

Overview

Introduction

The *Senior Years Family Studies: Manitoba Curriculum Framework of Outcomes* is intended to reshape and restructure Family Studies education for Senior 1 to Senior 4 in Manitoba. The following process was used in the reshaping of the curricula:

- Six General Learning Outcomes (GLOs) were developed (see page 2.3). These outcomes are a common thread in Senior 1 to Senior 4.
- Concepts were selected for the six General Learning Outcomes throughout Senior 1 to Senior 4 (see pages 2.4 to 2.5).
- Specific Learning Outcomes were developed from the concepts (see pages 3.1 to 3.26).

This framework replaces the Family Studies component of *Senior 1 Home Economics Curriculum* (1993) and *Family Studies 10–12 Curriculum Guide* (1988).

Rationale of Home Economics Education: Family Studies

Our economy will continue to be driven by globalization, demographic shifts, and technological advances. These changes will create a highly competitive, rapidly changing work environment for the next generation. The social, economic, and technological changes occurring in society have an impact on work as well as personal and social relationships. Our future as a society is dependent upon youth and their ability to be successful not only in the workplace, but also in their homes and personal lives.

Home Economics curricula integrate the theories and practices of processes involved in daily living in the areas of human relationships, consumerism, food and nutrition, clothing and textiles, housing, and aesthetics. Today's Home Economics programs have moved away from teaching manual housekeeping and caregiving skills exclusively, and moved toward a decision-making, management, personal development, and family systems development approach.

Family Studies courses provide skills and knowledge in the areas of parenting, money management, relationships, and the well-being of individuals/families. Students have the opportunity to increase their knowledge as to how individuals/families function in society during different stages of the life cycle. Throughout the human life cycle, people need to be cared for and to care for themselves and others. Nurturing and caregiving skills are utilized along with knowledge of human growth and development to anticipate changing personal and family needs.

Balancing work and family responsibilities has become a major preoccupation for many people. Children and adolescents are assuming responsible roles within their families at an early age. Students are faced with the changing makeup of their present family/families, and are making decisions about establishing their own future. Young people need to gain a better understanding of how to communicate with, and relate to parents and peers, and of techniques to manage stress in today's rapidly changing world.



Vision of Family Studies Education

Family Studies education provides students with an opportunity to

- gain an understanding of present family experience and improve their capability as family members
- evaluate a variety of social circumstances such as alternate role arrangements, demographic shifts, and changing work environments and their influence on family well-being
- develop values and expectations that will assist them in establishing Canada's future families
- develop technical, communicative, and critical thinking skills that foster a productive work and family life

Goals

Family Studies courses offer a preventative, proactive, and practical approach to support families. Young people have the opportunity to explore issues and experience hands-on learning related to daily living. Many people re-examine their decisions about family throughout the course of their lives, continually reassessing and re-evaluating their relationships. The best way to make decisions about our personal lives is to be more knowledgeable of family life issues. It helps to know something about all of the alternatives.

This framework was developed to support the following goals:

- 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



Beliefs about Learning, Teaching, and Assessing

Students learn most effectively when their studies are rooted in concrete learning experiences, related to a particular context or situation, and applied to their world where appropriate. Ideas and understandings that students develop should be progressively extended and reconstructed as students grow in their experiences and their ability to conceptualize. Learning involves the process of linking newly constructed understandings with prior knowledge and adding new contexts and experiences to current understandings.

To achieve the vision of Family Studies education, students must become increasingly engaged in the planning, development, and evaluation of their own learning experiences. They should have the opportunity to work co-operatively with other students, to initiate investigations, to communicate their findings, and to complete projects that demonstrate their learning.

To assist teachers in planning for instruction, assessment, evaluation, and reporting, Manitoba Education, Citizenship and Youth recommends that at the beginning of a block of instruction, teachers and students identify expected student learning outcomes and establish performance criteria. It is important that these criteria correspond with the student learning outcomes. This communication between students and teachers helps to identify clearly what needs to be accomplished, thereby assisting the learning process.

When students are aware of expected outcomes, they will be more focused on the learning and more likely to assess their own progress. Furthermore, they can participate in creating appropriate assessment and evaluation criteria. Assessment methods must be valid, reliable, and fair to students.

“Not art, not books, but life itself is the true basis of...education.”

—Johann Heinrich Pestalozzi

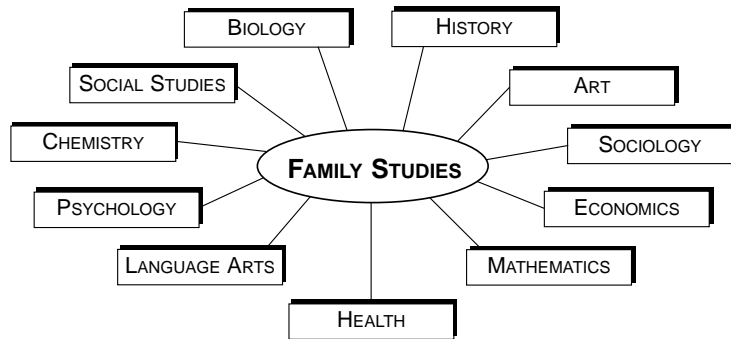


Family Studies: An Interdisciplinary Approach

Family Studies is an interdisciplinary subject area that integrates social and physical sciences in the study of topics arising from daily life. Social science and humanities courses study human beings and their world. Students explore themselves, their families, and their communities and society as they seek to find meaning in the world around them.

Family Studies courses give students essential knowledge and transferable skills that are applicable in their personal lives, post-secondary studies, and in the world of work.

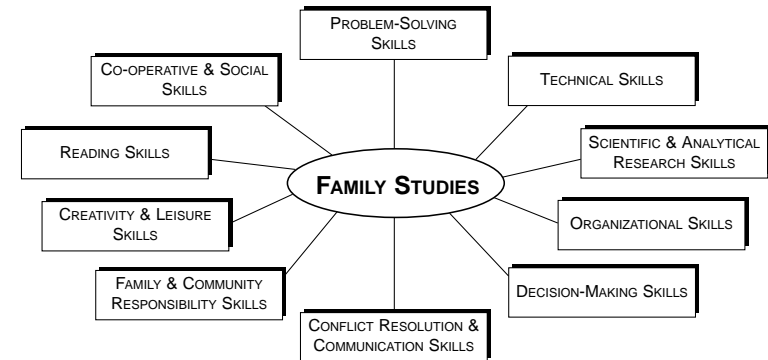
1. Integrated Knowledge Development



Family Studies integrates a blend of knowledge in the physical and biological sciences, social sciences, and the arts and humanities with participatory activities that incorporate the four modalities of learning (kinesthetic, tactile, visual, and auditory). Students build on previous learning, integrate related knowledge, and apply learning skills across subject areas. They experience a new depth of understanding due to the integration of

knowledge and skills in a practical setting. The integration of cross-curricular skills, knowledge, and resources is essential for successful learning.

2. Integrated Skill Development



Students are encouraged to strive for personal excellence that will enhance the quality of life for themselves and other individuals in their lives. They are given the opportunity to work independently and co-operatively with others as they apply decision-making, problem-solving, and critical thinking skills. Additional skills such as inferring, synthesizing, analyzing, and evaluating, as well as a complete range of communication skills, are part of Family Studies classrooms. Family Studies incorporates a variety of student activities including brainstorming, case studies, demonstrations, discussions, interviews, presentations, tutoring, role playing, simulation and, above all, hands-on interactive activities. These enriched learning environments offer challenging and stimulating activities that tantalize the thought process, raise the oxygen level in the brain, and cause people to want to be there.



Potentially Sensitive Content

Some of the content and issues pertaining to the student learning outcomes may be sensitive for some students and their parents/families and/or communities. This sensitivity may be based on family, religious, and/or cultural values.

While the home, peers, church, school, and community are primary sources of values, the media provide a mixed and confusing array of values, beliefs, and choices for children, youth, and adults. The communication age has brought new challenges to schools, parents, families, and communities as they help students to deal with contentious issues locally and/or globally. As well, a number of significant trends concern parents and educators, including teenage sexual activity, teen pregnancy, use and abuse of substances, etc. It is important for schools, parents, families, and communities to work together to ensure students have the knowledge and skills to make informed, responsible choices, now and for the future.

For student learning outcomes related to potentially sensitive issues, schools should seek parental involvement and provide a parental option prior to implementation. There also are student learning outcomes in this framework that are not considered sensitive but should be treated with sensitivity. These specific learning outcomes relate to topics such as loss and grief, and diversity related to individuals, families, and cultures.

Teachers are required to follow guidelines as developed through their school division/district planning process on the content that requires sensitive treatment.

“Education should be a lifelong process, the formal period serving as a foundation on which life’s structures may rest and rise.”

—Robert H. Jackson

