

Mississauga Secondary School
 COURSE INFORMATION Overview



HIF2OA - Individual & Family Living, Grade 10, Open

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.

For the Ministry Course Overall Expectations visit the following link:

<http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences9to122013.pdf>

Overarching Learning Goals

Through regular attendance and participation, by the end of the course, students will learn the following:

- 1) Students use focused inquiry, critical thinking and problem solving skills to examine personal and family functions within Canadian society and worldwide.
- 2) Students identify and explore the fundamental challenges faced by families and reflect on the resources available to support individuals within the context of the family and the larger society.
- 3) Students use practical experiences to critically assess their own understanding of themselves within their family and society.

Course Weighting

Term	70%
Knowledge	10%
Thinking	10%
Communication	25%
Application	25%

Final Evaluation 30%

In-class Summative

Course Units

Unit 1: Understanding & Developing Personal Skills

- Human Growth & Development, The Social Sciences
- Adolescent Development, Personality, Skills
- Values, Self-Esteem & Self-Concept
- SMART Goals, Decision-Making

Unit 2: Understanding Personal Issues & Relationships

- Communication, Active Listening, I-messages
- Healthy Relationships, Harassment & Abuse
- Teen Issues, Peer Pressure, Conflict Resolution

Unit 3: Individuals in the Family, Community & Society

- Definitions & Functions of the Family, Cultural Influences
- Family Diversity, Forms, Adapting to Change
- Family Life Cycle & Stages, Meeting Need
- Contributing to the Family, Community & Society

Unit 4: Individual & Family Consumer Awareness

- Consumer Roles, Rights, & Responsibilities, Comparison Shopping
- Advertising Techniques, Consumer Choices & Influences
- Clothing Inventory, Wardrobe Maintenance, Laundry
- Basic Hand Sewing Skills

Unit 5: Individual & Family Resource Management

- Canada's Food Guide to Healthy Eating, Meal Planning,
- Food Labels & Recipe reading
- Food Safety, Preventing Household Accidents
- Budgeting Resources, Time Management

Assessment and Evaluation - Key Terms and Definitions

Assessment for Learning: The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there (e.g. portfolios, observations, conversation, non-graded quizzes, pre-tests, minute papers, exit tickets, written assignments, concept maps, interviews, progress monitoring, performance). The information gathered is used by teachers to provide feedback and adjust instruction and by students to focus their learning. Assessment for learning is a high-yield instructional strategy that takes place while the student is still learning and serves to promote learning.

Assessment as Learning: The process of developing and supporting student metacognition. Students are actively engaged in this assessment process: that is, they monitor their own learning (e.g. learning logs, metacognitive questions and self-assessment using graphic organizers, Interviews, conferences); use assessment feedback from teacher, self, and peers to determine next steps; and set individual learning goals (e.g. goal setting). Assessment as learning requires students to have a clear understanding of the learning goals and success criteria (e.g. co-constructing rubrics/check lists, self-assessment, and peer assessment).

Assessment of learning: The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgements about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. (e.g. test, summative assignment) The information gathered may be used to communicate the student's achievement to parents, other teachers, students themselves, and others. It occurs at or near the end of a cycle of learning.

STUDENT ASSESSMENT, EVALUATION, AND REPORTING IN PEEL SECONDARY SCHOOLS
(Growing Success Policy 2010 and Peel Policy 14)

Achievement Chart Category			
Knowledge	Thinking/Inquiry	Communication	Application
-Knowledge of facts and terms -Understanding of concepts, principles, and theories -Understanding of relationships among concepts, principles, and theories	- Critical and creative thinking skills (e.g., decision-making, problem-solving skills) -Inquiry/research skills (e.g., formulating questions; selecting strategies and resources; analysing and evaluating information; forming conclusions)	- Communication of information and ideas -Use of language, symbols, and visuals -Communication for different audiences and purposes -Use of various forms of communication (e.g., reports, essays)	- Application of ideas and skills in familiar contexts -Transfer of concepts, skills, and procedures to new contexts -Application of procedures, equipment and technology -Making connections (e.g., between personal experiences and the subject, between theorists, research and subjects, between the subject and the world outside the school)
EVIDENCE OF LEARNING			
OBSERVATIONS	CONVERSATIONS	PRODUCTS	
<ul style="list-style-type: none"> • Homework completion • Group Work Participation • Presentations • Visual displays • Co-operative activities • Re-enactments 	<ul style="list-style-type: none"> • Class discussion • Pair and Share • Oral presentations • Reflections • Role play • Simulations 	<ul style="list-style-type: none"> • Quizzes • Unit tests • Mind maps • Portfolios • Research 	

Success Criteria for completing this course:

Learning Skills:

It is an expectation that each student is assessed not only on their academic achievement but also on their Learning Skills. These skills include: **Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation**. Learning skills will not be factored into the grade for this course but will appear on the report card. It is important to remember that the development and consistent practice of these skills will influence academic achievement.

Late submissions of Major Assignments:

The following is the **maximum deduction** for a late submission based on grade level:

	<u>Maximum</u> Late Marks Per Day	<u>Total Maximum</u> Late Mark (to a max of)	Total number of days in which late assignment will be accepted
Grade 9, 10	2%	10%	5

Late marks will be deducted from the total, when work is submitted **after** the deadline. If you are having trouble meeting a deadline, you need to discuss your concerns **as soon as possible** with your teacher.

Zeros:

A zero must be in place for reporting cycles when work is not submitted. After the reporting cycle, students will have the opportunity to submit outstanding work (as per the late recommendations above). If the major assignment is not submitted, the teacher will decide, based on mitigating factors, if there is sufficient evidence with that particular assignment to receive a “no mark” or if the zero will stand.

Plagiarism and Cheating

Please see the Policy on Plagiarism and Cheating as outlined on the school website and/or in the student agenda

Homework, Assignments and Effective Communication

To earn a credit students have a responsibility to submit sufficient evidence of understanding within established deadlines. It is in the student's best interest to submit evidence of learning at every opportunity that is provided, so that his/her grade accurately reflects what was learned. In the event that a student produces insufficient evidence in the key understandings for the course, the entire credit is at stake.

Reminders:

Electronic Devices and Valuables and Food:

- ❖ Cell phones, electronic devices and other valuables should be locked safely in the student's locker
- ❖ Food should be consumed outside of the learning space to ensure the safety of other students using this space.

Students are responsible for acquiring assistance and resources and should:

- ✓ Ask for assistance if help or clarification is required.
- ✓ Get to know the school and community library and access the resources that are available for students.
- ✓ Be familiar with the school rules and resources located in the school agenda.
- ✓ Plan ahead.
- ✓ Make sure all submitted work is original

Student Signature: _____

Parent Signature: _____