

Canadian Families 12

Unit 4: Transition to Independence

Summary

This unit introduces students to the particular demands facing youth transitioning from childhood to adulthood and independence, including the impact that this transitional generation has, at any time, on Canadian society as a whole. By foregrounding our discussion in the needs of youth as they transition into adulthood, drawing on Maslow's hierarchy of needs, and discussing the demands of engaged citizenship, this unit both reflects where students are in their own development as independents and as citizens and helps provide a contextual understanding of the importance of this time of period in their lives – and how their newfound adulthood can impact Canada and its peoples as a whole.

Objectives

Students should, by the end of this unit, be able to

- explain Maslow's hierarchy of needs and how it relates to the transition to adulthood
- identify key skills and knowledge for new adults
- understand Canadian statistics relating to age and demographic changes
- connect Canadian demographics with predictions for the future of our society, including positive changes, negative changes, and neutral changes
- link the development of citizenship skills with family and familial support
- name potential supports for both families of new adults and new adults themselves
- articulate personal thoughts and reflections on adulthood, citizenship, and emerging independence
- analyze and respond to how new adults are discussed in the media, relating to the cultural construction of youth

Outcomes

- 4.1** analyze demographic trends of youth transitioning to adulthood and predict the implications for Canadian families and society
- 4.2** recognize the needs of and skills required by the emerging adult
- 4.3** apply Maslow's hierarchy to family needs through this transition
- 4.4** identify the role of family in developing citizenship skills
- 4.5** identify support resources for both the family and the emerging adult

Timeframe

3 weeks

Assessment/Structure

1. **The Daily Read:** As throughout the rest of the course, students will be responsible for either reading, listening to, or watching "The Daily Read" – a short text or media file that

links course and unit content with the real world in a dynamic and engaging way. Students will be asked to provide a brief written response in a comment box. Feedback will be *formative*.

2. **Weekly Blog:** Each week, students will be responsible for a short blog piece (at least 250 words) that explores the connections between course content and the outside world. This piece can be grounded in personal experience/opinions, news items, fictional texts, or The Daily Read. It is a chance for students to demonstrate their understanding of course content by meaningfully connecting it to their own experiences as Canadian citizens and emerging adults. Feedback will be *formative*, although students will, at the end of the course, select their 10 best blog entries for *summative* assessment.
3. **Forum Discussion:** Students will be expected to contribute to outcome-related forum discussions as a means of demonstrating achievement of objectives. At the end of each unit, students receive feedback on their demonstrated achievement of outcomes, allowing them to choose which areas need review/focus as the course progresses. Feedback will be *formative*.
4. **Unit Project:** In Unit 4, students will create a New Citizen Survival Kit, which could look something like a website, a brochure, a description of a physical kit, a presentation, a video series, or an Explain Everything video, but it not limited to these forms. This Survival Kit is meant to push students to think critically about citizenship and emerging adulthood, as well as what young adults and their families should know or have in order to weather the rather tempestuous period of time. It should include connections to at least two other texts (articles, videos, opinion pieces, statistics, podcasts, etc.) and should critically and reflectively evaluate the particular demands of emerging independence on youth, and how that impacts Canadian society. This project will have many opportunities for *formative* assessment, but will be, at the unit's conclusion, be assessed *summatively*.