

Course Outline for Grade 9 Family Studies

Crocus Plains Regional Secondary School



Course Title: Family Studies 10S

Semester / School Year: Semester 1 (2026-27)

Teacher: Ms. De La Mare

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Course Description: Grade 9 Family Studies explores adolescent development from the perspective of the adolescent student. Topics include building skills and knowledge in developing positive relationships to enhance personal health and wellness within the context of their own family dynamics and the community in which they live.

Course Evaluation Structure:

- 60% Term Work (classroom activities, worksheets, assignments, projects, etc.)
- 25% Quizzes / Unit Tests
- 15% Final Exam

Absences:

- When you have been absent from class, keep in mind that it is your responsibility to find out what you have missed and catch up on all the missed work.
- Absences on assessment days:
 - a. Please have your parent/guardian call the school office at 204-729-3900 to acknowledge that your absence is excused.
 - b. Missed tests are to be written on the next day that you return to school.
 - c. An unexcused absence on an assessment day can result in you receiving a grade of zero.

OVERVIEW OF UNITS

This course outline is tentative and may be subject to change. Units may be presented in a different order than what is listed below. The timeframe for units may vary and not all units may be covered within a semester.

Unit 1: Families

Approximate Instructional Time for Unit of Study: 3-5 weeks

Learning Outcomes:

- Define family
- Explore the various family structures
- Assess the different family structures as to their strengths and challenges
- Qualities of strong families
- Family life cycle
- Explore current demographics of Canadian families
- Cultural differences in family dynamics

Unit 2: Mental Health Literacy

Approximate Instructional Time for Unit of Study: 3-5 weeks

Learning Outcomes:

- To decrease stigma related to mental illness
- Understanding mental health and wellness
- Explore various mental health illnesses (social anxiety disorder, panic disorder, ADHD, bipolar disorder, OCD, depression, etc.)
- Experiences of mental illness
- Seeking help and finding support for mental illness
- The importance of positive mental health
- Define personal stress and identify common causes of stress
- Examine positive coping strategies and identify negative coping strategies when dealing with stress

Unit 3: Relationships and Communication

Approximate Instructional Time for Unit of Study: 3-5 weeks

Learning Outcomes:

- Identify a variety of relationships (friends, family, romantic, workplace, and community) and the functions of each relationship
- Differentiate between health, unhealthy, and abusive relationships
- Describe the implications of current technology on relationships
- Identify the styles and components of communication
- Explore ways in which effective and ineffective communication can impact relationships

- Demonstrate effective communication and conflict resolution skills to build and maintain healthy relationships

Unit 4: Health and Wellness

Approximate Instructional Time for Unit of Study: 3-5 weeks

Learning Outcomes:

- Explore various aspects of physical, mental, sexual, and reproductive health and wellness
- The role of abstinence in relationships
- Explore the male and female reproductive systems
- Identify various available options for birth control and STI prevention
- Identify where and how to access comprehensive sexual and reproductive health information and services for adolescents

Unit 5: Understanding Ourselves

Approximate Instructional Time for Unit of Study: 3-5 weeks

Learning Outcomes:

- Explore the various personality types to gain a deeper understanding of who we are
- Define adolescence
- Analysis of various adolescent development theories (e.g., Maslow, Piaget, Kohlberg, Bronfenbrenner, Erikson, and Brokenleg)
- Describe the socio-emotional changes that take place during adolescence
- Explore the different types of maturity
- Examination of factors that influence how teenagers meet their needs and wants
- Demonstrate an understanding of personal identity and character development
- Describe the range of diversity in terms of biological sex, gender, and sexual orientation
- Define and differentiate between self-concept and self-esteem

Assessment Guidelines

The purpose of assessment is to provide students, teachers, and parents/guardians with evidence of student learning. Throughout this course, both formative and summative assessment will be utilized as a means of learning evidence.

- Assessment for learning (formative assessment): where assessment helps the teacher gain insight into what students understand in order to plan and guide instruction, as well as provide helpful feedback for students.
- Assessment of learning (summative assessment): where assessment informs students, teachers, and parents/guardians of achievement at a certain point in time in order to celebrate success, plan interventions, and support continued progress. Grades will be calculated using summative assessment information only. The final grade will be a fair reflection of a student's achievement of the learning outcomes.

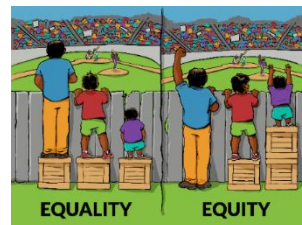
Sample Assessment Plan

Formative Assessment may include...	Summative Assessment may include...
• Class discussions • Entry/exit slips • Worksheets • Observations • Vocabulary recall • Activities	• Journal entries • Case studies • Assignments • Projects • Presentations • Quizzes / unit tests

Late Assignment Policy

1. **Submission Deadline:** Due dates will be clearly communicated – in advance – by Ms. De La Mare.
 - Please keep in mind that it is the responsibility of the student to communicate with Ms. De La Mare regarding any challenges they may face in meeting assignment deadlines. If a student anticipates difficulty in submitting an assignment on time, they must contact Ms. De La Mare **before the deadline** to discuss possible solutions.
2. **Late Submissions Penalty Calculation:** The penalty for late submissions will be deducted from the total points earned on the assignment. The specific penalty depends on Ms. De La Mare's discretion and the severity of the delay.
3. **Exceptions:** In exceptional cases, Ms. De La Mare may consider individual circumstances that warrant exceptions to this policy. To address situations while maintaining fairness and accountability, the late submission policy for this course is as follows:
 - Ms. De La Mare will give a fair, new deadline to students that require it. The new deadline will be clearly communicated to students and their families.
4. **Exceeding the Grace Period:** If the new deadline is missed again, then the student will receive a zero on that assignment.

Remember that timely submission is a crucial aspect of academic success and reflects your commitment to the learning process. With that being said, I do recognize that life can be unpredictable; this policy aims to provide a fair and flexible framework for addressing late assignments.



Classroom Expectations

in Room 101

- No cell phones or headphones
- Technology is a tool, not a toy; if it becomes a distraction, it will be taken away
- Be respectful (to yourself, to others, and classroom materials)
- Come to class on time & be present
- Be responsible; come to class prepared and ready to learn
- Work hard & do your best
- Be accountable for your learning (use class time effectively, respect due dates, check Teams/PowerSchool, etc.)
- Be open to new partnerships

“Success requires effort.”

