

Grade 12 Family Studies

Course Outline & Assessment Guide

Crocus Plains Regional Secondary School



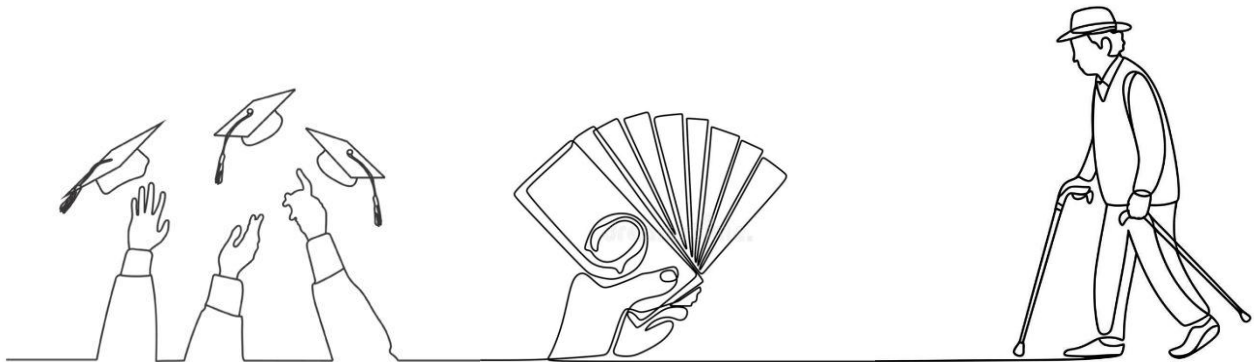
Course Title: Family Studies 40S

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

Teacher: Mrs. Senkbeil

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Course Description: Grade 12 Family Studies emphasizes the transition from adolescence to adulthood with the ability to examine and practise skills that help develop healthy interpersonal relationships. The skills and knowledge will provide the opportunity for students to make informed and responsible life management choices now and in the future. Students will acquire strategies to manage the challenges of life in an effective and responsible way that enhances their life journey.



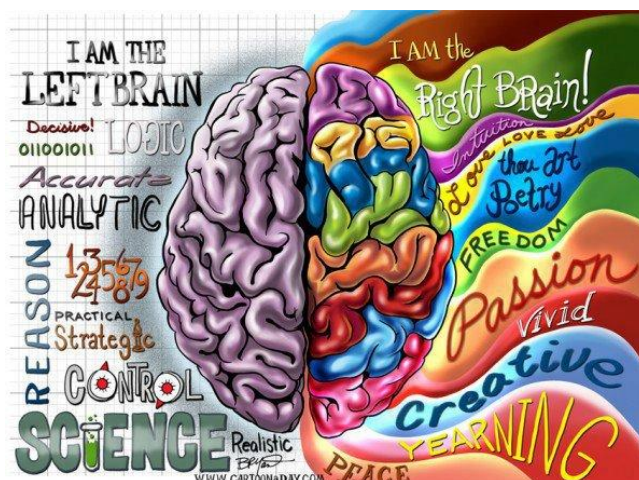
Course Evaluation Structure:

- 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: Character Development

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

Learning Outcomes:

- Knowledge of factors that influence self-concept
- Explore the types of maturity and characteristics of each
- Identification of behaviours that promote/hinder health and wellness
- Examination of how decisions affect one's well-being
- Define personality and personality traits
- Explore attachment styles and personality styles
- Determination of personal values and goals
- Discover career opportunities in relation to family studies and other personal career interests

Unit 2: Families

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

Learning Outcomes:

- Evolution of familial roles (past and present)
- Examine current demographics of Canadian families
- Examine the effects of immigration, migration, displaced persons, and refugees on the changing profile of Canadian families
- Research differences/similarities that exist in families
- Strengths and challenges of different family forms and structures
- Identify the reasons why some individuals choose not to become parents
- Compare and contrast the short-term and long-term effects of various parenting decisions
- Fundamentals of parenting and caregiving
- Evaluate the responsibilities of parenting throughout the life cycle
- Examine difficult situations that individuals and families face and their effects on family well-being (financial challenges, religious and cultural discrimination, illness, loss and grief, disabilities, elder abuse, neglect, ageism, chronic medical conditions, work-life balance, displaced persons and refugees, historical trauma)

Unit 2: Early Adulthood

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

Learning Outcomes:

- Develop a deeper understanding of financial well-being
- Explore money management and fundamental budgeting concepts in early adulthood
- Prepare, analyze, and evaluate the sustainability of a household budget
- Evaluate strategies to access and manage personal and household credit and debt
- Develop a personal philosophy for achieving financial independence
- Define stress and identify common causes & symptoms of adult stress (family, work-life balance, time management, etc.)
- Identify the link between stress and health problems in adults
- Critique positive coping strategies and identify negative coping strategies for adults when dealing with stress

Unit 3: Aging Adults

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

Learning Outcomes:

- Analysis of various developmental theories used to explain the aging adult
- Apply the adult life cycle and life expectancy to various cultural perspectives
- Identify the basic needs of older adults & how seniors meet their needs
- Identify and describe common conditions that affect seniors (Alzheimer's, dementia, etc.)
- Identify of issues related to elder abuse and neglect
- Analyze various independent and dependent living options available to meet the needs of aging adults
- Explore of issues surrounding death and mourning
- Develop a personal philosophy that demonstrates respect for aging adults
- **** Senior Practicum ****

Unit 4: Relationships and Communication

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

Learning Outcomes:

- Identify and describe how relationships change throughout the lifecycle
- Analyze the roles and boundaries individuals may have in various relationships
- Evaluate the impact of currently technology on relationships
- Compare and contrast theories of attraction, infatuation, and love
- Research cultural influences on courtship (marriage, dating, etc.)
- Examine factors influencing cohabitating/marriage readiness
- Identify and describe how relationships change throughout the life cycle
- Describe and analyze characteristics of healthy and unhealthy relationships
- Explore strategies for ending a relationship
- Identify effective strategies that people may use when having to deal with the change and/or loss of an important relationship
- Identify the styles and components of verbal and non-verbal communication
- Explore ways in which effective and ineffective communication can impact relationships
- Practice effective communication and conflict resolution skills

Unit 5: 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.)
- 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
- Research the occurrence of mental health challenges affecting adult populations
- Research community resources that support mental health
- Identify and practice self-regulation techniques

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 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!