



Ontario eSecondary School Course Outline 2023-2024

Ministry of Education Course Title:	
Ministry Course Code: HIF10/20	
Course Type: Open Level	
Grade: 9 and 10	
Credit Value: 1.0	
Prerequisite(s): None	
Department: Social Sciences and Humanities	
Course developed by: Brittany Bosch	Date: June 20th, 2023
Length: One Semester	Hours: 110
This course has been developed based on the following Ministry documents: 1. https://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences9to122013.pdf 2. <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)</i> 3. <i>Learning for All (2013)</i>	

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

By the end of this course:

- A1. Exploring: explore topics related to individual and family needs and resources, and formulate questions to guide their research;
- A2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate research and inquiry methods;
- A3. Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry;
- 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.

Self and Others

By the end of this course, students will:

- B1. Adolescent Development: describe important changes that are associated with adolescent development, and explain their influence on the behaviour and needs of young people;
- B2. Relating to Others: demonstrate an understanding of various types of relationships and of skills and strategies for developing and maintaining healthy relationships;
- B3. Family Lifestyles: describe lifestyles in diverse families and the impact of a range of factors, including social and cultural factors, on these lifestyles.

Daily Living Skills

By the end of this course, students will:

- C1. Decision Making and Problem Solving: demonstrate the ability to apply decision-making and problem-solving strategies and skills, particularly within a family context;
- 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;
- 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.

Exercising Responsibility

By the end of this course, students will:

- 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;
- D2. Family Responsibilities: describe the functions and responsibilities of families and the diverse ways in which families fulfil them;
- D3. Consumer Awareness: describe and demonstrate responsible consumer practices.

COURSE CONTENT

<i>Unit</i>	<i>Length</i>
Unit 1: Research and Inquiry Skills	25 hours
Unit 2: Self and Others	25 hours
Unit 3: Daily Living Skills	25 hours
Unit 4: Exercising Responsibility	25 hours
Unit 5: Culminating Activity	10 hours
Total	*110 Hours

UNIT DESCRIPTIONS

UNIT 1: Adolescent Responsibilities

UNIT 2: Self and Others

UNIT 3: Daily Living Skills

UNIT 4: Exercising Responsibility

Unit 5: Culminating Activity

TEACHING AND LEARNING STRATEGIES

The students will experience a variety of activities:

Discussions with instructor: which are facilitated through video conferencing and telephone conversations with their subject teacher or discussions with other students concerning the concepts and skills being studied. This is done with the use of Socratic circles for discussions.

Teacher demonstrations (research skills, etc.) through video conferencing, email, or telephone conversations with the subject teacher, or videos provided of a teacher or student demonstrating the concepts and skills being studied. This helps the student and teacher create an atmosphere of trust and respect to aid in the online learning environment.

Video presentations and technological aids (research) with videos embedded to enrich the course content and clarify concepts and skills being studied. Also the use of online pre-approved quizzes and games to help a student become more familiar with the concepts and skills being studied.

Diagnostic and review activities (audio and video taping) can be student-lead or teacher lead to work as a review for students through audio and video made to share among each other to help reinforce the concepts and skills being studied.

Brainstorming, charts and graphs are a great way for students to demonstrate their knowledge of subject matter through graphic organizers, pictures, and texts. This is communicated through assignments in Moodle.

Practical extension and application of knowledge is used as an effective learning strategy in this course because it allows the students to read and listen to the texts and stories and reflect back with connections to themselves, other texts and the world. Students are encouraged to share their understandings through work submitted each day, phone conversations about course work, or videoconferencing.

Individual Activities

The teacher should provide a variety of individual assignments to expand and consolidate the learning that takes place in the whole-class and small group activities. Individual activities allow the teacher to accommodate interests and needs and to assess the progress of individual students. The teacher plays an

important role in supporting these activities through the provision of ongoing feedback to the students, both orally and in writing. Teachers are encouraged to include individual activities such as the following in the course:

Research is completed in an online environment by teaching the students first about plagiarism rules and giving examples of good sources to use. The students are not only limited to the online search for information, but have resources available by links on the Moodle page of information that has been scanned and uploaded.

Individual assignments are worked on at a student's own pace. The teacher can support the student in these activities with ongoing feedback.

Oral presentations are facilitated through the use of video conferencing and video recording.

Practical extension and application of knowledge helps students develop their own voice, and gives them the ability to make personal connections, and connections to the world throughout their course. Students are given a variety of reading and viewing texts to give them many chances to apply their new concepts, skills, and knowledge.

Ongoing project work is something that is valued in the earning of an English credit. The ongoing project can be submitted to the teacher for ongoing feedback in both written and oral work.

Written assignments are used to allow students to develop their skills in writing, comprehension, and communication. With the online format students submit their work, and have a chance to get feedback from the teacher, and submit their best work. This can be demonstrated with reading responses, personal writing, report writing, essay writing, script writing, business and technical writing, and individual research assignments.

Journals are used in which the student can self-reflect on their subject matter, and see their progress over time. It allows students a different medium of presenting their thoughts and skills learned.

ASSESSMENT, EVALUATION, AND REPORTING

Assessment: The process of gathering information that accurately reflects how well a student is achieving the identified curriculum expectations. Teachers provide students with descriptive feedback that guides their efforts towards improved performance.

Evaluation: Assessment of Learning focuses on Evaluation which is the process of making a judgement about the quality of student work on the basis of established criteria over a limited, reasonable period of time.

Reporting: Involves communicating student achievement of the curriculum expectations and Learning Skills and Work Habits in the form of marks and comments as determined by the teacher's use of professional judgement.

STRATEGIES FOR ASSESSMENT

Assessment practices can nurture students' sense of progress and competency and information instruction. Many diagnostic tools, e.g. checklists and inventories, are used at regular intervals throughout the units to encourage students' understanding of their current status as learners and to provide frequent and timely reviews of their progress. Assessment of student acquisition of listening and talking, reading and viewing and writing skills also occurs regularly through unobtrusive teacher observation and conferencing.

ASSESSMENT ACTIVITIES

- ☐ Homework assignments
- ☐ Individual conference meetings
- ☐ Writing tasks and reflection
- ☐ Outlining and planning sheets
- ☐ Completed Templates & Graphic Organizers
- ☐ Reflections
- ☐ Oral presentations & Active Listening
- ☐ Research and process work
- ☐ Evaluations

EVALUATION

The final grade will be determined as follows:

- ☐ Seventy percent 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 will be given to more recent evidence of achievement.
- ☐ Thirty percent 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.
(*Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*. Ontario Ministry of Education Publication, 2010 p.41)

TERM WORK EVALUATIONS (70%):

Evaluation Item	Description	Category	Weight
Unit 1: Survey Assignment	Utilize research and inquiry skills to create a primary research source.	K, I, C, A	7.5
Unit 1: Presenting Research Findings	Using feedback from previous AFL work in the unit, students present their findings and reflect on their learning.	K, I, C, A	10
Unit 2: Community Involvement Activity	Students research and present information on local community programs they are interested in joining.	K, I, C, A	7.5
Unit 2: Infographic Assignment	Create an infographic and answer reflection questions on topics pertaining to unit learnings.	K, I, C, A	10
Unit 3: Personal Management Assignment	Students conduct a week-long experiment to reach a goal pertaining to time-management and present their findings.	K, I, C, A	7.5
Unit 3: Practical Skills Presentation	Students create a visual with brief text outlining safety steps for domestic tasks and occurrences.	K,I,C,A	10
Unit 4: Laundry Poster	Students design a poster focusing on steps in the process of sustainable laundering practices.	K,I,C,A	7.5
Unit 4: Informed Consumer Choices	Students analyze products and make a large purchase choice, reflecting on the consumer rights and responsibilities.	K, I, C, A	10

FINAL EVALUATIONS (30%):

Evaluation Item	Description	Category	Weight
Culminating Task: Project Based Learning Activity	Students will complete a project based learning task. This will reflect all of their learning throughout the course.	SUM	30

Weight	
Course Work	70
Knowledge/Understanding	17.5
Thinking/Inquiry	17.5
Communication	17.5
Application	17.5
Final	30
Culminating Project	30

AFL/AAL/AOL Tracking sheet:

Unit 1: Adolescent Responsibilities

AAL	AFL	AOL
Lesson Presentations	Exploring Research Topics Chart	Survey Assignment
End of Unit Learning Log	Research Process Worksheet	Presenting Research Findings
Discussion post	Developing a Hypothesis Worksheet	
Note taking evaluation		

Unit 2: Self and Others

AAL	AFL	AOL
My boundaries Inventory	Adolescent Development Quiz	Community Involvement Activity
Lesson Presentations	Adolescent Collage Activity	Infographic
End of Unit Learning Log		

Unit 3: Daily Living Skills

AAL	AFL	AOL
Lesson Presentations	IDEAL Decisions Activity	Personal Management Assignment
End of Unit Peer Discussion Forum	Smart Goals and Systems Worksheet	Practical Skills Presentation
	Budgeting Worksheet	
	My Meal Plan	

Unit 4: Exercising Responsibility

AAL	AFL	AOL
Lesson Presentations	Personal Responsibilities Worksheet	Laundry Poster
Workplace Responsibility Journal	Community and Environmental Responsibilities inventory	Informed Consumer Choices Assignment
Family Responsibility Inventory	Marketing and Advertising Questions	
End of Unit Peer Discussion Forum		

Finals

AOL
Culminating Activity

CONSIDERATION FOR PROGRAM PLANNING

PLANNING PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Special Education Transformation: The Report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006 endorses a set of beliefs that should guide program planning for students with special education needs in all disciplines. Those beliefs are as follows: All students can succeed. Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Successful instructional practices are founded on evidence-based research, tempered by experience.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 percent of the students in Ontario's English language schools is a language other than English. Ontario's linguistic heritage includes several Aboriginal languages; many African, Asian, and European languages; and some varieties of English, such as Jamaican Creole. Many English language learners were born in Canada and raised in families and communities in which languages other than English were spoken, or in which the variety of English spoken differed significantly from the English of Ontario classrooms. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited. When they start school in Ontario, many of these students are entering a new linguistic and cultural environment.

THE ROLE OF TECHNOLOGY IN THE PROGRAM

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' language learning. ICT tools include multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. Information and communications technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom. Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning.

ACCOMMODATIONS

Accommodations will be based on meeting with parents, teachers, administration and external educational assessment reports. The following three types of accommodations may be provided:

- ☐ **Instructional accommodations:** such as changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- ☐ **Assessment accommodations:** such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

Other examples of modifications and aids, which may be used in this course, are:

- ☐ Provide step-by-step instructions.
- ☐ Help students create organizers for planning writing tasks.
- ☐ Allow students to report verbally to a scribe (teacher/ student) who can help in note taking.
- ☐ Permit students a range of options for reading and writing tasks.

- ☐ Where an activity requires reading, provide it in advance.
- ☐ Provide opportunities for enrichment.