



THAMES VALLEY DISTRICT SCHOOL BOARD

London Central Secondary School

509 Waterloo Street

London Ontario



COURSE OUTLINE 2018-2019

Course Name:	Exploring Family Studies	Course Code:	HIF 10
Course Type:	Grade 9 Open	Credit Value:	1
Teacher(s):	Ms. D. Harder		

Course Description:

This course explores, within the context of families, some of the fundamental challenges people face: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will explore adolescent development and will have opportunities to develop interpersonal, decision-making, and practical skills related to daily life. They will learn about the diverse ways in which families function in Canada and will use research skills as they explore topics related to individual and family needs and resources.

<http://www.edu.gov.on.ca/eng/curriculum/secondary/sstudies910curr.pdf>

Course Overall Expectations:

Strand	Overall Expectations
Research and Inquiry Skills	A1. Exploring: explore topics related to individual and family needs and resources, and formulate questions to guide their research;
	A2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate research and inquiry methods;
	A3. Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry;
	A4. Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.
Self and Others	B1. Adolescent Development: describe important changes that are associated with adolescent development, and explain their influence on the behaviour and needs of young people;
	B2. Relating to Others: demonstrate an understanding of various types of relationships and of skills and strategies for developing and maintaining healthy relationships;
	B3. Family Lifestyles: describe lifestyles in diverse families and the impact of a range of factors including social and cultural factors, on these lifestyles.
Daily Living Skills	C1. Decision Making and Problem Solving: demonstrate the ability to apply decision-making and problem-solving strategies and skills, particularly within a family context;
	C2. Managing Resources: demonstrate an understanding of strategies and skills that can be used to manage resources to meet the needs of the family and its individual members;
	C3. Practical Skills: demonstrate an understanding of practical skills and knowledge needed to safely and effectively perform day-to-day tasks that help meet their needs and those of the family.
Exercising Responsibility	D1. Personal Responsibilities: demonstrate an understanding of their responsibilities related to their personal well-being and that of their family, and of how they can maintain their health and well-being;

Course Overall Expectations:	
Strand	Overall Expectations
	D2. Family Responsibilities: describe the functions and responsibilities of families and the diverse ways in which families fulfil them;
	D3. Consumer Awareness: describe and demonstrate responsible consumer practices.

Assessment and Evaluation Strategies:

The purpose of assessment and evaluation is to improve student learning. Assessment and evaluation is based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers use a variety of strategies throughout the course, including: providing students with feedback about their work (known as assessment for learning), helping to set learning goals and monitor their own progress (known as assessment as learning), and evaluation and reporting of progress in the form of grades and marks (known as assessment of learning).

Unit Overview	Assessment and Evaluation Methods (May include major evaluations)
Unit One - Adolescent Development and Human Relationships -human growth and development in adolescence -nature and roles of relationships	"Cover Me" report
Unit Two – Personal and Social Responsibility -rights and responsibilities within the family and within society -practical skills to perform daily living tasks	Demographic Assignment, Meal Planning, Sewing, Food Labs
Unit Three – Skills for Daily Living -communication and conflict resolution -practical skills to perform daily living tasks	Egg Baby Assignment, Budgeting Assignment
Unit Four -Social Science Research -explore and research a topic related to individual family needs and resources	Research Project
Course Culminating Activity/Independent Study -research and report on lifestyles in diverse families and the impact of a range of factors including social and cultural factors, on these lifestyles.	Social Service Agency Report and Presentation
Final Exam -the final exam will be held in the formal examination period	

Assessment and Evaluation Categories and Weights:

Achievement Chart Categories	
Achievement Category	Percentage
Knowledge/Understanding	21%
Thinking/Inquiry	14%
Communication	14%
Application	21%

Evaluation/Weight of Marks	
Evaluation	Percentage
Term Evaluation	70%
Final Evaluation	
• ISP	15
• Exam	15

Learning Skills and Work Habits Assessment:

The development of learning skills and work habits is an integral part of student learning. These skills are:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

Learning skills and work habits influence student achievement and are included as a formal part of the assessment and evaluation process. Learning skills and work habits will be assessed through a variety of teacher strategies. (e.g. observation, student /teacher conference, self-reflection, checklists, exit cards, etc.) These important learning skills and work habits will be formally reported on the Provincial Report Card according to the following scale: E- Excellent, G- Good, S- Satisfactory, N- Needs Improvement.

Academic Dishonesty - Cheating and Plagiarism:

Learning tasks that students complete as well as the assignments, tests and exams that students submit for evaluation must be their own work. Cheating and plagiarism is a serious offence that will not be condoned. Academic consequences will result.

Late and Missed Assignments - Student Roles and Responsibilities

Students are expected to:

- be responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher;
- understand that there will be consequences for not completing assignments for evaluation and/or for submitting those assignments late;
- use class time productively;
- in extenuating circumstances, request an extension from the teacher before the due date.

Mark deductions for late and missed assignments are outlined in the Central Student Planner.

References: *TVDSB Assessment & Evaluation Policy*, September 2011; *Growing Success - Assessment and Evaluation, and Reporting in Ontario Schools*, 2010.
Student Planner and School Web site