

St. Paul's R.C.S.S.D
(Greater Saskatoon Catholic Schools)

Family Studies

18, 28 & 38

2010

Food and Nutrition / Clothing and Design

Philosophy

These courses have been developed to serve the students who are registered in the Alternative Education Programs in Greater Saskatoon Catholic High Schools. The courses will allow this population of student to be taught within the regular classroom with their age-peers, in keeping with our philosophy of inclusion.

Rationale

The Food and Nutrition part of this course is designed to create an awareness of and to develop entry level food preparation skills for the food service industry. The food service industry is one of the largest employers in Canada. These courses are designed to give students the skills and practical experiences necessary to enter the cook trade or food service industry with confidence. The study of food and cooking methods is essential to the cooking trade; therefore, lessons for students in cooking theory reinforce practical exercises. Students are also introduced to standards of professionalism that include the elements of personal hygiene and the qualities of good workers.

The Clothing and Design part of this course will illustrate the role of clothing, textiles and fashion in our daily lives. Students will have an opportunity to practice the skills they learn to sew and/or design to develop personal and work-based skills throughout this course.

Aims

The skills and knowledge taught in this course will increase the resourcefulness of the students and help them develop self-reliance, independence, good self-image and self-confidence. This course combines practical and academic experiences and activities that are interesting, creative and engaging. Knowledge and understanding of basic food preparation, the sewing and designing of clothing and spaces, and the safe manipulation of tools, are important for individual and family well-being. The students will have opportunities for achievement and success alongside their age peer.

Food and Nutrition

The aim of this course is to provide students with the knowledge and skills necessary for entry level skills in the food service industry.

This course also provides essential knowledge and understanding of food and nutrition. It stresses the importance of making healthy food choices in order to promote the well-being of individuals and families, as well as the knowledge and skills necessary for entry level in the food services industry. It also aims to develop self reliance, independence, employment skills, and positive social skills as well as to teach basic life skills and knowledge that all students need.

Clothing and Design

This course focuses on developing and understanding of key concepts associated with the areas of clothing, textiles, fashion and design, and provides an opportunity to practice skills as well. The skills and competencies developed will assist the student in both their personal and work lives.

Course Components and Considerations

Cross-curricular Competencies

Saskatchewan curricula are designed to develop four interrelated Cross-curricular Competencies that synthesize and build upon the six Common Essential Learnings. The following competencies contain understandings, values, skills, and processes considered important for learning in all areas of study.

- Developing Thinking
- Developing Identity and Interdependence
- Developing Literacies
- Developing Social Responsibility

Broad Areas of Learning

Three Broad Areas of Learning provide a foundation for the students to achieve the knowledge skills and attitudes in this course

- Building Lifelong Learners

- Building a Sense of Self, Community, and Place
- Building Engaged Citizen

Considerations and Description of Students

The students who are placed in the Alternative Education program are unable to achieve Regular or Modified credits. The IQ scores of these students generally fall in the 55 to 75 range. Many of the students will not perform beyond a Grade Two to Three level in reading and Math, and yet can have an area of strength much beyond that. The programming is very individualized, but unfortunately, and student with only one Alt Ed credit (18, 28, or 38) in any subject area cannot receive a Grade Twelve High School Diploma. Instead, these students receive a Grade Twelve High School Leaving Certificate which does not qualify the student for post-graduate education. The future implications of being placed in Alt Ed are very serious, and so the placement only occurs after a great deal of consultation with the previous school(s), educational psychologist, and parents. The students who are enrolled in Alt Ed may need the depth or breadth of the course content altered depending on their individual strengths and challenges.

Mirroring the Family Studies 18, 28, and 38 Curricula to follow the regular Commercial Cooking, Food Studies, Clothing Textiles and Fashion, and Interior Design curricula provides ample opportunity for including the Alt Ed students in to the regular classroom with their age-peers. It is our strong belief in the philosophy of inclusion that provided the impetus to mirror the two, and in doing so enrich the learning experience of both the regular and the Alt Ed students Goals that are the heart of these curriculars have meaning in the real world for all students.

When designing and organizing students' learning experiences, the teacher should keep in mind the following factors and guidelines:

- Students will develop the skills, techniques, and attitudes required for the safe handling of tools, machines, and materials.
- Students will achieve the Outcomes of these courses over time, allowing for the different learning capacity of the students in Alternative Education
- As they progress through each of the credit levels, students will achieve the Outcomes with a decreasing level of assistance.
 - **Students receiving the 18 Level will achieve the outcomes with much assistance**
 - **Students receiving the 28 credit will achieve the outcomes with moderate assistance**
 - **Students receiving the 38 credit will achieve the outcomes with minimal assistance**

Students earning the Family Studies Credit may, in fact, take the regular courses of CC, CT&D, FS and/or ID more than once but earn a higher level of Alternative Education credit each time.

Course Components:

Goals: Food and Nutrition

- **Awareness:** To become aware of required pre-employment skills within the food service industry.
- **Employability Skills:** To develop team-building skills by working cooperatively with others.
- **Personal Management Skills:** To promote self-esteem, confidence, and a positive attitude toward the food service industry.
- **Communications:** To develop effective social and communication skills for business environments.
- **Connections Between School and Work:** To create a connection between the world of school and the world of work.

Goals: Clothing and Design

- **Consumer Knowledge:** To develop a knowledge base that will enable students to develop buying practices when shopping for clothing and textile products.
- **Personal Skills:** To allow students to cultivate practical clothing skills that can be used in their daily lives.
- **Technological Advances:** To gain knowledge of the changes in the production of clothing and in the textiles industries and how they influence the lives of people today.
- **Careers and Employment:** To explore career opportunities that may lead to successful employment in the areas of clothing, textiles, and fashion.
- **Entrepreneurship:** To develop entrepreneurial skills and evaluate opportunities within the textile and fashion industry.

Learning Outcomes and Indicators

The Outcomes are the Big Ideas that indicate the most important knowledge, skills, attitudes/values, and abilities for a student to learn in a subject.

The Outcomes and Indicators (or evidence) will be closely tied to the goals of the two areas of this course. This will be shown by the acronym of each goal beside each of the outcomes, followed by the indicators, or evidence, of the outcome being achieved.

- Appreciate the importance of Canada's Food Guide to the development of health and wellness (A, PMS, C):

- Identify components of Canada’s Food Guide
 - List choices in the food guide
 - Explain the relationship between nutrients and good health
 - Demonstrate knowledge of nutritious food choices
 - Compare healthy food choices to personal food choices
 - Identify factors that influence food habits
- Know how to use, maintain and operate common kitchen and/or sewing tools and equipment (A, ES, PMS, CBSW, TA):
 - Demonstrate familiarity with tools of measurement
 - Demonstrate how to measure accurately
 - Identify a variety of kitchen and/or sewing tools and equipment
 - Correctly use a variety of kitchen and/or sewing tools and equipment
 - Distinguish between poor quality tools and good quality tools
- Understand safety practices in the preparation and storage of food (A, PMS, ES, C, CK):
 - Demonstrate knowledge of food safety
 - List food borne illnesses
 - Investigate causes of food borne illnesses
 - Identify safe work habits that may prevent food borne illnesses
 - Practice safe work habits
 - Identify safe work habits that may prevent kitchen accidents
 - Practice safe work habits that may prevent kitchen accidents
- Apply Independent learning skills in the preparation of nutritious foods, and/or sewing (A, PMS, ES, C, CBSW, CK, TA):
 - Recognize the appropriate tools and equipment needed for different food prep tasks and. Or sewing tasks
 - Use the appropriate equipment during the preparation of various nutritious foods and/or in the sewing of a garment
 - Practice safe operation and maintenance of kitchen and/or sewing equipment
 - Demonstrate basic organizational skills
 - Apply correct measurement skills
 - Demonstrate ability to convert recipe and/or pattern measurements
 - Prepare convenience and frozen foods safely
 - Explain various types of menus, and factors that influence menu planning
 - Demonstrate the ability to plan a menu, and prepare the meal
- Apply knowledge of food preparation and meal planning (A, PMS, C, ES, CK):
 - Produce healthy and attractive food
 - Identify a new (to you) way to use a grain or a fruit and vegetable, or a protein, or a dairy, in a recipe, and prepare that recipe
 - Design a meal for a family that includes a variety of dairy food, or fruits and vegetables, or proteins or grains

- Recognize how choosing healthy snacks contributes to a healthy eating plan
- Define meal management
- Identify factors involved in planning meals
- Demonstrate good consumer skills in planning and selecting foods for meal management
- Understand the social and cultural aspects of food (A, C, ES, PMS):
 - Recognize Canadian food heritage
 - Identify and list cultural food patterns in our community
 - Name some cultures represented in Canada
 - List some foods for each culture
 - Check how each culture's nutritional needs are met through food patterns
- Recognize personal qualities related to career choices in various areas of the food or clothing industry (A, ES, PMS, C, CBSW, CK, TA, C&E):
 - Demonstrate the ability to learn and follow instructions
 - Use tools and equipment related to the job
 - Participate in teamwork
 - Practice personal responsibility
 - Identify ways to remain employed
 - Recognize when a job is right for you
 - List personal skills, abilities and interests that can be applied to different careers in the food and clothing industries
- Understand and remember ways in which the economy and environment influence clothing decisions. (ES, CK, CBSW):
 - Demonstrate an understanding of wardrobe planning
 - Analyze one's [resent wardrobe for appropriateness to certain roles and tasks
 - Analyse one's present wardrobe to determine needs, wants, and changes
 - Identify factors to consider when buying, sewing and recycling clothing
 - List factors involved in clothing choices and purchases
- Apply principles of clothing care:
 - Identify and apply principles of clothing care to one's own clothing
 - Demonstrate proper laundering
- Understand the cultural, political and socio-economic influences on clothing, textiles and design (A,C,PMS,TA):
 - Compare traditional and contemporary clothing and design
 - Examine how fashion has changed over time
 - List reasons why fashion has changed over time
 - Identify ways in which social, economic and political factors have affected the evolutionary process of fashion and design change

- Remember relevant knowledge of textiles used in apparel, home and commercial furnishings, and industry (A, C, TA):
 - Identify and explain textile terminology
 - List characteristics of textiles
 - Understand why these characteristics make them useful for different uses
 - Research various types of fibers and their uses

- Understand design fundamentals such as the elements, principles and laws (A, ES, PMS,CK,TA):
 - Identify, discuss, and demonstrate the elements of design
 - Identify, discuss, and demonstrate principles of design
 - Compare good and bad design using the laws of design as reference

- Apply design fundamentals (A, C, PMS, TA):
 - Evaluate material that are used to fulfill our living needs and our creative expression
 - Compare different types of window treatments
 - Explain the role of walls and ceilings in a variety of rooms
 - Recognize and evaluate types of floor covering
 - Identify factors involved in the selection of furniture
 - Demonstrate knowledge of the principles of design as it applies to furniture arrangement
 - Explain the use of accessories in creating places that express individuality and beauty
 - List factors to consider when developing a floor plan

The Adaptive Dimension

The Adaptive Dimension permeated all curricula and encourages teachers to make adjustments in the approved educational programs to accommodate diversity in student learning needs. It includes those practices the teacher undertakes to make curriculum, instruction, and the learning environment meaningful and appropriate for each student. (The Adaptive Dimension in the Core Curriculum, Ministry of Education, 1992)

The goal is, of course, to promote optimum success for each student through adapting setting, methods, or materials. Sound professional judgment becomes the critical factor in successful learning.

Instructional Approaches and Evaluation

Please find in the Appendices the documents used to guide the implementation of this course. To achieve the stated Goals, the Outcomes, and the Indicators a variety of instructional approaches will be used. *The Instructional Approaches: A framework for Professional Practice (1991)* and *Renewed Curricula: Understanding Outcomes* will guide instruction and evaluation. Emphasis will be placed on providing opportunities for students to learn through inquiry, using practical and concrete methods for students to internalize the learning and become independent as much as possible.

The Instructional methods, evaluation techniques, and the adaptive dimension for differentiated instruction in the above documents will be considered. The learning styles and individualized needs of the students for whom this course is designed will determine the approach.

Some examples of summative and formative assessment techniques could include: self and peer assessment, portfolios, anecdotal records, checklist, presentations, work samples, interviews, quizzes and tests, etc. *The Student Evaluation: A Teacher Handbook (1991)* is a valuable resource for teachers, and is available at the website indicated below.

Resources

To support the inclusion into the regular classroom for those students registered in the *Alternative Education Program*; this course mirrors the regular curricula for:

- Clothing Textiles, Fashion 10, 39
- Interior Design 30
- Commercial Cooking 10, 20, 30
- Food Studies 10, 30

These complete curricula which have been evaluated and recommended, are available for printing at the following website <http://www.education.gov.sk.ca/curr-rscs>.

Many resources have been evaluated and included to support the teaching and learning of Family Studies. Following the copyright guidelines is essential, and therefore copies of the resources listed in the “Additional Resources” bibliography are available for purchase through the Student Services Coordinator of Greater Saskatoon Catholic Schools.

Additional Resources

Cooking Activities: PCI Publishing

Cooking to Learn - Integrated Reading and Writing Activities: PCI Educational Publishing

Everyday Health: Fearon Publishing

- Safety
- Exercise
- Nutrition
- Wellness
- Family Living

Food Pyramid Bingo: PCI Educational Publishing

The Good and Easy Cookbook: PCI Publishing

Life Skills Activities for Secondary Students with Special Needs: Jossey-Bass Teacher

Life Skills Series: PCI Educational Publishing

Math Skills for Living: Phoenix Education

Math Skills for the Workforce: Steck-Vaughn

Math Skills for Working: Phoenix Education

Practical Mathematics for Consumers: Globe Fearon

Various resources from Remedia Publications

Skills for Independent Living: Globe Fearon

Skills for Work: Phoenix Education

Stepwise Cookbook: PCI Educational Publications

Survival Vocabularies: Clothing Vocabulary

General References

- Miazdyck, D, *A Parent's Guide to Inclusive Education*, Saskatoon: Saskatchewan Association for Community Living, 2003.
- Saskatchewan Education, *The Adaptive Dimension in Core Curriculum*, Regina Saskatchewan: Author, 1992
- Saskatchewan Ministry of Education *Cross Curricular Competencies*, 2010 (see appendix)
- Saskatchewan Education, *Curriculum Evaluation in Saskatchewan*. Regina Saskatchewan Author, 1981
- Saskatchewan Education, *Instructional Approaches: a Framework for Professional Practice*, Regina Saskatchewan: Author, 1991. (see appendix)
- Saskatchewan Ministry of Education *Renewed curricula: Understanding Outcomes*, 2010 (see appendix)
- Saskatchewan Education, *Student Evaluation: A Teacher Handbook*, Regina Saskatchewan: Author, 1991
- Saskatchewan Instructional Development and Research Unit, *Creating an Inclusive Classroom: Integrating Students with Special Needs*, Regina Saskatchewan: Author, 1996.

Appendix A

Appendix B

Appendix C