

# Curriculum Outcomes

## Essential Graduation Learnings

Essential graduation learnings are statements that describe the knowledge, skills, and attitudes expected of all students who graduate from high school. These essential graduation learnings describe expectations not in terms of individual school subjects, but in terms of knowledge, skills, and attitudes developed throughout the program or curriculum. They confirm that students need to make connections and develop abilities across and through subject boundaries if they are to meet the changing and ongoing demands of life, work, and lifelong learning. The essential graduation learnings which serve as the framework for the curriculum development process, are aesthetic expression, citizenship, communication, personal development, problem solving, technological competence and spiritual and moral development.

### *Aesthetic Expression*

Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

### *Citizenship*

Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

### *Communication*

Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of language(s) as well as mathematical and scientific concepts and symbols to think, learn, and communicate effectively.

### *Personal Development*

Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

### *Problem Solving*

Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical, and scientific concepts.

### *Technological Competence*

Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

### *Spiritual and Moral Development*

Graduates will demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.

## **General Curriculum Outcomes**

This document provides a learning outcomes framework common to each of the dimensions of home economics/family studies: human development, financial management, foods and nutrition, clothing and textiles, shelter and housing. The outcomes are grouped under knowledge and understandings, skills and abilities, and attitudes and behaviours. The general curriculum outcomes, based on the essential graduation learnings, are the foundation for all home economics and family studies curriculum guides.

### **Knowledge and Understandings**

1. Students will demonstrate an understanding of issues and challenges which impact the family.

### **Skills and Abilities**

2. Students will demonstrate the capability/ability to use skills, resources, and processes; and to create conditions and take actions that support individuals and the family.

### **Attitudes and Behaviours**

3. Students will be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress; and set new learning goals as an individual and as a family member.

## **Dimensions of Home Economics/Family Studies**

The home economics/family studies program focuses on the acquisition of knowledge and understandings, the development of skills and abilities, and the setting of goals for the effective use of personal and family resources. These are the organizers on which the general curriculum outcomes are based. As an interdisciplinary study, home economics/family studies deals with all aspects of daily living for individuals and families. The subject is organized into five dimensions or areas of study, and each of these draws from the social and physical sciences, the arts and its own research to propose and develop systems of action which enhance daily living for individuals, families and the community. These dimensions are the basis for the development of key stage curriculum outcomes.

### *Human Development*

Life in a complex, global society demands that individuals be prepared and able to respond to daily challenges. Human development focuses on knowledge and skills related to personal and interpersonal relationships, growth and development of family members, and parenting. This includes communication, negotiation and consensus-seeking; social and moral decision making about sexuality, contraception, and reproduction; as well as current issues affecting

individual and family lifestyle choices. The area develops an awareness of the magnitude and dimensions of raising healthy, well-adjusted children and addressing the psychological and social needs of family members throughout the lifecycle. Students will have the opportunity to investigate, consider, and solidify relationships as a member of a family, a school and a community.

### *Foods and Nutrition*

Food, a finite and increasingly fragile resource, is an essential human need. The foods and nutrition area is designed to help students understand the basic principles of nutrition and develop an appreciation of food as a major contributor to good health. Examining cultural, psychological and social factors related to food and nutrition helps students develop the capacity to adopt eating patterns and lifestyles that contribute to health and well-being. Students develop skills that will allow them many options for meeting individual and family food needs. Study in this area provides students with opportunities to analyze diets, select and prepare food, consider safe and sanitary food production, storage and handling, consider global food security, and examine trends and practices related to food technology. Learning experiences prepare students for the transfer of attitudes and skills which contribute to nutritious, well-balanced diets for themselves and their families.

### *Financial Management*

Wise consumer practices are synonymous with sound financial management. Recognition that consumers have numerous rights and responsibilities and that strategies exist for successful interactions in the marketplace, helps motivate and enable students to take a mature approach towards financial management. As students acquire purchasing power and make purchasing decisions, they need to be made aware of wise practices for spending as well as the techniques used in the marketplace to promote buying. Students are introduced to formalized concepts related to managing money. They will have the opportunity to use critical thinking in response to financial and resource management issues such as advertising, credit, saving, and investigative buying.

### *Clothing and Textiles*

Clothing generally ranks fourth in family budget allocation, following shelter, food, and transportation. In addition to its impact on family financial resources, clothing is an expression of personality and individuality, and is a means to satisfy creative needs through aesthetic expression. Creation, selection, purchase, care, and maintenance of clothing and textile items are the focus of this area. As students progress to adulthood, they gradually assume greater responsibility for

their wardrobe planning, selection, purchasing and care. Through clothing and textiles, they will have the opportunity to study fabric characteristics, use technological principles and tools, develop basic construction techniques and apply creativity and problem-solving skills. A study of fashion and the clothing industry enables students to become aware of global and environmental issues and to consider career and employment possibilities.

### *Shelter and Housing*

Ranking first in family budget allocation, housing studies focuses on the various types and cost of housing and efficient design of interiors and exteriors of living environments. It includes topics such as housing construction, design, equipment and furnishings, finances, and legal considerations. These are considered in relation to environmental issues, accessibility, demographics, culture, and trends in housing and lifestyle. Students are provided with opportunities to assess “living space” needs and to develop skills in acquiring, financing, organizing, personalizing and caring for this space. This area of study helps students gain confidence in making informed decisions about personal and family living space as well as satisfy creative needs and aesthetic expression.

### **Key-Stage Curriculum Outcomes**

The key-stage curriculum outcomes, based on the general curriculum outcomes, identify what students are expected to know and be able to do at the end of intermediate grades and high school in order to meet the essential graduation learnings. Key-stage outcomes are identified for each of the dimensions. These key-stage curriculum outcomes serve as the basis for the development of specific programs and courses for home economics/family studies and provide an overview for the teacher.

### **Specific Curriculum Outcomes**

The specific curriculum outcomes are statements that describe what students will know, value, and be able to do as a result of study in a specific course or program at a grade level. These are found in the curriculum guides for each program or course.