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| **Personal Life Management - HIP 40 - Curriculum Map** |
| Course Description: (take from the curriculum document) |
| 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.  Prerequisite: None |

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| **Course Content** |
| **Enduring Understandings**   * Qualities and skills needed to become an independent adult. * Employment decisions affect lifestyle. * A variety of skills are used to manage a household. |
| \* Note - Opportunities exist in each unit to research current and relevant topics that address each overall research expectation. For example, in Unit 1 students could be required to research job opportunities and the required skills and education; Unit 2 students could explore various financial institutions, and employment laws and regulations; Unit 3 students could explore various housing options in their communities, and complete a comparison shopping investigation. |
| No longer in this course: |
| In the previous curriculum there was a HIR3C and a HIP3E course. The new curriculum has a HIP4O course. The focus has shifted from managing family resources to managing personal resources. Specific expectations around time, talent, and global resources have been removed. |

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| **Unit 1 Overview - Transition to Adulthood** |
| **What will the student learn?** |
| **Big Ideas**   * Effective communication skills are essential for healthy relationships. * Many factors influence the decision making process. * Successful adults demonstrate different qualities than adolescents. |
| **Essential Questions**   1. What qualities and skills are needed in order to become a successful, healthy adult? 2. What is effective communication? 3. How does communication affect relationships? 4. How do people make effective decisions for independent living? 5. What are the steps required to obtain employment? |

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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) |
| **B1. Progressing From Adolescence to Adulthood: demonstrate an understanding of the personal qualities and skills necessary to make the transition from adolescence to adulthood,**  B1.1 compare the roles of adolescents and adults, and identify responsibilities they themselves will assume and personal qualities they will require as they take on adult roles  B1.2 identify their personal short-term and long-term goals and the essential skills and knowledge needed to achieve them  B1.3 explain the importance of initiative, persistence, and motivation in achieving personal goals  B1.4 explain how pursuing opportunities for ongoing learning (e.g., taking additional courses such as First Aid, CPR, computer applications) can help them achieve their personal goals and contribute to future success  B1.5 explain the importance of building a network of human resources to support independent living (e.g., friends, mentors, community organizations)  **B2. Planning for Employment: describe the elements of successful planning for employment;**  B2.1 identify occupations available in fields related to their personal skills, interests, values, and attributes  B2.2 summarize the steps required for obtaining desirable employment (e.g., recording their own work experience to build a portfolio/résumé; identi­fying skills, interests, and educational achievements; preparing or revising a résumé and letter of applica­tion; collecting references)  **B3. Communicating Effectively: demonstrate an understanding of effective communication skills and their role in building the healthy relationships that support independent living.**  B3.1 identify the components of verbal and nonverbal communication (e.g., choice of vocabulary and level of language, tone of voice, body language and manner of self-presentation, physical distance, appropriate physical contact, choice and use of written/electronic media)  B3.2 describe different styles of communication (e.g., passive, aggressive, passive aggressive, assertive), and identify their strengths and weaknesses  B3.3 describe barriers to effective communication (e.g., noise, misinterpretations, interruptions, distractions, interference, bias, stereotyping)  B3.4 describe techniques for communicating effectively (e.g., listening actively, using "I" messages, maintaining open body language, main­taining a positive attitude, choosing an appropriate level of assertiveness, acknowledging the perspective of the other person)  B3.5 explain how cultural awareness and under­standing can assist communication  B3.6 identify common causes of conflict in inter­personal relationships (e.g., power inequalities, power struggles, gossip, rumours, differing opinions or values, feelings of disrespect)  B3.7 determine which models of conflict resolu­tion (e.g., acquiescence, mediation, compromise, collaboration, synthesis) are most appropriate for resolving different types of conflicts  B3.8 apply appropriate conflict-resolution skills to resolve interpersonal conflicts  **C1. Making Decisions: demonstrate an understanding of effective decision-making processes and their role in independent living;**  C1.1 evaluate the effectiveness of some common approaches to decision making (e.g., acting on impulse, adopting a laissez-faire attitude, flipping a coin, setting priorities, weighing alternatives)  C1.2 identify an appropriate decision-making model, use it to make a particular personal choice, and evaluate its effectiveness  C1.3 explain how a variety of factors (e.g., resources; personal, family, and community values; individual goals, abilities, and interests) can influ­ence an individual’s decision-making process  C1.4 analyse the relationship between effective decision making and personal well-being |

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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 * Adolescent Transition Assignment * Resume and Cover Letter * Movie Analysis on communication and conflict resolution |

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| **Lesson 1: Adolescent to Adulthood** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **B1. Progressing From Adolescence to Adulthood: demonstrate an understanding of the personal qualities and skills necessary to make the transition from adolescence to adulthood,**  B1.1 compare the roles of adolescents and adults, and identify responsibilities they themselves will assume and personal qualities they will require as they take on adult roles  B1.2 identify their personal short-term and long-term goals and the essential skills and knowledge needed to achieve them  B1.3 explain the importance of initiative, persistence, and motivation in achieving personal goals  B1.4 explain how pursuing opportunities for ongoing learning (e.g., taking additional courses such as First Aid, CPR, computer applications) can help them achieve their personal goals and contribute to future success | - know what major transition stages occur when transitioning to adulthood  - know what are the personal qualities and skills to transition from adolescence to adulthood  - set goals  - appreciate the value that ongoing learning will have in achieving personal goals and contributing to future success | What are the major transition stages that occur in transitioning to adulthood?  What personal qualities and skills do I need to transition successfully into adulthood? What do I currently have? What do I need to develop?  What problems do people have in making the transitions?  What are my short-term and long-term goals?  What personal qualities and skills do I need to achieve my personal goals and ensure future success?  What steps can I take to achieve my personal goals and ensure future success? | transition  adulthood  responsibility  goals  essential skills  ongoing learning |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
| - some basic knowledge of skills needed to be an adult | - Adult transition chart  - “Be Prepared” transition scenarios  - Learn 360 video  - Article  Movie: “Reality Bites” - or a current version of similar theme | - transition stage chart  - “Be Prepared” case studies - done in groups - given 2 cases and then present to class the transition stage and skills required  - goal setting  - Learn 360 video: Character: Self-esteem basics  - article with questions: Self-esteem the keystone to happiness  - establishing goals | H/W: Transition stage chart  Be prepared presentations  Development of short-term and long-term goals |
| **Lesson 2: Planning for Employment** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **B2. Planning for Employment: describe the elements of successful planning for employment;**  B2.1 identify occupations available in fields related to their personal skills, interests, values, and attributes  B2.2 summarize the steps required for obtaining desirable employment (e.g., recording their own work experience to build a portfolio/résumé; identi­fying skills, interests, and educational achievements; preparing or revising a résumé and letter of applica­tion; collecting references) | - identify why occupations are best suited to my personal skills, interests, values and attributes  - take the required steps to obtain employment that is desired  - the importance of having an up-to-date resume  - prepare an updated resume and cover letter in relation to a specific job of interest  - prepare a reference list | What occupation am I best suited for?  What steps do I need to take to obtain the employment I desire?  How do I write a professional resume and cover letter?  Who should I use as my personal references? | occupations  portfolio / resume  cover letter  personal references |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
| - Careers course - personality tests and resume | - You Tube “Secrets to Success” resources | - summarize key skills, interests etc.  -investigate occupations suitable  - prepare an updated resume and cover letter in relation to a specific job  - prepare a reference list |  |
| **Lesson 3: Communication and Relationships** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **B3. Communicating Effectively: demonstrate an understanding of effective communication skills and their role in building the healthy relationships that support independent living.**  B3.1 identify the components of verbal and nonverbal communication (e.g., choice of vocabulary and level of language, tone of voice, body language and manner of self-presentation, physical distance, appropriate physical contact, choice and use of written/electronic media)  B3.2 describe different styles of communication (e.g., passive, aggressive, passive aggressive, assertive), and identify their strengths and weaknesses  B3.3 describe barriers to effective communication (e.g., noise, misinterpretations, interruptions, distractions, interference, bias, stereotyping)  B3.4 describe techniques for communicating effectively (e.g., listening actively, using "I" messages, maintaining open body language, main­taining a positive attitude, choosing an appropriate level of assertiveness, acknowledging the perspective of the other person)  B3.5 explain how cultural awareness and under­standing can assist communication |  |  |  |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
|  | Movie: Pay It Forward |  |  |
| **Lesson 4: Conflict Resolution** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **B3. Communicating Effectively: demonstrate an understanding of effective communication skills and their role in building the healthy relationships that support independent living.**  B3.6 identify common causes of conflict in inter­personal relationships (e.g., power inequalities, power struggles, gossip, rumours, differing opinions or values, feelings of disrespect)  B3.7 determine which models of conflict resolu­tion (e.g., acquiescence, mediation, compromise, collaboration, synthesis) are most appropriate for resolving different types of conflicts  B3.8 apply appropriate conflict-resolution skills to resolve interpersonal conflicts |  |  |  |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
|  | Movie: Devil Wears Prada |  |  |
| **Lesson 5: Decision Making** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **C1. Making Decisions: demonstrate an understanding of effective decision-making processes and their role in independent living;**  C1.1 evaluate the effectiveness of some common approaches to decision making (e.g., acting on impulse, adopting a laissez-faire attitude, flipping a coin, setting priorities, weighing alternatives)  C1.2 identify an appropriate decision-making model, use it to make a particular personal choice, and evaluate its effectiveness  C1.3 explain how a variety of factors (e.g., resources; personal, family, and community values; individual goals, abilities, and interests) can influ­ence an individual’s decision-making process  C1.4 analyse the relationship between effective decision making and personal well-being |  |  |  |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Unit 2 Overview - Working and Managing Money** |
| **What will the student learn?** |
| **Big Ideas**   * Employees and employers have both legal rights and responsibilities. * Personal finances are affected by many factors. * Financial institutions assist in managing money. |
| **Essential Questions**   1. What are the economic and personal costs of working? 2. What are the economic and personal advantages of working? 3. What are rights and responsibilities of employers? 4. What are rights and responsibilities of employees? 5. How do economic changes affect personal finances? 6. How do financial institutions assist in managing money? 7. What are different money management skills, and how can they be used effectively? |

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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) |
| **C2. Managing Financial Resources: explain and demonstrate the use of basic money-management**  **skills and techniques needed to manage personal financial resources effectively;**  C2.1 explain factors that affect the use of money as a resource (e.g., basic needs, personal needs, wants, goals, priorities)  C2.2 demonstrate the use of effective money management strategies (e.g., budgeting, banking, responsible credit card use, bank statement reconciliation)  C2.3 explain the reasons for setting aside a portion of income as savings (e.g., to prepare for emergencies, to plan for future purchases, to main­tain their home, to save for education or retirement)  C2.4 demonstrate the use of strategies for effectively managing finances and planning next steps if they are unable to earn sufficient income to support themselves and/or their families  C2.5 explain the advantages and disadvantages of buying on credit (e.g., commitment of future income; positive and negative effects on credit rating; risks of repossession, garnishment of wages, or bankruptcy; purchase protection)  **D1. 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;**  D1.5 identify strategies for maintaining a healthy balance between work and personal life (e.g., managing stress, prioritizing activities, making time for self and family, being physically active, getting enough sleep, maintaining healthy relationships, contributing to the community)  D1.4 identify personally relevant legal docu­ments, records, and areas of law (e.g., insurance policies, wills, leases, health records, insurance records, the Landlord and Tenant Act, municipal by-laws), and describe their importance  **D2. Workplace Rights and Responsibilities: demonstrate an understanding of the rights and responsibilities of employers and employees, including both personal and legal responsibilities;**  D2.1 explain the importance of maintaining a positive attitude and self-image in the workplace  D2.2 explain the importance of ethics and honesty in the workplace  D2.3 identify the rights and responsibilities of employees and employers  D2.4 identify policies, laws, and government regulations related to health and safety in the workplace (e.g., employee manuals, workplace safety policies, the Workplace Hazardous Materials Information System, the Ontario Occupational Health and Safety Act)  D2.5 describe key provisions of legislation that governs labour relations and unions in the workplace (e.g., the Employment Standards Act, the Ontario Human Rights Code)  D2.6 explain the benefits of taking training in preventing and/or addressing harassment and violence in the workplace  **E1. Economic Influences: demonstrate an understanding of how global, national, and community economic factors affect the individual’s financial circumstances;**  E1.1 explain the impact of various economic changes on individual finances (e.g., changes in interest rates, consumer prices, employment rates; fluctuations in the value of the dollar; inflation; border closures; changes in the supply of or demand for various commodities)  E1.2 analyse the impact of employment changes on personal finances (e.g., layoffs, long strikes, downsizing, plant closures, promotions)  E1.3 identify and describe strategies they can use to plan for and manage unexpected financial crises (e.g., saving money, making investments, owning property, borrowing money, using credit, preventing and/or repairing the damage from identity theft and fraud)  **E2. Financial Institutions: describe ways in which financial institutions can assist in the management of personal finances;**  E2.1 identify various types of financial institutions in the community (e.g., banks, credit unions, finance companies, trust companies, the stock market)  E2.2 compare the products and services offered by a variety of financial institutions (e.g., debit cards, credit cards, lines of credit, loans, mortgages, investment instruments, automatic teller machines, financial advisers)  **E3. Benefits and Costs of Working: explain the benefits and costs of working.**  E3.1 identify the economic and personal costs associated with working for pay (e.g., cost of clothing and uniforms, safety equipment, tools, transportation, food, childcare; job-related stress or illness; limited time to meet personal needs)  E3.2 explain the benefits of working for pay (e.g., opportunities to: make a living; develop relationships/networks; strengthen interpersonal skills; increase competencies; obtain personal gratification and/or satisfaction through making a contribution; offset feelings of boredom; expand professional skills, knowledge, and experience)  E3.3 explain the typical deductions from a paycheque (e.g., union dues, income tax, employment insurance, private pension, Canada Pension Plan)  E3.4 identify the types of benefits employers might offer as part of a job contract (e.g., supple­mentary health insurance, life insurance, pension, paid vacation, sick leave, skills-upgrading programs)  E3.5 describe various alternatives to regular full time employment (e.g., self-employment, contract work, part-time work, job sharing, multiple jobs)  E3.6 identify the additional financial arrangements workers in alternative employment need to make (e.g., planning for retirement; purchasing injury, accident, and supplementary health insurance; saving for income tax) |

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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 3 Overview - Living on your own** |
| **What will the student learn?** |
| **Big Ideas**   * There are many responsibilities when living independently. * Consumers have rights and responsibilities. |
| **Essential Questions**   1. What are the responsibilities of living independently? 2. What can people do to meet those responsibilities? 3. What are the skills needed to live independently and manage a household? 4. What do people need to consider when making responsible consumer decisions? |

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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) |
| **C3. Managing a Household: describe and demonstrate the use of basic principles and techniques of effective household management.**  C3.1 describe the basic components of a home environment that is safe and adequate for their needs  C3.2 describe the basic responsibilities involved in maintaining a safe and functional home environment (e.g., conserving water and energy, recycling, reducing waste, making informed deci­sions about the use of toxic household products, making minor home repairs, storing flammable liquids safely, ensuring that smoke detectors and fire extinguishers are in working order, planning escape routes)  C3.3 demonstrate the skills required to acquire and maintain a functional personal wardrobe (e.g., budgeting for purchases, caring for clothing, altering and repairing clothing)  C3.4 demonstrate the skills required to plan and safely prepare healthy meals (e.g., budgeting for food, shopping for groceries, using Nutrition Facts tables and food labels to make healthy food choices, preparing nutritious meals, using small appliances appropriately, practising food and kitchen safety)  **D1. 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;**  D1.1 describe the various ways individuals meet their basic food needs (e.g., budgeting for food, making healthy food choices, planning meals, buying locally produced food, applying food safety techniques, recognizing the importance of breakfast, contacting community organizations that provide assistance)  D1.2 explain the various ways individuals meet their basic clothing needs (e.g., wardrobe plan­ning, laundering clothing, contacting community organizations that provide assistance, shopping at used-clothing stores)  D1.3 explain the various ways individuals meet their basic housing needs (e.g., choosing appro­priate housing alternatives, budgeting for shelter, maintaining a safe and clean home, contacting community organizations that provide assistance)  D1.4 identify personally relevant legal docu­ments, records, and areas of law (e.g., insurance policies, wills, leases, health records, insurance records, the Landlord and Tenant Act, municipal by-laws), and describe their importance  **D3. Consumer Rights and Responsibilities: demonstrate an understanding of the role that responsible consumerism plays in living independently.**  D3.1 describe strategies for making responsible consumer decisions when living independently (e.g., prioritizing needs and wants, comparison shopping, reading warranties and contracts, considering the environmental impact of purchases, reading information labels)  D3.2 identify internal and external factors that influence spending decisions (e.g., personal pref­erences, convenience, cultural values, status-related motives, advertising, product cost and availability, environmental impact, considerations related to labour and exploitation issues)  D3.3 identify the basic products and services needed to support independent living (e.g., furnishings, utility services, communication services, staple goods, household equipment, consumable goods, insurance)  D3.4 evaluate retail shopping opportunities available within their community as sources of basic products and services (e.g., catalogue shopping, retail stores, convenience stores, outlet malls, home shopping channels on television, Internet shopping, buying clubs, bulk warehouse purchasing, farmers’ markets)  D3.5 demonstrate the use of effective techniques for making consumer complaints (e.g., writing letters of complaint; contacting a customer-relations department, the ombudsman, or the Better Business Bureau; reporting to appropriate authorities) |

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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 (optional) * Household Safety Checklist * Finding a Place to Live Assignment * Comparative Shopping field trip and Journal response * Letter of Complaint (alternative presentation of a cell phone contract or warranty program) * Four food labs (budgeting, shopping, food safety) - 2 formative and 2 summative (e.g. pizza, lasagna, chili, entertaining on a budget,and party plan ;Xmas food gifts) |

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| **Lesson 1: Home and Wardrobe** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| C3.1 describe the basic components of a home environment that is safe and adequate for their needs  C3.2 describe the basic responsibilities involved in maintaining a safe and functional home environment (e.g., conserving water and energy, recycling, reducing waste, making informed deci­sions about the use of toxic household products, making minor home repairs, storing flammable liquids safely, ensuring that smoke detectors and fire extinguishers are in working order, planning escape routes)  C3.3 demonstrate the skills required to acquire and maintain a functional personal wardrobe (e.g., budgeting for purchases, caring for clothing, altering and repairing clothing)  D1.2 explain the various ways individuals meet their basic clothing needs (e.g., wardrobe plan­ning, laundering clothing, contacting community organizations that provide assistance, shopping at used-clothing stores) | - know what a safe home looks like  - live safely with a reduced carbon footprint  - shop for various clothing needs for work and leisure | How do I ensure my home will be safe and meet my needs?  What responsibilities do I have in maintaining a safe and functional home environment?  What is needed to have a functional wardrobe to meet my work and personal needs? | Functional home environment  Home safety  Conservation  Carbon footprint  Toxic household products  Fire safety |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
| - living in a dwelling  - basic understanding of clothing and clothing care | - chart paper, markers  - computer lab for internet access | - home safety exercise (school walkabout survey and comparison to home needs)  - develop a home safety escape route  - environmental concerns and reducing waste (research recycling programs in their neighbourhood)  - wardrobe needs for work vs. leisure - different occupational requirements (T/P/S chart activity)  - budgeting for clothing - clothing care costs and various shopping alternatives - comparative shopping exercise - possible field trip (e.g. Eaton Centre) | - teacher observation  - group discussions  - comparative shopping submission |
| **Lesson 2: Food Preparation & Budgeting** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| C3.4 demonstrate the skills required to plan and safely prepare healthy meals (e.g., budgeting for food, shopping for groceries, using Nutrition Facts tables and food labels to make healthy food choices, preparing nutritious meals, using small appliances appropriately, practising food and kitchen safety)  D1.1 describe the various ways individuals meet their basic food needs (e.g., budgeting for food, making healthy food choices, planning meals, buying locally produced food, applying food safety techniques, recognizing the importance of breakfast, contacting community organizations that provide assistance) | - plan, budget for and safely prepare meals  - get our food needs met through a variety of food resources | How do a I plan for a meal or group of meals?  What meals can I safely prepare on a limited budget?  How do I host an event in my home with food?  What options do I have for meeting my food needs on a limited budget?  How do I eat healthy for personal well-being? | Meal planning  Meal appeal  Food budgeting  Nutrition facts  Food bank  Food labels  Groceries |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
| - basic kitchen knowledge  - some nutrition basics  - using small appliances | - access to food lab  - small appliances (e.g. blender, waffle maker)  - food costs (charge an enhancement fee?) | - basic food safety (textwork; knife demonstration)  - CFG  - reading labels (PPT)  - before midterm have 1 formative and 1 summative food lab; after midterm have 1 formative and 1 summative food lab (e.g. pizza, chili, food gifts, smoothies)  - making a meal plan, grocery list, walking to a grocery store and purchasing food required for the food lab  - plan an event (e.g. Superbowl party)  - local foods activity  - research a local food bank and determine what assistance and foods are available | - food safety test (80% pass to cook)  - observation and discussion during food purchases  - cooking lab observation and reflection |
| **Lesson 3: Housing & Legal Aspects** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| D1.3 explain the various ways individuals meet their basic housing needs (e.g., choosing appro­priate housing alternatives, budgeting for shelter, maintaining a safe and clean home, contacting community organizations that provide assistance)  D1.4 identify relevant legal docu­ments, records, and areas of law (e.g.,the Landlord and Tenant Act, municipal by-laws)  D3.3 identify the basic products and services needed to support independent living (e.g., furnishings, utility services, communication services, staple goods, household equipment, consumable goods, insurance) | - understanding the legalities of renting or owning a home  - find suitable housing to meet our changing needs  - be good neighbours | How do I choose where to live?  Should I rent or buy?  What are my rights as a tenant?  What are the rights of a landlord?  What basic products and services do I need to live independently?  How much does it cost to move out?  What do I include in my budget for my living expenses?  How do I buy a house?  What resources are available to help me with my housing needs?  How can I be a good neighbour?  What the pros and cons of living with a roommate? | Tenant  Landlord  Lease  Mortgage  Insurance  Roommate  Neighbour  Furnishings  Utilities |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
| - respect and diversity; communication skills  - conflict resolution skills | - chart paper, markers, index cards with scenarios | - using the internet, find a suitable rental property based on limited financial resources  - roommate chore chart - put students into groups and discuss daily, weekly, monthly chores and create a chore chart - discuss conflict resolution of issues  - roommate interview and acceptance with provided scenarios - divide students into groups of 4 and see if they think they are compatible - provide each student with a scenario card to introduce themselves (e.g. like to listen to loud music; do recreational drugs; homophobic; use your toothbrush if needed) - after discussion shift students who are no longer accepted | - details of rental property |
| **Lesson 4: Consumer Rights and Responsibilities** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| D3.1 describe strategies for making responsible consumer decisions when living independently (e.g., prioritizing needs and wants, comparison shopping, reading warranties and contracts, considering the environmental impact of purchases, reading information labels)  D3.2 identify internal and external factors that influence spending decisions (e.g., personal pref­erences, convenience, cultural values, status-related motives, advertising, product cost and availability, environmental impact, considerations related to labour and exploitation issues)  D3.4 evaluate retail shopping opportunities available within their community as sources of basic products and services (e.g., catalogue shopping, retail stores, convenience stores, outlet malls, home shopping channels on television, Internet shopping, buying clubs, bulk warehouse purchasing, farmers’ markets)  D3.5 demonstrate the use of effective techniques for making consumer complaints (e.g., writing letters of complaint; contacting a customer-relations department, the ombudsman, or the Better Business Bureau; reporting to appropriate authorities) | - determine what influences our buying purchases  - know how to buy smartly (comparison shop)  - advocate for our consumer rights | What influences a person to make the purchases they do?  How does the media impact our spending decisions?  What factors should I consider when making purchases?  Where can I purchase goods and services?  What legal aspects are involved in making a purchase?  What are the factors to consider when purchasing or leasing a car?  What can I do if I’m unsatisfied with a purchase? | shopping  comparison shopping  warranties  contracts  media influence  complaints |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
| - some basic purchasing decision making skills | video  computer lab  comparison shopping template | - video: why people buy  - Snowball or T/P/S: Wise consumer techniques  - comparison shop for 5 different products that will be needed for living independently  - comparison between buying a new or used vehicle - factors involved - pricing - warranties - vehicle loan costs - vehicle maintenance costs  - prepare a complaint letter or do a presentation about a warranty |  |
| **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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