

Grade 11 Family Studies

Course Outline & Assessment Guide

Crocus Plains Regional Secondary School



Course Title: Family Studies 30S

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

Teacher: Mrs. Senkbeil

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Course Description: Grade 11 Family Studies is designed to help students develop the knowledge and practical skills needed to create safe, nurturing environments for children from toddlerhood through adolescence. Students will explore child development, developmental needs, caregiving strategies, and ways to build positive relationships with children. The skills and understanding gained in this course will support students in making informed decisions about parenting, relationships, and family life.



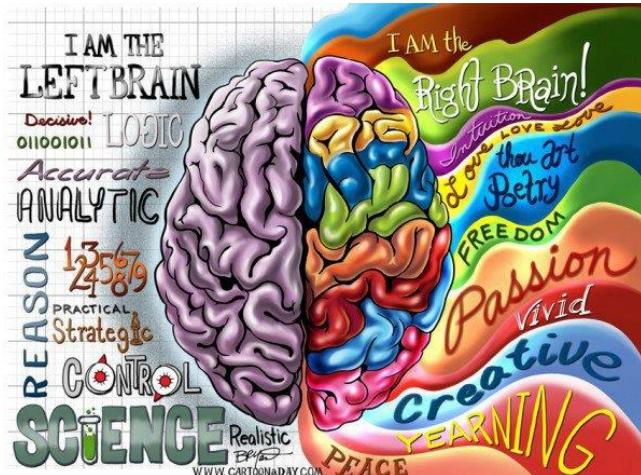
Course Evaluation Structure:

- 25% Practicum
- 30% Term Work (classroom activities, assignments, presentations, projects, etc.)
- 25% Quizzes / Unit Tests
- 20% 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 I: The Fundamentals of Caregiving

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

Learning Outcomes:

- Define the roles of a parent, guardian, and caregiver
- Explore families and various family dynamics
- Learn about the trends and changes in relationships & family structures
- Evolution of familial roles (past and present)
- Evaluate the responsibilities of parenting throughout the life cycle
- Analyze the four parenting styles and their effects on child development
- Compare and contrast the short-term and long-term effects of various parenting decisions
- Explore the responsibilities of caregivers
- Explain the growth and development of children during different developmental periods
- Identify basic needs of children during different developmental periods
- Determine parenting skills
- Explore nutritional needs of children
- Creating nurturing, enriching environments for children
- Identify ways to keep children healthy and safe

Unit 2: Toddlers & Preschoolers (Child Development)

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

Learning Outcomes:

- Explain the growth and development of toddlers & preschoolers
- Analysis of various developmental theories used to explain toddlers & preschoolers
- Description of physiological stages of growth and development during childhood and an understanding of how each stage can be nurtured
- Evaluation of how development is enhanced by play activities, toys, and games suitable to a child's age and stage of development
- Analyze models that describe the different ways of learning
- Knowledge of how to access resources for families and to encourage the development of children with special needs

Unit 3: School-Aged Children (Child Development)

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

Learning Outcomes:

- Explain the growth and development of school-aged children
- Analysis of various developmental theories used to explain school-aged children
- Coping with challenges (divorce, death, etc.)
- Explore various childhood exceptionalities
- Identification of parental rights and responsibilities of caring for school-aged children
- Learn how to create a safe environment inside and outside of the home
- Identification of caregiving behaviours that impact development (positively and negatively)
- Preventing accidents and handling emergencies with children
- Strategies of establishing healthy dietary habits in a child's life

Unit 4: Character Development and Career Opportunities

Approximate Instructional Time for Unit of Study: 3-5 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

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 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!