

# **INTERMEDIATE LEVEL HOME ECONOMICS PROGRAM**

## **OVERVIEW AND ORGANIZATION**

### **Introduction**

The introductory Home Economics Program for Newfoundland and Labrador schools is designed to familiarize young people at the intermediate level with the underlying concepts in home economics along with the major subject areas to which these underlying concepts apply.

Home economics is defined as follows:

Home economics is concerned with all aspects of daily living, including human relationships and development, resource management, consumerism, foods and nutrition, clothing and textiles, housing and aesthetics. Home economics brings together knowledge from its own research, the sciences and the arts and uses this knowledge to assist people in enhancing their daily lives.

Canadian Home Economics Association

The six modules that make up the curriculum package represent the major subject areas and the underlying concepts of home economics. At the intermediate level, students will not undertake a great depth of study in any particular topic or area of home economics. Rather, the intention is, that by gaining knowledge, insight and skills related to many of the perennial challenges of everyday life, young people will grow in both confidence and ability to direct their own futures and achieve healthy lifestyles.

The six modules contained in the package are:

**Introductory**

**Child Care**

**Foods and Nutrition**

**Clothing**

**Personal Living Space**

**Money Management and Consumerism**

Each module is organized and presented as follows:

Part I - Rationale

Overview of Objectives

Major objectives

Learning Objectives

Related Content

Resources

Suggested Instructional Strategies and Learning Activities

Part II - Teacher's Resource Package (a series of activity, reference and guide sheets to accompany part I)

The six modules in the package contain materials sufficient for approximately four terms or two years of study in home economics. Many Newfoundland and Labrador students do not receive this amount of exposure; therefore, individual teachers in consultation with other home economics specialists in their districts or neighbouring districts must select the modules most significant to, and appropriate for, their students.

## Implementation

The Introductory module is to be taught to all students upon their entry into the Home Economics Program. The underlying concepts it embodies provide a strong foundation for understanding the depth and dimensions of the responsibilities and challenges families face in meeting everyday needs for food, clothing, shelter, and healthy relationships. Relevant concepts from the Introductory module should be reinforced at appropriate times in all other modules.

The six modules are designed to be completed in either a nine hour (Introductory, Personal Living Space, Money Management and Consumerism) or an eighteen hour time period (Child Care, Foods and Nutrition, Clothing). During a term based on three periods in a six-day cycle, it is possible to complete one eighteen hour module, along with one nine hour module. In any particular term, the teacher should endeavour to select modules that reinforce one another and that allow students to have an exposure to a variety of ideas and activities.

Combinations such as the following are suggested as examples for pairing modules:

- |    |                           |   |                                   |   |        |
|----|---------------------------|---|-----------------------------------|---|--------|
| a) | Introductory<br>(9 hours) | + | Foods and Nutrition<br>(18 hours) | = | 1 term |
| b) | Introductory<br>(9 hours) | + | Clothing<br>(18 hours)            | = | 1 term |
| c) | Clothing                  | + | Personal Living Space             | = | 1 term |

	(18 hours)		(9 hours)		
d)	Child Care (18 hours)	+	Practical section of the clothing or foods and nutrition module related to child care (9 hours)	=	1 term
e)	Foods and Nutrition (18 hours)	+	Money Management and Consumerism (9 hours)	=	1 term
f)	Money Management and Consumerism (9 hours)	+	Clothing (18 hours)	=	1 term
g)	Money Management and Consumerism (9 hours)	+	Personal Living Space (9 hours)	=	1 term
		+	Clothing (9 hour section)		

In pairing modules for a term's work, it is important to select concepts that can reinforce or enhance one another. It is most important that there be a balance of theoretical and practical learning. Interest in and enthusiasm for the "hands-on" projects in foods, clothing, and personal living space must not be allowed to justify pushing aside other types of activities that also increase students' knowledge base and thinking skills.

In the modules that are chosen, it is important that all major objectives be presented. Depending on the ages and abilities of the students, the time required for achieving each objective will vary. The instructional strategies and learning activities outlined are suggestions only. With the local situation in mind, teachers should select, adjust or substitute activities to achieve the intended objectives.

For a few objectives, examples of enrichment activities are provided. Some of these could be used as assignments in conjunction with other subject areas such as social studies or English. Generally they will be included only when time permits or when individuals show a particular desire to explore a topic further.

## **Evaluation**

Evaluation strategies should reflect a balance between testing, class activities and assignments, and will vary with the type of learning being evaluated. Some activities in the modules are appropriate for evaluation purposes. It is important to remember that the students require opportunity for guided practice (i.e. implementing ideas and skills based on what has been taught, and receiving formative suggestions and guidance) before they actually produce the work to be evaluated. A variety of evaluation activities is encouraged, so that particular student strengths may be recognized. The nature of the modules and the activity and process-oriented approach recommended are generally not well-suited to extensive examinations. Rather, in-class tests can indicate students' progress, and assignments allow teachers to assess students' abilities in applying what they have learned. Evaluation methods chosen should check students' abilities to assimilate and apply ideas and processes, as well as verify their knowledge and understanding of information studied.

## **Resources**

The text, *Creative Living*, is available in class sets and is intended for classroom use, though there may be occasions when a book may be signed out to a student for a short period. Authorized for teacher use are:

*Creative Living*, Teacher's Annotated Edition

*Creative Living*, Teacher's Resource Book

The Teacher's Resource Package that accompanies each module contains ideas, information and activity sheets correlated to the learning activities listed in the module.

A list of resources is available in the Appendix to enable teachers to contact publishers or government departments to request services, information and materials pertinent to the modules being taught.

