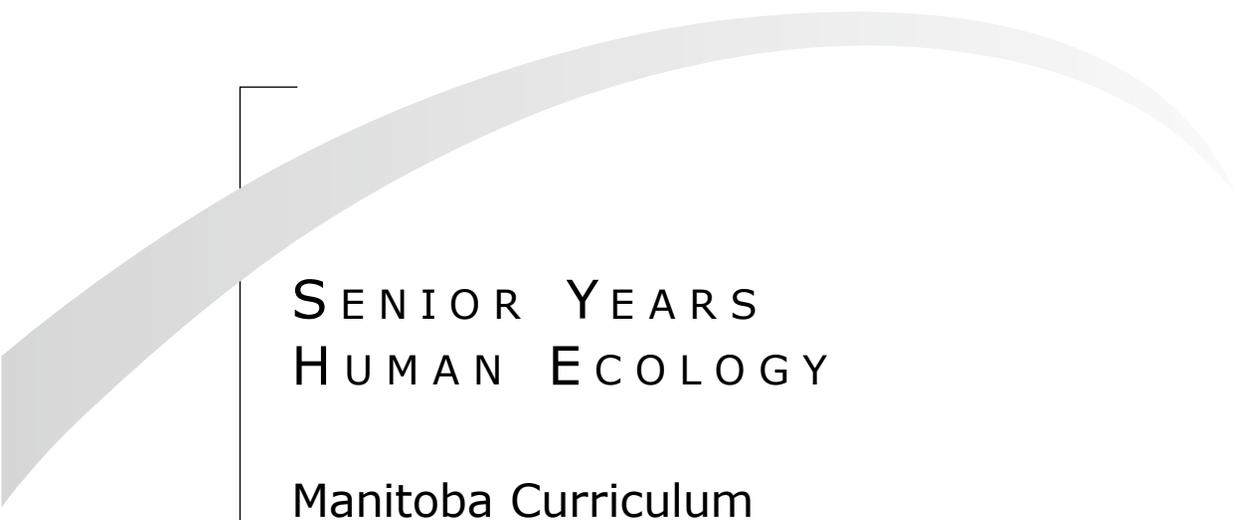




Senior Years Human Ecology

Manitoba Curriculum
Framework of Outcomes



SENIOR YEARS
HUMAN ECOLOGY

Manitoba Curriculum
Framework of Outcomes

Manitoba Education and Training Cataloguing in Publication Data

Senior years human ecology : Manitoba
curriculum framework of outcomes

Includes bibliographical references.

This resource is available in print and electronic formats.

ISBN: 978-0-7711-7762-0 (pdf)

ISBN: 978-0-7711-7763-7 (print)

1. Human ecology—Study and teaching (Secondary)—Manitoba.
 2. Textile fabrics—Study and teaching (Secondary)—Manitoba.
 3. Food—Study and teaching (Secondary)—Manitoba.
 4. Nutrition—Study and teaching (Secondary)—Manitoba.
 5. Developmental psychology—Study and teaching (Secondary)—Manitoba.
 6. Family—Study and teaching (Secondary)—Manitoba.
 7. Human ecology—Manitoba—Curricula.
 8. Technical education—Manitoba—Curricula.
 - I. Manitoba. Manitoba Education and Training.
- 640.712

Copyright © 2018, the Government of Manitoba, represented by the Minister
of Education and Training.

Manitoba Education and Training
Winnipeg, Manitoba, Canada

Every effort has been made to acknowledge original sources and to comply
with copyright law. If cases are identified where this has not been done, please
notify Manitoba Education and Training. Errors or omissions will be corrected
in a future edition. Sincere thanks to the authors, artists, and publishers who
allowed their original material to be used.

All images found in this resource are copyright protected and should not
be extracted, accessed, or reproduced for any purpose other than for their
intended educational use in this resource.

Any websites referenced in this resource are subject to change without notice.
Educators are advised to preview and evaluate websites and online resources
before recommending them for student use.

Print copies of this resource (stock number 80737) can be purchased
from the Manitoba Learning Resource Centre. Order online at
www.manitobalrc.ca.

This resource is available on the Manitoba Education and Training
website at www.edu.gov.mb.ca/k12/cur/teched/home_ec.html.

Available in alternate formats upon request.

CONTENTS

Acknowledgements	vii		
<hr/>			
Technology Education: Human Ecology	1		
Human Ecology	1		
Credit Allocation	2		
Safety-Related Learning Outcomes	5		
Teacher and Administrator Safety Implications	5		
Guide to Reading Senior Years Human Ecology Goals and Learning Outcomes	6		
Curriculum Implementation	7		
Learning Resources	7		
<hr/>			
Grades 9 to 12 Human Ecology (Full Credit)	HE-FC-1		
Course Grade Levels and Credit Allocations	HE-FC-3		
Grades 9 to 12 Human Ecology	HE-FC-3		
Grades 9 to 12 Human Ecology: Part 1: Family Studies	HE-FC-7		
Terminology	HE-FC-9		
Goal 3: Demonstrate understanding of health and wellness.	HE-FC-11		
Goal 5: Demonstrate understanding of citizenship and sustainability.	HE-FC-14		
Goal 6: Demonstrate understanding of career development and the skills required.	HE-FC-16		
		Grades 9 to 12 Human Ecology: Part 2: Textile Arts and Design	HE-FC-21
		Terminology	HE-FC-24
		Goal 1: Demonstrate technical and applied skills.	HE-FC-25
		Goal 2: Demonstrate understanding of the fundamentals of design.	HE-FC-29
		Goal 3: Demonstrate understanding of citizenship and sustainability.	HE-FC-30
		Goal 4: Demonstrate understanding of relationships and influences.	HE-FC-33
		Goal 5: Develop understanding of environmental design.	HE-FC-34
		Goal 6: Demonstrate understanding of career development and the skills required.	HE-FC-35
		Grades 9 to 12 Human Ecology: Part 3: Food and Nutrition	HE-FC-41
		Terminology	HE-FC-44
		Goal 1: Demonstrate technical and applied skills.	HE-FC-45
		Goal 2: Demonstrate understanding of fundamentals of nutrition.	HE-FC-51
		Goal 3: Demonstrate understanding of citizenship and sustainability.	HE-FC-54
		Goal 4: Demonstrate understanding of relationships and influences around food choices.	HE-FC-55
		Goal 5: Demonstrate understanding of career development and the skills required.	HE-FC-57

Grades 9 to 12 Family Studies (Half Credit)	FS-HC-1
Course Grade Levels and Credit Allocations	FS-HC-3
Grades 9 to 12 Family Studies Course Descriptions	FS-HC-4
Terminology	FS-HC-5
Goal 1: Demonstrate understanding of the fundamentals of human development	FS-HC-6
Goal 2: Demonstrate understanding of relationships and influences.	FS-HC-10
Goal 3: Demonstrate understanding of health and wellness.	FS-HC-14
Goal 4: Demonstrate understanding of the fundamentals of parenting and caregiving.	FS-HC-19
Goal 5: Demonstrate understanding of citizenship and sustainability.	FS-HC-25
Goal 6: Demonstrate understanding of career development and the skills required.	FS-HC-28

Grades 9 to 12 Family Studies (Full Credit)	FS-FC-1
Course Grade Levels and Credit Allocations	FS-FC-3
Grades 9 to 12 Family Studies Course Descriptions	FS-FC-3
Terminology	FS-FC-5
Goal 1: Demonstrate understanding of the fundamentals of human development	FS-FC-6
Goal 2: Demonstrate understanding of relationships and influences.	FS-FC-12
Goal 3: Demonstrate understanding of health and wellness.	FS-FC-19

Goal 4: Demonstrate understanding of the fundamentals of parenting and caregiving.	FS-FC-27
Goal 5: Demonstrate understanding of citizenship and sustainability.	FS-FC-38
Goal 6: Demonstrate understanding of career development and the skills required.	FS-FC-43

Grades 9 to 12 Textile Arts and Design (Half Credit)	TAD-HC-1
Course Grade Levels and Credit Allocations	TAD-HC-3
Grades 9 to 12 Textile Arts and Design Course Descriptions	TAD-HC-3
Terminology	TAD-HC-5
Goal 1: Demonstrate technical and applied skills.	TAD-HC-7
Goal 2: Demonstrate understanding of the fundamentals of design.	TAD-HC-11
Goal 3: Demonstrate understanding of citizenship and sustainability.	TAD-HC-13
Goal 4: Demonstrate understanding of relationships and influences.	TAD-HC-16
Goal 5: Demonstrate understanding of environmental design.	TAD-HC-17
Goal 6: Demonstrate understanding of career development and the skills required.	TAD-HC-18

Grades 9 to 12 Textile Arts and Design (Full Credit) **TAD-FC-1**

Course Grade Levels and Credit Allocations	TAD-FC-3
Grades 9 to 12 Textile Arts and Design Course Descriptions	TAD-FC-3
Terminology	TAD-FC-5
Goal 1: Demonstrate technical and applied skills.	TAD-FC-6
Goal 2: Demonstrate understanding of the fundamentals of design.	TAD-FC-12
Goal 3: Demonstrate understanding of citizenship and sustainability.	TAD-FC-16
Goal 4: Demonstrate understanding of relationships and influences.	TAD-FC-24
Goal 5: Demonstrate understanding of environmental design.	TAD-FC-26
Goal 6: Demonstrate understanding of career development and the skills required.	TAD-FC-29

Grades 9 to 12 Food and Nutrition (Half Credit) **FN-HC-1**

Course Grade Levels and Credit Allocations	FN-HC-3
Grades 9 to 12 Food and Nutrition Course Descriptions	FN-HC-3
Terminology	FN-HC-5
Goal 1: Demonstrate technical and applied skills.	FN-HC-6
Goal 2: Demonstrate understanding of the fundamentals of nutrition.	FN-HC-13

Goal 3: Demonstrate understanding of citizenship and sustainability. FN-HC-16

Goal 4: Demonstrate understanding of relationships and influences around food choices. FN-HC-18

Goal 5: Demonstrate understanding of career development and the skills required. FN-HC-20

Grades 9 to 12 Food and Nutrition (Full Credit) **FN-FC-1**

Course Grade Levels and Credit Allocations FN-FC-3

Grades 9 to 12 Food and Nutrition Course Descriptions FN-FC-3

Terminology FN-FC-5

Goal 1: Demonstrate technical and applied skills. FN-FC-6

Goal 2: Demonstrate understanding of the fundamentals of nutrition. FN-FC-13

Goal 3: Demonstrate understanding of citizenship and sustainability. FN-FC-18

Goal 4: Demonstrate understanding of relationships and influences around food choices. FN-FC-21

Goal 5: Demonstrate understanding of career development and the skills required. FN-FC-24

Grades 11 and 12 Environmental Design (Half Credit)	ED-HC-1
Course Grade Levels and Credit Allocations	ED-HC-3
Grades 11 and 12 Environmental Design Course Descriptions	ED-HC-3
Terminology	ED-HC-5
Goal 1: Demonstrate technical and applied skills.	ED-HC-6
Goal 2: Demonstrate understanding of the fundamentals of the principles and elements of design.	ED-HC-10
Goal 3: Demonstrate understanding of citizenship and sustainability.	ED-HC-13
Goal 4: Demonstrate understanding of relationships and influences.	ED-HC-14
Goal 5: Demonstrate understanding of career development and the skills required.	ED-HC-15

Grades 11 and 12 Environmental Design (Full Credit)	ED-FC-1
Course Grade Levels and Credit Allocations	ED-FC 3
Grades 11 and 12 Environmental Design Course Descriptions	ED-FC 3
Terminology	ED-FC 5
Goal 1: Demonstrate technical and applied skills.	ED-FC 6
Goal 2: Demonstrate understanding of the fundamentals of the principles and elements of design.	ED-FC 10
Goal 3: Demonstrate understanding of citizenship and sustainability.	ED-FC 14

Goal 4: Demonstrate understanding of relationships and influences.	ED-FC 17
Goal 5: Demonstrate understanding of career development and the skills required.	ED-FC 19

Grade 12 Applied Family Studies (Full Credit)	AFS-FC-1
Course Grade Levels and Credit Allocations	AFS-FC-3
Grade 12 Applied Family Studies Course Description	AFS-FC-3
Grade 12 Applied Family Studies Practicum Placement	AFS-FC-4
Terminology	AFS-FC-5
Goal 1: Demonstrate understanding of the fundamentals of human development.	AFS-FC-6
Goal 2: Demonstrate understanding of relationships and influences.	AFS-FC-8
Goal 3: Demonstrate understanding of health and wellness.	AFS-FC-10
Goal 4: Demonstrate understanding of the fundamentals of caregiving.	AFS-FC-11
Goal 5: Demonstrate understanding of career development and the skills required.	AFS-FC-14

Appendices	1
Appendix 1: Safety in Senior Years Human Ecology Classroom Guidelines	3
Appendix 2: Elders in the Classroom	19

Bibliography	1
---------------------	----------

ACKNOWLEDGEMENTS

Manitoba Education and Training gratefully acknowledge the contributions of the following individuals in the development of *Senior Years Human Ecology: Manitoba Curriculum Framework of Outcomes*.

**Members of the Development
Team (2016–2018)**

Kelly Blandford	Daniel McIntyre Collegiate Institute Winnipeg School Division
Joanne Brugger	Elmwood High School Winnipeg School Division
Brittney Casavant	J. H. Bruns Collegiate Louis Riel School Division
Carla Falkevitch	Major Pratt School Park West School Division
Heidi Forrester	Glenlawn Collegiate Louis Riel School Division
Connie Heppner-Mueller	W. C. Miller Collegiate Border Land School Division
Meghan Kehoe	Ste. Anne Collegiate Seine River School Division
Gabrielle Legare	Maples Collegiate Seven Oaks School Division
Shannon McLeod	Grant Park High School Winnipeg School Division
Andrea Overby	Westwood Collegiate St. James-Assiniboia School Division
Caitlin Schick	Lord Selkirk Regional Comprehensive Secondary School Lord Selkirk School Division
Carol Stewart	Institut collégial Vincent Massey Collegiate Pembina Trails School Division

**Members of the Development
Team (2016–2018)
(continued)**

Sharon Thevenot-Nowrang

West Kildonan Collegiate
Seven Oaks School Division

Jenell Wiebe

Windsor Park Collegiate
Louis Riel School Division

Jen Zamzow

Swan Valley Regional Secondary School
Swan Valley School Division

**Members of the
Review Team
(2017–2018)**

Dr. Karen Wilson Baptist

Environmental Design Program
Faculty of Architecture

Dr. Karen Duncan

Department of Community Health Sciences
Rady Faculty of Health Sciences, University of Manitoba

Rayleen Dutka

Dakota Collegiate
Louis Riel School Division

Lotte Giesbrecht

Steinbach Regional Secondary School
Hanover School Division

Dr. Lena Horne

Department of Biosystems Engineering
Faculty of Agricultural and Food Sciences
University of Manitoba

Carla Kernested

Early Learning and Child Care Program
Department of Families

Michelle Lawrence

Kildonan East Collegiate
River East Transcona School Division

Roselle Paulsen

Sexuality Education Resource Centre, Manitoba

Dr. Joyce Slater

Department of Food and Human Nutritional Sciences
Faculty of Agricultural and Food Sciences
University of Manitoba

Jared Star

Sexuality Education Resource Centre, Manitoba

Nikki Tell

Collège Garden City Collegiate
Seven Oaks School Division

**Members of the Focus Group
(April 2016)**

Joanne Brugger	Elmwood High School Winnipeg School Division
Dr. Orest Cap	Department of Curriculum, Teaching and Learning Faculty of Education, University of Manitoba
Alison Delf-Timmerman	Treherne Collegiate Prairie Spirit School Division
Dr. Karen Duncan	Department of Community Health Sciences Rady Faculty of Health Sciences, University of Manitoba
Carla Falkevitch	Major Pratt School Park West School Division
Benita Luey Goertzen	Gordon Bell High School Winnipeg School Division
Dr. Lena Horne	Department of Biosystems Engineering Faculty of Agricultural and Food Sciences University of Manitoba
Lori Lawrence	Hapnot Collegiate Flin Flon School Division
Susan Lee	Learning Support and Technology Unit Instruction, Curriculum and Assessment Branch
Gabrielle Legare	Maples Collegiate Seven Oaks School Division
Karen Mercer	Henry G. Izatt School Pembina Trails School Division
Michelle Marchildon	Curriculum Development and Implementation Branch Bureau de l'éducation française Division
Claire Normandeau	École/Collège Régional Gabrielle-Roy Division scolaire franco-manitobaine

**Members of the Focus Group
(April 2016)
(continued)**

Kim Poirier	Learning Support and Technology Unit Instruction, Curriculum and Assessment Branch
Dr. Joyce Slater	Department of Food and Human Nutritional Sciences Faculty of Agricultural and Food Sciences University of Manitoba
Sheila Stark-Perreault	East Selkirk Middle School Lord Selkirk School Division
Barbara Warbanski	Collège Garden City Collegiate Seven Oaks School Division
Rosalie Brandt	Dakota Collegiate Louis Riel School Division
Joanne Brugger	Elmwood High School Winnipeg School Division
Brittney Casavant	J.H. Bruns Collegiate Louis Riel School Division
Lotte Giesbrecht	Steinbach Regional Secondary School Hanover School Division
Heidi Forrester	Glenlawn Collegiate Louis Riel School Division
Marilyn MacNaughton	Collège Garden City Collegiate Seven Oaks School Division
Karalyn Main	Major Pratt School Park West School Division
Sharon Thevenot-Nowrang	West Kildonan Collegiate Seven Oaks School Division

**Manitoba Education and
Training Staff**

Louise Boissonneault
Coordinator

John Finch
Coordinator

Courtney Harrison
STEP Student

Lynn Harrison
Desktop Publisher

Susan Lee
Project Leader

Debra Mayer
Early Childhood Education Consultant

Grant Moore
Publications Editor

Tania Munroe
First Nations, Métis, and Inuit Perspectives
Consultant

Audrey North
First Nations, Métis, and Inuit Perspectives
Consultant

Kim Poirier
Technical Vocational Education Consultant

Greg Pruden
First Nations, Métis, and Inuit Perspectives
Consultant

Ruth Stargardter
Career Development Consultant

Antonio (Tony) Tavares
Diversity Education Consultant

Document Production Services Unit
Instruction, Curriculum and Assessment Branch

Learning Support and Technology Unit
Instruction, Curriculum and Assessment Branch

Independent Education Unit
Instruction, Curriculum and Assessment Branch

Document Production Services Unit
Instruction, Curriculum and Assessment Branch

Learning Support and Technology Unit
Instruction, Curriculum and Assessment Branch

Early Childhood and Development Unit
Instruction, Curriculum and Assessment Branch

Document Production Services Unit
Instruction, Curriculum and Assessment Branch

Early Childhood and Development Unit
Instruction, Curriculum and Assessment Branch

Early Childhood and Development Unit
Instruction, Curriculum and Assessment Branch

Learning Support and Technology Unit
Instruction, Curriculum and Assessment Branch

Early Childhood and Development Unit
Instruction, Curriculum and Assessment Branch

Learning Support and Technology Unit
Instruction, Curriculum and Assessment Branch

Learning Support and Technology Unit
Instruction, Curriculum and Assessment Branch

TECHNOLOGY EDUCATION: HUMAN ECOLOGY

Technology education provides students with opportunities for solving problems, designing, performing essential life skills, constructing products, and addressing current trends and issues. Students use and study technology to create practical solutions to problems – individually or in groups – to develop technical skills, knowledge, and attitudes.

Technology education enables students to explore their ideas, gain practical experiences, and work through thinking processes in a safe and supportive environment. The ability to adapt to a changing technological society and to accept social responsibility is paramount to all Manitobans in the pursuit of new careers and lifestyles. Technology education allows learners to evaluate their strengths and interests in career choices. It also reflects rapid changes in the workplace and allows students to make informed decisions about their future.

Technology education includes the courses found in the subject area of human ecology.

Human Ecology

With this renewal comes a new subject name: human ecology. The change in this new curriculum is significant, so a name change is a natural progression.

The name change reflects the evolving educational landscape while preserving the original home economics perspectives. This is illustrated in the new human ecology logo, which depicts the sprouting of stems and the unfurling of leaves.



Rationale

Human ecology courses provide an interdisciplinary approach that integrates social and physical science theory and action through the study of everyday living. It contributes to empowering individuals to become active and informed members of society who are able to live independently, within thriving families and in dynamic communities.

Human ecology education provides students with essential knowledge and transferable skills that are applicable to their personal lives and success in learning, life, and work.

Mission

The goal of **human ecology** is for students to

- discover knowledge that enhances everyday living
- explore and apply experiential learning
- integrate the principles of preventative, proactive, and practical approaches to support individuals in their personal lives, families, and communities

Vision

Human ecology education strives to

- enhance personal well-being
- develop and apply technical, communicative, and thinking skills
- cultivate skills to participate in a dynamic society

Credit Allocation

The Senior Years (Grades 9–12) credit system provides flexibility to enable students to pursue Senior Years courses best suited to their individual requirements and aspirations. There are no prerequisites for the human ecology courses.

Human ecology courses are designated as optional credits towards high school graduation requirements. For more information, see the *Subject Table Handbook* on the Manitoba Education and Training website at www.edu.gov.mb.ca/k12/docs/policy/sth/.

A student may earn one credit by undertaking and successfully completing a course of study designed for a minimum of 110 hours of instruction. Half credits (courses designed for a minimum of 55 hours of instruction) may be earned in like manner.

Half-credit courses enable schools to offer two pre-determined curriculum areas within the semester, depending on the teacher expertise available and facility demands (e.g., 55 hours in two areas of study within the domain of human ecology: environmental design, family studies, food and nutrition, textile arts and design). This still provides students the opportunity to receive one full credit towards their high school graduation requirements.

A student may earn either a full or half credit at each grade level within the same subject area.

A student may not earn either a full or half credit at each grade level for the new human ecology curriculum and the previous home economics curricula (i.e., *Clothing, Housing and Design 10–12 [1988]*, *Food and Nutrition 10–12 [1988]*, *Home Economics: Senior 1 [1993]*, and *Senior Years Family Studies [2004]*).

Code	Course Name	Grade/Designation
0486	Human Ecology	10S 10E 10M 20S 20E 20M 30S 30E 30M 40S 40E 40M
0487	Family Studies	15S 15E 15M 25S 25E 25M 35S 35E 35M 45S 45E 45M
0487	Family Studies	10S 10E 10M 20S 20E 20M 30S 30E 30M 40S 40E 40M
0488	Textile Arts and Design	15S 15E 15M 25S 25E 25M 35S 35E 35M 45S 45E 45M
0488	Textile Arts and Design	10S 10E 10M 20S 20E 20M 30S 30E 30M 40S 40E 40M
0489	Food and Nutrition	15S 15E 15M 25S 25E 25M 35S 35E 35M 45S 45E 45M
0489	Food and Nutrition	10S 10E 10M 20S 20E 20M 30S 30E 30M 40S 40E 40M
0490	Environmental Design	30S 30E 30M 40S 40E 40M 35S 35E 35M 45S 45E 45M
0491	Applied Family Studies	40S 40E 40M

Specialized (S): Educational experiences in specialized areas leading to further studies beyond the Senior Years (e.g., apprenticeship, college, and university).

EAL (E): Educational experiences designed to focus on English as an additional language (EAL) learning goals in the context of the subject, based on the student’s assessed level of EAL proficiency, and to assist the student in making the transition into regular Senior Years programming in this content area. An EAL Individual Educational Plan (EAL-IEP) is required for each student.

Modified (M): Educational experiences intended for students with significant cognitive disabilities and where the provincial subject-area curriculum outcomes have been modified to take into account the learning requirements of a student; an Individual Education Plan (IEP) is required for each student.

Funding

Funding resources and supports are available to support human ecology programming. Visit the Technology Education Funding web page at www.edu.gov.mb.ca/k12/cur/teched/fund_res.html.

Curriculum Organization

The flexibility of this curriculum enables teachers to provide students with connections to the world in which they live. Students are able to see their relationship to the community as well as to their learning in the classroom. The emphasis is on practical applications and instructional purposes. The learning outcomes in each area of study and their sequence can vary based on the activities within the course.

Curriculum Goals

Curriculum goals outline the major curriculum components in addition to the general or across-the-curriculum learning goals for the subject area.

Learning Outcomes

Learning outcomes are statements that indicate what students will know or be able to do by the end of the course or as a result of a learning activity. Learning outcomes are usually expressed as knowledge, skills, or understanding. Learning outcomes should be student-focused and clearly outline the knowledge, skills, or understanding being assessed. Within each subject area, each course contains general and specific learning outcomes that address a particular area of study.

In developing learning outcomes, the assumption was made that courses are taught by experts in their field; therefore, the terminology and language used in the curriculum is specific to the area of expertise.

General Learning Outcomes

General learning outcomes (GLOs) are overarching statements about what students are expected to learn in each course. They identify broad categories of knowledge, skills, and understandings that students are expected to learn and be able to demonstrate in a subject area or course.

All general learning outcomes are identified with two numbers, indicating the subject-area goal and the general learning outcome. For example, GLO 1.1 is the first general learning outcome under Goal 1.

Specific Learning Outcomes

Specific learning outcomes (SLOs) are statements that identify the specific knowledge, skills, and understandings that students are required to attain by the end of a given course. Some learning outcomes will be revisited several times during a course to allow for connections to be made to other outcomes in the course.

SLOs do not specify the learning activities in which students will participate in order to attain them. In most courses, the emphasis is on applied learning activities. Teachers are advised to select learning activities best suited to teach the SLOs, based on a variety of factors including access to resources or regional needs. In light of rapid changes in technology, teachers are encouraged to update their learning activities in order to meet the needs of students.

SLOs are not necessarily sequential. In other words, they might be taught in an order different from how they appear in the document.

All specific learning outcomes are identified with a sequence of numbers separated by dots. These characters code the general learning outcome and specific learning outcomes. For example, SLO 1.1.1 is the first specific learning outcome under GLO 1.1.

Safety-Related Learning Outcomes

Schools need to offer, in a safe environment, human ecology activities that are educationally rewarding and relevant to both students' lives and their possible future careers. These desired goals can only be achieved through team effort involving all of those who set and administer school policies, design and maintain the learning environment, plan and deliver human ecology lessons, and select and prepare the materials used.

Human ecology teachers must reinforce safety as a priority to students. The specific learning outcomes related to safety are expressed explicitly in each course, but safety should be integrated throughout all courses and reinforced continually. Because of the importance of safety training, development team members have concluded that, with a few exceptions, teachers need to teach and assess safety in every course in their subject area. Therefore, all safety-related SLOs are repeated in all subject areas.

The goal of the "Safety in Senior Years Human Ecology" section (Appendix 1) is to compile information to help principals, planners, teachers, and support staff make sound decisions regarding safety. The document identifies areas for decision making and action at a variety of levels. It supports

planning and action by providing information on safety legislation and standards, safety hazards, and examples of procedures for eliminating or minimizing hazards.

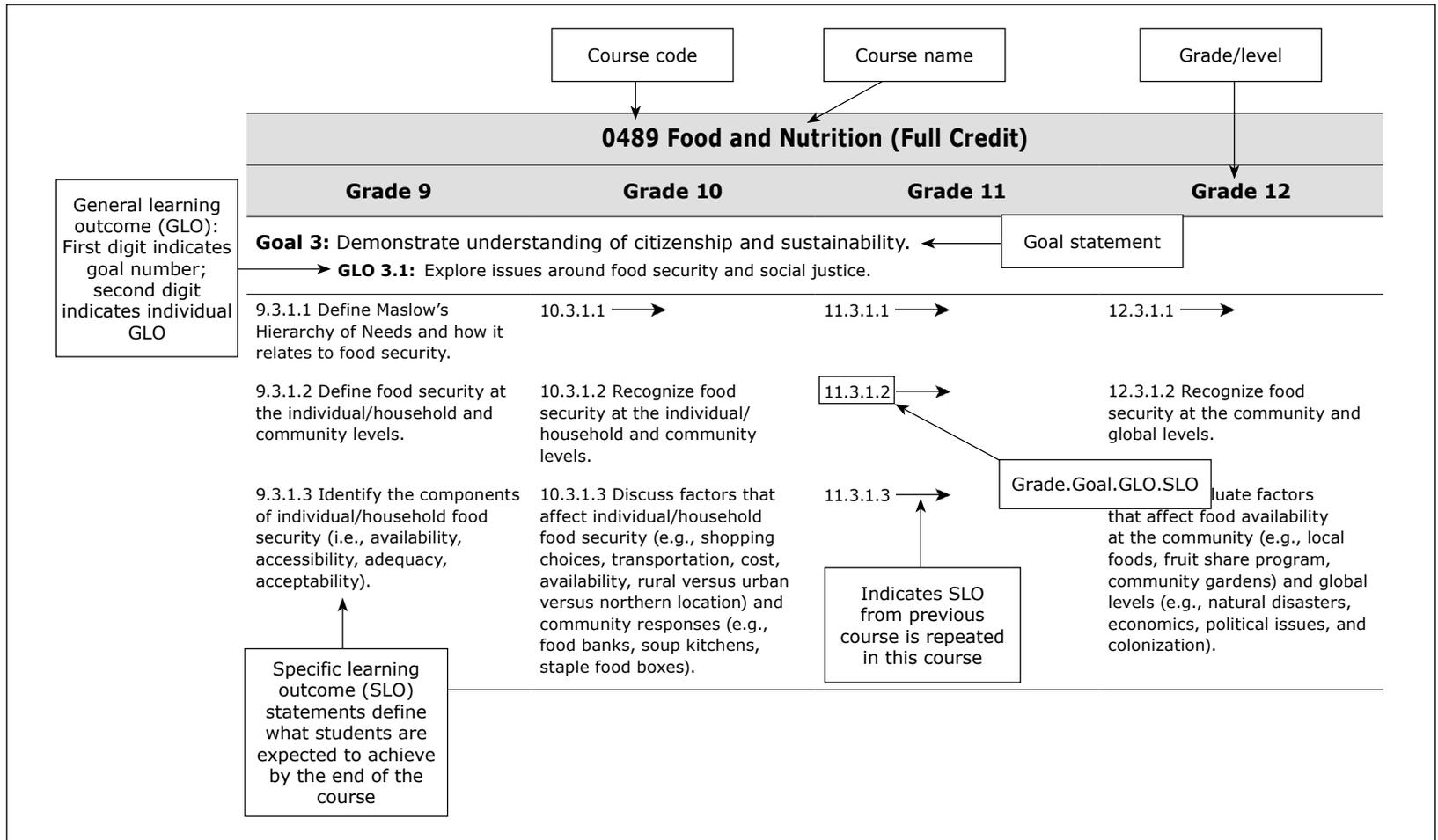
Teacher and Administrator Safety Implications

Principals and classroom teachers must be aware of accident/injury liability and negligence statements found in *The Public Schools Act*, as well as in the Manitoba Education and Training *Administrative Handbook: School Administration – Negligence and Liability* (available on the department website at www.edu.gov.mb.ca/k12/docs/policy/admin/school_admin.pdf).

Below is segment N1 from the *Administrative Handbook* (January 2010), which includes a three-page section of reference on negligence and liability.

If students are to be placed in situations where the potential for injury exists, appropriate skills training and safety briefings must take place, and safety regulations must be conscientiously enforced. In addition, school officials are legally obligated to see that any facilities and equipment used are in a safe condition. Particular caution should be exercised with regard to physical education equipment, playground equipment, vocational/industrial shops, etc.

Guide to Reading Senior Years Human Ecology Goals and Learning Outcomes



Curriculum Implementation

Senior Years Human Ecology: Manitoba Curriculum Framework of Outcomes is intended to provide a guide for curriculum implementation. The human ecology curriculum replaces the former curricula (i.e., *Clothing, Housing and Design 10–12 [1988]*; *Food and Nutrition 10–12 [1988]*; *Home Economics: Senior 1 [1993]*; and *Senior Years Family Studies [2004]*).

During the voluntary implementation year, teachers in Manitoba have the option of teaching the new draft curriculum the year before it is mandatory. They also have the choice to continue to teach the old curriculum during that year. Course codes for the new courses are available now and can be found in the *Subject Table Handbook*.

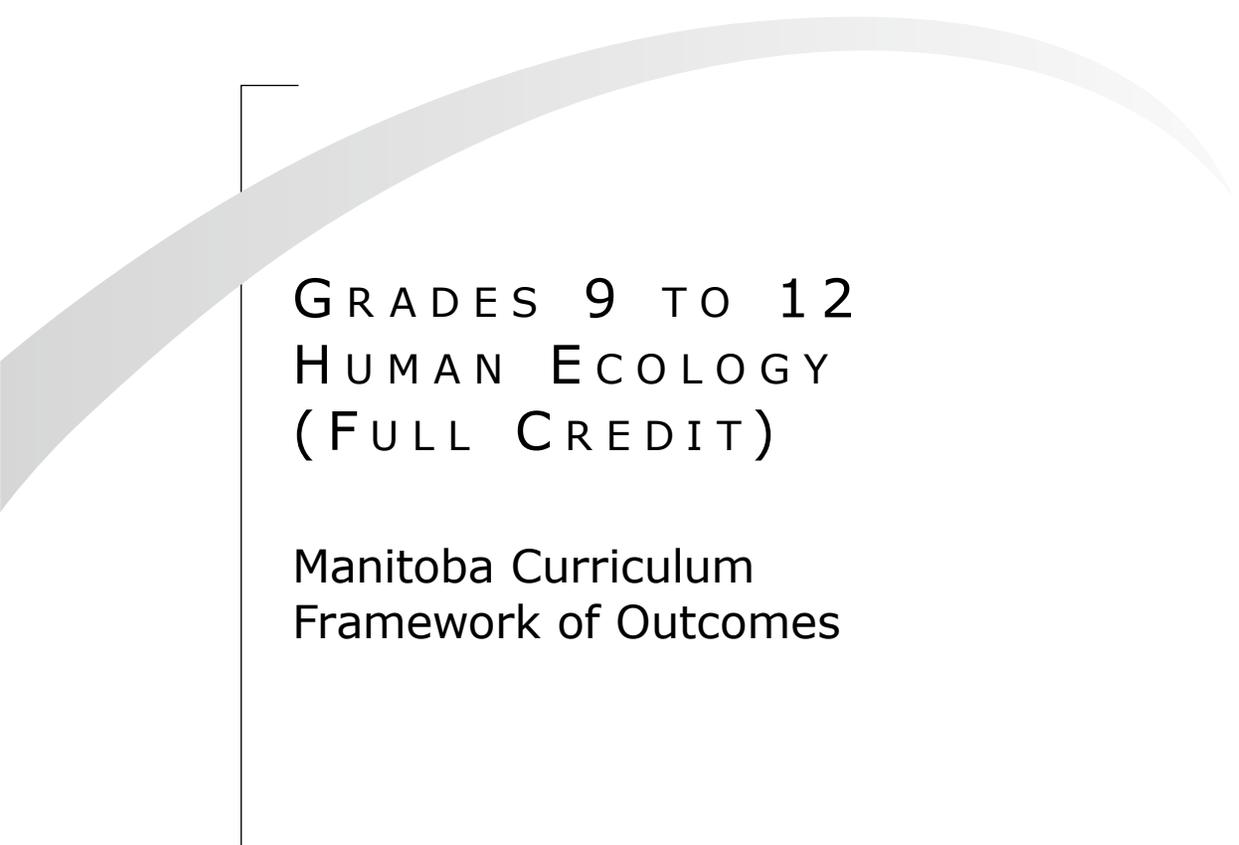
Under system-wide implementation, all human ecology teachers in Manitoba must teach the new curriculum. Teachers will no longer be able to use the old codes.

As of fall 2018, *Senior Years Human Ecology: Manitoba Curriculum Framework of Outcomes* is available on the Manitoba Education and Training website.

Date	Voluntary Implementation	System-Wide Implementation
Fall 2018	X	
Fall 2019		X

Learning Resources

Teams of teacher-evaluators nominated from Manitoba schools examine publishers' submissions, evaluate learning resources, and make recommendations regarding the suitability of resources for Manitoba classrooms. The Senior Years Human Ecology learning resource shortlists or bibliographies will be available Fall 2018 at www.edu.gov.mb.ca/k12/learnres/index.html#educators.



GRADES 9 TO 12 HUMAN ECOLOGY (FULL CREDIT)

Manitoba Curriculum Framework of Outcomes

Because Grades 9 to 12 Human Ecology (Full Credit) is divided into three parts (Family Studies, Textile Arts and Design, and Food and Nutrition), each part does not necessarily cover all of the goals and outcomes in the Grades 9 to 12 Family Studies, Textile Arts and Design, and Food and Nutrition frameworks. Therefore, its goals and outcomes numbering system does not always appear to be sequential.

In developing learning outcomes, the assumption was made that courses are taught by experts in their field; therefore, the terminology and language used in the curriculum is specific to the area of expertise.

GRADES 9 TO 12 HUMAN ECOLOGY

The focus of human ecology is to prepare students for living independently and working successfully with others. Human ecology courses engage students in an action-oriented approach that builds capacity for decision-making and problem-solving skills through everyday situations within the areas of family studies, food and nutrition, and textile arts and design.

Course Grade Levels and Credit Allocations

A student may earn one credit by undertaking and successfully completing a course of study designed for a minimum of 110 hours of instruction. Grades 9-12 Human Ecology course must provide outcomes in the three curriculum areas (family studies, food and nutrition, textile arts and design) and provide a full-credit entitlement.

0486 Human Ecology (full credit)	10S 10E 10M 20S 20E 20M 30S 30E 30M 40S 40E 40M
-------------------------------------	--

Specialized (S): Educational experiences in specialized areas leading to further studies beyond the Senior Years (e.g., apprenticeship, college, and university).

EAL (E): Educational experiences designed to focus on English as an additional language (EAL) learning goals in the context of the subject, based on the student’s assessed level of EAL proficiency, and to assist the student in making the transition into regular Senior years programming in this content area. An EAL Individual Educational Plan (EAL-IEP) is required for each student.

Modified (M): Educational experiences intended for students with significant cognitive disabilities and where the provincial subject area curriculum outcomes have been modified to take into account the learning requirements of a student; an Individual Education Plan (IEP) is required for each student.

Grades 9 to 12 Human Ecology

Each grade requires that students develop their conceptual knowledge base and skill set. Some learning outcomes will be similar for all grade levels; in other situations, each level will build on previous knowledge and progress from simple to more complex conceptual understandings. The course descriptions below identify the depth and breadth of the studies in each grade level.

Grade 9 Human Ecology: This course will encompass areas of study within family studies, food and nutrition, and textile arts and design. Family studies explores adolescent development from the perspective of the adolescent student. Food and nutrition focuses on the individual and the relationships and influences that affect food choices. Students will examine the fundamentals of nutrition and develop safe food handling and food preparation skills in a practical

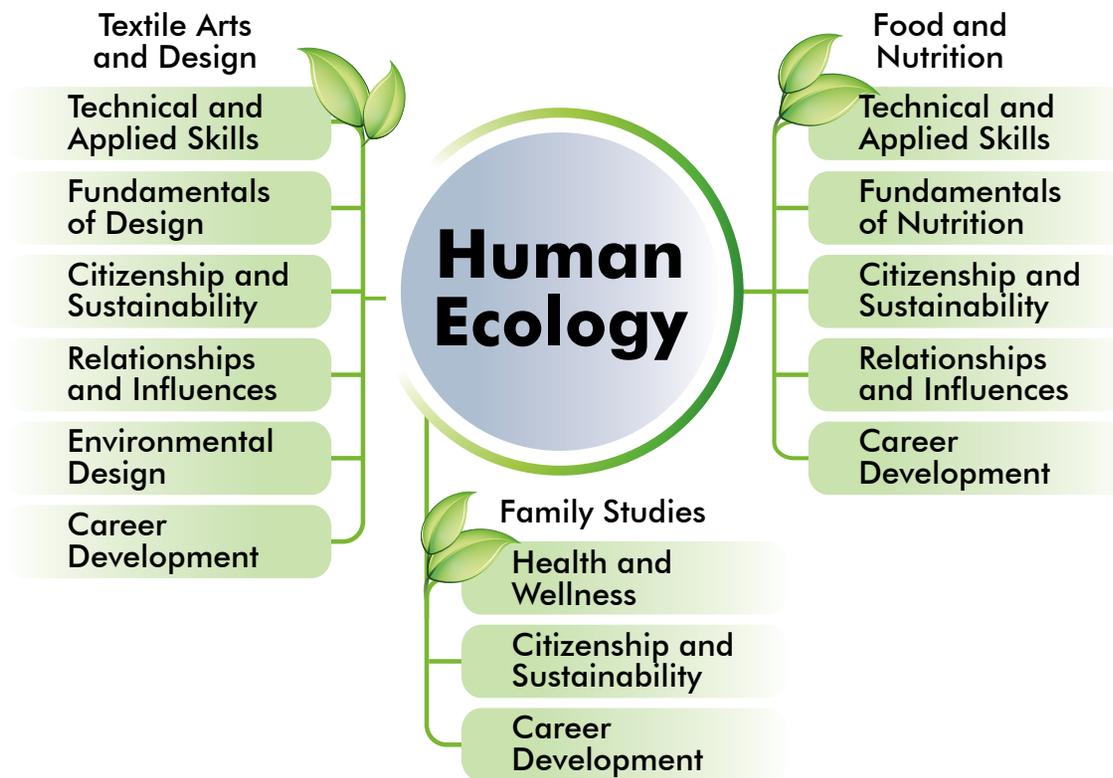
setting. The textile arts and design component of this course will explore a basic understanding of textiles available to the individual consumer and how those textiles can be constructed, designed, used, and obtained. Students will examine personal use of textiles, individual clothing choices, sustainability of local communities, and an introduction to environmental design.

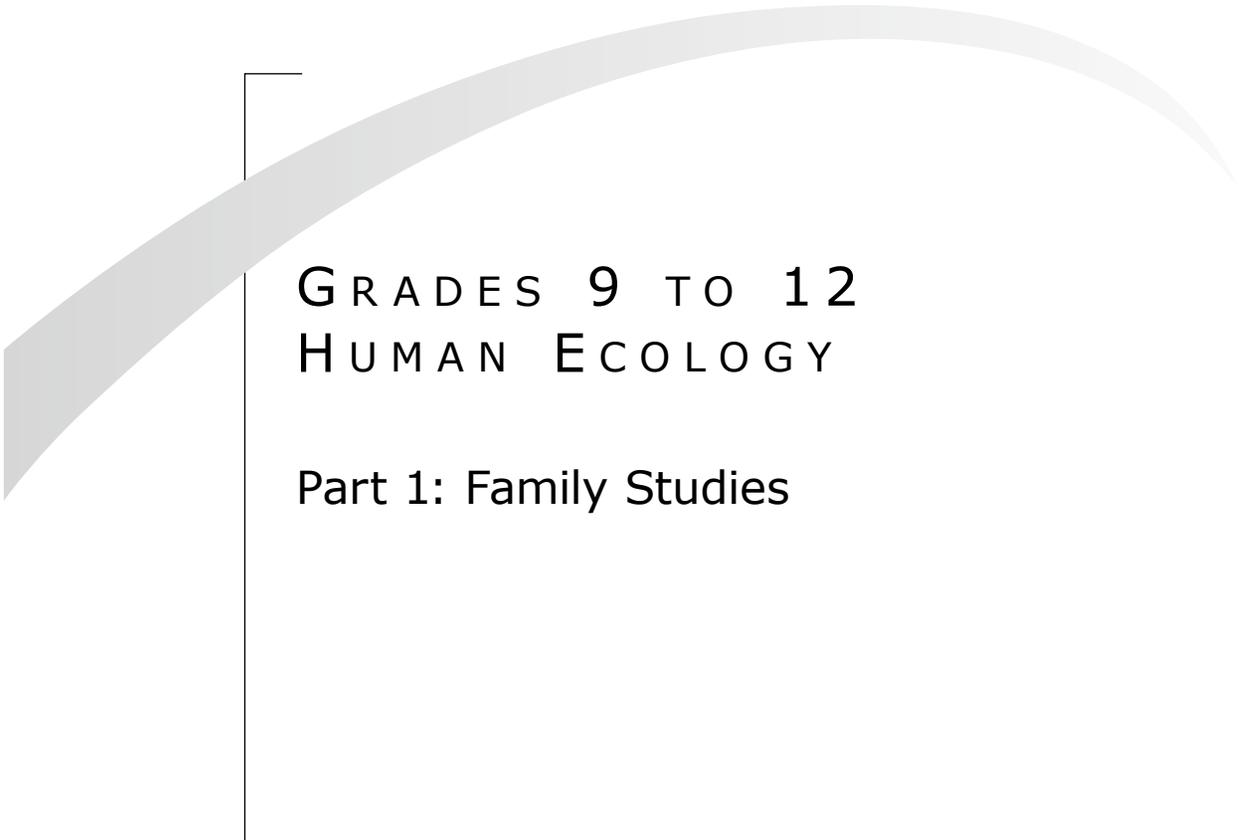
Grade 10 Human Ecology: This course will encompass areas of study within family studies, food and nutrition, and textile arts and design. Family studies focuses on the skills and knowledge parents and caregivers need, with emphasis on maternal health, pregnancy, birth, and the early years of human development. Food and nutrition focuses on the individual and the influence that marketing and media have on food choices and their impact on health and well-being. Textile arts and design examines a broader understanding of textile uses and techniques achieved through practical experiences. Students will examine socially conscious manufacturing, clothing security, regional design styles, costume development, and environmental design.

Grade 11 Human Ecology: This course will encompass areas of study within family studies, food and nutrition, and textile arts and design. Family studies focuses on the relationships of children and adolescents within families. Students will learn about developmental needs, effective care, and positive interactions with children/adolescents. Food and nutrition focuses on the individual within the community and Canada, including the influence regions have on our personal food choices. Textile arts and design focuses on enhanced skill development with textile products. Students will examine manufacturer's and consumer's 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. Family studies emphasizes the transition from adolescence to adulthood with the ability to examine and practise skills that help develop healthy interpersonal relationships. Food and nutrition is a critical examination of the individual as a responsible citizen through examining food security and accessibility. Textile arts and design focuses on advanced skill development with textile products. Students will examine accessibility and use of textiles, manufacturing social responsibilities, and global influences on design trends.





GRADES 9 TO 12 HUMAN ECOLOGY

Part 1: Family Studies

In developing learning outcomes, the assumption was made that courses are taught by experts in their field; therefore, the terminology and language used in the curriculum is specific to the area of expertise.

GRADES 9 TO 12 HUMAN ECOLOGY: PART 1: FAMILY STUDIES

In Manitoba, the content of the Senior Years Family Studies outcomes are arranged in a series of goals.

3. **Health and Wellness:** The learning experiences in this goal will assist students in developing the knowledge and skills to understand the factors that affect our mental health and wellness. While building individual strategies, students will strengthen their abilities to use skills, resources, and processes that enhance the daily living of individuals, families, and communities.
5. **Citizenship and Sustainability:** The learning experiences in this goal will assist students in developing the knowledge and skills to become citizens who question the quality of life—locally, nationally, and globally—with the desire for a sustainable and equitable future.
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.



Terminology

The Truth and Reconciliation Commission of Canada (TRC): Calls to Action identified **education for reconciliation** as one of the areas to redress the legacy of residential schools and advance the process of Canadian reconciliation. All of the courses covered in *Senior Years Human Ecology: Manitoba Curriculum Framework of Outcomes* support Manitoba Education and Training's contribution to education for reconciliation. For more information on the TRC Calls to Action, see www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf.

The following is an explanation of terms used in the learning outcomes that may be unfamiliar or require clarification:

- **Elder:** A spiritual leader who has cultural and traditional knowledge, who is representative of his or her community, and who First Nations, Métis, and Inuit communities look to for advice and wisdom.
- **Knowledge Keeper(s):** Knowledge Keepers have key knowledge of the past and present and are able to share teachings around both new and old knowledge.
- **Indigenous People(s):** A collective term used to describe the original habitants of the land prior to European contact. The term not only refers to the past but also to today's society, including the Métis nation whose genesis occurred after contact. In Canada, the term *Indigenous Peoples* includes First Nations, Métis, and Inuit people.

0486 Human Ecology (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 3: Demonstrate understanding of health and wellness.

GLO 3.4: Demonstrate understanding of mental health and wellness.

9.3.4.1 Describe cultural perspectives of health and wellness.

10.3.4.1 Analyze cultural perspectives of health and wellness.

11.3.4.1 Describe cultural perspectives of the health and wellness of children and adolescents.

12.3.4.1 Research cultural perspectives of balance and holistic health as they relate to a person's well-being.

9.3.4.2 Identify common mental health challenges that affect adolescents.

10.3.4.2 Discuss common mental health challenges that affect adolescents.

11.3.4.2 Describe mental health challenges affecting children and adolescents.

12.3.4.2 Research the occurrence of mental health challenges affecting adult populations.

9.3.4.3 Describe factors that have an impact on adolescent mental health.

10.3.4.3 Analyze factors that have an impact on adolescent mental health.

11.3.4.3 Describe factors that have an impact on child and adolescent mental health.

12.3.4.3 Research community resources that support mental health.

9.3.4.4 Define stigma and identify the stigma associated with mental illness in society.

10.3.4.4 →

11.3.4.4 Identify strategies that reduce the stigma associated with mental health in society.

12.3.4.4 Research strategies that address systemic barriers to health and wellness (e.g., Human Rights Commission, etc.).

9.3.4.5 Identify where and how to access mental health services.

10.3.4.5 →

11.3.4.5 →

12.3.4.5 →

0486 Human Ecology (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 3: Demonstrate understanding of health and wellness. *(continued)*

GLO 3.5: Demonstrate understanding of financial well-being.

9.3.5.1 Define financial capability, financial vulnerability, and financial well-being.

10.3.5.1 Identify the components of financial capability, financial vulnerability, and financial well-being.

11.3.5.1 Describe the factors that affect financial capability, financial vulnerability and the barriers to financial well-being.

12.3.5.1 Evaluate the factors that affect financial capability, financial vulnerability, and the barriers to financial well-being.

9.3.5.2 Define opportunity cost and identify the factors that influence individual financial decisions and the impact of opportunity cost on individuals.

10.3.5.2 →

11.3.5.2 Define opportunity cost and identify the factors that influence individual financial decisions and the impact of opportunity cost on families.

12.3.5.2 Define opportunity cost and identify the factors that influence individual financial decisions and the impact of opportunity cost on individuals and families.

9.3.5.4 Define Maslow’s Hierarchy of Needs and how it relates to personal money management.

10.3.5.4 Define Maslow’s Hierarchy of Needs and how it relates to families’ money management.

11.3.5.4 Prepare, analyze, and evaluate the sustainability of a personal budget.

12.3.5.4 Prepare, analyze, and evaluate the sustainability of a household budget.

9.3.5.5 Identify financial institutions and the products and services they provide to individuals and families.

10.3.5.5 Compare and contrast financial institutions and the products and services they provide to individuals and families.

11.3.5.5 Identify strategies to safeguard personal finances and to prevent identity theft.

12.3.5.5 Identify and describe legislation and agreements related to financial products and services (e.g., Financial Consumer Agency of Canada, Manitoba Securities Commission, etc.).

0486 Human Ecology (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 3: Demonstrate understanding of health and wellness. *(continued)*

GLO 3.5: Demonstrate understanding of financial well-being. *(continued)*

9.3.5.6 Describe and evaluate strategies for personal savings.

10.3.5.6 Compare and contrast types of saving, investing, and insurance products and services.

11.3.5.6 Compare and contrast credit options and costs.

12.3.5.6 Describe and evaluate strategies to access and manage personal and household credit and debt.

9.3.5.7 Describe current and future technological trends in individual and family finance.

10.3.5.7 Investigate current and future technological trends in individual and family finance.

11.3.5.7 Evaluate current and future trends in individual and family finance in terms of their real or perceived benefits to Canadian consumers.

12.3.5.7 Evaluate current and future trends in individual and family finance in terms of their real or perceived benefits to global populations.

0486 Human Ecology (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 5: Demonstrate understanding of citizenship and sustainability.

Teachers are encouraged to access additional resources and/or consult with an Elder(s) or Knowledge Keeper(s) when implementing the Indigenous outcomes with respect to traditional protocols. See Appendix 2.

GLO 5.1: Demonstrate understanding of trends facing Canadian families.

9.5.1.1 Identify and describe current demographics of Canadian families.

10.5.1.1 Discuss current demographics of Canadian families and distinguish between fact and opinion.

11.5.1.1 Examine demographics of Canadian families and distinguish between fact and opinion.

12.5.1.1 Research current demographics of Canadian families and distinguish between fact and opinion.

GLO 5.2: Demonstrate understanding of diversity that exists among families.

9.5.2.1 Define individual roles within a cultural perspective and the differences/similarities that exist in families.

10.5.2.1 Describe economic and geographic differences/similarities that exist in families.

11.5.2.1 Examine differences/similarities that exist in families with regard to culture, individual roles, economics, geography, and structure.

12.5.2.1 Research differences/similarities that exist in families with regard to culture, individual roles, economics, geography, and structure.

GLO 5.3: Demonstrate understanding of “family” in a changing world.

9.5.3.1 Describe how societal change and the changing definition of the family are related.

10.5.3.1 →

11.5.3.1 Compare and contrast the strengths and challenges of different family forms and structures.

12.5.3.1 Summarize the strengths and challenges of different family forms and structures.

9.5.3.3 Define and describe the functions families play in society.

10.5.3.3 →

11.5.3.3 Describe and discuss societal changes and the impact on family forms and structures.

12.5.3.3 →

0486 Human Ecology (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 5: Demonstrate understanding of citizenship and sustainability. *(continued)*

GLO 5.4: Demonstrate understanding of difficult situations for individuals and/or families.

9.5.4.1 Define personal stress and identify common causes of stress.

10.5.4.1 Define stress and identify common causes of stress for families.

11.5.4.1 Define stress and identify common causes of stress for children and adolescents.

12.5.4.1 Define stress and identify common causes of adult stress (e.g., including family, work-life balance, and time management).

9.5.4.2 Identify symptoms of stress and assess current level of personal stress.

10.5.4.2 Identify symptoms of stress for families.

11.5.4.2 Identify symptoms of stress for children and adolescents.

12.5.4.2 Identify symptoms of stress for adults.

9.5.4.3 Identify the link between stress and health problems.

10.5.4.3 Identify the link between stress and health problems for families.

11.5.4.3 Identify the link between childhood and adolescent stress and health problems.

12.5.4.3 Identify the link between stress and health problems in adults.

9.5.4.4 Examine positive coping strategies and identify negative coping strategies when dealing with stress.

10.5.4.4 Investigate positive coping strategies and identify negative coping strategies for families when dealing with stress.

11.5.4.4 Analyze positive coping strategies and identify negative coping strategies for children and adolescents when dealing with stress.

12.5.4.4 Critique positive coping strategies and identify negative coping strategies for adults when dealing with stress.

9.5.4.7 Identify factors that strengthen individuals and/or families when addressing difficult situations.

10.5.4.7 →

11.5.4.7 →

12.5.4.7 →

9.5.4.8 Identify relevant resources available for individuals and/or families (e.g., community-based, provincial, and federal government resources).

10.5.4.8 →

11.5.4.8 →

12.5.4.8 →

0486 Human Ecology (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 6: Demonstrate understanding of career development and the skills required.

GLO 6.1: Demonstrate personal and social skills.

Note: GLO 6.1 to 6.5 outcomes are to be integrated throughout the family studies course and are not intended to be a unit of study.

9.6.1.1 Demonstrate understanding of others and their perspectives.	10.6.1.1 →	11.6.1.1 →	12.6.1.1 →
9.6.1.2 Communicate effectively with others.	10.6.1.2 →	11.6.1.2 →	12.6.1.2 →
9.6.1.3 Participate in a positive manner.	10.6.1.3 →	11.6.1.3 →	12.6.1.3 →
9.6.1.4 Demonstrate responsibility in being accountable for their actions.	10.6.1.4 →	11.6.1.4 →	12.6.1.4 →
9.6.1.5 Listen in order to understand and learn.	10.6.1.5 →	11.6.1.5 →	12.6.1.5 →
9.6.1.6 Enhance personal growth through continuous learning.	10.6.1.6 →	11.6.1.6 →	12.6.1.6 →

0486 Human Ecology (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 6: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 6.2: Demonstrate thinking and decision-making skills.

9.6.2.1 Explain their thinking to others in a way that is clear, accurate, logical, and complete.	10.6.2.1 →	11.6.2.1 →	12.6.2.1 →
9.6.2.2 Use innovative thinking in decision making.	10.6.2.2 →	11.6.2.2 →	12.6.2.2 →
9.6.2.3 Compare and contrast common approaches to decision making.	10.6.2.3 →	11.6.2.3 →	12.6.2.3 →
9.6.2.4 Identify factors that affect decision making.	10.6.2.4 →	11.6.2.4 →	12.6.2.4 →
9.6.2.5 Interpret fact from opinion when making effective decisions.	10.6.2.5 →	11.6.2.5 →	12.6.2.5 →
9.6.2.6 Predict and analyze the outcome of a decision.	10.6.2.6 →	11.6.2.6 →	12.6.2.6 →
9.6.2.7 Apply decision-making strategies to learning, life, and work.	10.6.2.7 →	11.6.2.7 →	12.6.2.7 →

0486 Human Ecology (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 6: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 6.3: Demonstrate teamwork skills.

9.6.3.1 Demonstrate the ability to work independently and collaboratively as a team member.

10.6.3.1 →

11.6.3.1 →

12.6.3.1 →

9.6.3.2 Develop strategies to build positive and respectful working relationships with all team members.

10.6.3.2 →

11.6.3.2 →

12.6.3.2 →

9.6.3.3 Recognize and acknowledge the opinions and contributions of team members to build consensus to achieve individual/team goals.

10.6.3.3 →

11.6.3.3 →

12.6.3.3 →

9.6.3.4 Use a variety of strategies to resolve conflicts peacefully and fairly with respect for others.

10.6.3.4 →

11.6.3.4 →

12.6.3.4 →

9.6.3.5 Collaborate with others to establish and determine individual/team member roles, goals, and responsibilities.

10.6.3.5 →

11.6.3.5 →

12.6.3.5 →

0486 Human Ecology (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 6: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 6.4: Demonstrate understanding of project management skills.

9.6.4.1 Define, outline, coordinate, complete, assess, analyze, and reflect on an individual/group project.

10.6.4.1 →

11.6.4.1 →

12.6.4.1 →

9.6.4.2 Demonstrate individual/group flexibility, adaptability, and resilience during the project process with the ability to adapt to new and evolving situations.

10.6.4.2 →

11.6.4.2 →

12.6.4.2 →

9.6.4.3 Determine skills and strategies required for an independent/group project (e.g., communication, leadership, organizational, teamwork, social skills, etc.).

10.6.4.3 →

11.6.4.3 →

12.6.4.3 →

9.6.4.4 Identify and evaluate transferable skills after completing an individual/group project.

10.6.4.4 →

11.6.4.4 →

12.6.4.4 →

9.6.4.5 Reflect on personal skills and strategies developed and their application to learning, life, and work.

10.6.4.5 →

11.6.4.5 →

12.6.4.5 →

0486 Human Ecology (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 6: Demonstrate understanding of career development and the skills required. (*continued*)

GLO 6.5: Explore careers related to family studies.

9.6.5.1 Demonstrate understanding of career opportunities related to family studies (e.g., social science and humanities areas such as early childhood education, child and adolescent development, teaching/education, public policy and law, aging, financial planning, social work, counselling, psychology, public health, advocacy and non-profit work, family life, parenting, etc.).

9.6.5.2 Identify how interests, knowledge, skills, values, and attitudes relate to work.

10.6.5.1 Identify the potential family studies–related employment opportunities in their communities.

10.6.5.2 Demonstrate understanding of how interests, knowledge, skills, values, and attitudes are transferable to various work roles.

11.6.5.1 Compare differences among family studies–related work, jobs, occupations, and careers.

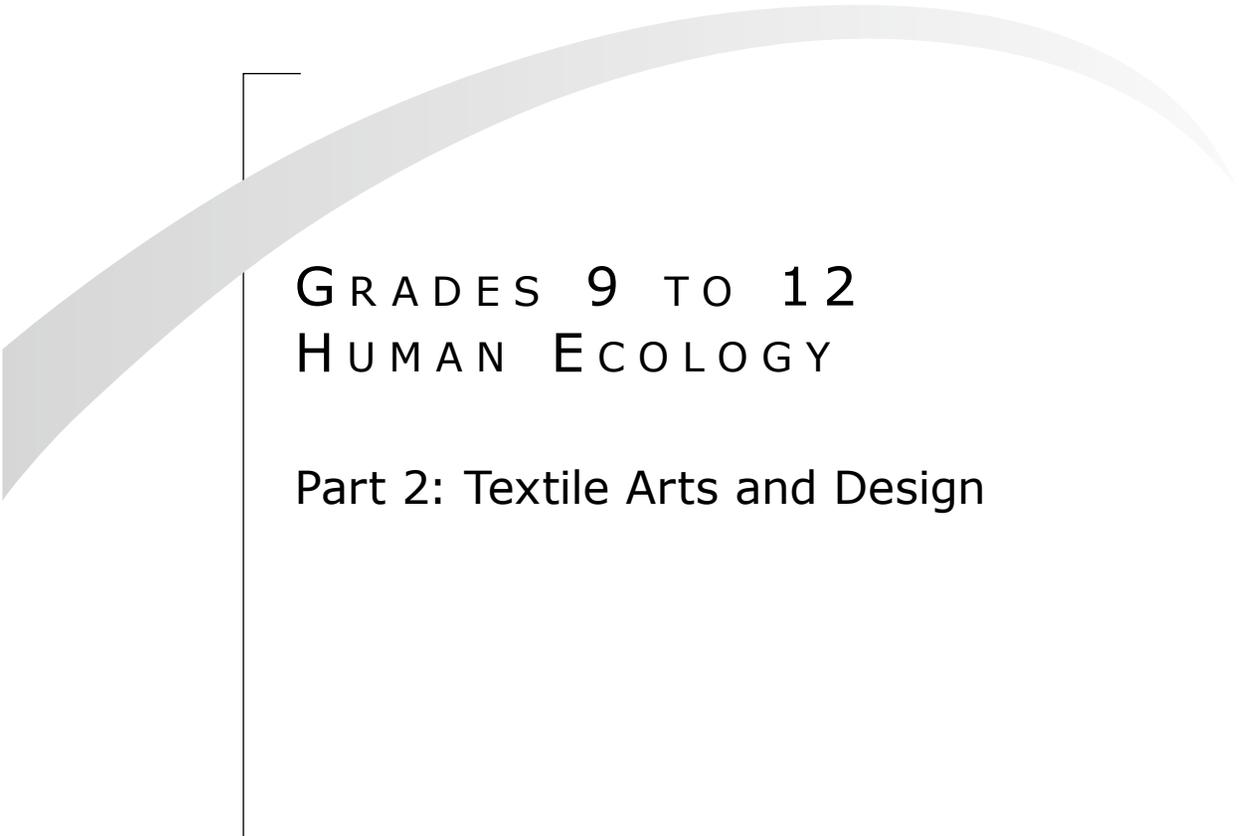
11.6.5.2 Develop criteria to compare occupations in the area of family studies (e.g., skills, interests, values, personal style, family background, lifestyles, and goals).

11.6.5.3 Explore and discover career opportunities in the area of family studies in relation to personal career interests.

12.6.5.1 Determine how entrepreneurship differs from working for others in the area of family studies.

12.6.5.2 →

12.6.5.3 Compare and contrast the education plan required for various careers in the area of family studies.



GRADES 9 TO 12
HUMAN ECOLOGY

Part 2: Textile Arts and Design

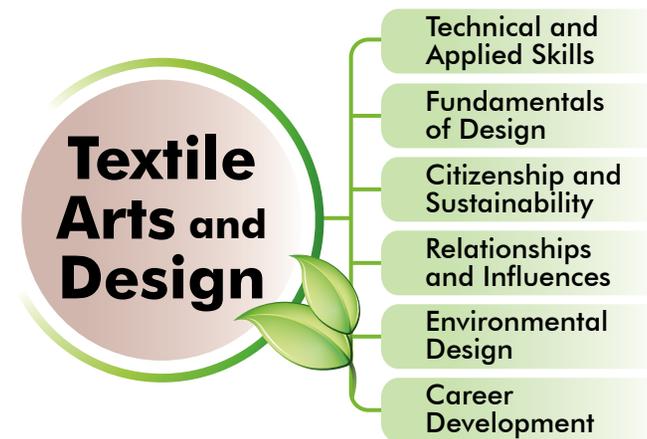
In developing learning outcomes, the assumption was made that courses are taught by experts in their field; therefore, the terminology and language used in the curriculum is specific to the area of expertise.

GRADES 9 TO 12 HUMAN ECOLOGY: PART 2: TEXTILE ARTS AND DESIGN

In Manitoba, the content of the Senior Years Textile Arts and Design outcomes are arranged in a series of 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.



Terminology

The Truth and Reconciliation Commission of Canada (TRC): Calls to Action identified **education for reconciliation** as one of the areas to redress the legacy of residential schools and advance the process of Canadian reconciliation. All of the courses covered in *Senior Years Human Ecology: Manitoba Curriculum Framework of Outcomes* support Manitoba Education and Training's contribution to education for reconciliation. For more information on the TRC Calls to Action, see www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf.

The following is an explanation of terms used in the outcomes that may be unfamiliar or require clarification:

- **Elder:** A spiritual leader who has cultural and traditional knowledge, who is representative of his or her community, and who First Nations, Métis, and Inuit communities look to for advice and wisdom.
- **Knowledge Keeper(s):** Knowledge Keepers have key knowledge of the past and present and are able to share teachings around both new and old knowledge.
- **Indigenous People(s):** A collective term used to describe the original habitants of the land prior to European contact. The term not only refers to the past but also to today's society, including the Métis nation whose genesis occurred after contact. In Canada, the term *Indigenous Peoples* includes First Nations, Métis, and Inuit people.

0486 Human Ecology (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 1: Demonstrate technical and applied skills.

GLO 1.1: Demonstrate safe practices and procedures for facilities, processes, tools, and equipment.

9.1.1.1 Identify and maintain clean work environments.

10.1.1.1 →

11.1.1.1 →

12.1.1.1 →

9.1.1.2 Identify and demonstrate safe behaviour within the work area.

10.1.1.2 →

11.1.1.2 →

12.1.1.2 →

9.1.1.3 Identify and demonstrate safe set-up, handling, and usage of tools, equipment, materials, and chemicals.

10.1.1.3 →

11.1.1.3 →

12.1.1.3 →

9.1.1.4 Describe the common unsafe conditions that cause accidents.

10.1.1.4 →

11.1.1.4 →

12.1.1.4 →

9.1.1.5 Identify an appropriate response to unsafe acts and conditions.

10.1.1.5 →

11.1.1.5 →

12.1.1.5 →

0486 Human Ecology (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 1: Demonstrate technical and applied skills. *(continued)*

GLO 1.1: Demonstrate safe practices and procedures for facilities, processes, tools, and equipment. *(continued)*

9.1.1.6 Demonstrate the proper use of sewing machines and equipment (e.g., sergers, embroidery machines, and pressing equipment, etc.).	10.1.1.6 →	11.1.1.6 →	12.1.1.6 →
9.1.1.7 Demonstrate how to troubleshoot when machine issues arise.	10.1.1.7 →	11.1.1.7 →	12.1.1.7 →
9.1.1.8 Demonstrate the proper use of cutting tools.	10.1.1.8 →	11.1.1.8 →	12.1.1.8 →
9.1.1.9 Identify, describe, use, and care for equipment, tools, and materials.	10.1.1.9 →	11.1.1.9 →	12.1.1.9 →
9.1.1.10 Demonstrate and describe safety procedures used to handle any textile media (e.g., bleach, dyes, paints, adhesives, etc.).	10.1.1.10 →	11.1.1.10 →	12.1.1.10 →

0486 Human Ecology (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 1: Demonstrate technical and applied skills. *(continued)*

GLO 1.3: Develop literacy and numeracy skills as they apply to textile arts.

9.1.3.1 Analyze a project to choose the most appropriate equipment and tools required.

10.1.3.1 →

11.1.3.1 →

12.1.3.1 →

9.1.3.2 Define basic textile terminology.

10.1.3.2 →

11.1.3.2 →

12.1.3.2 →

9.1.3.3 Demonstrate the ability to read and interpret pattern information, pattern symbols, and instructions.

10.1.3.3 →

11.1.3.3 →

12.1.3.3 →

9.1.3.4 Apply metric and imperial measurement in a pattern/project.

10.1.3.4 →

11.1.3.4 →

12.1.3.4 →

9.1.3.5 Demonstrate correct body-measuring techniques.

10.1.3.5 →

11.1.3.5 →

12.1.3.5 →

9.1.3.6 Demonstrate basic preconstruction procedures as applied to a project.

10.1.3.6 →

11.1.3.6 →

12.1.3.6 →

9.1.3.7 Use technical reading skills to follow a set of instructional steps effectively.

10.1.3.7 Adapt a set of instructional steps using appropriate technical writing skills.

11.1.3.7 Create a set of steps using correct technical writing techniques to describe a technical process effectively.

12.1.3.7 →

0486 Human Ecology (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 1: Demonstrate technical and applied skills. *(continued)*

GLO 1.3: Develop literacy and numeracy skills as they apply to textile arts. *(continued)*

9.1.3.8 Interpret a graphic representation of a technical idea.	10.1.3.8 →	11.1.3.8 →	12.1.3.8 →
9.1.3.9 Demonstrate growth in skills development through the production of textile items.	10.1.3.9 →	11.1.3.9 →	12.1.3.9 →
9.1.3.10 Demonstrate pattern development techniques through basic pattern alterations.	10.1.3.10 →	11.1.3.10 →	12.1.3.10 →
9.1.3.11 Complete project(s) according to specified criteria, including timelines, to produce a quality product.			
9.1.3.12 Evaluate and critique a product according to a set criteria.	10.1.3.12 Complete project(s) according to specified criteria, including timelines, to produce a quality product.	11.1.3.12 →	
	10.1.3.13 Evaluate and critique a product according to a set criteria.	11.1.3.13 →	12.1.3.13 Complete project(s) according to specified criteria, including timelines, to produce a quality product.
			12.1.3.14 Evaluate and critique a product according to a set criteria

0486 Human Ecology (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 2: Demonstrate understanding of the fundamentals of design.

GLO 2.1: Develop understanding of the elements and principles of design.

9.2.1.1 Define the elements and principles of design (e.g., project, images, etc.).

10.2.1.1 →

11.2.1.1 Apply the elements and principles of design (e.g., project, images, etc.).

12.2.1.1 Analyze the elements and principles of design (e.g., project, images, etc.).

GLO 2.3: Develop understanding of cultural fashion.

Teachers are encouraged to access additional resources and/or consult with an Elder(s) or Knowledge Keeper(s) when implementing the Indigenous outcomes with respect to traditional protocols. See Appendix 2.

9.2.3.1 Identify apparel styles associated with different cultures around the world (e.g., Indigenous Peoples of Manitoba).

10.2.3.1 Identify and explain the appropriate use of traditional dress (e.g., celebrations, ceremonies, competitions, etc.).

11.2.3.1 Explain the significance of how apparel styles and adornment express culture and heritage (e.g., patterns, design, ribbons, beadwork, colour, etc.).

12.2.3.1 Describe apparel and styles of adornment from various cultures' traditional dress, and explain how they are reflected in current fashion trends.

10.2.3.2 Compare textile design and embellishment based on geographic location/treaty areas.

11.2.3.2 Experiment with various textile designs and embellishments from different geographic locations/treaty areas.

12.2.3.2 →

0486 Human Ecology (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 3: Demonstrate understanding of citizenship and sustainability.

GLO 3.1: Explore social justice as it relates to textiles and apparel.

9.3.1.1 Identify the characteristics of a socially responsible textile/apparel manufacturer (e.g., labour laws, working conditions, etc.).

10.3.1.1 Compare the characteristics of a socially responsible and a socially irresponsible textile/apparel manufacturer.

11.3.1.1 Analyze information about textile/apparel manufacturers to make socially responsible industry and consumer choices.

12.3.1.1 →

9.3.1.4 Investigate opportunities to benefit your community through service learning projects (e.g., sewing for those in need, collecting and repairing items, raising awareness, and raising funds for a community cause).

10.3.1.4 →

11.3.1.4 →

12.3.1.4 →

0486 Human Ecology (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 3: Demonstrate understanding of citizenship and sustainability. *(continued)*

GLO 3.2: Explore sustainable environmental trends and challengers related to textiles and apparel.

9.3.2.1 Identify sustainable textile production processes as they relate to the environment.

10.3.2.1 Investigate the impact of chemicals and pesticides used in textile production on the environment and human health (e.g., waste, etc.).

11.3.2.1 Research and evaluate a local, national, or global company for sustainable business practices in terms of real or perceived benefits.

12.3.2.1 Develop a business proposal for a sustainable textile product.

GLO 3.3: Explore clothing security and availability issues.

9.3.3.1 Identify Maslow’s Hierarchy of Needs in relation to clothing security.

10.3.3.1 →

11.3.3.1 →

12.3.3.1 →

9.3.3.2 Define clothing security at the individual/household and community levels.

10.3.3.2 Recognize clothing security at the individual/household and community levels.

11.3.3.2 →

12.3.3.2 Recognize clothing security at the community and global levels.

0486 Human Ecology (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 3: Demonstrate understanding of citizenship and sustainability. *(continued)*

GLO 3.4: Explore making informed and responsible consumer decisions related to textiles and apparel.

9.3.4.1 Identify ways a product can be up-cycled (e.g., repairing, altering, redesigning, recycling).

10.3.4.1 →

11.3.4.1 →

12.3.4.1 →

9.3.4.2 Investigate the availability of underutilized clothing in your community (e.g., online, thrift, consignment, and up-cycle stores).

10.3.4.2 →

11.3.4.2 →

12.3.4.2 →

0486 Human Ecology (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 4: Demonstrate understanding of relationships and influences.

GLO 4.1: Develop understanding of influences on apparel choices.

9.4.1.1 Identify and explore factors that influence apparel choices (e.g., cultural, fashion trends, emotional, environmental, religious, social, ethical, economic, safety/protection, adornment, modesty, identification, rites of passage, self-exploration, family values).

10.4.1.1 →

11.4.1.1 →

12.4.1.1 →

GLO 4.2: Develop understanding of the relationship between apparel and body image.

9.4.2.1 Identify different body images and how that affects attitudes around clothing (e.g., positive and negative).

10.4.2.1 Discuss how body image can affect clothing choices.

11.4.2.1 Discuss the differences in sizing used by retailers and pattern companies, and their effects on body image.

12.4.2.1 →

0486 Human Ecology (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 5: Develop understanding of environmental design.

The Grades 11 and 12 Environmental Design curricula are full-credit and half-credit courses. Please visit the Manitoba Education and Training website for these documents.

GLO 5.1: Develop understanding of environmental design.

9.5.1.1 Define environmental design as it relates to interior design (e.g., interior and exterior décor). 10.5.1.1 →

9.5.1.2 Discuss the importance of design and its relationship to human well-being and the places we inhabit. 10.5.1.2 →

GLO 5.2: Demonstrate understanding of the principles and elements of environmental design.

9.5.2.1 Identify the vocabulary of principles and elements of design as applied to the built environment (e.g., interior décor). 10.5.2.1 Analyze the principles and elements of design and their use as applied to the built environment (e.g., interior décor).

0486 Human Ecology (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 6: Demonstrate understanding of career development and the skills required.

GLO 6.1: Demonstrate personal and social skills.

Note: GLO 6.1 to 6.5 outcomes are to be integrated throughout the textile arts and design course and are not intended to be a unit of study.

9.6.1.1 Demonstrate understanding of others and their perspectives.	10.6.1.1 →	11.6.1.1 →	12.6.1.1 →
9.6.1.2 Communicate effectively with others.	10.6.1.2 →	11.6.1.2 →	12.6.1.2 →
9.6.1.3 Participate in a positive manner.	10.6.1.3 →	11.6.1.3 →	12.6.1.3 →
9.6.1.4 Demonstrate responsibility in being accountable for their actions.	10.6.1.4 →	11.6.1.4 →	12.6.1.4 →
9.6.1.5 Listen in order to understand and learn.	10.6.1.5 →	11.6.1.5 →	12.6.1.5 →
9.6.1.6 Enhance personal growth through continuous learning.	10.6.1.6 →	11.6.1.6 →	12.6.1.6 →

0486 Human Ecology (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 6: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 6.2: Demonstrate thinking and decision-making skills.

9.6.2.1 Explain their thinking to others in a way that is clear, accurate, logical, and complete.	10.6.2.1 →	11.6.2.1 →	12.6.2.1 →
9.6.2.2 Use innovative thinking in decision making.	10.6.2.2 →	11.6.2.2 →	12.6.2.2 →
9.6.2.3 Compare and contrast common approaches to decision making.	10.6.2.3 →	11.6.2.3 →	12.6.2.3 →
9.6.2.4 Identify factors that affect decision making.	10.6.2.4 →	11.6.2.4 →	12.6.2.4 →
9.6.2.5 Interpret fact from opinion when making effective decisions.	10.6.2.5 →	11.6.2.5 →	12.6.2.5 →
9.6.2.6 Predict and analyze the outcome of a decision.	10.6.2.6 →	11.6.2.6 →	12.6.2.6 →
9.6.2.7 Apply decision-making strategies to learning, life, and work.	10.6.2.7 →	11.6.2.7 →	12.6.2.7 →

0486 Human Ecology (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 6: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 6.3: Demonstrate teamwork skills.

9.6.3.1 Demonstrate the ability to work independently and collaboratively as a team member.

10.6.3.1 →

11.6.3.1 →

12.6.3.1 →

9.6.3.2 Develop strategies to build positive and respectful working relationships with all team members.

10.6.3.2 →

11.6.3.2 →

12.6.3.2 →

9.6.3.3 Recognize and acknowledge the opinions and contributions of team members to build consensus to achieve individual/team goals.

10.6.3.3 →

11.6.3.3 →

12.6.3.3 →

9.6.3.4 Use a variety of strategies to resolve conflicts peacefully and fairly with respect for others.

10.6.3.4 →

11.6.3.4 →

12.6.3.4 →

9.6.3.5 Collaborate with others to establish and determine individual/team member roles, goals, and responsibilities.

10.6.3.5 →

11.6.3.5 →

12.6.3.5 →

0486 Human Ecology (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 6: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 6.4: Demonstrate understanding of project management skills.

9.6.4.1 Define, outline, coordinate, complete, assess, analyze, and reflect on an individual/group project.	10.6.4.1 →	11.6.4.1 →	12.6.4.1 →
9.6.4.2 Demonstrate individual/group flexibility, adaptability, and resilience during the project process with the ability to adapt to new and evolving situations.	10.6.4.2 →	11.6.4.2 →	12.6.4.2 →
9.6.4.3 Determine skills and strategies required for an independent/group project (e.g., communication, leadership, organizational, teamwork, social skills, etc.).	10.6.4.3 →	11.6.4.3 →	12.6.4.3 →
9.6.4.4 Identify and evaluate transferable skills after completing an individual/group project.	10.6.4.4 →	11.6.4.4 →	12.6.4.4 →
9.6.4.5 Reflect on personal skills and strategies developed and their application to learning, life, and work.	10.6.4.5 →	11.6.4.5 →	12.6.4.5 →

0486 Human Ecology (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 6: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 6.5: Explore careers related to textile arts and design.

9.6.5.1 Demonstrate understanding of career opportunities related to textile arts and design (e.g., marketing, design, retail, production, industry, technology, arts, and education).

10.6.5.1 Identify the potential textile arts and design-related employment opportunities in their communities.

11.6.5.1 Compare differences among textile arts and design-related work, jobs, occupations, and careers.

12.6.5.1 Determine how entrepreneurship differs from working for others in the area of textile arts and design.

9.6.5.2 Identify how interests, knowledge, skills, values, and attitudes relate to work.

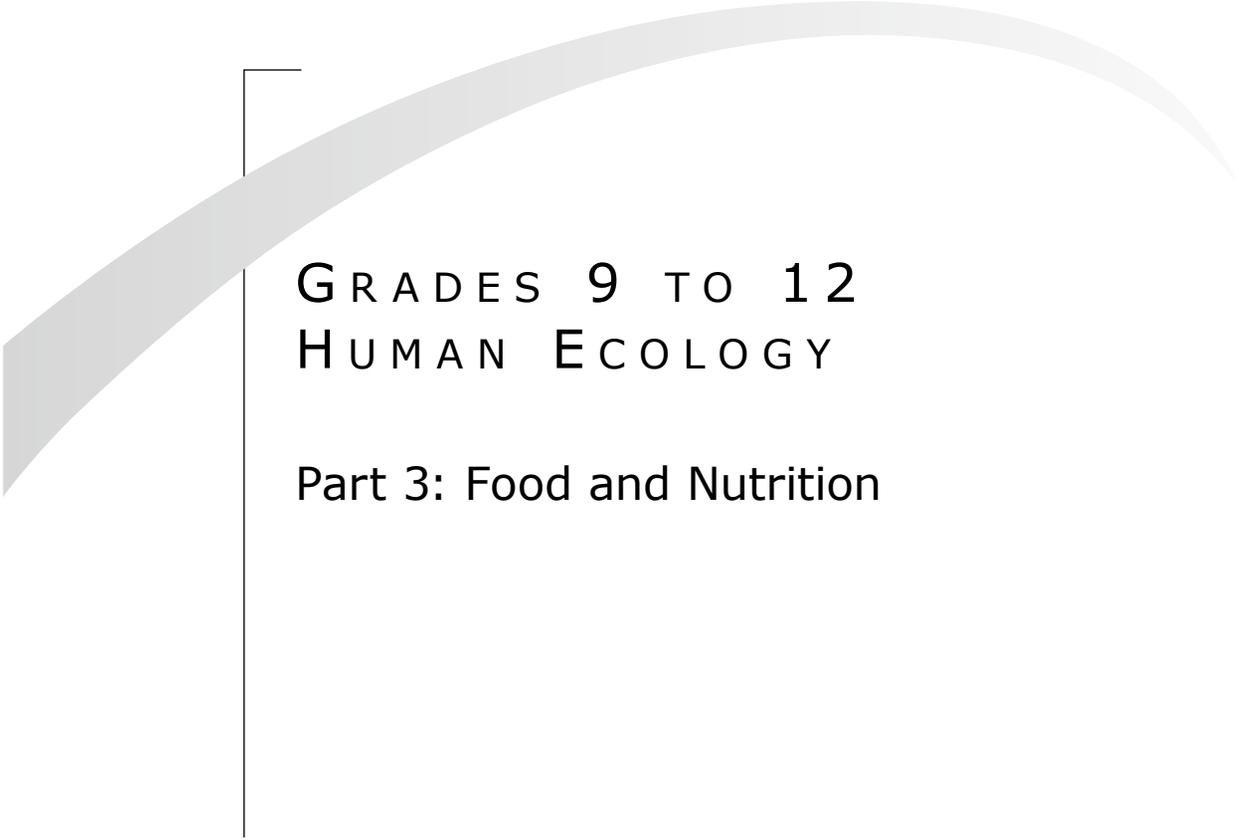
10.6.5.2 Demonstrate understanding of how interests, knowledge, skills, values, and attitudes are transferable to various work roles.

11.6.5.2 Develop criteria to compare occupations in the area of textile arts and design (e.g., skills, interests, values, personal style, family background, lifestyles, and goals).

12.6.5.2 →

11.6.5.3 Explore and discover career opportunities in the area of textile arts and design in relation to personal career interests.

12.6.5.3 Compare and contrast the education plan required for various careers in the area of textile arts and design.



GRADES 9 TO 12
HUMAN ECOLOGY

Part 3: Food and Nutrition

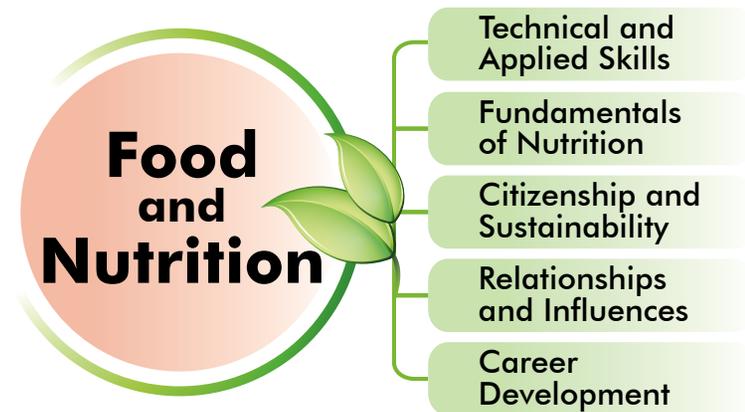
In developing learning outcomes, the assumption was made that courses are taught by experts in their field; therefore, the terminology and language used in the curriculum is specific to the area of expertise.

GRADES 9 TO 12 HUMAN ECOLOGY: PART 3: FOOD AND NUTRITION

In Manitoba, the content of the Senior Years Food and Nutrition outcomes are arranged in a series of 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.
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. **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.



Terminology

The Truth and Reconciliation Commission of Canada (TRC): Calls to Action identified **education for reconciliation** as one of the areas to redress the legacy of residential schools and advance the process of Canadian reconciliation. All of the courses covered in *Senior Years Human Ecology: Manitoba Curriculum Framework of Outcomes* support Manitoba Education and Training's contribution to education for reconciliation. For more information on the TRC Calls to Action, see www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf.

The following is an explanation of terms used in the learning outcomes that may be unfamiliar or require clarification:

- **Elder:** A spiritual leader who has cultural and traditional knowledge, who is representative of his or her community, and who First Nations, Métis, and Inuit communities look to for advice and wisdom.
- **Knowledge Keeper(s):** Knowledge Keepers have key knowledge of the past and present and are able to share teachings around both new and old knowledge.
- **Indigenous People(s):** A collective term used to describe the original habitants of the land prior to European contact. The term not only refers to the past but also to today's society, including the Métis nation whose genesis occurred after contact. In Canada, the term *Indigenous Peoples* includes First Nations, Métis, and Inuit people.

0486 Human Ecology (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 1: Demonstrate technical and applied skills.

GLO 1.1: Demonstrate appropriate sanitation practices.

9.1.1.1 Identify and demonstrate personal hygiene (e.g., washing hands, tying hair back, and wearing appropriate clothing).

10.1.1.1 →

11.1.1.1 →

12.1.1.1 →

9.1.1.2 Identify and maintain a sanitary kitchen (e.g., meet established sanitation standards: dishwashing, dish drying, clean workspace).

10.1.1.2 →

11.1.1.2 →

12.1.1.2 →

0486 Human Ecology (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 1: Demonstrate technical and applied skills. *(continued)*

GLO 1.2: Create and maintain a safe working environment.

9.1.2.1 Identify and demonstrate safe behaviour within the work area.

10.1.2.1 →

11.1.2.1 →

12.1.2.1 →

9.1.2.2 Identify and demonstrate safe set-up, handling, and usage of tools, equipment, appliances, and chemicals in a kitchen environment.

10.1.2.2 →

11.1.2.2 →

12.1.2.2 →

9.1.2.3 Identify and know how to respond appropriately to common kitchen accidents.

10.1.2.3 →

11.1.2.3 →

12.1.2.3 →

9.1.2.4 Identify, describe, and demonstrate precautionary safety measures for dangerous situations within the food preparation area.

10.1.2.4 →

11.1.2.4 →

12.1.2.4 →

0486 Human Ecology (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 1: Demonstrate technical and applied skills. *(continued)*

GLO 1.3: Demonstrate safe and sanitary food handling practices.

9.1.3.1 Identify and demonstrate safe food handling practices.

10.1.3.1 →

11.1.3.1 →

12.1.3.1 →

11.1.3.4 Describe how to keep food safe through proper food purchasing, preparation, and storage practices.

12.1.3.4 Explain how to keep food safe through proper food purchasing, preparation, and storage practices.

Appropriate food handling and health protection are a priority of your school and community. The Manitoba Health Protection Unit encourages schools to consult with their regional public health inspector when planning to use food preparation spaces and facilities beyond their original intended purpose. The Health Protection Unit can be contacted at health.protection@gov.mb.ca to ensure that the intended use of the space is in compliance with the requirements of the *Public Health Act*.

0486 Human Ecology (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 1: Demonstrate technical and applied skills. *(continued)*

GLO 1.4: Demonstrate literacy skills as they apply to food and nutrition.

9.1.4.2 Define food preparation vocabulary and equipment used in a recipe.	10.1.4.2 Demonstrate the ability to use the appropriate culinary vocabulary of food preparation.	11.1.4.2 →	12.1.4.2 →
9.1.4.3 Identify different parts of the recipe (e.g., list of ingredients, directions, yield, prep time, etc.).	10.1.4.3 Describe where to find critical details within a recipe.	11.1.4.3 Demonstrate the ability to determine at a glance the critical details within a recipe.	12.1.4.3 →
9.1.4.4 Demonstrate the ability to follow a recipe accurately (e.g., proper measuring techniques, following step by step, using equipment properly).	10.1.4.4 →	11.1.4.4 →	12.1.4.4 →
9.1.4.5 Identify ingredients that are required in a recipe and those that are optional.	10.1.4.5 Troubleshoot or adapt recipes for adjustments, corrections, and substitutions.	11.1.4.5 →	12.1.4.5 →

0486 Human Ecology (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 1: Demonstrate technical and applied skills. *(continued)*

GLO 1.5: Demonstrate numeracy skills as they apply to food and nutrition.

9.1.5.1 Apply mathematical skills correctly with metric and imperial measurement units.

10.1.5.1 →

11.1.5.1 →

12.1.5.1 →

10.1.5.3 Calculate measurements to change the yield of a recipe.

11.1.5.3 →

12.1.5.3 →

0486 Human Ecology (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 1: Demonstrate technical and applied skills. *(continued)*

GLO 1.6: Demonstrate understanding of food preparation fundamentals and skills.

9.1.6.2 Demonstrate safe and hygienic food and cooking preparation techniques using current and advanced technologies to produce a quality product.	10.1.6.2 →	11.1.6.2 →	12.1.6.2 →
9.1.6.3 Complete recipe(s) according to specified criteria, including timelines, to produce a quality product.	10.1.6.3 Complete multi-recipe meal(s) according to specified criteria, including timelines, to produce a quality product.	11.1.6.3 →	12.1.6.3 →
9.1.6.4 Plan, prepare, and serve a food item(s) according to set criteria that incorporate presentation.	10.1.6.4 →	11.1.6.4 →	12.1.6.4 →
9.1.6.5 Plan, prepare, and serve a food item(s) that reflects current nutritional guidelines and that also fits into a balanced eating plan for optimal health.	10.1.6.5 →	11.1.6.5 →	12.1.6.5 →
9.1.6.8 Evaluate and critique a food item(s) and/or recipe(s) according to a set criteria.	10.1.6.8 →	11.1.6.8 →	12.1.6.8 →

0486 Human Ecology (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 2: Demonstrate understanding of fundamentals of nutrition.

GLO 2.1: Develop an understanding of nutrients.

9.2.1.1 Identify the six classifications of nutrients, as well as their sources and functions in the human body.

10.2.1.1 Identify the six classifications of nutrients and their sub-categories (e.g., types of fat, types of carbohydrates), as well as their sources and functions in the human body.

11.2.1.1 Investigate nutrient deficiencies and excesses, and their potential health implications.

12.2.1.1 →

9.2.1.3 Identify the key messages and recommendations in official Canadian dietary guidelines (e.g., versions of Canada’s Food Guide, nutrient labels, etc.).

10.2.1.3 Examine the relationship between diet and disease, including specialty diets (e.g., diabetes, celiac disease, food allergies, intolerances, etc.).

11.2.1.3 Discuss the nutritional status of Canadians and its influencing factors.

12.2.1.3 Discuss the nutritional status of global populations and its influencing factors.

0486 Human Ecology (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 2: Demonstrate understanding of fundamentals of nutrition. *(continued)*

GLO 2.2: Demonstrate food literacy for achieving and maintaining health and wellness.

9.2.2.1 List evidence-based sources or references for nutrition information/health claims (e.g., Dietitians of Canada, Health Canada, universities).

10.2.2.1 Recognize that nutrition information/health claims can be misleading, and recognize evidence-based sources of nutrition information.

11.2.2.1 Compare and contrast the nutrition information/health claims of food products to assess whether claims are evidence-based.

12.2.2.1 Evaluate whether nutrition information/health claims are evidence-based.

9.2.2.2 Identify the nutrition information on packaging (e.g., nutrition facts table, ingredient list, nutrient claims).

10.2.2.2 Evaluate the nutrition information on packaging in relation to daily nutrient requirements.

11.2.2.2 Compare foods for their nutrition information on packaging to determine healthier choices.

12.2.2.2 Analyze a recipe for nutrition content and compare it to a similarly packaged food item.

9.2.2.3 Distinguish between portion size (e.g., Canada’s Food Guide) and serving size (e.g., nutrition facts table).

10.2.2.3 Compare food intake with portion size (e.g., Canada’s Food Guide) and serving size (e.g., nutrition facts table).

11.2.2.3 →

12.2.2.3 →

0486 Human Ecology (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 2: Demonstrate understanding of fundamentals of nutrition. *(continued)*

GLO 2.3: Develop understanding of the relationship between food choices and health/wellness.

Teachers are encouraged to access additional resources and/or consult with other professionals when implementing these outcomes, as they are to be addressed with sensitivity.

9.2.3.1 Identify and explain factors necessary to maintain health through food.

10.2.3.1 Assess factors to maintain adolescent health through food.

11.2.3.1 Assess personal influences to achieve optimal health through food.

12.2.3.1 Assess community influences to achieve optimal health through food.

9.2.3.2 Identify food and beverage sources of stimulants (e.g., caffeine) and depressants (e.g., alcohol).

10.2.3.2 →

11.2.3.2 Examine the effect of stimulants (e.g., caffeine) and depressants (e.g., alcohol) on mental and physical health.

12.2.3.2 Analyze the effect of stimulants (e.g., caffeine) and depressants (e.g., alcohol) on mental and physical health.

9.2.3.4 Compare the nutrition content of fast food, snacks, and drinks.

10.2.3.4 Compare the pros and cons of fast food, snacks, and drinks (e.g., economic costs, health, time, etc.).

11.2.3.4 Compare pros and cons of fast food, snacks, and drinks to their homemade counterparts (e.g., economic costs, health, time, etc.).

12.2.3.4 →

0486 Human Ecology (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 3: Demonstrate understanding of citizenship and sustainability.

GLO 3.1: Explore issues around food security and social justice.

9.3.1.1 Define Maslow’s Hierarchy of Needs and how it relates to food security.

10.3.1.1 →

11.3.1.1 →

12.3.1.1 →

9.3.1.2 Define food security at the individual/household and community levels.

10.3.1.2 Recognize food security at the individual/household and community levels.

11.3.1.2 →

12.3.1.2 Recognize food security at the community and global levels.

11.3.1.4 Explain the various factors that threaten food security in Canada (e.g., poverty, distance, nutrition awareness, access to safe drinking water, food deserts, inability to prepare food, access to fresh produce).

12.3.1.4 Explain the various factors that threaten global food security (e.g., poverty, distance, nutrition awareness, access to safe drinking water, poor growing conditions, inability to prepare food, access to fresh produce).

GLO 3.2: Explore sustainable food production and consumption practices.

9.3.2.1 Discuss personal practices that reduce the environmental impact of food production and consumption.

10.3.2.1 Examine personal practices that reduce the environmental impact of food production and consumption.

11.3.2.1 Research Canadian practices that reduce the environmental impact of food production and consumption.

12.3.2.1 →

0486 Human Ecology (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 4: Demonstrate understanding of relationships and influences around food choices.

GLO 4.1: Develop understanding of influences on food choices.

Teachers are encouraged to access additional resources and/or consult with an Elder(s) or Knowledge Keeper(s) when implementing the Indigenous learning outcomes that address traditional protocols. See Appendix 2.

9.4.1.1 Identify factors that influence personal food choices (e.g., nutritional, cultural, emotional, environmental, religious, social, ethical, and economic).

10.4.1.1 Investigate media and marketing factors that influence personal food choices.

11.4.1.1 →

12.4.1.1 →

10.4.1.4 Identify the foods eaten traditionally by Indigenous Peoples of Manitoba (e.g., berries, fish, moose, squash) and the effects of colonization on food choices.

11.4.1.4 Investigate the food traditions and protocols of Indigenous Peoples of Manitoba and the effects of colonization on food choices.

12.4.1.4 Compare the food practices of Indigenous Peoples of Manitoba with other Indigenous Peoples in Canada, and examine the effects of colonization on food choices.

0486 Human Ecology (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 4: Demonstrate understanding of relationships and influences around food choices. *(continued)*

GLO 4.2: Develop understanding of healthy food relationships.

Teachers are encouraged to access additional resources and/or consult with other professionals when implementing these outcomes, as they are to be addressed with sensitivity.

9.4.2.1 Define a healthy body with the understanding that healthy bodies come in a variety of shapes and sizes.

10.4.2.1 →

11.4.2.1 Determine the factors that lead to a healthy body with the understanding that healthy bodies come in a variety of shapes and sizes (e.g., heredity, disease, medical condition, etc.).

12.4.2.1 →

9.4.2.3 Recognize the need for positive eating habits and attitudes around food (e.g., social aspects of eating, meal skipping, listening to hunger and thirst cues).

10.4.2.3 Demonstrate understanding of the need for positive eating habits and attitudes around food.

11.4.2.3 Demonstrate understanding of personal eating habits, and outline strategies for achieving and maintaining positive eating habits and attitudes around food.

12.4.2.3 Analyze strategies for achieving and maintaining positive eating habits and attitudes around food.

0486 Human Ecology (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 5: Demonstrate understanding of career development and the skills required.

GLO 5.1: Demonstrate personal and social skills.

Note: GLO 5.1 to 5.5 outcomes are to be integrated throughout the food and nutrition course and are not intended to be a unit of study.

9.5.1.1 Demonstrate understanding of others and their perspectives.	10.5.1.1 →	11.5.1.1 →	12.5.1.1 →
9.5.1.2 Communicate effectively with others.	10.5.1.2 →	11.5.1.2 →	12.5.1.2 →
9.5.1.3 Participate in a positive manner.	10.5.1.3 →	11.5.1.3 →	12.5.1.3 →
9.5.1.4 Demonstrate responsibility in being accountable for their actions.	10.5.1.4 →	11.5.1.4 →	12.5.1.4 →
9.5.1.5 Listen in order to understand and learn.	10.5.1.5 →	11.5.1.5 →	12.5.1.5 →
9.5.1.6 Enhance personal growth through continuous learning.	10.5.1.6 →	11.5.1.6 →	12.5.1.6 →

0486 Human Ecology (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 5: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 5.2: Demonstrate thinking and decision-making skills.

9.5.2.1 Explain their thinking to others in a way that is clear, accurate, logical, and complete.	10.5.2.1 →	11.5.2.1 →	12.5.2.1 →
9.5.2.2 Use innovative thinking in decision making.	10.5.2.2 →	11.5.2.2 →	12.5.2.2 →
9.5.2.3 Compare and contrast common approaches to decision making.	10.5.2.3 →	11.5.2.3 →	12.5.2.3 →
9.5.2.4 Identify factors that affect decision making.	10.5.2.4 →	11.5.2.4 →	12.5.2.4 →
9.5.2.5 Interpret fact from opinion when making effective decisions.	10.5.2.5 →	11.5.2.5 →	12.5.2.5 →
9.5.2.6 Predict and analyze the outcome of a decision.	10.5.2.6 →	11.5.2.6 →	12.5.2.6 →
9.5.2.7 Apply decision-making strategies to learning, life, and work.	10.5.2.7 →	11.5.2.7 →	12.5.2.7 →

0486 Human Ecology (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 5: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 5.3: Demonstrate teamwork skills.

9.5.3.1 Demonstrate the ability to work independently and collaboratively as a team member.

10.5.3.1 →

11.5.3.1 →

12.5.3.1 →

9.5.3.2 Develop strategies to build positive and respectful working relationships with all team members.

10.5.3.2 →

11.5.3.2 →

12.5.3.2 →

9.5.3.3 Recognize and acknowledge the opinions and contributions of team members to build consensus to achieve individual/team goals.

10.5.3.3 →

11.5.3.3 →

12.5.3.3 →

9.5.3.4 Use a variety of strategies to resolve conflicts peacefully and fairly with respect for others.

10.5.3.4 →

11.5.3.4 →

12.5.3.4 →

9.5.3.5 Collaborate with others to establish and determine individual/team member roles, goals, and responsibilities.

10.5.3.5 →

11.5.3.5 →

12.5.3.5 →

0486 Human Ecology (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 5: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 5.4: Demonstrate project management skills.

9.5.4.1 Define, outline, coordinate, complete, assess, analyze, and reflect on an individual/group project.

10.5.4.1 →

11.5.4.1 →

12.5.4.1 →

9.5.4.2 Demonstrate individual/group flexibility, adaptability, and resilience during the project process with the ability to adapt to new and evolving situations.

10.5.4.2 →

11.5.4.2 →

12.5.4.2 →

9.5.4.3 Determine skills and strategies required for an independent/group project (e.g., communication, leadership, organizational skills, teamwork, social skills, etc.).

10.5.4.3 →

11.5.4.3 →

12.5.4.3 →

9.5.4.4 Identify and evaluate transferable skills after completing an individual/group project.

10.5.4.4 →

11.5.4.4 →

12.5.4.4 →

9.5.4.5 Reflect on personal skills and strategies developed and their application to learning, life, and work.

10.5.4.5 →

11.5.4.5 →

12.5.4.5 →

0486 Human Ecology (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 5: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 5.5: Explore careers related to food and nutrition.

9.5.5.1 Demonstrate understanding of career opportunities related to food and nutrition (e.g., marketing, hospitality, production, industry, technology, science, public health, and education).

9.5.5.2 Identify how interests, knowledge, skills, values, and attitudes relate to work.

10.5.5.1 Identify the potential food and nutrition-related employment opportunities in your community.

10.5.5.2 Demonstrate understanding of how interests, knowledge, skills, values, and attitudes are transferable to various work roles.

11.5.5.1 Compare differences among food and nutrition-related work, jobs, occupations, and careers.

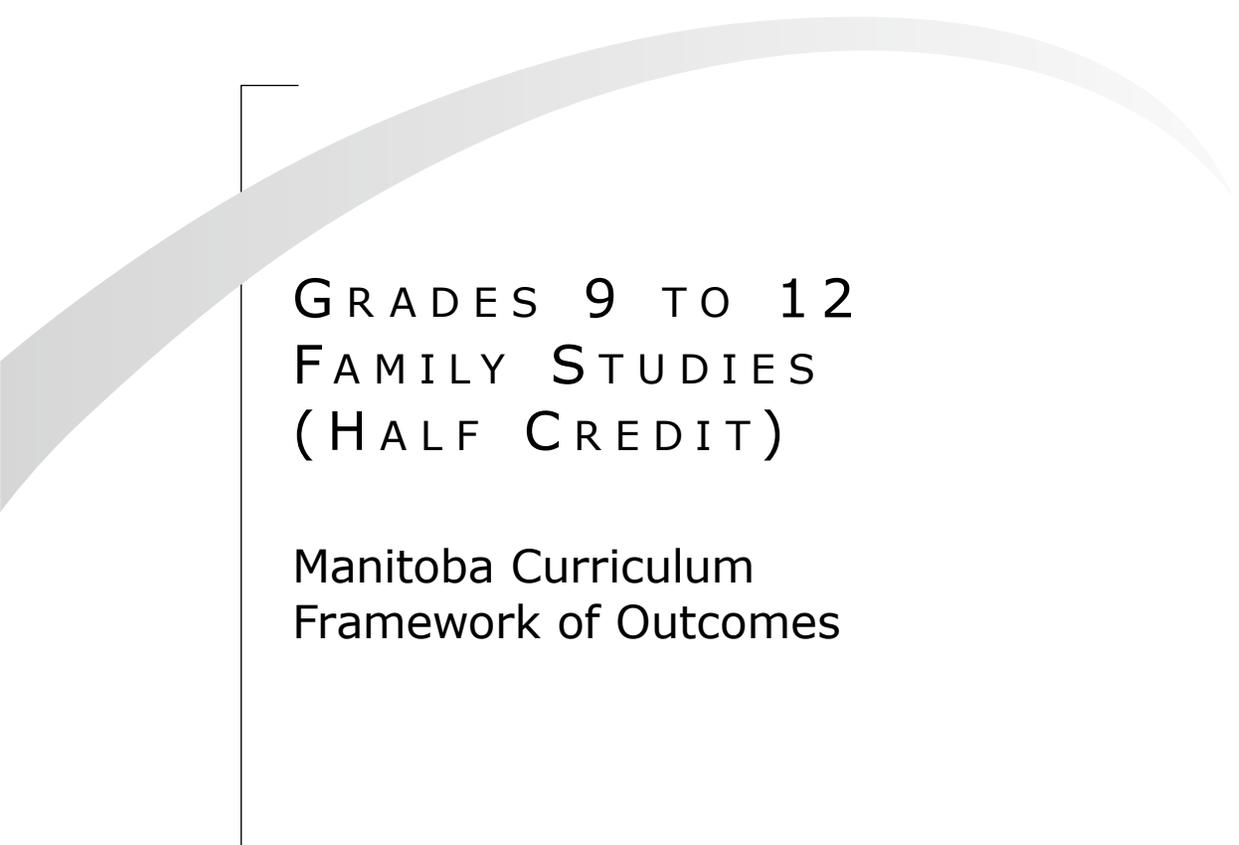
11.5.5.2 Develop criteria to compare occupations in the area of food and nutrition (e.g., skills, interests, values, personal style, family background, lifestyles, and goals).

11.5.5.3 Investigate and discover career opportunities in the area of food and nutrition that correspond with personal career interests.

12.5.5.1 Determine how entrepreneurship differs from working for others in the area of food and nutrition.

12.5.5.2 →

12.5.5.3 Compare and contrast the education plan required for various careers in the area of food and nutrition.



GRADES 9 TO 12
FAMILY STUDIES
(HALF CREDIT)

Manitoba Curriculum
Framework of Outcomes

Because Grades 9 to 12 Family Studies (Half Credit) does not cover all of the goals and outcomes covered in the full-credit course framework, its outcomes numbering system does not always appear to be sequential.

In developing learning outcomes, the assumption was made that courses are taught by experts in their field; therefore, the terminology and language used in the curriculum is specific to the area of expertise.

GRADES 9 TO 12 FAMILY STUDIES

Family studies courses offer a preventative, proactive, and practical approach that is intended to strengthen individuals and families. Students acquire knowledge, skills, and attitudes to make informed choices with respect to caring for themselves and others within the context of a global community. Students acquire strategies to manage the challenges of life in an effective and responsible way that enhances their life journey.

Course Grade Levels and Credit Allocations

A student may earn one half credit by undertaking and successfully completing a course of study designed for a minimum of 55 hours of instruction.

0487 Family Studies (half credit)	15S 15E 15M 25S 25E 25M 35S 35E 35M 45S 45E 45M
--------------------------------------	--

Half-credit courses enable schools to offer two pre-determined curriculum areas within the semester, depending on the teacher expertise available and facility demands (e.g., 55 hours in two areas of study within the domain of human ecology: textiles arts and design, family studies, food and nutrition, and Grades 11 and 12 Environmental Design). This still provides the opportunity to receive one full credit towards their high school graduation requirements.

Specialized (S): Educational experiences in specialized areas leading to further studies beyond the Senior Years (e.g., apprenticeship, college, and university).

EAL (E): Educational experiences designed to focus on English as an additional language (EAL) learning goals in the context of the subject, based on the student's assessed level of EAL proficiency, and to assist the student in making the transition into regular Senior Years programming in this content area. An EAL Individual Educational Plan (EAL-IEP) is required for each student.

Modified (M): Educational experiences intended for students with significant cognitive disabilities. Where the provincial subject-area learning outcomes have been modified to take into account the learning requirements of a student, an Individual Education Plan (IEP) is required for each student.

Grades 9 to 12 Family Studies Course Descriptions

Each grade requires that students develop their conceptual knowledge base and skill set. Some learning outcomes will be similar for all grade levels; in other situations, each level will scaffold on previous knowledge and progress from simple to more complex conceptual understandings. The course descriptions below identify the depth and breadth of the studies in each grade level.

Grade 9 Family Studies explores adolescent development from the perspective of the adolescent student. Topics include building skills and knowledge in developing positive relationships to enhance personal health and wellness within the context of their own family dynamics and the community in which they live.

Grade 10 Family Studies focuses on the skills and knowledge parents and caregivers need, with emphasis on maternal health, pregnancy, birth, and the early years of human development. Students will learn about the developmental needs, effective care, and guidance of young children. The development of these skills and knowledge will enhance their overall well-being now as adolescents and in the future as parents and caregivers.

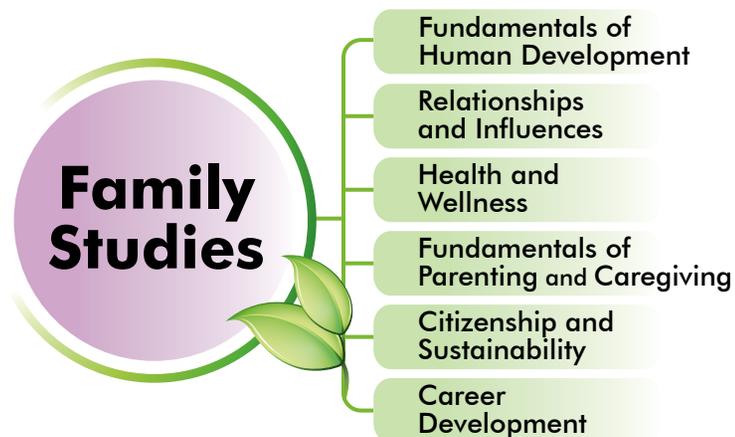
Grade 11 Family Studies focuses on children's and adolescents' relationships within their families. Students will learn about developmental needs, effective care, and positive interactions with children/adolescents. The skills and knowledge that students gain will provide them the opportunity to make informed decisions related to parenting, relationships, and families.

Grade 12 Family Studies emphasizes the transition from adolescence to adulthood with the ability to examine and practise skills that help develop healthy interpersonal relationships. The skills and knowledge will provide the opportunity for students to make informed and responsible life management choices now and in the future.

In Manitoba, the content of the Senior Years Family Studies outcomes are arranged as a series of goals.

1. **Fundamentals of Human Development:** The learning experiences in this goal will assist students in developing the knowledge and understanding of how individuals' and family members' responsibilities for promoting health, well-being, and resiliency continue to change throughout their lives.
2. **Relationships and Influences:** The learning experiences in this goal will assist students in developing the knowledge and skills they need to build and maintain positive relationships and to understand the issues and challenges that have an impact on individuals, families, and communities.
3. **Health and Wellness:** The learning experiences in this goal will assist students in developing the knowledge and skills to understand the factors that affect our mental health and wellness. While building individual strategies, students will strengthen their abilities to use skills, resources, and processes that enhance the daily living of individuals, families, and communities.
4. **Fundamentals of Parenting and Caregiving:** The learning experiences in this goal will assist students in developing the knowledge and skills to prepare for the responsibilities of parenting and caregiving, including the challenges facing individuals, families, and communities.
5. **Citizenship and Sustainability:** The learning experiences in this goal will assist students in developing the knowledge and skills to become citizens who question the quality of life – locally, nationally, and globally – with the desire for a sustainable and equitable future.

5. **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.



Terminology

The Truth and Reconciliation Commission of Canada (TRC): Calls to Action identified **education for reconciliation** as one of the areas to redress the legacy of residential schools and advance the process of Canadian reconciliation. All of the courses covered in *Senior Years Human Ecology: Manitoba Curriculum Framework of Outcomes* support Manitoba Education and Training's contribution to education for reconciliation. For more information on the TRC Calls to Action, see www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf.

The following is an explanation of terms used in the learning outcomes that may be unfamiliar or require clarification:

- **Elder:** A spiritual leader who has cultural and traditional knowledge, who is representative of his or her community, and who First Nations, Métis, and Inuit communities look to for advice and wisdom.
- **Knowledge Keeper(s):** Knowledge Keepers have key knowledge of the past and present and are able to share teachings around both new and old knowledge.
- **Indigenous People(s):** A collective term used to describe the original habitants of the land prior to European contact. The term not only refers to the past but also to today's society, including the Métis nation whose genesis occurred after contact. In Canada, the term *Indigenous Peoples* includes First Nations, Métis, and Inuit people.

0487 Family Studies (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 1: Demonstrate understanding of the fundamentals of human development.

Teachers are encouraged to access additional resources and/or consult with an Elder(s) or Knowledge Keeper(s) when implementing the Indigenous outcomes with respect to traditional protocols. See Appendix 2.

GLO 1.1: Demonstrate understanding of growth and development.

9.1.1.1 Identify and describe the physiological growth and development of the adolescent.

10.1.1.1 Identify and describe the physiological growth and development of the infant and toddler, and identify how each stage can be nurtured.

11.1.1.1 Identify and describe the physiological growth and development of the child to adolescence, and identify how each stage can be nurtured.

12.1.1.1 Identify and describe the physiological growth and development during late adolescence, adulthood, and through to old age, and identify how each stage can be nurtured.

10.1.1.2 Describe recent brain research and current practice to support infant and toddler development (e.g., brain plasticity, centres in brain, critical periods, and self-regulation).

11.1.1.2 Describe recent brain research and current practice to support child and adolescent development (e.g., self-regulation).

12.1.1.2 Describe recent brain research and current practice to support adult development (e.g., self-regulation).

10.1.1.4 Identify and describe social, emotional, cognitive, physical, and linguistic development of infants and toddlers, and describe their interdependence.

11.1.1.4 Identify and describe the social, emotional, cognitive, physical, linguistic, spiritual, and moral development of children and adolescents, and describe their interdependence.

12.1.1.4 Identify and describe the social, emotional, cognitive, physical, spiritual, and moral development from late adolescence to old age, and describe their interdependence.

0487 Family Studies (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 1: Demonstrate understanding of the fundamentals of human development. *(continued)*

GLO 1.2: Demonstrate understanding of perspectives on human development.

9.1.2.1 Define adolescence, and examine developmental theories (e.g., Maslow, Piaget, Kohlberg, Bronfenbrenner, Erikson, and Brokenleg).

10.1.2.1 Define infancy/toddlerhood, and examine developmental theories (e.g., Maslow, Piaget, Kohlberg, Bronfenbrenner, Erikson, and Brokenleg).

11.1.2.1 Define childhood/adolescence, and examine developmental theories (e.g., Maslow, Piaget, Bronfenbrenner, Kohlberg, Erikson, and Brokenleg).

12.1.2.1 Define adulthood and the aging adult, and compare developmental theories used to explain adulthood and the aging adult (e.g., Maslow, Erikson, Neugarten, Mead, and Kohlberg).

10.1.2.2 Define and examine various cultural perspectives on the development of infants and toddlers.

11.1.2.2 Define and examine various cultural perspectives on the development of the child and adolescent.

12.1.2.2 Define and examine various cultural perspectives on adult development (e.g., rites of passage).

0487 Family Studies (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 1: Demonstrate understanding of the fundamentals of human development. *(continued)*

GLO 1.3: Demonstrate understanding of social-emotional development.

9.1.3.1 Describe the socio-emotional changes that take place during adolescence.

10.1.3.1 Describe the socio-emotional changes that take place during infancy and toddlerhood.

11.1.3.1 Describe the socio-emotional changes that take place during childhood and adolescence.

12.1.3.1 Describe the socio-emotional changes that take place during adulthood.

10.1.3.2 Identify and describe theories of attachment of infants and toddlers (e.g., Bowlby, Ainsworth, etc.).

11.1.3.2 Examine theories of attachment of children and adolescents (e.g., Bowlby, Ainsworth, etc.).

10.1.3.3 Describe strategies that parents can use to help their infants and toddlers develop secure attachment, self-regulation, and pro-social skills.

11.1.3.3 Explain how secure attachment, self-regulation, and pro-social skills in the early years is a factor in adolescents' social-emotional development.

12.1.3.2 Explain how secure attachment, self-regulation, and pro-social skills in the early years is a factor in adults' social-emotional development.

10.1.3.4 Describe the role of socialization of the infant and toddler through family, community, and clan.

11.1.3.4 Describe the role of socialization of the child and adolescent through family, friends, peers, community, and clan.

12.1.3.3 Analyze the implications of socialization on the functioning of the aging adult (e.g., grandparenting, Elder status, transmission of culture and heritage, retirement).

0487 Family Studies (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 1: Demonstrate understanding of the fundamentals of human development. *(continued)*

GLO 1.4: Demonstrate understanding of cognitive and language development.

10.1.4.1 Examine theories of cognitive development (e.g., Piaget, Vygotsky, Montessori, Gardner, Bruner, Bandura, Binet).

11.1.4.1 Evaluate how children’s and adolescents’ language and cognitive development are affected by rapidly changing technology (e.g., social media, cognitive processing).

12.1.4.1 Explain how people’s information-processing abilities can change throughout their lives, with regard to attention, memory, and meta-cognition.

10.1.4.2 Describe the cognitive and language development changes that take place during infant and toddler development.

11.1.4.2 Describe the cognitive and language development changes that take place during child and adolescent development.

12.1.4.2 Describe the cognitive and language development changes that take place during adult development.

10.1.4.3 Explain the foundations of language development and the process of language acquisition for infants and toddlers, and the relationship of oral language to literacy (e.g., role of play in language development—verbal and non-verbal).

11.1.4.3 Explain the foundations of language development and the process of language acquisition for children and adolescents, and the relationship of oral language to literacy (e.g., role of play in language development—verbal, non-verbal, dual/EAL language learners).

12.1.4.3 Explain ways in which families may be constrained in their ability to transmit their language (e.g., residential schools, immigration, migration, displaced persons and refugees).

10.1.4.4 Describe the role of family, friends, peers, community, and clan in language development.

11.1.4.4 Describe the role of family, friends, peers, community, and clan in language development.

0487 Family Studies (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 2: Demonstrate understanding of relationships and influences.

GLO 2.1: Demonstrate understanding of relationships.

9.2.1.1 Identify a variety of relationships (e.g., friends, family, romantic, workplace, and community) and the functions of each relationship.

9.2.1.2 Identify people's roles in various relationships (e.g., family, community, etc.).

9.2.1.3 Describe the effects of relationships on overall well-being.

9.2.1.4 Identify, describe, and explain the changing nature of relationships during adolescence.

12.2.1.1 Identify various cultural perspectives on relationships (e.g., Elder, clan member, grandparent, etc.), and examine reasons for forming respectful relationships with others.

12.2.1.2 Analyze the roles and boundaries individuals may have in various relationships.

0487 Family Studies (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 2: Demonstrate understanding of relationships and influences. *(continued)*

GLO 2.2: Develop understanding of the communication and conflict-resolution strategies to build healthy relationships.

9.2.2.1 Identify the styles (e.g., possessive, aggressive, assertive) and components of verbal, non-verbal, and symbolic communication.

9.2.2.2 Demonstrate skills and techniques for effective communication and for setting boundaries.

9.2.2.5 Examine ways in which effective and ineffective communication have an impact on relationships.

9.2.2.6 Determine which conflict-resolution model is most effective for resolving conflicts.

9.2.2.7 Demonstrate effective communication and conflict-resolution skills to build and maintain relationships.

12.2.2.1 Identify the styles (e.g., passive, aggressive, assertive) and components of verbal and non-verbal communication.

12.2.2.2 Demonstrate skills and techniques for effective communication and for setting boundaries.

12.2.2.5 Summarize ways in which effective and ineffective communication have an impact on relationships.

12.2.2.6 Determine which conflict-resolution model is most effective for resolving conflicts.

12.2.2.7 Apply effective communication and conflict-resolution skills to build and maintain relationships.

0487 Family Studies (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 2: Demonstrate understanding of relationships and influences. *(continued)*

GLO 2.3: Demonstrate understanding of committed relationships.

12.2.3.2 Describe differences in expectations and boundaries in relationships (e.g., with respect to roles, monogamy, equity, shared time, loyalty, openness, and sexuality).

12.2.3.3 Identify ways people initiate romantic relationships, and analyze the significance of recent demographic trends.

12.2.3.4 Compare and contrast the principles and/or theories of attraction, infatuation, and love, and describe research that supports and/or contradicts the principles/theories.

0487 Family Studies (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 2: Demonstrate understanding of relationships and influences. *(continued)*

GLO 2.3: Demonstrate understanding of committed relationships. *(continued)*

12.2.3.7 Identify and describe how the relationship between spousal partners changes throughout the life cycle.

12.2.3.8 Describe and analyze the characteristics of healthy and unhealthy relationships, and describe strategies for their maintenance (e.g., emotional, financial, sexual, verbal, physical, spiritual).

12.2.3.9 Describe and evaluate strategies for ending a relationship.

0487 Family Studies (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 3: Demonstrate understanding of health and wellness.

Teachers are encouraged to access additional resources and/or consult with other professionals to implement the outcomes in this goal.

GLO 3.1: Demonstrate understanding of personal identity and character development.

9.3.1.1 Identify components and demonstrate understanding of factors that influence their own self-concept.

11.3.1.1 Identify components and demonstrate understanding of factors that influence children’s and adolescents’ self-concept.

12.3.1.1 Identify components and demonstrate understanding of factors that influence their own self-concept.

9.3.1.2 Define and differentiate between self-concept and self-esteem, reflecting on one’s sense of belonging.

11.3.1.2 Reflect on the relationship between self-concept and behaviour in children and adolescents.

12.3.1.2 Reflect on the relationship between self-concept and behaviour.

GLO 3.2: Develop understanding of values, goal setting, and decision making.

Note: Outcomes may be integrated throughout the course.

9.3.2.1 Define and discuss values and goals.

10.3.2.1 →

11.3.2.1 →

12.3.2.1 →

9.3.2.2 Identify factors that influence values and goals.

10.3.2.2 →

11.3.2.2 →

12.3.2.2 →

9.3.2.3 Demonstrate understanding of how values influence goals and decisions.

10.3.2.3 →

11.3.2.3 →

12.3.2.3 →

9.3.2.4 Apply decision-making processes to situations.

10.3.2.4 →

11.3.2.4 →

12.3.2.4 →

0487 Family Studies (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 3: Demonstrate understanding of health and wellness. *(continued)*

GLO 3.3: Demonstrate understanding of personality and identity formation.

9.3.3.1 Define personality and personality traits.

9.3.3.2 Examine factors that have an impact on personality development.

9.3.3.3 Identify and discuss the multiple identities that define who we are, and describe how they shape our unique experience of privilege and oppression.

12.3.3.1 Define personality and personality traits, and examine theories of personality (e.g., Lewin, Jung, Adler).

12.3.3.2 Examine factors that have an impact on personality development.

12.3.3.3 Identify and discuss the multiple identities that define who we are, and describe how they shape our unique experience of privilege and oppression.

0487 Family Studies (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 3: Demonstrate understanding of health and wellness. *(continued)*

GLO 3.4: Demonstrate understanding of mental health and wellness.

9.3.4.2 Identify common mental health challenges that affect adolescents.

11.3.4.2 Describe mental health challenges affecting children and adolescents.

12.3.4.2 Research the occurrence of mental health challenges affecting adult populations.

9.3.4.3 Describe factors that have an impact on adolescent mental health.

11.3.4.3 Describe factors that have an impact on child and adolescent mental health.

12.3.4.3 Research community resources that support mental health.

9.3.4.5 Identify where and how to access mental health services.

11.3.4.5 Identify where and how to access mental health services.

12.3.4.5 →

GLO 3.5: Demonstrate understanding of financial well-being.

9.3.5.1 Define financial capability, financial vulnerability, and financial well-being.

10.3.5.1 Identify the components of financial capability, financial vulnerability, and financial well-being.

11.3.5.1 Describe the factors that affect financial capability, financial vulnerability, and the barriers to financial well-being.

12.3.5.1 Evaluate the factors that affect financial capability, financial vulnerability, and the barriers to financial well-being.

0487 Family Studies (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 3: Demonstrate understanding of health and wellness. *(continued)*

GLO 3.5: Demonstrate understanding of financial well-being. *(continued)*

9.3.5.2 Define opportunity cost and identify the factors that influence individual financial decisions and the impact of opportunity cost on individuals.

10.3.5.2 →

11.3.5.2 Define opportunity cost and identify the factors that influence individual financial decisions and the impact of opportunity cost on families.

12.3.5.2 Define opportunity cost and identify the factors that influence individual financial decisions and the impact of opportunity cost on individuals and families.

9.3.5.4 Define Maslow’s Hierarchy of Needs and how it relates to personal money management.

10.3.5.4 Define Maslow’s Hierarchy of Needs and how it relates to families’ money management.

11.3.5.4 Prepare, analyze, and evaluate the sustainability of a personal budget.

12.3.5.4 Prepare, analyze, and evaluate the sustainability of a household budget.

9.3.5.5 Identify financial institutions and the products and services they provide to individuals and families.

10.3.5.5 Compare and contrast financial institutions and the products and services they provide to individuals and families.

11.3.5.5 Identify strategies to safeguard personal finances and to prevent identity theft.

12.3.5.5 Identify and describe legislation and agreements related to financial products and services (e.g., Financial Consumer Agency of Canada, Manitoba Securities Commission, etc.).

9.3.5.6 Describe and evaluate strategies for personal savings.

10.3.5.6 Compare and contrast types of saving, investing, and insurance products and services.

11.3.5.6 Compare and contrast credit options and costs.

12.3.5.6 Describe and evaluate strategies to access and manage personal and household credit and debt.

0487 Family Studies (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 3: Demonstrate understanding of health and wellness. *(continued)*

GLO 3.6: Demonstrate understanding of sexual and reproductive health and wellness.

9.3.6.1 Describe environmental factors that support positive, healthy sexual health and wellness choices.

10.3.6.1 →

12.3.6.1 Describe environmental factors that support positive, healthy sexual health and wellness choices.

9.3.6.4 Describe reproductive systems and the process by which fertilization takes place.

10.3.6.4 →

12.3.6.4 Describe reproductive systems and the process by which fertilization takes place.

9.3.6.5 Demonstrate understanding of the connection between personal values and sexual decision making (e.g., assessing readiness for sexual behaviours, assessing preparedness to parent, plans and goals for the future).

10.3.6.5 →

12.3.6.5 Demonstrate understanding of the connection between personal values and sexual decision making (e.g., assessing readiness for sexual behaviours, assessing preparedness to parent, plans and goals for the future).

9.3.6.6 Identify various available options for birth control and sexually transmitted infection prevention.

10.3.6.6 Research the technological advances in birth control and the choices they create.

12.3.6.6 Research the status of reproductive rights and reproductive justice.

9.3.6.7 Identify where and how to access comprehensive sexual and reproductive health information and services for adolescents.

10.3.6.7 →

12.3.6.7 Identify where and how to access comprehensive sexual and reproductive health information and services for adults.

0487 Family Studies (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 4: Demonstrate understanding of the fundamentals of parenting and caregiving.

Teachers are encouraged to access additional resources and/or consult with an Elder(s) or Knowledge Keeper(s) when implementing the Indigenous outcomes with respect to traditional protocols. See Appendix 2.

GLO 4.1: Demonstrate understanding of personal qualities and circumstances that indicate readiness for parenting.

10.4.1.1 Describe and explain the roles and responsibilities of parenting infants and toddlers.

11.4.1.1 Describe and explain the roles and assess the responsibilities of parenting children and adolescents.

12.4.1.1 Describe and explain the roles and evaluate the responsibilities of parenting throughout the life cycle.

10.4.1.2 Define the roles of a parent, guardian, and caregiver, and identify various ways of acquiring these roles.

11.4.1.2 Compare and contrast the roles of a parent, guardian, and caregiver.

12.4.1.2 Define the roles of a parent, guardian, and caregiver of adults, and identify various caregiving situations (e.g., medical, social, economic, cultural, emotional, etc.).

10.4.1.3 Describe personal, psychological, physical, and financial well-being, as well as philosophical readiness for parenting.

11.4.1.3 →

0487 Family Studies (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 4: Demonstrate understanding of the fundamentals of parenting and caregiving. (*continued*)

GLO 4.2: Demonstrate understanding of prenatal development and birth.

10.4.2.1 Describe the process of embryonic/fetal development and maternal changes during the three trimesters of pregnancy.

10.4.2.2 Compare and contrast the physical, social, emotional, and economic impacts of pregnancy, labour, delivery, and post-natal care at different maternal ages (e.g., teen pregnancy, advanced maternal age).

10.4.2.7 Describe the processes of labour and delivery, and identify the complications that may arise.

10.4.2.8 Describe the care of the mother and the newborn, with emphasis on feeding, personal care, and the importance of initial bonding/attachment.

0487 Family Studies (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 4: Demonstrate understanding of the fundamentals of parenting and caregiving. *(continued)*

GLO 4.3: Demonstrate the ability to establish a safe and healthy environment for children.

10.4.3.2 Describe a variety of measures to ensure the physical safety/health of children.

11.4.3.2 Describe and demonstrate procedures for ensuring children’s physical safety, preventing injuries, and handling emergencies with children.

10.4.3.3 Explain the range of healthy feeding options for infants and toddlers (e.g., breastfeeding, formula, introduction to solid foods).

11.4.3.3 Describe the importance of nutritious foods and menus in establishing healthy dietary habits while considering intolerances and allergies.

10.4.3.4 Develop practical skills for caregiving routines of infants and toddlers (e.g., diapering, bathing, and feeding).

11.4.3.4 Develop practical skills for caregiving routines of children (e.g., toileting, napping, tooth brushing, eating, and dressing).

0487 Family Studies (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 4: Demonstrate understanding of the fundamentals of parenting and caregiving. *(continued)*

GLO 4.4: Demonstrate understanding of parenting styles and practices.

10.4.4.1 Identify and describe different parenting styles, and assess their influence on family dynamics with infants and toddlers.

10.4.4.2 Describe how different parenting styles influence infants' and toddlers' growth and development (e.g., guidance and discipline, resilience, self-regulation, failure to thrive, confidence, competence).

10.4.4.3 Describe the impact of inadequate or inappropriate caregiving of infants and toddlers.

10.4.4.5 Describe how personal lived experiences may constrain or enhance one's parenting abilities to transmit language, culture, and heritage.

10.4.4.6 Identify where and how parents and families can access services and supports that promote resilience.

11.4.4.1 Reflect on parenting styles and assess their influence on family dynamics with children.

11.4.4.2 Describe how different parenting styles influence children's growth and development (e.g., guidance and discipline, resilience, self-regulation, failure to thrive, confidence, competence).

11.4.4.3 Research the impact of inadequate or inappropriate caregiving of children.

11.4.4.5 Research the impact of personal lived experiences that may constrain or enhance one's parenting abilities to transmit language, culture, and heritage.

11.4.4.6 →

0487 Family Studies (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 4: Demonstrate understanding of the fundamentals of parenting and caregiving. *(continued)*

GLO 4.5: Demonstrate the ability to promote positive relationships with children and adults.

10.4.5.1 Identify factors that promote a positive nurturing environment for infants and toddlers (e.g., inclusion/diversity, physical space, lighting, materials and experiences, affective caregiving, staff training/ratios).

10.4.5.2 Describe the benefit of routines and boundaries for infants and toddlers.

10.4.5.3 Examine strategies to build and maintain relationships by encouraging pro-social behaviour, positive self-esteem and self-regulation, and conflict-resolution skills among toddlers.

10.4.5.4 Describe ways in which adults can be positive role models for infants and toddlers.

11.4.5.1 Identify caregiving behaviours that promote a positive nurturing environment for children and adolescents (e.g., inclusion/diversity, physical space, lighting, materials and experiences, affective caregiving, staff training/ratios).

11.4.5.2 Describe the benefit of routines and boundaries for children.

11.4.5.3 Examine strategies to build and maintain relationships by encouraging pro-social behaviour, positive self-esteem and self-regulation, and conflict-resolution skills among children or adolescents.

11.4.5.4 Describe how adults can be positive role models for children.

0487 Family Studies (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 4: Demonstrate understanding of the fundamentals of parenting and caregiving. *(continued)*

GLO 4.6: Demonstrate understanding of childhood play practices.

10.4.6.2 Define, describe, and explain how play enhances infant and toddler development.

11.4.6.2 Define, describe, and explain how play enhances child development.

10.4.6.5 Compare and contrast types of infant and toddler play (e.g., solitary, parallel, co-operative, associative, competitive).

11.4.6.5 Compare and contrast types of children’s play (e.g., solitary, parallel, co-operative, associative, competitive).

GLO 4.7: Demonstrate understanding of adulthood and the aging adult.

12.4.7.1 Apply the adult life cycle and life expectancy to various cultural perspectives.

12.4.7.2 Examine the factors that influence how adults meet their needs and wants (e.g., housing, nutrition, social, financial planning, and health care).

12.4.7.4 Research the implications of lifestyle choice and the relationship to health conditions in adulthood and the aging adult.

0487 Family Studies (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 5: Demonstrate understanding of citizenship and sustainability.

Teachers are encouraged to access additional resources and/or consult with an Elder(s) or Knowledge Keeper(s) when implementing the Indigenous outcomes with respect to traditional protocols. See Appendix 2.

GLO 5.1: Demonstrate understanding of trends facing Canadian families.

9.5.1.1 Identify and describe current demographics of Canadian families.

9.5.1.2 Develop a personal philosophy towards the historical and contemporary “truth”-based perspectives of Indigenous families in Canada, with a commitment towards continuous learning.

12.5.1.1 Examine current demographics of Canadian families, and distinguish between fact and opinion.

12.5.1.2 Develop a personal philosophy towards the historical and contemporary “truth”-based perspectives of Indigenous families in Canada, with a commitment towards continuous learning.

GLO 5.2: Demonstrate understanding of diversity that exists among families.

9.5.2.1 Define individual roles within a cultural perspective and the differences/similarities that exist in families.

12.5.2.1 Research differences/similarities that exist in families with regard to culture, individual roles, economics, geography, and structure.

0487 Family Studies (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 5: Demonstrate understanding of citizenship and sustainability. *(continued)*

GLO 5.3: Demonstrate understanding of “family” in a changing world.

9.5.3.1 Describe how societal change and the changing definition of the family are related.

9.5.3.3 Define and describe the functions families play in society.

12.5.3.1 Summarize the strengths and challenges of different family forms and structures.

12.5.3.3 Describe and discuss societal changes and the impact on family forms and structures.

GLO 5.4: Demonstrate understanding of difficult situations for individuals and/or families.

Note: The learning outcomes in this GLO may be integrated throughout the course.

9.5.4.1 Define personal stress and identify common causes of stress.

10.5.4.1 Define stress and common causes of stress for a parent(s).

11.5.4.1 Define stress and common causes of stress for children and adolescents.

12.5.4.1 Define stress and common causes of adult stress (e.g., including family, work-life balance, and time management).

9.5.4.2 Identify symptoms of stress and assess current level of personal stress.

10.5.4.2 Identify symptoms of stress for a parent(s).

11.5.4.2 Identify symptoms of stress for children and adolescents.

12.5.4.2 Identify symptoms of stress for adults.

9.5.4.3 Identify the link between stress and health problems.

10.5.4.3 Identify the link between stress and health problems for a parent(s).

11.5.4.3 Identify the link between childhood and adolescent stress and health problems.

12.5.4.3 Identify the link between stress and health problems in adults.

0487 Family Studies (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 5: Demonstrate understanding of citizenship and sustainability. *(continued)*

GLO 5.4: Demonstrate understanding of difficult situations for individuals and/or families. *(continued)*

9.5.4.4 Examine positive coping strategies and identify negative coping strategies when dealing with stress.

10.5.4.4 Investigate positive coping strategies and identify negative coping strategies for a parent(s) when dealing with stress.

11.5.4.4 Analyze positive coping strategies and identify negative coping strategies for children and adolescents when dealing with stress.

12.5.4.4 Critique positive coping strategies and identify negative coping strategies for adults when dealing with stress.

9.5.4.5 Examine difficult situations that individuals and/or families face, and their effects on family well-being (e.g., racism, discrimination, bullying, substance abuse, online behaviours, harms associated with coping, etc.).

10.5.4.5 Examine difficult situations that individuals and/or families face, and their effects on family well-being (e.g., child abuse/neglect, infertility, war-affected refugee children and youth, poverty, isolation, etc.).

11.5.4.5 Examine difficult situations that individuals and/or families face, and their effects on family well-being (e.g., changing locations, family structures, child labour, delinquency, violence, abuse, trauma, substances, gambling, etc.).

12.5.4.5 Examine difficult situations that individuals and/or families face, and their effects on family well-being (e.g., financial challenges, religious and cultural discrimination, illness, loss and grief, disabilities, elder abuse, neglect, ageism, chronic medical conditions, work-life balance, displaced persons and refugees, historic trauma).

9.5.4.8 Identify relevant resources available to support individuals and/or families (e.g., community-based, provincial, and federal government resources).

10.5.4.8 →

11.5.4.8 →

12.5.4.8 →

0487 Family Studies (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 6: Demonstrate understanding of career development and the skills required.

GLO 6.1: Demonstrate personal and social skills.

Note: GLO 6.1 to 6.5 outcomes are to be integrated throughout the family studies course and are not intended to be a unit of study.

9.6.1.1 Demonstrate understanding of others and their perspectives.	10.6.1.1 →	11.6.1.1 →	12.6.1.1 →
9.6.1.2 Communicate effectively with others.	10.6.1.2 →	11.6.1.2 →	12.6.1.2 →
9.6.1.3 Participate in a positive manner.	10.6.1.3 →	11.6.1.3 →	12.6.1.3 →
9.6.1.4 Demonstrate responsibility in being accountable for their actions.	10.6.1.4 →	11.6.1.4 →	12.6.1.4 →
9.6.1.5 Listen in order to understand and learn.	10.6.1.5 →	11.6.1.5 →	12.6.1.5 →
9.6.1.6 Enhance personal growth through continuous learning.	10.6.1.6 →	11.6.1.6 →	12.6.1.6 →

0487 Family Studies (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 6: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 6.2: Demonstrate thinking and decision-making skills.

9.6.2.1 Explain their thinking to others in a way that is clear, accurate, logical, and complete.

10.6.2.1 →

11.6.2.1 →

12.6.2.1 →

9.6.2.2 Use innovative thinking in decision making.

10.6.2.2 →

11.6.2.2 →

12.6.2.2 →

9.6.2.3 Compare and contrast common approaches to decision making.

10.6.2.3 →

11.6.2.3 →

12.6.2.3 →

9.6.2.4 Identify factors that affect decision making.

10.6.2.4 →

11.6.2.4 →

12.6.2.4 →

9.6.2.5 Interpret fact from opinion when making effective decisions.

10.6.2.5 →

11.6.2.5 →

12.6.2.5 →

9.6.2.6 Predict and analyze the outcome of a decision.

10.6.2.6 →

11.6.2.6 →

12.6.2.6 →

9.6.2.7 Apply decision-making strategies to learning, life, and work.

10.6.2.7 →

11.6.2.7 →

12.6.2.7 →

0487 Family Studies (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 6: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 6.3: Demonstrate teamwork skills.

9.6.3.1 Demonstrate the ability to work independently and collaboratively as a team member.

10.6.3.1 →

11.6.3.1 →

12.6.3.1 →

9.6.3.2 Develop strategies to build positive and respectful working relationships with all team members.

10.6.3.2 →

11.6.3.2 →

12.6.3.2 →

9.6.3.3 Recognize and acknowledge the opinions and contributions of team members to build consensus to achieve individual/team goals.

10.6.3.3 →

11.6.3.3 →

12.6.3.3 →

9.6.3.4 Use a variety of strategies to resolve conflicts peacefully and fairly with respect for others.

10.6.3.4 →

11.6.3.4 →

12.6.3.4 →

9.6.3.5 Collaborate with others to establish and determine individual/team member roles, goals, and responsibilities.

10.6.3.5 →

11.6.3.5 →

12.6.3.5 →

0487 Family Studies (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 6: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 6.4: Demonstrate understanding of project-management skills.

9.6.4.1 Define, outline, coordinate, complete, assess, analyze, and reflect on an individual/group project.	10.6.4.1 →	11.6.4.1 →	12.6.4.1 →
9.6.4.2 Demonstrate individual/group flexibility, adaptability, and resilience during the project process with the ability to adapt to new and evolving situations.	10.6.4.2 →	11.6.4.2 →	12.6.4.2 →
9.6.4.3 Determine skills and strategies required for an independent/group project (e.g., communication, leadership, organizational, teamwork, social skills, etc.).	10.6.4.3 →	11.6.4.3 →	12.6.4.3 →
9.6.4.4 Identify and evaluate transferable skills after completing an individual/group project.	10.6.4.4 →	11.6.4.4 →	12.6.4.4 →
9.6.4.5 Reflect on personal skills and strategies developed and their application to learning, life, and work.	10.6.4.5 →	11.6.4.5 →	12.6.4.5 →

0487 Family Studies (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 6: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 6.5: Explore careers related to family studies.

9.6.5.1 Demonstrate understanding of career opportunities related to family studies (e.g., social science and humanities areas such as early childhood education, child and adolescent development, teaching/education, public policy and law, aging, financial planning, social work, counselling, psychology, public health, advocacy and non-profit work, family life, parenting, etc.).

10.6.5.1 Identify the potential family studies–related employment opportunities in their communities.

11.6.5.1 Compare differences among family studies–related work, jobs, occupations, and careers.

12.6.5.1 Determine how entrepreneurship differs from working for others in the area of family studies.

9.6.5.2 Identify how interests, knowledge, skills, values, and attitudes relate to work.

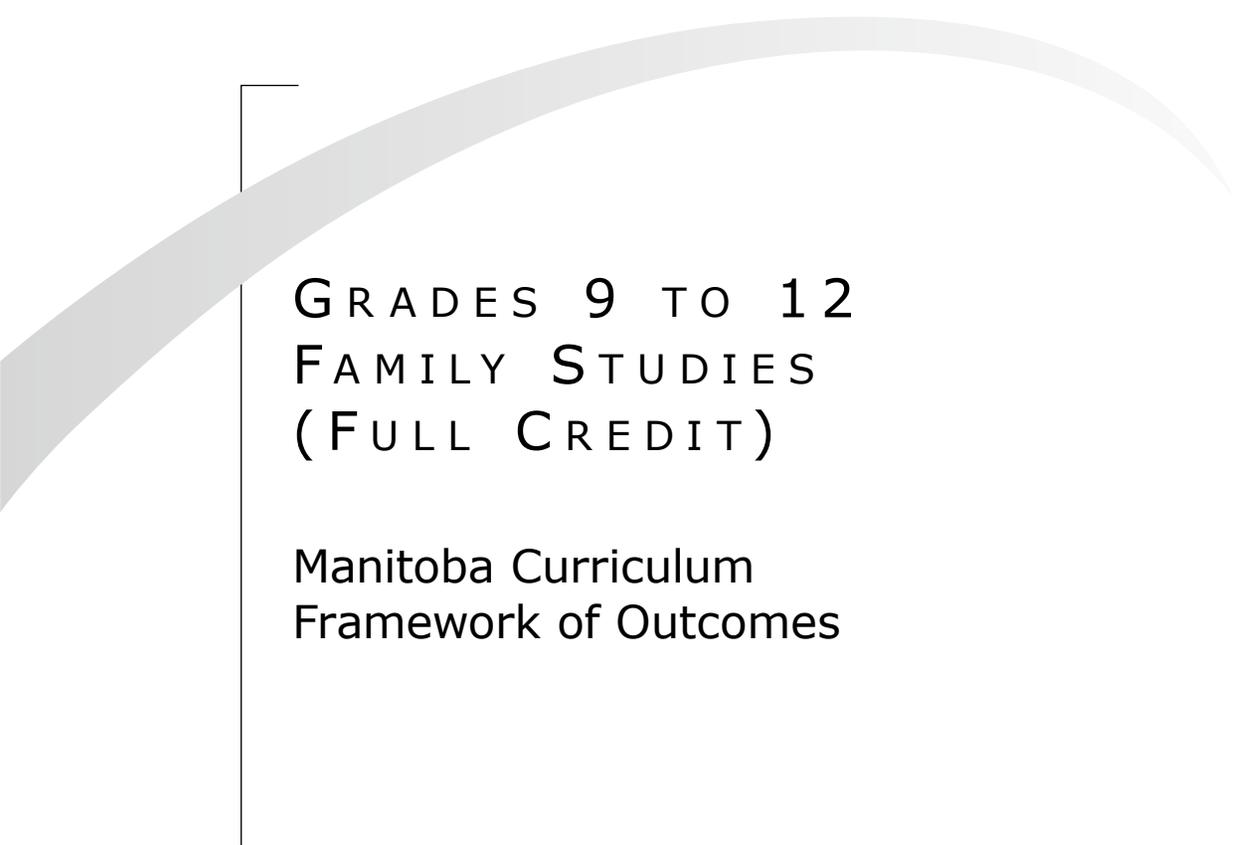
10.6.5.2 Demonstrate understanding of how interests, knowledge, skills, values, and attitudes are transferable to various work roles.

11.6.5.2 Develop criteria to compare occupations in the area of family studies (e.g., skills, interests, values, personal style, family background, lifestyles, and goals).

12.6.5.2 →

11.6.5.3 Explore and discover career opportunities in the area of family studies in relation to personal career interests.

12.6.5.3 Compare and contrast the education plan required for various careers in the area of family studies.



GRADES 9 TO 12
FAMILY STUDIES
(FULL CREDIT)

Manitoba Curriculum
Framework of Outcomes

In developing learning outcomes, the assumption was made that courses are taught by experts in their field; therefore, the terminology and language used in the curriculum is specific to the area of expertise.

GRADES 9 TO 12 FAMILY STUDIES

Family studies courses offer a preventative, proactive, and practical approach that is intended to strengthen individuals and families. Students acquire knowledge, skills, and attitudes to make informed choices with respect to caring for themselves and others within the context of a global community. Students acquire strategies to manage the challenges of life in an effective and responsible way that enhances their life journey.

Course Grade Levels and Credit Allocations

A student may earn one credit by undertaking and successfully completing a course of study designed for a minimum of 110 hours of instruction.

0487 Family Studies (full credit)	10S 10E 10M 20S 20E 20M 30S 30E 30M 40S 40E 40M
--------------------------------------	--

Specialized (S): Educational experiences in specialized areas leading to further studies beyond the Senior Years (e.g., apprenticeship, college, and university).

EAL (E): Educational experiences designed to focus on English as an additional language (EAL) learning goals in the context of the subject, based on the student’s assessed level of EAL proficiency, and to assist the student in making the transition into regular Senior Years programming in this content area. An EAL Individual Educational Plan (EAL-IEP) is required for each student.

Modified (M): Educational experiences intended for students with significant cognitive disabilities. Where the provincial subject-area learning outcomes have been modified to take into account the learning requirements of a student, an Individual Education Plan (IEP) is required for each student.

Grades 9 to 12 Family Studies Course Descriptions

Each grade requires that students develop their conceptual knowledge base and skill set. Some learning outcomes will be similar for all grade levels; in other situations, each level will scaffold on previous knowledge and progress from simple to more complex conceptual understandings. The course descriptions below identify the depth and breadth of the studies in each grade level.

Grade 9 Family Studies explores adolescent development from the perspective of the adolescent student. Topics include building skills and knowledge in developing positive relationships to enhance personal health and wellness within the context of their own family dynamics and the community in which they live.

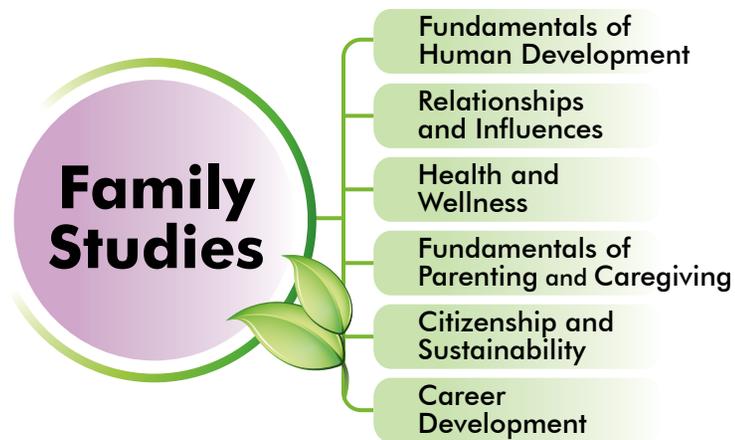
Grade 10 Family Studies focuses on the skills and knowledge parents and caregivers need, with emphasis on maternal health, pregnancy, birth, and the early years of human development. Students will learn about the developmental needs, effective care, and guidance of young children. The development of these skills and knowledge will enhance their overall well-being now as adolescents and in the future as parents and caregivers.

Grade 11 Family Studies focuses on children's and adolescents' relationships within their families. Students will learn about developmental needs, effective care, and positive interactions with children/adolescents. The skills and knowledge that students gain will provide them the opportunity to make informed decisions related to parenting, relationships, and families.

Grade 12 Family Studies emphasizes the transition from adolescence to adulthood with the ability to examine and practise skills that help develop healthy interpersonal relationships. The skills and knowledge will provide the opportunity for students to make informed and responsible life management choices now and in the future.

In Manitoba, the content of the Senior Years Family Studies outcomes are arranged as a series of goals.

1. **Fundamentals of Human Development:** The learning experiences in this goal will assist students in developing the knowledge and understanding of how individuals' and family members' responsibilities for promoting health, well-being, and resiliency continue to change throughout their lives.
2. **Relationships and Influences:** The learning experiences in this goal will assist students in developing the knowledge and skills they need to build and maintain positive relationships and to understand the issues and challenges that have an impact on individuals, families, and communities.
3. **Health and Wellness:** The learning experiences in this goal will assist students in developing the knowledge and skills to understand the factors that affect our mental health and wellness. While building individual strategies, students will strengthen their abilities to use skills, resources, and processes that enhance the daily living of individuals, families, and communities.
4. **Fundamentals of Parenting and Caregiving:** The learning experiences in this goal will assist students in developing the knowledge and skills to prepare for the responsibilities of parenting and caregiving, including the challenges facing individuals, families, and communities.
5. **Citizenship and Sustainability:** The learning experiences in this goal will assist students in developing the knowledge and skills to become citizens who question the quality of life – locally, nationally, and globally – with the desire for a sustainable and equitable future.
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.



Terminology

The Truth and Reconciliation Commission of Canada (TRC): Calls to Action identified **education for reconciliation** as one of the areas to redress the legacy of residential schools and advance the process of Canadian reconciliation. All of the courses covered in *Senior Years Human Ecology: Manitoba Curriculum Framework of Outcomes* support Manitoba Education and Training's contribution to education for reconciliation. For more information on the TRC Calls to Action, see www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf.

The following is an explanation of terms used in the learning outcomes that may be unfamiliar or require clarification:

- **Elder:** A spiritual leader who has cultural and traditional knowledge, who is representative of his or her community, and who First Nations, Métis, and Inuit communities look to for advice and wisdom.
- **Knowledge Keeper(s):** Knowledge Keepers have key knowledge of the past and present and are able to share teachings around both new and old knowledge.
- **Indigenous People(s):** A collective term used to describe the original inhabitants of the land prior to European contact. The term not only refers to the past but also to today's society, including the Métis nation whose genesis occurred after contact. In Canada, the term *Indigenous Peoples* includes First Nations, Métis, and Inuit people.

0487 Family Studies (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 1: Demonstrate understanding of the fundamentals of human development.

Teachers are encouraged to access additional resources and/or consult with an Elder(s) or Knowledge Keeper(s) when implementing the Indigenous outcomes with respect to traditional protocols. See Appendix 2.

GLO 1.1: Demonstrate understanding of growth and development.

9.1.1.1 Identify and describe the physiological growth and development of the adolescent.	10.1.1.1 Identify and describe the physiological growth and development of the infant and toddler, and identify how each stage can be nurtured.	11.1.1.1 Identify and describe the physiological growth and development of the child to adolescence, and identify how each stage can be nurtured.	12.1.1.1 Identify and describe the physiological growth and development during late adolescence, adulthood, and through to old age, and identify how each stage can be nurtured.
	10.1.1.2 Describe recent brain research and current practice to support infant and toddler development (e.g., brain plasticity, centres in brain, critical periods, and self-regulation).	11.1.1.2 Describe recent brain research and current practice to support child and adolescent development (e.g., self-regulation).	12.1.1.2 Describe recent brain research and current practice to support adult development (e.g., self-regulation).
	10.1.1.3 Identify the principles/ characteristics of infant and child development.	11.1.1.3 Identify the principles/ characteristics of child and adolescent development.	12.1.1.3 Identify the aspects that contribute to maturity (e.g., chronological, physical, emotional, social, and intellectual).

0487 Family Studies (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 1: Demonstrate understanding of the fundamentals of human development. *(continued)*

GLO 1.1: Demonstrate understanding of growth and development. *(continued)*

10.1.1.4 Identify and describe social, emotional, cognitive, physical, and linguistic development of infants and toddlers, and describe their interdependence.

10.1.1.5 Explain individual differences in cognitive development with infants and toddlers (e.g., developmental delays).

10.1.1.6 Describe threats to healthy human development and their impact on infants and toddlers, and describe how protective factors at the individual, family, community, and/or government levels can promote resilience within their family/cultural contexts.

11.1.1.4 Identify and describe the social, emotional, cognitive, physical, linguistic, spiritual, and moral development of children and adolescents, and describe their interdependence.

11.1.1.5 Explain individual differences in cognitive development in children and adolescents (e.g., mental health, ADHD, autism, giftedness, etc.).

11.1.1.6 Describe threats to healthy human development and their impact on the child and adolescent, and describe how protective factors at the individual, family, community, and/or government levels can promote resilience within their family/cultural contexts.

12.1.1.4 Identify and describe the social, emotional, cognitive, physical, spiritual, and moral development from late adolescence to old age, and describe their interdependence.

12.1.1.5 Explain individual differences in cognitive changes in the aging adult (e.g., dementia, Alzheimer’s).

12.1.1.6 Describe threats to healthy human development and their impact on late adolescents and adults, and describe how protective factors at the individual, family, community, and/or government levels can promote resilience within their family/cultural contexts.

0487 Family Studies (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 1: Demonstrate understanding of the fundamentals of human development. *(continued)*

GLO 1.2: Demonstrate understanding of perspectives on human development.

9.1.2.1 Define adolescence, and examine developmental theories (e.g., Maslow, Piaget, Kohlberg, Bronfenbrenner, Erikson, and Brokenleg).

10.1.2.1 Define infancy/toddlerhood, and examine developmental theories (e.g., Maslow, Piaget, Kohlberg, Bronfenbrenner, Erikson, and Brokenleg).

11.1.2.1 Define childhood/adolescence, and examine developmental theories (e.g., Maslow, Piaget, Bronfenbrenner, Kohlberg, Erikson, and Brokenleg).

12.1.2.1 Define adulthood and the aging adult, and compare developmental theories used to explain adulthood and the aging adult (e.g., Maslow, Erikson, Neugarten, Mead, and Kohlberg).

10.1.2.2 Define and examine various cultural perspectives on the development of infants and toddlers.

11.1.2.2 Define and examine various cultural perspectives on the development of the child and adolescent.

12.1.2.2 Define and examine various cultural perspectives on adult development (e.g., rites of passage).

10.1.2.3 Demonstrate understanding of how various developmental theories apply to infants and toddlers in real-life scenarios.

11.1.2.3 Demonstrate understanding of how various developmental theories apply to children and adolescents in real-life scenarios.

12.1.2.3 Explain ways in which development from conception to childhood significantly affects development later in life.

0487 Family Studies (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 1: Demonstrate understanding of the fundamentals of human development. *(continued)*

GLO 1.3: Demonstrate understanding of social-emotional development.

9.1.3.1 Describe the socio-emotional changes that take place during adolescence.

10.1.3.1 Describe the socio-emotional changes that take place during infancy and toddlerhood.

11.1.3.1 Describe the socio-emotional changes that take place during childhood and adolescence.

12.1.3.1 Describe the socio-emotional changes that take place during adulthood.

10.1.3.2 Identify and describe theories of attachment of infants and toddlers (e.g., Bowlby, Ainsworth, etc.).

11.1.3.2 Describe theories of attachment of children and adolescents (e.g., Bowlby, Ainsworth, etc.).

10.1.3.3 Describe strategies that parents can use to help their infants and toddlers develop secure attachment, self-regulation, and pro-social skills.

11.1.3.3 Explain how secure attachment, self-regulation, and pro-social skills in the early years is a factor in adolescents' social-emotional development.

12.1.3.2 Explain how secure attachment, self-regulation, and pro-social skills in the early years is a factor in adults' social-emotional development.

10.1.3.4 Describe the role of socialization of the infant and toddler through family, community, and clan.

11.1.3.4 Describe the role of socialization of the child and adolescent through family, friends, peers, community, and clan.

12.1.3.3 Analyze the implications of socialization on the functioning of the aging adult (e.g., grandparenting, Elder status, transmission of culture and heritage, retirement).

0487 Family Studies (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 1: Demonstrate understanding of the fundamentals of human development. *(continued)*

GLO 1.4: Demonstrate understanding of cognitive and language development.

10.1.4.1 Examine theories of cognitive development (e.g., Piaget, Vygotsky, Montessori, Gardner, Bruner, Bandura, Binet).

11.1.4.1 Evaluate how children’s and adolescents’ language and cognitive development are affected by rapidly changing technology (e.g., social media, cognitive processing).

12.1.4.1 Explain how people’s information-processing abilities can change throughout their lives, with regard to attention, memory, and meta-cognition.

10.1.4.2 Describe the cognitive and language development changes that take place during infant and toddler development.

11.1.4.2 Describe the cognitive and language development changes that take place during child and adolescent development.

12.1.4.2 Describe the cognitive and language development changes that take place during adult development.

10.1.4.3 Explain the foundations of language development and the process of language acquisition for infants and toddlers, and the relationship of oral language to literacy (e.g., role of play in language development—verbal and non-verbal).

11.1.4.3 Explain the foundations of language development and the process of language acquisition for children and adolescents, and the relationship of oral language to literacy (e.g., role of play in language development—verbal, non-verbal, dual/EAL language learners).

12.1.4.3 Explain ways in which families may be constrained in their ability to transmit their language (e.g., residential schools, immigration, migration, displaced persons and refugees).

0487 Family Studies (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 1: Demonstrate understanding of the fundamentals of human development. *(continued)*

GLO 1.4: Demonstrate understanding of cognitive and language development. *(continued)*

10.1.4.4 Describe the role of family, friends, peers, community, and clan in language development.

11.1.4.4 Describe the role of family, friends, peers, community, and clan in language development.

10.1.4.5 Describe strategies that adults can use to support infant and toddler cognitive and language development.

11.1.4.5 Describe strategies that adults can use to support child and adolescent cognitive and language development.

0487 Family Studies (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 2: Demonstrate understanding of relationships and influences.

GLO 2.1: Demonstrate understanding of relationships.

9.2.1.1 Identify a variety of relationships (e.g., friends, family, romantic, workplace, and community) and the functions of each relationship.

9.2.1.2 Identify people's roles in various relationships (e.g., family, community, etc.).

9.2.1.3 Describe the effects of relationships on overall well-being.

9.2.1.4 Identify, describe, and explain the changing nature of relationships during adolescence.

9.2.1.5 Identify types of friendship (e.g., intimate, significant, selected, proximity, and acquaintances).

12.2.1.1 Identify various cultural perspectives on relationships (e.g., Elder, clan member, grandparent, etc.), and examine reasons for forming respectful relationships with others.

12.2.1.2 Analyze the roles and boundaries individuals may have in various relationships.

12.2.1.3 Demonstrate understanding of how multiple roles can create conflict and affect one's overall well-being.

12.2.1.4 Identify and describe how relationships change throughout the life cycle.

0487 Family Studies (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 2: Demonstrate understanding of relationships and influences. *(continued)*

GLO 2.1: Demonstrate understanding of relationships. *(continued)*

9.2.1.6 Identify the four developmental stages of friendship (i.e., rapport, self-revelation, mutual dependence, and fulfillment).

9.2.1.7 Define dating for adolescents, and explore reasons for dating or remaining single.

9.2.1.8 Demonstrate understanding of the challenges that may be experienced in the development of relationships within different cultures and contexts.

0487 Family Studies (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 2: Demonstrate understanding of relationships and influences. *(continued)*

GLO 2.2: Develop understanding of the communication and conflict-resolution strategies to build healthy relationships.

9.2.2.1 Identify the styles (e.g., passive, aggressive, assertive) and components of verbal, non-verbal, and symbolic communication.

9.2.2.2 Demonstrate skills and techniques for effective communication and for setting boundaries.

9.2.2.3 Describe the impact of current technology on relationships.

9.2.2.4 Describe cultural variations in communication styles.

12.2.2.1 Identify the styles (e.g., passive, aggressive, assertive) and components of verbal and non-verbal communication.

12.2.2.2 Demonstrate skills and techniques for effective communication and for setting boundaries.

12.2.2.3 Evaluate the impact of current technology on relationships.

12.2.2.4 Explain how cultural awareness and understanding can assist communication.

0487 Family Studies (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 2: Demonstrate understanding of relationships and influences. *(continued)*

GLO 2.2: Develop understanding of the communication and conflict resolution strategies to build healthy relationships.
(continued)

9.2.2.5 Examine ways in which effective and ineffective communication have an impact on relationships.

9.2.2.6 Determine which conflict-resolution model is most effective for resolving conflicts.

9.2.2.7 Demonstrate effective communication and conflict-resolution skills to build and maintain relationships.

12.2.2.5 Summarize ways in which effective and ineffective communication have an impact on relationships.

12.2.2.6 Determine which conflict-resolution model is most effective for resolving conflicts.

12.2.2.7 Apply effective communication and conflict-resolution skills to build and maintain relationships.

0487 Family Studies (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 2: Demonstrate understanding of relationships and influences. *(continued)*

GLO 2.3: Demonstrate understanding of committed relationships.

12.2.3.1 Analyze how social institutions (e.g., educational, political, family, cultural/traditional, media, religious, economic, and societal trends) influence relationships and the decision to engage in a committed relationship.

12.2.3.2 Describe differences in expectations and boundaries in relationships (e.g., with respect to roles, monogamy, equity, shared time, loyalty, openness, and sexuality).

12.2.3.3 Identify ways people initiate romantic relationships, and analyze the significance of recent demographic trends.

12.2.3.4 Compare and contrast the principles and/or theories of attraction, infatuation, and love, and describe research that supports and/or contradicts the principles/theories.

0487 Family Studies (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 2: Demonstrate understanding of relationships and influences. *(continued)*

GLO 2.3: Demonstrate understanding of committed relationships. *(continued)*

12.2.3.5 Research cultural influences on courtship customs (e.g., marriage, dating, etc.).

12.2.3.6 Examine factors influencing marriage/cohabitation readiness.

12.2.3.7 Identify and describe how the relationship between spousal partners changes throughout the life cycle.

12.2.3.8 Describe and analyze the characteristics of healthy and unhealthy relationships, and describe strategies for their maintenance (e.g., emotional, financial, sexual, verbal, physical, spiritual).

0487 Family Studies (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 2: Demonstrate understanding of relationships and influences. *(continued)*

GLO 2.3: Demonstrate understanding of committed relationships. *(continued)*

12.2.3.9 Describe and evaluate strategies for ending a relationship.

12.2.3.10 Identify effective strategies that people may use when having to deal with the change and/or loss of an important relationship (e.g., confide in friends, seek counselling, take time to grieve).

12.2.3.11 Examine the social, emotional, financial, and legal outcomes of ending a long-term relationship.

0487 Family Studies (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 3: Demonstrate understanding of health and wellness.

Teachers are encouraged to access additional resources and/or consult with other professionals to implement the outcomes in this goal.

GLO 3.1: Demonstrate understanding of personal identity and character development.

9.3.1.1 Identify components and demonstrate understanding of factors that influence their own self-concept.

11.3.1.1 Identify components and demonstrate understanding of factors that influence children’s and adolescents’ self-concept.

12.3.1.1 Identify components and demonstrate understanding of factors that influence their own self-concept.

9.3.1.2 Define and differentiate between self-concept and self-esteem, reflecting on one’s sense of belonging.

11.3.1.2 Reflect on the relationship between self-concept and behaviour in children and adolescents.

12.3.1.2 Reflect on the relationship between self-concept and behaviour.

9.3.1.3 Identify strategies (interaction and environmental) to enhance a positive self-concept.

11.3.1.3 Demonstrate and evaluate strategies (interaction and environmental) to enhance a positive self-concept in children and adolescents.

12.3.1.3 Demonstrate and evaluate strategies (interaction and environmental) to enhance a positive self-concept.

0487 Family Studies (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 3: Demonstrate understanding of health and wellness. *(continued)*

GLO 3.2: Develop understanding of values, goal setting, and decision making.

Note: Outcomes may be integrated throughout the course.

9.3.2.1 Define and discuss values and goals.	10.3.2.1 →	11.3.2.1 →	12.3.2.1 →
9.3.2.2 Identify factors that influence values and goals.	10.3.2.2 →	11.3.2.2 →	12.3.2.2 →
9.3.2.3 Demonstrate understanding of how values influence goals and decisions.	10.3.2.3 →	11.3.2.3 →	12.3.2.3 →
9.3.2.4 Apply decision-making processes to situations.	10.3.2.4 →	11.3.2.4 →	12.3.2.4 →

GLO 3.3: Demonstrate understanding of personality and identity formation.

9.3.3.1 Define personality and personality traits.			12.3.3.1 Define personality and personality traits, and examine theories of personality (e.g., Lewin, Jung, Adler).
9.3.3.2 Examine factors that have an impact on personality development.			12.3.3.2 Examine factors that have an impact on personality development.

0487 Family Studies (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 3: Demonstrate understanding of health and wellness. *(continued)*

GLO 3.3: Demonstrate understanding of personality and identity formation. *(continued)*

9.3.3.3 Identify and discuss the multiple identities that define who we are, and describe how they shape our unique experience of privilege and oppression.

9.3.3.4 Define sexuality and describe the components of the sexuality wheel.

9.3.3.5 Define the range of terminology associated with diverse sexual and gender identities and expressions.

9.3.3.6 Identify and challenge some key myths/stereotypes associated with diverse sexual and gender identities and expressions.

9.3.3.7 Identify resources that support healthy and diverse communities.

12.3.3.3 Identify and discuss the multiple identities that define who we are, and describe how they shape our unique experience of privilege and oppression.

12.3.3.4 Describe the range of diversity in terms of biological sex, gender, and sexual orientation.

12.3.3.5 Define the range of terminology associated with diverse sexual and gender identities and expressions.

12.3.3.6 Identify the impacts of myths/stereotypes associated with diverse sexual and gender identities and expressions.

12.3.3.7 Research resources that support healthy and diverse communities.

0487 Family Studies (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 3: Demonstrate understanding of health and wellness. *(continued)*

GLO 3.4: Demonstrate understanding of mental health and wellness.

9.3.4.1 Describe cultural perspectives of health and wellness.

11.3.4.1 Describe cultural perspectives of the health and wellness of children and adolescents.

12.3.4.1 Research cultural perspectives of balance and holistic health as they relate to a person's well-being.

9.3.4.2 Identify common mental health challenges that affect adolescents.

11.3.4.2 Describe mental health challenges affecting children and adolescents.

12.3.4.2 Research the occurrence of mental health challenges affecting adult populations.

9.3.4.3 Describe factors that have an impact on adolescent mental health.

11.3.4.3 Describe factors that have an impact on child and adolescent mental health.

12.3.4.3 Research community resources that support mental health.

9.3.4.4 Define stigma and identify the stigma associated with mental illness in society.

11.3.4.4 Identify strategies that reduce the stigma associated with mental health in society.

12.3.4.4 Research strategies that address systemic barriers to health and wellness (e.g., Human Rights Commission, etc.).

9.3.4.5 Identify where and how to access mental health services.

11.3.4.5 Identify where and how to access mental health services.

12.3.4.5 —→

0487 Family Studies (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 3: Demonstrate understanding of health and wellness. *(continued)*

GLO 3.5: Demonstrate understanding of financial well-being.

9.3.5.1 Define financial capability, financial vulnerability, and financial well-being.

10.3.5.1 Identify the components of financial capability, financial vulnerability, and financial well-being.

11.3.5.1 Describe the factors that affect financial capability, financial vulnerability, and the barriers to financial well-being.

12.3.5.1 Evaluate the factors that affect financial capability, financial vulnerability, and the barriers to financial well-being.

9.3.5.2 Define opportunity cost and identify the factors that influence individual financial decisions and the impact of opportunity cost on individuals.

10.3.5.2 →

11.3.5.2 Define opportunity cost and identify the factors that influence individual financial decisions and the impact of opportunity cost on families.

12.3.5.2 Define opportunity cost and identify the factors that influence individual financial decisions and the impact of opportunity cost on individuals and families.

9.3.5.3 Identify the role of the economy and its impact on individual financial well-being.

10.3.5.3 Demonstrate understanding of the role of the economy and its impact on families' financial well-being.

11.3.5.3 Analyze the role of the economy and its impact on families' financial well-being.

12.3.5.3 Research the role of the economy and its impact on families' financial well-being.

9.3.5.4 Define Maslow's Hierarchy of Needs and how it relates to personal money management.

10.3.5.4 Define Maslow's Hierarchy of Needs and how it relates to families' money management.

11.3.5.4 Prepare, analyze, and evaluate the sustainability of a personal budget.

12.3.5.4 Prepare, analyze, and evaluate the sustainability of a household budget.

0487 Family Studies (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 3: Demonstrate understanding of health and wellness. *(continued)*

GLO 3.5: Demonstrate understanding of financial well-being. *(continued)*

<p>9.3.5.5 Identify financial institutions and the products and services they provide to individuals and families.</p>	<p>10.3.5.5 Compare and contrast financial institutions and the products and services they provide to individuals and families.</p>	<p>11.3.5.5 Identify strategies to safeguard personal finances and to prevent identity theft.</p>	<p>12.3.5.5 Identify and describe legislation and agreements related to financial products and services (e.g., Financial Consumer Agency of Canada, Manitoba Securities Commission, etc.).</p>
<p>9.3.5.6 Describe and evaluate strategies for personal savings.</p>	<p>10.3.5.6 Compare and contrast types of saving, investing, and insurance products and services.</p>	<p>11.3.5.6 Compare and contrast credit options and costs.</p>	<p>12.3.5.6 Describe and evaluate strategies to access and manage personal and household credit and debt.</p>
<p>9.3.5.7 Describe current and future technological trends in individual and family finance.</p>	<p>10.3.5.7 Investigate current and future technological trends in individual and family finance.</p>	<p>11.3.5.7 Evaluate current and future trends in individual and family finance in terms of their real or perceived benefits to Canadian consumers.</p>	<p>12.3.5.7 Evaluate current and future trends in individual and family finance in terms of their real or perceived benefits to global populations.</p>
		<p>11.3.5.8 Develop a personal philosophy for achieving financial independence.</p>	<p>12.3.5.8 →</p>

0487 Family Studies (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 3: Demonstrate understanding of health and wellness. *(continued)*

GLO 3.6: Demonstrate understanding of sexual and reproductive health and wellness.

9.3.6.1 Describe environmental factors that support positive, healthy sexual health and wellness choices.

10.3.6.1 →

12.3.6.1 Describe environmental factors that support positive, healthy sexual health and wellness choices.

9.3.6.2 Demonstrate understanding of sexuality as a positive, integral part of humanity.

10.3.6.2 →

12.3.6.2 Demonstrate understanding of sexuality as a positive, integral part of humanity.

9.3.6.3 Identify legislation and statements related to sexual and reproductive rights (e.g., *Canadian Charter of Rights and Freedoms*, age-of-consent law, World Health Organization, etc.).

10.3.6.3 →

12.3.6.3 Identify legislation and statements related to sexual and reproductive rights (e.g., *Canadian Charter of Rights and Freedoms*, age-of-consent law, World Health Organization, etc.).

9.3.6.4 Describe reproductive systems and the process by which fertilization takes place.

10.3.6.4 →

12.3.6.4 Describe reproductive systems and the process by which fertilization takes place.

0487 Family Studies (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 3: Demonstrate understanding of health and wellness. *(continued)*

GLO 3.6: Demonstrate understanding of sexual and reproductive health and wellness. *(continued)*

9.3.6.5 Demonstrate understanding of the connection between personal values and sexual decision making (e.g., assessing readiness for sexual behaviours, assessing preparedness to parent, planning and setting goals for the future).

10.3.6.5 →

12.3.6.5 Demonstrate understanding of the connection between personal values and sexual decision making (e.g., assessing readiness for sexual behaviours, assessing preparedness to parent, planning and setting goals for the future).

9.3.6.6 Identify various available options for birth control and sexually transmitted infection prevention.

10.3.6.6 Research the technological advances in birth control and the choices they create.

12.3.6.6 Research the status of reproductive rights and reproductive justice.

9.3.6.7 Identify where and how to access comprehensive sexual and reproductive health information and services for adolescents.

10.3.6.7 →

12.3.6.7 Identify where and how to access comprehensive sexual and reproductive health information and services for adults.

0487 Family Studies (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 4: Demonstrate understanding of the fundamentals of parenting and caregiving.

Teachers are encouraged to access additional resources and/or consult with an Elder(s) or Knowledge Keeper(s) when implementing the Indigenous outcomes with respect to traditional protocols. See Appendix 2.

GLO 4.1: Demonstrate understanding of personal qualities and circumstances that indicate readiness for parenting.

10.4.1.1 Describe and explain the roles and responsibilities of parenting infants and toddlers.

10.4.1.2 Define the roles of a parent, guardian, and caregiver, and identify various ways of acquiring these roles.

10.4.1.3 Describe personal, psychological, physical, and financial well-being, as well as philosophical readiness for parenting.

10.4.1.4 Recognize how one's personal and family life is affected by parenthood.

11.4.1.1 Describe and explain the roles and assess the responsibilities of parenting children and adolescents.

11.4.1.2 Compare and contrast the roles of a parent, guardian, and caregiver.

11.4.1.3 →

11.4.1.4 Analyze how one's personal and family life is affected by parenthood.

12.4.1.1 Describe and explain the roles and evaluate the responsibilities of parenting throughout the life cycle.

12.4.1.2 Define the roles of a parent, guardian, and caregiver of adults, and identify various caregiving situations (e.g., medical, social, economic, cultural, emotional, etc.).

12.4.1.3 Analyze the impact of parenting/caregiving of adults on personal and family life.

0487 Family Studies (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 4: Demonstrate understanding of the fundamentals of parenting and caregiving. *(continued)*

GLO 4.1: Demonstrate understanding of personal qualities and circumstances that indicate readiness for parenting. *(continued)*

10.4.1.5 Identify the reasons why some individuals choose not to become parents.

11.4.1.5 Identify the reasons why some individuals choose not to become parents, as well as the short- and long-term impacts of this decision.

10.4.1.6 Identify reproductive health and challenges surrounding fertility and alternative methods of conception.

0487 Family Studies (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 4: Demonstrate understanding of the fundamentals of parenting and caregiving. (*continued*)

GLO 4.2: Demonstrate understanding of prenatal development and birth.

10.4.2.1 Describe the process of embryonic/fetal development and maternal changes during the three trimesters of pregnancy.

10.4.2.2 Compare and contrast the physical, social, emotional, and economic impacts of pregnancy, labour, delivery, and post-natal care at different maternal ages (e.g., teen pregnancy, advanced maternal age).

10.4.2.3 Describe the contributions that people can make to help support a healthy pregnancy.

10.4.2.4 Identify and evaluate lifestyle factors that affect maternal and fetal health.

0487 Family Studies (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 4: Demonstrate understanding of the fundamentals of parenting and caregiving. *(continued)*

GLO 4.2: Demonstrate understanding of prenatal development and birth. *(continued)*

10.4.2.5 Identify birth anomalies and conditions that can be present during pregnancy (e.g., environmental, hereditary, and other).

10.4.2.6 Examine the technology available for prenatal assessment and the choices they create.

10.4.2.7 Describe the processes of labour and delivery, and identify the complications that may arise.

10.4.2.8 Describe the care of the mother and the newborn, with emphasis on feeding, personal care, and the importance of initial bonding/attachment.

10.4.2.9 Identify the possible complications and the care that may be required for the mother and newborn throughout the post-natal period.

0487 Family Studies (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 4: Demonstrate understanding of the fundamentals of parenting and caregiving. (*continued*)

GLO 4.3: Demonstrate the ability to establish a safe and healthy environment for children.

10.4.3.1 Identify and describe the various caregiving/parenting options available to meet the needs of infants and toddlers.

10.4.3.2 Describe a variety of measures to ensure the physical safety/health of children.

10.4.3.3 Explain the range of healthy feeding options for infants and toddlers (e.g., breastfeeding, formula, introduction to solid foods).

10.4.3.4 Develop practical skills for caregiving routines of infants and toddlers (e.g., diapering, bathing, and feeding).

11.4.3.1 Examine the impacts of various caregiving/parenting options available to meet the needs of children.

11.4.3.2 Describe and demonstrate procedures for ensuring children's physical safety, preventing injuries and handling emergencies with children.

11.4.3.3 Describe the importance of nutritious foods and menus in establishing healthy dietary habits while considering intolerances and allergies.

11.4.3.4 Develop practical skills for caregiving routines of children (e.g., toileting, napping, tooth brushing, eating, and dressing).

0487 Family Studies (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 4: Demonstrate understanding of the fundamentals of parenting and caregiving. *(continued)*

GLO 4.3: Demonstrate the ability to establish a safe and healthy environment for children. *(continued)*

11.4.3.5 Research childhood illnesses/conditions and the role of immunization.

11.4.3.6 Research a variety of strategies that support diversity and inclusion of children.

GLO 4.4: Demonstrate understanding of parenting styles and practices.

10.4.4.1 Identify and describe different parenting styles, and assess their influence on family dynamics with infants and toddlers.

10.4.4.2 Describe how different parenting styles influence infants' and toddlers' growth and development (e.g., guidance and discipline, resilience, self-regulation, failure to thrive, confidence, competence).

11.4.4.1 Reflect on parenting styles and assess their influence on family dynamics with children.

11.4.4.2 Describe how different parenting styles influence children's growth and development (e.g., guidance and discipline, resilience, self-regulation, failure to thrive, confidence, competence).

0487 Family Studies (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 4: Demonstrate understanding of the fundamentals of parenting and caregiving. *(continued)*

GLO 4.4: Demonstrate understanding of parenting styles and practices. *(continued)*

10.4.4.3 Describe the impact of inadequate or inappropriate caregiving of infants and toddlers.

11.4.4.3 Research the impact of inadequate or inappropriate caregiving of children.

10.4.4.4 List ways in which families transmit their culture, religion, and heritage to children (e.g., storytelling, arts, festivals, religion, and rituals).

11.4.4.4 Describe ways in which culture, religion, and heritage influence parental caregiving practices.

10.4.4.5 Describe how personal lived experiences may constrain or enhance one’s parenting abilities to transmit language, culture, and heritage.

11.4.4.5 Research the impact of personal lived experiences that may constrain or enhance one’s parenting abilities to transmit language, culture, and heritage.

10.4.4.6 Identify where and how parents and families can access services and supports that promote resilience.

11.4.4.6 →

0487 Family Studies (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 4: Demonstrate understanding of the fundamentals of parenting and caregiving. *(continued)*

GLO 4.5: Demonstrate the ability to promote positive relationships with children and adults.

10.4.5.1 Identify factors that promote a positive nurturing environment for infants and toddlers (e.g., inclusion/diversity, physical space, lighting, materials and experiences, affective caregiving, staff training/ratios).

10.4.5.2 Describe the benefit of routines and boundaries for infants and toddlers.

10.4.5.3 Examine strategies to build and maintain relationships by encouraging pro-social behaviour, positive self-esteem and self-regulation, and conflict-resolution skills among toddlers.

10.4.5.4 Describe ways in which adults can be positive role models for infants and toddlers.

11.4.5.1 Identify caregiving behaviours that promote a positive nurturing environment for children and adolescents (e.g., inclusion/diversity, physical space, lighting, materials and experiences, affective caregiving, staff training/ratios).

11.4.5.2 Describe the benefit of routines and boundaries for children.

11.4.5.3 Examine strategies to build and maintain relationships by encouraging pro-social behaviour, positive self-esteem and self-regulation, and conflict-resolution skills among children or adolescents.

11.4.5.4 Describe how adults can be positive role models for children.

0487 Family Studies (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 4: Demonstrate understanding of the fundamentals of parenting and caregiving. *(continued)*

GLO 4.5: Demonstrate the ability to promote positive relationships with children and adults. *(continued)*

10.4.5.5 Describe how personal lived experiences may constrain or enhance one’s parenting/ caregiving abilities, including parenting/caregiving behaviour.

11.4.5.5 —→

10.4.5.6 Develop a personal philosophy for nurturing and caring for infants and toddlers.

11.4.5.6 Develop a personal philosophy for nurturing and caring for children and adolescents.

GLO 4.6: Demonstrate understanding of childhood play practices.

10.4.6.1 Analyze the role of the learning environment (indoor/ outdoor) on infant and toddler learning and behaviour.

11.4.6.1 Analyze the role of the learning environment (indoor/outdoor) on child and adolescent learning and behaviour.

10.4.6.2 Define, describe, and explain how play enhances infant and toddler development.

11.4.6.2 Define, describe, and explain how play enhances child development.

10.4.6.3 Define, describe, and explain the role of adults as part of the play process.

11.4.6.3 —→

0487 Family Studies (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 4: Demonstrate understanding of the fundamentals of parenting and caregiving. *(continued)*

GLO 4.6: Demonstrate understanding of childhood play practices. *(continued)*

10.4.6.4 Categorize toys, books, and games that are developmentally appropriate for infants and toddlers.

11.4.6.4 Categorize toys, books, and games that are developmentally appropriate for children.

10.4.6.5 Compare and contrast types of infant and toddler play (e.g., solitary, parallel, co-operative, associative, competitive).

11.4.6.5 Compare and contrast types of children’s play (e.g., solitary, parallel, co-operative, associative, competitive).

10.4.6.6 Compare personal childhood play-based experiences to those observed with children today.

11.4.6.6 Compare personal youth play-based experiences to those observed with youth today.

10.4.6.7 Review Article 31 of the *U.N. Convention on the Rights of the Child*, related to the right to play.

11.4.6.7 Review Article 31 of the *U.N. Convention on the Rights of the Child*, and demonstrate understanding of the right to play within a global perspective.

0487 Family Studies (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 4: Demonstrate understanding of the fundamentals of parenting and caregiving. *(continued)*

GLO 4.7: Demonstrate understanding of adulthood and the aging adult.

12.4.7.1 Apply the adult life cycle and life expectancy to various cultural perspectives.

12.4.7.2 Examine the factors that influence how adults meet their needs and wants (e.g., housing, nutrition, social, financial planning, and health care).

12.4.7.3 Analyze the various independent and dependent living options available to meet the needs of adults.

12.4.7.4 Research the implications of lifestyle choice and the relationship to health conditions in adulthood and the aging adult.

12.4.7.5 Identify the contributions aging adults provide within a cultural perspective.

12.4.7.6 Develop a personal philosophy that demonstrates respect for aging adults.

0487 Family Studies (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 5: Demonstrate understanding of citizenship and sustainability.

Teachers are encouraged to access additional resources and/or consult with an Elder(s) or Knowledge Keeper(s) when implementing the Indigenous outcomes with respect to traditional protocols. See Appendix 2.

GLO 5.1: Demonstrate understanding of trends facing Canadian families.

9.5.1.1 Identify and describe current demographics of Canadian families.

9.5.1.2 Develop a personal philosophy towards the historical and contemporary “truth”-based perspectives of Indigenous families in Canada, with a commitment towards continuous learning.

9.5.1.3 Examine the effects of immigration, migration, displaced persons, and refugees on the changing profile of Canadian families, with a commitment towards continuous learning.

12.5.1.1 Examine current demographics of Canadian families, and distinguish between fact and opinion.

12.5.1.2 Develop a personal philosophy towards the historical and contemporary “truth”-based perspectives of Indigenous families in Canada, with a commitment towards continuous learning.

12.5.1.3 Examine the effects of immigration, migration, displaced persons, and refugees on the changing profile of Canadian families, with a commitment towards continuous learning.

0487 Family Studies (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 5: Demonstrate understanding of citizenship and sustainability. *(continued)*

GLO 5.2: Demonstrate understanding of diversity that exists among families.

9.5.2.1 Define individual roles within a cultural perspective and the differences/similarities that exist in families.

9.5.2.2 Establish an understanding of legislation and agreements related to human rights of children and adolescents (e.g., *U.N. Convention on the Rights of the Child, Manitoba Child and Family Services Act, Manitoba Human Rights Code*).

12.5.2.1 Research differences/similarities that exist in families with regard to culture, individual roles, economics, geography, and structure.

12.5.2.2 Establish an understanding of legislation and agreements, and analyze their global impact on individuals' and families' human rights (e.g., *Canadian Charter of Rights and Freedoms, U.N. Declaration on the Rights of Indigenous Peoples, U.N. Convention on the Rights of Persons with Disabilities, etc.*).

0487 Family Studies (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 5: Demonstrate understanding of citizenship and sustainability. *(continued)*

GLO 5.3: Demonstrate understanding of “family” in a changing world.

9.5.3.1 Describe how societal change and the changing definition of the family are related.

9.5.3.2 Identify and describe the diversity of family forms and structures.

9.5.3.3 Define and describe the functions families play in society.

12.5.3.1 Summarize the strengths and challenges of different family forms and structures.

12.5.3.2 Analyze the ability of the individual family form and structure to meet the various functions of family.

12.5.3.3 Describe and discuss societal changes and the impact on family forms and structures.

12.5.3.4 Compare and contrast historical and contemporary family forms and structures.

0487 Family Studies (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 5: Demonstrate understanding of citizenship and sustainability. *(continued)*

GLO 5.4: Demonstrate understanding of difficult situations for individuals and/or families.

Note: The learning outcomes in this GLO may be integrated throughout the course.

9.5.4.1 Define personal stress and identify common causes of stress.

10.5.4.1 Define stress and identify common causes of stress for a parent(s).

11.5.4.1 Define stress and identify common causes of stress for children and adolescents.

12.5.4.1 Define stress and identify common causes of adult stress (e.g., including family, work-life balance, and time management).

9.5.4.2 Identify symptoms of stress and assess current level of personal stress.

10.5.4.2 Identify symptoms of stress for a parent(s).

11.5.4.2 Identify symptoms of stress for children and adolescents.

12.5.4.2 Identify symptoms of stress for adults.

9.5.4.3 Identify the link between stress and health problems.

10.5.4.3 Identify the link between stress and health problems for a parent(s).

11.5.4.3 Identify the link between childhood and adolescent stress and health problems.

12.5.4.3 Identify the link between stress and health problems in adults.

9.5.4.4 Examine positive coping strategies and identify negative coping strategies when dealing with stress.

10.5.4.4 Investigate positive coping strategies and identify negative coping strategies for a parent(s) when dealing with stress.

11.5.4.4 Analyze positive coping strategies and identify negative coping strategies for children and adolescents when dealing with stress.

12.5.4.4 Critique positive coping strategies and identify negative coping strategies for adults when dealing with stress.

0487 Family Studies (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 5: Demonstrate understanding of citizenship and sustainability. *(continued)*

GLO 5.4: Demonstrate understanding of difficult situations for individuals and/or families. *(continued)*

Note: The learning outcomes in this GLO may be integrated throughout the course.

<p>9.5.4.5 Examine difficult situations that individuals and/or families face and their effects on family well-being (e.g., racism, discrimination, bullying, substance abuse, online behaviours, harms associated with coping, etc.).</p>	<p>10.5.4.5 Examine difficult situations that individuals and/or families face and their effects on family well-being (e.g., child abuse/neglect, infertility, war-affected refugee children and youth, poverty, isolation, etc.).</p>	<p>11.5.4.5 Examine difficult situations that individuals and/or families face and their effects on family well-being (e.g., changing locations, family structures, child labour, delinquency, violence, abuse, trauma, substances, gambling, etc.).</p>	<p>12.5.4.5 Examine difficult situations that individuals and/or families face and their effects on family well-being (e.g., financial challenges, religious and cultural discrimination, illness, loss and grief, disabilities, elder abuse, neglect, ageism, chronic medical conditions, work-life balance, displaced persons and refugees, historical trauma).</p>
<p>9.5.4.6 Propose and evaluate strategies for taking action in difficult situations facing families.</p>	<p>10.5.4.6 →</p>	<p>11.5.4.6 →</p>	<p>12.5.4.6 →</p>
<p>9.5.4.7 Identify factors that strengthen individuals and/or families when addressing difficult situations.</p>	<p>10.5.4.7 →</p>	<p>11.5.4.7 →</p>	<p>12.5.4.7 →</p>
<p>9.5.4.8 Identify relevant resources available to support individuals and/or families (e.g., community-based, provincial, and federal government resources).</p>	<p>10.5.4.8 →</p>	<p>11.5.4.8 →</p>	<p>12.5.4.8 →</p>

0487 Family Studies (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 6: Demonstrate understanding of career development and the skills required.

GLO 6.1: Demonstrate personal and social skills.

Note: GLO 6.1 to 6.5 outcomes are to be integrated throughout the family studies course and are not intended to be a unit of study.

9.6.1.1 Demonstrate understanding of others and their perspectives.	10.6.1.1 →	11.6.1.1 →	12.6.1.1 →
9.6.1.2 Communicate effectively with others.	10.6.1.2 →	11.6.1.2 →	12.6.1.2 →
9.6.1.3 Participate in a positive manner.	10.6.1.3 →	11.6.1.3 →	12.6.1.3 →
9.6.1.4 Demonstrate responsibility in being accountable for their actions.	10.6.1.4 →	11.6.1.4 →	12.6.1.4 →
9.6.1.5 Listen in order to understand and learn.	10.6.1.5 →	11.6.1.5 →	12.6.1.5 →
9.6.1.6 Enhance personal growth through continuous learning.	10.6.1.6 →	11.6.1.6 →	12.6.1.6 →

0487 Family Studies (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 6: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 6.2: Demonstrate thinking and decision-making skills.

9.6.2.1 Explain their thinking to others in a way that is clear, accurate, logical, and complete.	10.6.2.1 →	11.6.2.1 →	12.6.2.1 →
9.6.2.2 Use innovative thinking in decision making.	10.6.2.2 →	11.6.2.2 →	12.6.2.2 →
9.6.2.3 Compare and contrast common approaches to decision making.	10.6.2.3 →	11.6.2.3 →	12.6.2.3 →
9.6.2.4 Identify factors that affect decision making.	10.6.2.4 →	11.6.2.4 →	12.6.2.4 →
9.6.2.5 Interpret fact from opinion when making effective decisions.	10.6.2.5 →	11.6.2.5 →	12.6.2.5 →
9.6.2.6 Predict and analyze the outcome of a decision.	10.6.2.6 →	11.6.2.6 →	12.6.2.6 →
9.6.2.7 Apply decision-making strategies to learning, life, and work.	10.6.2.7 →	11.6.2.7 →	12.6.2.7 →

0487 Family Studies (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 6: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 6.3: Demonstrate teamwork skills.

9.6.3.1 Demonstrate the ability to work independently and collaboratively as a team member.

10.6.3.1 →

11.6.3.1 →

12.6.3.1 →

9.6.3.2 Develop strategies to build positive and respectful working relationships with all team members.

10.6.3.2 →

11.6.3.2 →

12.6.3.2 →

9.6.3.3 Recognize and acknowledge the opinions and contributions of team members to build consensus to achieve individual/team goals.

10.6.3.3 →

11.6.3.3 →

12.6.3.3 →

9.6.3.4 Use a variety of strategies to resolve conflicts peacefully and fairly with respect for others.

10.6.3.4 →

11.6.3.4 →

12.6.3.4 →

9.6.3.5 Collaborate with others to establish and determine individual/team member roles, goals, and responsibilities.

10.6.3.5 →

11.6.3.5 →

12.6.3.5 →

0487 Family Studies (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 6: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 6.4: Demonstrate understanding of project-management skills.

9.6.4.1 Define, outline, coordinate, complete, assess, analyze, and reflect on an individual/group project.	10.6.4.1 →	11.6.4.1 →	12.6.4.1 →
9.6.4.2 Demonstrate individual/group flexibility, adaptability, and resilience during the project process with the ability to adapt to new and evolving situations.	10.6.4.2 →	11.6.4.2 →	12.6.4.2 →
9.6.4.3 Determine skills and strategies required for an independent/group project (e.g., communication, leadership, organizational, teamwork, social skills, etc.).	10.6.4.3 →	11.6.4.3 →	12.6.4.3 →
9.6.4.4 Identify and evaluate transferable skills after completing an individual/group project.	10.6.4.4 →	11.6.4.4 →	12.6.4.4 →
9.6.4.5 Reflect on personal skills and strategies developed and their application to learning, life, and work.	10.6.4.5 →	11.6.4.5 →	12.6.4.5 →

0487 Family Studies (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 6: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 6.5: Explore careers related to family studies.

9.6.5.1 Demonstrate understanding of career opportunities related to family studies (e.g., social science and humanities areas such as early childhood education, child and adolescent development, teaching/education, public policy and law, aging, financial planning, social work, counselling, psychology, public health, advocacy and non-profit work, family life, parenting, etc.).

9.6.5.2 Identify how interests, knowledge, skills, values, and attitudes relate to work.

10.6.5.1 Identify the potential family studies–related employment opportunities in their communities.

10.6.5.2 Demonstrate understanding of how interests, knowledge, skills, values, and attitudes are transferable to various work roles.

11.6.5.1 Compare differences among family studies–related work, jobs, occupations, and careers.

11.6.5.2 Develop criteria to compare occupations in the area of family studies (e.g., skills, interests, values, personal style, family background, lifestyles, and goals).

11.6.5.3 Explore and discover career opportunities in the area of family studies in relation to personal career interests.

12.6.5.1 Determine how entrepreneurship differs from working for others in the area of family studies.

12.6.5.2 →

12.6.5.3 Compare and contrast the education plan required for various careers in the area of family studies.

0487 Family Studies (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 6: Demonstrate understanding of career development and skills required. *(continued)*

GLO 6.6: Demonstrate fundamental employability skills in a practicum experience. (optional)

Students have the ability to participate in experiential learning in a supervised setting for a practicum for up to 20 hours as part of this full-credit course.

Grades 10 and 11 practicum opportunities may include licensed child care facilities, junior/Kindergarten/Grade 1 classrooms, Aboriginal Head Start Centres, parent/child community and/or school-based programs, in-school onsite infant lab/nursery/pre-school programs, etc. Practicum experiences can provide exposure to a variety of early childhood facilities. When the program is not provincially licensed, the student should be supervised by the Early Childhood Educator (II or III) (www.gov.mb.ca/fs/childcare/students_workforce/classification.html) and/or provincially certified teacher. Students must be visited regularly by the teacher and/or school designate at the practicum site.

Grade 12 practicum opportunities may include community-based local programs and centres that support youth, adult, and seniors in support of the outcomes in Grade 12 that focus on the transition from adolescence to adulthood.

Manitoba Education and Training assumes responsibility for Workers Compensation coverage for all students of work-related education. Each program must be registered with the department prior to implementing any phase of an experiential career readiness learning program. For further information, see www.edu.gov.mb.ca/k12/policy/work_ed.html.

Students may be required by the practicum placements to provide certain documentation before being allowed on a practicum (e.g., Criminal Record and Vulnerable Sector Check, Child Abuse Registry Check, emergency first aid, and CPR that is inclusive of infant/child CPR, etc.).

10.6.6.1 Identify local practicum opportunities.

11.6.6.1 →

12.6.6.1 →

10.6.6.2 Apply knowledge from this course to a practicum.

11.6.6.2 →

12.6.6.2 →

10.6.6.3 Work cooperatively, conscientiously, and safely to complete all assigned tasks.

11.6.6.3 →

12.6.6.3 →

0487 Family Studies (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 6: Demonstrate understanding of career development and skills required. *(continued)*

GLO 6.6: Demonstrate fundamental employability skills in a practicum experience. (optional) *(continued)*

10.6.6.4 Use work-life balance strategies and stress-management techniques effectively.

11.6.6.4 →

12.6.6.4 →

10.6.6.5 Act ethically and within the scope of the practicum preparation and experience, including provincial policies, procedures, and legislation (e.g., Article 31 of the *U.N. Convention on the Rights of the Child*, child abuse reporting, privacy legislation, *The Community Child Care Standards Act*, Manitoba Regulation 62/86, *Canadian Charter of Rights and Freedoms*, etc.).

11.6.6.5 →

12.6.6.5 →

10.6.6.6 Gain knowledge about the job by observing and/or assisting others, and by completing tasks as assigned.

11.6.6.6 →

12.6.6.6 →

10.6.6.7 Identify how a volunteer's actions can negatively and/or positively affect the functioning of a facility/classroom.

11.6.6.7 →

12.6.6.7 →

0487 Family Studies (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 6: Demonstrate understanding of career development and skills required. *(continued)*

GLO 6.6: Demonstrate fundamental employability skills in a practicum experience. (optional) *(continued)*

10.6.6.8 Demonstrate skills for employment.

11.6.6.8 →→

12.6.6.8 →→

10.6.6.9 Demonstrate positive relations with parents, guardians, families, and/or staff.

11.6.6.9 →→

12.6.6.9 →→

10.6.6.10 Maintain and submit accurate records and reports to your practicum supervisor.

11.6.6.10 →→

12.6.6.10 →→

10.6.6.11 Develop a personal philosophy for working with pre-school and/or school-age children and a commitment towards continuous learning.

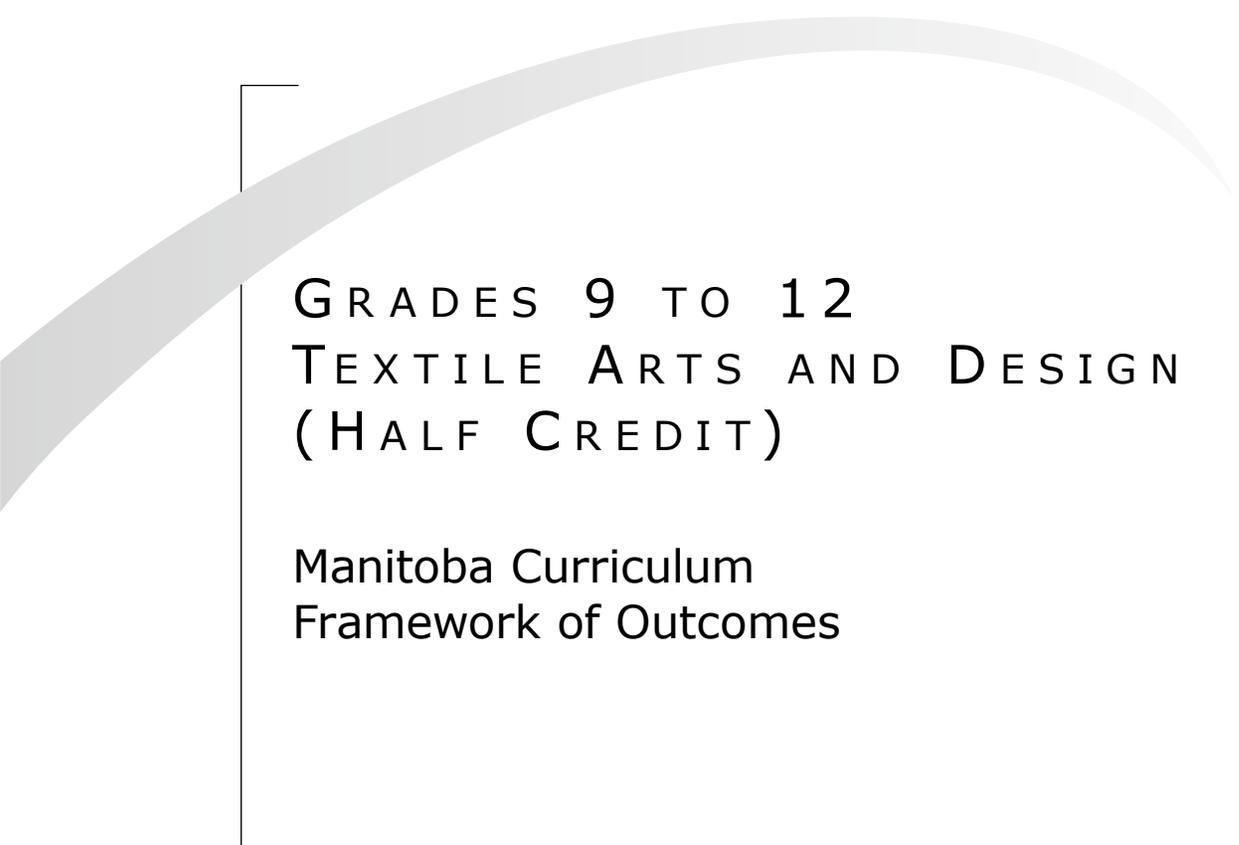
11.6.6.11 →→

12.6.6.11 →→

10.6.6.12 Evaluate experiences working with preschool and/or school-age children, and reflect on potential strengths and areas of improvement based on feedback from teacher/supervisor(s).

11.6.6.12 →→

12.6.6.12 Evaluate experiences working with children/adults in a community setting, and reflect on potential strengths and areas of improvement based on feedback from teacher/supervisor(s).



GRADES 9 TO 12
TEXTILE ARTS AND DESIGN
(HALF CREDIT)

Manitoba Curriculum
Framework of Outcomes

Because Grades 9 to 12 Textiles Arts and Design (Half Credit) does not cover all of the goals and outcomes covered in the full-credit course framework, its outcomes numbering system does not always appear to be sequential.

In developing learning outcomes, the assumption was made that courses are taught by experts in their field; therefore, the terminology and language used in the curriculum is specific to the area of expertise.

GRADES 9 TO 12 TEXTILE ARTS AND DESIGN

Textile arts and design courses create awareness of the role that textiles play in our daily lives. The textile arts and design learning outcomes develop skills, knowledge, and understanding as students participate in learning activities that allow them to express themselves through designing, producing, and evaluating finished textile projects.

Course Grade Levels and Credit Allocations

A student may earn one half credit by undertaking and successfully completing a course of study designed for a minimum of 55 hours of instruction.

0488 Textile Arts and Design (half credit)	15S 15E 15M 25S 25E 25M 35S 35E 35M 45S 45E 45M
---	--

Half-credit courses enable schools to offer two pre-determined curriculum areas within the semester based on depending on the teacher expertise available and facility demands (e.g., 55 hours in two areas of study within the domain of human ecology: textile arts and design, family studies, food and nutrition, and Grades 11 and 12 Environmental Design). This still provides the opportunity to receive one full credit towards their high school graduation requirements.

Specialized (S): Educational experiences in specialized areas leading to further studies beyond the Senior Years (e.g., apprenticeship, college, and university).

EAL (E): Educational experiences designed to focus on English as an additional language (EAL) learning goals in the context of the subject, based on the student’s assessed level of EAL proficiency, and to assist the student in making the transition into regular Senior Years programming in this content area. An EAL Individual Educational Plan (EAL-IEP) is required for each student.

Modified (M): Educational experiences intended for students with significant cognitive disabilities and where the provincial subject-area curriculum learning outcomes have been modified to take into account the learning requirements of a student; an Individual Education Plan (IEP) is required for each student.

Grades 9 to 12 Textile Arts and Design Course Descriptions

Each grade requires that students develop their conceptual knowledge base and skill set. Some learning outcomes will be similar for all grade levels; in other situations, each level will scaffold on previous knowledge and progress from simple to more complex conceptual understandings. The course descriptions below identify the depth and breadth of the studies in each grade level.

Grade 9 Textile Arts and Design explores the basic knowledge and skills required to design and create textile products. Students will explore the impact that fashion has on consumer choices and its influence on relationships. The course will introduce the student to citizenship and sustainability through knowledge, action, and projects. Students will also become aware of issues in the textile industry and their impact on the environment and people through social justice and clothing security challenges. This course also provides a brief introduction to the study of environmental design.

Grade 10 Textile Arts and Design examines the broader knowledge and skills required to design and create textile products. Students will examine the basics of creative costuming, cultural fashion design, and consumer practices that have an impact on individuals within their community. The impact of fashion on consumer choices and its influence on relationships are explored in more depth. The course will focus on student citizenship and product sustainability through knowledge, action, and projects. Students will be challenged to address issues within the textile industry and their impact on the environment, in addition to social justice and clothing security challenges. This course also provides a brief introduction to the study of environmental design.

Grade 11 Textile Arts and Design focuses on enhanced knowledge and skill development in textile design and construction. Students will examine the areas of creative costuming, cultural fashion design, and consumer practices that have an impact on individuals and communities. This course will follow the fashion industry through design and illustration, marketing, and merchandising

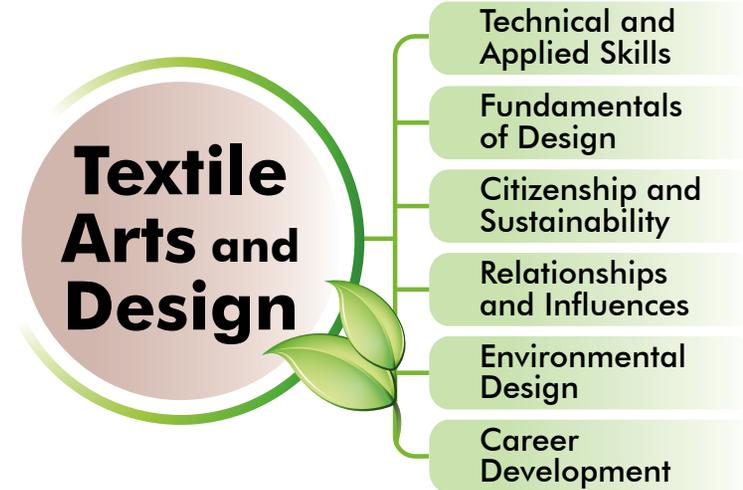
while acknowledging the environmental and social justice influences on local communities.

Grade 12 Textile Arts and Design focuses on advanced knowledge and skill development in textile design and construction. Students will examine in depth the areas of creative costuming, cultural fashion design, and consumer practices that have an impact on individuals and communities. This course will follow the fashion industry through design and illustration, marketing, and merchandising while acknowledging the environmental and social justice influences on global communities.

In Manitoba, the content of the Senior Years Textile Arts and Design learning outcomes are arranged in a series of 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.



Terminology

The Truth and Reconciliation Commission of Canada (TRC): Calls to Action identified **education for reconciliation** as one of the areas to redress the legacy of residential schools and advance the process of Canadian reconciliation. All of the courses covered in *Senior Years Human Ecology: Manitoba Curriculum Framework of Outcomes* support Manitoba Education and Training’s contribution to education for reconciliation. For more information on the TRC Calls to Action, see www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf.

The following is an explanation of terms used in the outcomes that may be unfamiliar or require clarification:

- **Elder:** A spiritual leader who has cultural and traditional knowledge, who is representative of his or her community, and who First Nations, Métis, and Inuit communities look to for advice and wisdom.
- **Knowledge Keeper(s):** Knowledge Keepers have key knowledge of the past and present and are able to share teachings around both new and old knowledge.
- **Indigenous People(s):** A collective term used to describe the original habitants of the land prior to European contact. The term not only refers to the past but also to today's society, including the Métis nation whose genesis occurred after contact. In Canada, the term *Indigenous Peoples* includes First Nations, Métis, and Inuit people.

0488 Textile Arts and Design (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 1: Demonstrate technical and applied skills.

GLO 1.1: Demonstrate safe practices and procedures for facilities, processes, tools, and equipment.

9.1.1.1 Identify and maintain clean work environments.

10.1.1.1 →

11.1.1.1 →

12.1.1.1 →

9.1.1.2 Identify and demonstrate safe behaviour within the work area.

10.1.1.2 →

11.1.1.2 →

12.1.1.2 →

9.1.1.3 Identify and demonstrate safe set-up, handling, and usage of tools, equipment, materials, and chemicals.

10.1.1.3 →

11.1.1.3 →

12.1.1.3 →

9.1.1.4 Describe the common unsafe conditions that cause accidents.

10.1.1.4 →

11.1.1.4 →

12.1.1.4 →

9.1.1.5 Identify an appropriate response to unsafe acts and conditions.

10.1.1.5 →

11.1.1.5 →

12.1.1.5 →

0488 Textile Arts and Design (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 1: Demonstrate technical and applied skills. *(continued)*

GLO 1.1: Demonstrate safe practices and procedures for facilities, processes, tools, and equipment. *(continued)*

9.1.1.6 Demonstrate the proper use of sewing machines and equipment (e.g., sergers, embroidery machines, and pressing equipment, etc.).	10.1.1.6 →	11.1.1.6 →	12.1.1.6 →
9.1.1.7 Demonstrate how to troubleshoot when machine issues arise.	10.1.1.7 →	11.1.1.7 →	12.1.1.7 →
9.1.1.8 Demonstrate the proper use of cutting tools.	10.1.1.8 →	11.1.1.8 →	12.1.1.8 →
9.1.1.9 Identify, describe, use, and care for equipment, tools, and materials.	10.1.1.9 →	11.1.1.9 →	12.1.1.9 →
9.1.1.10 Demonstrate and describe safety procedures used to handle any textile media (e.g., bleach, dyes, paints, adhesives, etc.).	10.1.1.10 →	11.1.1.10 →	12.1.1.10 →

0488 Textile Arts and Design (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 1: Demonstrate technical and applied skills. *(continued)*

GLO 1.3: Develop literacy and numeracy skills as they apply to textile arts.

9.1.3.1 Analyze a project to choose the most appropriate equipment and tools required.

10.1.3.1 →

11.1.3.1 →

12.1.3.1 →

9.1.3.2 Define basic textile terminology.

10.1.3.2 →

11.1.3.2 →

12.1.3.2 →

9.1.3.3 Demonstrate the ability to read and interpret pattern information, pattern symbols, and instructions.

10.1.3.3 →

11.1.3.3 →

12.1.3.3 →

9.1.3.4 Apply metric and imperial measurement in a pattern/project.

10.1.3.4 →

11.1.3.4 →

12.1.3.4 →

9.1.3.5 Demonstrate correct body-measuring techniques.

10.1.3.5 →

11.1.3.5 →

12.1.3.5 →

9.1.3.6 Demonstrate basic preconstruction procedures as applied to a project.

10.1.3.6 →

11.1.3.6 →

12.1.3.6 →

9.1.3.7 Use technical reading skills to follow a set of instructional steps effectively.

10.1.3.7 Adapt a set of instructional steps using appropriate technical writing skills.

11.1.3.7 Create a set of steps using correct technical writing techniques to describe a technical process effectively.

12.1.3.7 →

0488 Textile Arts and Design (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 1: Demonstrate technical and applied skills. *(continued)*

GLO 1.3: Develop literacy and numeracy skills as they apply to textile arts. *(continued)*

9.1.3.8 Interpret a graphic representation of a technical idea.	10.1.3.8 →	11.1.3.8 →	12.1.3.8 →
9.1.3.9 Demonstrate growth in skills development through the production of textile items.	10.1.3.9 →	11.1.3.9 →	12.1.3.9 →
9.1.3.10 Demonstrate pattern development techniques through basic pattern alterations.	10.1.3.10 →	11.1.3.10 →	12.1.3.10 →
9.1.3.11 Complete project(s) according to specified criteria, including timelines, to produce a quality product.	10.1.3.11 →	11.1.3.11 →	12.1.3.11 →
9.1.3.12 Evaluate and critique a product according to a set criteria.	10.1.3.13 →	11.1.3.13 →	12.1.3.14 →

0488 Textile Arts and Design (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 2: Demonstrate understanding of the fundamentals of design.

GLO 2.1: Develop understanding of the elements and principles of design.

9.2.1.1 Define the elements and principles of design (e.g., project, images, etc.).

10.2.1.1 →

11.2.1.1 Apply the elements and principles of design (e.g., project, images, etc.).

12.2.1.1 Analyze the elements and principles of design (e.g., project, images, etc.).

GLO 2.3: Develop understanding of cultural fashion.

Teachers are encouraged to access additional resources and/or consult with an Elder(s) or Knowledge Keeper(s) when implementing the Indigenous outcomes with respect to traditional protocols. See Appendix 2.

9.2.3.1 Identify apparel styles associated with different cultures around the world (e.g., Indigenous Peoples of Manitoba).

10.2.3.1 Identify and explain the appropriate use of traditional dress (e.g., celebrations, ceremonies, competitions, etc.).

11.2.3.1 Explain the significance of how apparel styles and adornment express culture and heritage (e.g., patterns, design, ribbons, beadwork, colour, etc.).

12.2.3.1 Describe apparel and styles of adornment from various cultures' traditional dress, and explain how they are reflected in current fashion trends.

10.2.3.2 Compare textile design and embellishment based on geographic location/treaty areas.

11.2.3.2 Experiment with various textile designs and embellishments from different geographic locations/treaty areas.

12.2.3.2 →

0488 Textile Arts and Design (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 2: Demonstrate understanding of the fundamentals of design. *(continued)*

GLO 2.4: Develop understanding of costume design.

The Grades 11 (35S/30S) and 12 (45S/40S) Environmental Design curricula can be used to accommodate the area of theatrical set design.

10.2.4.1 Define the term *costume*.

11.2.4.1 Identify various purposes of costuming (e.g., personal, mascots, performing arts, cultural, etc.).

12.2.4.1 →

10.2.4.2 Research costume selections in a variety of media or textual forms.

11.2.4.2 Analyze a costume’s visual representation of a given work to the implied meaning (e.g., thematic styling, etc.).

12.2.4.2 →

10.2.4.3 Apply the practical considerations of costuming (e.g., needs of the character, venue, budget, time, construction, and design).

11.2.4.3 →

12.2.4.3 →

10.2.4.4 Use the elements and principles of design to construct a costume.

11.2.4.4 Use the elements and principles of design to design and construct a costume.

12.2.4.4 →

11.2.4.5 Research current costume design processes and products.

12.2.4.5 Research the historical costume design processes and products compared to current technologies.

0488 Textile Arts and Design (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 3: Demonstrate understanding of citizenship and sustainability.

GLO 3.1: Explore social justice as it relates to textiles and apparel.

9.3.1.1 Identify the characteristics of a socially responsible textile/apparel manufacturer (e.g., labour laws, working conditions, etc.).

10.3.1.1 Compare the characteristics of a socially responsible and a socially irresponsible textile/apparel manufacturer.

11.3.1.1 Analyze information about textile/apparel manufacturers to make socially responsible industry and consumer choices.

12.3.1.1 →

9.3.1.4 Investigate opportunities to benefit your community through service learning projects (e.g., sewing for those in need, collecting and repairing items, raising awareness, and raising funds for a community cause).

10.3.1.4 →

11.3.1.4 →

12.3.1.4 →

0488 Textile Arts and Design (Half Credit)

Grade 9	Grade 10	Grade 11	Grade 12
<p>Goal 3: Demonstrate understanding of citizenship and sustainability. <i>(continued)</i></p> <p>GLO 3.2: Explore sustainable environmental trends and challenges related to textiles and apparel.</p>			
<p>9.3.2.1 Identify sustainable textile production processes as they relate to the environment.</p>	<p>10.3.2.1 Investigate the impact of chemicals and pesticides used in textile production on the environment and human health (e.g., waste, etc.).</p>	<p>11.3.2.1 Research and evaluate a local, national, or global company for sustainable business practices in terms of real or perceived benefits.</p>	<p>12.3.2.1 Develop a business proposal for a sustainable textile product.</p>
<p>GLO 3.3: Explore clothing security and availability issues.</p>			
<p>9.3.3.1 Identify Maslow’s Hierarchy of Needs in relation to clothing security.</p>	<p>10.3.3.1 →</p>	<p>11.3.3.1 →</p>	<p>12.3.3.1 →</p>
<p>9.3.3.2 Define clothing security at the individual/household and community levels.</p>	<p>10.3.3.2 Recognize clothing security at the individual/household and community levels.</p>	<p>11.3.3.2 →</p>	<p>12.3.3.2 Recognize clothing security at the community and global levels.</p>

0488 Textile Arts and Design (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 3: Demonstrate understanding of citizenship and sustainability. *(continued)*

GLO 3.4: Explore making informed and responsible consumer decisions related to textiles and apparel.

9.3.4.1 Identify ways a product can be up-cycled (e.g., repair, alter, redesign, recycle).

10.3.4.1 →

11.3.4.1 →

12.3.4.1 →

9.3.4.2 Investigate the availability of underutilized clothing in your community (e.g., online, thrift, consignment, and up-cycle stores).

10.3.4.2 →

11.3.4.2 →

12.3.4.2 →

0488 Textile Arts and Design (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 4: Demonstrate understanding of relationships and influences.

GLO 4.1: Develop understanding of influences on apparel choices.

9.4.1.1 Identify and explore factors that influence apparel choices (e.g., cultural, fashion trends, emotional, environmental, religious, social, ethical, economic, safety/protection, adornment, modesty, identification, rites of passage, self-exploration, family values).

10.4.1.1 →

11.4.1.1 →

12.4.1.1 →

GLO 4.2: Develop understanding of the relationship between apparel and body image.

9.4.2.1 Identify different body images and how that affects attitudes around clothing (e.g., positive and negative).

10.4.2.1 Discuss how body image can affect clothing choices.

11.4.2.1 Discuss the differences in sizing used by retailers and pattern companies, and their effects on body image.

12.4.2.1 →

0488 Textile Arts and Design (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 5: Develop understanding of environmental design.

GLO 5.1: Develop understanding of environmental design.

The Grades 11 and 12 Environmental Design curricula are full-credit and half-credit courses. Please visit the Manitoba Education and Training website for these documents.

9.5.1.1 Define environmental design as it relates to the textiles used in our homes (e.g., interior and exterior décor).

10.5.1.1 →

9.5.1.2 Discuss the importance of design and its relationship to human well-being and the places we inhabit.

10.5.1.2 →

GLO 5.2: Demonstrate understanding of the principles and elements of environmental design.

9.5.2.1 Identify the vocabulary of principles and elements of design as applied to the built environment (e.g., interior décor).

10.5.2.1 Analyze the principles and elements of design and their use as applied to the built environment (e.g., interior décor).

0488 Textile Arts and Design (Half Credit)

Grade 9	Grade 10	Grade 11	Grade 12
---------	----------	----------	----------

Goal 6: Demonstrate understanding of career development and the skills required.

GLO 6.1: Demonstrate personal and social skills.

Note: GLO 6.1 to 6.5 outcomes are to be integrated throughout the textile arts and design course and are not intended to be a unit of study.

9.6.1.1 Demonstrate understanding of others and their perspectives.	10.6.1.1 →	11.6.1.1 →	12.6.1.1 →
9.6.1.2 Communicate effectively with others.	10.6.1.2 →	11.6.1.2 →	12.6.1.2 →
9.6.1.3 Participate in a positive manner.	10.6.1.3 →	11.6.1.3 →	12.6.1.3 →
9.6.1.4 Demonstrate responsibility in being accountable for their actions.	10.6.1.4 →	11.6.1.4 →	12.6.1.4 →
9.6.1.5 Listen in order to understand and learn.	10.6.1.5 →	11.6.1.5 →	12.6.1.5 →
9.6.1.6 Enhance personal growth through continuous learning.	10.6.1.6 →	11.6.1.6 →	12.6.1.6 →

0488 Textile Arts and Design (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 6: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 6.2: Demonstrate thinking and decision-making skills.

9.6.2.1 Explain their thinking to others in a way that is clear, accurate, logical, and complete.

10.6.2.1 →

11.6.2.1 →

12.6.2.1 →

9.6.2.2 Use innovative thinking in decision making.

10.6.2.2 →

11.6.2.2 →

12.6.2.2 →

9.6.2.3 Compare and contrast common approaches to decision making.

10.6.2.3 →

11.6.2.3 →

12.6.2.3 →

9.6.2.4 Identify factors that affect decision making.

10.6.2.4 →

11.6.2.4 →

12.6.2.4 →

9.6.2.5 Interpret fact from opinion when making effective decisions.

10.6.2.5 →

11.6.2.5 →

12.6.2.5 →

9.6.2.6 Predict and analyze the outcome of a decision.

10.6.2.6 →

11.6.2.6 →

12.6.2.6 →

9.6.2.7 Apply decision-making strategies to learning, life, and work.

10.6.2.7 →

11.6.2.7 →

12.6.2.7 →

0488 Textile Arts and Design (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 6: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 6.3: Demonstrate teamwork skills.

9.6.3.1 Demonstrate the ability to work independently and collaboratively as a team member.

10.6.3.1 →

11.6.3.1 →

12.6.3.1 →

9.6.3.2 Develop strategies to build positive and respectful working relationships with all team members.

10.6.3.2 →

11.6.3.2 →

12.6.3.2 →

9.6.3.3 Recognize and acknowledge the opinions and contributions of team members to build consensus to achieve individual/team goals.

10.6.3.3 →

11.6.3.3 →

12.6.3.3 →

9.6.3.4 Use a variety of strategies to resolve conflicts peacefully and fairly with respect for others.

10.6.3.4 →

11.6.3.4 →

12.6.3.4 →

9.6.3.5 Collaborate with others to establish and determine individual/team member roles, goals, and responsibilities.

10.6.3.5 →

11.6.3.5 →

12.6.3.5 →

0488 Textile Arts and Design (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 6: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 6.4: Demonstrate understanding of project management skills.

9.6.4.1 Define, outline, coordinate, complete, assess, analyze, and reflect on an individual/group project.

10.6.4.1 →

11.6.4.1 →

12.6.4.1 →

9.6.4.2 Demonstrate individual/group flexibility, adaptability, and resilience during the project process with the ability to adapt to new and evolving situations.

10.6.4.2 →

11.6.4.2 →

12.6.4.2 →

9.6.4.3 Determine skills and strategies required for an independent/group project (e.g., communication, leadership, organizational, teamwork, social skills, etc.).

10.6.4.3 →

11.6.4.3 →

12.6.4.3 →

9.6.4.4 Identify and evaluate transferable skills after completing an individual/group project.

10.6.4.4 →

11.6.4.4 →

12.6.4.4 →

9.6.4.5 Reflect on personal skills and strategies developed and their application to learning, life, and work.

10.6.4.5 →

11.6.4.5 →

12.6.4.5 →

0488 Textile Arts and Design (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 6: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 6.5: Explore careers related to textile arts and design.

9.6.5.1 Demonstrate understanding of career opportunities related to textile arts and design (e.g., marketing, design, retail, production, industry, technology, arts, and education).

10.6.5.1 Identify the potential textile arts and design-related employment opportunities in their communities.

11.6.5.1 Compare differences among textile arts and design-related work, jobs, occupations, and careers.

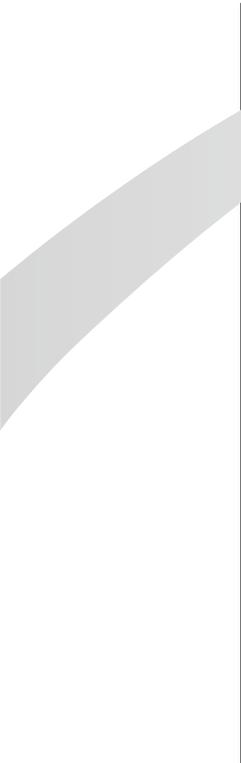
12.6.5.1 Determine how entrepreneurship differs from working for others in the area of textile arts and design.

9.6.5.2 Identify how interests, knowledge, skills, values, and attitudes relate to work.

10.6.5.2 Demonstrate understanding of how interests, knowledge, skills, values, and attitudes are transferable to various work roles.

11.6.5.2 Develop criteria to compare occupations in the area of textile arts and design (e.g., skills, interests, values, personal style, family background, lifestyles, and goals).

12.6.5.2 →



GRADES 9 TO 12
TEXTILE ARTS AND DESIGN
(FULL CREDIT)

Manitoba Curriculum
Framework of Outcomes

In developing learning outcomes, the assumption was made that courses are taught by experts in their field; therefore, the terminology and language used in the curriculum is specific to the area of expertise.

GRADES 9 TO 12 TEXTILE ARTS AND DESIGN

Textile arts and design courses create awareness of the role that textiles play in our daily lives. The textile arts and design learning outcomes develop skills, knowledge, and understanding as students participate in learning activities that allow them to express themselves through designing, producing, and evaluating finished textile projects.

Course Grade Levels and Credit Allocations

A student may earn one credit by undertaking and successfully completing a course of study designed for a minimum of 110 hours of instruction.

0488 Textile Arts and Design (full credit)	10S 10E 10M 20S 20E 20M 30S 30E 30M 40S 40E 40M
---	--

Specialized (S): Educational experiences in specialized areas leading to further studies beyond the Senior Years (e.g., apprenticeship, college, and university).

EAL (E): Educational experiences designed to focus on English as an additional language (EAL) learning goals in the context of the subject, based on the student’s assessed level of EAL proficiency, and to assist the student in making the transition into regular Senior Years programming in this content area. An EAL Individual Educational Plan (EAL-IEP) is required for each student.

Modified (M): Educational experiences intended for students with significant cognitive disabilities and where the provincial subject-area curriculum learning outcomes have been modified to take into account the learning requirements of a student; an Individual Education Plan (IEP) is required for each student.

Grades 9 to 12 Textile Arts and Design Course Descriptions

Each grade requires that students develop their conceptual knowledge base and skill set. Some learning outcomes will be similar for all grade levels; in other situations, each level will scaffold on previous knowledge and progress from simple to more complex conceptual understandings. The course descriptions below identify the depth and breadth of the studies in each grade level.

Grade 9 Textile Arts and Design explores the basic knowledge and skills required to design and create textile products. Students will explore the impact that fashion has on consumer choices and its influence on relationships. The course will introduce the student to citizenship and sustainability through knowledge, action, and projects. Students will also become aware of issues in the textile industry and their impact on the environment and people through social justice and clothing security challenges. This course also provides a brief introduction to the study of environmental design.

Grade 10 Textile Arts and Design examines the broader knowledge and skills required to design and create textile products. Students will examine the basics of creative costuming, cultural fashion design, and consumer practices that have an impact on individuals within their community. The impact of fashion on consumer choices and its influence on relationships are explored in more depth. The course will focus on student citizenship and product sustainability through knowledge, action, and projects. Students will be challenged to address issues within the textile industry and their impact on the environment, in addition to social justice and clothing security challenges. This course also provides a brief introduction to the study of environmental design.

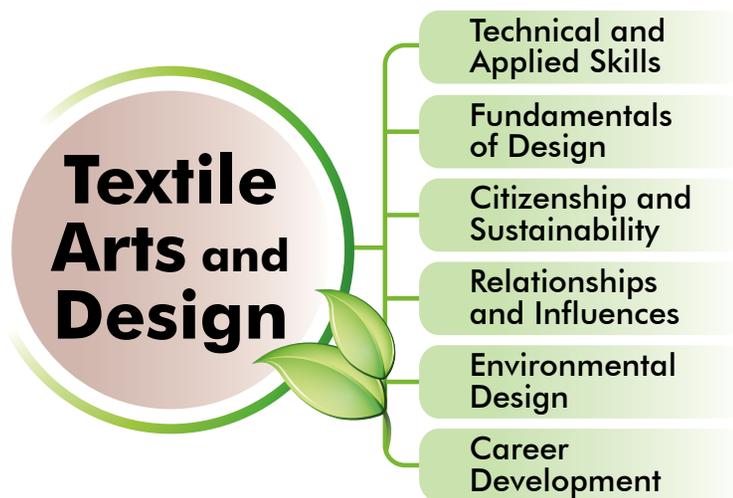
Grade 11 Textile Arts and Design focuses on enhanced knowledge and skill development in textile design and construction. Students will examine the areas of creative costuming, cultural fashion design, and consumer practices that have an impact on individuals and communities. This course will follow the fashion industry through design and illustration, marketing, and merchandising while acknowledging the environmental and social justice influences on local communities.

Grade 12 Textile Arts and Design focuses on advanced knowledge and skill development in textile design and construction. Students will examine in depth the areas of creative costuming, cultural fashion design, and consumer practices that have an impact on individuals and communities. This course will follow the fashion industry through design and illustration, marketing, and merchandising while acknowledging the environmental and social justice influences on global communities.

In Manitoba, the content of the Senior Years Textile Arts and Design learning outcomes are arranged in a series of 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.



Terminology

The Truth and Reconciliation Commission of Canada (TRC): Calls to Action identified **education for reconciliation** as one of the areas to redress the legacy of residential schools and advance the process of Canadian reconciliation. All of the courses covered in *Senior Years Human Ecology: Manitoba Curriculum Framework of Outcomes* support Manitoba Education and Training's contribution to education for reconciliation. For more information on the TRC Calls to Action, see www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf.

The following is an explanation of terms used in the outcomes that may be unfamiliar or require clarification:

- **Elder:** A spiritual leader who has cultural and traditional knowledge, who is representative of his or her community, and who First Nations, Métis, and Inuit communities look to for advice and wisdom.
- **Knowledge Keeper(s):** Knowledge Keepers have key knowledge of the past and present and are able to share teachings around both new and old knowledge.
- **Indigenous People(s):** A collective term used to describe the original habitants of the land prior to European contact. The term not only refers to the past but also to today's society, including the Métis nation whose genesis occurred after contact. In Canada, the term *Indigenous Peoples* includes First Nations, Métis, and Inuit people.

0488 Textile Arts and Design (Full Credit)

Grade 9	Grade 10	Grade 11	Grade 12
Goal 1: Demonstrate technical and applied skills.			
GLO 1.1: Demonstrate safe practices and procedures for facilities, processes, tools, and equipment.			
9.1.1.1 Identify and maintain clean work environments.	10.1.1.1 →	11.1.1.1 →	12.1.1.1 →
9.1.1.2 Identify and demonstrate safe behaviour within the work area.	10.1.1.2 →	11.1.1.2 →	12.1.1.2 →
9.1.1.3 Identify and demonstrate safe set-up, handling, and usage of tools, equipment, materials, and chemicals.	10.1.1.3 →	11.1.1.3 →	12.1.1.3 →
9.1.1.4 Describe the common unsafe conditions that cause accidents.	10.1.1.4 →	11.1.1.4 →	12.1.1.4 →
9.1.1.5 Identify an appropriate response to unsafe acts and conditions.	10.1.1.5 →	11.1.1.5 →	12.1.1.5 →

0488 Textile Arts and Design (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 1: Demonstrate technical and applied skills. *(continued)*

GLO 1.1: Demonstrate safe practices and procedures for facilities, processes, tools, and equipment. *(continued)*

9.1.1.6 Demonstrate the proper use of sewing machines and equipment (e.g., sergers, embroidery machines, and pressing equipment, etc.).	10.1.1.6 →	11.1.1.6 →	12.1.1.6 →
9.1.1.7 Demonstrate how to troubleshoot when machine issues arise.	10.1.1.7 →	11.1.1.7 →	12.1.1.7 →
9.1.1.8 Demonstrate the proper use of cutting tools.	10.1.1.8 →	11.1.1.8 →	12.1.1.8 →
9.1.1.9 Identify, describe, use, and care for equipment, tools, and materials.	10.1.1.9 →	11.1.1.9 →	12.1.1.9 →
9.1.1.10 Demonstrate and describe safety procedures used to handle any textile media (e.g., bleach, dyes, paints, adhesives, etc.).	10.1.1.10 →	11.1.1.10 →	12.1.1.10 →

0488 Textile Arts and Design (Full Credit)

Grade 9	Grade 10	Grade 11	Grade 12
---------	----------	----------	----------

Goal 1: Demonstrate technical and applied skills. *(continued)*

GLO 1.2: Develop understanding of a variety of fabrics.

9.1.2.1 Define basic textile terminology.	10.1.2.1 →	11.1.2.1 →	12.1.2.1 →
9.1.2.2 Identify sources of fibres used in textile production.	10.1.2.2 Demonstrate common tests used to identify fibre types.	11.1.2.2 →	12.1.2.2 →
9.1.2.3 Identify yarn production techniques to increase the stability of individual fibres.	10.1.2.3 →	11.1.2.3 →	12.1.2.3 →
9.1.2.4 Describe methods of fabric production, and identify fabric construction as it relates to its intended use.	10.1.2.4 →	11.1.2.4 Identify a variety of fabric finishes applied during the production of textiles and how those finishes affect the intended use.	12.1.2.4 →
9.1.2.5 Describe how the properties of textiles affect the wear and care of fabrics.	10.1.2.5 →	11.1.2.5 Describe the care of textiles to maintain their appearance and extend their life.	12.1.2.5 →
9.1.2.6 Investigate the variety of specialty fabrics available to consumers.	10.1.2.6 →	11.1.2.6 Investigate the variety of textiles used in specialty and safety workwear.	12.1.2.6 Investigate other industries that use textile products and innovations (e.g., construction, medical field, safety, space, automotive).

0488 Textile Arts and Design (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 1: Demonstrate technical and applied skills. *(continued)*

GLO 1.2: Develop an understanding of a variety of fabrics. *(continued)*

9.1.2.7 Demonstrate how to work with a variety of fabrics.

10.1.2.7 →

11.1.2.7 →

12.1.2.7 →

9.1.2.8 Identify and demonstrate a variety of textile arts and embellishments.

10.1.2.8 →

11.1.2.8 Investigate and experiment with evolving textile arts techniques.

12.1.2.8 →

GLO 1.3: Develop literacy and numeracy skills as they apply to textile arts.

9.1.3.1 Analyze a project to choose the most appropriate equipment and tools required.

10.1.3.1 →

11.1.3.1 →

12.1.3.1 →

9.1.3.2 Define basic textile terminology.

10.1.3.2 →

11.1.3.2 →

12.1.3.2 →

9.1.3.3 Demonstrate the ability to read and interpret pattern information, pattern symbols, and instructions.

10.1.3.3 →

11.1.3.3 →

12.1.3.3 →

9.1.3.4 Apply metric and imperial measurement in a pattern/project.

10.1.3.4 →

11.1.3.4 →

12.1.3.4 →

9.1.3.5 Demonstrate correct body-measuring techniques.

10.1.3.5 →

11.1.3.5 →

12.1.3.5 →

0488 Textile Arts and Design (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 1: Demonstrate technical and applied skills. *(continued)*

GLO 1.3: Develop literacy and numeracy skills as they apply to textile arts. *(continued)*

9.1.3.6 Demonstrate basic preconstruction procedures as applied to a project.	10.1.3.6 →	11.1.3.6 →	12.1.3.6 →
9.1.3.7 Use technical reading skills to follow a set of instructional steps effectively.	10.1.3.7 Adapt a set of instructional steps using appropriate technical writing skills.	11.1.3.7 Create a set of steps using correct technical writing techniques to describe a technical process effectively.	12.1.3.7 →
9.1.3.8 Interpret a graphic representation of a technical idea.	10.1.3.8 →	11.1.3.8 →	12.1.3.8 →
9.1.3.9 Demonstrate growth in skills development through the production of textile items.	10.1.3.9 →	11.1.3.9 →	12.1.3.9 →
9.1.3.10 Demonstrate pattern development techniques through basic pattern alterations.	10.1.3.10 →	11.1.3.10 →	12.1.3.10 →
9.1.3.11 Complete project(s) according to specified criteria, including timelines, to produce a quality product.	10.1.3.11 Demonstrate flat pattern development and draping techniques.	11.1.3.11 →	12.1.3.11 →

0488 Textile Arts and Design (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 1: Demonstrate technical and applied skills. *(continued)*

GLO 1.3: Develop literacy and numeracy skills as they apply to textile arts. *(continued)*

9.1.3.12 Evaluate and critique a product according to a set criteria.

10.1.3.12 Complete project(s) according to specified criteria, including timelines, to produce a quality product.

11.1.3.12 →

12.1.3.12 Research pattern design technology used in the industry to create apparel designs.

10.1.3.13 Evaluate and critique a product according to a set criteria.

11.1.3.13 →

12.1.3.13 Complete project(s) according to specified criteria, including timelines, to produce a quality product.

12.1.3.14 Evaluate and critique a product according to a set criteria.

0488 Textile Arts and Design (Full Credit)

Grade 9	Grade 10	Grade 11	Grade 12
<p>Goal 2: Demonstrate understanding of the fundamentals of design.</p> <p>GLO 2.1: Develop understanding of the elements and principles of design.</p>			
<p>9.2.1.1 Define the elements and principles of design (e.g., project, images, etc.).</p>	<p>10.2.1.1 \longrightarrow</p> <p>10.2.1.2 Define apparel styles and silhouettes (e.g., A-line dress, shawl collar, raglan sleeve, etc.).</p> <p>10.2.1.3 Define fashion illustration terms as they are used to create designs.</p>	<p>11.2.1.1 Apply the elements and principles of design (e.g., project, images, etc.).</p> <p>11.2.1.2 Apply apparel styles and silhouettes throughout the design process.</p> <p>11.2.1.3 Illustrate elements and principles of design utilizing a fashion croquis (template or custom).</p>	<p>12.2.1.1 Analyze the elements and principles of design (e.g., project, images, etc.).</p> <p>12.2.1.2 Experiment with various apparel styles and silhouettes in design (e.g., creating fashion line).</p> <p>12.2.1.3 Apply artistic renderings to demonstrate the elements and principles of design utilizing a fashion croquis (template or custom).</p>

0488 Textile Arts and Design (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 2: Demonstrate understanding of the fundamentals of design. *(continued)*

GLO 2.2: Develop understanding of the evolution of fashion.

9.2.2.1 Identify current fashion trends.

10.2.2.1 Identify current fashion trends and how they affect your personal clothing choices.

10.2.2.2 Describe the fashions of a specific historical period and compare them to the fashions of today.

11.2.2.1 Describe influences on fashion trends (e.g., culture, media).

11.2.2.2 Identify historical technological advances in the textiles industry and their influence on textiles (Industrial Revolution to present day).

11.2.2.3 Describe the contributions and influences of various fashion designers from past and present (e.g., haute couture, ready to wear).

11.2.2.4 Analyze ways fashion designers become recognized globally.

11.2.2.5 Identify the world's fashion centres and fashion associations.

11.2.2.6 Research past, current, and future use of technology in fashion design.

12.2.2.1 Analyze trend forecasting and how it affects what will be available to consumers.

12.2.2.2 Examine the interdependent relationship between history and fashion (e.g., fashion and women's roles, etc.).

12.2.2.3 Research designers and their companies at a local, national, or global scale.

12.2.2.4 Describe how fashion designers capitalize on name recognition.

12.2.2.5 Assess the world's fashion centres and how they are influenced by the culture.

12.2.2.6 Apply past, current, and future uses of technology in fashion design.

0488 Textile Arts and Design (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 2: Demonstrate understanding of the fundamentals of design. *(continued)*

GLO 2.3: Develop understanding of cultural fashion.

Teachers are encouraged to access additional resources and/or consult with an Elder(s) or Knowledge Keeper(s) when implementing the Indigenous outcomes with respect to traditional protocols. See Appendix 2.

9.2.3.1 Identify apparel styles associated with different cultures around the world (e.g., Indigenous Peoples of Manitoba).

10.2.3.1 Identify and explain the appropriate use of traditional dress (e.g., celebrations, ceremonies, competitions, etc.).

11.2.3.1 Explain the significance of how apparel styles and adornment express culture and heritage (e.g., patterns, design, ribbons, beadwork, colour, etc.).

12.2.3.1 Describe apparel and styles of adornment from various cultures' traditional dress, and explain how they are reflected in current fashion trends.

10.2.3.2 Compare textile design and embellishment based on geographic location/treaty areas.

11.2.3.2 Experiment with various textile designs and embellishments from different geographic locations/treaty areas.

12.2.3.2 →

GLO 2.4: Develop understanding of costume design.

The Grades 11 (35S/30S) and 12 (45S/40S) Environmental Design curricula can be used to accommodate the area of theatrical set design.

10.2.4.1 Define the term *costume*.

11.2.4.1 Identify various purposes of costuming (e.g., personal, mascots, performing arts, cultural, etc.).

12.2.4.1 →

0488 Textile Arts and Design (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 2: Demonstrate understanding of the fundamentals of design. *(continued)*

GLO 2.4: Develop understanding of costume design. *(continued)*

10.2.4.2 Research costume selections in a variety of media or textual forms.

11.2.4.2 Analyze a costume’s visual representation of a given work to the implied meaning (e.g., thematic styling, etc.).

12.2.4.2 →

10.2.4.3 Apply the practical considerations of costuming (e.g., needs of the character, venue, budget, time, construction, and design).

11.2.4.3 →

12.2.4.3 →

10.2.4.4 Use the elements and principles of design to construct a costume.

11.2.4.4 Use the elements and principles of design to design and construct a costume.

12.2.4.4 →

11.2.4.5 Research current costume design processes and products.

12.2.4.5 Research the historical costume design processes and products compared to current technologies.

0488 Textile Arts and Design (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 3: Demonstrate understanding of citizenship and sustainability.

GLO 3.1: Explore social justice as it relates to textiles and apparel.

9.3.1.1 Identify the characteristics of a socially responsible textile/apparel manufacturer (e.g., labour laws, working conditions, etc.).	10.3.1.1 Compare the characteristics of a socially responsible and a socially irresponsible textile/apparel manufacturer.	11.3.1.1 Analyze information about textile/apparel manufacturers to make socially responsible industry and consumer choices.	12.3.1.1 →
9.3.1.2 Define fair trade as it relates to the textiles and apparel industry.	10.3.1.2 →	11.3.1.2 Analyze fair trade companies and their standards, and how they differ from “fast fashion.”	12.3.1.2 →
9.3.1.3 Identify local makers, small businesses, and artisans in your community.	10.3.1.3 →	11.3.1.3 Investigate the positive impact on the community of purchasing from local makers, small businesses, and artisans (e.g., impact on the carbon footprint, economic stability, employment, etc.).	12.3.1.3 →

0488 Textile Arts and Design (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 3: Demonstrate understanding of citizenship and sustainability. *(continued)*

GLO 3.1: Explore social justice as it relates to textiles and apparel. *(continued)*

9.3.1.4 Investigate opportunities to benefit your community through service learning projects (e.g., sewing for those in need, collecting and repairing items, raising awareness, and raising funds for a community cause).

10.3.1.4 →

11.3.1.4 →

12.3.1.4 →

11.3.1.5 Demonstrate awareness of trade agreements between countries, including developing nations.

12.3.1.5 Critique information about international trade practices and their effects on the economic stability of the trading nations.

11.3.1.6 Identify the various geographic regions for sourcing, constructing, and producing textiles.

12.3.1.6 Investigate the reasons why textile production is prevalent in certain areas of the world.

12.3.1.7 Identify present-day interrelationships of the fashion industry (e.g., culture, politics, religion, economics, and technology).

0488 Textile Arts and Design (Full Credit)

Grade 9	Grade 10	Grade 11	Grade 12
<p>Goal 3: Demonstrate understanding of citizenship and sustainability. <i>(continued)</i></p> <p>GLO 3.2: Explore sustainable environmental trends and challenges related to textiles and apparel.</p>			
9.3.2.1 Identify sustainable textile production processes as they relate to the environment.	10.3.2.1 Investigate the impact of chemicals and pesticides used in textile production on the environment and human health (e.g., waste, etc.).	11.3.2.1 Research and evaluate a local, national, or global company for sustainable business practices in terms of real or perceived benefits.	12.3.2.1 Develop a business proposal for a sustainable textile product.
9.3.2.2 Demonstrate the ability to reduce waste in a project.	10.3.2.2 →	11.3.2.2 Design a sustainable project (e.g., recycling project).	12.3.2.2 →
		11.3.2.3 Identify the responsible use of natural resources and the impact on the environment (e.g., animal, plant, petroleum, etc.).	12.3.2.3 →

0488 Textile Arts and Design (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 3: Demonstrate understanding of citizenship and sustainability. *(continued)*

GLO 3.3: Explore clothing security and availability issues.

9.3.3.1 Identify Maslow’s Hierarchy of Needs in relation to clothing security.

10.3.3.1 →

11.3.3.1 →

12.3.3.1 →

9.3.3.2 Define clothing security at the individual/household and community levels.

10.3.3.2 Recognize clothing security at the individual/household and community levels.

11.3.3.2 →

12.3.3.2 Recognize clothing security at the community and global levels.

9.3.3.3 Identify the components of individual/household clothing security (availability, accessibility, adequacy, acceptability).

10.3.3.3 Discuss factors that affect individual/household clothing security (e.g., shopping choices, transportation, cost, availability, rural versus urban) and community responses (e.g., non-profit donations, thrift store, charities).

11.3.3.3 →

12.3.3.3 Evaluate factors that affect clothing availability at the community (e.g., non-profit donations, thrift store, charities) and global levels (e.g., natural disasters, economics, political issues, and colonization).

11.3.3.4 Explain the barriers to achieving clothing security in Canada.

12.3.3.4 Explain the barriers to achieving clothing security globally.

0488 Textile Arts and Design (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 3: Demonstrate understanding of citizenship and sustainability. *(continued)*

GLO 3.4: Explore making informed and responsible consumer decisions related to textiles and apparel.

9.3.4.1 Identify ways a product can be up-cycled (e.g., repair, alter, redesign, recycle).

10.3.4.1 →

11.3.4.1 →

12.3.4.1 →

9.3.4.2 Investigate the availability of underutilized clothing in your community (e.g., online, thrift, consignment, and up-cycle stores).

10.3.4.2 →

11.3.4.2 →

12.3.4.2 →

11.3.4.3 Explain the criteria for consumers to evaluate the quality, value, and suitability of textile choices and accessories.

12.3.4.3 Assess the quality of textile products and accessories compared to market value.

11.3.4.4 Demonstrate understanding of legislation and agreements relating to the clothing and textiles industry (e.g., labelling, federal legislation, consumer safety act, consumer protection agencies, and organizations).

12.3.4.4 →

0488 Textile Arts and Design (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 3: Demonstrate understanding of citizenship and sustainability. *(continued)*

GLO 3.5: Demonstrate understanding of fashion industry dynamics.

11.3.5.1 Describe the role of profit, competition, and supply and demand in the economy.

12.3.5.1 →

11.3.5.2 Describe the four major elements of marketing and merchandising: product, price, place, and promotion.

12.3.5.2 →

11.3.5.3 Describe the importance and methods of market research from concept to final product.

12.3.5.3 →

11.3.5.4 Describe/analyze a company's target market based on common characteristics.

12.3.5.4 Analyze the apparel needs of different demographics (e.g., mobility, aging populations, accessibility, etc.).

11.3.5.5 Explain how apparel is sized, classified, and promoted based on target market demographics.

12.3.5.5 →

11.3.5.6 Explain ways the fashion industry uses information technology in marketing.

12.3.5.6 →

0488 Textile Arts and Design (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 3: Demonstrate understanding of citizenship and sustainability. *(continued)*

GLO 3.5: Demonstrate understanding of fashion industry dynamics. *(continued)*

11.3.5.7 Research how the fashion industry markets its business practices to the consumer (e.g., business partnerships, Made-in-Canada awareness, ethics and social responsibility, and environmental sustainability).

11.3.5.8 Demonstrate awareness of legal standards in the textile industry.

11.3.5.9 Describe and compare various classifications of fashion retail operations (e.g., outlets, online, specialty stores, etc.).

12.3.5.7 —→

12.3.5.8 Discuss ethical and legal concerns regarding the use of copyrighted material and the inappropriate use of cultural representations (e.g., knock-offs, counterfeits, inappropriate use of embellishments).

12.3.5.9 Identify the advantages and disadvantages of various fashion retailing operations from both the consumer's and the store's perspective.

0488 Textile Arts and Design (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 3: Demonstrate understanding of citizenship and sustainability. *(continued)*

GLO 3.5: Demonstrate understanding of fashion industry dynamics. *(continued)*

11.3.5.10 Explain the price market categories of apparel (e.g., haute couture, "fast fashion," small business, and locally produced).

12.3.5.10 →

12.3.5.11 Explain how and where apparel manufacturers sell their products to retail buyers.

12.3.5.12 Identify the evolution of technology in apparel manufacturing.

0488 Textile Arts and Design (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 4: Demonstrate understanding of relationships and influences.

GLO 4.1: Develop understanding of influences on apparel choices.

9.4.1.1 Identify and explore factors that influence apparel choices (e.g., cultural, fashion trends, emotional, environmental, religious, social, ethical, economic, safety/protection, adornment, modesty, identification, rites of passage, self-exploration, family values).

10.4.1.1 →

11.4.1.1 →

12.4.1.1 →

0488 Textile Arts and Design (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 4: Demonstrate understanding of relationships and influences. *(continued)*

GLO 4.2: Develop understanding of the relationship between apparel and body image.

9.4.2.1 Identify different body images and how that affects attitudes around clothing (e.g., positive and negative).

10.4.2.1 Discuss how body image can affect clothing choices.

11.4.2.1 Discuss the differences in sizing used by retailers and pattern companies, and their effects on body image.

12.4.2.1 →

9.4.2.2 Determine strategies to develop and maintain a positive body image with the understanding that healthy bodies come in a variety of shapes and sizes.

10.4.2.2 →

11.4.2.2 →

12.4.2.2 →

9.4.2.3 Investigate media campaigns and their effect on mental and physical well-being.

10.4.2.3 →

11.4.2.3 Compare media campaigns and their influences on positive mental and physical well-being.

12.4.2.3 →

9.4.2.4 Describe the effects of fashion on individuality.

10.4.2.4 →

11.4.2.4 Analyze apparel messages and societal expectations (e.g., fashion and consent, gender conformity in fashion, self-expression, etc.).

12.4.2.4 →

0488 Textile Arts and Design (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 5: Develop understanding of environmental design.

GLO 5.1: Develop understanding of environmental design.

The Grades 11 and 12 Environmental Design curricula are full-credit and half-credit courses. Please visit the Manitoba Education and Training website for these documents.

9.5.1.1 Define environmental design as it relates to the textiles used in our homes (e.g., interior and exterior décor). 10.5.1.1 →

9.5.1.2 Discuss the importance of design and its relationship to human well-being and the places we inhabit. 10.5.1.2 →

0488 Textile Arts and Design (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 5: Develop understanding of environmental design. (*continued*)

GLO 5.2: Demonstrate understanding of the principles and elements of environmental design.

9.5.2.1 Identify the vocabulary of principles and elements of design as applied to the built environment (e.g., interior décor).

9.5.2.2 Apply the built environment principles and elements of design to an interior illustration.

10.5.2.1 Analyze the principles and elements of design and their use as applied to the built environment (e.g., interior décor).

10.5.2.2 →

10.5.2.3 Apply the principles and elements of design to a décor project.

GLO 5.3: Develop understanding of the evolution of environmental design.

10.5.3.1 Identify various historic design periods and styles (e.g., interior, exterior, furnishings).

10.5.3.2 Identify various design styles that are used today (e.g., interior, exterior, furnishings).

0488 Textile Arts and Design (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 5: Develop understanding of environmental design. *(continued)*

GLO 5.4: Develop understanding of the impact of environmental design throughout the lifespan.

10.5.4.1 Describe the living spaces that people require at specific stages throughout their lives.

10.5.4.2 Investigate physical spaces and their effect on mental and physical well-being.

10.5.4.3 Define the principles of universal design, including inclusive design.

0488 Textile Arts and Design (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 6: Demonstrate understanding of career development and the skills required.

GLO 6.1: Demonstrate personal and social skills.

Note: GLO 6.1 to 6.5 outcomes are to be integrated throughout the textile arts and design course and are not intended to be a unit of study.

9.6.1.1 Demonstrate understanding of others and their perspectives.	10.6.1.1 →	11.6.1.1 →	12.6.1.1 →
9.6.1.2 Communicate effectively with others.	10.6.1.2 →	11.6.1.2 →	12.6.1.2 →
9.6.1.3 Participate in a positive manner.	10.6.1.3 →	11.6.1.3 →	12.6.1.3 →
9.6.1.4 Demonstrate responsibility in being accountable for their actions.	10.6.1.4 →	11.6.1.4 →	12.6.1.4 →
9.6.1.5 Listen in order to understand and learn.	10.6.1.5 →	11.6.1.5 →	12.6.1.5 →
9.6.1.6 Enhance personal growth through continuous learning.	10.6.1.6 →	11.6.1.6 →	12.6.1.6 →

0488 Textile Arts and Design (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 6: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 6.2: Demonstrate thinking and decision-making skills.

9.6.2.1 Explain their thinking to others in a way that is clear, accurate, logical, and complete.

10.6.2.1 →

11.6.2.1 →

12.6.2.1 →

9.6.2.2 Use innovative thinking in decision making.

10.6.2.2 →

11.6.2.2 →

12.6.2.2 →

9.6.2.3 Compare and contrast common approaches to decision making.

10.6.2.3 →

11.6.2.3 →

12.6.2.3 →

9.6.2.4 Identify factors that affect decision making.

10.6.2.4 →

11.6.2.4 →

12.6.2.4 →

9.6.2.5 Interpret fact from opinion when making effective decisions.

10.6.2.5 →

11.6.2.5 →

12.6.2.5 →

9.6.2.6 Predict and analyze the outcome of a decision.

10.6.2.6 →

11.6.2.6 →

12.6.2.6 →

9.6.2.7 Apply decision-making strategies to learning, life, and work.

10.6.2.7 →

11.6.2.7 →

12.6.2.7 →

0488 Textile Arts and Design (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 6: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 6.3: Demonstrate teamwork skills.

9.6.3.1 Demonstrate the ability to work independently and collaboratively as a team member.

10.6.3.1 →

11.6.3.1 →

12.6.3.1 →

9.6.3.2 Develop strategies to build positive and respectful working relationships with all team members.

10.6.3.2 →

11.6.3.2 →

12.6.3.2 →

9.6.3.3 Recognize and acknowledge the opinions and contributions of team members to build consensus to achieve individual/team goals.

10.6.3.3 →

11.6.3.3 →

12.6.3.3 →

9.6.3.4 Use a variety of strategies to resolve conflicts peacefully and fairly with respect for others.

10.6.3.4 →

11.6.3.4 →

12.6.3.4 →

9.6.3.5 Collaborate with others to establish and determine individual/team member roles, goals, and responsibilities.

10.6.3.5 →

11.6.3.5 →

12.6.3.5 →

0488 Textile Arts and Design (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 6: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 6.4: Demonstrate understanding of project management skills.

9.6.4.1 Define, outline, coordinate, complete, assess, analyze, and reflect on an individual/group project.	10.6.4.1 →	11.6.4.1 →	12.6.4.1 →
9.6.4.2 Demonstrate individual/group flexibility, adaptability, and resilience during the project process with the ability to adapt to new and evolving situations.	10.6.4.2 →	11.6.4.2 →	12.6.4.2 →
9.6.4.3 Determine skills and strategies required for an independent/group project (e.g., communication, leadership, organizational, teamwork, social skills, etc.).	10.6.4.3 →	11.6.4.3 →	12.6.4.3 →
9.6.4.4 Identify and evaluate transferable skills after completing an individual/group project.	10.6.4.4 →	11.6.4.4 →	12.6.4.4 →
9.6.4.5 Reflect on personal skills and strategies developed and their application to learning, life, and work.	10.6.4.5 →	11.6.4.5 →	12.6.4.5 →

0488 Textile Arts and Design (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 6: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 6.5: Explore careers related to textile arts and design.

9.6.5.1 Demonstrate understanding of career opportunities related to textile arts and design (e.g., marketing, design, retail, production, industry, technology, arts, and education).

10.6.5.1 Identify the potential textile arts and design–related employment opportunities in their communities.

11.6.5.1 Compare differences among textile arts and design–related work, jobs, occupations, and careers.

12.6.5.1 Determine how entrepreneurship differs from working for others in the area of textile arts and design.

9.6.5.2 Identify how interests, knowledge, skills, values, and attitudes relate to work.

10.6.5.2 Demonstrate understanding of how interests, knowledge, skills, values, and attitudes are transferable to various work roles.

11.6.5.2 Develop criteria to compare occupations in the area of textile arts and design (e.g., skills, interests, values, personal style, family background, lifestyles, and goals).

12.6.5.2 →

11.6.5.3 Explore and discover career opportunities in the area of textile arts and design in relation to personal career interests.

12.6.5.3 Compare and contrast the education plan required for various careers in the area of textile arts and design.

0488 Textile Arts and Design (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 6: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 6.6: Apply learning to a practicum experience (optional).

Students have the ability to participate in experiential learning in a supervised setting for a practicum for up to 20 hours as part of this full-credit course. Students must be visited by the teacher at the workplace regularly.

Manitoba Education and Training assumes responsibility for Workers Compensation coverage for all students of work-related education. Each program must be registered with the department prior to implementing any phase of an experiential career-readiness learning program. For further information, see www.edu.gov.mb.ca/k12/policy/work_ed.html.

Students may be required by the practicum placements to provide certain documentation before being allowed on a practicum (e.g., Criminal Record and Vulnerable Sector Check, Child Abuse Registry Check, etc.).

9.6.6.1 Use a variety of sources to identify local practicum opportunities.	10.6.6.1 →	11.6.6.1 →	12.6.6.1 →
9.6.6.2 Apply knowledge from this course to their practicum opportunity.	10.6.6.2 →	11.6.6.2 →	12.6.6.2 →
9.6.6.3 Work cooperatively, conscientiously, and safely to complete all assigned tasks.	10.6.6.3 →	11.6.6.3 →	12.6.6.3 →
9.6.6.4 Use work-life balance strategies and stress-management techniques effectively.	10.6.6.4 →	11.6.6.4 →	12.6.6.4 →

0488 Textile Arts and Design (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 6: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 6.6: Apply learning to a practicum experience (optional). *(continued)*

9.6.6.5 Act ethically and within the scope of the practicum preparation and experience, including provincial policies, procedures, and legislation.

10.6.6.5 →

11.6.6.5 →

12.6.6.5 →

9.6.6.6 Gain knowledge about the job by observing and/or assisting other employees, and by completing tasks as assigned.

10.6.6.6 →

11.6.6.6 →

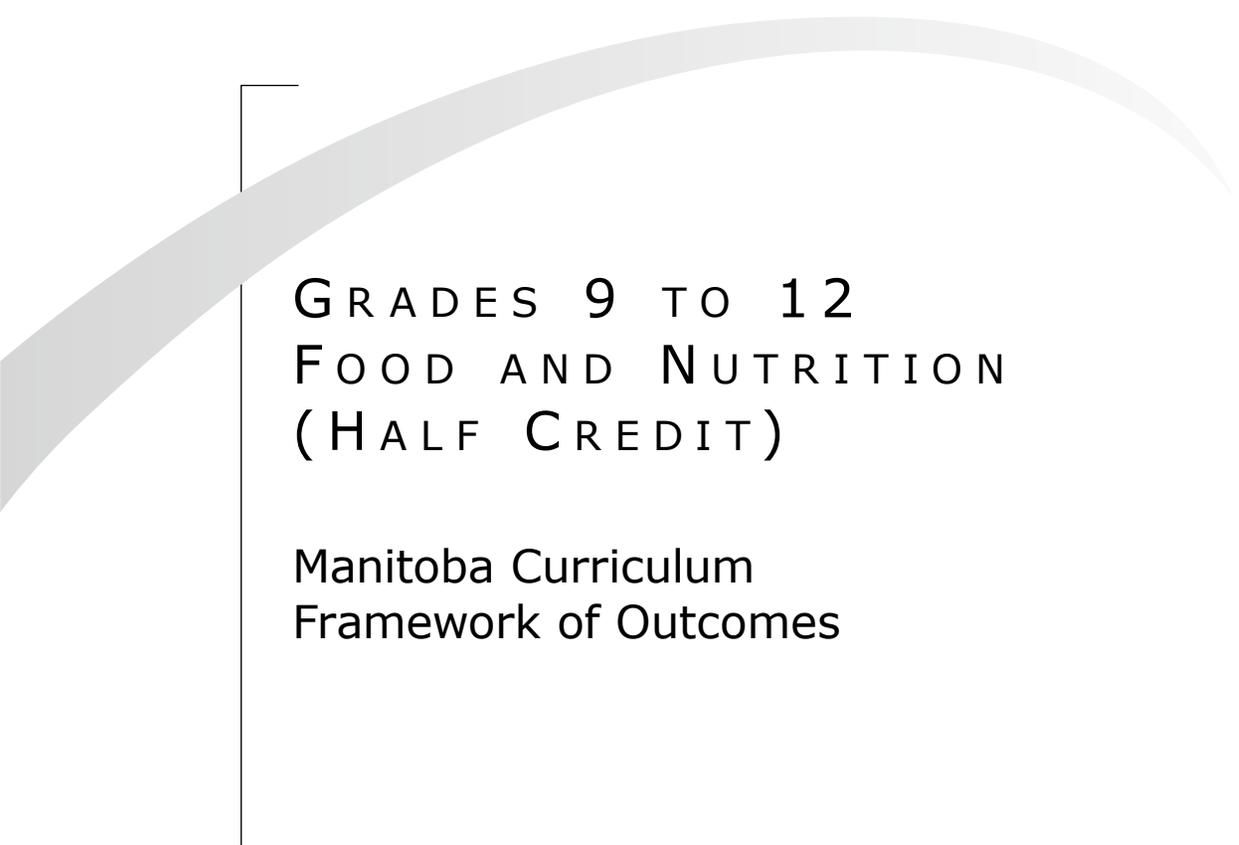
12.6.6.6 →

9.6.6.7 Maintain and submit accurate records, reports, and/or reflections.

10.6.6.7 →

11.6.6.7 →

12.6.6.7 →



GRADES 9 TO 12
FOOD AND NUTRITION
(HALF CREDIT)

Manitoba Curriculum
Framework of Outcomes

Because Grades 9 to 12 Food and Nutrition (Half Credit) does not cover all of the goals and outcomes covered in the full-credit course framework, its outcomes numbering system does not always appear to be sequential.

In developing learning outcomes, the assumption was made that courses are taught by experts in their field; therefore, the terminology and language used in the curriculum is specific to the area of expertise.

GRADES 9 TO 12 FOOD AND NUTRITION

The food and nutrition area of study provides students with opportunities that explore their relationships with food in both a theoretical and practical way that can enhance one's health and well-being. It also provides knowledge and skills that have immediate relevance to students' lives, as well as lifelong applications personally, within families, in their communities, and on a global scale. The goal of this area of study is to shape students to become informed consumers and responsible citizens.

Course Grade Levels and Credit Allocations

A student may earn one half credit by undertaking and successfully completing a course of study designed for a minimum of 55 hours of instruction.

0489 Food and Nutrition (half credit)	15S 15E 15M 25S 25E 25M 35S 35E 35M 45S 45E 45M
--	--

Half-credit courses enable schools to offer two pre-determined curriculum areas within the semester based on the teacher expertise available and facility demands (e.g., 55 hours in two areas of study within the domain of human ecology: textile arts and design, family studies, food and nutrition, and Grades 11 and 12 Environmental Design). This still provides the opportunity for them to receive one full credit towards their high school graduation requirements.

Specialized (S): Educational experiences in specialized areas leading to further studies beyond the Senior Years (e.g., apprenticeship, college, and university).

EAL (E): Educational experiences designed to focus on English as an additional language (EAL) learning goals in the context of the subject, based on the student's assessed level of EAL proficiency, and to assist the student in making the transition into regular Senior Years programming in this content area. An EAL Individual Educational Plan (EAL-IEP) is required for each student.

Modified (M): Educational experiences intended for students with significant cognitive disabilities and where the provincial subject-area curriculum learning outcomes have been modified to take into account the learning requirements of a student; an Individual Education Plan (IEP) is required for each student.

Grades 9 to 12 Food and Nutrition Course Descriptions

Each grade requires that students develop their conceptual knowledge base and skill set. Some learning outcomes will be similar for all grade levels; in other situations, each level will scaffold on previous knowledge and will progress from simple to more complex conceptual understandings. The course descriptions below identify the depth and breadth of the studies in each grade level.

Grade 9 Food and Nutrition focuses on the individual and the relationships and influences that affect food choices. Students will examine the fundamentals of nutrition and learn how to apply the information to their lives. The course provides opportunities for students to develop safe food handling and food preparation skills in a practical setting.

Grade 10 Food and Nutrition focuses on the individual within the family unit and the influence that marketing and media have on family food choices. Students will gain a strong understanding of the categories of nutrients, why our bodies need them, and what foods are consumed for health and well-being. The course provides opportunities for students to further develop food preparation skills in a practical setting.

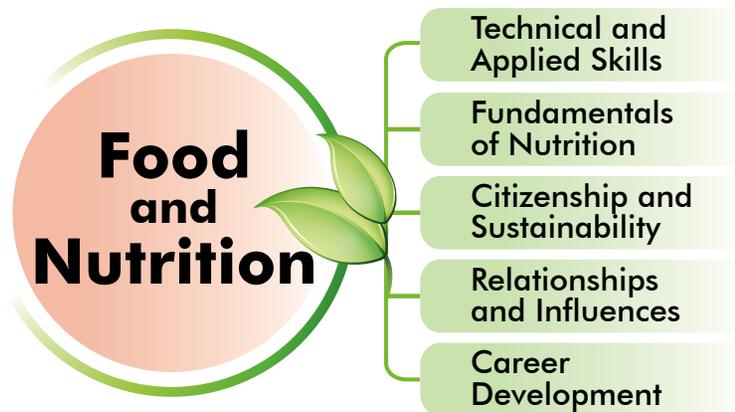
Grade 11 Food and Nutrition focuses on the individual within the community and Canada, including the influence regions have on our food choices and personal practices. Students will examine food availability within Manitoba. Students will analyze the nutritional composition of food and reflect on their own nutritional choices. This course provides opportunities for students to apply food preparation skills in a practical setting.

Grade 12 Food and Nutrition is a critical examination of the individual as a responsible citizen. This course will explore sustainability and ethical practices within food production and access. Students will examine food security and barriers that exist to achieve food security for all people. Students will investigate solutions to local and global food accessibility. This course will provide the opportunity for students to apply food preparation skills in a practical setting.

In Manitoba, the content of the Senior Years Food and Nutrition outcomes are arranged in a series of 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.
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. **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.



The following is an explanation of terms used in the learning outcomes that may be unfamiliar or require clarification:

- **Elder:** A spiritual leader who has cultural and traditional knowledge, who is representative of his or her community, and who First Nations, Métis, and Inuit communities look to for advice and wisdom.
- **Knowledge Keeper(s):** Knowledge Keepers have key knowledge of the past and present and are able to share teachings around both new and old knowledge.
- **Indigenous People(s):** A collective term used to describe the original habitants of the land prior to European contact. The term not only refers to the past but also to today's society, including the Métis nation whose genesis occurred after contact. In Canada, the term *Indigenous Peoples* includes First Nations, Métis, and Inuit people.

Terminology

The Truth and Reconciliation Commission of Canada (TRC): Calls to Action identified **education for reconciliation** as one of the areas to redress the legacy of residential schools and advance the process of Canadian reconciliation. All of the courses covered in *Senior Years Human Ecology: Manitoba Curriculum Framework of Outcomes* support Manitoba Education and Training's contribution to education for reconciliation. For more information on the TRC Calls to Action, see www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf.

0489 Food and Nutrition (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 1: Demonstrate technical and applied skills.

GLO 1.1: Demonstrate appropriate sanitation practices.

9.1.1.1 Identify and demonstrate personal hygiene (e.g., washing hands, tying hair back, and wearing appropriate clothing).

10.1.1.1 →

11.1.1.1 →

12.1.1.1 →

9.1.1.2 Identify and maintain a sanitary kitchen (e.g., meet established sanitation standards: dishwashing, dish drying, clean workspace).

10.1.1.2 →

11.1.1.2 →

12.1.1.2 →

0489 Food and Nutrition (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 1: Demonstrate technical and applied skills. *(continued)*

GLO 1.2: Create and maintain a safe working environment.

9.1.2.1 Identify and demonstrate safe behaviour within the work area.

10.1.2.1 →

11.1.2.1 →

12.1.2.1 →

9.1.2.2 Identify and demonstrate safe set-up, handling, and usage of tools, equipment, appliances, and chemicals in a kitchen environment.

10.1.2.2 →

11.1.2.2 →

12.1.2.2 →

9.1.2.3 Identify and know how to respond appropriately to common kitchen accidents.

10.1.2.3 →

11.1.2.3 →

12.1.2.3 →

9.1.2.4 Identify, describe, and demonstrate precautionary safety measures for dangerous situations within the food preparation area.

10.1.2.4 →

11.1.2.4 →

12.1.2.4 →

0489 Food and Nutrition (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 1: Demonstrate technical and applied skills. *(continued)*

GLO 1.3: Demonstrate safe and sanitary food handling practices.

9.1.3.1 Identify and demonstrate safe food handling practices.	10.1.3.1 →	11.1.3.1 →	12.1.3.1 →
9.1.3.2 Identify common types of food-borne illness, their causes, and their prevention in the home.	10.1.3.2 Examine the types of food-borne illness, their causes and prevention in the home, as well as the responsibilities of retailers and manufacturers.	11.1.3.2 Investigate and apply your understanding of the causes and symptoms of food-borne illness for real-life application.	12.1.3.2 Analyze your understanding of food-borne illness as it relates to food security.
9.1.3.3 Apply principles of food safety (e.g., clean, cook, chill, separate).	10.1.3.3 →	11.1.3.3 →	12.1.3.3 →
		11.1.3.4 Describe how to keep food safe through proper food purchasing, preparation, and storage practices.	12.1.3.4 Explain how to keep food safe through proper food purchasing, preparation, and storage practices.

Appropriate food handling and health protection are a priority of your school and community. The Manitoba Health Protection Unit encourages schools to consult with their regional public health inspector when planning to use food preparation spaces and facilities beyond their original intended purpose. The Health Protection Unit can be contacted at health.protection@gov.mb.ca to ensure that the intended use of the space is in compliance with the requirements of the *Public Health Act*.

0489 Food and Nutrition (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 1: Demonstrate technical and applied skills. *(continued)*

GLO 1.4: Demonstrate literacy skills as they apply to food and nutrition.

9.1.4.2 Define food preparation vocabulary and equipment used in a recipe.	10.1.4.2 Demonstrate the ability to use the appropriate culinary vocabulary of food preparation.	11.1.4.2 →	12.1.4.2 →
9.1.4.3 Identify different parts of the recipe (e.g., list of ingredients, directions, yield, prep time, etc.).	10.1.4.3 Describe where to find critical details within a recipe.	11.1.4.3 Demonstrate the ability to determine at a glance the critical details within a recipe.	12.1.4.3 →
9.1.4.4 Demonstrate the ability to follow a recipe accurately (e.g., proper measuring techniques, following step by step, using equipment properly).	10.1.4.4 →	11.1.4.4 →	12.1.4.4 →
9.1.4.5 Identify ingredients that are required in a recipe and those that are optional.	10.1.4.5 Troubleshoot or adapt recipes for adjustments, corrections, and substitutions.	11.1.4.5 →	12.1.4.5 →

0489 Food and Nutrition (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 1: Demonstrate technical and applied skills. *(continued)*

GLO 1.5: Demonstrate numeracy skills as they apply to food and nutrition.

9.1.5.1 Apply mathematical skills correctly with metric and imperial measurement units.

10.1.5.1 →

11.1.5.1 →

12.1.5.1 →

9.1.5.2 Convert measurements accurately in food preparation tasks (e.g., weight versus volume).

10.1.5.2 →

11.1.5.2 →

12.1.5.2 →

10.1.5.3 Calculate measurements to change the yield of a recipe.

11.1.5.3 →

12.1.5.3 →

0489 Food and Nutrition (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 1: Demonstrate technical and applied skills. *(continued)*

GLO 1.6: Demonstrate understanding of food preparation fundamentals and skills.

9.1.6.2 Demonstrate safe and hygienic food and cooking preparation techniques using current and advanced technologies to produce a quality product.

10.1.6.2 →

11.1.6.2 →

12.1.6.2 →

9.1.6.3 Complete recipe(s) according to specified criteria, including timelines, to produce a quality product.

10.1.6.3 Complete multi-recipe meal(s) according to specified criteria, including timelines, to produce a quality product.

11.1.6.3 →

12.1.6.3 →

9.1.6.4 Plan, prepare, and serve a food item(s) according to set criteria that incorporate presentation.

10.1.6.4 →

11.1.6.4 →

12.1.6.4 →

9.1.6.5 Plan, prepare, and serve a food item(s) that reflects current nutritional guidelines and that also fits into a balanced eating plan for optimal health.

10.1.6.5 →

11.1.6.5 →

12.1.6.5 →

0489 Food and Nutrition (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 1: Demonstrate technical and applied skills. *(continued)*

GLO 1.6: Demonstrate understanding of food preparation fundamentals and skills. *(continued)*

		11.1.6.6 Plan, prepare, and serve a food item(s) to address a specific nutrition-related illness.	12.1.6.6 Plan, prepare, and serve a food item(s) to address a specific nutrient deficiency in different regions of the world.
9.1.6.7 Plan, prepare, and serve food item(s) from different countries using culturally specific ingredients, techniques, and equipment.	10.1.6.7 →	11.1.6.7 →	12.1.6.7 →
9.1.6.8 Evaluate and critique a food item(s) and/or recipe(s) according to a set criteria.	10.1.6.8 →	11.1.6.8 Evaluate and critique a food item(s) and/or recipe(s) according to the lab outcomes.	12.1.6.8 →
		11.1.6.9 Plan, prepare, and serve food item(s) within a budget.	12.1.6.9 →

0489 Food and Nutrition (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 2: Demonstrate understanding of the fundamentals of nutrition.

GLO 2.1: Develop understanding of nutrients.

9.2.1.1 Identify the six classifications of nutrients, as well as their sources and functions in the human body.

10.2.1.1 Identify the six classifications of nutrients and their sub-categories (e.g., types of fat, types of carbohydrates), as well as their sources and functions in the human body.

11.2.1.1 Investigate nutrient deficiencies and excesses, and their potential health implications.

12.2.1.1 →

9.2.1.2 Identify common nutrient deficiencies and excesses in Canadian adolescents.

10.2.1.2 Describe strategies to prevent nutrient deficiencies and excesses in the Canadian diet.

11.2.1.2 Examine the relationship between diet and disease, including specialty diets (e.g., diabetic, celiac, food allergy, intolerances, etc.).

12.2.1.2 Investigate the impact of nutrient deficiencies and excesses (e.g., physical, emotional, and economic impact) in different regions of the world.

9.2.1.3 Identify the key messages and recommendations in official Canadian dietary guidelines (e.g., versions of Canada’s Food Guide, nutrient labels, etc.).

10.2.1.3 Explain the key messages and recommendations in the official Canadian dietary guidelines (e.g., versions of Canada’s Food Guide, nutrient labels, etc.).

11.2.1.3 Compare the key messages and recommendations in the official Canadian dietary guidelines as they apply to diverse Canadian cultures.

12.2.1.3 Explain the differences in the underlying concepts and recommendations of food guides around the world and food guides designed for special groups.

9.2.1.4 Categorize foods based on the main nutrients in the food groups according to Canadian dietary guidelines (e.g., Canada’s Food Guide).

10.2.1.4 Examine nutrient composition of foods to determine why certain foods are grouped together in Canadian dietary guidelines (e.g., Canada’s Food Guide).

11.2.1.4 Analyze food intake in the context of recommendations in Canadian dietary guidelines.

12.2.1.4 Critique Canadian dietary guidelines.

0489 Food and Nutrition (Half Credit)

Grade 9	Grade 10	Grade 11	Grade 12
Goal 2: Demonstrate understanding of the fundamentals of nutrition. <i>(continued)</i>			
GLO 2.1: Develop understanding of nutrients. <i>(continued)</i>			
	10.2.1.5 Examine the relationship between nutrition-related illnesses (e.g., diabetes, heart disease, etc.) and nutritional status, as well as other factors (e.g., heredity, lifestyle, activity level, etc.).	11.2.1.5 Discuss the nutritional status of Canadians and influencing factors.	12.2.1.5 Discuss the nutritional status of global populations and influencing factors.
GLO 2.2: Demonstrate food literacy for achieving and maintaining health and wellness.			
9.2.2.1 List evidence-based sources or references for nutrition information/health claims (e.g., Dietitians of Canada, Health Canada, universities).	10.2.2.1 Recognize that nutrition information/health claims can be misleading, and recognize evidence-based sources of nutrition information.	11.2.2.1 Compare and contrast the nutrition information/health claims of food products to assess whether claims are evidence-based.	12.2.2.1 Evaluate whether nutrition information/health claims are evidence-based.
9.2.2.2 Identify the nutrition information on packaging (e.g., nutrition facts table, ingredient list, nutrient claims).	10.2.2.2 Evaluate the nutrition information on packaging in relation to daily nutrient requirements.	11.2.2.2 Compare foods for their nutrition information on packaging to determine healthier choices.	12.2.2.2 Analyze a recipe for nutrition content and compare it to a similarly packaged food item.
9.2.2.3 Distinguish between portion size (e.g., Canada’s Food Guide) and serving size (e.g., nutrition facts table).	10.2.2.3 Compare food intake with portion size (e.g., Canada’s Food Guide) and serving size (e.g., nutrition facts table).	11.2.2.3 →	12.2.2.3 →

0489 Food and Nutrition (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 2: Demonstrate understanding of the fundamentals of nutrition. *(continued)*

GLO 2.3: Develop understanding of the relationship between food choices and health/wellness.

Teachers are encouraged to access additional resources and/or consult with other professionals when implementing these outcomes, as they are to be addressed with sensitivity.

9.2.3.1 Identify and explain factors necessary to maintain health through food.

10.2.3.1 Assess factors to maintain adolescent health through food.

11.2.3.1 Assess personal influences to achieve optimal health through food.

12.2.3.1 Assess community influences to achieve optimal health through food.

9.2.3.2 Identify food and beverage sources of stimulants (e.g., caffeine) and depressants (e.g., alcohol).

10.2.3.2 →

11.2.3.2 Examine the effect of stimulants (e.g., caffeine) and depressants (e.g., alcohol) on mental and physical health.

12.2.3.2 Analyze the effect of stimulants (e.g., caffeine) and depressants (e.g., alcohol) on mental and physical health.

9.2.3.4 Compare the nutrition content of fast food, snacks, and drinks.

10.2.3.4 Compare the pros and cons of fast food, snacks, and drinks (e.g., economic costs, health, time, etc.).

11.2.3.4 Compare pros and cons of fast food, snacks, and drinks to their homemade counterparts (e.g., economic costs, health, time, etc.).

12.2.3.4 →

0489 Food and Nutrition (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 3: Demonstrate understanding of citizenship and sustainability.

GLO 3.1: Explore issues around food security and social justice.

<p>9.3.1.1 Define Maslow’s Hierarchy of Needs and how it relates to food security.</p>	<p>10.3.1.1 →</p>	<p>11.3.1.1 →</p>	<p>12.3.1.1 →</p>
<p>9.3.1.2 Define food security at the individual/household and community levels.</p>	<p>10.3.1.2 Recognize food security at the individual/household and community levels.</p>	<p>11.3.1.2 →</p>	<p>12.3.1.2 Recognize food security at the community and global levels.</p>
<p>9.3.1.3 Identify the components of individual/household food security (i.e., availability, accessibility, adequacy, acceptability).</p>	<p>10.3.1.3 Discuss factors that affect individual/household food security (e.g., shopping choices, transportation, cost, availability, rural versus urban versus northern location) and community responses (e.g., food banks, soup kitchens, staple food boxes).</p>	<p>11.3.1.3 →</p>	<p>12.3.1.3 Evaluate factors that affect food availability at the community (e.g., local foods, fruit share program, community gardens) and global levels (e.g., natural disasters, economics, political issues, and colonization).</p>
		<p>11.3.1.4 Explain the various factors that threaten food security in Canada (e.g., poverty, distance, nutrition awareness, access to safe drinking water, food deserts, inability to prepare food, access to fresh produce).</p>	<p>12.3.1.4 Explain the various factors that threaten global food security (e.g., poverty, distance, nutrition awareness, access to safe drinking water, poor growing conditions, inability to prepare food, access to fresh produce).</p>

0489 Food and Nutrition (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 3: Demonstrate understanding of citizenship and sustainability. *(continued)*

GLO 3.2: Explore sustainable food production and consumption practices.

9.3.2.1 Discuss personal practices that reduce the environmental impact of food production and consumption.

10.3.2.1 Examine personal practices that reduce the environmental impact of food production and consumption.

11.3.2.1 Research Canadian practices that reduce the environmental impact of food production and consumption.

12.3.2.1 →

9.3.2.2 Recognize individual food consumption patterns and their impact on food waste and packaging.

10.3.2.2 →

11.3.2.2 Examine community food consumption patterns and their impact on food waste and packaging.

12.3.2.2 Investigate the global scope and impact of food waste and packaging.

0489 Food and Nutrition (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 4: Demonstrate understanding of relationships and influences around food choices.

GLO 4.1: Develop understanding of influences on food choices.

Teachers are encouraged to access additional resources and/or consult with an Elder(s) or Knowledge Keeper(s) when implementing the Indigenous learning outcomes that address traditional protocols. See Appendix 2.

9.4.1.1 Identify factors that influence personal food choices (e.g., nutritional, cultural, emotional, environmental, religious, social, ethical, and economic).

10.4.1.1 Investigate media and marketing factors that influence personal food choices.

11.4.1.1 →

12.4.1.1 →

9.4.1.3 Describe foods from diverse cultures in Canada (e.g., spring rolls, fried rice, dhal, wild rice, etc.).

10.4.1.3 Compare different forms of foods in diverse Canadian diets (e.g., perogies, wonton, ravioli, empanada, samosa).

11.4.1.3 Identify the origins and development of food traditions in diverse Canadian cuisines.

12.4.1.3 Examine various global cuisines and food practices (e.g., dining etiquette, staple foods, religious practices, time of day for meals, number of meals per day, etc.).

10.4.1.4 Identify the foods eaten traditionally by Indigenous Peoples of Manitoba (e.g., berries, fish, moose, squash) and the effects of colonization on food choices.

11.4.1.4 Investigate the food traditions and protocols of Indigenous Peoples of Manitoba and the effects of colonization on food choices.

12.4.1.4 Compare the food practices of Indigenous Peoples of Manitoba with other Indigenous Peoples in Canada, and examine the effects of colonization on food choices.

0489 Food and Nutrition (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 4: Demonstrate understanding of relationships and influences around food choices. *(continued)*

GLO 4.2: Develop understanding of healthy food relationships.

Teachers are encouraged to access additional resources and/or consult with other professionals when implementing these outcomes, as they are to be addressed with sensitivity.

<p>9.4.2.1 Define a healthy body with the understanding that healthy bodies come in a variety of shapes and sizes.</p>	<p>10.4.2.1 →</p>	<p>11.4.2.1 Determine the factors that lead to a healthy body with the understanding that healthy bodies come in a variety of shapes and sizes (e.g., heredity, disease, medical condition, etc.).</p>	<p>12.4.2.1 →</p>
<p>9.4.2.2 Determine strategies to develop and maintain a positive body image (e.g., social and psychological).</p>	<p>10.4.2.2 →</p>	<p>11.4.2.2 →</p>	<p>12.4.2.2 →</p>
<p>9.4.2.3 Recognize the need for positive eating habits and attitudes around food (e.g., social aspects of eating, meal skipping, listening to hunger and thirst cues).</p>	<p>10.4.2.3 Demonstrate understanding of the need for positive eating habits and attitudes around food.</p>	<p>11.4.2.3 Demonstrate understanding of personal eating habits, and outline strategies for achieving and maintaining positive eating habits and attitudes around food.</p>	<p>12.4.2.3 Analyze strategies for achieving and maintaining positive eating habits and attitudes around food.</p>
<p>9.4.2.5 Recognize the impact of physical and mental well-being on healthy eating patterns.</p>	<p>10.4.2.5 Investigate the relationship between physical and mental well-being and healthy eating patterns.</p>	<p>11.4.2.5 →</p>	<p>12.4.2.5 →</p>

0489 Food and Nutrition (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 5: Demonstrate understanding of career development and the skills required.

GLO 5.1: Demonstrate personal and social skills.

Note: GLO 5.1 to 5.5 outcomes are to be integrated throughout the food and nutrition course and are not intended to be a unit of study.

9.5.1.1 Demonstrate understanding of others and their perspectives.	10.5.1.1 →	11.5.1.1 →	12.5.1.1 →
9.5.1.2 Communicate effectively with others.	10.5.1.2 →	11.5.1.2 →	12.5.1.2 →
9.5.1.3 Participate in a positive manner.	10.5.1.3 →	11.5.1.3 →	12.5.1.3 →
9.5.1.4 Demonstrate responsibility in being accountable for their actions.	10.5.1.4 →	11.5.1.4 →	12.5.1.4 →
9.5.1.5 Listen in order to understand and learn.	10.5.1.5 →	11.5.1.5 →	12.5.1.5 →
9.5.1.6 Enhance personal growth through continuous learning.	10.5.1.6 →	11.5.1.6 →	12.5.1.6 →

0489 Food and Nutrition (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 5: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 5.2: Demonstrate thinking and decision-making skills.

9.5.2.1 Explain their thinking to others in a way that is clear, accurate, logical, and complete.	10.5.2.1 →	11.5.2.1 →	12.5.2.1 →
9.5.2.2 Use innovative thinking in decision making.	10.5.2.2 →	11.5.2.2 →	12.5.2.2 →
9.5.2.3 Compare and contrast common approaches to decision making.	10.5.2.3 →	11.5.2.3 →	12.5.2.3 →
9.5.2.4 Identify factors that affect decision making.	10.5.2.4 →	11.5.2.4 →	12.5.2.4 →
9.5.2.5 Interpret fact from opinion when making effective decisions.	10.5.2.5 →	11.5.2.5 →	12.5.2.5 →
9.5.2.6 Predict and analyze the outcome of a decision.	10.5.2.6 →	11.5.2.6 →	12.5.2.6 →
9.5.2.7 Apply decision-making strategies to learning, life, and work.	10.5.2.7 →	11.5.2.7 →	12.5.2.7 →

0489 Food and Nutrition (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 5: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 5.3: Demonstrate teamwork skills.

9.5.3.1 Demonstrate the ability to work independently and collaboratively as a team member.

10.5.3.1 →

11.5.3.1 →

12.5.3.1 →

9.5.3.2 Develop strategies to build positive and respectful working relationships with all team members.

10.5.3.2 →

11.5.3.2 →

12.5.3.2 →

9.5.3.3 Recognize and acknowledge the opinions and contributions of team members to build consensus to achieve individual/team goals.

10.5.3.3 →

11.5.3.3 →

12.5.3.3 →

9.5.3.4 Use a variety of strategies to resolve conflicts peacefully and fairly with respect for others.

10.5.3.4 →

11.5.3.4 →

12.5.3.4 →

9.5.3.5 Collaborate with others to establish and determine individual/team member roles, goals, and responsibilities.

10.5.3.5 →

11.5.3.5 →

12.5.3.5 →

0489 Food and Nutrition (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 5: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 5.4: Demonstrate project management skills.

9.5.4.1 Define, outline, coordinate, complete, assess, analyze, and reflect on an individual/group project.

10.5.4.1 →

11.5.4.1 →

12.5.4.1 →

9.5.4.2 Demonstrate individual/group flexibility, adaptability, and resilience during the project process with the ability to adapt to new and evolving situations.

10.5.4.2 →

11.5.4.2 →

12.5.4.2 →

9.5.4.3 Determine skills and strategies required for an independent/group project (e.g., communication, leadership, organizational skills, teamwork, social skills, etc.).

10.5.4.3 →

11.5.4.3 →

12.5.4.3 →

9.5.4.4 Identify and evaluate transferable skills after completing an individual/group project.

10.5.4.4 →

11.5.4.4 →

12.5.4.4 →

9.5.4.5 Reflect on personal skills and strategies developed and their application to learning, life, and work.

10.5.4.5 →

11.5.4.5 →

12.5.4.5 →

0489 Food and Nutrition (Half Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 5: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 5.5: Explore careers related to food and nutrition.

9.5.5.1 Demonstrate understanding of career opportunities related to food and nutrition (e.g., marketing, hospitality, production, industry, technology, science, public health, and education).

10.5.5.1 Identify the potential food and nutrition-related employment opportunities in your community.

11.5.5.1 Compare differences among food and nutrition-related work, jobs, occupations, and careers.

12.5.5.1 Determine how entrepreneurship differs from working for others in the area of food and nutrition.

9.5.5.2 Identify how interests, knowledge, skills, values, and attitudes relate to work.

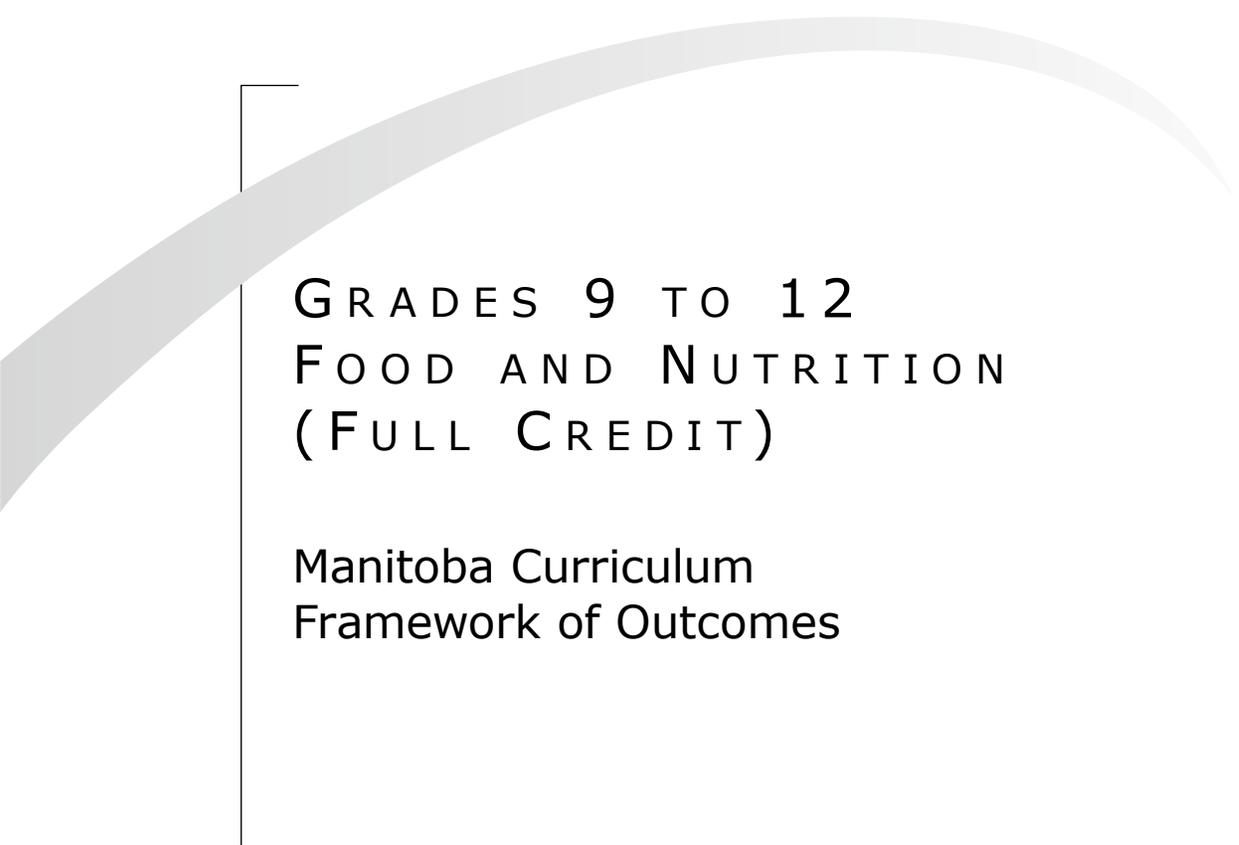
10.5.5.2 Demonstrate understanding of how interests, knowledge, skills, values, and attitudes are transferable to various work roles.

11.5.5.2 Develop criteria to compare occupations in the area of food and nutrition (e.g., skills, interests, values, personal style, family background, lifestyles, and goals).

12.5.5.2 →

11.5.5.3 Investigate and discover career opportunities in the area of food and nutrition that correspond with personal career interests.

12.5.5.3 Compare and contrast the education plan required for various careers in the area of food and nutrition.



GRADES 9 TO 12
FOOD AND NUTRITION
(FULL CREDIT)

Manitoba Curriculum
Framework of Outcomes

In developing learning outcomes, the assumption was made that courses are taught by experts in their field; therefore, the terminology and language used in the curriculum is specific to the area of expertise.

GRADES 9 TO 12 FOOD AND NUTRITION

The food and nutrition area of study provides students with opportunities that explore their relationships with food in both a theoretical and practical way that can enhance one's health and well-being. It also provides knowledge and skills that have immediate relevance to students' lives, as well as lifelong applications personally, within families, in their communities, and on a global scale. The goal of this area of study is to shape students to become informed consumers and responsible citizens.

Course Grade Levels and Credit Allocations

A student may earn one credit by undertaking and successfully completing a course of study designed for a minimum of 110 hours of instruction.

0489 Food and Nutrition (full credit)	10S 10E 10M 20S 20E 20M 30S 30E 30M 40S 40E 40M
--	--

Specialized (S): Educational experiences in specialized areas leading to further studies beyond the Senior Years (e.g., apprenticeship, college, and university).

EAL (E): Educational experiences designed to focus on English as an additional language (EAL) learning goals in the context of the subject, based on the student's assessed level of EAL proficiency, and to assist the student in making the transition into regular Senior Years programming in this

content area. An EAL Individual Educational Plan (EAL-IEP) is required for each student.

Modified (M): Educational experiences intended for students with significant cognitive disabilities and where the provincial subject-area curriculum learning outcomes have been modified to take into account the learning requirements of a student; an Individual Education Plan (IEP) is required for each student.

Grades 9 to 12 Food and Nutrition Course Descriptions

Each grade requires that students develop their conceptual knowledge base and skill set. Some learning outcomes will be similar for all grade levels; in other situations, each level will scaffold on previous knowledge and will progress from simple to more complex conceptual understandings. The course descriptions below identify the depth and breadth of the studies in each grade level.

Grade 9 Food and Nutrition focuses on the individual and the relationships and influences that affect food choices. Students will examine the fundamentals of nutrition and learn how to apply the information to their lives. The course provides opportunities for students to develop safe food handling and food preparation skills in a practical setting.

Grade 10 Food and Nutrition focuses on the individual within the family unit and the influence that marketing and media have on family food choices. Students will gain a strong understanding of the categories of nutrients, why our bodies need them, and what foods are consumed for health and well-being. The course provides opportunities for students to further develop food preparation skills in a practical setting.

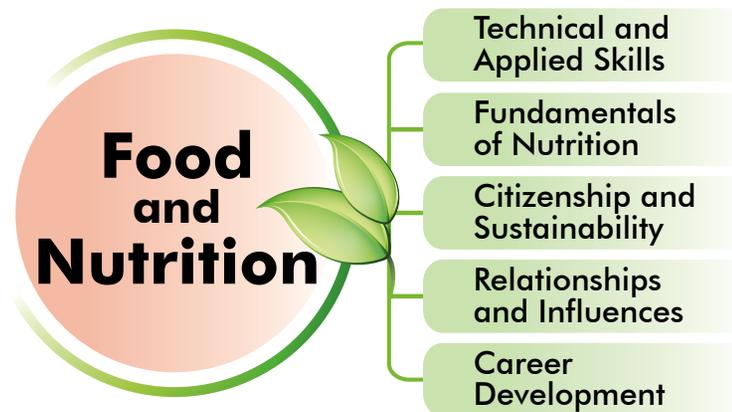
Grade 11 Food and Nutrition focuses on the individual within the community and Canada, including the influence regions have on our food choices and personal practices. Students will be exposed to food and production in Manitoba and examine food availability within Manitoba. Students will analyze the nutritional composition of food and reflect on their own nutritional choices. This course provides opportunities for students to apply food preparation skills in a practical setting.

Grade 12 Food and Nutrition is a critical examination of the individual as a responsible citizen. This course will explore sustainability and ethical practices within food production and access. Students will examine food security and barriers that exist to achieve food security for all people. Students will investigate solutions to local and global food accessibility. This course will provide the opportunity for students to apply food preparation skills in a practical setting.

In Manitoba, the content of the Senior Years Food and Nutrition outcomes are arranged in a series of 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.
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. **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.



Terminology

The Truth and Reconciliation Commission of Canada (TRC): Calls to Action identified **education for reconciliation** as one of the areas to redress the legacy of residential schools and advance the process of Canadian reconciliation. All of the courses covered in *Senior Years Human Ecology: Manitoba Curriculum Framework of Outcomes* support Manitoba Education and Training's contribution to education for reconciliation. For more information on the TRC Calls to Action, see www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf.

The following is an explanation of terms used in the learning outcomes that may be unfamiliar or require clarification:

- **Elder:** A spiritual leader who has cultural and traditional knowledge, who is representative of his or her community, and who First Nations, Métis, and Inuit communities look to for advice and wisdom.
- **Knowledge Keeper(s):** Knowledge Keepers have key knowledge of the past and present and are able to share teachings around both new and old knowledge.
- **Indigenous People(s):** A collective term used to describe the original inhabitants of the land prior to European contact. The term not only refers to the past but also to today's society, including the Métis nation whose genesis occurred after contact. In Canada, the term *Indigenous Peoples* includes First Nations, Métis, and Inuit people.

0489 Food and Nutrition (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 1: Demonstrate technical and applied skills.

GLO 1.1: Demonstrate appropriate sanitation practices.

9.1.1.1 Identify and demonstrate personal hygiene (e.g., washing hands, tying hair back, and wearing appropriate clothing).

10.1.1.1 →

11.1.1.1 →

12.1.1.1 →

9.1.1.2 Identify and maintain a sanitary kitchen (e.g., meet established sanitation standards: dishwashing, dish drying, clean workspace).

10.1.1.2 →

11.1.1.2 →

12.1.1.2 →

0489 Food and Nutrition (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 1: Demonstrate technical and applied skills. *(continued)*

GLO 1.2: Create and maintain a safe working environment.

9.1.2.1 Identify and demonstrate safe behaviour within the work area.

10.1.2.1 →

11.1.2.1 →

12.1.2.1 →

9.1.2.2 Identify and demonstrate safe set-up, handling, and usage of tools, equipment, appliances, and chemicals in a kitchen environment.

10.1.2.2 →

11.1.2.2 →

12.1.2.2 →

9.1.2.3 Identify and know how to respond appropriately to common kitchen accidents.

10.1.2.3 →

11.1.2.3 →

12.1.2.3 →

9.1.2.4 Identify, describe, and demonstrate precautionary safety measures for dangerous situations within the food preparation area.

10.1.2.4 →

11.1.2.4 →

12.1.2.4 →

0489 Food and Nutrition (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 1: Demonstrate technical and applied skills. *(continued)*

GLO 1.3: Demonstrate safe and sanitary food handling practices.

9.1.3.1 Identify and demonstrate safe food handling practices.	10.1.3.1 →	11.1.3.1 →	12.1.3.1 →
9.1.3.2 Identify common types of food-borne illness, their causes, and their prevention in the home.	10.1.3.2 Examine the types of food-borne illness, their causes and prevention in the home, as well as the responsibilities of retailers and manufacturers.	11.1.3.2 Investigate and apply your understanding of the causes and symptoms of food-borne illness for real-life application.	12.1.3.2 Analyze your understanding of food-borne illness as it relates to food security.
9.1.3.3 Apply principles of food safety (e.g., clean, cook, chill, separate).	10.1.3.3 →	11.1.3.3 →	12.1.3.3 →
		11.1.3.4 Describe how to keep food safe through proper food purchasing, preparation, and storage practices.	12.1.3.4 Explain how to keep food safe through proper food purchasing, preparation, and storage practices.

Appropriate food handling and health protection are a priority of your school and community. The Manitoba Health Protection Unit encourages schools to consult with their regional public health inspector when planning to use food preparation spaces and facilities beyond their original intended purpose. The Health Protection Unit can be contacted at health.protection@gov.mb.ca to ensure that the intended use of the space is in compliance with the requirements of the *Public Health Act*.

0489 Food and Nutrition (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 1: Demonstrate technical and applied skills. *(continued)*

GLO 1.4: Demonstrate literacy skills as they apply to food and nutrition.

9.1.4.1 Identify sources of recipes.	10.1.4.1 Select a recipe(s) according to set criteria.	11.1.4.1 Compare and contrast recipes from a variety of sources to select a recipe(s) according to set criteria.	12.1.4.1 Evaluate recipes from a variety of sources to select a recipe(s) according to set criteria.
9.1.4.2 Define food preparation vocabulary and equipment used in a recipe.	10.1.4.2 Demonstrate the ability to use the appropriate culinary vocabulary of food preparation.	11.1.4.2 →	12.1.4.2 →
9.1.4.3 Identify different parts of the recipe (e.g., list of ingredients, directions, yield, prep time, etc.).	10.1.4.3 Describe where to find critical details within a recipe.	11.1.4.3 Demonstrate the ability to determine at a glance the critical details within a recipe.	12.1.4.3 →
9.1.4.4 Demonstrate the ability to follow a recipe accurately (e.g., proper measuring techniques, following step by step, using equipment properly).	10.1.4.4 →	11.1.4.4 →	12.1.4.4 →
9.1.4.5 Identify ingredients that are required in a recipe and those that are optional.	10.1.4.5 Troubleshoot or adapt recipes for adjustments, corrections, and substitutions.	11.1.4.5 →	12.1.4.5 →

0489 Food and Nutrition (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 1: Demonstrate technical and applied skills. *(continued)*

GLO 1.5: Demonstrate numeracy skills as they apply to food and nutrition.

9.1.5.1 Apply mathematical skills correctly with metric and imperial measurement units.

10.1.5.1 →

11.1.5.1 →

12.1.5.1 →

9.1.5.2 Convert measurements accurately in food preparation tasks (e.g., weight versus volume).

10.1.5.2 →

11.1.5.2 →

12.1.5.2 →

10.1.5.3 Calculate measurements to change the yield of a recipe.

11.1.5.3 →

12.1.5.3 →

11.1.5.4 Describe strategies for becoming an informed consumer to reduce food costs (e.g., menu planning, grocery list, store type, budgeting, marketing, promotions, and using leftovers effectively).

12.1.5.4 Apply strategies for becoming an informed consumer to reduce food costs.

11.1.5.5 Compare fresh, seasonal, frozen, and canned foods using a variety of criteria (e.g., cost, taste, nutritional value, and convenience).

12.1.5.5 Compare and contrast, for cost as well as taste, a food product that has been prepared from scratch, semi-prepared, or commercially prepared.

0489 Food and Nutrition (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 1: Demonstrate technical and applied skills. *(continued)*

GLO 1.6: Demonstrate understanding of food preparation fundamentals and skills.

9.1.6.1 Describe functions of various ingredients (e.g., flours, liquids, fats, eggs, leavening agents, etc.).	10.1.6.1 →	11.1.6.1 →	12.1.6.1 →
9.1.6.2 Demonstrate safe and hygienic food and cooking preparation techniques using current and advanced technologies to produce a quality product.	10.1.6.2 →	11.1.6.2 →	12.1.6.2 →
9.1.6.3 Complete recipe(s) according to specified criteria, including timelines, to produce a quality product.	10.1.6.3 Complete multi-recipe meal(s) according to specified criteria, including timelines, to produce a quality product.	11.1.6.3 →	12.1.6.3 →
9.1.6.4 Plan, prepare, and serve a food item(s) according to set criteria that incorporate presentation.	10.1.6.4 →	11.1.6.4 →	12.1.6.4 →
9.1.6.5 Plan, prepare, and serve a food item(s) that reflects current nutritional guidelines and that also fits into a balanced eating plan for optimal health.	10.1.6.5 →	11.1.6.5 →	12.1.6.5 →

0489 Food and Nutrition (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 1: Demonstrate technical and applied skills. *(continued)*

GLO 1.6: Demonstrate understanding of food preparation fundamentals and skills. *(continued)*

9.1.6.6 Plan, prepare, and serve a food item(s) to address a specific nutritional deficiency in Canadian adolescents.	10.1.6.6 Plan, prepare, and serve a food item(s) to address a specific nutritional deficiency in a typical Canadian diet.	11.1.6.6 Plan, prepare, and serve a food item(s) to address a specific nutrition-related illness.	12.1.6.6 Plan, prepare, and serve a food item(s) to address a specific nutrient deficiency in different regions of the world.
9.1.6.7 Plan, prepare, and serve food item(s) from different countries using culturally specific ingredients, techniques, and equipment.	10.1.6.7 →	11.1.6.7 →	12.1.6.7 →
9.1.6.8 Evaluate and critique a food item(s) and/or recipe(s) according to a set criteria.	10.1.6.8 →	11.1.6.8 →	12.1.6.8 →
		11.1.6.9 Plan, prepare, and serve food item(s) within a budget.	12.1.6.9 →

0489 Food and Nutrition (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 2: Demonstrate understanding of the fundamentals of nutrition.

GLO 2.1: Develop understanding of nutrients.

9.2.1.1 Identify the six classifications of nutrients, as well as their sources and functions in the human body.

10.2.1.1 Identify the six classifications of nutrients and their sub-categories (e.g., types of fat, types of carbohydrates), as well as their sources and functions in the human body.

11.2.1.1 Investigate nutrient deficiencies and excesses, and their potential health implications.

12.2.1.1 →

9.2.1.2 Identify common nutrient deficiencies and excesses in Canadian adolescents.

10.2.1.2 Describe strategies to prevent nutrient deficiencies and excesses in the Canadian diet.

11.2.1.2 Examine the relationship between diet and disease, including specialty diets (e.g., diabetic, celiac, food allergy, intolerances, etc.).

12.2.1.2 Investigate the impact of nutrient deficiencies and excesses (e.g., physical, emotional, and economic impact) in different regions of the world.

9.2.1.3 Identify the key messages and recommendations in official Canadian dietary guidelines (e.g., versions of Canada’s Food Guide, nutrient labels, etc.).

10.2.1.3 Explain the key messages and recommendations in the official Canadian dietary guidelines (e.g., versions of Canada’s Food Guide, nutrient labels, etc.).

11.2.1.3 Compare the key messages and recommendations in the official Canadian dietary guidelines as they apply to diverse Canadian cultures.

12.2.1.3 Explain the differences in the underlying concepts and recommendations of food guides around the world and food guides designed for special groups.

0489 Food and Nutrition (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 2: Demonstrate understanding of the fundamentals of nutrition. *(continued)*

GLO 2.1: Develop understanding of nutrients. *(continued)*

9.2.1.4 Categorize foods based on the main nutrients in the food groups according to Canadian dietary guidelines (e.g., Canada’s Food Guide).

10.2.1.4 Examine nutrient composition of foods to determine why certain foods are grouped together in Canadian dietary guidelines (e.g., Canada’s Food Guide).

10.2.1.5 Examine the relationship between nutrition-related illnesses (e.g., diabetes, heart disease, etc.) and nutritional status, as well as other factors (e.g., heredity, lifestyle, activity level, etc.).

11.2.1.4 Analyze food intake in the context of recommendations in Canadian dietary guidelines.

11.2.1.5 Discuss the nutritional status of Canadians and influencing factors.

12.2.1.4 Critique Canadian dietary guidelines.

12.2.1.5 Discuss the nutritional status of global populations and influencing factors.

0489 Food and Nutrition (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 2: Demonstrate understanding of the fundamentals of nutrition. *(continued)*

GLO 2.2: Demonstrate food literacy for achieving and maintaining health and wellness.

9.2.2.1 List evidence-based sources or references for nutrition information/health claims (e.g., Dietitians of Canada, Health Canada, universities).

10.2.2.1 Recognize that nutrition information/health claims can be misleading, and recognize evidence-based sources of nutrition information.

11.2.2.1 Compare and contrast the nutrition information/health claims of food products to assess whether claims are evidence-based.

12.2.2.1 Evaluate whether nutrition information/health claims are evidence-based.

9.2.2.2 Identify the nutrition information on packaging (e.g., nutrition facts table, ingredient list, nutrient claims).

10.2.2.2 Evaluate the nutrition information on packaging in relation to daily nutrient requirements.

11.2.2.2 Compare foods for their nutrition information on packaging to determine healthier choices.

12.2.2.2 Analyze a recipe for nutrition content and compare it to a similarly packaged food item.

9.2.2.3 Distinguish between portion size (e.g., Canada’s Food Guide) and serving size (e.g., nutrition facts table).

10.2.2.3 Compare food intake with portion size (e.g., Canada’s Food Guide) and serving size (e.g., nutrition facts table).

11.2.2.3 →

12.2.2.3 →

9.2.2.4 Define nutrient density as it relates to making healthy choices (e.g., apple versus chocolate bar; white versus whole-grain flours).

10.2.2.4 →

11.2.2.4 Calculate the nutrient composition for a food item or recipe.

12.2.2.4 Evaluate recipes and recommend additions/substitutions for increased nutritional value.

0489 Food and Nutrition (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 2: Demonstrate understanding of the fundamentals of nutrition. (*continued*)

GLO 2.3: Develop understanding of the relationship between food choices and health/wellness.

Teachers are encouraged to access additional resources and/or consult with other professionals when implementing these outcomes, as they are to be addressed with sensitivity.

9.2.3.1 Identify and explain factors necessary to maintain health through food.	10.2.3.1 Assess factors to maintain adolescent health through food.	11.2.3.1 Assess personal influences to achieve optimal health through food.	12.2.3.1 Assess community influences to achieve optimal health through food.
9.2.3.2 Identify food and beverage sources of stimulants (e.g., caffeine) and depressants (e.g., alcohol).	10.2.3.2 →	11.2.3.2 Examine the effect of stimulants (e.g., caffeine) and depressants (e.g., alcohol) on mental and physical health.	12.2.3.2 Analyze the effect of stimulants (e.g., caffeine) and depressants (e.g., alcohol) on mental and physical health.
9.2.3.3 Explain energy balance and the factors that determine energy requirements (e.g., age, body frame/height, gender, physical activity level).	10.2.3.3 →	11.2.3.3 Explain the concept of energy balance, how it can be achieved through food choices, and the challenges we face to achieve energy balance (e.g., biological, social, emotional, etc.).	12.2.3.3 →

0489 Food and Nutrition (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 2: Demonstrate understanding of the fundamentals of nutrition. *(continued)*

GLO 2.3: Develop understanding of the relationship between food choices and health/wellness. *(continued)*

9.2.3.4 Compare the nutrition content of fast food, snacks, and drinks.

10.2.3.4 Compare the pros and cons of fast food, snacks, and drinks (e.g., economic costs, health, time, etc.).

11.2.3.4 Compare pros and cons of fast food, snacks, and drinks to their homemade counterparts (e.g., economic costs, health, time, etc.).

12.2.3.4 →

9.2.3.5 Describe current and future technological trends in food and nutrition.

10.2.3.5 Investigate current and future technological trends in food and nutrition.

11.2.3.5 Evaluate current and future trends in food and nutrition in terms of their real or perceived benefits to Canadian consumers.

12.2.3.5 Evaluate current and future trends in food and nutrition in terms of their real or perceived benefits to global populations.

0489 Food and Nutrition (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 3: Demonstrate understanding of citizenship and sustainability.

GLO 3.1: Explore issues around food security and social justice.

9.3.1.1 Define Maslow’s Hierarchy of Needs and how it relates to food security.	10.3.1.1 →	11.3.1.1 →	12.3.1.1 →
9.3.1.2 Define food security at the individual/household and community levels.	10.3.1.2 Recognize food security at the individual/household and community levels.	11.3.1.2 →	12.3.1.2 Recognize food security at the community and global levels.
9.3.1.3 Identify the components of individual/household food security (i.e., availability, accessibility, adequacy, acceptability).	10.3.1.3 Discuss factors that affect individual/household food security (e.g., shopping choices, transportation, cost, availability, rural versus urban versus northern location) and community responses (e.g., food banks, soup kitchens, staple food boxes).	11.3.1.3 →	12.3.1.3 Evaluate factors that affect food availability at the community (e.g., local foods, fruit share program, community gardens) and global levels (e.g., natural disasters, economics, political issues, and colonization).

0489 Food and Nutrition (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 3: Demonstrate understanding of citizenship and sustainability. *(continued)*

GLO 3.1: Explore issues around food security and social justice. *(continued)*

9.3.1.4 Describe current and future trends in food and nutrition (e.g., agricultural practices for ethics in food production, relationship between food choices and social justice, etc.).

10.3.1.4 →

11.3.1.4 Explain the various factors that threaten food security in Canada (e.g., poverty, distance, nutrition awareness, access to safe drinking water, food deserts, inability to prepare food, access to fresh produce).

11.3.1.5 Evaluate current and future trends in food and nutrition in terms of their real or perceived benefits to Canadian consumers.

12.3.1.4 Explain the various factors that threaten global food security (e.g., poverty, distance, nutrition awareness, access to safe drinking water, poor growing conditions, inability to prepare food, access to fresh produce).

12.3.1.5 Evaluate current and future trends in food and nutrition in terms of their real or perceived benefits to global populations.

0489 Food and Nutrition (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 3: Demonstrate understanding of citizenship and sustainability. *(continued)*

GLO 3.2: Explore sustainable food production and consumption practices.

9.3.2.1 Discuss personal practices that reduce the environmental impact of food production and consumption.	10.3.2.1 Examine personal practices that reduce the environmental impact of food production and consumption.	11.3.2.1 Research Canadian practices that reduce the environmental impact of food production and consumption.	12.3.2.1 →
9.3.2.2 Recognize individual food consumption patterns and their impact on food waste and packaging.	10.3.2.2 →	11.3.2.2 Examine community food consumption patterns and their impact on food waste and packaging.	12.3.2.2 Investigate the global scope and impact of food waste and packaging.
9.3.2.3 Investigate food production in Manitoba.	10.3.2.3 Examine food and food products and their origins, including those from Manitoba and Canada.	11.3.2.3 Analyze the impact of food production practices and technologies on the environment and human health.	12.3.2.3 →

0489 Food and Nutrition (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 4: Demonstrate understanding of relationships and influences around food choices.

GLO 4.1: Develop understanding of influences on food choices.

Teachers are encouraged to access additional resources and/or consult with an Elder(s) or Knowledge Keeper(s) when implementing the Indigenous learning outcomes that address traditional protocols. See Appendix 2.

9.4.1.1 Identify factors that influence personal food choices (e.g., nutritional, cultural, emotional, environmental, religious, social, ethical, and economic).	10.4.1.1 Investigate media and marketing factors that influence personal food choices.	11.4.1.1 →	12.4.1.1 →
9.4.1.2 Identify various food lifestyles (e.g., vegetarian, etc.).	10.4.1.2 Explore various food lifestyles and reasons why people choose them.	11.4.1.2 Assess how various food lifestyles and trends can affect one's overall health.	12.4.1.2 →
9.4.1.3 Describe foods from diverse cultures in Canada (e.g., spring rolls, fried rice, dhal, wild rice, etc.).	10.4.1.3 Compare different forms of foods in diverse Canadian diets (e.g., perogies, wonton, ravioli, empanada, samosa, etc.).	11.4.1.3 Identify the origins and development of food traditions in diverse Canadian cuisines.	12.4.1.3 Examine various global cuisines and food practices (e.g., dining etiquette, staple foods, religious practices, time of day for meals, number of meals per day, etc.).
	10.4.1.4 Identify the foods eaten traditionally by Indigenous Peoples of Manitoba (e.g., berries, fish, moose, squash) and the effects of colonization on food choices.	11.4.1.4 Investigate the food traditions and protocols of Indigenous Peoples of Manitoba and the effects of colonization on food choices.	12.4.1.4 Compare the food practices of Indigenous Peoples of Manitoba with other Indigenous Peoples in Canada, and examine the effects of colonization on food choices.

0489 Food and Nutrition (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 4: Demonstrate understanding of relationships and influences around food choices. *(continued)*

GLO 4.2: Develop understanding of healthy food relationships.

Teachers are encouraged to access additional resources and/or consult with other professionals when implementing these outcomes, as they are to be addressed with sensitivity.

9.4.2.1 Define a healthy body with the understanding that healthy bodies come in a variety of shapes and sizes.

10.4.2.1 →

11.4.2.1 Determine the factors that lead to a healthy body with the understanding that healthy bodies come in a variety of shapes and sizes (e.g., heredity, disease, medical condition, etc.).

12.4.2.1 →

9.4.2.2 Determine strategies to develop and maintain a positive body image (e.g., social and psychological).

10.4.2.2 →

11.4.2.2 →

12.4.2.2 →

9.4.2.3 Recognize the need for positive eating habits and attitudes around food (e.g., social aspects of eating, meal skipping, listening to hunger and thirst cues).

10.4.2.3 Demonstrate understanding of the need for positive eating habits and attitudes around food.

11.4.2.3 Demonstrate understanding of personal eating habits, and outline strategies for achieving and maintaining positive eating habits and attitudes around food.

12.4.2.3 Analyze strategies for achieving and maintaining positive eating habits and attitudes around food.

0489 Food and Nutrition (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 4: Demonstrate understanding of relationships and influences around food choices. *(continued)*

GLO 4.2: Develop understanding of healthy food relationships. *(continued)*

9.4.2.4 Identify disordered eating patterns and the relationship between physical and mental well-being.

10.4.2.4 Compare and contrast disordered eating (including eating disorders) and healthy eating patterns and their effects on physical and mental well-being.

11.4.2.4 Recognize the signs and symptoms of disordered eating, and determine the mental health supports available in the community.

12.4.2.4 →

9.4.2.5 Recognize the impact of physical and mental well-being on healthy eating patterns.

10.4.2.5 Investigate the relationship between physical and mental well-being and healthy eating patterns.

11.4.2.5 →

12.4.2.5 →

0489 Food and Nutrition (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 5: Demonstrate understanding of career development and the skills required.

GLO 5.1: Demonstrate personal and social skills.

Note: GLO 5.1 to 5.5 outcomes are to be integrated throughout the food and nutrition course and are not intended to be a unit of study.

9.5.1.1 Demonstrate understanding of others and their perspectives.	10.5.1.1 →	11.5.1.1 →	12.5.1.1 →
9.5.1.2 Communicate effectively with others.	10.5.1.2 →	11.5.1.2 →	12.5.1.2 →
9.5.1.3 Participate in a positive manner.	10.5.1.3 →	11.5.1.3 →	12.5.1.3 →
9.5.1.4 Demonstrate responsibility in being accountable for their actions.	10.5.1.4 →	11.5.1.4 →	12.5.1.4 →
9.5.1.5 Listen in order to understand and learn.	10.5.1.5 →	11.5.1.5 →	12.5.1.5 →
9.5.1.6 Enhance personal growth through continuous learning.	10.5.1.6 →	11.5.1.6 →	12.5.1.6 →

0489 Food and Nutrition (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 5: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 5.2: Demonstrate thinking and decision-making skills.

9.5.2.1 Explain their thinking to others in a way that is clear, accurate, logical, and complete.	10.5.2.1 →	11.5.2.1 →	12.5.2.1 →
9.5.2.2 Use innovative thinking in decision making.	10.5.2.2 →	11.5.2.2 →	12.5.2.2 →
9.5.2.3 Compare and contrast common approaches to decision making.	10.5.2.3 →	11.5.2.3 →	12.5.2.3 →
9.5.2.4 Identify factors that affect decision making.	10.5.2.4 →	11.5.2.4 →	12.5.2.4 →
9.5.2.5 Interpret fact from opinion when making effective decisions.	10.5.2.5 →	11.5.2.5 →	12.5.2.5 →
9.5.2.6 Predict and analyze the outcome of a decision.	10.5.2.6 →	11.5.2.6 →	12.5.2.6 →
9.5.2.7 Apply decision-making strategies to learning, life, and work.	10.5.2.7 →	11.5.2.7 →	12.5.2.7 →

0489 Food and Nutrition (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 5: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 5.3: Demonstrate teamwork skills.

9.5.3.1 Demonstrate the ability to work independently and collaboratively as a team member.

10.5.3.1 →

11.5.3.1 →

12.5.3.1 →

9.5.3.2 Develop strategies to build positive and respectful working relationships with all team members.

10.5.3.2 →

11.5.3.2 →

12.5.3.2 →

9.5.3.3 Recognize and acknowledge the opinions and contributions of team members to build consensus to achieve individual/team goals.

10.5.3.3 →

11.5.3.3 →

12.5.3.3 →

9.5.3.4 Use a variety of strategies to resolve conflicts peacefully and fairly with respect for others.

10.5.3.4 →

11.5.3.4 →

12.5.3.4 →

9.5.3.5 Collaborate with others to establish and determine individual/team member roles, goals, and responsibilities.

10.5.3.5 →

11.5.3.5 →

12.5.3.5 →

0489 Food and Nutrition (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 5: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 5.4: Demonstrate project management skills.

9.5.4.1 Define, outline, coordinate, complete, assess, analyze, and reflect on an individual/group project.

10.5.4.1 →

11.5.4.1 →

12.5.4.1 →

9.5.4.2 Demonstrate individual/group flexibility, adaptability, and resilience during the project process with the ability to adapt to new and evolving situations.

10.5.4.2 →

11.5.4.2 →

12.5.4.2 →

9.5.4.3 Determine skills and strategies required for an independent/group project (e.g., communication, leadership, organizational skills, teamwork, social skills, etc.).

10.5.4.3 →

11.5.4.3 →

12.5.4.3 →

9.5.4.4 Identify and evaluate transferable skills after completing an individual/group project.

10.5.4.4 →

11.5.4.4 →

12.5.4.4 →

9.5.4.5 Reflect on personal skills and strategies developed and their application to learning, life, and work.

10.5.4.5 →

11.5.4.5 →

12.5.4.5 →

0489 Food and Nutrition (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 5: Demonstrate understanding of career development and the skills required. (*continued*)

GLO 5.5: Explore careers related to food and nutrition.

9.5.5.1 Demonstrate understanding of career opportunities related to food and nutrition (e.g., marketing, hospitality, production, industry, technology, science, public health, and education).

9.5.5.2 Identify how interests, knowledge, skills, values, and attitudes relate to work.

10.5.5.1 Identify the potential food and nutrition–related employment opportunities in your community.

10.5.5.2 Demonstrate understanding of how interests, knowledge, skills, values, and attitudes are transferable to various work roles.

11.5.5.1 Compare differences among food and nutrition–related work, jobs, occupations, and careers.

11.5.5.2 Develop criteria to compare occupations in the area of food and nutrition (e.g., skills, interests, values, personal style, family background, lifestyles, and goals).

11.5.5.3 Investigate and discover career opportunities in the area of food and nutrition that correspond with personal career interests.

12.5.5.1 Determine how entrepreneurship differs from working for others in the area of food and nutrition.

12.5.5.2 →

12.5.5.3 Compare and contrast the education plan required for various careers in the area of food and nutrition.

0489 Food and Nutrition (Full Credit)

Grade 9

Grade 10

Grade 11

Grade 12

Goal 5: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 5.6: Apply learning to a practicum experience (optional).

Students have the ability to participate in experiential learning in a supervised setting for a practicum for up to 20 hours as part of this full-credit course. Students must be visited by the teacher at the workplace regularly.

Manitoba Education and Training assumes responsibility for Workers Compensation coverage for all students of work-related education. Each program must be registered with the department prior to implementing any phase of an experiential career-readiness learning program. For further information, see www.edu.gov.mb.ca/k12/policy/work_ed.html.

Students may be required by the practicum placements to provide certain documentation before being allowed on a practicum (e.g., Criminal Record and Vulnerable Sector Check, Certified Food Handler Training, etc.).

9.5.6.1 Use a variety of sources to identify local practicum opportunities.

10.5.6.1 →

11.5.6.1 →

12.5.6.1 →

9.5.6.2 Apply knowledge from this course to a practicum opportunity.

10.5.6.2 →

11.5.6.2 →

12.5.6.2 →

9.5.6.3 Work cooperatively, conscientiously, and safely to complete all assigned tasks.

10.5.6.3 →

11.5.6.3 →

12.5.6.3 →

9.5.6.4 Use work/life-balance strategies and stress-management techniques effectively.

10.5.6.4 →

11.5.6.4 →

12.5.6.4 →

0489 Food and Nutrition (Full Credit)

Grade 9

Grade 10

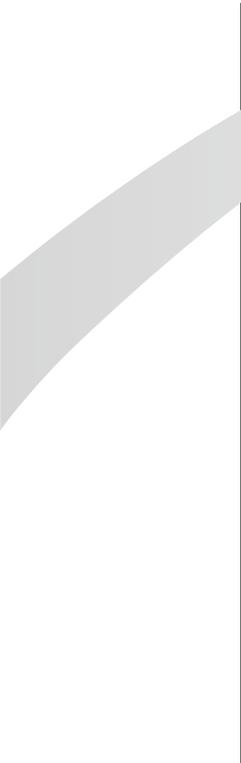
Grade 11

Grade 12

Goal 5: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 5.6: Apply learning to a practicum experience (optional). *(continued)*

9.5.6.5 Act ethically and within the scope of the practicum preparation and experience, including following provincial policies, procedures, and legislation.	10.5.6.5 →	11.5.6.5 →	12.5.6.5 →
9.5.6.6 Gain knowledge about the job by observing and/or assisting other employees, and by completing tasks as assigned.	10.5.6.6 →	11.5.6.6 →	12.5.6.6 →
9.5.6.7 Maintain and submit accurate records, reports, and/or reflections.	10.5.6.7 →	11.5.6.7 →	12.5.6.7 →



GRADES 11 AND 12 ENVIRONMENTAL DESIGN (HALF CREDIT)

Manitoba Curriculum Framework of Outcomes

Because Grades 11 and 12 Environmental Design (Half Credit) does not cover all of the goals and outcomes covered in the full-credit course framework, its outcomes numbering system does not always appear to be sequential.

In developing learning outcomes, the assumption was made that courses are taught by experts in their field; therefore, the terminology and language used in the curriculum is specific to the area of expertise.

GRADES 11 AND 12 ENVIRONMENTAL DESIGN

The environmental design courses create awareness of the role that the built environment plays in our daily lives. The environmental design learning outcomes develop skills, knowledge, and abilities to explore relationships between people and the built environment by evaluating, designing, and creating.

Course Grade Levels and Credit Allocations

A student may earn one half credit by undertaking and successfully completing a course of study designed for a minimum of 55 hours of instruction.

0490 Environmental Design (half credit)	3S 3E 3M 4S 4E 4M
--	-------------------

Depending on available teacher expertise and facility demands, schools will be able to offer two half-credit courses in predetermined curriculum areas within the semester (e.g., 55 hours in two areas of study within the domain of human ecology: textile arts and design, family studies, food and nutrition, and Grades 11 and 12 Environmental Design). This still provides students the opportunity to receive one full credit towards their high school graduation requirements.

Specialized (S): Educational experiences in specialized areas leading to further studies beyond the Senior Years (e.g., apprenticeship, college, and university).

EAL (E): Educational experiences designed to focus on English as an additional language (EAL) learning goals in the context of the subject, based on the student's assessed level of EAL proficiency, and to assist the student in making the transition into regular Senior Years programming in this content area. An EAL Individual Educational Plan (EAL-IEP) is required for each student.

Modified (M): Educational experiences intended for students with significant cognitive disabilities and where the provincial subject-area curriculum learning outcomes have been modified to take into account the learning requirements of a student; an Individual Education Plan (IEP) is required for each student.

Grades 11 and 12 Environmental Design Course Descriptions

The Grades 11 and 12 Environmental Design framework of outcomes provides flexibility to apply to all of the environmental design domains: architecture, landscape architecture, interior design, regional and urban planning.

The human ecology education perspective of this framework of outcomes focuses on the interrelationships among people and housing and interior design in multiple dimensions.

Each grade requires that students develop their conceptual knowledge base and skill set. Some learning outcomes will be similar in both grade levels; in other situations, each level will scaffold on previous knowledge and will progress from simple to more complex conceptual understandings. The course descriptions below identify the depth and breadth of the studies in each grade level.

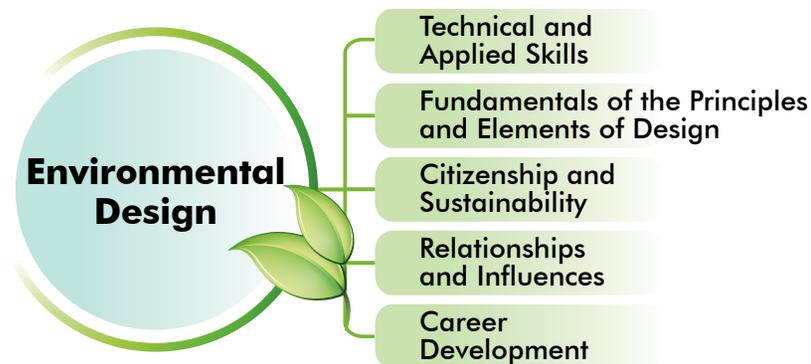
Grade 11 Environmental Design focuses on the development of skills, terms, and knowledge in the field of housing and interior design. The principles and elements of design form the foundation of the course through the application of drafting and designing living spaces. Students will identify consumer decisions and housing security within the built environment, and the ability to meet the needs of individuals, families, and communities.

Grade 12 Environmental Design focuses on the development of skills, terms, and knowledge in the field of housing and interior design. The principles and elements of design form the foundation of the course through the application of digital drafting and designing living spaces. Students will investigate consumer decisions and housing security within the built environment, and the ability to meet the needs of individuals, families, and communities.

In Manitoba, the content of the Senior Years Environmental Design outcomes are arranged in a series of 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 built environments 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 the Principles and Elements of Design:** The learning experiences in this goal will assist students as they develop the knowledge and skills that are used within the domain of environmental design. Students will be given the opportunity to explore and use these skills, resources, and processes to design environments 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. **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.



Terminology

The Truth and Reconciliation Commission of Canada (TRC): Calls to Action identified **education for reconciliation** as one of the areas to redress the legacy of residential schools and advance the process of Canadian reconciliation. All of the courses covered in *Senior Years Human Ecology: Manitoba Curriculum Framework of Outcomes* support Manitoba Education and Training's contribution to education for reconciliation. For more information on the TRC Calls to Action, see www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf.

The following is an explanation of terms used in the learning outcomes that may be unfamiliar or require clarification:

- **Elder:** A spiritual leader who has cultural and traditional knowledge, who is representative of his or her community, and who First Nations, Métis, and Inuit communities look to for advice and wisdom.
- **Knowledge Keeper(s):** Knowledge Keepers have key knowledge of the past and present and are able to share teachings around both new and old knowledge.
- **Indigenous People(s):** A collective term used to describe the original inhabitants of the land prior to European contact. The term not only refers to the past but also to today's society, including the Métis nation whose genesis occurred after contact. In Canada, the term *Indigenous Peoples* includes First Nations, Métis, and Inuit people.

0490 Environmental Design (Half Credit)

Grade 11

Grade 12

Goal 1: Demonstrate technical and applied skills.

GLO 1.1: Demonstrate understanding of environmental design.

11.1.1.1 Define environmental design and its various areas of study (e.g., architecture, landscape architecture, interior design, regional and urban planning).	12.1.1.1 →
11.1.1.2 Apply analytical skills to the design to evaluate the built environment.	12.1.1.2 →
11.1.1.3 Discuss the importance of design and its relationship to human well-being and the places we inhabit.	12.1.1.2 →
11.1.1.4 Examine the aspects of creativity and innovation and their relationship to environmental design.	12.1.1.4 →
11.1.1.5 Examine the design process and how it applies to environmental design.	12.1.1.5 →

0490 Environmental Design (Half Credit)

Grade 11

Grade 12

Goal 1: Demonstrate technical and applied skills. *(continued)*

GLO 1.2: Demonstrate safe practices and procedures for facilities, processes, tools, and equipment.

11.1.2.1 Identify and maintain clean work environments.	12.1.2.1 →
11.1.2.2 Identify and demonstrate safe behaviour within the work area.	12.1.2.2 →
11.1.2.3 Identify and demonstrate safe set-up, handling, and usage of tools, equipment, materials, and chemicals.	12.1.2.3 →
11.1.2.4 Describe common unsafe conditions that cause accidents.	12.1.2.4 →
11.1.2.5 Identify an appropriate response to unsafe acts and conditions.	12.1.2.5 →
11.1.2.6 Demonstrate the proper use of cutting tools.	12.1.2.6 →
11.1.2.7 Identify, describe, use, and care for equipment, tools, and materials.	12.1.2.7 →
11.1.2.8 Demonstrate and describe safety procedures used to handle project media.	12.1.2.8 →

0490 Environmental Design (Half Credit)

Grade 11

Grade 12

Goal 1: Demonstrate technical and applied skills. (*continued*)

GLO 1.3: Develop literacy and numeracy skills as they apply to environmental design.

11.1.3.1 Analyze a project to select the most appropriate equipment and tools required.	12.1.3.1 →
11.1.3.2 Define basic building material terminology.	12.1.3.2 →
11.1.3.3 Demonstrate the ability to read and interpret instructions.	12.1.3.3 →
11.1.3.4 Identify and use metric and imperial measurement in a project.	12.1.3.4 →
11.1.3.5 Demonstrate correct measuring techniques.	12.1.3.5 →
11.1.3.6 Interpret and utilize symbols applied to design plans.	12.1.3.6 →
11.1.3.7 Demonstrate basic preconstruction procedures as applied to a project.	12.1.3.7 →
11.1.3.8 Complete project(s) according to specified criteria, including timelines, to produce a quality environment.	12.1.3.8 →

0490 Environmental Design (Half Credit)

Grade 11

Grade 12

Goal 1: Demonstrate technical and applied skills. *(continued)*

GLO 1.3: Develop literacy and numeracy skills as they apply to environmental design. *(continued)*

11.1.3.9 Use technical reading skills to follow a set of instructional steps effectively.

12.1.3.9 Analyze a set of steps using correct technical writing techniques to effectively describe a technical process.

11.1.3.10 Interpret a graphic representation of a technical idea.

12.1.3.10 →

11.1.3.11 Demonstrate skill development through the production of a design project at a range of scales (e.g., furniture, interior environment, dwelling, community, landscape, urban design).

12.1.3.11 →

11.1.3.12 Use hand drafting techniques to create design plans.

12.1.3.12 →

12.1.3.13 Use digital drafting technology to develop environmental designs.

0490 Environmental Design (Half Credit)

Grade 11

Grade 12

Goal 2: Demonstrate understanding of the fundamentals of the principles and elements of design.

GLO 2.1: Develop understanding of the principles of design.

11.2.1.1 Identify the vocabulary of the principles of design as applied to the built environment.

12.2.1.1 Analyze the principles of design and their use, as applied to the built environment.

11.2.1.2 Apply the built environment principles of design to an environmental illustration.

12.2.1.2 Create a project design using illustrations based on the principles of design.

11.2.1.3 Read and interpret plans with respect to the efficiency of their layout and design.

12.2.1.3 →

11.2.1.4 Apply the principles of design to a project.

12.2.1.4 →

GLO 2.2: Develop understanding of the elements of design.

11.2.2.1 Identify the vocabulary of the elements of design as applied to the built environment.

12.2.2.1 Analyze the elements of design and their use, as applied to the built environment.

11.2.2.2 Apply the built environment elements of design to an environmental illustration.

12.2.2.2 Create a project design using illustrations based on the elements of design.

11.2.2.3 Read and interpret plans with respect to the efficiency of their layout and design.

12.2.2.3 →

11.2.2.4 Apply the elements of design to a project.

12.2.2.4 →

0490 Environmental Design (Half Credit)

Grade 11

Grade 12

Goal 2: Demonstrate understanding of the fundamentals of the principles and elements of design. (*continued*)

GLO 2.3: Develop understanding of the evolution of environmental design.

11.2.3.1 Identify designers and their impact on environmental design (e.g., Frederick Law Olmsted (1860s), landscape architect; Frank Lloyd Wright (1910s), architect; Ray and Charles Eames (1940s), furniture designers; Arthur Erickson (1960s), architect/urban planner; Andrée Putman, interior designer; Douglas Cardinal (1990s), Indigenous architect; Zaha Hadid (2000s), architect; David Adjaye, architect; Kate Orff, landscape architect; Tadao Ando, architect).

12.2.3.1 Research the influences of designers on current environmental design.

GLO 2.4: Develop understanding of cultural environmental design.

Teachers are encouraged to access additional resources and/or consult with an Elder(s) or Knowledge Keeper(s) when implementing the Indigenous outcomes with respect to traditional protocols. See Appendix 2.

11.2.4.1 Identify the interrelationship of environmental design among culture, politics, religion, economics, and technology.

12.2.4.1 →

11.2.4.2 Identify environmental design styles associated with different cultures (e.g., Indigenous Peoples of Canada, European settlers, and today's Canadians).

12.2.4.2 →

11.2.4.3 Discuss how culture and heritage have an impact on styles based on geographic location/treaty areas/cultural contexts.

12.2.4.3 →

11.2.4.4 Identify the purpose and functionality of historical environmental designs (e.g., warmth, portability, material availability, etc.).

12.2.4.4 Critique the functionality and purpose to contemporary environmental design applications.

0490 Environmental Design (Half Credit)

Grade 11

Grade 12

Goal 2: Demonstrate understanding of the fundamentals of the principles and elements of design. (*continued*)

GLO 2.5: Apply learning to the design process.

The Grades 10 (25S/20S), 11 (35S/30S), and 12 (45S/40S) Textile Arts and Design curricula explore the area of costume production and design. This GLO could be part of a theatrical set design process.

11.2.5.1 Identify a design in a variety of media.	12.2.5.1 Analyze the built environment to the implied meaning.
11.2.5.2 Research the cultural and historical aspects of a built environment.	12.2.5.2 →
11.2.5.3 Apply the principles and elements of design to the design of a built environment.	12.2.5.3 →
11.2.5.4 Apply the practical considerations of a built environment (e.g., budget, construction methods, context, materials, target audience, environment, etc.).	12.2.5.4 →
11.2.5.5 Create a two-dimensional visual representation of a built environment (e.g., era accuracy, textures, weights, colours, and forms).	12.2.5.5 →
11.2.5.6 Construct a three-dimensional form of a built environment, demonstrating safe practices and procedures.	12.2.5.6 →

0490 Environmental Design (Half Credit)

Grade 11

Grade 12

Goal 3: Demonstrate understanding of citizenship and sustainability.

GLO 3.3: Explore making informed and responsible consumer decisions related to environmental design.

11.3.3.3 Identify ways a product can be up-cycled (e.g., repair, alter, redesign, recycle, reupholster).

12.3.3.3 →

11.3.3.4 Create an up-cycled product using one or more of the following techniques (e.g., repair, alter, redesign, recycle, reupholster).

12.3.3.4 →

11.3.3.5 Examine the availability of underutilized products in your community.

12.3.3.5 →

GLO 3.4: Explore housing security and availability issues as they relate to environmental design.

11.3.4.1 Define Maslow's Hierarchy of Needs and how it relates to housing security (e.g., physical, psychological, social, emotional, and aesthetic).

12.3.4.1 →

11.3.4.2 Define and recognize housing security at the individual/household and community level.

12.3.4.2 Recognize housing security at the community and global levels.

11.3.4.3 Identify the components of individual/household housing security (e.g., availability, accessibility, adequacy, acceptability).

12.3.4.3 Discuss factors that affect individual/household housing security (e.g., location, cost, availability, rural versus urban) and community/global responses (e.g., non-profit organizations, donations/charities, government).

11.3.4.4 Explain the barriers to achieving housing security and the effects of gentrification on communities within Manitoba and Canada.

12.3.4.4 Explain the barriers to achieving global housing, and identify the support structure to assist with global gentrification.

0490 Environmental Design (Half Credit)

Grade 11

Grade 12

Goal 4: Demonstrate understanding of relationships and influences.

GLO 4.1: Develop understanding of living spaces.

11.4.1.1 Identify the functions of living spaces.

12.4.1.1 →

11.4.1.2 Identify factors that determine the selection of living spaces (e.g., priorities, space, roles, cost, stage of life, and lifestyle).

12.4.1.2 →

GLO 4.2: Develop understanding of environmental design throughout the lifespan.

11.4.2.1 Describe the living spaces that people require at specific stages throughout their lives.

12.4.2.1 →

11.4.2.2 Investigate physical spaces and their effect on mental and physical well-being.

12.4.2.2 Analyze physical spaces and their effect on mental and physical well-being.

11.4.2.3 Define the principles of universal design, including inclusive design.

12.4.2.3 Critique a space for the use of universal design and/or inclusive design.

11.4.2.4 Analyze how universal design and inclusive design accommodate various capabilities, needs, and aspirations.

12.4.2.4 →

0490 Environmental Design (Half Credit)

Grade 11

Grade 12

Goal 5: Demonstrate understanding of career development and the skills required.

GLO 5.1: Demonstrate personal and social skills.

Note: GLO 5.1 to 5.5 outcomes are to be integrated throughout the environmental design course and are not intended to be a unit of study

11.5.1.1 Demonstrate understanding of others and their perspectives.

12.5.1.1 →

11.5.1.2 Communicate effectively with others.

12.5.1.2 →

11.5.1.3 Participate in a positive manner.

12.5.1.3 →

11.5.1.4 Demonstrate responsibility in being accountable for their actions

12.5.1.4 →

11.5.1.5 Listen in order to understand and learn.

12.5.1.5 →

11.5.1.6 Enhance personal growth through continuous learning.

12.5.1.6 →

0490 Environmental Design (Half Credit)

Grade 11

Grade 12

Goal 5: Demonstrate understanding of career development and the skills required. (*continued*)

GLO 5.2: Demonstrate thinking and decision-making skills.

11.5.2.1 Explain their thinking to others in a way that is clear, accurate, logical, and complete.	12.5.2.1 →
11.5.2.2 Use innovative thinking in decision making.	12.5.2.2 →
11.5.2.3 Compare and contrast common approaches to decision making.	12.5.2.3 →
11.5.2.4 Identify factors that affect decision making.	12.5.2.4 →
11.5.2.5 Interpret fact from opinion when making effective decisions.	12.5.2.5 →
11.5.2.6 Predict and analyze the outcome of a decision.	12.5.2.6 →
11.5.2.7 Apply decision-making strategies to learning, life, and work.	12.5.2.7 →

0490 Environmental Design (Half Credit)

Grade 11

Grade 12

Goal 5: Demonstrate understanding of career development and the skills required. (*continued*)

GLO 5.3: Demonstrate teamwork skills.

11.5.3.1 Demonstrate the ability to work independently and collaboratively as a team member.

12.5.3.1 →

11.5.3.2 Develop strategies to build positive and respectful working relationships with all team members.

12.5.3.2 →

11.5.3.3 Recognize and acknowledge the opinions and contributions of team members to build consensus to achieve individual/team goals.

12.5.3.3 →

11.5.3.4 Use a variety of strategies to resolve conflicts peacefully and fairly with respect for others.

12.5.3.4 →

11.5.3.5 Collaborate with others to establish and determine individual/team member roles, goals, and responsibilities.

12.5.3.5 →

0490 Environmental Design (Half Credit)

Grade 11

Grade 12

Goal 5: Demonstrate understanding of career development and the skills required. (*continued*)

GLO 5.4: Demonstrate understanding of project management skills.

11.5.4.1 Define, outline, coordinate, complete, assess, analyze, and reflect on an individual/group project. 12.5.4.1 →

11.5.4.2 Demonstrate individual/group flexibility, adaptability, and resilience during the project process with the ability to adapt to new and evolving situations. 12.5.4.2 →

11.5.4.3 Determine skills and strategies required for independent/group projects (e.g., communication, leadership, organizational, teamwork, social skills, etc.). 12.5.4.3 →

11.5.4.4 Identify and evaluate transferable skills after completing an individual/group project. 12.5.4.4 →

11.5.4.5 Reflect on personal skills and strategies developed and their application to learning, life, and work. 12.5.4.5 →

0490 Environmental Design (Half Credit)

Grade 11

Grade 12

Goal 5: Demonstrate understanding of career development and the skills required. (*continued*)

GLO 5.5: Explore careers related to environmental design.

11.5.5.1 Demonstrate understanding of career opportunities related to environmental design (e.g., architecture, landscape architecture, interior design, and regional and urban planning).

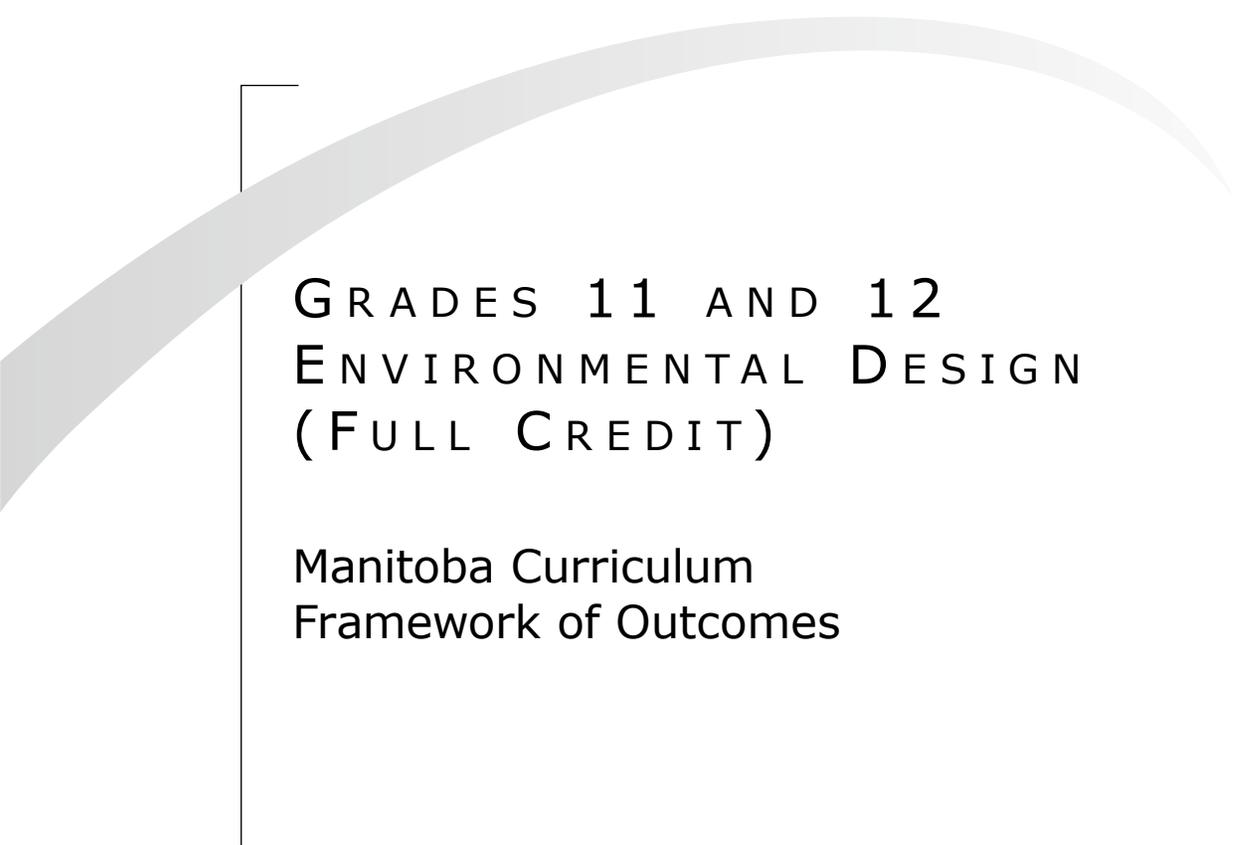
11.5.5.2 Identify how interests, knowledge, skills, values, and attitudes relate to work.

11.5.5.3 Examine and discover career opportunities in the area of environmental design in relation to personal career interests.

12.5.5.1 Identify the potential environmental design-related employment opportunities in your community.

12.5.5.2 Demonstrate understanding of how interests, knowledge, skills, values, and attitudes are transferable to various work roles.

12.5.5.3 Compare and contrast the education plan required for various careers in the area of environmental design.



GRADES 11 AND 12
ENVIRONMENTAL DESIGN
(FULL CREDIT)

Manitoba Curriculum
Framework of Outcomes

In developing learning outcomes, the assumption was made that courses are taught by experts in their field; therefore, the terminology and language used in the curriculum is specific to the area of expertise.

GRADES 11 AND 12 ENVIRONMENTAL DESIGN

The environmental design courses create awareness of the role that the built environment plays in our daily lives. The environmental design learning outcomes develop skills, knowledge, and abilities to explore relationships between people and the built environment by evaluating, designing, and creating.

Course Grade Levels and Credit Allocations

A student may earn one credit by undertaking and successfully completing a course of study designed for a minimum of 110 hours of instruction.

0490 Environmental Design (full credit)	30S 30E 30M 40S 40E 40M
--	-------------------------

Specialized (S): Educational experiences in specialized areas leading to further studies beyond the Senior Years (e.g., apprenticeship, college, and university).

EAL (E): Educational experiences designed to focus on English as an additional language (EAL) learning goals in the context of the subject, based on the student’s assessed level of EAL proficiency, and to assist the student in making the transition into regular Senior Years programming in this content area. An EAL Individual Educational Plan (EAL-IEP) is required for each student.

Modified (M): Educational experiences intended for students with significant cognitive disabilities and where the provincial subject-area curriculum learning outcomes have been modified to take into account the learning requirements of a student; an Individual Education Plan (IEP) is required for each student.

Grades 11 and 12 Environmental Design Course Descriptions

The Grades 11 and 12 Environmental Design framework of outcomes provides flexibility to apply to all of the environmental design domains: architecture, landscape architecture, interior design, regional and urban planning.

The human ecology education perspective of this framework of outcomes focuses on the interrelationships among people and housing and interior design in multiple dimensions.

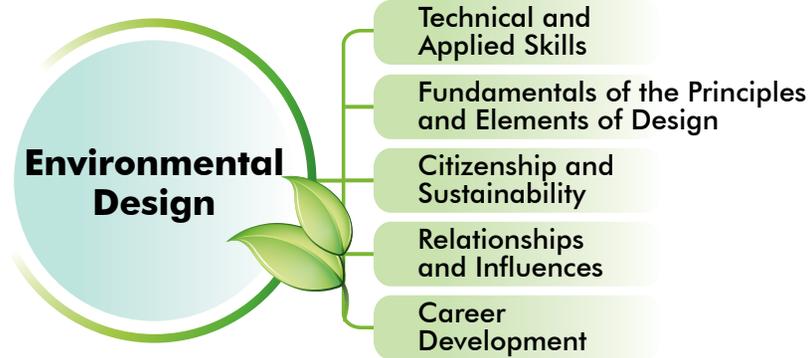
Each grade requires that students develop their conceptual knowledge base and skill set. Some learning outcomes will be similar in both grade levels; in other situations, each level will scaffold on previous knowledge and will progress from simple to more complex conceptual understandings. The course descriptions below identify the depth and breadth of the studies in each grade level.

Grade 11 Environmental Design focuses on the development of skills, terms, and knowledge in the field of housing and interior design. The principles and elements of design form the foundation of the course through the application of drafting and designing living spaces. Students will identify social justice, sustainability, consumer decisions, and housing security issues within the built environment, and demonstrate the ability to meet the needs of individuals, families, and communities.

Grade 12 Environmental Design focuses on the development of skills, terms, and knowledge in the field of housing and interior design. The principles and elements of design form the foundation of the course through the application of digital drafting and designing living spaces. Students will investigate social justice, sustainability, consumer decisions, housing security, and economic and legal considerations within the built environment, and demonstrate the ability to meet the needs of individuals, families, and communities.

In Manitoba, the content of the Senior Years Environmental Design outcomes are arranged in a series of 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 built environments 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 the Principles and Elements of Design:** The learning experiences in this goal will assist students as they develop the knowledge and skills that are used within the domain of environmental design. Students will be given the opportunity to explore and use these skills, resources, and processes to design environments 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. **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.



Terminology

The Truth and Reconciliation Commission of Canada (TRC): Calls to Action identified **education for reconciliation** as one of the areas to redress the legacy of residential schools and advance the process of Canadian reconciliation. All of the courses covered in *Senior Years Human Ecology: Manitoba Curriculum Framework of Outcomes* support Manitoba Education and Training's contribution to education for reconciliation. For more information on the TRC Calls to Action, see www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf.

The following is an explanation of terms used in the learning outcomes that may be unfamiliar or require clarification:

- **Elder:** A spiritual leader who has cultural and traditional knowledge, who is representative of his or her community, and who First Nations, Métis, and Inuit communities look to for advice and wisdom.
- **Knowledge Keeper(s):** Knowledge Keepers have key knowledge of the past and present and are able to share teachings around both new and old knowledge.
- **Indigenous People(s):** A collective term used to describe the original habitants of the land prior to European contact. The term not only refers to the past but also to today's society, including the Métis nation whose genesis occurred after contact. In Canada, the term *Indigenous Peoples* includes First Nations, Métis, and Inuit people.

0490 Environmental Design (Full Credit)

Grade 11

Grade 12

Goal 1: Demonstrate technical and applied skills.

GLO 1.1: Demonstrate understanding of environmental design.

11.1.1.1 Define environmental design and its various areas of study (e.g., architecture, landscape architecture, interior design, regional and urban planning).	12.1.1.1 →
11.1.1.2 Apply analytical skills to the design to evaluate the built environment.	12.1.1.2 →
11.1.1.3 Discuss the importance of design and its relationship to human well-being and the places we inhabit.	12.1.1.2 →
11.1.1.4 Examine the aspects of creativity and innovation and their relationship to environmental design.	12.1.1.4 →
11.1.1.5 Examine the design process and how it applies to environmental design.	12.1.1.5 →

0490 Environmental Design (Full Credit)

Grade 11

Grade 12

Goal 1: Demonstrate technical and applied skills. *(continued)*

GLO 1.2: Demonstrate safe practices and procedures for facilities, processes, tools, and equipment.

11.1.2.1 Identify and maintain clean work environments.	12.1.2.1 →
11.1.2.2 Identify and demonstrate safe behaviour within the work area.	12.1.2.2 →
11.1.2.3 Identify and demonstrate safe set-up, handling, and usage of tools, equipment, materials, and chemicals.	12.1.2.3 →
11.1.2.4 Describe common unsafe conditions that cause accidents.	12.1.2.4 →
11.1.2.5 Identify an appropriate response to unsafe acts and conditions.	12.1.2.5 →
11.1.2.6 Demonstrate the proper use of cutting tools.	12.1.2.6 →
11.1.2.7 Identify, describe, use, and care for equipment, tools, and materials.	12.1.2.7 →
11.1.2.8 Demonstrate and describe safety procedures used to handle project media.	12.1.2.8 →

0490 Environmental Design (Full Credit)

Grade 11

Grade 12

Goal 1: Demonstrate technical and applied skills. (*continued*)

GLO 1.3: Develop literacy and numeracy skills as they apply to environmental design.

11.1.3.1 Analyze a project to select the most appropriate equipment and tools required.	12.1.3.1 →
11.1.3.2 Define basic building material terminology.	12.1.3.2 →
11.1.3.3 Demonstrate the ability to read and interpret instructions.	12.1.3.3 →
11.1.3.4 Identify and use metric and imperial measurement in a project.	12.1.3.4 →
11.1.3.5 Demonstrate correct measuring techniques.	12.1.3.5 →
11.1.3.6 Interpret and utilize symbols applied to design plans.	12.1.3.6 →
11.1.3.7 Demonstrate basic preconstruction procedures as applied to a project.	12.1.3.7 →
11.1.3.8 Complete project(s) according to specified criteria, including timelines, to produce a quality environment.	12.1.3.8 →

0490 Environmental Design (Full Credit)

Grade 11

Grade 12

Goal 1: Demonstrate technical and applied skills. *(continued)*

GLO 1.3: Develop literacy and numeracy skills as they apply to environmental design. *(continued)*

11.1.3.9 Use technical reading skills to follow a set of instructional steps effectively.

12.1.3.9 Analyze a set of steps using correct technical writing techniques to effectively describe a technical process.

11.1.3.10 Interpret a graphic representation of a technical idea.

12.1.3.10 →

11.1.3.11 Demonstrate skill development through the production of a design project at a range of scales (e.g., furniture, interior environment, dwelling, community, landscape, urban design).

12.1.3.11 →

11.1.3.12 Use hand drafting techniques to create design plans.

12.1.3.12 →

12.1.3.13 Use digital drafting technology to develop environmental designs.

0490 Environmental Design (Full Credit)

Grade 11

Grade 12

Goal 2: Demonstrate understanding of the fundamentals of the principles and elements of design.

GLO 2.1: Develop understanding of the principles of design.

11.2.1.1 Identify the vocabulary of the principles of design as applied to the built environment.

12.2.1.1 Analyze the principles of design and their use, as applied to the built environment.

11.2.1.2 Apply the built environment principles of design to an environmental illustration.

12.2.1.2 Create a project design using illustrations based on the principles of design.

11.2.1.3 Read and interpret plans with respect to the efficiency of their layout and design.

12.2.1.3 →

11.2.1.4 Apply the principles of design to a project.

12.2.1.4 →

GLO 2.2: Develop understanding of the elements of design.

11.2.2.1 Identify the vocabulary of the elements of design as applied to the built environment.

12.2.2.1 Analyze the elements of design and their use, as applied to the built environment.

11.2.2.2 Apply the built environment elements of design to an environmental illustration.

12.2.2.2 Create a project design using illustrations based on the elements of design.

11.2.2.3 Read and interpret plans with respect to the efficiency of their layout and design.

12.2.2.3 →

11.2.2.4 Apply the elements of design to a project.

12.2.2.4 →

0490 Environmental Design (Full Credit)

Grade 11

Grade 12

Goal 2: Demonstrate understanding of the fundamentals of the principles and elements of design. (*continued*)

GLO 2.3: Develop understanding of the evolution of environmental design.

11.2.3.1 Identify designers and their impact on environmental design (e.g., Frederick Law Olmsted (1860s), landscape architect; Frank Lloyd Wright (1910s), architect; Ray and Charles Eames (1940s), furniture designers; Arthur Erickson (1960s), architect/urban planner; Andrée Putman, interior designer; Douglas Cardinal (1990s), Indigenous architect; Zaha Hadid (2000s), architect; David Adjaye, architect; Kate Orff, landscape architect; Tadao Ando, architect).

11.2.3.2 Identify current environmental design within communities (e.g., commercial businesses, housing, community development).

11.2.3.3 Identify influences on design trends.

11.2.3.4 Identify historical technological advances in building materials.

11.2.3.5 Identify current and future use of technology in environmental design.

12.2.3.1 Research the influences of designers on current environmental design.

12.2.3.2 Identify current design trends and how they affect individual consumer choices.

12.2.3.3 Analyze trend forecasting and its impact on consumer availability.

12.2.3.4 →

12.2.3.5 Identify the future use of technology in environmental design as it relates to the changing global market.

0490 Environmental Design (Full Credit)

Grade 11

Grade 12

Goal 2: Demonstrate understanding of the fundamentals of the principles and elements of design. (*continued*)

GLO 2.4: Develop understanding of cultural environmental design.

Teachers are encouraged to access additional resources and/or consult with an Elder(s) or Knowledge Keeper(s) when implementing the Indigenous outcomes with respect to traditional protocols. See Appendix 2.

11.2.4.1 Identify the interrelationship of environmental design among culture, politics, religion, economics, and technology.

12.2.4.1 →

11.2.4.2 Identify environmental design styles associated with different cultures (e.g., Indigenous Peoples of Canada, European settlers, and today's Canadians).

12.2.4.1 →

11.2.4.3 Discuss how culture and heritage have an impact on embellishment designs and styles based on geographic location/treaty areas/cultural contexts.

12.2.4.3 →

11.2.4.4 Identify the purpose and functionality of historical environmental designs (e.g., warmth, portability, material availability, etc.).

12.2.4.4 Critique the functionality and purpose to contemporary environmental applications.

0490 Environmental Design (Full Credit)

Grade 11

Grade 12

Goal 2: Demonstrate understanding of the fundamentals of the principles and elements of design. (*continued*)

GLO 2.5: Apply learning to the design process.

The Grades 10 (25S/20S), 11 (35S/30S), and 12 (45S/40S) Textile Arts and Design curricula explore the area of costume production and design. This GLO could be part of a theatrical set design process.

11.2.5.1 Identify a design in a variety of media.

12.2.5.1 Analyze the built environment to the implied meaning.

11.2.5.2 Research the cultural and historical aspects of a built environment.

12.2.5.2 →

11.2.5.3 Apply the principles and elements of design to the design of a built environment.

12.2.5.3 →

11.2.5.4 Apply the practical considerations of a built environment (e.g., budget, construction methods, context, materials, target audience, environment, etc.).

12.2.5.4 →

11.2.5.5 Create a two-dimensional visual representation of a built environment (e.g., era accuracy, textures, weights, colours, and forms).

12.2.5.5 →

11.2.5.6 Construct a three-dimensional form of a built environment, demonstrating safe practices and procedures.

12.2.5.6 →

0490 Environmental Design (Full Credit)

Grade 11

Grade 12

Goal 3: Demonstrate understanding of citizenship and sustainability.

GLO 3.1: Explore social justice as it relates to environmental design.

11.3.1.1 Define fair trade as it relates to the building and design materials industry.

11.3.1.2 Demonstrate awareness of trade agreements between and among countries, including developing nations.

11.3.1.3 Identify local builders, small businesses, and artisans in your community.

12.3.1.1 Analyze fair trade companies and their standards.

12.3.1.2 Critique information about international trade practices and their effects on the economic stability of the trading nations.

12.3.1.3 Investigate the positive impact on the community of purchasing from local makers, small businesses, and artisans (e.g., economic, culture, technology, etc.).

GLO 3.2: Explore sustainable environmental design trends and challenges.

11.3.2.1 Describe current and future sustainable trends in environmental design (e.g., building products, project waste, climate change, ecology, human systems, sufficiency, and resiliency, etc.).

11.3.2.2 Identify sustainable building materials as they relate to the environment.

11.3.2.3 Demonstrate the ability to reduce waste in project production.

12.3.2.1 Investigate current and future sustainable trends in environmental design (e.g., building products, project waste, climate change, ecology, human systems, sufficiency and resiliency, etc.).

12.3.2.2 Investigate the impact on the environment and people from building material processes (e.g., from raw goods to finished product).

12.3.2.3 Design a product using a production method that creates minimal waste.

0490 Environmental Design (Full Credit)

Grade 11

Grade 12

Goal 3: Demonstrate understanding of citizenship and sustainability. *(continued)*

GLO 3.3: Explore making informed and responsible consumer decisions related to environmental design.

11.3.3.1 Identify factors that influence environmental design choices (e.g., culture, current trends, emotions, religion, social situation, ethics, economics, safety/protection, identification, self-exploration, and family values).	12.3.3.1 →
11.3.3.2 Analyze the effect of design and product marketing practices on consumer behaviour.	12.3.3.2 →
11.3.3.3 Identify ways a product can be up-cycled (e.g., repair, alter, redesign, recycle, reupholster).	12.3.3.3 →
11.3.3.4 Create an up-cycled product using one or more of the following techniques (e.g., repair, alter, redesign, recycle, reupholster).	12.3.3.4 →
11.3.3.5 Examine the availability of underutilized products in your community.	12.3.3.5 →
11.3.3.6 Establish an understanding of legislation and agreements relating to a product (e.g., labelling, federal legislation, consumer safety act, consumer protection agencies and organizations).	12.3.3.6 →

0490 Environmental Design (Full Credit)

Grade 11

Grade 12

Goal 3: Demonstrate understanding of citizenship and sustainability. (*continued*)

GLO 3.4: Explore housing security and availability issues as they relate to environmental design.

11.3.4.1 Define Maslow’s Hierarchy of Needs and how it relates to housing security (e.g., physical, psychological, social, emotional, and aesthetic).

11.3.4.2 Define and recognize housing security at the individual/household and community level.

11.3.4.3 Identify the components of individual/household housing security (e.g., availability, accessibility, adequacy, acceptability).

11.3.4.4 Explain the barriers to achieving housing security and the effects of gentrification on communities within Manitoba and Canada.

12.3.4.1 →

12.3.4.2 Recognize housing security at the community and global levels.

12.3.4.3 Discuss factors that affect individual/household housing security (e.g., location, cost, availability, rural versus urban) and community/global responses (e.g., non-profit organizations, donations/charities, government).

12.3.4.4 Explain the barriers to achieving global housing, and identify the support structure to assist with global gentrification.

0490 Environmental Design (Full Credit)

Grade 11

Grade 12

Goal 4: Demonstrate understanding of relationships and influences.

GLO 4.1: Develop understanding of living spaces.

11.4.1.1 Identify the functions of living spaces.

12.4.1.1 →

11.4.1.2 Identify factors that determine the selection of living spaces (e.g., priorities, space, roles, cost, stage of life, and lifestyle).

12.4.1.2 →

GLO 4.2: Develop understanding of environmental design throughout the lifespan.

11.4.2.1 Describe the living spaces that people require at specific stages throughout their lives.

12.4.2.1 →

11.4.2.2 Investigate physical spaces and their effect on mental and physical well-being.

12.4.2.2 Analyze physical spaces and their effect on mental and physical well-being.

11.4.2.3 Define the principles of universal design, including inclusive design.

12.4.2.3 Critique a space for the use of universal design and/or inclusive design.

11.4.2.4 Analyze how universal design and inclusive design accommodate various capabilities, needs, and aspirations.

12.4.2.4 →

11.4.2.5 Describe universal design features that enhance household access and safety for family members during different stages of their lives.

12.4.2.5 Describe universal design features that enhance community access and safety for members of society during different stages of their lives.

0490 Environmental Design (Full Credit)

Grade 11

Grade 12

Goal 4: Demonstrate understanding of relationships and influences. *(continued)*

GLO 4.2: Develop understanding of environmental design throughout the lifespan. *(continued)*

11.4.2.6 Summarize theories of design that affect human behaviour (e.g., Behaviour-Setting Theory, Stimulation Theory, etc.).

12.4.2.6 →

11.4.2.7 Demonstrate strategies to enhance human comfort (e.g., ergonomics, anthropometrics, proxemics).

12.4.2.7 →

12.4.2.8 Apply the principles of universal design to a project.

GLO 4.3: Develop understanding of economic and legal considerations associated with living spaces.

12.4.3.1 Describe different models of housing ownership or tenancy in Canada.

12.4.3.2 Describe factors (e.g., space needs, wants, and resources) to obtain housing (e.g., income, savings and debts, values, and goals, etc.).

12.4.3.3 Identify the various financial arrangements associated with housing (e.g., mortgage and interest payments, rent, property taxes, utilities, etc.).

12.4.3.4 Describe the various legal obligations related to buying or renting a home (e.g., offers to purchase, property title searches, leases, subletting, etc.).

0490 Environmental Design (Full Credit)

Grade 11

Grade 12

Goal 5: Demonstrate understanding of career development and the skills required.

GLO 5.1: Demonstrate personal and social skills.

Note: GLO 5.1 to 5.5 outcomes are to be integrated throughout the environmental design course and are not intended to be a unit of study

11.5.1.1 Demonstrate understanding of others and their perspectives.

12.5.1.1 →

11.5.1.2 Communicate effectively with others.

12.5.1.2 →

11.5.1.3 Participate in a positive manner.

12.5.1.3 →

11.5.1.4 Demonstrate responsibility in being accountable for their actions.

12.5.1.4 →

11.5.1.5 Listen in order to understand and learn.

12.5.1.5 →

11.5.1.6 Enhance personal growth through continuous learning.

12.5.1.6 →

0490 Environmental Design (Full Credit)

Grade 11

Grade 12

Goal 5: Demonstrate understanding of career development and the skills required. (*continued*)

GLO 5.2: Demonstrate thinking and decision-making skills.

11.5.2.1 Explain their thinking to others in a way that is clear, accurate, logical, and complete.	12.5.2.1 →
11.5.2.2 Use innovative thinking in decision making.	12.5.2.2 →
11.5.2.3 Compare and contrast common approaches to decision making.	12.5.2.3 →
11.5.2.4 Identify factors that affect decision making.	12.5.2.4 →
11.5.2.5 Interpret fact from opinion when making effective decisions.	12.5.2.5 →
11.5.2.6 Predict and analyze the outcome of a decision.	12.5.2.6 →
11.5.2.7 Apply decision-making strategies to learning, life, and work.	12.5.2.7 →

0490 Environmental Design (Full Credit)

Grade 11

Grade 12

Goal 5: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 5.3: Demonstrate teamwork skills.

11.5.3.1 Demonstrate the ability to work independently and collaboratively as a team member.

12.5.3.1 →

11.5.3.2 Develop strategies to build positive and respectful working relationships with all team members.

12.5.3.2 →

11.5.3.3 Recognize and acknowledge the opinions and contributions of team members to build consensus to achieve individual/team goals.

12.5.3.3 →

11.5.3.4 Use a variety of strategies to resolve conflicts peacefully and fairly with respect for others.

12.5.3.4 →

11.5.3.5 Collaborate with others to establish and determine individual/team member roles, goals, and responsibilities.

12.5.3.5 →

0490 Environmental Design (Full Credit)

Grade 11

Grade 12

Goal 5: Demonstrate understanding of career development and the skills required. (*continued*)

GLO 5.4: Demonstrate understanding of project management skills.

11.5.4.1 Define, outline, coordinate, complete, assess, analyze, and reflect on an individual/group project. 12.5.4.1 →

11.5.4.2 Demonstrate individual/group flexibility, adaptability, and resilience during the project process with the ability to adapt to new and evolving situations. 12.5.4.2 →

11.5.4.3 Determine skills and strategies required for independent/group projects (e.g., communication, leadership, organizational, teamwork, social skills, etc.). 12.5.4.3 →

11.5.4.4 Identify and evaluate transferable skills after completing an individual/group project. 12.5.4.4 →

11.5.4.5 Reflect on personal skills and strategies developed and their application to learning, life, and work. 12.5.4.5 →

0490 Environmental Design (Full Credit)

Grade 11

Grade 12

Goal 5: Demonstrate understanding of career development and the skills required. (*continued*)

GLO 5.5: Explore careers related to environmental design.

11.5.5.1 Demonstrate understanding of career opportunities related to environmental design (e.g., architecture, landscape architecture, interior design, and regional and urban planning).

11.5.5.2 Identify how interests, knowledge, skills, values, and attitudes relate to work.

11.5.5.3 Examine and discover career opportunities in the area of environmental design in relation to personal career interests.

12.5.5.1 Identify the potential environmental design-related employment opportunities in your community.

12.5.5.2 Demonstrate understanding of how interests, knowledge, skills, values, and attitudes are transferable to various work roles.

12.5.5.3 Compare and contrast the education plan required for various careers in the area of environmental design.

0490 Environmental Design (Full Credit)

Grade 11

Grade 12

Goal 5: Demonstrate understanding of career development and the skills required. (*continued*)

GLO 5.6: Apply learning to a practicum experience (optional).

Students have the ability to participate in experiential learning in a supervised setting for a practicum for up to 20 hours as part of this full-credit course. Students must be visited by the teacher at the workplace regularly.

Manitoba Education and Training assumes responsibility for Workers Compensation coverage for all students of work-related education. Each program must be registered with the department prior to implementing any phase of an experiential career readiness learning program. For further information, see www.edu.gov.mb.ca/k12/policy/work_ed.html.

Students may be required by the practicum placements to provide certain documentation before being allowed on a practicum (e.g., Criminal Record and Vulnerable Sector Check, etc.).

11.5.6.1 Use a variety of sources to identify local practicum opportunities.	12.5.6.1 →
11.5.6.2 Apply knowledge from this course to a practicum opportunity.	12.5.6.2 →
11.5.6.3 Work cooperatively, conscientiously, and safely to complete all assigned tasks.	12.5.6.3 →
11.5.6.4 Use work/life-balance strategies and stress-management techniques effectively.	12.5.6.4 →
11.5.6.5 Act ethically and within the scope of the practicum preparation and experience, including provincial policies, procedures, and legislation.	12.5.6.5 →

0490 Environmental Design (Full Credit)

Grade 11

Grade 12

Goal 5: Demonstrate understanding of career development and the skills required. *(continued)*

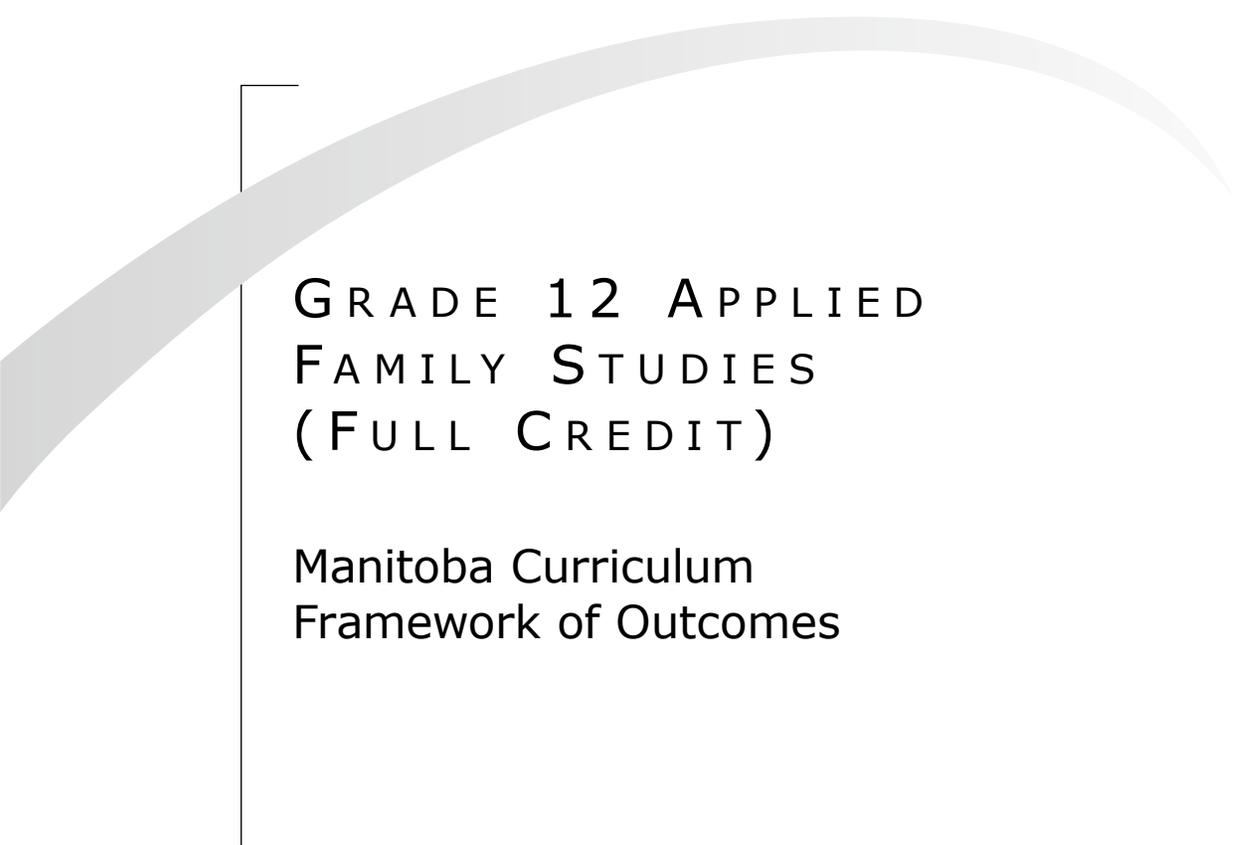
GLO 5.6: Apply learning to a practicum experience (optional). *(continued)*

11.5.6.6 Gain knowledge about the job by observing and/or assisting other employees and by completing tasks as assigned.

12.5.6.6 →

11.5.6.7 Maintain and submit accurate records, reports, and/or reflections.

12.5.6.7 →



GRADE 12 APPLIED
FAMILY STUDIES
(FULL CREDIT)

Manitoba Curriculum
Framework of Outcomes

In developing learning outcomes, the assumption was made that courses are taught by experts in their field; therefore, the terminology and language used in the curriculum is specific to the area of expertise.

GRADE 12 APPLIED FAMILY STUDIES

Family studies courses offer a preventative, proactive, and practical approach that is intended to strengthen individuals and families. Students acquire knowledge, skills, and attitudes to make informed choices with respect to caring for themselves and others within the context of a global community. Students acquire strategies to manage the challenges of life in an effective and responsible way that enhances their life journey.

Course Grade Levels and Credit Allocations

A student may earn one credit by undertaking and successfully completing a course of study designed for a minimum of 110 hours of instruction. A student may earn either a half or full credit at each grade level within the subject of family studies in addition to the Grade 12 Applied Family Studies full credit.

0487 Family Studies (half credit)	15S 15E 15M 25S 25E 25M 35S 35E 35M 45S 45E 45M
0487 Family Studies (full credit)	10S 10E 10M 20S 20E 20M 30S 30E 30M 40S 40E 40M
0491 Applied Family Studies (full credit)	40S 40E 40M

Specialized (S): Educational experiences in specialized areas leading to further studies beyond the Senior Years (e.g., apprenticeship, college, and university).

EAL (E): Educational experiences designed to focus on English as an additional language (EAL) learning goals in the context of the subject, based on the student's assessed level of EAL proficiency, and to assist the student in making the transition into regular Senior Years programming in this content area. An EAL Individual Educational Plan (EAL-IEP) is required for each student.

Modified (M): Educational experiences intended for students with significant cognitive disabilities. Where the provincial subject-area learning outcomes have been modified to take into account the learning requirements of a student, an Individual Education Plan (IEP) is required for each student.

Grade 12 Applied Family Studies Course Description

Grade 12 Applied Family Studies prepares students for a caregiving role with infants, toddlers, and children through the study of child development. The skills and knowledge are applied to a 40-hour practical experience with children where students will observe, guide behaviour, ensure health and safety, and participate in play-based learning experiences. This course provides a foundation for further study within the field of early childhood education and related careers.

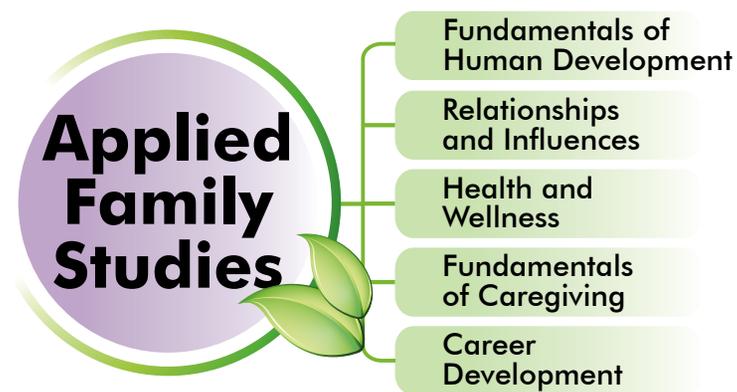
Grade 12 Applied Family Studies Practicum Placement

Students participate in a supervised setting for a 40-hour practicum as part of this full-credit course. Practicum opportunities may include: licensed child care facilities, junior/Kindergarten/Grade 1 classrooms, Aboriginal Head Start Centres, parent/child community and/or school-based programs, in-school on-site infant lab/nursery/pre-school programs, etc. Practicum experiences can provide exposure to a variety of early childhood facilities. When the program is not provincially licensed, the student should be supervised by the Early Childhood Educator (II or III) according to current standards (see the Manitoba standards at www.gov.mb.ca/fs/childcare/students_workforce/classification.html) and/or provincially certified teacher. Students must be visited by the Manitoba-certified teacher and/or school designate at the practicum site regularly.

In Manitoba, the content of the Grade 12 Applied Family Studies outcomes are arranged as a series of goals.

1. **Fundamentals of Human Development:** The learning experiences in this goal will assist students in developing the knowledge and understanding of individuals' and family members' responsibilities for promoting health, well-being, and resiliency of children.
2. **Relationships and Influences:** The learning experiences in this goal will assist students in developing the knowledge and skills they need to build and maintain positive relationships with children, individuals, families, and communities.

3. **Health and Wellness:** The learning experiences in this goal will assist students in developing the knowledge and skills to understand the factors that affect our health and wellness. While building individual strategies, students will strengthen their abilities to use skills, resources, and processes that enhance the daily living of children, individuals, families, and communities.
4. **Fundamentals of Caregiving:** The learning experiences in this goal will assist students in developing the knowledge and skills to prepare for the responsibilities of caregiving, including the challenges facing children, individuals, families, and communities.
5. **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 through their participation in a supervised 40-hour practicum.



Terminology

The Truth and Reconciliation Commission of Canada (TRC): Calls to Action identified **education for reconciliation** as one of the areas to redress the legacy of residential schools and advance the process of Canadian reconciliation. All of the courses covered in *Senior Years Human Ecology: Manitoba Curriculum Framework of Outcomes* support Manitoba Education and Training's contribution to education for reconciliation. For more information on the TRC Calls to Action, see www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf.

The following is an explanation of terms used in the learning outcomes that may be unfamiliar or require clarification:

- **Elder:** A spiritual leader who has cultural and traditional knowledge, who is representative of his or her community, and who First Nations, Métis, and Inuit communities look to for advice and wisdom.
- **Knowledge Keeper(s):** Knowledge Keepers have key knowledge of the past and present and are able to share teachings around both new and old knowledge.
- **Indigenous People(s):** A collective term used to describe the original habitants of the land prior to European contact. The term not only refers to the past but also to today's society, including the Métis nation whose genesis occurred after contact. In Canada, the term *Indigenous Peoples* includes First Nations, Métis, and Inuit people.

The following terms used throughout this document and these definitions are to provide context within this framework of outcomes.

- **Children:** People who are 12 years or under, including infants, preschoolers, and school-age children.
- **Parent:** An individual who has the role of parent and/or guardian.
- **Caregiver:** An individual who provides the care and supervision of a child but does not provide parental care.
- **Family:** This could include parent(s), guardian(s), or a child and family services worker or agency. The term is used with the recognition that more than one of these people may be involved in the decision making for this child (e.g., Elder, clan member, grandparent, etc.).

0491 Applied Family Studies (Full Credit)

Grade 12

Goal 1: Demonstrate understanding of the fundamentals of human development.

Teachers are encouraged to access additional resources and/or consult with an Elder(s) or Knowledge Keeper(s) when implementing the Indigenous outcomes with respect to traditional protocols. See Appendix 2.

GLO 1.1: Demonstrate understanding of growth and development.

12.1.1.1 Describe recent brain research to support current practice (e.g., brain plasticity, centres in brain, critical periods, self-regulation).

12.1.1.2 Identify and describe the social, emotional, cognitive, physical, linguistic, spiritual, and moral growth and development of children.

12.1.1.3 Explain the principles/characteristics of child development.

12.1.1.4 Describe threats to healthy human development and their impact on children, and describe how protective factors at the individual, family, community, and/or government levels can promote resilience within their family/cultural context.

12.1.1.5 Identify individual exceptional learning needs in children (e.g., developmental delays, FAS, ADHD, autism, giftedness, mobility challenges, anxiety, etc.).

GLO 1.2: Demonstrate understanding of perspectives on child development.

12.1.2.1 Examine developmental theories as they apply to infant, preschool, and school-age children. (e.g., Maslow, Piaget, Kohlberg, Bronfenbrenner, Erikson, and Brokenleg).

12.1.2.2 Define and examine various cultural perspectives on the development of children.

12.1.2.3 Demonstrate understanding of how various developmental theories apply to children in real-life scenarios.

0491 Applied Family Studies (Full Credit)

Grade 12

Goal 1: Demonstrate understanding of the fundamentals of human development. (*continued*)

GLO 1.3: Demonstrate understanding of social-emotional development.

12.1.3.1 Describe the socio-emotional changes that take place during childhood.

12.1.3.2 Identify and describe theories of attachment (e.g., Bowlby, Ainsworth, etc.).

12.1.3.3 Describe the role of family, friends, peers, community, and clan in socialization.

12.1.3.4 Describe strategies that adults can use to help children develop secure attachment, self-regulation, and pro-social skills.

GLO 1.4: Demonstrate understanding of cognitive and language development.

12.1.4.1 Describe the cognitive and language development changes that take place during childhood.

12.1.4.2 Identify and describe theories of cognitive development (e.g., Piaget, Vygotsky, Montessori, Gardner, Bruner, Bandura, Binet).

12.1.4.3 Explain the foundations of language development and the process of language acquisition for children and the relationship of oral language to literacy (e.g., role of play in language development, verbal, non-verbal, dual/EAL language learners).

12.1.4.4 Describe the role of family, friends, peers, community, and clan in language development.

12.1.2.5 Describe strategies that adults can use to support children's cognitive and language development.

0491 Applied Family Studies (Full Credit)

Grade 12

Goal 2: Demonstrate understanding of relationships and influences.

GLO 2.1: Develop understanding of the communication strategies to build healthy relationships.

12.2.1.1 Identify the styles (e.g., passive, aggressive, assertive) and components of verbal and non-verbal communication.

12.2.1.2 Evaluate the impact of current technology on relationships.

12.2.1.3 Explain how cultural awareness and understanding can assist communication.

12.2.1.4 Summarize ways in which effective and ineffective communication have an impact on relationships.

12.2.1.5 Demonstrate skills and techniques for effective communication with children and adults.

GLO 2.2: Demonstrate the ability to promote positive relationships with children.

12.2.2.1 Identify factors that promote a positive nurturing learning environment for all children (e.g., inclusion/diversity, physical space, lighting, materials and experiences, affective caregiving, staff training/ratios).

12.2.2.2 Describe the benefit of routines and boundaries for children.

12.2.2.3 Describe ways in which adults can be positive role models for children.

12.2.2.4 Identify symptoms of stress in children and the relationship between stress and behaviour.

12.2.2.5 Identify strategies to assist children in managing stress.

12.2.2.6 Develop a personal philosophy for nurturing and caring for children.

12.2.2.7 Demonstrate strategies to build and maintain relationships by encouraging pro-social behaviour, positive self-esteem and self-regulation, and conflict resolution skills among children.

0491 Applied Family Studies (Full Credit)

Grade 12

Goal 2: Demonstrate understanding of relationships and influences. (*continued*)

GLO 2.3: Demonstrate understanding of difficult situations for individuals and/or families.

Note: Outcomes may be integrated throughout the course.

12.2.3.1 Define stress and common causes of adult stress (e.g., co-workers, parents, and personal issues).

12.2.3.2 Investigate positive and identify negative coping strategies for adults when dealing with stress.

12.2.3.3 Examine difficult situations that individuals and/or families face and their effects on family well-being (e.g., financial challenges, addictions, violence, religious and cultural discrimination, illness, loss and grief, disabilities, chronic medical conditions, work-life-balance, changing locations, trauma [residential school, refugee, immigration, and migration], child abuse/neglect, poverty, isolation, etc.).

12.2.3.4 Identify relevant resources available to support individuals and/or families (e.g., community-based, provincial, and federal government resources).

0491 Applied Family Studies (Full Credit)

Grade 12

Goal 3: Demonstrate understanding of health and wellness.

GLO 3.1: Demonstrate understanding of personal identity and character development.

12.3.1.1 Identify components and demonstrate understanding of factors that influence children’s self-concept.

12.3.1.2 Reflect on the relationship between self-concept and behaviour in children.

12.3.1.3 Demonstrate and evaluate strategies (interaction and environmental) to enhance a positive self-concept in children.

GLO 3.2: Develop understanding of values, goal setting, and decision making.

Note: Outcomes may be integrated throughout the course.

12.3.2.1 Define and discuss values and goals.

12.3.2.2 Identify factors that influence values and goals.

12.3.2.3 Demonstrate understanding of how values influence goals and decisions.

12.3.2.4 Apply decision-making processes to situations.

0491 Applied Family Studies (Full Credit)

Grade 12

Goal 4: Demonstrate understanding of the fundamentals of caregiving.

Teachers are encouraged to access additional resources and/or consult with an Elder(s) or Knowledge Keeper(s) when implementing the Indigenous outcomes with respect to traditional protocols. See Appendix 2.

GLO 4.1: Demonstrate the ability to establish a safe and healthy environment for children.

12.4.1.1 Describe and demonstrate procedures for ensuring children’s physical safety, preventing injuries, and handling emergencies.

12.4.1.2 Identify and demonstrate routine health practices to prevent the spread of illness (e.g. hand washing, food safety, cleaning and sanitizing, toileting and diapering procedures).

12.4.1.3 Research childhood illnesses/conditions and the role of immunization.

12.4.1.4 Describe the importance of healthy feeding options (e.g., breastfeeding, formula, introduction to solid foods) and nutritious foods and menus in establishing healthy dietary habits while considering intolerances and allergies.

12.4.1.5 Develop practical skills for transitioning (e.g., actions, verbal, scheduling, responding to child’s needs, etc.) and caregiving routines. (e.g., diapering, toileting, napping, bathing, brushing teeth, feeding, eating, dressing, etc.).

0491 Applied Family Studies (Full Credit)

Grade 12

Goal 4: Demonstrate understanding of the fundamentals of caregiving.

GLO 4.2: Demonstrate understanding of families, parenting styles, and practices.

12.4.2.1 Identify and describe the diversity of family forms and structures.

12.4.2.2 Describe how societal change and the changing definition of the family are related.

12.4.2.3 Identify and describe different parenting styles, and assess their influence on family dynamics with children.

12.4.2.4 Describe how personal lived experiences may constrain or enhance one's parenting abilities including transmission of language, culture, and religion.

12.4.2.5 Describe how different parenting styles influence children's growth and development (e.g., guidance and discipline, resilience, self-regulation, failure to thrive, confidence, competence).

12.4.2.6 Describe ways in which culture, religion, and heritage influence child-rearing practices and ways families transmit culture, religion, and heritage to children (e.g., storytelling, arts, festivals, religion, and rituals).

12.4.2.7 Describe strategies that promote an active partnership with children's families.

0491 Applied Family Studies (Full Credit)

Grade 12

Goal 4: Demonstrate understanding of the fundamentals of caregiving. (*continued*)

GLO 4.3: Demonstrate understanding of childhood play practices.

12.4.3.1 Analyze the role of the learning environment (indoor/outdoor) on children’s learning and behaviour.

12.4.3.2 Define, describe, and explain how play enhances child development.

12.4.3.3 Define, describe, and explain the role of adults as part of the play process.

12.4.3.4 Categorize toys, books, and games that are developmentally appropriate for infants, pre-school, and school-age children.

12.4.3.5 Compare and contrast types of children’s play (e.g., solitary, parallel, co-operative, associative, competitive).

12.4.3.6 Compare personal childhood play-based experiences to those observed with children today.

12.4.3.7 Review Article 31 of the *U.N. Convention on the Rights of the Child*, and demonstrate understanding of the right to play.

12.4.3.8 Demonstrate the ability to support children’s play.

0491 Applied Family Studies (Full Credit)

Grade 12

Goal 5: Demonstrate understanding of career development and skills required.

GLO 5.1: Demonstrate personal and social skills.

Note: GLO 5.1 to 5.5 outcomes are to be integrated throughout the applied family studies course and are not intended to be a unit of study.

12.5.1.1 Demonstrate understanding of others and their perspectives.

12.5.1.2 Communicate effectively with others.

12.5.1.3 Participate in a positive manner.

12.5.1.4 Demonstrate responsibility in being accountable for their actions.

12.5.1.5 Listen in order to understand and learn.

12.5.1.6 Enhance personal growth through continuous learning.

GLO 5.2: Demonstrate thinking and decision-making skills.

12.5.2.1 Explain their thinking to others in a way that is clear, accurate, logical, and complete.

12.5.2.2 Use innovative thinking in decision making.

12.5.2.3 Compare and contrast common approaches to decision making.

12.5.2.4 Identify factors that affect decision making.

12.5.2.5 Interpret fact from opinion when making effective decisions.

12.5.2.6 Predict and analyze the outcome of a decision.

12.5.2.7 Apply decision-making strategies to learning, life, and work.

0491 Applied Family Studies (Full Credit)

Grade 12

Goal 5: Demonstrate understanding of career development and skills required. (*continued*)

GLO 5.3: Demonstrate teamwork skills.

12.5.3.1 Demonstrate the ability to work independently and collaboratively as a team member.

12.5.3.2 Develop strategies to build positive and respectful working relationships with all team members.

12.5.3.3 Recognize and acknowledge the opinions and contributions of team members to build consensus to achieve individual/team goals.

12.5.3.4 Use a variety of strategies to resolve conflicts peacefully and fairly with respect for others.

12.5.3.5 Collaborate with others to establish and determine individual/team member roles, goals, and responsibilities.

GLO 5.4: Demonstrate understanding of project management skills.

12.5.4.1 Define, outline, coordinate, complete, assess, analyze, and reflect on an individual/group project.

12.5.4.2 Demonstrate individual/group flexibility, adaptability, and resilience during the project process with the ability to adapt to new and evolving situations.

12.5.4.3 Determine skills and strategies required for an independent/group project (e.g., communication, leadership, organizational, teamwork, social skills, etc.).

12.5.4.4 Identify and evaluate transferable skills after completing an individual/group project.

12.5.4.5 Reflect on personal skills and strategies developed and their application to learning, life, and work.

0491 Applied Family Studies (Full Credit)

Grade 12

Goal 5: Demonstrate understanding of career development and skills required. (*continued*)

GLO 5.5: Explore careers related to early childhood education.

12.5.5.1 Investigate career paths related to early childhood education (e.g., social science and humanities areas such as early childhood education, child and adolescent development, early intervention, teaching/education, etc.).

12.5.5.2 Identify how interests, knowledge, skills, values, and attitudes relate to work.

12.5.5.5 Investigate and discover career opportunities in the area of early childhood education that correspond with personal career interests.

GLO 5.6: Demonstrate fundamental employability skills in a practicum experience.

Students have the ability to participate in experiential learning in a supervised setting for a practicum for 40 hours as part of this full-credit course. Practicum opportunities may include: licensed child care facilities, junior/Kindergarten/Grade 1 classrooms, Aboriginal Head Start Centres, parent/child community and/or school-based programs, in-school onsite infant lab/nursery/pre-school programs, etc. Practicum experiences can provide exposure to a variety of early childhood facilities. When the program is not provincially licensed, the student should be supervised by the Early Childhood Educator (II or III) according to current standards standards (see the Manitoba standards at www.gov.mb.ca/fs/childcare/students_workforce/classification.html) and/or provincially certified teacher. Students must be visited by the teacher and/or school designate at the practicum site regularly.

Manitoba Education and Training assumes responsibility for Workers Compensation coverage for all students of work-related education. Each program must be registered with the department prior to implementing any phase of an experiential career-readiness learning program. For further information, see www.edu.gov.mb.ca/k12/policy/work_ed.html.

Students may be required by the practicum placements to provide certain documentation before being allowed on a practicum (e.g., Criminal Record and Vulnerable Sector Check, Child Abuse Registry Check, emergency first aid, and CPR that is inclusive of infant/child CPR, etc.).

12.5.6.1 Identify and describe the various child care options available to meet the needs of children and families.

12.5.6.2 Identify local practicum opportunities.

0491 Applied Family Studies (Full Credit)

Grade 12

Goal 5: Demonstrate understanding of career development and skills required. *(continued)*

GLO 5.6: Demonstrate fundamental employability skills in a practicum experience. *(continued)*

12.5.6.3 Apply knowledge from this course to a practicum.

12.5.6.4 Work cooperatively, conscientiously, and safely to complete all assigned tasks.

12.5.6.5 Use work-life balance strategies and stress-management techniques effectively.

12.5.6.6 Act ethically and within the scope of the practicum preparation and experience, including provincial and federal policies, procedures, and legislation (e.g., Article 31 of the *U.N. Convention on the Rights of the Child*, child abuse reporting, privacy legislation, the *Community Child Care Standards Act*, Manitoba Regulation 62/86, Canadian *Charter of Rights and Freedoms*, etc.).

12.5.6.7 Gain knowledge about the job by observing and/or assisting others, and by completing tasks as assigned.

12.5.6.8 Identify how a volunteer's actions can negatively and/or positively affect the functioning of a facility/classroom.

12.5.6.9 Demonstrate skills for employment.

12.5.6.10 Demonstrate positive relations with parents, guardians, families, and/or staff.

12.5.6.11 Maintain and submit accurate records and reports to your practicum supervisor.

12.5.6.12 Develop a personal philosophy for working with children and a commitment towards continuous learning.

12.5.6.13 Evaluate experiences working with children in a community setting, and reflect on potential strengths and areas of improvement based on feedback from teacher/supervisor(s).

0491 Applied Family Studies (Full Credit)

Grade 12

Goal 5: Demonstrate understanding of career development and skills required. (*continued*)

GLO 5.7: Demonstrate the ability to experience the role and responsibilities of a childcare assistant in a practicum setting.

12.5.7.1 Develop relationships with individual children within the group.

12.5.7.2 Provide nurturing care to children.

12.5.7.3 Demonstrate effective direct (verbal/physical) and indirect (routines/transitioning/environment) guidance.

12.5.7.4 Demonstrate the use of critical-thinking skills in helping children solve problems.

12.5.7.5 Demonstrate the use of conflict resolution knowledge, skills, and attitudes.

12.5.7.6 Analyze interactions with individual children to promote positive relationships.

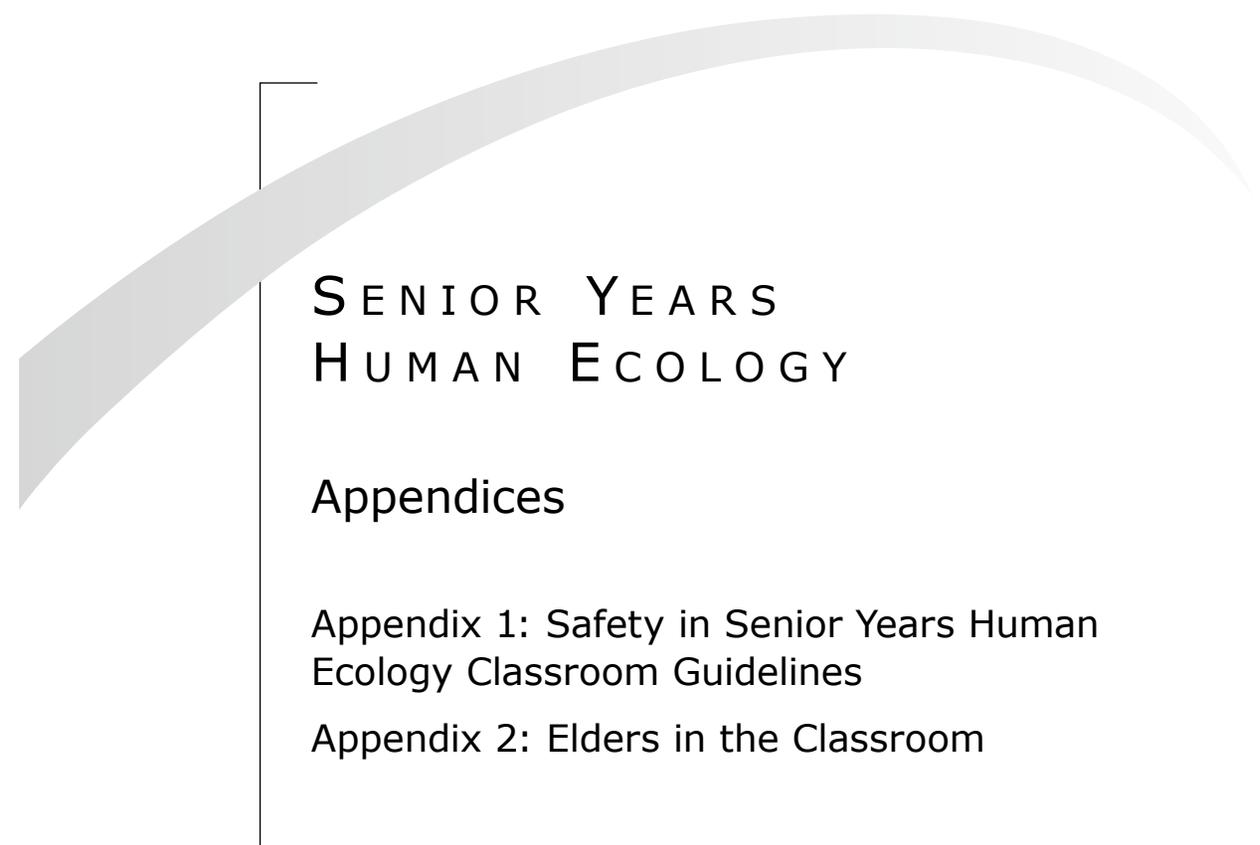
GLO 5.8: Demonstrate the ability to observe children to plan developmentally appropriate experiences in a practicum setting.

12.5.8.1 Identify and apply observation techniques to study children.

12.5.8.2 Apply observation to plan, organize, and carry out developmentally appropriate experiences for children.

12.5.8.3 Implement a planned play experience based on children's emergent interests and abilities.

12.5.8.4 Evaluate experiences working with children with personal reflection and/or feedback to enhance continuous learning.



SENIOR YEARS
HUMAN ECOLOGY

Appendices

Appendix 1: Safety in Senior Years Human
Ecology Classroom Guidelines

Appendix 2: Elders in the Classroom

APPENDIX 1: SAFETY IN SENIOR YEARS HUMAN ECOLOGY CLASSROOM GUIDELINES

Introduction

Hands-on activities are a fundamental part of human ecology learning. Teaching human ecology requires students' active involvement in developing safe and efficient behaviours for lifelong personal and job-related skills development. Students progress into skills-based courses, such as Senior Years Human Ecology. They are introduced to independent skills training where there is a natural increase in the complexity of their hands-on skills development. Over time, students learn techniques of job-related skills and, through repetition and practice, develop even more sophisticated skills such as critical thinking, inquiry, and problem solving. Hands-on lab activities can provide important connections in students' understanding of the nature of human ecology as it relates to lifelong learning, creativity, and the interplay of education and job-training skills.

The nature of the adolescent makes safety a very important issue. When adolescents are focused on the situation at hand, they may not consider the consequences or effects of current actions on the future. Adolescents often have a certain egocentrism that leads them to the belief that they are unique, special, and invulnerable to harm. They may be unaware of the consequences of risk-taking behaviour. It is the teacher's responsibility to ensure that safety considerations are accounted for when planning activities.

The challenge for schools is to offer human ecology activities that are simultaneously educationally rewarding and relevant to job training, making it challenging to students yet ultimately safe. These desired goals may be achieved through team effort involving all of those who set and administer school policies, design and maintain the learning environment, plan and deliver human ecology lessons, and select and prepare the materials used.

The goal of this appendix is to bring together information that principals, planners, teachers, and support staff need to help them make sound decisions regarding safety. It identifies areas for decision making and action at a variety of levels, and it supports planning and action by providing information on safety legislation and standards, safety hazards, and examples of procedures for eliminating or minimizing hazards.

1. Importance of a Safety and Health Program

What is the Internal Responsibility System for Safety and Health?

The *Workplace Safety and Health Act* supports every worker's right to a safe and healthy workplace. The duty for creating and maintaining a safe and healthy workplace falls on every person in the workplace to the degree that he or she has the authority and ability to do so. Whether it is the superintendent or the newest teacher hired, everyone has a

personal and shared responsibility for working together cooperatively to prevent workplace injuries and illness.

Because employers have the greatest degree of control over the workplace, they also have the greatest degree of legal responsibility for safety and health. This, however, does not relieve principals and teachers from their duty to participate and co-operate in controlling workplace hazards and to take the necessary precautions to protect themselves and others from hazards.

The act also recognizes that only workers who are adequately informed and empowered can effectively fulfill their responsibilities. It grants three important rights to workers:

- **The Right to Know** about workplace hazards, including how to identify hazards and protect themselves from those hazards, and about the rights afforded to workers under the act.
- **The Right to Participate** in decisions related to workplace safety and health, free of reprisal for their participation. Participation, in part, is achieved through the committee or workers' representative.
- **The Right to Refuse** work that the worker believes to be dangerous to him or herself or the safety of others.

The act protects the rights by prohibiting employers from imposing discipline or other sanctions on workers for fulfilling their responsibilities or exercising their rights. This helps workers participate with employers and supervisors in preventing workplace injuries and illness.

Taken together, these components are often called the internal responsibility system (IRS) for workplace safety and health, but good safety and health cannot rely on the internal responsibility system alone. Ongoing monitoring and enforcement by the Workplace Safety and Health Division are also required.

The combination of internal monitoring by Workplace Safety and Health Committees and external monitoring and enforcement by the Workplace Safety and Health Division ensure better legislative compliance and a more effective internal responsibility system in the workplace.

Due Diligence: An Approach to Human Ecology Safety

What is Due Diligence?

Sections 5, 6, and 7 of the act set out due diligence responsibilities. The act is available online at www.gov.mb.ca/labour/safety.

Due diligence means everyone with responsibility for safety and health must "...take every precaution reasonable in the circumstances to avoid a work related injury or illness." This concept of "reasonable care" holds individuals accountable for their acts (what they do) and omissions (what they fail to do). It goes beyond simple "regulatory compliance."

Due diligence contains these concepts:

- **Reasonably practicable:** What is “reasonably practicable” is determined by asking what a reasonable person, in the same position and circumstance, would have done to prevent the incident. When making that determination, three main factors need to be taken into account:
 - foreseeability
 - preventability
 - control
- **Degree of risk:** The approach selected to carry out a task depends on the degree of risk. The higher the risk, the greater the safety measures that must be taken.

In the case of a workplace safety and health program, the criteria for due diligence requires employers to do the following:

- **Establish a program:** The program should systematically identify hazards and assess their risks. It must include plans within the program to manage those risks. The plans should reduce the likelihood of the identified hazards causing harm.
- **Ensure the program is adequate:** The program must meet the needs of the workplace and the workers. It is a good idea to compare your program with industry standards.
- **Monitor and evaluate the program’s effectiveness:** Competent staff must be able to regularly check the effectiveness of the program and judge how well it meets legislative requirements.

Understanding Negligence and Liability

Below is a segment from the *Administrative Handbook*, which includes a three-page section of reference on negligence and liability.

It is generally assumed, in law, that teachers and others placed in charge of students have a duty to be responsible for the safety and welfare of those students during school hours and also after school hours during any school-sponsored activities on or off school premises. Failure to act reasonably under the circumstances, if this failure causes injury or death to a student, can result in a possible action in negligence.

It is generally recognized that four conditions must exist for a negligence suit to be successful:

1. The person alleged to be negligent must have a legal duty to maintain a standard of conduct that will protect others against hazards.
2. This person must fail to conform to a reasonable standard of conduct in connection with this duty. (The accepted standard is that of a prudent parent of a large family. However at least one recent court decision made a clear departure from that standard, and adopted a higher “Professional” standard of care where a teacher needs specialized knowledge, training, and/or experience in order to carry out his/her duties, such as gymnastics instruction in a high school setting).
3. The person or persons to whom this obligation is owed must suffer a genuine loss or injury (which could be property loss or damage, or physical or psychological injury, or death).
4. There must be a definite causal connection between the first person’s failure to maintain a proper standard of conduct and the loss or injury suffered by the second person.

Where teachers and other school officials are concerned, there is little difficulty in proving that a duty of care is owed to students. In any school activity, school personnel are generally assumed to be responsible, within responsible limits, for the welfare of students.

The fact that a mishap takes place does not automatically mean that there has been negligence. Genuine accidents do take place, and while they are unfortunate, no one can be blamed for them. Only if a court decides that a reasonably prudent person in the teacher's situation would have anticipated the mishap and would have acted to prevent it might the teacher be found negligent.

If students are to be placed in situations where the potential for injury exists, appropriate skill training and safety briefing must take place, and safety regulations conscientiously enforced. In addition, school officials are legally obligated to see that any facilities and equipment used are in safe condition.

Liability in Senior Years Human Ecology

The prudent teacher should ensure that every precaution against injury is taken. This should include periodic inspection of equipment, due concern for good discipline and safety practices, and proper supervision and competent teaching. The human ecology teacher should recognize potentially dangerous surroundings in instructional areas. Any potentially hazardous situations should be avoided. In order to reduce the possibility of injury, human ecology teachers should

- understand the safety element involved in each activity
- ensure a safe teaching environment

- use safe and tested equipment with which he or she is familiar
- understand the safety measures of learning activities specific to human ecology
- avoid the teaching of highly specialized or difficult techniques that are beyond the ability of students
- control/manage and organize students to avoid accident or injury

General Goals

The purpose of this safety and health document is to help teachers develop and operate a program that will prevent and control incidents. Such a program will protect students and increase the effectiveness of instructional methods and facility operations.

This document is also intended to provide our students and future workers with the skills, knowledge, and attitudes needed to keep them free and safe from injury now and later on the job.

The skills acquired through an effective program can be transferred to students' daily activities and personal choices. Positive attitudes must be developed through education, beginning at a young age and reinforced throughout daily activities and teachings. For safety and health education to be effective, it is important that it be viewed as an ongoing partnership among the school, home, community, and workplace, focusing on the following:

- Lessening the risk of injuries

- Evaluating potentially dangerous situations and being innovative in safely dealing with such concerns
- Understanding safety and health as an integral part of life
- Practising sound decision-making and preventative techniques
- Demonstrating critical-thinking and problem-solving skills that will allow them to solve health and safety problems
- Recognizing risks and hazards
- Recognizing and responding appropriately to emergency situations
- Possessing the knowledge, confidence, and initiative that will enable them to recognize and change behaviours and practices in their work environment
- Demonstrating the ability to influence and communicate effectively with colleagues and employers in working together to maintain a healthy and injury-free work environment
- Recognizing safety and health warning signs and symbols (e.g., WHMIS)

The elimination or reduction of incidents should be of primary concern to everyone in the school. A formal safety and health program will provide a means for teachers and students to accomplish safety and health objectives.

Establishing Program Outcomes

Establishing outcomes and policy to guide the safety and health program's development is critical to its design and organization. The first step is to establish the following:

1. Gaining and maintaining support for the program
2. Motivating, educating, and training those involved in the program to recognize and correct or report hazards located in the labs/facilities
3. Incorporating hazard control into the design
4. Providing a program of inspection and maintenance for machinery, equipment, tools, and facilities
5. Incorporating hazard control into school teaching and educational techniques and methods
6. Complying with established safety and health standards

Policy Statement

Once the objectives have been formulated, the second step is establishing the policy statement with the active participation of all those involved in the program's operation. The policy statement should reflect the following:

1. The importance the teacher places on the health and well-being of his or her students
2. The emphasis the school places on efficient operations with a minimum of incidents and losses
3. The intention of integrating hazard control
4. The necessity for active leadership, direct participation, and support from the entire school organization

5. The intent of the school administration to bring its facilities, operations, machinery, equipment, tools, et cetera, within the compliance of health and safety standards and regulations

The Need for Adequate Budget

There can be no compromise when it comes to the safety of our children. Principals, in collaboration with their teachers and safety and health committees, should define their safety and health program needs and allocate a sufficient level of resources to meet those needs, along with those allocations traditionally associated with the training and education process.

Responsibilities for the Safety and Health Program

Responsibility for the safety and health program can be established at the following levels:

1. School administration
2. Safety and health committees
3. Teachers
4. Support staff
5. Students
6. Parents

Responsibilities of School Administration

Before any safety and health program gets underway, it is essential that such a program receive support and commitment from school administration. The school board, superintendent, principal, and others concerned with administration and supervision must accept full

responsibility for the safety and health program as it is established, furnish the drive to get the program started, and oversee its operations. Their responsibility is essential to the continuing obligation to carry out an effective safety and health program.

Furthermore, principals and supervisors must invite discussion with teachers and others in the program during pre-planning meetings and periodically throughout the school year. Such discussions may deal with program progress, specific needs, and a review of school safety and health procedures and alternatives for handling emergencies in the event of an incident. Specifically, responsibility at this level is to

- set objectives and policy
- ensure that the necessary information, facilities, tools, and equipment are available to conduct a safe program
- ensure sufficient funds are available for an effective safety budget
 - This would include providing continued EA support for students in need of adaptation or extra supervision for safe behaviour management, especially if support is already provided in other curricular areas.
- promote and support professional development regarding safety initiatives in human ecology

In consultation with the safety and health committee, the school principal must provide meaningful criteria to measure the success of the safety and health program and to provide information upon which to base future decisions.

Responsibilities of Teachers

Teachers have a professional responsibility to safeguard and educate those who have been placed under their supervision. Jointly with the principal, teachers are responsible for creating a safe and healthy instructional setting, integrating hazard identification, assessment of the risks, and control of the situation in all aspects of the facility.

For all practical purposes, the teachers are the eyes and ears of the facility control system. On a day-to-day basis, teachers must be aware of what is happening in their facilities, who is doing it, how various tasks are being performed, and under what conditions. They must be ready to change part of an operation or the entire operation if they perceive the immediate need for corrective action.

Human ecology teachers are to review school safety and health policies and regulations within their school/division. This may require teachers to have up-to-date training or certification in areas related to instruction, such as first aid and/or safe food handling certification courses.

The following are the primary safety and health responsibilities of teachers using human ecology facilities:

- To demonstrate and model safe work procedures
Note: Teachers are role models to their students and should use exemplary behaviour in a human ecology classroom by demonstrating and modelling safe work procedures. Clean, appropriate clothing allowing unrestricted movement is recommended for all hands-on activities. Since there is the possibility of personal injury

and food-borne illness, it is strongly recommended that teachers ensure that

- inappropriate jewelry be removed
- long hair be tied up/back
- appropriate footwear be worn with adequate foot coverage (e.g., avoid flip-flops)
- applicable protective equipment is used at all times
- To train and educate students in safe work methods and practices
- To actively participate in and support the school safety and health committees
- To supervise and evaluate student performance with consideration given to safe behaviour and work methods
- To monitor the facility on a daily basis for human, situational, and environmental factors capable of causing incidents
- To correct hazards detected while monitoring or to report such hazards to the persons who can take corrective action
- To investigate all incidents occurring within their labs/facilities to determine the cause
- To ensure that hazard recognition and control information is included in each instructional module and administration session
- To develop a positive student safety attitude for school, home, social settings, and workplace activities

Responsibility of Support Staff

Support staff (e.g., educational or instructional assistants, student services, etc.) play a significant role in helping to create and maintain a safe and productive learning environment, especially in a human ecology course. They are at the forefront of designing specialized programming and are often privy to information that a human ecology teacher is not.

Support staff may provide a variety of supports, from aiding in the development of basic fundamental life skills to practising advanced behaviour management. Support staff may be addressing a diversity of needs for one student or caring for several students, collectively, with a huge variety of unrelated needs – especially students who are in need of adaptations to human ecology courses. Physical limitations or behavioural challenges may increase risk for potential accidents. Because support staff members are such an integral component to a safe experience for the student(s) in their charge, they should be ready to contribute to all forms of safety in a human ecology course.

In general terms, their responsibility might be to assist in the preparation of human ecology lab materials as requested by teachers for students with special needs to allow students with physical limitations to actively participate (e.g., assisting special needs students with safe setup and/or cleaning of tools and equipment; ensuring all students [special needs or not] who are under their direct care are safe and on task). However, their role may also include promoting and maintaining safety standards in the lab and classroom activities, and ensuring that all human ecology tools and equipment are in good condition.

The following are the primary safety and health responsibilities of support staff:

- To demonstrate and model safe work procedures as demonstrated or instructed by the human ecology teacher

Note: Support staff, like teachers, are role models to their students and should use exemplary behaviour in a human ecology classroom by demonstrating and modelling safe work procedures. Clean, appropriate clothing allowing unrestricted movement is recommended for all hands-on activities. Since there is the possibility of personal injury and food-borne illness, it is strongly recommended that support staff ensure that

- inappropriate jewelry be removed
- long hair be tied up/back
- appropriate footwear be worn with adequate foot coverage (e.g., avoid flip-flops)
- applicable protective equipment is used at all times
- To demonstrate an active interest and to comply with school safety and health policies and regulations (as demonstrated or explained by the teacher)
- To monitor the facility for human, situational, and environmental factors capable of causing incidents to students with special needs (i.e., to educate students on the best ways to conduct safe work methods and practices)
- To correct hazards detected while monitoring or to report such hazards to the human ecology teacher, who can take corrective action

- To help maintain human ecology lab safety equipment during class time
- To ensure all human ecology equipment is in good working condition and to report equipment that needs repair or replacement
- To identify, document, and inform human ecology teachers of safety problems related to specific lab activities, and to recommend adaptations to activities when necessary to eliminate problems while still meeting curriculum goals
- To work with the human ecology teacher to promote safe procedures and maintain safety standards in all human ecology activities
- To communicate to the human ecology teacher any relevant information about students who are in need of course adaptations, preferably before the course begins

Note: Students who are at risk of putting themselves or others in harm's way should be reported to the human ecology teacher before the course begins, as they may require increased awareness by the teacher and special course adaptation. When students have educational assistants (e.g., support for cognitive, behavioural, EAL needs) at their home school for regular class instruction, the home school should provide continued support in the human ecology classroom.

At-risk conditions include, but are not limited to, any of the following:

- Students who have medical (e.g., seizures, severe allergies resulting in anaphylactic shock), emotional, social, cognitive, or other conditions.

- Students who have any allergies, sensitivities, and intolerances, especially those related to food products. These should be reported to the human ecology teacher before the course begins. This also includes any skin sensitivities (e.g., if a student is allergic to dish soap).
 - If the budget permits (or the student provides these items), appropriate ingredient substitutions and/or separate tools and equipment should be made available whenever possible. Appropriate care should be given to items that may need to be stored separately from normal classroom items (e.g., ingredients/tools for celiac disease).
- EAL students
 - In extreme EAL cases, a translator or translating device (e.g., Google translate on a tablet) should be provided to both the teacher and the student to ensure accurate safety guidelines and expectations are clearly communicated and followed.

Responsibilities of Students

Everyone has the right to a safe human ecology experience, especially students. Students constitute the largest segment of the school population and are responsible for making good safety and health decisions. Students who actively participate in safety training help in preventing injury and equipment damage. Sequential skill development is essential for the safety of students. Readiness is achieved through competence in previous levels and ongoing evaluation is necessary, particularly in high-risk activities such as cutting and stove usage.

Students have the following responsibilities:

- To follow school safety and health rules and regulations and to work according to standard facility practices (as demonstrated and explained by the teacher)

Note: Students should practise exemplary behaviour in a human ecology classroom, as instructed by the teacher. Clean, appropriate clothing allowing unrestricted movement is recommended for all hands-on activities. Since there is the possibility of personal injury and food-borne illness, it is strongly recommended that students ensure that

- inappropriate jewelry be removed
- long hair be tied up/back
- appropriate footwear be worn with adequate foot coverage (e.g., avoid flip-flops)
- applicable protective equipment is used at all times
- To interpret and demonstrate to the satisfaction of the teacher all safe operating procedures regarding materials, tools, mechanical, and personal safety
- To recognize and report to the teacher hazardous conditions or work practices
- To use PPE (personal protective equipment), safety equipment, tools, and machinery as they were designed.
- To report all injuries to the teacher
- To practise correct safety techniques, activity-specific behaviours, and etiquette, as demonstrated or explained by the teacher

Safety education should be an integral part of every instructional period and should be demonstrated in the lab area and when handling any tool or equipment.

Responsibilities of Maintenance

Those involved with the maintenance of equipment, machinery, and facilities play an important role in reducing incidents in the school lab/facility. The following are some of their responsibilities:

- To provide planned preventative maintenance on electrical systems, machinery, and equipment to prevent abnormal deterioration, loss of services, or safety and health hazards
- To provide for the timely collection and disposal of scrap materials and waste
- To ensure that equipment and facilities are of good quality and periodically safety-tested (Equipment designed to support student learning should be stable, secure, and supplied with appropriate accessories. Adequate and safe storage should be provided for all dangerous tools and equipment.)
 - Routine lab inspections (e.g., examining dishes to ensure they have been washed, dried, and stored properly; examining sewing machines and unplugging irons for safe storage, etc.) should be done before the end of every class.
 - Floors should be clean, smooth, and free of foreign objects.
 - Surfaces should be free of glass, cans, bottles, etc.

- Special care should be followed during the safe removal of broken dishes or shattered glass. For example, sharp objects should be wrapped in wads of paper before being discarded in the garbage for everyone’s safety, including custodians.

The Role of the Workplace Safety and Health Committee

The role of the committee must not be confused with the responsibilities of principals or teachers. The committee brings together workers’ in-depth practical knowledge of specific jobs and principal knowledge of the organization’s “big picture” to provide input and advice on safety and health matters. The committee should also monitor the workplace safety system (as determined by the safety and health program) to ensure that it is working properly. The school division remains ultimately accountable for the final decision.

The committee should be used to assess the effectiveness of the workplace safety and health program. The committee may conduct a safety and health inspection.

Responsibilities of Parents

Parents are thought of as an important part of an effective human ecology/technology education safety and health program, as their support and understanding will help strengthen such a program. Parents complement the school effort by placing a strong value on safety and health while their children are at home, at work, involved in recreation, or being transported.

Their responsibilities include the following:

- To inform the school of health concerns that may affect their child’s daily activities within the facility
- To be aware of the potential illness and injury their children are exposed to during their education and training
- To support the teacher and the principal when penalties must be assigned for violations of safety and health rules

2. Setting Up and Maintaining a Safe Human Ecology Facility

Achieving a Safe Facility

The intent of this section is to help the teacher achieve and maintain a safe facility.

Topics of this section include the following:

- Safety and health inspections
- Personal protective equipment
- Hazard analysis
- Incident investigation techniques

Safety and Health Inspections

Purpose

To provide the teacher with an understanding of the inspection process and the ability to carry out an effective safety and health inspection. This section will cover the following:

1. The purpose of inspections
2. The types of inspections
3. The persons involved in the inspection process
4. Techniques
5. Methods of recording

Introduction

Safety and health inspections are an important part of the hazard control process. Regular inspections play an important part in providing a safe environment for our students.

Mandatory Inspections

Every school facility and each of its processes and operations contain potential hazards, which come about through normal use or through changes and additions of new equipment. One way of keeping aware of hazards is through continuous inspections.

Purpose of Inspection

- To spot potential hazards before an incident occurs
- To assess the hazard
- To find improvements and corrections to improve overall operations and increase effectiveness
- To do all of the above, every day

Inspections may be classified as periodic or continuous.

Types of Inspection

Periodic Inspection

A safety and health inspection is thorough and systematic. These inspections can be conducted monthly or bi-monthly. This type of inspection covers all areas (e.g., operations, equipment, etc.).

Continuous Inspection

Continuous inspections should be conducted by students, teachers, support staff, department heads, or supervisors as part of their instructional, supervisory, or assigned duties. Continuous inspections provide an immediate chance to examine and, if necessary, to correct or to report any unsafe situations (if correction is not possible).

Who Should Make Inspections?

Teachers

Teachers must make continuous inspections and be aware of changing conditions, operations, and work methods. These inspections may have to be made several times a day (i.e., at the beginning of each day and, for certain equipment, at the beginning of each class).

Support Staff

Support staff must make preliminary inspections during their time in a human ecology classroom and lab. These inspections may have to be made several times throughout class time (i.e., during the setup, handling, and storage of tools and equipment; continuous behavioural and hygienic management).

Students

Student inspections allow students to take a major role in their lab/facility, thus giving them a sense of ownership of their lab/facility.

Department Head or Supervisors

A school/school division that has a department head or supervisor for human ecology has a further advantage in safety and health inspections. The department head or supervisor may record any unsafe conditions and practices and forward the information to the teacher and/or maintenance personnel if required.

Inspection Procedures

An inspection program requires that those conducting the inspections have

- a sound knowledge of the facility
- a systematic inspection process for the facility
- a method of reporting, evaluating, and using the data gathered

What Should Be Inspected?

When inspecting, the following should be considered:

- **Materials and substances:** Inspect those materials and substances that may cause injury, illness, fire, or other hazards.
- **Equipment and tools:** Ensure that they are free of defects and other hazards.
- **Personal protective and safety equipment:** Ensure that there is adequate protection for all students involved and that the equipment is in good shape (i.e., oven mitts, presser foot on sewing machine is securely in place, etc.).
- **Working and walking surfaces:** Areas must be clean and functionally safe.
- **Environmental factors:** Ensure lighting and ventilation (e.g., fans in a foods lab) are in place.
- **Housekeeping:** Material storage, waste disposal, floor, and counters should be neat and tidy.
- **First-aid kit:** Ensure the first-aid kit is stocked with adequate supplies and in plain sight.
- **Electrical:** Switches, breakers, fuses, cords, and plugs must be in compliance with regulations.
- **Chemical storage, handling, and use:** Ensure that materials (e.g., cleaning supplies with bleach) are stored properly.
- **Fire protection and extinguishing systems:** Fire blanket, fire exit doors, exit signs, etc., must be in good order and in working condition.

- **Preventative maintenance:** The teachers' consistent preventative maintenance in the lab/facility and with tools will help to ensure incident prevention and student safety.

Hazardous Equipment

In the process of inspection, various actions or corrections may have to take place. When a broken or damaged tool is found, the teacher should immediately remove it. Large equipment, however, may have to be properly tagged. The teacher may also need to perform an electrical lockout by placing a mini-padlock through one of the tines of the power cord plug to prevent unauthorized use of the tool (e.g., an electric mixer that has parts that jam).

Summary

Acting on the information gathered from an inspection is as important as conducting the inspection in the first place. It is necessary that the inspection team brings problems and recommendations for corrective action to the attention of those involved (i.e., teacher, principal, or workplace safety and health committee). Based on problems uncovered and recommendations by Workplace Safety and Health, they must decide on the best course of action.

Information from inspections should never be seen as fault-finding and criticism, but rather as fact-finding with an emphasis on locating potential hazards that may have an adverse effect on the safety of the operation. The information should be viewed as the basis for establishing priorities and implementing programs that will improve conditions to provide a safe environment for our students.

Personal Protection Equipment Requirements (PPE)

Education

Unless students are educated in the use and care of PPE, it may do little to fulfill its intended purpose. It is recommended that human ecology teachers instruct safety and be a role model for working safely at all times, which includes the use of protective clothing and equipment.

Head Protection

There is always a danger of hair becoming entangled in moving parts (e.g., electric mixer or embroidery machine that doesn't require the foot being on the foot control at all times) or dangling into food (hygiene safety). Students with long hair should have their hair tied back, secured, or tucked underneath their clothing.

Hand Protection

The hazards in the human ecology facilities include burns, scalds, cuts, etc. The use of heat protection, like oven mitts, is good work practice to prevent hand injuries during handling of hot tools and materials.

Foot and Leg Protection

Students may require protection from the hazards of broken shards of dishes or glasses, splashes of hot liquids, and mishandled cutting tools like knives and fabric scissors. Personal protective footwear in a human ecology lab may include footwear that has adequate foot coverage. This can protect feet against injuries, such as those from falling knives, hot spills, or irons that accidentally topple over.

Hazard Analysis

The benefit of hazard analysis is to increase the awareness of potential hazards.

Incident Investigation Techniques

The goal of facility operations hazard analysis is to identify and evaluate hazards in the facility before they result in incidents. The concept behind this is sound, however, there may be times when we will not be able to find and eliminate problems before incidents occur. When an incident occurs, we must be prepared to acquire through investigation as much information as possible about the cause so that similar incidents can be avoided.

Reasons for Investigation

Teachers should become familiar with school/school division policies regarding incident investigation. The following are important reasons for investigating incidents:

- To determine the cause of the incident
- To find out ways to prevent further similar incidents
- To uncover and reduce indirect incident causes

Fact-Finding not Fault-Finding

Remember, incident investigation is fact-finding rather than fault-finding. The intent of the investigation is to find the cause and/or reason of the error/defect and make the necessary corrections so further incidents can be avoided.

Investigation by the Teacher

The teacher is the best one to do the investigation. The teacher is the one who was in the room at the time of the incident. The teacher is

- familiar with the students, their abilities, and their personal characteristics
- aware of the equipment, tools, and operations

Key Points for Interviewing

When investigating an incident, the following key points are important:

- Conduct the interview as soon as possible.
- Interview one person at a time.
- Explain the purpose of the investigation.
- Make the witnesses feel at ease.
- Be diplomatic in your task.
- Keep the questions simple.
- Avoid leading questions.
- Allow students to explain in their own words, uninterrupted, their story of the situation.
- Review the information given.
- Allow students to explain how the same incident can be prevented in the future.

For more information, see the Manitoba Education and Training documents *Keeping Your Facilities SAFE: A Support Document for Industrial Arts Teachers* (available online at www.edu.gov.mb.ca/k12/docs/support/ia_safe/) and *Science and Safety: A Kindergarten to Grade 12 Resource Manual for Teachers, Schools, and School Divisions* (available online at www.edu.gov.mb.ca/k12/docs/support/scisafe/index.html).

APPENDIX 2: ELDERS IN THE CLASSROOM*

It is the Elders' responsibility to guard sacred knowledge and to maintain the ceremonial oral tradition of knowledge transmission. The Elders bring with them traditional knowledge and perspectives passed down from generation to generation through the oral tradition. The reference to Elders' wisdom has lately been termed Indigenous knowledge or traditional knowledge. Their traditional knowledge and wisdom will give insight to teachers willing to reshape curriculum, validating First Nations, Métis, and Inuit content and perspectives.

Elder Expectation

When you invite Elders, it is important that you are clear on what you expect from them. If you are asking them to contribute with their knowledge, wisdom, and guidance, then say so. Some Elders may not be familiar with what teachers and curriculum writers are trying to do, so explaining what is required of them is essential to a good working relationship. You want them to contribute First Nations, Métis, or Inuit content and perspectives. The Elders need to feel confident that they will be of assistance. Let them know that you see their role as wisdom keepers and they need to draw upon their personal experience, cultural

* Source: King, Anna-Leah. "Elders in the Classroom." Adapted with permission of the author. Available as appendices to the resources on the following website: Saskatchewan Teachers' Federation. "Unit Plans: Science—Secondary Level." Stewart Resources Center. <https://www.stf.sk.ca/portal.jsp?Sy3uQUnbK9L2RmSZs02CjV/LfyjbyjsxssfEZJZhE4gE=F> (18 Feb. 2015).

knowledge, and teachings to contribute to the process. The Elders will share what is acceptable and give caution for what they view as sacred knowledge that is only to be shared in the context of ceremony.

Elders need time to think before they answer. Do not be impatient and feel they are not answering soon enough, as they will answer your questions in time. Some Elders are reflective, philosophical thinkers. They will review holistically what you have asked of them. A concept that you think is simple and straightforward has many different dimensions to First Nations speakers, and they must put the concept into the context of the whole and analyze the dimension of its interrelatedness. Sometimes they translate what you are saying to themselves in their language. They think things out in their mother tongue first and then find the words of closest approximation in English. Not all words and concepts are readily translatable. That is why letting the Elders know what is expected of them beforehand is important because it gives them time to think it over and to find some area of common ground.

Protocol for Inviting Elders

Please note that there are Elders for each of the Aboriginal groups (five distinct language groups of First Nations in Manitoba, Métis, and Inuit). It is important to identify each of the separate Aboriginal groups—First Nations, Métis, and Inuit—and their respective protocols.

Elders need to be approached in a respectful and traditional way, with consideration for the diversity of belief systems held by individual Elders. Each First Nation has its own protocol and it is important to seek guidance from people who know the Elder you wish to invite. One way of addressing the issue is to allow Elders to take tobacco from a bowl or a pouch of tobacco. In this way the person can accept or decline the tobacco and everyone is respected. Gifts are appropriate for those Elders who do not accept tobacco, and honoraria are used to indicate their service is valued (Manitoba First Nations Education Resource Centre).

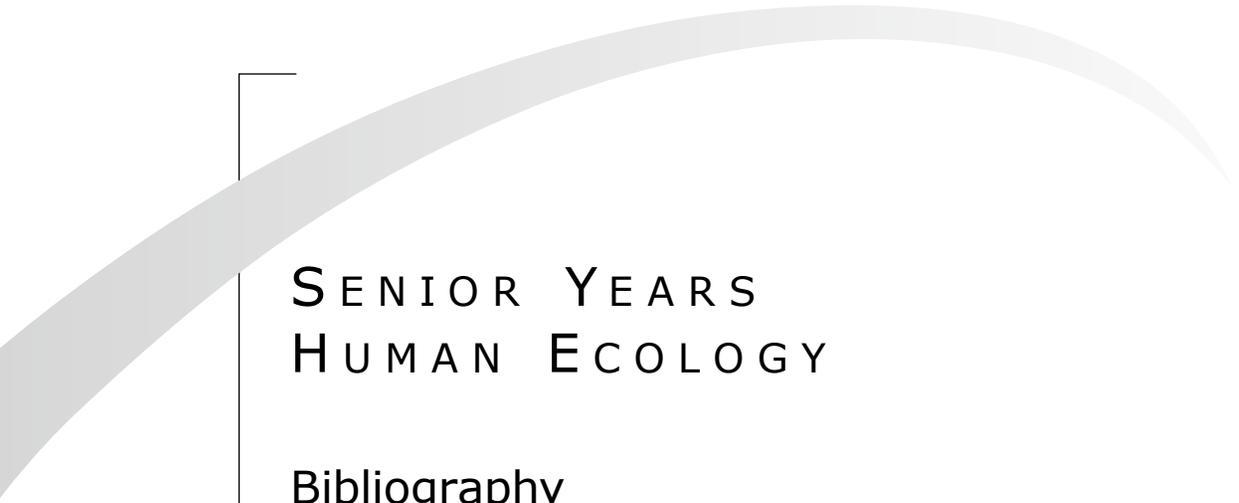
Elders can be asked to lead the gatherings with prayer and ceremony. First Nations gatherings always begin with prayer and ceremony. It is entirely appropriate to ask this of them. It may not be what you are familiar with, but you will soon realize the benefits of respecting First Nations protocol and ceremonial practice. The Elders may want to begin with a smudge on the first gathering and offer prayer for the task at hand and the team that has been brought together. The Elders are well aware that any given group put together is there to learn from one another and so blessings towards this endeavour are prayed for. Sometimes, depending on the size of the project, a pipe ceremony may be requested. Each Elder may have a slightly different approach to opening and closing a ceremony. Some may speak for a while. Others will ask you to share so they can become more familiar with everyone. The Elder will take it from there.

Elder Care

Elders do not expect anything, but it would be nice to assign one person to see to their needs. Offer them a comfortable seat and debrief them on the expectations for the gathering. Introduce them to everyone and generally make them feel welcome. See to it that they have water, juice, coffee, or tea. It is good to have a snack for them at coffee break. Invite them to pray over the food before you eat. Allow them to be first in line for lunch or let them know you will serve them. This is an example of First Nations protocol. These are small things, but kind gestures go a long way with Elders. They appreciate when younger people make efforts to lighten their load. These gestures make the Elders feel welcome and cared for in a respectful way.

Gifts

It is appropriate to have a gift of appreciation for the Elders. Even when Elders are paid for their time through an honorarium, some teachers also provide a small gift, such as a basket of teas or jams.



SENIOR YEARS
HUMAN ECOLOGY

Bibliography

BIBLIOGRAPHY

- Adler, Alfred. *The Individual Psychology of Alfred Adler*. Eds. H. L. Ansbacher and R. R. Ansbacher. New York, NY: Harper Torchbooks, 1964.
- Ainsworth, Mary D. Salter, March C. Blehar, Everett Waters, and Sally N. Wall. *Patterns of Attachment: A Psychological Study of the Strange Situation*. New York, NY: Psychology Press, 2015.
- Alberta Education. *Community Care Services: Early Learning and Child Care 1–5*. Edmonton, AB: Alberta Ministry of Education, 2010. Available online at <https://education.alberta.ca/media/160513/ccs.pdf>
- . *Media/Design/Communication Arts: Fashion Studies*. Edmonton, AB: Alberta Ministry of Education, 2010. Available online at <https://education.alberta.ca/media/160265/fas.pdf>
- Bandura, Albert. *Social Learning Theory*. Englewood Cliffs, NJ: Prentice Hall, 1977.
- Binet, Alfred. *The Development of Intelligence in Children: The Binet-Simon Scale*. London, UK: FB&C Limited, 2015 (1923).
- Booth, Carole, Jennifer Burke, Michelyn Gallant, and Judy Schonberger. *Nutrition and Health*. Vancouver, BC: Pacific Educational Press, 2014.
- Bowlby, John. *Attachment*. New York, NY: Basic Books, 2008.
- Brennan, Anne, Jane Witte, Allison Harrington McCabe, and Susan J. Smith. *The World of Fashion*. Vancouver, BC: Pacific Educational Press, 2014.
- Brisbane, Holly E. *The Developing Child: Understanding Children and Parenting*. 7th edition. Peoria, IL: Glencoe/The McGraw-Hill Company, 1997.
- British Columbia Ministry of Education. *Home Economics: Family Studies 10 to 12: Integrated Resource Package 2007*. Victoria, BC: British Columbia Ministry of Education, 2007. Available online at http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/appliedskills/2007he_famstudies1012.pdf
- . *Home Economics: Foods and Nutrition 8 to 12: Integrated Resource Package 2007*. Victoria, BC: British Columbia Ministry of Education, 2007. Available online at http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/appliedskills/2007he_foodnutri812.pdf
- . *Home Economics: Textiles 8 to 12: Integrated Resource Package 2007*. Victoria, BC: British Columbia Ministry of Education, 2007. Available online at <http://www2.gov.bc.ca/gov/content/education-training/k-12/teach/curriculum/english/applied-skills/home-economics-textiles-8-to-12-2007>
- Brokenleg, Martin, Larry Brendtro, and Steve Van Bockern. *Reclaiming Youth at Risk: Our Hope for the Future*. Trenton, NJ: National Educational Services, 1990.

- Bronfenbrenner, Urie. *The Ecology of Human Development: Experiments by Nature and Design*. Cambridge, MA: Harvard University Press, 1979.
- Bruner, Jerome. *The Process of Education*. Cambridge, MA: Harvard University Press, 1960.
- Clemons, Stephanie A. *Interior Design*. Tinley Park, IL: The Goodheart-Willcox Company, Inc., 2017.
- Erikson, Erik H. *Childhood and Society*. New York, NY: Norton, 1950.
- Gardner, Howard. *Multiple Intelligences: New Horizons in Theory and Practice*. New York, NY: Basic Books, 2006.
- Ghartey, Cindy, and Jennifer Johnson. *Nutrition and Healthy Eating: An Introduction*. Toronto, ON: McGraw-Hill Ryerson Limited, 2013.
- Howard Allison, Jessica Edge, and Daniel Munro. *What's to Eat? Improving Food Literacy in Canada*. Ottawa, ON: Conference Board of Canada, 2013.
- Indigenous and Northern Affairs Canada. *Kumik – Council of Elders Information Sheet*. Ottawa, ON: Indigenous and Northern Affairs Canada, 2014. Available online at <https://www.aadnc-aandc.gc.ca/eng/1100100013748/1100100013749>
- Jung, Carl G. *The Essential Jung: A Compilation*. Ed. Anthony Storr. Princeton, NJ: Princeton University Press, 1983.
- Kohlberg, Lawrence. *The Development of Modes of Thinking and Choices in Years 10 to 16*. Ph.D. Dissertation, Chicago, IL: University of Chicago, 1958.
- Kutcher, Dr. Stan, and Yifeng Wei. *Mental Health & High School Curriculum Guide: Understanding Mental Health and Mental Illness*. Halifax, NS: Dalhousie Press, 2015.
- Lewin, Kurt. *Resolving Social Conflicts and Field Theory in Social Science*. Washington, DC: American Psychological Association, 1997.
- Lewis, Evelyn L., and Carolyn Turner Smith. *Housing and Interior Design*, 11th edition. Tinley Park, IL: The Goodheart-Willcox Company, 2016.
- Liddle, Louise A., and Carolee Samuels. *Apparel Design, Textiles and Construction*. Tinley, IL: The Goodheart-Willcox Company, 2012.
- Manitoba Education. *Grade 12 Family Studies (40S): A Course for Independent Study*. Winnipeg, MB: Manitoba Education, 2011. Available online at www.edu.gov.mb.ca/k12/dl/iso/previews/gr12_fam_studies.pdf
- . *Grade 9 Home Economics (10G): A Course for Independent Study*. Winnipeg, MB: Manitoba Education, 2010.
- . The Manitoba Ministry of Education: *Grade 12 Current Topics in First Nations, Métis, and Inuit Studies: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education, 2011. Available online at https://www.edu.gov.mb.ca/k12/abedu/foundation_gr12/full_doc.pdf
- Manitoba Education and Advanced Learning. *Middle Years Human Ecology*. Winnipeg MB: Manitoba Education and Advanced Learning, 2015. Available online at www.edu.gov.mb.ca/k12/cur/teched/human_ecology/

- . *Administrative Handbook – School Administration: Negligence and Liability*. Winnipeg, MB: Manitoba Education and Advanced Learning, 2014. Available online at www.edu.gov.mb.ca/k12/docs/policy/admin/school_admin.pdf
- . *Grade 10 Career Development: Life/Work Planning*. Winnipeg, MB: Manitoba Education and Advanced Learning, 2014. Available online at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/index.html
- . *Science and Safety: A Kindergarten to Grade 12 Resource Manual for Teachers, Schools, and School Divisions*. Winnipeg, MB: Manitoba Education and Advanced Learning, 2014. Available online at www.edu.gov.mb.ca/k12/docs/support/scisafe/index.html
- . *A Time for Learning, A Time for Joy: A Resource for Kindergarten Teachers*. Winnipeg, MB: Manitoba Education and Advanced Learning, 2015. Available online at www.edu.gov.mb.ca/k12/childhood/time_for_joy/full_doc.pdf
- Manitoba Education and Training. *Kindergarten to Senior 4 (Grade 12) Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active, Healthy Lifestyles*. Winnipeg, MB: Manitoba Education and Training, 2000. Available online at www.edu.gov.mb.ca/k12/cur/physhlth/framework/index.html
- . *Grades 9 to 12 Applied Commerce Education: Manitoba Technology Education Curriculum Framework of Outcomes. Finance Strand: Grade 10 Personal Finance*. Winnipeg, MB: Manitoba Education and Training, 2017. Available online at http://www.edu.gov.mb.ca/k12/cur/teched/ace_framework/docs/0324.pdf
- . *Senior Years Technology Education Program: Grades 9 to 12 Fashion Design and Technology Manitoba Technical-Vocational Curriculum Framework of Outcomes*. Winnipeg, MB: Manitoba Education and Training, 2017. Available online at www.edu.gov.mb.ca/k12/cur/teched/sytep/fashion/index.html
- . *Subject Table Handbook: Student Records System and Professional School Personnel System, September 2017–August 2018*. Winnipeg, MB: Manitoba Education and Training, 2017. Available online at www.edu.gov.mb.ca/k12/docs/policy/sth/index.html
- . *Subject Table Handbook: Student Records System and Professional School Personnel System, September 2017–August 2018*. Winnipeg, MB: Manitoba Education and Training, 2017. Available online at www.edu.gov.mb.ca/k12/docs/policy/sth/index.html
- Manitoba Education and Youth. *Keeping Your Facilities SAFE: A Support Document for Industrial Arts Teachers*. Winnipeg, MB: Manitoba Education and Youth, 2003. Available online at www.edu.gov.mb.ca/k12/docs/support/ia_safe/
- Manitoba Education, Citizenship and Youth. *Kindergarten to Grade 12 Aboriginal Languages and Cultures: Manitoba Curriculum Framework of Outcomes*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2007. Available online at www.edu.gov.mb.ca/k12/abedu/framework/index.html

- . *Senior Years Family Studies: Manitoba Curriculum Framework of Outcomes*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2004. Available online at www.edu.gov.mb.ca/k12/cur/teched/fs/framework/index.html
- . *Senior Years Industrial Arts: Manitoba Curriculum Framework of Outcomes*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2009. Available online at www.edu.gov.mb.ca/k12/cur/teched/ia/framework/
- . *Senior Years Information and Communication Technology: Manitoba Curriculum Framework of Outcomes*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2007. Available online at <https://www.edu.gov.mb.ca/k12/cur/ict/framework.pdf>
- Manitoba First Nations Education Resource Centre (MFNERC). *First Nations Teachings & Practices*. Winnipeg, MB: MFNERC, 2008.
- Maslow, Abraham H. "A Theory of Human Motivation." *Psychological Review*, 50.4 (1943). 370–96.
- Mead, Margaret. *The World Ahead: An Anthropologist Anticipates the Future*. New York, NY; Berghahn Books, 2005.
- Mental Health Commission of Canada. *Mental Health First Aid Canada: Adults Who Interact With Youth*. Calgary, AB: Mental Health Commission of Canada, 2007.
- Meriorg, Eva, and Maureen Holloway. *Individual and Family Living in Canada*. Toronto, ON: Irwin Publishing Limited, 2001.
- Montessori, Maria. *Montessori Method: Scientific Pedagogy as Applied to Child Education in "The Children's Houses"*. New York, NY: Frederick A. Stokes Company, 1912.
- MyGsa.Ca. *Safe and Caring Schools: A Resource for Equity and inclusion in Manitoba Schools*. Toronto, ON: Egale Canada Human Rights Trust, 2011.
- Neugarten, Bernice. *The Meanings of Age: Selected Papers*. Ed. Dail A. Neugarten. Chicago, IL: University of Chicago Press, 1996.
- Nova Scotia Ministry of Education and Early Childhood Development. *Learning Outcomes Framework, Grades 10–12, Housing and Design 12*. Halifax, NS: Nova Scotia Ministry of Education and Early Childhood Development, 2015.
- Ontario Ministry of Education. *The Ontario Curriculum, Grades 9 to 12: Social Sciences and Humanities*. Toronto, ON: Ontario Ministry of Education, 2013. Available online at www.edu.gov.on.ca/eng/curriculum/secondary/ssciences9to122013.pdf
- Piaget, Jean. *Origins of Intelligence in the Child*. London: Routledge & Kegan Paul, 1936.
- . *The Moral Judgment of the Child*. London, UK: Routledge & Kegan Paul, 1932.
- Province of Manitoba. *The Public Health Act*. C.C.S.M. c. P210. Winnipeg, MB: Province of Manitoba, 2016. Available online at <http://web2.gov.mb.ca/laws/statutes/ccsm/p210e.php>

- . *The Public Schools Act*. C.C.S.M. c. P250. Winnipeg, MB: Province of Manitoba, n.d. Available online at <https://web2.gov.mb.ca/laws/statutes/ccsm/p250e.php>
- . *The Workplace Safety and Health Act*. C.C.S.M. c. W210. Winnipeg, MB: Province of Manitoba, n.d. Available online at <https://web2.gov.mb.ca/laws/statutes/ccsm/w210e.php>
- Saskatchewan Teachers' Federation. "Unit Plans: Science—Secondary Level." *Saskatchewan Teachers' Federation*. Stewart Resources Centre. <https://www.stf.sk.ca/portal.jsp?Sy3uQUnbK9L2RmSZs02CjV/LfyjbsxssfEZJZhE4gE=F> (date accessed—2018-06-12).
- Sasse, Connie R. *Families Today*. Woodlandhills, CA: The McGraw-Hill Company, 2009.
- Slater, Joyce, Thomas Falkenberg, Sarah Colatruglio, and Jessica Rutherford. *Critical Food Literacy Competencies for Young Adults*. Winnipeg MB: University of Manitoba.
- University of Victoria. *Indigenous Plan 2017–2022*. Victoria, BC: University of Victoria, 2017. Available online at https://www.uvic.ca/vpacademic/assets/docs/indigenouacademicplan/IndigenousPlan_Final.pdf
- Vidgen, Helen Anna, and Danielle Gallegos. "Defining Food Literacy and Its Components." *Appetite* 1.76: 2014. 50–9.
- Vygotsky, Lev S. "Thinking and Speech." *The Collected Works of L. S. Vygotsky, Volume 1: Problems of General Psychology*. Ed. R. W. Rieber and A. S. Carton. New York, NY: Plenum Press, 1987 (1934). 39–285.
- Weber, Jeanette. *Clothing Fashion, Fabrics and Construction*. 5th edition. Toronto, ON: Glencoe McGraw-Hill, 2008.
- Welker, Glenn. *Indigenous Peoples Literature*. www.indigenouspeople.net/. 2017. (date accessed—2017-09-14).
- Westlake, Donald G. *Relationships and Family Living*. St. Paul, MN: EMC Publishing, 1992.



Printed in Canada
Imprimé au Canada