

Course Outline

School Name:	KEEWAYTINOOK INTERNET HIGH SCHOOL
Department Name:	Social Sciences and Humanities
Ministry of Education Course Title:	Personal Life Management
Grade Level:	12
Ministry Course Code:	HIP4O

Teacher's Name: Angela Batsford-Mermans

Developed by: Angela Batsford-Mermans

Date: September 2016

Revision Date: September 2017

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: Kevin Dempsey

Principal's Approval (signature)



Approval Date: September 11, 2017

Course Description/Rationale

This course focuses on preparing students for living independently and working successfully with others. Students will learn to manage 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.

Overall Curriculum Expectations

Research and Inquiry Skills

- Explore topics related to personal life management, and formulate questions to guide their research;
- Create research plans, and locate and select information relevant to their chosen topics, using appropriate social science 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

- Demonstrate an understanding of the personal qualities and skills necessary to make the transition from adolescence to adulthood;
- Describe the elements of successful planning for employment;
- Demonstrate an understanding of effective communication skills and their role in building the healthy relationships that support independent living.

Daily Living Skills

- Demonstrate an understanding of effective decision-making processes and their role in independent living;
- Explain and demonstrate the use of basic money-management skills and techniques needed to manage personal financial resources effectively;
- Describe and demonstrate the use of basic principles and techniques of effective household management.

Personal and Social Responsibilities

- Demonstrate an understanding of the role of personal responsibility in independent living, and of the strategies that can be used to meet individual needs;
- Demonstrate an understanding of the rights and responsibilities of employers and employees, including both personal and legal responsibilities;
- Demonstrate an understanding of the role that responsible consumerism plays in living independently.

Economic and Personal Finances

- Demonstrate an understanding of how global, national, and community economic factors affect the individual's financial circumstances;
- Describe ways in which financial institutions can assist in the management of personal finances;
- Explain the benefits and costs of working.

Course Content

Unit	Length
1. Transition to Adulthood	32.5 hours
2. Working and Managing Money	41.5 hours
3. Living on Your Own	36 hours
Total	110 hours

Unit Descriptions

Unit 1 – Transition to Adulthood

In this unit, students will learn about the qualities and skills needed in order to become successful, healthy adults. They will practice effective communication skills and learn how communication can affect relationships. Lastly, they will explore the factors that influence the decision making process and how people make effective decisions for independent living.

Unit 2 – Working and Managing Money

Students will learn about the economic and personal advantages and costs of working. The rights and responsibilities of employers and employees will be examined. Students will investigate how financial institutions, including local institutions, can assist in managing money. In addition, they will learn about different money management skills, and how they can be used effectively.

Unit 3 – Living on Your Own

In this last unit, students will look at the responsibilities of living independently and what people can do to meet those responsibilities. They will practice some of the skills needed to live independently and manage a household. Considerations for making responsible consumer decisions will be examined and students will have an opportunity to use this knowledge for purchasing a household item.

Teaching/Learning Strategies

This course is organized into an eight-week series of lessons and activities that will be presented to students in remote northern communities via the internet. The eighth week will be used for course consolidation, review, and the final examination. Teacher and students will communicate over the internet, while mentors in the classrooms will assume the role of liaison between the teacher and student.

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

- Pre-teaching of key vocabulary;
- Creating graphic organizers;
- Cooperative learning;
- Group discussion;
- 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. 47).

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	Describe the various ways individuals meet their basic food needs. Explain the benefits of working for pay.	13
	Thinking	Analyse the impact of employment changes on personal finances. Compare the products and services offered by a variety of financial institutions.	19
	Communication	Demonstrate the use of effective techniques for making consumer complaints. Clearly communicate the results of their inquiries.	19
	Application	Evaluate retail shopping opportunities available within their community as sources of basic products and services. Apply appropriate conflict-resolutions skills to resolve interpersonal conflicts.	19
Final Evaluation (30%)	Culminating Activity (30%)	Knowledge/Understanding	3
		Thinking	4
		Communication	4
		Application	4
		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' plans for the class celebration);
- Self-assessment (e.g., weekly self-assessment of learning);
- Peer assessment (e.g., peer feedback on personal goals);
- Mentor observations;
- Conversations with student on a regular basis to verbalize observations, ask questions, and clarify understanding.

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

- Ongoing observations of most consistent work, with consideration given to most recent work (e.g., evidence of meeting expectations for food safety during set-up for class celebration);
- Conversations with students (e.g., discussion about personal wants and needs);
- Summative unit activities (e.g., applying for a job, creating a personal budget, planning a class celebration);
- Culminating activity (My Blueprint portfolio);
- Exam.

Resources

Consumer Protection Ontario. (2017). *Payday loans: Your rights*. Retrieved from <https://www.ontario.ca/page/payday-loan-your-rights>

Council for Economic Education. (2010). *Financial fitness for life: Student workbook grades 9-12*. Retrieved from http://kihs1.knet.ca/m25/pluginfile.php/28622/mod_assign/intro/8.1.pdf

Hands on Banking Organization. (2017). *Savings and chequing guide*. Retrieved from <https://www.handsonbanking.org/htdocs/en/k/#/en/k/sa/index.html>

Health Canada. (2011). *Food safety for First Nations people of Canada: A manual for healthy practices*. Retrieved from http://www.gov.mb.ca/imr/ir/pdf/pubs/nhfi_food_safety_for_first_nations_people_of_canada.pdf

Financial Services Commission of Ontario. (2016). *Understanding automobile insurance*. Retrieved from https://www.fsco.gov.on.ca/en/auto/brochures/Pages/brochure_autoins.aspx#a1

MoneySmart Teaching. (2017). *Credit and debt*. Retrieved from <https://s3-ap-southeast-2.amazonaws.com/mst-resources/credit-and-debt/index.htm>

MyBlueprint. (2017). *MyBlueprint education planner*. Retrieved from www.myblueprint.ca

Northmart. (2017). *Financial*. Retrieved from <http://www.northmart.ca/financial/financial-credit-card.php>

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

Ontario Ministry of Education. (2017). *Indigenous education strategy*. Retrieved from <http://www.edu.gov.on.ca/eng/aboriginal/>

Ontario Ministry of Education. (2016). *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements*. Retrieved from <http://edu.gov.on.ca/eng/document/policy/os/index.html>

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

Ontario Ministry of Labour. (2017). *Youth workers*. Retrieved from <https://www.labour.gov.on.ca/english/atwork/youngworkers.php>

Royal Bank of Canada. (2017). *Credit cards*. Retrieved from <http://www.rbcroyalbank.com/credit-cards/tools/compare-credit-cards/index.html>

Service Ontario. (2017). *Register a vehicle*. Retrieved from <https://www.ontario.ca/page/register-vehicle-permit-licence-plate-and-sticker>

Toulouse, P.M. (2013). *Beyond shadows: First Nation, Métis, and Inuit student success*. Retrieved from https://www.ctf-fce.ca/Research-Library/BeyondShadows_EN_Web.pdf

Program Planning

This course is offered to Indigenous students living in isolated northern Ontario communities which do not have access to regular high school facilities, equipment or teachers associated with secondary education. 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 tutoring as required. Students may also receive support from various programs at KiHS, including the First Nation Student Success Program and the Special Education Program.

Indigenous and local content is used throughout the course to meet students' learning needs. Considerations are made to the learning preferences of the student population and lessons can be adjusted for individual students as required.