|  |
| --- |
| Evidence Sheets – Social Science - EQV |
|  |
| [HFA4C –Nutrition and Health, Grade 12, College](#HFA4C) |
| [HFC3E – Food and Culture, Grade 11, Workplace](#HFC3E) |
| [HFL4E – Food and Healthy Living, Grade 12, Workplace](#HFL4E) |
| [HHD3O –Dynamics of Human Relationships, Grade 11](#HHD3O) |
| [HIP4O – Personal Life Management, Grade 12, Open](#HIP4O) |
| [HLS3O –Housing and Home Design, Grade 11, Open](#HLS3O) |
| [HNC3C – Understanding Fashion, Grade 11, College](#HNC3C) |
| [HPC3O –Raising Healthy Children, Grade 11, Open](#HPC3O)  |
| [HPD4C –Working with School-Age Children and Adolescents, Grade 12, College](#HPD4C) |
| [HPW3C –Working with Infants and Young Children, , Grade 11, College Preparation](#HPW3C) |

HFA4C –Nutrition and Health, Grade 12, College Name:

Student evidence will describe: the role of nutrition in health and disease and strategies they follow to promote food security and environmental responsibility. Students will describe their repertoire of food preparation techniques, explain what they have learned about healthy eating habits.

|  |  |
| --- | --- |
| Explain the connection between taking in proper nutrients and physical health. |  |
| Explain how you follow the physical health guidelines set forth in the Canada Food Guide. |  |
| Explain what factors affect your nutrient intake and your overall nutrition level. |  |
| What factors contribute to the poor nutritional status of Canadians and residents of other countries? |  |
| Explain the link between nutrition, health and disease.  |  |
| How has growth and development throughout your life (or your children’s) *(e.g., during pre-pregnancy, pregnancy, lactation, infancy, childhood, adolescence, later life)* affect nutritional needs and food choices? |  |
| How do factors such as family, emotions, and culture influence your food choices? |  |
| How have your genetics contributed to any nutrition-related illnesses and health conditions in yourself, or your family? |  |
| What factors that affect food production change what you eat on an annual basis? |  |
| How does food production impact the environment? |  |
| Explain the importance of each of the following terms as they relate to food security:Availability, accessibility, adequacy, acceptability, sustainability |  |
| How does poverty affect your ability to get food? |  |
| Describe a time when geographical factors, physical conditions, and natural disasters *(e.g., climate, weather, soil conditions, proximity to water, mudslides, floods, earthquakes)* effected your food supply and/or choices. |  |
| Describe the practices you need to know to ensure or improve food safety. |  |
| Describe common accidents that can occur in the kitchen. How can these occur and how can you prevent them? |  |
| Describe the personal hygiene practices you can use to prevent food contamination. |  |

HFC3E –Food and Culture, Grade 11, Workplace Name:

Students’ evidence will describe: their ability to cook with a wide range of ingredients and equipment from a diverse group of cultures, food-related etiquette across cultural and country boundaries, and how Canadian food choices and traditions are influenced by other cultures. In researching a wide range of global foods and food practices, students will develop practical research and note taking skills.

|  |  |
| --- | --- |
| Describe factors that affect our food choices. Reference a range of cultures in your explanation. |  |
| Explain how your culture has influenced your food choices, preparation, manner of serving and consumption of food.  |  |
| Explain how geography plays a role in naturally found foods or food production in Canada and internationally.*Or**Explain the relationship between geography and naturally found foods or food production in Canada and around the world.* |  |
| Prepare a meal plan for a day based on the recommendations from Canada’s Food Guide.  | ATTACH ON A SEPARATE PAGE |
| Describe how seasonal, and non-seasonal foods change your diet. How could food sources change this? |  |
| Describe how certain flavours, aromas, herbs and spices become associated with the cuisines associated with various countries and cultures. Pick a culture and identify the flavours, aromas, herbs and spices associated with that type of cuisine (i.e. Italian, Indian, Chinese, French etc.) |  |
| What literacy and numeracy skills are needed in the preparation of food?  |  |
| Choose a country or international region and describe the skills used in food preparation in that area.  |  |
| Describe a situation where you had to ensure and enhance food safety. What were the steps taken, and how did each step help to ‘ensure and enhance’. |  |
| Outline the steps to follow in order to ensure or enhance kitchen safety. How would this differ from a home kitchen to a professional/commercial kitchen?  |  |
| Prepare a meal from scratch that demonstrates your ability to prepare a meal from a culture different from your own.Please provide a detailed recipe of the meal, along with detailed cooking instructions. |  |

HFL4E –Food and Healthy Living, Grade 12, Workplace Name:

Students will learn how to stock a kitchen, make nutritious food choices, and accommodate the food needs of others. Through a range of practical experiences, they will develop skills needed in food preparation for personal use and for employment in the food industry. They will also learn about dining etiquette in different contexts and about responsible consumer practices.

|  |  |
| --- | --- |
| Describe some practices you follow to ensure and improve kitchen safety in your own home.  |  |
| Describe at least three food preparation skills/techniques that you have learned while working in a kitchen. |  |
| Explain how to stock and organize a starter kitchen.  |  |
| Identify some of the causes and symptoms of food-borne illnesses and explain how to prevent them. |  |
| Explain how to safely use, maintain, clean, and store food preparation tools and equipment used in food preparation. |  |
| How do personal preferences influence food and equipment choices used in a kitchen? How is this different from a professional kitchen? |  |
| What are five components of healthy eating? |  |
| What are some of the factors you need to consider when preparing a menu? Consider dietary needs and preferences in your response. |  |
| Give examples of some appropriate serving sizes as indicated in Canada’s Food Guide. |  |
| What do you do (or have you done) to eliminate waste in menu planning and meal preparation? |  |
| What are some economical and efficient purchasing strategies you use to ensure food safety, quality and waste reduction? |  |
| Explain some of the logistics and etiquette involved in dining out. Describe a time when you were required to use a certain amount of dining etiquette. |  |
| Identify at least two occupations in the food industry for which you might be suited and outline the qualifications required for each.  |  |

HHD3O –Dynamics of Human Relationships, Grade 11, Open Name:

Student evidence will identify the student’s understanding of factors that contribute to healthy relationships, and identify the connections between self-concept and interpersonal relationships. Student evidence will show strategies learned to develop and maintain healthy relationships with friends, family, and community members, as well as with partners in intimate relationships.

|  |  |
| --- | --- |
| Explain how to achieve a sense of personal well-being, how to maintain it, and why having a sense of personal well-being is important.  |  |
| How do factors like self-concept and self esteem influence personal well-being? |  |
| Explain the relationship between self-concept and how you interact with those around you. |  |
| Describe a time when you became aware that maintaining your personal well being was important. |  |
| How do a strong self-concept and healthy self-esteem contribute to healthy relationships? |  |
| How do physical, psychological and emotional health factors affect people’s relationships? |  |
| Describe the differences between healthy and unhealthy relationships. Describe a healthy relationship you have and the ‘healthy’ qualities it has.  |  |
| How do social and cultural influences impact relationships? |  |
| Describe a time when you had to work on developing a ‘healthy’ relationship, or repair a broken relationship. What were the steps involved, and the outcome? |  |
| How is family well-being influenced by healthy relationships? |  |
| Explain how the dynamics of a power relationship can impact the relationship between you and a friend. |  |
| How is it possible to exercise your rights without denying or restricting the rights of others? |  |
| Identify at least three or four rights of your individual rights and responsibilities in human interactions;  |  |
| Describe a time when you successfully resolved a conflict at work or at home. Describe the process and the conflict management strategies that you used. |  |

HIP4O – Personal Life Management, Grade 12, Open Name:

This course prepares students for living independently and working successfully with others. Students will learn to manage their personal resources (including talent, money, and time), to develop interpersonal skills, and to understand economic influences on workplace issues, in order to make wise and responsible personal and occupational choices. The course emphasizes practical experiences as a means of achieving expectations and introduces students to skills used in researching and investigating resource management.

|  |  |
| --- | --- |
| Describe a time when you have used an assertive communication style when dealing with customer complaints (or when complaining). What is another communication style and how might the outcome have been different if you used that style? |  |
| Describe a time when your ability to listen to someone else and empathize with them (see things from their perspective) has been helpful. |  |
| Explain how your body language has negatively affected the outcome of a conversation. Were you aware of your body language at the time? Why? |  |
| What can you do to make communication with others successful? |  |
| What are your post-secondary education and training options, scholarships, and opportunities for financial aid? How did you discover, and pursue, the options available to you? |  |
| Describe at least two social supports you use, outside of your family, while (when) living on your own? |  |
| Describe how the expectations others have of you are different as an adolescent and as an adult. |  |
| How have you effectively used different strategies and resources to find and create work and employment? |  |
| How have you used goal-setting and action planning strategies to effectively prepare for the next transition in your career/life plan? |  |
| Describe a time when you have had a conflict with someone. Why did you have this disagreement? What did you do to resolve it? **NOTE: Names are not necessary – just briefly explain the situation.** |  |
| What do you think are important things to consider when planning successful employment and a successful lifestyle? For example, what will make you successful in your work and home lives? |  |
| Explain why personal well-being is an important factor in getting and keeping a job. |  |

HLS3O –Housing and Home Design, Grade 11, Open Name:

Students’ evidence will show: how different types of living spaces and shelter have met their physical, social, emotional, and cultural needs; how their various housing situations reflect society’s values, established patterns of living, and economic and technological developments; practical decisions made regarding where to live and how they created functional and pleasing environments; what considerations they have made regarding occupational opportunities related to housing and design; and their understanding and knowledge about the resources available to assist them in finding appropriate living accommodations and housing.

|  |  |
| --- | --- |
| Please indicate the type of house you have lived in and approximately the number of months or years spent in that housing. | Housing Type Rent/Own Length of TimeRoom rentApartment rentCondo/Town house rent ownHouse rent own |
| Explain how one of the living spaces listed above has met your physical, social emotional or cultural needs. |  |
| How do your shelter needs change with age, life stages, and health?  |  |
| How do your living spaces and shelter here in Canada differ from the way people live in other countries? Consider economy, technology and available space in your answer. |  |
| List three factors that affected what type of shelter was available to you. |  |
| Comment on your experience(s) with one of the following: legal, economic and social factors involved in acquiring and financing a home. |  |
| Describe the physical layout of somewhere you have lived. State one positive and one negative design feature of the layout. |  |
| What home furnishings and equipment are required to meet your day-to-day needs? |  |
| There are several occupational opportunities related to living spaces and shelter; for example, construction, property management, real estate sales, etc. Using the careers listed above, or a housing-related career of your choice, explain what experience or educational background is required for two of these. |  |
| What resources did you use to find one of your past accommodations? |  |
| What factors help you determine how best to meet your housing needs? Consider things such as cost, size, and location of potential housing. |  |
| Define any three of the following terminologies specifically associated with living spaces and shelter: condo; cooperative housing; subsidized housing; town home; mortgage; semi-detached; lease; landlord; tenant.. |  |

HNC3C – Understanding Fashion, Grade 11, College Name:

This course explores what clothing communicates about the wearer and how it becomes a creative and entrepreneurial outlet through the design and production processes. Students will learn, through practical experiences, about the nature of fashion design; the characteristics of fibres and fabrics; the construction, production, and marketing of clothing; and how to plan and care for a wardrobe that is appropriate for an individual’s appearance, activities, employment, and lifestyle. Students will develop research skills as they explore the evolution of fashion and its relationship to society, culture and individual psychology.

|  |  |
| --- | --- |
| How is clothing used as a means of communication? Consider examples from history.in your answer. |  |
| Explain how psychology, culture and society affect our perceptions of beauty, fashion and apparel. |  |
| What criteria are used by families in making clothing decisions and purchases? |  |
| How do you use fabric and fashion to express your personal sense of identity? |  |
| Identify the agencies and regulations that influence the production and labeling of apparel and textiles. |  |
| How does the fashion retailing industry change and evolve over time? Explain why you think these changes occur, and what influences these changes. |  |
| Identify occupational opportunities in the fashion field. |  |
| How have fashion magazines, music, videos, or other mainstream media influenced your clothing choices or those of your family members? |  |
| How have various nations contributed to the apparel industry? What fashion trends/styles are gaining global acceptance? |  |
| Demonstrate an understanding of the universal uses of textiles. |  |
| Identify the properties and uses of major natural and manufactured fibres. |  |
| Explain the role of the environment in relation to the textile industry, and describe how the textile industry affects the environment. |  |
| Analyze the impact of the clothing industry on society. What are some of the social and economic influences that it has on the daily lives of Canadians. |  |
| How is technology used in the fashion and design industry? Provide examples. |  |
| How is creative expression accommodated in the home sewing and craft industries? |  |
| Use appropriate social science research methods in the investigation of topics related to fashion, clothing and textiles.*Choose a topic related to fashion, clothing and textiles and do some research into the subject. Present what you learned in an appropriate manner.* |  |
| Describe a time when you have made an impulse purchase of a clothing, or accessory, item near the cash register. Explain why and how the marketing strategy used was effective. |  |
| Identify the properties and uses of major natural and manufactured fibres. |  |
| Demonstrate your ability to create or modify a piece of clothing for function and style. Describe the process in detail, and provide photographs to demonstrate the change(s). |  |

HPC3O –Raising Healthy Children, Grade 11, Open Name:

Student evidence will describe: how as a parent he/she promoted the positive and healthy nurturing of children, with particular emphasis on the critical importance of nurturing in the early years to human development; how he/she met the developmental needs of their young children; how he/she effectively communicated and disciplined his/her children, and guided early behavior; practical experiences with infants, toddlers, and preschoolers; and resources used to answer questions related to parenting.

|  |  |
| --- | --- |
| List the names and birth dates of your children. Please attach a copy of their birth certificates and/or baptismal certificates to this document. |  |
| Describe the configuration of your family: nuclear, step, extended, blended, lone-parent, foster, adoptive. |  |
| What did you do to encourage the healthy development of your child/children before and during birth, and in the first few months after birth? |  |
| List at two prenatal and postnatal care/support programs available for parents in your community. Did you participate in any of these? How? |  |
| What sorts of behaviors, conditions, or environments would have a negative influence on the growth and development of a fetus, infant or young child? |  |
| Describe a time when your child(ren) achieved a developmental milestone that made you feel proud. |  |
| How have you positively interacted with your child(ren)? Describe one positive interaction you’ve had with your child(ren). (This may be verbal or non-verbal). |  |
| How has someone in your family passed their cultural and/or religious heritage or traditions to your child(ren)? |  |
| List four legal and social responsibilities of a parent. |  |
| Describe two challenges you have faced as a parent in today’s rapidly changing society. |  |
| Describe two techniques you have used for parenting and disciplining young children (e.g. setting limits, establishing routines, offering choices, encouraging independence, helping children understand consequences, fostering mutual respect) |  |
| Describe one way that your method of raising children differs from that of your friends or parents. What resources can you consult when trying to decide whose method is best? |  |
| What childhood experiences do children share no matter where they live in the world or what culture they follow? |  |
| List two social concerns that parents face as their children approach school age. |  |
| What are two signs of child abuse? Who should you call if you suspect someone of abusing his or her child? |  |
| Identify three community social programs or agencies that provide family support. |  |
| Describe a time when, as a parent of a young child, you have had to research an issue. What resources did you use? How did you know these were reliable? How did you decide which information to follow? |  |

HPD4C –Working with School-Age Children and Adolescents, Grade 12, College

Name:

This course prepares students for occupations involving older children, and for the responsibility of parenting, with emphasis on school-age and adolescent children. Students will learn, through practical experience in the community, how early child development affects later development, success in school, and personal and social well-being throughout life, and how children and parents change over time. This course also develops students’ skills in researching and investigating various aspects of parenting and human development.

|  |  |
| --- | --- |
| Describe two of the stages you went through with your family as your child/children grew and matured. |  |
| How are the experiences you, or your child(ren), had, as a teenager, similar to that of a teenager from another culture? How do the experiences differ? |  |
| As your family has expanded describe how it has changed. Consider marriage, having children/ grandchildren in your answer. |  |
| What job opportunities are available that involve working with older children and families at different stages of the family life cycle? |  |
| Explain how healthy prenatal and infant development is connected to long-term growth and development. |  |
| Describe how your personal sexual development affected your body image as you were growing up. |  |
| Describe how your child’s school has encouraged a healthy (and safe) lunch to be packed daily. |  |
| What have you done in order to foster the development of appropriate morals in your child/children? |  |
| Give five examples of what you do to ensure that your child/children get the best nutrition possible. |  |
| Describe a time when your child has not shown age-appropriate behavior. What strategies did you use to correct the behavior? |  |
| Provide two examples of ways in which you have modeled good decision making skills in your child(ren). |  |
| How have your experiences as a child and adolescent affected how you would deal with conflicts amongst children? |  |
| What role do you believe school plays in our society? What role does it play in relation to family life? |  |
| Identify three of the challenges of balancing work and family. |  |
| How does what we see, read and hear in the media influence parents, children, and adolescents? |  |
| Describe how you have planned problem-based learning activities that incorporates social time for your children. |  |
| List two resources in the community that are available to help children and families when there are problems. |  |
| What resources can you use to investigate issues in human development and parenting of children of all ages? |  |
| Describe a time when you have had to investigate an issue related to parenting children or adolescents. |  |
| What methods could you use to communicate the results of your investigation to someone? |  |

HPW3C –Working with Infants and Young Children, , Grade 11, College Preparation Name:

This course focuses on the well-being of children in families and community settings. Students will study child behavior and child development in the context of relationships with parents and others in the community, and will learn through research and by observing and interacting with children. This course prepares students for further study of children, familiarizes them with occupational opportunities related to working with children, and introduces them to skills used in researching and investigating children’s behavior in response to others.

|  |  |
| --- | --- |
| How do you believe the roles of children in families and society have changed over time? |  |
| When deciding which childcare option to use, how did you determine which would be the most reliable? How did your personal connection to the option influence you? Explain. |  |
| Describe a time where you have helped you child or children interact with a child who is physically or mentally challenged. What did you do to encourage positive social interaction? |  |
| How do the relationships that children have within the family affect the relationships they have outside of the family? |  |
| Identify five factors that can affect child development. |  |
| Describe a situation where you have had to accommodate a dietary restriction (your own child or another). What did you do to accommodate and ensure food and child safety? |  |
| Identify three factors in your life that have had an influence on your child’s development. How has your child(ren) been affected by these factors, and why? |  |
| What do you do to help maintain a balance between your work and home lives for your family? Specifically, how has this balance helped your family? |  |
| List three behavioral differences you might find in children in different social classes or different cultures. |  |
| What global influences affect our children and families? |  |
| Give an example of a time when you have looked to the support resources in society for help as a parent. |  |
| Identify three of the challenges that you think should concern parents, care-givers and others in society who interact with your children. |  |
| What social research methods could you use in the investigation of issues related to the well-being of children in family and community settings? |  |
| Describe a social topic that you have had to research. How did you organize and analyze the data and how did this help you to draw conclusions and make your decision? |  |
| Using three of the terms listed below, explain how they are associated with the well-being of your children in family and community settings:Bully; personal safety; sharing; sexism; racism; cooperation; tolerant; morals; values |  |
| Describe a situation in which you have had to prepare a report related to family or children in society. How did you prepare it? |  |