

SOUTH CARLETON HIGH SCHOOL
Ottawa-Carleton District School Board
 COURSE OUTLINE
HIP 40
CHALLENGE AND CHANGE

Credit Value: 1 credit

Hours: 110 hours

Course Overview

This course focuses on preparing students for living independently and working successfully with others. Students will learn to manage their personal resources to meet their basic needs for food, clothing, and housing. They will also learn about their personal, legal, and financial responsibilities and develop and apply interpersonal skills in order to make wise and responsible personal and occupational choices. Students will apply research and inquiry skills while investigating topics related to personal life management. The course emphasizes the achievement of expectations through practical experiences.

Unit Title	Hours	Performance Tasks	Overall Expectations
1. Social Change	30	1. tests and quizzes	<p>A1. Exploring: explore topics related to personal life management, and formulate questions to guide their research;</p> <p>A2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;</p> <p>A3. Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry;</p> <p>A4. Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.</p> <p>B1. Progressing From Adolescence to Adulthood: demonstrate an understanding of the personal qualities and skills necessary to make the transition from adolescence to adulthood;</p> <p>B2. Planning for Employment: describe the elements of successful planning for employment;</p> <p>B3. Communicating Effectively: demonstrate an understanding of effective communication skills and their role in building the healthy relationships that support independent living.</p> <p>C1. Making Decisions: demonstrate an understanding of effective decision-making processes and their role in independent living; C2. Managing Financial Resources: explain and demonstrate the use of basic money-management skills and techniques needed to manage personal financial resources effectively;</p> <p>C3. Managing a Household: describe and demonstrate the use of basic principles and techniques of effective household management.</p> <p>D1. Personal Responsibilities: demonstrate an understanding of the role of personal responsibility in independent living, and of strategies that can be used to meet individual needs;</p> <p>D2. Workplace Rights and Responsibilities: demonstrate an understanding of the rights and responsibilities of employers and employees, including both personal and legal responsibilities;</p> <p>D3. Consumer Rights and Responsibilities: demonstrate an understanding of the role that responsible consumerism plays in living independently.</p> <p>E1. Economic Influences: demonstrate an understanding of how global, national, and community economic factors affect the individual's financial circumstances;</p> <p>E2. Financial Institutions: describe ways in which financial institutions can assist in the management of personal finances;</p> <p>E3. Benefits and Costs of Working: explain the benefits and costs of working.</p>
2. Social Trends	30	2. research projects 3. oral presentations 4. formal report writing 5. homework/class work 6. class discussion	
3. Social Challenges	30	7. surveys, interviews, case studies, etc.	
4. Summative Performance Task	10	8. seminar / tutorial presentations 9. formal examination	

STUDENT RESPONSIBILITIES

1. Students are required to attend classes regularly, participate in activities, and submit work on time. Absence for any reason does not remove the responsibility of a student to complete work in a timely manner.
2. Students who commit *academic fraud* i.e. *plagiarize or cheat*, and those who miss performance tasks without a legitimate and substantiated excuse risk the successful and timely completion of their work. Tasks consisting of academic fraud will be considered incomplete, as they do not provide a reliable demonstration of student learning.*
3. All incomplete work will be factored into the final mark. When a student fails to demonstrate competence with a task for this or any reason, remedial work may be assigned at the teacher's discretion. In these cases, a reasonable timeline must exist to facilitate the completion and subsequent evaluation of the performance.
4. Students may on occasion negotiate with the teacher to have an assignment submitted late. All work accepted for marking will be professionally evaluated; however, written feedback and anecdotal remarks on late submissions may not be possible based on time constraints.
 - **See School Assessment, Evaluation, and Reporting Policy for details.**

* Academic Fraud is defined as any act of dishonesty purposely or carelessly intended to enhance academic performance. Plagiarism is defined as the act of taking the written word or original work of another person, without giving due credit, whilst passing it off as ones own.

Evaluation

Term Report Assessment/Evaluation tools include tests/quizzes, assignments, performance tasks and rich assessment tasks Term 70%	Final Report Term 70% Summative task 15% Final Exam 15% 100%
Summative Period Canadian and World Studies summatives will come due within the school's Summative and Evaluation Period. This period occurs two weeks before exams in January and June. <i>Absence from evaluations during these dates must be substantiated with a medical certificate or equivalent documentation as approved by administration.</i>	

Text: Transitions in Society

LITERACY

Success in Canadian and World Studies courses depends in large part on strong literacy skills. Many of the activities and tasks students undertake in HSB 4U involve the use of written, oral, and visual communication skills. The study of this subject will thus encourage students to use language with greater care and precision and will enhance their ability to communicate effectively.

Antidiscrimination Policy

The Canadian and World Studies curriculum is designed to help students acquire the "habits of mind" essential for citizens in a complex world. Students are expected to demonstrate an understanding of the rights privileges, and responsibilities of citizenship, as well as a willingness to show respect, tolerance, and understanding towards individuals, groups, and cultures in the global community. They are also expected to understand that protecting human rights and taking a stand against racism and other expressions of hatred and discrimination are basic requirements of responsible citizenship.

Accommodations for Exceptional Students

The (name) department makes every effort to accommodate the identified needs of exceptional (IPRC'd) students and will attempt to differentiate curriculum delivery methods, student modes of expression, and assessment methods as recommended by the student's individual education plan (IEP).