



Grade 9 Home Economics (10G)

A Course for
Independent Study

GRADE 9
HOME ECONOMICS (10G)

*A Course for
Independent Study*

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Introduction

Welcome

Welcome to Grade 9 Home Economics. This course puts together hands-on learning experiences with real-life situations. It will give you the opportunity to learn more about yourself so you will be able to make more informed decisions throughout your life.

The purpose of this Introduction is to help you become familiar with the course and what you are going to learn.

How Is the Course Organized?

The course is divided into three modules:

Module 1: Nutrition and Food

Here you will learn about making positive behavioural changes in your diet and lifestyle. You'll understand guidelines related to making good food choices, as well as to purchasing and preparing food for good health.

Module 2: Family Studies

In this module, you will learn about your own development in relation to your family and your environment. You will reflect on decisions that affect your relationships and well-being, and that guide you in making positive, healthy decisions.

Module 3: Clothing and Textiles

This module will provide you with the opportunity to learn about clothing and textiles and to complete a practical sewing project. Other topics include: clothing messages, wardrobe planning, and the construction, care, and selection of clothing.

Each module is made up of sections, which are further divided into lessons that require you to complete the following coursework:

- **Learning Activities:** You can complete the learning activities directly on the pages where they appear in the course. You will mark your responses to these activities yourself, using the Answer Keys at the end of each section. You will not mail these to your tutor/marker.
- **Assignments:** In all modules of the course, you will be expected to complete written assignments, which you will send to your tutor/marker for assessment.
- **Projects:** There is a practical project to complete in each module of the course. You will mail these projects to your tutor/marker for assessment.

What Resources Will You Need for This Course?

The materials you will need for this course include

- resources that come with the course
- resources that you must purchase
- resources to which you must have access
- optional resources

Please read the following instructions carefully and make sure you have all the necessary items before you begin the lessons in this course.

Resources That Come with the Course

The *Grade 9 Home Economics* course comes with a copy of *Eating Well with Canada's Food Guide* (Health Canada).

Resources That You Purchase

The following resources are sold separately from the course. You are responsible to buy them, as instructed below.

- **Sewing Kit**

You will have to order one of the Stanwood hand-sewing kits from the Manitoba Text Book Bureau (1-866-771-6822) before starting Module 3.

You will have to choose one of the following five kits:

- 5047 Soccer Ball Blue (Beginner)
- 5048 Mactavish (Dog) (Beginner)
- 5061 Kitty Kat (Intermediate)
- 5050 Skateboard (Intermediate)
- 5051 Turtle (Advanced)

- **CDs**

To complete this course, you will view *Home Economics 10G Distance Learning (CD-1205)*, which contains the following four videos:

1. *Bone Zone* (British Columbia Dairy Foundation, Knowledge Network [BC], Osteoporosis Society of Canada, British Columbia Ministry of Health and Ministry Responsible for Seniors) (13:30 min.)
2. *Rocco's and Jody's Misadventure* (British Columbia Agriculture in the Classroom Foundation) (13:32 min.)
3. *It Only Takes a Moment: Shaken Baby Syndrome* (Healthy Child Manitoba) (12:45 min.)*

*** Note:** This video contains sensitive content that shows the tragic results of babies being shaken. You are not obligated to view this video. If you choose not to, you will complete an alternative assignment. For more information on this, please read the last part of this Introduction, entitled **Potentially Sensitive Content**.

4. *Think Again: Media Campaign* (Think Again Media Campaign) (6 min.)*

*** Note:** This part of the video contains sensitive content that shows the reactions of adolescent girls (and their partners) who discover they are pregnant. You are not obligated to view this video. If you choose not to, you will complete an alternative assignment. For more information on this, please read the last part of this Introduction, entitled **Potentially Sensitive Content**.

If you have not already obtained *Home Economics 10G Distance Learning*, you can do so by requesting **order number CD-1205** from:

Independent Study Option
Telephone: 1-800-465-9915

The videos will be sent to you on a set of two CD-ROMs:

Part 1 contains

- *Bone Zone*
- *Rocco's and Jody's Misadventure*

Part 2 contains

- *Think Again: Media Campaign*
- *It Only Takes a Moment: Shaken Baby Syndrome*

The CD-ROMs can be played on any of the following equipment:

- computer with a CD-ROM drive
- computer with a DVD drive
- DVD player

Resources to Which You Must Have Access

In this course, you must have access to a variety of equipment. You are required to arrange for this access yourself.

• **Photocopier**

On several occasions, you will have to make photocopies of your work for this course.

• **Home Kitchen**

You will need access to a regularly equipped home kitchen to complete Project 1: Planning and Preparing a Meal (in Module 1).

• **Camera or Video Camera**

You will need a camera or video camera to take a picture or video of the meal you will prepare in Project 1: Planning and Preparing a Meal (in Module 1).

- If you use a camera, you will also have to get the film developed and send the pictures to your tutor/marker.
- If you use a video camera, you will be sending the tape to your tutor/marker.

- **Hand-Sewing Equipment**
You will need regular hand-sewing equipment such as needles, pins, thread, and scissors sharp enough to cut fabric to complete Project 3: Hand Sewing (in Module 3).
- **CD-ROM Viewing Equipment**
To complete this course, you will need to view videos using any one of the following equipment:
 - computer with a CD-ROM drive
 - computer with a DVD drive
 - DVD player
- **Colouring Pencils**
You will need these to complete Assignment 1.5 in Module 1.

Optional Resources

Access to the following resources would be helpful:

- **Computer**
A computer with word-processing software and a printer would help you complete your coursework.
- **Computer with Internet Access**
You do not need access to the Internet to complete this course. However, it would be helpful to have Internet access to view the many websites that contain additional information. Remember that Internet sites come and go. The course might mention some sites that no longer exist. If that is the case, you may be able to use a search engine (such as <<http://www.google.com>>) to find the information you are seeking.

Who Can Help You with This Course?

Taking an independent study course is different from taking a course in a classroom. Instead of relying on the teacher to tell you to complete an exercise, you must tell yourself. However, two people can help you be successful in your course: your tutor/marker and your study partner.

Your Tutor/Marker

Tutor/markers are experienced teachers who tutor independent study students and mark assignments, projects, and examinations. When you are having difficulty with something in this course, contact your tutor/marker, who is there to help you. Feel free to contact your tutor/marker at any time during this course through the Independent Study Option (ISO) office:

ISO Tutor/Marker, Grade 9 Home Economics
555 Main Street
Winkler MB R6W 1C4
Telephone: 1-800-465-9915

Your Study Partner

A study partner is someone **you choose** who will help you learn. It may be someone who knows something about home economics, but it doesn't have to be. A study partner could be someone else who is taking this course, a teacher, a parent, a sibling, a friend, or anybody else who can help you. Most importantly, a study partner should be someone with whom you feel comfortable and who will support you as you work through this course.

Your study partner can help you keep on schedule, check and respond to your work, or help you make sense of learning activities, projects, or assignments. You may even study for the examination with your study partner.

What Do the Guide Graphics Mean?

Graphics have been placed inside the margins of the course to identify specific tasks. Each graphic has a specific purpose to guide you, as described below:



Video Activity: You must view a video.



Written Assignment: You must complete a written assignment, which you will submit to your tutor/marker for assessment (when instructed to do so).



Learning Activity: You must complete a learning activity, which you will mark yourself and not hand in to your tutor/marker.



Project: You must complete a major project, which you will send to your tutor/marker for assessment. Projects are found in each module.



Internet: If you have access to the Internet, you can use it to get more information. Internet access is optional.



Mail-In: It is now time to submit coursework to your tutor/marker.

How Do You Know How Well You Are Learning?

You will know how well you are learning by how well you complete the following tasks:

- **Assignments**—worth 35% of your final mark.
You must complete all the written assignments and send them to your tutor/marker for assessment. The assignments will be assessed by how well you answer the questions. Most of the assignments have marking rubrics alongside them to guide you in answering them.
- **Projects**—worth 45% of your final mark.
In each module, you will complete one major project, using many different skills.
 - In Module 1, you will complete **Project 1: Meal Planning and Preparation**. Your project will be assessed by the people you prepare the meal for, by you, and by your tutor/marker (based on your planning and preparation skills).
 - In Module 2, you will choose and complete one of the following projects:
Project 2, Option 1: Family Needs (Essay)
or
Project 2, Option 2: How to Survive Being a Teenager (Brochure)
The projects will be assessed by the marking rubric alongside them.
 - In Module 3, you will complete **Project 3: Hand Sewing**. Your project will be assessed by your tutor/marker, based on your sewing skills.

Note: You must order a Stanwood hand-sewing kit from the Manitoba Text Book Bureau.

- **Examination**—worth 20% of your final mark.

Grade 9 Home Economics				
Course Components	Assignments	Projects	Examination	Percentage of Final Mark
Module 1: Nutrition and Food	10%	20%	4%	34%
Module 2: Family Studies	15%	15%	4%	34%
Module 3: Clothing and Textiles	10%	10%	12%	32%
Total	35%	45%	20%	100%

You will apply for your examination when you start Module 3.

Applying for Your Examination

- **If you are attending school**, ask your school's Independent Study Option (ISO) facilitator to add your name to the ISO examination eligibility list. Do this at least three weeks prior to the next scheduled examination week.
- **If you are not attending school**, check the Examination Request Form for options available to you. The Examination Request Form was mailed to you with this course. Mail or fax the completed form three weeks before you are ready to write the examination. The address is:

Independent Study Option (ISO) Registration
555 Main St., Winkler MB R6W 1C4
Fax: 204-325-1719
Telephone: 1-800-465-9915

When Do You Submit Coursework to Your Tutor/Marker?

You will send coursework to your tutor/marker in six separate submissions. Each time you send something, you must include the applicable Cover Sheet. Here is a chart showing exactly what you will be submitting each time.

Module	Items You'll Be Sending In
Module 1	
Module 1, Section 1	Module 1, Section 1 Cover Sheet Assignment 1.1: Compute Your Wellness - Reflection Assignment 1.2: <i>Bone Zone</i> Video Assignment 1.3: Counting Calories Assignment 1.4: Your Eating Habits Assignment 1.5: How Active Are You? Assignment 1.6: How Is your Body Image?
Module 1, Sections 2 and 3	Module 1, Sections 2 and 3 Cover Sheet Assignment 1.7: What Are Your Breakfast Habits? Assignment 1.8: Test Your Snack Savvy Assignment 1.9: Design a Label Assignment 1.10: Clean Up Your Act Assignment 1.11: Safety Errors Module 1, Section 3, Project 1 Cover Sheet Project 1: Planning and Preparing a Meal
Module 2	
Module 2, Sections 1, 2, and 3	Module 2, Sections 1, 2, and 3 Cover Sheet Assignment 2.1: Exploring a Family of Your Choice Assignment 2.2: Case Study on the Functions of the Family Assignment 2.3: Family Trends Interview Assignment 2.4: Character, Leadership, and Citizenship Actions Assignment 2.5: Cover Yourself Assignment 2.6: What's Important to Me Assignment 2.7: You and Your Friend Assignment 2.8: Stories from the Heart Assignment 2.9: Learning Styles Checklist
Module 2, Section 3, Project 2	Module 2, Section 3, Project 2 Cover Sheet Project 2, Option 1: Family Needs (Essay) or Project 2, Option 2: How to Survive Being a Teenager (Brochure)
Module 2, Section 4	Module 2, Section 4 Cover Sheet Assignment 2.10: Writing "I" Statements Assignment 2.11: Quality Friendships Assignment 2.12: Maintaining and Ending Relationships Assignment 2.13: Dating and Love Assignment 2.14: The Bully and the Bullied Assignment 2.15: Shaken Baby Syndrome Video Assignment 2.16: How Are You Dealing with Your Stress?
Module 3	
Module 3, Sections 1, 2, and 3	Module 3, Section 1, Assignments, and Section 3, Project 3 Assignment 3.1: How to Choose What You Are Going to Wear Assignment 3.2: Cracking the Peer Pressure Formula Project 3: Hand-Sewing (<i>Stanwood Kit</i>)

How Do You Submit Coursework to Your Tutor/Marker?

In this course, you may have the choice of either mailing or emailing your assignments.

Mailing Your Assignments

If you mail your completed assignments, please photocopy all the materials first so that you will have a copy in case your package goes missing.

Here are the steps you should follow to mail your coursework to your tutor/marker:

- Fill in the appropriate Cover Sheet (found at the end of this Introduction).
- Make sure that all your assignment pages are correctly labelled and in the right order.
- Place the Cover Sheet on top of all the applicable assignments.
- Place all materials in order in an envelope and address it to

ISO Tutor/Marker
555 Main Street
Winkler MB R6W 1C4

Your tutor/marker will mark your work and return it to you by mail.

Emailing Your Assignments

If you have email access, you may be able to email your assignments to your tutor/marker, as long as you have arranged it in advance with your tutor/marker. Please be advised that this option is not appropriate for some assignments, and your tutor/marker will permit it at his or her discretion.

If you arrange to email your assignments, make sure you save copies of them before you send them. That way, you can refer to your work when you discuss it with your tutor/marker.

To email your completed assignments, you will first need to do one of the following:

- **If you are attending school**, please ask your ISO school facilitator (the person who signed your ISO Registration/Admission Form) for permission to email your assignments and to determine your school's procedure for emailing assignments.
- **If you are not attending school**, please obtain permission directly from your tutor/marker to submit your work electronically.

How to Submit Your Work (files must not exceed 5 MB)

Please submit your work in the file types shown below:

1. **Written work:** Microsoft Word files (doc) or RTF files
2. **Spreadsheets:** Microsoft Excel files (xls)
3. **Pictures and graphics:** JPEG or GIF files
4. **Scanned work:** PDF files (save multiple pages on one file)
5. **Audio file:** WAV
6. **Video file:** WMV

How to Send Your Email

1. Use the following format to compose your email.

To:	distance.learning@gov.mb.ca
cc:	[your ISO school facilitator's email address, if you attend school]
Subject:	[My Name] Grade 9 Home Economics
Attachments:	mod 1_sec1_assign 1.1 to 1.6.doc
Message:	Module 1, Section 1, Assignments 1.1, 1.2, 1.3, 1.4, 1.5, and 1.6 Tutor/marker _____ School _____

2. Attach your files (files must not exceed 5 MB).
3. Email your assignments to <distance.learning@gov.mb.ca> only. Do **not** email your assignments directly to your tutor/marker. Emails sent directly to tutor/markers will be returned unread.

Your tutor/marker will mark your work and return it to you by email.

How Much Time Will You Need for This Course?

Studying home economics through independent study is different from studying it in the classroom. One of the advantages of independent study is that you are in charge of how you learn and can choose how quickly you will complete the course. You don't have to wait for your teacher or classmates, and you can choose how quickly you want to work. Please read the next few pages to get an idea of how to pace yourself so that you can succeed in the course.

You will spend a minimum of 120 hours on this course. That means at least 45 minutes per school day to complete the course in a regular school year, or at least 90 minutes daily in a semester. Look at the following three charts and decide which chart best describes the time of year when you want to take the course.

Chart A: Semester 1

If you registered for this course in September and would like to complete it by the end of January, you can follow the timeline suggested below.

Chart A: Semester 1		
Module	Coursework	Completion Date
Module 1	Section 1 Sections 2 and 3	September 15 October 5
Module 2	Sections 1 and 2 Sections 3 and 4	November 30 December 15
Module 3	Sections 1, 2, and 3 Examination	January 5 January 10

Chart B: Semester 2

If you registered for this course in January and would like to complete it by June, you can follow the timeline suggested below.

Chart B: Semester 2		
Module	Coursework	Completion Date
Module 1	Section 1 Sections 2 and 3	February 25 March 10
Module 2	Sections 1 and 2 Sections 3 and 4	April 30 May 15
Module 3	Sections 1, 2, and 3 Examination	June 1 June 10

Chart C: Full School Year (Not Semestered)

If you registered for this course in September and would like to complete it by June, you can follow the timeline suggested below.

Chart C: Full School Year (Not Semestered)		
Module	Coursework	Completion Date
Module 1	Section 1 Sections 2 and 3	October 20 December 20
Module 2	Sections 1 and 2 Sections 3 and 4	February 20 March 30
Module 3	Sections 1, 2, and 3 Examination	May 15 May 25

Do not wait until the last minute to complete your work, since your tutor/marker may not be available to mark it. Remember, it might take over a week for your work to travel through the mail, so make sure you leave enough time for that. It may also take a few weeks for your tutor/marker to mark everything and send the marks to you or to your school.

Potentially Sensitive Content

Some of the content in Module 2: Family Studies may be sensitive for you and/or for your parents, family, school, or community. These sensitive issues include sexuality, sexually transmitted infections (STIs), alcohol, pregnancy, drug abuse, addiction, and so on. All these sensitive issues have been placed in one lesson—Module 2, Section 3, Lesson 3. In this lesson, students are also required to view two videos on the *Home Economics 10G Distance Learning* video compilation, which deal with adolescent pregnancy and Shaken Baby Syndrome:

- *Think Again: Media Campaign* (Think Again Media Campaign) (6 min.)
- *It Only Takes a Moment: Shaken Baby Syndrome* (Healthy Child Manitoba) (12:45 min.)

You do not have to learn about these sensitive issues. In order to complete this course, you have the choice of either:

- not studying this lesson and completing an assignment that does not deal with sensitive issues (Project 2, Option 1)
- or**
- studying this lesson and completing an assignment that deals with sensitive content (Project 2, Option 2)

If you have questions about this, contact your tutor/marker.

Grade 9
Home Economics (10G)

Module 1
Nutrition and Food

Module 1

Nutrition and Food

Section 1: Enhancing Personal Wellness

Introduction

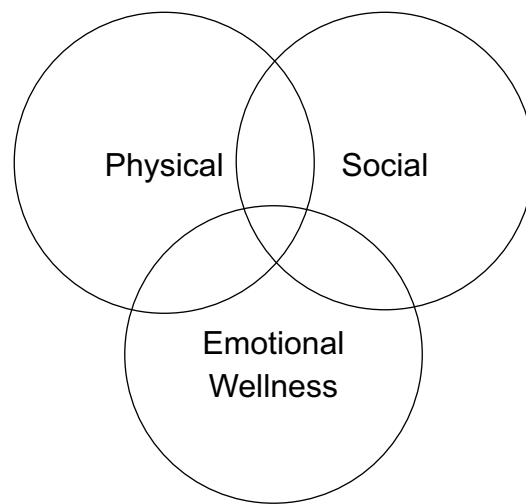
When we make good choices about what we eat and how active we want to be, our health improves. As our attitude toward improving our health turns into action, we feel better about ourselves, both physically and mentally. In this section, you will learn about yourself by evaluating your own lifestyle practices. Enjoy the ride on this road to improving your personal wellness.

- Lesson 1 Health and Wellness: Your Choice for Life!
- Lesson 2 Lifestyle and Nutrition
- Lesson 3 Energize Your Body and Attitude
- Lesson 4 Responsibility for Yourself

Lesson 1

Health and Wellness: Your Choice for Life! _____

Being healthy and well means much more than not being physically sick or injured. **Health** and **wellness** are positive terms that include living in such a way that you will be happy and healthy for as long as possible. These terms aren't just referring to a physical state. In order to be healthy, you also need social and emotional wellness.

Physical, Social, and Emotional Wellness

Physical health involves having enough energy for daily activities, a normal growth rate, resistance to illness, and the ability to relax and sleep well. Social health involves having healthy relationships with others. Emotional health involves how you deal with daily life and how you feel about yourself. You should take steps to improve your current health and work towards a positive, healthy future.



Learning Activity 1.1

Compute Your Wellness Condition

Complete the short checklist to determine your self-perception of wellness. Write your number in the score column at the far right. Add the three scores to determine the total for each section.

Remember, this is a Learning Activity, so you will **not** send it to your tutor/marker.

Physical Wellness					
Question	Strongly agree	Agree	Disagree	Strongly disagree	Your Score
1. I am physically fit.	4	3	2	1	
2. I am able to complete the physical tasks of school.	4	3	2	1	
3. I am physically able to participate in sports.	4	3	2	1	
Physical Wellness Total Score					
Social Wellness					
Question	Strongly agree	Agree	Disagree	Strongly disagree	Your Score
1. I have many friends and go out often.	4	3	2	1	
2. I am close to my family.	4	3	2	1	
3. I am confident in social situations.	4	3	2	1	
Social Wellness Total Score					
Emotional Wellness					
Question	Strongly agree	Agree	Disagree	Strongly disagree	Your Score
1. I am happy most of the time.	4	3	2	1	
2. I have a good self-esteem.	4	3	2	1	
3. I do not generally feel stressed.	4	3	2	1	
Emotional Wellness Total Score					

Assess Your Wellness Condition

Transfer the totals from the three wellness sections to the chart below in the column listed as “Your Scores.”

	Your Scores	Your rating (see below) e.g., high, good, marginal, or low
Your Physical Wellness Score Total		
Your Social Wellness Score Total		
Your Emotional Wellness Score Total		

Wellness Rating Chart

Refer to the numbers in the score column listed in the above chart to determine your rating for the three areas.

Ratings	Wellness Score Total
High Level of Wellness	10-12
Good Wellness	8-9
Marginal Wellness	6-7
Low Wellness	Below 6



Reflective Writing

Throughout the course, you will be writing reflections related to various lessons. Refer to this section during this course to help you write your reflections.

Reflecting on and learning from your experiences, including your mistakes, can help you to avoid repeated mistakes and discover what you did successfully. Reflection provides the opportunity to make sense of, and learn from, any experiences and handle similar situations appropriately at another time. It gives you the chance to explore thoughts and feelings, work through difficult or painful experiences, and develop self-awareness and fresh insights.

How to Write a Reflection

There are three parts to writing a reflection:

- Step 1 Description - What?
- Step 2 Analysis - So What?
- Step 3 Reflection - Now What?

Step 1 Description - What?

Consider the following questions to assist you in **describing** a event or something that you experienced:

- What is the purpose of the situation?
- What happened?
- What did you see?
- What did you do?
- What was your reaction?
- What did other people do?
- What do you see as the key aspects or issues of the situation?

Step 2 Analysis - So What?

Being able to determine the **meaning** of the event or something you experienced is the second part of a reflection. Consider the following questions:

- So what were you trying to achieve?
- So what were the reasons for the way you responded?
- So what beliefs and values influenced your actions?
- So what assumptions did you make?
- So what were your feelings at this time?
- So what are your feelings now? Are there differences? Why?
- So what good came from the situation for yourself or others?
- So what troubles you, if anything?

(continued)

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- So what were your experiences, compared to others?
- So what are the main reasons for feeling differently from others?

Step 3 Reflection - Now What?

This is the **action** stage of your reflection. It incorporates what you have **discovered** from the situation and how you can work towards improving your personal development.

- Now what are the implications for you or others?
- Now what must happen to change the situation?
- Now what happens if you decide not to change the situation?
- Now what would you do differently if faced with the same situation again?
- Now what would be the consequences of actions for yourself or others?
- Now what information do you need to deal with a similar situation?
- Now what are the best ways of getting more information about the situation if it happens again?

Reflective writing provides an explanation and interpretation of what happened, why it happened that way, and the process of what should happen next. Remember, there is always something you can do to improve your personal development as you focus on strengths and weaknesses.

A typical mistake students make when writing reflections is to retell rather than reflect. Remember: Reporting is not reflection.

A good reflection ...

- Is honest
- Answers the questions or responds to statements
- Provides examples to support your opinions or thoughts
- Helps you understand yourself better
- Tells the tutor/marker useful information
- Shows the tutor/marker that you thought about the question before writing your response to the questions or statements
- Shows personal thoughts
- Is written simply
- Explains yourself well so the tutor/marker understands what is written
- Is about what you think and believe, so choose good words

Remember that these are guidelines, so choose a few points from each of the three steps.

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