

Home Economics

Curriculum

North Haledon School District

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HOME ECONOMICS CURRICULUM

The Home Economics or Family and Consumer Science program is designed to educate the students in the area of life skills and careers in the 21st Century. The students will be exposed to a broad set of experiences which focus on increasing their awareness and understanding of the many facets of living. They are taught to apply academic subjects such as math, science, history and English as well as management principles to the everyday tasks in life.

Starting in 5th grade and continuing through 8th grade they will be learning about food science, nutrition, kitchen safety, safe food handling, consumer education, money and time management, American regional cuisines and foreign cultures and cuisines. They will also participate in many hands on experiences in food preparation and sewing. These hands on group activities foster effective communication and collaborative skills. They will learn financial responsibility at home and in the broader community. The students will be applying critical thinking and problem solving skills to make reasoned decisions at home, in the workplace and in the global community. Home Economics also exposes students to a wide variety of vocational occupation possibilities.

5th GRADE

The 5th grade program is designed to provide basic information, skills and experiences in the areas of food and kitchen safety and sanitation, food preparation, proper measuring techniques, etiquette, nutrition, sewing and sewing safety.

At the end of the 5th grade course the students will be able to:

- Use proper safety and hygiene procedures in the kitchen
- Demonstrate proper ingredient measuring procedures and follow standard abbreviations
- Demonstrate proficiency and accuracy while reading and executing a recipe
- Experiment with recipe variations
- Mathematically increase and decrease a recipe
- Demonstrate eating etiquette as it relates to our culture and other cultures as well
- Identify the various food groups on the Choose My Plate website as well as the nutrients contained in each group
- Demonstrate safety and procedures for in the kitchen as well as using the sewing machine and the sewing equipment

New Jersey Core Curriculum Content Standards

21st Century Life and Careers

- 9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8.A.2 Implement problem-solving strategies to solve a problem in school or the community.
- 9.1.8.A.3 Summarize strategies used by various organizations and agencies to solve problems that impact communities, and compare them with strategies used by similar organizations in another state or country.
- 9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
- 9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities.
- 9.1.8.C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.
- 9.1.4.D.2 Express needs, wants, and feelings appropriately in various situations.
- 9.1.4.F.1 Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community.

Comprehensive Health and Physical Education Standards

- 2.1.P.B.1 Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).
- 2.1.P.B.2 Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).
- 2.1.2.B.1 Explain why some foods are healthier to eat than others.
- 2.1.2.B.2 Explain how foods in the food pyramid differ in nutritional content and value.
- 2.1.6.B.1 Determine factors that influence food choices and eating patterns.
- 2.1.6.B.2 Summarize the benefits and risks associated with nutritional choices, based on eating patterns.
- 2.1.6.D.4 Assess when to use basic first-aid procedures.
- 2.2.6.A.2 Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.

English Language Proficiency

- ELL.3-5.L.A.1 - [Cumulative Progress Indicator] - Listen actively for a variety of purposes (e.g., enjoyment and obtaining information).
- ELL.3-5.L.A.3 - [Cumulative Progress Indicator] - Exchange verbal and nonverbal messages.
- ELL.3-5.L.A.6 - [Cumulative Progress Indicator] - Interpret vocabulary gained through listening.
- ELL.3-5.L.B.1 - [Cumulative Progress Indicator] - Follow multistep oral directions.
- ELL.3-5.L.B.3 - [Cumulative Progress Indicator] - Ask relevant questions, take notes, and draw conclusions based on information presented.
- ELL.3-5.L.B.4 - [Cumulative Progress Indicator] - Listen and contribute to class discussions.
- ELL.3-5.S.A.1 - [Cumulative Progress Indicator] - Take turns when speaking in a group.
- ELL.3-5.S.B.1 - [Cumulative Progress Indicator] - Repeat or paraphrase a teacher's directions orally.
- ELL.3-5.R.H.7 - [Cumulative Progress Indicator] - Summarize and organize information by taking notes, outlining ideas, and/or making charts.

Mathematics

MA.5.4.1.5 A.1 - [Cumulative Progress Indicator] - Use real-life experiences, physical materials, and technology to construct meanings for numbers (unless otherwise noted, all indicators for grade 5 pertain to these sets of numbers as well).

MA.5.4.1.5 A.5 - [Cumulative Progress Indicator] - Develop and apply number theory concepts in problem solving situations.

MA.5.4.1.5 B.1 - [Cumulative Progress Indicator] - Recognize the appropriate use of each arithmetic operation in problem situations.

MA.5.4.1.5 B.2 - [Cumulative Progress Indicator] - Construct, use, and explain procedures for performing addition and subtraction with fractions and decimals

6th GRADE

In 6th grade the students will be studying Food Science. In 5th grade they learned simple food preparation, this year they will be learning about the chemical reactions that takes place when making various foods. They will also be learning about consumer education including, how to make wise purchases, money management, types of credit, categorizing expenses, types of income and benefits, budgeting and how to avoid debt. They will also be constructing a Tote bag following written and verbal directions. The Tote bag reinforces math skills such as measuring and is great for books, gym clothes or groceries.

At the end of the 6th grade course students will be able to:

- List the characteristics of a quick bread
- Describe how baking powder and baking soda make quick breads rise
- List the characteristics of a yeast bread
- Describe how yeast produces carbon dioxide in order to make bread rise
- Describe the various ways to tenderize a protein either mechanically or chemically
- List the physical properties of a starch which enables it to thicken a liquid
- Demonstrate how fat traps air like a balloon enabling heavy cream to turn into whipped cream before separating into butter solids and whey
- List household expenses
- Categorize expenses into fixed, variable, expected and unexpected
- Describe the difference between credit cards, debit cards, savings accounts, checking accounts and the advantages and disadvantages of each
- List ways to be an educated consumer
- List the various types of insurance and the importance of each
- Understand the importance of planning for retirement and its impact on quality of life
- Construct a Tote bag following written and verbal directions and applying math skills such fractions, and measuring to a hands on experience

21st Century Life and Careers

- 9.1.8.C.3 Model leadership skills during classroom and extra-curricular activities.
- 9.1.8.E.2 Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal messages.
- 9.1.8.E.3 Differentiate between explicit and implicit digital media messages, and discuss the impact on individuals, groups, and society as a whole.

- 9.1.8.E.4 Determine the undesired consequences of unethical uses of media.
- 9.1.8.E.5 Compare and contrast ways governments regulate media advertising to protect children and adults in the United States and in other countries.
- 9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.
- 9.1.8.F.2 Explain how rules, laws, and safety practices protect individual rights in the global workplace.
- 9.1.8.F.3 Relate the use of new technologies at home, in the workplace, and in other settings to incidences of ethical and/or unethical behavior.
- 9.2.8.A.1 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
- 9.2.8.A.2 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
- 9.2.8.A.3 Relate earning power to quality of life across cultures.
- 9.2.8.A.4 Relate how the demand for certain skills determines an individual's earning power.
- 9.2.8.B.1 Construct a simple personal savings and spending plan based on various sources of income.
- 9.2.8.B.2 Justify the concept of "paying yourself first" as a financial savings strategy.
- 9.2.8.B.3 Relate the concept of deferred gratification to investment, meeting financial goals, and building wealth.
- 9.2.8.B.4 Analyze the effect of the economy on personal income, individual and family security, and consumer decisions.
- 9.2.8.B.5 Evaluate the relationship of cultural traditions and historical influences on financial practice.
- 9.2.8.B.6 Construct a budget to save for long-term, short-term, and charitable goals.
- 9.2.8.B.7 Develop a system for keeping and using financial records.
- 9.2.8.B.8 Explain the concept of cash flow and construct cash flow statements.
- 9.2.8.B.9 Create debit and credit balance sheets and income and cash statements.
- 9.2.8.B.10 Determine the most appropriate use of various financial products and services (e.g., ATM, debit cards, credit cards, checkbooks).
- 9.2.8.B.11 Justify safeguarding personal information when using credit cards, banking electronically, or filing forms.
- 9.2.8.B.12 Evaluate the appropriate financial institutions to assist with meeting various personal financial needs and goals.
- 9.2.8.C.1 Compare and contrast the financial products and services offered by different types of financial institutions.
- 9.2.8.C.2 Compare and contrast debt and credit management strategies.
- 9.2.8.C.3 Demonstrate an understanding of the terminology associated with

- different types of credit (e.g., credit cards, installment loans, mortgages) and compare the interest rates associated with each.
- 9.2.8.C.4 Calculate the cost of borrowing various amounts of money using different types of credit (e.g., credit cards, installment loans, mortgages).
 - 9.2.8.C.5 Determine ways to leverage debt beneficially.
 - 9.2.8.C.6 Determine potential consequences of using “easy access” credit (e.g., using a line of credit vs. obtaining a loan for a specific purpose).
 - 9.2.8.C.7 Explain the meaning and possible consequences of “predatory lending practices.”
 - 9.2.8.C.8 Explain the purpose of a credit score and credit record, and summarize borrowers’ credit report rights.
 - 9.2.8.C.9 Summarize the causes and consequences of personal bankruptcy.
 - 9.2.8.C.10 Determine when there is a need to seek credit counseling and appropriate times to utilize it.
 - 9.2.8.D.1 Determine how saving contributes to financial well-being.
 - 9.2.8.D.2 Differentiate among various savings tools and how to use them most effectively.
 - 9.2.8.D.3 Differentiate among various investment options.
 - 9.2.8.D.4 Distinguish between income and investment growth.
 - 9.2.8.D.5 Explain the economic principle of supply and demand.
 - 9.2.8.D.6 Relate saving and investing decisions to successful entrepreneurship.
 - 9.2.8.D.7 Calculate short- and long-term returns on various investments (e.g., stocks, bonds, mutual funds, IRAs, deferred pension plans, and so on).
 - 9.2.8.D.8 Assess the impact of inflation on economic decisions and lifestyles.
 - 9.2.8.E.1 Prioritize personal wants and needs when making purchases.
 - 9.2.8.E.2 Analyze interest rates and fees associated with financial services, credit cards, debit cards, and gift cards.
 - 9.2.8.E.3 Evaluate the appropriateness of different types of monetary transactions (e.g., electronic transfer, check, certified check, money order, gift card, barter) for various situations.
 - 9.2.8.E.4 Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.
 - 9.2.8.E.5 Identify the components of written and verbal contracts and the inherent responsibilities of the contracting parties.
 - 9.2.8.E.6 Evaluate how fraudulent activities impact consumers, and justify the creation of consumer protection laws.
 - 9.2.8.E.7 Recognize the techniques and effects of deceptive advertising.
 - 9.2.8.G.1 Compare the impact of losses associated with different types of financial risk.
 - 9.2.8.G.2 Explain why it is important to develop plans for protecting current and future personal assets against loss.

- 9.2.8.G.3 Explain the purpose and importance of health, disability, life, and consumer insurance protection.
- 9.2.8.G.4 Determine criteria for deciding the amount of insurance protection needed.
- 9.2.8.G.5 Analyze the need for and value of different types of insurance and the impact of deductibles.
- 9.2.8.G.6 Evaluate the need for different types of extended warranties.

Mathematics

MA.6.4.1.6 A.1 - [Cumulative Progress Indicator] - Use real-life experiences, physical materials, and technology to construct meanings for numbers (unless otherwise noted, all indicators for grade 6 pertain to these sets of numbers as well).

MA.6.4.1.6 B.2 - [Cumulative Progress Indicator] - Construct, use, and explain procedures for performing calculations with fractions and decimals

MA.6.4.2.6 A.1 - [Cumulative Progress Indicator] - Understand and apply concepts involving lines and angles.

MA.6.4.2.6 B.2 - [Cumulative Progress Indicator] - Recognize, identify, and describe geometric relationships and properties as they exist in nature, art, and other real-world settings.

English Language

ELL.6-8.L.B.1 - [Cumulative Progress Indicator] - Follow increasingly difficult oral directions (e.g., one, two, three, and four steps).

ELL.6-8.S.A.6 - [Cumulative Progress Indicator] - Participate in full-class, group, and pair discussions

ELL.6-8.S.A.9 - [Cumulative Progress Indicator] - Ask and accept peers' opinions, preferences, and desires.

Science

SCI.5-6.5.1.6.A - [Strand] - Students understand core concepts and principles of science and use measurement and observation tools to assist in categorizing, representing, and interpreting the natural and designed world

SCI.5-6.5.2.6.A.a - [Content Statement] - The volume of some objects can be determined using liquid (water) displacement.

SCI.5-6.5.2.6.B.a - [Content Statement] - When a new substance is made by combining two or more substances, it has properties that are different from the original substances.

SCI.5-6.5.2.6.B.1 - [Cumulative Progress Indicator] - Compare the properties of reactants with the properties of the products when two or more substances are combined and react chemically.

7th GRADE

In 7th grade the students study nutrition. They learn about the nutrients and their sources and functions, the body systems, deficiency diseases, how to read a nutrition facts label, how to evaluate a good well balanced diet and a fad diet, they types of exercise and their benefits, eating disorders, how to maintain a healthy weight and proper portion size.

In 7th grade the students study foreign history in their Social Studies class, in order to enhance this curriculum they will be learning about foreign cultures and cuisine. They will research the influence of climate, geography, culture and religion on the foods around the world. They will also be preparing typical foods from these foreign countries.

At the end of the 7th grade course students will be able to:

- List the body systems and there functions
- Identify various conditions and diseases related to nutrition
- Name the six groups of nutrients, their sources and functions
- Identify ingredients in foods which add many calories and little nutritional benefits
- Identify good and bad eating habits
- Calculate their ideal weight and the number of calories needed to maintain that weight
- Design a diet that is well balanced and that meets their caloric requirements
- Describe the calorie balance and how it works
- Describe the benefits of exercise and the types of exercise
- Analyze the Choose My Plate plan for their age, gender, height, weight and activity level
- Analyze a nutrition label
- Identify proper portion size
- Describe the dangers of anorexia and bulimia

Health

HE.7-8. - [Content Statement] - Eating patterns are influenced by a variety of factors.

HE.7-8.2.1.8.B.1 - [Cumulative Progress Indicator] - Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.

HE.7-8.2.1.8.B.2 - [Cumulative Progress Indicator] - Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.

HE.7-8.2.1.8.B.3 - [Cumulative Progress Indicator] - Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.

HE.7-8.2.1.8.B.4 - [Cumulative Progress Indicator] - Analyze the nutritional values of new products and supplements.

HE.7-8. - [Content Statement] - The prevention and control of diseases and health conditions are affected by many factors.

HE.7-8.2.1.8.C.3 - [Cumulative Progress Indicator] - Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating

HE.7-8. - [Content Statement] - Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status. disorders, and bipolar disorders) on physical, social, and emotional well-being.

HE.7-8.2.6.8.A.2 - [Cumulative Progress Indicator] - Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.

HE.7-8.2.6.8.A.3 - [Cumulative Progress Indicator] - Analyze how medical and technological advances impact personal fitness.

HE.7-8.2.6.8.A.4 - [Cumulative Progress Indicator] - Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.

Social Studies

SOC.5-8.6.1.8 A.7 - [Cumulative Progress Indicator] - Use effective strategies for locating information.

SOC.5-8.6.1.8 A.11 - [Cumulative Progress Indicator] - Summarize information in written, graphic, and oral formats.

SOC.5-8.6.2.8 E.6 - [Cumulative Progress Indicator] - Describe how one's heritage includes personal history and experiences, culture, customs, and family background.

SOC.5-8.6.2.8 E.9 - [Cumulative Progress Indicator] - Discuss how cultures may change and that individuals may identify with more than one culture.

SOC.5-8.6.2.8 E.10 - [Cumulative Progress Indicator] - Engage in activities that foster understanding of various cultures (e.g., clubs, dance groups, sports, travel, community celebrations).

8th GRADE

In 8th grade the students are learning about American History, in order to enhance that curriculum the students will be learning about the various regional cuisines in the United States. They will be learning about the influence of the climate, culture, and the various religious and ethnic groups who settled in the various regions. They will also be participating in the preparation of various traditional regional foods. They will be able to identify the foods that were discovered growing in the New World when it was discovered and the influence of the Native Americans on the foods we eat today.

At the end of the 8th grade course students will be able to:

- List the foods that were discovered in the New World
- Describe the influence of the Native Americans on the foods we eat today
- Label the regions of the United States
- Describe what defines a region
- List the various foods found in the regions of the United States
- Participate in the preparation of various regional specialties

Social Studies

SOC.5-8.6.6.8 B.1 - [Cumulative Progress Indicator] - Compare and contrast the physical and human characteristics of places in regions in New Jersey, the United States, and the world.

SOC.5-8.6.6.8 B.2 - [Cumulative Progress Indicator] - Describe how regions change over time.

SOC.5-8.6.6.8 B.3 - [Cumulative Progress Indicator] - Compare the natural characteristics used to define a region.

SOC.5-8.6.6.8 B.4 - [Cumulative Progress Indicator] - Explain how regional systems are interconnected.

SOC.5-8.6.6.8 C.5 - [Cumulative Progress Indicator] - Describe how the physical environment affects life in different regions.

SOC.5-8.6.6.8 D.8 - [Cumulative Progress Indicator] - Describe how physical and human characteristics of regions change over time.