

GRADES 9 TO 12
FAMILY STUDIES
(HALF CREDIT)

Manitoba Curriculum
Framework of Outcomes

Because Grades 9 to 12 Family Studies (Half Credit) does not cover all of the goals and outcomes covered in the full-credit course framework, its outcomes numbering system does not always appear to be sequential.

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.

GRADES 9 TO 12 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 half credit by undertaking and successfully completing a course of study designed for a minimum of 55 hours of instruction.

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| 0487 Family Studies (half credit) | 15S 15E 15M 25S 25E 25M 35S 35E 35M 45S 45E 45M |
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Half-credit courses enable schools to offer two pre-determined curriculum areas within the semester, depending on the teacher expertise available and facility demands (e.g., 55 hours in two areas of study within the domain of human ecology: textiles arts and design, family studies, food and nutrition, and Grades 11 and 12 Environmental Design). This still provides the opportunity to receive one full credit towards their high school graduation requirements.

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.

Grades 9 to 12 Family Studies Course Descriptions

Each grade requires that students develop their conceptual knowledge base and skill set. Some learning outcomes will be similar for all grade levels; in other situations, each level will scaffold on previous knowledge and progress from simple to more complex conceptual understandings. The course descriptions below identify the depth and breadth of the studies in each grade level.

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 10 Family Studies focuses on the skills and knowledge parents and caregivers need, with emphasis on maternal health, pregnancy, birth, and the early years of human development. Students will learn about the developmental needs, effective care, and guidance of young children. The development of these skills and knowledge will enhance their overall well-being now as adolescents and in the future as parents and caregivers.

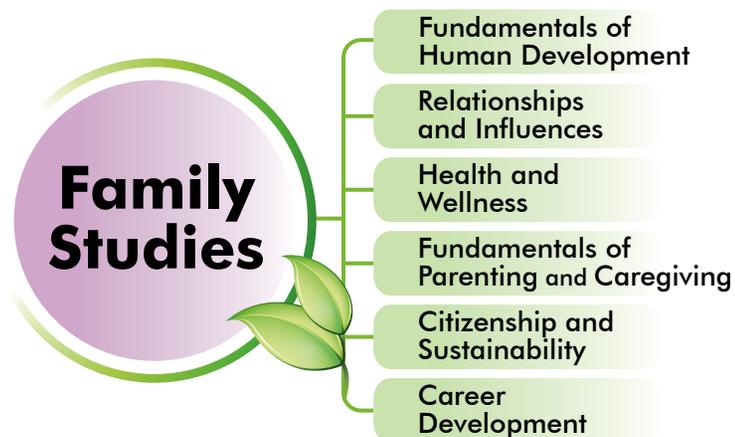
Grade 11 Family Studies focuses on children's and adolescents' relationships within their families. Students will learn about developmental needs, effective care, and positive interactions with children/adolescents. The skills and knowledge that students gain will provide them the opportunity to make informed decisions related to parenting, relationships, and families.

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.

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.

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.



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.

0487 Family Studies (Half Credit)

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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.

9.1.1.1 Identify and describe the physiological growth and development of the adolescent.

10.1.1.1 Identify and describe the physiological growth and development of the infant and toddler, and identify how each stage can be nurtured.

11.1.1.1 Identify and describe the physiological growth and development of the child to adolescence, and identify how each stage can be nurtured.

12.1.1.1 Identify and describe the physiological growth and development during late adolescence, adulthood, and through to old age, and identify how each stage can be nurtured.

10.1.1.2 Describe recent brain research and current practice to support infant and toddler development (e.g., brain plasticity, centres in brain, critical periods, and self-regulation).

11.1.1.2 Describe recent brain research and current practice to support child and adolescent development (e.g., self-regulation).

12.1.1.2 Describe recent brain research and current practice to support adult development (e.g., self-regulation).

10.1.1.4 Identify and describe social, emotional, cognitive, physical, and linguistic development of infants and toddlers, and describe their interdependence.

11.1.1.4 Identify and describe the social, emotional, cognitive, physical, linguistic, spiritual, and moral development of children and adolescents, and describe their interdependence.

12.1.1.4 Identify and describe the social, emotional, cognitive, physical, spiritual, and moral development from late adolescence to old age, and describe their interdependence.

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

GLO 1.2: Demonstrate understanding of perspectives on human development.

9.1.2.1 Define adolescence, and examine developmental theories (e.g., Maslow, Piaget, Kohlberg, Bronfenbrenner, Erikson, and Brokenleg).

10.1.2.1 Define infancy/toddlerhood, and examine developmental theories (e.g., Maslow, Piaget, Kohlberg, Bronfenbrenner, Erikson, and Brokenleg).

11.1.2.1 Define childhood/adolescence, and examine developmental theories (e.g., Maslow, Piaget, Bronfenbrenner, Kohlberg, Erikson, and Brokenleg).

12.1.2.1 Define adulthood and the aging adult, and compare developmental theories used to explain adulthood and the aging adult (e.g., Maslow, Erikson, Neugarten, Mead, and Kohlberg).

10.1.2.2 Define and examine various cultural perspectives on the development of infants and toddlers.

11.1.2.2 Define and examine various cultural perspectives on the development of the child and adolescent.

12.1.2.2 Define and examine various cultural perspectives on adult development (e.g., rites of passage).

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

GLO 1.3: Demonstrate understanding of social-emotional development.

9.1.3.1 Describe the socio-emotional changes that take place during adolescence.

10.1.3.1 Describe the socio-emotional changes that take place during infancy and toddlerhood.

11.1.3.1 Describe the socio-emotional changes that take place during childhood and adolescence.

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

10.1.3.2 Identify and describe theories of attachment of infants and toddlers (e.g., Bowlby, Ainsworth, etc.).

11.1.3.2 Examine theories of attachment of children and adolescents (e.g., Bowlby, Ainsworth, etc.).

10.1.3.3 Describe strategies that parents can use to help their infants and toddlers develop secure attachment, self-regulation, and pro-social skills.

11.1.3.3 Explain how secure attachment, self-regulation, and pro-social skills in the early years is a factor in adolescents' social-emotional development.

12.1.3.2 Explain how secure attachment, self-regulation, and pro-social skills in the early years is a factor in adults' social-emotional development.

10.1.3.4 Describe the role of socialization of the infant and toddler through family, community, and clan.

11.1.3.4 Describe the role of socialization of the child and adolescent through family, friends, peers, community, and clan.

12.1.3.3 Analyze the implications of socialization on the functioning of the aging adult (e.g., grandparenting, Elder status, transmission of culture and heritage, retirement).

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

GLO 1.4: Demonstrate understanding of cognitive and language development.

10.1.4.1 Examine theories of cognitive development (e.g., Piaget, Vygotsky, Montessori, Gardner, Bruner, Bandura, Binet).

11.1.4.1 Evaluate how children’s and adolescents’ language and cognitive development are affected by rapidly changing technology (e.g., social media, cognitive processing).

12.1.4.1 Explain how people’s information-processing abilities can change throughout their lives, with regard to attention, memory, and meta-cognition.

10.1.4.2 Describe the cognitive and language development changes that take place during infant and toddler development.

11.1.4.2 Describe the cognitive and language development changes that take place during child and adolescent development.

12.1.4.2 Describe the cognitive and language development changes that take place during adult development.

10.1.4.3 Explain the foundations of language development and the process of language acquisition for infants and toddlers, and the relationship of oral language to literacy (e.g., role of play in language development—verbal and non-verbal).

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

12.1.4.3 Explain ways in which families may be constrained in their ability to transmit their language (e.g., residential schools, immigration, migration, displaced persons and refugees).

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

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

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Goal 2: Demonstrate understanding of relationships and influences.

GLO 2.1: Demonstrate understanding of relationships.

9.2.1.1 Identify a variety of relationships (e.g., friends, family, romantic, workplace, and community) and the functions of each relationship.

9.2.1.2 Identify people's roles in various relationships (e.g., family, community, etc.).

9.2.1.3 Describe the effects of relationships on overall well-being.

9.2.1.4 Identify, describe, and explain the changing nature of relationships during adolescence.

12.2.1.1 Identify various cultural perspectives on relationships (e.g., Elder, clan member, grandparent, etc.), and examine reasons for forming respectful relationships with others.

12.2.1.2 Analyze the roles and boundaries individuals may have in various relationships.

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

GLO 2.2: Develop understanding of the communication and conflict-resolution strategies to build healthy relationships.

9.2.2.1 Identify the styles (e.g., possessive, aggressive, assertive) and components of verbal, non-verbal, and symbolic communication.

9.2.2.2 Demonstrate skills and techniques for effective communication and for setting boundaries.

9.2.2.5 Examine ways in which effective and ineffective communication have an impact on relationships.

9.2.2.6 Determine which conflict-resolution model is most effective for resolving conflicts.

9.2.2.7 Demonstrate effective communication and conflict-resolution skills to build and maintain relationships.

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

12.2.2.2 Demonstrate skills and techniques for effective communication and for setting boundaries.

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

12.2.2.6 Determine which conflict-resolution model is most effective for resolving conflicts.

12.2.2.7 Apply effective communication and conflict-resolution skills to build and maintain relationships.

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

GLO 2.3: Demonstrate understanding of committed relationships.

12.2.3.2 Describe differences in expectations and boundaries in relationships (e.g., with respect to roles, monogamy, equity, shared time, loyalty, openness, and sexuality).

12.2.3.3 Identify ways people initiate romantic relationships, and analyze the significance of recent demographic trends.

12.2.3.4 Compare and contrast the principles and/or theories of attraction, infatuation, and love, and describe research that supports and/or contradicts the principles/theories.

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

GLO 2.3: Demonstrate understanding of committed relationships. *(continued)*

12.2.3.7 Identify and describe how the relationship between spousal partners changes throughout the life cycle.

12.2.3.8 Describe and analyze the characteristics of healthy and unhealthy relationships, and describe strategies for their maintenance (e.g., emotional, financial, sexual, verbal, physical, spiritual).

12.2.3.9 Describe and evaluate strategies for ending a relationship.

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Goal 3: Demonstrate understanding of health and wellness.

Teachers are encouraged to access additional resources and/or consult with other professionals to implement the outcomes in this goal.

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

9.3.1.1 Identify components and demonstrate understanding of factors that influence their own self-concept.

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

12.3.1.1 Identify components and demonstrate understanding of factors that influence their own self-concept.

9.3.1.2 Define and differentiate between self-concept and self-esteem, reflecting on one’s sense of belonging.

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

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

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

Note: Outcomes may be integrated throughout the course.

9.3.2.1 Define and discuss values and goals.

10.3.2.1 →

11.3.2.1 →

12.3.2.1 →

9.3.2.2 Identify factors that influence values and goals.

10.3.2.2 →

11.3.2.2 →

12.3.2.2 →

9.3.2.3 Demonstrate understanding of how values influence goals and decisions.

10.3.2.3 →

11.3.2.3 →

12.3.2.3 →

9.3.2.4 Apply decision-making processes to situations.

10.3.2.4 →

11.3.2.4 →

12.3.2.4 →

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Goal 3: Demonstrate understanding of health and wellness. *(continued)*

GLO 3.3: Demonstrate understanding of personality and identity formation.

9.3.3.1 Define personality and personality traits.

9.3.3.2 Examine factors that have an impact on personality development.

9.3.3.3 Identify and discuss the multiple identities that define who we are, and describe how they shape our unique experience of privilege and oppression.

12.3.3.1 Define personality and personality traits, and examine theories of personality (e.g., Lewin, Jung, Adler).

12.3.3.2 Examine factors that have an impact on personality development.

12.3.3.3 Identify and discuss the multiple identities that define who we are, and describe how they shape our unique experience of privilege and oppression.

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Goal 3: Demonstrate understanding of health and wellness. *(continued)*

GLO 3.4: Demonstrate understanding of mental health and wellness.

9.3.4.2 Identify common mental health challenges that affect adolescents.

11.3.4.2 Describe mental health challenges affecting children and adolescents.

12.3.4.2 Research the occurrence of mental health challenges affecting adult populations.

9.3.4.3 Describe factors that have an impact on adolescent mental health.

11.3.4.3 Describe factors that have an impact on child and adolescent mental health.

12.3.4.3 Research community resources that support mental health.

9.3.4.5 Identify where and how to access mental health services.

11.3.4.5 Identify where and how to access mental health services.

12.3.4.5 →

GLO 3.5: Demonstrate understanding of financial well-being.

9.3.5.1 Define financial capability, financial vulnerability, and financial well-being.

10.3.5.1 Identify the components of financial capability, financial vulnerability, and financial well-being.

11.3.5.1 Describe the factors that affect financial capability, financial vulnerability, and the barriers to financial well-being.

12.3.5.1 Evaluate the factors that affect financial capability, financial vulnerability, and the barriers to financial well-being.

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Goal 3: Demonstrate understanding of health and wellness. *(continued)*

GLO 3.5: Demonstrate understanding of financial well-being. *(continued)*

9.3.5.2 Define opportunity cost and identify the factors that influence individual financial decisions and the impact of opportunity cost on individuals.

10.3.5.2 →

11.3.5.2 Define opportunity cost and identify the factors that influence individual financial decisions and the impact of opportunity cost on families.

12.3.5.2 Define opportunity cost and identify the factors that influence individual financial decisions and the impact of opportunity cost on individuals and families.

9.3.5.4 Define Maslow’s Hierarchy of Needs and how it relates to personal money management.

10.3.5.4 Define Maslow’s Hierarchy of Needs and how it relates to families’ money management.

11.3.5.4 Prepare, analyze, and evaluate the sustainability of a personal budget.

12.3.5.4 Prepare, analyze, and evaluate the sustainability of a household budget.

9.3.5.5 Identify financial institutions and the products and services they provide to individuals and families.

10.3.5.5 Compare and contrast financial institutions and the products and services they provide to individuals and families.

11.3.5.5 Identify strategies to safeguard personal finances and to prevent identity theft.

12.3.5.5 Identify and describe legislation and agreements related to financial products and services (e.g., Financial Consumer Agency of Canada, Manitoba Securities Commission, etc.).

9.3.5.6 Describe and evaluate strategies for personal savings.

10.3.5.6 Compare and contrast types of saving, investing, and insurance products and services.

11.3.5.6 Compare and contrast credit options and costs.

12.3.5.6 Describe and evaluate strategies to access and manage personal and household credit and debt.

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Goal 3: Demonstrate understanding of health and wellness. *(continued)*

GLO 3.6: Demonstrate understanding of sexual and reproductive health and wellness.

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| <p>9.3.6.1 Describe environmental factors that support positive, healthy sexual health and wellness choices.</p> | <p>10.3.6.1 →</p> | <p>12.3.6.1 Describe environmental factors that support positive, healthy sexual health and wellness choices.</p> |
| <p>9.3.6.4 Describe reproductive systems and the process by which fertilization takes place.</p> | <p>10.3.6.4 →</p> | <p>12.3.6.4 Describe reproductive systems and the process by which fertilization takes place.</p> |
| <p>9.3.6.5 Demonstrate understanding of the connection between personal values and sexual decision making (e.g., assessing readiness for sexual behaviours, assessing preparedness to parent, plans and goals for the future).</p> | <p>10.3.6.5 →</p> | <p>12.3.6.5 Demonstrate understanding of the connection between personal values and sexual decision making (e.g., assessing readiness for sexual behaviours, assessing preparedness to parent, plans and goals for the future).</p> |
| <p>9.3.6.6 Identify various available options for birth control and sexually transmitted infection prevention.</p> | <p>10.3.6.6 Research the technological advances in birth control and the choices they create.</p> | <p>12.3.6.6 Research the status of reproductive rights and reproductive justice.</p> |
| <p>9.3.6.7 Identify where and how to access comprehensive sexual and reproductive health information and services for adolescents.</p> | <p>10.3.6.7 →</p> | <p>12.3.6.7 Identify where and how to access comprehensive sexual and reproductive health information and services for adults.</p> |

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Goal 4: Demonstrate understanding of the fundamentals of parenting and 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 understanding of personal qualities and circumstances that indicate readiness for parenting.

10.4.1.1 Describe and explain the roles and responsibilities of parenting infants and toddlers.

10.4.1.2 Define the roles of a parent, guardian, and caregiver, and identify various ways of acquiring these roles.

10.4.1.3 Describe personal, psychological, physical, and financial well-being, as well as philosophical readiness for parenting.

11.4.1.1 Describe and explain the roles and assess the responsibilities of parenting children and adolescents.

11.4.1.2 Compare and contrast the roles of a parent, guardian, and caregiver.

11.4.1.3 →

12.4.1.1 Describe and explain the roles and evaluate the responsibilities of parenting throughout the life cycle.

12.4.1.2 Define the roles of a parent, guardian, and caregiver of adults, and identify various caregiving situations (e.g., medical, social, economic, cultural, emotional, etc.).

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

GLO 4.2: Demonstrate understanding of prenatal development and birth.

10.4.2.1 Describe the process of embryonic/fetal development and maternal changes during the three trimesters of pregnancy.

10.4.2.2 Compare and contrast the physical, social, emotional, and economic impacts of pregnancy, labour, delivery, and post-natal care at different maternal ages (e.g., teen pregnancy, advanced maternal age).

10.4.2.7 Describe the processes of labour and delivery, and identify the complications that may arise.

10.4.2.8 Describe the care of the mother and the newborn, with emphasis on feeding, personal care, and the importance of initial bonding/attachment.

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

GLO 4.3: Demonstrate the ability to establish a safe and healthy environment for children.

10.4.3.2 Describe a variety of measures to ensure the physical safety/health of children.

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

10.4.3.3 Explain the range of healthy feeding options for infants and toddlers (e.g., breastfeeding, formula, introduction to solid foods).

11.4.3.3 Describe the importance of nutritious foods and menus in establishing healthy dietary habits while considering intolerances and allergies.

10.4.3.4 Develop practical skills for caregiving routines of infants and toddlers (e.g., diapering, bathing, and feeding).

11.4.3.4 Develop practical skills for caregiving routines of children (e.g., toileting, napping, tooth brushing, eating, and dressing).

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

GLO 4.4: Demonstrate understanding of parenting styles and practices.

10.4.4.1 Identify and describe different parenting styles, and assess their influence on family dynamics with infants and toddlers.

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

10.4.4.3 Describe the impact of inadequate or inappropriate caregiving of infants and toddlers.

10.4.4.5 Describe how personal lived experiences may constrain or enhance one's parenting abilities to transmit language, culture, and heritage.

10.4.4.6 Identify where and how parents and families can access services and supports that promote resilience.

11.4.4.1 Reflect on parenting styles and assess their influence on family dynamics with children.

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

11.4.4.3 Research the impact of inadequate or inappropriate caregiving of children.

11.4.4.5 Research the impact of personal lived experiences that may constrain or enhance one's parenting abilities to transmit language, culture, and heritage.

11.4.4.6 →

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

GLO 4.5: Demonstrate the ability to promote positive relationships with children and adults.

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

10.4.5.2 Describe the benefit of routines and boundaries for infants and toddlers.

10.4.5.3 Examine strategies to build and maintain relationships by encouraging pro-social behaviour, positive self-esteem and self-regulation, and conflict-resolution skills among toddlers.

10.4.5.4 Describe ways in which adults can be positive role models for infants and toddlers.

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

11.4.5.2 Describe the benefit of routines and boundaries for children.

11.4.5.3 Examine strategies to build and maintain relationships by encouraging pro-social behaviour, positive self-esteem and self-regulation, and conflict-resolution skills among children or adolescents.

11.4.5.4 Describe how adults can be positive role models for children.

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

GLO 4.6: Demonstrate understanding of childhood play practices.

10.4.6.2 Define, describe, and explain how play enhances infant and toddler development.

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

10.4.6.5 Compare and contrast types of infant and toddler play (e.g., solitary, parallel, co-operative, associative, competitive).

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

GLO 4.7: Demonstrate understanding of adulthood and the aging adult.

12.4.7.1 Apply the adult life cycle and life expectancy to various cultural perspectives.

12.4.7.2 Examine the factors that influence how adults meet their needs and wants (e.g., housing, nutrition, social, financial planning, and health care).

12.4.7.4 Research the implications of lifestyle choice and the relationship to health conditions in adulthood and the aging adult.

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Goal 5: Demonstrate understanding of citizenship and sustainability.

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 5.1: Demonstrate understanding of trends facing Canadian families.

9.5.1.1 Identify and describe current demographics of Canadian families.

9.5.1.2 Develop a personal philosophy towards the historical and contemporary “truth”-based perspectives of Indigenous families in Canada, with a commitment towards continuous learning.

12.5.1.1 Examine current demographics of Canadian families, and distinguish between fact and opinion.

12.5.1.2 Develop a personal philosophy towards the historical and contemporary “truth”-based perspectives of Indigenous families in Canada, with a commitment towards continuous learning.

GLO 5.2: Demonstrate understanding of diversity that exists among families.

9.5.2.1 Define individual roles within a cultural perspective and the differences/similarities that exist in families.

12.5.2.1 Research differences/similarities that exist in families with regard to culture, individual roles, economics, geography, and structure.

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Goal 5: Demonstrate understanding of citizenship and sustainability. *(continued)*

GLO 5.3: Demonstrate understanding of “family” in a changing world.

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

9.5.3.3 Define and describe the functions families play in society.

12.5.3.1 Summarize the strengths and challenges of different family forms and structures.

12.5.3.3 Describe and discuss societal changes and the impact on family forms and structures.

GLO 5.4: Demonstrate understanding of difficult situations for individuals and/or families.

Note: The learning outcomes in this GLO may be integrated throughout the course.

9.5.4.1 Define personal stress and identify common causes of stress.

10.5.4.1 Define stress and common causes of stress for a parent(s).

11.5.4.1 Define stress and common causes of stress for children and adolescents.

12.5.4.1 Define stress and common causes of adult stress (e.g., including family, work-life balance, and time management).

9.5.4.2 Identify symptoms of stress and assess current level of personal stress.

10.5.4.2 Identify symptoms of stress for a parent(s).

11.5.4.2 Identify symptoms of stress for children and adolescents.

12.5.4.2 Identify symptoms of stress for adults.

9.5.4.3 Identify the link between stress and health problems.

10.5.4.3 Identify the link between stress and health problems for a parent(s).

11.5.4.3 Identify the link between childhood and adolescent stress and health problems.

12.5.4.3 Identify the link between stress and health problems in adults.

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Goal 5: Demonstrate understanding of citizenship and sustainability. *(continued)*

GLO 5.4: Demonstrate understanding of difficult situations for individuals and/or families. *(continued)*

9.5.4.4 Examine positive coping strategies and identify negative coping strategies when dealing with stress.

10.5.4.4 Investigate positive coping strategies and identify negative coping strategies for a parent(s) when dealing with stress.

11.5.4.4 Analyze positive coping strategies and identify negative coping strategies for children and adolescents when dealing with stress.

12.5.4.4 Critique positive coping strategies and identify negative coping strategies for adults when dealing with stress.

9.5.4.5 Examine difficult situations that individuals and/or families face, and their effects on family well-being (e.g., racism, discrimination, bullying, substance abuse, online behaviours, harms associated with coping, etc.).

10.5.4.5 Examine difficult situations that individuals and/or families face, and their effects on family well-being (e.g., child abuse/neglect, infertility, war-affected refugee children and youth, poverty, isolation, etc.).

11.5.4.5 Examine difficult situations that individuals and/or families face, and their effects on family well-being (e.g., changing locations, family structures, child labour, delinquency, violence, abuse, trauma, substances, gambling, etc.).

12.5.4.5 Examine difficult situations that individuals and/or families face, and their effects on family well-being (e.g., 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, historic trauma).

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

10.5.4.8 →

11.5.4.8 →

12.5.4.8 →

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Goal 6: Demonstrate understanding of career development and the skills required.

GLO 6.1: Demonstrate personal and social skills.

Note: GLO 6.1 to 6.5 outcomes are to be integrated throughout the family studies course and are not intended to be a unit of study.

| | | | |
|--|------------|------------|------------|
| 9.6.1.1 Demonstrate understanding of others and their perspectives. | 10.6.1.1 → | 11.6.1.1 → | 12.6.1.1 → |
| 9.6.1.2 Communicate effectively with others. | 10.6.1.2 → | 11.6.1.2 → | 12.6.1.2 → |
| 9.6.1.3 Participate in a positive manner. | 10.6.1.3 → | 11.6.1.3 → | 12.6.1.3 → |
| 9.6.1.4 Demonstrate responsibility in being accountable for their actions. | 10.6.1.4 → | 11.6.1.4 → | 12.6.1.4 → |
| 9.6.1.5 Listen in order to understand and learn. | 10.6.1.5 → | 11.6.1.5 → | 12.6.1.5 → |
| 9.6.1.6 Enhance personal growth through continuous learning. | 10.6.1.6 → | 11.6.1.6 → | 12.6.1.6 → |

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Goal 6: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 6.2: Demonstrate thinking and decision-making skills.

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

10.6.2.1 →

11.6.2.1 →

12.6.2.1 →

9.6.2.2 Use innovative thinking in decision making.

10.6.2.2 →

11.6.2.2 →

12.6.2.2 →

9.6.2.3 Compare and contrast common approaches to decision making.

10.6.2.3 →

11.6.2.3 →

12.6.2.3 →

9.6.2.4 Identify factors that affect decision making.

10.6.2.4 →

11.6.2.4 →

12.6.2.4 →

9.6.2.5 Interpret fact from opinion when making effective decisions.

10.6.2.5 →

11.6.2.5 →

12.6.2.5 →

9.6.2.6 Predict and analyze the outcome of a decision.

10.6.2.6 →

11.6.2.6 →

12.6.2.6 →

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

10.6.2.7 →

11.6.2.7 →

12.6.2.7 →

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Goal 6: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 6.3: Demonstrate teamwork skills.

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

10.6.3.1 →

11.6.3.1 →

12.6.3.1 →

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

10.6.3.2 →

11.6.3.2 →

12.6.3.2 →

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

10.6.3.3 →

11.6.3.3 →

12.6.3.3 →

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

10.6.3.4 →

11.6.3.4 →

12.6.3.4 →

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

10.6.3.5 →

11.6.3.5 →

12.6.3.5 →

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Goal 6: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 6.4: Demonstrate understanding of project-management skills.

| | | | |
|---|------------|------------|------------|
| 9.6.4.1 Define, outline, coordinate, complete, assess, analyze, and reflect on an individual/group project. | 10.6.4.1 → | 11.6.4.1 → | 12.6.4.1 → |
| 9.6.4.2 Demonstrate individual/group flexibility, adaptability, and resilience during the project process with the ability to adapt to new and evolving situations. | 10.6.4.2 → | 11.6.4.2 → | 12.6.4.2 → |
| 9.6.4.3 Determine skills and strategies required for an independent/group project (e.g., communication, leadership, organizational, teamwork, social skills, etc.). | 10.6.4.3 → | 11.6.4.3 → | 12.6.4.3 → |
| 9.6.4.4 Identify and evaluate transferable skills after completing an individual/group project. | 10.6.4.4 → | 11.6.4.4 → | 12.6.4.4 → |
| 9.6.4.5 Reflect on personal skills and strategies developed and their application to learning, life, and work. | 10.6.4.5 → | 11.6.4.5 → | 12.6.4.5 → |

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Goal 6: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 6.5: Explore careers related to family studies.

9.6.5.1 Demonstrate understanding of career opportunities related to family studies (e.g., social science and humanities areas such as early childhood education, child and adolescent development, teaching/education, public policy and law, aging, financial planning, social work, counselling, psychology, public health, advocacy and non-profit work, family life, parenting, etc.).

10.6.5.1 Identify the potential family studies–related employment opportunities in their communities.

11.6.5.1 Compare differences among family studies–related work, jobs, occupations, and careers.

12.6.5.1 Determine how entrepreneurship differs from working for others in the area of family studies.

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

10.6.5.2 Demonstrate understanding of how interests, knowledge, skills, values, and attitudes are transferable to various work roles.

11.6.5.2 Develop criteria to compare occupations in the area of family studies (e.g., skills, interests, values, personal style, family background, lifestyles, and goals).

12.6.5.2 →

11.6.5.3 Explore and discover career opportunities in the area of family studies in relation to personal career interests.

12.6.5.3 Compare and contrast the education plan required for various careers in the area of family studies.