


**The Ontario Curriculum
Grades 9 and 10**

**Social Sciences
and the Humanities**

1999



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Introduction

The Ontario Curriculum, Grades 9 and 10: Social Sciences and the Humanities, 1999 will be implemented in Ontario secondary schools starting in September 1999 for students in Grade 9 and in September 2000 for students in Grade 10. This document replaces the sections in *The Common Curriculum: Policies and Outcomes, Grades 1–9, 1995* that relate to subjects in social sciences and the humanities in Grade 9, and to the parts of the curriculum guideline *Family Studies, Intermediate and Senior Divisions and OAC, 1987* that relate to Grade 10.

This document is designed for use in conjunction with its companion piece, *The Ontario Curriculum, Grades 9 and 10: Program Planning and Assessment, 1999*, which contains information relevant to all disciplines represented in the curriculum. The planning and assessment document is available both in print and on the ministry's website, at <http://www.edu.gov.on.ca>.

The Place of Social Sciences and the Humanities in the Curriculum

The discipline of social sciences and the humanities encompasses four areas: general social science, family studies, philosophy, and world religions. Each has its own focus, but all share a common purpose.

The social science and humanities courses share a common object of study: human beings and their world. Using methods of empirical data collection and scientific analysis, the social sciences study human behaviour and society within such fields as sociology, psychology, and anthropology. Through the examination of the structures, processes, and relationships on which these fields shed light, students learn about the wide range of factors that have influenced peoples, cultures, and societies. The humanities courses explore the basic nature and purpose of human existence. Through the study of the human expression of self through philosophy and theology, students become aware of humanity's ongoing attempts to understand and articulate the meaning and purpose of life. In humanities courses, students will learn some of the different world views, historical and cultural theories, philosophies, and social trends that have shaped our world.

Both social science and humanities courses teach students fundamental skills, such as how to formulate appropriate questions, differentiate between evidence and opinion, recognize bias, and organize and communicate results effectively. Students are required to research information from a variety of sources, to think critically and make connections between the ideas and facts they gather, and to use that information to solve problems through both independent effort and collaborative work.

In Grades 9 and 10, the focus of the program is on the area of family studies, which combines social and applied sciences in the study of topics relating to individual development and family life. Students are introduced to practical aspects of family living, studying subjects ranging from food and nutrition to resource management and conflict resolution. In the senior grades, courses are offered in more specialized areas of family studies, including parenting and fashion

design, as well as in the other constituent subjects of the discipline – social science, philosophy, and world religions – that involve more theoretical and abstract approaches to the subject of human existence.

The social science and humanities courses give students essential knowledge and transferable skills that are applicable in various areas of their lives – in their personal and family life as well as in their postsecondary studies and in the workplace. They provide students with a foundation for a range of possible postsecondary destinations: for positions in retail and service industries; for community college programs in such areas as early childhood education, fashion design, and human resources; and for university programs in fields such as anthropology, consumer studies, family studies, food and nutrition sciences, human resources, psychology, philosophy, religious studies, and sociology.

The discipline of social sciences and the humanities has connections with many other disciplines taught in secondary school, on the level of both knowledge and skills. Studies in social science and humanities courses will allow students to bring a broader perspective to their learning in subjects such as history, geography, and English. Students will be able to build on previous learning, integrate related knowledge, and apply learning skills across subject areas. Subject matter from any course in social sciences and the humanities can be combined with subject matter from one or more courses in other disciplines to create an interdisciplinary course. The policies and procedures regarding the development of interdisciplinary courses are outlined in the interdisciplinary studies curriculum policy document.

The Program in Social Sciences and the Humanities

Overview of the Program

The secondary school social science and humanities program comprises four subject areas: general social science, family studies, philosophy, and world religions. The Grade 9 and 10 program deals solely with family studies (see table below). All four subject areas are concerned with how students view themselves, their families, their communities, and society as they seek to find meaning in the world around them. Through practical experiences, discussions, debates, research, and study and reflection, social science and humanities courses help students to become self-motivated problem-solvers, equipped with the knowledge and skills necessary to successfully face their changing world.

All courses offered in social sciences and the humanities are open courses, which comprise a set of expectations that are appropriate for all students. (See *The Ontario Curriculum, Grades 9 and 10: Program Planning and Assessment, 1999* for a description of the different types of secondary school courses.)

Courses in Social Sciences and the Humanities, Grades 9 and 10

Grade	Course Name	Course Type	Course Code	Credit Value
9 or 10	Food and Nutrition	Open	HFN1O HFN2O	1
9 or 10	Individual and Family Living	Open	HIF1O HIF2O	1

Note: There are no prerequisites for the courses listed above.

A Note About Credits. Courses offered in social sciences and the humanities may be delivered as half-courses, each earning a half-credit. Half-credit courses, which require a minimum of fifty-five hours of scheduled instructional time, must adhere to the following conditions:

- Courses offered as half-credit courses must include a selection of learning expectations from all strands and must reflect the balance among strands that characterizes the full course.
- A course that is a prerequisite for another course may be offered as two half-courses, but the student must successfully complete both parts of the course to claim the prerequisite.
- The title of each half-credit course must include the designation Part 1 or Part 2. A half-credit (0.5) will be recorded in the credit-value column of both the report card and the Ontario Student Transcript. Students are not required to complete both Part 1 and Part 2 unless the course is a prerequisite for another course that the student wants to take.

Teaching Approaches

The topics and issues covered in the social science and humanities curriculum are designed both to develop practical skills and to promote reflective learning. The curriculum provides opportunities for students to undertake hands-on, practical activities (for example, in courses in family studies, students learn to devise a family budget and to prepare foods), as well as to conduct research and analysis. The diversity of materials devised to support the curriculum enables teachers to adopt a variety of teaching approaches, including direct instruction, demonstration, and activity-based learning.

Curriculum Expectations

The expectations identified for each course describe the knowledge and skills that students are expected to develop and demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed and evaluated.

Two sets of expectations are listed for each *strand*, or broad curriculum area, of each course. The *overall expectations* describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each course. The *specific expectations* describe the expected knowledge and skills in greater detail.

The specific expectations are organized under subheadings. This organization is not meant to imply that the expectations in any one group are achieved independently of the expectations in the other groups. The subheadings are used merely to help teachers focus on particular aspects of knowledge and skills as they plan learning activities for their students.

Many of the expectations are accompanied by examples, given in parentheses. These examples are meant to illustrate the kind of skill, the specific area of learning, the depth of learning, and/or the level of complexity that the expectation entails. They are intended as a guide for teachers rather than as an exhaustive or mandatory list.

Family Studies

Overview

Family studies is an interdisciplinary subject area integrating social and physical sciences in the study of topics arising from daily life. It includes the study of individual and family development, relationships, parenting, decision making, resource management, food and nutrition, clothing and textiles, and health sciences. The Grade 9 and 10 family studies courses emphasize acquiring knowledge and skills through practice and experiential learning. In these courses, concepts are learned and consolidated through practical, hands-on applications. At the same time, students are given the opportunity to develop critical and creative thinking skills.

Strands

In every course, the overall and specific expectations are organized into strands. As noted above, the social science and humanities program in Grades 9 to 12 comprises four subject areas that are linked by the shared goal of having students explore and examine their lives as they relate to family, community, and society. To emphasize the connections between the subject areas, five common strands have been developed to provide students and teachers with an overall framework and a focus for instruction. Although social science and humanities courses are not cumulative, the common strands allow students who take several of these courses to understand the connections among different aspects of the discipline. Individual courses incorporate those common strands that are appropriate to their subject matter; in addition, they include subject-specific strands.

In the Grade 9 and 10 family studies courses, the common strand *Self and Others* examines human relationships and patterns involving self, the family, the community, and society. The strand *Personal and Social Responsibilities* involves issues concerning the importance of choices and wise decision making in the context of individual, family, community, and societal well-being. *Social Challenges* examines a variety of contemporary issues and our relationship to them as citizens of Canada and the world. *Diversity, Interdependence, and Global Connections* addresses issues pertaining to globalization and global responsibility. *Social Science Skills* allows students to examine models of research, problem solving, analysis, team building, conflict resolution, and communication that have specific relevance within a social science framework.

Food and Nutrition, Grade 9 or 10, Open**(HFN1O/HFN2O)**

This course explores the factors that affect attitudes and decisions about food, examines current issues of body image and food marketing, and is grounded in the scientific study of nutrition. Students will learn how to make informed food choices and how to prepare foods, and will investigate our Canadian food heritage and food industries, as well as global food issues. The course also introduces students to research skills related to food and nutrition.

Self and Others

Overall Expectations

By the end of this course, students will:

- complete an assessment of the importance of meeting the food needs of family members;
- identify the various reasons for the choices people make about food;
- analyse the importance of each family member's contribution to the selection, preparation, and serving of food;
- demonstrate knowledge of the rules of mealtime etiquette (within the classroom environment).

Specific Expectations

Food Needs of Individuals and Families

By the end of this course, students will:

- demonstrate an understanding that providing for the food needs of family members can influence family relationships;
- analyse the food needs of individuals of different ages who have varying time schedules, food preferences, and health concerns (e.g., toddlers with food allergies, vegetarian adolescents, adults on fat-reduced diets) and determine how these needs might be met;
- demonstrate creativity in planning, preparing, and serving a meal that meets the specifically defined needs and budget of a particular family or individual;
- demonstrate knowledge of appropriate mealtime etiquette;
- describe ways that individuals and family members can contribute to the provision of food (e.g., growing fruits, vegetables, and herbs; planning meals; shopping for food items; preparing meals).

Food Choices

By the end of this course, students will:

- describe the effect of early childhood eating habits on current eating patterns and on nutritional well-being throughout life;
- categorize the reasons why people eat the foods they eat (e.g., cultural, emotional, environmental, nutritional, religious, social);
- explain how families, peers, and the media influence an individual's food choices and habits.

Personal and Social Responsibilities

Overall Expectations

By the end of this course, students will:

- analyse the responsibilities involved in maintaining nutritional health and well-being;
- identify consumer responsibility in the investigation of current food issues;
- summarize the practical factors and demonstrate the skills involved in producing appetizing and healthy foods for themselves and others.

Specific Expectations

Nutritional Health and Well-Being

By the end of this course, students will:

- identify nutrients, and their sources, required for maintaining good health at different stages of the life cycle;
- explain the purpose of food guidelines (e.g., Canada’s Food Guide, Native peoples’ food guides, health associations’ food guides);
- analyse the relationship between eating breakfast, and school performance and attitudes;
- describe the effects of food habits on physical, emotional, and psychological well-being;
- evaluate personal eating habits;
- use appropriate food guides or other materials to plan nutritionally adequate meals in a group setting.

Consumer Awareness

By the end of this course, students will:

- produce general food-shopping guidelines that are efficient and economical;
- demonstrate an understanding of Canada’s food-grading practices and food-labelling regulations and terms (e.g., nutrition information and claims, serving size, percentage of recommended daily intake);
- produce an investigation of current food-marketing techniques directed at different age groups;
- prepare an evaluation of several sources of food information (e.g., newspapers, magazines, marketing media, the Internet, and other food and nutrition publications) in order to detect bias;
- describe the influence of marketing and advertising on personal food choices;
- produce a compilation of reliable sources of nutrition information;
- describe how to identify fresh, ripe produce;
- demonstrate an ability to calculate unit prices, decipher “best before” dates, read ingredient lists, and understand how comparatively expensive convenience foods are;
- examine the relationship between consumer awareness and food marketing;
- use a variety of print or electronic reference tools and telecommunications tools to build a knowledge base on the use and function of food additives;
- describe organic foods, and explain their increased availability;
- identify different types of dietary regimens, and the reasons behind these dietary choices.

Practical Skills

By the end of this course, students will:

- plan meals that address factors such as nutritional needs, age, likes and dislikes, activity levels, special diets, and considerations related to time, money, and effort;
- identify, select, and effectively use appropriate kitchen tools to plan and prepare interesting and appealing meals in cooperation with others;
- safely use, maintain, clean, and store tools and equipment used in food preparation;
- identify and demonstrate safe food-handling practices, including kitchen safety, sanitary methods, and proper food storage;
- demonstrate accurate measuring skills and appropriate food-preparation techniques (e.g., stirring, beating, whipping, chopping, broiling, frying);
- plan and budget for a family's meals for one week and prepare a list of all ingredients;
- use mathematical skills accurately in meal planning and recipe changes, employing both SI metric units and imperial measures;
- demonstrate an ability to schedule cooking times so all meal components are ready simultaneously;
- demonstrate the ability to follow a recipe, make substitutions, and alter portions as necessary;
- describe the useful information available in cookbooks (e.g., storage and preparation tips, conversion charts, food terms);
- demonstrate basic cooking and baking skills.

Social Challenges

Overall Expectations

By the end of this course, students will:

- analyse the concept of body image and its relationship to eating disorders and body altering substance abuse;
- demonstrate an understanding of how to make informed food decisions when dealing with stressful situations.

Specific Expectations

Body Image

By the end of this course, students will:

- analyse information from several sources (e.g., newspapers, magazines, marketing media, the Internet, television) to determine society's changing perception of beauty;
- describe unhealthy eating patterns and body altering substance abuse (e.g., “yo-yo” dieting, compulsive eating, anorexia, and bulimia; consumption of steroids);
- identify strategies for remediating unhealthy eating habits and body altering substance abuse (e.g., adolescent clinic in a local hospital);
- demonstrate an understanding of the influence of role models in helping youth feel comfortable about their bodies;
- analyse weight control programs to determine the characteristics of those most likely to help people reach and/or maintain a healthy body weight;
- identify techniques for reducing the percentage of fat content in a person's diet to 30%.

Stress Management and Food

By the end of this course, students will:

- demonstrate an understanding of the importance of achieving overall personal well-being;
- identify personal food choices and how these choices affect their ability to cope with stress;
- analyse the role of familiar foods (e.g., “comfort” foods, cultural foods) in the management of stress.

Diversity, Interdependence, and Global Connections

Overall Expectations

By the end of this course, students will:

- describe the relationship among family customs, traditions, and food, using current social science research methods;
- demonstrate an understanding of our Canadian food heritage;
- identify food supply and production industries in Canada;
- complete an investigation of current global issues related to food (e.g., food distribution, food shortages, gene manipulation), using current social science research methods.

Specific Expectations

Family Customs, Traditions, and Food

By the end of this course, students will:

- present the results of an investigation into the foods, traditions, and religious laws of different cultures, including types of foods eaten and characteristic flavours;
- identify the food customs and traditions of their own families;
- plan and prepare food products, using a variety of cultural traditions.

Canadian Food Heritage

By the end of this course, students will:

- describe the diets, and the characteristics of food-production methods, of Native peoples in various parts of Canada;
- determine the contribution of cultural and regional foods in the development of our Canadian food heritage and culture;
- use a variety of tools such as books or search engines on the Internet to research and report on the emergence of a new Canadian cuisine;
- select and use regional and seasonal foods to plan and produce a Canadian food product or meal.

Canadian Food Supply and Production

By the end of this course, students will:

- identify the primary food sources in Canada;
- complete an assessment of the influence of geography on food supply and production;
- describe the role of cooperatives and marketing boards, including those of Native peoples.

Global Food Issues

By the end of this course, students will:

- explain the importance of policy decisions as applied to global food issues (e.g., how personal and family decisions can affect our world);
- identify the causes of hunger in Canada and the world and list some possible strategies for alleviating hunger;
- determine how food-production methods can contribute to satisfying global food needs;
- differentiate between the food-production methods of developed and developing countries and the impact of those methods on food security;
- prepare a global food product or meal (e.g., something made from grains such as bulgur, buckwheat, spelt, quinoa, couscous; from legumes such as dried beans, peas, lentils; or from vegetables and fruits that are new to them).

Social Science Skills

Overall Expectations

By the end of this course, students will:

- demonstrate appropriate use of social science research methods in the investigation of food-related issues;
- effectively communicate the results of their inquiries;
- demonstrate effective collaborative group skills.

Specific Expectations

Social Science Research

By the end of this course, students will:

- correctly use food and nutrition terminology (e.g., *nutrients, food security, vegetarian, food additives*);
- identify the process involved in social science research;
- distinguish between key and supporting issues in formulating questions to be researched;
- demonstrate data-collecting skills, including the use of questionnaires and interviews;
- use research derived from a variety of primary sources (e.g., interviews, observations, statistics, demographic research, and original documents) and secondary sources (e.g., print materials, Internet articles, CD-ROMs, and videos);
- use a variety of print or electronic reference tools and telecommunications tools to build a knowledge base on the Canadian agri-food system;
- write a report or an essay analysing a food issue, such as food security, by reading, summarizing, and interpreting articles on food and nutrition in newspapers, magazines, and selected research literature;
- distinguish between research evidence and opinion;
- evaluate print and electronic resources on food and nutrition for validity, reliability, accuracy, bias, and relevance.

Communication of Results

By the end of this course, students will:

- record information and key ideas from their research, and document the sources accurately in correct bibliographic form;
- organize, interpret, and communicate the results of their inquiries, using a variety of methods (e.g., graphs, diagrams, oral presentations, newspaper articles, hypermedia presentations, and videos);
- illustrate career opportunities related to food and nutrition by creating a poster, newsletter, or brochure.

Collaborative Group Skills

By the end of this course, students will:

- demonstrate effective speaking and listening skills in a small group;
- demonstrate an ability to perform a variety of roles in small groups (e.g., chair, recorder);
- demonstrate collaborative problem-solving, conflict resolution, and planning skills (e.g., relating to division of labour, time management, equal participation, taking responsibility for one's component of the group's activity), and be able to explain the need for these skills by referring to organizational theory.

Individual and Family Living, Grade 9 or 10, Open (HIF1O/HIF2O)

This course explores the challenges faced by all people: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will acquire knowledge and skills that are needed to make the transition to adulthood. Teachers will instruct students in developing interpersonal, decision-making, and practical skills related to daily life. Students will explore the functioning of families and the diversities found among families and within society.

Self and Others

Overall Expectations

By the end of this course, students will:

- describe the characteristics of human growth and development in adolescence, and explain their influence on the behaviour and needs of young people;
- analyse strategies to develop and maintain effective relationships;
- apply practical skills to perform daily-living tasks that meet the needs of self and family;
- demonstrate a growing awareness of the need to be responsible and to contribute to the family.

Specific Expectations

Individual Development

By the end of this course, students will:

- outline key aspects of physical, intellectual, social, emotional, and moral development in adolescence (e.g., intellectually, adolescents are developing the ability for abstract reasoning);
- summarize the connection between developmental stages and individual behaviour (e.g., socially, the development of identity in adolescence may result in the need to belong to a group);
- explain how the needs of individuals relate to their stage of development (e.g., owing to their rapid physical development, adolescents have greater nutritional and sleep needs than do adults).

Relationships

By the end of this course, students will:

- explain the nature and role of relationships and the importance of reciprocity in meeting the social and emotional needs of individuals, families, and groups;
- distinguish between effective relationships and ones that are emotionally, psychologically, or physically abusive, and identify resources and strategies for dealing with abusive relationships;

- identify, on the basis of existing psychological and sociological research, the factors that contribute to people's need to participate in and belong to groups (e.g., affection, dependability, loyalty, responsibility).

Daily Living

By the end of this course, students will:

- apply strategies for building self-confidence (e.g., starting with a short oral report, gradually develop the ability to lead the class in a discussion or chair a meeting);
- analyse adolescents' growing independence and responsibility to family members, and their responsibility to contribute to family efforts to meet food, clothing, and housing needs;
- demonstrate an ability to negotiate and perform tasks related to meeting the needs of individuals and families (e.g., caring for siblings, preparing meals, reading and following pharmaceutical instructions, taking proper care of clothing) at home or for another family;
- evaluate household safety in terms of fire and other hazards, and outline the importance of smoke detectors, carbon monoxide detectors, fire extinguishers, and the safe use of equipment (e.g., barbecues, stoves, irons).

Personal and Social Responsibilities

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of their growing rights and responsibilities in relation to their family, as well as their emerging independence from their family;
- demonstrate communication and conflict-resolution skills in the context of family and social relationships;
- understand and apply a variety of problem-solving and decision-making skills, grounded in psychological and sociological studies, to family and social problems;
- demonstrate practical skills that contribute to the proper functioning of families and that are transferable to the workplace and to the community.

Specific Expectations

Communication and Conflict Resolution

By the end of this course, students will:

- draw on research in psychology and sociology to describe strategies for becoming responsible members of their family and of society (e.g., deferring gratification, losing with good grace);
- demonstrate appropriate speaking and listening skills for a variety of situations (e.g., active listening, classroom discussion, job interview);
- demonstrate negotiation skills needed for home, school, peer, and work relationships;
- demonstrate several appropriate strategies, grounded in research, for resolving conflict in a variety of relationships (e.g., disagreement over curfew; accusation of cheating; dispute over boyfriend or girlfriend);
- demonstrate appropriate responses to harassing or abusive behaviour.

Decision Making and Problem Solving

By the end of this course, students will:

- apply appropriate decision-making models, grounded in research, to choices related to individual and family well-being and quality

of life (e.g., use of time, household or clothing purchases, course selection) and suggest strategies for making difficult choices (e.g., contacting the Children's Aid Society in cases of suspected abuse);

- demonstrate individual and collaborative problem-solving skills for home, school, and peer situations (e.g., organizing a group project, passing a difficult subject, responding to peer pressure).

Practical Skills

By the end of this course, students will:

- identify skills that are required to meet the needs of individuals and families, within the family and the community (e.g., meal preparation at home; working from home; organizing a food co-op);
- demonstrate practical skills required for meeting their own and their family's food, clothing, health and security, and housing needs (e.g., accessing OHIP; securing medical attention or emergency services when needed; planning and preparing a meal; mending a garment; cleaning a room);

- prepare a plan to participate in activities in the community that support the functions of individuals and families (e.g., volunteer at a food bank; serve as an assistant Scout leader);
- identify community resources, such as libraries and pharmacies, that offer free services;
- identify part-time work and occupational opportunities that support the needs of families, by using resources such as CD-ROMs, the Internet, and supermarket bulletin boards.

Social Challenges

Overall Expectations

By the end of this course, students will:

- analyse how a changing society affects individuals and families;
- describe strategies by which individuals and family members manage resources in a changing environment;
- apply skills for using various technologies for family activities;
- demonstrate an understanding of the principles of consumer awareness.

Specific Expectations

Change

By the end of this course, students will:

- compare individual and family lifestyles now and in the past, considering the effect of social, cultural, economic, technological, and environmental change;
- analyse the impact of a variety of changes on individuals and on peer and family relationships and lifestyle (e.g., divorce and child-custody arrangements; new technologies);
- evaluate a new product, service, or technology for its ability to meet their own needs or the needs of their families (e.g., develop criteria for choosing a long-distance service).

Resource Management

By the end of this course, students will:

- describe the impact of economic, social, technological, environmental, and health factors on lifestyle decisions (e.g., whether to purchase a product, use a service, or participate in an activity);
- apply strategies for managing time to achieve individual, family, and group goals;
- describe strategies for acquiring money, including summer employment, and for managing their own money to meet financial and personal goals (e.g., buying a mountain bike, paying for college);

- use technology available for household purposes for activities that meet the needs of individuals and families (e.g., test a new kitchen appliance, download a recipe from the Internet).

Family and Society

By the end of this course, students will:

- explain how government, non-profit, and business organizations assist families in performing their functions (e.g., how secondary schools, the YMCA, and a local organization assist families);
- demonstrate an understanding of the natural tension that exists between family and government as a result of government policy (e.g., the difficulty that adopted children face in locating birth parents; censorship);
- describe the role of employment and income in enabling families to perform their functions;
- describe the behaviour expected of students in summer jobs.

Consumer Awareness

By the end of this course, students will:

- describe strategies for making informed and responsible consumer decisions (e.g., comparison shopping, reading labels, checking warranties, handling complaints);

- identify information required on labels (e.g., material, percentage composition of each component, CSA approval, manufacturer's identification number);
- determine whether specific examples of marketing are factual or misleading;
- describe the influence of marketing and high-pressure sales pitches on personal purchase choices, and how to recognize and resist this influence;
- demonstrate the ability to conduct a thorough investigation before making a large purchase;
- identify consumer agencies that handle complaints about defective goods;
- demonstrate an understanding of how to make sound purchase decisions in stressful situations;
- examine sources of information (e.g., newspapers, magazines, marketing media, the Internet) with the aim of identifying marketing strategies;
- demonstrate an understanding of financial responsibility (e.g., banking, saving for purchases, long-term savings, managing debt).

Diversity, Interdependence, and Global Connections

Overall Expectations

By the end of this course, students will:

- summarize the functions of families in society;
- describe diverse family, relationship, and child-rearing patterns, and family lifestyles in various historical periods and cultures.

Specific Expectations

Family Functions

By the end of this course, students will:

- identify the universal basic functions of families (e.g., protection of children, socialization of children, division of labour) and their effects (e.g., developing loyalty, commitment, discipline; creating a sense of belonging);
- analyse various ways in which families perform the basic functions, based on surveys of their own or other families;
- analyse the impact of gender roles within families;
- compare various personal, societal, and cultural beliefs about individuals and the functions of families.

Family Diversity

By the end of this course, students will:

- define terms and describe diverse family forms and relationships (e.g., nuclear, blended, single-parent families; foster care; adoption; sibling relationships);
- compare family forms, relationship patterns, child-rearing patterns, and division of labour in several cultures and historical periods, using information sources (e.g., newspaper articles, web pages, databases, CD-ROMs, the Internet);
- describe variations in the roles of adolescents and in expectations of females and of males among families within Canada and in other countries;
- describe the impact of diversity in families on specific aspects of family lifestyle (e.g., food habits; assignment of chores; curfew).

Social Science Skills

Overall Expectations

By the end of this course, students will:

- use social science research methods to obtain information from various media, technology, and human resources in order to examine aspects of individual and family living;
- effectively communicate the results of their inquiries;
- demonstrate effective collaborative group skills.

Specific Expectations

Research Skills

By the end of this course, students will:

- prepare simple research questions;
- distinguish between fact and opinion;
- conduct research about individual, family, and social issues, using surveys and interviews (e.g., about personal responsibilities in a family and in a democracy; principles of informed consumerism; financial stability; investigation before making large purchases; diversity in family form, relationships, division of labour);
- create graphs and charts from spreadsheets to compare results of surveys;
- analyse a family studies issue (e.g., adolescent growth and development, peer pressure, developing positive relationships, personal rights and responsibilities) by making research notes from appropriate sources of information in various media, including books, periodicals, television, videotapes, and the Internet;
- compare results of surveys and interviews with data from other sources, and form conclusions.

Communication of Results

By the end of this course, students will:

- record information and key ideas from their research, and document the sources accurately;

- organize, interpret, and communicate the results of their inquiries, using a variety of methods (e.g., graphs, charts, diagrams, oral presentations, written reports, newspaper articles, videos);
- write a research report (e.g., using word-processing software) on aspects of individual and family living;
- publish results of surveys.

Collaborative Group Skills

By the end of this course, students will:

- demonstrate effective speaking and listening skills in a small group;
- analyse and demonstrate effective roles in small groups (e.g., chair, recorder);
- demonstrate collaborative problem-solving, conflict-management, and planning skills (e.g., responsibility of each member to carry his or her own weight, task analysis, division of labour, time management);
- demonstrate the ability to set achievable group goals and for each group member to make an equal contribution.

Some Considerations for Program Planning in Social Sciences and the Humanities

Teachers who are planning a program in social sciences and the humanities must take into account considerations in a number of important areas. Essential information that pertains to all disciplines is provided in the companion piece to this document, *The Ontario Curriculum, Grades 9 and 10: Program Planning and Assessment, 1999*. The areas of concern to all teachers that are outlined there include the following:

- types of secondary school courses
- education for exceptional students
- the role of technology in the curriculum
- English as a second language (ESL) and English literacy development (ELD)
- career education
- cooperative education and other workplace experiences
- health and safety

Considerations relating to the areas listed above that have particular relevance for program planning in social sciences and the humanities are noted here.

Education for Exceptional Students. Because they incorporate practical applications, often drawing on real-life situations, and involve experiential learning, family studies courses may be of particular interest to some exceptional students. Topics of interest include exploring educational and career opportunities, making healthy nutritional choices, and investigating housing opportunities. Certain accommodations, such as ensuring barrier-free access to kitchen appliances in the preparation of food, will enable students with physical impairments to experience and become skilled in various activities that are part of daily living. In planning family studies courses, teachers should consider the kind of specialized equipment and the types of learning aids that would help meet the needs of exceptional students as set out in their Individual Education Plan.

English As a Second Language and English Literacy Development (ESL/ELD). Social science and humanities courses are well suited to students in ESL/ELD programs because, in their focus on the topic of diversity and interdependence, they allow all students, including newcomers to Canada, to see their experience reflected in the curriculum. These courses also give ESL/ELD students an opportunity to use English in the context of practical situations encountered in daily life.

Career Education. The Grade 9 and 10 courses in the social science and humanities program help prepare students for the world of work, in that they include expectations related to career exploration and the development of hands-on skills. Opportunities to work with experts in fields related to the course material can help to increase students' awareness of current issues and approaches in career areas that interest them. Students should be encouraged to learn

about careers in early childhood education, food and nutrition sciences, health sciences, social services, and family studies. Family studies courses emphasize skills, including conflict-resolution and research and analytical skills, that are valued in many occupations,

Cooperative Education and Other Workplace Experiences. Work experiences in the community allow students to apply and enhance the skills and knowledge they acquire in their social science and humanities courses. Social science courses lend themselves to a broad range of placements, both in service industries and in professions.

Health and Safety. In family studies courses, when students are preparing foods or are involved in other practical activities, teachers must take particular care to ensure that safety requirements are met and that safety procedures are followed. Students must be made aware of any health or safety hazards that might be connected with the activities in which they are engaged, and must be coached in the proper use of safety equipment, such as fire extinguishers.

The Achievement Chart for Social Sciences and the Humanities

The achievement chart that follows identifies four categories of knowledge and skills in social sciences and the humanities – Knowledge/Understanding, Thinking/Inquiry, Communication, and Application. These categories encompass all the curriculum expectations in courses in the discipline. For each of the category statements in the left-hand column, the levels of student achievement are described. (Detailed information on the achievement levels and on assessment, evaluation, and reporting policy is provided in *The Ontario Curriculum, Grades 9 and 10: Program Planning and Assessment, 1999*.)

The achievement chart is meant to guide teachers in:

- planning instruction and learning activities that will lead to the achievement of the curriculum expectations in a course;
- planning assessment strategies that will accurately assess students' achievement of the curriculum expectations;
- selecting samples of student work that provide evidence of achievement at particular levels;
- providing descriptive feedback to students on their current achievement and suggesting strategies for improvement;
- determining, towards the end of a course, the student's most consistent level of achievement of the curriculum expectations as reflected in his or her course work;
- devising a method of final evaluation;
- assigning a final grade.

The achievement chart can guide students in:

- assessing their own learning;
- planning strategies for improvement, with the help of their teachers.

The achievement chart provides a standard province-wide method for teachers to use in assessing and evaluating their students' achievement. Teachers will be provided with materials that will assist them in improving their assessment methods and strategies and, hence, their assessment of student achievement. These materials will contain samples of student work (exemplars) that illustrate achievement at each of the levels (represented by associated percent-age grade ranges). Until these materials are provided, teachers may continue to follow their current assessment and evaluation practices.

To ensure consistency in assessment and reporting across the province, the ministry will provide samples of student work that reflect achievement based on the provincial standard, and other resources based on the achievement charts. As these resources become available, teachers will begin to use the achievement charts in their assessment and evaluation practices.

To support this process, the ministry will provide the following:

- a standard provincial report card, with an accompanying guide
- course profiles
- exemplars
- curriculum and assessment videos
- training materials
- an electronic curriculum planner

When planning courses and assessment, teachers should review the required curriculum expectations and link them to the categories to which they relate. They should ensure that all the expectations are accounted for in instruction, and that achievement of the expectations is assessed within the appropriate categories. The descriptions of the levels of achievement given in the chart should be used to identify the level at which the student has achieved the expectations. Students should be given numerous and varied opportunities to demonstrate their achievement of the expectations across the four categories. Teachers may find it useful to provide students with examples of work at the different levels of achievement.

The descriptions of achievement at level 3 reflect the provincial standard for student achievement. A complete picture of overall achievement at level 3 in a course in social sciences and the humanities can be constructed by reading from top to bottom in the column of the achievement chart headed “70–79% (Level 3)”.

Achievement Chart – Grades 9–10, Social Sciences and the Humanities

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge/ Understanding	The student:			
– knowledge of facts and terms	– demonstrates limited knowledge of facts and terms	– demonstrates some knowledge of facts and terms	– demonstrates considerable knowledge of facts and terms	– demonstrates thorough knowledge of facts and terms
– understanding of concepts, principles, and theories	– demonstrates limited understanding of concepts, principles, and theories	– demonstrates some understanding of concepts, principles, and theories	– demonstrates considerable understanding of concepts, principles, and theories	– demonstrates thorough and insightful understanding of concepts, principles, and theories
– understanding of relationships among concepts, principles, and theories	– demonstrates limited understanding of relationships among concepts, principles, and theories	– demonstrates some understanding of relationships among concepts, principles, and theories	– demonstrates considerable understanding of relationships among concepts, principles, and theories	– demonstrates thorough and insightful understanding of relationships among concepts, principles, and theories
Thinking/Inquiry	The student:			
– critical and creative thinking skills (e.g., decision-making, problem-solving skills)	– uses critical and creative thinking skills with limited effectiveness	– uses critical and creative thinking skills with moderate effectiveness	– uses critical and creative thinking skills with considerable effectiveness	– uses critical and creative thinking skills with a high degree of effectiveness
– inquiry/research skills (e.g., formulating questions; selecting strategies and resources; analysing and evaluating information; forming conclusions)	– applies few of the skills involved in an inquiry/research process	– applies some of the skills involved in an inquiry/research process	– applies most of the skills involved in an inquiry/research process	– applies all or almost all of the skills involved in an inquiry/research process

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Communication	The student:			
– communication of information and ideas	– communicates information and ideas with limited clarity	– communicates information and ideas with some clarity	– communicates information and ideas with considerable clarity	– communicates information and ideas with a high degree of clarity, and with confidence
– use of language, symbols, and visuals	– uses language, symbols, and visuals with limited accuracy and effectiveness	– uses language, symbols, and visuals with some accuracy and effectiveness	– uses language, symbols, and visuals with considerable accuracy and effectiveness	– uses language, symbols, and visuals with a high degree of accuracy and effectiveness
– communication for different audiences and purposes	– communicates with a limited sense of audience and purpose	– communicates with some sense of audience and purpose	– communicates with a clear sense of audience and purpose	– communicates with a strong sense of audience and purpose
– use of various forms of communication (e.g., reports, interviews)	– demonstrates limited command of the various forms	– demonstrates moderate command of the various forms	– demonstrates considerable command of the various forms	– demonstrates extensive command of the various forms
Application	The student:			
– application of ideas and skills in familiar contexts	– applies ideas and skills in familiar contexts with limited effectiveness	– applies ideas and skills in familiar contexts with moderate effectiveness	– applies ideas and skills in familiar contexts with considerable effectiveness	– applies ideas and skills in familiar contexts with a high degree of effectiveness
– transfer of concepts, skills, and procedures to new contexts	– transfers concepts, skills, and procedures to new contexts with limited effectiveness	– transfers concepts, skills, and procedures to new contexts with moderate effectiveness	– transfers concepts, skills, and procedures to new contexts with considerable effectiveness	– transfers concepts, skills, and procedures to new contexts with a high degree of effectiveness
– application of procedures, equipment, and technology	– uses procedures, equipment, and technology safely and correctly only with supervision	– uses procedures, equipment, and technology safely and correctly with some supervision	– uses procedures, equipment, and technology safely and correctly	– demonstrates and promotes the safe and correct use of procedures, equipment, and technology
– making connections (e.g., between personal experiences and the subject, between subjects, between the subject and the world outside the school)	– makes connections with limited effectiveness	– makes connections with moderate effectiveness	– makes connections with considerable effectiveness	– makes connections with a high degree of effectiveness

Explanatory Notes

The following definitions of terms are intended to help teachers and parents/guardians use this document.

Agri-food system. A term used to describe the total relationship between agriculture and food as an industry, including food production, processing, distribution, and retailing.

Anorexia nervosa. An eating disorder defined by drastic weight loss from excessive dieting or self-imposed starvation, often combined with other compulsive weight-loss behaviours, such as strenuous exercise, in order to achieve an idealized, unrealistic body image.

Anthropology. The study of humans, including origins, physical and cultural characteristics, customs, and social relationships.

Blended family. A family formed in remarriage, consisting of parents and children from a previous marriage, also called a “stepfamily” or “reconstituted family”.

Body image. How an individual visualizes his or her own physical appearance, and the mental attitude and opinion he or she has towards it; how society views idealized physical forms.

Bulimia. An eating disorder defined by binge eating (gorging on food), followed by purging through forced vomiting or laxative use, or by strenuous exercise, to achieve an idealized, unrealistic body image.

Cooperatives. Farms, stores, or other businesses that are owned and jointly run by the members, with profits shared among them.

Culture. The totality of ideas, beliefs, values, knowledge, language, and the way of life of a group of people who share a certain historical background; the learned behaviour of a people. Manifestations of culture include art, laws, institutions, and customs. Culture evolves.

Decision-making model. A standard or framework outlining the steps that may be followed when making a decision.

Developed country. A country that has extensive and often technology-based systems related to education, transportation, communication, food processing and storage, energy, housing, and health care. Most people in developed countries have enough money to meet their basic needs.

Developing country. A country that is well below the world average in terms of per-capita wealth, and which has little or no industry, and few or no resources or systems (such as education, transportation, communication, energy, health care) to administer to the basic needs of its people.

Developmental task. An ability mastered at a particular stage of development in order to move on successfully to the next stage; for example, a child mastering crawling before walking.

Documentation. Works cited (e.g., books, magazine articles, websites).

Etiquette (mealtime). The customary and current behaviour of a particular culture, especially as it applies to eating.

Evaluation. A thinking skill that involves judging the worth of something according to pre-established and appropriate criteria.

Extended family. A multigenerational family consisting of children, parents, grandparents, aunts, uncles, and cousins. The term may also imply a multigenerational family living in one household.

Family. Any combination of persons who are bound together over time by ties of adoption or birth, marriage, or mutual consent, and who, together, carry out the functions of families.

Family dynamics. The patterns of interaction and behaviour related to the performance of family functions.

Food additives. Small amounts of substances added to food for specific reasons, such as to preserve freshness, or to improve colour and flavour.

Food security. The right of all individuals to access adequate food for the maintenance of good health.

Functions of families. Purposes or tasks assumed by a society to be carried out by families, such as addition of new members through procreation or adoption, or physical maintenance and care of group members.

Gender role. The behaviour reflective of society's expectations of a male or a female.

Globalization. The idea that the entire world and its inhabitants are becoming one large community with interconnected needs and services. Also, the process of organizing or establishing connections worldwide.

Global responsibility. Being accountable for the impact of actions upon the environment and societal conditions throughout the whole world.

Hypermedia. Software that allows individuals or groups to create non-linear electronic reports incorporating text, graphics, charts, sound, and Internet links.

Interdependence. Dependence on one another for mutual support and connection.

Interpersonal relationships. Interaction with others.

Management. Planning to use available resources to achieve specific goals.

Marketing board. A formal organization established to assist primary producers (farming, fishing) with the sale of products locally, nationally, or internationally. The members are often drawn from among the producers.

Moral development. Growth and change in the ability to distinguish between right and wrong.

Nutrients. Chemical substances that provide essential nourishment in order for the body to function, grow, repair itself, and produce energy.

Organic foods. Foods naturally produced without the use of synthetic chemicals (fertilizers or pesticides), and using farming methods that do not deplete the soil of nutrients.

Primary research. Original investigation, which involves the gathering and analysis of evidence, using observations, experiments, direct interviews of subjects, or questionnaires.

Primary sources. Original materials existing as the earliest or first of a kind, either as artefacts or reproductions in the media; for example, diaries, photographs, original documents, published or taped interviews.

Psychology. The study of behaviour based on the mind, and mental and emotional processes.

Relationship. A connection between individuals or groups.

Responsibilities. Areas of endeavour in which one is morally accountable for one's actions.

Resource. Something that can be used to meet needs or achieve goals, such as time, skill, food, commodities, or money.

Role. A pattern of behaviour expected of a person in a specific position in society (e.g., of a husband in a marriage).

Secondary sources. Oral, print, media, and computer materials that are not primary or original; interpretations of primary sources.

SI metric units. An international metric system of measurement units (from the French *Système international d'unités*).

Socialization. The process of passing on to new members the society's beliefs and ways of thinking and acting.

Sociology. The study of the behaviour of social groups.

Vegetarian. A person who abstains from eating meat, poultry, or fish; some vegetarians may also exclude dairy foods or eggs from their diet.

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