

Stephen Lewis Secondary School

Student's Course Outline / Parent Information Sheet

| | | |
|---------------------|--|--------------|
| Program Area: | Family Studies | |
| Course: | Food and Nutrition Sciences | Code: HFA 4M |
| Course Description: | This course examines various nutritional, psychological, social, cultural and global factors that influence people's food choices and customs. Students will learn about current Canadian and worldwide issues related to food, frameworks for making appropriate food choices, and food-preparation techniques. This course also refines students' skills used in researching and investigating issues related to food and nutrition. | |
| Resource : | Food for Today. First Canadian Edition. The replacement cost is \$80.00. | |

Units of Study

| Unit | Summative Tasks | Timelines |
|---|---|-----------|
| 1. Food Safety Module | Public Service Announcement, Test | 1 week |
| 2. Nutrition Essentials for Health and Well-being | Lab Reports, Dietary Analysis, Quiz, Test | 5 weeks |
| 3. Food Preparation and Preservation Techniques | Lab Reports, Magazine Article, Quiz, Test | 4 weeks |
| 4. Canadian and the Global Food Supply | Reflective Writing, Fishbowl, Test | 4 weeks |
| 5. Contemporary Issues in Food and Nutrition | Research Assignment | 3 weeks |
| 6. Culminating Task | Creating a New Food Product | 1 week |

Assessment and Evaluation Guidelines *The purpose of student assessment is to improve student learning.*

Assessment and evaluation are based on the provincial expectations and levels of achievement outlined in the provincial curriculum document for each subject in secondary school. A wide range of assessment and evaluation opportunities allows students to demonstrate their learning in a variety of ways. This information provides the basis for reporting student grades on the Provincial Report Card. Achievement, reflected in a final mark, will be calculated using the following categories.

| Communication (20-30%) | Knowledge / Understanding (20-30%) | Thinking and Inquiry (20-30%) | Applications / Making Connections (20-30%) |
|--|--|--|--|
| Demonstrating the ability to communicate information and ideas through written and oral communication for different audiences and purposes using a variety of forms. | Demonstrating knowledge of facts and terms, understanding concepts, principles and theories and their relationship to one another and society. | Demonstrating critical and creative thinking skills through decision-making and problem solving. Also includes analysing and evaluating information and drawing conclusions. | Demonstrating the ability to apply knowledge, skills and concepts to real life situations. |

As part of the learning process, students will receive ongoing descriptive feedback which may not be assigned a mark. Final mark = 70% term + 15% final exam + 15% culminating activity.

Learning Skills

The following learning skills will be taught and assessed throughout the course and will be shown on the report card. Student performance in these skill areas will not be included in the final numeric mark. It is important to remember, however, that the development and consistent practice of these skills will influence academic achievement. These skills include:

independence organization teamwork skills work habits/homework initiative

Missed Assessments

- Students who know ahead of time that they will miss an assessment are expected to discuss the situation beforehand with the subject teacher.
- Students who miss an in-class summative assessment for an unauthorized reason may lose the opportunity to complete the task.
- Students who are absent on the day of an assessment for reasons such as illness, field trip, or suspension, are responsible for meeting with the teacher to make alternative arrangements to submit/complete the assessment.
- Failure to complete compulsory major assessments, including the final assessment, may result in loss of credit.

Deadlines

Deadlines are realistic in the normal working life outside the school setting. Some deadlines are negotiable; some are absolute. If the student does not complete or submit work on either an absolute or a negotiated deadline, that work will be considered incomplete. We also set deadlines as a way of bringing closure to one unit of work and moving ahead to another. Students are expected to:

- Seek assistance from the teacher when they feel unable to complete a task/assignment due to insufficient knowledge or skill. Be sure to advise the teacher of any difficulty well before a task/assignment is due.
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- Understand that chronic lateness in submitting tasks/assignments will prevent your teacher from evaluating your work and may require you to demonstrate your knowledge and skills within an alternate setting such as summer school.

Homework

At Stephen Lewis, we believe that **consistent homework completion is essential for student success**. In this course, students are expected to spend at least 30 minutes on homework. Every student receives a student agenda to assist in keeping track of homework and assignments.

I have read the course overview for Course Code HFA 4M.

Date: _____

Student Signature

Parent/Guardian Signature

Stephen Lewis Secondary School Student's Course Outline / Parent Information Sheet

| | | |
|---------------------|--|-------------|
| Program Area: | Family Studies | |
| Course: | Food and Nutrition | Code: HFN2O |
| Course Description: | This course explores the factors that affect attitudes and decisions about food, examines current issues of body image and food marketing, and is grounded in the scientific study of nutrition. Students will learn how to make informed food choices and how to prepare foods, and will investigate our Canadian food heritage and food industries, as well as global food issues. The course also introduces students to research skills related to food and nutrition. | |
| Textbook : | Food for Today, First Canadian Edition. The replacement cost is \$80.00. | |

*****Students are required to pay a \$20 fee to supplement our food labs.**
*Please make cheques payable to Stephen Lewis Secondary School.****

Units of Study

| Unit | Summative Tasks | Timelines |
|--|--|-----------|
| One: Our Food Choices | Learning Portfolio, Food Labs, Case Study, Test | 4 weeks |
| Two: Food Needs of Individuals and Families | Learning Portfolio, Food Labs, Cookbooks, Test | 4 weeks |
| Three: Nutrition, Health, and Well-Being | Learning Portfolio, Food Labs, Designing a Cereal Box, Test | 4 weeks |
| Four: Achieving Wellness | Learning Portfolio, Food Labs, Public Service Announcement, Test | 3 weeks |
| Five: Food from Canadian and Global Perspectives | Learning Portfolio, Food Labs, Research Assignment, Test; | 3 weeks |
| Course Culminating Task | Cultural Foods: Meal at Home | 1 week |

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I have read the course overview for Course Code HFN20

Date: _____

Student Signature

Parent/Guardian Signature

Stephen Lewis Secondary School
Student's Course Outline / Parent Information Sheet

| | | |
|---------------------|---|--------------|
| Program Area: | Family Studies | |
| Course: | Individual and Families in a Diverse Society | Code: HHS 4M |
| Course Description: | This course applies current theories and research from the disciplines of anthropology, psychology, and sociology to the study of individual development, family behaviour, intimate and parent-child relationships, and the ways in which families interact within the diverse Canadian society. Students will learn the interpersonal skills required to contribute to the well-being of families, and the investigative skills required to conduct and evaluate research about individuals and families. | |
| Textbook : | <i>Individuals and Families in a Diverse Society.</i> The replacement cost is \$95 if the textbook is lost or damaged. | |

Units of Study

| Unit | Summative Tasks (Additional tasks will also be assigned) | Approximate Timeline |
|-------------------------------|---|----------------------|
| 1. All in the Family | Quiz, Culminating Activity, Independent Study- Phase One, Learning Portfolio, Social Science Research – Phase One, Test | 2 weeks |
| 2. Leaving Home | Quiz, Culminating Activity, Independent Study – Phase Two, Learning Portfolio, Test | 4 weeks |
| 3. Couples | Quiz, Culminating Activity, Independent Study – Phase Three (Primary Research), Learning Portfolio, Test | 4 weeks |
| 4. Parent-Child Relationships | Quiz, Culminating Activity, Independent Study – Phase Four, Learning Portfolio, Report, Test | 4 weeks |
| 5. Later Life | Quiz, Culminating Activity, Independent Study – Phase Five, Learning Portfolio, Test | 4 weeks |
| 6. Culminating Task | Social Science Research | |

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| Knowledge (17.5%) | Thinking(17.5%) | Communication (17.5%) | Application(17.5%) |
|--|--|--|--|
| Demonstrating knowledge of facts and terms, understanding concepts, principles and theories and their relationship to one another and society. | Demonstrating critical and creative thinking skills through decision-making and problem solving. Also includes analysing and evaluating information and drawing conclusions. | Demonstrating the ability to communicate information and ideas through written and oral communication for different audiences and purposes using a variety of forms. | Demonstrating the ability to apply knowledge, skills and concepts to real life situations. |

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Date: _____

Student Signature

Parent/Guardian Signature

Stephen Lewis Secondary School

Student's Course Outline / Parent Information Sheet

| | | |
|---------------------|--|-------------|
| Program Area: | Family Studies | |
| Course: | Individual and Family Living | Code: HIF1O |
| Course Description: | This course explores the challenges faced by all people: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will acquire knowledge and skills that are needed to make the transition to adulthood. Teachers will instruct students in developing interpersonal, decision-making, and practical skills related to daily life. Students will explore the functioning of families and the diversities found among families and within society. | |
| Resource : | Individual and Family Living in Canada. The replacement cost is \$70.00. | |

*****Students are required to pay a \$20 fee to supplement our food labs and fashion components.**
*Please makes cheques payable to Stephen Lewis Secondary School.****

Units of Study

| Unit | Summative Tasks | Timelines |
|--|--|-----------|
| 1. Introduction | Each Unit (at a minimum) will consist of a portfolio, unit test, and a culminating activity. | 2 weeks |
| 2. Achieving Your Potential | | 3 weeks |
| 3. Relating to Others | | 3 weeks |
| 4. Living in Families Today | | 3 weeks |
| 5. Managing Family Resources | | 3 weeks |
| 6. Caring For Individuals and Families | | 3 weeks |
| 7. Culminating Task | | 2 weeks |

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I have read the course overview for Course Code HIF100

Date: _____

Student Signature

Parent/Guardian Signature

Stephen Lewis Secondary School

Student's Course Outline / Parent Information Sheet

| | | |
|---------------------|--|--------------|
| Program Area: | Family Studies | |
| Course: | Parenting | Code: HPC 30 |
| Course Description: | This course focuses on the skills and knowledge needed to promote the positive and healthy nurturing of children, with particular emphasis on the critical importance of the early years to human development. Students will learn how to meet the developmental needs of young children, communicate and discipline effectively, and guide early behaviour. They will have practical experiences with infants, toddlers, and preschoolers, and will learn skills in researching and investigating questions related to parenting. | |
| Resource : | Parenting: Rewards and Responsibilities. First Canadian Edition. The replacement cost is \$80.00. | |

Units of Study

| Unit | Summative Tasks | Timelines |
|--|---|-----------|
| 1. Preparation for Parenthood | Each Unit (at minimum) will consist of an assignment (e.g. essay, presentation, research report etc.), unit test, and culminating activity. | ~4 weeks |
| 2. Pre-natal and Early Infant Development | | ~4 weeks |
| 3. Understanding Young Children and Their Needs | | ~4 weeks |
| 4. The Universal Concerns and Challenges of Parenting | | ~3 weeks |
| 5. Family and Culture | | ~3 weeks |
| In addition to the above units, students will participate in the following experiences: <ul style="list-style-type: none"> - <i>Baby-Think-It-Over</i> Simulation - <i>Ontario Early Years</i> Practical Component | | |

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I have read the course overview for Course Code HPC 30

Date: _____

Student Signature

Parent/Guardian Signature

Stephen Lewis Secondary School Student's Course Outline / Parent Information Sheet

| | | |
|---------------------|---|---------------|
| Program Area: | Physical and Health Education | |
| Course: | Recreation and Fitness Leadership | Code: PLF 4C0 |
| Course Description: | This course focuses on the development of leadership and coordination skills related to recreational activities. Students will acquire the knowledge and skills required to plan, organize, and implement recreational events. They will also learn how to promote the value of physical fitness, personal well-being, and personal safety to others through mentoring. The course will prepare students for college programs in recreational, leisure, and fitness leadership. | |

Units of Study

| Unit | Major Evaluations | Timelines |
|--|--|-----------|
| Leadership | Participation Rubric Written Assessments | 45 hours |
| Facilitation of Recreation and Leisure | Business Plan Betterment Project | 45 hours |
| Physical Fitness and Well-Being | Participation Rubric Physical Fitness Log | 20 hours |

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| Communication (6%) | Knowledge / Understanding (12%) | Thinking and Inquiry (12%) | Applications / Making Connections (40%) |
|--|---|---|---|
| <ul style="list-style-type: none"> Communication of information and ideas through writing, visual and oral presentations Communicates to different audiences | <ul style="list-style-type: none"> Has knowledge of facts Understands concepts, principles, requirements, and strategies Knows how concepts relate to each other | <ul style="list-style-type: none"> Application of strategy in a game situation Inquiry skills (formulating questions, planning, strategy selection, analyzing and interpreting information and forming conclusions) | <ul style="list-style-type: none"> Active participation, effort, personal physical fitness, movement skills Respect for equipment and others Decision making and conflict resolution |

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I have read the course overview for PPL/PAF 30F/M

Date: _____

Student Signature

Parent/Guardian Signature

Stephen Lewis Secondary School

Student's Course Outline / Parent Information Sheet

| | | |
|---------------------|---|-----------------|
| Program Area: | Physical and Health Education | |
| Course: | Healthy Active Living | Code: PPL 1OF/M |
| Course Description: | This course emphasizes regular participation in a variety of enjoyable activities that promote lifelong healthy living. Students will learn movement skills and principles, ways to improve personal fitness and physical competence, and safety & injury prevention. They will investigate issues related to healthy living and will participate in activities designed to develop goal setting, communication, and social skills. | |

Units of Study

| Unit | Major Evaluations | Timelines |
|-------------------|---|-----------|
| Physical Activity | Participation rubric Movement skills chart | 45 hours |
| Active Living | Participation rubric Movement skills chart | 45 hours |
| Healthy Living | Library Research Brochure | 10 hours |
| Living Skills | CPR Demonstration Opinion Piece | 10 hours |

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I have read the course overview for PPL 10F/M

Date: _____

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| Program Area: | Physical and Health Education | |
| Course: | Healthy Active Living | Code: PPL 2OF/M |
| Course Description: | This course emphasizes regular participation in a variety of enjoyable activities that promote lifelong healthy living. Students will learn movement skills and principles, ways to improve personal fitness and physical competence, and safety & injury prevention. They will investigate issues related to healthy living and will participate in activities designed to develop goal setting, communication, and social skills. | |

Units of Study

| Unit | Major Evaluations | Timelines |
|-------------------|---|-----------|
| Physical Activity | Participation rubric Movement skills chart | 45 hours |
| Active Living | Participation rubric Movement skills chart | 45 hours |
| Healthy Living | Library Research Nutrition Assignment | 10 hours |
| Living Skills | Goal Setting Opinion Piece | 10 hours |

Assessment and Evaluation Guidelines

The purpose of student assessment is to improve student learning.

Assessment and evaluation are based on the provincial expectations and levels of achievement outlined in the provincial curriculum document for each subject in secondary school. A wide range of assessment and evaluation opportunities allows students to demonstrate their learning in a variety of ways. This information provides the basis for reporting student grades on the Provincial Report Card. Achievement, reflected in a final mark, will be calculated using the following categories.

| Communication (6%) | Knowledge / Understanding (12%) | Thinking and Inquiry (12%) | Applications / Making Connections (40%) |
|--|---|--|---|
| <ul style="list-style-type: none"> Communication of information and ideas through writing, visual and oral presentations Communicates to different audiences | <ul style="list-style-type: none"> Has knowledge of facts Understands concepts, principles, requirements, and strategies Knows how concepts relate to each other | <ul style="list-style-type: none"> Application of strategy in a game situation Library Research and inquiry skills Thinking skills (decision making, conflict resolution, and safety) | <ul style="list-style-type: none"> Active participation, effort, personal physical fitness, movement skills Respect for equipment and others Application of behaviour, strategies, and tactics that enhance participation and success in sport |

As part of the learning process, students will receive ongoing descriptive feedback which may not be assigned a mark. Final mark = 70% term + 30% final evaluation.

Learning Skills

The following learning skills will be taught and assessed throughout the course and will be shown on the report card. Student performance in these skill areas will not be included in the final numeric mark. It is important to remember, however, that the development and consistent practice of these skills will influence academic achievement. These skills include:

independence organization teamwork skills work habits/homework initiative

Missed Evaluations

- Students who know ahead of time that they will miss an evaluation are expected to discuss the situation beforehand with the subject teacher.
- Students who miss an in-class summative evaluation for an unauthorized reason may lose the opportunity to complete the task.
- Students who are absent on the day of an evaluation for reasons such as illness, field trip, or suspension, are responsible for meeting with the teacher to make alternative arrangements to submit/complete the evaluation.
- Failure to complete compulsory major evaluations, including the final evaluation, may result in loss of credit.

Deadlines

Deadlines are realistic in the normal working life outside the school setting. Deadlines are also set as a reasonable management strategy for teachers so that workloads can be varied and balanced. We also set deadlines as a way of bringing closure to one unit of work and moving ahead to another. Students are expected to:

- Seek assistance from the teacher when they feel unable to complete a task/assignment due to insufficient knowledge or skill. Be sure to advise the teacher of any difficulty well before a task/assignment is due.
- Negotiate alternate deadlines well before an established due date.
- Understand that some deadlines are negotiable; some are absolute. Work that is not submitted/completed on either a negotiated or absolute deadline will not be assessed/evaluated.
- Understand that chronic lateness in submitting tasks/assignments will prevent your teacher from evaluating your work and may require you to demonstrate your knowledge and skills within an alternate setting such as summer school.

Homework

At Stephen Lewis, we believe that **consistent homework completion is essential for student success**. In this course, students are expected to spend several hours each week on homework (including being physically active). Every student receives a student agenda to assist in keeping track of homework and assignments.

I have read the course overview for PPL 20F/M

Date: _____

Student Signature

Parent/Guardian Signature

Stephen Lewis Secondary School Student's Course Outline / Parent Information Sheet

| | | |
|---------------------|--|------------------------|
| Program Area: | Physical and Health Education | |
| Course: | Healthy Active Living | Code: PPL/PAF 3OF/M |
| Course Description: | This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage student's interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practise goal-setting, decision-making, social, and interpersonal skills. Students will also study the component of healthy relationships, reproductive health, mental health, and personal safety. | |

Units of Study

| Unit | Major Evaluations | Timelines |
|-------------------|--|-----------|
| Physical Activity | Participation Rubric Movement Skills Chart | 45 hours |
| Active Living | Participation Rubric Physical Fitness Log | 45 hours |
| Healthy Living | Mental Health Presentation/Independent Study | 10 hours |
| Living Skills | Stress Management Rubric Social Skills Rubric | 10 hours |

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I have read the course overview for PPL/PAF 30F/M

Date: _____

Student Signature

Parent/Guardian Signature

Stephen Lewis Secondary School Student's Course Outline / Parent Information Sheet

| | | |
|---------------------|---|------------------------|
| Program Area: | Physical and Health Education | |
| Course: | Healthy Active Living | Code: PPL/PAF 4OF/M |
| Course Description: | This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage student's interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision making, conflict-resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others. | |

Units of Study

| Unit | Major Evaluations | Timelines |
|-------------------|---|-----------|
| Physical Activity | Participation Rubric Movement Skills Chart | 45 hours |
| Active Living | Participation Rubric Physical Fitness Log | 45 hours |
| Healthy Living | Mental Health/Healthy Relationships Presentation/Independent Study | 10 hours |
| Living Skills | Conflict Management Rubric Social Skills Rubric | 10 hours |

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I have read the course overview for PPL/PAF 30F/M

Date: _____

Student Signature

Parent/Guardian Signature