

**SOCIAL SCIENCES AND HUMANITIES ~ FAMILY STUDIES DEPARTMENT**  
Subject Head: Ms. Stinson

Ministry of Education Curriculum Document: Social Science and Humanities, Grades 9 and 10, 1999

**Grade 9: INDIVIDUAL AND FAMILY LIVING (OPEN)**

**Teacher:** Mrs. L. Shillum

Course Code: HIF101

Credit Value: 1 credit

Prerequisites: None

Courseware developed by Ms. Gordner, Mrs. Shillum and Ms. Stinson

Course reviewed by Mrs. Shillum (September 2012)

**Course Description:**

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:**

- 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;
- 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 and that are transferable to the workplace and to the community;
- 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;
- summarize the functions of families in society;
- describe diverse family, relationship, and child-rearing patterns, and family lifestyles in various historical periods and cultures;
- 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 Resources:**

Individual and Family Living, (2000) Nelson Publishing  
<http://moodle2.yrdsb.ca>

## Units of Study:

**Summative and culminating activities are subject to change.**

Unit 1	Enhancing Personal Skills
Topics include: Effective communication skills, Group dynamics & group communication skills, Development and individual behaviour, Role of communication in team building, Collaborative problem solving skills, taking charge of time and choices, Study skills, planning and contributing to a group goal. <ul style="list-style-type: none"><li>• <b>"Me" Project 5%</b></li><li>• <b>Unit Test 5%</b></li></ul>	
Unit 2	Understanding Personal Issues
Topics include: Current adolescent issues of concern, Library research, research using surveys and questionnaires, Coping skills for daily living, Conflict resolution in relationships, Recognizing healthy relationships, Coping with harassment and abuse. <ul style="list-style-type: none"><li>• <b>Novel Study 10%</b></li><li>• <b>Unit Test 5%</b></li></ul>	
Unit 3	Food for Individuals and Families
Topics include: Household safety, kitchen safety, Safe food handling, skilled use of household appliances, Healthy snacking, food preparation techniques, nutritional needs, meal planning, Kitchen math, food for families, food costs and family lifestyle, managing food resources. <ul style="list-style-type: none"><li>• <b>Cooking Labs 5%</b></li><li>• <b>Healthy Snack Assignment 5%</b></li><li>• <b>Unit Test 5%</b></li></ul>	
Unit 4	Individuals and Families
Topics include: Getting ready for work, looking good - clothing care and maintenance, Use of sewing machine and serger, creative sewing project (making PJ pants), Advertising and consumer choices, making informed purchasing decisions, Consumer rights and responsibilities, becoming a savvy consumer. <ul style="list-style-type: none"><li>• <b>Sewing Lab 5%</b></li><li>• <b>Unit Quizzes 5%</b></li><li>• <b>Unit Culminating 5%</b></li></ul>	
Unit 5	Family Ties to Society
Topics include: Family forms/structures family relationships in different cultures, Families and change, support systems for families, families in an ever changing environment, Appreciating family and cultural diversity. <ul style="list-style-type: none"><li>• <b>Baby Alive Assignment 5%</b></li><li>• <b>Unit Test 5%</b></li><li>• <b>Unit Culminating 5%</b></li></ul>	

### **Accessing Course Outlines and Curriculum Policy Documents:**

School Website: <http://www.drgwilliams.ss.yrdsb.edu.on.ca/>

Ontario Ministry of Education: <http://www.edu.gov.on.ca/>

Print Resource: Social Science & Humanities, Grades 9 and 10, 1999, Ontario Ministry of Education

**The new ministry policy is to not collect course fees, however, some enhancement opportunities may be available to students.**

## Instructional Strategies:

- Safety Awareness (Kitchen Safety, Food Safety, Accident Prevention)
- Technological Literacy ( Internet Research, Use of Sewing Machines, Sergers and Kitchen Appliances)
- Career Exploration ( Social Services, Family Studies, Food & Nutrition, Consumer Education )
- Cooperative Learning (Group Food Labs, Role Plays, Oral Presentations, Demonstrations)
- Note-Taking Skills ( Organizers, Lab Reports, Research Notes)
- Media Analysis ( Videos, Magazines, Advertisements, Internet)
- Numeracy (Recipe Measurements, Recipe Conversions, Sewing Measurements )
- Connecting Ideas and Concepts ( Mind Mapping, Time Planning Charts)
- Making Connections to other Subject Areas ( Health, Social Science, Technology, Art, Science, Business)
- Literacy ( Journal Writing, Reading Recipes, Social Science Research, Documenting Sources in APA Format)
- Authentic Tasks (Conflict Management, Food Preparation, Clothing Construction, Wardrobe Management )

## Assessment and Evaluation:

- ✓ Assessment is the ongoing process of collecting information about the student's achievement. A variety of assessment tools may be used.
- ✓ Assessment may be diagnostic, formative or summative. Diagnostic and formative assessments do not carry a mark weight. Summative assessments count toward the final mark.
- ✓ Formative assessment is the gathering of information about student learning during the progression of a course and usually repeatedly, to improve student learning.
- ✓ 70% of the grade will be based on evaluations conducted through the course, while 30% will be based on final evaluation administered towards the end of the course.
- ✓ The evaluation of Learning Skills (**independent work, team work, organization, work habits or initiative**) will be tracked and assessed throughout the course. Students will find concentrating on these skills will result in a high a level of success in meeting the course expectations.

LEARNING SKILL	BEHAVIOUR/DESCRIPTORS
Responsibility	Completes and submits class work, homework and assignments, takes responsibility for and manages own behaviour
Organization	Devises and follows a plan and process for completing work, establishes priorities and manages time to complete tasks and achieve goals
Independent Work	Uses class time appropriately, follows instructions with minimal supervision
Collaboration	Responds positively to the ideas, opinions, values and traditions of others, shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions
Initiative	Demonstrates the capacity for innovation and a willingness to take risks, demonstrates curiosity and interest in learning
Self-regulation	Sets own individual goals and monitors progress towards achieving them, seeks clarification or assistance when needed

## Course Evaluation:

Grading will be calculated according to the Achievement Chart categories. The weighting of the categories are as follows:

<b>Knowledge/Understanding</b>	<b>20%</b>	<b>70%</b>
<b>Thinking</b>	<b>15%</b>	
<b>Communication</b>	<b>15%</b>	
<b>Application</b>	<b>20%</b>	
<b>Summative Evaluation:</b>		<b>30%</b>
- <b>Course Culminating Project (Magazine)</b>		
- <b>Final Exam</b>		
<b>Course Grade</b>		<b>100%</b>

**The DR.G.W.WILLIAMS SECONDARY SCHOOL**  
**SOCIAL SCIENCES AND HUMANITIES ~ FAMILY STUDIES DEPARTMENT**  
**POLICIES**

**Attendance and Punctuality**

Regular attendance is essential due to the cumulative nature of this course. Students who are absent are expected to call their learning partner and catch up on the missed work before returning to class. This includes having the homework for the missed classes completed upon returning to school. If this is not possible be sure to see your teacher immediately upon your return to school to be able to catch up. Ensure that you seek extra help from your teacher when needed. After a number of missed classes you may be required to complete an additional assignment to make up missed time.

- Lateness for class is unacceptable. There will be consequences for repeated lates.
- Frequent absences are unacceptable. If students are absent, parents must call in to approve the absence. Parents will be contacted if the absences are not approved.

**Late or Missed Assignments**

Students are expected to submit assignments promptly on the due date. Please talk to your teacher before the due date if you anticipate that you will not be able to submit an assignment on time.

If you have a specific conflict, (e.g. field trip), you must tell the teacher before the day of a major evaluation (assignment, test, or presentation) that you will be absent. Although you may have conflicts, you are still required to complete all work. If you are ill the day of a major evaluation, you are expected to call the school **(905)727-3131** and speak to your teacher or leave a message stating the reason for missing the evaluation. Upon your return to school, you must have a medical note specifying the nature of your illness. No note results in a grade of zero.

**Family Studies Safety Policy for Lab Courses**

Rules for the safety of the individual and fellow students will be explained and demonstrated by the teacher. All students will be given a copy of these rules to be kept in their note book, and students and parents will sign that they have read and will follow the safety procedures for the classroom.

**Student Responsibilities**

- Students are to arrive in class before the bell rings with homework completed, the proper texts and materials needed, ready to participate fully in class.
- Students are expected to keep neat, up to date notebooks. A separate binder is recommended.
- You are expected to treat all other students, as well as the teacher, with courtesy and respect. In return, you may expect to be treated fairly and politely by your classmates and your teacher.
- Each student is required to have a learning partner. If you are absent, it is your responsibility to contact your learning partner to find out what you have missed. Your learning partner will collect all handouts on the day that you are absent.

**Learning Partners:**

Name: \_\_\_\_\_ Phone #: \_\_\_\_\_ Email: \_\_\_\_\_

Name: \_\_\_\_\_ Phone #: \_\_\_\_\_ Email: \_\_\_\_\_

This has been prepared to inform students, and their families, about the course, and classroom expectations so that students can be successful. Please sign below to acknowledge that you have read and understood the expectations for this course.

Student Signature \_\_\_\_\_ Date: \_\_\_\_\_

Parent or Guardian Signature \_\_\_\_\_ Date: \_\_\_\_\_