

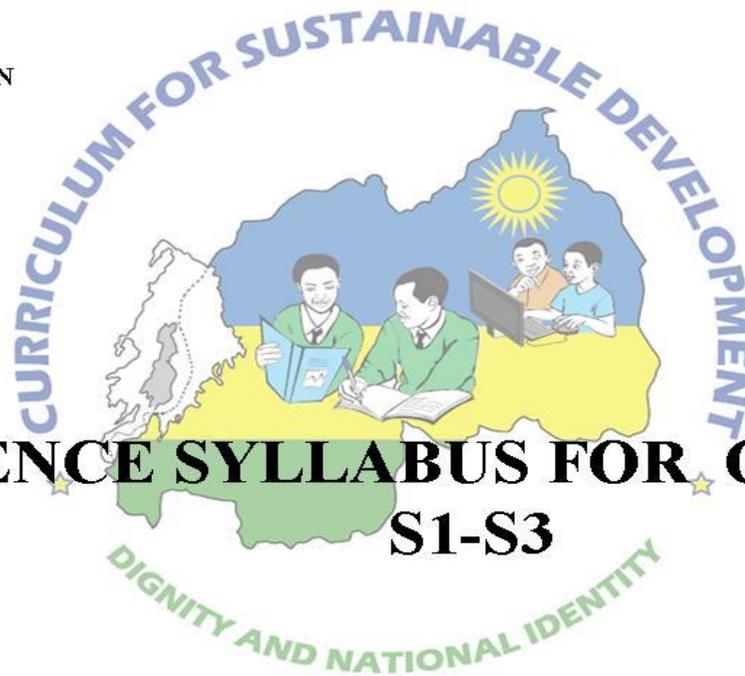
REPUBLIC OF RWANDA



MINISTRY OF EDUCATION

REB

Rwanda Education Board



**HOME SCIENCE SYLLABUS FOR ORDINARY LEVEL.
S1-S3**

Kigali, 2015

HOME SCINCE SYLLABUS FOR ORDINALY LEVEL, S1-3

Kigali, 2015

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FOREWORD

The Rwanda Education Board is honoured to avail the syllabuses which serve as the official documents and a guide to competence-based teaching and learning, in order to ensure consistency and coherence in the delivery of a quality education across all levels of general education in the Rwandan schools.

The Rwandan education philosophy is to ensure that young people at every level of education achieve their full potential in terms of relevant knowledge, skills and appropriate attitudes that prepare them to be well integrated in the society and exploit employment opportunities.

In line with efforts to improve the quality of education, the government of Rwanda emphasises the importance of aligning the syllabus, teaching and learning and assessment approaches in order to ensure that the system is producing the kind of citizens the country needs. Many factors influence what children are taught, how well they learn and the competencies they acquire, among them the relevance of the syllabus, the quality of teachers' pedagogical approaches, the assessment strategies and the instructional materials available. The ambition to develop a knowledge-based society and the growth of the regional and global competition in the jobs market has necessitated the shift to a competence-based syllabus. With the help of the teachers, whose role is central to the success of the syllabus, the learners will gain appropriate skills and be able to apply what they have learned in the real life situations. Hence they will make a difference not only to their own lives but also to the success of the nation.

I wish to sincerely extend my appreciation to the people who contributed towards the development of this document, particularly REB and its staff, who organised the whole process from its inception. Special appreciation goes to the development partners who supported the exercise throughout. Any comment and contribution would be welcome for the improvement of this syllabus.

GASANA I. Janvier
Director General, REB

ACKNOWLEDGEMENT

I wish to sincerely extend my special appreciation to the people who played a major role in development of this syllabus. It would not have been successful without the participation of different education stakeholders and financial support from different donors that I would like to express my deep gratitude.

My thanks first go to the Rwanda Education Board staffs who were involved in the conception and syllabus writing. I wish to extend my appreciation to teachers from pre-primary to university level whose efforts during conception were much valuable.

I owe gratitude to different education partners such as UNICEF, UNFPA, DFID and Access to Finance Rwanda for their financial and technical support.

We also value the contribution of other education partner organisations such as CNLG, AEGIS trust, Itorero ry'Igihugu, Center for Gender Studies, Gender Monitoring Office, National Unity and Reconciliation Commission, RBS, REMA, Handicap International, Wellspring Foundation, Right To Play, MEDISAR, EDC/L3, EDC/Akazi Kanoze, Save the Children, Faith Based Organisations, WDA, MINECOFIN and Local and International consultants. Their respective initiative, co-operation and support were basically responsible for the successful production of this syllabus by Curriculum and Pedagogical Material Production Department (CPMD).

Dr. Joyce Musabe,
Head of CPMD

THE LIST OF PARTICIPANTS WHO WERE INVOLVED IN THE ELABORATION OF THE SYLLABUS:

Rwanda Education Board

Dr. Joyce MUSABE, Head of CPMD as a Facilitator
Joseph RUTAKAMIZE, Director of science unit,
Aaron HABARUREMA, curriculum specialist
Anathalie NYIRANDAGIJIMANA, Pedagogical Norms Specialist

Workforce Development Authority (WDA) staff

Mediatrice UMULISA
Judith Mukangarambe
Dorah Murungi

Other resource persons

DEBBRE GACHUHI, United Nations Population Fund (UNFPA).
Joseph MUREKERAHO, Cornerstone Africa (COSTA).
Adeodatus BIZIMANA, Right to play

Quality Assurer

Martin Richard BRAUND

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1. INTRODUCTION

1.1. Background to the curriculum review

The home science syllabus aims to empower learners with the necessary skills to improve their personal and professional lives in Rwandan society. The home science syllabus has a number of objectives to fulfil the above mentioned agenda. These include the development of learners' understanding of the need for home management skills and to create and maintain these skills, to develop the ability to take care of the nutritional needs of their family and community members, to learn and practice proper food handling techniques, and to gain basic knowledge related to textiles used in the home and develop skills for their optimum utilisation. Furthermore, learners will be undertake regular practice of different activities that will help them develop sensitivity towards major psychological and health problems of their community.

1.2 Rationale of Teaching and Learning of Home Science

The proposed Home Science is an elective subject that will be taught at ordinary level to promote the well-being of individuals, families and societies through the study of the provision of basic human requirements for food, textiles and effective home management.

Home science subject is a dynamic phenomenon incorporating each aspect of human experience, including the physical, social, cultural, emotional, spiritual, economic, political and environmental dimensions of life, that are ever changing and differ across different communities, countries and cultures.

The subject curriculum will provide students with opportunities to understand basic human necessities and to study the well-being of individuals, families and societies, building up their awareness of the various dimensions affecting their development.

The curriculum at the ordinary level will prepare students for further studies, for work or both. The curriculum at this level will therefore aim to strike a balance between breadth and depth and to respond to current social and physical developments, both locally and globally.

1.2.1 Home science and society

As the name suggests, Home Science is an area of learning essential for learners as a field of specialization that draws its content from both science and Art courses. It represents an interdisciplinary field that prepares young learners for the most important aspects in their lives, such as caring for their homes and families as well as preparing them for their long life career. Home science is also an activity oriented subject equally important for both males and females, which enables them to improve the quality of their personal, professional life and contribute towards the progress of the society.

1.2.2 Home science and learners

Learners should be prepared from an early age to be active and responsible citizenship. Home Science aims at empowering learners in developing understanding in Home management, Textile fiber and fabrics, Food hygiene and Nutrition at last Food preparation and service. The subject helps students to understand changing needs of Rwandan society, academic principles as well as develop their professional skills which will make them competent as they meet life challenges and become responsible citizen.

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1.2.3 Competencies

Competencies are statements of the characteristics that students should demonstrate which indicate they are prepared and have the ability to perform independently in professional practice.

Basic competences are addressed in the stated broad subject competences and in objectives highlighted year on year basis and in each units of learning. The generic competencies that must be emphasized and reflected in the learning process are briefly described below and teachers will ensure that learners are exposed to tasks that help the learners acquire the skills.

Generic competences

Critical and problem solving skills: The acquisition of such skills will help learners to think imaginatively, innovatively and broadly to evaluate and find solutions to problems encountered in our surrounding.

Creativity and innovation: The acquisition of such skills will help learners to take initiatives and use imagination beyond knowledge provided in classroom to generate new ideas and construct new concepts.

Research: This will help learners to find answers to questions based on existing information and concepts and use it explain phenomena from gathered information.

Communication in official languages: Teachers, irrespective of being language teachers will ensure the proper use of the language of instruction by learners. The teachers should communicate clearly and confidently and convey ideas effectively through spoken and written by applying appropriate language and relevant vocabulary.

Cooperation, inter personal management and life skills: This will help the learner to cooperate as a team in whatever task assigned and to practice positive ethical moral values and while respecting rights, feelings and views of others. Perform practical activities related to environmental conservation and protection. Advocate for personal, family and community health, hygiene and nutrition and responding creatively to a variety of challenges encountered in life.

Lifelong learning: The acquisition of such skills will help learners to update knowledge and skills with minimum external support. The learners will be able to cope with evolution of knowledge advances for personal fulfilment in areas that are relevant to their improvement and development.

Broad Home science competences

The teaching of Home science aims to:

1. Recognize their own strengths and weaknesses work on them to achieve their maximum potential
2. Put into practice decision making and problem solving skills to make informed choices
3. Develop sensitivity towards the needs of family, society and cater to them
4. Develop lifelong ability to absorb knowledge and apply it effectively to meet the challenges to ever changing life.
5. Become aware of the national issues, challenges and identify one's own role in overcoming them.
6. To develop in the learner an understanding of the need for healthy environment and skills to create and maintain it
7. To develop in them the ability to take care of the nutritional needs of the family members and ensure good food handling practices in the community
8. To impart in the learner the basic knowledge related to textiles used in the home and develop skills for their optimum utilization;

9. To orientate them with the educational and vocational scope of Home Science to identify the need to practice and help the community.

Home science and developing competences

The national policy documents based on national aspirations identify some 'basic Competencies' alongside the 'Generic Competencies' that will develop higher order critical thinking skills and help student learn Home Science to be applied in real life. The nature of learning activities which are mainly inquiry oriented contribute to the achievement of those competencies.

Through observations, experimentation, and presentation of information during the learning process, the learner will not only develop deductive and inductive skills but also acquire cooperation and communication, critical thinking and problem solving skills. This will be realized when learners make presentations leading to inferences and conclusions at the end of learning unit. This will be achieved through learner group work and cooperative learning of Home science which in turn will promote interpersonal relations and teamwork.

The manipulation of apparatus and data during class experiments and undertaking of project work by learners will involve analytical and problem solving skills directed towards innovation, creativity and research activities by learners.

The acquired knowledge in learning Home science should develop a responsible citizen who adapts to scientific reasoning and attitudes and develops confidence in reasoning independently. The learner should show concern of individual attitudes, environmental protection. The scientific method should be applied with the necessary rigor, intellectual honesty to promote critical thinking while systematically pursuing the line of thought.

2. PEDAGOGICAL APPROACH

Students learn better when they are actively involved in the learning process through a high degree of participation, contribution and production.

At the same time, each learner is an individual with his own needs, pace of learning, experiences and abilities. Teaching strategies must therefore be varied but flexible within well-structured sequences of lessons: learner-centered education does not mean that the teacher no longer has responsibility for seeing that learning takes place.

2.1 Role of the learner

The approach of teaching Home Science considers the learning process to involve the construction of meaning by learners. Simply, it highlights the need for children to think about technical activity in order to develop an understanding of the systematic concepts being introduced.

Home science as new subject will not focus on the tradition methodology, oriented on teacher-lead, and direct instructional strategies with learners being the recipients of knowledge. In the syllabus, learners are in the driver's seat which implies they will construct their knowledge by posing question, practicing, make a research, and produce their own experiments, analysing and present results.

More specifically, when engaging in inquiry, learners will exercise, ask questions, construct explanations, test those explanations against current scientific knowledge, and communicate their ideas to others. This will develop in learners a sense of responsibility and ownership of the learning process.

In the process of learning Home science, learners' activities are indicated against each learning unit reflecting their appropriate engagement in the learning progress.

- Observing and, where possible, handling and manipulating real objects and machine;
- Asking questions which they have identified as their own even if introduced by the teacher;
- Using and developing skills of gathering data directly by observation or measurement and by using secondary sources;
- Working in team, communicating their own ideas and considering others' ideas;
- Expressing themselves using appropriate personal and professional etiquette
- Debate on the research findings of their work
- Applying their learning in real-life contexts by making simple objects;
- Reflecting self-critically about the processes and outcomes of their inquiries
- Prepare simple food using different cooking methods.

During this reciprocal interaction, what learners will acquire not only content knowledge, but a number of skills including how to approach a problem, identify important resources, design and carry out hands-on investigations. The subject helps students to understand changing needs of Rwandan society, academic principles as well as develop their professional skills which will make them competent as they meet life challenges.

2.2 Role of the teacher

Different factors influence the quality of education that contributes to national development, the quality; competence and character of a teacher are undoubtedly the most significant. A teacher's place in society is of vital importance, teacher acts as pivot for transmission of

intellectual traditional and technical skills from generation to generation. Therefore, teachers have to realize their special responsibility to the educational development of a society.

A teacher is more like a gardener who tends to each plant for its own nourishment. The teacher should be a guide friend and helper, a teacher is an integral part of the process of education imparts education, delivers to student's subject material prescribed and prepared for them. A teacher is the dynamic force of school.

Teachers are expected to bring about the successful teaching and build up understanding and motivation among the students. Teacher need the fine qualities such sensitivity to the need, interests, progress and sympathetic of students. The teacher should be a large personality, a great soul characterized by simplicity sincerely faith in eternal values that are deeply concerned about the community. The teacher is also expected to create in the student's interest for the subject through proper appreciation of the achievement of the students through personal contact, knowledge and skills he or she can create love for the subject.

Teacher is expected to study and organize the learning plans of the students and distribute the load for each student in proper and scientific manner.

Teaching is both science and an art. It's a science in the sense that careful planning of objectives, methods content experiences and evaluation are required of the teacher. The success of any home science program depends upon the teacher, having the responsibility of recognizing needs of students and encouraging them in cooperative participation in different given activities.

The syllabus at Secondary level develops an understanding in the learners that the knowledge and skills acquired through Home Science facilitate development of self, family and community. It endeavor's to acquaint learners with the basics of human development with specific reference from child to adult to develop skills of judicious management of various resources. It helps leaners to develop an understanding of textiles selection and care of clothes. Lastly, it imparts them with knowledge of nutrition and lifestyles to enable

prevention and management of diseases. As the name suggests, Home Science is an area of learning essential for learners as a field of specialization that draws its content from both science and Art courses. It represents an interdisciplinary field that prepares young learners for the most important aspects in their lives, such as caring for their homes and families as well as preparing them for their long life career. Home science is also an activity

Oriented subject equally important for both males and females, which enables them to improve the quality of their personal, professional life and contribute towards the progress of the society.

2.3 Special needs education and inclusive approach

All Rwandans have the right to access education regardless of their different needs. The underpinnings of this provision would naturally hold that all citizens benefit from the same menu of educational programs. The possibility of this assumption is the focus of special needs education. The critical issue is that we have persons/ learners who are totally different in their ways of living and learning as opposed to the majority. The difference can either be emotional, physical, sensory and intellectual learning challenged traditionally known as mental retardation.

These learners equally have the right to benefit from the free and compulsory basic education in the nearby ordinary/mainstream schools. Therefore, the schools' role is to enroll them and also set strategies to provide relevant education to them. The teacher therefore is requested to consider each learner's needs during teaching and learning process. Assessment strategies and conditions should also be standardized to the needs of these learners. Detailed guidance for each category of learners with special education needs is provided for in the guidance for teachers.

3. ASSESSMENT APPROACHES

Assessment is the process of evaluating the teaching and learning processes through collecting and interpreting evidence of individual learner's progress in learning and to make a judgment about a learner's achievements measured against defined standards. Assessment is an integral part of the teaching learning processes. In the new competence-based curriculum assessment must also be competence-based, whereby a learner is given a complex situation related to his/her everyday life and asked to try to overcome the situation by applying what he/she learned.

Assessment will be organized at the following levels: School-based assessment, District examinations, National assessment (LARS) and National examinations.

3.1 Types of assessment

3.1.1 Formative and continuous assessment (assessment for learning)

Continuous assessment involves formal and informal methods used by schools to check whether learning is taking place. When a teacher is planning his/her lesson, he/she should establish criteria for performance and behaviour changes at the beginning of a unit. Then at the end of every unit, the teacher should ensure that all the learners have mastered the stated key unit competencies basing on the criteria stated, before going to the next unit. The teacher will assess how well each learner masters both the subject and the generic competencies described in the syllabus and from this, the teacher will gain a picture of the all-round progress of the learner. The teacher will use one or a combination of the following: (a) observation (b) pen and paper (c) oral questioning.

3.1.2 Summative assessment (assessment of learning)

When assessment is used to record a judgment of a competence or performance of the learner, it serves a summative purpose. Summative assessment gives a picture of a learner's competence or progress at any specific moment. The main purpose of summative

assessment is to evaluate whether learning objectives have been achieved and to use the results for the ranking or grading of learners, for deciding on progression, for selection into the next level of education and for certification. This assessment should have an integrative aspect whereby a student must be able to show mastery of all competencies.

It can be internal school based assessment or external assessment in the form of national examinations. School based summative assessment should take place once at the end of each term and once at the end of the year. School summative assessment average scores for each subject will be weighted and included in the final national examinations grade. School based assessment average grade will contribute a certain percentage as teachers gain more experience and confidence in assessment techniques and in the third year of the implementation of the new curriculum it will contribute 10% of the final grade, but will be progressively increased. Districts will be supported to continue their initiative to organize a common test per class for all the schools to evaluate the performance and the achievement level of learners in individual schools.

3.2 Record Keeping

This is gathering facts and evidence from assessment instruments and using them to judge the student's performance by assigning an indicator against the set criteria or standard. Whatever assessment procedures used shall generate data in the form of scores which will be carefully be recorded and stored in a portfolio because they will contribute for remedial actions, for alternative instructional strategy and feed back to the learner and to the parents to check the learning progress and to advice accordingly or to the final assessment of the students.

This portfolio is a folder (or binder or even a digital collection) containing the student's work as well as the student's evaluation of the strengths and weaknesses of the work. Portfolios reflect not only work produced (such as papers and assignments), but also it is a

record of the activities undertaken over time as part of student learning. Besides, it will serve as a verification tool for each learner that he/she attended the whole learning before he/she undergoes the summative assessment for the subject.

3.3 Item writing in summative assessment

Before developing a question paper, a plan or specification of what is to be tested or examined must be elaborated to show the units or topics to be tested on, the number of questions in each level of Bloom's taxonomy and the marks allocation for each question. In a Competence based curriculum, questions from higher levels of Bloom's taxonomy should be given more weight than those from knowledge and comprehension level.

Before developing a question paper, the item writer must ensure that the test or examination questions are tailored towards Competence based assessment by doing the following:

- Identify topic areas to be tested on from the subject syllabus.
- Outline subject-matter content to be considered as the basis for the test.
- Identify learning outcomes to be measured by the test.
- Prepare a table of specifications.
- Ensure that the verbs used in the formulation of questions do not require memorization or recall answers only but testing broad competencies as stated in the syllabus.

Structure and format of the examination:

There will be 2 papers in Home Science subject to be examined. Time allocated for all papers will depend on their respective weight.

NB: In case of learners with special education needs, the time allocated for each paper will depend on their needs.

The papers will be structured as follows:

Component Weighting

COMPONENT	WEIGHTING
<p>Paper 1 consists of two sections; which measures knowledge and understanding (lower order thinking for section one and higher order thinking level for section two).</p> <ul style="list-style-type: none">• Structured short answer questions.• Unstructured answer questions or extended essay questions <p>All questions will be based on the syllabus content.</p>	<p>Structured short answer questions will have 20% of the final marking of the assessment</p> <p>Unstructured answer questions or extended essay questions will have 30 % of the final making of the assessment</p>
<p>Paper 2 Practical Skills. This paper requires candidates to carry out practical work in listed conditions.</p> <p>Learners should be asked to make simple objects, using sewing machine, prepare simple food using different cooking methods, and arrange a home according to the learned procedures.</p>	<p>Practical exam will cover 50% of the final marking of the assessment</p>

3.4 Reporting to parents

The wider range of learning in the new curriculum means that it is necessary to think again about how to share learners' progress with parents. A single mark is not sufficient to convey the different expectations of learning which are in the learning objectives. The most helpful reporting is to share what students are doing well and where they need to improve.

4. Resources

4.1 Material resources

For successful implementation of this syllabus the material resource is required. Thus, the following minimum requirement should be met:

- The school infrastructures with its surrounding;
- Textbooks and other written materials (syllabus, charts, books, newspapers, shapes, etc...),
- A Demonstration room and kitchen
- Consumables to be used in the learning process
- Improvised teaching aid
- Whenever possible, ICT equipment including the internet network would be an additional asset.

4.2 Human resource

The effective implementation of this syllabus needs a joint collaboration of educators at all levels. Given the material requirements, teachers are expected to accomplish their noble role as stated above. However teachers should be equipped with a strong pedagogical content knowledge (PCK) and enough teaching experience. Moreover, Home science teacher should be creative and well equipped with hands on skills

On the other hand school head teachers and directors of studies should be trained on the use of Competence-based syllabus then, they will be able to make a follow-up and assess the teaching and learning of this subject due to their profiles in the schools. These combined efforts will ensure bright future careers and lives for learners as well as the contemporary development of the country.

Skills and attitude required for the teacher of this subject

Engage students in variety of learning activities, apply appropriate teaching and assessment methods, adjust instructions to the level of the learner, creativity and innovation, makes connections/relations with other subjects, show a high level of knowledge of the content, Develop effective discipline skills manage adequately the classroom, Good communicator, Guide and counsellor, Passion for children teaching and learning.

5. SYLLABUS UNITS

5.1 Presentation of the Structure of the syllabus units

Home science subject, is taught and learnt at ordinary level as an elective subject. The syllabus is structured in Topic Areas, and sub topic areas then further broken down into Units. The units have the following elements:

1. Unit is aligned with the Number of Lessons.
2. Each Unit has a Key Unit Competence whose achievement is pursued by all teaching and learning activities undertaken by both the teacher and the learners.
3. Each Unit Key Competence is broken into three types of Learning Objectives as follows:
 - a. *Type I*: Learning Objectives relating to Knowledge and Understanding (*Type I* Learning Objectives are also known as Lower Order Thinking Skills or LOTS)
 - b. *Type II and Type III*: These Learning Objectives relate to acquisition of skills, Attitudes and Values (*Type II and Type III* Learning Objectives are also known as Higher Order Thinking Skills or HOTS) – These Learning Objectives are actually considered to be the ones targeted by the present reviewed syllabus.
4. Each Unit has a Content which indicates the scope of coverage of what a teacher should teach and learner should line in line with stated learning objectives
5. Each Unit suggests Learning Activities that are expected to engage learners in an interactive learning process as much as possible (learner-centered and participatory approach).
6. Finally, each Unit is linked to Other Subjects, its Assessment Criteria and the Materials (or Resources) that are expected to be used in teaching and learning process.

In all, the syllabus of Home science, at ordinary level has got 4Topic Areas (Home Management, Textile fiber and fabric, Food Hygiene and Nutrition and Food preparation and service

5.2. Home Science S1

5.2.1 Key Competences

At the end of S1, Home science learners would be have achieved the main competences follow:

1. To develop in the learner an understanding of the need for healthy environment and skills to create and maintain it
2. To develop in them the ability to take care of the nutritional needs of the family members and ensure good food handling practices in the community
3. To impart in the learner the basic knowledge related to textiles used in the home and develop skills for their optimum utilization;
4. To prepare basic dishes using basic cooking methods

5.2.2 Table units

TOPIC AREA 1: HOME MANAGEMENT		SUB-TOPIC AREA 1: PERSONAL HEALTH, ETIQUETTES AND HOME CARE		
Home science ,S1	Unit 1: Personal health and etiquettes.		No. of lessons: 10	
Key Unit Competence: Learners should be able to state, apply and implement the principles of personal health and etiquette in their daily lives.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - State the importance of good personal health. - Explain the principles of maintaining good personal health. - Identify different personal health and etiquette. 	<ul style="list-style-type: none"> - Apply good personal health principles. - Perform personal and professional etiquette. 	<ul style="list-style-type: none"> - Appreciate the value of maintaining good personal health. - Comply with principles of good personal health. - Maintain good personal health and etiquette presentation. 	<ul style="list-style-type: none"> - Aspects and principles of maintaining good personal health: <ul style="list-style-type: none"> • Importance of maintaining good personal hygiene. • Indices of good health. • Physical exercise. • Sleep. • Periodical medical check-up. - Personal and professional etiquettes: <ul style="list-style-type: none"> • Communication and language. • Values and ethics. • Body language. • Eating habits. 	<ul style="list-style-type: none"> - Class group discussion and presentation on the importance of maintaining personal health. - Debate the principles of good personal health. - Undertake a research activity and deliver a presentation on personal and professional etiquette. - Perform a role play on different personal and professional etiquette.
Links to other subjects: <i>Biology: human body. Languages: pronunciation and expression. Physical Education: health, wellbeing and exercise.</i>				
Assessment criteria: <i>Learners are able to state, apply and implement the principles of personal health and etiquette in their daily lives.</i>				
Materials: <i>Flipcharts, markers, flipchart stand, audio visual, internet access, pictures, water, soap, hand wash basin, hand towels and equipped wash rooms.</i>				

TOPIC AREA 1: HOME MANAGEMENT		SUB-TOPIC AREA 2: INTERIOR DECORATION		
Home science ,S1	Unit 2: Decoration colours.		No. of lessons: 9	
Key Unit Competence: Learners should be able to match decorative colours on different backgrounds, using the appropriate tools and equipment.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify different types of colours. - Explain the principles of colour usage. - Identify types of decorative materials, tools and equipment. 	<ul style="list-style-type: none"> - Match decorative colours on different background. - Apply the principles of colour usage. - Recognise decorative materials, tools and equipment. 	<ul style="list-style-type: none"> - Appreciate the value of using colours on different backgrounds. - Comply with the principles of colour usage. - Pay attention to decorative resources. 	<ul style="list-style-type: none"> - Types of colours: <ul style="list-style-type: none"> • Primary colours. • Secondary colours. - Principles and use of colours: <ul style="list-style-type: none"> • Mixing colours • Warm and cool colours. • Complimentary colours. • Decoration background. - Types of decorative materials, tools and equipment: <ul style="list-style-type: none"> • Natural. • Manmade. 	<ul style="list-style-type: none"> - Research activity and presentation on different colours. - Individual practice on balancing colours related to different occasions. - Individual practice on the use of decorative materials, tools and other materials. - Individual practice on the use of decorative resources.
Links to other subjects: <i>Fine art and design: drawings and painting. Physics: lights.</i>				
Assessment criteria: <i>Learners are able to match different colours on different backgrounds, using the appropriate tools and equipment.</i>				
Materials: <i>Decoration tools, such as (threads, pins, paper, markers, pencils, paints, brushes, ropes, flowers), decoration textiles such as (cotton, nylon, polyester), internet, pictures, and audiovisual.</i>				

TOPIC AREA 2: TEXTILES FIBRES AND FABRICS			SUB-TOPIC AREA 1: NATURE OF TEXTILE FIBRES AND FABRICS	
Home science, S1		Unit 3: Source of fibres		No. of lessons: 6
Key Unit Competence Learners should be able to identify types of fibres and explain their characteristics.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Identify sources of fibres and their characteristics.	Recognise the sources of fibres and their characteristics.	Pay attentions to natural and artificial fibres.	Source and characteristics of fibres <ul style="list-style-type: none"> • Natural : <ul style="list-style-type: none"> ✓ Plant or vegetable fibres ✓ Animal fibres. ✓ Minerals fibres. • Artificial or man-made: <ul style="list-style-type: none"> ✓ Regenerated fibres. ✓ Synthetic fibres. ✓ Inorganic fibres. 	<ul style="list-style-type: none"> • Group discuss on the source and types of fibre • Make a presentation to the class. • Individual practice on experimentation with the characteristics of fibres.
Links to other subjects: Chemistry: Organic chemistry (polymerisation); Physics: properties of matter and elasticity.				
Assessment criteria: Learners are able to identify types of fibres and explain their characteristics.				
Materials: Fibres, natural, animal and artificial internet projectors, scissors, working tables, audio visual images, flip charts and markers.				

TOPIC AREA 2: TEXTILES FIBRES AND FABRICS		SUB-TOPIC AREA2: STITCHES AND SEAMS		
Home science ,S1		Units 4: Sewing material, tools and equipment for basic stitches.		
No. of lessons:9				
Key Unit Competence Learners should be able to identify basic sewing materials, tools, equipment and sew basic stitches				
Learning Objectives		Content	Learning Activities	
Knowledge and understanding	Skills			Attitudes and values
<ul style="list-style-type: none"> Identify sewing materials tools and equipment Explain basic stitches and their techniques 	<ul style="list-style-type: none"> Manipulate sewing materials tools and equipment Apply basic stitches on simple objects 	<ul style="list-style-type: none"> Show concern when using sewing materials, tools and equipment Ability to use basic stitches on simple objects 	<ul style="list-style-type: none"> Sewing materials, tools and equipment: Needle, scissors, tape measure , pins ,meter rule, tracing machine sewing threads, pressing equipment: ✓ iron ✓ ironing board and tables Identification of basic stitches and their technique: Running ,back ,blanket ,herring bone ,satin ,stem ,chain, faggoting, feather 	<ul style="list-style-type: none"> Group discuss and presentation on sewing materials, tools and equipment. Individual practice on the use of sewing materials, tools and equipment. Research activity and presentation on basic stitches and their techniques. Individual work making simple objects using basic stitches
Links to other subjects: Fine art :design ; Physics: equilibrant and static forces; Chemistry: Polymers.				
Assessment criteria: Learners are able to identify basic sewing materials, tools, equipment, and sew basic stitches.				
Materials: Fabrics, sewing needles, carbon papers, pins, scissors, meter rule, paper, tape measure, sewing machine, sewing threads, pressing equipment.				

TOPIC AREA 3: FOOD HYGIENE AND NUTRITION		SUB-TOPIC AREA 1: FOOD HYGIENE AND FOOD SAFETY		
Home science ,S1		Unit 5: Food hygiene and safety techniques		No. of lessons:7
Key Unit Competence : Learners should be able to understand and apply health and safety procedures in the handling and preparation of food				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> • Explain the importance of food hygiene and sanitation at workplace • State hygiene procedures accordingly 	<ul style="list-style-type: none"> • Maintain workplace hygiene and sanitation • Apply food hygiene procedures 	<ul style="list-style-type: none"> • Embrace a positive attitude towards paying attention to work place hygiene and sanitations and make a positive contribution • Maintain positive attitude towards potential risks related to food hygiene • Adapt cleaning and sanitation methods to maintain hygiene 	<ul style="list-style-type: none"> • Importance of hygiene and sanitation at workplace • Food hygiene procedures <ul style="list-style-type: none"> ✓ Cleaning and sanitizing procedures ✓ Hygienic food handling ✓ Appropriate handling and disposal of garbage 	<ul style="list-style-type: none"> • Debate on importance of hygiene and sanitation at workplace • Individual practice on food handling according to food hygiene and safety procedures. • Practical exercise on cleaning and sanitizing of kitchen tools, materials and equipment
Links to other subjects: Food science biotechnology in Biology				
Assessment criteria: Learners are able to understand and apply health and safety procedures in the handling and preparation of food				
Materials: Utensils, Fridge, Cooking stoves, food selves, food thermometer, food warmers cupboards, stainless working tables, cleaning agents and materials kitchen sanitizer, gloves, cutting boards, hair nets, garbage bags, dust bins, containers and kitchen uniforms.				

TOPIC AREA 3: FOOD HYGIENE AND NUTRITION		SUB-TOPIC AREA 2: PRINCIPLES OF GOOD NUTRITION		
Home science ,S1		Unit 6 : Food nutrients selection principles		No. of lessons : 10
Key Unit Competence: Learners should be able to understand the importance of nutrients in food and use this knowledge in a balanced food/meal selection; Learners should be able to apply principles of food nutrient selection				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> Analyse the types of food nutrients. Explain principles of food nutrients selection 	<ul style="list-style-type: none"> Demonstrate different types of food nutrients Apply principles of food nutrients selection 	<ul style="list-style-type: none"> Appreciate the value food nutrients Comply with principles of food nutrient's select 	<ul style="list-style-type: none"> Types of food nutrients: Proteins, Vitamins, Fat Carbohydrates, Mineral salts Principles of food nutrients selection Growth, Physical activities level, Pregnancy, Adequacy Balance, Caloric control, Vegetarian diets 	<ul style="list-style-type: none"> Research and group discussion on different types of food nutrients Presentation of the results Individual practice on food nutrients selection to provide balanced diet.
Links to other subjects: Food nutrients in Nutrition; Organic chemistry (Periodicity table) in Chemistry, Measurement of physical quantity in Physics				
Assessment criteria: Learners are able to understand the importance of nutrients in food and use this knowledge in balanced food/meal selection				
Materials: Stores, Fridge, food selves, food thermometer, food warmers cupboards, stainless working tables, hair nets, garbage bags, dust bins, containers and kitchen uniforms, aprons washing sinks ,food containers, fast Internet, different types of foods, food labels, working tables and food shelves, weighing scales, coolers , charts, pictures audio and video images, gloves, and cutting boards				

TOPIC AREA 1: FOOD PREPARATION AND SERVICE		SUB-TOPIC AREA 1: BASIC HOT AND COLD DISHES		
Home science S1		Unit 7: Occupation and kitchen		No. of lessons :10
Key Unit Competence: Learners should be able to explain the occupation; use and maintain kitchen materials, tools and equipment safely				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> • Explain the occupation of food preparation. • Identify specific kitchen materials, tools and equipment • Define Maintenance procedures for kitchen materials, tools and equipment. • Identify materials for basic dishes 	<ul style="list-style-type: none"> • Manipulate kitchen materials, tools and equipment • Apply Maintenance procedures • Prepare basic dishes 	<ul style="list-style-type: none"> • Appreciate the occupation • Maintain a positive attitude towards paying attention to work place materials and make a positive contribution. • Comply with procedures on maintain kitchen tools and equipment 	<ul style="list-style-type: none"> • Introduction of the occupation History, working condition, characteristics of the occupation • Kitchen materials, tools and equipment Kitchen orientation, Hand tool, Electrical tools ,Heavy equipment • Maintenance procedures for kitchen tools and equipment Greasing, Washing, Oiling and Scrubbing • Identification of procedures for basic dishes Vegetables cuts, stock and mother sauces 	<ul style="list-style-type: none"> • Searching by engine research / watching video on the occupation • Manipulate kitchen tools and equipment as to their uses • Practical exercise on how to maintain and arrange kitchen tools and equipment • Practical exercise on preparation of basic dishes
Links to other subjects: Measurement of physical quantity in Physics, Food nutrients in Biology				
Assessment criteria: Learners are able to use and maintain kitchen materials, tools and equipment safely				
Materials: Regular internet audio visual images, wall clocks , measuring tools and materials ,different foods, Utensils, , Cooking stoves, Working tables, Cutting boards different ingredients ,salamanders, ovens, different knives refrigerators, microwaves				

TOPIC AREA 3: FOOD PREPARATION AND SERVICE		SUB-TOPIC AREA 2: BASIC PASTRY AND BAKERY		
Home science S1		Unit 8: Pastry and Bakery Products		No. of lessons : 8
Key Unit Competence: Learners should be able to understand the different types of pastry and bread and the process of baking				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> Identify types of dough and yeast bread products Name different ingredients used in pastry and bakery 	<ul style="list-style-type: none"> Demonstrate dough and yeast products Choose ingredients according to different pastry and bakeries and make simple food items 	Appreciate the importance of bread and yeast	<ul style="list-style-type: none"> Introduction to pastry and bakery <ul style="list-style-type: none"> ✓ Types of dough and products ✓ Types of yeast breads Different pastry and bakery Ingredients <ul style="list-style-type: none"> ✓ Baking flour ✓ Liquid ✓ Sugar ✓ Salt ✓ Eggs ✓ Baking powder ✓ Fats 	<ul style="list-style-type: none"> Group discussion types of dough and yeast breads and make a presentation of finding In the kitchen learners will select different ingredients used in pastry and bakery and make simple items
Links to other subjects: Lipids in Biology, Measurements of physical quantities, Expansion and change of status in Physics				
Assessment criteria: Learners are able to understand the different types of pastry and bread and the process of baking				
Materials: Baking materials tools and equipment's different pastry and bakery ingredients , baking ovens, wall clocks , measuring tools and materials, weighing scales ,different ingredients, Utensils, , regular internet, audio visual images, pictures flip charts, projectors				

5.3. Home Science S2

5.3.1 Key Competences

At the end of S2, HOME SCIENCE learners would be have achieved the main competences follow:

1. To develop in the learner an understanding on how to arrange a home
2. Use colour schemes on different decoration back grounds
3. To make simple objects using different sewing seams
4. To develop in them the ability to take care of the nutritional needs of the family members and ensure good food handling practices in the community
5. To prepare basic hot and cold dishes using basic cooking methods

5.3.2 Table units

TOPIC AREA1: HOME MANAGEMENT		SUB-TOPIC AREA1: PERSONAL HEALTH, ETIQUETTES AND HOME CARE		
Home science S2		Unit 1 : Home Care ok		No. of lessons : 6
Key Unit Competence :Learners should be able to identify and safely use cleaning materials, tools and cleaning products				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> • Explain different types of soils. • Identify appropriate cleaning materials, tools, and cleaning products. 	<ul style="list-style-type: none"> • Demonstrate the different types of soils. • Use cleaning materials, tools and cleaning products safely. 	<ul style="list-style-type: none"> • Ability to detect and handle different types of dirt. • Develop a positive attitude towards using cleaning materials, tools and cleaning products responsibly. 	<ul style="list-style-type: none"> • Types of soils Dust, Dirt, Stain , Tarnish • Types of cleaning materials and tools Broom, bucket, mops, brushes, basin, cleaning cloths, soap, wrangler bucket. • Types of cleaning products Water, Soap, Cleaning detergents. • Associated health and hygiene risks 	<ul style="list-style-type: none"> • Research activity on different types of soils. • Group discussion on safety and the use of cleaning materials, tools, and cleaning products. • Brainstorm the proper attire for using cleaning products. • Individual practice activity on use of different cleaning materials, tools, and cleaning products.
Links to other subjects: <i>Chemistry: Soap and detergent production, and hazardous materials; Biology: study of bacteria and microbes and their possible impact on health and wellbeing</i>				
Assessment criteria: <i>Learners are able to identify and safely use cleaning materials, tools and cleaning products</i>				
Materials: <i>Dust bins, sanitary bins glass cloth, mops, brushes, dusters, dust pans, brooms, buckets, basins, sponges, gloves, masks and cleaning products such as furniture polish, glass cleaner, liquid soap, toilet cleaner, multipurpose cleaner, disinfectant, floor polish and air freshener.</i>				

TOPIC AREA1: HOME MANAGEMENT			SUB-TOPIC AREA 2: INTERIOR DECORATION	
Home science S2		Unit 2 : Colours in decoration		No. of lessons : 9
Key Unit Competence :Learners should be able to demonstrate the use of colours and basic decoration methods in simple decoration				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> Identify the decorative accessories Explain the basic decoration methods 	<ul style="list-style-type: none"> Use decoration accessories in simple decoration Apply the decoration arrangement techniques 	<ul style="list-style-type: none"> Choose decorative accessories Comply with basic decoration methods 	<ul style="list-style-type: none"> Types of decorative accessories Ribbons, Pins , Lightings , Papers, Laces , Flowers and Textiles, Beads , Piping Basic decorations methods Colour scheme Proportion of colours <ul style="list-style-type: none"> ✓ Colour effects Walls, as decoration and as background ✓ Furniture and fixtures 	<ul style="list-style-type: none"> Research on different decoration accessories and methods. Practice use of decorative accessories. Research activity and presentation on basic decoration methods. Practical exercise on making simple decoration using decorative accessories applying basic decoration methods.
Links to other subjects: Drawings and painting in Fine Art and design; lights in physics				
Assessment criteria: Learners are able to the demonstrate the use of colours and basic decoration methods				
Materials: Decoration tools, such as threads, pins, paper, markers ,pencils , paints and painting, brushes, ropes, flowers; decoration textiles such as cotton, nylon, polyester, internet, pictures and audio-visual.				

TOPIC AREA 2: TEXTILE FIBRES AND FABRICS		SUB-TOPIC AREA 1: NATURE OF TEXTILE FIBRES AND FABRICS		
Home science S2		Unit 3: Characteristics of Fabrics		No. of lessons: 8
Key Unit Competence Learners should be able to understand and explain the characteristics of different fabrics and conduct appropriate experiments with them				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> Identify different fabrics Explain typical characteristics of fabrics 	<ul style="list-style-type: none"> Classify characteristics of different fabrics Experiment on fabric textures 	<ul style="list-style-type: none"> Observe fabrics classification Comply with fabrics characteristics 	<ul style="list-style-type: none"> Classification of fabrics Cotton, Wool, Silk, Linen, Nylon, Polyester, Rayon Characteristics of different fabrics. Appearance, Touch Feel , Care require 	<ul style="list-style-type: none"> Practice on choosing fabrics in their classes. Individual practice to identify fabrics characteristics. Practical activities linked to the testing of the various characteristics of fabrics (e.g. strength, absorbency etc.) need detailing here.
Links to other subjects: <i>Organic chemistry (Polymerization) in Chemistry; Properties of matter and elasticity in Physics</i>				
Assessment criteria: <i>Learners are able to understand and explain the characteristics of different fabrics and conduct appropriate experiments with them</i>				
Materials: <i>Fabrics; Cotton, nylon, polyester, silk, wool, and linen</i>				

TOPIC AREA 2: SUB-TOPIC AREA: 2 STITCHES AND SEAMS				
TEXTILES FIBRES AND FABRICS				
Home science S2	Topic 4 : Seams			No. of lessons: 10
Key Unit Competence Learners should be able to explain and make different types seams				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> • Explain types and functions of seams • Classify seaming techniques 	<ul style="list-style-type: none"> Make simple objects using seaming techniques 	<ul style="list-style-type: none"> •Recognize types and functions of seams •Appreciate different seams and amend where necessary 	<ul style="list-style-type: none"> • Types and functions seams Open seams, French seams ,Overlaid, Machine fell seam • Techniques of seams Straight seams, Corner seams, Exposed seams, Enclosed seams, Curved seams, Princes seams 	<ul style="list-style-type: none"> • Research and group presentation on types and functions of seams • Individual practice activity on making different seams • Amend clothes using different seams
Links to other subjects: Design in Fine Art, equilibrant and static forces in Physics, Polymers in Chemistry				
Assessment criteria: Learners should be able to explain and make different types seams				
Materials: Fabrics ,sewing needles, carbon papers , pins ,scissors, meter rule ,paper, tape measure, sewing machine ,Sewing threads, pressing equipment				

TOPIC AREA 3: FOOD HYGIENE AND NUTRITION			SUB-TOPIC AREA 1: FOOD HYGIENE AND FOOD SAFETY	
Home science S2		Unit 5 : Food Safety techniques		No. of lessons:8
Key Unit Competence: Learners should be able to understand and apply health and safety procedures in the handling and preparation of food in compliance with Hazard Analysis Critical Control Point (HACCP)				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> • Categorize food safety procedures according to Hazard Analysis Critical Control Point (HACCP) 	<ul style="list-style-type: none"> •Comply with food safety procedures according to Hazard Analysis Critical Control Point (HACCP) 	<ul style="list-style-type: none"> •Embrace the food safety procedures and contribute to the society 	Food safety Procedures <ul style="list-style-type: none"> ✓ Cook food to proper temperatures and use a food thermometer ✓ Refrigerate food promptly to below 40°F ✓ Pay close attention to use-by dates and expiry dates ✓ Appropriate handling and disposal of garbage 	<ul style="list-style-type: none"> •Individual practice on food handling according to food safety procedures •Experiment food hazard analysis critical control point (HACCP)
Links to other subjects: Food science biotechnology in Biology; Measurement of physical quantity in Physics				
Assessment criteria: Learners are able to understand and apply health and safety procedures in the handling and preparation of food in compliance with Hazard Analysis Critical Control Point (HACCP)				
Materials: Utensils, Fridge, Cooking stoves, food selves, food thermometer, food warmers cupboards, stainless working tables, cleaning agents and materials kitchen sanitizer, gloves, cutting boards, hair nets, garbage bags, dust bins, containers and kitchen uniforms.				

TOPIC AREA 3: FOOD HYGIENE AND NUTRITION		SUB-TOPIC AREA 2: PRINCIPLES OF GOOD NUTRITION		
Home science S2		Unit 6 : Food nutrients utility and meal plans		No. of lessons :10
Key Unit Competence: Learners should be able to select and prepare foods that best suit different life stages based upon nutrient value				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> • Categorize the food nutrients utility according to life stages • Explain meal plans principles 	<ul style="list-style-type: none"> •Balance food nutrients' utility according to life stages •Apply meal plan principles on basic menu format and construction 	<ul style="list-style-type: none"> • Pay attention to food nutrients' utility according to life stages • Maintain a positive attitude towards meal planning and contribute to the society 	<ul style="list-style-type: none"> •Food nutrients utility according to age cycle Infants ,Young children ,Teenagers, Pregnant women, Old people •Meal plans principles Types of meal, Meal courses, Basic menu format and construction 	<ul style="list-style-type: none"> • Individual practice to prepare and present food utility according to life stages. • Invite resource persons to engage students in discussions related to meal plans and basic menu format • Engage students in experimental work on meal planning
Links to other subjects: <i>Balanced diet in Biology</i>				
Assessment criteria: <i>Learners are able to select and prepare foods that best suit different life stages based upon nutrient value</i>				
Materials: <i>Stores, Fridge, food selves, food thermometer, food warmers cupboards, stainless working tables, hair nets, garbage bags, dust bins, containers and kitchen uniforms, aprons washing sinks ,food containers, fast Internet, different types of foods, food labels, working tables and food shelves, weighing scales, coolers , charts, pictures audio and video images, gloves, and cutting boards</i>				

TOPIC AREA 1: FOOD PREPARATION AND SERVICE		SUB-TOPIC AREA 1: BASIC HOT AND COLD DISHES		
Home science S2		Unit 7 : Cooking methods		No. of lessons :16
Key Unit Competence Learners should be able to identify and apply a variety of cooking methods				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> Identify types of cooking related to Boiling ,Frying , Baking, grilling ,roasting Broiling, poaching, smoking Define food items best suited to different types of cooking 	<ul style="list-style-type: none"> Apply cooking foods using different methods Boiling, Frying, Baking, Grilling, Roasting, Broiling, Poaching and Smoking Describe recipe items that are used 	<ul style="list-style-type: none"> Appreciate the value of cooking Balance ingredients related to recipe and make a contribute to society 	<ul style="list-style-type: none"> Types of cooking method Boiling, Frying, Baking Grilling, Roasting, Broiling, Poaching, Smoking Recipes Food items used for recipes: Meat, seafood's poultry, herbs, fruits , spices , vegetables and dairy products 	<ul style="list-style-type: none"> Research using different sources of information including food institutions and hotels on types of cooking and presentation In the kitchen learner should be able to exercise on cooking methods In the kitchen learner should be able to practice using food items to recipes
Links to other subjects: <i>Lipids in Biology, Measurements of physical quantities in Physics</i>				
Assessment criteria: <i>Learners are able to identify and apply a variety of cooking methods</i>				
Materials: <i>Regular internet audio visual images, papers and pens, pencils, menu cards, markers flipcharts and stands pictures, garnishes and different types foods</i>				

TOPIC AREA 1: FOOD PREPARATION AND SERVICE		SUB-TOPIC AREA 2: BASIC PASTRY AND BAKERY		
Home science S2	Unit 8: Bread making techniques		No. of lessons : 15	
Key Unit Competence Learners should be able to bake a variety of breads				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> • Distinguish types of breads • Explain steps use in bread making 	<ul style="list-style-type: none"> Apply techniques used in making breads appropriately 	<ul style="list-style-type: none"> •Ability to make bread following all the steps •Appreciate the end results of the products 	<ul style="list-style-type: none"> • Types of Bread <ul style="list-style-type: none"> ✓ Simple breads ✓ Complex breads • Steps of bread making <p>Measurement of ingredients, Mixing, Fermentation, Punching, Scaling of the dough, Rounding, Benching, Moulding, Proofing, Baking, Cooling, Storing</p>	<ul style="list-style-type: none"> •Research and presentation on different types of breads •Individual practice on making breads in the kitchen
Links to other subjects: <i>Lipids in Biology, Measurements of physical quantities, Expansion and change of status in Physics</i>				
Assessment criteria: <i>Learners are able to bake a variety of breads</i>				
Materials: <i>Baking materials tools and equipment's different pastry and bakery ingredients , baking ovens, wall clocks , measuring tools and materials, weighing scales ,different ingredients, Utensils, , regular internet, audio visual images, pictures flip charts, projectors</i>				

5.4. Home Science S3

5.4.1 Key Competences

At the end of S3, Home science learners would be have achieved the main competences follow:

1. To develop in the learner an understanding on how to apply cleaning procedures and arrange a home
2. demonstrate appropriate decoration techniques using a wider range of colour, fabrics and style
3. apply laundering techniques for different fabrics using the appropriate tools and equipment
4. To develop in them the ability to take care of the nutritional needs of the family members and ensure good food handling practices in the community
5. Prepare foods that best suit different life stages based upon nutrient value

5.4.2 Table units

TOPIC AREA 1: HOME MANAGEMENT		SUB-TOPIC AREA 1: PERSONAL HEALTH, ETIQUETTES AND HOME CARE		
Home science S3	Unit 1 : Home cleaning and home arrangement.	No. of lessons: 11		
Key Unit Competence: Learners should be able to apply cleaning procedures and arrange a home				
Learning Objectives		Content	Learning Activities	
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> • Describe types of surfaces • Understand cleaning procedures and techniques. • Explain the techniques for organising a home 	<ul style="list-style-type: none"> • Apply cleaning procedures on different surfaces. • Practice the techniques of organising a home 	<ul style="list-style-type: none"> • Care for different types of surfaces • Comply with home cleaning procedures • Conform to the techniques of organising a home and appreciate the end result. 	<ul style="list-style-type: none"> • Types of surfaces: Soft surfaces , Hard surfaces. • Home cleaning procedures : Airing the room and drawing curtains, emptying dustbins, cleaning of sitting room , kitchen and dining room, cleaning bedrooms and making beds, cleaning bathrooms, cleaning the home compound and surroundings. • Techniques for organising a home Furniture , curtains , bedroom, kitchen, bathrooms. 	<ul style="list-style-type: none"> • Group discussion on the different types of surfaces. • Research activity on home cleaning procedures. • Practical exercises on cleaning a home. • Individual practical exercise on making beds. • Practical exercise on home arrangement.
Links to other subjects: Chemistry : soaps and detergents production, hazardous chemicals and their handling; Biology: awareness of microbes/bacteria and their impact upon health and well-being				
Assessment criteria: Learners are able to safely apply cleaning procedures and arrange a home				
materials: Picture, audio-visual, internet dust bins, sanitary bins glass cloth, mops, brushes, dusters, dust pans, brooms, buckets, basins, sponges, gloves, masks and cleaning products such as furniture polish, glass cleaner, liquid soap, toilet cleaner, multipurpose cleaner, disinfectant, floor polish and air freshener, vacuum cleaner, and beds and bed linen.				

TOPIC AREA1: HOME MANAGEMENT			SUB-TOPICAREA2: INTERIOR DECORATION	
Home science S3		Unit 2 : Decoration techniques		No. of lessons: 8
Key Unit Competence: Learners should be able to demonstrate appropriate decoration techniques using a wider range of colour, fabrics and style				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> •Categorize different decoration styles •State different techniques of decorations and colour effects 	<ul style="list-style-type: none"> •Compare and apply different decoration styles •Contrast the colour effects and apply proportion of colour techniques •Make simple decoration with different styles 	<ul style="list-style-type: none"> •Appreciate different decoration styles •Follow colouring and decoration techniques 	<ul style="list-style-type: none"> • Types of decoration styles <ul style="list-style-type: none"> ✓ Colours values ✓ Colour scale • Colouring and Decoration techniques Patchwork ,Appliqué ,Quilting <ul style="list-style-type: none"> ✓ Hand- embroidery ✓ Machine – embroidery ✓ Use of fabrics, pens, Pencils and Dying 	<ul style="list-style-type: none"> • Research activity and presentation on different decoration styles • Practice simple decoration using colours values and scale • Group discussion and presentation on different decoration techniques • Make and present simple decoration using different decoration techniques and styles
Links to other subjects: Drawings and painting in Fine Art and design; lights in physics				
Assessment criteria: Learners should be able to demonstrate appropriate decoration techniques using a widening range of colour, fabrics and styles				
Materials: Decoration material, tools and equipment such as threads, pins, paper, markers ,pencils , paints and painting, brushes, ropes, flowers; decoration textiles such as cotton, nylon, polyester, internet, pictures and audio-visual.				

TOPIC AREA 2: TEXTILE FIBRES AND FABRICS			SUB-TOPIC AREA 1: NATURE OF TEXTILE FIBRES AND FABRICS	
Home science S3		Unit 3 : Laundry Techniques		No. of lessons:8
<p>Key Unit Competence: Learners should be able to apply laundering techniques for different fabrics using the appropriate tools and equipment</p>				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> Identify laundry materials, tools and equipment Explain laundry procedures 	<ul style="list-style-type: none"> Select materials, tools and equipment for laundering Perform laundry procedures 	<ul style="list-style-type: none"> Pay attention on using laundry materials ,tools and equipment Conform laundry procedures 	<ul style="list-style-type: none"> Use Laundry materials, tools and equipment Basins, Jerrican, Buckets, Soap, Laundry detergents, Hangers, Clothes lines, Iron and iron board, Clothes Pegs, Tables, Shelves, Washing machines Drying machine, Pressing machines. Application of Laundry procedures. Collection of dirty clothes, Sorting out, Soaking ,Washing, Drying , Finishing 	<ul style="list-style-type: none"> Group discussion and presentation on laundry materials, tools and equipment. Individual practice on Selecting and using laundry materials, tools and equipment. Research on laundry procedures. Practice washing using laundry materials, tool and equipment. Ironing activity on different fabrics. Arrange the laundry linen appropriately
<p>Links to other subjects: Soap and detergent in Chemistry; Measurements and proportion in Mathematics and simple machine, equilibrant and static forces in Physics</p>				
<p>Assessment criteria: Learners are able to apply laundering techniques for different fabrics using the appropriate tools and equipment</p>				
<p>Materials: Basin, buckets jerrican, soap, powder detergents ,cloths, cloth line ,cloth pegs iron and ironing board and cloth hangers, flip charts ,audio and visual images markers</p>				

TOPIC AREA 2: TEXTILES FIBRES AND FABRICS			SUB-TOPIC AREA 2: STITCHES AND SEAMS	
Home science S3		Topic 4 : Sewing Machine		No. of lessons: 10
Key Unit Competence: Learners should be able to understand how a sewing machine works and be able to maintain it appropriately				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> Identify parts of a sewing machine. Explain garment making process. Explain maintenance procedures of sewing machine. 	<ul style="list-style-type: none"> Describe parts of sewing machine. Make simple garments. Maintain sewing machine according to maintenance procedures. 	<ul style="list-style-type: none"> Adjust different sewing machine parts accordingly. Ability to make simple garment and appreciate the end product. Habit to maintain sewing machine after using it. 	<p>1. Parts and importance of sewing machine Spool pin, Thread guide , Tension disc, Needle bar, Bobbin case, Presser foot, Stitch regulator, Bobbin winder, Slide plate, Face plate</p> <p>2. Garment making Lap bag, Pencil pockets</p> <p>3. Maintenance of sewing machine Cleaning, Oiling</p>	<ul style="list-style-type: none"> Group discussion and presentation on the importance and selection of sewing machine parts. Individual practice on selecting and adjusting of sewing machine parts. Practical activities on sewing different seams using sewing machine. Make simple garment using basic seams. Research activity and presentation on how to maintain a sewing machine Individual activity to maintain a sewing machine
Links to other subjects: Design in Fine Art, simple machine in Physics				
Assessment criteria: Learners are able to understand how a sewing machine works and are able to maintain it appropriately				
<ul style="list-style-type: none"> Learners are able to use a sewing machine and make simple clothes using different seams Parts of sewing machine are identified ; Importance of sewing machine parts is explained Sewing machine is manipulated appropriately ; Different garments are made using simple seams 				
Materials: Fabrics ,sewing needles, carbon papers , pins ,scissors, meter rule ,paper, tape measure, sewing machine ,Sewing threads, pressing equipment				

TOPIC AREA 3: FOOD HYGIENE AND NUTRITION		SUB-TOPIC AREA 1: FOOD HYGIENE AND FOOD SAFETY		
Home science S3	Unit 5 : Food preservation and storage		No. of lessons: 9	
Key Unit Competence: Learners should be able to understand and comply with food preservation and storage procedures				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> Differentiate receiving criteria of food items Distinguish storage areas Explain storage procedures 	<ul style="list-style-type: none"> Organize different food items according to receiving criteria Apply storage procedures on various food items 	<ul style="list-style-type: none"> Appreciate the arrangement of proper receiving of food items Comply with the food items storing procedures 	<ul style="list-style-type: none"> Receiving of food items criteria Food temperatures, Perishable foods, Dry foods, Daily products, Frozen products. Types of storage Dry store, Frozen store, Refrigerated store. Storage procedures First In First Out system, Last In First Out, Labelling, Stocktaking, Packaging 	<ul style="list-style-type: none"> Individual practice on receiving of food items according to proper criteria. Group discussion and presentation on storing procedures. Individual practice on storing procedures
Links to other subjects: Food science biotechnology in Biology; Measurement of physical quantity in Physics				
Assessment criteria: Learners are able to understand and comply with food preservation and storage procedures				
Materials: Stores, Fridge, food selves, food thermometer, food warmers cupboards, stainless working tables, hair nets, garbage bags, dust bins, containers and kitchen uniforms, aprons washing sinks, food containers				

TOPIC AREA 3: FOOD HYGIENE AND NUTRITION		SUB-TOPIC AREA 2: PRINCIPLES OF GOOD NUTRITION	
Home science S3		Unit 6 : Nutritional deficiency and healthy disorders	No. of lessons : 10
Key Unit Competence Learners should be able to understand that nutritional deficiency can cause health disorders.			
Learning Objectives			Content
Knowledge and understanding	Skills	Attitudes and values	Learning Activities
<ul style="list-style-type: none"> • Explain the types of nutritional deficiency. • Distinguish nutrition related to diseases and disorders. 	<ul style="list-style-type: none"> • Describe the causes and types of nutritional deficiency. • Measure and prepare food nutrients according to diseases and nutritional deficiency. 	<ul style="list-style-type: none"> • Appreciate the value of preventing the causes of the nutritional deficiency and contribute to the society. • Maintain a positive attitude of nutrition related to disease and disorders and make a contribution to society. 	<ul style="list-style-type: none"> • Types and causes of nutritional deficiency Anaemia, Goitre, Marasmus , Obesity Kwashiorkor • Nutrition related to diseases and nutritional deficiency Deficiency diseases Common chronic diseases, Diabetes, Heart diseases Certain cancer
Learning Activities			
<ul style="list-style-type: none"> • Research activity on the types and causes of nutritional deficiency • Individual presentation of the findings • Visit a ranges of case studies from different sources on dietary advice (example commercial and health institutions) • Individual practice on preparing food nutrients according to health disorders and nutritional deficiency 			
Links to other subjects: Food nutrients in Biology; Measurement of physical quantity in Physics			
Assessment criteria: Learners should be able to understand that nutritional deficiency can cause health disorders			
Materials: Stores, Fridge, food selves, food thermometer, food warmers cupboards, stainless working tables, hair nets, garbage bags, dust bins, containers and kitchen uniforms, aprons washing sinks ,food containers, fast Internet, different types of foods, food labels, working tables and food shelves, weighing scales, coolers , charts, pictures audio and video images, gloves, and cutting boards			

TOPIC AREA 1: FOOD PREPARATION AND SERVICE		SUB-TOPIC AREA 1: BASIC HOT AND COLD DISHES		
Home science S3		Unit 7 : Basic dishes and service		No. of lessons :12
Key Unit Competence Learners should be able to prepare and serve a variety of basic dishes				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> • Compare basic dishes using basic cooking methods • Categorise food presentation techniques • Contrast basic food services techniques 	<ul style="list-style-type: none"> • Prepare dishes using basic cooking methods • Apply food presentation techniques on different dishes • Perform food service techniques 	<ul style="list-style-type: none"> • Appreciate basic dishes towards cooking methods related to different recipes. • Show concern on food presentation techniques on using garnishing techniques. • Pay attention to food service techniques related serving • Participate willingly and comply with principles on serving dishes 	<ul style="list-style-type: none"> • Basic dishes using basic cooking methods Salads, sandwiches, vegetables and fruit, eggs , sauces, and soups • Food presentation techniques <ul style="list-style-type: none"> ✓ Importance food presentation ✓ Types of garnishing. ✓ Techniques of making and using garnishes. • Basic food service techniques <ul style="list-style-type: none"> • Basic table service • Principles of serving food. • Suitable temperature for various foods 	<ul style="list-style-type: none"> • Research on different basic dishes preparation and present results of research. • Group discussion on preparation of basic dishes using various cooking methods. • In the kitchen learner should be able to prepare basic dishes related to recipes. • In the kitchen learners should be able to present dishes with various garnishes. • In the serving room learner should be able to perform basic service techniques following principles towards them
Links to other subjects: Lipids in Biology, Measurements of physical quantities in Physics				
Assessment criteria: Learners are able to prepare and serve a variety of basic dishes				
Materials: Cooking stoves, Working tables, Cutting boards different ingredients , food containers salamanders, baking ovens, different knives refrigerators, microwaves wall clocks , measuring tools and materials ,different foods, Utensils, , regular internet audio visual images, pictures flip charts, projectors				

TOPIC AREA 1: FOOD PREPARATION AND SERVICE		SUB-TOPIC AREA 1: BASIC PASTRY AND BAKERY		
Home science S3		Unit 8 : Basic principles of preparing cakes		No. of lessons : 15
Key Unit Competence Learners should be able to prepare and bake a variety of basic cakes				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> Distinguish types of cakes Explain the steps in making cakes 	<ul style="list-style-type: none"> Make different types of cakes Perform appropriate steps used in baking cakes 	<ul style="list-style-type: none"> Ability to make cakes following all the steps Appreciate the end results of the products 	<ul style="list-style-type: none"> Types of cakes Queen cakes, Muffin cake , Carrot cake, Banana cakes , Apple pie cake Steps of baking a cake Assemble ingredients, Mix ingredients, Greasing baking pan, Pour into greased pan, Bake, Frost, Finish. 	<ul style="list-style-type: none"> Research and presentation on different types of cakes Individual practice on making cakes in the kitchen
Links to other subjects: Lipids in Biology, Measurements of physical quantities, Expansion and change of status in Physics				
Assessment criteria: Learners are able to prepare and bake a variety of basic cakes.				
Materials: Baking materials tools and equipment's different pastry and bakery ingredients , baking ovens, wall clocks , measuring tools and materials, weighing scales ,different ingredients, Utensils, , regular internet, audio visual images, pictures flip charts, projectors				

6. REFERENCES

1. Curriculum De Jardinage, Ferme Et Education Nutritionnel pour Le Tronc Commun, 2005
2. Ordinary Level Initiation to Economy Program, 1998
3. TAMILNADU, Home science Corporation, First Edition 2004
4. WDA certificate 1, Housekeeping and laundry Operations
5. WDA Culinary Art certificate 1

7. APPENDICES: WEEKLY TIME ALLOCATION FOR LOWER SECONDARY

Subjects and weekly time allocation for ordinary level

Core subjects	Weight (%)	Number of Periods (1 period = 40 min.)		
		S1	S2	S3
1. English	11	5	5	5
2. Kinyarwanda	7	3	3	3
3. Mathematics	13	6	6	6
4. Physics	9	4	4	4
5. Chemistry	9	4	4	4
6. Biology and Health Sciences	9	4	4	4
7. ICT	4	2	2	2
8. History and Citizenship	7	3	3	3
9. Geography and Environment	7	3	3	3
10. Entrepreneurship	4	2	2	2
11. French	4	2	2	2
12. Kiswahili	4	2	2	2
13. Literature in English	2	1	1	1

Sub Total		41 periods	41 periods	41 periods
II. Elective subjects: Schools can choose 1 subject				
Religion and Ethics	4	2	2	2
Music, Dance and Drama	4	2	2	2
Fine arts and Crafts	4	2	2	2
Home Sciences	4	2	2	2
Farming (Agriculture and Animal husbandry)	4	2	2	2
III. Co-curricular activities (Compulsory)				
Physical Education and Sports	2	1	1	1
Library and Clubs	2	1	1	1
Total number of periods per week	100	45	45	45
Total number of contact hours per week		30	30	30
Total number of hours per year (39 weeks)		1170	1170	1170

