

Grade 9 Family Studies 10S Course Outline

Credit Value: One Credit

McCreary School
Course Code: 0487
Grade 9 Family Studies 10S Course
Semester 2

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Room 10

Prerequisites – No prerequisite is required.

Course Description/Overview

Family studies courses offer a preventative, proactive, and practical approach that is intended to strengthen individuals and families. Students acquire knowledge, skills, and attitudes to make informed choices with respect to caring for themselves and others within the context of a global community. Students acquire strategies to manage the challenges of life in an effective and responsible way that enhances their life journey.

Focus and Purpose

To develop an understanding of the family, the relationship among family members and to examine the skills and knowledge required to relate to family members in a positive manner. This course explores the challenges faced by teenagers. This is a life skills course which prepares students to deal with the many challenges they will face as they make the transition into adulthood. The course will emphasize the parenting responsibilities and relationships important in the successful development of the individual from adolescence to adulthood. Through self-examination, students think about becoming adults, and in checking their own development progress, they explore how to become moral, mature contributors to society.

Grade 9 Family Studies

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.

Grade 9 Family Studies General Learning Outcomes

- Goal 1: Demonstrate understanding of the fundamentals of human development.
- Goal 2: Demonstrate understanding of relationships and influences.
- Goal 3: Demonstrate understanding of health and wellness.
- Goal 4: Demonstrate understanding of the fundamentals of parenting and caregiving.
- Goal 5: Demonstrate understanding of citizenship and sustainability.
- Goal 6: Demonstrate understanding of career development and the skills required.

Objectives

In Manitoba, the content of the Senior Years Family Studies outcomes are arranged as a series of goals.

1. *Fundamentals of Human Development: The learning experiences in this goal will assist students in developing the knowledge and understanding of how individuals' and family members' responsibilities for promoting health, well-being, and resiliency continue to change throughout their lives.*
2. *Relationships and Influences: The learning experiences in this goal will assist students in developing the knowledge and skills they need to build and maintain positive relationships and to understand the issues and challenges that have an impact on individuals, families, and communities.*
3. *Health and Wellness: The learning experiences in this goal will assist students in developing the knowledge and skills to understand the factors that affect our mental health and wellness. While building individual strategies, students will strengthen their abilities to use skills, resources, and processes that enhance the daily living of individuals, families, and communities.*
4. *Fundamentals of Parenting and Caregiving: The learning experiences in this goal will assist students in developing the knowledge and skills to prepare for the responsibilities of parenting and caregiving, including the challenges facing individuals, families, and communities.*
5. *Citizenship and Sustainability: The learning experiences in this goal will assist students in developing the knowledge and skills to become citizens who question the quality of life—locally, nationally, and globally—with the desire for a sustainable and equitable future.*
6. *Career Development: The learning experiences in this goal will assist students in developing the knowledge and skills necessary for effective communication, teamwork, and leadership that contribute to success in learning, life, and work.*

Resources

- Straight A Conspiracy
- Personal Finance – I Want More Pizza
- Dad’s Great Advice for Teens
- The Growth Mindset Coach

Required Materials

- Note paper (loose leaf) and a binder to keep class work
- Pencils & Pens (Blue, Black and Red)
- USB Memory stick

You are asked to acquire the above materials as quickly as possible and bring them with you to EVERY class. Should you not have already done so, please ensure that your Internet user agreement has been signed, thus allowing you to access the computers.

Classroom Rules and Expectations

All members of the classroom will:

- Commit to making the classroom a safe space, including respecting the opinions, ideas, and culture of all others.
- Respect the right of all others to learn in an environment that is free of distractions.
- Use only technology that is allowed in the class (no personal electronic devices permitted in class), and in a relevant and respectful manner.
- Attend class regularly, on time, and prepared for all classes.

Family Studies Topics, Summaries and Pacing Schedule (Tentative schedule that is subject to change)

February	Intro to Family Studies. (Mental, Physical, Financial, Relationships, Psychology.) a) Mental b) Physical c) Financial d) Relationships e) Psychology	Tools for Success. a) Resume b) Interview c) Cover Letter
	Fundamentals of Human Development. (#1) a) Identify and describe the physiological growth and development of the adolescent. b) Describe the socioemotional changes that take place during adolescence.	Demonstrate understanding of relationships and influences. (#2) a) Identify a variety of relationships (e.g., friends, family, romantic, workplace, and community) and the functions of each relationship. b) Identify the four developmental stages of friendship (i.e., rapport, self-revelation, mutual dependence, and fulfillment). c) Identify people’s roles in various relationships (e.g., family, community, etc.). d) Describe the effects of relationships on overall wellbeing.
March	Straight A Conspiracy The Straight-A Conspiracy breaks down learning into basic concepts and provides examples of different types of students and how each of them can learn better. Then skills like reading, writing, math, and test prep are simplified into easy tasks that, with enough practice and attention, anyone can master.	Demonstrate understanding of relationships and influences. (#2) a) Identify, describe, and explain the changing nature of relationships during adolescence. b) Identify types of friendship (e.g., intimate, significant, selected, proximity, and acquaintances). c) Define dating for adolescents, and explore reasons for dating or remaining single. d) Demonstrate understanding of the challenges that may be experienced in the development of relationships within different cultures and contexts.
	Media literacy a) Elements of power b) Elements of Influence c) Propaganda d) Commercials/advertising	Demonstrate understanding of relationships and influences. (#2) a) Identify the styles (e.g. Passive, aggressive, assertive) and components of verbal, non-verbal, and symbolic communication. b) Demonstrate skills and techniques for effective communication and for setting. c) Describe the impact of current technology on relationships. d) Describe cultural variations in communication styles.
	Demonstrate understanding of health and wellness(#3) a) Identify components and demonstrate understanding of factors that influence their own self-concept. b) Define and differentiate between self-concept and self-esteem, reflecting on one’s sense of belonging.	Demonstrate understanding of relationships and influences. (#2) a) Examine ways in which effective and ineffective communication have an impact on relationships. b) Determine which conflict-resolution model is most effective for resolving conflicts. c) Demonstrate effective communication and conflict resolution skills to build and maintain relationships.
April	Demonstrate understanding of health and wellness. (#3) a) Identify strategies (interaction and environmental) to enhance a positive self-concept. b) Identify strategies (interaction and environmental) to enhance a positive self-concept. c) Define and discuss values and goals.	Demonstrate understanding of health and wellness. (#3) a) Identify factors that influence values and goals. b) Demonstrate understanding of how values influence goals and decisions. c) Apply decision-making processes to situations.

	<p>Personal Finance – I Want More Pizza</p> <p><i>Personal Finance - I Want More Pizza</i> explains to teenagers about personal finance and gives them the confidence so that they can succeed.</p>	<p>Demonstrate understanding of health and wellness.(#3)</p> <p>a) Define personality and personality traits.</p> <p>b) Examine factors that have an impact on personality development.</p> <p>c) Identify resources that support healthy and diverse communities.</p> <p>d) Identify common mental health challenges that affect adolescents.</p>
May	<p>Dad's Great Advice for Teens</p> <p><i>Dad's Great Advice for Teens: Stuff Every Teen Needs to Know About Parents, Friends, Social Media, Drinking, Dating, Relationships, and Finding Happiness</i></p>	<p>Demonstrate understanding of the fundamentals of parenting and caregiving. (#4)</p> <p>a) Define the roles of a parent, guardian, and caregiver, and identify various ways of acquiring these roles.</p>
June	<p>The Growth Mindset Coach</p> <p>With the tools in this book, you can motivate your students to believe in themselves and achieve anything. Studies show that growth mindsets result in higher test scores, improved grades and more in-class involvement. When your students understand that their intelligence is not limited, they succeed like never before.</p>	<p>Demonstrate understanding of citizenship and sustainability. (#5)</p> <p>a) Identify and describe current demographics of Canadian families.</p> <p>b) Develop a personal philosophy towards the historical and contemporary "truth"-based perspectives of Indigenous families in Canada, with a commitment towards continuous learning.</p> <p>c) Establish an understanding of legislation and agreements related to human rights of children and adolescents</p>
	<p>Demonstrate understanding of career development and the skills required. (#6)</p> <p>a) Demonstrate understanding of others and their perspectives.</p> <p>b) Communicate effectively with others.</p> <p>c) Participate in a positive manner.</p> <p>d) Demonstrate responsibility in being accountable for their actions.</p> <p>e) Listen in order to understand and learn.</p> <p>f) Enhance personal growth through continuous learning.</p>	<p>Preparing for exam or year end assignment</p> <p>Writing exam or year end assignment.</p>

NOTE: Students will also be completing assignments that will be works on throughout the course. This will a variety of reading assignments throughout the year. Please refer to the tentative dues dates below.

Further, this course outline informs you that your child will be receiving instruction on Family Studies as part of the scheduled curriculum for grade 9 students. Within this curriculum – your child learns to make healthy decisions related to substance use or abuse, developing relationships, and responsible sexual behaviour.

Important Dates Family Studies – (Subject to change due to unforeseen circumstances)

March 18 – Parent teacher Interviews

April 15 – High School Report Cards

June 29 – Last day of classes.

Grade Appropriate Outcomes, Activities, and Skills

- Understand oneself and one's family
- Appreciate the variety and diversity of families today
- Acquire knowledge and skills through practice and experiential learning that are integrated into authentic work and home life situations
- Gain the ability to make wise decisions throughout life and recognize the societal influences that affect those decisions
- Appreciate various ethnic and cultural lifestyles

Grade Appropriate Themes and Topics

Students will explore a vast array of themes and topics to acquire the necessary outcomes within Family Studies. Themes and topics will be chosen throughout the course to meet the interests and needs of the students.

The topics may (but is not limited to) include:

- | | | |
|------------------|----------------------------------|----------------------------|
| • Relationships | • Career Development | • Influence |
| • Self- esteem | • Parent - Teenager Relationship | • Bravery |
| • Self - Concept | • Wellness | • Attitudes |
| • Development | • Discipline | • Human Development |
| • Media Literacy | | • Perseverance and Success |

Academic Evaluation and Assessment

Assessment will be based on a variety of activities that cater to the various learning styles of students. Individual and group research presentations, textbook exercises, class discussion, tests, quizzes, assignments, projects, daily work, and ELA activities will be part of the evaluation of the course. Both peer and self-assessment will be used on a number of assignments throughout the year. Rubrics will be used for the summative assessment of this course.

For each task, you will be given a set of evaluation guidelines in order to help you put forth your best work. It is your responsibility to examine the guidelines & assignment criteria in advance to ensure you have the opportunity to ask any/all questions. Remember, if you need clarification on an assignment, chances are, that a number of your peers have the same questions, so PLEASE ASK! Late assignments will be dealt with in accordance to school policy.

Should you be absent for whatever reason, it is your responsibility to check the missed assignment folder, take responsibility for all missed work, and take down any missed notes. Regular attendance is crucial for success in this course.

Assessment will be ongoing and will include participation in daily classroom activities, homework checks, quizzes, unit tests, projects, and the final exam. Please refer to the evaluation format below.

Evaluation Methods and Specific Assessment

Students will receive formative assessments and summative assessments for each of the above mentioned topics. The work in this course will reflect the cumulative compilation of each of the units covered.

Manitoba Provincial Report Card Policy and Guidelines Evaluation

As per **section 4.3** the Manitoba Provincial Report Card Policy and Guidelines Evaluation document, a *percentage scale* is used to report overall subject grades.

Evaluation Format:

Term Work - Formally Evaluated Work (assignments, unit tests, projects)	70%
Final Assessment (Or Final Project assignment)	30%

I encourage you to come see me or email me at any point with your questions relating to this course. I will be available to provide extra help or answer any questions upon special arrangement. Just Ask!

Academic Integrity and Honesty

Students guilty of cheating (copying, plagiarizing, etc.) will receive a **zero** and their parents will be notified.

Incomplete Work / Late Assignments / Homework Policy

Incomplete work and late assignments may be deducted in marks, as per McCreary School's late policy, developed in accordance with the Provincial Assessment Policy.

The guidelines for late assignments are as follows:

1. Teachers will set and communicate reasonable timelines for assignments
2. Teachers will share timelines and reminders with students through various formats (ex. course outline, email, post in classroom, etc.)
3. Teachers will assist students to meet timelines – monitor progress, check-ins
4. Students who struggle will require additional support from the teacher
5. Extensions will be granted at the teacher's discretion, for valid and legitimate reasons only (ex. Illness)
6. Teachers will communicate with parents or set up parent/teacher/student conferences to discuss late / incomplete assignments
7. Teachers will make an arrangement with student to complete the work
8. Teachers will create alternative assignments for diverse learning needs

Where the above guidelines have been followed and assignments are not fully completed or handed in by the given due date, a deduction in marks will apply. Upon teacher discretion a maximum of 5% may be deducted for every day the assignment is not turned in. If the assignment is not turned in after two weeks or at the start of a new unit, the assignment will receive a mark of **zero**.

Student Support and Attendance Policy

The teacher will be available for additional student support outside of the classroom hours and it is the responsibility of the student to arrange a time with the teacher. Students will be responsible to catch up on work they miss in the case of their absence (of which the teacher must be informed in advance, where possible). Students who do not attend class regularly will be referred to the Learning to 18 Coordinator.

Use of Technology Policy

Turtle River School Division recognizes that Information and Communication Technologies (ICT) plays an important role in today's learning environment. Technology provided to both students and teachers are unique and powerful ways to enhance the way they teach/learn. Turtle River School Division's objective is to ensure student/staff members interact in a positive manner when using ICT both at school and in the community.

Successful operation of the network requires that account holders regard Turtle River file servers and computers as shared resources. It is important that members conduct themselves in a responsible manner while using the network. Refer to page 134 of TRSD Instructional policy document for more information on guidelines and consequences for inappropriate use.

There are no cell phones to be used by students during class time. Students are to keep cell phones in their lockers as per Turtle River school division policy. Please refer to TRSD Instructional policy document for more information.

Behavioural Assessment

Students will be assessed as per the guidelines from the Manitoba provincial report card, in the areas as follows:

Personal Management Skills

- Organizes material, uses class time productively, works independently, completes all work on time, persists when faced with challenges, seeks help when needed, demonstrates a strong work ethic, shows patience, demonstrates on-task behaviour, sets personal management goals

Active Participation in Learning

- Shows interest, asks questions, takes initiative, self-assesses work quality based on criteria, uses feedback to improve learning, uses criteria to provide feedback, uses a variety of media for communication, investigates questions, hypothesizes, analyzes

Social Responsibility

- Works and interacts well with others, is welcoming and positive, shares resources and equipment with others, respects school values, respects and follows classroom routines, takes an equitable share in group work, is courteous, respects the need for safety, sets personal management goals

**The course outline may be changed due to unforeseen circumstances. **

Please sign and return the following form, indicating that you have read and understand the course and classroom expectations.

Student's Name: _____

Student's Signature: _____ Date: _____

Parent's Name: _____

Parent's Signature: _____ Date: _____

