



**LINKS HIGH SCHOOL  
STANDARDS & PROCEDURES**

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|--------------------------------|------------------|
| <b>Department or Subject:</b>  | <b>Home Life</b> |
| <b>Teacher(s):</b>             | <b>Kennedy</b>   |
| <b>Cycle and Level Taught:</b> | <b>DÉFIS 4</b>   |
| <b>School Year:</b>            | <b>2025-2026</b> |

| <b>Term 1 (20%)</b>   |  |  |
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| <i>Competencies Targeted</i>  | <i>Evaluation Methods (e.g., End-of-term Evaluation Situation, Tests, Projects, etc.)</i>  | <i>General Timeline (e.g., end of term, midterm, etc.)</i> |
| To demonstrate skills related to healthy living, hygiene, and physical safety.  | <ul style="list-style-type: none"> <li>- Observation</li> <li>- Anecdotal records</li> <li>- Checklists</li> <li>- Oral &amp; written quizzes</li> </ul>   | -Throughout the term                                       |
| <p><i>Communication to Students and Parents (e.g., note home, website, agenda, report card, etc.)</i></p> <ul style="list-style-type: none"> <li>- Regular in-class feedback and guidance to students</li> <li>- Progress Report</li> <li>- Report Card</li> <li>- Parent-teacher interview</li> <li>- TEAMS APP</li> <li>- EMAIL, phone calls</li> </ul> | <p><u><i>Other Pertinent Information</i></u></p> <p><b>Eating Habits</b></p> <ul style="list-style-type: none"> <li>• Recognizes the main food groups and their purpose.</li> <li>• Classifies foods correctly within each group.</li> <li>• Prepares a simple snack or meal using guided steps.</li> <li>• Operates kitchen tools and small appliances safely and effectively.</li> <li>• Participates in meal setup and cleanup with initiative.</li> </ul> <p><b>Health and Hygiene</b></p> <ul style="list-style-type: none"> <li>• Describes healthy eating and physical habits.</li> <li>• Chooses physical activities that promote wellness.</li> <li>• Maintains clean and neat hair.</li> <li>• Washes hands at appropriate times without reminders.</li> <li>• Brushes teeth after meals and when needed.</li> <li>• Maintains a consistent hygiene routine and cares for skin appropriately.</li> </ul> <p><b>Physical Safety</b></p> <ul style="list-style-type: none"> <li>• Handles cleaning and maintenance products with caution.</li> </ul> |  |

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|  | <ul style="list-style-type: none"> <li>• Stores clothes, objects, and tools neatly and safely.</li> <li>• Demonstrates safe use of sharp or pointed items.</li> </ul> |
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| <b>Term 2 (20%)</b>   |  |  |
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| <i>Competencies Targeted</i>  | <i>Evaluation Methods (e.g., End-of-term Evaluation Situation, Tests, Projects, etc.)</i>  | <i>General Timeline (e.g., end of term, midterm, etc.)</i> |
| To demonstrate functional abilities related to maintaining a living environment and caring for clothing.  | <ul style="list-style-type: none"> <li>- Observation</li> <li>- Anecdotal records</li> <li>- Checklists</li> <li>- Oral &amp; written quizzes</li> </ul>   | -Throughout the term                                       |
| <p><i>Communication to Students and Parents (e.g., note home, website, agenda, report card, etc.)</i></p> <ul style="list-style-type: none"> <li>- Regular in-class feedback and guidance to students</li> <li>- Agenda</li> <li>- Report Card</li> <li>- Parent-teacher interview</li> <li>- TEAMS APP, Phone calls</li> </ul> | <p><u><i>Other Pertinent Information</i></u></p> <p><b>Living Environment</b></p> <ul style="list-style-type: none"> <li>• Maintains a clean and organized locker or workspace.</li> <li>• Wipes surfaces, counters, and windows using suitable products.</li> <li>• Cleans sinks, floors, and furniture carefully.</li> <li>• Sorts and empties recycling bins regularly.</li> </ul> <p><b>Clothing</b></p> <ul style="list-style-type: none"> <li>• Determines when clothing requires washing.</li> <li>• Operates the washer and dryer with proper products.</li> <li>• Cleans and maintains accessories.</li> <li>• Selects clothing suitable for weather and daily activities.</li> <li>• Changes clothing when dirty or after physical activity.</li> <li>• Dresses and undresses in appropriate areas.</li> </ul> |  |

| <b>Term 3 (60%)</b>   |  |   |
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| <i>Competencies Targeted</i>  | <i>Evaluation Methods (e.g., End-of-term Evaluation Situation, Tests, Projects, etc.)</i>                      | <i>General Timeline (e.g., end of term, midterm, etc.)</i>  |
| To demonstrate independence in caring for a living environment.<br>To make basic, responsible consumer choices. | - Observation<br>- Anecdotal records<br>- Checklists<br>- Oral & written quizzes                               | -Throughout the term  |
| <i>Communication to Students and Parents (e.g., note home, website, agenda, report card, etc.)</i>              | <i>End of Year Evaluation (e.g., evaluation situation, local exam, complementary exam, uniform exam, etc.)</i> | <i>Other Pertinent Information</i>  |
| - Regular in-class feedback and guidance to students<br>- Report Card<br>- TEAMS APP, phone calls               | Summative assessment based on competencies acquired throughout the year.                                       | <p><b>Living Environment</b></p> <ul style="list-style-type: none"> <li>Keeps personal spaces organized and tidy with minimal reminders.</li> <li>Cleans mirrors, windows, and furniture using correct products.</li> <li>Maintains consistent routines for cleanliness and order.</li> </ul> <p><b>Consumer Habits</b></p> <ul style="list-style-type: none"> <li>Identifies needs vs. wants when making purchases.</li> <li>Compares similar products by price and quality.</li> <li>Chooses items that fit within a given budget or spending limit.</li> </ul> |