

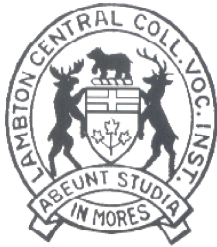
**COURSE STATEMENT**  
**Grade 10 Exploring Family Studies**

*LAMBTON CENTRAL COLLEGIATE AND VOCATIONAL INSTITUTE*

Welcome to **Exploring Family Studies**. This is a summary sheet for parents and students which outlines our course evaluation and expectations.

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**TEACHER:** Mrs. C. Wright Boyd  
**TEXT:** Individual and Family Living in Canada  
**Course Name:** Exploring Family Studies  
**Course Code:** HIF 20  
**Credit Value:** 1  
**Ministry Document:** The Ontario Curriculum, Grades 9 and 10: Social Sciences and Humanities, 2013  
**Development Date:** September 2013

**Mission Statement:**

- Teachers at LCCVI are dedicated to providing the following:

  - ✓ access for all students
  - ✓ a safe learning environment
  - ✓ quality educational opportunities
  - ✓ high professional standards.

**Course Description:**

This course explores, within the context of families, some of the fundamental challenges people face: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will explore adolescent development and will have opportunities to develop interpersonal, decision-making, and practical skills related to daily life. They will learn about the diverse ways in which families function in Canada and will use research skills as they explore topics related to individual and family needs and resources.

**Overall and Specific Curriculum Expectations:**

Refer to the Ministry of Education document entitled “The Ontario Curriculum, Grades 9 and 10: Social Sciences and Humanities” which is available in the main office, from your teacher, or on the Ministry of Education website (<http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>)

**Course Content Outline:**

- Unit I: Research and Inquiry Skills  
Unit II: Self and Others  
Unit III: Daily Living Skills  
Unit IV: Exercising Responsibility

**Assessment and Evaluation Strategies:**

There are four achievement categories of knowledge and skills that encompass all the curriculum expectations in the Ontario Curriculum for Individual and Family Living. The four categories and their value for the term are as follows:

<b>Knowledge</b>	<b>25%</b>
<b>Thinking</b>	<b>20%</b>
<b>Communication</b>	<b>25%</b>
<b>Application</b>	<b>30%</b>

The breakdown of your mark will be based on your level of achievement as follows:

**Term Work – 70%**

The above achievement categories will be used to evaluate tests, quizzes, assignments, etc. as part of your term mark.

**Final Evaluation Activities - 30%**

All students must participate in the final evaluation activities towards the end of the semester. These final evaluation activities allow students opportunities to demonstrate their achievement of course expectations and represent 30% of a student’s final mark.

**Learning Skills**

Provincial Report Cards will be marked with each student’s performance in the five Learning Skills areas:

1. Responsibility
2. Organization
3. Independent Work
4. Collaboration
5. Initiative
6. Self-Regulation

These Learning Skills will be assessed regularly by your teacher. They are an important statistic to understand how well students perform in the class. These are not considered in the determination of the final grade. For each of the Learning Skills one of the following achievement letters will be given:

E = Excellent   G = Good   S = Satisfactory   N = Needs Improvement

**ATTENDANCE**

Regular attendance is vital to the process of learning. When the process and content of learning is disrupted by irregular attendance, both the individual and his/her classmates suffer a loss of experience that cannot be entirely regained. Students who miss class will suffer in the process because their participation and achievement cannot be fully assessed. Students are expected to complete any expectations missed due to absence.

**ACADEMIC HONESTY**

**Consequences for Academic Dishonesty on Assignments:**

Professional judgment of the teacher is taken into account to determine the degree of academic dishonesty and appropriate consequences.

**Grades 9 and 10** – Student will redo the assigned work. The student will receive a 25 per cent deduction on their assignment. If assignment is not completed and handed in within the time frame specified by the teacher, a mark of zero will be recorded. Subsequent occurrences may result in a mark of zero.

**Grade 11** - Student will redo the assigned work. The student will receive a 50 per cent deduction on their assignment. If assignment is not completed and handed in within the time frame specified by the teacher, a mark of zero will be recorded. Subsequent occurrences may result in a mark of zero.

**Grade 12** – A mark of zero will be assigned. There will be no opportunity for the assignment to be re-evaluated.

Note: Consequences may vary depending on the grade and level of a course.

**Consequences for Academic Dishonesty on Tests:**

1. Teacher has a conversation with the student about the incident.
2. If cheating has been determined, the student is assigned a mark of zero.
3. Parents are informed if a student is under 18 years old.
4. In Grades 9 to 12, administration is informed if the situation is not resolved.

**Consequences for Academic Dishonesty on Exams:**

1. If cheating is suspected during the exam, students are allowed to complete the exam.
2. If cheating has been determined during or after the exam there will be a conference involving administration, teacher and the student. A mark of zero will be assigned.
3. Parents are informed if a student is under 18 years old.

**Appeals Process:** Appeals will be requested through the teacher to the administration if the situation is not resolved.

**LATE POLICY**

Students are expected to submit all assignments within the time frame specified by the teacher. Teachers will consider extenuating circumstances when assignments are late or missing. When assignments are late or missing, evidence of student learning is considered to be missing since the student has not demonstrated the expectation(s) being evaluated. Missing evidence of learning may impact a student’s final grade.

If there is a pattern of late or missed assignments, or absences on the day assignments are due, the teacher will work with the parent / guardian, administration and a school team including the Student Success teacher, to determine the reason and plan next steps to help prevent and/or address late and missed assignments.

If a student misses an evaluation or a due date due to an absence, the student and teacher will determine a date for completion upon the student’s return to school.

**Please sign and return this to your teacher by \_\_\_\_\_. Should you have any questions or concerns, please contact the teacher at 882-1910.**

I have read and understand the handout on course expectations and evaluation policies.

Student Signature:\_\_\_\_\_ Parent/Guardian Signature:\_\_\_\_\_

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