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**Vincent Massey High School  
Family Studies 30S  
Course Outline  
2014-2015**

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**Course Title: Family Studies 30S**

**School Year and Semester: 2014-2015 - Semesters 1 & 2**

**Teacher: Mrs. Allison Barnlund  
barnlund.allison@bsd.ca**

**Course Description:**

The intent of this course is to provide students with the knowledge and skills needed to create safe, nurturing environments for children. The emphasis at this level is on the school-aged child.

**General Learning Outcomes:**

- Students will develop an increased understanding of how humans develop from early childhood and throughout the school years
- Students will acquire a knowledge of needs theory and how to apply this knowledge in meeting the needs of school aged children
- Students will become aware of the behaviours and conditions that promote healthy nurturing environments for children and adults
  
- Students will gain experience in communication and conflict resolution strategies
- Students will develop the ability to assess and create safe environments
  
- Students will further their understanding of self and factors affecting personal well-being
- Students will become knowledgeable of careers that provide services to individuals and families
  
- Students will develop an understanding of personal, family, and workplace dynamics through practicum experiences

**Course Evaluation Structure:**

- Classroom Activities/Assignments/Projects: 20%
- Preschool Practicum: 30%
- Unit Tests: 25%
- Final Exam: 25%

**Course Final Standing**

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

## Unit Descriptions

### Unit 1: The Child and Family Interaction

**Approximate Instruction Time:** 5 weeks

#### **Learning Outcomes:**

- Identification of behaviours that promote healthy nurturing environments for children and adults
- Exploration of substances that create non-nurturing prenatal environments
- Identification of caregiving behaviours that impact development positively/negatively
- Understanding the effects of child abuse and a knowledge of resources available to assist in child abuse situations
- Practice using stress management and problem-solving techniques
- Awareness of how relationships between family members change throughout the life cycle

#### **Evaluation:**

- Classroom Activities / Assignments: Approximately 50 marks
- Preschool / School Practicum:  
Preparatory Work: 20 marks
- Test: 100 marks

### Unit 2: Child Development

**Approximate Instructional Time:** 5 weeks

#### **Learning Outcomes:**

- Identification of caregiving behaviours that impact development positively/negatively
- Knowledge of various theories of the intellectual, social and emotional development of school-aged children and an understanding of the care each theory suggests
- Identification of family stress issues and an understanding of how these issues affect the needs of children
- Evaluation of how development is enhanced by play activities, toys, and games suitable to a child's age and stage of development

#### **Evaluation:**

- Classroom Activities/Assignments: Approximately 40 marks
- Projects:  
Nursery School Project 30 marks  
Media Critique: Moral Development in Middle Childhood or Adolescence 20 marks
- Preschool / School Practicum Log Book: 100 marks
- Test: 100 marks

### **Unit 3: Parenting the School-Aged Child**

**Approximate Instructional Time:** 5 weeks

#### **Learning Outcomes:**

- Identification of the rights and responsibilities of parents and care givers caring for school aged children
- Knowledge of theories of human needs and how they apply to school-aged children
- Identification of family stress issues and understanding of how these issues affect the needs of children
- Description of physiological stages of growth and development during childhood, and an understanding of how each stage can be nurtured
- Strategies for establishing healthy dietary habits in a child's life
- Knowledge of how to access resources for families and to encourage the development of children with special needs
- Evaluation of parenting / caregiving options available to meet the needs of children

#### **Evaluation:**

- Classroom Activities / Assignments: Approximately 80 marks
- Preschool / School Practicum Log Book: 100 marks
- Test: 100 marks

### **Unit Four: Character Development and Career Opportunities**

**Approximate Instructional Time:** 2 weeks

#### **Learning Outcomes:**

- Knowledge of factors that influence self concept
- Identification of behaviours that promote health and wellness
- Determination of personal values and goals
- Examination of how decisions affect one's well-being
- Analysis of the effects of the practicum experience on one's own life
- Development of a personal philosophy for parenting school-aged children
- Knowledge of careers that provide services for individuals and families

#### **Evaluation:**

- Project: 150 marks  
Self-Analysis including career profile in a field that provides services for individuals and families
- 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.