



Ontario eSecondary School Course Outline 2024-2025

Ministry of Education Course Title: Individual and Family Living

Ministry Course Code: HIF1O/2O

Course Type: Open Level

Grade: 9 and 10

Credit Value: 1.0

Prerequisite(s): None

Department: Social Sciences and Humanities

Course developed by:
Sarah Beemer

Date: June 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. *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)*
3. *Learning for All (2013)*

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

Unit	Length
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: Research and Inquiry Skills

In this unit, students will explore topics in research and inquiry skills in the area of social science, focusing on adolescence. Students will research topics, develop research questions, a hypothesis, and create a primary source research tool before presenting your research findings at the end of the unit. They will also learn how to find credible and reliable sources, and cite their research sources in APA style.

UNIT 2: Self and Others

In this unit, students will explore topics in adolescent development, the importance of community involvement, and societal changes and the impact on the family. They will describe important changes that are associated with adolescent development, demonstrate an understanding of various types of relationships and of skills and strategies for developing and maintaining healthy relationships.

UNIT 3: Daily Living Skills

In this unit, students will learn about topics and skills pertaining to daily living skills for adolescents and their families. They will demonstrate the ability to apply decision making and problem solving strategies and skills, particularly within a family context, and they will demonstrate an understanding of strategies and skills that can be used to manage resources to meet the needs of the family.

UNIT 4: Exercising Responsibility

In this unit, students will explore topics in family, adolescent, and societal responsibility. They will investigate what it means to have domestic responsibilities in the areas of everyday living, cleaning, and organizing, in community support and connections and in fostering sustainability.

UNIT 5: Culminating Activity

In this culminating unit, students will demonstrate what they have learned throughout the course. They will choose a project that explores topics related to individual and family needs and resources, and formulate questions to guide their research. They will investigate information relevant to their chosen topics, using appropriate research and inquiry skills. They will describe important changes that are associated with adolescent development and explain their influence on the behaviour and needs of young people.

TEACHING AND LEARNING STRATEGIES

In this course, students will experience the following activities.

Presentations with embedded videos are utilized to outline concepts, explain theory with the use of examples and practice questions, and incorporate multi-media opportunities for students to learn more (e.g. online simulations, quizzes, etc.).

End of unit conversations and Poodlls are opportunities for students to express their ideas, problem solving, and thought processes with a teacher who provides timely feedback.

Reflection is an opportunity for students to look back at concepts and theories with new eyes, to relate theory to practice, and to align learning with their own values and beliefs.

Discussions with the instructor are facilitated through video conferencing, discussing the concepts and skills being studied. This enables two-way communication between the student and the instructor, to share ideas and ask questions in dialogue. This also helps to build a relationship between the student and instructor.

Instructor demonstrations (research skills, etc.) are opportunities for the instructor to lead a student through a concept or skill through video conferencing, videos, or emailing with the student.

Practical extension and application of knowledge are integrated throughout the course. The goal is to help students make connections between what they learn in the classroom and how they understand and relate

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to the world around them and their own lives. Learning becomes a dynamic opportunity for students to be more aware that their learning is all around them and enable them to create more meaning in their lives.

Individual activities/assignments assessments are completed individually at a student's own pace and are intended to expand and consolidate the learning in each lesson. Individual activities allow the teacher to accommodate interests and needs and to assess the progress of individual students. For this reason, students are encouraged to discuss IEPs (Individual Education Plans) with their teacher and to ask to modify assessments if they have a unique interest that they feel could be pursued in the assessment. The teacher plays an important role in supporting these activities by providing ongoing feedback to students, both orally and in writing.

Research is an opportunity to apply inquiry skills to a practical problem or question. Students perform research to gather information, evaluate quality sources, analyze findings, evaluate their analysis, and synthesize their findings into conclusions. Throughout, students apply both creative thinking and critical thinking. New questions are also developed to further learning.

Writing as a learning tool helps students to think critically about course material while grasping, organizing, and integrating prior knowledge with new concepts. Good communication skills are important both in and out of the classroom.

Brainstorming, charts, and graphs are a great way for students to synthesize their knowledge of subject matter visually through graphic organizers, pictures, and texts.

Readings are an opportunity for students to gain insight from a variety of texts online and further develop literacy skills. Students may print out the reading material to use it to highlight, take notes, and have with them when a computer is not available.

Cases are summaries of real-life situations wherein students relate theories and concepts towards understanding a real-world context. This helps students to understand the application and use of knowledge.

Articles are examples of concepts and theories being discussed in the public realm and with respect to current events. They are snapshots not only of why theories/concepts/applications are relevant but also provide a window into the broader context of subject matter knowledge and understanding. Students learn through reading and analysis that the subject matter is deeply related to, and intertwined with, society and the diverse perspectives of lived experience.

Oral presentations in an online environment are opportunities for students to present live or record presentations, expressing their ideas and understanding orally.

Journals provide an opportunity for students to self-reflect on the subject matter and see their growth over time. It supports students to express their thoughts and skills learned in a personal way.

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 inform 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

- Individual conference meetings
- Diagnostic tests and writing tasks
- Reflection journals (video and written)
- Outlining and planning sheets
- Completed Templates & Graphic Organizers
- Editing Checklists
- Oral presentations & Active Listening
- Creative Writing
- 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)

Weightings	
Course Work	70
Knowledge/Understanding (K)	17.5
Thinking/Inquiry (T)	17.5
Communication (C)	17.5
Application (A)	17.5
Final Evaluation	30
Project (7.5K, 7.5T, 7.5C, 7.5A)	30

TERM WORK EVALUATIONS (70%)

Evaluation Item	Description	Category	Weight
Unit 1 Survey Assignment	Students will create a social science survey, covering knowledge of unit concepts and their chosen research topic as it is geared towards adolescents.	K, T, C, A	17.5
Unit 1 Presenting Research Findings	Students will present their research findings in a social science report based on the accumulative research they have been working on throughout the unit.	K, T, C, A	
Unit 2 Community involvement	Students will research and present local community groups they could be involved in. They will discuss the benefits of the group to the community and to the adolescent for getting involved in them.	K, T, C, A	17.5
Unit 2 Infographic Assignment	Students will create an infographic, visually teaching their audience about a key issue in adolescence.	K, T, C, A	
Unit 3 Personal Management Assignment	Students will choose a personal skill they want to improve upon and complete a 7 day process where they set a goal set, develop systems, and work towards that goal. Students will keep a 7 day journal reflecting on their experiences and challenges.	K, T, C, A	17.5
Unit 3 Practical Skills Presentation	Students will choose from a selection of needed skills for adolescents and present their research for cautions, steps in the process, and safety and sustainable practices.	K, T, C, A	
Unit 4 Laundry Poster	Students will create a “how-to” poster for other adolescents about the process in a sustainable laundry process.	K, T, C, A	17.5
Unit 4 Informed Consumer Choices	Students will demonstrate their use of the IDEAL decision making process through a detailed presentation of real-world decisions.	K, T, C, A	

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. Students will complete a portfolio, a podcast, and a final reflection.	K, T, C, A	30

AFL/AAL/AOL TRACKING SHEET

Unit 1: Research and Inquiry Skills

AAL	AFL	AOL
Discussion Post	Exploring Research Topics	Survey Assignment
Note taking submission	Research Process Worksheet	End of Unit Evaluation Task
Lesson Notes	Developing a Hypothesis	
End of Unit Learning Log		

Unit 2: Self and Others

AAL	AFL	AOL
U2L1 Discussion Post	Adolescent Development Quiz	Community Involvement Activity
My Boundaries Inventory	Adolescent Collage	Infographic Assignment
End of Unit Learning	Reflection Questions	

Unit 3: Daily Living Skills

AAL	AFL	AOL
End of Unit Peer Reflection Post	IDEAL Decisions Activity	Personal Management Skills
	SMART Goals	Practical Skills Presentation
	My Meal Plan	

Unit 4: Exercising Responsibility

AAL	AFL	AOL
Workplace Responsibility Journal	Personal Responsibilities Worksheet	Domestic Responsibility Assignment (Laundry Poster)
Family Responsibility Inventory	Community and Environmental Responsibilities Inventory	Informed Consumer Choices Assignment
End of Unit 4 Peer Reflection Post	Marketing and Advertising Questions	

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

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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.