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Basic Living Skills Curriculum for Special Needs Students at the Secondary Level

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EDUCATIONAL TECHNOLOGY CENTER
CENTRAL WASHINGTON UNIVERSITY

BASIC LIVING SKILLS CURRICULUM
FOR SPECIAL NEEDS STUDENTS
AT THE SECONDARY LEVEL

A Project Report
Presented to
The Graduate Faculty
Central Washington University

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Pamela Sue Hardy
August, 1984

BASIC LIVING SKILLS CURRICULUM
FOR SPECIAL NEEDS STUDENTS
AT THE SECONDARY LEVEL

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This curriculum provides guidelines to aid secondary regular home economic and special education teachers in preparing special needs students for independent living. The project included units on cooking skills, money management, and family planning. Each unit was sequenced into skills and included a pretest/posttest, suggested learning activities, monitoring procedures, and possible resources. A follow-up evaluation form, to be filled out by the teachers and students that utilize this course design, will measure the success of the project.

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Chapter I

Introduction

Major changes in the educational system have had a powerful effect on educators and the education of the handicapped. Public Law 94-142, the Education for All Handicapped Act, mandates that all handicapped students between the ages of 3-21 are guaranteed full educational opportunities. According to Public Law 94-142, states are required to have procedures to insure that handicapped children are educated in the least restrictive environment. Washington state enacts this procedure by placing each handicapped student as follows:

a) In the regular educational environment with non-handicapped students to the maximum extent appropriate to his or her needs, unless it can be demonstrated by the school district that the nature or severity of the student's disability is such that his or her education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily (Rules & Regulations for Washington State, 1980, p. 23).

Due to the changes in legislation regarding the handicapped, the classroom teacher shares the

responsibility for the successful integration of the mildly handicapped in the regular classroom. School systems are required by law to provide "a free, appropriate education" in specific academic and vocational preparation for the handicapped. To be successful such a curriculum must be individualized to respond to the particular learning needs of these students. Many of the systems' teachers are inadequately prepared to provide an appropriate program for the special needs student. Many found that the resources and methods utilized in the classroom were limited, as was their knowledge of handicapping conditions (Anderson & Milliren, 1983).

Mandatory training for all educators in individualized instruction is necessary if regular classroom settings are to appropriately meet the needs of the special student. The role of the resource teacher in individualization is to provide assistance and serve as a resource to the regular teacher and total school system.

In adapting the curriculum to the specific needs of the handicapped strong consideration must be made to provide a program that helps the handicapped toward the acquisition of independent living skills. Regular classes at the secondary level do not always provide the handicapped with the necessary skills to attain this goal. The importance of such a curriculum is perhaps

best said in a quote by Woodward (1981): "Educators must begin to mesh life goals with academic/curriculum goals if they are to ensure an appropriate education for the secondary L.D. student" (p. 13).

~~The Basic Living Skills Curriculum focuses on the~~ development of practical skills to aid the handicapped student toward a successful life experience. It is the author's belief that specific skills are necessary if these students are to be successful in the community.

Statement of the Problem

The special needs secondary student (learning disabled, mildly handicapped) is in need of a structured program that will develop basic living skills. Practical life skills that will help the special needs student adjust successfully to a job and the community are a necessary part of an educational program. A knowledge of such basic skills as cooking, money management, and family planning will help the special needs student toward the attainment of independent living. Some regular secondary level classes have failed to incorporate appropriate basic living skills in their curriculum that meet the educational needs of the special student.

Home Economics teachers with large class loads are faced with providing instruction for the special needs

students that are placed in the regular class. Due to lack of training in individualized instruction the curriculum in the regular program is usually not modified to meet the needs of the special student. In most regular classroom situations the teachers expectations are the same for all students, regarding materials, assignments, and time limits. The special student, instead of being a focus of concern, is dismissed as a low achiever and allowed to "sink or swim."

Based on the literature and the writer's personal teaching experiences the nature of the problems are:

- 1) There are no useable Basic Living Skills curriculum guides that meet the needs of the secondary special student.
- 2) Regular Home Economics teachers are often inadequately trained to provide an individualized Basic Living Skills program that meets the needs of the special student.

Purpose

The purpose of this project was to develop a secondary Basic Living Skills Curriculum for the special needs students. The Basic Living Skills Curriculum should provide an opportunity for the special student to:

- *develop knowledge in independent living skills
- *develop responsible decision making skills
regarding personal relationships, goals, and
values.
- *improve communication and interaction skills
- *participate in learning activities that will
apply to real life situations

The curriculum was developed for utilization by:

1) Regular Secondary Home Economics teachers in a program oriented toward independent living skills. The curriculum guide will provide individualized methods and materials for the classroom teacher. In addition, the Special Education teacher should serve as a resource to the regular teacher in utilization of the curriculum guide and materials, and assist the special student toward successful integration in the classroom. Regular classroom students will serve as peer tutors who assist in teaching the special student.

2) Secondary Special Education Instructors implementing a program in Basic Living Skills. This curriculum will serve as a guideline for resource teachers by providing suggestions for activities and materials.

Scope of the Study

The Basic Living Skills Curriculum was developed for the special needs student (learning disabled, mildly handicapped) at the secondary level (9th - 12th grade). In a regular Home Economics class oriented toward independent living skills the regular teacher will be able to integrate this curriculum with the regular program. The project is limited to units on cooking skills, money management and family planning. The broad areas of the program will encompass:

- A. Cooking
 - 1. table etiquette
 - 2. meal planning
 - 3. purchasing foods
 - 4. meal preparation
 - 5. cleaning food preparation areas
- B. Money Management
 - 1. money concepts
 - 2. spending money wisely
 - 3. banking
 - 4. budgeting money
- C. Family Planning
 - 1. reproductive anatomy and physiology
 - 2. birth control

Definition of Terms

Specific Learning Disability: a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language resulting from perceptual motor handicaps. Such disorder may include problems in visual and auditory perception and integration which may manifest itself in an impaired ability to think, speak or communicate clearly, read with comprehension, write legibly and with meaning, spell accurately, and to perform mathematical calculations, including those involving reading. The presence of a specific learning disability is indicated by near average, average or above average intellectual ability (WAC 392-171-406, 1980).

Mildly Handicapped: significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects their educational performance. Intellectual functioning (I.Q.) range is from approximately 51 through 75 (WAC 392-171-421, 1980).

Special Needs Student: for the purpose of this paper the term Special Needs Student will be used in reference to learning disabled and mildly handicapped students.

Resource Room: utilized by mildly and moderately handicapped children assigned to regular classrooms, but

needing additional help in specific areas of academic weakness by a special educator (Affleck, Lowenbraun, & Archer, 1980).

Least Restrictive Environment (LRE): appropriate placements that best meet the multiple needs and abilities of individuals in as normal an educational setting as possible, regardless of the form of disability (Brolin & Kokaska, 1979).

Mainstreaming: the education of mildly handicapped children in the least restrictive environment. It is based on the philosophy of equal educational opportunity that is implemented through individual planning to promote appropriate learning, achievement, and social normalization (Stephens, Blackhurst, & Magliocca, 1982).

Peer Tutoring: students who provide assistance to low functioning students and are trained to check assignments, teach specific skills, supervise independent activities and deliver feedback (Lewis & Doorlag, 1983).

Basic Living Skills: practical application of concepts and skills to help an individual to work and live independently in the community.

Behavioral Objectives: identify what the student will be able to do as a result of interaction with each content area and how the results will be measured (Guidelines for Home Economics, 1973).

Chapter II

Review of Literature

As early as 1909 studies were conducted in the area of curriculum development. Ayres determined that failure by many school aged children in the United States was the result of the curriculum and not the mental abilities of students. The educators of this period hypothesized that "a single curriculum plan could not possibly meet the needs of all children" (Dexter, 1977, p. 9).

Today, there is an increasing number of specialized curricula available to teachers. N.M. Robinson and H.B. Robinson (1965) state that "Most successful educational approaches have featured clear step-by-step definitions of desired behavior, deliberate attention to the teaching and reinforcement conditions, and continuous evaluation of progress" (p. 388).

An average secondary-level curriculum is subject-focused whereas the ideal curriculum for the special needs student focuses on an individualized teaching strategy. In 1951, Kirk and Johnson described the aims of education for the mentally handicapped and suggested that programs "stress occupational adequacy, social competency, and personal adequacy" (Dexter, 1977, p. 15).

The greater the variety of practical life experiences provided in the school, the better are the

chances for a special needs student to achieve independence. Therefore, the question to ask is what are the steps to implementing a relevant curriculum for the mainstreamed student?

The effectiveness of a teacher of the mainstreamed secondary student is contingent on many factors. Components to be considered in implementing a successful curriculum plan are: 1) Teacher Attitude-Labeling, 2) Classroom Climate, 3) Classroom Management, 4) Assessment, 5) Monitoring, 6) Instructional Techniques (Affleck et al., 1980; Woodward, 1981).

These components are reviewed, in depth, in the succeeding pages of Chapter II. They identify many of the procedures that were utilized in developing the Basic Living Skills Curriculum.

Teacher Attitude-Labeling

Labeling is used as a means of allocating funds to provide remedial and special education services for the handicapped. Although this is a means to obtain sufficient funds, it can also stigmatize the special student. The result for the special student can be poor self-concept, peer rejection, and a lack of acceptance by regular classroom teachers. Labeling takes on an even more important meaning in the school situation as regular classroom teachers become involved with educating the mainstreamed student. The effects of

labels have been studied in regard to teacher expectations. The major findings of these studies were that "labels carry a negative connotation that results in lower teacher expectations and underestimations for the handicapped student" (Brolin & Kokaska, 1979, p. 56). Thus, educators may have a tendency to expect less of those students who carry negative labels, without realizing their full potentials. Training within the school system by special educators can help eliminate some of the misconceptions of the handicapped. Positive teacher attitudes toward the special student involves an awareness of the problem and nature of various handicapping conditions as well as knowledge and skills in dealing with them in a normalized situation.

Classroom Climate

"There is always an interaction between student and teacher, and when this interaction is positive there is motivation for the student" (Pipe, 1966, p. 2). It is the teacher's task to create a positive environment to promote learning. The learning environment should be structured so students are aware of the teacher's expectations, classroom rules and routines. Consistency allows the mainstreamed student to feel secure and to perform at the maximum level. However, the perceptive teacher will be flexible enough to adapt instruction to the needs of the individual.

Before learning can take place it is essential for a teacher to communicate a positive attitude toward the special student. How the teacher reacts to the special student will affect interactions between regular and special students. Providing structured learning situations in which regular and special students work together as a team to complete activities or assignments can help develop positive attitudes. Mainstreamed students can be encouraged to interact with the others by involving them as an active participant in the curriculum plan. Developing social skills through direct instructional procedures will also improve the special students chances of gaining social acceptance (Lewis & Doorlag, 1983). Modeling appropriate social behaviors for the special student by teachers, peers, videotapes and role-playing will help the special student to apply appropriate responses to daily situations.

Probably the most significant role the teacher plays is to facilitate positive self-esteem for the special needs student. Through years of academic failure and peer rejection these students are hindered by feelings of unworthiness. Learning and motivation are influenced by each student's perceptions and evaluations of himself. As stated by Woodward (1981) "feedback that an individual receives from significant persons in his life is instrumental in shaping his sense

of self-worth" (p. 118). Therefore, the effective teacher can promote student motivation by utilizing positive feedback. By providing appropriate instructional materials, involving the class in the instructional plan and reinforcing correct responses, a teacher can create a warm, productive classroom climate that will help ensure success for the mainstreamed student.

Classroom Management

Classroom management is defined by Stephens as "what teachers do to help make student life in the classroom pleasant, meaningful, safe, and orderly" (Lewis & Doorlag, 1983, p. 136). The first step in classroom management is arrangement of a physical environment which reminds the student of behavior required in each area. Space should be designated for specific areas (e.g., small group instruction, large group instruction, independent work areas). Grouping students by specific skill areas will allow a teacher to plan a unit around a central theme, yet provide practice activities that are individualized. By setting up a learning center students can work independently or with other students on specific instructional activities. Pretests and checklists can be used to determine appropriate activities and skills that need to be completed. A learning center will free the teacher to

work with other students and encourage student interaction.

Utilizing a time management program will help a teacher to establish a schedule design which sets goals and priorities. Providing students with a daily assignment card or a student work folder will help the student to be aware of required learning tasks and expectations (Lewis & Doorlag, 1983). One of the main concerns of the regular teacher is how to adapt and individualize a curriculum that will meet the needs of the special student without limiting the education of the regular students. By coordinating time, instruction and educational materials, a well organized teacher can establish a positive environment which enhances learning for all students.

Assessment

Assessment should be an on-going process which will transfer to an appropriate instructional plan. Before implementing a relevant curriculum plan, the resource or classroom teacher must determine what skills the special student has attained and what needs to be learned next.

The advantage for a teacher, in creating or adapting assessment tools is that it precisely fits the sequence of skills to be learned. Informal assessment tools include teacher-made skill tests, teacher-made

placement tests for commercial or teacher-made materials, and classroom observations. Two examples of teacher-made tests which include a fine breakdown of skills are: 1) skill-specific test - looks only at one skill element and is often used before initiating instruction as well as a follow-up measure after the skill has been taught, 2) sequence-based test - examine a series of related skills that are graduated in difficulty. A skill-specific test indicates what instruction is needed and the sequence-based test determines where instruction should begin (Affleck, Lowenbraun, & Archer, 1980, p. 66).

Teacher-made placement tests are another way to focus on tasks that will be covered in the instructional materials. Such tests can be created by selecting a sample of the materials as they are presented in the text. Structured observation is a form of assessment that will permit the teacher to examine the student's ability to perform a task correctly. Simulating a real life situation will help to determine whether a student can apply the skills learned. The procedure for testing and the tests administered will vary with each teacher. Utilizing assessment tools and observing the performance of each student will enable the teacher to implement a learning program that is instructionally relevant.

Monitoring

Monitoring measures the effectiveness of a teacher's curriculum plan and communicates what progress is made to each student. Record-keeping that is easy to maintain will provide the teacher with a valid and reliable device to evaluate student performance. It will also motivate the special student by supplying immediate feedback in relation to the individuals capabilities. The method of monitoring selected must be appropriate to the instruction plan and skills measured.

A prerequisite to a record-keeping system is an instructional objective that determines what will be measured, how often it will be measured, and the performance rate (Affleck et al., 1980). This data can be recorded on a checklist, tally sheet or graph. By comparing the rate of acquisition a teacher will be able to decide if an instructional program needs to be modified.

Once the goals and instructional objectives are identified the specific skills should be sequenced and broken down into small steps. Utilizing a task-analyzed sequence approach will enable a teacher to organize skills from many materials and to record student performance gains. According to Wehman & McLaughlin (1981) "use of task-analysis sequences is one means of evaluation which will minimize teacher bias of a child's progress" (p. 66).

One technique for providing students and parents with feedback is the daily or weekly record card. The card will provide information about students' successes and which areas need remediation. The most common form of evaluation is the pre-test-teach-post-test. The pre-test measures the level of the skill and indicates where to begin teaching procedures. As skills are acquired, the post-test will verify the student's progress.

This section reviews only a few of the most basic monitoring procedures. A teacher should select methods that will provide continuous evaluation measures of the student's progress on specific skills. As stated by Wehman & McLaughlin "one way to ensure validity of evaluation measures is to employ different types of techniques (p. 164).

Instructional Techniques

"There are no special teaching methods or materials that are appropriate for all exceptional children. Appropriateness of method or material is determined by what is best for a particular child at a particular time" (Woodward, 1981, p. 5). Educators must be aware of the different learning styles of each individual and consider motivational and emotional factors in determining an appropriate program.

Diagnostic teaching is a method which defines the student's strengths and weaknesses and works simultaneously with both in the daily educational program. This process determines the student's level of a particular skill and employs the learning approach which is the most effective for the individual. A few examples of intervention strategies that can be used in relation to the special students' learning problem are to: 1) present tasks into a paced, sequential manner; 2) create a student contract which specifies the amount of work a student is to complete within a given time period; 3) increase comprehension through, informal discussions, visual aids, and direct experience; 4) structure assignments and provide frequent feedback (Woodward, 1981).

Remediation techniques include the use of specialized materials that focus on the task to be learned. Programmed instruction and self-corrected materials allow a student immediate feedback. The elements of programmed instruction are described by Pipe (1966) as: 1) information given in small steps; 2) active responding by the student at each step; 3) immediate knowledge of results; 4) self-pacing (p. 10). Self-correcting materials allows the student to practice independently and to check and correct the answers without a teacher's assistance. Another method of teaching specific skills is the Learning Activity Packet

which can be incorporated for any material or subject. It includes the objectives to be learned, a pre-test, teacher directions to practice a task, and a post-test.

Compensation techniques should be considered in the instruction of the mainstreamed student. Many materials have been developed that are high interest-low vocabulary which will aid the student with reading difficulties. When these materials are not available, a teacher may have to adapt the instruction to the student's individual learning style. Mann and Suiter (1974) state that "the teacher must identify the 'open channel', that is, the modality (auditory, visual, or tactual) which enables the child to learn best" (p. 5). One strategy for adapting instruction and teaching to a specific modality is by providing pre-recorded lessons or utilization of a tutor to orally read the lessons. Concrete objects and visual aids should be incorporated in learning activities due to the difficulty of some special need students to deal with abstract ideas. Demonstrations by the teacher, and those involving the learner allow the student to perform a task which can be related to a real life situation.

Anderson and Milliren (1983) advocate a hands-on approach and state that, 1) effective learning requires involvement of the whole person, incorporating and integrating thoughts, feelings, and actions; 2) the most elegant learning occurs through experiencing - when

individuals become involved in the learning act (p. xviii). Home Economics programs, in particular, deal with many hands-on activities, including food preparation, functional use of money, supermarket shopping and utilizing equipment.

Involving the special need student in the educational plan can be facilitated by a student needs questionnaire to determine what skills the individual would like to learn in relation to personal goals. Simulating a real-life situation through role-playing can also supply the students with opportunities for constructive student interactions and develop social skills. In the article, Affective Learning Through Drama (1982) the authors' outline some of the goals that may be addressed through the use of dramatic techniques. They include helping students to:

- Practice making decisions and exploring alternative solutions to problems.
- Become aware of and deal with their own feelings and emotions.
- Improve communication skills.
- Experiment with adult roles and modeling (Nelco, Wilson, and Scheidemantel, p. 22).

Peer tutoring is one strategy that can be used to increase social interactions and academic progress. This method employs a more capable student to work with a less capable student. Special students can be used as

peer tutors to lower ability students. In this way, special students can improve their academic skills and increase self-esteem by being a positive participant in the learning process. The student being tutored will receive individual instruction without taking any of the teacher's time.

Student tutors can be trained to:

- provide students with feedback
- correct assignments
- deliver reinforcers such as verbal praise
- teach specific skills
- supervise independent activities
- administer simple assessments

(Lewis and Doorlag, 1983, p. 159).

A common concern of regular class teachers is the additional time and resources required in instructing the special need student. The strategies outlined in this section present practical approaches for adapting instruction to individual learning styles. Utilizing a variety of resources will motivate the student and provide a stimulating learning environment.

Summary

This chapter has presented a framework for adapting instruction and materials to meet the needs of the special student. The strategies regarding

assessment, monitoring and instructional procedures emphasize a specific skills approach, which was used in designing the Basic Living Skills Curriculum. Research indicates that logical sequencing of tasks is an invaluable method in developing an individualized program that is relevant to the student's educational needs. Identifying entry level skills and teaching to the student's performance level is an integral component in implementing a functional Basic Living Skills program. Brolin (1979) employs a competency based approach for Daily Living Skills which breaks down skills into steps. Wehman and McLaughlin (1981) advocate a community skill sequence, but state that "unfortunately, there have been a limited number of community skill sequences which have been developed and validated with handicapped students" (p. 72).

Classroom climate and teacher attitude were addressed due to the significance positive interactions have on the motivation and self-esteem of the special student. Teaching basic skills allows the teacher many opportunities to incorporate functional skills that are necessary for personal achievement and satisfactory interpersonal relationships. Instructional techniques have been reviewed which will involve the students in learning situations that can be transferred to daily living.

The components in this chapter were reviewed to help prepare a teacher in specialized instruction and the development of positive interactions with the special student before implementing the Basic Living Skills Curriculum.

Chapter III

Curriculum Procedures

The following steps were utilized in developing the
Basic Living Skills Curriculum:

- 1) Many different subject areas were analyzed in selecting the basic living skill topics most pertinent in the development of special needs students. In the areas of cooking skills, money management, and family planning, learning skills were developed to give the students practical life experiences necessary for independent living.
- 2) The three topics were broken down into smaller subtopics. These subtopics were sequenced in the order that the learning tasks were to be presented. For example, in the area of cooking skills the subtopic table etiquette, meal planning, purchasing foods, etc. were arranged systematically. The subtopics included the components most beneficial for life long skills.
- 3) Curriculum guides were reviewed to examine the different approaches used in curriculum format and learning activities. By evaluating other

curriculum guides an easy-to-use format was designed that would provide teachers with a useable resource.

- 4) Long-term goals were written for each of the subtopics. The objectives were listed accordingly. Successful completion of an objective was a prerequisite for a student to continue with the next learning task. Effectiveness of the program will be evaluated in terms of the progress of the students toward the objectives.
- 5) The long range goals were designed so that they could be implemented into the student Individualized Education Plan. This method gives a teacher a tool to check whether a student is achieving the desired learning skills.
- 6) Community resources were explored to interview appropriate people for curriculum development and field placement.
- 7) Suggested learning activities were developed for each subtopic. Activities were designated in areas such as demonstrations, role playing, and field trips. The activities incorporated as much

realness as possible so the students could transfer learning to practical everyday situations.

- 8) The pre-test/post-test was developed from the materials covered in the course. The pre-test was designed to be used without being graded. It allows the teacher to assess the information level of the students and adjust the program accordingly. The post-test was one method of evaluating the student's knowledge of areas covered. Students were required to complete the test with at least 60% accuracy (6 points). A test retake was provided for students that scored below that level.
- 9) The monitoring procedure provided the teacher with an evaluation instrument which would not limit him/her to only using a post-test as a final evaluation grade. The monitoring system offers teachers the possibility of giving the students several grades for each subtopic. In this way the teacher is not only evaluating a student on the ability to successfully complete a post-test, but more importantly evaluating the students application skills.
- 10) The appendix was developed to provide the teacher with sample materials to be utilized in each of the subtopic content areas.

11.) The curriculum evaluation survey forms will determine the success of the course. Suggestions by the teacher and staff on the effectiveness of the program will allow the course instructor to adjust the program so that it will meet the educational needs of the students and teacher.

Chapter V

Summary

The curriculum was developed in order to prepare all students for success. The emphasis is placed on the special needs student. The program insures the student success, accomplishment, and self-esteem.

Success is not only limited to the mainstreamed curriculum, but towards achievement after graduation. Generalization from this program will take place in the students independent daily living setting.

Accomplishment within the classroom is designed through the monitoring process by looking at all aspects of what each student's strengths and weaknesses are. Each student can accomplish what he or she pursues and is not penalized by failing in one given area. This again promotes constant generalization towards living in the real world.

Self-esteem is the most crucial element in one's development towards productive, independent living. Sharing experiences through peer tutoring, positive participation, and the development of social skills training will widen each students concept of how they see themselves.

Recommendations

Regular education teachers are frustrated when trying to deal with special needs students because of insufficient information about the students, rigidity of inappropriate curriculum, and inadequate grading systems.

The special education teacher would use this curriculum to provide the regular home economics teacher with materials to deal with these issues. By giving the teacher the program and assisting her/him, it will offer an in-depth approach to independent living skills. The result of using this approach will offer constant team work and the use of expertise between the mainstreamed and special education teacher. This provides for a positive atmosphere in a general school setting. The outcome can only be success, achievement, and self-esteem.

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Chapter IV

Chapter IV is paginated as a separate entity.

UNIT: COOKING SKILLS

1. Table Etiquette
2. Meal Planning
3. Purchasing Foods
4. Meal Preparation
5. Cleaning Food Preparation Areas

UNIT: COOKING SKILLS: TABLE ETIQUETTE

GOAL: The student will utilize appropriate table etiquette.

BEHAVIORAL OBJECTIVES

The student will:

Understand the importance of using good table manners at all meals.

Demonstrate proper use of table equipment.

Demonstrate informal and formal table setting.

Serve and remove food properly.

Demonstrate proper manners in a public place.

PRE-TEST

1. Write three topics which are appropriate for meal conversation.
2. How should you butter bread?
3. Define a'la carte.
4. List the table equipment used for a table setting of the following menu:

Turkey Noodle Bake
Sourdough Bread
Green Peas
Fresh Fruit Salad
Ice Cream
Milk
5. Draw a table setting for this meal: a supper of chili, crackers, cole slaw, chocolate cupcakes, and milk.
6. What is etiquette?
7. Name four finger foods.
8. When serving, offer food to the guest from his _____
(left, right)
9. When eating soup, dip the spoon into the soup towards you.

True or False
10. Place and remove beverages from the _____
(left, right)

SUGGESTED LEARNING ACTIVITIES

PRE-TEST *

DISCUSSIONS

- Rules to good table manners
- Neat appearance at mealtime
- How to eat different foods
- Accidents at the table (e.g. spilled beverage, etc.)
- Rules for informal and formal table setting
- Rules for serving, passing, and removing food
- Safety precautions in serving food
- Serving food for special occasions
- General manners for eating in a public place
- Different types of places to eat--kinds of foods, prices, environment
- Appropriate dress for different restaurants

DEMONSTRATIONS

- Correct and incorrect table conduct
- Using flatware correctly
- Good manners while eating
- Setting a table properly
- Serving, passing, removing food correctly

ROLE PLAY

- Correct and incorrect table conduct (videotaped to correct errors)
- Eating different foods using correct method and utensils
- Setting the table (e.g., correct placement of tableware for a breakfast, luncheon, or dinner using a selected menu)
- Correct and incorrect table service
- Eating at a restaurant (e.g., customer ordering from menus, waiter/waitress serving and removing food)

HANDOUTS

- Do's and Don'ts at the Table
- Meal Conversation
- Using a Knife, Fork, Spoon, and Fingers
- Good Combinations for Table Appointments
- Steps in Setting the Table
- How to Seat People at the Table
- Rules for Serving Food

ASSIGNMENTS/WORKSHEETS

- List five topics for meal conversation
- Keep journal of eating habits of students in school cafeteria--list suggestions for improvement
- List ways to show consideration at mealtime
- Identifying Eating Utensils *
- List table equipment used for a favorite meal
- List advantages and disadvantages of various types of food service
- ~~Brigance Inventory of Essential Skills~~--read food vocabulary list
- Study menus--list words not understood
- Draw table settings from given menus
- Restaurant Menu and Check *

PICTURES/BULLETIN BOARDS

- Correct and incorrect ways of eating
- Occasions when food is served--identify the different occasions
- Pictures of table equipment
- Pictures of attractive and correct table arrangements

FILMS

- See suggested film listing (Appendix D)

FIELD TRIPS/GUEST SPEAKERS

- Visit restaurants to observe types of food service
- Eat lunch at local restaurant
- Visit a store that sells chinaware and flatware

POST-TEST *

MONITORING

- Assignment completion
- # 1. Application of correct eating manners during class meals and at a public place
- # 2. Application of correct table setting
- # 3. Application of proper serving and removal of food
- Oral reading of food vocabulary list
- Post-test
- Test Retake

* Ditto is available in Appendix A

COOKING SKILLS: TABLE ETIQUETTE

7

POST-TEST

1. When eating soup, dip the spoon into the soup towards you.
True or False
2. Place and remove beverages from the _____
(left, right)
3. Write three topics which are appropriate for meal conversation.
4. Name four finger foods.
5. What is etiquette?
6. When serving, offer food to the guest from his _____
(left, right)
7. How should you butter bread?
8. List the table equipment used for a table setting of the following menu:
Turkey Noodle Bake
Sourdough Bread
Green Peas
Fresh Fruit Salad
Ice Cream
Milk
9. Draw a table setting for this meal: a supper of chili, crackers, cole slaw, chocolate cupcakes, and milk.
10. Define a'la carte.

UNIT: COOKING SKILLS: MEAL PLANNING

GOAL: The student will plan all basic components of a balanced meal.

BEHAVIORAL OBJECTIVES

The student will:

Identify basic food group requirements.

Evaluate own eating patterns in relation to the basic four food groups.

Plan a day's menu that includes appropriate food for each meal.

Plan a meal that can be prepared in a specified amount of time.

Plan a menu within a given budget.

COOKING SKILLS: MEAL PLANNING

PRE-TEST

1. Write in the number of serving required per day from the basic four food groups:
 milk group ____ servings per day
 meat group ____ servings per day
 vegetable-fruit group ____ servings per day
 bread-cereal group ____ servings per day
2. Write the number of the food group or groups that each food belongs to 1. bread-cereal 2. meat 3. milk 4. vegetable-fruit

____ ice cream	____ hamburger
____ apple pie	____ tuna fish
____ orange juice	____ liver
____ oatmeal	____ baked beans
3. Name four of the most important nutrients.
4. Protein builds and repairs _____.
5. Name the food group high in protein.
6. Name two ways to save time in meal preparation.
7. Name two dishes for low-cost meals.
8. Define calories.
9. Name one advantage and one disadvantage of using convenience foods.
10. What is a menu?

SUGGESTED LEARNING ACTIVITIES**PRE-TEST *****DISCUSSIONS**

- Balanced diets (e.g., nutrients, food groups, servings required per day)
- Food and activity
- Calories and weight
- How to improve eating habits
- Food preferences--comparison of individual differences
- Snack food and junk food
- Seasonal foods
- Meal planning--good combinations of the four food groups
- Meal patterns (light, medium, heavy)
- Steps to save time in meal preparation
- Use of convenience foods--advantages and disadvantages
- Problems and solutions in time management
- Why food costs differ

DEMONSTRATIONS

- Foods from the four food groups--plan a tasting party
- Time management in preparing different foods
- How to determine serving size per person

ROLE PLAY

- Select food needed for meal plans from a class store
- Use "play money" to shop for weekly food needs at a class store

HANDOUTS

- Nutrients and Their Functions
- Classifying Foods by Food Groups
- Calorie Table
- Guide to Figure Calorie Requirements--determined by weight and age
- Sample Menus of Different Meal Patterns
- How to Time a Meal
- Methods of Preparing Meals to Save Time
- Food List--estimated cost per serving

ASSIGNMENTS/WORKSHEETS

- Classify foods (from exhibit and list of food names) under the correct food group heading and/or nutrient heading
- Be Informed on Nutrition--read and complete written exercises
- Food Groups *
- Job Sheet--Classifying Foods *
- Nutrient Match *
- Choosing the Right Foods *
- Food Groups: Recording Menus *
- Menu Evaluation*
- Nourishing Foods *
- Write a paragraph on how food affects feelings
- Compute calorie consumption for three days
- Questionnaire--Your Personal Eating Patterns *
- Select recipes from cookbooks to plan a nutritious daily menu
- List different breakfast, lunch, dinner foods
- Planning Meals and Shopping--"Meal Planning Charts"
- List how to prepare food in different situations (e.g., short time to prepare food)
- Cooking Time *
- Cooking Time Chart *
- List preparation time and amount of food required per person from given meal plans
- Make a scrapbook of favorite recipes and the preparation time
- List low-cost and high-cost foods
- Compare the cost of convenience food products to the same food prepared "from scratch"
- Estimate money spent on snacks (for one week)
- Collect money saving coupons and list advantages of using coupons
- Plan a simple meal. Using price listings compute cost of meal for one person: write a) menu plan; b) items needed; c) amount of item needed; d) cost of item; e) total cost of meal

PICTURES/BULLETIN BOARDS

- Magazines--food illustrations
- Various foods labeled with cost per serving--choose pictures for a meal plan and calculate total cost
- Display of Basic Four Food Groups

GAMES

- Teams locate, cut out, and identify what food group pictures belong under. Team scores one point for each correctly placed item.
- "Spin the Arrow Food Wheel" *

FILMS

- See suggested film listing (Appendix D)

FIELD TRIPS/GUEST SPEAKERS

- Visit supermarket to identify food groups
- Speaker--school cook explains a) planning nutritious meal combinations; b) the use of food groups in school menus; c) ~~methods used in relation to time and food amounts~~

POST-TEST *

MONITORING

- Assignment completion
- # 1 Application of planning a menu that includes appropriate food for one meal; selection made from school store setting
- # 2 Application of planning a menu and purchasing food from school store setting using given budget
- Post-Test
- Test Retake

* Ditto is available in Appendix A

POST-TEST

1. Write in the number of serving required per day from the basic four food groups:
milk group _____ servings per day
meat group _____ servings per day
vegetable-fruit group _____ servings per day
bread-cereal group _____ servings per day
2. Name four of the most important nutrients.
3. Name the food group high in protein.
4. Name two dishes for low-cost meals.
5. Name one advantage and one disadvantage of using convenience foods.
6. What is a menu?
7. Define calories.
8. Name two ways to save time in meal preparation.
9. Protein builds and repairs _____.
10. Write the number of the food group or groups that each food belongs to 1. bread-cereal 2. meat 3. milk 4. vegetable-fruit

_____ ice cream	_____ hamburger
_____ apple pie	_____ tuna fish
_____ orange juice	_____ liver
_____ oatmeal	_____ baked beans

UNIT: COOKING SKILLS: PURCHASING FOODS

GOAL: The student will shop for and select basic foods within a given budget

BEHAVIORAL OBJECTIVES

The student will:

Construct a shopping list within a budget.

Determine the unit price of basic foods.

Demonstrate skill in selecting best food buys.

Interpret information printed on food labels.

Distinguish the quality of fresh foods.

Locate the various departments at a local supermarket.

PRE-TEST

1. Define who a consumer is.
2. When reading a label on a food product, how do you determine the main ingredient?
3. Describe a good grocery store.
4. List three types of information that are printed on labels of food items.
5. Describe meats which are good choices if you want to get the most for your money.
6. Circle the lowest price for these food items:
potatoes - 10 lbs for \$3.05 or 5 lbs. for \$1.50
mayonnaise - 12 oz. for \$1.00 or 8 oz. for \$1.08
apples - 2 lbs. for \$.89 or 3 lbs. for \$1.19
corn - 8 ears for \$.98 or 12 ears for \$1.49
7. What are the abbreviations for the following:
pound _____
package _____
ounce _____
quart _____
dozen _____
8. Name three departments in a supermarket.
9. Reduce spending by substituting _____ brand foods for _____ brand foods.
10. What are two ways to determine the best buys on supermarket ads?

SUGGESTED LEARNING ACTIVITIES**PRE-TEST *****Discussions**

- Steps to organizing a shopping list
- Planning meals for a weekly shopping list
- Estimating the cost of food for a week
- Common types of food purchased
- Food sold by the unit--price per unit
- Reasons for differences in food prices
- Comparing costs of forms of food (e.g., fresh, canned, frozen, packaged)
- Estimating unit prices and total amount of food purchases
- Suggestions for cutting food costs when shopping
- Choosing a food store
- Comparing store brands with name brands
- Coupons--a good way to save money
- Pros and cons of using ads to buy food items on sale
- Reading ads for everyday prices and sales
- Quantity purchasing
- Information printed on labels
- Reading the ingredients to determine the best buy
- Importance of reading instructions on labels
- Economics of purchasing seasonal fruits/vegetables
- Advantages and disadvantages of buying fruits/vegetables in quantity
- Comparing nutritional values and costs of various types of meat
- Pros and cons of shopping at various supermarkets

DEMONSTRATIONS

- Constructing a shopping list
- Using food ads from newspapers
- What to look for when purchasing meat, vegetables, etc.
- How to determine freshness in fruits, vegetables, breads, etc.

ROLE PLAY

- School store setting--checker and customer (practice buying with given amount of money)
- The consumer--compare ingredients and cost of same food items of different brands

HANDOUTS

- Food Price List
- Family Budget Samples
- Sample Menus of Different Costs
- Weights and Measures--abbreviations
- Seasonal Fruits and Vegetables
- Diagram of a Supermarket*

ASSIGNMENTS/WORKSHEETS

- Making a Shopping List*
- Preparing a Shopping List*
- Shopping List*
- Estimate food costs for one week utilizing food price list
- Compare the prices of different foods from newspaper ads
- Comparing Food Prices*
- Basic Skills in Shopping--determining unit price for items priced by the dozen or pound (e.g., cheese costs \$2.19 a lb. How much is 1/4 lb. of cheese?)
- Getting the Most for Your Money*
- Buying What You Need--determining necessities and luxuries.
- Comparing Store Prices*
- Comparing Food Stores*
- Comparing Brand Prices*
- Comparing Prices in Sales*
- Basic Skills in Shopping--using ads to find the best buys
- Getting the Groceries--list the main ingredients of labels
- Compare net contents of labels for the better buy
- Nutrition Information Labels*
- Name some foods which have nutrients added when they are processed (e.g., enriched foods)
- Keep a scrapbook of different kinds of convenience foods (e.g., canned, frozen, packaged)
- Locate dating marks on perishable food to determine freshness
- Identify cuts of meat through pictures in cookbooks and magazines
- Keep a chart of fruit/vegetables never tried and ones liked
- Planning Meals and Shopping--"Departments in Food Stores"
- Layout of a Grocery Store*
- Draw a floor plan of favorite local supermarket

PICTURES/BULLETIN BOARDS

- Vegetables and fruits from magazines or seed catalogs--paste them on a class chart in order of popularity.
- Vegetables and fruits--list ways to determine if it is fresh, ripe, etc.
- Kinds of meat and fish--label
- Pictures of food used at high, medium, low income levels.
- Collages--influences which affect food purchasing
- Collages/bulletin boards of different labels

FILMS

- See suggested film listing (Appendix D)

FIELD TRIPS/GUEST SPEAKERS

- Speakers--panel of homemakers to discuss problems in food purchasing
- Visit three local supermarkets--compare prices
- Speaker--representative of consumer products discusses reading food ads
- Visit local supermarket--workers at food store discuss quality of perishable foods/meats
- Visit meat or packing plant--examine types and sizes of cut
- Shopping trip to select fruit and vegetables
- Tours of major kinds of food stores

POST-TEST*

MONITORING

- Assignment completion
- #1 Application of finding food items in each department at a local supermarket.
- #2 Application of purchasing food items using a given shopping list and budget at the school store.
- Post-test
- Test Retake

* Ditto is available in Appendix A

POST-TEST

1. Define who a consumer is.
2. Describe a good grocery store.
3. Describe meats which are good choices if you want to get the most for your money.
4. What are the abbreviations for the following:
pound _____
package _____
ounce _____
quart _____
dozen _____
5. Reduce spending by substituting _____ brand foods for _____ brand foods.
6. What are two ways to determine the best buys on supermarket ads?
7. Name three departments in a supermarket.
8. Circle the lowest price for these food items:
potatoes - 10 lbs for \$3.05 or 5 lbs. for \$1.50
mayonnaise - 12 oz. for \$1.00 or 8 oz. for \$1.08
apples - 2 lbs. for \$.89 or 3 lbs. for \$1.19
corn - 8 ears for \$.98 or 12 ears for \$1.49
9. List three types of information that are printed on labels of food items.
10. When reading a label on a food product, how do you determine the main ingredient?

UNIT: COOKING SKILLS: MEAL PREPARATION

GOAL: The student will demonstrate knowledge of food preparation techniques.

BEHAVIORAL OBJECTIVES

The student will:

Demonstrate basic food handling skills.

Prepare foods using simple to difficult recipes.

Identify and use utensils and basic appliances appropriately.

Use measuring equipment methods and techniques to measure accurately both liquid and dry ingredients.

Demonstrate safety procedures in the kitchen.

Prepare a complete meal for one or more people.

UNIT: COOKING SKILLS: MEAL PREPARATION

PRE-TEST

1. List five kitchen utensils

2. Define the following cooking terms:
baste
dice
cream
fold
saute

3. Describe what to do in case of a fire in the oven.

4. _____ means to heat an oven to a desired temperature before using for cooking.

5. What are the abbreviations used in recipes for the following:
cup _____
tablespoon _____
teaspoon _____

6. The three main principles for cooking vegetables are:
 1. Do not _____.
 2. Use as little _____ as possible.
 3. Use a _____ on the pan.

7. List two ways you could cook the following meats:
Use correct cooking terms
Sirloin tip roast _____
Spareribs _____
Chicken _____

UNIT: COOKING SKILLS: MEAL PREPARATION

PRE-TEST

8. List two kinds of poultry.
9. Change the measurements on this meatloaf recipe to make a half a recipe.
- _____ 1 pound ground beef
 - _____ 1 egg
 - _____ 2 tablespoons chopped onion
 - _____ 2/3 cup bread crumbs
 - _____ 2/3 cup milk
 - _____ 1 teaspoon salt
 - _____ 1/4 teaspoon pepper
10. List three functions that fat performs in food preparation

SUGGESTED LEARNING ACTIVITIES

PRE-TEST *

DISCUSSIONS

- Different methods of cooking (e.g., boiling, baking, frying, etc.)
- Cooking to retain nutrients, flavor, texture, and color of food.
- Techniques to use for which food and why
- Advantages of casserole cookery
- Moist heat methods of cooking
- Dry heat methods of cooking
- Reasons for using fats in meal preparation
- Varieties of vegetables--principles for cooking
- Types of seasonings for different foods
- Cooking terms
- Reading recipes
- Serving size of recipes--how to double or make half a recipe
- Utensils and appliances found in most kitchens
- Where to store utensils for easy use
- Caring for appliances
- Time saved by modern appliances
- Safety procedures in food preparation (e.g., knife handling, using electrical appliances)
- How accidents happen and what to do
- Problems in preparing food for a large group
- Steps to planning, purchasing, preparing, serving food for class dinner or luncheon

DEMONSTRATIONS

- Preparation of vegetables--methods of cooking
- Correct cooking method for cuts of meat
- Preparation of packaged and frozen foods
- Cutting up and cooking a chicken
- Various methods used to prepare seafood
- Cooking macaroni, noodles, rice
- Preparation of special foods (e.g., cream puffs, pies)
- Preparation of casseroles
- Mixing, kneading, raising, baking bread
- Using a recipe card or cookbook in preparing food
- Basic recipe terms (e.g., baste, simmer)
- Use of kitchen appliances and utensils
- Setting the temperature
- Using various measures in food preparation
- Methods in measuring dry/liquid ingredients
- How to avoid kitchen fires and to extinguish different types of fire
- First aid for minor burns
- Preparation of an entire meal

ROLE PLAY

- Preparation of a meal--which appliances and utensils to use
- "Time travelers" return to a time in the past--compare kitchen equipment with modern appliances
- Kitchens of the future--possible improvements
- Videotape preparation of complete meal preparation

HANDOUTS

- Proper Food Preparation Techniques
- Meat Cuts and How to Cook Them
- Cooking Terms*
- Dittos of all recipes prepared in class
- How to Measure*
- Kinds of Food: How to Tell When it's Done

ASSIGNMENTS/WORKSHEETS

- Cooking Terms Crossword Puzzle*
- Kitchen Dictionary*
- List principles and methods for cooking vegetables
- Define casserole cookery and describe advantages
- Look at food charts to find foods high in fat
- Evaluate the reasons for cooking meat
- List some common seasonings used in preparing specific foods
- Identify the parts of a chicken
- Identify names of various fish from pictures
- Identify cuts of meat from pictures and how to cook them
- Find pictures of a variety of special foods
- Young Homemaker's Cookbook--read and select simple and difficult recipes
- List ingredients and utensils needed for given recipes
- List cooking terms in given recipes
- Getting the Groceries--"Reading and interpreting recipes"
- From a cookbook list pre-preparation steps in different recipes
- Prepare food without accurate measuring (e.g., toast, hamburgers, eggs)
- Observe other students preparing simple recipes--list suggestions
- Start recipe collection
- Identify tools in a basic kitchen
- List utensils you would like to have in a kitchen
- Demonstrate a favorite kitchen gadget
- Practice use of equipment when preparing meal
- Define abbreviations for measuring terms
- Measure equivalents to learn comparison (e.g., 1T = 3t, 1 qt. = 2 pt.)
- Scavenger hunt for measuring equipment
- Scrapbook of terms and measures
- Appliance safety*
- Refrigerator safety suggestions*
- Top Burner and Microwave Oven Instructions*

- Getting Ready to Cook--"Cuts and Burns", "Putting out Fires"
- List ways to reduce kitchen hazards
- Evaluate a kitchen--list any kitchen hazards
- List practices to avoid accidents (e.g., wiping up spilled food, wearing appropriate clothing)
- Compile scrapbook of various kitchen hazards and emergencies
- Meal Pattern and Single Food Model*

PICTURES/BULLETIN BOARDS

- Pictures of meat cuts
- Pictures of vegetables
- Recipes and pictures of finished product from magazines, cookbooks
- Pictures of appliances and utensils
- Display/pictures of old fashioned appliances--comparison pictures of the old and the new in kitchen equipment
- Match names of equipment to picture of equipment
- Wall chart (various pictures of measuring tools)
- Flashcards of measuring tools
- Measuring tools--transparencies/pictures
- Kitchen with safety hazards--identify hazards in picture

FILMS

- See suggested film listing (Appendix D)

FIELD TRIPS/GUEST SPEAKERS

- Visit school kitchen--observe cooking methods and cooking in large quantities
- Visit a bakery--observe preparation of breads, pastries
- Visit restaurant kitchens--observe preparation of foods from different cultures
- Visit appliance stores--compare different kinds of kitchen equipment (e.g., self-cleaning oven, microwave)
- Visit restaurant kitchen--demonstration by chef of appliances and utensils and differences in large kitchen equipment
- Speaker--paramedic or nurse--first aid for minor burns

POST-TEST

MONITORING

- Assignment completion
- # 1. Application of different methods of cooking
- # 2. Application of measuring different quantities of liquids and solids.
- # 3. Application of safety procedures in the kitchen.
- # 1. Prepare a recipe following instructions on a convenience food package
- # 2. Prepare a recipe following simple or more difficult instructions
- Identify appliances and kitchen tools using appropriate names and abbreviations
- Post-test
- Test Retake

UNIT: COOKING SKILLS: MEAL PREPARATION

POST-TEST

1. List five kitchen utensils

2. Describe what to do in case of a fire in the oven.

3. What are the abbreviations used in recipes for the following:
cup _____
tablespoon _____
teaspoon _____

4. List two ways you could cook the following meats:
Use correct cooking terms
Sirloin tip roast _____
Spareribs _____
Chicken _____

5. Change the measurements on this meatloaf recipe to make a half a recipe.
____ 1 pound ground beef
____ 1 egg
____ 2 tablespoons chopped onion
____ 2/3 cup bread crumbs
____ 2/3 cup milk
____ 1 teaspoon salt
____ 1/4 teaspoon pepper

6. List three functions that fat performs in food preparation

7. List two kinds of poultry.

UNIT: COOKING SKILLS: MEAL PREPARATION

POST-TEST

8. The three main principles for cooking vegetables are:

1. Do not _____.
2. Use as little _____ as possible.
3. Use a _____ on the pan.

9. _____ means to heat an oven to a desired temperature before using for cooking.

10. Define the following cooking terms:

baste
dice
cream
fold
saute

UNIT: COOKING SKILLS: CLEANING FOOD PREPARATION AREAS

GOAL: The student will demonstrate sanitary habits in use of food and cleaning the kitchen area.

BEHAVIORAL OBJECTIVES

The student will:

Maintain personal hygiene when working with food.

List reasons for keeping a kitchen and equipment clean.

Demonstrate appropriate cleaning procedures.

PRE-TEST

1. List two daily kitchen cleaning tasks.
2. List two weekly kitchen cleaning tasks.
3. Keep hands away from your _____, _____, _____, and _____.
4. Wear a special _____ that can be removed.
5. Put away _____ - _____ food.
6. What is the first step in good dishwashing?
7. What is the difference between a detergent and a sanitizer?
8. What is a disease carrier?
9. How should garbage be stored?
10. Name a cleaner that is not a commercial product to use for the following job tasks:
cleaning windows _____
absorbs refrigerator odors _____
cleaning sinks _____

SUGGESTED LEARNING ACTIVITIES

PRE-TEST *

DISCUSSIONS

- Reasons for personal cleanliness when working with food
- How and when to wash hands and nails
- Proper attire in the kitchen
- Arranging or covering hair
- Precautions--coughing, open sores
- Reasons for cleaning up immediately after a meal
- Step by step cleaning procedures
- Types of cleaners used for each job
- Daily and weekly clean up jobs
- Careful waste disposal
- Care of the refrigerator--preventing odors
- Cleaning the oven

DEMONSTRATIONS

- After meal clean up procedures
- Procedures in cleaning surface areas
- Cleaning appliances
- Defrosting a refrigerator/freezer
- Using appropriate cleaners for the job
- Using a dishwasher
- Storing left-over foods
- Laundering dish towels

HANDOUTS

- Good Grooming Checklist
- Cleaning and Caring for the Kitchen
- Daily and Weekly Cleaning Chart--schedule duties to students

ASSIGNMENTS/WORKSHEETS

- Read and review Food and Beverage Service Workers' Manual
- Kitchen evaluation--list suggestions for improvement
- List of cleaning reminders for home and school
- Identify cleaning materials on display
- Steps to a Clean Kitchen*
- Daily, weekly, occasional task list
- Kitchen clean up after cooking a meal

- Visit hospital cafeteria--explain and demonstrate practices essential to safe food service
- Speaker--County health inspector discusses personal hygiene and food preparation
- Speaker--School nurse discusses good grooming for health and sanitary food service
- Visit restaurants--bus boys, waitresses demonstrate and explain cleaning procedures
- Visit school cafeteria--observe kitchen clean up procedures

POST-TEST *

MONITORING

- Assignment completion
- # 1. Application of good grooming when working with food
- # 2. Application of correct cleaning procedures
- Post-test
- Test Retake

COOKING SKILLS: CLEANING FOOD PREPARATION AREAS

POST-TEST

1. List two daily kitchen cleaning tasks.
2. Keep hands away from your _____, _____, _____, and _____.
3. Put away _____ - _____ food.
4. What is the difference between a detergent and a sanitizer?
5. How should garbage be stored?
6. Name a cleaner that is not a commercial product to use for the following job tasks:
cleaning windows _____
absorbs refrigerator odors _____
cleaning sinks _____
7. What is a disease carrier?
8. What is the first step in good dishwashing?
9. Wear a special _____ that can be removed.
10. List two weekly kitchen cleaning tasks.

UNIT: MONEY MANAGEMENT

1. Money Concepts
2. Spending Money Wisely
3. Banking
4. Budgeting Money

UNIT: MONEY MANAGEMENT: MONEY CONCEPTS

GOAL: The student will demonstrate basic skills in handling money.

BEHAVIORAL OBJECTIVES

The student will:

Identify coins and bills by size and denomination.

Count money in coin and bill denominations.

Make correct change from both coins and bills.

Write the values of money.

MONEY MANAGEMENT: MONEY CONCEPTS

PRE-TEST

1. Write the word names of the following coins:

25 _____
 50 _____
 \$1 _____
 10 _____
 5 _____
 1 _____

2. Use decimal points to correctly write the following sums of money:

1 _____
 \$2 _____
 \$100 _____
 25 _____

3. Write the change received by counting from the cost of the item to the amount paid:
 Example: item costs 29 amount paid 50 say 29, 1 is 30 10 is 40 10 is 50

item costs \$5 amount paid \$20

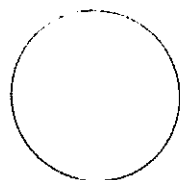
item costs 76 amount paid \$1

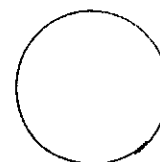
item costs 55 amount paid \$5

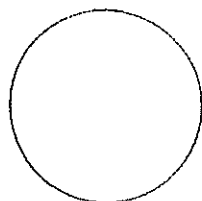
4. List the fewest amount of coins you would use for the following sums (write out the word names of coins used):

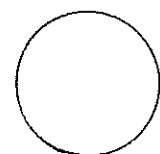
35 _____
 67 _____
 13 _____
 50 _____

5. Identify the correct coin by the size of the circles:









PRE-TEST *

DISCUSSIONS

- Recognition of all the various coins
- Values of units of change
- How to count money
- Making change in everyday situations
- Using the decimal to separate dollars from cents
- Number positions (the 1's place, 10's place, 100's place, etc.)

DEMONSTRATIONS

- Recognizing coins by sight and feel
- Coin combinations used in counting money
- Different denominations--ask for specific amounts in practice exercises
- Unit price of items sold in quantities of more than one
- Skills a teller or cashier uses in making change
- Correct ways to write money when using the decimal point
- Number positions and writing numbers in the correct places when adding, subtracting, etc.

ROLE PLAY

- School store setting--estimate and compare actual prices and determine amount of money needed
- School store or bank setting--practice in making correct change (e.g., customer and clerk using real or play money)
- Everyday situations in which correct change must be made

ASSIGNMENTS/WORKSHEETS

- Practice with real money--identify coins and bills from memory
- Identify the correct size of each coin from a combination of blank circles of the various coin sizes
- Write the names of each coin correctly
- Verbally state the value of specified coins
- Identify various combinations of coins which represent the same values as other coins
- Use language master cards to determine denominations of coins and bills
- Make crossword puzzles about coins and their value
- Identify more than and less than from sets of coin combinations
- Verbally and in writing count by 1's, 5's, 10's, 25's, 50's, and all other counting combinations used in counting money

ASSIGNMENTS/WORKSHEETS (Con't)

- Count out varying amounts of play or real money--like coins and coin combinations
- Solve problems presented verbally or visually involving items sold in quantities of more than one (e.g., 3 for \$1.00, tell the cost of one)
- List all possible situations where knowledge of making change would be important
- Make correct change using the fewest number of bills and coins from \$1, \$5, \$10, \$20
- Make change for items by counting from the cost to the amount tendered
- Drills in writing various amounts of money correctly
- Write various amounts of money, as dictated, in the correct position for adding and subtracting
- List everyday situations involving the use of money in written form (e.g., paychecks and statements with money values, etc.)
- Calculate answers to problem solving exercises--use everyday practical situations involving money

PICTURES/BULLETIN BOARDS

- Display of money with magazine cutouts and pictures
- Charts of various coins and combination of coin contained in larger coins
- Bulletin board display that demonstrates money in relation to numbers

GAMES

- Money puzzles (e.g., matching coin pictures to money value)
- Money flashcards
- Money game--identification of coins and their value
- Self-correcting cards--identifying coin combinations and counting money
- Number card game--student draws a large card and picks various small cards which make up its sum (2-3 ways)
- Money quiz cards--answer problems using money skills (e.g., count out \$6.39, if you had 2 dimes and 4 nickels could you buy this?--picture of item and price)
- Drill cards--pictures of purchased items with selling prices and amount of money presented--calculate the change received and check answers on the back of each card
- DLM Shopping Lists Game I--count and make change in amounts of \$5
- DLM Shopping Lists Game II--count and make change in amounts of \$10
- DLM Buy and Sell--practice in counting money and making change

FILMS

- See suggested film listing (Appendix D)

FIELD TRIPS

- Visit store or bank to observe change making done by cashiers or bank tellers
- Visit store to give money to checker for purchase, to receive change, and count change
- Visit restaurant to order a meal and provide experience in the use of money and making change

POST-TEST *

MONITORING

- Assignment completion
- # 1. Application of identifying coins and bills and their values when making purchases at a store
- # 2. Application of counting correct amount of bills and coins for items purchased
- # 3. Application of making correct change from coins and bills in a school store setting
- # 4. Application of writing money values correctly to determine amount spent and amount left over after making purchases
- Post-test
- Test Retake

POST-TEST

1. Write the word names of the following coins:

25 _____
 50 _____
 \$1 _____
 10 _____
 5 _____
 1 _____

2. Write the change received by counting from the cost of the item to the amount paid:

Example: item costs 29 amount paid 50 say 29, 1 is 30 10 is 40 10 is 50

item costs \$5 amount paid \$20

item costs 76 amount paid \$1

item costs 55 amount paid \$5

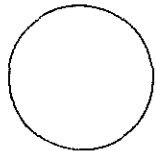
3. List the fewest amount of coins you would use for the following sums (write out the word names of coins used):

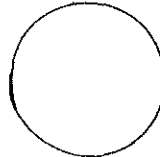
35 _____
 67 _____
 13 _____
 50 _____

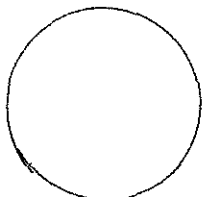
4. Use decimal points to correctly write the following sums of money:

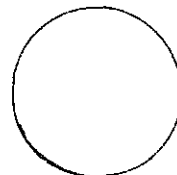
1 _____
 \$2 _____
 \$100 _____
 25 _____

5. Identify the correct coin by the size of the circles:









UNIT: MONEY MANAGEMENT: SPENDING MONEY WISELY

GOAL: The student will demonstrate the ability to make wise purchasing decisions.

BEHAVIORAL OBJECTIVES

The student will:

Utilize advertisements to determine the best buys in regular and sale items.

Utilize information on labels and tags in common purchasing.

Demonstrate skill in selecting items of quality and quantity.

Distinguish between items of luxury and necessity.

Identify the various methods of paying for purchases.

MONEY MANAGEMENT: SPENDING MONEY WISELY

PRE-TEST

1. List three types of information that should be included on a good label:

2. List three luxury items and three necessities:
3. List one advantage and one disadvantage of shopping at sales.
4. List two ways of paying for goods and an advantage and disadvantage of each method.
5. List the rights of consumers:
 - 1) the right to _____
 - 2) the right to be _____
 - 3) the right to _____
 - 4) the right to be _____
6. Write the meaning of this advertisement in your own words:

50% off on a second pair of glasses. Applies to the lowest price of the two pairs of the same prescription and style.
7. Circle the label that is the better buy.
 - a) Shampoo - use straight from the bottle
Large economy size 8 oz. \$1.98
 - b) Concentrated Shampoo - Use only half your normal amount Regular size 6 oz. \$2.05

MONEY MANAGEMENT: SPENDING MONEY WISELY

PRE-TEST

8. Define the following words:
- credit -
 - credit rating -
 - interest -
9. List some items that usually have lower prices during seasonal sales:
Example: February - reductions on furniture, mattresses
- January -
 - August -
 - December -
10. Define quality and quantity.

SUGGESTED LEARNING ACTIVITIES

PRE-TEST *

DISCUSSIONS

- Advertisements from newspapers--evaluating ads for the best buys
- Special sales--bargains or "gimmicks"
- Seasonal sales (e.g., January-sales on sheets, towels)
- Information on labels and tags
- Importance of reading labels and tags
- Instructions and guarantees on labels and tags
- Meaning of words found on labels and tags (e.g., permanent-press, pre-shrunk, etc.)
- Difference between quality and quantity
- Choosing quality merchandise--what to look for when buying clothes, appliances, etc.
- Consumer rights
- Advantages and disadvantages of buying in quantities
- Luxuries and necessities--differences in individual life styles and economics
- Impulse spending--needs and wants
- Methods of paying for purchases (e.g., cash, charge accounts, lay-away)
- Deciding how to pay for purchases
- Mailing payments--checks and money orders
- Advantages of paying with cash
- Advantages and disadvantages of having a charge account
- Installment plans--paying interest
- Importance of paying bills--credit rating

DEMONSTRATIONS

- How to read ads--determining sale items and everyday prices
- Like items of different brands--compare the quality of each
- Using the Consumer Guide to determine quality of brand items
- Figuring difference in price between cash purchase and installment purchase

ROLE PLAY

- School store setting--practice making wise purchasing decisions using information from newspaper ads, labels and tags
- Salesclerk--persuade the consumer to buy a product from information on the label

ROLE PLAY (Con't)

- School store setting--select merchandise from table marked "Bargain Sale". Evaluate quality of purchases
- Situations of planned versus impulse buying
- Write and present t.v. commercial using fictitious products to persuade others to buy a product
- Mock interviews for opening a charge account

HANDOUTS

- A Consumer's Calendar
- Shopping for Credit
- Comparing Credit Costs
- The Rights of Consumers

ASSIGNMENTS/WORKSHEETS

- Distinguish between good and poor advertising using magazines and newspaper ads
- Collect advertising pictures and/or slogans--evaluate for factual, obvious, subtle or hidden statements
- Write a paragraph on how advertisements influence consumer spending
- Evaluate television commercials from a videotape to determine effect of advertising
- Identify misleading advertisements from newspapers, magazines, and television ads
- Write an Ad*
- Sources of Information*
- Comparing Ads*
- Compare regular and sale prices of items from newspaper ads--calculate savings obtained through use of sales
- Advertisement for Sheets on Sale*
- Compare costs of similar or comparable items using ads or catalogs
- List reasons why items are reduced for bargain buys
- Interpret the meaning of sample advertisements (ad vocabulary)
- Make a poster of ads of sale items and ads of regular items that stores feature everyday
- Using advertisement pictures, prepare a mobile of items you consider to be good buys
- Analyze various labels and tags--list items you consider to be good buys and tell why
- Invent a food, drug, cosmetic, etc. product and make up a label
- Write guarantees for displayed articles
- List information given on various labels
- Make a chart of common words found on labels and tags
- Keep a file of labels that give instructions for proper care and use
- List maintenance and operating costs of appliances--compare these costs to the purchase price
- Collect magazine and newspaper ads, labels and tags--list differences in price, quantity, and quality

- Compute examples of single unit purchases when prices are shown in multiples (e.g., 3 for 98)
- Write a summary of ways to improve buying skills (e.g., buying quality items)
- Study consumer reference materials from the library
- Make a report on a selected list of items. List items as a) excellent; b) good; c) acceptable; d) poor
- Keep a scrapbook of advertisements for luxury and necessity items
- Analyze persuasive ads--appeal to buy luxury items
- List items that you consider to be--a necessity, a luxury
- List some items under \$5.00, \$15.00, \$25.00 that you purchased--evaluate purchasing practices (e.g., impulsive buying, needs and wants)
- Interview students outside the class--have students identify items they purchased because someone else had the same
- List and define the kinds of credit
- Given sample records of installment buying--find out the total cost of the item and compare it with the original price for the item
- List reasons why interest and carrying charges mount to such high figures
- Paying Your Bills--"Using Cash, Money Orders, and Certified Checks"
- Fill out samples of money order forms
- Fill out applications for a credit card (e.g., personal and employment history, bank and credit references)
- Department Store Credit Card Bill*

PICTURES/BULLETIN BOARDS

- Bulletin boards/collages--pictures of advertisements
- Collection of tags and labels from clothing, food, and other purchases
- Bulletin board--pictures of samples of labels with incomplete information; rearrange board adding effective labels
- Display of necessary and luxury items
- Display of types of credit

GAMES

- Needs and Wants--make tagboard cards of pictures and/or words: 1) separate needs and wants; 2) tally individual results on the board; 3) discuss how needs and wants vary with individuals

FILMS

- See suggested film listing (Appendix D)

FIELD TRIPS/GUEST SPEAKERS

- Visit store--find sale items that were advertised in the local newspaper
- Visit a local newspaper--advertising department explains how advertisements are regulated
- Visit various types of stores--practice reading labels and determining the unit price
- Speaker--Representative of Consumer Protection--explains federal requirements for labels on foods, drugs, and cosmetics
- Visit various stores--compare quality items to items bought in quantity
- Speaker--Representative of Consumer Protection--explains standards manufacturers use in preparing products for the market
- Speaker--salesperson discusses indicators of quality in various items (e.g., evaluating durability, usefulness, design)
- Tour various stores--evaluate stores in the community to determine the best buys on comparable merchandise
- Visit store--point out luxury and necessity items and compare prices
- Visit credit department of an appliance store--explains buying on installment, financial charge, and annual interest rate
- Speaker--credit manager of a department store explains how to open a charge account

POST-TEST *

MONITORING

- Assignment completion
- # 1. Application of utilizing ads to purchase items that are good buys at a local store
- # 2. Application of using labels and tags to select quality items at a local store
- Practice in filling out forms correctly for various methods of payments
- Post-test
- Test Retake

* Ditto is available in Appendix B

MONEY MANAGEMENT: SPENDING MONEY WISELY

POST-TEST

1. List three types of information that should be included on a good label:

2. List one advantage and one disadvantage of shopping at sales.
3. List the rights of consumers:
 - 1) the right to _____
 - 2) the right to be _____
 - 3) the right to _____
 - 4) the right to be _____
4. Circle the label that is the better buy.
 - a) Shampoo - use straight from the bottle
Large economy size 8 oz. \$1.98
 - b) Concentrated Shampoo - Use only half your normal
amount Regular size 6 oz. \$2.05
5. List some items that usually have lower prices during seasonal sales:
Example: February - reductions on furniture, mattresses

January -
August -
December -
6. Define quality and quantity.
7. Define the following words:
credit -
credit rating -
interest -

MONEY MANAGEMENT: SPENDING MONEY WISELY

POST-TEST

8. Write the meaning of this advertisement in your own words:

50% off on a second pair of glasses. Applies to the lowest price of the two pairs of the same prescription and style.

9. List two ways of paying for goods and an advantage and disadvantage of each method.

10. List three luxury items and three necessities:

UNIT: MONEY MANAGEMENT: BANKING

GOAL: The student will develop skills necessary to maintain a checking and savings account.

BEHAVIORAL OBJECTIVES

The student will:

Demonstrate a knowledge of banking services.

Demonstrate an understanding of the correct procedures for opening a checking account.

Demonstrate an understanding of the correct procedures for opening a savings account.

Write checks for different amounts, record checks, complete deposit slips, and compute balances.

Demonstrate how to fill out savings deposit and withdrawal slips and record savings transactions.

MONEY MANAGEMENT: BANKING

PRE-TEST

SAVINGS ACCOUNT

1. What is a savings account?
2. Name two advantages in keeping a savings account:

3. If you were able to deposit \$5.00 each week into your savings account, how much would you have saved by the end of 6 weeks?
4. What is the name of an account held by one person?
5. Name four special services generally offered by banks:
6. What is the purpose of a safe deposit box?
7. After a person makes a savings deposit, will the passbook balance become larger or smaller?
8. After a person makes a savings withdrawal, will the balance become larger or smaller?
9. Circle the correct answer:

All bank forms should be filled out in pencil/ink.

True or False

1. Today, if your bank is robbed, your money will still be paid to you by the government.
2. When Jane Smith opens an account by herself, it is called a joint account.
3. Your account number is not the same as your social security number.
4. One advantage of a savings account is that your money earns interest.
5. Your balance is the amount of money you have in your account.
6. A signature card is given to remind you how to sign your name.

MONEY MANAGEMENT: BANKING

PRE-TEST

SAVINGS ACCOUNT

Fill in the blank in each sentence with the correct term listed below:

Signature card	individual savings account
passbook	bank teller
interest	deposit slip
account number	savings withdrawal slip
joint savings account	

1. A person must fill out a _____ when he opens up a savings account.
2. A person must fill out a _____ when he puts money into his savings account.
3. A person must fill out a _____ when she wants to take money out of her account.
4. A record of your deposits and withdrawals is kept in your _____.
5. The special number given to a savings account is a(n) _____.
6. The _____ records a person's deposits and withdrawals in her passbook.
7. Banks will pay a person _____ for keeping money in a savings account.
8. A(n) _____ allows only one person to legally withdraw money from the savings account.
9. A(n) _____ allows one or more persons to legally withdraw money from a savings account.

PRE-TEST

CHECKING ACCOUNT

Directions: Answer the following questions to determine your knowledge of checking accounts. When you are finished hand in your paper to your instructor.

1. Name two benefits of checking accounts.

2. Define the following types of accounts briefly:
 - a. Individual personal -

 - b. Joint personal -

 - c. Business -

3. What is the purpose of a signature card?

4. Fill out the deposit slip below using the following information:
 You are making a deposit on March 17. You want to deposit a \$20 bill, five quarters, and checks for \$17.56 and \$19.22. You want \$10 back in cash.

CHECKING ACCOUNT DEPOSIT TICKET			
Account Number			
DATE _____	19	_____	
NAME _____			
This deposit is accepted subject to verification and to the rules and regulations of this bank.			
FIRST NATIONAL BANK Wilmette, Illinois			
	CASH	CURRENCY	
		COIN	
C			
H			
E			
C			
K			
S			
TOTAL			
LESS CASH			
NET DEPOSIT			

PRE-TEST
CHECKING ACCOUNT

5. Fill out the check below using the following information: You are writing a check on March 11. You have to pay Louis Smith fifteen dollars for some work done on your car. Sign the check with your own signature.

	No. _____	70-1571 711
		19__
PAY TO THE ORDER OF _____		\$ _____
		DOLLARS
FIRST NATIONAL BANK		
Wilmette, Illinois		
FOR _____		

6. Make the following entries in the check register shown below. Make additions or subtractions to the balance as needed to get a current balance. On March 21 you wrote a check to Sue Jones for \$10 in cash. The check number was 519.

On March 22 you deposit your weekly paycheck of \$54.17 into your checking account. That same day, you wrote a \$21.95 check to Little's Department Store for an anniversary present for your mother and father.

CH. NO.	DATE	DESCRIPTION - CHECKS OR DEPOSITS	✓	DEDUCT (AMT. TOL)	BALANCE FORWARD	75	22
		To			SUBTRACT CHECKS -		
		For			ADD DEPOSITS +		
					NEW BALANCE		
		To			SUBTRACT CHECKS -		
		For			ADD DEPOSITS +		
					NEW BALANCE		
		To			SUBTRACT CHECKS -		
		For			ADD DEPOSITS +		
					NEW BALANCE		
		To			SUBTRACT CHECKS -		
		For			ADD DEPOSITS +		
					NEW BALANCE		
		To			SUBTRACT CHECKS -		
		For			ADD DEPOSITS +		
					NEW BALANCE		

7. List two different forms of identification that can be used when cashing a check.

SUGGESTED LEARNING ACTIVITIES

PRE-TEST *

DISCUSSIONS

- Services most banks offer (e.g., checking and savings accounts, money orders, travelers checks, etc.)
- ~~Drive-in banks~~
- What happens to your money in a bank
- Travels of a personal check--from writing a check to receiving a cancelled check
- How to use a checking account
- Individual and joint checking accounts
- Forms of identification needed to cash checks
- Difference between a checking account and savings account
- Benefits in saving money
- Reasons for having a savings account (e.g., safer in bank--federally insured)
- Savings accounts--interest rates and penalties
- Time deposits--advantages and disadvantages
- Pros and cons of individual and joint savings accounts
- Purpose of savings deposit and withdrawal slips
- Importance of accurate check account recordkeeping
- Purpose of checking deposit and withdrawal slips
- Purpose and method of reconciling a bank statement
- Service charge
- Reasons for keeping cancelled checks
- Endorsement of checks--first and second party checks
- Consequences of incorrect check writing
- Hazards of improper check signing (e.g., signing blank checks, forgetting signature on an otherwise completed check)
- Problems of overdrawn accounts

DEMONSTRATIONS

- Paying bills by check and recording in a book
- Starting on the far left of the line when writing in the amount so check cannot be altered
- Types of checks (e.g., checks with left-hand stubs and checks with separate check register)
- Location of the bank number on checks
- Common ways of writing dates on banking forms (e.g., January 2, 1984; Jan. 2, 1984; 1/2/84)
- Voiding a check
- Balancing a checking account
- Savings records and recording transactions

ROLE PLAY

- Opening a checking account in class
- Opening a savings account in class

ROLE PLAY (Con't)

- Plan mock checking system--use checks to purchase items in class
- Mock bank--practice making savings deposits and withdrawals and recording--using simulated money

HANDOUTS

- Banking Vocabulary (e.g., signature, service charge, statement, overdraft, etc.)
- The Signature Card*
- The Deposit Slip*
- Writing Checks*
- Balancing Your Checkbook*
- The Guest Speaker*

ASSIGNMENTS/WORKSHEETS

- List experiences with banks and checking accounts
- Research usefulness of checking accounts and make report to class
- List two places where a person might be able to cash a check (using a list of given types of identification)
- Set up a "bank" in class
- List experiences with banks and savings accounts
- Bank On It--Savings Account--"Opening an Account"
- Keep records of a home "savings account"
- Select three savings associations and compare interest received
- Class opens a savings account at a bank with money raised from a fund raising activity
- Paying Your Bills--"Opening and Using a Checking Account"
- Practice with mock checks, deposit slips, check registers and monthly bank statements
- Write the name of the receiver on practice checks (using a sample list of persons and agencies)
- Write various dates, as dictated, in three common ways
- Practice writing signature in cursive
- Write the words that given numbers and symbols stand for (e.g., seventy-five cents)
- Write the numbers and symbols that given words stand for (e.g., \$.75)
- The Signature Card*
- Making a Deposit*
- Writing Checks*
- Bank On It--Checking Account--deposits and checks
- Complete deposit slips given varying amounts of coins, currency, and checks
- Solve written story problems in which deposits and/or withdrawals are made
- Practice in adding and subtracting necessary to balance check records (may use calculator)

ASSIGNMENT/WORKSHEETS (Con't)

- Balancing Your Checkbook*
- Paying Your Bills--checking account statement
- Checking Account Costs*
- Fill out actual checking account forms from local bank and complete problems
- Bank On It--Savings Account--"Deposits", "Withdrawals"
- Savings Account Deposit*
- Savings Account Statement*
- Preparing for the Guest Speaker*

BULLETIN BOARDS

- Displays--Why save at a bank?
- Display of forms used for checking and savings accounts

GAMES

- Checking Account Word Game*

FILMS

- See suggested film listing (Appendix D)

FIELD TRIPS/GUEST SPEAKERS

- Visit a bank--banker explains procedures for opening a checking account
- Visit a bank--bank personnel explains advantages and convenience of checking accounts
- Visit a bank--banker explains procedures for opening a savings account (location of new accounts section, location of deposit and withdrawal form, and safe deposit boxes)
- Speaker--bank representative explains the concepts of earning interest (provides interest rate card with various amounts as examples)
- Shopping trips--financed by checking or savings accounts maintained through classroom deposits
- Speaker--bank representative explains maintaining a checking account, service charges, and types of checking accounts
- Speaker--bank representative explains benefits of using a savings account

POST-TEST *

MONITORING

- Assignment Completion
- #1 Application of writing and correctly spelling words that given numbers and symbols stand for
- # 2 Application of filling out actual savings deposit and withdrawal forms using different specified amounts
- Completes Brigance Inventory of Essential Skills--
~~"Manages a Checking Account"~~
- Checking Account Post-Test
- Savings Account Post-Test
- Test Retake

MONEY MANAGEMENT: BANKING

POST-TEST

SAVINGS ACCOUNT

1. What is a savings account?
2. If you were able to deposit \$5.00 each week into your savings account, how much would you have saved by the end of 6 weeks?
3. Name four special services generally offered by banks:
4. After a person makes a savings deposit, will the passbook balance become larger or smaller?
5. Circle the correct answer:

All bank forms should be filled out in pencil/ink.
6. After a person makes a savings withdrawal, will the balance become larger or smaller?
7. What is the purpose of a safe deposit box?
8. What is the name of an account held by one person?
9. Name two advantages in keeping a savings account:

True or False

1. Today, if your bank is robbed, your money will still be paid to you by the government.
2. Your account number is not the same as your social security number.
3. Your balance is the amount of money you have in your account.
4. A signature card is given to remind you how to sign your name.
5. One advantage of a savings account is that your money earns interest.
6. When Jane Smith opens an account by herself, it is called a joint account.

MONEY MANAGEMENT: BANKING

POST-TEST

SAVINGS ACCOUNT

Fill in the blank in each sentence with the correct term listed below:

Signature card	individual savings account
passbook	bank teller
interest	deposit slip
account number	savings withdrawal slip
joint savings account	

1. A person must fill out a _____ when he opens up a savings account.
2. A person must fill out a _____ when she wants to take money out of her account.
3. The special number given to a savings account is a(n) _____.
4. Banks will pay a person _____ for keeping money in a savings account.
5. A(n) _____ allows only one person to legally withdraw money from the savings account.
6. The _____ records a person's deposits and withdrawals in her passbook.
7. A record of your deposits and withdrawals is kept in your _____.
8. A person must fill out a _____ when he puts money into his savings account.
9. A(n) _____ allows one or more persons to legally withdraw money from a savings account.

POST-TEST

CHECKING ACCOUNT

Directions: Answer the following questions to determine your knowledge of checking accounts. When you are finished hand in your paper to your instructor.

1. Name two benefits of checking accounts.

2. Define the following types of accounts briefly:
 - a. Individual personal -

 - b. Joint personal -

 - c. Business -

3. What is the purpose of a signature card?

4. Fill out the deposit slip below using the following information:
 You are making a deposit on March 17. You want to deposit a \$20 bill, five quarters, and checks for \$17.56 and \$19.22. You want \$10 back in cash.

CHECKING ACCOUNT DEPOSIT TICKET			
Account Number			
DATE _____	19	_____	
NAME _____	_____		
This deposit is accepted subject to verification and to the rules and regulations of this bank.			
FIRST NATIONAL BANK			
Wilmette, Illinois			

	CASH	CURRENCY		
		COIN		
C				
H				
E				
C				
K				
S				
TOTAL				
LESS CASH				
NET DEPOSIT				

POST-TEST
CHECKING ACCOUNT

5. Fill out the check below using the following information: You are writing a check on March 11. You have to pay Louis Smith fifteen dollars for some work done on your car. Sign the check with your own signature.

	No. _____	70-1571 711
	_____	19____
PAY TO THE ORDER OF _____		\$ _____
		_____ DOLLARS
FIRST NATIONAL BANK		
Wilmette, Illinois		
FOR _____	_____	

6. Make the following entries in the check register shown below. Make additions or subtractions to the balance as needed to get a current balance. On March 21 you wrote a check to Sue Jones for \$10 in cash. The check number was 519.

On March 22 you deposit your weekly paycheck of \$54.17 into your checking account. That same day, you wrote a \$21.95 check to Little's Department Store for an anniversary present for your mother and father.

CH. NO.	DATE	DESCRIPTION - CHECKS OR DEPOSITS	✓	DEDUCT AMT FE	BALANCE FORWARD	75	22
		To			SUBTRACT CHECKS -		
		For			ADD DEPOSITS +		
					NEW BALANCE		
		To			SUBTRACT CHECKS -		
		For			ADD DEPOSITS +		
					NEW BALANCE		
		To			SUBTRACT CHECKS -		
		For			ADD DEPOSITS +		
					NEW BALANCE		
		To			SUBTRACT CHECKS -		
		For			ADD DEPOSITS +		
					NEW BALANCE		
		To			SUBTRACT CHECKS -		
		For			ADD DEPOSITS +		
					NEW BALANCE		

7. List two different forms of identification that can be used when cashing a check.

UNIT: MONEY MANAGEMENT: BUDGETING MONEY

GOAL: The student will construct, use, and evaluate a personal budget plan.

OBJECTIVES

The student will:

Demonstrate an understanding of the reasons for planning a budget.

Determine income from given situations.

Determine fixed and semi-fixed expenses and identify payment plans.

Formulate a budget from given amounts of income and expenses.

Maintain a record-keeping system of necessary financial information.

MONEY MANAGEMENT: BUDGETING MONEY

PRE-TEST

1. Explain why the saying "Save for a rainy day" is good advise.

2. List the three main types of problems that people have in handling the family income.
3. List three advantages of living within the guidelines of a budget.
4. List three types of financial information that should be filed. Describe a situation for each in which the information may be needed.
5. List two types of deductions that are taken out of paychecks.
6. List two expenses for each category:
 - fixed expenses -
 - semi-fixed expenses -
 - day-to-day expenses -
7. When you make a budget, there are certain items you must count. Use the clues to find out what they are:
 - a) You pay this to keep from paying big insurance bills _____
 - b) What you pay to the government _____
 - c) Gas, electric, water, and phone _____

MONEY MANAGEMENT: BUDGETING MONEY

PRE-TEST

8. Define these paycheck terms:

Gross Pay -

Net Pay -

Deductions -

F.I.C.A. -

9. Give the gross pay for the following:

a) 40 hours at \$4.15 per hour -

b) 25 hours at \$3.25 per hour -

c) 150 hours at \$5.10 per hour -

10. Estimate salary for a possible job ten years from now.
Make a budget plan for a family of four.

SUGGESTED LEARNING ACTIVITIES

PRE-TEST *

DISCUSSIONS

- Reasons for a budget plan
- Including a saving plan in a budget
- Family decisions and budgeting
- Difficulties with family income
- Impact of borrowing on a budget
- Consequences and prevention methods of overspending
- Values in a high school student keeping a budget
- Ways teenagers can assist with family budget (e.g., planning and keeping accounts, discrimination in buying, etc.)
- Differing goals and values--effect on a budget
- Advantages of maintaining records of income
- Incoming money (e.g., wages for work, interest payments from savings account, etc.)
- Tax laws and procedures--effect on income
- Work statements
- Advantages of maintaining records of expenses
- Fixed expenses (e.g., rent, insurance payments, electricity bill, etc.)
- Semi-fixed expenses (e.g., furniture, home repairs, clothing, etc.)
- Day-to-day expenses (e.g., food, transportation, laundry, household items)
- Types of insurance plans
- Time payment plans and procedures
- Social security and the need for it
- Paying monthly bills (e.g., differences in payment periods of various goods and services, etc.)
- Weekly and monthly budget plans
- Types of budget recordkeeping (e.g., budget books, folders, envelope systems, charts)
- Types of documents and data needed for an emergency (e.g., insurance policies, loan records, health records, bankbooks, etc.)

DEMONSTRATIONS

- Reading a paycheck (wage deductions)
- Solving rates of pay in weekly, monthly, yearly sums
- How records help to plan for major purchases
- Balancing a budget from sample incomes and expenses (e.g., cutting unnecessary expenses)
- Record-keeping system for financial forms

ROLE PLAY

- Situations in which families give up present wants to save for future needs
- Money problems in a marriage and possible solutions
- Situations illustrating money values held by persons with differing age, activity, interests, etc.
- Situations which require forms for financial information (e.g., a household at income tax time--show good versus poor practices)
- School store setting--use mock major purchases to calculate balances after regular payments

HANDOUTS

- Budget Vocabulary
- Wage Deductions*
- Work Statements (samples of various statements from surrounding industries)
- Average Budget--expenses of a family of four according to the Bureau of Labor Statistics
- Sample Budgets (hypothetical incomes and expenses)
- Sample Expense Record (system of recording income, fixed expenses, flexible expenses, savings)
- A Family Information Book (lists financial information that should be kept in a file in case of an emergency)

ASSIGNMENTS/WORKSHEETS

- Make a list of personal goals--arrange in levels of importance
- Categorize a list of items as essential or not essential --compare your standard of values with other classmates
- Evaluate hypothetical expense records of teenagers--list possible values and short and long-term goals
- Record expenses for a week--evaluate in terms of personal values and goals
- Analyze a personal budget in relation to needs and habits
- Keep a journal--write down conversations about money (for a week/month)--evaluate how you handle money
- Interview a family--collect statements about spending plans and budget plans
- Write a paragraph on how a budget can aid the family in achieving long-time goals
- Make a scrapbook illustrating how family members can earn, save, and manage money
- Make a collage--"Why have a budget?"--pictures of needs and wants, short-range and long-range goals (e.g., food, clothing, trips, college, etc.)
- List possible sources of family income
- Write down several job choices and research estimated income of each--plan sample budgets from one job choice
- Wage Deductions # 2*

ASSIGNMENTS/WORKSHEETS (Con't)

- Determine the net pay on various paychecks
- Calculate yearly income from various paychecks (net pay x 12)
- Define paycheck vocabulary words (e.g., gross salary, net salary, deductions, social security, etc.)
- List ways family income is affected by taxes
- Solve problems involving hours worked and rate of pay
- ~~Solve problems involving wages of different jobs to determine which job pays the most on a yearly basis (e.g., problems of rate per hour in weekly, monthly, yearly sums)~~
- Calculate net pay after deductions (from samples of gross pay and a list of deductions)
- Wage Deductions # 1*
- Working Hours and Pay # 1 & # 2*
- Make a plan for a young married couple's first year (include payroll deductions, net income and all expenditures)
- Money Management--Income and Expenses--problems in figuring income and expenses for a hypothetical family; changes in gross salary after deductions
- Work out weekly and monthly budgets from sample paychecks
- List methods that can be used to plan a family's expenses
- Prepare a chart to examine fluctuations in cost of living
- Figure total expenses for one month from a cost of living sample worksheet
- Figure the grand total of expenses for a year from a sample of yearly expenses
- Use a given amount of play money to plan how a family of (2-4) would spend money for a month
- Construct a mini-budget from a personal allowance--list items purchased and the prices for one week and total expenditures
- Keep a record of planned expenditures and actual expenses --compare budget and actual purchases--evaluate budget
- Write to Money Management Institute for information on how to make an allowance work
- Investigate kinds of insurance and the cost (car, hospital, life)
- List kinds of items that may be purchased on time
- Paying Your Bills--"Bill Vocabulary", "Reading and Interpreting Your Bills"
- Telephone Bill*
- Electric and Water Bill*
- Gas Bill*
- List where and when to pay monthly bills in the community from bills specified by teacher (e.g., electric, phone, insurance)
- What Goes in a Budget*
- Buying What You Need--"Making a Budget"
- Planning for Your Own Apartment--"Planning Budgets"
- Write for free booklet from Money Management Institute (explains how to set goals, record income and expenses, set guidelines for saving)

ASSIGNMENTS/WORKSHEETS (Con't)

- Estimate and record how much you think it costs a family for necessities for one month
- Check up on average costs of housing, food, utilities, and clothing in the community--make a realistic budget given specified income
- Present a car-budget to the class (include cost of car, fixed expenses, and hidden costs)
- Budgets: Figuring Balances*
- Compare income and expenses from sample budgets--make changes to have them balance
- Devise a budget from given hypothetical financial information (e.g., housing expenses, rent, food, bills, loans, etc.)
- List "purchases" to fit within a budget using newspaper ads and catalogs as basis for planning
- Practice constructing a family budget with parents
- Record and evaluate a personal weekly/monthly budget
- Make a list of types of records that need to be saved to plan a budget, meet bills, etc.)
- Construct posters with examples of information that should be retained (e.g., warranties, saleslips, bills, contracts, wage information, etc.)
- Research references on budgeting at the library--report to class on the record-keeping system you would choose
- Make a file to hold factual information (e.g., receipts of items purchased, dates, prices, guarantees, etc.)
- Set up and carry out a plan for keeping accurate records for a monthly budget--evaluate record-keeping system and report successes and failures to the class

BULLETIN BOARDS

- Appropriate pictures illustrating how families at different stages of family life might use their money
- Display of case study for family of four--given "play" money decide how to spend money for the family for a month
- Display--"How Much Debt Can You Afford"--pictures or articles that teenagers would like to have plus a yardstick
- Display of types of credit available in the community
- Display of sample budgets obtained from books, banks, etc.

FILMS

- See suggested film listing (Appendix D)

FIELD TRIPS/GUEST SPEAKERS

- Speakers--(e.g., homemakers, young married couples, high school student living on his/her own)--discuss how and why they budget their income
- Speaker--school counselor discusses various jobs after high school and college and expected income of each
- Speaker--Employment office representative discusses information about wages for unskilled labor
- Speaker--Credit representative demonstrates how time payments operate
- Visit a store--"purchase" particular items within a hypothetical budget
- Speaker--teacher from business department demonstrates budgeting techniques
- Speaker--Financial planning consultant discusses personal financial strategies; records needed for future planning, tax purposes, receipts of purchase, etc.

POST-TEST

MONITORING

- Assignment completion
- # 1 Application of interpreting information on paychecks
- # 2 Application of (working students) writing a budget so that bills are met each month
- # 3 Application of (non-working student) writing a realistic budget when given a set dollar income
- Post-test
- Test Retake

MONEY MANAGEMENT: BUDGETING MONEY

POST-TEST

1. Explain why the saying "Save for a rainy day" is good advise.

2. List three advantages of living within the guidelines of a budget.
3. List two types of deductions that are taken out of paychecks.
4. When you make a budget, there are certain items you must count. Use the clues to find out what they are:
 - a) You pay this to keep from paying big insurance bills _____
 - b) What you pay to the government _____
 - c) Gas, electric, water, and phone _____
5. Give the gross pay for the following:
 - a) 40 hours at \$4.15 per hour -
 - b) 25 hours at \$3.25 per hour -
 - c) 150 hours at \$5.10 per hour -
6. Estimate salary for a possible job ten years from now. Make a budget plan for a family of four.
7. Define these paycheck terms:
 - Gross Pay -
 - Net Pay -
 - Deductions -
 - F.I.C.A. -

MONEY MANAGEMENT: BUDGETING MONEY

POST-TEST

8. List two expenses for each category:
- fixed expenses -
 - semi-fixed expenses -
 - day-to-day expenses -
9. List three types of financial information that should be filed. Describe a situation for each in which the information may be needed.
10. List the three main types of problems that people have in handling the family income.

UNIT: FAMILY PLANNING

1. Reproductive Anatomy and Physiology
2. Birth Control

date

Dear Parent or Guardian:

The Home Economics class is including a course in the area of Family Planning. Topics to be covered include the parts and functions of the reproductive system, and birth control.

The resource materials selected for the students provide factual and up-to-date information. Guest speakers will also be presenting additional information.

If you have any questions regarding the subject matter or the way it will be presented, please call the school at _____ between _____ and _____.

Please indicate your approval or disapproval for your teenager to participate in this unit of class by signing in the space below and returning this letter to me.

I do want my child involved in this unit.

I do not want my child involved in this unit.

(parent or guardian signature)

Sincerely,

Teacher

**UNIT: FAMILY PLANNING: REPRODUCTIVE ANATOMY
AND PHYSIOLOGY**

GOAL: The student will have a basic understanding of male and female reproductive anatomy and physiology.

BEHAVIORAL OBJECTIVES

The student will:

Recognize the need to understand reproductive anatomy and physiology.

Identify basic male and female reproductive organs in biological terminology.

Identify the functions of specified reproductive organs.

FAMILY PLANNING: REPRODUCTIVE ANATOMY AND PHYSIOLOGY

PRE-TEST

For the following questions, answer by writing the letter for the correct work in the space next to the description.

- | | |
|--|--------------------------------|
| 1. _____ occurs when an egg ripens and leaves the ovary | A. Fallopian tubes |
| 2. _____ occurs when a sperm joins with an egg | B. sperm |
| 3. _____ is the place where sperm are made | C. menstruation |
| 4. _____ is the place where a fertilized egg implants to grow | D. cervix |
| 5. _____ the lower part of the uterus | E. conception or fertilization |
| 6. _____ two glands located on each side of the uterus; where eggs are matured | F. testicles |
| 7. _____ the shedding of the lining of the uterus | G. ovaries |
| 8. _____ the tubes where an egg may be fertilized | H. scrotum |
| 9. _____ the organ that holds the testicles | I. uterus |
| 10. _____ the male sex cells | J. ovulation |

11-20. Write E in the blank in front of the female organs. Write M in the blank in front of the male organs.

- | | |
|-----------------------|------------------------|
| _____ cervix | _____ testes |
| _____ labia | _____ uterus |
| _____ vas deferens | _____ seminal vesicles |
| _____ fallopian tubes | _____ vagina |
| _____ cowper's glands | _____ prostate gland |

SUGGESTED LEARNING ACTIVITIES

PRE--TEST *

DISCUSSIONS

- Socially acceptable terminology (knowledge can prevent embarrassment)
- Preparation for changes that occur in the body as it grows and develops
- Importance of understanding your body (e.g., to understand how to use contraceptives and how they work, etc.)
- Reproductive system--What is sexual maturity?
- Suggested Vocabulary List*
- Selected Translations*
- Functions of the male reproductive organs
- Functions of some of the female reproductive organs: 1) menstruation; 2) pregnancy; 3) sexual intercourse
- Menstrual hygiene
- Process of conception (ovulation and fertilization)
- When ovaries produce egg cells
- The journey of the egg cell
- Male and Female Reproductive Systems*

DEMONSTRATIONS

- Body charts/diagrams of male and female reproductive anatomy (front and side views)
- Rubber and/or plastic anatomical models to explain reproductive organs
- Charts, graphs, felt boards and rubber or plastic models to explain the functions of the reproductive organs

ROLE PLAY

- Situations in which you don't know the name of a reproductive organ (e.g., doctor appointment)

HANDOUTS

- Vocabulary List--definitions of male and female organs
- Female Genitalia (labeled diagrams--front and side view)
- Male Genitalia (labeled diagrams--front and side view)
- The Menstrual Cycle*

ASSIGNMENTS/WORKSHEETS

- Brainstorming Reasons to Understand Anatomy and Physiology*
- List some of the changes that occur in the body as it grows and develops
- Point to specified name parts of reproductive organs from diagrams and anatomical models
- Practice writing biological terms--list any words of the reproductive organs that you can't locate on the anatomical models
- List similarities and differences between male and female reproductive body parts
- Anatomy Drawing*
- Female Genitalia--side view* (label the specified organs)
- Female Genitalia--front view* (label the specified organs)
- Male Genitalia--side view* (label the specified organs)
- Male Genitalia--front view* (label the specified organs)
- Female Reproductive System Matching Diagram*
- Female Reproductive System Word Search*
- Reproduction*
- Anonymous Questions--write down any questions about the functions of the reproductive organs (male/female)--teacher reads questions aloud and provides answers
- Describe the function of each body part that the sperm goes through or passes by
- Arrange poster-size cards in the proper order (e.g., steps that lead to pregnancy, menstruation, and sperm production)
- ~~Family Planning~~--"Male and Female Sex Organs"
- Definitions of Organs and their Functions*
- Female Reproductive System--Test Your Logic*
- Female Reproductive System--Crossword Puzzle*
- The Menstrual Cycle*

BULLETIN BOARDS

- Charts/pictures of male and female reproductive anatomy and physiology

GAMES

- Small groups of 3-4 draw the male or female reproductive anatomy on a large sheet of paper. The groups switch drawings and label the various parts.

FILMS

- See suggested film listing (Appendix D)

GUEST SPEAKERS

- School nurse--discuss the importance of understanding your body for personal hygiene and physical health
- Family Planning--nurse explains the reproductive organs using anatomical models

POST-TEST *

MONITORING

- Assignment completion
- Identification of male and female reproductive organs and their functions in biological terminology using anatomical models
- Post-test
- Test Retake

FAMILY PLANNING: REPRODUCTIVE ANATOMY AND PHYSIOLOGY

POST-TEST

For the following questions, answer by writing the letter for the correct work in the space next to the description.

- | | |
|--|--------------------------------|
| 1. _____ is the place where sperm are made | A. cervix |
| 2. _____ occurs when an egg ripens and leaves the ovary | B. conception or fertilization |
| 3. _____ occurs when a sperm joins with an egg | C. Fallopiian tubes |
| 4. _____ the shedding of the lining of the uterus | D. sperm |
| 5. _____ the tubes where an egg may be fertilized | E. menstruation |
| 6. _____ the lower part of the uterus | F. ovulation |
| 7. _____ two glands located on each side of the uterus; where eggs are matured | G. ovaries |
| 8. _____ the organ that holds the testicles | H. scrotum |
| 9. _____ is the place where a fertilized egg implants to grow | I. uterus |
| 10. _____ the male sex cells | J. testicles |

- 11-20. Write F in the blank in front of the female organs. Write M in the blank in front of the male organs.

- | | |
|------------------------|------------------------|
| _____ labia | _____ uterus |
| _____ cervix | _____ testes |
| _____ fallopiian tubes | _____ vagina |
| _____ vas deferens | _____ seminal vesicles |
| _____ cowper's glands | _____ prostate gland |

UNIT: FAMILY PLANNING: BIRTH CONTROL

GOALS: The student will be able to make responsible future decisions regarding the use of birth control.

BEHAVIORAL OBJECTIVES

The student will:

Examine the issues involved in making a decision to obtain and use contraceptives.

Identify available birth control methods and describe how they work.

Identify community resources that provide birth control methods and counseling services.

FAMILY PLANNING: BIRTH CONTROL

PRE-TEST

Write the correct words in the blanks below. Use the following words:

pill	I.U.D.	diaphragm
applicator	foam	condom
contraceptive	rhythm	lubricate

1. _____ is a reversible method of birth control.
2. A _____ is a rubber cap that fits over the cervix.
3. A spermicide is put into the vagina with an _____.
4. A _____ is a rubber covering for the erect penis.
5. You can use a spermicide to _____ a condom.
6. Something that helps keep a woman from becoming pregnant is a _____.
7. The _____ is inserted into the uterus by a physician.
8. The _____ prevents development of the egg in the ovary.
9. The _____ is the most effective of the spermicides.
10. List three possible side effects of using the pill.
11. Name three natural methods of birth control.
12. Name two permanent methods of birth control.
13. Where would you go in this area to get a contraceptive.
14. Which birth control method is 99.6% effective?

SUGGESTED LEARNING ACTIVITIES

PRE-TEST *

DISCUSSIONS

- Advantages of planning when and why to have children
- Emotional, financial, and practical responsibilities involved in having a family
- Individual differences in values and choices
- Brainstorm--opinions and feelings about using or not using contraceptives (effect of peer group pressure)
- Personal responsibilities for the direction of a relationship
- Brainstorm--pros and cons of 1) using birth control; 2) getting pregnant (discuss consistencies and inconsistencies of categories)
- Brainstorm--advantages and disadvantages of teen pregnancy (compare and contrast implications for guys and girls)
- Obstacles that might prevent teenagers from talking to boyfriend/girlfriend or parents about birth control
- Laws related to birth control (e.g., age, cost, confidentiality)
- Dependence and interdependence (e.g., guidance from parents, clergy, teachers, school nurse)
- What birth control is and how it works
- Why and when birth control is used
- Various methods of birth control--who uses it, how it is used
- Responsibilities of effectiveness of birth control methods
- Advantages and disadvantages of each birth control method
- Methods that never work (e.g., douching)
- Categories of methods (e.g., natural, chemical, mechanical, surgical)
- Nonpermanent methods of birth control (e.g., diaphragm, foam, I.U.D., etc.)
- Permanent methods of birth control (e.g., vasectomy, tube ligation)
- Side effects of the different birth control methods
- Keeping track of menstrual periods (may determine what method is safer)
- Purchasing contraceptives--(what they look like; what to ask for; where to go--cost)
- Birth control as a joint responsibility
- Community resources (e.g., Family Planning Clinic, Planned Parenthood, Department of Health, family physician, gynecologist)
- Community resources--services they provide

DISCUSSION (Con't)

- Community resources--how to make an appointment
- Community resources--procedures involved, how to pay
- Questions that may be asked during the interview with nurse/counselor
- Medical checkups and what to expect (e.g., lab tests--pap smear, GC test)

DEMONSTRATIONS

- Various forms of birth control--samples of products for display
- Flip chart or pelvic model--how various methods are used

ROLE PLAY

- Situations which portray relationships (e.g., what would happen without any planning or considering risks, etc.--group decides advice they would give in situations)
- Practice phone calls--calling for appointments, reason for calling, asking for directions to the office
- Making appointments in person
- Visiting local services, greeting receptionist, stating need, asking for assistance with filling out forms

HANDOUTS

- To Do--Or Not To Do (sample questions to ask yourself before using contraceptives)
- Handouts on each of the methods of birth control (e.g., Contraceptive Pill, How the I.U.D. Works, Diaphragm, Condoms, Foam, Sponge)
- Five Steps to Safer Pill Use
- Nutrition and the Pill
- A Guide to Relative Effectiveness of Birth Control Methods
- Natural Family Planning- Fertility Awareness

ASSIGNMENTS/WORKSHEETS

- Write a paper on some of the choices involved in using birth control (personal standards)
- "Dear Abby" case studies (samples of situations involving birth control issues)--write the advice you would give
- List pros and cons of teenage sex--compare responses
- Forced choice exercise--teacher reads forced choice items aloud and asks students to pick one of the choices and to indicate their choice by moving to that side of the room--students explain their choice (e.g., sterilization/no birth control, parent at age 16/no children at all, etc.)

ASSIGNMENTS/WORKSHEETS (Con't)

- Decision-Making Chart* (issues involved in using/not using birth control, etc.)
- Complete statements from incomplete sentences on relationships (e.g., The reason most teenagers don't use birth control is ...)
- Anonymous Questions--write down any questions, comments or feelings concerning the use of contraceptives (teacher reads questions aloud and provides answers--large group discussions)
- List all methods of birth control heard about and what is known about various methods
- List birth control methods that can be bought without a prescription and methods which require an exam by a doctor
- Birth Control Pills*
- List agencies in the community that provide birth control methods and counseling services
- List information to be given over the phone when calling clinic (e.g., name, address, phone, reason for calling)
- Practice filling out forms from local agencies (e.g., facts about your medical history)
- List what you look for when seeking help from a community resource
- Make a report on a family planning agency
- Interview personnel from family planning clinic--report to class on services provided, fees, etc.)

BULLETIN BOARDS

- Pictures which illustrate relationships (e.g., dating, marriage, families)
- Displays of pamphlets about family planning, contraceptives, etc.)
- Photographs and pamphlets of local family planning clinics and other community resources

GAMES

- Methods Match (Birth Control Game)* Game includes 1) blank chart that includes types of methods on top headings and questions about each method on the side headings; 2) 54 completed information cards Procedure: 1) mix cards up; 2) distribute cards to class; 3) lay cards over appropriate boxes on the chart; 4) make necessary corrections
- Birth Control Myth Game--Game includes myth/truth statements on 3x5 index cards (e.g., Condoms aren't very effective because they break easily; Foams are as effective as birth control pills) Procedure: 1) divide students into groups; 2) groups read cards out loud; 3) decide whether statement is a truth or a myth (answers and explanations on back of cards)

FILMS

- See suggested film listing (Appendix D)

FIELD TRIPS/GUEST SPEAKERS

- Speaker--Representative from Planned Parenthood-- discussion on family planning
- Speakers--panel of parents, single parent, non-parent-- discuss responsibilities of being a parent, decision of whether or not to have children
- Visit stores and day care centers--explore the costs, work, and decision making involved in parenthood
- Speaker--Representative from Planned Parenthood-- discussion on pros and cons of birth control
- Speaker--Family Planning nurse/counselor--presents samples of each method of birth control--explains how it is used appropriately, when it is used, how to care for it
- Visit community resources (e.g., Family Planning Clinic, Public Health Clinic, etc.)
- Speakers--various local agencies that provide birth control/counseling--explain how to make appointments, cost of various services, confidentiality of visits

POST-TEST *

MONITORING

- Assignment completion
- Identification of all birth control samples on display
- Completion of chart on birth control information (chart includes space for method Rx or non-Rx, how it works, effectiveness)
- Post-test
- Test Retake

* Ditto is available in Appendix C

FAMILY PLANNING: BIRTH CONTROL

POST-TEST

Write the correct words in the blanks below. Use the following words:

pill	I.U.D.	diaphragm
applicator	foam	condom
contraceptive	rhythm	lubricate

1. A spermicide is put into the vagina with an _____.
2. You can use a spermicide to _____ a condom.
3. The _____ is inserted into the uterus by a physician.
4. The _____ prevents development of the egg in the ovary.
5. A _____ is a rubber covering for the erect penis.
6. _____ is a reversible method of birth control.
7. The _____ is the most effective of the spermicides.
8. Something that helps keep a woman from becoming pregnant is a _____.
9. A _____ is a rubber cap that fits over the cervix.
10. Where would you go in this area to get a contraceptive.
11. List three possible side effects of using the pill.
12. Which birth control method is 99.6% effective?
13. Name two permanent methods of birth control.
14. Name three natural methods of birth control.

APPENDIX A
COOKING SKILLS

IDENTIFYING EATING UTENSILS

ASSIGNMENT SHEET - NUTRIENT MATCH

Part 1

Directions: Twelve words related to the basic food groups are given below. They are written down (↓) and across (→).

				C	H	E	E	S	E
M	A	C	A	R	O	N	I		
U				V	I	T	A	M	I
S				R					
C	C	A	L	C	I	U	M	S	
L				S	I	K			
E	G	G	S		N	I			
S	T	P	R	O	T	E	I	N	
	E			R					
	E			A					
	T		Y	E	L	L	O	W	
	H			S					

Part 2

Directions: Now use the words listed above to answer these questions:

1. _____ is a food found in the milk group.
2. The main nutrient found in the milk group is _____
3. Calcium helps build strong bones and _____.
4. _____ are substitute for meat.
5. The meat group supplied the nutrient _____.
6. Protein helps build _____.
7. Dark green leafy vegetables and _____ vegetables supply Vitamin A.
8. Vitamin C is found in _____ fruits such as oranges and grapefruit.
9. _____ help us have healthy gums and _____.
10. Foods such as breads, _____, and cereal products are part of the breads and cereals group.
11. Many foods in the breads and cereals group contain vitamins and _____ which help us stay healthy.

MENU EVALUATION

00

|

|

|

QUESTIONNAIRE - YOUR PERSONAL EATING PATTERNS

101

(Note: If questionnaire is to be taped, directions are as follows: "Listen to the following questions on your personal eating patterns. Put your answer to each question on this answer sheet. After you hear each question you should stop the tape. Continue after you have written your answer. Begin.")

Directions: Read each of the items below and put a check mark () in the space that best describes you. On item 11 give as much information as you can.

1. Your Name _____
2. Your age _____
3. Your state of health:
____ Excellent
____ Very Good
____ Good
____ Poor
4. I have missed _____ days this semester due to illness.
5. My appetite is:
____ Excellent
____ Very Good
____ Good
____ Poor
6. I eat the following meals:
____ Breakfast
____ Lunch
____ Dinner
____ Snacks
7. I eat the following meals:
____ Each day
____ Most days (5 out of 7)
____ Sometimes (less than 3 of 7)

8. When I eat meals at home:
- _____ I prepare the meal.
- _____ My parents prepare the meal
- _____ Someone else prepares the meal.
9. Meals are eaten:
- _____ Alone
- _____ With other family members
- _____ With entire family
10. I select foods:
- _____ Because they supply a well balanced diet.
- _____ I rarely thing about whether a food is "good" for me.
- _____ I don't care if a food is "good" for me.
11. Do you feel that you know what foods are "good" for you?
- _____ Yes
- _____ Some
- _____ No
12. How do you feel about the importance of adequate foods in the needed amount as it applies to your own lifestyle?

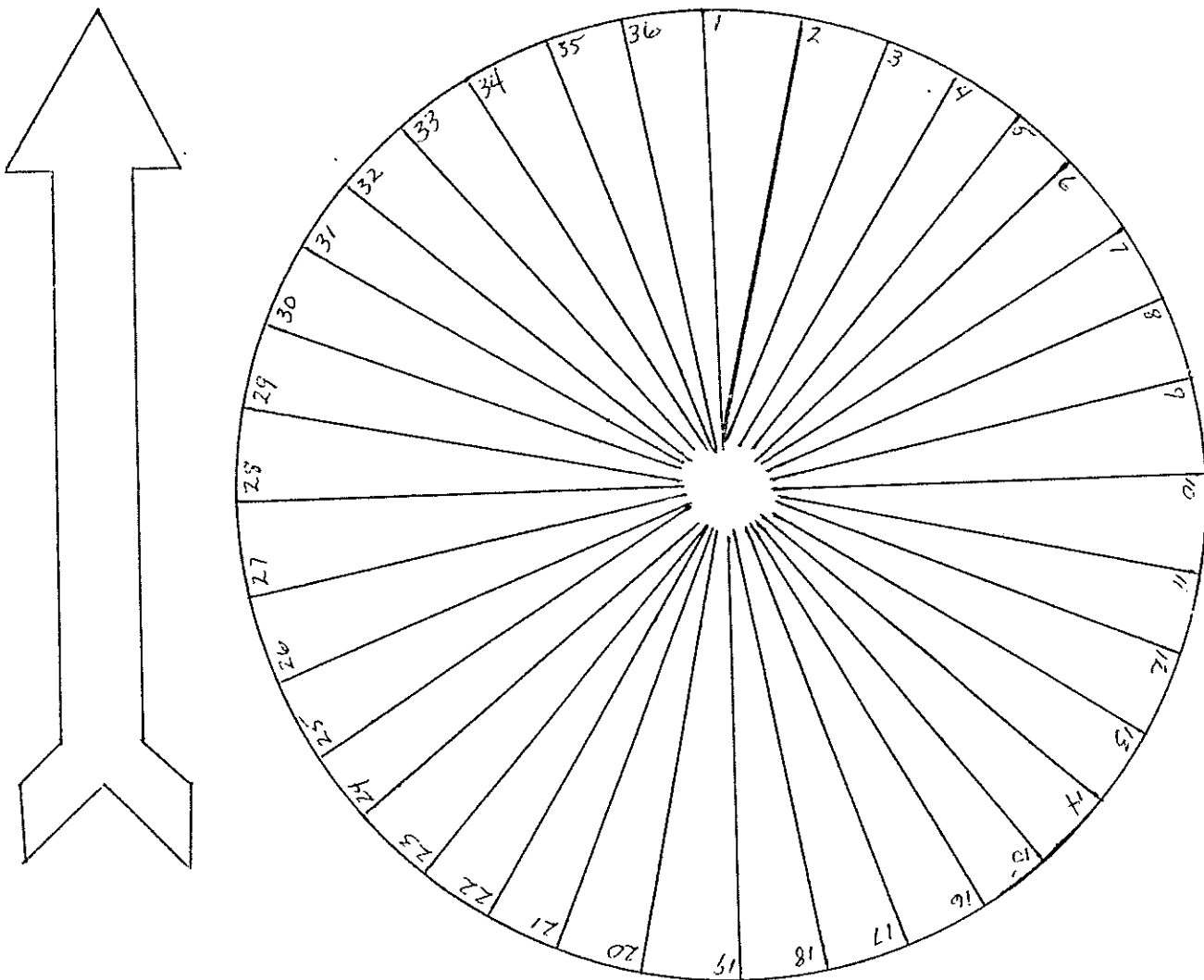
	Excellent	Well done	Needs Improvement
<u>Evaluation:</u>			
1. Answered items 1-12			
2. Commented on statement			
3. Analyzed importance of adequate foods			

COOKING TIME CHART

Attach arrow to wheel so that it moves easily.

For table play: Secure the wheel in the center of table. Select a person to be the dealer/scorekeeper; this person read the questions and keeps score.

To play: "Spin the arrow." The first player will answer the question where the arrow points.* If answered incorrectly, the question is kept until all questions are answered correctly. Play proceeds around the table to the right as many times as it takes to answer all questions. The player with the highest score is the winner and could be the dealer if the game is played again. (This could be used as an incentive to do well.)



(*NOTE: For students with limited vision read aloud the number to which the arrow points.)

Sample Questions for
"Spin the Arrow Food Wheel"

1. A teenager needs ____ servings of the Bread & Cereal Group each day? Answer: 4
2. Beef, veal, lamb, pork, chicken, fish, dried beans and peas are included in this group. Answer: Meat Group
3. A food group that supplies calcium? Answer: Milk Group
4. A group high in carbohydrates? Answer: Bread/Cereal Group
5. A teenager needs ____ servings of the Milk Group each day? Answer: 4
6. All breads, crackers, cereals, pasta or macaroni products are included in this group? Answer: Bread/Cereal Group
7. This is a daily food pattern divided into 4 groups. Answer: Basic 4
8. A plan that helps you plan your meals to satisfy personal requirements. Answer: Basic 4
9. This group includes dark green and deep yellow vegetables, potatoes, citrus fruit and tomatoes. Answer: Fruit/Vegetable Group
10. A teenager needs ____ servings from the Fruits & Vegetable group each day? Answer: 4
11. Food group high in protein. Answer: Meat Group
12. The special vegetables required for the fruits & Vegetables Group each day. Answer: Green leafy and yellow
13. This group includes cheese, ice cream and yogurt. Answer: Milk
14. A group high in vitamins? Answer: Fruit/Vegetable
15. A group high in minerals? Answer: Bread/Cereal
16. A mineral in foods from the Meat Group. Answer: Protein
17. The special requirement for fruits that is needed each day. Answer: Citrus

18. If you do not drink milk - what can you use to get your daily requirement for this group? Answer: cottage cheese, ice cream, yogurt.
19. How many ounces of meat are considered a serving? Answer: 3
20. How much bread makes a serving? Answer: 1 slice
21. How much cereal makes a serving? Answer: 1 ounce ready to eat cereal; 1/2 to 3/4 c. cooked cereal
22. How much fruit makes a serving? Answer: 1 piece
23. How much vegetable makes a serving? Answer: 1/2 cup
24. A teenager needs ____ servings of meat each day? Answer: 2
25. What is the best source of Vitamin C? Answer: Citrus fruit
26. The mineral that teenagers and young adults are often short? Answer: iron
27. The food group that provides a good source of B complex? Answer Bread/Cereals
28. The foods that provide a good source of Vitamin A? Answer: liver and fish, liver oils, whole milk, cheese
29. In what food group do we put eggs? Answer: meat
30. The best source of calcium. Answer: Milk
31. We get Vitamin D from what food? Answer: Milk
32. An advantage of a balanced diet that provides the right servings from each group. Answer: Healthy bones and teeth, healthy skin, sufficient energy.
33. Why is calcium important in a diet? Answer: Makes teeth hard, bones strong, muscles work, blood clot
34. Why is it important to include a variety of foods in the diet? Answer: No one food can supply all needed nutrients
35. What is a "well-balanced diet"? Answer: Contains a variety of foods from the basic Four Food Groups
36. Why is it important to eat other foods as well as those in the basic four food groups? Answer: To obtain enough calories to meet energy needs--some people need more energy than others.

HANDOUT - DIAGRAM OF A SUPERMARKET

ASSIGNMENT SHEET - MAKING A SHOPPING LIST

Directions: Given below is a full day's menu. Use the chart and the menus to fill out a shopping list. Be sure and write down everything you need for all of the day's meals. Complete the chart as follows:

- 1) Write the menu for each meal. Put one food item per line.
- 2) List all items you need to make each individual dish.
- 3) Write the amount of each item you will need to buy. The amounts should be for one person.

Menus for the Day

Breakfast: Orange juice (canned)
Wheaties
Buttered toast
Milk (fresh)

Lunch: Baked ham sandwich
Sliced tomato (fresh)
Cottage cheese
Milk (fresh)

Snack: Apple (fresh)

Dinner: Fried Chicken
Broccoli (frozen)
Mashed potatoes (instant)
Milk (fresh)
Vanilla ice cream

Use this menu to complete the chart on the next page. The first item has been done for you.

Meal	Menu	Item Needed	Amount Needed
Breakfast:	Orange Juice	Frozen Orange Juice	1 6-oz. can
Lunch:			
Snack:			
Dinner:			
Other:			

When you are finished, hand in your chart to your instructor for evaluation.

Evaluation Criteria:

	<u>No.</u>	<u>Points</u>	<u>Received</u>
1. Included all needed menu items	10		_____
2. Listed amounts appropriate for one person	20		_____
3. Included all necessary information on chart	5		_____
4. Work completed within time limit	10		_____
total Possible = 45 pts.	Total Received =		pts.

Directions: Given below is a full week's menu. Use the following charts and prepare a shopping list according to the departments of a grocery store. Place the food and the amount needed for the person in the correct category. When you are finished, hand in your charts for evaluation.

Breakfast for 1 week

Sunday

Orange slices
Crisp bacon
Omlet
Toast
Milk

Monday

Tomato juice
Sausage
Waffles with syrup
Milk

Tuesday

Fresh Strawberries
Cereal
Rolls
Milk

Dinners for 1 week

Beef pot roast
Parsley potatoes
Sauteed summer squash
with onions
Mixed green beans
Toffee ice cream

Chicken salad
Potato chips
Black olives
Sliced cucumbers
Crust rolls
Bananas with custard
sauce

Baked green peppers
With rice and ground beef
Corn on the cob
Pickled beets
Blueberries
with cream

Wednesday

Red plums
French toast
with jam or syrup
Milk

Thursday

Orange juice
Ham and eggs
English muffin
with butter

Friday

Cantaloupe wedges
with ice cream
Crisp toast
with butter
Tea with lemon

Cold sliced ham
Savory potato salad
Radishes, green onions,
carrot sticks, olives,
pickles
Cantaloupe a la Mode
Ham (may be form that
is best buy)

Cheese souffle
Baked potatoes
Sour cream
with chives
Mixed green salad
Fresh peaches
with ice cream

Tuna-potato patties
Baked stuffed tomatoes
Vegetable relish, greens
Fresh fruit cup
Potatoes (may be form
that is best buy)

Saturday

Bananas
Cereal
Milk
Toast with butter and
jam
Tea with lemon

Saturday Dinner

COOKOUT
Hamburgers
Baked beans
Orange-avocado salad
Sesame seed buns
Cerry tomatoes
Celery sticks
Milk shakes
Strawberries

Shopping List

Dept. 1: Produce

Amount

Dept. 2: Frozen Foods

Dept. 3: Canned Foods

Dept. 4: Meats

Dept. 5: Staples

Amount

Dept. 6: Cleaning Supplies

Dept. 7: Dairy

Dept. 8: Bakery

Comparing Prices Inside a Store

Comparing Store Prices

NAME _____ DATE _____

NUTRITION INFORMATION LABELS

I. Equipment

- A. Poster board
- B. Marking pencils
- C. Straight edge ruler

II. Procedure

- A. Interview a local grocery store manager or owner to find out why a store is arranged as it is.
- B. Make a list of all of the separate departments in the grocery store.
- C. List at least one reason for the placement of each department.
- D. Make a sketch of the layout of the store.
- E. Enlarge the sketch on to a piece of poster board for display in class.
- F. Prepare a presentation for class using the drawing of the reasons you have listed.
- G. Make any suggestions you have for improvements of the layout at the end of your presentation.

Evaluation: Your presentation will be evaluated as follows:

	-	✓	+
1. Each department listed.			
2. Reasons for layout given.			
3. Drawing easily read and neatly done.			
4. Suggestions for improvement given.			
5. Presentation comprehensive.			



NAME _____ DATE _____

REFRIGERATOR SAFETY SUGGESTIONS

NAME _____ DATE _____

TOP BURNER AND MICROWAVE OVEN INSTRUCTIONS

APPENDIX B
MONEY MANAGEMENT

WRITING AN AD

Directions: To complete this assignment you are to "create" a new product, name it, and write an ad for it. You may use any medium you desire - crayons, paste-ups, pencil sketching, etc.

- a. Name the product
- b. The brand name or company
- c. The appeal or appeals
- d. Any additional information you as an advertiser want to project

When you are finished turn in this sheet, along with your ad, to your instructor.

Evaluation of the ad will be based on these criteria. Circle the response which represents the quality of work.

	Criteria Met			Criteria Unmet		Comments
1. Projects the purposes of advertising.	5	4	3	2	1	
a. The firm and brand name is known.	5	4	3	2	1	
b. The consumer is made to feel that this brand is better than others.	5	4	3	2	1	
c. The consumer is motivated to buy this product.	5	4	3	2	1	
2. The appeal is clear.	5	4	3	2	1	
3. The ad is original.	5	4	3	2	1	
4. The material and ideas are creatively presented.	5	4	3	2	1	

SOURCES OF INFORMATION

Directions: Three items are listed below with information about these items taken from newspaper advertisements. Assume you want to buy these items, and complete the table with this information:

1. What information do you already have about the item?
2. What else you would need to know before buying the item?
3. Where you could get the additional information you need?

Item	Description from ad	1. Information you have	2. Other Information you need	3. Sources of Additional Information
Suit	"25% off, Many styles and colors			
Re- frig- erator	"For sale," "Used refrig- erator" Call 881-2393			
Car	"Best Deal of the Season! Come in and see this spectacular on a station wagon!"			

Directions: Obtain two different ads for a product you are interested in from magazines or newspapers. Number them 1 and 2; complete the questions below for each ad. When you are finished, attach the ads to this sheet and turn in to your instructor.

	Ad 1	Ad 2
Name of product		
Information given in ad		
What type of person would buy this product?		
What other information would you like to have about this product and why?		

Evaluation of this assignment will be based on these criteria:

	Excellent Job!	Well Done	Needs Improvement
1. Attached and numbered 2 different ads			
2. Listed name of product			
3. Listed information given in ad			
4. Described person who would buy the product			
5. Listed other information needed			

Comments:

NAME _____ DATE _____

ADVERTISEMENT FOR SHEETS ON SALE

NAME _____ DATE _____

DEPARTMENT STORE CREDIT CARD BILL

HANDOUT

THE SIGNATURE CARD

HANDOUT

THE DEPOSIT SLIP

HANDOUT

WRITING CHECKS

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NAME _____ DATE _____

NAME _____ DATE _____

NAME _____ DATE _____

Directions: We will be having a guest speaker in class to discuss different aspects of checking accounts. The following is a list of topics that will be covered by the speaker. Use this list to take notes. After the speaker has finished you will have time to ask any questions you might have. We will go over your notes in class after the speaker has left.

1. How to establish a checking account.

- A.
- B.
- C.
- D.
- E.

2. Types of service charges on checking accounts.

- A.
- B.
- C.
- D.

3. How to maintain a checking account.

- A.
- B.
- C.
- D.
- E.
- F.

4. Types of checking accounts.

- A.
- B.
- C.

Use the back of this sheet to keep notes on any other points covered by the lecture.

8. WAGE DEDUCTIONS

WAGE DEDUCTIONS - Assignment # 1:

WORKING HOURS AND PAY - Assignment # 1:

WORKING HOURS AND PAY - Assignment # 2:

NAME _____ DATE _____

TELEPHONE BILL

NAME _____ DATE _____

ELECTRIC AND WATER BILL

NAME _____ DATE _____

GAS BILL

What Goes in a Budget

APPENDIX C
FAMILY PLANNING

SUGGESTED VOCABULARY LIST

SELECTED TRANSLATIONS

MALE AND FEMALE REPRODUCTIVE SYSTEMS

HANDOUT - THE MENSTRUAL CYCLE

ANATOMY DRAWING

FEMALE GENITALIA, FRONT VIEW

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ASSIGNMENT SHEET - FEMALE REPRODUCTIVE SYSTEM WORD SEARCH

ASSIGNMENT SHEET - DEFINITIONS OF ORGANS AND THEIR FUNCTIONS

ASSIGNMENT SHEET

- FEMALE REPRODUCTIVE SYSTEM -
TEST YOUR LOGIC

FEMALE REPRODUCTIVE SYSTEM--CROSSWORD PUZZLE

FEMALE REPRODUCTIVE SYSTEM--CROSSWORD PUZZLE

ASSIGNMENT SHEET - THE MENSTRUAL CYCLE

DECISION-MAKING CHART

NAME _____ DATE _____ 190

BIRTH CONTROL PILLS

METHODS MATCH
(BIRTH CONTROL GAME)

APPENDIX D
SUGGESTED FILM LISTING

Suggested Film Listing

UNIT: COOKING SKILLS

TABLE ETIQUETTE

Everyday Courtesy
Improving Your Posture

MEAL PLANNING

Balance Your Diet for Health and Appearance
Eat, Drink and be Wary
Eating on the Run Film
Food for Health
Foods that Build Good Health
Junk Food Film
Nutritional Needs of our Bodies
Snacks Count Too
Something You Didn't Eat
Vitamins from Food
What's Good to Eat?

PURCHASING FOODS

Food Labeling: Understanding What You Eat
Foods: Fads and Facts
Magical Disappearing Money
Supermarket
Vegetables for all Seasons

MEAL PREPARATION

Fire in my Kitchen
Food Preparation: Some Basic Ideas
Low Fat Meat Preparation
Meals in a Half Hour
Meatless Menus
Modifying Recipes to Control Fats & Calories
New Ways with Chicken
Seafood Specialities

CLEANING FOOD PREPARATION AREAS

Why Foods Spoil

Suggested Film Listing

UNIT: MONEY MANAGEMENT

MONEY CONCEPTS

Money: How Its Value Changes
What is Money?

SPENDING MONEY WISELY

Advertising: Info, Persuasion, Deception
Brand Names and Labeling Games
Buy, Buy
Buying with a Twisted Arm
Consumer Education: Who Needs It?
Consumer Power: Advertising
Economic Decision Making
Economics & the Individual: Dollars & Sense
If It Doesn't Work--Complain
The Buy Line
What Do I Receive for my Money?
Why Do You Buy?
Your Credit is Good

BANKING

Money: How it Functions

BUDGETING MONEY

Economics & the Individual: Big Day Tomorrow
Economics & the Individual: Crossroads
Economics & the Individual: Rainy Day
Learning and Earning
Money Tree
Taxes: Who Needs Them?
Today's Culture: Options After High School
Tommy's First Car
Using Money Wisely
Wages and Production
What are Taxes All About
When I Need More Money

Suggested Film Listing

UNIT: FAMILY PLANNING

REPRODUCTION ANATOMY AND PHYSIOLOGY

Beginning of Life
Boy to Man
Genesis
Girl to Woman
Human Reproduction
Personal Health for Girls
Personal Hygiene for Boys
Story of Menstruation

BIRTH CONTROL

Adolescent Sexual Conflicts
Basis for Sex Morality
Being Responsible about Sex and Love
Family Planning Today
Giving Tree
Human Birth: Should or Shouldn't You & When?
Masculine or Feminine: Your Role in Society
Phoebe: Story of Premarital Pregnancy
Price of Life
Social Sex Attitudes in Adolescence
Teenage Pregnancy
Teenagers Talk
The Game
The Party

Source for Films

Educational Service District 113
Media Center
601 McPhee Road Southwest
Olympia, WA 98502

APPENDIX E
CURRICULUM EVALUATION
SURVEY FORMS

STUDENT SURVEY

Please evaluate the Basic Living Skills class by answering the following. Please write any comments you may have on this sheet. It is not necessary to include your name.

1. Male
- Female
2. Grade Level
- 9
- 10
- 11
- 12
3. Regular Education Student
- Resource Room Student

STUDENT SURVEY

As a result of completing this class...

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
4.	I understood the class material					
5.	I felt successful taking the tests.					
6.	I was able to complete the assignments.					
7.	I have improved my ability to communicate and work with others.					
8.	I received help from the teacher/tutors.					
9.	I would like to take other Home Economics classes.					
10.	I would recommend this class to others.					

COMMENTS: _____

TEACHER SURVEY

After using the Basic Living Skills Curriculum, please evaluate by answering the following. Please write any comments you may have on this sheet.

Female _____ Male _____

1. How many years teaching experience have you completed?
2. How many special needs students do you have in your classroom
3. Where did you get your teacher training?
4. Have you had any training in special education? If so, how much training?
5. Have you had any experience with special needs students in your classroom?

As a result of using this curriculum, the students have...

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
6.	Shown a better understanding of materials covered in my course.					
7.	Shown improvement on tests.					
8.	Shown improvement on assignments					
9.	Shown improvement in their attitude.					
10.	I feel I was able to meet the needs of my students better through this program.					
11.	I feel this program should be continued next year.					
12.	I would recommend the program to others.					
13.	I would like to be involved again.					

COMMENTS: _____

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