

GRADE 11/12 HUMAN ECOLOGY

MCCREARY/ALONSA/GLENELLA SCHOOLS

Level: Grade 11/12

Code: 0486

Program Designation: 30/40s

Credit Value: 1.0 credit

Prerequisites: None

Course Times: Day 2 – 1:00-3:30

Day 4- 1:00-3:30

Day 6 – 1:00-3:30

TEACHER CONTACT INFORMATION

Mrs. A. Dmytriw School Phone Number - 204-835-2083 Email - admytriw@trsd.ca

COURSE OVERVIEW

Grade 11 Human Ecology: This course will encompass areas of food and nutrition, and textile arts and design. Food and nutrition focus on the individual within the community and Canada, including the influence regions have on our personal food choices. Textile arts and design focus on enhanced skill development with textile products. Students will examine manufacturers' and consumers' social responsibilities and the significance of various symbols and adornments in a variety of Canadian cultures

Grade 12 Human Ecology: This course will encompass areas of study within family studies, food and nutrition, and textile arts and design. Food and nutrition are a critical examination of the individual as a responsible citizen through examining food security and accessibility. Textile arts and design focus on advanced skill development with textile products. Students will examine accessibility and use of textiles, manufacturing social responsibilities, and global influences on design trends.

COURSE GOALS

1. Technical and Applied Skills: The learning experiences in this goal will assist students as they develop the knowledge and skills, they need to create products that support individuals, families, and communities. Students will be given the opportunity to explore their ideas through practical experiences in a safe and supportive environment.

2. Fundamentals of Design: The learning experiences in this goal will assist students as they develop the knowledge and skills they will need in the fashion and textile industries. Students will be given the opportunity to explore and use these skills, resources, and processes to create styles or products for individuals, families, and communities.
3. Citizenship and Sustainability: The learning experiences in this goal will assist students as they develop the knowledge and skills, they need to become citizens who look critically at people's quality of life—locally, nationally, and globally—with the desire to make positive changes towards a sustainable and equitable future.
4. Relationships and Influences: The learning experiences in this goal will assist students as they develop the knowledge and skills they need to build and maintain positive relationships and to understand the issues and challenges that affect individuals, families, and communities.
5. Environmental Design: The learning experiences in this goal will assist students as they develop the knowledge and skills related to the built, natural, and human environments. The study of aesthetics, environments, and technology fosters the development of skills and values to understand the complex relationships between human well-being and the places we inhabit.
6. Career Development: The learning experiences in this goal will assist students in developing the knowledge and skills necessary for effective communication, teamwork, and leadership that contribute to success in learning, life, and work.

COURSE PACING/MAJOR ASSIGNMENTS

Curriculum outcomes will be spiraled throughout the course. There will be a major focus on sanitation and safety while in the kitchen and safety in the sewing lab.

The course will be divided between food and nutrition and textile arts and design. In food and nutrition, student's assignments will consist of food preparation, written research assignments, videos and group work. Food items include cookies, lasagna, shepherd's pie, taco pie, fruit pie, cinnamon buns, perogies, stir fry. In textiles and design assignments will consist of hand sewing projects, projects using both the sewing and serger machines, research assignments, group projects and individual assignments. In hand sewing students will be completing, scotty dogs, and a stuffy. Students will also be beading and sewing mitts. Machine projects will involve sewing a sweatshirt. All students will complete an upcycling project where they need to repurpose an article of clothing. Students will also create projects using the Cricut machine.

Students will have a list of projects that must be completed, and they will also have some choice.

COURSE OUTCOMES

In textiles and design, we will be looking at:

Cluster 1 (all course) Demonstrate safe practices and procedures for facilities, processes, tools, and equipment. Develop literacy and numeracy skills as they apply to textile arts.	Cluster 2 (all course) Develop understanding of the elements and principles of design. Develop understanding of cultural fashion	Cluster 3 (4 weeks) Explore social justice as it relates to textiles and apparel Explore sustainable environmental trends and challenges related to textiles and apparel. Explore clothing security and availability issues Explore making informed and responsible consumer decisions related to textiles and apparel.
Cluster 4 (2 weeks) Develop understanding of influences on apparel choices. Develop understanding of the relationship between apparel and body image.		Cluster 6 (all course) Demonstrate personal and social skills. Demonstrate thinking and decision-making skills. Demonstrate teamwork skills. Demonstrate understanding of project management skills. Explore careers related to textile arts and design.

In Food and Nutrition, we will be looking at:

Cluster 1 (all course)	Cluster 2 (3 weeks)	Cluster 3 (1 week)
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Demonstrate appropriate sanitation practices. Create and maintain a safe working environment. Demonstrate safe and sanitary food handling practices. Demonstrate literacy skills as they apply to food and nutrition. Demonstrate numeracy skills as they apply to food and nutrition. Demonstrate understanding of food preparation fundamentals and skills.	Develop an understanding of nutrients. Demonstrate food literacy for achieving and maintaining health and wellness Develop understanding of the relationship between food choices and health/wellness.	Explore issues around food security and social justice.
Cluster 4 (all course) Develop understanding of influences on food choices. Develop understanding of healthy food relationships.	Cluster 5 (all course) Demonstrate personal and social skills. Demonstrate thinking and decision-making skills Demonstrate teamwork skills. Demonstrate project management skills Explore careers related to food and nutrition.	

There will be tests, written assignments, group projects, and leave slips used throughout the course.

Course pacing and assignments are subject to change at the teacher's discretion.

The full curriculum may be found at:

www.edu.gov.mb.ca/k12/cur/teched/he_framework/docs/human_ecology/gr9-12-full.pdf

MATERIALS

Students are expected to bring the following materials to all classes:

- pen/pencil, binder with loose leaf or notebook with lined pages
- textbooks will be kept in the classroom until needed – students may sign them out if they are needed for homework

-all sewing must be completed at school

EVALUATION

Course work will be worth 70% of your final mark and the final project will be worth 30%. All course work will be cumulative. There will be a variety of assessment tools utilized, rubrics, tests, antidotal etc. Formative assessment will include homework checks, leave slips etc.

An assignment is due on the due date. Students who are unable to meet that due date must make arrangements with the teacher or take an incomplete. Teachers will use their discretion based on circumstances to make their final decision. An incomplete will result in a mark of zero.

Students will fill out a daily log each day they are in the sewing lab. They will self-assess themselves with a mark out of 5. Logs will be handed in monthly to be checked.

Students fill out a cooking rubric for each cooking experience and self-assess. Rubrics are handed in before students are able to leave the class. The teacher has final say on the rubric.

All sewing must be completed at school. Students will not be allowed to take home sewing projects.

ADDITIONAL INFORMATION

1. Students are expected to be on time for class. A student will be marked absent if he/she is 10 or more minutes late to class. The student will be expected to wait quietly at the classroom door until the teacher addresses the student's tardiness. It is up to the teacher whether to allow the student to enter the classroom.
2. Students are expected to be in class daily. If a student is absent from 5 or 10 classes, parents will receive an email or letter. After 10 absences there may be a meeting with the teacher and/or principal, parents and student to identify the barriers/obstacles preventing regular attendance and to develop a plan to prevent future absences. You may be removed from the class if there are too many absences at the administration's discretion.
3. Students are expected to show respect to fellow students and teachers.
4. Students are expected to try their hardest.
5. Students are not to interrupt other students' learning.
6. Students are responsible for all homework and notes which were missed while they were absent. Students are encouraged to ask a classmate upon returning to catch up on the materials covered during their absence.
7. Research shows that homework is important to learning in high school. Students require enough practice in order to achieve skills. Completing all homework is critical to overall learning.

8. Cell phones and other wireless communication devices are not permitted during class time.
9. If work is not completed during class time it will be assigned as homework.
10. Alonsa/Glenella/McCreary School Handbook outlines the expectations regarding academic dishonesty (If at any time you are unsure about an assignment it is the student's responsibility to ask for clarification)
11. If students miss a cooking class, they are expected to make it up at home.