

**Senior 4**  
**Specific Learning Outcomes**

## Senior 4 Specific Learning Outcomes

It is expected that the student will:

<b>GLO 1. Family Relationships</b> <i>Family Connections</i>	<b>GLO 2. Human Development</b> <i>Youth to the Elderly</i>	<b>GLO 3. Caregiving through the Life Cycle</b> <i>The Elderly</i>
<p><b>1.1 History of the Family</b></p> <p>S4 1.1.1 compare and contrast historical and contemporary family functions, e.g., socialization</p>	<p><b>2.1 Growth</b></p> <p>S4 2.1.1 identify and describe the physiological stages of growth and development during late adolescence, adulthood, and through to old age, and how each stage can be nurtured</p>	<p><b>3.1 Human Needs</b></p> <p>S4 3.1.1 describe theories of human needs and how they apply to the aging adult</p>
<p><b>1.2 Family Functions and Forms</b></p> <p>S4 1.2.1 identify and describe the societal changes that influence variations in family forms, e.g., nuclear, extended, single parent, blended, teen parenting, single—never married, divorce, common law, widowhood, separation, refilled nest, sandwich generation</p> <p>S4 1.2.2 interpret the ways in which societal change influences variations in family forms</p> <p>S4 1.2.3 analyze the ability of the individual family form to meet the various functions of family, e.g., socialization</p>	<p><b>2.2 Development</b></p> <p>S4 2.2.1 identify and describe the physical, intellectual, emotional, moral, and social theories of development from late adolescence to old age, e.g., Piaget, Erikson, Maslow, Kohlberg</p> <p>S4 2.2.2 articulate aspects that contribute to maturity, e.g., chronological, physical, emotional, social, intellectual</p>	<p><b>3.3 Nurturing/Caring Environment</b></p> <p>S4 3.3.1 describe the signs and symptoms of chronic medical conditions, e.g., Alzheimer’s disease, diabetes, osteoporosis, heart conditions, strokes, cardiovascular conditions</p> <p>S4 3.3.2 understand the implications of lifestyle choices and their relationship to medical conditions</p> <p>S4 3.3.3 analyze the various caregiving choices and the impact on the quality of life for seniors and the family</p> <p>S4 3.3.4 develop a personal philosophy regarding the treatment of the elderly in society</p> <p>S4 3.3.5 identify issues related to elder abuse and neglect</p>



<p><b>GLO 1. Family Relationships</b> <i>Family Connections</i></p>	<p><b>GLO 2. Human Development</b> <i>Youth to the Elderly</i></p>	<p><b>GLO 3. Caregiving through the Life Cycle</b> <i>The Elderly</i></p>
<p><b>1.3 Family Life Cycle</b></p> <p>S4 1.3.1 identify and describe stages in the family life cycle, e.g., young couple, family with young children, family with adolescent children, empty nest, launching years, later in life</p> <p>S4 1.3.2 analyze how various stages of the adult life cycle affect the family life cycle, e.g., choosing to have your first child at mid-life, newly formed step-families having additional children</p>	<p><b>2.3 Reproduction</b></p> <p>S4 2.3.1 describe the male and female reproductive systems and the process by which fertilization takes place</p> <p>S4 2.3.2 evaluate the role of abstinence in relationships, e.g., mental health, pregnancy prevention, physical health—STIs, emotional health</p>	<p><b>3.4 Changing Needs</b></p> <p>S4 3.4.1 identify and describe the physical, psychological, and social changes that occur during the aging process, e.g.,</p> <ul style="list-style-type: none"> <li>– physical changes</li> <li>– psychological changes, e.g., Emotional: depression, loneliness; Cognitive: dementia, Alzheimer’s</li> <li>– social changes, e.g., significant other, children, grandchildren, extended family and friends, contributions seniors make to society</li> </ul> <p>S4 3.4.2 examine the factors that influence how seniors meet their needs and wants, e.g., housing, nutrition, financial planning, health care</p>
<p><b>1.4 Adult Life Cycle</b></p> <p>S4 1.4.1 identify and describe stages in the adult life cycle, e.g., transition to adulthood, provisional adulthood, transition to 30s, mid-life transition, rediscovery phase, aging</p>	<p><b>2.4 Contraceptive Options</b></p> <p>S4 2.4.1 differentiate between various contraceptive options, e.g., abstinence, male condom, male condom plus spermicide, female condom, birth control pill, no vaginal intercourse, diaphragm and jelly, cervical cap, spermicides, IUCD, sponge, Depo-Provera, Norplant, vasectomy, tubal ligation, rhythm method</p>	<p><b>3.5 Death and Dying</b></p> <p>S4 3.5.1 identify and describe preparations, practices, and adjustments that result from the loss of a family member in various cultures, e.g., grieving/mourning, funerals, widowhood, financial/legal arrangements, ethical aspects of death, changing family roles, support services, wills</p>



<p><b>GLO 4. Individual Relationships and Communication</b> <i>Communication at Home and Work</i></p>	<p><b>GLO 5. Personal Decisions and Community Connections</b> <i>Life Plans and Self-Management</i></p>	<p><b>GLO 6. Diversity in Society</b> <i>Differences in Relationships</i></p>
<p><b>4.1 Communication</b></p> <p>S4 4.1.1 identify and demonstrate effective communication skills to create healthy work and family relationships, e.g., sending a clear message, effective listening, barriers to communication, negotiation, decision making</p> <p>S4 4.1.2 analyze how communication skills and techniques contribute positively in the workplace and at home</p>	<p><b>5.1 Character Development</b></p> <p>S4 5.1.1 discuss factors that influence self-concept</p> <p>S4 5.1.2 identify behaviours that promote health and wellness</p> <p>S4 5.1.3 define, classify, and determine personal values and goals</p> <p>S4 5.1.4 examine how decisions affect one’s well-being</p>	<p><b>6.6 Relationship Trends</b></p> <p>S4 6.6.1 identify and describe trends and changes in family structure that affect families, e.g., separation, divorce, remarriage, cohabitation</p> <p>S4 6.6.2 discuss legal/cultural/religious implications before, during, and after marriage, e.g., marriage, cohabitation, annulments, divorce, remarriage, marriage contracts</p>
<p><b>4.2 Nurturing Relationships</b></p> <p>S4 4.2.1 describe and explain the concept of relationships with significant others at home and at work</p> <p>S4 4.2.2 identify and describe how the relationship between significant others changes throughout the life cycle</p> <p>S4 4.2.3 explain the role love plays in various relationships (types of love)</p> <p>S4 4.2.4 compare and contrast the principles of attraction, infatuation, and love</p> <p>S4 4.2.5 analyze and evaluate strategies for building, maintaining, and ending relationships</p> <p>S4 4.2.6 recognize and critique factors to be considered when contemplating marriage, e.g., cultural diversity, finances, family and in-laws, careers, children and parenting, religion, goals, fidelity</p>	<p>S4 5.1.5 examine the impact of environment on developing character</p> <p>S4 5.1.6 define personality and personality traits</p> <p>S4 5.1.7 examine theories of personality, e.g., Freud, Lewin, Jung, Adler</p>	



<p><b>GLO 4. Individual Relationships and Communication</b> <i>Communication at Home and Work</i></p>	<p><b>GLO 5. Personal Decisions and Community Connections</b> <i>Life Plans and Self-Management</i></p>	<p><b>GLO 6. Diversity in Society</b> <i>Differences in Relationships</i></p>
<p><b>4.4 Stress and Lifestyle</b></p> <p>S4 4.4.1 describe the effect of addictions on family members, e.g., gambling, alcohol, drugs</p> <p>S4 4.4.2 describe the effects of family violence</p> <p>S4 4.4.3 determine resources available for families with addiction or violence issues</p> <p>S4 4.4.4 demonstrate appropriate stress management/problem-solving techniques for addiction or violence issues</p>	<p><b>5.5 Work and Family Life</b></p> <p>S4 5.5.1 describe gender roles and household division of labour, e.g., caring for elderly family members, dependent children, housework</p> <p>S4 5.5.2 analyze the impact of societal change and work outside the home, e.g., job sharing, flex time, self-employment</p>	
	<p><b>5.6 Resource Management</b></p> <p>S4 5.6.1 describe ways that individuals and families acquire resources to meet their needs and wants, e.g., time and money management, physical energy, skill development</p> <p>S4 5.6.2 compare and evaluate various financial practices, e.g., credit cards, loans, banking, investing</p> <p>S4 5.6.3 identify and describe the effects of financial insecurity (e.g., unemployment, poverty, demotion in the workplace) and design coping strategies for families</p> <p>S4 5.6.4 demonstrate appropriate stress management/problem-solving techniques for financial difficulties</p>	



# Senior 4 Web Listing (Teacher Resources)

---

## 1. Family Relationships

### *Family Connections*

---

#### Historical

<http://www.unu.edu/unupress/unupbooks/uu13se/uu13se00.htm#Contents>

#### Adult Life Cycle

<http://www.bethanyfamilyinstitute.com/stagesof.htm>

#### Family Forms

<http://www.ksg.harvard.edu/inequality/Seminar/Papers/Rumbaut2.pdf>

#### Family Life Cycle

[http://www.parentsplace.com/expert/family/articles/0,,196192\\_110458,00.html](http://www.parentsplace.com/expert/family/articles/0,,196192_110458,00.html)

[http://www.parentsplace.com/expert/family/articles/0,10335,196192\\_110459,00.html](http://www.parentsplace.com/expert/family/articles/0,10335,196192_110459,00.html)

<http://www.relate.gov.au/stepfamilies/>

<http://www.mothersover40.com/SiteMap.html>

---

## 2. Human Development

### *Youth to the Elderly*

---

#### Growth

<http://www.parentsplace.com/>

#### Development

<http://www.aacap.org/publications/factsfam/develop.htm>

[http://www.state.sc.us/dmh/adolescent\\_facts.htm](http://www.state.sc.us/dmh/adolescent_facts.htm)

<http://www.apa.org/pubinfo/school/page6.html>

#### Reproductive Cycle

[http://kidshealth.org/parent/general/body\\_basics/male\\_reproductive.html](http://kidshealth.org/parent/general/body_basics/male_reproductive.html)

<http://www.epigee.org/guide/reproduction.html>

---

#### Contraceptive Options

[http://www.plannedparenthood.org/bc/030205\\_bc4teens.htm](http://www.plannedparenthood.org/bc/030205_bc4teens.htm)

<http://www.epigee.org/guide/>

---

## 3. Caregiving through the Life Cycle

### *The Elderly*

---

#### Human Needs

<http://sol.brunel.ac.uk/~jarvis/bola/motivation/masmodel.html>

<http://www.hcc.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/maslow.htm>

#### Changing Needs

[http://dde.carlisle.army.mil/tcefm/tcefm\\_main.htm](http://dde.carlisle.army.mil/tcefm/tcefm_main.htm)

<http://www.cpagroup.org/consult2.shtml>

<http://web.pdx.edu/~psu01435/aging.html>

<http://www.fyca.org/elderly/>

#### Nurturing and Caring

<http://www.seniormag.com/conditions/>

<http://www.cfah.org/hbns/news/depress11-26-02.cfm>

#### Death and Dying

<http://www.palliative.org/PC/GeneralPublic/GriefBereavement/GriefBereavementIdx.html>

<http://www.palliative.org/PC/GeneralPublic/PalliativeCare/RoleOfFamilyDoctor.html>

<http://www.ltombudsman.org/uploads/01Loss.pdf>

<http://www.hollandhospice.org/index.jsp?pageID=15>

---

## 4. Individual Relationships and Communication

### *Communication at Home and Work*

---

#### Communication

<http://www.humsci.auburn.edu/parent/communication/index.html>

---

#### Nurturing Relationships

<http://www.drnadig.com/>

<http://www.geocities.com/SouthBeach/3888/love.htm>

<http://www.drirene.com/lovevs.htm>

#### Stress and Lifestyle

<http://www.hc-sc.gc.ca/hppb/familyviolence/pdfs/fvsubab.pdf>

<http://www.hc-sc.gc.ca/hppb/familyviolence/html/subabuseeng.html>

---

## 5. Personal Decisions and Community Connections

### *Life Plans and Self-Management*

---

#### Character Development

<http://www.familyheroes.com/futuresite.register.com/>

<http://labour.hrhc-drhc.gc.ca/worklife/CCSD-CCDS/tm-en.html>

#### Resource Management

<http://www.familymanagement.com/>

#### Work and Family Life

<http://www.washingtonpost.com/wp-srv/national/longterm/gender/gender22a.html>

<http://www.celi.dk/artikler/Changing%20Gender%20Roles,%20Family%20and%20Generation.htm>

<http://www.jobsharing.com/>

---

## 6. Diversity in Society

### *Differences in Relationships*

---

#### Relationship Trends

<http://www.singlerose.com/>

<http://www.parentswithoutpartners.org/about.htm>

<http://www.stepfamily.org/>

<http://www.stepfamily.ca/frames.htm>

<http://fact.on.ca/Info/pas/gardnr01.htm>

---

