

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

**Course Outline
Home Economics 8**

Date: May 2003

Proposed Grade Level(s): 8

Grading: A-F

Prerequisites: 8th grade standing

BRIEF COURSE DESCRIPTION:

Students will study several areas of Home Economics Career and Technology including foods, nutrition, consumer economics, sewing, budgeting, decision-making, child development, and career exploration.

GENERAL GOALS/PURPOSES:

To provide students an opportunity to learn about the world around them and to expose them to skills they may need regularly in everyday life. This class is hands-on, and the students will learn through lab experiences.

STUDENT READING COMPONENT:

Students will read topics relevant to the current subject and be asked to keep abreast of current news on these topics. Students will also read teacher-generated curriculum packets and will use this reading to complete assignments in laboratory work. Emphasis will be on reading and following directions. Students will read silently, in groups, and as part of whole-class discussions.

STUDENT WRITING COMPONENT:

Students will express themselves in writing by completing lab reports, journals, student manuals, study guides, and taking notes from teacher lectures. All tests will have an essay component.

STUDENT ORAL COMPONENT:

Students will read aloud and present their findings on current news topics related to the class.

DETAILED UNITS OF INSTRUCTION:

Unit durations listed are approximate and pace of instruction may vary depending on the students. Units may include:

1. Introduction to Careers in Home Economics and Technology (1 week)
2. Transferable, Employability and Leadership Skills (4 days)
Citizenship Roles

3. Family Living and Parenting Education (1-2 weeks)
 - a. Family Responsibilities
 - b. Family Communication
 - c. Family Changes and Challenges
 - d. Friendships
4. Food and Nutrition (all trimester)
 - a. Nutritional Needs
 - b. Daily Food Choices
 - c. Food Purchasing and Storage
 - d. Meal Planning and Preparation
 - e. Meal Service and Etiquette
5. Child Development and Guidance (2 weeks)
 - a. Growth and Developmental Patterns
 - b. Children's Needs
 - c. Appropriate Play Activities
 - d. Child Guidance Skills
6. Fashion, Textiles, and Apparel (3-4 weeks)
 - a. Clothing Construction and repair
7. Consumer Education (as time allows)
 - b. Money Management
 - c. Consumer Communication
 - d. Savings and Checking Accounts
 - e. Consumer Communication
 - f. Evaluating Advertising
 - g. Labels and Warranties
 - h. Comparison Shopping

THIS COURSE WILL PREPARE STUDENTS FOR THE HSEE AND/OR FCUSD EXIT EXAMS IN:

Math and Science

LAB FEE, IF REQUIRED:

A voluntary contribution of \$10.00 per trimester is requested per student to cover the cost of food and other consumable supplies.

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Transferable, Employability, and Leadership Skill Content Area Standards:

1. Citizenship Roles - Students will understand the importance of citizenship roles and responsibilities in the school and community.

Family Living and Parenting Education Content Area Standards:

1. Family responsibilities - Students will understand the importance of the family and sharing family responsibilities.
2. Family Communication - Students will understand the importance of communication within the family unit.
3. Family Changes and Challenges - Students will understand how to respond and adjust to family changes and challenges.
4. Friendships - Students will understand the importance of how to develop friendships.

Food and Nutrition Content Area Standards:

1. Nutritional Needs - Students will understand the need for a well balanced diet to maintain optimum health and growth of the body.

2. Daily Food Choices - Students will understand how to plan nutritious meals that reflect dietary guidelines as well as personal and cultural preferences.
3. Food Purchasing and Storage - Students will understand how to apply consumer skills when selecting, purchasing, and storing food.
4. Meal Planning and Preparation - Students will understand how to plan and safely prepare nutritious meals.
5. Meal Service and Etiquette - Students will understand meal service and etiquette appropriate for a variety of occasions.

Child Development and Guidance Content Area Standards:

1. Growth and Development Patterns- Students will understand the sequential patterns of child growth and development.
2. Children's Needs- Students will understand the ways in which to meet the needs of children as they develop physically, intellectually, socially, and emotionally.
3. Appropriate Play Activities-Students will understand how to plan appropriate play activities for children.
4. Child Guidance Skills- Students will understand the positive child guidance skills needed for effective childcare and parenting.

Fashion, Textiles, and Apparel Content Area Standards:

1. Clothing Construction and Repair- Students will understand construction of clothing and/or repair techniques.

Consumer Education

1. Money Management- Students will understand how to manage personal income.
2. Consumer Communication- Students will understand how to communicate consumer needs.
3. Evaluating Advertising- Students will understand how advertising influences consumer choices.
4. Comparison Shopping- Students will understand how comparison-shopping influences consumer decisions.
5. Labels and Warranties- Students will understand information on labels and warranties.
6. Savings and Checking Accounts- Students will understand how to use savings and checking accounts when managing money.

DISTRICT ESLR's TO BE ADDRESSED:

When students exit this course, they will be:

- **Self-Directed Learners** who will be able to use notes and knowledge to assist them in continuing to learn outside of the classroom setting.
- **Effective Communicators** who can explain concepts to others and use their Home Economics/Careers and Technology skills in the real world to organize and explain data.
- **Quality Producers** who understand the importance of neat, organized work that demonstrates their thinking and understanding of the solution they have formed to solve a problem.
- **Constructive Thinkers** who are able to attack problems with organization, logic, and Home Economics/Careers and Technology skills they have developed in a systematic fashion.
- **Collaborative Workers** who can work in a variety of settings in culturally diverse groups.
- **Responsible Citizens** who accept the consequences of their actions and demonstrate understanding of their role in the learning process.