



# ITGS SL: Internal Assessment

*Westdale Family Studies Website*

URL: <http://westdalefamilystudies.tripod.com/>

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**Word Count: 2500**

(Not included in word count: Appendixes, Table of Contents, & Criterion Headings)



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## **Criterion G: Identifying the Problem Within a Social Context**

Westdale's family studies department offers a wide variety of classes which receive numerous students every year. With 4 teachers and 8 classes of students, it is very difficult for teachers to accommodate each student's needs outside of school in terms of answering questions. It is even more difficult to communicate classroom materials to all of the interested parents efficiently. The current system, FirstClass Client, just does not suffice. The inadequacies that the client, Mrs. Tobias (department head), have expressed are stated below.

1. Parents who are curious about course information and student progress may only communicate with teachers over the phone since FirstClass accounts are not provided for them. This is very time consuming for teachers as they have to explain the same ideas repeatedly.
2. Students often do not hear instructions and due dates in class. This is a problem for teachers since assignments can be done incorrectly or handed in late. The current solution is useless as Family Studies does not use FirstClass to post information. Even if they did use FirstClass, equality of access is always an issue, since some students may not have accounts or they do not own the software. In addition, FirstClass is not favourable among students.
3. The family studies department holds numerous events every year. These activities are promoted through announcements, posters, and the word of mouth, which do not reach a very large audience.

To overcome these inadequacies, an appropriate IT solution is required. The IT solution must allow the clients to efficiently distribute information to the end-users, primarily students and parents, on a daily basis. This IT solution should give clients the ability to post course information for parents, homework information for students, and event information for the entire Westdale community.

## **Criterion H: Analysis and Feasibility Study**

### **Approach 1**

The first approach to the solution is daily electronic updates delivered through e-mail. In this approach, I would make various templates for the client such as templates for homework updates, special events, and parental newsletters. The client would fill the text in these templates accordingly to fit their needs. Then, they would send them to the end-users through mass e-mails. This way, parents would receive regular updates regarding their children, students would have daily homework reminders, and events could be promoted to a greater audience. There are no costs for this approach as I have both Publisher and Photoshop, two programs required in making the updates.

An advantage is that the parents would have access now along with students. In addition, event advertising would reach a larger audience as it is effortless for recipients to forward promotional information.

There are also numerous disadvantages. The greatest one is that only those on the mailing list will access these e-mails. This means that there will still be a limited audience. Moreover, these electronic updates may be mistaken for junk mail, making the approach ineffective. Lastly, this method may be unreliable, as e-mails might be invalid and bounce back.

## **Approach 2**

The second approach is to create a website. For this approach, I will develop a basic website with a main page, and secondary web pages including course and teacher information along with a calendar. Teachers can regularly update the website for their end-users. This IT solution would allow clients to provide homework updates for students, course information for parents, and broadcast events.

There is a large number of advantages. The greatest advantage is that it grants easy access to anyone with a computer and Internet. Another advantage is that, with proper training, it is easy for clients to update. Finally, a website is very flexible in that one can insert a very large variety of content such as videos and flash animations, making it both useful and entertaining for end-users.

The sole disadvantage for a website is the issue of reliability. This issue can be looked at from two perspectives. From the client's perspective, the web developing program that they are using to update might crash randomly. From an end-user's point of view, the web server itself might not work at times, causing the website to be unavailable.

To create a website, I would need Dreamweaver, and Photoshop. As both programs are available to me, there will be no costs.

As the software is accessible and I have prior experience in website design, creating a website is a feasible IT solution. This solution will keep students, parents, and the community updated with homework, classroom material, and upcoming events, respectively. In other words, this IT solution will vanquish the inadequacies the clients stated.

After analyzing the inadequacies of the current situation, the disadvantages and advantages of two approaches, and the feasibility of both approaches, I have decided to create a website as my IT solution. I feel that it solves all the problems stated by the client and is the most appropriate approach.

## **Criterion I: Planning and Developing the Chosen IT Solution**

### **Schedule**

#### November – December

1. Identify the problem (Criterion G)
  - Discuss with client
2. Identify possible solutions (Criterion H)
  - Discuss with client
3. Choose to make a website (Criterion H)
4. Formulate a plan (Criterion I)
  - Discuss with client (get input)
  - Plan the layout and functions
  - Identify hardware/software required
  - Collect data
  - Set up schedule

## January-February

5. Website development
  - Add content
6. Beta testing #1 (technical)
  - Feedback
  - Refinements
7. Beta testing #2 (student)
  - Feedback
  - Refinements

## March

8. Client testing
  - Feedback
  - Refinements
9. Final adjustments
10. Final product
  - Report
11. Hand permissions over to client
  - Client training

## **Hardware**

Below is a list of hardware I will be using for the creation and testing of my website. I will be using two different computers: an HP laptop at home and an iMac during school hours.

<b>Hardware</b>	<b>Use</b>
<i>PC (Home)</i>	
<b>Processor:</b> 1.83GHz Intel Core2 Duo CPU <b>Hard drive:</b> 232.88GB FUJITSU MHZ2250BH G2 <b>Random access memory:</b> 4 GB	The Intel processor powers the computer, and all my screen shots are saved onto the hard drive. The hard drive is also used as a backup for my website files.
<i>iMac (School)</i>	
<b>Processor:</b> 2.4GHz Intel Core 2 Duo <b>Hard drive:</b> 250GB <b>Random access memory:</b> 2 GB	The Intel processor powers the computer and screen shots are saved onto the hard drive before being moved onto my USB.

## **Peripherals**

<b>Canon PowerShot SD790 IS</b>	I will use this camera to capture photos of students and teachers.
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## Software

The following is a list of all the software I used in creating my website.

Description	Title, Company, Version	Usage
Operating Systems	Windows Vista, Microsoft, Home Edition	I will be using these two operating systems because these are the ones which are available to me.
	Mac OS X, Apple, Version 10.5.2	
Word Processor	OpenOffice.org, Sun Microsystems, Version 3.1.1	I chose OpenOffice.org as a word processor because I feel that it is the most reliable program. I will be using OpenOffice.org to process word documents and to run spell-checks. I will only be using this program on my laptop.
Web Development Tool	Dreamweaver CS4, Adobe, Version 10.0	I chose to use Dreamweaver to create my website because it is user-friendly, I have adequate experience with the program, and it is already installed on both of the computers that I plan on using. On my PC, Dreamweaver CS4 is installed while Dreamweaver CS3 is installed on the iMacs at school.
	Dreamweaver CS3, Adobe, Version 9.0	
Image Editor	Photoshop CS4, Adobe, Version 11.0	I will use Photoshop CS4 to manipulate images and create graphics such as banners, backgrounds, headers, and navigation buttons. It is easy to use and available to me on my laptop.
Miscellaneous	Motion 3, Apple, Version 3.0.2	I will use Motion 3 to create animations. I chose this software for this purpose because it is more user-friendly and it is more flexible. I will only be using this program at school.

## **Data Collection and Client Training**

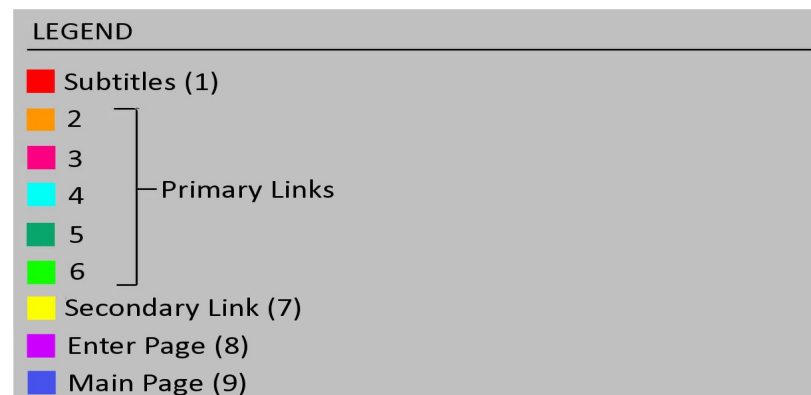
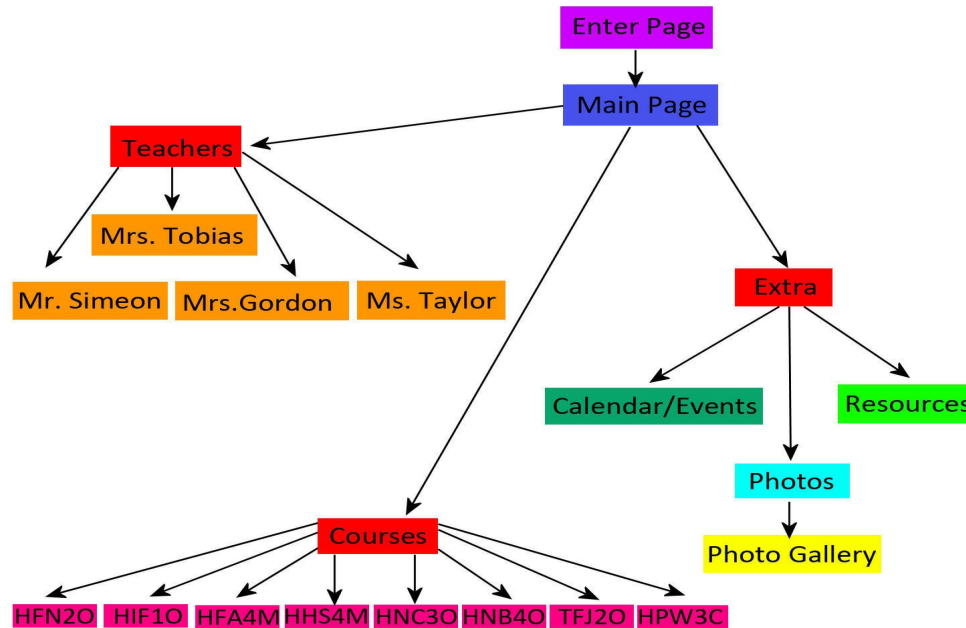
I will collect data in two ways. Mrs. Tobias will provide me with inadequacies of the current situation as well as any information I need regarding courses, teachers, and events. This include course outlines, teacher extension numbers, or event dates. As for the pictures, I will personally take most of the pictures that I am going to use. However, I will ask Mrs. Tobias for some past photos and use some photos from the Internet (sourced in bibliography).

In terms of training, I will train the client when I hand over permissions of the website. School computers already have the user-friendly program Dreamweaver, therefore she will easily be able to update the website. I will teach her is how to find the page she is looking for and how to change the content. The end-users (students and parents) will not need any training. If the client is in need of technical support, she may contact me.

## **The Backup Process**

I will store all files for the website, including HTML documents and photos, on my USB. This allows for easy access and transportation between the two computers. I will keep a backup of all the files on both computers and regularly update them for safety measures.

## Storyboard



## Description

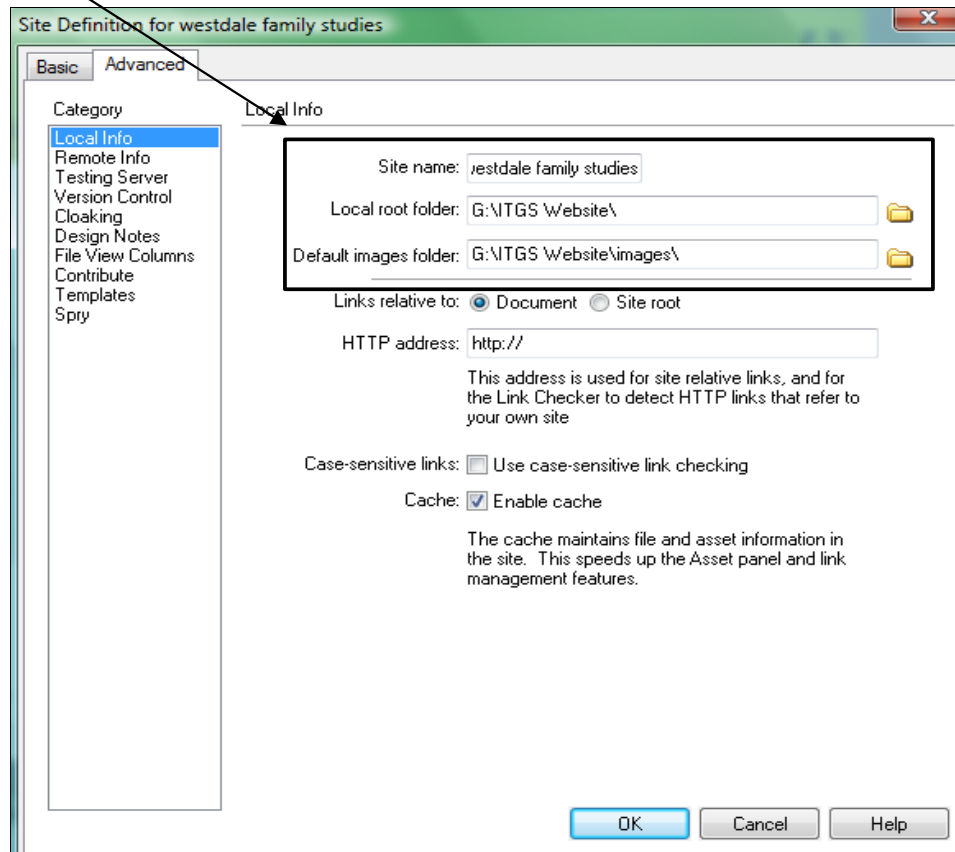
1. The subtitles group together the primary links, making navigation easier.
2. The primary links for the teachers lead to individual profiles of each teacher, including the courses they teach and their contact information.
3. The primary links for the courses lead to individual profiles of each course, including the course information, homework & assignments, and teacher's comments.
4. The primary link for the photos leads to the photos pages, which contains a link to the photo gallery.
5. The primary link for the calendar/events leads to a calendar of with a description of events.
6. The primary link for the resources leads to a page of helpful websites (links).
7. The secondary link for the photo gallery leads to a page of photos.
8. The enter page contains a flash animation which briefly introduced the Family Studies department. It also includes a link to the main page.
9. The main page, also known as the index page, contains subtitles and primary links, including a formal introduction to the website.



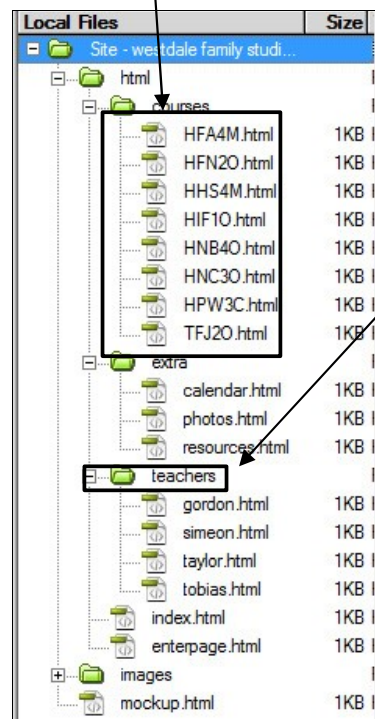
# Creating the Product: Details Including Software Use

## 01.04.10 (Site Definition)

**Defined** my website using Dreamweaver.

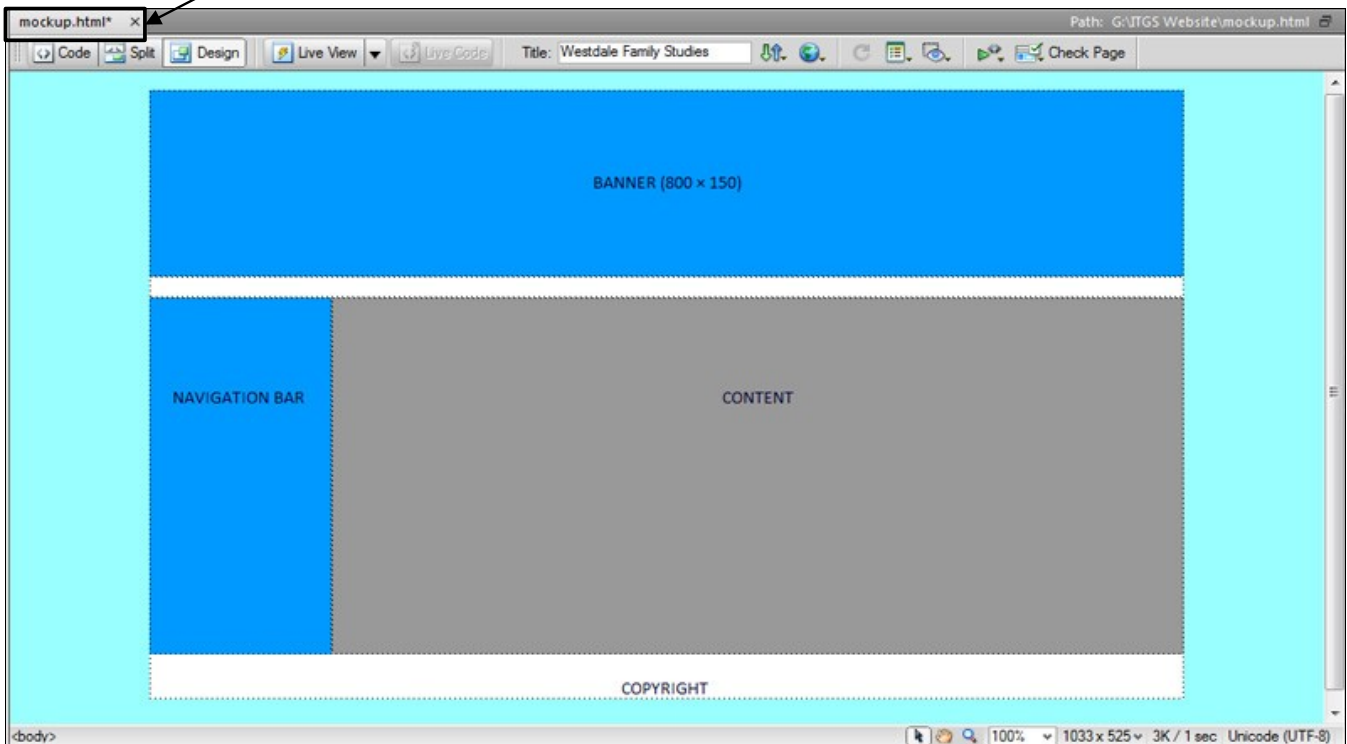


Added **web pages** and organized them into **folders**.



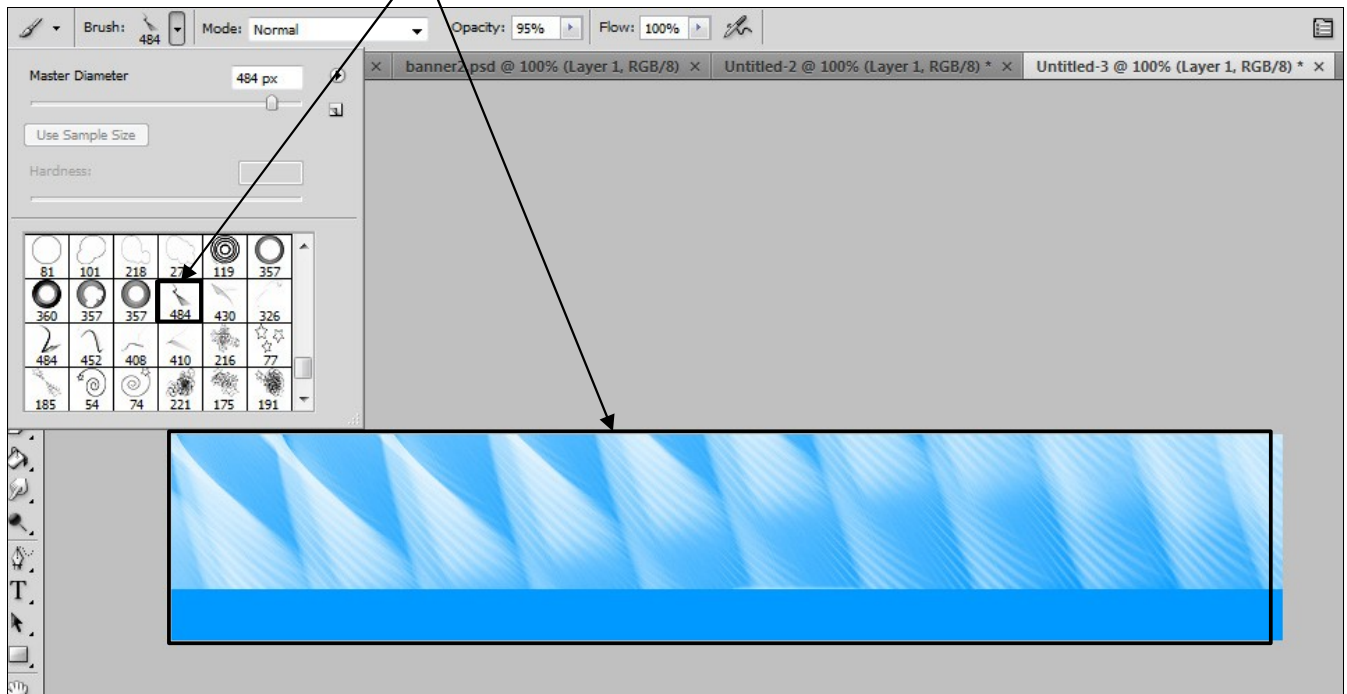
### 01.05.10 (Preliminary Layout)

Created a *mockup* page and designed the preliminary layout.

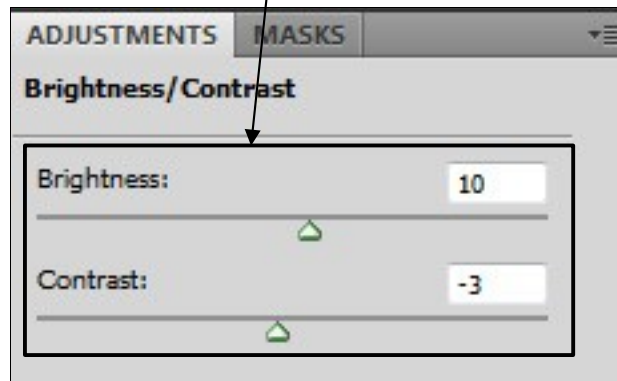
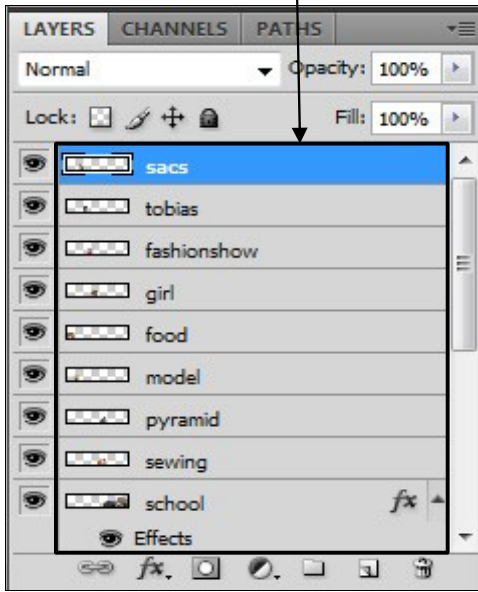


### 01.06.10 (Banner)

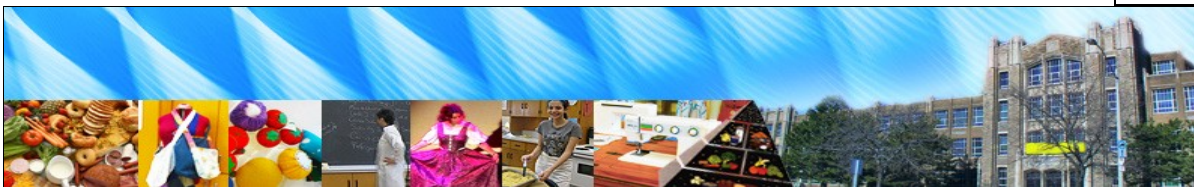
Designed a banner using *brushes*.



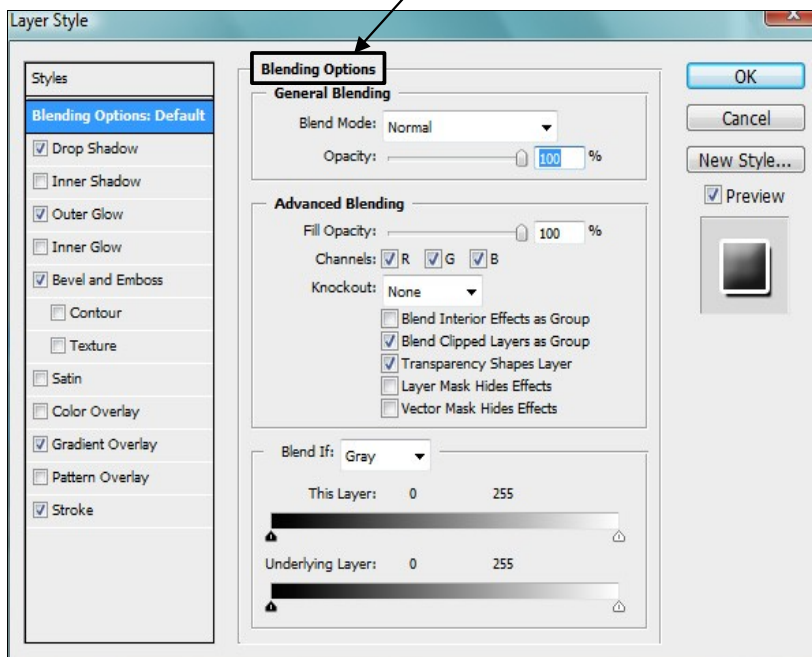
Added **re-sized pictures** and manipulated with **brightness/contrast**. This technique will be used frequently.



After

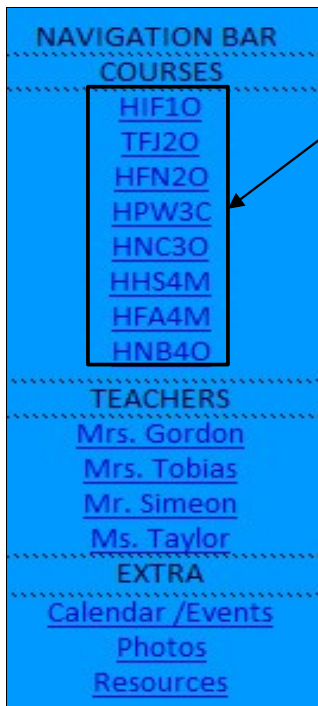


Added **text** and stylized with **blending options**. This technique will be used frequently.

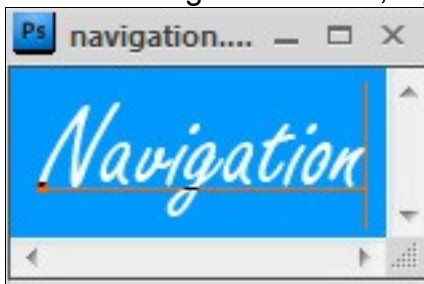


**01.07.10 – 01.08.10 (Navigation)**

Split up navigation bar and added *links*.



Created navigation header, stylizing with blending options.



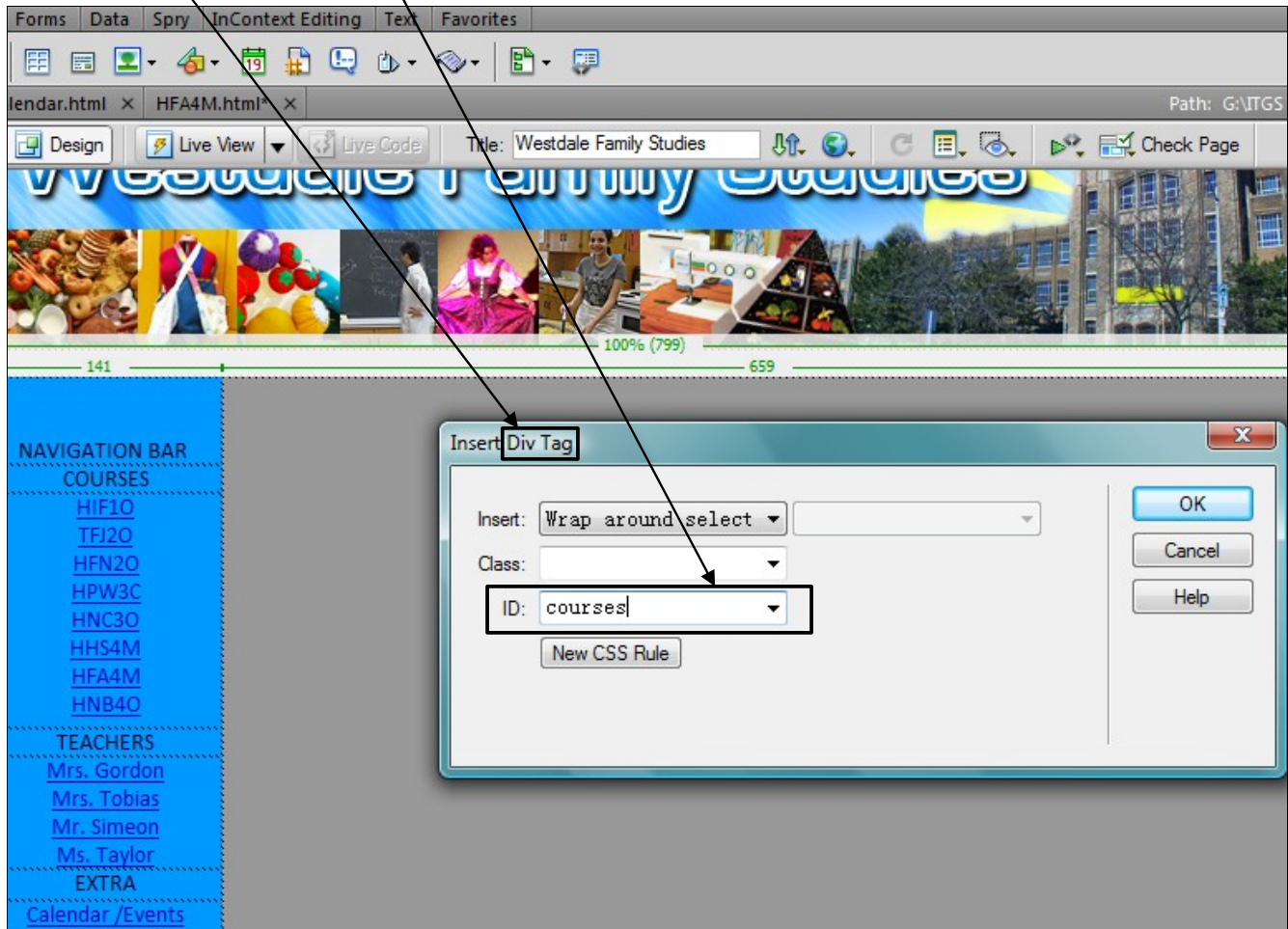
Created the button background with a blue background and blending options.



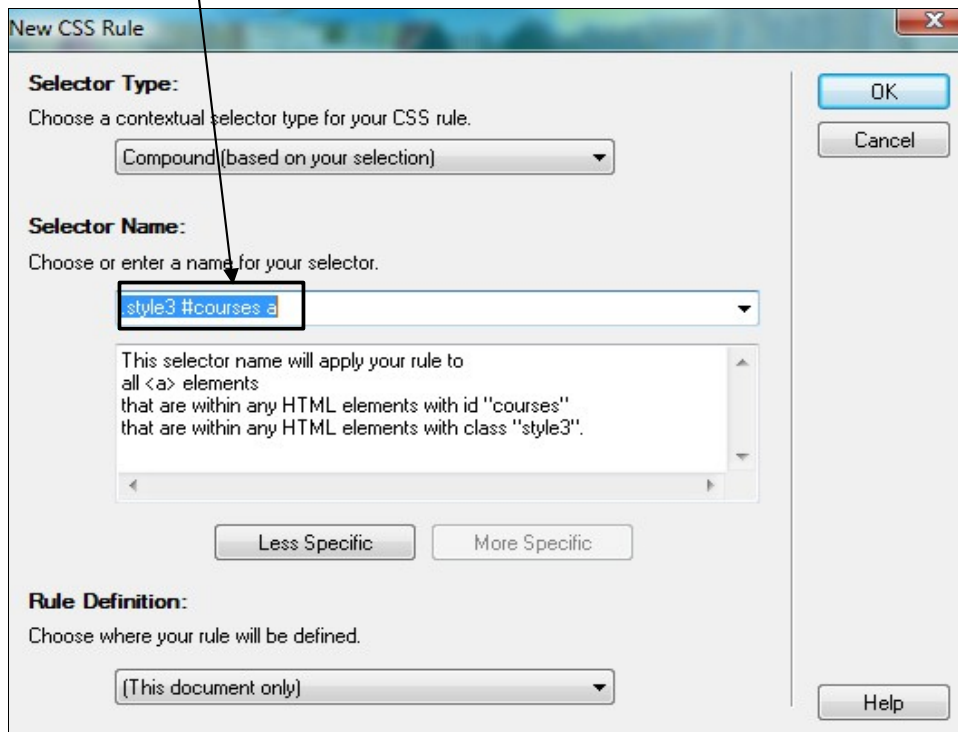
Duplicated button and lightened with blending options. This is the rollover button.



Created **div tags** for **each cell**.



Added **CSS rules** for each cell.



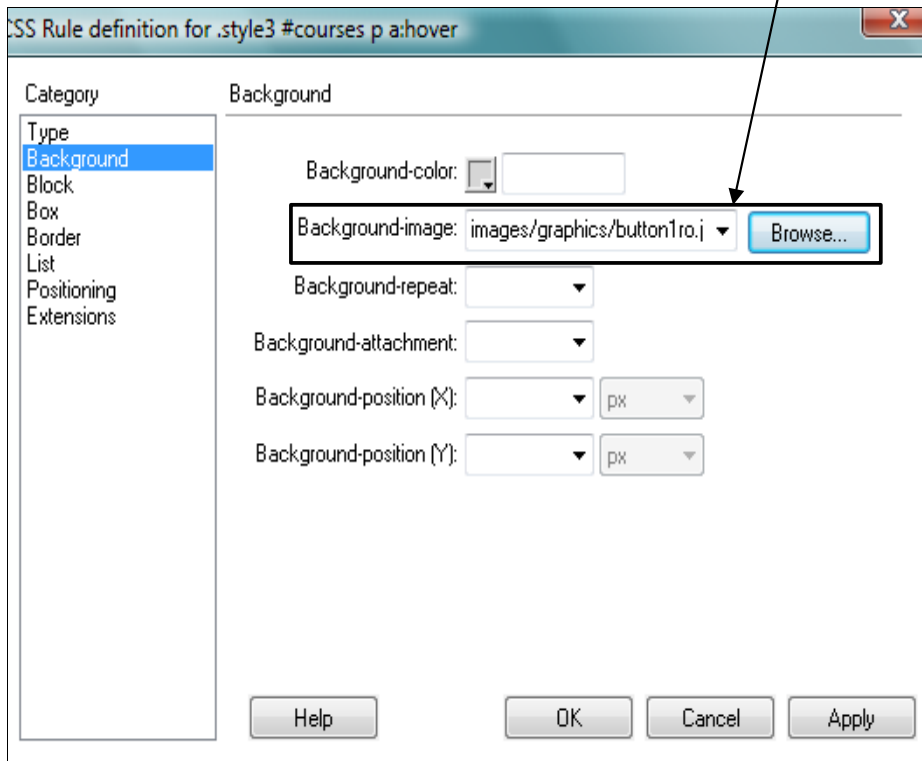
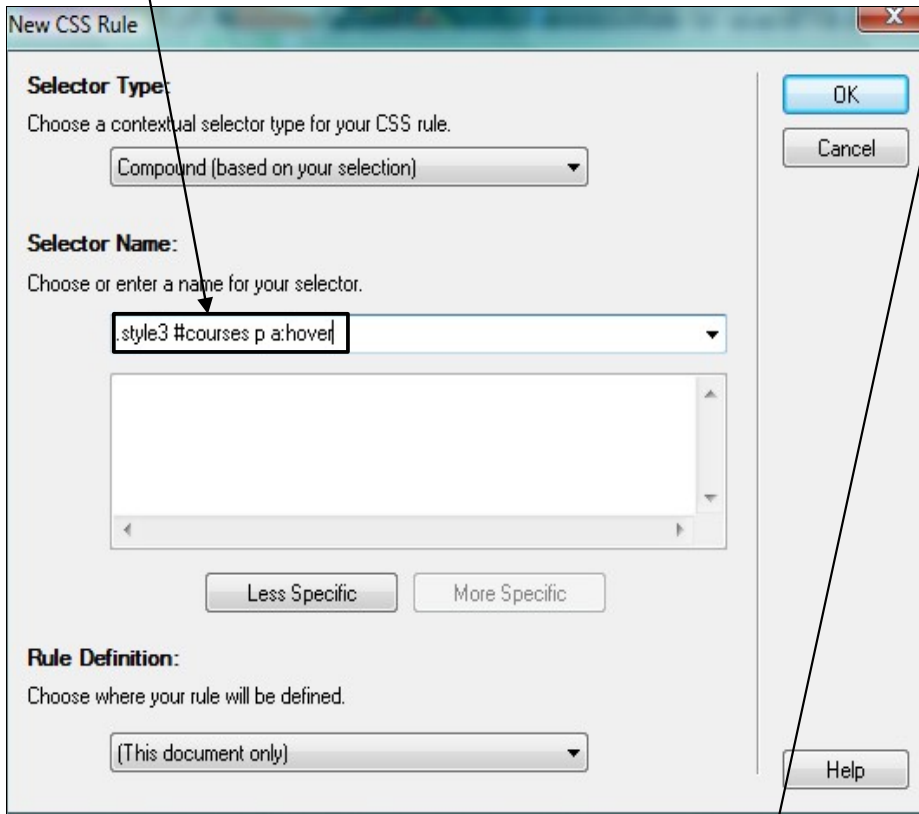
Used **backgrounds** (previously made), **box dimensions** of 141× 20, and **block display**,

The image displays three screenshots of the 'CSS Rule definition for .style3 #courses a' dialog box, illustrating the configuration of a CSS rule. Arrows from the text above point to specific settings in each screenshot.

- Background Screenshot:** The 'Background' category is selected. The 'Background-image' is set to 'images/graphics/button1.jpg'. A box highlights this field.
- Block Screenshot:** The 'Block' category is selected. The 'Display' property is set to 'block'. A box highlights this dropdown menu.
- Box Screenshot:** The 'Box' category is selected. The 'Width' is set to '141 px' and the 'Height' is set to '20 px'. A box highlights these two fields.

At the bottom right, a 'Finished product' is shown as a vertical stack of seven blue buttons with the following labels: HIF10, TFJ20, HFN20, HPW3C, HNC30, HHS4M, HFA4M, and HNB40.

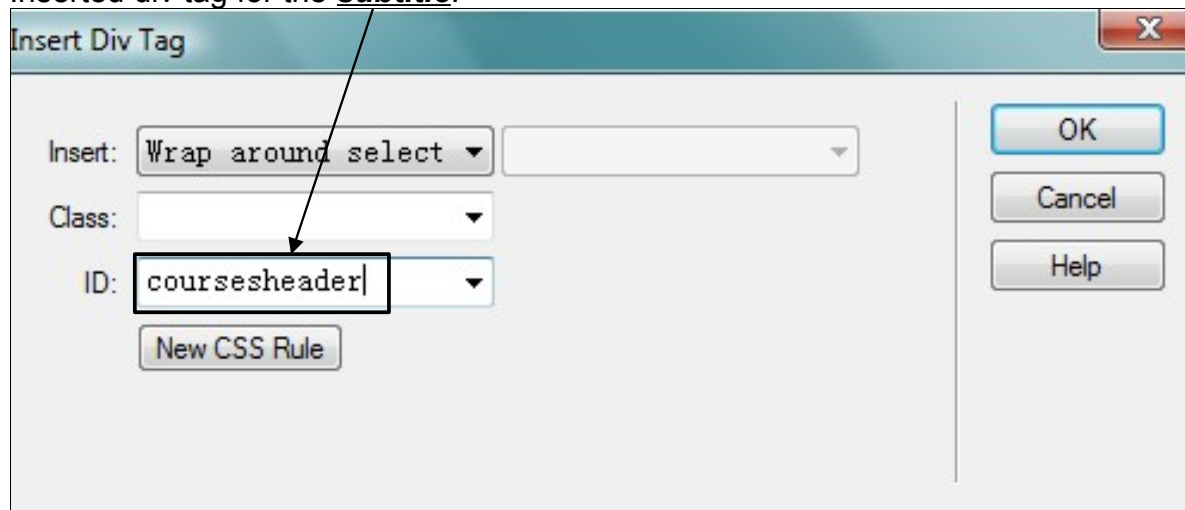
Added **CSS rule** for when mouse hovers over link using **rollover background**.



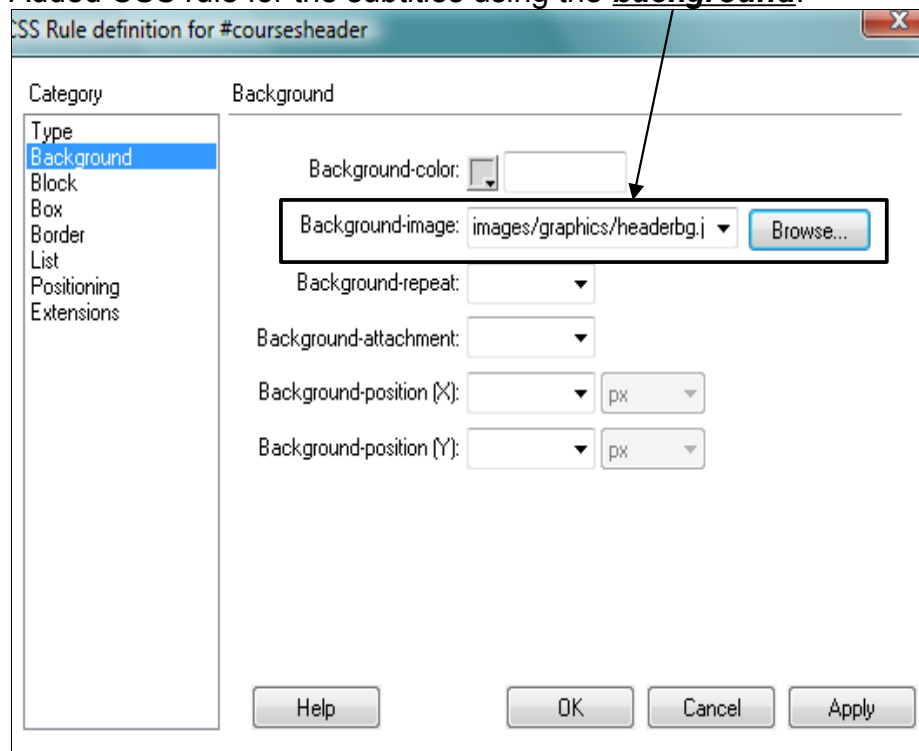
Created a background for subtitles.



Inserted div tag for the ***subtitle***.

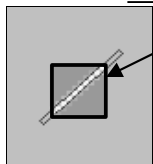


Added CSS rule for the subtitles using the ***background***.



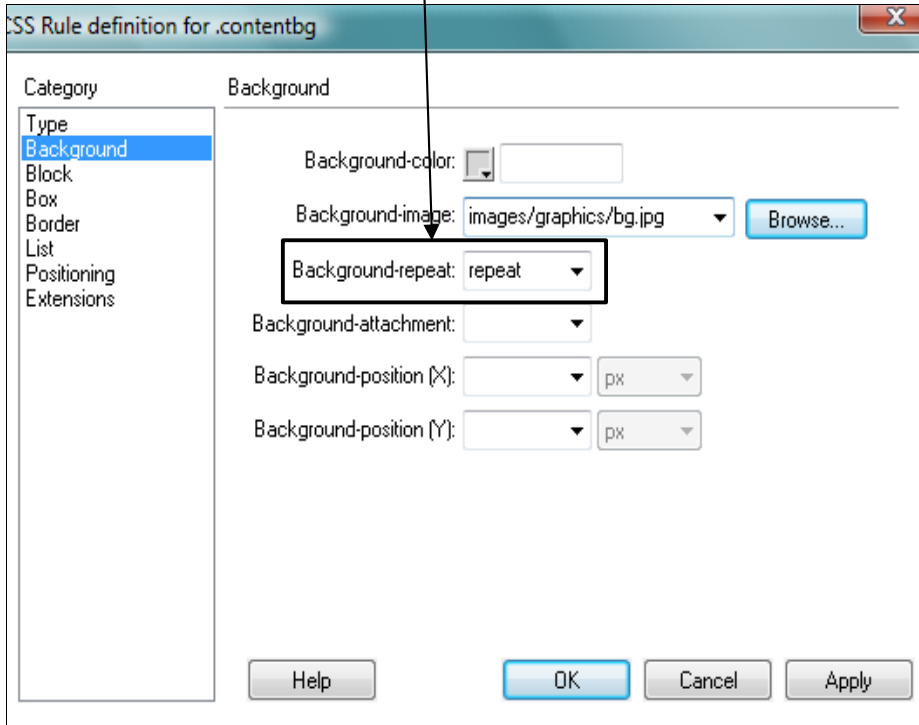
### 01.11.10 (Content)

Created ***content background*** by using ***line tool***

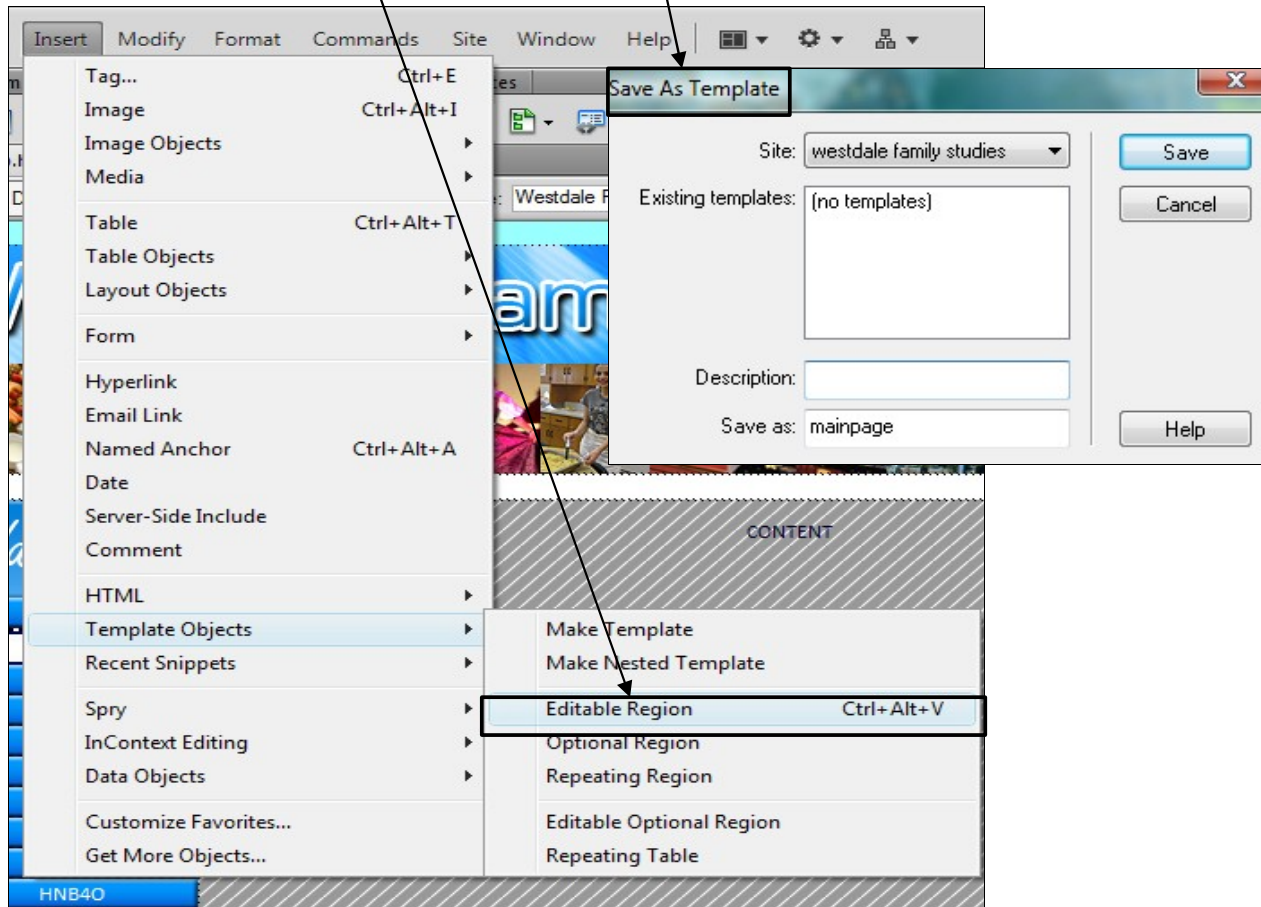




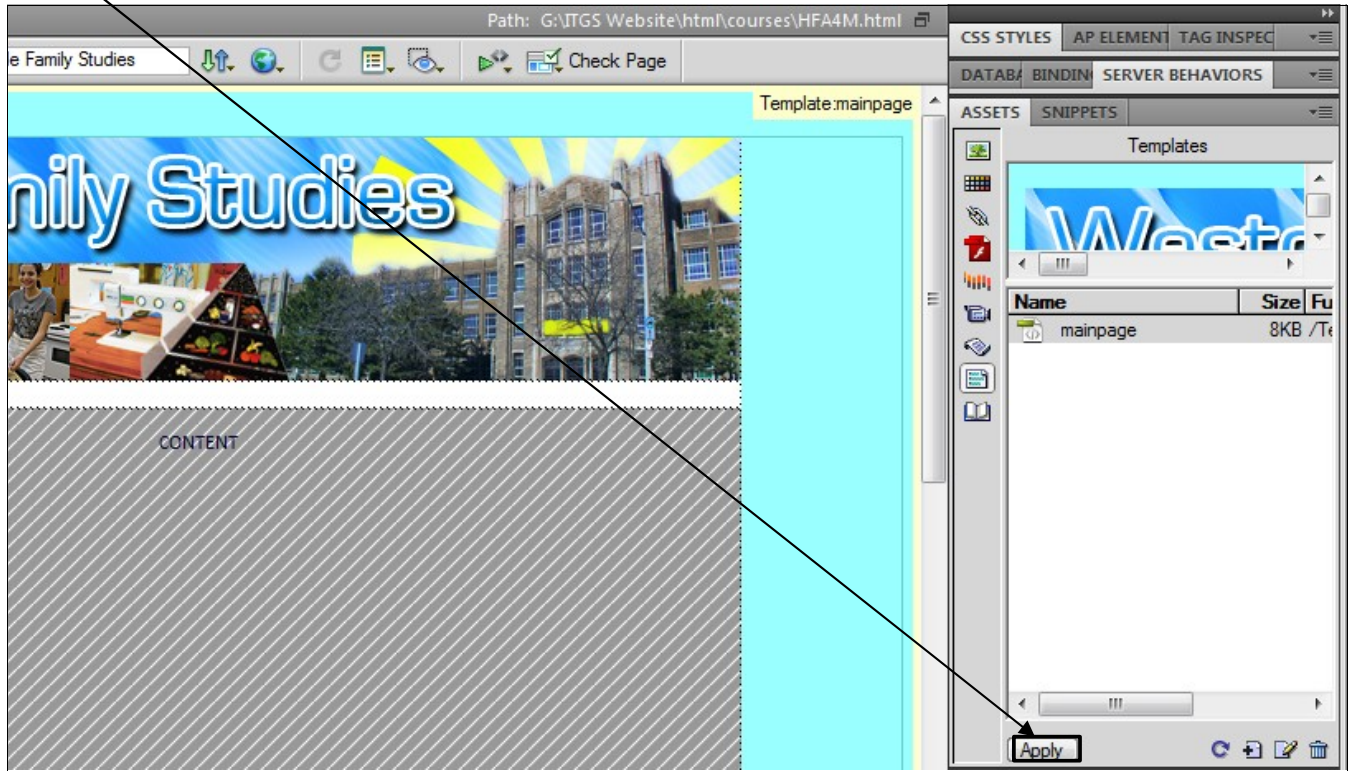
Added CSS rule, ***repeating image*** to create background.



Created an ***editable region*** and saved as ***template***.

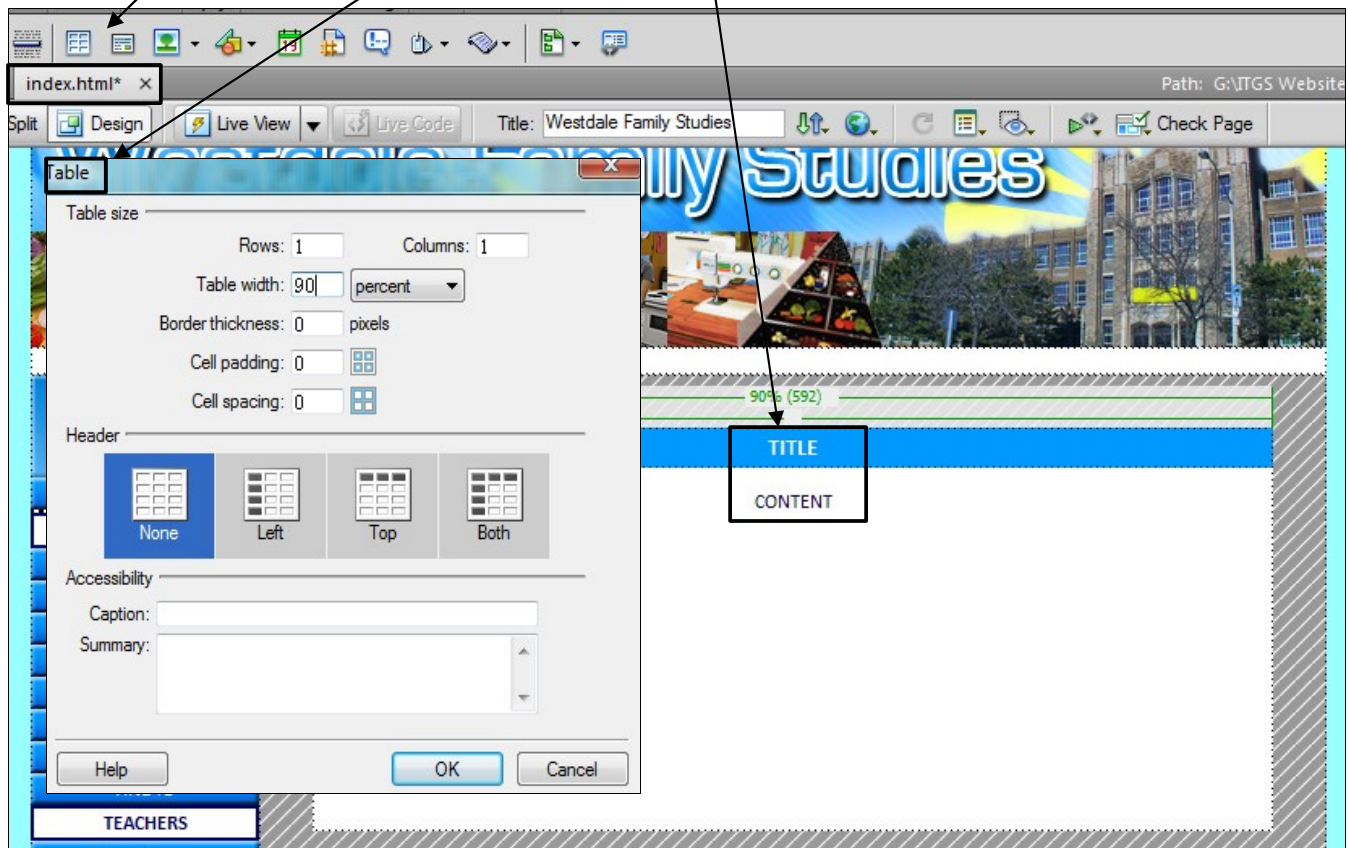


**Applied** onto all web pages.

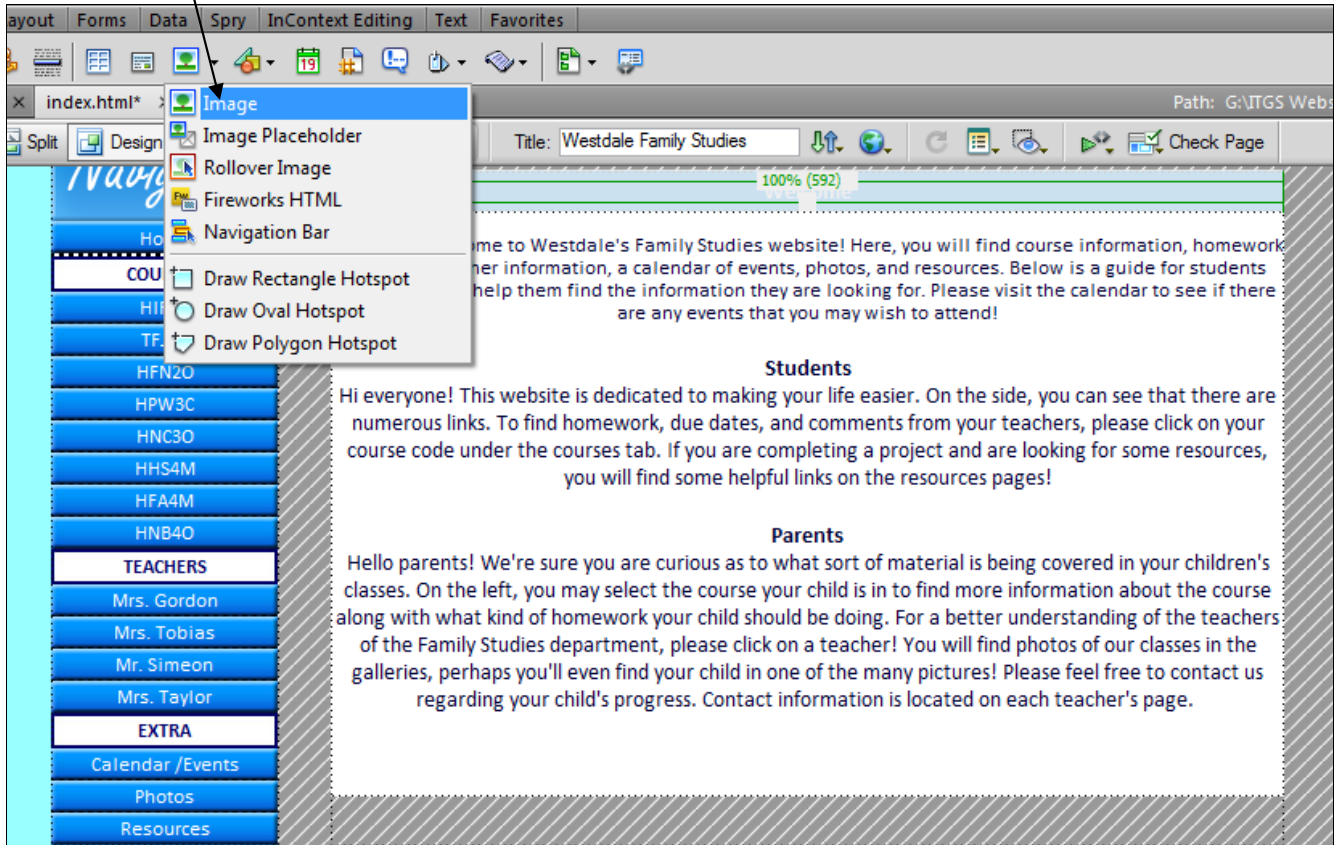


### 01.12.10 (Index)

Created **index page**. Added **table** for **title and content**. This technique will be used frequently.

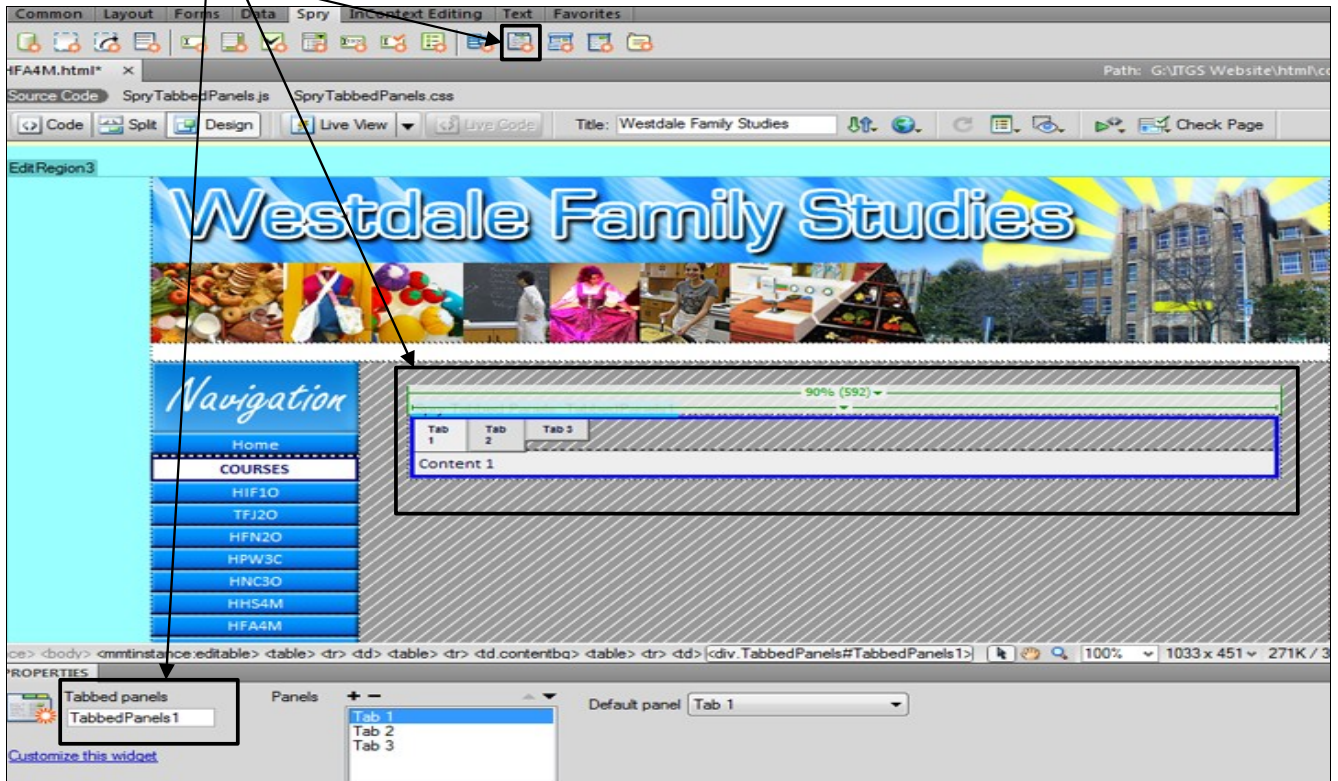


Added a **picture**. This technique will be used frequently.

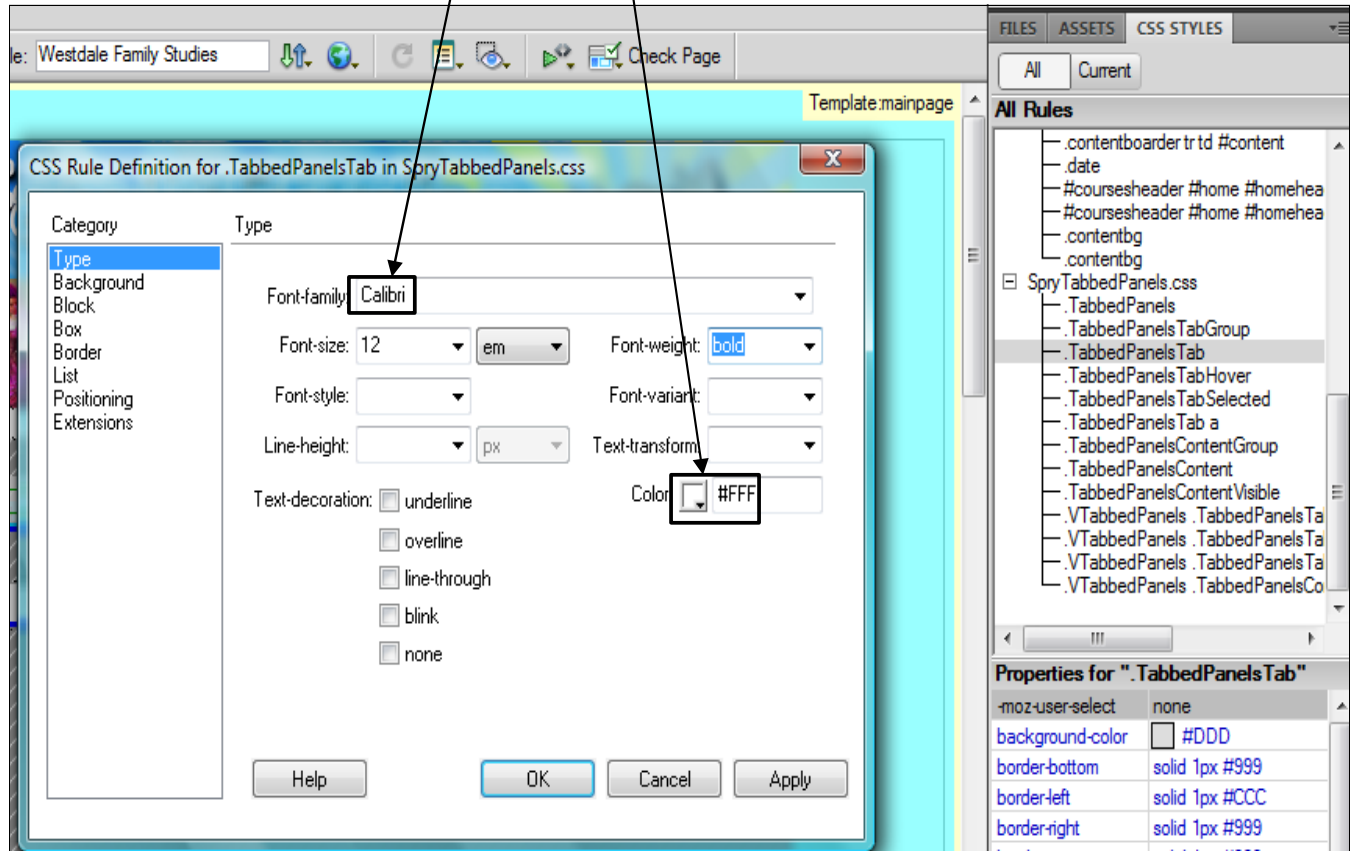


### 01.15.10 – 01.22.10 (Courses)

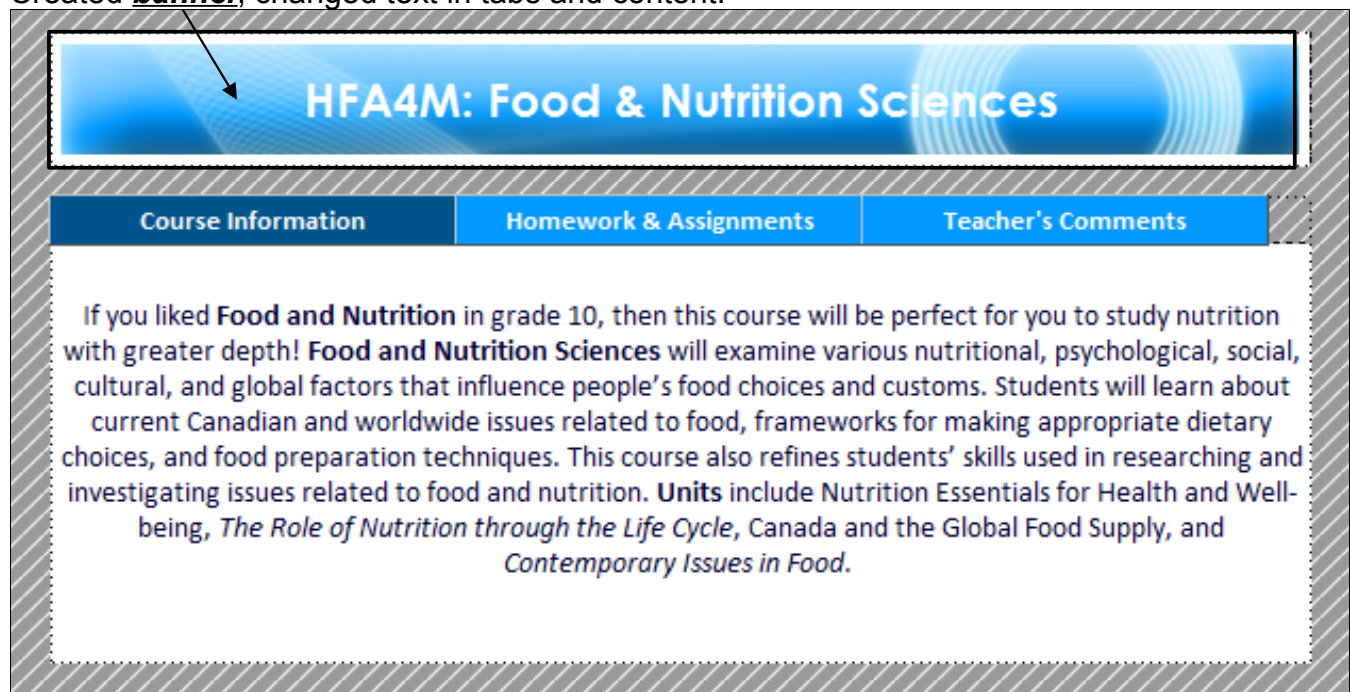
Added **Spry Tabbed Panels** inside a table to pages under *courses*.



Manipulated CSS for desired **fonts** and **colours**.



Created **banner**, changed text in tabs and content.



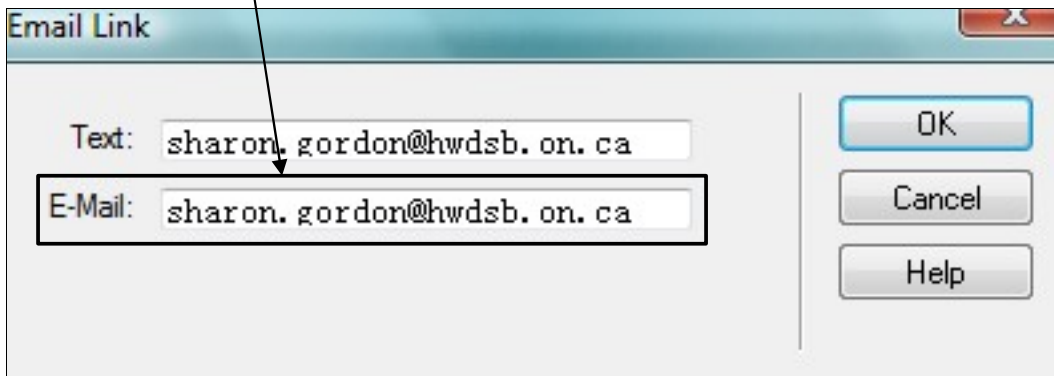
Repeated steps for each web page under *courses*.

**01.25.10 – 01.29.10 (Teachers)**

Created a page for *teachers*. Used *table format*.



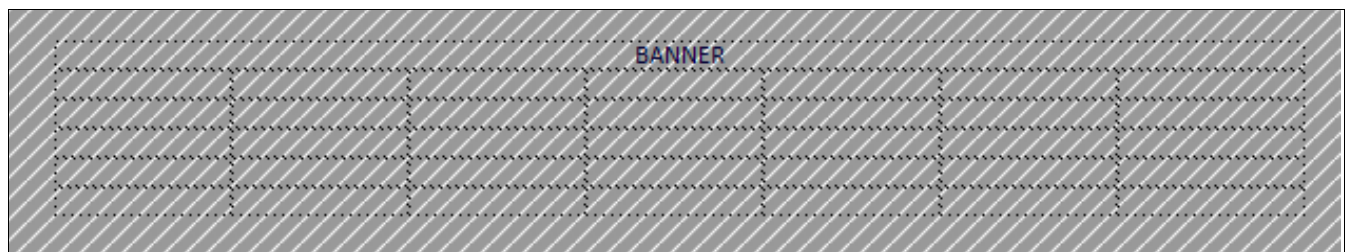
Created an *e-mail link*.



Did the same for each web page under *teachers*.

**02.01.10 – 02.05.10 (Calendar/Events)**

Inserted a table for calendar and banner.



Coloured and added dates/events.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 Universal Breakfast	2	3 Universal Lunch	4	5 Universal Lunch	6
7	8 Universal Breakfast	9	10 Universal Lunch	11	12 Universal Lunch	13
14	15	16	17	18	19	20
21	22 Universal Breakfast	23	24 Universal Lunch	25	26 Universal Lunch	27
28	29 Universal Breakfast	30	31 Universal Lunch			

Made calendar banner using brushes and blending options.

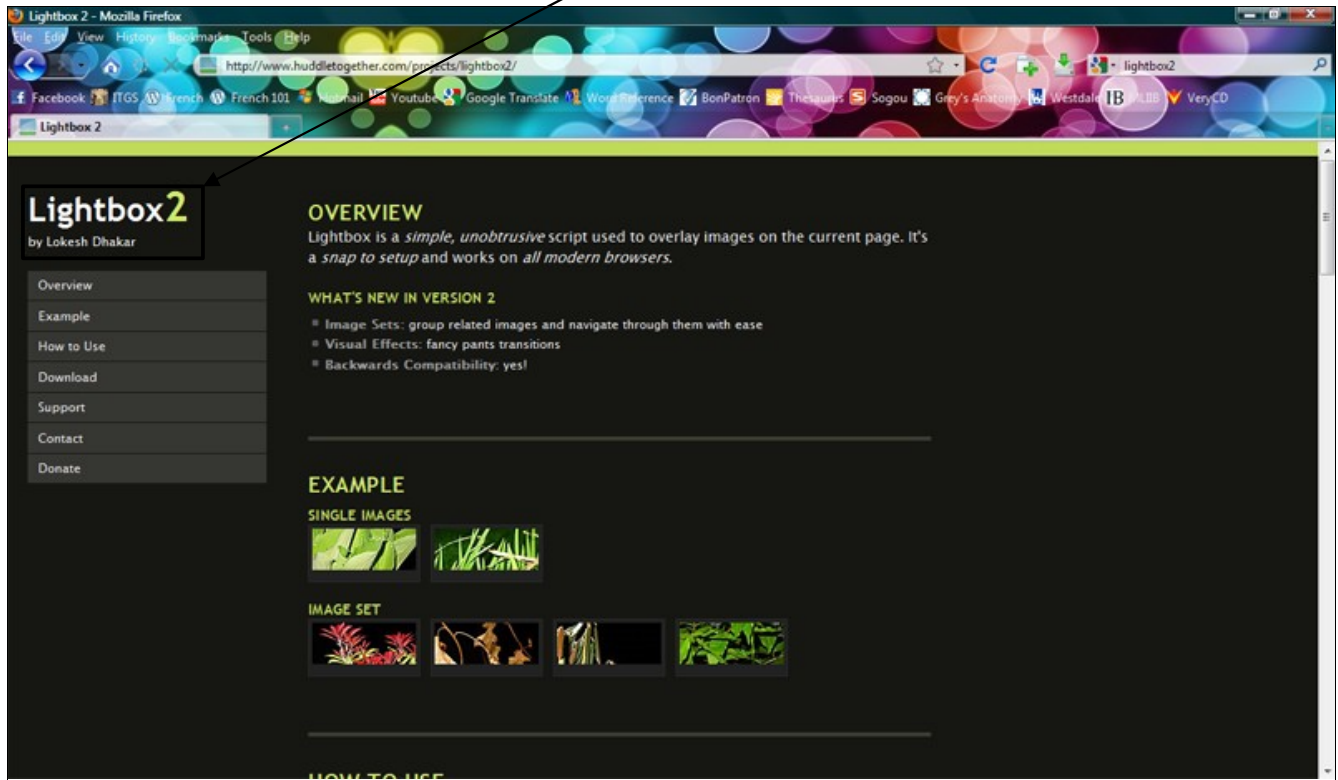


Added an event description box beneath calendar using tables.

EVENTS
<b>Universal Lunch</b> Universal lunch is back! Come to room 315 at lunchtime on Wednesdays & Fridays to enjoy universal lunch.
<b>Universal Breakfast</b> Universal breakfast is served every Monday in the front foyer!

## 02.08.10 – 02.12.10 (Photo Gallery)

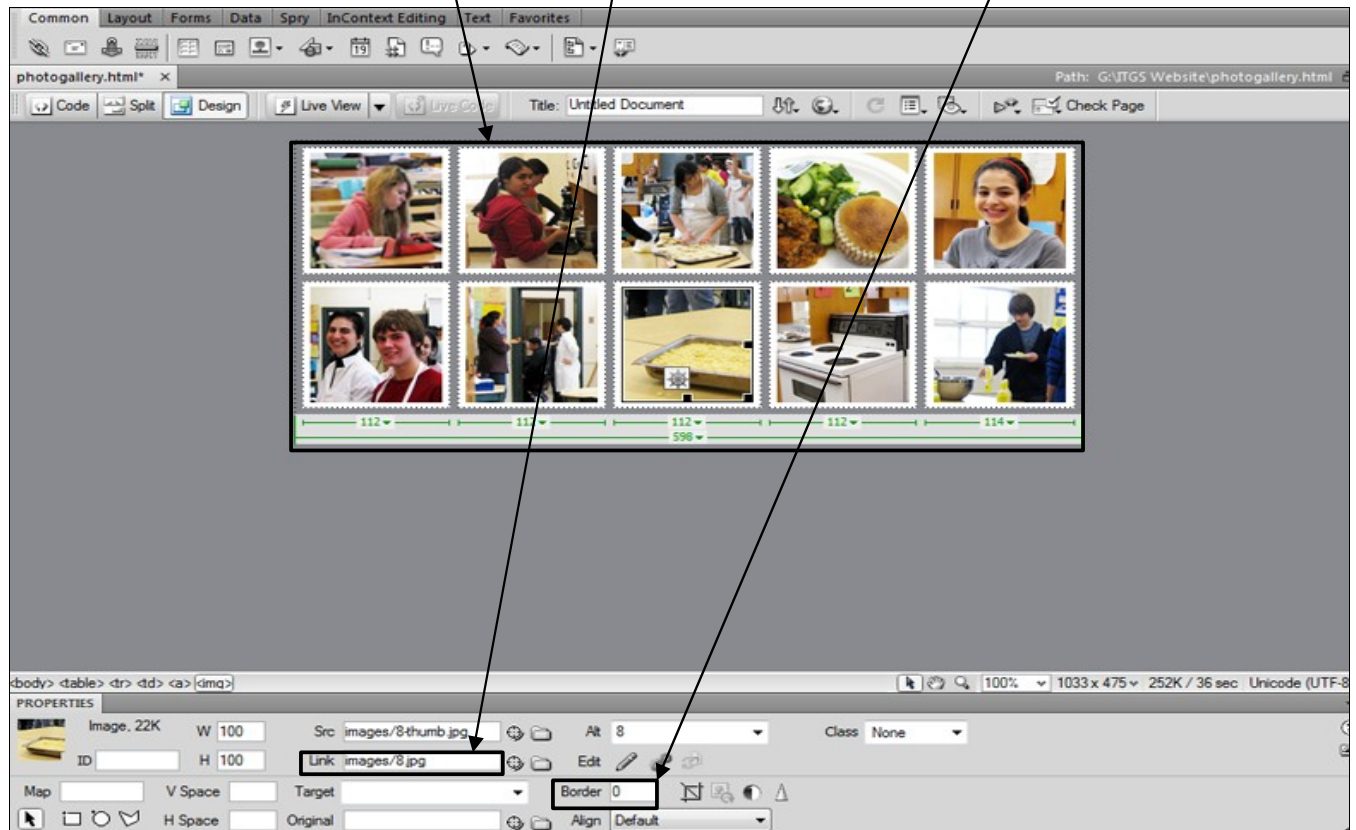
Found a free photo gallery code called **LightBox2**.



Re-sized photos and created thumbnails for the photo gallery.



Organized thumbnails into a **table** and **linked** them to their photos. Set **border** to zero.



Inserted **codes** provided by LightBox2.

```

5 <title>Westdale Family Studies</title>
6 <script type="text/javascript" src="js/prototype.js"></script>
7 <script type="text/javascript" src="js/scriptaculous.js?load=effects,builder"></script>
8 <script type="text/javascript" src="js/lightbox.js"></script>
9 <link rel="stylesheet" href="css/lightbox.css" type="text/css" media="screen" />

```

```

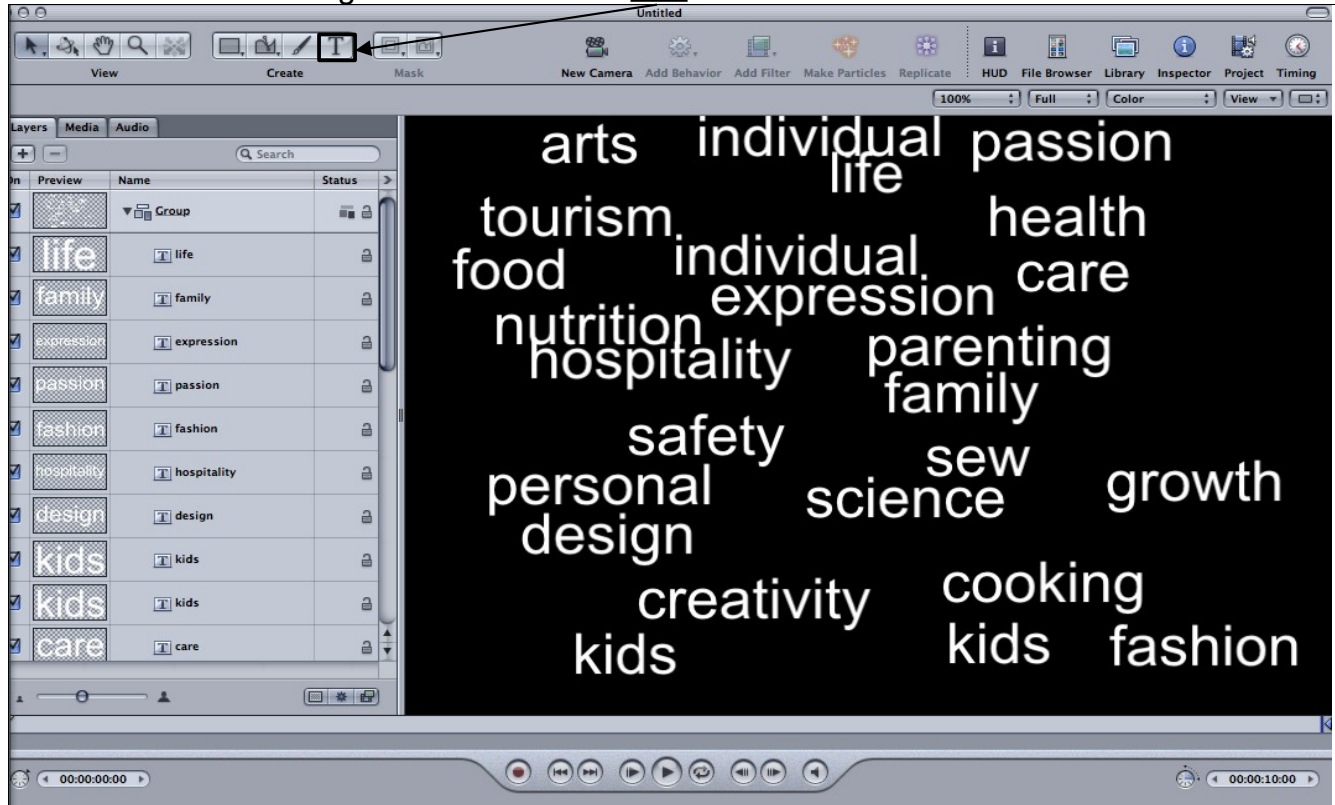
48 <td width="112" height="110" align="center" valign="middle" bgcolor="#FFFFFF"><a href="images/1.jpg" rel="lightbox[a]">img src=
"images/1-thumb.jpg" width="100" height="100" border="0" /></a></td>
49 <td width="112" height="110" align="center" valign="middle" bgcolor="#FFFFFF"><a href="images/2.jpg" rel="lightbox[a]">img src=
"images/2-thumb.jpg" alt="2" width="100" height="100" border="0" /></a></td>
50 <td width="112" height="110" align="center" valign="middle" bgcolor="#FFFFFF"><a href="images/3.jpg" rel="lightbox[a]">img src=
"images/3-thumb.jpg" alt="3" width="100" height="100" border="0" /></a></td>
51 <td width="112" height="110" align="center" valign="middle" bgcolor="#FFFFFF"><a href="images/4.jpg" rel="lightbox[a]">img src=
"images/4-thumb.jpg" alt="4" width="100" height="100" border="0" /></a></td>
52 <td width="114" height="110" align="center" valign="middle" bgcolor="#FFFFFF"><a href="images/5.jpg" rel="lightbox[a]">img src=
"images/5-thumb.jpg" alt="5" width="100" height="100" border="0" /></a></td>

```

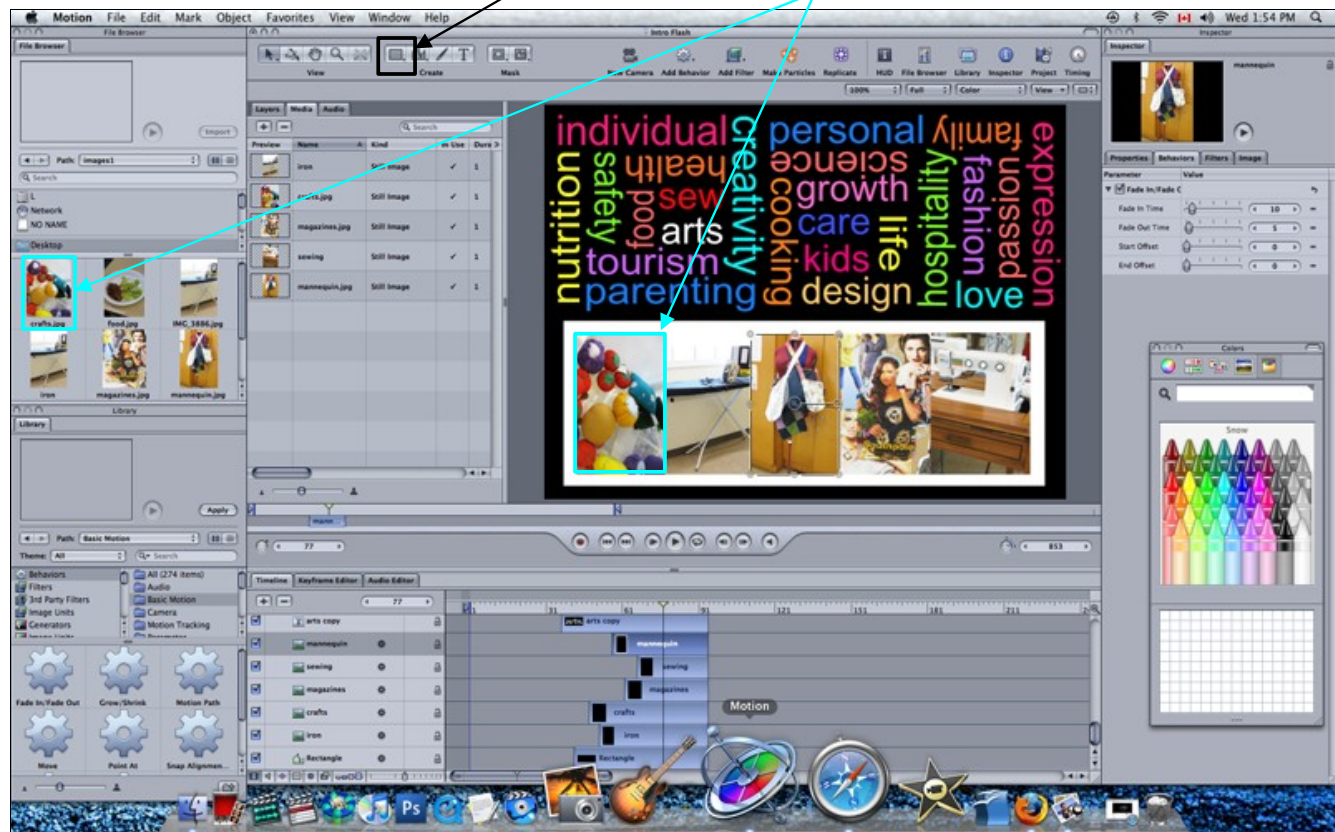


## 02.16.10 – 02.19.10 (Animation)

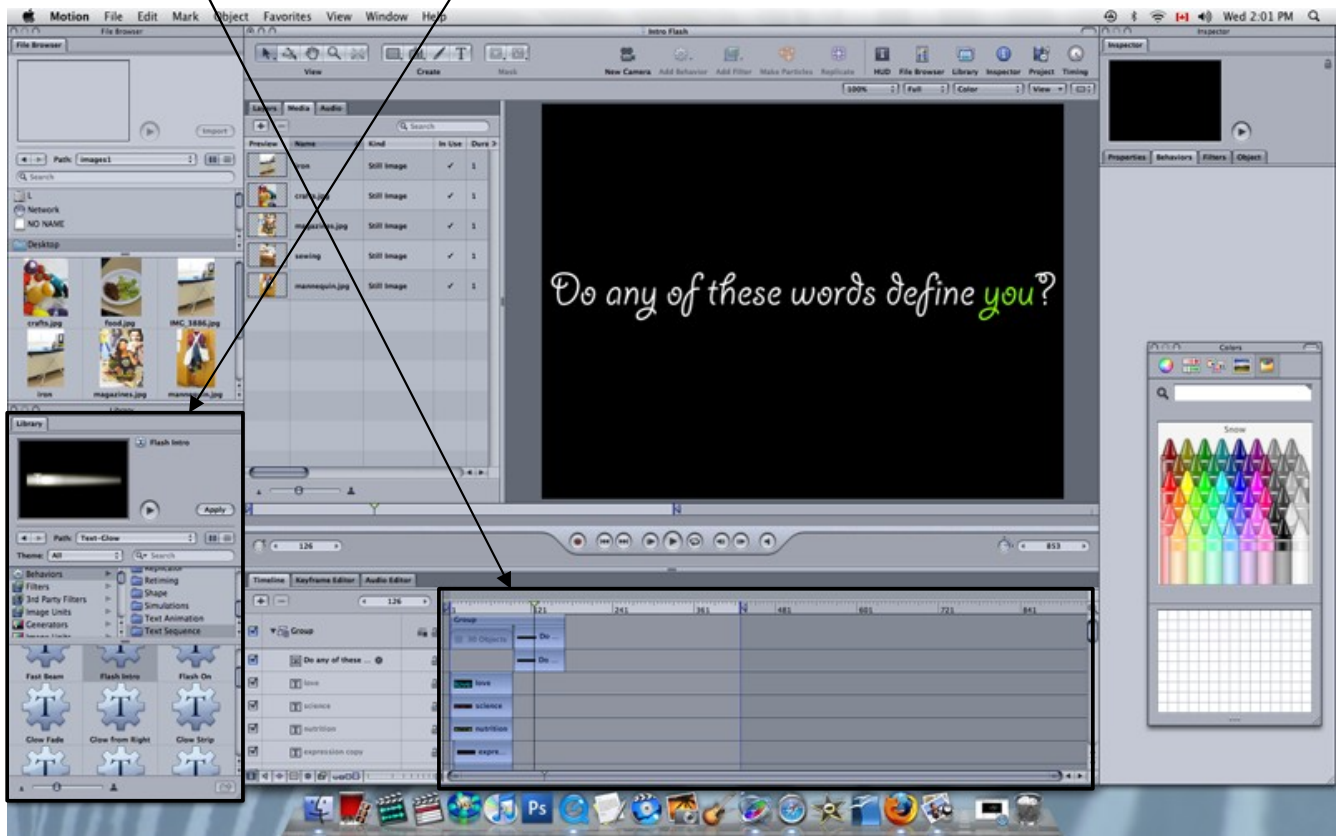
Created animation using *Motion 3*. Inserted **text**.



Coloured and rotated text, added **box**, and inserted **photos** using library.



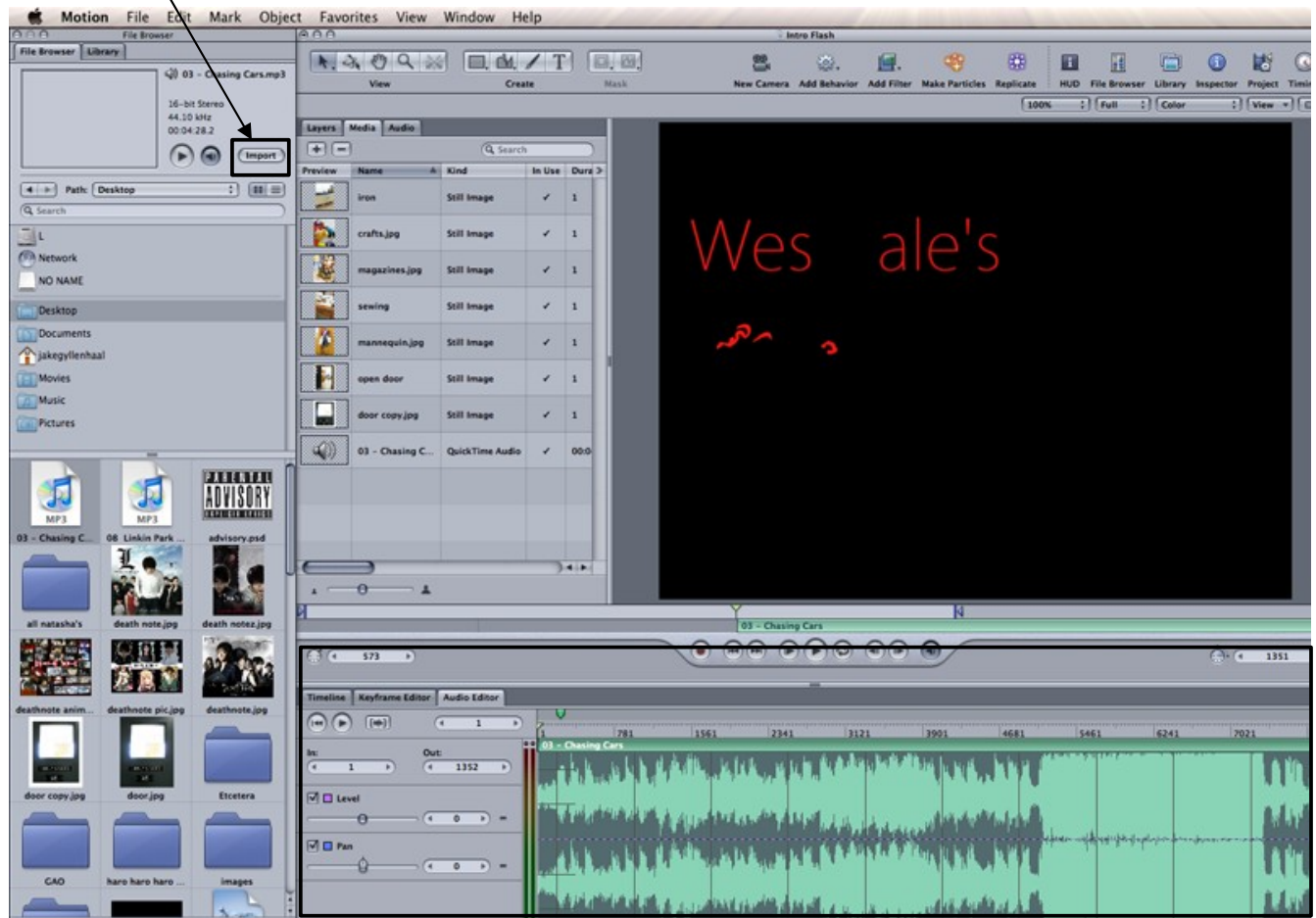
Added effects to text using the **behaviours** tool. Manipulated the entry and exit of text/pictures using **time line**.



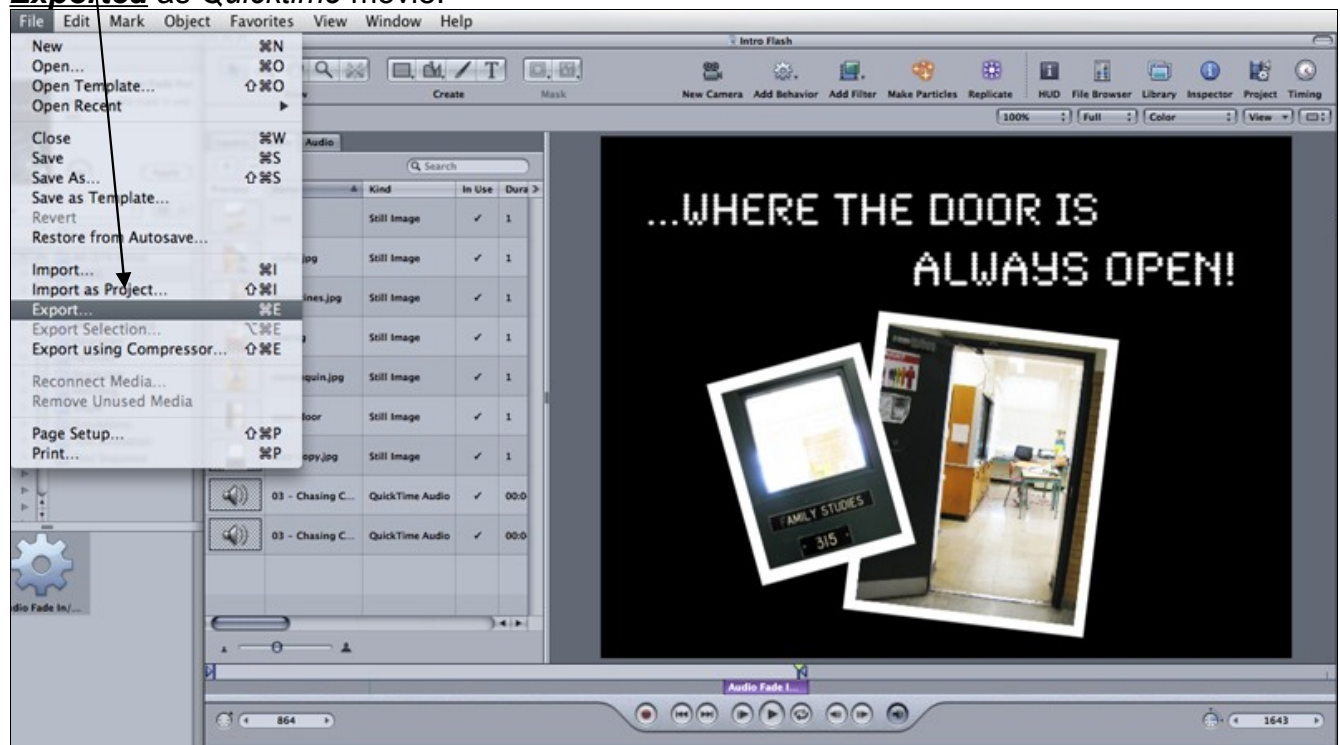
Used **LiveFonts**.



**Imported music** and added effect using behaviours tool.

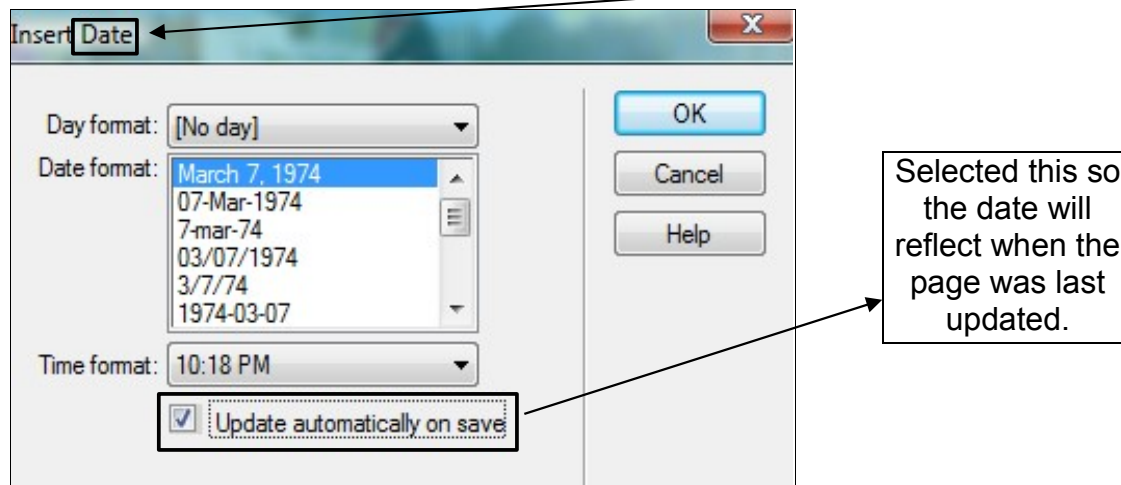


**Exported as Quicktime movie.**



### 02.22.10 (Last Updated)

Created last updated text on each page using the **date** tool.



## Criterion J: Testing and Evaluating the Solution

**Note:** Questionnaires are in the appendix

### Beta Tester 1

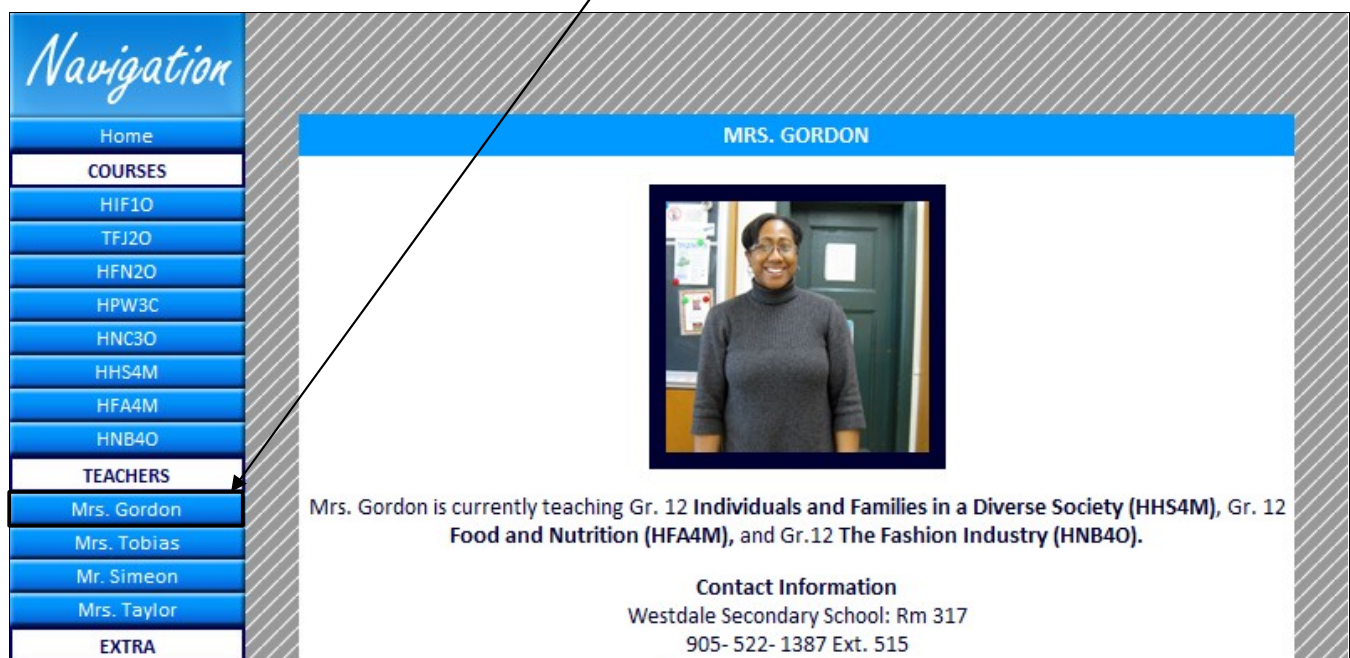
Leo Zhu is a computer systems analyst with web design experience, making him a perfect candidate for technical testing.

### **First Refinement:**

He suggested when a user is on a page, that page's link on the navigation bar should be highlighted so they will know which page they are on.

### Before:

When a user selects a page, the page's **button** on the navigation doesn't change.



After

Now, when a user selects a page, the page's **button** is highlighted with a lighter background and the link is deactivated so the user cannot click on the link again to prevent confusion.



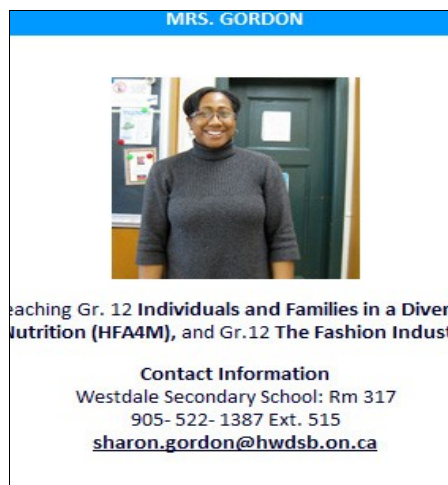
**Beta Tester 2**

XuJin is a student at Westdale Secondary School. She has previously taken a Family Studies course, therefore she knows what to look for as a student. This makes her a great candidate for student testing.

**Second Refinement**

She suggested that the pictures should have borders around them.

Before



After



MRS. GORDON



teaching Gr. 12 Individuals and Families in a Diverse World (HFA4M), and Gr.12 The Fashion Industry (HFA4M)

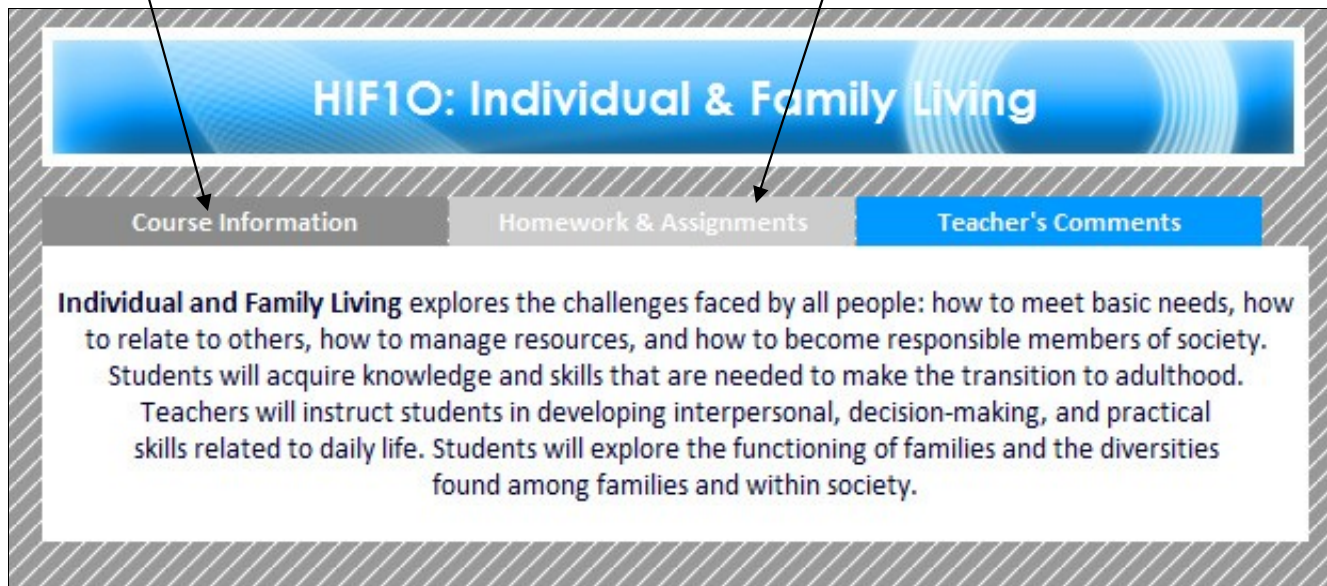
**Contact Information**  
Westdale Secondary School: Rm 317  
905- 522- 1387 Ext. 515  
[sharon.gordon@hwdsb.on.ca](mailto:sharon.gordon@hwdsb.on.ca)

**Third Refinement**

When a tab in the courses section is selected, she suggested that it should be a different colour so it does not blend in with the background, same with when one hovers over the tab.

Before

When **selected**, the tab became dark grey and when **hovered**, the tab became light grey.



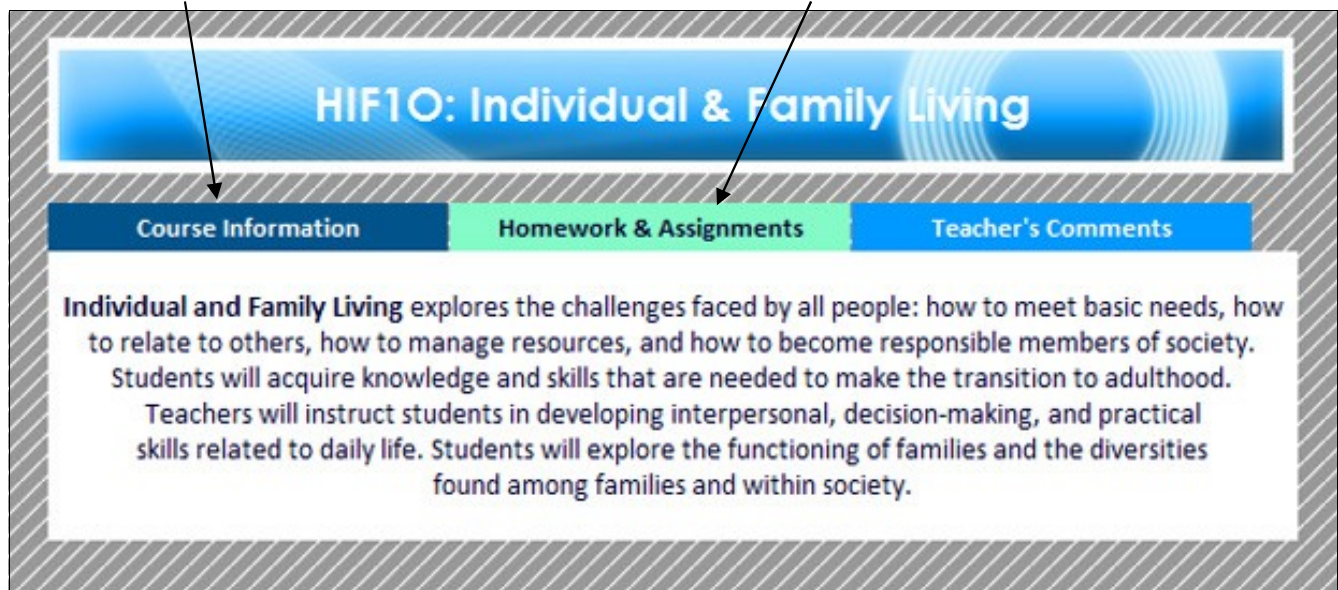
HIF10: Individual & Family Living

Course Information   Homework & Assignments   **Teacher's Comments**

**Individual and Family Living** explores the challenges faced by all people: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will acquire knowledge and skills that are needed to make the transition to adulthood. Teachers will instruct students in developing interpersonal, decision-making, and practical skills related to daily life. Students will explore the functioning of families and the diversities found among families and within society.

### After

When **selected**, the tab becomes dark blue and when **hovered**, the tab becomes light blue.



### **Client Testing**

The client tested for the final product and suggested that all text containing “family studies” should be capitalized. As this is not a justified refinement, before and after screen shots are unnecessary. She suggested no other changes.

### **Criterion K: Assessing the Social Significance of the Product**

The client was satisfied with the final product, stating that it achieved all her requirements. This product allowed her to freely distribute information to end-users, giving them the equality of access in that anyone may use the website. The client was able to promote course information and events to a greater audience, causing the department to gain popularity.

In the future, the client will be able to use the website to communicate with an even wider community. She will share and exchange information with Family Studies departments across the region. This way, they will be able to improve the courses together.

### **Bibliography**

#### Images

1. <http://www.motherearthnews.com/uploadedImages/Blogs/Relish!/Food-Safety.jpg>
2. [http://www.oakhills.k12.oh.us/ohlsd08\\_09/District/departments/Food%20Service/Food%20Pyramid.JPG](http://www.oakhills.k12.oh.us/ohlsd08_09/District/departments/Food%20Service/Food%20Pyramid.JPG)

#### Photo Gallery

1. <http://www.huddletogether.com/projects/lightbox2/>

# Appendixes

## Appendix 1: Questionnaire (Beta Tester #1 – Technical Testing)

### Westdale Family Studies Website Beta Tester #1: Technical Testing Questionnaire

**Name:** Leo Zhu

**Qualification:** IT with web design experience

**Date:** February 27, 2010

1. Are all the links functional? Are there any broken links that need to be fixed?

Yes. All links function well. No broken link has been found.

2. Is the colour scheme appealing and appropriate? Do changes need to be made?

The colours being used on all web pages are good. No major change is needed.

3. Do you like the flash animation on the enter page? Is it appealing and is the speed appropriate?

Yes. The flash is pretty good and the speed is fine.

4. Does the website provide ample information regarding courses, teachers, and events?

Yes. I can find all of information regarding courses, teachers and events.

5. Are you now well informed of Westdale's family studies department's events because of the website? Is there anything else you would like to know?

Yes. It looks I have got fairly amount of information about events.

6. Is the size and colour of the calendar appropriate? Should any changes be made?

Calendar is good — clear and with appropriate information.

7. In the courses section, there are tabs panels. Are these all functional? Do you feel that these are convenient or confusing?


All tabs are functional and convenient to use.

8. Is the navigation bar clear and easy to use?

Navigation bar is clear and easy to use.

9. Are there any other changes that you would suggest? Are there any general technical or design flaws that you can see?

It would be better if the navigation bar that has just been clicked can become either highlighted or with different ~~color~~ background color.

**Signature:** 

That would be easier for user to know where they are.



## Appendix 2: Questionnaire (Beta Tester #2 – Student Testing)

### Westdale Family Studies Website Beta Tester #2: Student Testing Questionnaire

**Name:** XuJin Ma

**Qualification:** Student (potential end-user)

**Date:** March 3, 2010

1. Is the colour scheme attractive? Would you suggest any colour changes?  
Yes very. I think for the courses, the top banner should be a different colour when the mouse is hovered over it. Also when the tab is selected, events? Is there anything else that you would like to know about Westdale's Family Studies department?  
Yes, there is enough information.  
bonds in with the background. (needs to be a different colour)
2. Does the website provide you with enough information regarding courses, teachers, and the calendar page, do you think it is helpful? Are all the events made clear?  
yes.
3. Go to the photo gallery, is everything functional? Do you think it's appealing? Should any changes be made?  
yes, very appealing.
4. Do you like the flash on the enter page of the website. Is it appealing? Does it give you enough information about Westdale's Family Studies department?  
yes.
5. Is the website user-friendly? Is there anything that could make it better?  
yes, very user-friendly.
6. Is the navigation between pages clear and easy to use? Are changes necessary?  
yes. No necessary change.
7. In general, would you suggest any changes? Are there any visible design flaws?  
I think there should be frames around pictures so they stand out more.

**Signature:** XuJin Ma

### Appendix 3: Questionnaire (Client Testing)

#### Westdale Family Studies Website Client/End-User Testing Questionnaire

**Name:** Michele Tobias

**Qualification:** Head of Family Studies Department (Client)

**Date:** Mar. 8

1. Are you satisfied with the colour schemes and layout of the website? Are there any changes that you would like to suggest?

Yes - No .

2. Does the website contain all the information that you wanted to distribute? Is there any further information that you would like to put onto the website?

Yes  
Not currently

3. Do you like the organization of the website? Is there anything you'd like to change?

Yes!

4. Is there enough space for you to put in comments for students?

Yes -

5. Are you satisfied with the picture gallery? Is there anything you'd like to add or change?

Yes.

Later

6. Do you find the navigation between pages clear and convenient? If not, what changes would you like to make?

7. In general, are there any changes you would like to see?

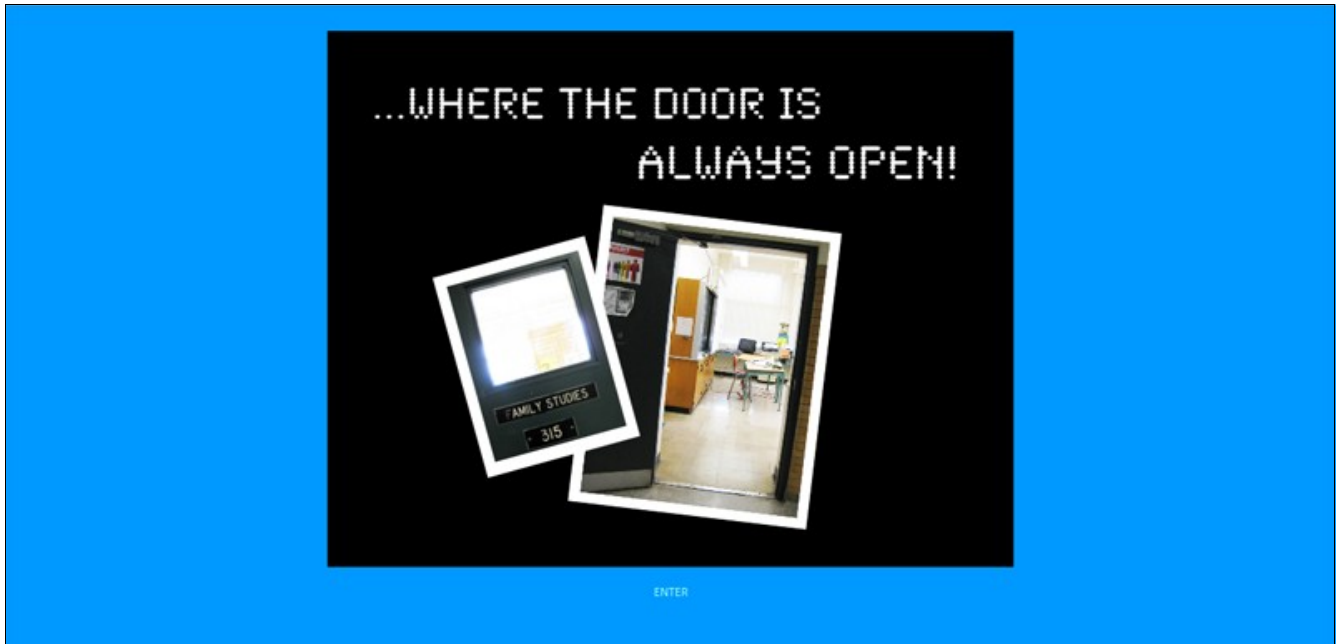
Family Studies should be capitalized

throughout .

Signature: Tobias

## Appendix 4: Screen shots of final website

### Enter page



### Home page

**Welcome**

Hello and welcome to Westdale's Family Studies website! Here, you will find course information, homework updates, teacher information, a calendar of events, photos, and resources. Below is a guide for students and parents to help them find the information they are looking for. Please visit the calendar to see if there are any events that you may wish to attend!

**Students**

Hi everyone! This website is dedicated to making your life easier. On the side, you can see that there are numerous links. To find homework, due dates, and comments from your teachers, please click on your course code under the courses tab. If you are completing a project and are looking for some resources, you will find some helpful links on the resources pages!

**Parents**

Hello parents! We're sure you are curious as to what sort of material is being covered in your children's classes. On the left, you may select the course your child is in to find more information about the course along with what kind of homework your child should be doing. For a better understanding of the teachers of the Family Studies department, please click on a teacher! You will find photos of our classes in the galleries, perhaps you'll even find your child in one of the many pictures! Please feel free to contact us regarding your child's progress. Contact information is located on each teacher's page.

The Family Studies teachers!

## HIF10



# Westdale Family Studies

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- Mrs. Tobias

## HIF10: Individual & Family Living

Course Information	Homework & Assignments	Teacher's Comments
--------------------	------------------------	--------------------

**Individual and Family Living** explores the challenges faced by all people: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will acquire knowledge and skills that are needed to make the transition to adulthood. Teachers will instruct students in developing interpersonal, decision-making, and practical skills related to daily life. Students will explore the functioning of families and the diversities found among families and within society.

## TFJ20



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- Mrs. Tobias

## TFJ20: Hospitality & Tourism

Course Information	Homework & Assignments	Teacher's Comments
--------------------	------------------------	--------------------

If you are interested in preparing food for **universal lunch**, then this is the course to be in! **Hospitality and Tourism** emphasizes the scope of the hospitality and tourism industry. Students will study food origins, food-handling techniques and food preparation, health and safety standards, and the use of specialized tools and equipment. They will also investigate travel and tourism activities in Ontario, develop effective communication and management skills, and identify career opportunities in the hospitality and tourism industry.



**Westdale Family Studies**


**HFN20: Food & Nutrition**

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Course Information    Homework & Assignments    Teacher's Comments

If you would like to learn more about how to prepare a variety of foods (hands-on), dieting and eating disorders, various influences on our food choices, and much more, then this course is great for you! **Food and Nutrition** explores the factors that affect attitudes and decisions about food, examines current issues of body image and food marketing, and is grounded in the scientific study of nutrition. Students will learn how to make informed food choices and how to prepare foods, and will investigate our Canadian food heritage and food industries, as well as global food issues. The course also introduces students to research skills related to food and nutrition. **Units** include *Getting Ready to Cook, Why We Eat the Things We Do, Nutrition and The Food Guide*, and *Food, Health, Well-being and Body Image*.



**Westdale Family Studies**

**HPW3C: Living & Working With Children**

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- Mrs. Tobias

Course Information    Homework & Assignments    Teacher's Comments

**Living and Working With Children** focuses on the well-being of children in families and community settings. Students will study child behaviour and child development in the context of relationships with parents and others in the community, and will learn through research and by observing and interacting with children. This course prepares students for further study of children, familiarizes them with occupational opportunities related to working with children, and introduces them to skills used in researching and investigating children's behaviour in response to others. **Units** include *Children in Our Society, The Growth and Development of Children, The Socialization of Children, and The Social Issues and Challenges Facing Children and Caregivers*.

Download the course outline [here](#).



**Westdale Family Studies**

**HNC30: Fashion & Creative Expression**

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  - Mrs. Tobias

Course Information | Homework & Assignments | Teacher's Comments

**Fashion and Creative Expression** explores what clothing communicates about the wearer and how it becomes a creative and entrepreneurial outlet through the design and production processes. Students will learn, through practical experiences, about the nature of fashion design; the characteristics of fibres and fabrics; the construction, production, and marketing of clothing; and how to plan and care for a wardrobe that is appropriate for an individual's appearance, activities, employment, and lifestyle. Students will develop research skills as they explore the evolution of fashion and its relationship to society, culture, and individual psychology.



**Westdale Family Studies**

**HHS4M: Individuals & Families in a Diverse Society**

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Course Information | Homework & Assignments | Teacher's Comments

**Individuals and Families in a Diverse Society** applies current theories and research from the disciplines of anthropology, psychology, sociology to the study of individual development, family behaviour, intimate and parent-child relationships, and the ways in which families interact within the diverse Canadian society. Students will learn the interpersonal skills required to contribute to the well-being of families and the investigative skills required to conduct and evaluate research about individuals and families. **Units** include *Study of Individuals and Families, Early Adulthood-Leaving Home, Intimate Relationships-Couples, Parent-Child Relationships, and Mid-to-Late Life*.

Download the course outline [here](#).

## HFA4M



# Westdale Family Studies

**HFA4M: Food & Nutrition Sciences**

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HNB4O

**TEACHERS**

Mrs. Gordon

Course Information   Homework & Assignments   Teacher's Comments

If you liked **Food and Nutrition** in grade 10, then this course will be perfect for you to study nutrition with greater depth! **Food and Nutrition Sciences** will examine various nutritional, psychological, social, cultural, and global factors that influence people's food choices and customs. Students will learn about current Canadian and worldwide issues related to food, frameworks for making appropriate dietary choices, and food preparation techniques. This course also refines students' skills used in researching and investigating issues related to food and nutrition. **Units** include Nutrition Essentials for Health and Well-being, *The Role of Nutrition through the Life Cycle*, Canada and the Global Food Supply, and *Contemporary Issues in Food*.

Download the course outline [here](#).

## HNB4O



# Westdale Family Studies

**HNB4O: The Fashion Industry**

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**HNB4O**

**TEACHERS**


Mrs. Gordon

Course Information   Homework & Assignments   Teacher's Comments

**The Fashion Industry** provides a historical perspective on fashion and design, exploring the origins, influence, and importance of fashion as an expression of national, cultural, religious, and personal identity. Students will learn about the many facets of the Canadian fashion industry, including both large-scale and small entrepreneurial enterprises, and its worldwide links, as well as gaining practical experience in garment design, production, and care. This course also refines students' skills used in researching and investigating various aspects of the fashion industry. **Units** include *The Design Process: From Concept to Creation*, *What Shapes Fashion*, *Technology, Fibre, Fabric Fashion*, and *The Business of Canadian Fashion*.

Download the course outline [here](#).


## Mrs. Gordon



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- Ms. Taylor
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- Calendar /Events
- Photos
- Resources


**MRS. GORDON**



Mrs. Gordon is currently teaching Gr. 12 **Individuals and Families in a Diverse Society (HHS4M)**, Gr. 12 **Food and Nutrition (HFA4M)**, and Gr.12 **The Fashion Industry (HNB4O)**.

**Contact Information**  
Westdale Secondary School: Rm 317  
905- 522- 1387 Ext. 515  
[sharon.gordon@hwdsb.on.ca](mailto:sharon.gordon@hwdsb.on.ca)


## Mrs. Tobias



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**MRS. TOBIAS**



Mrs. Tobias is the head of the Family Studies department at Westdale Secondary School. She is currently teaching grade 9 **Individual and Family Living (HIF10)**, grade 10 **Hospitality and Tourism (TFJ20)**, and grade 12 **Individuals and Families in a Diverse Society (HHS4M)**.

**Contact Information**  
Westdale Secondary School: Rm 317  
905- 522- 1387 Ext. 341  
INSERT E-MAIL




## Mr. Simeon

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**MR. SIMEON**



Mr. Simeon is not teaching any courses at the moment.


**Contact Information**  
Westdale Secondary School: Rm 317  
905- 522- 1387 Ext. 523  
[Joseph.Simeon@hwdsb.on.ca](mailto:Joseph.Simeon@hwdsb.on.ca)

## Ms. Taylor

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**MS. TAYLOR**



Ms. Taylor is currently teaching grade 9 **Individuals and Family Living (HIF10)** and grade 11 **Living and Working with Children (HPW3C)**.

**Contact Information**  
Westdale Secondary School: Rm 317  
905- 522- 1387 Ext. 589  
[sabrina.l.taylor@hwdsb.on.ca](mailto:sabrina.l.taylor@hwdsb.on.ca)

## Calendar/Events

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# March

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	
	1 Universal Breakfast	2	3 Universal Lunch	4	5 Universal Lunch	6	
7	8 Universal Breakfast	9	10 Universal Lunch	11	12 Universal Lunch	13	
14	MARCH BREAK						20
21	22 Universal Breakfast	23	24 Universal Lunch	25	26 Universal Lunch	27	
28	29 Universal	30	31 Universal				

- Calendar /Events
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	Universal Breakfast	Universal Lunch		Universal Lunch		
28	29 Universal Lunch/ Breakfast	30	31 Universal Lunch			

**EVENTS**

**Universal Lunch**  
Universal lunch is back! Come to room 315 at lunchtime every day 1 to enjoy universal lunch.

**Universal Breakfast**  
Universal breakfast is served every Monday in the front foyer!

Last Updated: March 7, 2010 8:22 PM  
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Photos

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PHOTOS

[Click here](#) to enter the photo gallery.

Photo Gallery

## Photo Gallery



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## Resources

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### RESOURCES

Here are some great resources that may be of help to you!

[Eating Well with Canada's Food Guide](#)  
[Delicious Recipes](#)  
[Unit Converter](#)

If you have anymore great sites that you'd like to share, please e-mail [us](#).

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### SOURCES

#### PICTURE SOURCES



Location: Banner  
[Source](#)



Location: Banner  
[Source](#)

#### PHOTO GALLERY

The photo gallery is provided by [LightBox 2](#).