

GRADE 12 APPLIED
FAMILY STUDIES
(FULL CREDIT)

Manitoba Curriculum
Framework of Outcomes

In developing learning outcomes, the assumption was made that courses are taught by experts in their field; therefore, the terminology and language used in the curriculum is specific to the area of expertise.

GRADE 12 APPLIED FAMILY STUDIES

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.

Course Grade Levels and Credit Allocations

A student may earn one credit by undertaking and successfully completing a course of study designed for a minimum of 110 hours of instruction. A student may earn either a half or full credit at each grade level within the subject of family studies in addition to the Grade 12 Applied Family Studies full credit.

0487 Family Studies (half credit)	15S 15E 15M 25S 25E 25M 35S 35E 35M 45S 45E 45M
0487 Family Studies (full credit)	10S 10E 10M 20S 20E 20M 30S 30E 30M 40S 40E 40M
0491 Applied Family Studies (full credit)	40S 40E 40M

Specialized (S): Educational experiences in specialized areas leading to further studies beyond the Senior Years (e.g., apprenticeship, college, and university).

EAL (E): Educational experiences designed to focus on English as an additional language (EAL) learning goals in the context of the subject, based on the student's assessed level of EAL proficiency, and to assist the student in making the transition into regular Senior Years programming in this content area. An EAL Individual Educational Plan (EAL-IEP) is required for each student.

Modified (M): Educational experiences intended for students with significant cognitive disabilities. Where the provincial subject-area learning outcomes have been modified to take into account the learning requirements of a student, an Individual Education Plan (IEP) is required for each student.

Grade 12 Applied Family Studies Course Description

Grade 12 Applied Family Studies prepares students for a caregiving role with infants, toddlers, and children through the study of child development. The skills and knowledge are applied to a 40-hour practical experience with children where students will observe, guide behaviour, ensure health and safety, and participate in play-based learning experiences. This course provides a foundation for further study within the field of early childhood education and related careers.

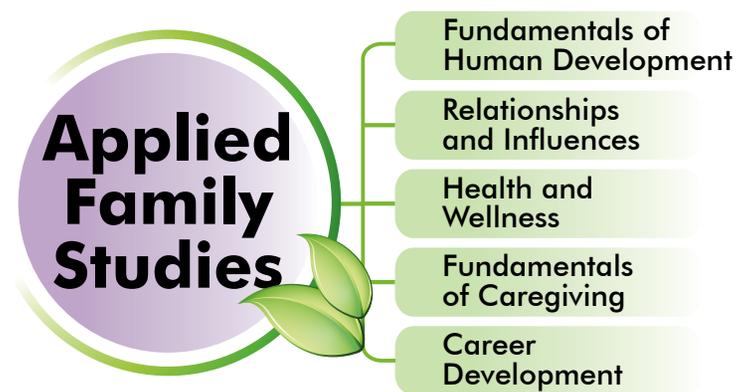
Grade 12 Applied Family Studies Practicum Placement

Students participate in a supervised setting for a 40-hour practicum as part of this full-credit course. Practicum opportunities may include: licensed child care facilities, junior/Kindergarten/Grade 1 classrooms, Aboriginal Head Start Centres, parent/child community and/or school-based programs, in-school on-site infant lab/nursery/pre-school programs, etc. Practicum experiences can provide exposure to a variety of early childhood facilities. When the program is not provincially licensed, the student should be supervised by the Early Childhood Educator (II or III) according to current standards (see the Manitoba standards at www.gov.mb.ca/fs/childcare/students_workforce/classification.html) and/or provincially certified teacher. Students must be visited by the Manitoba-certified teacher and/or school designate at the practicum site regularly.

In Manitoba, the content of the Grade 12 Applied 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 individuals' and family members' responsibilities for promoting health, well-being, and resiliency of children.
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 with children, 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 health and wellness. While building individual strategies, students will strengthen their abilities to use skills, resources, and processes that enhance the daily living of children, individuals, families, and communities.
4. **Fundamentals of Caregiving:** The learning experiences in this goal will assist students in developing the knowledge and skills to prepare for the responsibilities of caregiving, including the challenges facing children, individuals, families, and communities.
5. **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 through their participation in a supervised 40-hour practicum.



Terminology

The Truth and Reconciliation Commission of Canada (TRC): Calls to Action identified **education for reconciliation** as one of the areas to redress the legacy of residential schools and advance the process of Canadian reconciliation. All of the courses covered in *Senior Years Human Ecology: Manitoba Curriculum Framework of Outcomes* support Manitoba Education and Training's contribution to education for reconciliation. For more information on the TRC Calls to Action, see www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf.

The following is an explanation of terms used in the learning outcomes that may be unfamiliar or require clarification:

- **Elder:** A spiritual leader who has cultural and traditional knowledge, who is representative of his or her community, and who First Nations, Métis, and Inuit communities look to for advice and wisdom.
- **Knowledge Keeper(s):** Knowledge Keepers have key knowledge of the past and present and are able to share teachings around both new and old knowledge.
- **Indigenous People(s):** A collective term used to describe the original habitants of the land prior to European contact. The term not only refers to the past but also to today's society, including the Métis nation whose genesis occurred after contact. In Canada, the term *Indigenous Peoples* includes First Nations, Métis, and Inuit people.

The following terms used throughout this document and these definitions are to provide context within this framework of outcomes.

- **Children:** People who are 12 years or under, including infants, preschoolers, and school-age children.
- **Parent:** An individual who has the role of parent and/or guardian.
- **Caregiver:** An individual who provides the care and supervision of a child but does not provide parental care.
- **Family:** This could include parent(s), guardian(s), or a child and family services worker or agency. The term is used with the recognition that more than one of these people may be involved in the decision making for this child (e.g., Elder, clan member, grandparent, etc.).

0491 Applied Family Studies (Full Credit)

Grade 12

Goal 1: Demonstrate understanding of the fundamentals of human development.

Teachers are encouraged to access additional resources and/or consult with an Elder(s) or Knowledge Keeper(s) when implementing the Indigenous outcomes with respect to traditional protocols. See Appendix 2.

GLO 1.1: Demonstrate understanding of growth and development.

12.1.1.1 Describe recent brain research to support current practice (e.g., brain plasticity, centres in brain, critical periods, self-regulation).

12.1.1.2 Identify and describe the social, emotional, cognitive, physical, linguistic, spiritual, and moral growth and development of children.

12.1.1.3 Explain the principles/characteristics of child development.

12.1.1.4 Describe threats to healthy human development and their impact on children, and describe how protective factors at the individual, family, community, and/or government levels can promote resilience within their family/cultural context.

12.1.1.5 Identify individual exceptional learning needs in children (e.g., developmental delays, FAS, ADHD, autism, giftedness, mobility challenges, anxiety, etc.).

GLO 1.2: Demonstrate understanding of perspectives on child development.

12.1.2.1 Examine developmental theories as they apply to infant, preschool, and school-age children. (e.g., Maslow, Piaget, Kohlberg, Bronfenbrenner, Erikson, and Brokenleg).

12.1.2.2 Define and examine various cultural perspectives on the development of children.

12.1.2.3 Demonstrate understanding of how various developmental theories apply to children in real-life scenarios.

0491 Applied Family Studies (Full Credit)

Grade 12

Goal 1: Demonstrate understanding of the fundamentals of human development. (*continued*)

GLO 1.3: Demonstrate understanding of social-emotional development.

12.1.3.1 Describe the socio-emotional changes that take place during childhood.

12.1.3.2 Identify and describe theories of attachment (e.g., Bowlby, Ainsworth, etc.).

12.1.3.3 Describe the role of family, friends, peers, community, and clan in socialization.

12.1.3.4 Describe strategies that adults can use to help children develop secure attachment, self-regulation, and pro-social skills.

GLO 1.4: Demonstrate understanding of cognitive and language development.

12.1.4.1 Describe the cognitive and language development changes that take place during childhood.

12.1.4.2 Identify and describe theories of cognitive development (e.g., Piaget, Vygotsky, Montessori, Gardner, Bruner, Bandura, Binet).

12.1.4.3 Explain the foundations of language development and the process of language acquisition for children and the relationship of oral language to literacy (e.g., role of play in language development, verbal, non-verbal, dual/EAL language learners).

12.1.4.4 Describe the role of family, friends, peers, community, and clan in language development.

12.1.2.5 Describe strategies that adults can use to support children's cognitive and language development.

0491 Applied Family Studies (Full Credit)

Grade 12

Goal 2: Demonstrate understanding of relationships and influences.

GLO 2.1: Develop understanding of the communication strategies to build healthy relationships.

12.2.1.1 Identify the styles (e.g., passive, aggressive, assertive) and components of verbal and non-verbal communication.

12.2.1.2 Evaluate the impact of current technology on relationships.

12.2.1.3 Explain how cultural awareness and understanding can assist communication.

12.2.1.4 Summarize ways in which effective and ineffective communication have an impact on relationships.

12.2.1.5 Demonstrate skills and techniques for effective communication with children and adults.

GLO 2.2: Demonstrate the ability to promote positive relationships with children.

12.2.2.1 Identify factors that promote a positive nurturing learning environment for all children (e.g., inclusion/diversity, physical space, lighting, materials and experiences, affective caregiving, staff training/ratios).

12.2.2.2 Describe the benefit of routines and boundaries for children.

12.2.2.3 Describe ways in which adults can be positive role models for children.

12.2.2.4 Identify symptoms of stress in children and the relationship between stress and behaviour.

12.2.2.5 Identify strategies to assist children in managing stress.

12.2.2.6 Develop a personal philosophy for nurturing and caring for children.

12.2.2.7 Demonstrate strategies to build and maintain relationships by encouraging pro-social behaviour, positive self-esteem and self-regulation, and conflict resolution skills among children.

0491 Applied Family Studies (Full Credit)

Grade 12

Goal 2: Demonstrate understanding of relationships and influences. (*continued*)

GLO 2.3: Demonstrate understanding of difficult situations for individuals and/or families.

Note: Outcomes may be integrated throughout the course.

12.2.3.1 Define stress and common causes of adult stress (e.g., co-workers, parents, and personal issues).

12.2.3.2 Investigate positive and identify negative coping strategies for adults when dealing with stress.

12.2.3.3 Examine difficult situations that individuals and/or families face and their effects on family well-being (e.g., financial challenges, addictions, violence, religious and cultural discrimination, illness, loss and grief, disabilities, chronic medical conditions, work-life-balance, changing locations, trauma [residential school, refugee, immigration, and migration], child abuse/neglect, poverty, isolation, etc.).

12.2.3.4 Identify relevant resources available to support individuals and/or families (e.g., community-based, provincial, and federal government resources).

0491 Applied Family Studies (Full Credit)

Grade 12

Goal 3: Demonstrate understanding of health and wellness.

GLO 3.1: Demonstrate understanding of personal identity and character development.

12.3.1.1 Identify components and demonstrate understanding of factors that influence children’s self-concept.

12.3.1.2 Reflect on the relationship between self-concept and behaviour in children.

12.3.1.3 Demonstrate and evaluate strategies (interaction and environmental) to enhance a positive self-concept in children.

GLO 3.2: Develop understanding of values, goal setting, and decision making.

Note: Outcomes may be integrated throughout the course.

12.3.2.1 Define and discuss values and goals.

12.3.2.2 Identify factors that influence values and goals.

12.3.2.3 Demonstrate understanding of how values influence goals and decisions.

12.3.2.4 Apply decision-making processes to situations.

0491 Applied Family Studies (Full Credit)

Grade 12

Goal 4: Demonstrate understanding of the fundamentals of caregiving.

Teachers are encouraged to access additional resources and/or consult with an Elder(s) or Knowledge Keeper(s) when implementing the Indigenous outcomes with respect to traditional protocols. See Appendix 2.

GLO 4.1: Demonstrate the ability to establish a safe and healthy environment for children.

12.4.1.1 Describe and demonstrate procedures for ensuring children’s physical safety, preventing injuries, and handling emergencies.

12.4.1.2 Identify and demonstrate routine health practices to prevent the spread of illness (e.g. hand washing, food safety, cleaning and sanitizing, toileting and diapering procedures).

12.4.1.3 Research childhood illnesses/conditions and the role of immunization.

12.4.1.4 Describe the importance of healthy feeding options (e.g., breastfeeding, formula, introduction to solid foods) and nutritious foods and menus in establishing healthy dietary habits while considering intolerances and allergies.

12.4.1.5 Develop practical skills for transitioning (e.g., actions, verbal, scheduling, responding to child’s needs, etc.) and caregiving routines. (e.g., diapering, toileting, napping, bathing, brushing teeth, feeding, eating, dressing, etc.).

0491 Applied Family Studies (Full Credit)

Grade 12

Goal 4: Demonstrate understanding of the fundamentals of caregiving.

GLO 4.2: Demonstrate understanding of families, parenting styles, and practices.

12.4.2.1 Identify and describe the diversity of family forms and structures.

12.4.2.2 Describe how societal change and the changing definition of the family are related.

12.4.2.3 Identify and describe different parenting styles, and assess their influence on family dynamics with children.

12.4.2.4 Describe how personal lived experiences may constrain or enhance one's parenting abilities including transmission of language, culture, and religion.

12.4.2.5 Describe how different parenting styles influence children's growth and development (e.g., guidance and discipline, resilience, self-regulation, failure to thrive, confidence, competence).

12.4.2.6 Describe ways in which culture, religion, and heritage influence child-rearing practices and ways families transmit culture, religion, and heritage to children (e.g., storytelling, arts, festivals, religion, and rituals).

12.4.2.7 Describe strategies that promote an active partnership with children's families.

0491 Applied Family Studies (Full Credit)

Grade 12

Goal 4: Demonstrate understanding of the fundamentals of caregiving. (*continued*)

GLO 4.3: Demonstrate understanding of childhood play practices.

12.4.3.1 Analyze the role of the learning environment (indoor/outdoor) on children's learning and behaviour.

12.4.3.2 Define, describe, and explain how play enhances child development.

12.4.3.3 Define, describe, and explain the role of adults as part of the play process.

12.4.3.4 Categorize toys, books, and games that are developmentally appropriate for infants, pre-school, and school-age children.

12.4.3.5 Compare and contrast types of children's play (e.g., solitary, parallel, co-operative, associative, competitive).

12.4.3.6 Compare personal childhood play-based experiences to those observed with children today.

12.4.3.7 Review Article 31 of the *U.N. Convention on the Rights of the Child*, and demonstrate understanding of the right to play.

12.4.3.8 Demonstrate the ability to support children's play.

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Grade 12

Goal 5: Demonstrate understanding of career development and skills required.

GLO 5.1: Demonstrate personal and social skills.

Note: GLO 5.1 to 5.5 outcomes are to be integrated throughout the applied family studies course and are not intended to be a unit of study.

12.5.1.1 Demonstrate understanding of others and their perspectives.

12.5.1.2 Communicate effectively with others.

12.5.1.3 Participate in a positive manner.

12.5.1.4 Demonstrate responsibility in being accountable for their actions.

12.5.1.5 Listen in order to understand and learn.

12.5.1.6 Enhance personal growth through continuous learning.

GLO 5.2: Demonstrate thinking and decision-making skills.

12.5.2.1 Explain their thinking to others in a way that is clear, accurate, logical, and complete.

12.5.2.2 Use innovative thinking in decision making.

12.5.2.3 Compare and contrast common approaches to decision making.

12.5.2.4 Identify factors that affect decision making.

12.5.2.5 Interpret fact from opinion when making effective decisions.

12.5.2.6 Predict and analyze the outcome of a decision.

12.5.2.7 Apply decision-making strategies to learning, life, and work.

0491 Applied Family Studies (Full Credit)

Grade 12

Goal 5: Demonstrate understanding of career development and skills required. (*continued*)

GLO 5.3: Demonstrate teamwork skills.

12.5.3.1 Demonstrate the ability to work independently and collaboratively as a team member.

12.5.3.2 Develop strategies to build positive and respectful working relationships with all team members.

12.5.3.3 Recognize and acknowledge the opinions and contributions of team members to build consensus to achieve individual/team goals.

12.5.3.4 Use a variety of strategies to resolve conflicts peacefully and fairly with respect for others.

12.5.3.5 Collaborate with others to establish and determine individual/team member roles, goals, and responsibilities.

GLO 5.4: Demonstrate understanding of project management skills.

12.5.4.1 Define, outline, coordinate, complete, assess, analyze, and reflect on an individual/group project.

12.5.4.2 Demonstrate individual/group flexibility, adaptability, and resilience during the project process with the ability to adapt to new and evolving situations.

12.5.4.3 Determine skills and strategies required for an independent/group project (e.g., communication, leadership, organizational, teamwork, social skills, etc.).

12.5.4.4 Identify and evaluate transferable skills after completing an individual/group project.

12.5.4.5 Reflect on personal skills and strategies developed and their application to learning, life, and work.

0491 Applied Family Studies (Full Credit)

Grade 12

Goal 5: Demonstrate understanding of career development and skills required. (*continued*)

GLO 5.5: Explore careers related to early childhood education.

12.5.5.1 Investigate career paths related to early childhood education (e.g., social science and humanities areas such as early childhood education, child and adolescent development, early intervention, teaching/education, etc.).

12.5.5.2 Identify how interests, knowledge, skills, values, and attitudes relate to work.

12.5.5.5 Investigate and discover career opportunities in the area of early childhood education that correspond with personal career interests.

GLO 5.6: Demonstrate fundamental employability skills in a practicum experience.

Students have the ability to participate in experiential learning in a supervised setting for a practicum for 40 hours as part of this full-credit course. Practicum opportunities may include: licensed child care facilities, junior/Kindergarten/Grade 1 classrooms, Aboriginal Head Start Centres, parent/child community and/or school-based programs, in-school onsite infant lab/nursery/pre-school programs, etc. Practicum experiences can provide exposure to a variety of early childhood facilities. When the program is not provincially licensed, the student should be supervised by the Early Childhood Educator (II or III) according to current standards standards (see the Manitoba standards at www.gov.mb.ca/fs/childcare/students_workforce/classification.html) and/or provincially certified teacher. Students must be visited by the teacher and/or school designate at the practicum site regularly.

Manitoba Education and Training assumes responsibility for Workers Compensation coverage for all students of work-related education. Each program must be registered with the department prior to implementing any phase of an experiential career-readiness learning program. For further information, see www.edu.gov.mb.ca/k12/policy/work_ed.html.

Students may be required by the practicum placements to provide certain documentation before being allowed on a practicum (e.g., Criminal Record and Vulnerable Sector Check, Child Abuse Registry Check, emergency first aid, and CPR that is inclusive of infant/child CPR, etc.).

12.5.6.1 Identify and describe the various child care options available to meet the needs of children and families.

12.5.6.2 Identify local practicum opportunities.

0491 Applied Family Studies (Full Credit)

Grade 12

Goal 5: Demonstrate understanding of career development and skills required. *(continued)*

GLO 5.6: Demonstrate fundamental employability skills in a practicum experience. *(continued)*

12.5.6.3 Apply knowledge from this course to a practicum.

12.5.6.4 Work cooperatively, conscientiously, and safely to complete all assigned tasks.

12.5.6.5 Use work-life balance strategies and stress-management techniques effectively.

12.5.6.6 Act ethically and within the scope of the practicum preparation and experience, including provincial and federal policies, procedures, and legislation (e.g., Article 31 of the *U.N. Convention on the Rights of the Child*, child abuse reporting, privacy legislation, the *Community Child Care Standards Act*, Manitoba Regulation 62/86, Canadian *Charter of Rights and Freedoms*, etc.).

12.5.6.7 Gain knowledge about the job by observing and/or assisting others, and by completing tasks as assigned.

12.5.6.8 Identify how a volunteer's actions can negatively and/or positively affect the functioning of a facility/classroom.

12.5.6.9 Demonstrate skills for employment.

12.5.6.10 Demonstrate positive relations with parents, guardians, families, and/or staff.

12.5.6.11 Maintain and submit accurate records and reports to your practicum supervisor.

12.5.6.12 Develop a personal philosophy for working with children and a commitment towards continuous learning.

12.5.6.13 Evaluate experiences working with children in a community setting, and reflect on potential strengths and areas of improvement based on feedback from teacher/supervisor(s).

0491 Applied Family Studies (Full Credit)

Grade 12

Goal 5: Demonstrate understanding of career development and skills required. (*continued*)

GLO 5.7: Demonstrate the ability to experience the role and responsibilities of a childcare assistant in a practicum setting.

12.5.7.1 Develop relationships with individual children within the group.

12.5.7.2 Provide nurturing care to children.

12.5.7.3 Demonstrate effective direct (verbal/physical) and indirect (routines/transitioning/environment) guidance.

12.5.7.4 Demonstrate the use of critical-thinking skills in helping children solve problems.

12.5.7.5 Demonstrate the use of conflict resolution knowledge, skills, and attitudes.

12.5.7.6 Analyze interactions with individual children to promote positive relationships.

GLO 5.8: Demonstrate the ability to observe children to plan developmentally appropriate experiences in a practicum setting.

12.5.8.1 Identify and apply observation techniques to study children.

12.5.8.2 Apply observation to plan, organize, and carry out developmentally appropriate experiences for children.

12.5.8.3 Implement a planned play experience based on children's emergent interests and abilities.

12.5.8.4 Evaluate experiences working with children with personal reflection and/or feedback to enhance continuous learning.
