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**ABSTRACT**

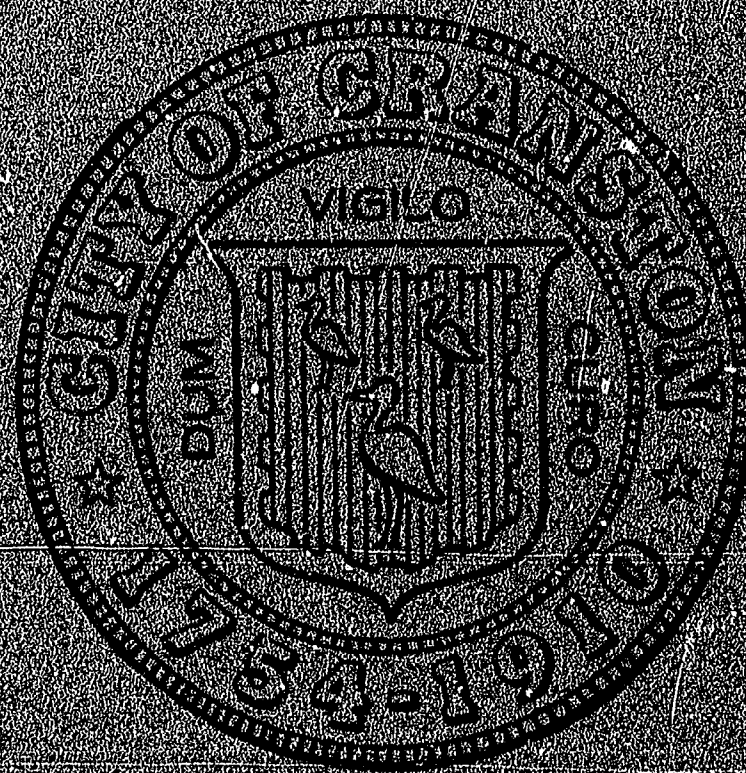
The Cranston Secondary School Curriculum Guide (10-12) for Home Economics is intended to serve as a resource for teachers, students, department chairman, guidance personnel, curriculum planners, and others involved in present or future curriculum planning. At least one broadly stated major objective is provided for each section, encompassing the work of large units or entire sections followed by numbered objectives which are detailed and specific, and intended to indicate the level of learning (the cognitive, affective, and psychomotor domains), the content (what will be learned), and the means of evaluation. These are followed by suggested activities which support the objectives. The nine units on home economics cover: preparation for marriage, home economics, foods, child development (parenthood, infant care and playschool), parenthood and family problems, self and others, clothing 1 and 2, and interior decorating 1. (Author/BP)

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Secondary Schools

# CURRICULUM GUIDE



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Cranston School Department  
Cranston, Rhode Island

1973-74

HOME ECONOMICS

Grades 10-12

SECONDARY SCHOOLS CURRICULUM GUIDES

Prepared by:

THE FIFTH QUARTER PLAN

FUNDED BY:

TITLE III, E.S.E.A.

R. I. DEPARTMENT OF EDUCATION

CRANSTON SCHOOL DEPARTMENT  
CRANSTON, RHODE ISLAND

DR. JOSEPH J. PICANO, JR.  
SUPERINTENDENT OF SCHOOLS

MR. JOSEPH A. MURRAY  
ASST. SUPT. INSTRUCTION

MR. LOUIS GELSOMINO  
ASST. SUPT. ADMINISTRATION

DR. GUY N. DIBIASIO  
DIRECTOR OF CURRICULUM

MR. CARLO A. GAMBÀ  
DIRECTOR OF GRANT PROGRAMS

MR. ARNOLD R. ROGERS  
DIRECTOR, FIFTH QUARTER PLAN

School Committee

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Mr. A. William Jisa

Secondary School  
C U R R I C U L U M G U I D E

Prepared By  
a curriculum writing team  
of secondary teachers

Project PACESETTER  
and  
The Fifth Quarter Plan  
Title III, E.S.E.A., 1965

Cranston School Department  
845 Park Avenue  
Cranston, R.I. 02910

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## INTRODUCTORY NOTES

The Cranston Secondary School Curriculum Guides are intended to serve as a resource to teachers, students, department chairmen, guidance personnel, curriculum planners, and anyone else involved in present or future curriculum planning.

Teachers are urged to utilize the guides in lesson preparation and for purposes of providing individual students and groups of students with a resource; student achievement is often influenced by a knowledge of what is expected with respect to course objectives. Differences in abilities and needs among students and classes can be served by selecting appropriate objectives and activities.

The guides will also be useful for purposes of describing and communicating secondary curriculum goals to the public when such a need arises from time to time.

The organization of the guides is such that most sections present materials in terms of portions of a school year, thus making it possible for students to re-learn or make up a portion of a year's course. This is possible whether the course is offered in a full year or in shorter units of time.

## GUIDE FORMAT

At least one major objective is stated for each section of the guide. Each is broad in statement encompassing the work of large units or entire sections.

Numbered objectives (Objective #1) are specific and intended to indicate the level of learning (the learning variable), the content (what will be learned), and the means of evaluation. Thus the objective describes learning in relationship to the learner. The teacher's function is to design methods which will effect the result. Most objectives in the guides are followed by "activities."

Suggested activities are intended to support the objective

to which they are assigned. Such statements either relate how the student will attain the objective or may be considered as sub-objectives.

### OBJECTIVES IN TERMS OF LEARNING VARIABLES

Bloom and his colleagues devised a taxonomy of educational objectives designed to classify the behavior of students in three domains as a result of having participated in a series of instructional experiences. The three domains are the cognitive (intellectual), the affective (emotional), and the psychomotor (physical). Within each of these domains there is a hierarchy which denotes increasing complexity of learning as shown below.

<u>Cognitive</u>	<u>Affective</u>	<u>Psychomotor</u>
knowledge	receiving	frequency
comprehension	responding	energy
application	valuing	duration
analysis	organizing	
synthesis	characterizing	

In addition to the general technique of the behavioral statement, the authors were careful to differentiate the levels at which given behaviors could be expected of the student. Thus, in the cognitive domain a student's performance in the display of knowledge of a concept is less complex than the student's performance when he applies the concept in a given situation. Similarly, in the affective domain, a response to a situation is not as complex as the display of a value toward a given situation. Precise differentiation among variables is very difficult or, in many cases, impossible, but using these variables to formulate objectives is a means of focusing the attention of the teacher and the learner upon the existence of levels of learning.

T A B L E   O F   C O N T E N T S

H O M E   E C O N O M I C S

G r a d e s   1 0 - 1 2

Title	Section	Suggested Grade
Preparation for Marriage	HE 13	Sr. High
Home Economics Foods	HE 14	"
Child Development 1' 12	HE 15	"
Child Development, Parenthood and Infant Care	HE 16	"
Parenthood and Family Problems	HE 17	"
Self and Others	HE 18	"
Clothing I,II	HE 19	"
Child Development - Playschool	HE 20	"
*Interior Decorating I	HE 21	"

\*Included in both the junior and senior high school guides.

## PREPARATION FOR MARRIAGE

p. 1

## HE 13

## MAJOR OBJECTIVE 1:

THE STUDENT WILL INCREASE IN KNOWLEDGE OF MARRIAGE AND ITS RESPONSIBILITIES BY PERFORMING THE FOLLOWING ACTIVITIES AS MEASURED BY TEACHER AND SELF-OBSERVATION.

Activities:

1. Define polygamy and indicate in what countries and in what form (s) the practice exists or did exist.
2. Define monogamy and indicate in what countries and in what form (s) the practice exists or did exist.
3. List five stages in the family life cycle.
4. Describe function (s) of each stage in the family life cycle.
5. List or discuss orally characteristics of each stage in the family life cycle.
6. Give the legal requirements for marriage in R.I.
7. Explain the purpose of pre-marital counseling.
8. Explain the purpose of the pre-marital physical examination.
9. Describe various kinds of wedding customs and ceremonies in the U.S.
10. Discuss types of wedding ceremonies popular locally.
11. List and analyze the costs involved in various kinds of weddings.
12. Discuss orally the etiquette involved in various kinds of weddings.
13. Compare the roles of a typical husband and wife in the 1900's to the roles of typical husband and wife today, socially and economically.
14. Compare the roles of the father and mother in the authoritarian type of family of the 1900's with the roles of the mother and father in a modern democratic type of family.
15. Explain the meaning of role contradiction given a case study illustrating it.
16. List five sources of role contradiction for men.



17. List major fields of women's employment.
18. Discuss orally results of women's efforts currently for greater recognition.
19. Name two special areas of adjustment in marriage.
20. List five steps in the process of adjustment in marriage.
21. Discuss the significance of quarreling in marriage.
22. Define and give an example of accommodation in marriage.

#### MAJOR OBJECTIVE II.

THE STUDENT WILL INCREASE IN THE KNOWLEDGE OF GOOD MANAGEMENT OF FAMILY INCOME BY PERFORMING THE FOLLOWING ACTIVITIES AS MEASURED BY TEACHER AND SELF OBSERVATION:

##### Activities

1. List three problems couples face in connection with managing family income.
2. List five promotion pressures which influence the consumer.
3. Name several pitfalls for the American consumer.
4. Give four helps that the consumer may use in order to make wiser choices.
5. List or discuss orally six buying guides helpful to the consumer.
6. Explain the relationship between money management and marriage success.
7. List at least four ways that money may be handled by husband and wife.
8. Indicate the best method of handling money from a list of four ways money may be handled by husband and wife.
9. Name at least three problems of two-income families.
10. Explain the purpose of a budget.
11. List or discuss orally five advantages in having a family budget.
12. Name four requirements for a useful family budget.
13. Name the classifications of family expenditures.

14. Identify those expenditures listed as fixed expenses.
15. Identify those expenditures listed as flexible expenses.
16. Name suggested divisions for a budget.
17. List six points a young couple must consider in buying life insurance.
18. Name kinds of hospital and medical insurance available to families.
19. Discuss advantages and disadvantages of home ownership.
20. List standards suggested by the Federal Housing Administration for guides in determining whether or not one can afford to buy a home.
21. Determine how much down payment a young couple can safely make in purchasing a home.
22. Develop a vocabulary of terms particular to money management.
23. Discuss the advantages and disadvantages of credit buying.
24. List six types of credit.
25. List or discuss orally the costs of credit.
26. Explain the meaning of a good credit rating.
27. Discuss ways by which a young couple can decide how much credit they can use safely.
28. List community services which contribute to family security.
29. Discuss, orally, laws affecting family security.

## MAJOR OBJECTIVE

THE STUDENT WILL INCREASE KNOWLEDGE OF FOODS BY PERFORMING THE FOLLOWING SUGGESTED ACTIVITIES AS MEASURED BY SELF AND TEACHER OBSERVATION:

Objective #1:

The student will increase in knowledge of nutrition by performing the following suggested activities as measured by self and teacher observation.

Activities:

1. Define the word "nutrient" and list five nutrients which are essential for good health.
2. Explain in writing the meaning of the word "calorie".
3. Name the carbohydrates and describe in writing the function of carbohydrates in the body.
4. List or discuss orally foods which are considered good sources of carbohydrates.
5. Discuss the role of fat as a nutrient in the body.
6. List or discuss orally some sources of animal fats and some sources of vegetable fats.
7. Explain in writing the special place of protein in the diet.
8. List or discuss orally foods which are sources of complete protein.
9. List foods which supply incomplete kinds of protein.
10. State in writing the meaning of the term "incomplete protein" and what is meant by the term "complete protein".
11. List in chart form those foods which are good sources of "complete protein" and those foods which supply only "incomplete protein".
12. Name the minerals which are needed by the body for growth and maintenance of body process.
13. List or discuss orally some foods to select to incorporate minerals into meals or snacks.

14. Explain in writing the important function of vitamins in the body.
15. Discuss orally the reasons why vitamins are often referred to as "protective nutrients".
16. Name four functions of vitamin A in the body.
17. List or discuss orally foods which are good sources of vitamin A.
18. Name indications of serious and mild deficiencies of vitamin A.
19. Explain the effects of cooking on various foods containing vitamin A.
20. Give three characteristics of B vitamins.
21. Explain the function of B vitamins in the body.
22. List or discuss orally foods which are good sources of B vitamins.
23. Explain the effects on the body of a deficiency of B vitamins.
24. In chart form, list the function, and best sources of the following: Thiamine, Riboflavin and Niacin.
25. Explain effects on the body caused by deficiencies of Thiamine, Riboflavin, and Niacin.
26. Explain the function of vitamin C and some foods which are good sources of vitamin C.
27. List three qualities of vitamin C that require special cooking precautions for foods containing vitamin C.
28. Explain why vitamin D is referred to as the "Sunshine vitamin".
29. Give three foods which are good sources of vitamin D.
30. Explain the results of vitamin D deficiency.
31. Discuss orally the use of vitamins E and K by the body and foods which may be sources of these.
32. List three rules for getting the vitamins you need for growth and general good health.
33. Explain in writing the meaning of "recommended Daily Dietary Allowances" for nutrients needed in the American Diet for sound nutrition and optimum health.

34. Name the four major food groups recommended in the Daily Food Guide.
35. List or discuss the number of servings suggested for each of the four major food groups.
36. State in writing three broad principles that can guide you in meal planning to provide the balance of nutrients you need for good health and looks.
37. Name foods that might be included for each meal that would form a day's balanced menu.
38. Explain the purpose of keeping a daily food record for improving nutrition.
39. Discuss the importance of applying the daily food guide to menu selection.
40. Develop a vocabulary of nutrition terms.
41. Discuss the important contributions that traditional breakfast foods make to achieving balanced nutrition after viewing the film "Better Breakfasts U.S.A."

Objective #2:

The student will increase in knowledge of good kitchen organization and management by performing the following suggested activities as measured by self and teacher observation.

Activities

1. List or discuss two suggestions for achieving good kitchen management.
2. Explain the importance of careful planning and good organization in meal preparation after viewing the film: "Cooking, Planning and Organization."
3. Develop a vocabulary that is basic to food preparation.
4. List or discuss two basic requirements in a well-managed kitchen.
5. State in writing eight steps to insure safety in the kitchen.
6. List or discuss five suggestions for efficiency in the kitchen.
7. Discuss orally the need for accuracy in the use of recipes and directions.

8. List seven points to check when selecting a recipe.
9. State in writing eight general suggestions in using recipes for success in cooking.
10. List common abbreviations for measurements.
11. State in writing equal measures to be used when measuring ingredients.
12. List some common equal measures in food.
13. Describe various pan sizes recommended for cakes and pies.
14. Compare the results when ingredients are measured correctly and when they are measured incorrectly after viewing the film: "Cooking, Measuring."
15. Explain the meaning of oven temperatures (Fahrenheit).
16. State in writing temperature definitions (Fahrenheit).
17. List or discuss two practical tests for doneness in baked goods.
18. Name five guides to follow when cleaning up and washing dishes.
19. List or discuss four guides that may help you in marketing.
20. State in writing nine points to consider when making a work plan for preparing a meal.
21. List things to be included when making a time schedule for preparing and serving a meal.
22. Explain the meaning of the term pre-heat.
23. Define the terms, braising and broiling and indicate what foods might be prepared in this manner.
24. List garnishes that may be used in food service and explain their purpose.
25. Explain the importance of having the right cooking equipment in order to prepare tasty and nutritious meals.
26. Name the number and size of saucepans suitable for use in the kitchen.
27. State four features for judging good saucepans.

28. List fifteen items that are classified as small kitchen equipment.
29. Explain the uses for the following pieces of equipment: graduated mixing bowls, set of measuring spoons, casseroles.
30. Describe the colander and suggest purposes for which it is intended.
31. Explain the use of the food chopper and food grater.
32. Describe the pressure cooker and indicate proper way of using it.
33. Give the various sizes of knives and indicate uses for each.
34. Explain the cooking technique of creaming and indicate what combination of ingredients would require this method.
35. Describe the cutting-in method of combining ingredients.
36. Indicate what ingredients would be combined by using the cutting-in method.
37. Explain the term folding-in when combining ingredients.
38. State what ingredients are combined by the folding-in method.
39. Explain the meaning of the term, to whip, when combining ingredients.
40. Explain the blending method of combining ingredients and indicate when this method would be used.
41. List or discuss four preparation time zones into which foods of a menu may be divided.
42. Explain in writing the purpose for preparing some foods in advance.
43. List things that would need to be done more than an hour ahead of time when preparing a menu.
44. Name things which would need to be done less than an hour ahead of time when preparing a menu.

45. List those things which would be considered last minute preparations when preparing a menu.

Objective #3:

The student will increase in knowledge of table settings and service by performing the following suggested activities as measured by self and teacher observation.

Activities

1. Discuss the importance of setting the table correctly.
2. Give three rules for using place mats as table covering.
3. Name kinds of fabrics suitable for place mats.
4. Give three rules for using a table cloth as a tablecover.
5. Explain the purpose of silence pads with table coverings.
6. List eight rules for placing silver, china and glassware on the covering.
7. Give suggestions for the use of centerpieces.
8. Explain the meaning of the term table service.
9. List five ways informal meals may be served.
10. Give the advantages of the plate service form of informal service.
11. Explain the advantages of the family service form of informal service.
12. Give five features of the buffet type of informal service.
13. Discuss the types of entertaining for which buffet style is suited.
14. List at least ten rules for the formal meal service.
15. Indicate kinds of meals for which formal service is suitable.
16. Give six instructions for waiting on the table.
17. Give eight suggestions for clearing a table.
18. Discuss the proper method of serving dessert.
19. Explain in writing the importance of practicing acceptable table manners.



20. List or discuss three basic uses of the fork
21. Explain the proper use of the knife.
22. Give the proper placement of knife and fork at the end of the meal.
23. Name four uses for the teaspoon.
24. Give three uses for the soup spoon.
25. Explain the correct use of the napkin.
26. List or discuss ten points that are considered important in table etiquette.

Objective #4:

The student will increase in knowledge of breakfasts and breakfast foods by performing the following suggested activities as measured by self and teacher observation.

Activities

1. Explain in writing the significance of starting the day with a good breakfast.
2. List or discuss reasons why you need a balanced breakfast.
3. Give five basic principles to use as guides in planning a good breakfast menu at different cost levels.
4. List two types of breakfasts most suited to busy teenagers.
5. List seven nutrients a well-balanced breakfast should contain.
6. State in writing breakfast menus which meet adequate nutritional requirements.
7. Explain in writing the contribution of milk to the diet.
8. Name four varieties of fluid milk.
9. Define in writing five kinds of milk or milk products other than fluid milk.
10. Explain the process of pasteurization of milk.
11. Give two rules for cooking with milk.
12. Explain in what ways milk is the best food for calcium.

13. Name and describe in detail other nutrients found in milk.
14. List four ways eggs contribute to good health and appearance.
15. Name and describe four grades of eggs for use in cooking.
16. Describe the ways in which eggs are classified.
17. State in writing suggestions for storing eggs and caring for them at home.
18. List or discuss four ways eggs are used in cooking.
19. Name several ways eggs may be used in meals
20. List six fruit groups that are classified according to their shape, structure, and botanical nature.
21. Give examples of fruits classified in each of the above general groups.
22. List four forms in which fruit may be purchased.
23. Give five suggestions for selecting and caring for fresh fruit.
24. Give suggestions for the storage of fresh, frozen, canned and dried fruit.
25. List or discuss the nutrient contributions of fruit.
26. Suggest the best method of cooking fruit in order to preserve their nutritive value.
27. Give the two important principles of fruit cookery.
28. Suggest several ways to serve fruit for breakfast, lunch and dinner.
29. Name six cereal grains and name in what way they are used in foods.
30. Explain the various parts of the cereal grains.
31. List or discuss four nutrient contributions of cereals.
32. List examples of ready-to-eat cereals and cooked cereals.
33. List examples of pastas or macaroni products used in cooking.

34. Name four objectives of cereal cookery.
35. Explain the function of flour as a thickener.

Objective #5:

The student will increase in knowledge of meat, fish and poultry by performing the following suggested activities as measured by self and teacher observation.

Activities

1. List three important nutrients found in meat.
2. List in chart form retail cuts of pork, where they come from and best methods of cooking them.
3. List in chart form, retail cuts of beef, where they come from and the best methods for cooking them.
4. List or discuss seven varieties of organ meat.
5. Explain the purpose of meat inspection and the significance of the inspection stamp.
6. List and explain five grades of beef.
7. Define the term marbling and explain its relation to tenderness in beef.
8. Describe the dry-heat method of meat cookery.
9. List or discuss the cuts of meat that should be cooked by the dry-heat method.
10. List four principles of meat cookery.
11. List four dry-heat methods of cooking meat.
12. List three moist heat methods of cooking meat.
13. Give suggestions for cooking variety in organ meats.
14. Discuss the importance of low temperature when cooking meat.
15. Give suggestions for the care and storage of meat.
16. List eight classifications of poultry.
17. List four kinds of chickens and suggest the best cooking methods for them.
18. Describe fresh, frozen and canned poultry.
19. Suggest ways of selecting poultry.

20. Give the nutrient contributions of poultry.
21. List or discuss two principles of poultry cookery.
22. Describe the dry-heat method of cooking poultry.
23. Indicate what kinds of poultry should be cooked by the dry-heat method.
24. Describe the moist heat method of cooking poultry.
25. Name what kinds of poultry should be cooked by the moist heat method.
26. Give five pointers for the selection and buying of poultry.
27. Give rules for storage of poultry.
28. Name the two general classifications of fish.
29. List or discuss kinds of fish that are termed shellfish.
30. Name fish that are categorized as fin fish.
31. State in writing four forms of fish which are marketed.
32. Explain in what way fish is inspected or graded.
33. Discuss the nutrient contributions of fish.
34. Name two principles of fish cookery.
35. Give the methods of cooking fish.
36. Explain the care and storage of fish.
37. Develop a vocabulary of terms used in meat, fish, and poultry.
38. List four ways in which vegetables are classified.
39. Name seven parts of plants from which vegetables come.
40. Give the nutrient contribution of vegetables.
41. Explain methods of cooking fresh, frozen, canned and dried vegetables.
42. Give rules for the care and storage of vegetables.

Objective #6:

The student will increase in knowledge of convenience foods by performing the following suggested activities as measured by self and teacher observation.

Activities

1. Define convenience foods and explain two reasons for using them.
2. Describe ready-to-use foods and name at least eight varieties.
3. Describe ready-to-serve foods and name at least ten varieties.
4. List or discuss several package mixes.
5. Write a comparison of the cost of two convenience foods after preparing them.
6. Discuss some variations in the nutritive value in the ingredients of package mixes.
7. List three requirements packaging of mixes must meet according to the U.S. Food and Drug Administration.
8. In writing, list at least six costs included in the price of convenience foods.
9. List or discuss ways in which canned food, frozen foods and mixes differ.

Objective #7:

The student will increase in knowledge of the use of cooking tools by performing the following suggested activities as measured by self and teacher observation.

Activities

1. Name two reasons why having the correct tools and equipment is necessary.
2. List eight kinds of tools necessary for stirring, dipping and turning.
3. Name three tools for beating and whipping foods.
4. List ten tools used for cutting, chopping and mashing.
5. Name two kinds of equipment that are necessary for cooking.
6. Give six pieces of equipment handy for cooking foods but not essential.

7. Name four kinds of equipment helpful for food preparation but not essential.
8. List five pointers to consider when selecting a cookery tool.

Objective #8:

The student will increase in knowledge of shopping practices by performing the following suggested activities measured by self and teacher observation.

Activities

1. Discuss what families might gain by planning their food expenditures.
2. Name types of stores available for purchasing food.
3. Explain in writing why markets differ in the prices they ask for foods.
4. Name two things besides prices that determine your choice of a market.
5. Explain in writing when you should buy perishable foods.
6. List or discuss four requirements for a carefully planned market order.
7. Name four things personal shopping for food permits one to do.
8. Cite the most common classifications for departments in the modern supermarket.
9. List or discuss kinds of foods which will be found in the canned goods department.
10. Explain in writing what grading in canned goods indicates.
11. List items commonly covered in the grading of canned goods.
12. List and explain four labels found on canned goods which indicate quality.
13. Explain in what manner weight must be indicated in canned goods.
14. List kinds of containers which might be used for processing various kinds of canned goods.
15. Compile a list of semi-perishable foods.

16. Describe the manner in which semi-perishable foods may be processed for the consumer.
17. List or describe products that would be offered for sale in the dairy department.
18. Name the government-standard U.S. grades for butter.
19. Explain the meaning of candling in judging the freshness of eggs.
20. List seven classifications for eggs developed under U.S. standards.
21. Name several factors upon which the quality of milk depends.
22. List or discuss ten types of milk which may be found for purchasing in most supermarkets.
23. Explain the meaning of "process" cheese.
24. Name four classifications of cheese flavors.
25. Explain the meaning of the ripening period in the production of cheese.
26. Give examples of process cheese.
27. List some cheeses classified as soft, semi-hard and hard.
28. Name five basic groups of fresh vegetables that may be found in the produce department.
29. List or discuss six classifications of fruits available in most markets and supermarkets.
30. Cite suggestions for selecting fruits.
31. List eight groups of frozen foods available in markets and supermarkets.
32. Give five factors to consider in the grading of meat.
33. List some wholesale meat cuts of the following: beef, veal, lamb, and pork.
34. Give USDA grade names for each of the following: beef, veal, lamb, pork.
35. Name five sources of information about meat that the consumer may obtain.
36. List five categories of poultry and indicate in what form they are marketed.

37. Give the parts that would be included in a cut-up bird.
38. List four ways turkeys are processed for the consumer's convenience.
39. Name five ways in which fish is marketed.
40. Name three popular varieties of canned fish and explain in what ways they are offered to the consumer.
41. List or discuss three factors for judging quality in fresh fish.
42. Give two ways frozen fish may be bought.
43. Describe three ways in which fresh fish may be sold.
44. Name three ways fish may be processed in the market.
45. Name several different varieties of shellfish that may be purchased in the fish department.
46. List or discuss six pointers for caring for fresh and frozen fish.



## HE 15

## MAJOR OBJECTIVE

THE STUDENT WILL INCREASE IN KNOWLEDGE OF CHILD CARE BY PERFORMING THE FOLLOWING SUGGESTED ACTIVITIES AS MEASURED BY SELF AND TEACHER OBSERVATION.

Activities:

1. Note growth rate and pattern differences of children of different ages.
2. Discuss with mothers daily routine of children.
3. Discuss children's behavior at home.
4. Chart with mother's help gains in weight and height, changes in body proportions, appearance of teeth and development of motor skills.
5. Chart approximate ages at which a child gains body control.
6. Identify factors that contribute to normal motor development.
7. List criteria to determine a baby's state of readiness for any activity.
8. Describe motor development during first year.
9. Give arguments for and against the following situation: Convince a young mother that her baby was ready to learn some skill for which he is showing an interest and that it was unfair to the baby to put obstacles in his way.
10. Record for two or three days how long a baby plays with several of his toys. Then show him new ways to play with them.
11. Time baby again for two or three days to see if his play time increases.
12. View the film. The Terrible Two's and Trusting Threes.
13. Discuss or write comparison of general characteristics of the two year old with the general characteristics of the three year old after viewing film.
14. List the pattern of height and weight increases.
15. Make a bulletin board of individual differences in body growth.

16. Suggest practical ways of dealing with self-consciousness that accompanies being overweight.
17. Suggest ways of dealing with self-consciousness that accompanies being underweight.
18. Suggest practical ways of dealing with self-consciousness that accompanies being shorter or taller than other children.
19. Trace sequences of normal development of sight.
20. Identify sequences of normal development of hearing.
21. Trace sequences of normal development of touch, taste and smell.
22. List toys that could aid in normal sensory development.
23. Describe equipment that could aid in normal sensory development.
24. Select and report on a childhood disease.
25. View the film: "Children in the hospital."
26. Discuss the reaction of children to their hospital stay, after viewing the film "Children in the Hospital."
27. Observe a child in a children's ward and report findings.
28. Write a brief summary of your own visit to the hospital as a child.
29. Observe a pre-school child and emphasize the physical, intellectual, social and emotional development.
30. Make a report on observations of a pre-school child.
31. Bring experiences (with pre-schooler) to class and discuss effective methods of guidance.
32. Observe behavior in a pre-schooler and take notes on what he does.
33. Report findings to class and discuss possible reasons for behavior.
34. Identify developmental tasks of young children.
35. Chart ways in which parents may use them as guides in determining what skills a child should learn and when.

36. Describe in what ways children's emotions differ from those of adults.
37. Identify typical emotions of early childhood.
38. Report on fears, anger, distress.
39. Make a display of things children might be curious about.
40. List things that may be dangerous to a child.
41. Suggest several ways of diverting a young child's attention from a situation that angered him.
42. View the film: "Children's Emotions."
43. Chart the emotions reviewed in the above film. Give the reasons for the emotions and ways of dealing with them in a positive way.
44. Compile a list or make a display of items which may be dangerous to child's safety.

## HE 16

## MAJOR OBJECTIVE:

THE STUDENT WILL INCREASE HIS KNOWLEDGE OF PARENTHOOD AND INFANT CARE BY PERFORMING THE FOLLOWING SUGGESTED ACTIVITIES AS MEASURED BY SELF AND TEACHER OBSERVATION.

Activities:

1. List or discuss the problems of the pre-natal period.
2. View the film strip, "More Than Love," and discuss birth defects shown.
3. Discuss new findings pertaining to pregnancy and effects of drugs, alcohol, smoking, venereal disease, and other diseases.
4. List or discuss the effects of antibodies, radiation, emotions on pregnancy.
5. Compare nutritional needs of expectant mothers with other adult women.
6. Make out some suggested diets for the expectant mother using nutritional booklets and charts.
7. List probable medical-hospital costs of having a baby.
8. Compile a list of kinds of baby equipment essential for the care of the newborn.
9. Visit local stores and report the costs of baby equipment.
10. View film strips: "First Visit To The Doctor" and "Pre-natal Care" and make a list of suggestions made in the filmstrips.
11. Discuss multiple births.
12. Read case studies of twins, triplets, and answer questions based on studies.
13. Describe the early behavior of the new born.
14. Make a bulletin board showing how each child is different but all have many characteristics in common.
15. Make a list of the ways in which family members can be prepared for the coming of the baby.

16. Compile a list of community resources pertaining to parenthood.
17. Discuss the contents of the film: "Human Beginnings."
18. List degree of development of different sensitivities at birth.
19. Observe an infant and report on degree of control of legs, arms, etc.
20. Read Golden Book "New Baby" or similar publication and give a summary in writing.
21. Make a list of layette equipment.
22. Prepare a bulletin board of clothing for baby.
23. Role play ways of preparing young children for the new baby.
24. Describe the routine for the daily care of the infant.
25. Bring in pictures of babies and note variations in physical characteristics.
26. Compare kinds of clothing for baby twenty years ago and today.
27. Make a list of common defects to watch for in the baby.
28. Compile information in ways of handling the handicapped baby.
29. Chart safety measures to avoid accidents in babyhood.
30. Make a list of what a baby sitter should do in case of illness or accident.
31. Find and explain games that a baby sitter could use.
32. Make a list of toys that could be useful for the baby sitter.
33. Discuss the pattern of growth in the baby.
34. List the criteria for a healthy, happy baby.
35. Compare and contrast breast feeding to bottle feeding.
36. Demonstrate the proper methods of bathing and dressing a baby, list steps used.

37. Invite a mother to class to demonstrate bathing, dressing, or feeding a baby.
38. Discuss with mother her daily routine for sleeping, bathing, dressing and feeding baby.
39. Prepare a simple formula used in feeding infants.
40. Invite school nurse or pediatric nurse to demonstrate handling baby.
41. View the film, "Baby Meets His Parents" and discuss contents of film.
42. List ways to display affection toward a baby.
43. Identify factors that influence an adult's behavior toward children.
44. Teach a baby a small task.

## MAJOR OBJECTIVE I:

THE STUDENT WILL INCREASE HIS KNOWLEDGE OF PARENTHOOD AND FAMILY PROBLEMS BY PERFORMING THE FOLLOWING ACTIVITIES AS MEASURED BY SELF AND TEACHER OBSERVATION.

Activities:

1. List health problems which may interfere with having healthy children and a normal childbirth.
2. Name blood factors to be considered when planning to have children.
3. Discuss the influence of heredity on childbearing.
4. List several environmental influences which may affect offspring.
5. List five personal health habits which may contribute to a healthy environment for children.
6. Describe family practices which contribute to good mental health.
7. Discuss ways to determine economic and psychological readiness for the first child.
8. Chart psychological changes of pregnancy.
9. List and discuss psychological changes of pregnancy.
10. Explain the Read method of childbirth.
11. Describe three emotional adjustments of parenthood.
12. List two psychological rewards of parenthood.
13. Give the advantages and disadvantages of breast feeding.
14. List the advantages and disadvantages of bottle feeding.
15. Explain the meaning of the term "rooming-in" in the hospital.
16. Name two community resources helping to educate expectant parents.
17. List or discuss new adjustments necessary between husband and wife.

18. Give findings that point up the importance of a mother or mother substitute for the child during the first three years of age.
19. List four essential needs of babies that must be met for them to grow normally.
20. Report on customs of child training in countries other than U.S.
21. Give five characteristics of the authoritarian pattern of child training.
22. Name five characteristics of the democratic pattern of child training.
23. Compile a list of appropriate suggestions for helping a child develop acceptable behavior.
24. Distinguish between discipline and punishment and indicate which is more effective in the training of children.
25. Note the typical behavior patterns of each age group, while viewing the film: "The Ages and Stages Series."
26. List five ways parents can help their children build self-confidence.
27. Discuss the importance of agreement between parents in constructive child training.
28. Give four examples of "destructive" child training.
29. Give four examples of "constructive" child training.
30. After viewing the film: "Children's Fantasies," list the fantasies characteristic of young children.
31. After viewing the film: "Children's Fantasies," suggest ways in which parents can help children to deal with fantasies in a healthy way.
32. Give some of the common ways in which older children react when a baby sister or brother is born.
33. List or discuss suggestions for avoiding problems with older children when a new baby is born.
34. List five suggestions for answering children's questions.
35. Discuss two negative periods in child development.



36. After viewing the film: "The Ages and Stages," describe typical negative behavior of the young child and identify each age at which it is most evident.
37. Compare sound versus unsound reasons for adopting children.
38. List five measures which would help to improve the status of children born to unwed mothers.

MAJOR OBJECTIVE II:

The student will increase his knowledge of marriages in trouble by performing the following activities as measured by self and teacher observation.

Activities

1. Give the legal grounds for divorce in Rhode Island.
2. List or discuss several changing attitudes concerning divorce.
3. Define marriage annulment and list types of marriages subject to annulment.
4. Investigate and list divorce laws in various states in the U. S.
5. List personality traits which may contribute to unhappiness in marriage.
6. Discuss the relationship between lack of preparation for marriage and divorce.
7. List eight questions a couple should face seriously before deciding upon a divorce.
8. Name five problems that each partner must face after divorce.
9. After reviewing case studies of marriages in trouble, suggest possible causes of difficulty.
10. After reading the case studies of marriages in trouble, suggest possible solutions to difficulties.
11. Discuss possible effects of divorce on children in families broken by divorce.
12. List or discuss several problems of one-parent homes.

## MAJOR OBJECTIVE

THE STUDENT WILL INCREASE HIS KNOWLEDGE OF BOY-GIRL RELATIONSHIPS PRIOR TO MARRIAGE BY PERFORMING THE FOLLOWING ACTIVITIES AS MEASURED BY TEACHER AND SELF OBSERVATION.

Activities:

1. Describe the arrangement of chromosomes which determines the sex of the child.
2. Note factors which shape male and female to fit the roles of their culture.
3. List five biological sequences in the life of the female.
4. Discuss characteristics of the five biological sequences in the life of the female.
5. Describe in what ways the male differs from the female biologically.
6. Identify the male and female sex hormones.
7. Explain the relationship between male and female sex hormones and male and female sex drives.
8. Compare the durability and physical efficiency of the female with that of the male.
9. Give evidence of physical differences between male and female.
10. Name five ways in which men and women differ psychologically.
11. List four ways in which they differ emotionally.
12. Describe in what ways conceptions of masculinity and femininity have developed and changed.
13. Name four general steps in the pattern of dating in our society.
14. Discuss several handicaps to dating for teenagers.
15. Compile a list of traits which may make a girl more datable.
16. Compile a list of traits which may make a boy more datable.

17. List advantages and disadvantages of steady dating in high school.
18. List factors which contribute to teenage marriages after viewing the filmstrip "AND THEY LIVED HAPPILY EVER AFTER."
19. Name five factors which create problems for teenage marriages after viewing the film-strip: "AND THEY LIVED HAPPILY EVER AFTER."
20. Explain the meaning of the term "the double standard" in dating.
21. Discuss implications of the male-female differences in sex drives in dating practices.
22. Discuss problems created when teenagers become involved in pregnancies.
23. List four problems the automobile creates in teen dating.
24. Give three reasons why young people drink alcoholic beverages.
25. Discuss harmful effects of using alcohol to excess.
26. List three reasons why young people smoke.
27. Report to class on harmful effects of smoking.
28. List and explain six reasons for the self-choice method of mate selection as practiced in the U.S.A.
29. Explain several dangers in the self-choice method of mate selection.
30. List four characteristics of the parent-arranged custom of mate choice.
31. Discuss several advantages and disadvantages of the parent-arranged custom of mate selection.
32. Distinguish between love and infatuation.
33. Explain the relationship between age and readiness for parenthood.
34. List four factors in order of importance to wise mate selection.
35. Explain the relationship between childhood happiness and success in marriage.

36. Discuss the relationship between the determination to succeed and success or failure in marriage.
37. Explain the purpose of the engagement period.
38. List signs that might predict success or failure in marriage during the engagement period.
39. Name factors which determine length of the engagement period.
40. Discuss the problems involved in breaking an engagement .

## HE 19

## MAJOR OBJECTIVE

THE STUDENT WILL INCREASE IN KNOWLEDGE OF CLOTHING BY PERFORMING THE FOLLOWING SUGGESTED ACTIVITIES AS MEASURED BY SELF AND TEACHER OBSERVATION.

I. Wardrobe Planning and Clothing Selection

Objective #1: The student will increase in knowledge of wardrobe planning and clothing selection by performing the following activities to the satisfaction of the teacher.

Activities:

1. List or discuss eight good health habits that can be effective beauty aides.
2. Explain the place of the "Daily Food Guide" in helping to develop good eating habits.
3. List the recommended foods and servings of each to be included in the "Daily Food Guide."
- \*4. Discuss the possible effects of dieting upon health and appearance.
5. List in writing five body types determined by one's framework or body structure.
- \*6. Discuss the importance of exercise in figure control.
- \*7. Explain the relationship between good posture and attractive appearance in clothes.
- \*8. Name the three most common posture faults among teenage girls.
- \*9. Summarize in writing or discuss the place of proper rest in maintaining good health.
10. List ten suggestions for the daily care of clothes.
- \*11. List types of stains on clothing which must be removed with cleaning fluids.
- \*12. List types of stains which can be removed with water solutions.
- \*13. Summarize in writing ten suggestions for putting clothes away properly.
- \*14. Develop a guide for the weekly care of clothes.

\* Indicates Clothing II

- \*15. List in writing fifteen general directions for hand-laundering garments.
- \*16. Develop a list of directions for laundering garments made of man-made fibers.
- \*17. Discuss features to be considered when choosing an iron.
- \*18. Discuss the proper care of the iron and selection of press cloth.
19. Explain the importance of controlling the temperature of the iron.
- \*20. List in writing four important ironing techniques to be mastered in order to produce a smoothly fitting garment.
- \*21. List in writing four important pressing techniques to be mastered for a well-tailored look in garments.
22. Record on tape or list in writing questions to use as a check list for an organized arrangement of closets.
23. Summarize in writing or discuss six suggestions for arranging dresser drawers in order to make most efficient use of space.
- \*24. Name eight things to do to be sure that clothes are stored properly for another season.
25. Discuss the importance of color, design and line in clothing selection.
26. Name the three primary colors.
27. List or discuss the three secondary colors and explain how they are obtained.
28. List three intermediate colors and explain how they are obtained.
29. Discuss the meaning of pure colors.
30. Name and distinguish between tints and shades in class discussion.
31. Describe the manner of obtaining grayed colors.
32. Define and give three examples of neutral colors.
33. List the six colors that make up the color families.
34. Name the colors that are characterized as cool colors and explain why they are so named.

35. List in writing colors that are characterized as warm colors and explain why they are so named.
36. Discuss the three qualities of color.
37. Describe the effects of light on color.
38. Identify and explain five color harmonies.
39. Describe in what ways each of the five color harmonies may be used in clothing selection.
40. Summarize in writing the influences of color on emotions.
41. List or discuss the ways in which colors may change one another to give a different effect.
42. Describe the ability of color to produce an "after" image"
43. List in chart form, colors that are best suited for brunettes, blondes and redheads.
44. List three colors that seem to drain the face of natural color.
45. List three fabric textures that change the effect of color on the skin.
46. Develop a chart of the four main skin colorings and list best color selections for each group.
47. Explain the relationship between the arrangements of color and the appearance of the figure.
48. List or discuss several figure problems and the way in which color in clothing may be used to correct the problems.
49. Summarize in writing the effects of color on personality.
50. Identify the four kinds of lines in garments which create different effects depending upon their direction.
51. Discuss the ways in which fashion makes use of line in garments.
52. Trace the various ways lines have been used during several different periods in history.
53. Name and write a definition for each of the five principles of design.
54. State in writing the ways in which balance, center of interest, rhythm, proportion and harmony may be achieved.

Noting that the wise girl selects and adapts the styles of the day to modify or emphasize her own features:

55. Develop a guide of five pointers for the short, thin girl.
56. Develop a guide of five pointers for the short, stout girl.
57. Develop a guide of five pointers for the tall, thin girl.
58. Develop a guide of five pointers for the tall, stout girl.

#### II. Knowledge of Fabrics

Objective #2: The student will increase in knowledge of fabrics by performing the following activities as measured by self and teacher observation.

##### Activities

- \*59. Name two major classifications of fibers that students should become familiar with for sewing projects.
60. Describe briefly in what way yarn is made.
- \*61. List in writing the three natural fibers which are derived from plants.
- \*62. Identify the sources of the various natural fibers derived from plants.
- \*63. Name two characteristics of each of the natural fibers.
- \*64. List the advantages and disadvantages, in chart form, of the cellulose fibers when used in fabric.
- \*65. Describe the appearance of cellulose under the microscope.
- \*66. Identify the two natural fibers which are derived from animals.
- \*67. Name two characteristics of each of the animal fibers.
- \*68. Explain in writing advantages and disadvantages of the animal fibers when used in fabric.
- \*69. Describe the appearance of the animal fibers under the microscope.



- \*70. List, in chart form, suggestions for handling and care of fabrics made with natural fibers.
- \*71. List or discuss the basic steps in making all man-made fibers.
- \*72. Distinguish between synthetic and semisynthetic fibers.
- \*73. List, in chart form, four characteristics of each of five man-made fibers.
- \*74. Give suggestions for proper care and handling of fibers made of man-made fibers.
- \*75. Describe the appearance of synthetic and semi-synthetic fibers under the microscope.
- \*76. List, in chart form, results of burning tests to identify the protein and cellulose fibers.
- \*77. In the above chart, describe the way the fiber burns.
- \*78. Describe the residue and characteristic odors when protein and cellulose fibers are burned.
- \*79. List in chart form results of burning tests to identify thermoplastic fibers.
- \*80. In the above chart, describe the way thermoplastic fibers burn.
- \*81. Describe the residue when thermoplastic fibers are burned.
- \*82. Describe the characteristic odor when thermoplastic fibers are burned.
- \*83. Explain how blends and combinations of fibers are produced.
- \*84. Write a definition for each of the following words: weaving, warp yarns, filling yarns, selvage and grainline.
- \*85. List the fabric construction of several fiber blends.
- \*86. List the important properties of several fiber blends.
- \*87. Explain the process of knitting fibers to form fabric.
- \*88. Describe the process of felting fibers to form fabric for clothing.
- \*89. List or discuss three methods of bonding fibers or fabrics together.

- \*90. Explain the purpose of each of the three methods of bonding fibers or fabrics together.
- \*91. List or discuss the following methods of processing fibers and fabric, dyeing, printing, bleaching and fading.
- \*92. List or discuss ten common fabric finishes.
- \*93. Develop a list of textile terms necessary to know for better use of fibers and fabrics.
- \*94. Explain why the "hand" of the fabric is important in clothing construction.
- 95. Describe the main difference between knitted and woven fabrics.
- \*96. List or discuss the reason why fabrics have different textures.
- \*97. Explain special problems of using knitted fabrics in clothing construction.
- 98. List or discuss how napped fabrics are made.
- 99. Explain special precautions to take when using napped fabrics.
- \*100. Name napped fabrics which may need special attention when selecting fabric and laying out pattern.
- \*101. Develop a guide of five do's and five don'ts of fabric selection.
- \*102. Distinguish between printed designs and woven designs in fabrics.
- \*103. Explain the purpose of using design in fabric construction.
- \*104. Distinguish between a "lined-up" print in a fabric and an "all-over" print in a fabric.
- \*105. Explain how plaids and stripes are formed when fabric is woven.
- \*106. List or discuss reasons why it is important to read labels and tags before buying fabrics and clothing.
- \*107. List the trade names found on labels and tags for special finishes on fabrics.
- \*108. Name finishes recommended for use and wear of garments.

- 109. Explain the meaning of the term "sanforized" in the study of finishes.
- \*110. List the provisions of the Textiles Fiber Products Identification Act.
- \*111. Explain in what ways the Textile Fiber Products Identification Act may help the shopper.
- \*112. Discuss ways in which the texture in fabrics may flatter your figure.

### III. New Skills in Clothing Construction

Objective #3: The student will increase in knowledge of new skills in clothing construction by performing the following suggested activities as measured by self and teacher observation.

#### Activities

- 113. List in writing four kinds of cutting tools used in clothing construction.
- \*114. Discuss the use for which each of the four kinds of cutting tools is made.
- 115. Name two ripping tools used in clothing construction.
- \*116. Discuss the use for which each of the ripping tools is made.
- \*117. Name those items which are considered small sewing equipment in clothing construction.
- \*118. List or discuss the types and sizes of pins that are used to get best results in making garments.
- \*119. Name the various types of needles available for sewing and how they may be selected.
- 120. List in chart form the various kinds of sewing thread and indicate their uses.
- \*121. Name six kinds of measuring equipment necessary for good garment construction.
- \*122. List six pieces of pressing equipment that will help to achieve a smoothly fitting garment.
- 123. Name kinds of irons available for use.
- \*124. Describe the proper method of using the iron when pressing garment.
- \*125. List two things which most frequently cause the iron to become sticky or dirty.

- \*126. Explain the proper method of cleaning an iron so that ironing and pressing can be done easier and faster.
- \*127. Describe the best method for preparing the ironing-board for easier and faster ironing and pressing.
- 128. Discuss the purposes of the press cloth, the press ham, the sleeve board.
- 129. Name the parts of the sewing machine head.
- 130. Describe the correct posture for machine sewing.
- \*131. Explain in writing the function of each of the parts of the head of the sewing machine.
- \*132. List the four important parts of the upper part of the sewing machine that must be threaded in exact order.
- \*133. Describe the proper method of threading a spool holder.
- \*134. List or name the correct steps in threading the sewing machine.
- 135. Explain the purpose of the machine bobbin.
- 136. Describe the method of threading the bobbin.
- 137. Explain the correct method of threading the self-winding bobbin.
- 138. List the four steps involved in inserting a threaded bobbin.
- 139. List two steps involved in removing the bobbin from the machine.
- 140. Explain the two steps in the proper method of removing thread from the bobbin.
- 141. List or discuss twenty general rules to observe in classroom sewing.
- 142. Explain the purpose of machine stitching.
- \*143. List six steps in machine stitching.
- \*144. Name two stitching guides and explain their proper use.
- 145. List five steps in ripping machine stitches.
- \*146. Explain the three steps in typing machine stitches.

147. Describe the backstitch method of fastening machine stitches.
- \*148. List or discuss three steps involved in changing the length of machine stitches.
- \*149. Explain the proper method of replacing a machine needle.
- \*150. Discuss the meaning of machine tension and ways of regulating the tension.
- \*151. List six steps in the proper care of the sewing machine.
152. Name five points to consider when selecting a garment pattern.
153. Name or list seven common figure types for which patterns may be bought.
154. Describe characteristics of each of the seven common figure types.
- \*155. List six points that will help to determine whether or not a pattern is a wise selection for you.
- \*156. Explain the correct method of taking horizontal body measurements.
- \*157. Describe the proper method of taking vertical body measurements.
158. List or discuss the information given on the back of the pattern envelope for fabric and notion needs.
159. List or discuss pattern instructions printed on pattern pieces.
- \*160. Explain the method of and reasons for making the pattern layout.
- \*161. Discuss the purpose of the direction sheet or pattern guide.
- \*162. Explain the meaning of the terms straight grain line, dart line, stitching line, place-on-fold line.
- \*163. List six steps suggested for the proper care and preparation of the pattern.
- \*164. Name five points to consider in comparing your pattern and your body measurements.

- \*165. Give suggestions for lengthening pattern pieces.
- \*166. Give suggestions for shortening pattern pieces.
- \*167. Give suggestions for broadening and decreasing pattern pieces.
- 168. Name six guides that can help when buying fabric.
- \*169. List or discuss eight points to consider when deciding what kind of fabric will be best suited to the pattern.
- 170. Give four suggestions for distinguishing between a firmly woven fabric and a loosely woven fabric.
- \*171. List four steps in straightening cut fabric.
- \*172. Explain the method for straightening torn fabrics.
- \*173. List four directions for straightening fabrics by shrinking.
- 174. Give ten steps to follow for straightening fabrics by shrinking.
- \*175. Give in writing five rules for successful results when laying pattern pieces on the fabric.
- 176. List or discuss six suggestions for pinning pattern pieces on the fold line of the fabric.
- 177. List or discuss three suggestions for pinning pattern pieces on the straight of the fabric.
- \*178. Give six guides to be followed when cutting the pieces of a garment.
- 179. Name four methods of marking parts of garment to aid in construction.
- \*180. Define staystitching and explain its purpose in assembling the garment.
- 181. List the pattern symbols which need to be marked on garment.
- \*182. Discuss the importance of pressing as you assemble garment.
- \*183. List or discuss three steps in pressing seams in a garment.
- \*184. Name three qualities a well-fitted garment possesses.
- \*185. Explain the purpose of facing and interfacings.

- \*186. List or discuss materials used for interfacings.
- \*187. Discuss the purpose of linings and name materials suitable for linings.
- \*188. Give seven steps to follow when lining a garment.
- \*189. List six steps to be followed when making a perfect plain seam.
- \*190. Describe the steps in making a lapped seam, French seam, flat-felled seam.
- \*191. Name and describe five seam finishes.
- \*192. Name and describe five seam finishes that improve looks and smoothness of seams and garment in general.
- \*193. List steps involved in making a bandless skirt.
- \*194. List or discuss the steps involved in making a banded skirt.
- \*195. Name ten steps to follow in the hemming of a garment so that it is even and appropriate to the fabric used.
- 196. Explain orally techniques for making the construction details the dart, pleats, tucks and gathers.
- \*197. List seven pointers for making a typical neck facing.
- \*198. Discuss seven guides for making a bias neck facing.
- \*199. Give the steps to be followed when making a bias strip to be used for facings or bindings.
- 200. List eight steps that can be used for guides in inserting back neckline zippers.
- 201. Give the steps involved in inserting a skirt zipper.
- \*202. List or discuss ten guides for properly attaching a fitted facing to an armhole.
- \*203. Name four kinds of fastenings and explain the proper methods of attaching them to garments.
- \*204. List the steps to follow in making a smooth, tailored, bound buttonholes.
- \*205. Give guides for making smooth and attractive, handworked buttonholes.
- 206. List five steps to be used when stitching seam binding to a hem edge.

- \*207. Describe the method of making a rolled hem and indicate what kinds of fabric they are most fitted for.
- \*208. Explain the methods of making the following hand-hemming stitches: the invisible hemming stitch, the vertical hemming stitch, the slip stitch, the slant hemming stitch and the catch stitch.
- \*209. Compile a list of vocabulary terms used in clothing construction.

#### IV. Becoming a Wise Buyer

Objective #4: The student will increase in knowledge in buying wisely by performing the following suggested activities as measured by self and teacher observation.

##### Activities

- \*210. List or discuss advantages to developing a budget for clothing expenditures.
- 211. Name four things that the girl who buys wisely will consider as she plans her wardrobe.
- \*212. List or discuss four decisions you will need to make as you check your wardrobe each season.
- 213. Give some guides that may help you in deciding what items you are going to need.
- \*214. List helpful hints to consider when spending money for clothes.
- \*215. Give nine pointers that might be used as a guide when buying a dress.
- \*216. Give five pointers that might be used as a guide when buying a sport coat.
- \*217. Suggest guides that might be helpful in selecting a dress coat.
- \*218. List factors which will influence decisions between what you can make and what you want to buy.
- 219. Give two reasons why it is important to choose simple styles for important additions to your wardrobe.
- 220. List or discuss methods of taking an inventory of the wardrobe one already has.



- \*221. Name and describe in writing four different types of stores in which you may buy clothing.
- 222. Distinguish between the wholesale price of an item and the retail price.
- \*223. Explain the meaning of store mark-up when purchasing clothing.
- 224. Summarize in writing in what way the fiber and fabric affect the price of the garment.
- 225. Discuss in what way the manufacture of the garment affects the price of it.
- \*226. Explain in writing the reason why some stores may charge more than others for the same item.
- 227. List or discuss seven points to remember when buying blouses or shirts.
- 228. Name seven points to remember when buying pants.
- \*229. Explain the lay-away plan of buying merchandise and indicate when it might be used.
- \*230. List or discuss the three main types of credit plans.
- \*231. Explain the difference between the regular charge account and the revolving charge account; installment buying and teenage charge accounts.
- \*232. Distinguish between a clearance sale and a special-purchase sale.
- \*233. List or discuss the categories of merchandise that you find in a basement store that you would not find upstairs in the same store.
- 234. List or discuss some of the ways in which a store lets you know what it is selling.
- \*235. List in writing some of the "free" services of a store that you actually may pay for in higher mark-ups.
- 236. List or discuss ways in which you can help a salesperson help you more effectively.
- \*237. Explain in writing why it is important to complain if you feel that you are justified.
- \*238. List in writing several ways in which stores advertise their merchandise.

- \*239. Explain orally what information must be given by law on a tag or label that comes with a garment.
- \*240. List or discuss six points of information that a good label will supply.
- 241. Explain in writing the importance of reading all the information supplied on the label.
- 242. Explain in writing the following terms: seconds, irregulars, first quality, remnant, odd lots, manufacturer's close-out and on approval.
- \*243. List in writing points to consider when purchasing various items of lingerie.
- 244. Name some guides that will be helpful when selecting accessories.
- 245. Give pointers to use in checking the fit of skirts.
- \*246. Give the provisions of the Federal Trade Commission regarding shrinkage and fiber content of garments.
- \*247. Explain in writing in what ways you can tell if a skirt is well made.
- \*248. Discuss what type of hemline is hardest to alter.
- 249. List types or styles of bathing suits which are suitable for various types of figures.
- \*250. Name three points to consider when buying a bathing suit.
- 251. Discuss points to consider when buying cold weather clothes.
- \*252. List or discuss features that a cold-weather coat should have.
- 253. List eight coat styles which seem to be considered "classic" coat styles that resist fashion change.
- \*254. List or discuss four differences between good-quality and poor-quality in belts.
- 255. Explain in writing the statement, "Accessories are used to accent a costume, but they also should be in harmony with it."
- \*256. Describe two ways in which a girl can choose accessories to make her look thinner.

- \*257. Name or discuss how you would measure your hand to find your glove size.
- 258. List some common alterations that may need to be made in ready-to-wear clothing.
- 259. Describe in writing methods of making simple alterations on ready-to-wear clothes.
- \*260. List some consumer publications which may be helpful guides in purchasing clothes.
- \*261. List or explain in writing some of the changes that have taken place in men's clothing.
- \*262. Explain the ways in which men's shirts are sized.
- \*263. List or discuss four quality points to check in buying a man's suit.
- 264. Explain in what way a boy would choose clothes that are right for his size and coloring.
- \*265. Name ways in which a baby's clothes should be comfortable.
- 266. Explain the type of clothing which is easiest to put on and take off a baby.
- \*267. List clothing features which are not safe for a baby.
- 268. List articles of clothing to be included in a layette.
- 269. List or discuss self-help features in children's clothes.
- \*270. Describe five ways in which a child's clothes should be comfortable and easy for him.

## HE 20

## MAJOR OBJECTIVE:

THE STUDENT WILL INCREASE HIS KNOWLEDGE OF CHILD DEVELOPMENT AND PLAY SCHOOL EXPERIENCES BY PERFORMING THE FOLLOWING SUGGESTED ACTIVITIES AS MEASURED BY TEACHER AND SELF OBSERVATION.

Activities:

1. View the film, "Frustrating Four and Fascinating Fives," noting essential factors which must be considered when working with these age groups.
2. Identify patterns of growth in the four year-old from the film, "Frustrating Fours and Fascinating Fives."
3. Identify patterns of growth in the five year-old from the film, "Frustrating Fours and Fascinating Fives."
4. Report on observations of methods of operations after viewing local pre-school centers.
5. Set up plans for class play-school.
6. Organize a time schedule for play school.
7. Compile a list of stories suitable for young children.
8. List stories suitable for pre-school children after listening to a children's librarian demonstrate proper methods of story-telling.
9. Develop a story-telling technique suitable for pre-school children.
10. Investigate art forms suitable for young children.
11. Investigate and present to class songs suitable for pre-school children.
12. Select one child in playschool for observation and write a brief description of him (her).
13. Observe and record child's interaction with the group.
14. Note and report on child's interest span and toys he selects.
15. Report on child's ability to play with and respond to others in the group.
16. Write or present report of observations.

17. Discuss ways of helping children observed to adjust better if necessary.
18. Evaluate play school program for possible improvement.
19. Discuss why pride of ownership is important to young children.
20. View the film, "Children's Play," and discuss the value of providing play opportunities for children.
21. Compile a list of characteristics of an ideal room for a child.
22. Make a bulletin board of pictures of rooms suitable for a child.
23. Develop a guide for selecting essential pieces of equipment for a young child's room.
24. Name equipment necessary or recommended for outdoor play.
25. Identify toys that are suitable for active play.
26. Discuss the importance of play to a young child.
27. Develop ways of giving the child opportunities for dramatic play.
28. Collect ingredients for construction play.
29. Develop a toy storage area.
30. Evaluate household articles that are suitable for play.
31. Plan and set up "booby trap" exhibits and have observers locate the hazard.
32. Collect and analyze push-pull toys, blocks, puzzles, and books.
33. Make sets of nesting blocks out of tin cans.
34. Select and play suitable recordings.
35. Organize group games suitable for pre-school children.
36. Select pictures that might interest a child and tell open ended story.
37. Tape-record session and then analyze results.

38. Identify factors for safety at play school.
39. Examine toys for safety features.
40. View "Terrible Two's and Trusting Three's".
41. Chart development of parallel play-to onlooker-to social play.
42. Discuss the place of snacks in play school.
43. Plan menus suitable for age group.
44. Describe ways of serving snacks for pre-schoolers.
45. Demonstrate making puppets from bags, felt, etc.
46. Form a welcoming committee for play school children.
47. Make name tags for children.
48. Discuss ways of dealing with the homesick or unhappy child.

## INTERIOR DECORATING

## MAJOR OBJECTIVE

THE STUDENT WILL BE ABLE TO DECORATE A ROOM OR A HOME TO MEET THE STANDARDS OF ART AND DESIGN IN CHOICES OF COLOR AND PLACEMENT OF FURNITURE AND DECORATIVE ITEMS.

## Unit I - ELEMENTS OF ART

Objective #1: The student will increase in knowledge of the seven elements of art (color, line, form, texture, pattern, light, and space) by performing activities suggested by the teacher and evaluated by teacher-student critique.

## Unit II - PRINCIPLES OF DESIGN

Objective #2: The student will increase in knowledge of the five principles of design (balance, proportion-scale, emphasis, rhythm, and repetition), by performing activities suggested by the teacher and evaluated by teacher-student critique.

## Unit III - COLOR

Objective #3: The student will increase in knowledge of the three basic color orders (primary, secondary, tertiary) by performing activities suggested by the teacher and evaluated by teacher-student critique.

Objective #4: The student will be able to make a water color wheel given the three primary colors in water color paints.

Objective #5: The student will increase in knowledge and use of the vocabulary related to color (tint, shade, hue, warm, cool, value, intensity, and grayed) by performing the activities suggested by the teacher and evaluated by teacher-student critique.

Objective #6: The student will increase in knowledge of the five basic color schemes (complementary, split complementary, monochromatic, analogous, and triad) by performing activities suggested by the teacher and evaluated by teacher-student critique.

Objective #7: The student will be able to apply the color scheme guidelines effectively when planning a room decor by performing the activities suggested by the teacher and evaluated by teacher-student critique.

- Objective #8: The student will be able to create a sample of each of the five mentioned color schemes, given an assortment of fabric, paper, carpet, and paint swatches.
- Objective #9: The student will be able to create a sample of the five mentioned color schemes given an assortment of construction paper, using blue as one of the colors in each color scheme.
- Objective #10: The student will be able to analyze according to color five of the ten color schemes pictured.
- Objective #11: The student will be able to analyze according to the heretofore defined elements of art each of the color schemes pictured.
- Objective #12: The student will be able to analyze according to the heretofore defined principles of design the sketches pictured.
- Objective #13: The student will increase in knowledge of "The Rule of Three" (light, bright, dark) by performing the activities suggested by the teacher and evaluated by teacher-student critique.
- Objective #14: The student will be able to improve on her favorite color scheme by incorporating "The Rule of Three" as illustrated by performing activities suggested by the teacher and evaluated by teacher-student critique.
- Objective #15: The student will increase in the knowledge of how color can be used to create optical illusions in a room by performing activities suggested by the teacher and evaluated by teacher-student critique.
- Objective #16: The student will be able to compare and record the results of different color treatments that create optical illusions by performing activities suggested by the teacher and evaluated by teacher-student critique.

#### Unit IV - BALANCE

- Objective #17: The student will increase in knowledge of the two types of balance (formal and informal) by performing activities suggested by the teacher and evaluated by teacher-student critique.



Objective #18a: The student will be able to plan a formally balanced grouping of furniture by performing activities suggested by the teacher and evaluated by teacher-student critique.

Objective #18b: The student will be able to draw an informally balanced grouping of paintings by performing activities suggested by the teacher and evaluated by teacher-student critique.

Objective #19: The student will be able to distinguish between the formal and informal balance of the arrangements pictured by performing activities suggested by the teacher and evaluated by teacher-student critique.

#### Unit V - ROOM DECORATION

Objective #20: The student will increase in knowledge of the four basic styles of furnishings (country, gracious, sophisticated, opulent) by performing activities suggested by the teacher and evaluated by teacher-student critique.

Objective #21: The student will increase in knowledge of the eight factors to consider when planning a room (room size, shape, exposure, mood, style, current fashion, personal preference, items on-hand, use, and cost) by performing activities suggested by the teacher and evaluated by teacher-student critique.

Objective #22: The student will increase in knowledge of the proper order of planning a room decor beginning with an empty room by performing activities suggested by the teacher and evaluated by teacher-student critique.

Objective #23: The student will increase in knowledge of the proper method of planning a room decor beginning with a fixed item (rug, wall, draperies, or furniture) by performing activities suggested by the teacher and evaluated by teacher-student critique.

Objective #24: The student will increase in skill in creating a color coordinated room when no restrictions have been made on the decorator, being sure to list the order in which the color and items have been selected.

Objective #25: The student will increase in skill in creating a color coordinated room given a fixed item (rugs, walls, furniture, or draperies) by performing activities suggested by the teacher and evaluated by teacher-student critique.

#### Unit VI - FURNITURE ARRANGEMENT

Objective #26: The student will increase in knowledge of furniture arranging in relation to traffic patterns by performing activities suggested by the teacher and evaluated by teacher-student critique.

Objective #27: The student will increase in the knowledge of how to make a scale floor plan to show the proper traffic pattern and furniture arrangement incorporating principles of design.

#### Unit VII - FURNITURE

Objective #28: The student will gain the knowledge to identify the following styles of furniture: Colonial, Modern, Traditional, Mediterranean, and French Provincial.

Objective #29: The student will increase in knowledge of how furniture is styled and constructed by performing activities suggested by the teacher and evaluated by teacher-student critique.

Objective #30: The student will increase in knowledge of how upholstery is designed and made by performing activities suggested by the teacher and evaluated by teacher-student critique.

Objective #31: The student will increase in skill in selecting most appropriate fabrics on the basis of beauty and wear by performing activities suggested by the teacher and evaluated by teacher-student critique.

Objective #32: The student will be able to select upholstery fabric for furniture according to the elements of art and principles of design previously defined.

#### Unit VIII - WALLS

Objective #33: The student will increase in knowledge of the three basic types of wall treatment and the advantages and disadvantages of each (paper, paint, paneling) by performing activities suggested by the teacher and evaluated by teacher-student critique.

## Unit IX - FLOOR

Objective #34: The student will increase in knowledge of the basic types of floor coverings (hardwood, tile, linoleum, carpet, rugs) by performing activities suggested by the teacher and evaluated by teacher-student critique.

Objective #35: The student will increase in skill in selecting the proper floor covering for style and durability by performing activities suggested by the teacher and evaluated by teacher-student critique.

## Unit X - LIGHTING

Objective #36: The student will increase in knowledge of the two types of lighting (direct and indirect) by performing activities suggested by the teacher and evaluated by teacher-student critique.

Objective #37: The student will increase in skill in selecting lamps, shades, and fixtures for the proper type of lighting required by performing activities suggested by the teacher and evaluated by teacher-student critique.

## Unit XI - WINDOW TREATMENTS

Objective #38: The student will increase in knowledge of window treatments for light and decoration by performing activities suggested by the teacher and evaluated by teacher-student critique.

Objective #39: The student will increase in skill in planning window treatments that are both functional and decorative by performing activities suggested by the teacher and evaluated by teacher-student critique.

## Unit XII - ACCESSORIES

Objective #40: The student will increase in knowledge of how accessories add charm and personality to a room by performing activities suggested by the teacher and evaluated by teacher-student critique.

Objective #41: The student will increase in knowledge of how accessories can be useful and attractive by performing activities suggested by the teacher and evaluated by teacher-student critique.

Objective #42: The student will increase in skill in selecting accessories according to individual taste and need by performing activities suggested by the teacher and evaluated by teacher-student critique.

Unit XIII - STORAGE

Objective #43: The student will increase in knowledge of how to plan efficient open or closed storage by performing activities suggested by the teacher and evaluated by teacher-student critique.

Objective #44: The student will increase in skill in planning functional and decorative storage given the items to be stored and the general area for storage by performing activities suggested by the teacher and evaluated by teacher-student critique.

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Dr. Guy W. DiBlasio  
Director of Curriculum

Coordination:

Arnold R. Rogers  
Director, The Fifth Quarter Plan  
Title III, E.S.E.A.

Review of Content:

## Department Chairmen

Business: G. Gordon, R. Zuronski; English: C. Abosamra, F. Boyer, R. Carbone, H. Hatch, J. Kennedy; Foreign Language: N. Bergeron, A. DeLuca, N. Cimarelli, R. Napolitano, A. Tribelli; Mathematics: J. Alfano, B. Burns, R. Chiulli, L. Sanford, C. Spirito; Science: E. Blamires, F. Fiorito, J. Gardiner, T. Lennon, E. Slodum, Jr.; Social Studies: W. Campbell, J. Marandola, T. Raspallo, E. Sutton, J. Wedlock, P. Zisseron, (Acting). Also, Fine Arts: P. Rylander and Industrial and Domestic Arts: A. Barresi.

Editing and Proofreading:

Arlene Beauchemin	Thomas Raspallo
Darnell McCauley	William Reilly
Emily Nickerson	Joseph Rouleau
Eileen Sibielski	

Curriculum Writing:

C. Abosamra, S. Aiello, J. Alfano, S. Alfano, A. Ball, A. Beauchemin, R. Bernier, A. Blais, E. Blamires, D. Boyle, B. Burns, J. Calise, W. Campbell, R. Carbone, P. Castelli, S. Chagnon, S. Connors, R. Coogan, L. Corbin, J. D'Ambra, M. DeBlasio, A. DeLuca, S. DiIorio, J. Dimitri, T. Donovan, J. Evans, E. Fink, J. Fricot, R. Forrest, A. Gambardella, E. Geigen, D. Grossi, P. Gustafson, R. Hall, J. Henne, D. Hodgkinson, P. Johnson, C. Keegan, T. Lennon, C. Liguori, A. Lisa, T. Lucas, P. Mancini, A. Mangilli, J. Marsis, D. McCauley, J. McGoldrick, R. McKenna, W. Medunas, J. Monaghan, W. Murphy, R. Napolitano, D. Neri, H. Nicholas, E. Nickerson, M. Perry, P. Pionte, M. Pitocchi, T. Raspallo, W. Reilly, D. Robidoux, R. Rochefort, A. Rogers, J. Rouleau, A. Santandrea, R. Schofield, E. Sibielski, C. Spacagna, C. Spirito, G. St. Jean, T. Stones, E. Sullivan, W. Szeglia, M. Taricante, A. Tribelli, B. Tudino, R. Winsor.