> <p>Reading</p> <p>Language Arts</p> <p>Mathematics</p> |

# **HOME ECONOMICS**

## **FOOD & NUTRITION LEVEL 9**

| Topic  | Skills   | Knowledge  | Understanding  | Attitude   | Content  | Materials          | Methods/<br>Strategies  | Evaluation   | Area of<br>Integration  |
|--------|--|--|--|--|--|--------------------|---|--|---|
| Fruits | <p>Preparation of fruit dishes.</p> <p>Prepare dishes with the inclusion of fruits to improve flavour and appearance of dishes.</p> <p>Apply principles for the preparation of fruit dishes.</p> | <p>Define the term "fruits."<br/>Name and classify the various types of fruits.</p> <p>List the nutritional value of fruits.</p> | <p>Discuss the choice of fruits.</p> <p>Explain methods of storage of fruits.</p> <p>Prepare fruit dishes.</p> | <p>Show an appreciation for the variety of ways in which fruits can be used in the diet.</p> <p>Practice the use of fruits to improve the nutritional value of the diet.</p> | <p>Fruits are the parts of the plants that carry seeds for the production of future plants.</p> <p>Classification of fruits: hard fruits e.g. apples stone fruits e.g. plums , cherries, grapes, citrus fruits e.g. orange, lemon limes.</p> <p>Nutritive value of fruits.</p> <p>Selection of fruits</p> <p>Storage of fruits</p> <p>Preparation and cooking of fruits e.g. boiling, stewing, baking.</p> <p>Dishes – salads, appetizers.<br/>Beverages – fruit, drinks, mixed fruit Punches.</p> | Samples of Fruits. | <p>Brainstorming</p> <p>Discussion</p> <p>Questioning</p> <p>Demonstrations</p> <p>Viewing displays of a variety of fruits.</p> <p>Viewing charts with the different ways in which fruits are used.</p> | <p>Oral presentation of a summary on fruits.</p> <p>Quiz</p> <p>Short answers</p> <p>Questions</p> <p>Crosswords</p> <p>Reports on observation of dishes prepared.</p> | <p>Integrated Science</p> <p>Agricultural Science</p> <p>Art</p> <p>English A</p> |

| Topic    | Skills  | Knowledge   | Understanding   | Attitude  | Content  | Materials  | Methods/<br>Strategies   | Evaluation   | Area of<br>Integration  |
|----------|---|---|---|---|--|--|--|--|---|
| Vitamins | <p>Prepare dishes and use vitamins effectively so as to conserve food value.</p> <p>Apply principles for the preparation of foods to conserve vitamins.</p> | <p>Define the term vitamins.</p> <p>Write a brief history of vitamins.</p> <p>Name and classify vitamins.</p> <p>State the functions of all vitamins.</p> | <p>Identify good sources of all vitamins.</p> <p>Discuss the deficiencies of all vitamins.</p> <p>Identify signs and symptoms of each deficiency.</p> | <p>Develop an enquiring mind through research and observation.</p> <p>Adopt a positive attitude towards the importance of vitamins in the diet.</p> | <p>Brief history of vitamins.</p> <p>Classification of vitamins e.g. water – soluble and fat – soluble.</p> <p>Functions and sources of water soluble vitamin.</p> <p>Function and sources of fat – soluble vitamins.</p> <p>Diseases that result from deficiency of vitamins.</p> <p>Signs and symptoms of individual vitamin deficiency.</p> | <p>Text books:<br/>Home Economics for Secondary Schools Book III</p> <p>Food and Nutrition by <i>Anita Jull</i>.</p> <p>Flip Charts</p> <p>Actual Foods.</p> | <p>Viewing of display of vitamin rich foods.</p> <p>Demonstrations to show the ways for conserving vitamin content of foods.</p> <p>Brainstorming quiz.</p> <p>Observations.</p> | <p>Short answer questions.</p> <p>Research storage and preparation of vitamin rich foods.</p> <p>Poetry writing.</p> <p>Games.</p> | <p>Integrated Science</p> <p>Agricultural Science</p> <p>English A</p> <p>Reading</p> <p>Art.</p> |

| Topic  | Skills   | Knowledge   | Understanding  | Attitude  | Content   | Materials   | Methods/<br>Strategies  | Evaluation  | Area of<br>Integration  |
|--------|--|---|--|---|---|---|---|---|---|
| Salads | Preparation of a variety of salads e.g. main dish, . appetizers . fillings for sandwiches . accompaniments to main dishes. | Define the term "salad".<br><br>Name the types of salads.<br><br>Name the parts of a salad.<br><br>List the types of salad dressings. | Discuss the rules for:-<br><br>a) selecting salad ingredients<br><br>b) preparing salads<br><br>c) serving salads. | Develops an awareness for the importance of salads in the diet. | A salad is an attractive combination of raw, cooked or preserved foods.<br><br>Types of salads –<br><br>Appetizer, main dish, accompaniments to main dish desserts , fillings for sandwiches.<br><br>Rules for:-<br><br>- selecting salad ingredients<br><br>- preparing salads<br><br>- serving salads.<br><br>Parts of a salad-base body, dressing.<br><br>Types of salad dressings.<br>Functions of salad.<br>Dressings. | Text books<br><br>Recipe books<br><br>Actual foods<br><br>Chart | Discussion<br><br>Brainstorming<br><br>Viewing charts<br><br>Questioning<br><br>Demonstrations<br><br>Observations. | Observing finished salads.<br><br>Reporting on observations.<br><br>Quiz<br><br>Preparation of chart on types uses of salads. | Agricultural Science<br><br>Integrates Science<br><br>English A<br><br>Reading. |

| Topic | Skills  | Knowledge  | Understanding   | Attitude   | Content   | Materials  | Methods/<br>Strategies  | Evaluation  | Area of<br>Integration                                |
|-------|---|--|---|--|---|--|---|---|---|
| Eggs  | <p>Apply the principles for the preparation of eggs dishes.</p> <p>Conduct simple test of eggs for freshness.</p> | <p>State the structure and composition of an egg.</p> <p>List the food value of an egg.</p> <p>List the methods of cooking an egg.</p> | <p>Discuss the food value of an egg.</p> <p>Explain how to store eggs to preserve the freshness.</p> <p>Describe the effects of heat on eggs.</p> | <p>Develop an awareness of the importance of eggs in the diet.</p> <p>Show in appreciation for the variety of ways by which eggs can be used in cookery.</p> | <p>Structure and composition of eggs.</p> <p>Nutritive value of eggs eg. protein, calcium etc.</p> <p>Uses of eggs in food preparation eg. main dish, garnish, enriching agent.</p> <p>Methods of cooking eggs eg. boiling, frying, baking.</p> <p>Rules for storing eggs in the home.</p> <p>Test eggs for freshness eg. brine test.</p> | <p>Text books</p> <p>Charts explaining the structure of an egg.</p> <p>Materials and equipment for testing eggs for freshness.</p> <p>Prepared egg dishes.</p> <p>To illustrate the versatility of eggs.</p> | <p>Brainstorming</p> <p>Demonstrations</p> <p>Research</p> <p>Discussion</p> <p>Viewing displays of finished products.</p> <p>Observation</p> <p>Doing experiments.</p> | <p>Writing up report on testing eggs for freshness.</p> <p>Oral presentations.</p> <p>Assessment of egg dishes.</p> | <p>Integrated Science</p> <p>English A</p> <p>Art</p> |

| Topic | Skills                      | Knowledge   | Understanding  | Attitude  | Content   | Materials   | Methods/<br>Strategies   | Evaluation  | Area of<br>Integration  |
|-------|-----------------------------|---|--|---|---|---|--|---|---|
| Meat  | Preparation of meat dishes. | Define the term "meat"<br><br>Name sources of meat. | Explain the structure of meat.<br><br>Identify cuts of meat. | Develop the awareness of :- the importance of:-<br><br>1. examining meat to determine freshness.<br><br>2. storing meat under the right conditions to prevent contamination and spoilage. | Meat includes the fresh and some of the internal organs of animals that are use as sources of food.<br><br>Sources of meat eg. cows, goat, sheep.<br><br>Nutritive value of meat eg. protein, fat.<br><br>Structure and composition of meat.<br><br>Cuts of meat eg. brisket, sirloin.<br><br>Choice of cuts of meat.<br><br>Storage of meat<br><br>Factors which determine the tenderness of meat. | Text books<br><br>Charts illustrating cuts of meat.<br><br>Ingredients and equipment for the preparation of meat dishes | Field trips to supermarkets, butcher shops.<br><br>Discussion<br><br>Brainstorming<br><br>Viewing of meat dishes using a variety of cooking methods. | Short Answer questions<br><br>Preparation of guidance cards on "choice and storage of meat."<br><br>Recipe cards and booklets with meat dishes. | Agricultural Science<br><br>Art<br><br>English A<br><br>Reading<br><br>Mathematics<br><br>Geography |

| Topic | Skills | Knowledge | Understanding | Attitude | Content  | Materials | Methods/<br>Strategies | Evaluation | Area of<br>Integration |
|-------|--------|-----------|---------------|----------|--|-----------|------------------------|------------|------------------------|
|       |        |           |               |          | <p>Factors which determine the tenderness of meat.</p> <p>Methods of cooking meat.</p> <p>Effects of heat on meat.</p> |           |                        |            |                        |

| Topic   | Skills   | Knowledge   | Understanding  | Attitude   | Content   | Materials   | Methods/<br>Strategies   | Evaluation  | Area of<br>Integration  |
|---------|--|---|--|--|---|---|--|---|---|
| Stewing | Apply rules for stewing to obtain successful products. | Define the term stewing.<br><br>List rules for stewing. | Identify foods suitable for stewing.<br><br>Discuss advantages and disadvantages of stewing. | Show an appreciation for the variety of ways by which stews can be prepared. | Stewing is a long slow method of cooking foods by boiling liquid and keeping it at simmering point until tender.<br><br>Types of stews.<br><br>Rules for stewing.<br><br>Suitable foods eg. tough cuts of meat.<br><br>Advantages and disadvantages of stewing. | Text Books<br><br>Charts<br><br>Recipe Books<br><br>Ingredients and equipment for preparation of stews. | Discussion<br><br>Demonstration<br><br>Preparation of stews on the surface of cooker and in the oven (casseroles). | Short answer questions<br><br>Games<br><br>Assessment of Finished products<br><br>Preparation of recipe books<br><br>Presentation of stews. | Integrated Science<br><br>English A<br><br>Reading<br><br>Mathematics |

| Topic  | Skills  | Knowledge   | Understanding  | Attitude  | Content  | Materials  | Methods/<br>Strategies   | Evaluation  | Area of<br>Integration  |
|--------|---|---|--|---|--|--|--|---|---|
| Frying | Applying the appropriate rules when using any one of the methods of frying. | Define the term "frying".<br><br>List the rules for frying<br><br>State the advantages and disadvantages of frying. | Identify foods suitable for each type of frying.<br><br>Explain various methods of frying.<br><br>Discuss safety precautions as they relate to frying. | Develop the awareness of the effects of too many fried foods on the human system. | Frying is a quick method of cooking foods in heated fat or oil.<br><br><b>Types of frying:</b><br><br>i) deep fat frying<br>ii) shallow fat frying<br>iii) dry frying<br>iv) stir frying<br>v) oven frying.<br><br>Rules for frying:<br><br>i) the fat must be at the correct temperature<br><br>ii) one piece of food must be cooked at a time and the fat be allowed to heat up again after each addition. | Text Books<br><br>Recipe Books<br><br>Charts illustrating types of frying<br><br>Ingredients and equipment for food preparations | Discussion<br><br>Brainstorming<br><br>Questioning<br><br>Observation<br><br>Viewing of finished products. | Prepare posters/ guidance cards on "rules for frying".<br><br>Scrap books on "suitable foods for frying".<br><br>Assessment of finished products. | English A<br><br>Integrated Science<br><br>Reading<br><br>Art |

| Topic | Skills | Knowledge | Understanding | Attitude | Content  | Materials | Methods/<br>Strategies | Evaluation | Area of<br>Integration |
|-------|--------|-----------|---------------|----------|--|-----------|------------------------|------------|------------------------|
|       |        |           |               |          | <p><b>Suitable foods:</b></p> <p>deep frying – fish cakes<br/> shallow frying – eggs dry<br/> frying – bacon, stir frying<br/> -vegetables oven frying<br/> -fish cutlets, steaks.</p> <p><b>Preparation of foods for deep frying:</b><br/> Foods should be coated to prevent over cooking and loss of juices.</p> <p><b>Advantages and disadvantages of frying</b></p> <p><b>Safety rules for frying:</b><br/> i) never allow drops of water to splash into hot fat</p> <p>ii) allow space in the pan to allow for turning of each piece of food.</p> |           |                        |            |                        |

| Topic       | Skills   | Knowledge  | Understanding   | Attitude   | Content   | Materials   | Methods/<br>Strategies  | Evaluation  | Area of<br>Integration  |
|-------------|--|--|---|--|---|---|---|---|---|
| Fats & Oils | Observe the chemical reaction:-<br><br>i) of heat on fats<br><br>ii) when fats are not correctly stored. | List the sources of fat.<br><br>Tabulate the functions of fats.<br><br>Name fats and oils used in cookery. | Explain the sources of fat.<br><br>Discuss the dietary values of fat.<br><br><b>Outline:</b><br>i) cause of rancidity<br><br>ii) process of saponification<br><br>Select suitable fats for cooking<br><br>Explain methods of storage of fats and oils in the home.<br>e.g. store away from air, heat and light. | To develop the awareness that fats must be:-<br><br>i)carefully selected<br><br>ii)stored under some specific conditions to prevent rancidity. | Fats are composed of carbon, oxygen and hydrogen.<br><br><b>Sources of fats:-</b><br>i) plants<br>ii) animals<br><br><b>Functions of fats</b><br>e.g.<br>i) provide a concentrated and convenient source of energy<br><br>ii) provide texture and flavour in food.<br><br><b>Suitable fats for cooking:-</b><br>i) <b>Animal</b> – lard, suet butter<br><br><b>Fish</b> – cod, halibut.<br><br>ii) <b>Vegetables:-</b> seeds - cotton, maize, soya, olive | Text Books<br><br>Materials and equipment for experiments | Observation<br><br>Experiments show development of rancidity and saponification | Short answer tests.<br><br>Quiz<br><br>Preparation of folder to include all sub-topics. | English A<br><br>Reading<br><br>Integrated Science<br><br>Agricultural Science. |

| Topic | Skills | Knowledge | Understanding | Attitude | Content  | Materials | Methods/<br>Strategies | Evaluation | Area of<br>Integration |
|-------|--------|-----------|---------------|----------|--|-----------|------------------------|------------|------------------------|
|       |        |           |               |          | <p><b>Nuts</b> – peanut, brazil<br/> <b>Pulses soya beans</b></p> <p><b>Kernels</b> – coconut</p> <p><b>Fruits</b> – avocado pear</p> <p>Methods of storage in the home.</p> <p><b>Dietary values of fats</b><br/> - total daily intake not more than 35%.</p> <p>-Fat – soluble vitamins A, D, E, K must also be provided by food.</p> <p>Effects of heat on fat:<br/> i) solid fats become liquid<br/> ii) fat molecules, at high temperatures decompose into fatty acids and glycerol.</p> <p>Causes of rancidity:<br/> Oxidation microorganisms.</p> |           |                        |            |                        |

| Topic | Skills  | Knowledge  | Understanding   | Attitude   | Content   | Materials   | Methods/<br>Strategies   | Evaluation  | Area of<br>Integration  |
|-------|---|--|---|--|---|---|--|---|---|
| Fish  | Apply suitable methods of selecting, preparing, cooking and serving fish. | <p>Classify fish.</p> <p>List the food nutrients present in fish.</p> <p>State the forms in which fish is marketed.</p> <p>Tabulate methods of cooking fish.</p> <p>List methods of preserving fish: e.g. smoking, soaking in brine, drying, salting and canning</p> <p>Draw and label diagrams of cuts of fish.</p> | <p>Explain the structure and composition of fish.</p> <p>Discuss rules for the selection of fish.</p> <p>Identify ways of storing fish.</p> <p>Relate the importance of fish in the diet.</p> <p>Select suitable methods of cooking fish based on:</p> <p>i) cut of fish</p> <p>ii) type of fish.</p> | To acquire a greater appreciation of the importance of fish in the diet. | <p>Fish are classified according to origin or fat content and type.</p> <p><b>Structure and composition</b></p> <ul style="list-style-type: none"> <li>- has muscles but less connective tissues than meat.</li> <li>- easier to tenderize</li> <li>- quicker to cook</li> </ul> <p><b>Importance of fish in the diet:-</b></p> <ul style="list-style-type: none"> <li>- provides protein in high biological value.</li> <li>-easily digested</li> <li>-very little waste</li> <li>- oily fish contain fat soluble vitamins.</li> </ul> | <p>Text Books</p> <p>Equipment and ingredients</p> <p>Flip Charts</p> <p>Wall Charts</p> <p>Film strips</p> <p>Video-tapes.</p> | <p>Discussion</p> <p>Observation</p> <p>Demonstration</p> <p>Preparation of fish dishes.</p> | <p>Quiz</p> <p>Assessment of finished products.</p> | <p>English A</p> <p>Art</p> <p>Reading</p> <p>Mathematics</p> <p>Agricultural Science</p> |

| Topic | Skills | Knowledge | Understanding  | Attitude | Content  | Materials | Methods/<br>Strategies | Evaluation | Area of<br>Integration |
|-------|--------|-----------|--|----------|--|-----------|------------------------|------------|------------------------|
|       |        |           | iii) part of the meal at which it is to be served<br><br>iv) age and activity of user. |          | Rules for the selection of fish – bright eyes, not sunken, moist skin, no unpleasant smell.<br><br>Cuts of fish e.g fillet, steak, cutlets<br><br>Method of preparation and cooking:<br><br>- remove scales, fins etc.<br>- do not overcook<br><br>- use suitable coating in relation to cooking method - i.e. frying, grilling., parching, steaming etc.<br><br>Storage of fish in the home:-<br><br>- must be well wrapped and stored at the coldest part of the refrigerator. |           |                        |            |                        |

| Topic | Skills | Knowledge | Understanding | Attitude | Content  | Materials | Methods/<br>Strategies | Evaluation | Area of<br>Integration |
|-------|--------|-----------|---------------|----------|--|-----------|------------------------|------------|------------------------|
|       |        |           |               |          | Forms of fish<br>Marketed are:<br><br>whole, dressed, pan<br>dressed, frozen,<br>cutlets, fillets and<br>steaks. |           |                        |            |                        |

| Topic         | Skill  | Knowledge   | Understanding  | Attitude  | Content   | Materials                                     | Methods/<br>Strategies                                       | Evaluation   | Area of<br>Integration   |
|---------------|--|---|--|---|---|---|--|--|--|
| Meal Planning | Apply knowledge gained to plan menus for a variety of meals. | List factors that influence meal planning.<br><br>Tabulate points which can affect preparation and consumption of food. | Discuss general rules for planning meals.<br><br>Explain terminology associated with meal planning.<br><br>Plan menus suitable for breakfast, lunch, dinner.<br><br>Discuss the importance of<br><br>a) breakfast<br><br>b) lunch<br><br>c) dinner<br><br>Identify dishes suitable for each of the three main meals. | Develop the awareness that colour, appearance, presentation and atmosphere can have an effect on the appetite and desire to eat.<br><br>Develop the attitude of selecting nutritious foods and preparing them to retain food value. | The needs and requirements for food depends upon:-<br><br>a) age and sex<br><br>b) health conditions<br><br>c) daily activity<br><br>d) climate<br><br>e) likes/dishes<br><br>f) customs<br><br>Factors that can effect preparation and consumption of food:<br><br>a) culinary ability<br>b) time and facilities<br>c) food available<br>d) income<br><br>Terminology associated with meal planning: balance, nutritious meal, diet, breakfast, tea, courses | Text Books<br><br>Receipt Books<br><br>Charts | Discussion<br><br>Demonstration<br><br>Preparation of meals. | Preparation of menu cards.<br><br>Short answer questions<br><br>Evaluation of finished products. | English A<br><br>Reading<br><br>Art<br><br>Integrated Science. |

| Topic | Skills | Knowledge | Understanding   | Attitude | Content   | Materials | Methods/<br>Strategies | Evaluation | Area of<br>Integration |
|-------|--------|-----------|---|----------|---|-----------|------------------------|------------|------------------------|
|       |        |           | Discuss how changing lifestyles, advances in science and technology affect the meal patterns of people. |          | <p>General rules to be considered when planning and preparing meals: e.g.</p> <ul style="list-style-type: none"> <li>-nutritive value</li> <li>- colour scheme <ul style="list-style-type: none"> <li>- retention of food nutrients.</li> </ul> </li> </ul> <p>Importance of breakfast</p> <p>Types of breakfasts:</p> <ul style="list-style-type: none"> <li>- light</li> <li>- medium <ul style="list-style-type: none"> <li>- heavy</li> </ul> </li> </ul> <p>Formats for writing menus</p> <p>Effects of changing lifestyles, advances in kitchen technology, convenience foods on eating habits of people.</p> |           |                        |            |                        |



# **HOME ECONOMICS**

**MANAGEMENT  
LEVEL 9**

| Topic                | Skills   | Knowledge   | Understanding   | Attitude  | Content  | Materials | Method Strategies | Evaluation | Area of Integration |
|----------------------|--|---|---|---|--|-----------|-------------------|------------|---------------------|
| Management Processes | <p>Make wise decision in order to realize goals</p> <p>Apply management process to achieve desired goals</p> | <p>List the steps involved in effective management</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>- planning</li> <li>- organising</li> </ul> | <p>Understand the importance of using management processes.</p> | <p>Be aware of the need to manage the home effectively and efficiently.</p> | <p><b>Management Processes</b></p> <p>a. Planning involves making decision e.g identifying projects, identifying persons to carry out specific tasks etc.</p> <p>b. Organising – requires that every thing should be in place to complete task</p> <p>c. Implementing – action plan/ putting plan into action.</p> |           |                   |            |                     |

| Topic | Skills | Knowledge | Understanding | Attitude | Content  | Materials   | Method/<br>Strategies  | Evaluation  | Area of<br>Integration  |
|-------|--------|-----------|---------------|----------|--|---|--|---|---|
|       |        |           |               |          | <p>d. Controlling - involves observing, checking and makes changes if necessary</p> <p>e. Evaluating— analyzing results and assessing effectiveness</p> <p>Management in action exercise involving the application of the Processes.</p> | <p>Certificate Management of Homes and Families</p> <p>Check list</p> <p>Flip Chart</p> | <p>Discussion</p> <p>Demonstration Observation and reporting</p> <p>Skit</p> <p>Presentation</p> | <p>Using the management processes to plan family related activities e.g. Birthday Party, etc.</p> | <p>English Language</p> <p>Principles of Business</p> <p>Social Studies</p> <p>Drama</p> <p>Reading</p> |

| Topic             | Skills  | Knowledge  | Understanding  | Attitude                         | Content  | Materials   | Method/<br>Strategies   | Evaluation  | Area of<br>Integration  |
|-------------------|---|--|--|----------------------------------|--|---|---|---|---|
| Rooms in the Home | Clean and decorate rooms appropriately<br><br>Make model furnishings for each room. | List the rooms found in a home.<br><br>State the purpose of each room.<br><br>List cleaning agents needed for cleaning each room.<br><br>State the use of each cleaning agent and equipment. | Identify appropriate furnishings for each room<br><br>Identify factors which should be considered when selecting furnishings for a room. | Appreciate clean and tidy rooms. | <b>Rooms in the Home</b><br>1. Living room<br>2. Dining room<br>3. Bedroom<br>4. Wash room<br>5. Kitchen etc.<br><br><b>Purpose of each room</b><br><b>Living room</b><br>e.g entertainment and relaxation.<br><br><b>Kitchen</b><br>Preparation of meals<br><br><b>Appropriate furnishing for each room</b> eg<br>i. <b>Living room</b> -suite, center tables, television, curtains, etc.<br>ii. <b>Kitchen</b> -cupboards etc.<br><br>iii. <b>Dinning room</b><br>dining tables and chairs, carpets, etc.<br>Care & cleaning of each room. | Magazines<br><br>Posters<br><br>Guidance Cards<br><br>Room Furnishings Flip Charts<br><br>Home Making by Margaret Cullen<br><br>Items of cleaning agents and equipment<br><br>House craft for the Caribbean | Discussion Presentations<br><br>Role Play<br><br>Flip Chart<br><br>Demonstration<br><br>Poster<br><br>Picture Study | Make miniature furnishings for each room in the home<br><br>Make model rooms and finish<br><br>Use check list to assess practical work. | English Language<br><br>Industrial Arts<br><br>Art and Craft<br><br>Reading |

| Topic                                      | Skills | Knowledge  | Understanding   | Attitude                                  | Content  | Materials  | Method/<br>Strategies   | Evaluation   | Area of<br>Integration   |
|--|--------|--|---|---|--|--|---|--|--|
| Introduction to Money and Money Management |        | <p>Define</p> <ol style="list-style-type: none"> <li>1. Money</li> <li>2. Denomination</li> <li>3. Management</li> <li>4. Goods</li> <li>5. Services</li> <li>6. Income</li> </ol> <p>Name the types of income.</p> <p>List the functions of money –<br/>A medium of exchange etc.</p> <p>Explain –</p> <ul style="list-style-type: none"> <li>- cheque</li> <li>- draft</li> <li>- shares</li> <li>- vouchers</li> <li>- money order</li> </ul> | <p>Understand the relationship of money, goods and services.</p> <p>Become aware of the different ways of earning money.</p> <p>Understand the interrelationship of time, energy and money.</p> <p>Identify the currency of countries<br/>Guyana trades with.</p> | Develop a working attitude to earn money. | <p>a. <b>Definition of Money</b> –<br/>Money is anything that is generally and universally accepted for the payment of goods, services or debts.</p> <p>b. <b>Functions of Money</b><br/>e.g. A medium of exchange, a measure of standard values, a state of value, a standard of deferred payment.</p> <p>c. How is money earned?<br/>e.g wages and salary, income from investment, pension, non-market income.</p> | <p>Certificate Management of Homes and Families.</p> <p>Flip Chart</p> <p>Display of currencies</p> <p>Posters</p> | <p>Discussion</p> <p>Summarising</p> <p>Reading</p> <p>Demonstration</p> <p>Group Presentations</p> | <p>Written Assignment</p> <p>Questioning</p> <p>Quiz</p> <p>Folder :-<br/>currency and country</p> | <p>Social Studies</p> <p>English Language</p> <p>Principles of Business</p> <p>Reading</p> |

| Topic | Skills | Knowledge | Understanding | Attitude | Content   | Materials | Method/<br>Strategies | Evaluation | Area of<br>Integration |
|-------|--------|-----------|---------------|----------|---|-----------|-----------------------|------------|------------------------|
|       |        |           |               |          | Description of Money Management - planning and allotting funds to meet different needs and special wants.<br><br>Currencies of other countries. |           |                       |            |                        |

| Topic            | Skills  | Knowledge  | Understanding   | Attitude  | Content  | Materials  | Method/<br>Strategies   | Evaluation   | Area of<br>Integration                                       |
|------------------|---|--|---|---|--|--|---|--|--|
| Goals and Values | <p>Formulate goals in relation to specific tasks</p> <p>Formulate each of the following goals</p> <ol style="list-style-type: none"> <li>1. Long</li> <li>2. Short</li> <li>3. Inter-mediate</li> </ol> | <p>Define</p> <ol style="list-style-type: none"> <li>1. Goals</li> <li>2. Values</li> </ol> <p>Name the categories of goals.</p> <p>Give examples of each</p> <p>List values and identify sources.</p> | <p>Recognise the relationship between goals, values and resources.</p> <p>Explain how a specific goal can be accomplished</p> <p>Identify value processes – Choose, prize, etc.</p> | <p>Be aware that the goals persons set will reflect their values.</p> <p>Be aware that values affect goals.</p> | <ol style="list-style-type: none"> <li>1. <b>Definition of Terms</b><br/><b>Goals</b> - the end result towards which individuals and groups direct their efforts.</li> <li>2. <b>Characteristics of Goals</b><br/>e.g. Goals are related to each other, goals should be realistic, goals are indicators of values.</li> <li>3. <b>Types of Goals</b> <ol style="list-style-type: none"> <li>a. Personal or Individual</li> <li>b. Group</li> </ol> </li> </ol> <p>Short Term Goal<br/>Long Term Goal<br/>Intermediate Goal</p> | <p>Certificate Management of Homes and Families.</p> <p>Flip Chart</p> <p>Poster</p> | <p>Discussion</p> <p>Role Play</p> <p>Brain Storming</p> <p>Case Studies</p> <p>Story Telling</p> <p>Presentation</p> | <p>Assignment</p> <p>Structured Questions</p> <p>Role-play</p> | <p>Social Studies</p> <p>English Language</p> <p>Reading</p> |

| Topic | Skills | Knowledge | Understanding | Attitude | Content  | Materials | Method/<br>Strategies | Evaluation | Area of<br>Integration |
|-------|--------|-----------|---------------|----------|--|-----------|-----------------------|------------|------------------------|
|       |        |           |               |          | <p><b>Values</b></p> <p>1. <b>Definition</b> – beliefs or principles that guide one’s action and inform decisions.</p> <p>2. <b>Processes of Values</b><br/>Choosing, prizing, Acting.</p> <p>3. <b>Sources of Values</b><br/>eg. the family, the community, experiences etc.</p> <p>4. Identifying specific values.</p> |           |                       |            |                        |

| Topic   | Skills  | Knowledge  | Understanding   | Attitude  | Content   | Materials                                    | Method/<br>Strategies   | Evaluation   | Area of<br>Integration  |
|---------|---|--|---|---|---|--|---|--|---|
| Housing | Choose houses to meet special needs of the family | <p>List the different types of houses</p> <p>List factors to consider when choosing a house.</p> <p>List the advantages of</p> <ol style="list-style-type: none"> <li>1. buying a house</li> <li>2. renting a house</li> </ol> | <p>Become aware of the need for housing.</p> <p>Discuss ways of acquiring a house.</p> <p>Describe different types of houses.</p> | Recognise the need for buying or renting a house. | <p><b>Definition</b><br/>Housing provides the physical condition that serves as living quarters for individuals and families.</p> <p><b>Types of Housing and Description</b><br/>e.g Cottage, bungalow, Duplex, Apartment etc.</p> <p><b>Important factors in choosing a house</b><br/>- life style<br/>- location etc.</p> <p><b>Advantages of buying and renting a house</b><br/>- e.g Renting – one can easily move to another location.</p> | Certificate Management of Homes and Families | <p>Discussion</p> <p>Summarising</p> <p>Picture study</p> <p>Field trips</p> <p>Interview</p> <p>Debate:- buying versus renting a house</p> | <p>Group and Individual Assignments</p> <p>Folder on my ideal home</p> | <p>English Language</p> <p>Social Studies</p> <p>Mathematics</p> <p>Art and Craft</p> <p>Sociology</p> <p>Reafing</p> |

| <b>Topic</b> | <b>Skills</b> | <b>Knowledge</b> | <b>Understanding</b> | <b>Attitude</b> | <b>Content</b>  | <b>Materials</b> | <b>Method / Strategies</b> | <b>Evaluation</b> | <b>Area of Integration</b> |
|--------------|---------------|------------------|----------------------|-----------------|---|------------------|----------------------------|-------------------|----------------------------|
|              |               |                  |                      |                 | Buying – Ownership provides security, etc.<br>Requires care and maintenance of the home, etc. |                  |                            |                   |                            |

| Topic     | Skills  | Knowledge     | Understanding  | Attitude                                | Content  | Materials  | Method/<br>Strategies   | Evaluation  | Area of<br>Integration  |
|-----------|---|---------------|--|---|--|--|---|-------------|---|
| Budgeting | Budget for a specific sum of money<br><br>Interpret a budget accurately | Define budget | Understand the relationship between income and money management<br><br>Differentiate needs from wants. | Be aware of the importance of budgeting | <p>1. <b>Definition of Budgeting</b> - a method of money management that helps us to control the spending of income.</p> <p>2. <b>Advantages of Budgeting</b><br/>It encourages rational consumer action. Helps to balance financial needs etc.</p> <p>3. <b>Features of a 'good' budget</b><br/>realistic, should be goal oriented, flexible, and workable.</p> | <p>Better Home Management</p> <p>Certificate Management of Homes and Families</p> <p>Budget displays on a chart.</p> | <p>Discussion</p> <p>Role play</p> <p>Demonstration</p> <p>Budget Planning</p> <p>Interpreting a budget</p> <p>Group work</p> | Assignments | <p>Mathematics</p> <p>Social Studies</p> <p>English Language</p> <p>Reading</p> |

| <b>Topic</b> | <b>Skills</b> | <b>Knowledge</b> | <b>Understanding</b> | <b>Attitude</b> | <b>Content</b>                                    | <b>Materials</b> | <b>Method/<br/>Strategies</b> | <b>Evaluation</b> | <b>Area of<br/>Integration</b> |
|--------------|---------------|------------------|----------------------|-----------------|---|------------------|-------------------------------|-------------------|--------------------------------|
|              |               |                  |                      |                 | 4. Planning Family Budget –<br>Points to consider |                  |                               |                   |                                |

| Topic                 | Skills  | Knowledge   | Understanding  | Attitude  | Content  | Materials  | Method Strategies   | Evaluation  | Area of Integration  |
|-----------------------|---|---|--|---|--|--|---|---|--|
| Labour Saving Devices | Select, use and care various labour saving devices. | Define the term Labour Devices<br><br>Demonstrate the use and care of different labour saving devices<br><br>Identify parts of different labour saving devices. | Discuss advantages of labour saving devices<br><br>List the types of labour – saving devices.<br><br>List points to consider when choosing labour- saving devices.<br>e.g Blender, microwave oven, polisher etc. | Recognise the importance of safety features on labour-saving devices. Able to make wise choice of labour-saving devices.<br><br>Care labour-saving devices.<br><br>Use labour-saving devices according to manufacturers specifications. | Labour-saving device<br><b>Definition</b> – equipment designed for a particular task which helps to save on time and energy.<br><br><b>Types of Labour-Saving Devices</b><br>Washing machine, vacuum cleaner, blenders, microwave ovens, pressure cookers, dish washers, food processors, cake mixer, floor polisher etc.<br><br><b>Advantages of Labour Saving Devices</b><br>Meals are more easily prepared. Washing is made easier and faster. Floors and carpet are easily cleaned, etc. | Certificate Management of homes and families<br><br>Home Economics in Action BK 3<br><br>Display of labour saving devices<br><br>Manuals | Discussions summarizing information<br><br>Using<br>- food blender,<br>- cake mixer make items and dishes.<br><br>Making of Poster<br><br>Reading<br><br>Visits to stores with observation sheet eg. brand, price etc.<br><br>Demonstration interviews. | Group assignment.<br><br>Folders on labour-saving devices, and gadgets<br><br>Demonstration on use and care of labour saving devices. | Mathematics<br><br>English Language,<br><br>Art and Craft<br><br>Reading Consumerism<br><br>Food & Nutrition |

| Topic | Skills | Knowledge | Understanding | Attitude | Content  | Materials | Method Strategies | Evaluation | Area of Integration |
|-------|--------|-----------|---------------|----------|--|-----------|-------------------|------------|---------------------|
|       |        |           |               |          | <p><b>Points to consider when choosing labour-saving devices e.g</b></p> <ul style="list-style-type: none"> <li>- price of the equipment</li> <li>- capabilities of the user</li> <li>- storage etc.</li> </ul> <p><b>Use and care of labour saving devices</b><br/>(practical)<br/>Parts of each labour saver and purpose of each</p> |           |                   |            |                     |

| <b>Topic</b> | <b>Skills</b>                   | <b>Knowledge</b>   | <b>Understanding</b>               | <b>Attitude</b>                | <b>Content</b>  | <b>Materials</b>                                   | <b>Method/<br/>Strategies</b>   | <b>Evaluation</b>  | <b>Area of<br/>Integration</b>                      |
|--------------|---------------------------------|--|------------------------------------|--------------------------------|---|--|---|--|---|
| Gadgets      | Use gadgets in food preparation | Define the term gadgets<br>List gadgets<br><br>Setch gadgets | Explain the purpose of each gadget | Be aware of the use of gadgets | Gadgets- tools that help to improve efficiency e.g kitchen scissors, juicers, vegetable mashers etc. egg slicer, egg wedger etc. purpose of each gadget | Display of gadgets<br><br>Flip chart<br><br>Poster | Discussion<br><br>Demonstration<br><br>Visits to departmental stores<br><br>Sketching | Folder on gadgets<br><br>Structured questions<br>Demonstration | Reading<br><br>Art and Craft<br>Food &<br>Nutrition |

| Topic                                | Skills   | Knowledge   | Understanding  | Attitude  | Content  | Materials  | Method Strategies  | Evaluation   | Area of Integration   |
|--------------------------------------|--|---|--|---|--|--|--|--|---|
| Table Setting/ Service and Etiquette | <p>Select and use table appointments for:</p> <ol style="list-style-type: none"> <li>1. Breakfast</li> <li>2. Lunch</li> </ol> <p>Formulate rules of table etiquette</p> <p>Make:-</p> <ol style="list-style-type: none"> <li>1. Menu Cards</li> <li>2. Place Cards</li> <li>3. Napkin Rings.</li> </ol> | <p>Define terms used in table setting.</p> <p>List steps to be followed in setting a table.</p> | <p>Describe each type of table service.</p> <p>Be aware that different meals require different table appointments.</p> | <p>Appreciate the value of a well set table.</p> <p>Be conscious of setting the table for different meals/ courses</p> <p>Develop good table etiquette.</p> | <p><b>Table Appointments</b></p> <ol style="list-style-type: none"> <li>a) Identification</li> <li>b) Classification</li> </ol> <p><b>Terms used in Table Setting</b></p> <p>Cutlery, crockery, china, cover, table appointments, table ware, flat ware, table linen etc.</p> <p><b>Points on setting a cover</b></p> <p>setting two and three course cover for breakfast, lunch/dinner</p> <p><b>Facts to know before setting the table eg.</b></p> <p>- Table linen and appointments must be spotlessly clean.</p> | <p>Caribbean Home Economics in Action Bk.2 Revised</p> <p>Home Economics in Action Bk.</p> <p>Better Home Management</p> <p>Posters</p> <p>Table Appointments.</p> | <p>Discussion</p> <p>Demonstration on setting the table.</p> | <p>Folder on table</p> <p>Appointments</p> <p>Group and individual assignment.</p> | <p>English Language</p> <p>Art &amp; Crafts</p> <p>Social Studies</p> <p>Reading.</p> |

| Topic | Skills | Knowledge | Understanding | Attitude | Content  | Materials | Method/<br>Strategies | Evaluation | Area of<br>Integration |
|-------|--------|-----------|---------------|----------|--|-----------|-----------------------|------------|------------------------|
|       |        |           |               |          | <ul style="list-style-type: none"> <li>- Know the type of table service</li> <li>- the menu – number of diners etc.</li> </ul> <p><b>Types of Table Service</b> Basic classification</p> <ul style="list-style-type: none"> <li>- Informal</li> <li>- formal</li> </ul> <p>Table Etiquette</p> |           |                       |            |                        |

| Topic           | Skills   | Knowledge   | Understanding   | Attitude   | Content  | Materials   | Method Strategies   | Evaluation  | Area of Integration  |
|-----------------|--|---|---|--|--|---|---|---|--|
| The Family Life | Differentiate among the stages of the family life cycle. | List the stages in the family life cycle<br><br>Define Family Life Cycle. | Recognise the factors that are responsible for the changes in the Family Life Cycle | Recognise the various situations and problems at each stage of the Family Cycle. | <p><b>The family cycle –</b><br/>Three major stages<br/>a) Beginning<br/>b) Expanding<br/>c) Contracting</p> <p><b>Situation and Problems</b><br/>1. The beginning family – consists of husband and wife. This is a period of establishment and involves decision making and family planning.<br/><br/>2. The Expanding Family<br/>This stage involves<br/>a) child bearing, child rearing, and development.</p> | <p>Certificate Management of Homes and Families</p> <p>Home Economics in Action Bk1</p> | <p>Role play</p> <p>Discussions<br/>Picture. Study.</p> <p>Graphic illustration of family structures.</p> | <p>Assignment making folders on the family life cycle.</p> <p>Seminar</p> | <p>Mathematic</p> <p>Science</p> <p>Social Studies</p> <p>English Language</p> <p>Art and Craft</p> <p>Reading</p> |

| Topic | Skills | Knowledge | Understanding | Attitude | Content  | Materials | Method/<br>Strategies | Evaluation | Area of<br>Integration |
|-------|--------|-----------|---------------|----------|--|-----------|-----------------------|------------|------------------------|
|       |        |           |               |          | b) arrangement of work schedule.<br><br>c) coping with un-expected changes, etc.<br><br>3. The contracting family – characterized by reduction in family size. |           |                       |            |                        |

