

Hingham High School
Curriculum Summary
Family and Consumer Science
CHILD DEVELOPMENT I

DESCRIPTIVE OVERVIEW

Child Development I is a semester elective course offered to juniors and seniors. This course is a study of children from conception to the age of four. Information concerning prenatal development, the birth process, and the maturation of the child intellectually, psychologically, socially, and physically will be included. The course develops an understanding of children – how they grow, think, and express this growth in their behavior. Developmental theories as well as career related opportunities will be investigated. The course includes both laboratory and classroom experiences. Students participate in the planning, organization, and implementation of a daily 10-week preschool program for children three and four years of age. The major units of study included are the following:

1. the child and the family
2. preparation for parenthood
3. prenatal development
4. process of childbirth
5. postnatal care
6. human development
7. childhood interests
8. preschool activities
9. teaching strategies

GOALS

The study of child development encompasses that span of time which begins with conception and extends to the periods of adolescence. The child is the creation of the family, physically, intellectually, socially, and emotionally. Knowing what to expect in a child's behavior will help adults avoid unnecessary concern and confusion over the actions of younger children with whom they may come in contact. To provide hands on experiences to development theories students will orchestrate a preschool lab for local children ages 3 and 4, three days a week.

OBJECTIVES

- to provide students with an understanding of developmental theories
- to provide an understanding of childbirth; conception through postnatal care.
- to provide a learning environment which gives students opportunities to work with young children
- to provide students with teaching strategies for young children
- to provide a framework for evaluating lesson plans.
- students will identify age-appropriate developmental stages of a child
- students will recognize the special needs of three and four year olds
- students will plan, organize, and present appropriate lessons for the children
- students will develop a mature understanding of appropriate skills and responsibilities necessary when working with children

INSTRUCTIONAL MODEL

The goals of this course will be reached through a variety of instructional strategies. Classroom study, including teacher presentations, discussions, group activities, and student projects are most prevalent at the beginning of the course. The remaining action time is spent in a laboratory-type atmosphere through observation and participation in supervising and assisting children with creative lessons and play activities. Students are expected to plan, organize, and implement age-appropriate lessons in a variety of subject areas including arts and music, cognitive and social development, storytime, and outdoor activities. Numerous opportunities and options are available for students to demonstrate mastery and

application of valuable concepts learned in class. Students experience first hand how theories and developmental concepts work and how fulfilling working with children can be.

ASSESSMENT

Assessment of student achievement is measured in a variety of ways. Teacher-prepared tests and quizzes as well as written assignments provide the foundation for student grades before the children arrive. Students are expected to construct a lesson plan, teach it, and self-evaluate in the nursery school program. Students' daily participation in the preschool lab presenting lessons and supervising the children demonstrate students' ability to apply how well they have learned concepts. Making connections between academic and practical work demonstrates individual student progress and growth. These students experience first hand that working with children has real purpose and substance and reinforces the notion that education really does relate to many facts of life. A classroom portfolio containing samples of students' lesson plans yield evidence of accomplishment.

**Hingham High School
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CHILD DEVELOPMENT II**

DESCRIPTIVE OVERVIEW

Child Development II is a one semester elective course offered to seniors who have successfully completed Child Development I. The class is designed for students interested in a career involving children or who enjoy working with young children. In the classroom, students study the theories of child development specialists concentrating on the cognitive and social development of young children. They participate in preschool teaching project planning, teaching and evaluating appropriate activities for children ages three and four. Using knowledge and experience from their previous class in Child Development I, students work behind the scene learning how to set up the preschool project. Students communicate with parents, determine the master preschool schedule, make suggestions regarding new equipment and supplies, and assist Child Development I students with their lesson plans. These students are instrumental in assessing the overall program and making suggestions for improvements. Students in this program work together to encourage children to become aware of themselves and their potential, and to develop their capabilities for learning, self-reliance, cooperation, initiative, and responsibility.

GOALS

Children are a valuable national resource. They hold the promise of our future. As a society we have a moral obligation to develop this resource to the best of our ability. Educational research emphasizes the significance of development in the early years. Parents have the primary responsibility for raising children. However, we have seen dramatic changes in our society over the past several decades that have caused public programs to assume a larger responsibility for young children. Employment statistics indicate that a significant number of mothers of young children are employed outside the home. Large numbers of young adolescents, in particular, with little skill for the job of parenting are having babies. Child abuse statistics continue to climb. Still other parents have no training and fall into poor patterns of child rearing. Raising children well requires concern for the child, affection, energy, time, money and knowledge. Preschool Laboratory aims to provide students with the knowledge necessary to parent or educate young children.

Preschool Laboratory is a semester-long course. As part of the course, students are engaged in planning for and operating an on-site preschool program. This course is valuable both to the high school students enrolled and to the children in the community who participate in the program. Working with children in this supervised setting affords students the opportunity to test out what they learn in the classroom portion of the course. Through their observations, students discover that theory is not always easily applied. A singular approach does not work with varied personalities. Students learn to guide children appropriately and to stimulate their development through well planned activities. The preschoolers in the program benefit tremendously from interaction with their peers and also from their interaction with the senior students. It is a positive experience for these children to have teenage friends in the community who care about them! The classroom experiences provide the children with varied opportunities to learn and enrich their lives. The parents are pleased to have early contact with the school system, especially at the secondary level, and to have such a large pool of knowledgeable babysitters to draw from.

OBJECTIVES

The student who successfully completes this course will be able to

- recognize what is involved in operating a preschool program
- understand the different developmental stages of a child
- plan, teach and evaluate age appropriate activities for children
- observe how children learn new skills and concepts

INSTRUCTIONAL MODEL

This is an interactive course where students must take full responsibility for planning and teaching lessons, supervising activities, and observing children in various situations. In addition, they are expected to be excellent teacher/role models for the Child Development I students. Activities are designed to test students' communication, cooperative learning, and time management skills. Daily opportunities are provided for students to pursue their problem solving and critical thinking abilities as well as conflict resolution techniques. Weekly critiques and evaluation of the program involve group discussions as well as individual observation reports.

ASSESSMENT

Assessment in this course is performance based. Each student is evaluated on the following:

- his/her participation in the nursery school program
- the learning materials and room decorations he/she creates
- the quality of written observations and the interpretations the student is able to draw from these observations
- the organization, creativity, and presentation of lessons taught
- the quality of completed projects
- completion of homework assignments
- performance on quizzes and tests
- the ability to self assess one's own teaching strategies

The results of the combination of the above listed evaluation devices are reviewed and utilized by the staff to revise course objectives, to reshape learning experiences, to assist in the selection of new reference/textbook selections, and to improve the preschool experience.

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FOODS I

DESCRIPTIVE OVERVIEW

This course introduces students to the basic food elements and their relationship to optimal health and fitness. Through cooperative learning experiences and an interdisciplinary approach, students participate in an active learning environment while studying basic skills related to food preparation. Food science and technology, labeling, measuring techniques, time management, consumerism, food safety, and available career opportunities will be stressed. Students prepare food items selected from the following units:

1. the food pyramid
2. nutritious, healthy diet plan
3. fast and healthy mini-snacks
4. nutritious snacks
5. low fat foods
6. breakfast foods
7. desserts

GOALS

Individuals today are faced with many challenges when learning to plan menus, food shop, store foods and serve well-balanced meals. Students need to be educated in order to make informed decisions about food related issues. The learning experiences in this course are designed to provide information, nutritional guidelines, and techniques which would enable students to prepare their own meals or a meal for their family.

OBJECTIVES

- to exhibit safe, sanitary work habits in the foods lab
- to use proper measuring and mixing techniques when cooking
- to use cooking equipment properly
- to provide students with a basic understanding of terms and principles used in preparing recipes
- to recognize the function of common baking ingredients
- students will master the ability to prepare food items by reading and following a recipe
- to develop an understanding and awareness that good nutrition is basic to good health
- students will demonstrate the ability to recognize healthy, nutritious food choices
- recycle

INSTRUCTIONAL MODEL

A variety of appropriate instructional techniques are implemented to ensure success for all students. Strategies include cooperative, peer, and project-based learning, laboratory experiences, audio-visual presentations, lectures, discussions, teacher and special guest demonstrations, hands-on group activities. Most of the students' time is spent working in the food laboratory applying and practicing new skills and techniques. Emphasis is placed on desirable work habits, time management skills, appropriate use of equipment and supplies, critical thinking skills, decision-making techniques, and cooperative learning experiences.

ASSESSMENT

Assessment of student achievement is accomplished in a variety of ways. Laboratory skills are evaluated and basic written tests and quizzes are given. Lab practical exams are used to complement written exams. A wide variety of laboratory experiences provide opportunities for students to demonstrate mastery and progress. Individual worksheets ensure that students acquire critical thinking skills and analytical abilities. Student grades reflect subjective observations of inquisitiveness, interest, and enthusiasm for food preparation work as well as demonstrated content understanding, participation, and task completion.

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FOODS AND NUTRITION II

DESCRIPTIVE OVERVIEW

Foods II is a semester course open to students grades 10-12 who have completed Foods and Nutrition I. This course builds on students' prior food knowledge, skills and experience, and offers opportunities to gain additional knowledge and skills in nutrition while preparing and serving food. Students prepare health conscious foods in an active learning environment where emphasis is placed on critical thinking and problem solving skills. Specific areas of study include meat and poultry, pasta, fruits and vegetables, pastries, herbs and spices, and special occasion foods. Students will learn to identify, use, and evaluate health information and resources that are current and applicable in their lives. They will become educated consumers and practice making informed and responsible judgments regarding personal health and fitness.

GOALS

Foods and Nutrition II is designed to stimulate an enthusiasm for preparation of food. The course provides opportunities for students to practice the principles involved in food preparation. It is designed to help student make intelligent decisions about nutritional prepared meals. Healthy dietary choices contribute to lifelong wellness.

OBJECTIVES

- To exhibit safe, sanitary work habits in the foods lab
- To select proper tools and equipment for food preparation
- To work independently and cooperatively with others in the foods lab
- To acquire an awareness of careers opportunities in the foods service industry
- To demonstrate conservation of resources and recycling
- To demonstrate specific techniques and procedure for successful food production
- To recognize appropriate techniques used to prepare specific foods
- To identify nutritional value of food items prepared
- To demonstrate the ability to recognize healthy, nutritious food choices

INSTRUCTIONAL MODEL

A variety of instructional techniques are used in this program. Strategies include hands-on laboratory experiences in food preparation and management, cooperative peer group and individual activities, audio-visual presentations, lectures, discussions, and teacher/student/special guest demonstrations. Students' laboratory experiences reinforce previously learned skills as well as provide opportunities to practice new, more sophisticated, professional techniques. Emphasis is placed on efficient and safe work habits, time management skills, appropriate preparation techniques, and cooperative learning experiences.

ASSESSMENT

Assessment is measured in a variety of ways. Teacher prepared quizzes, tests, and worksheets are used to evaluate content knowledge and ensure students acquire critical thinking skills and analytical abilities. Lab practical exams are given to complement written exams. A variety of laboratory experiences provide opportunities to demonstrate mastery of skills, application of concepts, and product proficiency.

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GLOBAL FOODS**

DESCRIPTIVE OVERVIEW

Global Foods is a semester course designed for the experienced student (grades 10-12) who have completed at least one semester of a prior foods class. This is a laboratory class in which we take acquired culinary skills to the next level. Emphasis will be on increasing the student's repertoire of culinary terms, the presentation of food, and expanding each student's knowledge of cooking techniques and ingredients unique to regional/ethnic foods. Term I covers regions of the United States and Term II covers International cuisine.

GOALS

Global Foods is a forum for students to bring individually acquired knowledge and skills to class. This is student-centered and driven. The focus on current culinary terms will prepare students for dining on their own. It is also a course that will prepare students to work in a food-related business. All students will develop an understanding of regional and global foods in which recipes will be prepared, presented and sampled. Exposing students to regional and ethnic cuisines will broaden their understanding as we become a more global society

OBJECTIVES

- use current culinary terms in everyday cooking
- prepare recipes using new or unusual ingredients or equipment
- incorporate newly available foods, equipment and preparation techniques into food preparation skills
- examine social and cultural influences on the food industry
- manage laboratory time well
- demonstrate efficient work division among lab group
- present food in an eye appealing manner
- plan, prepare and present food attractively, nutritionally, and creatively for a final project
- evaluate recipes prepared and be able to make the necessary changes
- expose students to diverse cuisines around the globe
- preserve the environment; recycle, conserve energy, food and water

ASSESSMENT

A foods laboratory course lends itself to a wide variety of assessment methods. Student achievement is measured by: laboratory experiences, tests and quizzes, a final meal project, international cuisine research and a class participation rubric. Students completing this course are expected to have the ability to plan, prepare, and present food attractively, nutritionally, and creatively. They will be able to identify social and cultural influences of global cuisine and students will be able to apply what they have learned to new recipes. Individual portfolios of sample recipes over the semester will be maintained for future use.

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FASHION FLAIR I & II**

DESCRIPTIVE OVERVIEW

Fashion Flair is the study of the aesthetics of dress and how it is used as a global communicator. It is a semester course, open to all grades, that develops a professional skill, heightens the awareness of a quality constructed garment and evaluates clothing selection to enhance one's figure type. To encourage an appreciation of the history of costume, a research project of a period of time that inspires them is expected. With the media being a major influence in our buying powers, one has to be an educated consumer in avenues of clothing selection, clothing construction and clothing maintenance. In a laboratory setting, students become aware how to effectively expand their wardrobe and enhance their individual construction skills. Students will be able to make a pair of boxer shorts or pajama pants followed by two sewing projects of choice. Projects are versatile to the student's ability and skills. Throughout this course, discussion is centered on motives of dress, how cultures and society influence our current styles, famous designers, one's personal color season, figure types, fashion merchandizing, and careers in the fashion industry. A fieldtrip provides an opportunity for students to explore the next level of education if they choose to pursue a career in the fashion field. Students may repeat this course with advanced projects as Fashion Flair II.

GOALS

The goal of Fashion Flair is to provide students with hands on skills to construct three garments. Enhance their understanding of fashion terms, history of costume and famous designers. Students are exposed to fabric and textiles, figure types and the principles of color, line and design. Students work independently to develop the life skills necessary to dress, sew and mend clothing for themselves and others. Every student will leave knowing the key aspects for dressing for success.

OBJECTIVES

- To be aware of the importance of dress and what motivates us.
- To recognize clothing as a global communicator.
- To identify figure assets and limitations.
- To evaluate personal values, coloring, and figure types; how will they affect fashion image?
- To identify various fibers and fabrics by characteristics and performance.
- To have an understanding of fashion vocabulary.
- To identify costumes of various periods.
- To have a working knowledge of various types/brands of sewing machines and equipment.
- To implement safe and harmonious working conditions.
- To recognize and utilize small sewing equipment.
- To select all appropriate supplies for constructing a garment.
- To successfully complete 3 garments by following a guide sheet.
- To become familiar with career opportunities in the fashion industry.
- To be able to select and evaluate at retail for quality clothing.
- To have an understanding of care and maintenance of personal wardrobe.

INSTRUCTIONAL MODEL

The beginning of this course lends itself to lecture and research of the history of costume. Students then begin to understand the features to operate the sewing machine. Students are guided how to select materials to construct a garment and are expected to purchase supplies for personal use. Each student is assigned a sewing machine and will construct a minimum of three projects for the semester. It becomes a hands-on lab course where students are encouraged to sew a similar first project then choose a pattern to their liking and sewing abilities. Incorporated throughout the course we come together as a class to learn various fashion concepts: color, line and design, figure types, designers, etc. Opportunity arises for students to work individually as well as in a group.

ASSESSMENT

FASHION I

This course is ultimately a laboratory class where various hands on skills are developed. Therefore, the majority of evaluation takes into account sewing skills learned weekly. Students are graded on a point system as to how well they followed directions and grasped each new sewing concept. At various points they are asked to complete a sample of a specific technique taught to see if understanding was attained. As the semester goes on, they are encouraged to read directions, analyze, and self-initiate construction of their garments. Assessment is provided to students verbally on a daily basis as to how well they have accomplished their previous task.

Upon completion of each garment, the student and teacher evaluate the clothing project according to specific criteria outlined in an articulated rubric. Students bring articles to repair or alter from home. This acts as a check to see if students can apply skills learned at school to their outside world. This accomplishment enhances the students' esteem and self-actualization. No evaluation tool can mean as much.

FASHION II

We assess student achievement, not only on advanced garment construction, but also on various topics related to the fashion industry. Students are encouraged to work independently as well as assist Fashion I students in the classroom. Teaching others assumes a good understanding of knowledge and is the best means of assessment. Using a point system, the teacher weighs quizzes and tests according to length and degree of difficulty. An advanced project is graded on quality and creativity of visual design and construction using a garment rubric. Each term grade will consist of points earned on quizzes, tests, lab work, and the ability to assist others.

Fashion II students help assess the effectiveness of the curriculum. Their input is utilized by staff to revise course objectives, to reshape learning experiences, and to assist in the selection of new reference and textbook selections.

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INTERIOR DESIGN

DESCRIPTIVE OVERVIEW

This is a semester course open to all students in grades 9 through 12. The major emphasis of this course is an understanding of the elements and principles of design. This is applied to home construction, home styles, and landscaping, as well as the choices for interior design. Individual taste is developed through an appreciation of the history of furniture and furnishings and a study of modern trends. An appreciation of managing the home effectively is also developed, emphasizing such topics as time and energy, the use of human and non-human resources, and consumer buymanship of articles related to the home. In keeping with our green philosophy consideration is given to using eco-friendly materials and recycling when possible. Students gain an understanding of the elements and principles of design by performing hands on practical units of student: painting, staining, room arranging, stenciling, flower arranging, holiday projects and window treatments. Two CAD software projects are assigned, one each term.

GOALS

One of the basic needs of all creatures is shelter. As humans, the shelter we have has a profound effect on our self-evaluation and outlook on life. Frequently, minor adjustments in living conditions will result in major changes in the level of living. However, a person needs knowledge and ability to make these minor adjustments. The learning experiences in this course are designed to provide information and techniques which the students can utilize to enhance their living conditions not only now but also in the future.

OBJECTIVES

- identify the basic principles and elements of design and their application
- develop an appreciation of the background and heritage of housing
- develop an awareness of the details of planning and construction of housing
- prepare and render the plans for an efficient and attractive shelter using a CAD software program
- recycle and refinish or antique a piece of furniture
- prepare and paint interior walls
- gain an understanding of faux finishes
- develop staining steps and techniques
- create eye appealing flower arrangements
- create a holiday craft or arrangement utilizing all principles of design
- develop an awareness of eco-friendly materials for living green

INSTRUCTIONAL MODEL

Various teaching strategies, including hands on projects, CAD software program (Envisioneer), media presentations, lectures and student-led critiquing are incorporated into this course. Given some guiding principles, students are encouraged to be creative and bring out their own style. To encourage interpersonal skills, students work in group settings where they call on their peers for advice and assistance. A project-driven course requires the student to work as a team player in caring for equipment and supplies. Respecting the ideas and creativity of others is an underlying objective of the course. All projects provide the student with opportunities to identify, analyze and solve problems.

ASSESSMENT

Student achievement in design is measured through project evaluation, media assignments, test, quizzes, and class participation. All hands-on projects will have their own articulated rubric for students to self-reflect before the teacher makes a final assessment. Opportunity is given to redo assignments if a student is lacking understanding. Each project demonstrates the student's ability to think creatively and plan out the progression of steps to completion. Individual folders containing instructions and key concepts are kept for student referral.

Utilizing technology, a CAD software program provides students with the opportunity to implement the elements and principles of design. A second term interior design project becomes the final assessment of the course.