

**EXCELSIOR HIGH SCHOOL  
HOME ECONOMICS DEPARTMENT**



**RESOURCE AND TECHNOLOGY  
HOME AND FAMILY  
GRADE 8  
COURSE OUTLINE**

<b>Topics/Subtopics</b>	<b>Objectives Students should be able to:</b>	<b>Assignments</b>	<b>Teaching Sessions</b>
<p><b><u>THE FAMILY</u></b></p> <ul style="list-style-type: none"> <li>* Definition of</li> <li>* Types of family- nuclear, single parent, blended/new extended; sibling</li> </ul>	<ul style="list-style-type: none"> <li>* define family</li> <li>* name the common types of family in the Caribbean</li> </ul>	<p>Collect and mount pictures in notebooks depicting various family form</p>	<p>2/80 mins</p>
<p><b><u>FUNCTIONS OF THE FAMILY</u></b></p> <ul style="list-style-type: none"> <li>* Reproduction/ Procreation</li> <li>* Socialization</li> <li>* Providing the basic needs</li> <li>* Provides a feeling of belonging</li> <li>* Transmitting culture</li> </ul>	<ul style="list-style-type: none"> <li>* Describe the functions of the family</li> <li>* Recognize the importance of the family in the society</li> <li>* State the aspects of socialisation</li> <li>* The development of moral character</li> <li>* The acquisition of intellectual and physical skills</li> <li>* The development of personality</li> </ul>		<p>2/80 mins Assignment</p>
<p><b><u>FAMILY ROLES- Roles of family members:</u></b></p> <ul style="list-style-type: none"> <li>* bread winner</li> <li>* disciplinarian</li> <li>* nurturing</li> <li>* helping to establish values</li> <li>* sharing and performing</li> </ul>	<ul style="list-style-type: none"> <li>* Outline the different roles each Family member plays.</li> </ul>	<ul style="list-style-type: none"> <li>* Role play to illustrate <ul style="list-style-type: none"> <li>a) traditional roles</li> <li>b) changing roles of</li> </ul> </li> <li>* Write roles that would be carried out by: <ul style="list-style-type: none"> <li>a) father</li> <li>b) mother</li> </ul> </li> </ul>	<p>2/80 mins</p>

* household chores/tasks		c) teenage children	
<b>THE FAMILY LIFECYCLE</b> * Definition *Stages of the family life cycle: beginning; expanding; contracting	* Explain each stage of the family life cycle * Draw and describe the family lifecycle	* Draw and label diagram of family life cycle.	2/80 mins
*Specific demands at different stages of the		* Outline the sequence of events which occur at the expanding stage of a typical life cycle.	2/80 mins
<b>TERM II- FOOD AND NUTRITION</b>			
<b>FEEDING THE FAMILY</b> *Define the terms nutrition; nutrients; food; meal; dish; menu.	<b>Students should be able to:</b> Define nutrition terms	Make menu cards for the different types of breakfast	2/80 mins
*Define Meal Pattern (a) Breakfast- Lunch- Dinner (b) Breakfast- Lunch- Supper	Write various meal patterns	Prepare, cook and serve a light/medium breakfast	3/80 mins
Nutrients- Carbohydrate, Protein *Chemical Composition *Classification *Sources *Functions *Deficiencies associated with each	Plan a sample breakfast menu. Group Protein and Carbohydrate.	Make a nutrition chart- *Protein chart/ Carbohydrate chart	1/80 mins Assignment  2/80 mins
<b>FOOD GROUPS (basic six)</b> *Main nutrients in each food group	List the food groups with example		1/80 mins
*Basic Meal Planning utilising the food groups -Breakfast- Type of; importance writing breakfast -Menus- height, medium, heavy	List the basic rules for planning meals Define: Light breakfast Medium Breakfast Heavy Breakfast	Make a food group chart/ booklet  List four local foods in each food group and state the main nutrients in each.	2/80 mins

### TERM III- CLOTHING AND TEXTILE

<p><b><u>ELEMENTS OF DESIGN</u></b></p> <p>*Line; definition; function (link with colour-grade 7 module)</p>	<p><b>Students should be able to:</b></p> <p>*Define the term design. *Demonstrate the use of line by creating designs</p>	<p>Collect pictures of garments/ sketch garments to show the correct and incorrect use of the element of design depicting lines</p>	<p>3/80 mins</p>
<p><b><u>SEAM AND SEAM FINISHES</u></b></p> <p>*What is a seam? *Types of seams *Factors used to determine types of seams (Emphasis- plain seam)</p>	<p>*To expose students to the basic techniques in garment construction</p> <p>*To identify types of seams and their functions</p>		
<p><b><u>SEAM FINISHES</u></b></p> <p>*Edge stitching *Pinking-binding *overcasting</p>	<p><b>Students should be able to:</b></p> <p>Identify the factors used to select types of seams</p>	<p>*Use ends of fabric to make open seam</p> <p>*Mount specimen of seams in a scrapbook</p> <p>*Make a man's bag using open/ plain seam</p>	<p>2/80 mins Assignment</p>
<p><b><u>MEASUREMENTS</u></b></p> <p>*Measuring tools- tape measure, metre rule, hem gauge ruler, skirt marker</p> <p>*Taking body measurements: bust, waist, hips, nape to waist.</p>	<p>*To read various implements used to take measurements</p> <p>*Measure strips of paper/fabric and record the measurements</p> <p>Take body measurements, namely: bust; waist; hips.</p>	<p>Students will take turns to take each other's body measurements</p>	<p>3/80 mins</p>