Interpersonal and Family Relationships 12

"This course focuses on learning about people and the relationships that we have. Students study how individuals and families function in society and how contemporary issues and culture affect them. Learning about human interaction and communication is a key theme throughout the course. The different types of relationships, including social, familial, romantic and community are all explored in this course. If you are interested in a future career that involves working with people, then this is a great course for you." (Sullivan Heights Course Catalog)

Welcome to **Interpersonal and Family Relationships 12**!

In this course, you will learn about a wide variety of relationships and related **content**, including:
- Communication styles and strategies
- Committed relationships and related topics (ex. legal and financial issues, the role of community and culture)
- Marriage and commitment customs from a variety of cultures, including First Peoples
- Factors involved in ending relationships (ex. emotional, legal, financial, social)
- Components and indicators of safe/healthy relationships and unsafe/unhealthy relationships, as well as how to stay safe and/or take steps if relationships become unsafe/unhealthy

Note: It's important to be clear that this course will deal with some topics that you may find challenging or emotional, such as ending relationships, unsafe relationships, or cultural practices you may disagree with. It is my intention to create a classroom that is a safe space for everyone and I hope you will feel that you can discuss all topics openly and respectfully. Having said this, if you are uncomfortable with a topic, I encourage you to see me after class or see your counselor as soon as possible.

A key aspect of this course will be to take what you have learned about relationships (the **content**), identify a problem you would like to focus on, and create a product to solve or improve the problem. A **product** can be "a physical product, a process, a system, a service, or a designed environment" as defined in the curriculum. In order to develop this product, we will use the principles of **applied design**, which are: defining, ideating, prototyping, testing, making, and sharing. Although this may seem like a rigid step-by-step process, it is flexible and often goes back and forth between various steps. As well, it is hands-on and real-world work.

While there will be some time spent learning together about the content and applied design process, as noted above, much of the course will be determined by you individually, including:
- Choosing a problem you would like to research
- Determining a product you would like to design to solve or improve that problem
- Exploring a variety of tools and technologies that may be of use in your process/product
- Self-identifying and evaluating your skills over time, including developing plans to do so

Assessment for this course will include both formative assessment (for feedback) and summative assessment (for grades). These are indicated in the chart below as **FA** and/or **SA**. The chart also

separates assessments into what students should **Know**, **Do,** and **Understand** as per the new curriculum. Because much of this course will be individualized, the whole class will determine some aspects of assessment. For example, you will write responses to course content, discussions, and presentations, so we will develop criteria for those together. **Students will be provided with summative assessment information well ahead of time.**

Assessment Chart

Know: *Content: essential topics and knowledge*	**Do**: *Curricular Competencies: skills, strategies & process*	**Understand**: *Big Ideas: generalizations & principles*
Quizzes and/or tests on course content **FA and SA**	Checklist of your skills and strategies, goal-setting **FA**	Journal entries about your applied design process/steps **FA**
Group discussions on course content (preparation with readings, notes, and questions, and participation) **FA and SA**	Self-evaluation of each stage of the applied design process with review and adjustment of the process **FA and SA**	Critical analysis of issues raised by the course content and/or the applied design process, including technology **SA**
Written responses to course content, discussions and presentations **FA and SA**	Mini-presentations of your product as you go **FA**	Your final product, shared with the class and invited guests; you will need to include a portfolio showing all steps of the applied design process **SA**
Final reflection on how your product solves or improves the problem; how it could improve **SA**	Reflections (2+) on your skills and strategies progress and future goals throughout the course **SA**	

*Note: Assessment items are subject to change.