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**CLASSROOM ASSESSMENT MODEL**  
**Family Studies 10 to 12**



The Classroom Assessment Model outlines a series of assessment units for Family Studies 10 to 12.

This organization is not intended to prescribe a particular means of course delivery. Teachers are encouraged to reorder the learning outcomes and to adapt, modify, combine, and organize the units to meet the needs of their students, to respond to local requirements, and to incorporate relevant recommended learning resources as applicable.

### ***Classroom Assessment and Evaluation in Foods and Nutrition 8 to 12***

Teachers should consider using a variety of assessment techniques to assess students' abilities to meet the prescribed learning outcomes. In addition to grading of students' written output (e.g., essays, tests), tools and techniques for assessment in Family Studies can include

- teacher assessment tools such as observation checklists, rating scales, and scoring guides
- self-assessment tools such as checklists, rating scales, and scoring guides
- peer assessment tools such as checklists, rating scales, and scoring guides
- journals or learning logs
- video (to record and critique student demonstration)
- written tests, oral tests (true/false, multiple choice, short answer)
- worksheets
- portfolios
- student-teacher conferences

Assessment in Family Studies can also occur while students are engaged in, and based on the product of, activities such as

- case studies and simulations
- group and class discussions
- brainstorming, clusters, webs
- research projects
- role plays
- charts and graphs
- posters, collages, models, web sites
- oral and multimedia presentations
- peer teaching

For more information about student assessment, refer to the section on Student Achievement.

## **CONTENTS OF THE MODEL**

### ***Prescribed Learning Outcomes and Suggested Achievement Indicators***

Each set of Prescribed Learning Outcomes identifies the content standards for that unit. The corresponding achievement indicators provide additional information about the expected level or degree of student performance and can be used as the basis for assessment.

### ***Suggested Assessment Activities***

Assessment activities have been included for each set of Prescribed Learning Outcomes and corresponding achievement indicators. Each assessment activity consists of two parts:

- Planning for Assessment – outlining the background information to explain the classroom context, opportunities for students to gain and practise learning, and suggestions for preparing the students for assessment
- Assessment Strategies – describing the assessment task, the method of gathering assessment information, and the assessment criteria as defined by the learning outcomes and achievement indicators

These activities are suggestions only, designed to provide guidance for teachers in planning instruction and assessment to meet the Prescribed Learning Outcomes.

### ***Assessment Instruments***

Sample assessment instruments have been included to help teachers determine the extent to which students are meeting the Prescribed Learning Outcomes. These assessment instruments are examples only, and are not provided for every assessment activity. Teachers may use the instruments as they appear or adapt them to fit classroom needs.





**CLASSROOM ASSESSMENT MODEL**

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**Child Development and Parenting**

**PARENTHOOD**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
A1 explain reasons why people have or don't have children	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Have students individually complete open-ended questions such as “I feel the right age to have children would be...” “I do/don't want children because...” “A good reason to have children would be...” “A poor reason to have children would be...” “You shouldn't have children until...” “Financial considerations for having children include...” “Teenage pregnancy ...”.</li> <li>• The class holds an informal debate on a topic related to reasons why people should or should not have children.</li> <li>• As a follow-up to this assignment, students write a journal entry stating which side of the debate made the stronger argument, and giving reasons why.</li> </ul>	<ul style="list-style-type: none"> <li>• Introductory activity. No assessment.</li> <li>• Assessment based on students' ability to use ideas and examples from the debate to justify their rationale.</li> </ul>

**PARENTHOOD, CONTINUED**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
A2 identify various methods of adding children to a family	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
A3 identify methods of family planning	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• As a class, discuss methods of having children, and reasons people may choose those methods.</li> <li>• Students listen to a guest speaker (public health nurse, doctor, family planning representative, social worker) and/or research methods of family planning.</li> <li>• Students complete a chart about various methods to prevent or delay pregnancy. The chart should include description of method, who uses it, failure rate, and advantages and disadvantages of each method.</li> </ul>	<ul style="list-style-type: none"> <li>• Students' charts are assessed on accuracy and thoroughness.</li> </ul>

**PARENTHOOD, CONTINUED**

<p align="center"><b>Prescribed Learning Outcomes</b></p> <p><i>It is expected that students will:</i></p> <p>A4 demonstrate an understanding of personal qualities and circumstances that indicate readiness for parenting</p>	
<p align="center"><b>PLANNING FOR ASSESSMENT</b></p>	<p align="center"><b>ASSESSMENT STRATEGIES</b></p>
<ul style="list-style-type: none"> <li>• Students in groups receive one of a number of case studies describing potential parenting situations, and complete questions based on the case study related to level of maturity, financial stability, emotional support, and other factors.</li> <li>• Groups present their case study and responses to the rest of the class, and invite additional comments.</li> <li>• Students then individually write a reflection about what they think contributes to a person being ready to have a child.</li> </ul>	<ul style="list-style-type: none"> <li>• Students’ reflective journals are assessed on their understanding of the physical, emotional, and financial characteristics needed to raise a child.</li> </ul>

<p align="center"><b>Prescribed Learning Outcomes</b></p> <p><i>It is expected that students will:</i></p> <p>A5 analyse the impact of parenthood on personal and family life</p>	
<p align="center"><b>PLANNING FOR ASSESSMENT</b></p>	<p align="center"><b>ASSESSMENT STRATEGIES</b></p>
<ul style="list-style-type: none"> <li>• Have students interview or invite a panel of parents and grandparents with children at different ages to discuss how parenthood changes the life of the parents and family.</li> <li>• As a method of categorizing people’s responses, students complete a chart with categories including housing, finances, challenges, rewards, family dynamics, lifestyle, transportation.</li> <li>• After the interviews/panel discussion, students create two comic strips or collage – one showing a particular reward of parenthood, and another showing a challenge.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are assessed on the completeness of the information in the chart, and ability to interpret and translate the information into comic strip/collage format.</li> </ul>

**PARENTHOOD, CONTINUED**

<b>Prescribed Learning Outcomes</b>	
<p><i>It is expected that students will:</i></p> <p>A6 analyse the rights and responsibilities of being a parent, including</p> <ul style="list-style-type: none"> <li>– moral/ethical</li> <li>– financial</li> <li>– rights of the child</li> <li>– legal</li> </ul>	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• The class brainstorms and makes a list of what they think are the basic parental responsibilities toward their children, including moral/ethical, financial, and legal responsibilities.</li> <li>• The class divides into groups and each group is given a resource such as a copy of BC or federal policies relating to children and families. Using these resources, students add additional information to the class list (e.g., shelter, education, medical care, provision for physical and emotional needs) related to parental/guardianship responsibilities toward their children.</li> <li>• Each group is then given a copy of the UN Convention on the Rights of the Child. Students draw connections between parental responsibilities and the Rights of the Child.</li> <li>• Individually, students are provided with two or three scenarios in which they decide whether the parent is meeting the rights of the child and legal, financial, and moral/ethical responsibilities, and if not, what changes are necessary. Students also consider why it may be difficult for parents to meet these requirements (e.g., financial problems, medical conditions, addictions, global situation). Students could express their response in written, oral, or visual form.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are assessed on their response to the scenarios. Criteria could include                             <ul style="list-style-type: none"> <li>– an understanding of the responsibilities of a parent or guardian</li> <li>– ability to make connections to the Rights of the Child</li> <li>– recognition of circumstances that may affect a parent’s ability to meet the identified responsibilities</li> <li>– response is clearly presented</li> </ul> </li> </ul>

**PREGNANCY AND CHILDBIRTH**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
A7 describe various methods of conception	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>The class brainstorms methods of conception. The teacher presents additional information while students describing the method and process, circumstances that might lead to a particular choice, and issues (e.g., selecting sperm based on certain characteristics, cost, selecting embryos based on gender). Students make notes while the teacher is presenting information.</li> <li>Students write a position paper on one of the methods.</li> </ul>	<ul style="list-style-type: none"> <li>Introductory activity. No assessment.</li> <li>Position paper demonstrates an understanding of the particular method and gives a reasoned basis for student’s opinion.</li> </ul>



**PREGNANCY AND CHILDBIRTH, CONTINUED**

<b>Prescribed Learning Outcomes</b>	
<p><i>It is expected that students will:</i></p> <p>A12 describe various methods of childbirth                      A13 identify and describe the stages of labour</p>	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• After viewing a media presentation or investigating stages of labour and methods of birth, students complete a matching activity, linking relevant terminology and descriptions.</li> <li>• The class then discusses why one method of birth may be chosen over another (e.g., pain control, medical implications, financial considerations, role of the partner or support person during labour and birth).</li> <li>• Students then reflect on which method they might prefer for themselves or their partner.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are assessed on their understanding of the stages of labour and methods of birth, including                             <ul style="list-style-type: none"> <li>– accurate completion of matching activity</li> <li>– their reflection on choice of birth method shows an understanding of the implications of that method</li> </ul> </li> </ul>

**PREGNANCY AND CHILDBIRTH, CONTINUED**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
A14 identify and describe post-delivery tests	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>The teacher presents information on tests required after the birth of the baby (e.g., Apgar score, PKU, bilirubin, blood type, reflexes, blood pressure of mother). Students complete a chart describing each test and why it is used.</li> </ul>	<ul style="list-style-type: none"> <li>Students are assessed by means of a quiz.</li> </ul>

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
A15 demonstrate an understanding of the importance of a support network for a new parent	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>Students create a mind map showing reasons why a new parent might need help when they bring home their baby, and who might be part of a support network.</li> </ul>	<ul style="list-style-type: none"> <li>Students are assessed                             <ul style="list-style-type: none"> <li>on their understanding of the importance of a support network (e.g., number of appropriate reasons and support people)</li> <li>organization of the material</li> </ul> </li> </ul>

**INFANT CARE AND DEVELOPMENT (FIRST YEAR)**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
A16 identify the nutritional needs of an infant during the first year of life and analyse feeding options	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Through a panel discussion, video, or other resources, the class is introduced to infant feeding options (i.e., breast or bottle) and reasons people may choose one of these options (e.g., cost, convenience, health/medical, values).</li> <li>• Information is presented on nutrition requirements during the first year of life (e.g., vitamin D, calories, iron), allergies, and infant feeding (e.g., breast milk, types of formula, introduction of liquids and solid foods). Students complete a teacher-designed note-taking template to help them keep track of the information.</li> <li>• Students create a brochure that could be available for new parents outlining feeding options available at birth and through the first year of life (e.g., nutritional requirements at different months).</li> </ul>	<ul style="list-style-type: none"> <li>• Students are assessed on the brochure. Criteria may include                             <ul style="list-style-type: none"> <li>– user- friendly layout, organization, use of white space, engaging</li> <li>– accurate information</li> <li>– options are presented</li> <li>– visual and written content included</li> <li>– mechanics (e.g., spelling, sentence structure)</li> </ul> </li> </ul>

**INFANT CARE AND DEVELOPMENT (FIRST YEAR), CONTINUED**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
A17 demonstrate knowledge of the physical care needs of an infant	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>Students are divided into groups and assigned an aspect of infant care (e.g., holding, bathing, diapering, clothing/dressing, dental care, placing in car seat, positioning for sleep, crying management). After researching their topic, students explain and demonstrate the skills required to the rest of the class.</li> <li>Individual students are then provided with a doll, computerized baby; or egg, flour, or sugar “baby” for a certain period of time (e.g., overnight, weekend, week). Students keep a log/journal keeping track of aspects such as nutrition, when the baby eats, is diapered, problems encountered, sleeping pattern, who babysits.</li> </ul>	<ul style="list-style-type: none"> <li>Groups are assessed by their peers on the clarity, accuracy, and thoroughness of their presentation. The assessment sheet should also include questions such as “After watching this presentation, do you think you could safely do the skills demonstrated?”</li> <li>Students will be evaluated on the thoroughness of the baby care they provided (completeness of their log/journal and reports from family members or others members of the community).</li> </ul>

**INFANT CARE AND DEVELOPMENT (FIRST YEAR), CONTINUED**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
A18 identify the emotional and cognitive care needs of an infant	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Students will watch a media presentation on an interaction between mother/father and infant to observe the actions that demonstrate emotional care (e.g., love, comfort, protection). These observations will be discussed as a class.</li> <li>• The teacher presents a short lesson on cognitive needs of infants. Teacher brings samples of toys and sets up a station lesson. At each station, students will evaluate the toy and answer questions such as                         <ul style="list-style-type: none"> <li>– What are some of the sensory characteristics of this infant toy?</li> <li>– How would this toy help an infant’s cognitive needs?</li> </ul> </li> <li>• To demonstrate their understanding, students will create a toy or mobile incorporating the information they have learned about cognitive care needs of an infant.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are informally assessed on their participation in the discussion.</li> <li>• Students’ evaluation sheet will be assessed on:                         <ul style="list-style-type: none"> <li>– completed answers at each station</li> <li>– correctly identifies the characteristics of each toy and how it would meet infants’ cognitive needs</li> </ul> </li> <li>• Students’ toy or mobile will be assessed on:                         <ul style="list-style-type: none"> <li>– appropriateness for age group</li> <li>– toy is safe for age group</li> <li>– toy includes features that will stimulate visual, auditory, and/or sensory needs</li> </ul> </li> </ul>

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
A19 demonstrate a knowledge of common infant ailments	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Students in pairs select a common infant ailment from a list provided by the teacher. Each pair researches the prevention, symptoms, care, and treatment of the ailment and prepares a role play where one partner is a health practitioner (e.g., doctor, nurse, pharmacist) and the other partner is the parent describing the symptoms of the ailment.</li> <li>• Students fill in a chart as the role plays are presented that includes prevention, symptoms, care and treatment.</li> <li>• Students use their completed chart to create a quiz and answer key on infant ailments.</li> </ul>	<ul style="list-style-type: none"> <li>• Students role plays are assessed based on the following criteria                         <ul style="list-style-type: none"> <li>– accurate presentation of the symptoms</li> <li>– appropriate care and treatment</li> <li>– suggested preventative care</li> </ul> </li> <li>• The quiz and answer key are assessed on understanding and accuracy of the information.</li> </ul>

**INFANT CARE AND DEVELOPMENT (FIRST YEAR), CONTINUED**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
A20 analyse the implications of decisions related to the care of an infant	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• In groups, students research information about various infant care options (e.g., immunization, circumcision, use of soothers, beverage options, where baby sleeps, environmental/financial issues such as diaper choice, global issues such as use of formula). Each group chooses an option and creates a poster highlighting the pros and cons.</li> <li>• The posters are presented around the room as a gallery walk. As students view the posters, they complete a summary of the information on each poster.</li> <li>• Students select one or two of the topics (different from the one they researched) and write a reflection about what they would need to consider about the topic before making a decision.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are assessed on their posters:                             <ul style="list-style-type: none"> <li>– completeness and accuracy of information</li> <li>– presented the choices and their implications</li> <li>– organization and presentation</li> </ul> </li> <li>• Summaries are attached to their reflection. Criteria includes:                             <ul style="list-style-type: none"> <li>– summary is complete</li> <li>– reflection demonstrated knowledge acquired about issue</li> <li>– reflection is clear and organized</li> </ul> </li> </ul>

**INFANT CARE AND DEVELOPMENT (FIRST YEAR), CONTINUED**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
A21 analyse the various options available for infant care	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Brainstorm as a class, students brainstorm various childcare options. The teacher completes the generated list if necessary, ensuring that the list includes licensed/non-licensed daycare.</li> <li>• Students complete a matching activity to match the type of care option to its definition.</li> <li>• Students in groups investigate/research comparative information about the various local care givers (e.g., cost, availability, location, training, licensing, experience with infants, references, facilities, caregiver ratio to children). Students might obtain this information from the public health authority, interviews with caregivers or parents, Internet, Yellow Pages, classifieds, pamphlets.</li> <li>• In a graphic organizer, students list the pros and cons for each option.</li> </ul>	<ul style="list-style-type: none"> <li>• No assessment needed.</li> <li>• Teacher reviews answers with the class. No formal assessment.</li> <li>• The graphic organizers are assessed on               <ul style="list-style-type: none"> <li>– inclusion of the various types of care options</li> <li>– ability to analyse the information and determine the pros and cons of each option</li> </ul> </li> </ul>

**INFANT CARE AND DEVELOPMENT (FIRST YEAR), CONTINUED**

**Prescribed Learning Outcomes**

*It is expected that students will:*

- A 22 describe the physical development that takes place over the first year of life
- A 23 describe the social and emotional development that takes place over the first year of life
- A 24 describe the cognitive development that takes place over the first year of life

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• In small groups students are provide with pictures of infants engaged in various activities. Students are asked to organize the pictures in physical, social, emotional and cognitive development categories. Students justify their categorization decisions to the class.</li> <li>• As a class, brainstorm definitions and examples of physical, social, emotional and cognitive development. In small groups students create a class definition of physical, social, emotional and cognitive development.</li> <li>• After conducting research, students create a timeline on the physical, social, emotional, and cognitive development during the first year of life. The timeline may take the form of a comic strip, poster, graphic organizer, or media presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess students timelines for:                             <ul style="list-style-type: none"> <li>– accurate sequencing and portrayal of the stages of development for physical, social, emotional and cognitive development</li> <li>– accurate representation of physical, social, emotional, and cognitive development</li> <li>– visual appeal</li> <li>– creativity</li> <li>– a variety of sources</li> </ul> </li> </ul>

**CHILD CARE AND DEVELOPMENT (AGES 1 TO 12)**

Prescribed Learning Outcomes	
<p><i>It is expected that students will:</i></p> <p>A25 identify the nutrition needs of children from ages 1 to 12</p>	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• Teacher presents information on the nutritional needs of children ages 1 to 12.</li> <li>• In groups, students plan a day’s menu for a given age group and prepare a healthy snack or balanced meal from their menu plan.</li> <li>• The food may be shared with a day care or a group of age-appropriate children.</li> </ul>	<ul style="list-style-type: none"> <li>• The menu plan meets recommendations from <i>Eating Well with Canada’s Food Guide</i>.</li> <li>• The food is assessed on:                             <ul style="list-style-type: none"> <li>– prepared in a safe and sanitary way and allergies are considered</li> <li>– visually appealing for children</li> <li>– correct size for age group</li> <li>– takes into consideration children’s tastes</li> </ul> </li> </ul>

**CHILD CARE AND DEVELOPMENT (AGES 1 TO 12), CONTINUED**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
A26 describe the physical care needs of children from ages 1 to 12	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Students are divided into groups and assigned an age range such as 2-3, 4-5, 6-7, 8-9, 10-12. The students are asked to compile a list of self-help skills they think children should have for the age group they have been assigned. The list could include skills such as: opens snaps and zippers, uses toilet without assistance, uses scissors correctly, pour liquids from a pitcher, brushes teeth without assistance.</li> <li>• Teacher presents a lesson on the physical development (gross development and fine motor development) and the self-help skills of children, 2-12. Students complete a note-taking chart.</li> <li>• Students are asked to interview a parent of a child from the age range they were assigned in #1. Students will be asked to develop interview questions in the areas of gross motor development, fine motor development, and self-help skills. Upon completion of the interview students will write a paper comparing the results from their interview with the information given in class by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• The chart is assessed for completion and accuracy of information.</li> <li>• Interview questions will be assessed for a) questions are relevant to the physical development of the age group being studied b) questions are thoughtful and sensitive c) questions demonstrate understanding of the issues</li> <li>• Paper will be assessed on the student's ability to             <ul style="list-style-type: none"> <li>– analyze results of interview</li> <li>– compare research information and interview information</li> <li>– draw conclusions regarding the age expectation for a variety of physical development and care items</li> </ul> </li> </ul>

**CHILD CARE AND DEVELOPMENT (AGES 1 TO 12), CONTINUED**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
A27 describe the emotional and cognitive care needs of children from ages 1 to 12	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>



*Childcare and Development (Ages 1 to 12), continued*

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| <ul style="list-style-type: none"> <li>• After discussion students in pairs pick one of the communicable diseases and research to determine the symptoms, incubation periods and treatment.</li> <li>• Each pair will design a brochure for a public Health office that is a “How to prevent” brochure.</li> </ul> | <ul style="list-style-type: none"> <li>• Brochures will be assessed based on the following criteria:                         <ul style="list-style-type: none"> <li>– engages audience</li> <li>– clarity</li> <li>– helpful to intended audience</li> <li>– relevant and appropriate information is given</li> </ul> </li> </ul> |
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**CHILD CARE AND DEVELOPMENT (AGES 1 TO 12), CONTINUED**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
A29 analyse the various options available for child care (years 1 to 12)	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>

**CHILD CARE AND DEVELOPMENT (AGES 1 TO 12), CONTINUED**

<b>Prescribed Learning Outcomes</b>	
<p><i>It is expected that students will:</i></p> <p>A30 describe the physical development that takes place from ages 1 to 12</p> <p>A33 analyse the components of a healthy lifestyle for children</p>	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Teacher will present material (e.g. class discussion, media presentation, computer presentation) on the physical development during ages 1 to 12 (e.g. weight, height, muscle growth, motor skills, teeth speech). Students will create a mind map/concept map of material presented.</li> <li>• Students will choose an age or age range, and research areas that may have an effect on childhood physical development (e.g. nutrition, sleep, drugs, alcohol, steroids, play). Students create a child’s board game or puzzle that describes how these areas can affect a child’s development and how children/caregivers can develop skills to avoid unhealthy/unsafe choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher will assess for general understanding of material presented</li> <li>• Game/puzzle will be assessed based on the following criteria:                         <ul style="list-style-type: none"> <li>– information is thorough, detailed, and specific</li> <li>– information presented is relevant and accurate</li> <li>– information is based on credible sources, appropriately cited</li> <li>– game/puzzle has visual appeal; appropriate to age group</li> </ul> </li> </ul>

**CHILD CARE AND DEVELOPMENT (AGES 1 TO 12), CONTINUED**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
A31 describe the social and emotional development that takes place from ages 1 to 12	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>Teacher will present a station lesson on the social and emotional development between ages 1 to 12 (e.g. independence, friendships, sense of belonging, social skills, personality). Students will complete an accompanying work package.</li> <li>Students will choose one area of social/emotional development and research to create a puppet show or presentation to give to elementary school students about community services available to help children cope with difficulties that may arise.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher will assess work package for general understanding of material presented</li> <li>The show/presentation will be assessed based on the following criteria:                             <ul style="list-style-type: none"> <li>information is thorough, detailed, and specific</li> <li>information presented is relevant and accurate</li> <li>information is based on credible sources, appropriately cited</li> <li>show/presentation is engaging</li> <li>flyer/poster has visual appeal, colour, visuals, to help enhance understanding of topic</li> </ul> </li> </ul>

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
A32 describe the cognitive development that takes place from ages 1 to 12	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>Invite a guest speaker (e.g., public health nurse, physician, educator, researcher, counsellor) or use other resource (e.g., media, computer presentation) to discuss the brain development that occurs from ages 1 to 12. Students complete a KWL (Know-Wonder-Learned) chart before and after the presentation.</li> <li>Students choose an aspect of cognitive development (e.g., brain development, language skills, learning concepts) and create an activity describing how a child can be taught or develop the concept.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher collects the chart and assesses for understanding of material presented</li> <li>The activity will be assessed based on the following criteria:                             <ul style="list-style-type: none"> <li>demonstrates student’s understanding of cognitive development</li> <li>correctly identifies how to teach/develop skill</li> <li>activity is appropriate for child</li> </ul> </li> </ul>

**CHILD CARE AND DEVELOPMENT (AGES 1 TO 12), CONTINUED**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
A34 demonstrate an awareness of the influence of parents/caregivers on children	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<p><b>Parenting Styles</b></p> <ul style="list-style-type: none"> <li>• The teacher will present material on a variety of parenting styles (e.g. permissive, democratic, authoritative). As a class, brainstorm the advantages and disadvantages of each style.</li> <li>• The class is given a variety of parenting scenarios (written or through media, e.g. scripted or reality television shows). Students identify the parenting style used in each scenario and give examples of how they might effectively deal with the situation discussed in the scenario. Students explain the reasons for their decisions</li> <li>• The teacher presents material on inappropriate care-giving (e.g. neglect, abuse).</li> <li>• Students are given a specific form of neglect and create a pamphlet or brochure for children describing community services available to help children coping with abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Introductory activity, no assessment needed</li> <li>• Teacher collects scenarios and assesses whether the correct parenting style is identified and decisions are based on logical reasons</li> <li>• The teacher administers a quiz/test on material presented.</li> <li>• The brochures/pamphlets are assessed based on the following criteria:                         <ul style="list-style-type: none"> <li>- information is thorough, detailed, and specific</li> <li>- information presented is relevant and accurate</li> <li>- information is based on credible sources, appropriately cited</li> </ul> </li> </ul>

**CHILD CARE AND DEVELOPMENT (AGES 1 TO 12), CONTINUED**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
A35 assess components of a safe physical and personal environment for children	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• The teacher presents a variety of similar looking materials that may or may not be safe for children (e.g. blue mouthwash and glass cleaner; apple juice and furniture oil; milk powder and laundry detergent; oatmeal and rat poison). The class attempts to identify the items. As a class, discuss why children may confuse these items.</li> <li>• As a class, brainstorm a list of items that could be a safety concern for a child (e.g. cribs, car seats, stove, plants, medicines, poisons, swimming pools/hot tubs). The teacher may augment the list.</li> <li>• Students choose a item from the above list, and create a presentation to give to new parents or caregivers about the safety precautions needed with the item</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Introductory activity, no assessment needed</i></li> <li>• The presentation will be assessed based on the following criteria as a guide:                         <ul style="list-style-type: none"> <li>– accurately presents safety hazards associated with item</li> <li>– discusses suitable safety precautions to make around item</li> <li>– presentation appropriate to group</li> <li>– presentation is engaging</li> </ul> </li> </ul>

**CAREER OPPORTUNITIES**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
A 36 identify and describe occupations and careers related to child development and caregiving	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Students as a group brainstorm a list of careers related to children.</li>   <li>• Students are divided into groups of four and each group selects one career from the list. Each student in the group selects one topic to research about the group’s chosen career. Topics could include:                         <ul style="list-style-type: none"> <li>– education and training required</li> <li>– places in BC where training is available</li> <li>– working conditions</li> <li>– salary and advancement opportunities</li> <li>– career benefits and disadvantages</li> <li>– job responsibilities and job security</li> <li>– each group will make an oral presentation on their career as well as a booklet containing the researched information provided in the oral presentation and that can be used as a reference during the module</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Each student is assessed on his/her oral part of the group’s presentation and on their written contribution to the group’s booklet. Each group will also complete a group assessment</li>   <li>• <b>Oral Presentation</b> Criteria could include: Content                         <ul style="list-style-type: none"> <li>– clear introduction to the topic</li> <li>– material relevant to the topic and of interest</li> <li>– organization easy to follow</li> <li>– conclusion well formulated</li> </ul>  Presentation                         <ul style="list-style-type: none"> <li>– audible voice at all times</li> <li>– appropriate pacing</li> <li>– apparent interest and enthusiasm</li> <li>– contact with audience established</li> <li>– appropriate poise, stance and gestures</li> </ul> </li>   <li>• <b>Written Presentation</b> Criteria could include: Message                         <ul style="list-style-type: none"> <li>– relevant</li> <li>– meaning is clear</li> </ul>  Details                         <ul style="list-style-type: none"> <li>– interesting</li> <li>– varied</li> <li>– creative</li> </ul>  Language                         <ul style="list-style-type: none"> <li>– uses correct sentence structure</li> <li>– grammar and spelling are correct</li> <li>– shows evidence of proof reading</li> </ul>  Organization                         <ul style="list-style-type: none"> <li>– has an effective introduction and conclusion</li> <li>– logical development</li> </ul> </li> </ul>

**Group Productivity Self-Assessment**

Name: \_\_\_\_\_

Date \_\_\_\_\_

Group Members \_\_\_\_\_

	<b>Beyond Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Not Yet Within Expectations</b>
<b>Use of Time</b>	We were always focused on the task and never strayed off topic	We did well once our ideas became clear.	We were occasionally off task	We spent much time not focussed on the purpose of the task.
<b>Idea Development</b>	All members contributed a variety of ideas to the task	All members contributed ideas to the task.	Only some members contributed to the task	Little was done to generate ideas
<b>Ability to Decide Issues</b>	Our group came to an easy and common agreement. We were Pleased with our Choices	It took some time, but we were able to come to a majority decision.	We let one person rule and make the decisions	There was poor or no resolution of our differences. The teacher had to help us decide.
<b>Overall Productivity</b>	We completed the goal/task components thoroughly and even added some extra information.	We completed the Goal/task components thoroughly.	We barely accomplished our goal or task	We did not accomplish our goal or task.



# CLASSROOM ASSESSMENT MODEL

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## Adolescent Development

**TRANSITION TO ADOLESCENCE**

**Prescribed Learning Outcomes**

*It is expected that students will:*

- B1 demonstrate an understanding of ways adolescence may be defined
- B2 examine positive and negative attitudes toward adolescents, including cultural and social stereotyping
- B4 demonstrate an understanding of the roles, rights, and responsibilities of adolescence

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• As a class, think, pair, and share the definition and indicators of adolescence. Create a class definition of adolescence.</li> <li>• Elicit students’ ideas of when adolescence begins and ends, what development (emotional, physical, and social) occurs during adolescence, how it differs from other life stages, and roles and responsibilities of adolescents.</li> <li>• Have students research rites of passage that signify the transition to adolescence (e.g., Bar Mitzvah, Quinceñera, prom, rumspringa, Sandangu, Seijin shiki, naming ceremonies). Students give an oral presentation on their findings, including portions of the ceremony in their presentation where appropriate.</li> <li>• Students create questions and interview an adult over the age of 50, recording the adult’s recollections of his or her own adolescence. Questions could cover topics such as family structure, education, responsibilities, entertainment, employment, fashion and fads, technology, and behaviour restrictions. Students compare the interviewee’s responses with their own experiences. Students then write a reflective journal comparing adolescence past and present.</li> <li>• Provide several mock letters to the editor that are critical or stereotypical about adolescence. Discuss how other life stages perceive their age group. Ask questions such as: How do you feel about the letter, what stereotypes are presented in the letter, which parts of the letter do you agree/disagree with and why. How does the authors’ views of adolescence compare to views of other groups that may be discriminated against in our society? Have student write a response to the letter highlighting positive contributions that adolescents have made to their society/community.</li> </ul>	<ul style="list-style-type: none"> <li>• Students’ presentations are assessed on the following criteria:                             <ul style="list-style-type: none"> <li>– understanding of subject</li> <li>– information is correct</li> <li>– communicates information with a high degree of clarity</li> <li>– selects appropriate references</li> <li>– presentation is engaging</li> </ul> </li> <li>• Students are assessed on the thoroughness of their interview questions, the detail of their responses, and completion of a journal entry.</li> <li>• Students’ response letters are assessed on the following criteria:                             <ul style="list-style-type: none"> <li>– clarity of thought</li> <li>– ideas supported with evidence</li> <li>– letter is well written (format, grammar, spelling)</li> <li>– letter is presented positively</li> <li>– information in letter attempts to persuade a change of opinion of adolescence</li> </ul> </li> </ul>

**TRANSITION TO ADOLESCENCE, CONTINUED**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
B3 analyse how media and role models can influence opinions about adolescents	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Have students brainstorm teen role models (e.g., celebrities, school peers, sports figures, actors, entrepreneurs, humanitarians). Students choose one of the role models and write a short paragraph explaining why that person is a role model and what impact he or she may have on society's view of adolescents.</li> <li>• Students watch two media portrayals of adolescence (e.g., television, movies, webcasts, music). While viewing, students complete a series of questions based on the impact of media on opinions about adolescents. Questions could relate to topics such as stereotypes, temperaments, abilities, cliques, language usage, generalizations, and relationships with family and peers. In groups, students share their findings. Students then complete a reflective journal entry explaining whether the portrayals were realistic and how they can influence opinions about adolescents.</li> </ul>	<ul style="list-style-type: none"> <li>• Student's paragraph will be assessed for general understanding of how role models may impact opinions about adolescents.</li> <li>• Journals entries are assessed on the following criteria:                         <ul style="list-style-type: none"> <li>– logical connections between media and society</li> <li>– observational examples cited</li> <li>– thoughtfulness of responses</li> </ul> </li> </ul>

**TRANSITION TO ADOLESCENCE, CONTINUED**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
B5 compare various theories of adolescent growth and development	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>Students are divided into groups. Each student in the group is responsible for researching a particular theory on adolescent development (e.g., Erikson, Freud, Rogers, Kohlberg), using a variety of resources.</li> <li>Each student then returns to their group and writes on a communal form (e.g., placemat) what the theory says about the physical, social, emotional, and cognitive development of adolescents.</li> <li>Students then take the placemat form and create personal study notes for review. Each group is responsible for creating two test questions on each theorist based on the information that they have learned.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher will administer a quiz/test using teacher- and student-generated questions.</li> </ul>

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
B6 describe the physical development that takes place throughout adolescence	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>The teacher presents material (e.g. class discussion, media presentation, computer presentation) on physical development during adolescence (e.g., menarche/menstruation, muscle growth, weight, hair growth, sex organ maturation). Students create a mind map/concept map of material presented.</li> <li>Students research areas that may have an effect on adolescent physical development (e.g., smoking, sleep, drugs, alcohol, nutrition) and create an information brochure for their school counselling centre.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher assesses students on general understanding of material presented.</li> <li>Brochures are assessed on the following criteria:                         <ul style="list-style-type: none"> <li>information is thorough, detailed, and specific</li> <li>information presented is relevant and accurate</li> <li>information is based on credible sources, and is appropriately cited</li> <li>brochure is clearly and logically presented</li> <li>brochure has visual appeal; colour, visuals, and layout help to enhance understanding of topic</li> </ul> </li> </ul>

**TRANSITION TO ADOLESCENCE, CONTINUED**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
B7 analyse the nutritional needs of adolescence	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>Students create a role play talk show. The topic is how adolescents can ensure that they practice good eating habits. In this role play, the teacher is the host, and the students are guests representing nutrients, calories, and the food groups from <i>Eating Well with Canada's Food Guide</i> or <i>Eating Well with Canada's Food Guide - First Nations, Inuit, and Métis</i>.</li> </ul>	<ul style="list-style-type: none"> <li>The dialogue for the role play is assessed on the following criteria:                             <ul style="list-style-type: none"> <li>accurate and relevant information presented</li> <li>demonstrates an understanding of how healthy eating impacts adolescents</li> <li>engaging presentation</li> </ul> </li> </ul>

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
B8 describe the social and emotional changes that take place throughout adolescence	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>The teacher presents a station lesson on social and emotional development during adolescence (e.g., independence, family relationships, friendships, dating, social skills, stress). Students complete an accompanying work package.</li> <li>Students each choose one area of social/emotional development to research in more depth. They create a poster or flyer about community services available to help adolescents cope with difficulties that may arise.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher assesses work package for general understanding of material presented.</li> <li>The poster or flyer is assessed on the following criteria:                             <ul style="list-style-type: none"> <li>information is thorough, detailed, and specific</li> <li>information presented is relevant and accurate</li> <li>information is based on credible sources, appropriately cited</li> <li>flyer/poster is present clearly and logically</li> <li>flyer/poster has visual appeal; colour, visuals, and layout help to enhance understanding of topic</li> </ul> </li> </ul>

**TRANSITION TO ADOLESCENCE, CONTINUED**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
B9 describe the cognitive changes that take place throughout adolescence	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Invite a guest speaker (e.g., public health nurse, physician, educator, researcher, counsellor) or use another resource (e.g., media, computer presentation) to discuss the brain development that occurs during adolescence. Students complete a KWL (Know-Wonder-Learned) chart before and after the presentation.</li> <li>• Students complete a self-administered (written or computer based) personality traits test that reflects moral reasoning and abstract thinking. After determining their results, students complete a written reflection.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher assesses charts for understanding of material presented.</li> <li>• Teacher assesses students' reflection based on their ability to interpret the results of the test and apply it to themselves.</li> </ul>

**ADOLESCENT IDENTITY**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
B10 identify components of the term <i>self-concept</i>	
B11 analyse influences on an individual's self-concept	
B12 propose and evaluate strategies to enhance a positive self-concept	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Students create a personal ID card that represents facts, feelings, and attitudes about themselves (e.g., areas of interest, favourite foods, things they feel strongly about, favourite music, personal sayings).</li> <li>• Teacher presents information (e.g., class discussion, media presentation, computer presentation) on self-concept and self esteem, including factors that may influence a person's self-concept. Students create a mind/concept map of material presented.</li> <li>• Students complete a self-image inventory (written or computer-based) and write a reflection on whether or not they agree with the findings. As a class, discuss the accuracy of self-inventories.</li> <li>• Students are given "Dear Gabby"-type letters relating to self-concept. Students write responses to the letters suggesting strategies to help develop a positive self-concept. Students trade responses and evaluate the coping strategies, giving reasons why they agree or disagree with the strategies proposed.</li> </ul>	<ul style="list-style-type: none"> <li>• ID cards are assessed for their completeness and visual appeal.</li> <li>• Mind/concept maps are assessed for general understanding of material presented.</li> <li>• Students' responses are assessed to see if the solution proposed is appropriate and relevant to the problem. Evaluations are assessed on the validity of the reasons presented</li> </ul>

**ADOLESCENT IDENTITY, CONTINUED**

<p align="center"><b>Prescribed Learning Outcomes</b></p> <p><i>It is expected that students will:</i></p> <p>B13 demonstrate an understanding of how values influence decisions and goals</p> <p>B14 describe how decision-making models can be used to make important decisions and to set and attain goals</p>	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• As a class, discuss values and value statements.</li> <li>• The class participates in a “values auction.” As a class, discuss which values were the most and least popular among the students.</li> <li>• Assign groups of students a case study problem. For each case study, students list alternative courses of action and identify the major values expressed in each action.</li> <li>• The teacher presents a variety of decision-making models to the class (e.g., flipping a coin, gut instinct, listing pros and cons, formal decision-making model).</li> <li>• The class reads or watches a media presentation about a person who has accomplished a goal (e.g., Terry Fox, Anne Frank, Mother Theresa, Rick Hansen, Erin Brockovitch). Using a decision-making model, students identify decisions the person had to make in order to achieve their goal. Students identify values related to the person’s goal.</li> </ul>	<ul style="list-style-type: none"> <li>• Case studies are assessed on whether the values accurately reflect the courses of action chosen and that a variety of alternatives are given.</li>   <li>• Responses are assessed on the following criteria:                         <ul style="list-style-type: none"> <li>– correctly applies decision-making model</li> <li>– accurately identifies the values</li> <li>– accurately identifies the goal</li> </ul> </li> </ul>

**EFFECTIVE COMMUNICATION IN ADOLESCENCE**

**Prescribed Learning Outcomes**

*It is expected that students will:*

- B15 describe different ways people communicate, including verbal and nonverbal communication
- B16 describe the unique features of adolescent communication
- B17 analyse factors which influence the way a message may be interpreted
- B18 demonstrate an understanding of the role of audience
- B19 analyse how effective communication contributes to positive interactions

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• As a class, brainstorm a list of ways in which people communicate (e.g., speaking, written, electronic, body language, facial expressions).</li> <li>• Teacher presents material on communication, including the nature of communication, the difference between verbal and non-verbal communication, and active listening, and factors that influence the way that messages may be interpreted (e.g., vocal qualities - tone, pitch, inflection rate, volume; font, punctuation, emoticons).</li> <li>• Students play games such as facial expression charades, Pictionary™, guess that emotion, and telephone. After the games, the class discusses reasons why the messages were interpreted differently. Students write a paragraph stating their thoughts on factors that can influence how messages can be interpreted, using an example from the games played.</li> <li>• As a class, discuss why adolescent communication is unique. Students create a parent’s guide to understanding teen slang/language or a “Dummies Guide” to communication with a teenager.</li> <li>• Students create a public service announcement (e.g., radio, TV, school PA announcement, poster, flyer) about how to effectively communicate in a given situation (e.g. discussing a grade with a teacher, paying a compliment to someone, dating, telephone conversations, bullying, customer service complaints, taking a message)</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher conduct a quiz on material presented.</li> <li>• Paragraphs will be assessed for understanding of factors and how they influence interpretation of messages.</li> <li>• The guides are assessed on the following criteria:                         <ul style="list-style-type: none"> <li>– creatively presented with visual appeal</li> <li>– appropriately written for intended audience (parents)</li> <li>– demonstrates understanding of topic</li> </ul> </li> <li>• The announcements are assessed on the following criteria:                         <ul style="list-style-type: none"> <li>– engages audience</li> <li>– clarity</li> <li>– helpful to intended audience</li> <li>– relevant and appropriate information given</li> </ul> </li> </ul>

**ISSUES AND CHALLENGES OF ADOLESCENCE**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
B20 describe changing relationships in adolescence	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>On slips of paper, students write the names of people with whom they have relationships. Students organize the names into groups, based on the influence they have on the student’s life. Students then rearrange the names, based on the influence the people had when the students were age 5. As a class, discuss why and how the relationships have changed.</li> <li>Students write a poem or song on a changing relationship in adolescence.</li> </ul>	<ul style="list-style-type: none"> <li>The poem or song will be assessed for clarity and whether or not it accurately describes a changing relationship.</li> </ul>

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
B21 analyse economic, social, and emotional issues and challenges that may affect adolescents	
B22 propose and evaluate strategies to effectively cope with adolescent issues and challenges	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>Students research an issue or challenge that can occur in adolescence (e.g., change in relationships, medical issues, family break-up, bullying/harassment, stress, mental illness, suicide, pregnancy, employment, loss of job, natural disaster, death).</li> <li>Students will create a brochure or pamphlet outlining the issue or challenge, the effects that it may have on the people involved, and strategies for effectively coping with the problem.</li> </ul>	<ul style="list-style-type: none"> <li>The brochure or pamphlet is assessed on the following criteria:                         <ul style="list-style-type: none"> <li>information extracted from a variety of sources</li> <li>complete, relevant, and accurate content</li> <li>material is organized in an understandable fashion</li> <li>appropriate coping strategies proposed</li> <li>effective use of visuals</li> </ul> </li> </ul>

ISSUES AND CHALLENGES OF ADOLESCENCE, CONTINUED

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
B23 demonstrate an understanding of how to stay safe in a variety of situation	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Invite a panel of guest speakers to discuss safety issues (e.g., police officer, fire fighter, counsellor, public health nurse, advocate). Students develop a K-W-L chart before and after the presentation.</li> <li>• Students create a puppet show, radio play, script, or role play on how to stay safe in a situation and present it to the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are assessed on their understanding of the materials presented.</li> <li>• The presentation is assessed on the following criteria:                         <ul style="list-style-type: none"> <li>– strategies to staying safe are appropriate</li> <li>– is engaging and creative</li> <li>– situation is relevant to adolescents</li> <li>– clarity of presentation</li> </ul> </li> </ul>

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
B24 analyse a variety of global issues that may affect adolescents	
B25 describe ways adolescents can contribute to society	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Give examples of ways in which adolescents contribute to society.</li> <li>• Show students a letter to the editor or article complaining about adolescents and their behaviour. Discuss how does the author’s views of adolescence compare to views of other groups that may be discriminated against in our society. Have student write a response to the letter highlighting positive contributions that adolescents have made to their society/community</li> </ul>	

**CAREER OPPORTUNITIES**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
B25 identify and describe occupations and careers related to adolescence	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Students as a group brainstorm a list of adolescent-related occupations and careers.</li> <li>• Students vote on the top four jobs of interest.</li> <li>• Students are divided into four home groups, and as part of a jigsaw activity, each student researches one of the four jobs.</li> <li>• Upon completion of the research, students move into expert groups, where each member has researched the same job. On a summary sheet, they compile all the information they have found out about the job. They then return to their home groups and share the information they have acquired in the expert group.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are assessed on their ability to research the topic, make informative and relevant contributions to the expert group and share the information with their home group. Assessment criteria includes:                         <ul style="list-style-type: none"> <li>– is capable of researching career information from resources in a specified timeframe</li> <li>– contributes information to the expert group in an organized and clear manner</li> <li>– shows interest and curiosity in the selected job</li> <li>– shares information and ideas brought back to the home group in a clear and thoughtful manner</li> <li>– is able to respond to listeners’ questions</li> </ul> </li> <li>• Research Skills Criteria could include                         <ul style="list-style-type: none"> <li>– uses a variety of resources to access information about the topic</li> <li>– selects information relevant to the topic</li> <li>– reflects effective research</li> <li>– well organized</li> </ul> </li> <li>• Expert Group Participation Criteria could include                         <ul style="list-style-type: none"> <li>– information contribution to expert group is organized and expressed in a clear manner</li> <li>– shows support for other members of the expert group</li> <li>– asks for clarification if needed</li> </ul> </li> <li>• Home Group Participation                         <ul style="list-style-type: none"> <li>– shows interest and curiosity in his/ her selected job</li> <li>– shares information and ideas brought back to the home group in a clear and thoughtful manner</li> <li>– is able to answer listeners’ questions and if unable to answer, volunteers to find out the answer</li> </ul> </li> </ul>



# CLASSROOM ASSESSMENT MODEL

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## Adulthood

**TRANSITION TO ADULTHOOD**

Prescribed Learning Outcomes	
<p><i>It is expected that students will:</i></p> <p>C1 demonstrate an understanding of ways adulthood may be defined</p> <p>C2 demonstrate an understanding of the roles and responsibilities of adulthood</p>	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• As a class, create a Venn diagram identifying similarities and differences between adolescence and adulthood.</li> <li>• As a class, discuss the answer to the question, “How do you know when you are an adult?” Each student is to come up with their own response to the question based on the class discussion.</li> <li>• Students discuss with their parents/guardians or other adult caregiver, “How do you know when you are an adult?” Students write down the adult’s response and bring it to class.</li> <li>• Students analyse their individual, class, and parent/guardian responses to the question, “How do you know when you are an adult?”, highlighting the similarities and differences. Students then categorize the responses under topics such as legal, education, family, marital status, culture, roles and responsibilities, age.</li> <li>• Students write an essay answering the question, “Who decides when a person becomes an adult?”</li> </ul>	<ul style="list-style-type: none"> <li>• Lists are assessed on the variety of categories and accuracy of the classification.</li> <li>• Essay is assessed based on the following criteria:                         <ul style="list-style-type: none"> <li>– clarity of thought</li> <li>– ideas supported with evidence and examples</li> <li>– mechanics of writing enhance understanding of essay</li> </ul> </li> </ul>

**TRANSITION TO ADULTHOOD, CONTINUED**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
C3 analyse how media and role models can influence opinions about adulthood and aging	
C4 demonstrate an understanding of how people may be treated depending on their age	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Students watch media portrayals of adulthood (e.g., television, movies, webcasts, music). While viewing, students complete a series of questions based on the impact of media on adulthood. Question topics include stereotypes, temperaments, abilities, language usage, generalizations, relationships with family and peers, and commercials aired during the broadcast.</li> <li>• Invite a panel of guest speakers representing a variety of cultural groups to discuss how adulthood and ageing is treated in their culture.</li> <li>• Students compare the answers of the guest speakers with their answers from their media observations. As a class, share their findings (e.g., by brainstorming, posting notes, small group discussions, giving presentations).</li> <li>• Students write a response suggesting strategies to improve attitudes toward and communication with people of different generations.</li> </ul>	<ul style="list-style-type: none"> <li>• Student’s observation sheet is assessed for general understanding of media portrayals of adulthood and ageing.</li>   <li>• Responses are assessed on the following criteria:                         <ul style="list-style-type: none"> <li>– strategies proposed are appropriate</li> <li>– observational examples cited</li> <li>– thoughtfulness of responses</li> </ul> </li> </ul>

**STAGES OF ADULTHOOD**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
C5 describe the stages of adulthood	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>Teacher presents material (e.g., class discussion, media presentation, computer presentation) on the three main stages of adulthood).</li> </ul>	<ul style="list-style-type: none"> <li>The teacher administers a quiz/test using teacher- and student-generated questions.</li> </ul>

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
C6 describe the physical changes that take place throughout adulthood	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>Teacher sets up a station lesson on the physical development throughout the three stages of adulthood (e.g., brain development, metabolism, bone density, weight control, reproductive/sexual /hormonal changes, reflexes, muscle tone, sensory changes, hair, susceptibility to ailments and diseases). Students complete a work package.</li> <li>Students generate a list of test questions about adult physical development, based on their findings in the station lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher assesses work package for accuracy and understanding.</li> <li>Teacher administers test using student-generated questions.</li> </ul>

**STAGES OF ADULTHOOD, CONTINUED**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
C7 describe the social and emotional changes that take place throughout adulthood	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>As a class, brainstorm the social and emotional changes that take place throughout adulthood (e.g. friendship, dating, committed relationships, loneliness, parent roles, divorce, mid-life crisis, empty nest, retirement, job change/loss, loss of a loved one, moving, maturity, gender roles).</li> <li>In groups, students choose a social/emotional change and research the implications the change may have on a person. Groups submit information using a graphic organizer (e.g., mind map, Venn diagram, chart).</li> <li>Students present their findings in an interactive activity that involves the entire class (e.g., mate selection auction, divorce court, the dating/newly committed game, role plays, creating a board game, teach the class a song, drama presentation, personal advice column).</li> </ul>	<ul style="list-style-type: none"> <li>The graphic organizer is assessed on the following criteria:                             <ul style="list-style-type: none"> <li>demonstrates an understanding of the selected change and how it affects a person</li> <li>information is thorough</li> </ul> </li> <li>The interactive activity is assessed on the following criteria:                             <ul style="list-style-type: none"> <li>appropriate presentation format chosen for topic and audience</li> <li>activity is creative and engaging</li> <li>information presented is realistic and reflects what was researched</li> </ul> </li> </ul>

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
C8 describe the cognitive changes that take place throughout adulthood	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>Teacher presents a lesson on cognitive changes that take place throughout adulthood (e.g., brain maturation, concentration, memory loss, personality changes).</li> <li>Teacher invites a guest speaker (e.g., mental health nurse, physician, educator, researcher, geriatrician) or uses other resource (e.g. media, computer presentation) to discuss the brain development that occurs during adulthood. Students complete a KWL chart before and after the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>KWL chart is assessed for completeness of information.</li> </ul>

**LIFESTYLE AND LIFE CHANGES**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
C9 analyse the components of a healthy lifestyle for adults	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>Students search magazines or newspapers aimed at adults for articles related to healthy lifestyles and wellness. Students select, summarize, and critique an article. Students present their findings to the class.</li> <li>As a class, create a magazine, newsletter, or website on healthy lifestyles that would be appropriate for parents or guardians. In small groups, students research and create articles, illustrations, cartoons, ads, crossword puzzles, editorial page, health questionnaire on the components of a healthy lifestyle. A feedback form is included with the magazine/newsletter/website that is to be completed by an adult who reads it.</li> </ul>	<ul style="list-style-type: none"> <li>Article summary and critique are assessed on the following criteria:                             <ul style="list-style-type: none"> <li>article is related to the health of adults/seniors</li> <li>accurately identifies if the information presented is based on a reliable source</li> </ul> </li> <li>Student’s contributions to the magazine/newsletter/website are assessed on the following criteria:                             <ul style="list-style-type: none"> <li>accuracy of information</li> <li>relevance</li> <li>creative appeal, visually appealing layout</li> <li>appropriate to intended audience</li> <li>mechanics of writing journalistic material</li> <li>visuals support content</li> <li>feedback form has been completed and returned</li> </ul> </li> </ul>

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
C10 identify the changing nutrition needs throughout adulthood	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>As a class, introduce <i>Eating Well with Canada’s Food Guide</i> and brainstorm reasons why it has different guidelines for different ages (e.g., activity level, gender, medical conditions, nutritional needs).</li> <li>Teacher presents material on the changes in nutritional requirements as a person ages (e.g., decline in nutrient absorption, loss of bone density, additional nutritional needs during pregnancy, slowing down of metabolism).</li> <li>Teacher presents a series of case studies that deal with various nutritional needs (e.g., pregnancy, heart disease, allergies, diabetes, performance sports, aging, weight control). Students select a case study and analyse it for nutritional needs, develop menu plans, and include a rationale for their choices.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher collects menu plans and rationale and assesses for                             <ul style="list-style-type: none"> <li>accuracy and relevance</li> <li>follows <i>Eating Well with Canada’s Food Guide</i></li> <li>adaptations are related to the case study.</li> </ul> </li> </ul>

**LIFESTYLE AND LIFE CHANGES, CONTINUED**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
C11 demonstrate a knowledge of medical conditions prevalent in adulthood	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Students are each given a medical condition that is prevalent in adulthood (e.g., heart disease, carpal tunnel, arthritis, stroke, osteoporosis, gum disease, cataracts, tendonitis, cancer, plantar fasciitis, shingles, hypertension, diabetes, depression). They research the condition, including diagnostic tests, prevention, treatment options, and when it often occurs in adulthood. Students complete a note-taking chart.</li> <li>• Students create a public service announcement (e.g., radio, TV, school PA announcement, poster, flyer) about how to prevent and treat their given medical condition.</li> </ul>	<ul style="list-style-type: none"> <li>• The chart is assessed for completion and accuracy of information.</li> <li>• The announcement is assessed based on the following criteria:                         <ul style="list-style-type: none"> <li>– engages audience</li> <li>– clarity</li> <li>– helpful to intended audience</li> <li>– relevant and appropriate information given</li> </ul> </li> </ul>

**LIFESTYLE AND LIFE CHANGES, CONTINUED**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
C12 demonstrate an awareness of how needs and wants change throughout adulthood	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Students interview an adult (e.g., senior, caregiver, family member, elder, neighbour, teacher) and create a timeline of the adult’s life. Students plot markers that signify highlights including independence, education, economic milestones such as first car or first home, family relationships, parenting, employment milestones such as first job, retirement, empty-nest. If necessary, the adult may need to project into the future certain markers.</li> <li>• Students plot their own timelines, projecting into the future. They also plot markers that signify highlights.</li> <li>• For each of the timelines, students identify the needs and wants inherent in each of the markers. Students analyse the two timelines, and give a rationale for why milestones may be different or may occur at different times, taking into account factors such as history, culture, changing needs and wants, technology, economics, and social norms.</li> </ul>	<ul style="list-style-type: none"> <li>• The adult’s timeline is assessed for completeness.</li> <li>• The student’s timeline will be assessed for completeness and realistic markers</li> <li>• The rationale will be assessed for understanding of how needs and wants change throughout adulthood and historically</li> </ul>

**LIFESTYLE AND LIFE CHANGES, CONTINUED**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
C13 reflect on how personal attitudes and values affect lifestyle	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Students complete a values survey/questionnaire related to education, family, interpersonal relationships, spirituality, leisure, interests, money, work, relationship to environment, health, culture.</li> </ul> <p>They ask three people representing the stages of adulthood to complete the same survey/questionnaire. Students analyse the results and write a reflective journal entry stating what they believe influences the changes in values over time, and describing their individual philosophy of life.</p>	<ul style="list-style-type: none"> <li>• Journal entries will be assessed on the following criteria:                             <ul style="list-style-type: none"> <li>– inclusion of information from the four surveys/questionnaire</li> <li>– all stages of adulthood are represented</li> <li>– statements made in journal entry are supported by results of survey</li> <li>– individual philosophy of life includes reference to personal attitudes and values</li> </ul> </li> </ul>

**ISSUES AND CHALLENGES OF ADULTHOOD**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
C14 demonstrate an understanding of a variety of economic, social, and emotional issues and challenges that may affect adults at different stages of life	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>The teacher leads a guided brainstorm to identify various economic, social, and emotional issues and challenges that occur throughout adulthood (e.g., child care, job loss, divorce, retirement, abuse, child with special needs, medical issues, living longer, sandwich generation). The class categorizes the issues as economic, social, or emotional.</li> <li>In small groups, students investigate community resources available to help an adult dealing with a chosen issue/challenge. Students present their findings to the class. Options may include bringing in a guest speaker, interviewing a person at the community service and recording the interview when appropriate, or showing an appropriate media presentation. In their presentations, groups include questions that must be answered by the rest of the class based on the material presented.</li> </ul>	<ul style="list-style-type: none"> <li>The presentation is assessed on the following criteria:                             <ul style="list-style-type: none"> <li>is engaging and creative</li> <li>appropriate community resources selected</li> <li>clarity of presentation</li> <li>questions elicit important information</li> </ul> </li> <li>Students' answers to questions are assessed on their understanding of material presented.</li> </ul>

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
C15 identify practices related to death, dying, and grieving in various cultures	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>Students in pairs research the death, dying and grieving customs in a culture selected from a list of cultures/religions provided by the teacher (e.g., First Nations, Irish, Fijian, Chinese, East Indian, Scandinavian, African, Mexican, Iraqi, Buddhist, Christian, Muslim, Hindu, Jewish).</li> </ul> <p>Students report their findings to the class in the form of a poster and oral presentation. Where appropriate, students describe proper etiquette related to the ceremony.</p>	<ul style="list-style-type: none"> <li>The poster is assessed on the following criteria:                             <ul style="list-style-type: none"> <li>clarity of information</li> <li>visually appealing</li> <li>accurate information</li> </ul> </li> <li>The presentation is assessed on the following criteria:                             <ul style="list-style-type: none"> <li>engaging</li> <li>presentation is appropriate for audience</li> <li>content is accurate and well delivered</li> </ul> </li> </ul>

**CAREER OPPORTUNITIES**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
C16 identify and describe occupations and careers related to adulthood	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Students are provided with a list of various occupations and career related to adulthood.</li> <li>• Students are asked to find other adulthood related occupations or careers and to choose on that they had never considered and would like to find out more about.</li> <li>• Each student interviews a person in the particular occupation or job after preparing a set of interview questions.</li>   <li>• After the interview, the student creates a poster to share the job information obtained through the interview.</li> <li>• Students then view each others' posters and write any questions they may have on paper under the poster which are then answered by the creator of the poster.</li> </ul>	<ul style="list-style-type: none"> <li>• The student is assessed on the relevance and thoroughness of the interview questions, and the post-interview poster.</li>   <li>• Interview Questions Criteria could include:                         <ul style="list-style-type: none"> <li>– Questions are relevant to the person's career occupation</li> <li>– Questions are thoughtful and direct speaker to provide useful information on a variety of related areas, such as education, training, career opportunities, benefits and disadvantages, job requirements and responsibilities, salary, working conditions, etc.</li> </ul> </li>   <li>• Poster Criteria could include:                         <ul style="list-style-type: none"> <li>– Information provided reflects active listening on the part of the interviewer and good note taking skills</li> <li>– Information is clearly presented and easy to understand</li> <li>– Poster attempts to includes a wide range of detail and to engage the viewer</li> <li>– Interest in the career or occupation is evident</li> <li>– Mechanics such as grammar, spelling and sentence structure are well handled.</li> <li>– Labels if hand written are clear and legible</li> <li>– Design and format of the poster is eye catching and attractive</li> <li>– Student is able to address any questions on the information on his/her poster</li> </ul> </li> </ul>





# CLASSROOM ASSESSMENT MODEL

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## Families in Society

**FAMILIES IN A CHANGING WORLD**

<b>Prescribed Learning Outcomes</b>	
<p><i>It is expected that students will:</i></p> <p>D1 analyse the relationship between societal change and the changing definition of the family                      D3 identify various family structures</p>	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• In groups, have students brainstorm the definition of family, identifying various family structures. Students write the group’s definition on chart paper and share it with the class.</li> <li>• Provide students with legal and societal definitions of family from different time periods and sources, including the most recent Stats Canada definition. Students compare the definitions and how they have changed, and discuss why there may be different societal views about the definition of family.</li> <li>• Students complete a paragraph predicting what they think the definition of family will be in 25 years, based on potential societal changes.</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphs are assessed on the following criteria:                             <ul style="list-style-type: none"> <li>– logical connections between the definition and societal changes over time</li> <li>– thoughtfulness of responses</li> <li>– definition includes legal, social, and economic considerations</li> </ul> </li> </ul>

**FAMILIES IN A CHANGING WORLD, CONTINUED**

**Prescribed Learning Outcomes**

*It is expected that students will:*

D2 demonstrate an understanding of various functions of the family

D5 compare customs and traditions of families in various cultures

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• Hold a guided discussion with the class on the question: What is the function of a family? Have students pick a function and describe why it is important (e.g., to individuals, to society). Students can express their ideas in a variety of ways (e.g., poem, illustration, song, journal, media presentation, fiction, dramatization).</li> <li>• Discuss how the functions of a family are similar across cultures, although the customs and traditions vary. In small groups, students research a culture other than their own and gather information on topics such as mate selection, engagement and wedding, child rearing, role of elders, division of labour, and roles and responsibilities of family members. Groups will make a presentation to the class</li> <li>• During the presentations, the class fills in a sheet recording the information (see sample form). Students write a reflection on what they found most interesting.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of family function description is based on                         <ul style="list-style-type: none"> <li>– thoroughness, thoughtfulness, and creativity of the response</li> <li>– understanding of the importance of the family to the individual and to society</li> </ul> </li> <li>• Groups self-assess members' contribution to the project.</li> <li>• Teacher assesses the presentations, the recording sheet, and the reflection. Group presentations are assessed on the following criteria:                         <ul style="list-style-type: none"> <li>– required topics are covered</li> <li>– include an introduction and conclusion</li> <li>– material is organized and engaging</li> <li>– clear and logical delivery</li> </ul>                         Assessment criteria for student reflections includes                         <ul style="list-style-type: none"> <li>– demonstrates respect for information presented on other cultures and traditions</li> </ul> </li> </ul>

**FAMILIES IN A CHANGING WORLD, CONTINUED**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
D4 analyse current trends in families in Canada today	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Teacher presents a Statistics Canada resource focusing on information related to families in Canada (e.g., Canadian population, marriages, divorces). Discuss how to read the charts and how to access information from Statistics Canada.</li> <li>• Students collect statistics from various categories over several years (e.g., population, marriages, divorces, death rate, family structures) and use the information to construct graphs showing trends in the various categories.</li> <li>• Students write a summary of each graph describing the trend and from the pattern observed, predict future trends with justification.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment is based on accuracy of graphs, following graphing conventions (labelling and axis).</li> <li>• Summaries need to reflect accurate interpretation of the statistics used for the graphs. Predictions should be reasonable given the observed trends. Justifications should reflect an understanding of statistics and family trends in Canada.</li> </ul>

**LIVING IN A FAMILY**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
D6 demonstrate an understanding of the roles and responsibilities of family members	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Show images (e.g., print, TV, film, clip art) that show family members in various roles and family responsibilities (e.g, representing division of labour, gender roles, sharing of resources, financial contributions, etc.). The images can represent roles and responsibilities from the past and the present.</li> <li>• Discuss how roles and responsibilities have changed, and how they may vary from one family to another.</li> <li>• Students complete a family task inventory identifying roles and responsibilities in their present family, and what they would like for their future (<b>see sample on pg 65-66</b>). If any of the roles are different from the present family, explain why they would divide responsibilities differently.</li> </ul>	<ul style="list-style-type: none"> <li>• The family task inventory is assessed on                         <ul style="list-style-type: none"> <li>– completion</li> <li>– sincere answers</li> <li>– answers to questions reflect an understanding that family members have varying roles and responsibilities and that roles can be influenced by changes in the family (e.g., death, disability, marriage, work, childbirth).</li> </ul> </li> </ul>

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
D7 identify factors that influence family dynamics	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Conduct a guided discussion about the factors that influence how families interact (e.g., family structure, finances, peer pressure, cultural influences).</li> <li>• Students view cartoon strips that reflect different family interactions. Students select a cartoon and describe the family dynamics and possible factors that influence the characters' behaviour toward each other.</li> </ul>	<ul style="list-style-type: none"> <li>• Students hand in their selected cartoon with description. Assessment is based on the depth of their understanding of the family dynamics and factors that influence how the cartoon family interacts.</li> </ul>

**LIVING IN A FAMILY, CONTINUED**

<b>Prescribed Learning Outcomes</b>	
<p><i>It is expected that students will:</i></p> <p>D8 demonstrate an awareness of how personal and family values relate to the distribution and use of resources (e.g., time, money, skills)</p>	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Hold a discussion about the meaning of values and how they influence the use of resources by individuals and families.</li> <li>• Provide a variety of case studies describing situations where families have to make a decision. In partners or small groups, students receive a case study and consider what decisions might be made and how values will influence the choice (e.g., a parent has been offered a promotion that will involve more time away from home, but will receive higher pay).</li> <li>• Students role play their case studies to present a rationale for their decision and identify the potential impact on the family's resources.</li> </ul>	<ul style="list-style-type: none"> <li>• The role play is assessed on the following criteria:                             <ul style="list-style-type: none"> <li>– accurate identification of the decisions to be made</li> <li>– accurate identification of the values influencing the decision</li> <li>– accurate identification of the impact on the resources of the family for each of the decisions</li> </ul> </li> </ul>

**FACING FAMILY CHALLENGES**

<b>Prescribed Learning Outcomes</b>	
<p><i>It is expected that students will:</i></p> <p>D9 demonstrate an understanding of a variety of economic, social, and emotional issues and challenges that may affect families</p> <p>D10 propose and evaluate strategies for taking action on issues and challenges facing families</p>	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Students form groups of three to five, which will be their “family.” The teacher provides them with an envelope filled with a variety of and varying amounts of materials, which may include scissors, glue stick, rulers, pencils, toothpicks, ice cream sticks, and sheets of coloured paper, as well as a scenario describing the family structure (e.g., two parent, single parent, multigenerational). Students use the resources in the envelope to build a model of how they would meet the family’s food, housing, clothing, and education needs.</li> <li>• Students create their representations, and then view how other groups were able to use their allocated resources to meet their needs.</li> <li>• Conduct a class discussion, including questions such as:             <ul style="list-style-type: none"> <li>– Why were some families able to meet their needs and others less so? Draw comparisons to the real world (e.g., availability of resources, individual preferences, traditions).</li> <li>– How did you feel about the resources your family was provided with compared to others?</li> <li>– How were your family decisions made? Were all group members included? Were all opinions considered? What successes and frustrations did you experience?</li> <li>– What are some strategies families could use to help them better meet their needs?</li> </ul> </li> <li>• Students write a journal response to summarize and reflect on the activity and discussion, make connections to real life, and identify one or two ways the needs of families with limited resources could be met.</li> </ul>	<ul style="list-style-type: none"> <li>• Students’ models are assessed on the following criteria:             <ul style="list-style-type: none"> <li>– participation in group work</li> <li>– creative representation of model</li> <li>– appropriate use of resources</li> </ul> <p>Students’ journal entry is assessed on the following criteria:</p> <ul style="list-style-type: none"> <li>– thoughtfulness</li> <li>– reflection on the differences between the families and how student felt</li> <li>– ability to draw real-life connections and suggest ways to meet needs with limited resources</li> </ul> </li> </ul>

*continued next page*

*Facing Family Challenges, continued*

- Groups are each provided with a Crisis Card that presents an issue or challenge the family must face. The challenges may be related to situations such as the following:
  - financial challenges (e.g., job loss, overextended credit, shopping for needs and wants, higher education)
  - changing locations (e.g., moving, job transfer)
  - family structures (e.g., blended, nuclear, single parent, adopted, foster, same-sex, matriarchal/patriarchal, communal, child-free)
  - medical conditions (e.g., chronic illness, infertility, addictions, mental health disorders, eating disorders, HIV/AIDS)
  - delinquency (e.g., rebellion, drug and alcohol use, runaways, gangs, street kids, prostitution)
  - media influence (e.g., interpretation of events, advertising, pop culture, role models, heroes)
  - natural disasters (e.g., flood, fire, extreme weather, earthquake)
  - death (e.g., of a family member, friend, pet)
  - prejudice, racism (e.g., culture, sexual orientation, gender, age, appearance, religion, mental and physical disabilities, social status)
  - political factors (e.g., war, terrorism, immigration laws, residential schools, *Indian Act*)
  - global issues (e.g., global warming, poverty, child labour, food supply, finite natural resources, garbage, urbanization, housing, trade issues)
- Groups consider how the challenges will impact the family financially, socially, and emotionally, and propose strategies on how to deal with the challenges. They present their family situation, the challenges they were presented with, and their best strategies to the class. The class discusses the strategies and proposes additional ideas. If they choose to do so, family groups can offer assistance to another group, or “set up” community support groups.

*Facing Family Challenges, continued*

- Back in their groups, the families evaluate the proposed strategies and develop an action plan to help them face the challenges. The action plan chart (provided by teacher) should describe the selected strategies, details about implementation (e.g., balancing resources, priorities), and how it may impact the family financially, socially, and emotionally.

**Prescribed Learning Outcomes**

*It is expected that students will:*

D11 analyse a variety of special caregiving issues and challenges

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• Students in groups of two or three are provided with print material or media about a special caregiving situation. Each group gets a different situation (e.g., special needs and gifted children, childcare/eldercare availability, sandwich generation, conflict of values).</li> <li>• Students fill in a recording sheet that states the caregiving issue, lists the challenges related to the situation, how family members may be affected, and strategies that were suggested. Students may also propose additional strategies.</li> <li>• Groups report to the class and invite comments from the other groups. During the oral presentations, the other students fill in a summary sheet.</li> <li>• Students individually or in partners then choose one of the presented situations or another caregiving situation that interests them. They research the topic and the local, provincial, federal, and international resources available that may provide information and support.</li> <li>• Students create a brochure, poster, or another form of presentation about the situation, the challenges, strategies, and resources to help families in these situations create a plan of action.</li> </ul>	<ul style="list-style-type: none"> <li>• Criteria for the group reports include                             <ul style="list-style-type: none"> <li>– caregiving issue is stated</li> <li>– important points of the print material or media is presented (audience will understand what issue is about)</li> <li>– effect on family members is discussed and strategies are suggested</li> <li>– presentation is clear and invites audience participation</li> <li>– summary sheet for other groups' presentations is completed</li> </ul> </li> <li>• Criteria for the research project include                             <ul style="list-style-type: none"> <li>– insightful selection of material</li> <li>– understanding of multiple aspects of topic</li> <li>– material cited properly</li> <li>– easy to understand and appealing layout</li> <li>– visuals used to enhance presentation</li> </ul> </li> </ul>

**CAREER OPPORTUNITIES**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
D12 identify and describe occupations and careers related to families	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Students brainstorm a list of occupations and careers that support various family members of different generations (e.g., grandparents, parents, children, multi-generational).</li> <li>• Working in pairs, student research a career and create a role-play situation where one acts as the client and the other the professional (e.g., parent/student/teacher interview, client/financial planner, nanny/parent or nanny/child, immigration support worker/newly arrived family member).</li> <li>• Students rehearse their role-play situation and present it to the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Each pair is assessed on their research of the situation and the job involved, their situational dialogue, organization of the dialogue, use of visuals and/or props, and audience response.</li> <li>• Situational research criteria could include                         <ul style="list-style-type: none"> <li>– uses a variety of sources, including interviews with people actually in the situation</li> <li>– uses research to create a believable presentation situation</li> <li>– research supports the dialogue used in the situation</li> </ul> </li> <li>• Role play criteria might include                         <ul style="list-style-type: none"> <li>– situation is realistic and one in which the characters might find themselves</li> <li>– characters are portrayed in a realistic, yet sensitive fashion</li> <li>– dialogue is relevant to the situation and presents a realistic problem and solution or assistance</li> <li>– situation and dialogue is of interest to students and presented in an engaging manner</li> <li>– props and/or visuals are used to good effect and contribute to the overall atmosphere</li> </ul> </li> </ul>

Family Task Inventory

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Block: \_\_\_\_\_

*Place an **F** for father, **M** for mother, **C** for child and/or **O** for other (servant, nobody, etc.) to indicate who usually did this task in your family and whom you would like to have do it in your own family. You can place more than one letter in a single space. Go through the list first for your parent's marriage and then go back over the complete list for your own marriage expectations.*

**1. Household Tasks**

Current Family

Future Family

- \_\_\_\_\_ 1. Who usually sets the breakfast table?
- \_\_\_\_\_ 2. Who usually gets the breakfast?
- \_\_\_\_\_ 3. Who usually clears the breakfast table?
- \_\_\_\_\_ 4. Who usually does the breakfast dishes?
- \_\_\_\_\_ 5. Who usually makes the beds?
- \_\_\_\_\_ 6. Who usually sets the table for the day's main meal?
- \_\_\_\_\_ 7. Who usually gets the day's main meal?
- \_\_\_\_\_ 8. Who usually clears the table for the day's main meal?
- \_\_\_\_\_ 9. Who usually does the dishes for the day's main meal?
- \_\_\_\_\_ 10. Who usually takes care of the garbage and trash?
- \_\_\_\_\_ 11. Who usually locks up at night?
- \_\_\_\_\_ 12. Who usually mends the family clothes?
- \_\_\_\_\_ 13. Who usually fixes broken things  
(electrical appliances, furniture, toys)?
- \_\_\_\_\_ 14. Who usually takes care of the yard?
- \_\_\_\_\_ 15. Who usually cleans and dusts?
- \_\_\_\_\_ 16. Who usually does the family wash?
- \_\_\_\_\_ 17. Who usually does the ironing?
- \_\_\_\_\_ 18. Who usually picks up and puts away the clothes?

**2. Economic Activities**

Current Family

Future Family

- \_\_\_\_\_ 19. Who usually earns the money for the family?
- \_\_\_\_\_ 20. Who usually selects large household equipment such as stove, radio,  
refrigerator, vacuum cleaner?
- \_\_\_\_\_ 21. Who usually goes to the store for groceries?
- \_\_\_\_\_ 22. Who usually shops for furniture and other home furnishings?
- \_\_\_\_\_ 23. Who usually pays the bills?
- \_\_\_\_\_ 24. Who usually provides the children's spending money?
- \_\_\_\_\_ 25. Who usually shops for clothes for the family members?
- \_\_\_\_\_ 26. Who usually plans for savings for the family?
- \_\_\_\_\_ 27. Who usually shops for the family's new car?





# CLASSROOM ASSESSMENT MODEL

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## Interpersonal and Family Relations

**FORMING RELATIONSHIPS**

**Prescribed Learning Outcomes**

*It is expected that students will:*

- E1 identify a variety of interpersonal relationships, including social, family, romantic, workplace, and community
- E2 explain reasons people form relationships
- E3 demonstrate an understanding of qualities important in various types of personal relationships

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• Students make a mind map about types of relationships (e.g., parent/child, teacher/student, doctor/patient, employer/employee, friends, teammates, classmates), and why people form relationships (e.g., common interest, physical attraction, security, peer pressure, status, birth, service provider).</li> <li>• Students share their ideas with the class and add missing ideas to their own maps.</li> <li>• Using a different coloured pen or other organizer on their mind map, they add qualities they feel are important in the various types of relationships (e.g., trust, honesty, respect, love, intelligence, sense of humour, physical characteristics). Students again share their ideas with the class and add what is missing.</li> <li>• Students pick one personal relationship and one business, service, or school relationship to analyse. The analysis should consider both parties in the relationship, and include the reason for the relationship and the qualities and responsibilities that contribute to maintaining the relationships (e.g., car owner expects service technician to be honest, provide quality work, not over-charge, and show respect: mechanic expects car owner to be honest, punctual, pay promptly, and show respect). The analysis can be in the form of a T-chart, paragraph, or other organizer.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of the mind map is based on completion of the map, legibility, that it is well organized, and has entries in all categories (type, reasons, qualities).</li> <li>• Assessment of the analysis is based on the following criteria:                         <ul style="list-style-type: none"> <li>– includes two different types of relationships (personal and one other)</li> <li>– both sides of the relationship are described</li> <li>– reasons for the relationships are appropriate</li> <li>– qualities and responsibilities are appropriate and insightful</li> </ul> </li> </ul>

**FORMING RELATIONSHIPS, CONTINUED**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
E4 identify ways people initiate non-family relationship	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Students write an advice column (or radio program) for people searching for friendship, a club or group to join, a roommate, a romantic relationship, a companion, or other non-family relationship. As part of the article or program, students should offer appropriate precautions (e.g., Internet safety, taking a buddy along when meeting someone).</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment criteria for the advice column or radio program includes:                             <ul style="list-style-type: none"> <li>– information must be presented in the style of the chosen format (e.g., newspaper column, radio program)</li> <li>– contains a number of appropriate ways to meet people</li> <li>– indicates appropriate precautions</li> </ul> </li> </ul>

**THE COMMITTED RELATIONSHIP**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
E5 explain reasons why people may or may not be in a committed relationship	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>Students in pairs are provided with an envelope containing words on individual pieces of paper, related to reasons for being single and/or in a committed relationship (e.g., independence, finances, culture, travel, love, religion, travel, wealth, sense of belonging, loneliness, companionship, career, health, location, personality, divorce, children, values, goals). Students sort words into two categories: reasons to stay single and reasons to be in a committed relationship.</li> <li>Each group reports on one of their selections and justifies why they put it in the category. No group can repeat a word used previously in the same category.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of the report is based on participation and justification of the category word placed in.</li> </ul>

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
E6 demonstrate an awareness of personal qualities and circumstances that indicate readiness for a committed relationship	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>Brainstorm personal qualities that indicate readiness for a committed relationship.</li> <li>In small groups, students develop a list of topics that they would recommend to be included in a marriage preparation course, and explain why they feel these would be appropriate topics for the course.</li> </ul>	<ul style="list-style-type: none"> <li>List includes at least five relevant topics, with thoughtful assessment of why these are appropriate topics.</li> </ul>

**THE COMMITTED RELATIONSHIP, CONTINUED**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
E7 identify the legal and financial implications of various types of committed relationships	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• The teacher invites a guest speaker (e.g., family lawyer) to discuss the various types of committed relationships and their legal and financial ramifications. During the presentation, students complete a table of the pertinent information provided by the speaker.</li> <li>• In pairs, students create a crossword incorporating information presented by the guest speaker. Students exchange their crossword with another pair and complete the crossword.</li> </ul>	<ul style="list-style-type: none"> <li>• The table is assessed on the following criteria:                             <ul style="list-style-type: none"> <li>– completeness and accuracy</li> <li>– understanding of the legal and financial terminology and concepts</li> </ul> </li> <li>• The crossword is assessed on the following criteria:                             <ul style="list-style-type: none"> <li>– use of relevant clues</li> <li>– correct answers</li> <li>– correct spelling and mechanics</li> </ul> </li> </ul>

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
E8 describe various marriage/commitment customs and ceremonies	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• In groups, students choose four cultures/religions and research the significance of marriage/committed relationship customs and traditions in one of the following topics:                             <ul style="list-style-type: none"> <li>– food, receptions, parties</li> <li>– clothing, flowers, jewelry</li> <li>– colour</li> <li>– time of year of ceremony</li> <li>– ceremony and rituals</li> <li>– family (during the relationship and ceremony)</li> </ul> </li> <li>• Students present their findings (e.g., multimedia presentation, poster, drama presentation, musical, artwork, mobile, diorama) to the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment criteria for the presentation includes:                             <ul style="list-style-type: none"> <li>– understanding of subject</li> <li>– clarity of information presented</li> <li>– appropriately referenced information extracted from a variety of resources</li> <li>– engaging presentation appropriate for audience</li> <li>– visually appealing</li> </ul> </li> </ul>

**CHANGES IN RELATIONSHIPS**

<b>Prescribed Learning Outcomes</b>	
<p><i>It is expected that students will:</i></p> <p>E9 describe reasons why different types of relationships end and the emotional, financial, and social impact on those involved</p> <p>E10 demonstrate an understanding of healthy ways people deal with the end of a committed relationship</p> <p>E11 analyse the legal and financial implications of ending a committed relationship</p>	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• As a class, brainstorm a list of reasons why relationships end (e.g. change of job or location, abuse, death, financial conflicts, changing needs, irreconcilable differences, infidelity).</li> <li>• The teacher provides a series of scenarios dealing with a relationship ending. In small groups, students determine the emotional, financial, and social impact on those involved in each scenario.</li> <li>• Using a chart, students list and describe both positive and negative ways in which the people in the scenarios could deal with the end of the relationship. For each of the ways listed, students list possible consequences or outcomes of the action taken. Students identify which action they would take if they were in a similar situation and explain the rationale for their choice.</li> <li>• Invite a panel of guest speakers (e.g., religious leader, lawyer, counsellor, financial advisor, immigration worker) to discuss the legal, emotional, and financial implications of ending a committed relationship (e.g., alimony, return of ring, splitting assets, custody, counselling, lawsuits, financial responsibilities, citizenship). The class brainstorms a list of questions and provides them to the panel prior to the presentation.</li> <li>• Students write a thank-you letter to the guest speaker of their choice, highlighting the most important thing they learned, the thing that most surprised them, and something they didn't know previously.</li> </ul>	<ul style="list-style-type: none"> <li>• Student responses to the scenarios are assessed for understanding of what the emotional, social, and/or financial impact may be.</li> <li>• Assessment criteria for the chart includes                         <ul style="list-style-type: none"> <li>– inclusion of both positive and negative approaches</li> <li>– approaches are realistic</li> <li>– includes consequences/outcomes for each approach</li> <li>– includes students' choice of actions and their rationale</li> <li>– rationale is thoughtful, logical, and supported</li> </ul> </li> <li>• Assessment criteria for the thank-you letter includes                         <ul style="list-style-type: none"> <li>– is written in a style appropriate to the audience</li> <li>– includes the required content</li> <li>– is relevant to the speaker's presentation</li> <li>– uses appropriate letter-writing format</li> <li>– is professionally presented</li> </ul> </li> </ul>

**EFFECTIVE COMMUNICATION IN INTERPERSONAL RELATIONSHIPS**

**Prescribed Learning Outcomes**

*It is expected that students will:*

E12describe a variety of ways people communicate, including verbal and nonverbal communication

E13describe the skills of effective communication

E14describe factors that influence the way a message may be interpreted

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• Show a video clip of people talking, and ask students to identify all the ways in which communication is taking place (e.g. tone of voice, volume, body language, emphasis, words).</li> <li>• As a class, brainstorm a list of various ways communication takes place in daily life (e.g., text messaging, email, telephone, instant messaging, newspaper, television, music, face-to-face).</li> <li>• Present material on effective communication skills (e.g., active listening, “I” statements, paraphrasing, effective body language, eye contact). Students role play scenarios demonstrating use of the communication skills learned in class.</li> <li>• Working in pairs, one student is given a situation card where he or she has moved to another country, does not speak the language, and must meet a need (e.g., ask for directions, purchase items, ask for help, order food in a restaurant, ask for a room in a hotel, take public transportation). That student must communicate their need, while the other student must attempt to understand the request. The partners debrief each situation in front of the class, identifying and discussing what was successful and what hindered communication. The class can contribute further suggestions.</li> </ul>	<ul style="list-style-type: none"> <li>• Role plays are assessed on whether they effectively use the communication skills.</li> <li>• Each pair’s verbal debrief is assessed for correctly identifying what was and wasn’t successful in their communication.</li> </ul>

**EFFECTIVE COMMUNICATION IN INTERPERSONAL RELATIONSHIPS, CONTINUED**

<b>Prescribed Learning Outcomes</b>	
<p><i>It is expected that students will:</i></p> <p>E15 demonstrate an awareness of appropriate language usage in various situations</p> <p>E16 describe how effective communication contributes to positive interactions</p>	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• The teacher presents a variety of student-based situations, such as making a complaint about a job, preparing the commencement address, describing what they did during the weekend to two or three different audiences (e.g., friend, teacher, parent, supervisor, police, stranger, mayor). Students must write or role play their message to suit the two or three different audiences.</li> <li>• Students explain the changes that they made (e.g., language, content, tone, body language, volume) and the reasons for the changes.</li> <li>• As a class, describe and discuss possible reactions as a result of using inappropriate content and delivery style to a given audience (e.g., loss of job, misunderstandings, loss of respect, resentment, anger, loss of relationships, hurt feelings, misperception).</li> <li>• Students brainstorm situations in which they might have to communicate a difficult message (e.g., turn someone down for a date, ask for time off from work, request to hand in an assignment late, ask to stay out past curfew, break off a relationship, turn down a ride with someone who is “under the influence,” inform a roommate that they no longer wish to share a residence, cancel major plans with a friend). In partners, students select a situation and role play how they would communicate the message to yield the most positive interaction.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are assessed on their ability to judge the audience, select the appropriate message, and deliver the message effectively.</li> <li>• The role plays are assessed on the student’s use of effective verbal and non-verbal communication skills and the appropriate use of language and content to suit the audience/listener.</li> </ul>

**WELLNESS AND SAFETY IN INTERPERSONAL RELATIONSHIPS**

<b>Prescribed Learning Outcomes</b>	
<p><i>It is expected that students will:</i></p> <p>E17 describe components of a healthy relationship                      E18 describe components of an unhealthy relationship</p>	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>As a class, students brainstorm factors that make up healthy and unhealthy relationships (e.g., effective communication, shared values, trust, love, violence, addictions, handling of financial concerns or medical issues, threats).</li> <li>Students create a “Dear Gabby” type letter regarding a relationship difficulty and the effects on those involved (e.g., emotional and physical effects, legalities, finances, stress, nervous breakdown, personal safety). Students trade their letters with another student and respond, giving examples of ways to create and maintain healthy relationships.</li> </ul>	<ul style="list-style-type: none"> <li>The letter is assessed for clearly identifying and detailing a relationship issue.</li> <li>The response is assessed for understanding of the relationship issue and providing appropriate advice, including recommendations for outside resources when necessary.</li> </ul>

**WELLNESS AND SAFETY IN INTERPERSONAL RELATIONSHIPS, CONTINUED**

<b>Prescribed Learning Outcomes</b>	
<p><i>It is expected that students will:</i></p> <p>E19 demonstrate an understanding of how to stay safe in a variety of interpersonal relationships                      E20 propose and evaluate actions that could be taken when relationships become unsafe</p>	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Invite the school liaison officer or a police officer to present information on staying safe in a variety of relationship situations (e.g., dating, chatrooms, parties, arguments, dances, bullying).</li> <li>• In groups, students create a presentation on relationship safety that they teach to another class. The presentation should include a visual (e.g., overhead, pamphlet, poster, information sheet, demonstration). Students complete a self-evaluation of their presentation. The audience completes a peer evaluation of the presentation.</li> <li>• Individually, students select an unsafe situation (or a case study) and develop a plan for ways that potential victims can stay safe.</li> </ul>	<ul style="list-style-type: none"> <li>• The presentation will be assessed on the following criteria:                             <ul style="list-style-type: none"> <li>– appropriate for the audience</li> <li>– content is clear and accurate and reflects understanding of the topic</li> <li>– visual is appealing and relevant to the presentation</li> <li>– engaging to the audience</li> </ul> </li> <li>• Assessment is based on a thoughtful and complete plan for ways individuals can stay safe.</li> </ul>

**CAREER OPPORTUNITIES**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
E21 identify and describe occupations and careers related to interpersonal relationships	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Without conducting research, students define the role of various people who work in the family/interpersonal relationships field, based on a list provided to them.</li> <li>• Students discuss their definitions and make additions and corrections to their list of definitions.</li> <li>• Students are divided into four groups and each group reaches consensus as to the career they would like to learn more about.</li> <li>• Once each group has selected a different profession, the groups research a resource person in that career within their community and prepare an invitation to invite them to come to a mini career day. Contact is first made with the person by phone to determine an appropriate date and time. Students then send an invitation to the person, giving details of the venue, the length of time the person may present, the number of students in the class in case the person wishes to give handouts, type of equipment needed for the presentation, and other details.</li> </ul>	<p>Students will be assessed on the following criteria, depending upon their role in the presentations.</p> <ul style="list-style-type: none"> <li>• Invitation to the participants                             <ul style="list-style-type: none"> <li>– is clear</li> <li>– contains all necessary information such as date, time, place, number of students in the class</li> <li>– enquires as to what technology the presenter might need for his or her presentation</li> <li>– contains a contact name and contact information</li> </ul> </li> </ul>

*continued next page*

*Career Opportunities, continued*

<ul style="list-style-type: none"> <li>• On the day of the presentation, one of the students in the group greets the speaker, introduces the speaker to the class and ensures the equipment is working.</li>   <li>• At the end of the presentation, another student in the group thanks the speaker and asks a question based on the presentation as a sign that other students may pose questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction of the presenter             <ul style="list-style-type: none"> <li>– introduction has been researched by asking the presenter information about him/herself prior to the presentation</li> <li>– introduction is clear and well paced</li> <li>– introduction helps to make the presenter feel at ease</li> </ul> </li>   <li>• Thanking the presenter             <ul style="list-style-type: none"> <li>– the person thanking the presenter is able to use information from the presentation in his or her thank-you</li> <li>– the person who thanks the presenter is able to make the presenter feel that he or she has been successful in the presentation</li> <li>– the thank you is clear, well paced</li> </ul> </li>   <li>• Student questions             <ul style="list-style-type: none"> <li>– student questions show evidence of having listened attentively to the presentation</li> <li>– student asks a follow-up question for additional information or for clarification</li> <li>– all questions relate to the presentation or to the presenter's career and are appropriate in nature</li> </ul> </li> </ul>
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**GROUP ASSESSMENT RATING SCALE**

**Names:** \_\_\_\_\_  
\_\_\_\_\_

Discuss with your group and fill in the following information about the planning and production of your project. Rate yourselves on a scale of A (Excellent), B (Good), C (Satisfactory) or I (Incomplete). Justify your rating with evidence or examples. Use the back of this page if necessary.

1. Pre-planning A B C I  
– all members of the group cooperated and helped with planning  
– all members did equal work  
– tasks were completed within the time frame

Evidence: \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_ A B C I

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Evidence: \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_ A B C I

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How would you rate your overall performance on this task?

Excellent - A      Good - B      Satisfactory - C      Incomplete - I





# CLASSROOM ASSESSMENT MODEL

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## Housing and Living Environments

**HOUSING AND SOCIETY**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
F1 describe how housing has evolved historically and predict future housing trends	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• The teacher supplies photos of various shelters from across the ages (e.g., caves, log cabins, tents, manufactured houses, trailers, Victorian houses, brick and wood houses, sod houses, multiple dwellings, solar houses). Students arrange the pictures according to historical order, then give their rationale for their order. The teacher corrects the order if needed.</li> <li>• As a class, students discuss reasons/factors as to why housing has changed, for example               <ul style="list-style-type: none"> <li>– availability of land (e.g., urbanization, demographics, changes in economy)</li> <li>– availability of building materials (e.g., cost, technological changes, environmental concerns, socially responsible choices)</li> <li>– social factors (e.g., family structures, transportation issues, neighbourhood diversification, community, financial considerations)</li> </ul> </li> <li>• Students investigate and predict what homes of the future might be like, taking into consideration factors such as environmental concerns, increase in urbanization, demographics, socio-economic trends, technological changes, and availability of materials and land. Students present their prediction for future housing trends and provide a rationale.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are assessed on presentation and explanation of their prediction, including               <ul style="list-style-type: none"> <li>– consideration of a variety of reasons/factors</li> <li>– realistic and viable prediction of future housing trends</li> <li>– prediction supported by evidence</li> <li>– rationale is logical and clearly presented</li> </ul> </li> </ul>

**HOUSING AND SOCIETY, CONTINUED**

<b>Prescribed Learning Outcomes</b>	
<p><i>It is expected that students will:</i></p> <p>F2 describe how housing varies in different regions of the world</p> <p>F3 analyse how societal and cultural views and values influence housing</p>	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• In groups, students research selected parts of the world to investigate environmental, economic, and cultural influences on housing.</li> <li>• Students then build a model of a typical home from that particular country. Students pick one room of the house to display in detail. They should also incorporate the surrounding environment.</li> <li>• Each group provides a written description of their model, explaining environmental, economic, and cultural influences on the housing from their chosen country.</li> <li>• Each group displays their model and presents their written description. Based on the material presented, each student uses a graphic organizer to compare the similarities and differences of housing in various regions of the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment criteria for the model include                             <ul style="list-style-type: none"> <li>– a realistic demonstration of a home from the chosen country</li> <li>– reflection of social, cultural, and economic influences</li> </ul> </li> <li>• Assessment criteria for the written description include                             <ul style="list-style-type: none"> <li>– an understanding of the social, cultural, and economic influences on housing in the country</li> <li>– research is based on credible resources</li> <li>– bibliography is included and formatted correctly</li> <li>– thoroughness and completeness</li> </ul> </li> <li>• Assessment criteria for the graphic organizer include                             <ul style="list-style-type: none"> <li>– understanding of differences and similarities among housing in different regions of the world</li> </ul> </li> </ul>

**HOUSING AND SOCIETY, CONTINUED**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
F4 describe the role housing plays in meeting physical, social, and emotional needs	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• The teacher leads a discussion on physical, social, and emotional needs.</li> <li>• In groups, students brainstorm how housing supports a variety of needs (e.g., privacy, socializing, food preparation, grooming, safety and security, identity, creativity). Groups report to the class their ideas which are combined into a class chart.</li> <li>• The teacher introduces the concept of Maslow’s hierarchy. Students identify how each of Maslow’s hierarchy needs are met through housing.</li> <li>• Individually, students write a reflective journal describing what can happen when people’s needs aren’t being met (e.g., homelessness, travelling, overcrowding, institutionalization, home displacement, crime, living arrangements).</li> </ul>	<ul style="list-style-type: none"> <li>• Journal entries are assessed on the following criteria:                             <ul style="list-style-type: none"> <li>– shows understanding of Maslow’s hierarchy</li> <li>– identifies what needs aren’t being met in a given situation</li> <li>– correctly identifies the issues and challenges involved when the needs aren’t being met</li> </ul> </li> </ul>

**HOUSING AND SOCIETY, CONTINUED**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
F5 demonstrate an awareness of how housing needs change over the lifespan	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• As a class, students brainstorm how housing needs change through life.</li> <li>• Individually, students create interview questions that demonstrate an awareness of how and why housing needs change over time.</li> <li>• Each student interviews a person or family in one of the various stages of life (e.g., adolescent, college student, newlywed, young family, empty nester, senior). At the completion of the interview, students ask the interviewee to complete an evaluation form assessing the student’s interviewing skills.</li> <li>• Students present their findings to the class in the form of a gallery walk using life stages as headings.</li> <li>• Using a different life stage than they investigated, each student creates a want-ad seeking housing to address their particular needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of students’ interview questions is based on their understanding of why housing needs change over the lifespan.</li> <li>• Assessment will be based on the following criteria:                         <ul style="list-style-type: none"> <li>– appropriate questions asked</li> <li>– polite and respectful interviewing manner</li> <li>– sensitivity to interviewee’s needs (e.g., conducted interview at a mutually agreeable time and place, allowed time for response, allowed option of not answering certain questions)</li> <li>– spoke clearly and used appropriate language</li> </ul> </li> <li>• Students’ want-ads will be assessed on their ability to describe how housing needs are met at a particular time of life.</li> </ul>

**HOUSING AND SOCIETY, CONTINUED**

<b>Prescribed Learning Outcomes</b>	
<p><i>It is expected that students will:</i></p> <p>F6 identify ways in which local, provincial, self-governed, and federal governments influence housing in Canada</p>	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Students choose from a list of topics describing how government is involved in various aspects of housing (e.g., legal system on buying and selling, taxes, building regulations and inspection, bylaws and regulations, grants, mortgage rates, subsidized housing, official community plans, emergency shelters, First Nations housing). Using a variety of resources, students research their chosen topic.</li> <li>• Students present their information using a provided template that is compiled into a class reference guide.</li> </ul>	<ul style="list-style-type: none"> <li>• Students' findings are assessed on the following criteria:                             <ul style="list-style-type: none"> <li>– research is based on credible sources</li> <li>– bibliography is included and formatted correctly</li> <li>– information is accurate, reliable, and current</li> <li>– a variety of sources used (e.g., Internet, interview, print resources)</li> <li>– provides a list of appropriate municipal, provincial, and/or federal contacts</li> <li>– information is clearly presented, in their own words, and/or correctly cited</li> </ul> </li> </ul>

**ESTABLISHING INDEPENDENT LIVING**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
F7 identify the factors that affect the choice of living and housing options for young adults	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Students watch media presentations that portray a variety of living arrangements for young adults (e.g., person living alone, roommates, couples). Students list the pros and cons of each living situation.</li> <li>• Students brainstorm and make a class list of housing options available for young adults (e.g., rented accommodation, room and board, residence, live-work arrangement, live at home). The teacher supplements the list where necessary.</li> <li>• Students individually create a chart listing the advantages and disadvantages for each housing option. They then describe which living situation they would prefer and why.</li> </ul>	<ul style="list-style-type: none"> <li>• The chart listing advantages and disadvantages is assessed on the following criteria:                             <ul style="list-style-type: none"> <li>– all housing options listed on class chart are included</li> <li>– advantages and disadvantages for each option are included, and reflect a variety of factors</li> </ul> </li> <li>• Students' housing preference and rationale is assessed on the following criteria:                             <ul style="list-style-type: none"> <li>– understanding of the factors that affect the choice of housing options</li> <li>– selection of preferred housing option is based on realistic evaluation of their situation</li> <li>– rationale for selection is clear and logical</li> </ul> </li> </ul>

**ESTABLISHING INDEPENDENT LIVING, CONTINUED**

<p align="center"><b>Prescribed Learning Outcomes</b></p> <p><i>It is expected that students will:</i></p> <p>F8 analyse the factors that may influence housing choices, including</p> <ul style="list-style-type: none"> <li>– financial resources</li> <li>– location</li> <li>– personal priorities</li> <li>– personal values</li> </ul>	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• Students complete a teacher-provided survey rating the importance of factors they would consider when looking for a place to live. Factors could include number of bedrooms, price, location, pets, wireless access, weight room, swimming pool, secure parking, transportation, number of bathrooms, view, close to shopping.</li> <li>• Students are assigned a specific amount they can spend on housing. Using a variety of sources (e.g., newspaper, Internet, rental guides), students research and find five accommodations that are within their budget and meet some or all of their requirements.</li> <li>• Students compare each dwelling and pick the most suitable accommodation. Students provide a written rationale for their selection.</li> </ul>	<ul style="list-style-type: none"> <li>• Students’ survey form is checked for completion.</li>   <li>• Students’ five accommodation choices and rationale of their final choice is assessed on the following criteria:                         <ul style="list-style-type: none"> <li>– the five accommodation choices fit within the given budget</li> <li>– the rationale demonstrates their understanding of the factors that influence housing choices</li> <li>– the accommodation choices and rationale are realistic and logical</li> </ul> </li> </ul>

**ESTABLISHING INDEPENDENT LIVING, CONTINUED**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
F9 investigate the cost of independent living	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Students brainstorm possible sources of income for people seeking independent living arrangements (e.g., wages, scholarships, bursaries, Passport to Education, RESPs, family support, student loans).</li> <li>• Students brainstorm a list of necessary living expenses. The teacher supplements when necessary. Students list and analyse the difference between necessary and discretionary expenses</li> <li>• Students create a personal budget based on projected income and expenses (e.g., food, transportation, health care, entertainment, holidays). Students also make recommendations on ways to balance their budget (e.g., lifestyle changes, sacrifices, stay at home, shared accommodations).</li> </ul>	<ul style="list-style-type: none"> <li>• Students' budget will be assessed on the following criteria:                             <ul style="list-style-type: none"> <li>– realistic projection of expenses and income</li> <li>– calculations are accurate and budget is balanced</li> <li>– recommendations are appropriate, attainable, and lead to a balanced budget</li> </ul> </li> </ul>

**ESTABLISHING INDEPENDENT LIVING, CONTINUED**

<b>Prescribed Learning Outcomes</b>	
<p><i>It is expected that students will:</i></p> <p>F10 demonstrate an understanding of the legal rights and responsibilities of renting                      F11 identify factors to consider when renting</p>	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Invite a panel of guest speakers (e.g., landlord, tenant, lawyer, tenant advocate) to talk about rental responsibilities. Students complete a KWL (Know-Wonder-Learned) chart before and after the presentation.</li> <li>• Students write a thank-you letter to the guest speaker of their choice, highlighting items such as the most important thing they learned, the thing that most surprised them, and something they didn't know previously.</li> <li>• The teacher administers a quiz to determine students' knowledge of BC legislation for tenants and landlords, rental agreements, and aspects related to renting.</li> </ul>	<ul style="list-style-type: none"> <li>• The thank-you letter is assessed on the following criteria:                             <ul style="list-style-type: none"> <li>- is relevant to the speaker's presentation, by highlighting something the student learned from that speaker and was most surprised about</li> <li>- written style is appropriate to the audience</li> <li>- uses appropriate letter-writing format</li> <li>- professionally presented</li> </ul> </li> <li>• The quiz is assessed for correctness of answers and depth of understanding of aspects of renting.</li> </ul>

**DESIGN FOR LIVING**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
F12 analyse and use the elements and principles of design	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Using visuals (e.g., computer presentation, print, or other media), the teacher presents information about the elements and principles of design, and how they can be used to create different effects in interior design.</li> <li>• Students select a picture of an interior and identify the use of the elements and principles of design and their influence on the overall impression of the room or space.</li> <li>• The teacher provides a variety of items, such as books, plants, clocks, lamps, pictures, baskets, sculptures, vases, and other decorating accessories. Students in groups are given a variety of items to arrange. Their arrangement must contain at least two elements and two principles of design. The groups present their displays and describe how they used the elements and principles of design.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are assessed on their ability to correctly identify the elements and principles of design in the picture and the effect they create.</li> <li>• Presentations are assessed on students' ability to incorporate and justify the use of the elements and principles of design to create an effective arrangement.</li> </ul>

**DESIGN FOR LIVING, CONTINUED**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
F13 use basic terminology associated with furniture, architectural, and decorating styles	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• The teacher supplies a variety of print or media resources illustrating several different furniture, architectural, and decorating styles.</li> <li>• Students choose a furniture, architectural, or decorating style. Using a variety of print and computer images, students create a design board of a room in their chosen style. The design board should include pictures of the furniture, fixtures, floor covering, window treatments, colour plan, and fabric swatches and paint chips if possible. Students' design board is to be labeled with appropriate terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher administers a quiz assessing students' ability to correctly identify furniture, architectural, and decorating styles.</li> <li>• Students' design board will be assessed on their selection and identification of elements appropriate to the furniture, architectural, or decorating style.</li> </ul>

**DESIGN FOR LIVING, CONTINUED**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
F14 analyse and interpret floor plans for personal preference, efficiency, and safety	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Invite a builder, architect, or technical education teacher to speak to the class about factors to consider when designing a living space (e.g., traffic patterns, use of rooms, type of residence, window and door placement). The speaker includes in the presentation information about transferring these considerations onto blueprints for construction purposes.</li> <li>• Students are provided with drawings of common blueprint symbols (e.g., window, door, bathtub, toilet, light switches, electrical and other outlets, door swings, window placement). The class discusses the terminology and uses of the various items represented.</li> <li>• The teacher demonstrates how they are drawn to scale on a blueprint and illustrates how safety is a consideration when planning a living space (e.g., door swing, fire exit, considerations about electrical outlets near water sources).</li> <li>• Students are provided with a blank floor plan and draw in the various symbols to show appropriate locations for electricity, plumbing, and architectural features.</li> <li>• Students create a floor plan (e.g., on paper or computer program) for a specific space. The plan should include walls, door swings, windows, closets, stairs, plumbing and electrical features.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are assessed on their ability to appropriately position symbols on a blank floor plan.</li> <li>• Students' floor plan is assessed on the following criteria:                         <ul style="list-style-type: none"> <li>– correct use and position of symbols</li> <li>– appropriate scale</li> <li>– safe and effective use of space</li> <li>– consideration for whom the room is designed</li> </ul> </li> </ul>

**DESIGN FOR LIVING, CONTINUED**

<b>Prescribed Learning Outcomes</b>	
<p><i>It is expected that students will:</i></p> <p>F15 apply criteria for selecting housing and interior products</p> <p>F16 describe ways in which consumers can conserve energy, water, and other resources in the home</p>	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• The teacher assigns groups of students a housing product or material (e.g., furniture, flooring, appliances, plumbing fixtures, lighting, window treatments, landscaping). Students research criteria for selection of products, including product reputation, durability, function, practicality, safety, cost, appearance, social issues). The research should also include ways to minimize the environmental impact of product or material choice.</li> <li>• Groups present their findings (e.g., as a consumer TV show, magazine article, brochure, computer presentation, demonstration), comparing the features of the various choices available. Students bring pictures, brochures, product information pamphlets, and consumer reports to add to their presentations.</li> <li>• During the presentations, each student completes a chart identifying the criteria to be considered when purchasing a particular household item or product.</li> </ul>	<ul style="list-style-type: none"> <li>• Students' presentations are assessed on                         <ul style="list-style-type: none"> <li>– choice of appropriate criteria for a particular purchase</li> <li>– thoroughness and accuracy of product research</li> <li>– consideration of ways to minimize the environmental impact</li> <li>– appropriate visuals</li> <li>– engaging presentation</li> <li>– clarity and organization</li> </ul> </li> <li>• Student charts are assessed on correct identification of criteria to be considered when purchasing household products or materials.</li> </ul>

**DESIGN FOR LIVING, CONTINUED**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
F17 demonstrate an understanding of the importance of home maintenance and safety	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• The class discusses the importance of home maintenance with regards to safety and energy efficiency.</li> <li>• The class brainstorms types of maintenance and repair to prevent accidents, prolong the life of the home or household items, and increase energy efficiency. The teacher contributes ideas not considered. The class also considers which maintenance or repair actions can be done by the homeowner and which should be done by a professional.</li> <li>• Students each design a poster that depicts one of the concepts discussed. They could do a “spot the safety hazard” or “spot the energy waster” poster for a school campaign. Included in the poster is a description of the hazard or the energy waster, how it can be rectified through home maintenance, and who should do the repair.</li> </ul>	<ul style="list-style-type: none"> <li>• The assessment criteria for the poster includes:                             <ul style="list-style-type: none"> <li>– clearly depicted hazard or energy waster</li> <li>– description of hazard/energy waster and preventative home maintenance action</li> <li>– identification of who should do the repair (homeowner or professional)</li> <li>– visually appealing</li> </ul> </li> </ul>

**CONSUMER HOUSING OPTIONS**

<b>Prescribed Learning Outcomes</b>	
<p><i>It is expected that students will:</i></p> <p>F18 compare a variety of housing options, taking into consideration floor space, location, privacy, ownership, rules and regulations, mobility, and security</p>	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• As a class, go on a walking tour around the neighbourhood. Students make a list of various types of housing in the neighbourhood. Back in the classroom, students complete a list of other types of housing options.</li> <li>• In pairs, students choose a housing option to investigate. Their research should include floor space, location, privacy, ownership, rules and regulations, lifestyle, mobility, and security. Students present their findings to the class.</li> <li>• Students are given case studies identifying specific individuals, families, or circumstances (e.g., disabilities, senior, large family, multigenerational family, couple, single person). Students make recommendations for suitable housing options for each case study, justifying their choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Student presentation is assessed for                         <ul style="list-style-type: none"> <li>– accurate information</li> <li>– consideration of various housing needs</li> <li>– clear and engaging delivery</li> </ul> </li> <li>• Student recommendations are assessed for                         <ul style="list-style-type: none"> <li>– appropriate choice of housing for case study</li> <li>– justification shows understanding of different housing needs</li> </ul> </li> </ul>

**CONSUMER HOUSING OPTIONS, CONTINUED**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
F19 demonstrate an understanding of the economic considerations of buying a home	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• The class brainstorms why people decide to purchase a home instead of renting.</li> <li>• Invite a real estate guest speaker to talk about the economic considerations involved in purchasing a home. Students complete a graphic organizer during the speaker’s presentation. Afterwards, students in pairs create a crossword puzzle based on the terms and ideas mentioned. Students exchange and complete the crossword puzzles.</li> <li>• Students are given three case studies of specific individuals, families, and circumstances for which they justify choosing to purchase or rent based on each case study.</li> </ul>	<ul style="list-style-type: none"> <li>• Students’ crossword puzzles are assessed for                             <ul style="list-style-type: none"> <li>– use of correct terminology and spelling</li> <li>– accurate and thoughtful definitions</li> <li>– answer key provided</li> <li>– level of difficulty is appropriate for the intended audience</li> </ul> </li> <li>• Student justifications are assessed for                             <ul style="list-style-type: none"> <li>– clearly understanding the circumstances of each case study</li> <li>– identifies the needs and wants of the people in each case study</li> <li>– rationale is logical and takes into account a variety of economic considerations</li> </ul> </li> </ul>

**CONSUMER HOUSING OPTIONS, CONTINUED**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
F20 analyse considerations for purchasing and paying for major household items	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• As a class, students identify major household items.</li> <li>• Using various research tools (e.g., brochures, Internet, consumer magazines, word of mouth, brand loyalty), pairs select a major household to “purchase” and explain how they decided to choose that particular item or brand. The research should include environmental impact, cost, design and technological features, colour and styles available, standard size, warranties, installation, care needed, estimated lifetime for average use, nearest repair facilities, and delivery options.</li> <li>• Students present their findings, including a visual, to the class.</li> <li>• Invite a customer service representative from a major store, bank, credit union, or a consumer advocate to discuss and evaluate various payment options for major household items.</li> <li>• Students identify the possible payment options for their major purchase, select one of the options, and justify why it was chosen.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment criteria for the presentation of a major household purchase include                             <ul style="list-style-type: none"> <li>– accurate, reliable, thorough, and current information</li> <li>– inclusion of all required information</li> <li>– inclusion of visual (graph, picture, chart)</li> <li>– rationale for choice of item or brand</li> </ul> </li> <li>• Justification for choice of payment option is assessed for                             <ul style="list-style-type: none"> <li>– understanding of the various options available and the costs associated with each option</li> <li>– soundness of rationale for selected option</li> </ul> </li> </ul>

**CONSUMER HOUSING OPTIONS, CONTINUED**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
F21 identify and research housing design that addresses environmental concerns	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Students research current terminology related to environmentally friendly homes. Students share the information with the class and compile their terms into one class list.</li> <li>• Students in pairs create a diorama/model of an environmentally friendly home. The diorama/model must include terminology introduced in the class list.</li> </ul>	<ul style="list-style-type: none"> <li>• The diorama/model is assessed for:                             <ul style="list-style-type: none"> <li>– correct use and placement of terminology in the model</li> <li>– model is visually appealing</li> <li>– model is an accurate representation of the environmental strategy being used in construction</li> </ul> </li> </ul>

**CAREER OPPORTUNITIES**

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
F22 identify and describe occupations and careers related to homes and the environment	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Students consider the type of housing arrangement they are likely to have when they leave home. They also consider the type of professional who might be the most useful for them to consult with in regards to setting up their new living arrangements.</li> <li>• Each student researches the types of services offered and contacts the appropriate person to interview.</li> <li>• Students compose a list of interview questions and can either record or videotape the interviewee if permission is granted. Students submit their list of questions for assessment prior to going to the interview.</li> <li>• Students then take the recorded or videotaped information and use it as part of an information presentation to the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment criteria for the interview questions include                             <ul style="list-style-type: none"> <li>– questions show evidence of research and prior knowledge</li> <li>– questions are clear and cover a variety of useful career-oriented topics</li> <li>– questions move from general to more detailed requests for information</li> <li>– questions show interest in the topic</li> </ul> </li> <li>• Assessment criteria for the oral/multimedia presentation include                             <ul style="list-style-type: none"> <li>– the presentation is well organized and thoughtful</li> <li>– the presentation includes all required information</li> <li>– the presentation provides relevant and unusual details to add interest</li> <li>– the presentation includes several types of media (e.g., visual, electronic, recording)</li> <li>– the presentation is engaging and well delivered, using a clear voice and good pacing</li> <li>– the mechanics of the presentation are well handled as to sentence structure, grammar, and use of work-related vocabulary</li> </ul> </li> </ul>

<b>Housing and Design Project Rubric</b>				
Category	Level 1 50 – 59%	Level 2 60 – 72%	Level 3 73 – 85%	Level 4 86 – 100%
<b>Knowledge/ Understanding</b> Elements of design and function	limited elements of a design and function	some elements of design and function are demonstrated	adequate elements of design and function are demonstrated	insight and elements of design and function are demonstrated
<b>Thinking/ Inquiry</b> Topic is thoroughly covered	topic is covered with limited effectiveness	topic is covered with some effectiveness	topic is covered with considerable effectiveness	topic is covered with a high degree of effectiveness
<b>Application</b> Design board & blueprints are conveyed with appropriate samples, pictures and text is visually appealing	design board & blueprints are communicated in a limited manner	design board & blueprints are communicated somewhat	design board & blueprints are communicated in a considerable manner	design board & blueprints are communicated in a thorough manner

Source: P. Aquino