

Course Outline

School Name:	KEEWAYTINOOK INTERNET HIGH SCHOOL
Department Name:	Social Sciences and Humanities
Ministry of Education Course Title:	Exploring Family Studies
Grade Level:	9
Ministry Course Code:	HIF10

Teacher's Name: Krystyna Villanueva-Gruszecka

Developed by: Angela Batsford-Mermans Date: September 2015

Revision Date: September 2021

Developed from: Ontario Ministry of Education. (2013). *The Ontario curriculum, grades 9 to 12: Social sciences and humanities*. Toronto, ON: Queen's Printer for Ontario.

Text: None

Prerequisite: None

Credits: One

Length: 110 hours

Principal's Name: Angela Batsford-Mermans

Principal's Approval:



Approval Date: September 7, 2021

Course Description/Rationale

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.

Overall Curriculum Expectations

Research and Inquiry Skills

- Explore topics related to individual and family needs and resources, and formulate questions to guide their research;
- Create research plans, and locate and select information relevant to their chosen topics, using appropriate research and inquiry methods;
- Assess, record, analyse, and synthesize information gathered through research and inquiry;
- Communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

Self and Others

- Describe important changes that are associated with adolescent development, and explain their influence on the behaviour and needs of young people;
- Demonstrate and understanding of various types of relationships and of skills and strategies for developing and maintaining healthy relationships;
- Describe lifestyles in diverse families and the impact of a range of factors including social and cultural, on these lifestyles.

Daily Living Skills

- Demonstrate the ability to apply decision-making and problem-solving strategies and skills, particularly within a family context;
- Demonstrate and understanding of strategies and skills that can be used to manage resources to meet the needs of the family and its individual members;
- Demonstrate and 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.

Exercising 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;
- Describe the functions and responsibilities of families and the diverse ways in which families fulfill them;
- Describe and demonstrate responsible consumer practices

Course Content

Unit	Length
1. Self and Others	32 hours
2. Daily Living Skills	45 hours
3. Exercising Responsibility	33 hours
Total	110 hours

Unit Descriptions

Unit 1 – Self and Others

In this unit, students will learn about adolescents and how they relate to others. They will also explore the lifestyles in diverse families and the impact that various factors, such as cultural or social factors, can have on these lifestyles. Indigenous families and lifestyles are highlighted and centered throughout the unit.

Unit 2 – Daily Living Skills

In this unit, students are moving on to explore the skills that an individual would need to meet the daily needs of a family. Students will begin by developing strategies related to decision making and problem-solving. Next, students will explore strategies for managing resources and apply these skills to managing daily schedules, purchasing food at community stores and in larger towns or cities, and budgeting money. At the end of the unit, students will apply practical skills related to daily living, such as maintaining a clean and safe home, to their personal lives. This practical learning highlights local and Indigenous issues such as food availability, familial responsibilities, and community needs.

Unit 3 – Exercising Responsibility

In this unit, students will be exploring responsibility as an individual, within a family, as part of their communities, and as consumers. Students will develop strategies to maintain their health and well-being, as well as learn about their responsibility as an individual in a family taking into consideration the many styles of families such as multi-generational families, adoptive families, and single parent families. They will also reflect on the functions of a family and how families fulfill these responsibilities. Lastly, students will develop strategies for making responsible purchases and decisions, and apply these strategies, such as comparison shopping, checking warranties, and household purchases. Strategies and situations center experiences that students often have in the north such as managing high food costs, multi-generational living situations, and community living.

Teaching/Learning Strategies

This course is organized into an eight-week series of lessons and activities that are presented to students in remote northern communities via the internet. The eighth week is used for course consolidation, review, and the final examination. Teacher and students communicate over the internet through timely activity feedback, emails, messages, video and audio calls. Mentors in the classrooms assume the role of liaison between the teacher and student while also supporting a holistic approach to motivate, engage and support each individual student.

A variety of strategies will be used in the online delivery of this course. Some instructional strategies include:

- Direct instruction (online lecture);
- Graphic organizers and mindmaps;
- Audio recordings (to listen and create);
- Discussion via forums;
- Cooperative learning;
- Guided-learning;
- Case studies;
- Independent research.

Learning goals will be discussed at the beginning of each assignment and success criteria will be provided to students. The success criteria are used to develop the assessment tools in this course, including rubrics and checklists.

Evaluation

The final grade will be determined as follows (Ontario Ministry of Education, 2010):

- Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course (p. 41).

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Toronto ON: Queen's Printer for Ontario.

Type of Assessment	Category	Details	Weighting (%)
Term Work (70%)	Knowledge/Understanding	Organize and follow a daily schedule Learn about healthy personal traits and skills such as growth mindset Learn about verbal and nonverbal forms of communication Identify the characteristics of growth and development in adolescence and explain their influence on behaviour and needs of adolescents Learn about different types of families and various family functions Learn about practical life skills such as financial literacy	13
	Thinking	Reflect and make connections about concepts listed above Set personal goals	19
	Communication	Literacy skills (ability to communicate effectively) Create a community resource pamphlet	19
	Application	Prepare a meal plan with a budget for a family Demonstrate conflict resolution skills Use the internet to conduct research Create an advertisement for a particular produce	19
Final Evaluation (30%)	Culminating Activity (15%)	Knowledge/Understanding	3
		Thinking	4
		Communication	4
		Application	4
	Exam (15%)	Knowledge/Understanding	3
		Thinking	4
		Communication	4
		Application	4
		TOTAL	100

Assessment/Evaluation Strategies

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 and within each unit.

Assessment *for* learning and assessment *as* learning is obtained through a variety of means, including the following:

- Ongoing descriptive feedback (e.g., descriptive feedback on students' online submissions and opinion essay);
- Self-assessment (e.g., weekly self-assessment of learning through checklists);
- Peer assessment (e.g. peer feedback on plans, budgets, and goals);
- Mentor observations;
- Formative student products (e.g., opinion essay, research project);
- Conversations with students on a regular basis to obtain observations, ask questions, and clarify understanding (both synchronous and asynchronous)

Evidence of student achievement (assessment *of* learning) is collected from various sources, including the following:

- Ongoing observation of most consistent work, with consideration given to most recent work
- Conversations with students
- Summative student products (summative unit activities, culminating activity, and exam)

The Ministry of Education's 2010 document, *Growing Success*, outlines the seven fundamental principles that guide best practice in the assessment and evaluation of students. KiHS teachers use practices that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the course and at other points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning (p.6).

Resources

BC Hydro. (n.d.). *21 tips: No-cost ways to save electricity*. Retrieved September 30, 2020, https://www.bchydro.com/powersmart/residential/savings-and-rebates/everyday-electricity-saving-tips.html?WT.mc_id=rd_21tips

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Statistics Canada. (2017). *Diverse family characteristics of Aboriginal children aged 0 to 4*. Retrieved on September 30, 2020, <https://www12.statcan.gc.ca/census-recensement/2016/as-sa/98-200-x/2016020/98-200-x2016020-eng.cfm>

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Program Planning

This course is offered to Indigenous students living in isolated, northern Ontario communities. It is offered by qualified teachers in a blended classroom with a balance of academic, wellness, land-based learning, local language and culture to support the success of the whole student. This course uses the internet for instruction, demonstration and research. It utilizes a student-centered semi-virtual classroom which capitalizes on the strengths of internet program delivery to minimize the disadvantages of geographic remoteness.

Students are presented with 1320 minutes of instruction/activity via the internet over the period of one week. All lessons, assignments, questions and course material is presented in this manner, with approved print materials available as a student resource in each classroom. The student and instructor communicate via the internet, while a classroom mentor (a fully qualified teacher) assists students in completing tasks in a timely manner and provides support as required.

Indigenous and local content is used throughout the course to meet students' learning needs. Opportunities for outdoor activities and land-based learning are also incorporated and students are encouraged to use local knowledge in their products. Considerations are made to the learning preferences of the student population and lessons can be adjusted for individual students as required. Opportunities have been provided for students to apply ideas and concepts encountered in this course to their lives as an individual and as a member of a First Nations community. Teachers consult the Ontario Ministry of Education policies, guidelines and important initiatives when planning a comprehensive program in this area.