

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

**Course Outline
Home Economics 6**

Date: May 2003

Proposed Grade Level(s): 6

Grading: A-F

Prerequisites: 6th Grade Standing

BRIEF COURSE DESCRIPTION:

Students will study the physical, emotional, and social development of children; communication skills, positive discipline techniques, nutritional needs of children; selection of children's books and toys, and child safety and health.

GENERAL GOALS/PURPOSES:

To provide students with information and practical knowledge for working and dealing with young children. This class is project-based, and the students will learn through lab experiences and lectures.

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 these readings 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 topic 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 (2 days)
2. Child Growth and Development (9-10 weeks)
 - a. Growth and Developmental Patterns
 - b. Children's Needs

- c. Appropriate Play Activities
 - d. Child Guidance Skills
 - e. Safe and Healthy Environment for Children
 - f. Responsible Babysitting.
- 3. Transferable, Employability, and Leadership Skills (3 days)
 - a. Balancing Personal, Home, and School Life
- 4. Food and Nutrition (2 weeks)
 - a. Nutritional Needs
 - b. Meal Planning and Preparation

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

Math and Science

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

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.
5. Safe and Healthy Environment for Children- Students will understand the importance of providing a safe and healthy environment for children.
6. Responsible Babysitting- Students will understand the qualifications and responsibilities of babysitting.

Transferable, Employability, and Leadership Skills Content Area Standards:

1. Balancing Personal, Home, and School Life- Students will understand management strategies that will assist them in balancing their personal, family, and school life.

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. Meal Planning and Preparation- Students will understand how to plan and safely prepare simple, nutritious meals.

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.

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