

# Human Development

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## *Knowledge and Understanding*

### **General Curriculum Outcome 1**

Students will demonstrate an understanding of issues and challenges which impact the family.

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### **Key-Stage Curriculum Outcomes**

*By the end of grade 9, students will be expected to*

1. Demonstrate an understanding of the importance of the family as a social unit
2. Demonstrate an awareness of the needs and wants of families and the resources necessary to satisfy them
3. Identify personal characteristics and principles, interests, talents, and skills as a means of increasing self awareness
4. Demonstrate an understanding of what constitutes quality of life for individuals and families
5. Demonstrate awareness of typical child behaviour and the role of play at various stages of development
6. Demonstrate awareness of appropriate care and safety for children at various ages
7. Demonstrate an awareness of the rights and responsibilities of babysitters and the parents who employ them

*By the end of grade 12, students will be expected to*

1. Demonstrate an understanding of the reciprocal relationships between family and society
2. Demonstrate an understanding of what contributes to the development and quality of life of individuals and family members
3. Demonstrate an understanding of how needs, values and beliefs influence individuals and family members
4. Demonstrate an understanding of factors that affect personal relationships
5. Demonstrate an awareness of how personal characteristics and interpersonal skills contribute to personal development and sustainable relationships
6. Demonstrate an understanding of human development at various stages of the life cycle
7. Demonstrate an understanding of issues and challenges to individuals and families as they relate to human development and relationships at various stages of the life cycle
8. Demonstrate an understanding of parenting issues and their impact on individuals and families
9. Demonstrate an awareness of personal development as it relates to peers, family, careers, workplace and community
10. Demonstrate an awareness of career choices and opportunities in the area of relationships and human development

# Human Development

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## Skills and Abilities

### General Curriculum Outcome 2

Students will demonstrate the capability/ability to use skills, resources and processes; and to create conditions and take actions that support individuals and family.

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### Key-Stage Curriculum Outcomes

*By the end of grade 9, students will be expected to*

1. Propose and practise changes in behaviour that would improve quality of life for self and family
2. Propose strategies for the use of resources to meet the needs and wants of families
3. Create an inventory of personal characteristics and principles, interests, talents and skills as a means of increasing self awareness
4. Apply skills related to child care at various stages of development
5. Demonstrate the ability to care for children and keep them safe
6. Apply skills related to the selection, creation and use of books, toys and play activities for various stages of child development

*By the end of grade 12, students will be expected to*

1. Demonstrate a range of skills to facilitate personal and interpersonal development and the development of individual and family members in society
2. Propose strategies for solving perennial and practical challenges related to individual and family at various stages of the life cycle
3. Propose guidelines and strategies to enhance personal and family relationships and quality of life
4. Demonstrate parenting skills for the various stages of child development
5. Devise resource management strategies to create harmony and balance in the family

# Human Development

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## *Attitudes and Behaviours*

### **General Curriculum Outcome 3**

Students will be encouraged to evaluate knowledge, attitudes and capabilities; monitor progress and set new learning goals as an individual and as a family member.

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### **Key-Stage Curriculum Outcomes**

*By the end of grade 9, students will be encouraged to*

1. Evaluate their knowledge, attitudes and capabilities related to personal development and contribution as a family member
2. Monitor their progress related to personal development and contribution as a family member
3. Set personal learning goals related to personal development and their contribution as a family member

*By the end of grade 12, students will be encouraged to*

1. Evaluate their knowledge, attitudes and capabilities related to personal and family development at various stages of the life cycle
2. Monitor their progress related to personal and family development.
3. Set personal learning goals related to personal and family development

# Financial Management

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## *Knowledge and Understanding*

### **General Curriculum Outcome 1**

Students will demonstrate an understanding of issues and challenges which impact the family.

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### **Key-Stage Curriculum Outcomes**

*By the end of grade 9, students will be expected to*

1. Demonstrate an awareness of some basic principles of money management
2. Demonstrate an awareness of consumer rights and responsibilities
3. Demonstrate an awareness of how basic principles of consumerism affect the family

*By the end of grade 12, students will be expected to*

1. Demonstrate an understanding of the effects of values and beliefs on attitudes toward money and the use of money
2. Demonstrate an understanding of the role of finances and their management in meeting needs and goals
3. Demonstrate an understanding of how money as a resource impacts individuals and families
4. Demonstrate an understanding of basic principles of money management
5. Demonstrate an understanding of how the principles of consumerism impact individuals and families
6. Demonstrate an understanding of strategies for financing goals and dreams
7. Demonstrate an awareness of career choices and opportunities in the area of financial management

# Financial Management

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## *Skills and Abilities*

### **General Curriculum Outcome 2**

Students will demonstrate the capability/ability to use skills, resources and processes; and to create conditions and take actions that support individuals and family.

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### **Key-Stage Curriculum Outcomes**

*By the end of grade 9, students will be expected to*

1. Apply basic principles of consumerism
2. Apply some of the basic principles of money management to enhance financial decision making

*By the end of grade 12, students will be expected to*

1. Apply basic principles of consumerism to meet identified needs of individuals and families
2. Apply principles of money management to enhance financial decision making
3. Propose and outline strategies for financing goals and aspirations
4. Prepare a plan to meet specific financial goals

# Financial Management

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## Attitudes and Behaviours

### General Curriculum Outcome 3

Students will be encouraged to evaluate knowledge, attitudes and capabilities; monitor progress and set new learning goals as an individual and as a family member.

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### Key-Stage Curriculum Outcomes

*By the end of grade 9, students will be encouraged to*

1. Evaluate their knowledge, attitudes and capabilities related to personal financial management
2. Monitor their progress related to personal financial management
3. Set personal learning goals related to personal financial management

*By the end of grade 12, students will be encouraged to*

1. Evaluate their knowledge, attitudes and capabilities related to personal and family financial management
2. Monitor their progress related to personal and family financial management
3. Set personal learning goals related to personal and family financial management

# Foods and Nutrition

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## *Knowledge and Understanding*

### **General Curriculum Outcome 1**

Students will demonstrate an understanding of issues and challenges which impact the family.

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### **Key-Stage Curriculum Outcomes**

*By the end of grade 9, students will be expected to*

1. Demonstrate an understanding of the importance of a nutritious diet to health and development
2. Demonstrate knowledge of food selection, preparation and storage
3. Demonstrate an awareness of basic principles and guidelines related to food safety
4. Demonstrate an awareness of consumer rights and responsibilities in relation to selecting and purchasing food
5. Demonstrate an awareness of career opportunities in the food industry

*By the end of grade 12, students will be expected to*

1. Demonstrate an understanding of how personal and social needs, values and beliefs influence food choices
2. Demonstrate an understanding of nutritional needs/requirements of family members at the various stages of development
3. Demonstrate an understanding of how food choices and eating habits impact health and well-being
4. Demonstrate knowledge of food selection, preparation and storage
5. Demonstrate an appreciation of the aesthetic and social aspects of food
6. Demonstrate an understanding of the production of food and nutrition products and their impact on individuals and families
7. Demonstrate an understanding of the production and technological advances in food and nutritional products and their impact on individuals and families
8. Demonstrate an understanding of issues and challenges related to food security
9. Demonstrate an awareness of consumer rights and responsibilities in relation to selecting and purchasing food and nutritional products
10. Demonstrate an awareness of career choices and opportunities in the food industry
11. Demonstrate an understanding of various aspects of food production and food service

# Foods and Nutrition

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## Skills and Abilities

### General Curriculum Outcome 2

Students will demonstrate the capability/ability to use skills, resources and processes; and to create conditions and take actions that support individuals and family.

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### Key-Stage Curriculum Outcomes

*By the end of grade 9, students will be expected to*

1. Demonstrate the ability to apply skills related to the selection of food to satisfy personal and family needs
2. Apply organizational skills and food preparation techniques in preparing recipes based on *Canada's Food Guide for Healthy Eating*
3. Apply basic safety and sanitation practices related to food preparation and storage

*By the end of grade 12, students will be expected to*

1. Propose solutions to a range of problems and challenges related to foods and nutrition
2. Apply basic safety and sanitation practices to food storage, preparation and service
3. Make proficient use of a range of techniques to prepare and serve nutritious and aesthetically appealing food
4. Propose strategies and solutions to address challenges of local and global food security
5. Apply basic principles of consumerism to the purchase of food and nutrition products
6. Manage and use resources effectively, efficiently and safely to satisfy personal and family needs, values and beliefs in relation to foods and nutrition



# Foods and Nutrition

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## Attitudes and Behaviours

### General Curriculum Outcome 3

Students will be encouraged to evaluate knowledge, attitudes and capabilities; monitor progress and set new learning goals as an individual and as a family member.

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### Key-Stage Curriculum Outcomes

*By the end of grade 9, students will be encouraged to*

1. Evaluate their knowledge, attitudes and capabilities related to foods and nutrition
2. Monitor skill development related to food preparation and the ability to work cooperatively
3. Establish personal goals related to foods and nutrition choices

*By the end of grade 12, students will be encouraged to*

1. Evaluate their knowledge, attitudes and capabilities related to foods and nutrition and the effect these have on individual and family development
2. Evaluate their skill development related to food production, resource management and the ability to work cooperatively
3. Identify and assess goals related to foods and nutrition

# Clothing and Textiles

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## Knowledge and Understanding

### General Curriculum Outcome 1

Students will demonstrate an understanding of issues and challenges which impact the family.

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### Key-Stage Curriculum Outcomes

*By the end of grade 9, students will be expected to*

1. Demonstrate an understanding of factors influencing clothing choices for the individual and family
2. Demonstrate an awareness of consumer rights and responsibilities
3. Demonstrate an understanding of basic construction principles, techniques and tools
4. Demonstrate an understanding of basic tools and techniques used in the care and repair of clothing

*By the end of grade 12, students will be expected to*

1. Demonstrate an understanding of how personal and social needs, values and beliefs influence clothing and textile choices
2. Demonstrate an understanding of the evolution of fashion and design
3. Demonstrate an understanding of construction principles, techniques and tools
4. Demonstrate an understanding of the production and manufacture of fibres and fabrics and their use in clothing and textiles
5. Demonstrate an understanding of technological advances in the manufacture of fibres, fabrics and textile products
6. Demonstrate an understanding of the elements and principles of design and how they influence clothing construction and clothing choices
7. Demonstrate an awareness of rights and responsibilities of consumers and citizens in relation to clothing and textiles
8. Demonstrate an awareness of career choices and opportunities in clothing and textiles

# Clothing and Textiles

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## ***Skills and Abilities***

### **General Curriculum Outcome 2**

Students will demonstrate the capability/ability to use skills, resources and processes; and to create conditions and take actions that support individuals and family.

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### **Key-Stage Curriculum Outcomes**

*By the end of grade 9, students will be expected to*

1. Demonstrate the ability to apply skills related to the selection of clothing to satisfy personal and family needs
2. Apply information and skills useful in the care and repair of clothing
3. Demonstrate basic construction techniques in the production of a simple textile project
4. Apply safety guidelines in the use of equipment and resources

*By the end of grade 12, students will be expected to*

1. Propose design solutions to a range of challenges related to clothing and textiles
2. Apply the elements and principles of design to clothing and textile projects
3. Complete a project to demonstrate construction skills in fibre and/or fabric
4. Manage and use resources effectively, efficiently and safely to satisfy personal and family needs, values and beliefs in relation to clothing and textiles

# Clothing and Textiles

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## Attitudes and Behaviours

### General Curriculum Outcome 3

Students will be encouraged to evaluate knowledge, attitudes and capabilities; monitor progress and set new learning goals as an individual and as a family member.

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### Key-Stage Curriculum Outcomes

*By the end of grade 9, students will be encouraged to*

1. Evaluate their knowledge, attitudes and capabilities related to clothing and textiles
2. Monitor their skill development related to clothing and textiles and their ability to work cooperatively
3. Identify personal goals related to clothing and textiles

*By the end of grade 12, students will be encouraged to*

1. Evaluate their knowledge, attitudes and capabilities related to clothing and textiles and their effect on personal development
2. Monitor their skill development related to clothing and textiles and their ability to work cooperatively
3. Identify and assess goals related to clothing and textiles

# Shelter and Housing

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## *Knowledge and Understanding*

### **General Curriculum Outcome 1**

Students will demonstrate an understanding of issues and challenges which impact the family.

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### **Key-Stage Curriculum Outcomes**

*By the end of grade 9, students will be expected to*

1. Demonstrate an awareness of how space satisfies individual and family needs
2. Demonstrate an awareness of the implications of sharing space
3. Demonstrate an understanding of the basic principles for organizing personal and family living space
4. Demonstrate an understanding of the impact of design in personalizing living space
5. Demonstrate an awareness of the value of caring for and keeping living space safe

*By the end of grade 12, students will be expected to*

1. Demonstrate an awareness of how space at home, in the workplace and community satisfies human needs
2. Demonstrate an understanding of housing options
3. Demonstrate an understanding of the basic principles and elements of design in relation to home, work and community space
4. Demonstrate an understanding of how quality, care and cost of housing are affected by technology, materials, design and manufacturing
5. Demonstrate an awareness of rights and responsibilities of consumers and citizens in relation to shelter and housing
6. Demonstrate an understanding of ethical and environmental issues related to shelter and housing
7. Demonstrate an awareness of career choices and opportunities in the area of shelter and housing

# Shelter and Housing

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## Skills and Abilities

### General Curriculum Outcome 2

Students will demonstrate the capability/ability to use skills, resources and processes; and to create conditions and take actions that support individuals and family.

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### Key-Stage Curriculum Outcomes

*By the end of grade 9, students will be expected to*

1. Apply the principles and elements of design to personalizing and organizing living space
2. Propose effective strategies for co-existence in shared living space
3. Demonstrate the ability to care for and keep living space safe

*By the end of grade 12, students will be expected to*

1. Demonstrate the ability to apply the principles and elements of design to home, work and community space
2. Demonstrate the ability to analyse housing options in relation to needs and desires
3. Analyse quality, care and cost options related to materials, design and manufacturing of housing and furnishings
4. Propose options for the design, construction, furnishing and decoration of housing
5. Apply knowledge of rights and responsibilities of consumers and citizens to issues related to shelter and housing

# Shelter and Housing

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## Attitudes and Behaviours

### General Curriculum Outcome 3

Students will be encouraged to evaluate knowledge, attitudes and capabilities; monitor progress and set new learning goals as an individual and as a family member.

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### Key-Stage Curriculum Outcomes

*By the end of grade 9, students will be encouraged to*

1. Evaluate their knowledge, attitudes and capabilities related to personal and family living space
2. Monitor their progress related to sharing, organizing and caring for personal and family living space
3. Set personal learning goals related to personal and family living space

*By the end of grade 12, students will be encouraged to*

1. Evaluate their knowledge, attitudes and capabilities related to shelter and housing
2. Monitor their progress regarding acquired skills related to shelter and housing
3. Set personal learning goals related to shelter and housing

