

Course Outline

School Name: ***KEEWAYTINOOK INTERNET HIGH SCHOOL***

Department Name: ***FAMILY STUDIES***

Ministry of Education Course Title: ***Individual and Family Living***

Grade Level: ***9***

Ministry Course Code: ***HIF10***

Teacher's Name: Angela Batsford

Developed by: Angela Batsford

Date: March 9, 2005

Revision Date: April 2010

Developed from: Social Sciences and the Humanities Curriculum Document

Profile Name: Individual and Family Living, Grade 9 or 10, Open

Text: Kelly-Plate, J., Today's Teen, 6th Edition, Glencoe McGraw-Hill, 2000.

Prerequisite: None

Credits: One

Length: 110 hours

Principal's Name: Darrin Potter

Principal's Approval (signature) _____

Approval Date:

Course Description/rationale

This course explores the challenges faced by all people: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will acquire the knowledge and skills that are needed to make the transition to adulthood. Teachers will instruct students in developing interpersonal, decision-making and practical skills related to daily life. Students will explore the functioning of families and the diversities found among families and within society.

Overall Curriculum Expectations

Self and Others

- describe the characteristics of human growth and development in adolescence, and explain their influence on the behaviour and needs of young people
- analyse strategies to develop and maintain effective relationships
- apply practical skills to perform daily-living tasks that meet the needs of self and family
- demonstrate a growing awareness of the need to be responsible and to contribute to the family

Personal and Social Responsibilities

- demonstrate an understanding of their growing rights and responsibilities in relation to their family, as well as their emerging independence from their family
- demonstrate communication and conflict-resolution skills in the context of family and social relationships
- understand and apply a variety of problem-solving and decision-making skills, grounded in psychological and sociological studies, to family and social problems
- demonstrate practical skills that contribute to the proper functioning of families that are transferable to the workplace and to the community

Social Challenges

- analyse how a changing society affects individuals and families
- describe strategies by which individuals and family members manage resources in a changing environment
- apply skills for using various technologies for family activities
- demonstrate an understanding of the principles of consumer awareness

Diversity, Interdependence, and Global Connections

- summarize the functions of families in society
- describe diverse family, relationship, and child-rearing patterns, and family lifestyles in various historical periods and cultures

Social Science Skills

- use social science research methods to obtain information from various media, technology, and human resources in order to examine aspects of individual and family living
- effectively communicate the results of their inquiries
- demonstrate effective collaborative group skills

Course Content

Unit	Length
Enhancing Personal Skills	20 hours
Understanding Personal Issues	25 hours
Individuals in Families	25 hours
Families in the Community	20 hours
Family Ties to Society	20 hours
Total	110 hours

Unit Descriptions

Unit 1 – Enhancing Personal Skills

In this unit students will analyze various aspects of self and interpersonal skills in terms of human growth and development in adolescence. Students will demonstrate effective interpersonal skills using a variety of problem solving and decision making tools. Team work and collaborative group processes will be emphasized throughout.

Unit 2 – Understanding Personal Issues

Students will investigate strategies needed to develop and maintain effective family and social relationships. Social Science Research methods will be used to obtain information from various sources. They will analyze the information obtained in order to examine various aspects of individual and family living. Students will effectively communicate the results of research in both written and oral reporting formats.

Unit 3 – Individuals and Families

By applying practical skills for daily living tasks students will increase their awareness of their responsibility to help meet the needs of themselves as they increase their independence and of their families in making a responsible contribution to their families. By increasing their competencies in managing their own lives and contributing to the success of their families, students will examine strategies for managing resources, and apply skills in using various household technologies.

Unit 4 -Families in the Community

Students will gain competencies in helping their families live safely, provide for the necessities of life (food, clothing, housing) and support its financial needs. Knowledge and skills that increase consumer awareness for the benefit of the family in interacting with the larger community and society will be enhanced.

Unit 5 - Family Ties to Society

Students will gain greater understanding of how their own families function by examining how families function in general and the diversity of families and lifestyles in Canadian society, other cultures and various historical periods. The impact of how changes in society affect individuals and families will be analysed. The impact of the institutions of the larger society (government, non-governmental organizations, non-profit, business organizations and the economy) on the functioning of families will be examined within the parameters of the local community.

Teaching/Learning Strategies

The order of units and activities given in the course profile will be followed because of the sequential nature of the learning. Students will explore connections with each other, their families, communities and society as a whole.

This course is organized into a nine-week series of lessons and activities that will be presented to students in remote northern communities via the internet. The ninth week will be used for course consolidation, review and the final examination. Teacher and students will communicate over the internet while mentors in the classrooms will assume the role of liaison between the teacher and student.

A variety of strategies will be used in the online delivery of this course. Practical experiences and simulations related to the real world will provide opportunities for exploring and expanding activities in daily living. Safety of the individual will be dealt with in specific expectations dealing with violent and abuse relationships. Safe use of equipment and materials will be taught prior to any activity requiring such safe practices.

Teaching/learning strategies will include, but not be limited to the following:

Direct instruction (on-line lecture)	Demonstration
Reading	Practical experience
On-line inquiry	Case study
Role play	Discovery
Group work	Independent study
Research project	Self analysis
Peer analysis	Mentor analysis
Teacher analysis	

Evaluation

Type of assessment	Category	Details	Weighting (%)
Formative (70%)	Knowledge/ Understanding	SCV.O2: organize and follow a Daily Schedule DIV.01: describe the functions of families (Display Board) SOV.O1: identify the characteristics of growth & development in adolescence & explain their influence on behavior and needs of adolescents (self analysis, in-class discussion; midterm test)	15%
	Thinking/Inquiry	SOV.02: complete a portfolio project SCV.O1: write a reasearch paper on and adolescent issue	15%
	Communication	DIV.02: create a display board to describe/illustrate diverse family, relationship & child-rearing patterns SSV.02: present portfolio & research papers to class SOV.03, SOV.04: create a poster/pamphlet	20%

	Application	PRV.01, PRV.04: prepare a meal plan with budget for a family PRV.02, PRV.03: demonstrate conflict resolution skills SCV.03: use the internet to locate recipes SCV.04: create an advertizement for a particular product SSV.01: use social science reasearch skills to prepare a research paper SSV.04: participate in co-operative learning/group work	20%	
Summative (30%)	Culminating Activity (15%)	Knowledge/Understanding	3%	
		Thinking/Inquiry	2%	
		Communication	5%	
		Application	5%	
	Final Examination (15%)	Knowledge/Understanding	3%	
		Thinking/Inquiry	2%	
		Communication	5%	
		Application	5%	
			TOTAL	100%

Assessment/Evaluation Strategies

A variety of assessment and evaluation methods, strategies and tools are required as appropriate to the expectation being assessed. These include diagnostic, formative and summative within the course and within each unit.

Assessment strategies include: on-line submissions, reflections, journals, self assessment, peer assessment, co-operative learning/group work, case studies, concept maps, research projects/reports, practical applications/products, unit and activity tests/quizzes.

Assessment tools include: checklists, marking schemes, rubrics, anecdotal comments with suggestions for improvement.

Resources

Print

Kelly-Plate, J., Today's Teen, 6th Edition, Glencoe McGraw-Hill, 2000

Shoonmaker, B.F., Growing Up Caring, Glencoe McGraw-Hill, 1990

Thompson, P.J., Jax, J.A., Exploring Life Skills, EMC Paradigm Publishing, 1998

OSSTF, Managing Conflict. Toronto, ISBN: 09200930-54-9

Internet

Health Canada - <http://www.hc-sc.gc.ca>

Canadian Safety Council - <http://www.safety-council.org>

Food Safety Network <http://www.canfightbac.org>

Canadian Consumer <http://www.ConsumerReports.org>

OFSHEEA - <http://www.ofsheea.ca/>

Ontario Ministry of Health - <http://www.health.gov.on.ca>

Research resources for Social Sciences - <http://cp.pc.ca/>

Program Planning

This course is offered to students living in isolated northern Ontario communities which do not have access to regular high school facilities, equipment or teachers associated with secondary education. This course uses the internet for instruction, demonstration and research. It utilized a student-centered semi-virtual classroom which capitalizes on the strengths of internet program delivery to minimize the disadvantages of geographic remoteness.

Students are presented with 800 minutes of instruction/activity via the internet over the period of one week. All lessons, assignments, questions and course material is presented in this manner, with approved print materials available as a student resource in each classroom. The student and instructor communicate via the internet, while a classroom mentor (a fully qualified teacher) assists students in completing tasks in a timely manner and provides tutoring as required.