

Grade 10 Family Studies

Course Outline & Assessment Guide

Crocus Plains Regional Secondary School



Course Title: Family Studies 20S

Semester/School Year: Semester 2 (2025-26)

Teacher: Mrs. Senkbeil
senkbeil.sarah@bsd.ca

Course Description: Grade 10 Family Studies focuses on the skills and knowledge parents and caregivers need, with emphasis on maternal health, pregnancy, birth, and the first year of human development. Students will learn about the developmental needs, effective care, and guidance of young children. The development of these skills and knowledge will enhance their overall well-being now as adolescents and in the future as parents and caregivers.



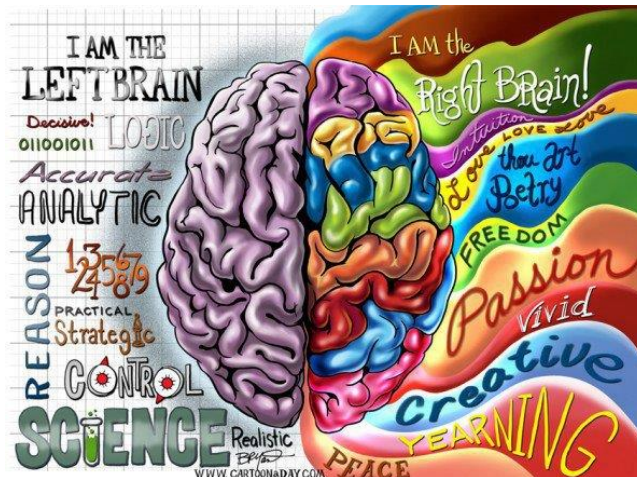
Course Evaluation Structure:

- 25% Practicum
- 40% Term Work (classroom activities, assignments, presentations, projects, etc.)
- 20% Quizzes / Unit Tests
- 15% Final Exam

Note: Grading will be conducted using a “weighted” grading system. This means that some assessments will be weighted stronger than others. The weight of any given assignment is directly related to the number of curricular outcomes it is assessing. Some summative assessments and weighting allotments may change throughout the course if needed.

ACADEMIC INTEGRITY

- Academic honesty refers to “students providing original evidence of their learning and appropriately acknowledging the work of others.”
- Plagiarism means using someone else’s ideas, words, or work and pretending it’s your own. At school, plagiarism may include but is not limited to:
 - o Turning in work that someone else did.
 - o Copying parts of a book, website, or another source without citing where it came from.
 - o Copying an entire assignment from someone or somewhere else.
 - o Submitting the same work for more than one class without getting written permission from all teachers involved.
 - o The use of AI tools when not permitted.
- Any unauthorized use of ChatGPT (or other AI tools) on assessments is a breach of academic honesty. Below are some guiding principles for maintaining academic honesty in relation to artificial intelligence:
 - o AI does not replace your own thinking, analysis, or judgment. Using AI inappropriately does not demonstrate your understanding of a topic, your ability to make authentic connections to the material presented, nor help you learn the skills that are expected of you both within the classroom and in the workplace.
 - o If you have used AI without your teacher’s permission, you are at risk of facing an allegation of academic dishonesty. A finding of academic dishonesty has academic and personal consequences.



“Academic integrity means being proud of your own ideas and work – because what you learn matters more than just the grade.”

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. **Everything will be posted on Teams so please ensure you are checking regularly.**
- 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: Family Planning

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
- Knowledge of the various ways of becoming a parent
- Identification and evaluation of parenting/caregiving options
- Awareness of factors affecting readiness for parenting
- Analysis of impact of choosing to parent or not to parent
- Evaluate the options for infertile couples
- Evaluation of the role of abstinence in relationships
- Understanding of the issues involved in teen parenting

Unit 2: Healthy Beginnings - Pregnancy, Birth, and Early Postnatal Care

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

Learning Outcomes:

- Analyze the challenges of teen pregnancy
- Identify how to check for pregnancy
- Understanding of embryonic/fetal development
- Knowledge of maternal changes during pregnancy, labour, and delivery
- Identification and evaluation of lifestyle factors that may affect maternal and fetal health
- Examine ways to prepare for labor and delivery
- Research childhood illnesses/conditions and the role of immunizations
- Identification of complications that may arise during pregnancy, labour, and delivery
- Explore the impact of pregnancy, labour, delivery, and postnatal care at different maternal ages
- Identify how genetics affect fetal development
- Explain the effects of substance use on a developing fetus
- Identify what happens during the three stages of labor
- Compare and contrast vaginal and cesarian births

Unit 3: 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 sexually transmitted infection prevention
- Identify where and how to access comprehensive sexual and reproductive health information and services for adolescents

Unit 4: Infants (Child Development)

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

Learning Outcomes:

- Explain the growth and development of an infant (birth to 1 year)
- Identify basic needs of infants
- Differentiate between gross and fine motor skills
- Identify the triggers, responses, and timeline of newborn reflexes
- Discuss the nutritional needs of infants
- Compare and contrast various infant feeding methods
- Identify ways to keep infants healthy and safe
- Analysis of various developmental theories used to explain infants (i.e., Piaget's Sensorimotor stage of cognitive development)
- Identify how the emotional climate of the home affects an infant's emotional and social development
- Explain how the brain grows and develops during infancy
- Explore developmentally appropriate toys for infants
- Determine ways to help develop infant communication
- How to create nurturing environments for young children
- Responsibilities of caregivers providing childcare to infants and preschoolers

Mrs. Senkbeil's Classroom Expectations

- 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

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...
<ul style="list-style-type: none">• Class discussions• Entry/exit slips• Worksheets• Observations• Vocabulary recall• Activities	<ul style="list-style-type: none">• Journal entries• Case studies• Assignments• Projects• Presentations• Quizzes / unit tests

ASSIGNMENT DEADLINES & LATE POLICY

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.

Remember... communication is key! The earlier you reach out, the more options we have to help you succeed. ☺

Deadlines:

You will always know when assignments are due. Due dates will be:

- Communicated – in advance – by Mrs. Senkbeil
- Posted on Teams
- Displayed on the “Due Dates Board” in the classroom

Missed Work (Excused Absences):

If you miss a class or an assessment for a valid reason (because of illness, appointments, school events, family responsibilities, emergencies, etc.), you're expected to:

- Have your parent/guardian contact me to excuse your absence(s)
- Check Teams to see what you missed and complete any outstanding work
- Meet with Mrs. Senkbeil to discuss missed material and demonstrate your understanding of the concepts covered

Missed Work (Unexcused Absences):

Students who miss a due date or test without a valid reason may forfeit the opportunity to complete it later.

Extension Policy:

Sometimes life happens! If you're having trouble finishing something on time, talk to Mrs. Senkbeil **before the deadline** so we can figure out a plan together. Additionally, if you have a valid reason, Mrs. Senkbeil can grant a new deadline (which will be shared with you, your family, and/or your student services team). If the extended deadline is missed again, the assessment will receive a **zero**.

Contact Mrs. Senkbeil as soon as possible if you've fallen behind or need help catching up. Don't panic – we can make a plan to get you back on track!