One of three documents presenting performance objectives for prevocational courses, this document contains performance objectives for courses in home economics including food and nutrition, human growth and relationships, clothing and textiles, and housing and home management. (The other two documents present performance objectives for prevocational courses in business, CE 018 864, and industrial arts, CE 018 062.) Career education and safety components are integrated into each set of performance objectives. The career education aspects included are skills in mathematics, reading, and language arts; self awareness, occupational skills, exploration, consumer education, and decision making. Each set of objectives is identified by a course designation, and four columns of information are used to present the content of each objective: conditions, performance, criteria, and instructional resources. Forty-seven performance objectives for prevocational home economics courses are included in this document. (B5)
During the 1976-77 school year, performance objectives for prevocational courses in home economics, business and industrial arts education were developed under the direction of the Vocational-Technical Education Service staff—Sherry Anderson, Mary Brown and Gerald Briggs. The following courses were identified for the development of performance objectives:

**HOME ECONOMICS**—Food and Nutrition, Human Growth and Relationships, Clothing and Textiles, and Housing and Home Management

**BUSINESS EDUCATION**—General Business and Beginning Typing

**INDUSTRIAL ARTS**—General, Manufacturing/Construction, Graphic Communications, and Power and Energy

Career Education and Safety components were identified and integrated into each set of performance objectives. The Career Education aspects of the performance objectives included mathematics skills, reading and language arts skills, self awareness, occupational skills, exploration, consumer and decision-making skills.

Local teaching personnel were identified by program area to serve as performance objectives writing team members. Writing team selection criteria included a working knowledge of Competency Based Education, experience in teaching the courses being addressed, and representation from various locations across the State. The writing teams met in November, 1976, and February, 1977, to develop a tentative draft of performance objectives. Subsequently, the tentative drafts were reviewed by committees of teacher educators, vocational administrators, and high school and junior high school teachers. In addition, the materials were sent to and reviewed by junior high school teachers in every Career Education Planning District in the State. The writing teams considered the recommendations of the various review committees and individual reviews and formulated a final set of objectives.

It seems entirely appropriate for me to express, for the State Board of Education and myself, our appreciation to all of the individuals and organized groups who have expended countless hours and much energy to bring this project to fruition. In particular I would like to thank Dr. Emmett Mason, Central Michigan University, for without his contribution of the Career Education and Safety components this project could not have been possible.

**JOHN W. PORTER**
Superintendent of Public Instruction

June, 1978
Overview

A performance objective is a description of what a learner should be able to do when he/she has learned a skill or acquired certain understandings.

Several characteristics of these objectives must be understood to be adequately utilized:

1. Minimum: these objectives represent the considered opinion of the writers, after completion of a structured review, as to the minimum skills and understandings necessary upon completion of the courses.

2. Recommended: these objectives are those which the particular writing team recommends to the Vocational-Technical Education Service and, in turn, the Vocational-Technical Education Service to the Local Educational Agencies for their consideration as reasonable minimum learner objectives.

3. Terminal: these objectives describe only those significant performances which are to be mastered by the end of the courses. It is likely that each of these terminal objectives contains several enabling objectives which are assumed to be necessary to achieve the terminal objective.

4. Grading/Passing: the decision as to what grade a student will earn for achieving some, all, or in excess of the minimum performance objectives is a Local Educational Agency decision. Some districts choose to include factors other than the achievement of objectives as the basis for assigning grades. It is not the intent here to suggest that this practice must change as a result of performance objectives. It is also recognized that many factors may affect the decision as to whether credit for a course should be assigned to a particular student who may achieve less than the minimum objectives of the course.

Format

1. Each set of objectives is identified by a course designation. The course designations are considered to be those most often used by Local Educational Agencies for the specific course content included.

2. Each set of objectives begins with the standard statement, "Upon completion of this course, students will have the following skills and understandings as measured by teacher-made objective referenced tests (ORT's), unless otherwise indicated." In order to avoid unnecessary duplication, this statement is presented as a constant, but it is to be interpreted as part of each subsequent objective.
3. The decision as to the sequence or priority of performance objectives within a given course designation is a Local Educational Agency decision.

Note: Industrial Arts Performance Objectives. The performance objective considered to be applicable to all Industrial Arts courses are numbered 1 through 51 and 85 through 128. Specific Industrial Arts performance objectives for skill development are numbered as follows:

- 52-70 Manufacturing/Construction
- 71-78 Graphic Communications
- 79-84 Power and Energy

Four columns of information are used to present the content of each objective:

a. Conditions: a description of the environment (materials, supplies, etc.) in which the student will perform at the time of evaluation.

b. Performance: an observable, measurable description of what the student will do.

c. Criteria: a description of the quantitative and qualitative standards against which the performance is to be measured.

d. Instructional Resources: this column is provided for teacher notes regarding instructional supplies, tools, equipment, techniques, etc. for each performance objective.

For further information, write to:

Michigan Department of Education
Vocational-Technical Education Service
Box 30009
Lansing, Michigan 48909

June, 1978
Prevocational Performance Objectives
Development Project
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Brake Junior High School
Taylor, MI 48180

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Baker Middle School
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Dearborn, MI 48124

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West Intermediate Schools
Mt. Pleasant, MI 48858

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Bridgman, MI 49106

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Prevocational Performance Objectives
Development Project
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Mt. Pleasant, MI 48859

Larry Rouse
Portage Public Schools
Portage, MI 49081
Roger Szczesulski
Midland Public Schools
Midland, MI 48640
Richard VanAlmen
L'Anse Creuse Schools
Mt. Clemens, MI 48045
<table>
<thead>
<tr>
<th>Conditions</th>
<th>Performance</th>
<th>Criteria</th>
<th>Instructional Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Without reference materials</td>
<td>the student will identify and list the Basic Four food groups, daily required servings and examples of foods from each group.</td>
<td>according to 70A standards with 75% proficiency.</td>
<td>according to current nutritional information with 90% accuracy.</td>
</tr>
<tr>
<td>Without reference materials</td>
<td>the student will list 6 major nutrient groups (vitamins, minerals, etc.) and explain the relationship to the Basic Four and what their functions are.</td>
<td>according to current nutritional information with 90% accuracy.</td>
<td>according to the Basic Four food guide, meeting the daily requirements according to the Basic Four food guide.</td>
</tr>
<tr>
<td>Given a worksheet and appropriate charts</td>
<td>the student will evaluate his/her 24-hour food intake.</td>
<td>according to teacher specified criteria.</td>
<td>according to standard principles of table setting.</td>
</tr>
<tr>
<td>Given the Basic Four food guide</td>
<td>the student will write a menu for one day.</td>
<td>according to standard principles of etiquette.</td>
<td>according to teacher/student determined criteria.</td>
</tr>
<tr>
<td>Given example nutrition labels, price lists, advertisements, etc.</td>
<td>the student will list and evaluate factors to consider in comparing food products for purchase.</td>
<td>according to teacher established criteria.</td>
<td>according to English and/or metric units of measurement, with 75% accuracy.</td>
</tr>
<tr>
<td>Given the necessary equipment</td>
<td>the student will demonstrate setting a table.</td>
<td>according to teacher specified criteria which meet state and federal regulations.</td>
<td>according to teacher specified criteria which meet state and federal regulations.</td>
</tr>
<tr>
<td>Given social situations involving meal service</td>
<td>the student will demonstrate behavior compatible with the situation.</td>
<td>according to teacher specified criteria which meet state and federal regulations.</td>
<td>according to teacher specified criteria which meet state and federal regulations.</td>
</tr>
<tr>
<td>Given necessary equipment and supplies and cost limitations</td>
<td>the student will plan, prepare, and serve a single meal.</td>
<td>according to teacher specified criteria which meet state and federal regulations.</td>
<td>according to teacher specified criteria which meet state and federal regulations.</td>
</tr>
<tr>
<td>Given necessary equipment and materials</td>
<td>the student will measure liquid and dry ingredients.</td>
<td>according to teacher established criteria.</td>
<td>according to teacher established criteria.</td>
</tr>
<tr>
<td>Given a list of food terms, abbreviations and measuring equivalents</td>
<td>the student will define the terms, equivalents and abbreviations.</td>
<td>according to teacher established criteria.</td>
<td>according to teacher established criteria.</td>
</tr>
<tr>
<td>Given equipment, supplies, and a recipe with English and/or metric measurements</td>
<td>the student will prepare a food product.</td>
<td>according to teacher established criteria.</td>
<td>according to teacher established criteria.</td>
</tr>
<tr>
<td>Given basic food preparation equipment and utensils</td>
<td>the student will demonstrate the safe and appropriate use of the equipment and utensils.</td>
<td>according to teacher established criteria.</td>
<td>according to teacher established criteria.</td>
</tr>
<tr>
<td>Given materials and equipment</td>
<td>the student will demonstrate sanitary procedures in food handling and storage.</td>
<td>according to teacher established criteria.</td>
<td>according to teacher established criteria.</td>
</tr>
<tr>
<td>Conditions</td>
<td>Performance</td>
<td>Criteria</td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>14. Through group situations</td>
<td>the student will demonstrate the ability to work cooperatively.</td>
<td>according to predetermined criteria.</td>
<td></td>
</tr>
<tr>
<td>15. Without the use of reference materials</td>
<td>the student will identify Home Economics Related Occupations of Foods and Nutrition</td>
<td>according to previously given references.</td>
<td></td>
</tr>
</tbody>
</table>
RECOMMENDED MINIMUM PREVOCATIONAL PERFORMANCE OBJECTIVES

Prevocational Designation: "Home Economics - Human Growth and Relationships"

Upon completion of this course, students will have the following skills and understandings as measured by teacher-made objective referenced tests (ORT's), unless otherwise indicated:

<table>
<thead>
<tr>
<th>Conditions</th>
<th>Performance</th>
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<th>Instructional Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Given a fictional situation describing adolescents</td>
<td>the student will explain physical and emotional similarities and differences</td>
<td>based on an authoritative text or equivalent reference material.</td>
<td>according to teacher/student prepared criteria.</td>
</tr>
<tr>
<td>2. Given descriptions of peer relationships</td>
<td>the student will appraise these relationships</td>
<td>through self-evaluation.</td>
<td>according to student/teacher established criteria.</td>
</tr>
<tr>
<td>3. Given the necessary resources</td>
<td>the student will identify their values and goals</td>
<td></td>
<td>according to student and teacher established check-list.</td>
</tr>
<tr>
<td>4. Given the necessary resources and a specified time period</td>
<td>the student will develop a plan for achieving one of their short-term goals and will evaluate their progress toward that goal</td>
<td></td>
<td>according to teacher and student prepared check-list.</td>
</tr>
<tr>
<td>5. Given specific situations (role playing, case study, fictional situations, etc.)</td>
<td>the student will explain and/or demonstrate how to positively reinforce a child's behavior</td>
<td></td>
<td>according to teacher and student devised criteria.</td>
</tr>
<tr>
<td>6. Given situations</td>
<td>the student will identify and demonstrate play activities for children of various ages</td>
<td></td>
<td>according to teacher and student established guidelines.</td>
</tr>
<tr>
<td>7. Given babysitting situations</td>
<td>the student will list the responsibilities of the parent and the babysitter</td>
<td></td>
<td>according to teacher/student established criteria.</td>
</tr>
<tr>
<td>8. Given child care situations (i.e. actual, case study, personal experiences, etc.)</td>
<td>the student will explain and/or demonstrate safe and healthy care of children</td>
<td></td>
<td>according to teacher and student established guidelines.</td>
</tr>
<tr>
<td>9. Given babysitting problems in which the student is the responsible agent</td>
<td>she/he will explain and/or demonstrate how to handle the situations</td>
<td></td>
<td>according to teacher/student established criteria.</td>
</tr>
<tr>
<td>10. Given case studies involving various family structures</td>
<td>the student will analyze the responsibilities of the members</td>
<td></td>
<td>according to teacher/student established guidelines.</td>
</tr>
<tr>
<td>11. Given problem solving situations</td>
<td>the student will analyze the responsibilities of a citizen to others in a community</td>
<td></td>
<td>according to teacher/student established criteria.</td>
</tr>
<tr>
<td>12. Without the use of reference materials</td>
<td>the student will identify Home Economics Related Occupations in Human Growth and Relationships</td>
<td></td>
<td>according to previously given references.</td>
</tr>
</tbody>
</table>
**Recommended Minimum Prevocational Performance Objectives**

**Prevocational Designation: Home Economics - Clothing and Textiles**

Upon completion of this course, students will have the following skills and understandings as measured by teacher-made objective referenced tests (ORT's), unless otherwise indicated:

<table>
<thead>
<tr>
<th>Conditions</th>
<th>Performance</th>
<th>Criteria</th>
<th>Instructional Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. With necessary resources and equipment</td>
<td>the student will demonstrate understanding of basic body care procedures such as: hand care, skin care, hair care, exercise, posture, etc.</td>
<td>according to previously established criteria.</td>
<td>as specified by teacher.</td>
</tr>
<tr>
<td>2. Given necessary equipment and materials</td>
<td>the student will take body measurements in English and/or metric units.</td>
<td>according to teacher specified procedures.</td>
<td>as specified by the Patterns Standard Size Chart.</td>
</tr>
<tr>
<td>3. Given a pattern book and measuring equipment</td>
<td>the student will select a pattern of the correct size.</td>
<td>according to principles of design.</td>
<td>according to principles of design.</td>
</tr>
<tr>
<td>4. Given descriptions of figure types</td>
<td>the student will recommend garment selection for each type.</td>
<td>with 100% accuracy.</td>
<td>with 75% accuracy.</td>
</tr>
<tr>
<td>5. Given necessary material and charts</td>
<td>the student will select the correct supplies for a project (garment, accessories, stuffed animals, etc.).</td>
<td>according to teacher specified criteria.</td>
<td>according to teacher specified criteria.</td>
</tr>
<tr>
<td>6. Without the aid of references</td>
<td>the student will identify and explain terms and symbols used on the pattern and/or pattern guide.</td>
<td>in correct sequence and according to established standards.</td>
<td>as established by teacher/student criteria.</td>
</tr>
<tr>
<td>7. Given basic sewing equipment</td>
<td>the student will identify and demonstrate safe and appropriate techniques.</td>
<td>according to previously established criteria.</td>
<td>as established by teacher/student criteria.</td>
</tr>
<tr>
<td>8. Using the necessary equipment and materials</td>
<td>the student will construct a project using construction techniques.</td>
<td>according to previously established criteria.</td>
<td>as established by teacher/student criteria.</td>
</tr>
<tr>
<td>9. Using a class project(s) such as garment, accessory, stuffed animal, or sample, etc., and using necessary equipment and materials</td>
<td>the student will demonstrate the following techniques: 1) seams 2) seam finish 3) hem 4) sewing on a button 5) facing and interfacing (to include grading and understitching) 6) fabric and notion pre-treatment 7) darts 8) zipper application 9) pressing</td>
<td>according to previously established criteria.</td>
<td>as established by teacher/student criteria.</td>
</tr>
<tr>
<td>10. Using reference materials</td>
<td>the student will explain procedures for home care of garments including laundry and pressing.</td>
<td>according to previously established criteria.</td>
<td>as established by teacher/student criteria.</td>
</tr>
<tr>
<td>11. Without the use of reference materials</td>
<td>the learner will list a minimum of five characteristics to look for when purchasing ready-to-wear clothing.</td>
<td>according to student/teacher established criteria.</td>
<td>as established by teacher/student criteria.</td>
</tr>
<tr>
<td>Conditions</td>
<td>Performance</td>
<td>Criteria</td>
<td>Instructional Resources</td>
</tr>
<tr>
<td>------------</td>
<td>-------------</td>
<td>----------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>12. Without the use of reference materials.</td>
<td>the student will identify Home Economics Related Occupations in Clothing and Textiles</td>
<td>according to previously given references.</td>
<td></td>
</tr>
</tbody>
</table>
**Recommended Minimum Prevocational Performance Objectives**

**Prevocational Designation:** Home Economics - Housing and Home Management

Upon completion of this course, students will have the following skills and understandings as measured by teacher-made objective referenced tests (ORT's), unless otherwise indicated:

<table>
<thead>
<tr>
<th>Conditions</th>
<th>Performance</th>
<th>Criteria</th>
<th>Instructional Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Given an individual's basic personal needs and available resources for a given period of time</td>
<td>the student will develop a budget</td>
<td>which stays within the available resources.</td>
<td>according to student/teacher criteria.</td>
</tr>
<tr>
<td>2. Given a specific situation (i.e. bedroom, bathroom, kitchen, etc.)</td>
<td>the student will develop a plan for basic household cleaning procedures and tasks (daily, weekly, monthly, seasonal)</td>
<td>according to the directions on the label.</td>
<td>according to student/teacher established criteria.</td>
</tr>
<tr>
<td>3. Given a labeled product</td>
<td>the student will explain and/or demonstrate the use of that product</td>
<td>according to student/teacher established criteria.</td>
<td>according to previously given references.</td>
</tr>
<tr>
<td>4. Given a checklist</td>
<td>the student will identify and develop a plan to alleviate potential safety hazards in the home</td>
<td>according to previously given references.</td>
<td>according to teacher/student established criteria.</td>
</tr>
<tr>
<td>5. Given a current advertisement</td>
<td>the student will analyze it for implications of the message?</td>
<td>according to previously given references.</td>
<td>according to previously given references.</td>
</tr>
<tr>
<td>6. Without the use of references</td>
<td>the student will identify natural resource conservation techniques</td>
<td>according to previously given references.</td>
<td>according to previously given references.</td>
</tr>
<tr>
<td>7. Given a case study</td>
<td>the student will develop a plan for the use of human resources (time, energy, and people)</td>
<td>according to previously given references.</td>
<td>according to previously given references.</td>
</tr>
<tr>
<td>8. Without the use of reference materials</td>
<td>the student will identify Home Economics Related Occupations in Housing and Home Management</td>
<td>according to previously given references.</td>
<td>according to previously given references.</td>
</tr>
</tbody>
</table>
MICHIGAN STATE BOARD OF EDUCATION
STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW

The Michigan State Board of Education hereby agrees that it will comply with Federal laws prohibiting discrimination and with all requirements imposed by or pursuant to regulations of the U.S. Department of Health, Education and Welfare. Therefore, it shall be the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, or marital status shall be discriminated against, excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any federally funded program or activity for which the Michigan State Board of Education is responsible or for which it receives federal financial assistance from the Department of Health, Education and Welfare. This policy of non-discrimination shall also apply to otherwise qualified handicapped individuals.