

Family Studies 20G (FST20G)

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Room #107

Text: The Developing Child - Red Edition (available in Media Resource Centre)

Welcome to Family Studies! The purpose of this outline is to identify the course outcomes, evaluations and to help you adapt to the procedures, routines and class expectations.

Course Description

Prenatal development is studied, emphasizing maternal behavior and conditions during pregnancy. Students learn about the overall development in the infant and toddler stages through a variety of relevant projects, observations and assignments.

Specific Learning Outcomes (see attached curricular outline)

Family Studies specific learning outcomes are organized under the following general learning outcomes:

GLO 1 Family Relationships	<i>Family Planning and Parenting</i>
GLO 2 Human Development	<i>Prenatal and Infant Development</i>
GLO 3 Caregiving Through Life	<i>Needs of Infants/Children</i>
GLO 4 Individual Relationships and Communication	<i>Interaction with Infants</i>
GLO 5 Personal Decisions and Community Connections	<i>Wellness and Prenatal Care</i>
GLO 6 Diversity in Society	<i>Uniqueness of Individual</i>

Assessment and Evaluation

PowerSchool's app can be a valuable tool as you track your assignments and progress in class. Please keep in mind that once the formative assessments are completed and recorded (to show how you are doing as you learn) they will be replaced / assessed by a summative assessment mark that will be part of your final grade.

PowerSchool allows for a late symbol, a missing symbol and a checkmark to show completion in place of formal marking. The check mark is to show formative practice has been completed and that you are doing what you need to do in order to prepare for the summative evaluations and projects.

Category Weightings for Summative Assessments:

20%	Demonstrations (of learning)
20%	Projects
25%	RPT (Rich Performance Tasks)
35%	Tests / Quizzes

Summative Assessments: include demonstrations, quizzes, tests, exams, etc., to show mastery of learning. Summative evaluation will be used to determine your grade. All summative assessments **must be completed** at a level showing sufficient evidence of understanding and application of skills in order for the credit to be earned.

- In accordance with the Swan Valley School Division Assessment of Learning Policy, **at least 80% of work for summative assessment must be completed by the student in the presence of a teacher.** If a student is absent when a summative assessment task is given, verification from a parent, guardian or doctor to account for your absence must be provided. Alternative arrangements to complete the task, in the presence of a teacher, will be made. ***The student is responsible to complete the work in a timely manner.**

Formative Assessments: everyday work that is monitored but does not count toward the final grade. Observations, conversations with students, and daily assignments are examples of this form of assessment. This work is an indicator of curricular outcome comprehension and done in preparation for summative assessment. Students who do not complete formative assessment will find summative work difficult. Formative tasks will be recorded for progress evaluation purposes using a green checkmark to indicate completion.

*Unless otherwise specified, assignments not completed in class are due at the **beginning** of the next class. Assignments handed in beyond the due date will only be marked as “completed”. Students will be given several days notice for tests. Quizzes may be given at any time.*

- *The Provincial Assessment Policy K – Grade 12 states “...students are ultimately responsible for the timely completion of assignments and for knowing that there are consequences for failure to adhere to the parameters.”*

Also included in your report is a record of learning behaviors. (Personal management skills, active participation and social responsibility) These essential skills are important factors that contribute to success in the classroom and the workplace. They are not used in determining grades; however these behaviors are often indicators of personal motivation and engagement.

Classroom Expectations

Digital Citizenship: *Use of personal devices is **not allowed during direct instruction or in class activities**.* Students are expected to charge devices or hand them in to the distraction tub during class. Use of personal electronic devices is encouraged in some instances such as for projects or media related assignments. Students may listen to music (1 ear bud) during work blocks. Students are expected to manage their distraction and use of personal devices.

*“All members of the Swan Valley School Division community are expected to use digital technology in a safe, respectful, responsible and ethical manner. SVSD devices are to be used in the classroom for learning. Students are encouraged to use personal devices **as supported by the classroom teacher for positive education benefits and guided classroom instruction.***

Learning, respect, responsibility and safety are our guiding principles. If any of these four values are compromised the issue will be addressed.

- **Respect for self, others, property.**
- **Positive work habits and attitude.** *Arrive prepared, rested and ready to engage in the class activities and content. Completed assignments, organized binders and use of a planner will help reduce anxiety.*
- *The quality and retention of your work is more important than the quantity of what you “do.” Therefore, **intrinsic motivation** (internal desire to do well) will serve you better than **extrinsic motivation** (reward and punishment). **Set goals for yourself and find ways to make your learning personal and relevant to your life and your future.***
- **Honesty.** *Copying from the internet or any other source that is not your own, or failing to document a borrowed source is **plagiarism**. Plagiarism is not honest or acceptable. Consequences will involve your teacher and school administration.*
- **Punctual attendance.** *All classes are compulsory. Attendance will be recorded at the beginning of each class period. Those students not in attendance will be recorded T (truant) until their arrival within a reasonable amount of time.*
- *Please plan your extracurricular and work commitments outside class time. If you know that you will be away from class ahead of time please let your teacher know and make arrangements for missed work. Hair, nails and tanning appointments are not valid reasons to miss class.*
- *Students who miss class for any reason are **responsible for all material covered** in their absence. I will be here for assistance, however, it is up to the student to obtain materials/assignments/notes ahead of time or from classmates, notes, drop box, etc.*

- *Students must make up a missed test or quiz on the first day returning back to school or at a time arranged previously with the instructor. Special consideration will only be given to exceptional circumstances such as extended illness or compassionate reasons with verification of absences.*

Materials

All students must bring required material to class. These include binders, texts, pens, pencils, paper, etc. Students who continually do not bring materials will not be allowed to retrieve them during class time. Each student has access to a storage tub for class materials and texts.

Class Routines

Please remain seated at your tables until the classroom teacher has dismissed you. The bell does not dismiss you. Always be mindful and courteous of the **TAPP Nursery**. Children may be napping when you walk to and from the classroom. Students may bring water to class. Please no food or other beverages.

Instructional Approaches

The topics and issues covered in Family Studies courses are to develop skills and promote reflective learning. There is no single way to teach or learn. The nature of Family Studies courses calls for a variety of instructional approaches to support learning of students. Teachers use their professional judgement to decide which instructional methods will be most effective in promoting the learning of knowledge and skills.

Please ask questions and remember that we all make mistakes, they provide an opportunity to learn.

Enjoy the semester. I look forward to working with you!

