



# PORT CREDIT S.S. COURSE OVERVIEW



## Personal Life Management

**DEPARTMENT:** Social Science

**COURSE CODE:** HIP400

**TEXTBOOK:** Clark, P., Couch, S. & Felstehausen, G. (2011) *Managing Life Skills*, Columbus, OH: McGraw-Hill Ryerson.

**TEXTBOOK REPLACEMENT COST:** \$85

**PREREQUISITE:** None

### COURSE DESCRIPTION

This course focuses on preparing students for living independently and working successfully with others. Students will learn to manage their personal resources to meet their basic needs for food, clothing, and housing. They will also learn about their personal, legal, and financial responsibilities and develop and apply interpersonal skills in order to make wise and responsible personal and occupational choices. Students will apply research and inquiry skills while investigating topics related to personal life management. The course emphasizes the achievement of expectations through practical experiences.

### OVERALL EXPECTATIONS

By the end of the course, students will:

- ✓ Exploring: explore topics related to personal life management, and formulate questions to guide their research;
- ✓ Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;
- ✓ Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry;
- ✓ 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.
- ✓ Progressing From Adolescence to Adulthood: demonstrate an understanding of the personal qualities and skills necessary to make the transition from adolescence to adulthood;
- ✓ Planning for Employment: describe the elements of successful planning for employment;
- ✓ Communicating Effectively: demonstrate an understanding of effective communication skills and their role in building the healthy relationships that support independent living.
- ✓ Making Decisions: demonstrate an understanding of effective decision-making processes and their role in independent living;
- ✓ Managing Financial Resources: explain and demonstrate the use of basic money-management skills and techniques needed to manage personal financial resources effectively;
- ✓ Managing a Household: describe and demonstrate the use of basic principles and techniques of effective household management.
- ✓ Personal Responsibilities: demonstrate an understanding of the role of personal responsibility in independent living, and of strategies that can be used to meet individual needs;
- ✓ Workplace Rights and Responsibilities: demonstrate an understanding of the rights and responsibilities of employers and employees, including both personal and legal responsibilities;
- ✓ Consumer Rights and Responsibilities: demonstrate an understanding of the role that responsible consumerism plays in living independently.
- ✓ Economic Influences: demonstrate an understanding of how global, national, and community economic factors affect the individual's financial circumstances;
- ✓ Financial Institutions: describe ways in which financial institutions can assist in the management of personal finances;
- ✓ Benefits and Costs of Working: explain the benefits and costs of working.

### PLAGIARISM & ACADEMIC DISHONESTY

Students are encouraged to research and use other people's ideas to help prove their hypothesis and argument. However, it is a crime to take these ideas and use them as their own. Students who do the following will be considered to have completed an act of academic dishonesty and/or plagiarism.

- ✓ Directly copy another person's work and claim it as their own
- ✓ Use less than the recommended number of footnotes or references per page
- ✓ Use a thesaurus to simply change some of the key words in a sentence without referencing
- ✓ Paraphrase without properly referencing
- ✓ Reference a work but do not paraphrase sufficiently
- ✓ Do not include a bibliography



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## EVALUATION

Assessment and evaluation in this course will be based on provincial curriculum expectations. Evaluation throughout the course and the final evaluation will incorporate four broad categories.

**A final grade will be calculated: Term Work = 70%; Final Evaluation = 30%**

Knowledge & Understanding	Thinking	Communication	Application	Final Summative Evaluation	
TERM			WORK	= 70%	30%
Knowledge of facts & terms Understanding of concepts & relationships between concepts	Critical & creative thinking Inquiry skills (generating ideas, formulating questions, planning, selecting strategies & resources)	Communication of ideas & information through writing, visual & oral presentations	Application of concepts, skills & procedures in familiar contexts Transfer of concepts, skills & procedures to new contexts	Culminating Activity 15% Written Exam 15%	

**The exact weighting of these categories will vary depending on the subject, unit and type of evaluation. Students will also receive descriptive feedback as part of the assessments that will not form part of the student's final marks.**

## LEARNING SKILLS

The following learning skills will be taught and assessed throughout the course and rated on the report card:

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

These skills will not be included in the final numeric mark unless they are part of the provincial curriculum expectations for the course. However, it is important to remember that the development of these skills is critical to academic achievement and does have a direct bearing on the final mark.

## AUDIO-VISUAL CURRICULUM DELIVERY

- ✓ Any Social Science curriculum has multi-media instruction as part of the delivery process.
- ✓ Peel District School Board Policy requires parental permission for any media rated 14A-18A by the Ontario Film Board, regardless of the age of the student. It is illegal to show R rated material in the classroom, regardless of parental consent or the age of the student.
- ✓ By signing this course outline, parents acknowledge that material up to and including 18A may be shown in the classroom. If you have any specific concerns, contact the individual teacher.

## ACKNOWLEDGEMENT

I acknowledge that I have read & understood the expectations described in this course outline:

Student name (printed): \_\_\_\_\_

Parent/guardian signature: \_\_\_\_\_