

GRADE 9 HUMAN ECOLOGY

2021

STE. ROSE SCHOOL

Level: Grade 9

Code: 0486

Program Designation: 10s

Credit Value: 1.0 credit

Prerequisites: None

Course Times: Day 2- 10:48-12:00 Day 4- 10:48-12:00 Day 4-1:00-2:12

Day 5- 10:48-12:00 Day 6- 10:48-12:00 Day 6-1:00-2:12

TEACHER CONTACT INFORMATION

Mrs. A. Dmytriw School Phone Number - 204-447-2088 Email - admytriw@trsd.ca

COURSE OVERVIEW / FOCUS OF CLASS

This course will encompass areas of study within food and nutrition, and textile arts and design. Food and nutrition focus on the individual and the relationships and influences that affect food choices. Students will examine the fundamentals of nutrition. The textile arts and design component of this course will explore a basic understanding of textiles available to the individual consumer and how those textiles can be constructed, designed, used, and obtained. Students will examine personal use of textiles, individual clothing choices, sustainability of local communities, and an introduction to environmental design.

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 Nutrition: The learning experiences in this goal will assist students as they develop the knowledge and skills, they need to evaluate nutrition knowledge and develop an appreciation of food to enhance the health and well-being of individuals, families, and communities.

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

Students will work on goal 1 throughout the course while the other goals will be spiraled throughout the course. This year we will be focusing on the sewing portion of the curriculum as we are unable to be in the kitchen due to Manitoba Health guidelines related to Covid.

The course will be divided between food and nutrition and textile arts and design. In food and nutrition, student's assignments will consist of written research assignments, videos and group work. 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 assignment.

Students will be shown 15 projects and they will be responsible for completing 10 of the projects of their choosing. As students work on their projects, they will complete assignments that go with each.

Students will be able to choose between hand sewing, machine sewing/serger and design using the Cricut machine. They will be able to choose between stuffed animals, emoji pillows, gym bags, pillows, furry friends, reusable shopping bags, pajama pants, upcycling clothing, knitting, cards, flowers, shadow boxes, monogram items, mandalas and more.

COURSE OUTCOMES

In textiles and design we will be covering:

<p>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.</p>	<p>Cluster 2 (all course) Develop understanding of the elements and principles of design. Develop understanding of cultural fashion</p>	<p>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.</p>
<p>Cluster 4 (2 weeks) Develop understanding of influences on apparel choices. Develop understanding of the relationship between apparel and body image.</p>	<p>Cluster 5 (all course) Develop understanding of environmental design. Demonstrate understanding of the principles and elements of environmental design</p>	<p>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.</p>

In Food and Nutrition, we will be covering:

	Cluster 2 (3 weeks) 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.	Cluster 3 (1 week) 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, 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 exam 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. The final exam will be a project.

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.

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. 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 teacher.
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 iPods are not permitted in class unless they are being used for research purposes. Students will be treated as young adults and may keep their device on themselves during class. If they choose to be on their device, they will need to hand them in to the teacher at the beginning of every class.
9. If work is not completed during class time it will be assigned as homework.

10. Ste. Rose 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.
12. Extra help is available at lunch, when I am not on duty, or after school. It is up to the student to make arrangements to come in.