

# Welcome to Home Economics 9

In this course, you will gain a basic understanding of applied skills, design and technology through **Food and Textiles Studies**.

## BIG IDEAS

Social, ethical, and sustainability considerations impact design

Complex tasks require the sequencing of skills

Complex tasks require different technologies and tools at different stages

## YOU WILL LEARN...

### CORE COMPETENCIES

- ✓ Communication
- ✓ Thinking (Creative & Critical)
- ✓ Personal & Social (Positive Personal, Cultural Identity, Personal Awareness & Responsibility, Social Responsibility)

### Students will develop the following curricular competencies:

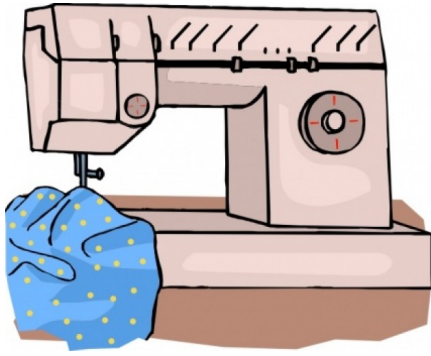
- Choose a design opportunity
- Identify and use appropriate tools, technologies, and materials for production
- Reflect on their design thinking and processes, and evaluate their ability to work effectively both as individuals and collaboratively in a group, including their ability to share and maintain an efficient cooperative work space
- Evaluate the skills and skill level, individually or as a group, in relation to a specific task, and develop them as needed

### TEXTILES

- Sources of textile materials
- Hand and machine construction techniques for making products and/or repairing textile items
- Basic components of patterns and instructions
- Colour as an element of design
- Personal factors that influence textile choices, including culture and self-expression, and the impact of those choices on individual and cultural identity
- Strategies for using and modifying simple patterns

### FOOD STUDIES

- Pathogenic microbes associated with food-borne illnesses
- Food preparation practices, adaptations of ingredients, techniques, and equipment
- Healthy, economic and environmental factors that influence food in personal and global contexts
- Ethical issues related to food systems
- First People's traditional food use



## MATERIALS

- Bring your **binder** with loose leaf **paper**
- A **pen** or **pencil**
- **Hair tie**- long hair must be tied back during labs
- Bring a **container** to take home any leftover product following a cooking lab

## COURSE EXPECTATIONS

Cougars have GRIT. And the expectation in this course is that you work on developing your GRIT.

**Growth:** In order to demonstrate a commitment to growth, a student should be aware of their strengths and abilities. They should reflect, set goals and take action. A student with GRIT will focus on learning and improvement and seek out feedback to do so. A student with GRIT pushes themselves to be better than they were yesterday.

**Resilience:** In order to demonstrate resilience, a student should use strategies to regulate emotions and behaviour. A student with GRIT knows that mistakes and errors are opportunities to learn. They persist, even through hard things and have an “I can” attitude.

**Integrity:** In order to demonstrate integrity, a student should embrace a culture of high expectations. This means that they do their very best and help others to do so as well. A student with GRIT demonstrates kindness and respect for themselves, others, and the environment. They do what is right.

**Time Management:** In order to demonstrate time management a student should organize themselves so that they are prepared for learning. A student with GRIT is not only in class all the time on time; they are also productive and effective with their time.

## SUPPORTS

Part of showing your GRIT is advocating for your learning. There are a number of supports available for students at BSS including tutorial times, online supports, library, and learning assistance resources. Bottom line: if you need help, ask for it.



# ASSESSMENT & EVALUATION STRATEGIES

In this course, you will be assessed in multiple ways including self-evaluation, peer-evaluation, and teacher evaluation. Learning will be assessed each and every day through activities done in class such as:

- Theory lessons
- Cooking labs
- Independent & Group Projects
- Reflections/Journaling
- Class Discussions
- Debates

**Formative assessments** (these are the things we do for practice) give me valuable information about where you are at today, and how to help you grow tomorrow. These activities are the foundation and building blocks for our summative assessments.

**Summative assessments** are the measures of success that end up forming your report card mark and comment. Because these are so closely linked to the formative assessments, it's really impossible to do one without the other.

Proficiency Scale (This is what we will use to measure success)				
Not Yet	Getting There	Developing Independence	Got it!	Wow!!
Even with help, the student does not grasp the concept.	With help, the student can demonstrate understanding.	Demonstrates understanding with limited support.	Demonstrates understanding independently.	Demonstrates sophisticated understanding.  Able to move beyond the concepts covered in class (transfers understanding)

## ADDITIONAL INFORMATION

You may contact me at any time via email at:

[mjolicoeur@exc.sd73.bc.ca](mailto:mjolicoeur@exc.sd73.bc.ca)

and are encouraged to check our Google Classroom on a regular basis.

All assignments must be submitted on the **assigned due date**, unless approved by me. This means that you need to **communicate**, if you are struggling to complete things on time.