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| **HIF1O/2O Individual and Family Living -** Curriculum Map |
| Course Description: (taken from the curriculum document) |
| 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. |

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| Course Content |
| **Enduring Understandings**   * Decision making and problem solving strategies are important throughout life. * Various strategies can be used to develop and maintain healthy relationships. * Individuals and families have resources that need to be managed. |
| No longer in this course: |
| * Speaking and listening skills in small groups * effective roles in small groups * how individuals relate to a stage of development * factors that contribute to peoples need to belong * self confidence piece * “daily living” bullets * no longer “fact vs. opinion” |

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| **Unit 1 Community** |
| **What will student learn?** |
| **Big Ideas**   * Various strategies can be used to maintain healthy relationship with yourself and others * Effective communication is important within small and big groups * Decision making and problem solving skills are important for life success |
| **Essential Questions**   1. What resources are available in your community to help support you and your family? 2. Why is it important to be an informed and responsible consumer? 3. What steps may be taken when making an well-informed, thoughtful decision? 4. When faced with conflict, what strategies do you have to overcome the challenge? |

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| **How will assessment and instruction be organized for learning?** |

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| Overall Expectations and Specific Expectations (for this unit) |
| **A1. Exploring: explore topics related to individual and family needs and resources, and formulate questions to guide their research;**  A1.1 explore a variety of topics related to individual and family needs and resources (e.g., healthy relationships, adolescent development, communication skills, lifestyle differences between generations, peer pressure, financial literacy) to identify topics for research and inquiry  A1.2 identify key concepts (e.g., through discussion, brainstorming, use of visual organizers) related to their selected topics  **A2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate research and inquiry methods;**  A2.1 create appropriate research plans to investigate their selected topics (e.g., identify sources of information, develop research tools such as surveys or questionnaires), ensuring that their plans  follow guidelines for ethical research  **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.**  A4.1 use an appropriate format (e.g., oral presentation, podcast, brochure, poster, report, multimedia presentation, web page) to communicate the results of their research and inquiry effectively  for a specific purpose and audience  A4.2 use terms relating to individual and family needs and resources correctly (e.g., abstract thinking, identity development, support, bound­aries, empathy, division of labour, needs, wants, rights, resources, budget, credit card, line of credit)  A4.3 clearly communicate the results of their inquiries (e.g., write clearly, organize ideas logically, use language conventions properly), and follow APA conventions for acknowledging sources (e.g., generate a reference list in APA style)  A4.4 demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills  **B2. Relating to Others: demonstrate an understanding of various types of relationships and of skills and strategies for developing and maintaining healthy relationships;**  B2.1 describe various types of relationships in which adolescents are involved (e.g., relationships with family, friends, and people in the local community; collegial, intimate, and sexual relationships)  B2.2 describe the characteristics of healthy and unhealthy relationships (e.g., healthy relationships: trust, mutual support, clear limits and boundaries, humour, honesty; unhealthy relationships: mistrust, jealousy, isolation, control, tension)  B2.3 identify resources and strategies that can be used to help develop healthy relationships and resolve conflict in a variety of human interactions (e.g., assertiveness training, anti-bullying programs, strategies for developing empathy)  B2.4 describe and demonstrate socially appropriate verbal and non-verbal communication skills in a variety of situations (e.g., describe the importance of maintaining eye contact when talking with a  friend; show respect for the opinions of others in classroom discussions; using role play, demonstrate how to listen attentively when talking with parents or caregivers, or how to speak confidently during a job interview)  **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;**  C2.3 describe and demonstrate financial strategies and the financial literacy skills necessary to manage financial resources to meet personal and family financial goals (e.g., create a budget,  develop personal banking skills, save for a major purchase, regulate credit card use)  C2.4 identify resources within their community that are available to support the needs of individuals and families (e.g., parks and playgrounds; libraries; recreation centres; walk-in clinics and  hospitals; food banks; employment services; phone lines, websites, and centres to help teens)  **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.**  C3.4 describe factors that can affect the design of living spaces, and demonstrate the practical knowledge and skills required to help create and sustain a healthy and functional living  space (e.g., the ability to choose environmentally friendly technology and materials, to decorate on a budget, to apply elements and principles of design, to construct a home accessory from new or recycled components)  **D3. Consumer Awareness: describe and demonstrate responsible consumer practices.**  D3.1 describe strategies for making informed and responsible consumer decisions (e.g., comparison shopping, reading labels and contracts, buying Canadian-made goods, checking warranties)  D3.2 describe the impact of marketing and advertising techniques (e.g., product placement, celebrity endorsement) on consumer decisions  D3.3 describe strategies for resisting impulse buying (e.g., make a list of the items they need, eat before going grocery shopping, plan their purchases, research the product they want)  D3.4 create a plan for making a major purchase (e.g., buying a computer, signing up for a cellphone package), using strategies for making informed and responsible consumer decisions |

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| **How will students demonstrate their learning?** |
| **Assessment OF learning** |
| **Assessment FOR learning** |

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| **Unit Culminating Task(s)** |
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| Additional Ideas for Unit Culminating Task(s)   * Unit Test |

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| **Lesson 1:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 2:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 3:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 4:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 5:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Unit 2 Family** |
| **What will the student learn?** |
| **Big Ideas**   * Families fulfill a purpose and each member has a role. * Effective communication is important within families * Many community supports are available to assist families and individuals |
| **Essential Questions**   1. How do you know if you have a healthy relationship? What steps can you take to achieve a healthy relationship? What resources can you access if you require assistance in achieving a healthy relationship? 2. What is the purpose of a family? Does each family member have a specific role? How do you fulfill your role within your family? |

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| **How will assessment and instruction be organized for learning?** |

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| Overall Expectations and Specific Expectations (for this unit) |
| **A1. Exploring: explore topics related to individual and family needs and resources, and formulate questions to guide their research;**  A1.3 formulate effective questions to refine their research and inquiry  **A2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate research and inquiry methods;**  A2.2 locate and select information relevant to their investigations from a variety of primary sources (e.g., informal interviews and surveys, observations, grocery bills) and/or secondary sources (e.g., textbooks, newspaper and magazine articles, websites, government reports)  A2.3 based on preliminary research, for each investigation formulate a hypothesis, thesis statement, or research question, and use it to focus their research  **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.**  A4.1 use an appropriate format (e.g., oral presentation, podcast, brochure, poster, report, multimedia presentation, web page) to communicate the results of their research and inquiry effectively  for a specific purpose and audience  A4.2 use terms relating to individual and family needs and resources correctly (e.g., abstract thinking, identity development, support, bound­aries, empathy, division of labour, needs, wants, rights, resources, budget, credit card, line of credit)  A4.3 clearly communicate the results of their inquiries (e.g., write clearly, organize ideas logically, use language conventions properly), and follow APA conventions for acknowledging sources (e.g., generate a reference list in APA style)  A4.4 demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills  **B3. Family Lifestyles: describe lifestyles in diverse families and the impact of a range of factors,**  **including social and cultural factors, on these lifestyles.**  B3.1 describe the impact of change, including social, economic, technological, and environmental change, on the lifestyles of past and present families (e.g., the effects of changes in divorce rates, the participation of women in the workforce, the role of fathers, gender roles, house­hold technology; generational shifts in parental perceptions about appropriate levels of involvement with and protection of children; the impact of resource depletion on families who live on the land; the rise of the skills-based economy)  B3.2 describe differences in lifestyle among families from diverse backgrounds (e.g., food choices; social life; gender roles; family celebrations and traditions; views on health and wellness; religious expression)  **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;**  C2.1 identify family resources (e.g., time, knowledge, money, skills, talents) and describe how they can be used to meet the needs of the family unit and its individual members  C2.2 apply effective strategies for managing time to achieve individual, family, and group goals (e.g., prioritizing; setting daily, weekly, and monthly goals; clearly communicating divisions of labour  within a family or group; identifying resources needed to achieve goals and organizing them logically with respect to time considerations)  **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**  C3.1 describe and demonstrate appropriate procedures that contribute to household safety (e.g., safe procedures for working with household chemi­cals and kitchen appliances, preparing and storing  food, sewing, communicating with others on the Internet, caring for young children; what to do in case of fire; precautions to ensure their personal safety when they are home alone)  C3.2 describe the elements of a healthy diet, and demonstrate the practical knowledge and skills required to prepare healthy meals and snacks (e.g., the ability to plan varied, nutritious, and economical meals and snacks; an understanding of healthy cooking methods; an understanding of the guidelines in Canada’s Food Guide, including the First Nations, Inuit, and Métis version and the  translated versions of Canada’s Food Guide; the ability to follow recipes and to interpret food labels; skills related to food presentation)  C3.3 describe criteria used in wardrobe planning, and demonstrate the practical knowledge and skills required to meet their clothing needs (e.g., an understanding of apparel and textile care symbols; the ability to care for clothing made from various types of fabric, to choose a practical and affordable wardrobe, to mend a garment, to construct and/or alter a garment, to locate budget and second-hand clothing stores)  **D2. Family Responsibilities: describe the functions and responsibilities of families and the diverse ways in which families fulfil them;**  D2.1 describe a variety of family forms (e.g.,nuclear, single-parent, blended, extended, same-sex, skipped-generation, foster, and adoptive families; families of affinity)  D2.2 identify family functions that are common to all cultures (e.g., reproduction, socialization of children, physical maintenance of members, nurturance and love, social control, production of goods and services)  D2.3 describe ways in which diverse families (e.g.,families from diverse backgrounds, nuclear versus extended families, upper-class versus working-class families) perform their fundamental functions  D2.4 explain how families can fulfil their functions and meet their needs while reducing their impact on the environment (e.g., by recycling and reusing goods, composting, shopping for second-hand clothing or household items, reducing consumption, using forms of transportation other than a car whenever possible) |

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| **How will students demonstrate their learning?** |
| **Assessment OF learning** |
| **Assessment FOR learning** |

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| **Unit Culminating Task(s)** |
| * my family graphic organizer * sewing project * healthy foods meal plan |
| Additional Ideas for Unit Culminating Task(s)   * Unit Test on Household Safety |

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| **Lesson 1: Family Matters**  **approx 5-6 classes** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **D2. Family Responsibilities: describe the functions and responsibilities of families and the diverse ways in which families fulfil them;**  D2.1 describe a variety of family forms (e.g.,nuclear, single-parent, blended, extended, same-sex, skipped-generation, foster, and adoptive families; families of affinity)  D2.2 identify family functions that are common to all cultures (e.g., reproduction, socialization of children, physical maintenance of members, nurturance and love, social control, production of goods and services)  D2.3 describe ways in which diverse families (e.g.,families from diverse backgrounds, nuclear versus extended families, upper-class versus working-class families) perform their fundamental functions  D2.4 explain how families can fulfil their functions and meet their needs while reducing their impact on the environment (e.g., by recycling and reusing goods, composting, shopping for second-hand clothing or household items, reducing consumption, using forms of transportation other than a car whenever possible)  **B3. Family Lifestyles: describe lifestyles in diverse families and the impact of a range of factors,**  **including social and cultural factors, on these lifestyles.**  B3.1 describe the impact of change, including social, economic, technological, and environmental change, on the lifestyles of past and present families (e.g., the effects of changes in divorce rates, the participation of women in the workforce, the role of fathers, gender roles, house­hold technology; generational shifts in parental perceptions about appropriate levels of involvement with and protection of children; the impact of resource depletion on families who live on the land; the rise of the skills-based economy)  B3.2 describe differences in lifestyle among families from diverse backgrounds (e.g., food choices; social life; gender roles; family celebrations and traditions; views on health and wellness; religious expression)  **A1. Exploring: explore topics related to individual and family needs and resources, and formulate questions to guide their research;**  A1.3 formulate effective questions to refine their research and inquiry  **A2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate research and inquiry methods;**  A2.2 locate and select information relevant to their investigations from a variety of primary sources (e.g., informal interviews and surveys, observations, grocery bills) and/or secondary sources (e.g., textbooks, newspaper and magazine articles, websites, government reports)  A2.3 based on preliminary research, for each investigation formulate a hypothesis, thesis statement, or research question, and use it to focus their research  **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.**  A4.1 use an appropriate format (e.g., oral presentation, podcast, brochure, poster, report, multimedia presentation, web page) to communicate the results of their research and inquiry effectively  for a specific purpose and audience  A4.2 use terms relating to individual and family needs and resources correctly (e.g., abstract thinking, identity development, support, bound­aries, empathy, division of labour, needs, wants, rights, resources, budget, credit card, line of credit)  A4.3 clearly communicate the results of their inquiries (e.g., write clearly, organize ideas logically, use language conventions properly), and follow APA conventions for acknowledging sources (e.g., generate a reference list in APA style)  A4.4 demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills | Examine the many differences and functions of families.  Examine factors causing families to change and services and supports available to help families deal with challenges. | What is a family?  How are families different? (Family forms & Structures)  In what ways are current family lifestyles different from those of past generations?  What are the functions of family?  How do families fulfil their responsibilities?  Why are families essential to society?  What changes can families face? How can families deal with those challenges?  What resources and supports are available to help families?  What impact have economic and technological changes had on individual and family time? | **Family Forms:**   * Nuclear, single-parent, blended, extended, same-sex, skipped-generation, foster, and adoptive families; * Lifestyle   **Functions:**   * Addition of new members (i.e. reproduction, adoption, etc), socialization of children, physical maintenance of members, nurturance and love,social control, production of goods and services * Recreational time |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
| * being part of a family * willingness to participate in class activities * open to new challenges * respect for classroom rules/norms | * computer lab/personal device * community services books * paper roll/markers | * “What is a family?” descriptors for self/sharing--Creation of a word cloud ([www.wordle.net](http://www.wordle.net)) * Interview/questionnaire for older generation and/or different background about performing various family functions * Timeline to identify/analyze impact of specific factors (ie. women in workforce) on family function * Brainstorming activity on factors causing families to change * Placemat activity--how families can deal with each of the various changes/challenges. Have students research community resources/support services that are available.   \*\****summative for this portion***--students complete a graphic organizer about their own families that incorporates details on topics covered:  Graphically show with labels/subtitles:  1. what is their family forms is, including all family members in their household, type of relationship between them  2. skills and/or favorite activities of each person  3. roles each member fulfils to help the family function  4. community resources their family accesses |  |
| **Lesson 2: Kitchen and Food Safety Matters**  **(approx 4 days)** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **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**  C3.1 describe and demonstrate appropriate procedures that contribute to household safety (e.g., safe procedures for working with household chemi­cals and kitchen appliances, preparing and storing  food, sewing, communicating with others on the Internet, caring for young children; what to do in case of fire; precautions to ensure their personal safety when they are home alone) | **Kitchen and Foods Safety:**  Identify potential safety hazards in the home.  Minimize/avoid potential accidents in the home. | **Kitchen and Foods Safety:**  What are 3-5 behaviours that will reduce the risk of :   * foodborne illness * cooking fires * boil overs * burns & scalds * cuts * slips and falls * bumps & bruises   What are the dangers when using:   * small and large appliances. * cleaning products and chemicals * electrical | **Kitchen and Foods Safety:**   * food safety * food allergy, intolerance, sensitivities * foodborne illness * bacteria   + salmonella   + E-coli   + listeriosis   + botulism * cross-contamination * personal hygiene * identifying safety hazards symbols   + combustible   + corrosive   + etc |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
| * some experience/exposure to the kitchen and/or working with food * willingness to participate in class activities * open to new challenges * respect for classroom rules/norms | * paper, markers * computer access * kitchen and kitchen equipment access * computer and LCD projector (or DVD player and TV) | **Kitchen and Food Safety:**  1. Brainstorm in small groups potential hazards within each room of the home--use a template of a home  2. guest speaker from the fire department  3. devising fire escape plan for their home  4. Food Safety video (Learning Seed) --watch food prepping scenario and identify all of the safety hazards  5. kitchen and/or food safety case studies--done individually or in small groups  \*\*summatives for this portion:   * unit test on household safety * household safety poster/flyer-- with graphics and labels providing safety tips on a particular topic area; also list 2 or 3 sources for additional information (eg. websites, etc) |  |
| **Lesson 3: Healthy Eating**  **(approx. 10 days)** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **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**  C3.2 describe the elements of a healthy diet, and demonstrate the practical knowledge and skills required to prepare healthy meals and snacks (e.g., the ability to plan varied, nutritious, and economical meals and snacks; an understanding of healthy cooking methods; an understanding of the guidelines in Canada’s Food Guide, including the First Nations, Inuit, and Métis version and the  translated versions of Canada’s Food Guide; the ability to follow recipes and to interpret food labels; skills related to food presentation)  **D2. Family Responsibilities: describe the functions and responsibilities of families and the diverse ways in which families fulfil them;**  D2.4 explain how families can fulfil their functions and meet their needs while reducing their impact on the environment (e.g., by recycling and reusing goods, composting, shopping for second-hand clothing or household items, reducing consumption, using forms of transportation other than a car whenever possible)  **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;**  C2.1 identify family resources (e.g., time, knowledge, money, skills, talents) and describe how they can be used to meet the needs of the family unit and its individual members  C2.2 apply effective strategies for managing time to achieve individual, family, and group goals (e.g., prioritizing; setting daily, weekly, and monthly goals; clearly communicating divisions of labour  within a family or group; identifying resources needed to achieve goals and organizing them logically with respect to time considerations) | * describe elements of a healthy diet * develop knowledge and skills required to prepare healthy meals and snacks * follow recipes * interpret food labels | What is Canada’s Food Guide to Healthy Eating?  What is the purpose of CFG?  What are the six main nutrients and which foods groups do we find them in?  What foods/beverage should we eating/drinking?  Which ones should we eliminate/eat in moderation?  What is the problem with fat, sugar and salt in our diet?  What foods are high sources of these and therefore should be limited?  How can you reduce the amount of fat, salt, and sugar in our diet?  What are different ways to prepare foods? Which methods of food preparation are better/healthier?  What information must be included on a food label?  In regards to percentage daily values, what numbers should we be looking for? Which nutrients do we need more of? Which ones should we keep low?  What are the 5 “Rs” and how can I apply them to my life? | * nutrition * nutritious * nutrient * healthy * diet * food groups * fat (saturated, unsaturated, trans) * deep fry, stir-fry, baking, broiling, simmering, steaming, etc * nutrition facts table * percentage daily value * etc |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
| * awareness of their personal eating habits * willingness to participate in class activities * open to new challenges * respect for classroom rules/norms | * copies of CFG and of the First Nations, Inuit and Metis Food Guide * computer and internet access * manipulatives for food serving sizes * food labels * recipes * kitchen and equipment access | 1. Scavenger Hunt of CFG--learning to use it  2. Manipulatives (using food models) for food serving sizes (Spectrum Nasco--or using other everyday items to demonstrate serving sizes)  3. My Food Guide--online interactive resource that students can use to customize Canada’s Food Guide just for them ([www.healthycanadians.gc.ca](http://www.healthycanadians.gc.ca))  4. Food Record Assignment--track what they eat and drink and analyze it according to CFG  5. Food Label Reading Activity (in-class and checking food labels of food items they regularly eat at home). Analyze the info.  6. Healthy Meal Planning Activity--have students plan out a healthy meal plan including snacks for a family  7. Measurement demonstration, knife skills, food prep techniques, etc (YouTube videos)  8. Recipe reading activities--make a shopping list, identify tools and equipment required to make the recipe, what do I have to do to prepare this recipe (define any food prep terms not sure about).  9. Food Labs--food preparation skill development  10. Food Budgeting Activity--how to save money on groceries  11. Explanation of the 5 R`s--revalue, refuse, reduce, reuse, recycle and have students think of what actions they each involve. |  |
| **Lesson 4: Clothing and Sewing Safety** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **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**  **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**  C3.1 describe and demonstrate appropriate procedures that contribute to household safety (e.g., safe procedures for working with household chemi­cals and kitchen appliances, preparing and storing  food, sewing, communicating with others on the Internet, caring for young children; what to do in case of fire; precautions to ensure their personal safety when they are home alone)  C3.3 describe criteria used in wardrobe planning, and demonstrate the practical knowledge and skills required to meet their clothing needs (e.g., an understanding of apparel and textile care symbols; the ability to care for clothing made from various types of fabric, to choose a practical and affordable wardrobe, to mend a garment, to construct and/or alter a garment, to locate budget and second-hand clothing stores)  **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;**  C2.1 identify family resources (e.g., time, knowledge, money, skills, talents) and describe how they can be used to meet the needs of the family unit and its individual members  C2.2 apply effective strategies for managing time to achieve individual, family, and group goals (e.g., prioritizing; setting daily, weekly, and monthly goals; clearly communicating divisions of labour  within a family or group; identifying resources needed to achieve goals and organizing them logically with respect to time considerations) | * safely use sewing equipment and tools * launder and properly care for clothing * construct/alter an item of clothing * mend a garment * determine how many clothing items you really need * make wise clothing purchases on a budget | How do I safely operate a sewing machine?  How to sew a button on, fix a hem, etc?  What do the laundry care symbols mean?  How do you properly care for your clothing to extend the life of your clothing?  What is the basic information you need to know to construct an item of clothing?   * cutting patterns * pattern symbols * fabric layout * pinning * cutting fabric * basic assembly instructions   How to perform some basic mending: sewing a button, fixing a hem, etc?  How do you determine what clothing items you need?  What influences your clothing choices?  How do you save money when making clothing purchases? |  |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
| * an interest in clothing * willingness to participate in class activities * open to new challenges * respect for classroom rules/norms | * access to sewing machines and sewing equipment * fabric, thread, other notions * clothing item from home that needs mending or sample scrap fabric * fashion magazines | * Basic sewing tools overview * How the Sewing Machine works activity--WS package with step by step instructions whereby students learn the functions of the various parts of the machine * Clothing sewing project (machine sewn or hand sewn) * Hand sewing activity--demonstrations for sewing a button, fixing a hem, etc. Have students complete their own samples or bring in an item from home. * Laundry care symbols match-up activity * My Personal Clothing Laundry Care Needs activity: (filling in on a chart)   for 5 different clothing items:   * + identify what the item is   + what the fibre content is   + country where was your clothing item was made   + the laundry care symbols   + written laundry care details * “What`s in your Closet?”--determining what they have in their wardrobe, what items do they need to get? * shopping on a budget activity--with limited amount of money students could cost out 3 outfits. (an everyday school outfit, something sporty for exercising, special occasion/dressier outfit) |  |
| **Lesson 5: Money Matters** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **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;**  C2.1 identify family resources (e.g., time, knowledge, money, skills, talents) and describe how they can be used to meet the needs of the family unit and its individual members  C2.2 apply effective strategies for managing time to achieve individual, family, and group goals (e.g., prioritizing; setting daily, weekly, and monthly goals; clearly communicating divisions of labour  within a family or group; identifying resources needed to achieve goals and organizing them logically with respect to time considerations) |  |  |  |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Unit 3 Self** |
| **What will the student learn?** |
| **Big Ideas**   * There is a difference between needs and wants. * Many factors influence our values * Personal goals are derived from values. |
| **Essential Questions**   1. What are my needs, wants, values and goals? 2. How can I create a plan to achieve my needs, wants, and goals based on my values? |

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| **How will assessment and instruction be organized for learning?** |

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| Overall Expectations and Specific Expectations (for this unit) |
| **A3. Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry;**  A3.1 assess various aspects of information gathered from primary and secondary sources (e.g., accuracy, relevance, reliability, inherent values and bias, voice)  A3.2 record and organize information and key ideas using various formats (e.g., notes, graphic organizers, summaries, audio/visual/digital records)  A3.3 analyse and interpret research information (e.g., compare results of surveys and interviews; determine whether common themes arise in sources)  A3.4 demonstrate academic honesty by documenting the sources of all information generated through research  A3.5 synthesize findings and formulate conclusions (e.g., weigh and connect information to determine the answer to the research question)  **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.**  A4.1 use an appropriate format (e.g., oral presentation, podcast, brochure, poster, report, multimedia presentation, web page) to communicate the results of their research and inquiry effectively  for a specific purpose and audience  A4.2 use terms relating to individual and family needs and resources correctly (e.g., abstract thinking, identity development, support, bound­aries, empathy, division of labour, needs, wants, rights, resources, budget, credit card, line of credit)  A4.3 clearly communicate the results of their inquiries (e.g., write clearly, organize ideas logically, use language conventions properly), and follow APA conventions for acknowledging sources (e.g., generate a reference list in APA style)  A4.4 demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills  **B1. Adolescent Development: describe important changes that are associated with adolescent**  **development, and explain their influence on the behaviour and needs of young people;**  B1.1 describe important aspects of adolescent development (e.g., with reference to physical, cognitive, social, emotional development)  B1.2 distinguish between needs and wants, and identify needs, wants, values, and goals that may develop during adolescence (e.g., needs/ wants with respect to food, exercise, friends, support  from family, electronic goods, designer clothing; values as reflected in tangible goods such as clothing and cars or intangibles such as behaviour, opinions, traits; short- and long-term goals relating to relationships, education, work, money, family)  B1.3 explain the connection between adolescents’ developmental needs and their individual behaviour (e.g., how identity development and the corresponding need to belong to a group can affect social behaviours; how rapid physical develop­ment affects behaviours related to sleep and diet)  **C1. Decision Making and Problem Solving: demonstrate the ability to apply decision-making and**  **problem-solving strategies and skills, particularly within a family context;**  C1.1 identify and use effective decision-making strategies (e.g., identify effective decision-making models, reflect on the results of past decisions) to make sound decisions related to their own well-being and that of their family  C1.2 demonstrate individual and collaborative problem-solving skills that could be applied in situations involving family, peers, or members of the community (e.g., to resolve a disagreement with a parent, when participating in a group pro­ject, when preparing for a difficult test, to resist peer pressure)  **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**  C3.1 describe and demonstrate appropriate procedures that contribute to household safety (e.g.,safe procedures for working with household chemi­cals and kitchen appliances, preparing and storing  food, sewing, communicating with others on the Internet, caring for young children; what to do in case of fire; precautions to ensure their personal safety when they are home alone)  C3.2 describe the elements of a healthy diet, and demonstrate the practical knowledge and skills required to prepare healthy meals and snacks (e.g., the ability to plan varied, nutritious, and economical meals and snacks; an understanding of healthy cooking methods; an understanding of the guidelines in Canada’s Food Guide, including the First Nations, Inuit, and Métis version and the  translated versions of Canada’s Food Guide; the ability to follow recipes and to interpret food labels; skills related to food presentation)  **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;**  D1.1 identify strategies and resources that individuals can use to improve and/or maintain their personal health and well-being (e.g.,resources such as Canada’s Food Guide and other Health Canada publications; strategies such as practising good hygiene, exercising, spending time in nature, managing stress, choosing healthy foods, living within their means, fostering healthy relationships; avoiding unsafe practices such as drinking and driving, smoking, having unprotected sex)  D1.2 explain the importance of taking personal responsibility for maintaining their health and well-being (e.g., how taking personal responsibility contributes to skills development, independence,  self-confidence)  D1.3 explain how and why an adolescent’s responsibilities with respect to the family and household changes as his or her independence increases (e.g., with reference to sharing responsibilities to meet food, clothing, and household needs, and caring for and communicating with family members) |

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| **How will students demonstrate their learning?** |
| **Assessment OF learning** |
| **Assessment FOR learning** |

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| **Unit Culminating Task(s)** |
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| Additional Ideas for Unit Culminating Task(s)   * Unit Test |

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| **Lesson 1:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 2:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 3:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 4:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 5:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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