
**Vincent Massey High School
Family Studies 10F
Course Outline
2014 - 2015**

Course Title: Family Studies 10F

School Year and Semester: 2014-2015 – Semester 1 & 2

Teacher: Mrs. Allison Barnlund
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Course Description: The intent of this course is to provide students with increased understanding of self, and enhanced ability to communicate with, and relate to, parents and peers.

General Learning Outcomes:

- Students will develop an increased understanding of their present family experience and improve their capability as family members.
- Students will become knowledgeable about the adolescent stage of development and influences on this development.
- Students will further their knowledge of the male and female reproductive systems, the process of fertilization, contraceptive options, and the role of abstinence in relationships.
- Students will become more experienced in the communication skills that create healthy relationships.
- Students will acquire strategies for building, maintaining, and ending friendships.
- Students will develop an increased understanding of self and behaviours and decisions that promote health and well-being.

Course Evaluation Structure:

- Assignments/Classroom Activities/Projects: 50%
- Journal: 10%
- Unit Tests: 25%
- Final Exam: 15 %

Course Final Standing:

The final mark for term work, within the respective categories (tests, assignments, labs, and projects) will be cumulative.

Unit Descriptions

Unit 1 Title: Family Relationships

Approximate Instructional Time for Unit of Study: 2 - 3 weeks

Learning Outcomes:

- Awareness of functions families play in society
- Identification of responsibilities of family members to each other and to the family unit
- Knowledge of the various family forms
- Assessment of the different family forms as to strengths and challenges
- Examination of the role of adolescents in families, past and present

Evaluation:

- Assignments/Projects
- Classroom activities
- Journal: 10 marks per entry
- Unit Test: 100 marks

Unit 2 Title: Adolescent Development

Approximate Instructional Time for Unit of Study: 4 weeks

Learning Outcomes:

- Knowledge of the stages of physiological growth and development in adolescence, and an understanding of how each stage can be nurtured
- Knowledge of theories of adolescent development
- Analysis of the influences that impact on growth and development during adolescence
- Knowledge of the male and female reproductive systems and the process by which fertilization takes place
- Evaluation of the role of abstinence as a contraceptive option

Evaluation:

- Assignments/Projects
- Diagrams/Note-sheets
 - Reproductive System
 - Sexual Decision-Making
- Classroom Activities
- Journal: 10 marks per entry
- Reproduction Quiz: 10 marks
- Unit Test: 100 mark

Unit 3 Title: Self and Basic Needs

Approximate Instructional Time for Unit of Study: 2 weeks

Learning Outcomes:

- Knowledge of Maslow's theory of human needs and an understanding of how it applies to individuals and families
- Examination of family's role in meeting basic needs of family members
- Examination of community's role in meeting needs of individuals and families
- Exploration of how the mass media influences human needs
- Examination of factors that influence how teenagers meet their needs and wants

Evaluation:

- Assignments/Projects:
- Poster: Maslow's Hierarchy
- Group Research Assignment: Influence of the Mass Media on Adolescents
- Classroom Activities
- Unit Test: 100 marks

Unit 4 Title: Communication and Friendship

Approximate Instructional Time for Unit of Study: 4 - 5 weeks

Learning Outcomes:

- Acquisition of communication skills that promote healthy relationships
- Knowledge of the factors involved in the formation of friendships, and of the different levels of friendships
- Awareness of the effects of friendship on an individual's well-being
- Exploration of social issues that affect adolescent relationships
- Identification and analysis of conflict/jealousy situations that affect relationships with siblings and friends
- Analysis and evaluation of strategies for building, maintaining and ending relationships

Evaluation:

- Assignments/Projects:
- Timeline: Friendship
- Video Case Study: Friendship
- Oral Presentation: Manners
- Classroom Activities
- Journal: 10 marks per entry
- Unit Test: 100 marks

Unit 5 Title: Personal Development

Approximately Instructional time for Unit of Study: 4 – 5 weeks

Learning Outcomes:

- Understanding of the term, personality, and the identification of personality traits
- Knowledge of factors that influence self-concept
- Evaluation of behaviours that promote health and wellness
- Determination of personal values
- Awareness of the effect of family and cultural values on identity
- Examination of sources of positive and negative stress for adolescents
- Exploration of one's own identity

Evaluation:

- Assignments/Projects:
"ME" Project
- Class Activities
- Journal: 10 marks per entry
- Unit Test: 100 marks

Student Responsibility Guidelines for Assessment and Evaluation

Students actively engaged in their learning are the essence of the Brandon School Division's mission of educating the whole child.

The assessment, evaluation and reporting of student learning and achievement involves students, teachers, principals, parents, superintendents and the Board of Trustees. It is the responsibility of professional educators to assess, evaluate, and report on each student's degree of engagement and resulting learning outcomes. Such assessment, evaluation and reporting is a continuous and fundamental part of the student's learning process. Students are responsible for:

- their own learning with the expertise, assistance and motivation of their teachers;
- engaging individually and collectively in school/community learning opportunities;
- improving their learning involvement
- playing an active role in assessing their own learning
- providing evidence of their learning within established timelines

The purpose of this document is to identify student responsibilities in assessment and evaluation practices, provide clear guidelines and consequences so students can make informed decisions, and to provide structures that improve the relationship between student learning and assessment.

All assessments and/or evaluations will be assigned a reasonable completion date by the classroom teacher.

When a student demonstrates negligence and/or disregard towards the assessment and/or evaluation due date, the teacher can assign a "0" grade for the incomplete assessment and/or evaluation.

For a "0" grade to remain permanent on the student's record for that unit of study, a teacher's records will demonstrate that he/she had advised the student and the parent/guardian that there was an opportunity to complete the original assessment or an alternate assessment, but that it would have been penalized in accordance to divisional guidelines.

Penalization for late assessments is as follows:

- Grade 9 – 10%
- Grade 10 – 15%
- Grade 11 – 20%
- Grade 12 – 25%

Example: Grade 10 student receives 80% for a late assessment. The penalty for the late assessment would be $(80)(0.15)=12$. The adjusted mark would be $80-12=68\%$.

Once the late assessment is marked, the penalized assessment mark will replace the "0" grade that was originally assigned to the student by the teacher.

If the original or alternate assessment is not submitted by the new completion date or if the student refuses to submit a required assessment, the "0" grade assigned to it will remain on the student's evaluation records. The "0" grade(s) will be calculated into the student's final mark for the unit of study and will be used in the calculation of the final grade of the course.