

# PLAR

Prior Learning Assessment and Recognition (PLAR)

PLAR Resource Guide for Adult Learning Centres

Family Studies 40S

Version 2 July 2007



PLAR Skills  
Assessment  
Learning  
Knowledge  
recognition  
Change prior  
Skills  
Prior  
Change Learning  
Assessment  
Prior Learning  
knowledge  
Change  
skills recognition  
Knowledge  
prior  
Learning  
Assessment  
recognition  
Skills  
PLAR

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## INTRODUCTION

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The Family Studies course provides skills and knowledge in the areas of parenting, money management, relationships, and the well-being of individuals/families. Learners have the opportunity to increase their knowledge as to how individuals/families function in society during different stages of the life cycle.

Throughout the human life cycle, people need to be cared for and to care for themselves and others. Nurturing and caregiving skills are utilized along with knowledge of human growth and development to anticipate changing personal and family needs.

As an adult returning to school, you may have acquired the skills to demonstrate the outcomes of the Family Studies 40S course. Depending on your background and experience you may well have acquired many or all of these skills and challenging the credit through the PLAR process is a good option for you.



## GENERAL LEARNING OUTCOMES (GLO)

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### **GLO 1      Family Relationships**

To examine and analyze the importance of developing effective family relationships in society

### **GLO 2.      Human Development**

To investigate various theories of development in order to apply appropriate nurturing techniques that enhance human development

### **GLO 3      Caregiving through the Life Cycle**

To distinguish among present and future factors that will affect the needs and wants of individuals and families

### **GLO 4      Individual Relationships and Communication**

To explore and apply communication, decision-making, and conflict resolution skills to various situations and Relationships

### **GLO 5      Personal Decisions and Community Connections**

To examine various characteristics of personal development that enable a healthy adult lifestyle that contributes to the community and society

### **GLO 6      Diversity in Society**

To identify and discuss cultures and lifestyles in various situations



## SPECIFIC LEARNING OUTCOMES

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It is expected that the student will:

- **GLO 1. Family Relationships**

*Family Connections*

### **1.1 History of the Family**

S4 1.1.1 compare and contrast historical and contemporary family functions, e.g., socialization

### **1.2 Family Functions and Forms**

S4 1.2.1 identify and describe the societal changes that influence variations in family forms, e.g., nuclear, extended, single parent, blended, teen parenting, single—never married, divorce, common law, widowhood, separation, refilled nest, sandwich generation

S4 1.2.2 interpret the ways in which societal change influences variations in family forms

S4 1.2.3 analyze the ability of the individual family form to meet the various functions of family, e.g., socialization

### **1.3 Family Life Cycle**

S4 1.3.1 identify and describe stages in the family life cycle, e.g., young couple, family with young children, family with adolescent children, empty nest, launching years, later in life

S4 1.3.2 analyze how various stages of the adult life cycle affect the family life cycle, e.g., choosing to have your first child at mid-life, newly formed step-families having additional children

### **1.4 Adult Life Cycle**

S4 1.4.1 identify and describe stages in the adult life cycle, e.g., transition to adulthood, provisional adulthood, transition to 30s, midlife transition, rediscovery phase, aging

- **GLO 2. Human Development**

*Youth to the Elderly*

### **2.1 Growth**

S4 2.1.1 identify and describe the physiological stages of growth and development during late adolescence, adulthood, and through to old age, and how each stage can be nurtured

### **2.2 Development**

S4 2.2.1 identify and describe the physical, intellectual, emotional, moral, and social theories of development from late adolescence to old age, e.g., Piaget, Erikson, Maslow, Kohlberg

S4 2.2.2 articulate aspects that contribute to maturity, e.g., chronological, physical, emotional, social, intellectual

### **2.3 Reproduction**

S4 2.3.1 describe the male and female reproductive systems and the process by which fertilization takes place

S4 2.3.2 evaluate the role of abstinence in relationships, e.g., mental health, pregnancy prevention, physical health—STIs, emotional health



## SPECIFIC LEARNING OUTCOMES

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### 2.4 Contraceptive Options

S4 2.4.1 differentiate between various contraceptive options, e.g., abstinence, male condom, male condom plus spermicide, female condom, birth control pill, no vaginal intercourse, diaphragm and jelly, cervical cap, spermicides, IUCD, sponge, Depo-Provera, Norplant, vasectomy, tubal ligation, rhythm method

- **GLO 3. Caregiving through the Life Cycle**

*The Elderly*

### 3.1 Human Needs

S4 3.1.1 describe theories of human needs and how they apply to the aging adult

### 3.3 Nurturing/Caring Environment

S4 3.3.1 describe the signs and symptoms of chronic medical conditions, e.g., Alzheimer's disease, diabetes, osteoporosis, heart conditions, strokes, cardiovascular conditions

S4 3.3.2 understand the implications of lifestyle choices and their relationship to medical conditions

S4 3.3.3 analyze the various caregiving choices and the impact on the quality of life for seniors and the family

S4 3.3.4 develop a personal philosophy regarding the treatment of the elderly in society

S4 3.3.5 identify issues related to elder abuse and neglect

### 3.4 Changing Needs

S4 3.4.1 identify and describe the physical, psychological, and social changes that occur during the aging process, e.g., – physical changes

– psychological changes, e.g., Emotional: depression, loneliness; Cognitive: dementia, Alzheimer's

– social changes, e.g., significant other, children, grandchildren, extended family and friends, contributions seniors make to society

S4 3.4.2 examine the factors that influence how seniors meet their needs and wants, e.g., housing, nutrition, financial planning, health care

### 3.5 Death and Dying

S4 3.5.1 identify and describe preparations, practices, and adjustments that result from the loss of a family member in various cultures, e.g., grieving/mourning, funerals, widowhood, financial/legal arrangements, ethical aspects of death, changing family roles, support services, wills



## SPECIFIC LEARNING OUTCOMES

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### **GLO 4. Individual Relationships and Communication**

#### *Communication at Home and Work*

#### **4.1 Communication**

S4 4.1.1 identify and demonstrate effective communication skills to create healthy work and family relationships, e.g., sending a clear message, effective listening, barriers to communication, negotiation, decision making

S4 4.1.2 analyze how communication skills and techniques contribute positively in the workplace and at home

#### **4.2 Nurturing Relationships**

S4 4.2.1 describe and explain the concept of relationships with significant others at home and at work

S4 4.2.2 identify and describe how the relationship between significant others changes throughout the life cycle

S4 4.2.3 explain the role love plays in various relationships (types of love)

S4 4.2.4 compare and contrast the principles of attraction, infatuation, and love

S4 4.2.5 analyze and evaluate strategies for building, maintaining, and ending relationships

S4 4.2.6 recognize and critique factors to be considered when contemplating marriage, e.g., cultural diversity, finances, family and in-laws, careers, children and parenting, religion, goals, fidelity

#### **4.4 Stress and Lifestyle**

S4 4.4.1 describe the effect of addictions on family members, e.g., gambling, alcohol, drugs

S4 4.4.2 describe the effects of family violence

S4 4.4.3 determine resources available for families with addiction or violence issues

S4 4.4.4 demonstrate appropriate stress management/problem-solving techniques for addiction or violence issues

- **GLO 5. Personal Decisions and Community Connections**

#### *Life Plans and Self-Management*

#### **5.1 Character Development**

S4 5.1.1 discuss factors that influence self concept

S4 5.1.2 identify behaviours that promote health and wellness

S4 5.1.3 define, classify, and determine personal values and goals

S4 5.1.4 examine how decisions affect one's well-being

S4 5.1.5 examine the impact of environment on developing character

S4 5.1.6 define personality and personality traits

S4 5.1.7 examine theories of personality, e.g., Freud, Lewin, Jung, Adler

#### **5.5 Work and Family Life**

S4 5.5.1 describe gender roles and household division of labour, e.g., caring for elderly family members, dependent children, housework

S4 5.5.2 analyze the impact of societal change and work outside the home, e.g., job sharing, flex time, self employment



## SPECIFIC LEARNING OUTCOMES

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### **5.6 Resource Management**

S4 5.6.1 describe ways that individuals and families acquire resources to meet their needs and wants, e.g., time and money management, physical energy, skill development

S4 5.6.2 compare and evaluate various financial practices, e.g., credit cards, loans, banking, investing

S4 5.6.3 identify and describe the effects of financial insecurity (e.g., unemployment, poverty, demotion in the workplace) and design coping strategies for families

S4 5.6.4 demonstrate appropriate stress management/problem-solving techniques for financial difficulties

- **GLO 6. Diversity in Society**

*Differences in Relationships*

### **6.6 Relationship Trends**

S4 6.6.1 identify and describe trends and changes in family structure that affect families, e.g., separation, divorce, remarriage, cohabitation

S4 6.6.2 discuss legal/cultural/religious implications before, during, and after marriage, e.g., marriage, cohabitation, annulments, divorce, remarriage, marriage contracts



## PLAR SELF ASSESSMENT

**Course:** Family Studies 40S

### Self – Assessment Checklist

The first step in the PLAR process is the filling out of the Self Assessment form. Consider each question carefully. The checklist indicates all of the learning outcomes covered in the Family Studies 40S course. Use the self-assessment to measure your abilities in the different areas and to uncover weak areas that you might have.

The total possible score is 184. If your score is:

<b>147 or more</b> ✓	<b>100-147</b> ✓	<b>Less than 100</b> ✓
You have a good chance of succeeding in the PLAR process	You could proceed with the challenge process after self study to improve in weak areas or you could challenge specific parts of the course.	Take the Family Studies 40S course. It is unlikely that you would be successful in the PLAR process.

### PLAR Challenge Assessment Process

Once you have completed the self-assessment and decide that you are ready to challenge the Family Studies 40S course or individual units, to the assessment section, which outlines different assessment procedures that you might go through in order to receive recognition for this course (or a unit) through the PLAR process.

Total possible number of checkmarks is **184**.

**Discuss your results with an Adult Learning Centre PLAR Advisor.**

**Note:** Individual adult learning centres may have additional requirements. Speak to the PLAR advisor for more information.

## SELF-ASSESSMENT CHECKLIST

Circle the number that best represents your answer to the questions below. Make a check in the far column if you can prove or demonstrate the skill described.

Section 1: Family Relationships	Specific Learning Outcomes	Never 0	Rarely 1	Sometimes 2	Often 3	Always 4	Check if you can prove or demonstrate
1. Can you identify the different family functions?	1.1.1	0	1	2	3	4	
2. Can you list at least 8 of the 12 different family forms?	1.2.1	0	1	2	3	4	
3. Can you explain the ways in which societal change influences variations in family forms?	1.2.2	0	1	2	3	4	
4. Can you explain what type of family form your family fits?	1.2.3	0	1	2	3	4	
5. Can you identify and diagram the stages in the family life cycle?	1.3.1	0	1	2	3	4	
6. Can you describe the stages in the adult life cycle?	1.4.1	0	1	2	3	4	
<b>Section 1: Sub-total</b> <b>Add left to right</b>		+	+	+	+	+	=

## SELF-ASSESSMENT CHECKLIST

Circle the number that best represents your answer to the questions below. Make a check in the far column if you can prove or demonstrate the skill described.

Section 2: Human Development	Specific Learning Outcomes	Never 0	Rarely 1	Sometimes 2	Often 3	Always 4	Check if you can prove or demonstrate
1. Can you describe what a teenager is like? (Physically, emotionally, socially)	2.1.1	0	1	2	3	4	
2. Can you describe what an elderly person is like? (Physically, emotionally, socially)	2.1.1	0	1	2	3	4	
3. Can you define maturity?	2.2.2	0	1	2	3	4	
4. Can you explain the role of abstinence in relationships?	2.3.2	0	1	2	3	4	
5. Can you identify 3 different contraceptive options?	2.4.1	0	1	2	3	4	
<b>Section 2: Sub-total</b> <b>Add left to right</b>		+	+	+	+	+	=

## SELF-ASSESSMENT CHECKLIST

Circle the number that best represents your answer to the questions below. Make a check in the far column if you can prove or demonstrate the skill described.

Section 3: Caregiving through the Life Cycle	Specific Learning Outcomes	Never 0	Rarely 1	Sometimes 2	Often 3	Always 4	Check if you can prove or demonstrate
1. Can you list the basic human needs?	3.1.1	0	1	2	3	4	
2. Can you identify and describe the signs and symptoms of 2 or 3 chronic mental illnesses?	3.3.1	0	1	2	3	4	
3. Can you describe the various caregiving choices for seniors?	3.3.3	0	1	2	3	4	
4. Do you have a personal philosophy regarding the treatment of the elderly in society?	3.3.4	0	1	2	3	4	
5. Can you identify issues related to elder abuse and neglect?	3.3.5	0	1	2	3	4	
6. Can you describe the characteristics of an elderly person? (Physically, emotionally, socially)	3.4.1	0	1	2	3	4	
7. Could you list the 3 factors that influence how seniors meet their needs and wants?	3.4.2	0	1	2	3	4	
8. Can you describe the funeral of a loved one and the impact the loss has on the family?	3.5.1	0	1	2	3	4	
<b>Section 3: Sub-total</b> <b>Add left to right</b>		+	+	+	+	+	=

## SELF-ASSESSMENT CHECKLIST

<b>Section 4: Individual Relationships and Communication</b>	<b>Specific Learning Outcomes</b>	<b>Never  0</b>	<b>Rarely  1</b>	<b>Some- times  2</b>	<b>Often  3</b>	<b>Always  4</b>	<b>Check if you can prove or demonstrate</b>
1. Can you demonstrate effective communication skills?	4.1.1	0	1	2	3	4	
2. Can you demonstrate effective listening?	4.1.1	0	1	2	3	4	
3. Can you describe how the relationship between you and your spouse has changed since you first met?	4.2.2	0	1	2	3	4	
4. Can you list 2 different types of love?	4.2.3	0	1	2	3	4	
6. Can you distinguish between infatuation, love and attraction?	4.2.4	0	1	2	3	4	
7. Can you explain how to build, maintain, and end relationships?	4.2.5	0	1	2	3	4	
8. Can you identify 3 factors you considered when you were contemplating marriage?	4.2.6	0	1	2	3	4	
9. Are you aware of the different addictions and their effect on the family?	4.4.1	0	1	2	3	4	
10. Can you identify the signs of family violence and describe the effects on the family?	4.4.2	0	1	2	3	4	
11. Are you able to find resources for families with addiction or violence issues?	4.4.3	0	1	2	3	4	
12. Can you demonstrate stress management/problem-solving techniques for addiction or violence issues?	4.4.4	0	1	2	3	4	
<b>Section 1: Sub-total</b>							
<b>Add left to right</b>		+	+	+	+	+	=

## SELF-ASSESSMENT CHECKLIST

Section 5: Personal Decisions And Community Connections	Specific Learning Outcomes	Never 0	Rarely 1	Sometimes 2	Often 3	Always 4	Check if you can prove or demonstrate
1. Can you describe what you think of yourself?	5.1.1	0	1	2	3	4	
2. Can you identify behaviours that promote health and wellness?	5.1.2	0	1	2	3	4	
3. Can you identify your personal goals and values?	5.1.3	0	1	2	3	4	
4. Can you identify how decisions have affected your well-being?	5.1.4	0	1	2	3	4	
5. Can you describe the impact of environment on the development of your character?	5.1.5	0	1	2	3	4	
6. Can you define personality and identify your personality traits?	5.1.6	0	1	2	3	4	
7. Can you name 2 of the theories of personality?	5.1.7	0	1	2	3	4	
8. Can you describe the gender roles and household division of labour in your home?	5.5.1	0	1	2	3	4	
9. Can you share your feelings on individuals working outside the home?	5.5.2	0	1	2	3	4	
10. Can you demonstrate the use of a budget?	5.6.1	0	1	2	3	4	
11. Can you demonstrate the use of a check book? (entries, balancing, reconciling)	5.6.2	0	1	2	3	4	
12. Can you list 3 of the effects of financial insecurity?	5.6.3	0	1	2	3	4	
13. Can you demonstrate stress management and/or problem solving techniques for financial difficulties?	5.6.4	0	1	2	3	4	
<b>Section 1: Sub-total Add left to right</b>		+	+	+	+	+	=

## SELF-ASSESSMENT CHECKLIST

<b>Section 6: Diversity in Society</b>	<b>Specific Learning Outcomes</b>	<b>Never 0</b>	<b>Rarely 1</b>	<b>Sometimes 2</b>	<b>Often 3</b>	<b>Always 4</b>	<b>Check if you can prove or demonstrate</b>
1. Can you identify and describe the trends and changes in family structure that affect families?	6.6.1	0	1	2	3	4	
2. Can you identify legal/cultural/religious implications before, during and after marriage?	6.6.2	0	1	2	3	4	
<b>Section 1: Sub-total</b> <b>Add left to right</b>		+	+	+	+	+	=

## SCORING

Enter your mark total for each section below:

1. Family Relationships \_\_\_\_\_
  2. Human Development \_\_\_\_\_
  3. Caregiving through the Life Cycle \_\_\_\_\_
  4. Individual Relationships & Communication \_\_\_\_\_
  5. Personal Decisions & Community Connections \_\_\_\_\_
  6. Diversity in Society \_\_\_\_\_
- Total** \_\_\_\_\_

Total possible number of checkmarks is **184**

**Discuss your results with an  
Adult Learning Centre  
PLAR Advisor.**

### SUGGESTED COURSE OF ACTION

<b>147 or more</b> √	<b>100-147</b> √	<b>Less than 100</b> √
You have a good chance of succeeding in the PLAR process.	You could proceed with the challenge process after self-study to improve in weak areas, or you could challenge specific parts of the course.	Take the Family Studies 40S course. It is unlikely that you would be successful in the PLAR process.





## PLAR CHALLENGE PROCESS

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Should you decide to proceed with the challenge process for a PLAR credit in Family Studies 40S, you then meet with your assessor to agree on a course of action, which will involve some combination of the following:

- Interview
- Completion of Core Assignments
- Research Essay
- Providing Documentation of required skills
- Demonstration of required skills

If you can document or demonstrate the outcomes required by a core assignment, you may not need to do that unit.

### **Examples of documents, etc., you may have created:**

- A budget example
- Research paper related to the family
- Workshop documentation as it relates to the family

### **Examples of demonstrations**

- Demonstrate parenting style through role play, video re-creation
- Demonstrate communication skills through role play
- Prepare and give a speech or a presentation



## CORE ASSIGNMENTS

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Note that each core assignment below is correlated to one or more of the General Learning Outcomes, so as to cover the outcomes of the entire course.

### **Core Assignment # 1**

#### **Outcome Links**

- 1.0 Family Relationships
  - 1.1 History of the Family
  - 1.2 Family Functions and Forms
  - 1.3 Family Life Cycle
  
- 6.0 Diversity in Relationships
  - 6.6 Relationship trends

#### **Tasks**

1. Create a chart that compares and contrasts the historical and contemporary families. Include the societal changes that influence the variations in family forms.
  
2. Draw a picture which explains the stages of the family life cycle. Include a description of each stage.

### **Core Assignment # 2**

#### **Outcome Links**

- 2.0 Human Development
  - 2.1 Growth
  - 2.2 Development

#### **Tasks**

1. Research the various theories of development from late adolescence to old age. In this essay identify and describe the physical, intellectual, emotional, moral and social theories of 2 of the following individuals; Piaget, Maslow, Erikson, or Kohlberg.



## CORE ASSIGNMENTS

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### **Core Assignment # 3**

#### **Outcome Links**

- 3.0 Caregiving through the Life Cycle
  - 3.1 Human Needs
  - 3.3 Nurturing/Caring Environment
  - 3.4 Changing Needs
  - 3.5 Death and Dying

#### **Tasks**

1. Create a list of the basic human needs and the ways in which individuals attempt to fulfill these needs. Also, provide information on how these needs can change and if there are specific time periods when this change can occur.
2. Interview a mental health professional. Choose a mental illness and create a list of 10-15 questions. Make an appointment to interview a mental health professional. Write a summary of the information gathered and include brochures or other documentation.
3. Write your philosophy regarding the treatment of the elderly in society.

### **Core Assignment # 4**

#### **Outcome Links**

- 4.0 Individual Relationships and Communication
  - 4.1 Communication
  - 4.2 Nurturing Relationships
  - 4.4 Stress and Lifestyle

#### **Tasks**

1. Demonstrate through role play effective communication techniques.
2. Write your autobiography. Focus on the dating and marriage relationship between you and your spouse. How did it start, how has it changed, matured, etc.?
3. Create a miniature scrapbook that shows how you alleviate stress in your life. Use magazine pictures or actual photographs that show your hobbies, ways you like to relax, etc.



## CORE ASSIGNMENTS

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### Core Assignment # 5

#### Outcome Links

- 5.0 Personal Decisions and Community Connections
  - 5.1 Character Development
  - 5.5 Work and Family Life
  - 5.6 Resource Management

#### Tasks

1. Create a budget based on a net income of \$30,000. You have a mortgage of \$500/month, car loan of \$350/month, and 3 credit cards (2 are maxed out at \$3000 each, 1 is only at \$759.00). You attend church on a regular basis. You have 2 children and a spouse who does not work outside the home.
  
2. Prepare for an interview on Character Development and Family Life. Your instructor will conduct the interview.



## PLAR DOCUMENTATION OR ASSIGNMENTS FOR CREDIT

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These assignments will demonstrate skill, knowledge and judgment for the purpose of providing PLAR credit in the Senior 4 Family Studies course. Not all assignments will be required. Discuss with your PLAR advisor which questions will be required based on documentation presented.

1. Provide a copy of your working budget or create a budget for your household. The Consumer 30 Math Budget chapter can also be used for this assignment. Provide documentation of your investment portfolio. Be sure to delete personal information, such as Social Insurance Number, Birth Date, and Account Number. Some examples would be RRSP, RIF, Bonds, Stock Certificates, etc. (SLO 5.6)
2. Write a 1000 word research paper on the various theories of development from late adolescence to old age. In this research paper, identify and describe the physical, intellectual, emotional, moral and social theories of 2 of the following individuals; Piaget, Maslow, Erikson, or Kohlberg. Include a bibliography and any case studies that may be helpful. (SLO 2.0)
3. Write a 500 word autobiography. Focus on the dating and marriage relationship between you and your spouse. How did it start, how has it changed, matured, etc.? (SLO 4.2)
4. Interview a mental health professional. Choose a mental illness and create a list of 10-15 questions. Make an appointment to interview a mental health professional. Write a 750-1000 word summary of the information gathered and include brochures or other documentation. (GLO 3.0)
5. Create a 5-8 page miniature scrapbook that shows how you alleviate stress in your life. Use magazine pictures or actual photographs that show your hobbies, ways you like to relax, etc. Also, include written descriptions throughout. (SLO 4.4)
6. Prepare for an interview on Character Development and Family Life and Relationships. Read the relevant chapters from the textbook and preview the interview questions. Contact your instructor to schedule the interview. (GLO 1.0, 5.0, 6.0)

### **1. Budget/Investment Portfolio**

Provide a copy of your working budget or create a budget for your household. The Consumer 30 Math Budget chapter can also be used for this assignment.

Provide documentation of your investment portfolio. Be sure to delete personal information, such as Social Insurance Number, Birth Date, and Account Number. Some examples would be RRSP, RIF, Bonds, Stock Certificates, etc.

\*\* Below is a Household budget example. You do not have to follow this exactly, but it is a place to start.

**Personal Budget Calculator from Free Financial Advice**

<http://www.free-financial-advice.net/>

## PLAR DOCUMENTATION OR ASSIGNMENTS FOR CREDIT

### Working Budget

Results	Monthly	Yearly	%	Comments
Total Income	\$0.00	\$0.00		
Necessary expenses	\$0.00	\$0.00		
Discretionary Income	\$0.00	\$0.00		
Investment Spending	\$0.00	\$0.00		
Discretionary Income Less Investments	\$0.00	\$0.00		
Discretionary Spending	\$0.00	\$0.00		Keep this as low as possible
<b>Amount remaining to save or invest</b>	<b>\$0.00</b>	<b>\$0.00</b>		Try to keep this % above 5%, above 20% is outstanding.

Income	Monthly Budget	Annual Amount	Comments
Primary Income	\$0.00	\$0.00	
Spouse's Income	\$0.00	\$0.00	
Child support or alimony		\$0.00	
Social Security Income		\$0.00	
Disability Income		\$0.00	
Pension Income		\$0.00	
Investment Income		\$0.00	
Real Estate Investment Income		\$0.00	Include expenses from this below
Business Income		\$0.00	From your own business, include expenses below
Other Income		\$0.00	
<b>Total Income</b>	<b>\$0.00</b>	<b>\$0.00</b>	

Necessary Expenses	Monthly Budget	Annual Amount	Comments
Payroll Taxes	\$0.00	\$0.00	
Other Income Deductions	\$0.00	\$0.00	
Tent or Mortgage		\$0.00	
2 <sup>nd</sup> Mortgage or Home Equity Loan		\$0.00	
Property Taxes		\$0.00	
Water		\$0.00	
Garbage		\$0.00	
Gas & Electric		\$0.00	
Auto Insurance		\$0.00	
Auto Repairs		\$0.00	
Food and groceries		\$0.00	
Clothing		\$0.00	
Telephone		\$0.00	
Home or Renters Insurance		\$0.00	
Health care/insurance costs		\$0.00	
Student Loans		\$0.00	
Home Repairs		\$0.00	Include furniture, maintenance
Home Supplies		\$0.00	
Dry Cleaning		\$0.00	
Laundry		\$0.00	
Investment Real Estate Expenses		\$0.00	
Business Income Expenses		\$0.00	
Childcare		\$0.00	
<b>Total Necessary Expenses</b>		<b>\$0.00</b>	

## PLAR DOCUMENTATION OR ASSIGNMENTS FOR CREDIT

<b>Discretionary Expenses</b>	<b>Monthly Budget</b>	<b>Annual Amount</b>	<b>Comments</b>
Credit Card Bills		\$0.00	
Auto Loan (s)		\$0.00	
Gasoline		\$0.00	
Cable or Satellite TV		\$0.00	
Mobile Phone (s)		\$0.00	
Home Improvement		\$0.00	
Home Security		\$0.00	
Garden Supplies		\$0.00	
Entertainment (Not dining Out)		\$0.00	
Travel & Vacation		\$0.00	
Pets, Pet Care, Pet Food		\$0.00	
Clothing (above what's needed)		\$0.00	
Internet Charges		\$0.00	
Computer Costs		\$0.00	
Gym Membership		\$0.00	
Beer & Alcohol		\$0.00	
Cigarettes & Tobacco		\$0.00	
Tool Discretionary Expense		\$0.00	
<b>Total Discretionary Expenses</b>	<b>\$0.00</b>	<b>\$0.00</b>	

<b>Investment Spending</b>	<b>Monthly Budget</b>	<b>Annual Amount</b>	<b>Comments</b>
401 K, 403B deposits		\$0.00	
IRA Deposits		\$0.00	
Employee Stock Plans		\$0.00	
Brokerage Deposits		\$0.00	
Other		\$0.00	
<b>Total Investment Spending</b>	<b>\$0.00</b>	<b>\$0.00</b>	



### 2. Research Paper

The following is taken from the Senior 4 Family Studies (40S): A Course for Distance Learning Field, Validation Version.

#### a. Organizing a Research Paper

- Determine the topic you are to write about.
- Learn as much as you can about your subject.
- Find an interesting way to write about your subject.
- Create an overall plan or outline using an organizational flow chart (see the following sample).\*
- Refer to your organizational flow chart while writing.

\*Note: You must submit your organizational flow chart, along with your completed paper, to your instructor for grading.

#### b. Citing Sources

It doesn't matter where you find your information. What matters is that you give them credit for the information that you have used. When in doubt, cite your sources.

#### Include:

- Who wrote it
- What is it called
- Where and by whom it was published or produced
- When it was published or produced

**c. Bibliography**

A bibliography is a list of all the sources used to find the information for your paper. You must include a bibliography with the research paper.

**Bibliographic Form**

- Do not number items in a list of references.
- Arrange the list alphabetically by the author's last name (if there is more than one author, use the first one listed).
- Indent the first line in an item.
- Single-space each item. Double-space between items.
- Carefully follow rules for punctuation – see examples that follow.

**Examples**

- Books

Form – Author's last name, Initial(s), (copyright date). Title (ed.). City: Publisher.

Example – Mitchell, T.R. & Larson, J.R. Jr. (1987). People in Organizations: An Introduction to Organizational Behavior (3<sup>rd</sup> ed.). New York: McGraw-Hill.

- Periodicals (journals, newspapers, magazines)

Form – Author's last name, initial(s), (date). Title of Article. Name of Journal, Vol. No. (Issue No.), page numbers.

Example – Marx, J.R. (1986). Gene Therapy – So Near and Yet So Far. Science, 45(2), 10-15.

- Encyclopedias

Form – Editors, et al. (Year). Title of article. Name of Encyclopedia. (Volume, pages). City: Publisher.

Example – Sadie, S. (Ed.). (1985). Genetic Engineering. World Book Encyclopedia, (6<sup>th</sup> ed., Vol.8, 85-87). London: Macmillan.

- Website

Form – (Author or owner of the website if available), Title of website. Web address. (Date of access).

Example – Diving into the Gene Pool.  
[http://www.exploratorium.edu/genepool/genepool\\_home.html](http://www.exploratorium.edu/genepool/genepool_home.html)  
(20 March 1996).

**d. Format Requirements**

1. Margins – 1 inch top and bottom margins, 1 ½ inch left margin and 1 inch right margin.
2. Page Numbering – usually at the bottom of the page (centered or on the right hand side). The title page is not numbered: the first page of text is page 2.
3. Title Page – should include the title and course name, and your name and date (see the sample below).
4. Text – should be double spaced. Headings should be bolded and/or underlined.
5. Type Styles – Times New Roman or Arial
6. Type Size – 12 point
7. Length of Paper – 4 to 6 pages, typed, not including the Title Page

**e. Sample Title Page**

<p style="text-align: center;"><b>The Risks of Teen Pregnancy</b></p> <p style="text-align: center;"><b>Senior 4 Family Studies</b> <b>A Course for Distance Learning</b> <b>Instructor's Name</b></p> <p style="text-align: center;"><b>Your Name</b> <b>Date</b></p>
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## MARKING RUBRIC

	<b>3 - Exemplary</b>	<b>2 - Satisfactory</b>	<b>1 - Unsatisfactory</b>	
<b>Organizational Flow Chart</b> 9 marks	Flow chart is well-developed and includes all topics.	Topics are not well developed on flow chart, or there are some omissions.	Attempted flow chart with difficulties or no flow chart included.	__x3= __
<b>Introduction</b> 6 marks	Introduction does all of the following effectively: Explains the purpose of the paper, provides context for the paper and gives an overview.	Introduction does at least two of the following effectively: explains the purpose of the paper, provides a context for the paper, and gives an overview.	Introduction does not effectively explain the purpose of the paper, provide a context for the paper, or give an overview.	__x2= __
<b>Body Communication</b> 12 marks	Communicates ideas logically and completely with a high degree of clarity and confidence.	Communicates information and ideas with some clarity.	Communicates information and ideas with limited clarity.	__x4= __
<b>Knowledge/ Understanding</b> 12 marks	Thorough knowledge of facts, concepts, principles or theories in own writing.	Some knowledge of facts, concepts, principles, or theories in own writing.	Knowledge and understanding is limited, contradictory, or incorrect, as well as copied from sources.	__x4= __
<b>Organization</b> 12 marks	Paragraphs are logically ordered with effective transitions. Topics and subtopics are identified with headers.	Body of the paper is organized into paragraphs with clear main ideas and appropriate supporting details.	Paper lacks organization: points are discussed in random sequence without clear transitions, or are unrelated to the paper.	__x4= __
<b>Illustrations, Pictures and/or Graphs</b> 9 marks	Text was supported by statistics in the form of illustrations/pictures/graphs that were labelled and referenced.	Text was supported by statistics that were not in the form of illustrations/pictures/graphs, and were not labelled and/or referenced.	Text was not supported by statistics in the form of illustrations/pictures/graphs.	__x3= __
<b>Conclusion</b> 9 marks	Clear and follows logically from the body. Summarizes the main points and final thoughts on the topic.	Conclusion summarizes the main points and final thoughts on the topic.	Conclusion was missing or simply restates the main points without telling what the research on the topic has accomplished.	__x3= __
<b>Bibliography And in-text referencing</b> 9 marks	Includes five or more sources and the sources are referenced correctly.	Includes three to five sources and the sources are referenced correctly.	Includes fewer than three sources and the sources are not referenced.	__x3= __
<b>Title Page</b> 1 mark	Not Applicable	Not applicable.	Completed and followed the sample provided for format requirements.	__x1= __
<b>Format Requirements</b> 6 marks	Followed all of the guidelines as given in the instructions.	One of the format requirements is missing or incorrect.	Two or more of the format requirements are missing or incorrect.	__x2= __
<b>Composition</b> 9 marks	Paper contained five or fewer errors in grammar, punctuation, spelling, and keyboarding.	Paper contains six to 10 errors in grammar, punctuation, spelling, and keyboarding.	Paper contains more than 10 errors in grammar, punctuation, spelling, and keyboarding.	__x3= __
<b>Appearance</b> 6 marks	Report is word processed, neat, and stapled together.	Report is handwritten, generally neat, and staples together.	Not applicable.	__x2= __
			<b>Your Total</b>	/100

## ASSESSMENT

### 3. Autobiography

Write a 500 word autobiography that focuses on the relationship between you and your spouse. Start with you and when you were born, where you lived, where you went to school and then discuss how you met your husband/partner. What attracted you to him/her? How has your relationship changed over the years? What are your hopes and dreams for your future together?

#### Marking Scheme:

	<b>Apprentice 1</b>	<b>Basic 2</b>	<b>Learned 3</b>	<b>Exemplary 4</b>
<b>Focus</b> <ul style="list-style-type: none"> <li>demonstrates awareness of audience and task</li> <li>establishes and maintains a clear purpose</li> <li>sustains a single point of view</li> <li>exhibits clarity of ideas</li> </ul>	Confused Focus	Vague Focus	Clear Focus	Sharp, distinct focus
<b>Content</b> <ul style="list-style-type: none"> <li>information and details are specific to topic</li> <li>information and details are relevant to focus</li> <li>thoughts are complete</li> </ul>	Superficial content	Content limited to listing, repetition of mere sequence of ideas	Specific and illustrative content	Substantial, and illustrative content; sophisticated ideas that are particularly well developed.
<b>Organization</b> <ul style="list-style-type: none"> <li>logical order or sequence is maintained</li> <li>paragraphs deal with one subject</li> <li>logical transitions are made within sentences and between paragraphs</li> <li>introduction and conclusion are evident</li> </ul>	Confused organization	Inconsistent organization	Logical and appropriate organization	Obviously controlled and/or subtle organization
<b>Style</b> <ul style="list-style-type: none"> <li>precise language</li> <li>effective word choice</li> <li>voice, tone, originality of language</li> <li>variety of sentence structures, types, and lengths</li> </ul>	Lack of sentence and word choice variety	Limited sentence variety and word choice	Precision and variety in sentence structure and word choice	Writer's voice apparent in tone, sentence structure, and word choice
<b>Conventions</b> <ul style="list-style-type: none"> <li>mechanics, spelling, capitalization, punctuation</li> <li>usage (pronoun references, subject-verb agreement)</li> <li>sentence completeness</li> </ul>	Mechanical and usage errors that seriously interfere with the writer's purpose	Repeated weaknesses in mechanics and usage	Some mechanical and usage errors	Few mechanical and usage errors

✦ Taken from Bridging the Gap – Education Component, Samaritan House, pg. 392.

## ASSESSMENT

### 4. Interview of a Mental Health Professional

Interview a mental health professional. Choose a mental illness and create a list of 10-15 questions. Make an appointment to interview a mental health professional. Write a 750-1000 word summary of the information gathered and include brochures or other documentation

	<b>Apprentice 1</b>	<b>Basic 2</b>	<b>Learned 3</b>	<b>Exemplary 4</b>
<b>Focus</b> <ul style="list-style-type: none"> <li>demonstrates awareness of audience and task</li> <li>establishes and maintains a clear purpose</li> <li>sustains a single point of view</li> <li>exhibits clarity of ideas</li> </ul>	Confused Focus	Vague Focus	Clear Focus	Sharp, distinct focus
<b>Content</b> <ul style="list-style-type: none"> <li>information and details are specific to topic</li> <li>information and details are relevant to focus</li> <li>thoughts are complete</li> </ul>	Superficial content	Content limited to listing, repetition of mere sequence of ideas	Specific and illustrative content	Substantial, and illustrative content; sophisticated ideas that are particularly well developed.
<b>Organization</b> <ul style="list-style-type: none"> <li>logical order or sequence is maintained</li> <li>paragraphs deal with one subject</li> <li>logical transitions are made within sentences and between paragraphs</li> <li>introduction and conclusion are evident</li> </ul>	Confused organization	Inconsistent organization	Logical and appropriate organization	Obviously controlled and/or subtle organization
<b>Style</b> <ul style="list-style-type: none"> <li>precise language</li> <li>effective word choice</li> <li>voice, tone, originality of language</li> <li>variety of sentence structures, types, and lengths</li> </ul>	Lack of sentence and word choice variety	Limited sentence variety and word choice	Precision and variety in sentence structure and word choice	Writer's voice apparent in tone, sentence structure, and word choice
<b>Conventions</b> <ul style="list-style-type: none"> <li>mechanics, spelling, capitalization, punctuation</li> <li>usage (pronoun references, subject-verb agreement)</li> <li>sentence completeness</li> </ul>	Mechanical and usage errors that seriously interfere with the writer's purpose	Repeated weaknesses in mechanics and usage	Some mechanical and usage errors	Few mechanical and usage errors

**5. Miniature Scrapbook****Directions:**

1. Use 8.5 x 11 inch paper or scrapbook paper is so desired.
2. Final product should be in a binder.
3. Color and creativity are encouraged.
4. Have some fun with this. This is how you like to relax, the things you do for fun and stress release.

**Marking Rubric:**

- a. The scrapbook cover includes your name, a picture of you/your family. It is creatively illustrated and reflective of you, the creator.

10    9    8    7    6    5    4    3    2    1

- b. The pictures and photographs are personal and relevant. They have captions or headings.

10    9    8    7    6    5    4    3    2    1

- c. The souvenirs and mementos are creative and they are representative of you and your experiences. A complete sentence describes each.

10    9    8    7    6    5    4    3    2    1

- d. Spelling and punctuation are correct.

10    9    8    7    6    5    4    3    2    1

- e. Grammar and sentence structure are correct.

10    9    8    7    6    5    4    3    2    1

- f. The overall look of the scrapbook is creative and neat. The layout is carefully planned.

10    9    8    7    6    5    4    3    2    1

**6. Interview with Instructor**

Mark based on thoroughness of answers to questions asked. You will have the questions ahead of time to study and formulate your responses.



## THE NEXT STEP

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Now that you are confident in proceeding with the challenge process for Family Studies 40S, it is time to apply for and complete the challenge assessment.

1. Complete an application at your adult learning centre.
2. After your application has been processed, you will be contacted with the date and time available for you to complete your PLAR.
3. Once you have committed to that date, you are responsible for completing your evaluation/testing.
4. You will receive written notification of your PLAR results.