

Grade II Family Studies

Course Outline & Assessment Guide

Crocus Plains Regional Secondary School



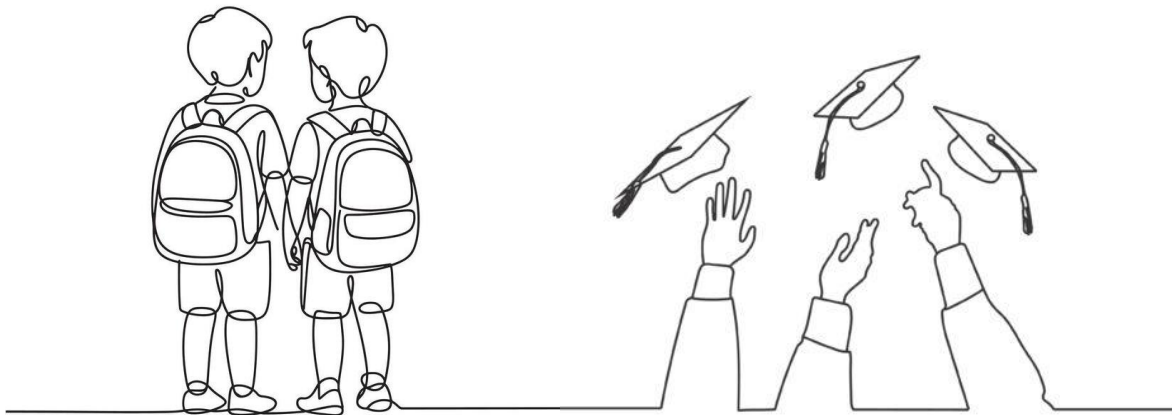
Course Title: Family Studies 30S

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

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.



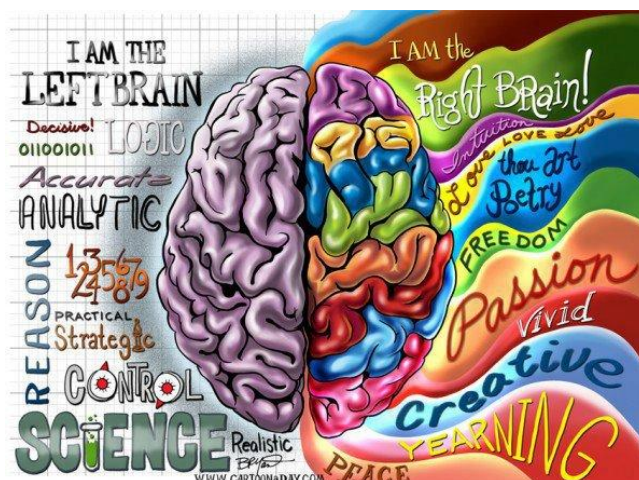
Course Evaluation Structure:

- 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 1: Fundamentals of Parenting and Caregiving

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

Learning Outcomes:

- Define the roles and responsibilities of a parent, guardian, and caregiver
- Describe how adults can be positive role models for children
- Describe the benefit of routines and boundaries for children
- Develop practical skills for caregiving routines for children (toileting, napping, tooth brushing, eating, dressing, etc.)
- Describe and demonstrate procedures for ensuring children's physical safety, preventing injuries, and handling emergencies with children
- Explore nutritional needs of children
- Describe the importance of nutritious foods and menus in establishing healthy dietary habits while considering intolerances and allergies
- Develop a personal philosophy for nurturing and caring for children and adolescents

Unit 2: Toddlers (Child Development)

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

Learning Outcomes:

- Explain the growth and development of toddlers
- Analysis of various developmental theories used to explain toddlers
- Description of physiological stages of growth and development during childhood and an understanding of how each stage can be nurtured
- Demonstrate understanding of childhood play practices
- Analyze the role of the learning environment (indoor/outdoor) on child and adolescent learning behaviour
- Define, describe, and explain how play enhances child development
- Categorize toys, books, and games that are developmentally appropriate for children
- Compare and contrast types of children's play (solitary, parallel, co-operative, associative, competitive)
- Exploration of the four parenting styles and analyze how each style may affect child development

Unit 3: Preschoolers (Child Development)

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

Learning Outcomes:

- Explain the growth and development of preschoolers
- Analysis of various developmental theories used to explain 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
- Exploration of the four parenting styles and analyze how each style may affect child development

Unit 4: School-Aged Children (Child Development)

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

Learning Outcomes:

- Analysis of various developmental theories used to explain school-aged children
- Explain the growth and development of school-aged children
- Describe and explain the roles and assess the responsibilities for parenting children and adolescents
- Research childhood illnesses/conditions and the role of immunization
- Explore various childhood exceptionalities
- 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
- Research strategies that support diversity and inclusion of children
- Explore the four parenting styles and their effects on child development (e.g., guidance and discipline, resilience, self-regulation, failure to thrive, confidence, competence)
- Identification of caregiving behaviours that impact development (positively and negatively)
- Coping with challenges (divorce, death, etc.)
- Learn how to create a safe environment inside and outside of the home
- Preventing accidents and handling emergencies with children
- Strategies of establishing healthy dietary habits in a child's life
- Development of a personal philosophy for parenting school aged children
- Define stress and identify common causes & symptoms of stress for children and adolescents
- Identify the link between childhood and adolescent stress and health problems
- Critique positive coping strategies and identify negative coping strategies for children and adolescents when dealing with stress
- Explore ways in which development from conception to childhood significantly affects development later in life

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...
• Class discussions • Entry/exit slips • Worksheets • Observations • Vocabulary recall • Activities	• 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!