

Course Profile

Individual and Family Living

Grade 9 or 10

Open

• *for teachers by teachers*

Course Profiles are professional development materials designed to help teachers implement the new Grade 9 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education and Training. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

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Acknowledgements

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Course Overview

Individual and Family Living, Open, Grade 9 or 10

Identifying Information

School:
Department
District:
Course Title: Individual and Family Living
Grade: 9 or 10
Course Type: Open
Ministry Course Code: HIF10 or HIF20
Credit Value: One

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Development Date: February, 1999
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Revision Date: March, 1999

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.

Unit Titles (Time and Sequence)

| | | |
|--------|-------------------------------|----------|
| Unit 1 | Enhancing Personal Skills | 19 Hours |
| Unit 2 | Understanding Personal Issues | 27 Hours |
| Unit 3 | Individuals in Families | 25 Hours |
| Unit 4 | Families in the Community | 20 Hours |
| Unit 5 | Family Ties to Society | 19 Hours |

Course Notes:

Social science skills will be introduced in the unit where they first are applied but will be used through the course. The specific expectations are only stated in the unit where they will be taught first.

Inclusiveness of all ethnic, racial, cultural groups and both genders is a cornerstone of the course. The course deals with sensitive, but important issues and the students reactions to these issues must be respected. They should be prepared for potential disclosures and work with school counsellors who will have outside agency contacts.

Violence prevention is included in specific expectations and is practised in the classroom procedures. Effective skills in relationships will be emphasized and practised throughout the course. Teachers must be sensitive to the variety of cultural, ethnic and religious beliefs and customs which students have and make accommodations to teaching/learning strategies to respect and build on these variations. Similarly, teachers must be sensitive to the variety of socio-economic levels and family structures of students and be prepared to make accommodations to learning experiences and resources, as needed.

The activities take into account the variety of students' abilities, backgrounds, interests and learning styles. Expectations will be modified by teachers in accordance with the students' IEP in assisting students to learn to live as independently as possible in the community. In this course students will learn how to work effectively with others, developing team skills, effective communication skills, research and analytical skills, all of which can be transferred to many occupations. Activities include job shadowing and Take Our Kids To Work which will introduce students to the world of work, at which time the choice of co-operative education programs in grades 11 and 12 will be discussed.

Although written for adolescents in grades 9 or 10, this course could be adapted for adult students.

Teaching/Learning Strategies:

It is strongly recommended that teachers follow the order of units and activities given in the course profile because of the sequential nature of the learning. This curriculum allows students to explore connections with each other, their families, communities and society as a whole.

A variety of strategies involving various sectors of the local community are recommended throughout the course. Teachers will need to use the most appropriate methods and materials to help students achieve the expectations as outlined in their IEP. Practical experiences and simulations related to the real world 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 abusive relationships. Safe use of equipment and materials will be taught prior to any activities requiring such safe practices.

Assessment/Evaluation Techniques:

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 as a whole and within each unit. Specific strategies and tools are described in detail in each activity and unit.

Assessment strategies include: reflections, journals, book reviews, self assessment, peer assessment, co-operative learning/group work, case studies, role playing, student-teacher conferencing, 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. A template for a universal rubric which teachers can use to develop rubrics for a variety of assessments is included in the appendix.

70% of the final grade will be based on course work; 30% will be based on a summative evaluation in the form of an examination and/or culminating performance administered towards the end of the course.

| Suggested Course Grade Weighting | |
|---|-------------|
| Summative Evaluation | 30% |
| Research Projects/Reports/Presentations | 20% |
| Co-operative Learning Group Work | 20% |
| Practical Applications | 10% |
| Unit Tests/Activity Quizzes | 20% |
| Course Grade | 100% |

Resources:

Current technologies in the home and information technology will be used in an appropriate and safe manner. Computer programs developed as applications for individual and family living such as simulations, multimedia and databases are essential in applying the social science research skills. Access to the Internet is highly recommended. The human resources in the community are key in exploring the expectations pertaining to community interactions. Specific resources are listed in the overview for each unit and within each specific activity. A resource recommended to be used throughout the entire course is: Kelly-Plate, J. and Eubanks, E., Today's Teen, 5th. Edition, Glencoe McGraw-Hill 1997. Alternative texts include: Shoonmaker, B.F. Growing Up Caring, Glencoe McGraw-Hill, 1990 and Thompson, P.J., Jax, J.A. Exploring Life Skills, EMC Paradigm Publishing, 1998.

OSS Policy Applications:

The Grade 9 or 10, Individual and Family Living course is designated as a Social Science And The Humanities, open program. Students can use the course as a *compulsory* credit (1 additional credit in Social Sciences and Humanities), or as an *optional* credit. This 'open' course comprises expectations that are suitable for all students at a grade 9 or 10 level. This course is designed to provide students with a broad educational base that will prepare them for their studies in grades 11 and 12, and for productive participation in society.

Course Evaluation:

Teachers are expected to evaluate their courses on a regular basis, continuously but at least at the end of each semester. The rubric in the appendix is suggested as an appropriate tool. In addition teachers should have students evaluate the course at a minimum at the end of the course but preferably at the end of each unit. Similarly, parents and members of the larger community (through the School Council) could be invited to evaluate the course periodically. The content of the assessment tool could be similar to the teachers' course assessment rubric.

Unit Organization

Unit #1: Enhancing Personal Skills

Time: 19 Hours

Description:

In this unit students will analyse 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.

Strand(s): Self and Others; Personal and Social Responsibilities; Social Challenges; Social Science Skills

Overall Expectations: SOV.01X, PRV.02X, 03X, SCV.02X, SSV. 02X, 03X

Specific Expectations: SO1.01X, 02X, PR1.02X, PR2.01X, 02X, SC2.02X, SS3.01X, 02X, 03X, 04X

Unit #2: Understanding Personal Issues

Time: 27 Hours

Description:

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 analyse 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.

Graduation Expectations:

Strand(s): Self and Others; Personal and Social Responsibilities; Social Science Skills

Overall Expectations: SOV.01X, 02X, PRV.02X, SSV.01X, 02X

Specific Expectations: SO1.03X, SO2.01X, 02X, 03X, PR1.01X, 03X, 04X, 05X, SS1.01X, 02X, 03X, 04X, 05X, 06X, SS2.01X, 02X, 03X, 04X

Unit #3: Individuals and Families

Time: 25 Hours

Description:

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.

Strand(s): Self and Others; Personal and Social Responsibilities; Social Challenges

Overall Expectations: SOV.03X, 04X, PRV.01X, SCV.02X, 03X

Specific Expectations: SO3.01X, 02X, 03X, SC2.03X, 04X

Unit #4: Families in the Community

Time: 20 Hours

Description:

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.

Graduation Expectations:

Strand(s): Self and Others; Personal and Social Responsibilities; Social Challenges

Overall Expectations: SOV. 03X, PRV. 04X, SCV.02X, 03X, 04X

Specific Expectations: SO3.04X, PR3.01X, 02X, 05X, SC2.01X, SC3.04X, SC4.01X, 02X, 03X, 04X, 05X, 06X, 07X, 08X, 09X

Unit #5: Family Ties to Society

Time: 19 Hours

Description:

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.

Graduation Expectations:

Strand(s): Personal and Social Responsibilities; Social Challenges; Diversity; Interdependence and Global Connections

Overall Expectations: PRV.04X, SCV.01X, DIV.01X, 02X

Specific Expectations: PR3.03X, 04X, SC1.01X, 02X, 03X, SC3.01X, 02X, 03X, DI1.01X, 02X, 03X, 04X, DI2.01X, 02X, 03X, 04X,

Coded Expectations: Individual and Family Living, Open Grade 9 or 10

Self and Others

Overall Expectations

SOV.01X

- describe the characteristics of human growth and development in adolescence, and explain their influence on the behaviour and needs of young people

SOV.02X

- analyse strategies to develop and maintain effective relationships

SOV.03X

- apply practical skills to perform daily-living tasks that meet the needs of self and family

SOV.04X

- demonstrate a growing awareness of the need to be responsible and to contribute to the family

Specific Expectations

Individual Development

SO1.01X

- outline key aspects of physical, intellectual, social, emotional, and moral development in adolescence (e.g., intellectually, adolescents are developing the ability for abstract reasoning)

SO1.02X

- summarize the connection between developmental stages and individual behaviour (e.g., socially, the development of identity in adolescence may result in the need to belong to a group)

SO1.03X

- explain how the needs of individuals relate to their stage of development (e.g., owing to their rapid physical development, adolescents have great nutritional and sleep needs than do adults)

SO2.01X

- explain the nature and role of relationships and the importance of reciprocity in meeting the social and emotional needs of individuals, families, and groups

SO2.02X

- distinguish between effective relationships and ones that are emotionally, psychologically, or physically abusive, and identify resources and strategies for dealing with abusive relationships

SO2.03X

- identify, on the basis of existing psychological and sociological research, the factors that contribute to people's need to participate in and belong to groups (e.g., affection, dependability, loyalty, responsibility)

Daily Living

SO3.01X

- apply strategies for building self-confidence (e.g., starting with a short oral report, gradually develop the ability to lead the class in a discussion or chair a meeting)

SO3.02X

- apply analyse adolescents' growing independence and responsibility to family members, and their responsibility to family members, and their responsibility to contribute to family efforts to meet food, clothing and housing needs

SO3.03X

- demonstrate an ability to negotiate and perform tasks related to meeting the needs of individuals and families (e.g., caring for siblings, preparing meals, reading and following pharmaceutical instructions, taking proper care of clothing) at home or for another family

SO3.04X

- evaluate household safety in terms of fire and other hazards, and outline the importance of smoke detectors, carbon monoxide detectors, fire extinguishers, and the safe use of equipment (e.g., barbecues, stoves, irons)

Personal and Social Responsibilities

Overall Expectations

PRV.01X

- demonstrate an understanding of their growing rights and responsibilities in relation to their family, as well as their emerging independence from their family

PRV.02X

- demonstrate communication and conflict-resolution skills in the context of family and social relationships

PRV.03X

- understand and apply a variety of problem-solving and decision-making skills, grounded in psychological and sociological studies, to family and social problems

PRV.04X

- demonstrate practical skills that contribute to the proper functioning of families that are transferable to the workplace and to the community

Specific Expectations

Communication and Conflict Resolution

PR1.01X

- draw on research in psychology and sociology to describe strategies for becoming responsible members of their family and of society (e.g., deferring gratification, losing with good grace)

PR1.02X

- demonstrate appropriate speaking and listening skills for a variety of situations (e.g., active listening, classroom discussion, job interview)

Communication and Conflict Resolution (cont'd.)

PR1.03X

- demonstrate negotiation skills needed for home, school, peer, and work relationships

PR1.04X

- demonstrate several appropriate strategies, grounded in research, for resolving conflict in a variety of relationships (e.g., disagreement over curfew; accusation of cheating; dispute over boyfriend or girlfriend)

PR1.05X

- demonstrate appropriate responses to harassing or abusive behaviour

Decision Making and Problem Solving

PR2.01X

- apply appropriate decision-making models, grounded in research, to choices related to individual and family well-being and quality of life (e.g., use of time, household or clothing purchases, course selection) and suggest strategies for making difficult choices (e.g., contacting the Children's Aid Society in cases of suspected abuse)

PR2.02X

- demonstrate individual and collaborative problem-solving skills for home, school, and peer situations (e.g., organizing a group project, passing a difficult subject, responding to peer pressure)

Practical Skills

PR3.01X

- identify skills that are required to meet the needs of individuals and families, within the family and the community (e.g., meal preparation at home; working from home; organizing a food co-op)

PR3.02X

- demonstrate practical skills required for meeting their own and their family's food, clothing, health and security, and housing needs (e.g., accessing OHIP; securing medical attention or emergency services when needed; planning and preparing a meal; mending a garment; cleaning a room)

PR3.03X

- prepare a plan to participate in activities in the community that support the functions of individuals and families (e.g., volunteer at a food bank; serve as an assistant Scout leader)

PR3.04X

- identify community resources, such as libraries and pharmacies, that offer free services

PR3.05X

- identify part-time work and occupational opportunities that support the needs of families, by using resources such as CD-ROMs, the Internet, and supermarket bulletin boards

Social Challenges

Overall Expectations

SCV.01X

- analyse how a changing society affects individuals and families

SCV.02X

- describe strategies by which individuals and family members manage resources in a changing environment

SCV.03X

- apply skills for using various technologies for family activities

SCV.04X

- demonstrate an understanding of the principles of consumer awareness

Specific Expectations

Change

SC1.01X

- compare individual and family lifestyles now and in the past, considering the effect of social, cultural, economic, technological, and environmental change

SC1.02X

- analyse the impact of a variety of changes on individuals and on peer and family relationships and lifestyle (e.g., divorce and child-custody arrangements; new technologies)

SC1.03X

- evaluate a new product, service or technology for its ability to meet their own needs or the needs of their families (e.g., develop criteria for choosing a long-distance service)

Resource Management

SC2.01X

- describe the impact of economic, social, technological, environmental, and health factors on lifestyle decisions (e.g., whether to purchase a product, use a service, or participate in an activity)

SC2.02X

- apply strategies for managing time to achieve individual, family, and group goals

SC2.03X

- describe strategies for acquiring money, including summer employment, and for managing their own money to meet financial and personal goals (e.g., buying a mountain bike, paying for college)

SC2.04X

- use technology available for household purposes for activities that meet the needs of individuals and families (e.g., test a new kitchen appliance, download a recipe from the Internet)

Family and Society

SC3.01X

- explain how government, non-profit, and business organizations assist families in performing their functions (e.g., how secondary schools, the YMCA, and a local organization assist families)

SC3.02X

- demonstrate an understanding of the natural tension that exists between family and government as a result of government policy (e.g., the difficulty that adopted children face in locating birth parents; censorship)

SC3.03X

- describe the role of employment and income in enabling families to perform their functions

SC3.04X

- describe the behaviour expected of students in summer jobs

Consumer Awareness

SC4.01X

- describe strategies for making informed and responsible consumer decisions (e.g., comparison shopping, reading labels, checking warranties, handling complaints)

SC4.02X

- identify information required on labels (e.g., material, percentage composition of each component, CSA approval, manufacturer's identification number)

SC4.03X

- determine whether specific examples of marketing are factual or misleading

SC4.04X

- describe the influence of marketing and high-pressure sales pitches on personal purchase choices, and how to recognize and resist this influence

SC4.05X

- demonstrate the ability to conduct a thorough investigation before making a large purchase

SC4.06X

- identify consumer agencies that handle complaints about defective goods

SC4.07X

- demonstrate an understanding of how to make sound purchase decisions in stressful situations

SC4.08X

- examine sources of information (e.g., newspapers, magazines, marketing media, the Internet) with the aim of identifying marketing strategies

SC4.09X

- demonstrate an understanding of financial responsibility (e.g., banking, saving for purchases, long-term savings, managing debt)

Diversity, Interdependence, and Global Connections

Overall Expectations

DIV.01X

- summarize the functions of families in society

DIV. 02X

- describe diverse family, relationship, and child-rearing patterns, and family lifestyles in various historical periods and cultures

Specific Expectations

Family Functions

DI1.01X

- identify the universal basic functions of families (e.g., protection of children, socialization of children, division of labour) and their effects (e.g., developing loyalty, commitment, discipline; creating a sense of belonging)

DI1.02X

- analyse various ways in which families perform the basic functions, based on surveys of their own or other families

DI1.03X

- analyse the impact of gender roles within families

DI1.04X

- compare various personal, social and cultural beliefs about individuals and the functions of families

Family Diversity

DI2.01X

- define terms and describe diverse family forms and relationships (e.g., nuclear, blended, single-parent families; foster care; adoption, sibling relationships)

DI2.02X

- compare family forms, relationship patterns, child-rearing patterns, and division of labour in several cultures and historical periods, using information sources (e.g., newspaper articles, web pages, databases, CD-ROMs, the Internet)

DI2.03X

- describe variations in the roles of adolescents and in expectations of females and of males among families within Canada and in other countries

DI2.04X

- describe the impact of diversity in families on specific aspects of family lifestyle (e.g., food habits; assignment of chores; curfew)

Social Science Skills

Overall Expectations

SSV.01X

- 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

SSV.02X

- effectively communicate the results of their inquiries

SSV.03X

- demonstrate effective collaborative group skills

Specific Expectations

Research Skills

SS1.01X

- prepare simple research questions

SS1.02X

- distinguish between fact and opinion

SS1.03X

- conduct research about individual, family, and social issues, using surveys and interviews (e.g., about personal responsibilities in a family and in a democracy, principles of informed consumerism; financial stability; investigation before making large purchases; diversity in family form, relationships, division of labour)

SS1.04X

- create graphs and charts from spreadsheets to compare results of surveys

SS1.05X

- analyse a family studies issue (e.g., adolescent growth and development, peer pressure, developing positive relationships, personal rights and responsibilities) by making research notes from appropriate sources of information in various media, including books, periodicals, television, videotapes, and the Internet

SS1.06X

- compare results of surveys and interviews with data from other source, and form conclusions

Communication of Results

SS2.01X

- record information and key ideas from their research, and document the sources accurately

SS2.02X

- organize, interpret, and communicate the results of their inquiries, using a variety of methods (e.g., graphs, charts, diagrams, oral presentations, written reports, newspaper articles, videos)

Communication of Results (cont'd)

SS2.03X

- write a research report (e.g., using word-processing software) on aspects of individual and family living

SS2.04X

- publish results of surveys

Collaborative Group Skills

SS3.01X

- demonstrate effective speaking and listening skills in a small group

SS3.02X

- analyse and demonstrate effective roles in small groups (e.g., chair, recorder)

SS3.03X

- demonstrate collaborative problem-solving, conflict-management, and planning skills (e.g., responsibility of each member to carry his or her own weight, task analysis, division of labour, time management)

SS3.04X

- demonstrate the ability to set achievable group goals and for each group member to make an equal contribution