

# HOME ECONOMICS: FAMILY STUDIES 10 TO 12

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*Integrated Resource Package 2007*

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This document is a revision of the *Home Economics 8 to 10 Integrated Resource Package* (1998) and the *Home Economics: Family Studies 11 and 12 Integrated Resource Package* (1998). This new IRP includes Suggested Achievement Indicators, a more clear and succinct set of Prescribed Learning Outcomes, and a snapshot of the course's Key Concepts.

Many people contributed their expertise to the 2007 Family Studies 10 to 12 IRP. The Project Manager was Elizabeth McAuley of the Ministry of Education, working with other ministry personnel and our partners in education. We would like to thank all who participated in this process.

### HOME ECONOMICS: FAMILY STUDIES 10 TO 12 IRP WORKING TEAM

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Paula Aquino	SD #33 (Chilliwack)
Maija Daughtry-Brown	SD #45 (West Vancouver)
Catherine Gordon	SD #46 (Sunshine Coast)
Peggy MacAulay	SD #45 (West Vancouver)
Denice Marr	SD #73 (Kamloops/Thompson)
Denise Nembhard	SD #43 (Coquitlam)
Sharon Relkey	SD #68 (Nanaimo/Ladysmith)
Reber Creative	editing and desktopping

The ministry also wishes to thank Dr. M. Gale Smith of the Faculty of Education, UBC, and Kathleen Ponsart, SD #41 (Burnaby), for their contribution.



This Integrated Resource Package (IRP) provides basic information to assist teachers in implementing Home Economics: Family Studies 10 to 12. This document supersedes the *Home Economics 8 to 10 Integrated Resource Package* (1998) and the *Home Economics: Family Studies 11 and 12 Integrated Resource Package* (1998).

The information contained in this document is also available on the Internet at [www.bced.gov.bc.ca/irp/irp.htm](http://www.bced.gov.bc.ca/irp/irp.htm)

The following paragraphs provide brief descriptions of the components of the IRP.

### INTRODUCTION

The Introduction provides general information about Home Economics: Family Studies 10 to 12, including special features and requirements.

Included in this section are

- a rationale for teaching Family Studies 10 to 12 in BC schools
- the curriculum goals
- descriptions of the curriculum organizers – groupings for Prescribed Learning Outcomes that share a common focus
- an overview of the curriculum content

### CONSIDERATIONS FOR PROGRAM DELIVERY

This section of the IRP contains additional information to help educators develop their school practices and plan their program delivery to meet the needs of all learners.

### PRESCRIBED LEARNING OUTCOMES

This section contains the *Prescribed Learning Outcomes*, the legally required content standards for the provincial education system. The learning outcomes define the required knowledge, skills, and attitudes for each subject. They are statements of what students are expected to know and be able to do by the end of the course.

### STUDENT ACHIEVEMENT

This section of the IRP contains information about classroom assessment and measuring student achievement, including sets of specific Suggested Achievement Indicators for each Prescribed Learning Outcome. Suggested Achievement Indicators are statements that describe what students should be able to do in order to demonstrate that they fully meet the expectations set out by the Prescribed Learning Outcomes. Suggested Achievement Indicators are not mandatory; they are provided to assist in the assessment of how well students achieve the Prescribed Learning Outcomes.

Also included in this section are Key Concepts – descriptions of content that help determine the intended depth and breadth of the Prescribed Learning Outcomes.

### CLASSROOM ASSESSMENT MODEL

The Classroom Assessment Model contains a series of assessment activities or units that address learning outcomes organized by topic or theme. These activities, developed by BC educators, are provided to support classroom assessment. The activities are suggestions only – teachers may use or modify them as they plan for the implementation of this curriculum.

The Classroom Assessment Model for Family Studies 10 to 12 is provided as a curriculum support document at [www.bced.gov.bc.ca/irp/irp.htm](http://www.bced.gov.bc.ca/irp/irp.htm)

### GLOSSARY

The glossary defines selected terms used in this Integrated Resource Package.





# INTRODUCTION

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*Family Studies 10 to 12*



This Integrated Resource Package (IRP) sets out the provincially prescribed curriculum for Home Economics: Family Studies 10 to 12. The development of this IRP has been guided by the principles of learning:

- Learning requires the active participation of the student.
- People learn in a variety of ways and at different rates.
- Learning is both an individual and a group process.

In addition to these three principles, this document recognizes that British Columbia’s schools include young people of varied backgrounds, interests, abilities, and needs. Wherever appropriate for this curriculum, ways to meet these needs and to ensure equity and access for all learners have been integrated as much as possible into the Prescribed Learning Outcomes, Suggested Achievement Indicators, and Classroom Assessment Model (provided at [www.bced.gov.bc.ca/irp/irp.htm](http://www.bced.gov.bc.ca/irp/irp.htm)).

### THE 2007 HOME ECONOMICS CURRICULUM

The Home Economic curriculum has been divided into three specific documents:

- Home Economics: Foods and Nutrition 8 to 12
- Home Economics: Textiles 8 to 12
- Home Economics: Family Studies 10 to 12

The content for each course is based on the Prescribed Learning Outcomes and further clarified by the achievement indicators that support each learning outcome. **The design of the curriculum is to offer Foods and Nutrition and Textiles as concentrated courses of four credits at the Grades 9 through 12 levels. Family Studies 10 to 12 has been developed using a modular approach, allowing teachers to combine the two-credit individual modular courses to make up a four-credit course based on student interest as well as teacher interest and expertise.**

Not all Foods and Nutrition or Textiles students will begin these courses at the same time, creating a range of prior knowledge and skills within the classroom. Some of the applied skills outcomes are similar throughout several grades. It is assumed that students will continue the development of these outcomes at subsequent levels of sophistication. The same holds true for Family Studies. While the Family Studies modules may be used in any of the three grades, the depth of treatment and level of expectations will depend on the prior knowledge and maturity level of the students.

### Organization of Home Economics 8 to 12 (2007)

#### FOODS AND NUTRITION 8 TO 12

*(Curriculum Organizers)*

Food Preparation Foundations  
 Food Preparation Techniques  
 Nutrition and Healthy Eating  
 Social, Economic, and Cultural Influences  
 Career Opportunities

#### TEXTILES 8 TO 12

*(Curriculum Organizers)*

Textile Foundations  
 Constructing Textile Items  
 Applying Creative Processes  
 Factors Affecting Textile Choices  
 Career Opportunities

#### FAMILY STUDIES 10 TO 12

*(Individual Modular Courses)*

Child Development and Parenting  
 Adolescence  
 Adulthood  
 Families in Society  
 Interpersonal and Family Relationships  
 Housing and Living Environments

### THE STUDY OF HOME ECONOMICS

During their high school career, students study a variety of subjects important to their choice of post-secondary study or to their choice of occupational training. Only the study of Home Economics, however, can be said to be concerned with meeting the challenges of everyday living in a modern society. Home Economics education provides “the necessary balance in bringing together theoretical understandings and addressing practical everyday problems. It contributes to empowering people to become active and informed members of society with respect to both living independently and living in caring situations with other people. Students develop an understanding of the interdependence of their everyday living with that of other human beings and broader issues related to ecological sustainability” (Home Economics Institute of Australia, 2002).

Although the methods of implementation may vary from country to country, there is nevertheless a unity of themes:

- Home Economics is responsive to change
- changing times require new ways of thinking, including the specialist skills of critical and reflective thinking, and metacognition
- pervasive themes of wellness, technology, global interdependence, human development, resource development/management are integrated
- individual, family and community, self and society are identified as a common body of knowledge
- social, economic, and environmental challenges and issues, and wholeness of the global family, are addressed
- over-arching themes include family, food and nutrition, food preparation, management, and consumer choices
- specializations include food and nutrition, future developments in the creation of foods, clothing and textiles, shelter, economics and management, relationships and social leadership, and wellness
- knowledge is applied to relevant and authentic contexts, inclusive of food preparation

(Adapted from [www.tki.org.nz/r/nzcurriculum/draft-curriculum/health\\_physical\\_e.php](http://www.tki.org.nz/r/nzcurriculum/draft-curriculum/health_physical_e.php))

### RATIONALE FOR FAMILY STUDIES 10 TO 12

The aim of the Family Studies 10 to 12 curriculum is to provide students with the knowledge, skills, and attitudes that will assist them in making informed decisions related to parenting, adolescence, adulthood, family and interpersonal relationships, and housing and living environments.

The Family Studies 10 to 12 curriculum provides opportunities for students to

- practise decision-making and problem-solving skills
- identify and explore personal and educational requirements related to family studies career opportunities
- participate in activities that reflect skills required in the workplace
- examine and practise skills that help develop healthy relationships
- consider, propose, and implement ways to meet the needs of individuals and families
- practise managing resources to develop as globally responsible producers and consumers
- appreciate the diversity of cultures in relation to the care of others
- consider and apply practices to nurture the growth and development of individuals at various stages of their lives

The interrelation of intellectual, human, social, and career development in the curriculum provides students with strategies for managing their lives more effectively.

### GOALS FOR FAMILY STUDIES 10 TO 12

The following goals reflect and are represented in the Prescribed Learning Outcomes for Family Studies 10 to 12.

Through their participation in Family Studies, students will be encouraged and enabled to

- develop the knowledge, skills, and attitudes necessary to make informed decisions throughout the various stages of life, and to understand the effects of their decisions on themselves and on others
- access information and support relevant to Family Studies topics

- develop an understanding of their changing responsibilities to themselves and to family members and friends throughout the various stages of life
- develop the knowledge, skills, and attitudes to understand the importance of effective communication

### INDIVIDUAL MODULAR COURSES

As the Family Studies curriculum does not specifically build upon previous learning, the curriculum has been divided into modules. Each module represents the equivalent of two credits, or approximately 50 instruction hours. The current structure of Family Studies 10 to 12 allows teachers to combine any two modules into a four-credit course, creating courses that are relevant to their specific students, both in interest and in age. It is expected that teachers will address the learning outcomes of both modules.

**Family Studies 10 to 12 comprises six individual modular courses worth two credits each.** Teachers may select which modules will be offered based on their interests and those of the students. There are no prerequisites, and students may take the modules in Grades 10, 11, or 12. **Students may only take each module once.** They may not take the same modular course in Grade 10, Grade 11, and Grade 12. The following modules make up the suite of courses for Family Studies 10 to 12:

- Child Development and Parenting
- Adolescence
- Adulthood
- Families in Society
- Interpersonal and Family Relationships
- Housing and Living Environments

### CURRICULUM ORGANIZERS

A curriculum organizer consists of a set of Prescribed Learning Outcomes that share a common focus. These organizers have been identified to help clarify the scope of the course and are not intended to suggest a linear delivery of course material. The curriculum organizers for each modular course in Family Studies 10 to 12 can be found on page 6.

#### *Child Development and Parenting*

This module first focusses on the importance of the decision to parent, and parental rights and responsibilities, including providing for the basic needs of a child, the rights of a child, and moral, ethical, and financial rights and responsibilities. The organizer on pregnancy and childbirth deals with methods of conception, early signs of pregnancy, and the changes that take place in the mother and fetus. It compares various methods of childbirth, discusses the three stages of labour, post-delivery tests, and the importance of a support network for a new parent. Students examine infant care and development, including the nutritional needs of infants during the first year of life, infant feeding options, and the skills needed to care for an infant. Students learn about common infant ailments, the implications of decisions related to infant care, and various infant care options. An understanding of the physical, social, emotional, and cognitive development that takes place during the first year is emphasized.

Students are also introduced to the same themes as they pertain to children ranging in age from 1 to 12. In addition, students study the components that make up a healthy lifestyle and safe environment for children, and examine the influence of parents and caregivers on children.

Finally, students research the training required and working conditions of various occupations and career opportunities related to children.

#### *Adolescence*

In this module, students examine the concept of adolescence and the ceremonies and traditions conducted during this stage of life. They study how adolescents may be perceived and how media and role models can influence opinions about adolescents. Students also learn about the roles, rights, and responsibilities of adolescents.

Students are introduced to the various theories of adolescent growth and development, as well as the physical, social, emotional, and cognitive changes that take place. They also examine the nutritional needs of adolescents. Emphasis is placed on identifying and evaluating strategies to enhance

**Optional Individual Modular Courses (2 credits each) and Curriculum Organizers**

<b>Child Development and Parenting</b>	<b>Adolescence</b>	<b>Adulthood</b>	<b>Families in Society</b>	<b>Interpersonal and Family Relationships</b>	<b>Housing and Living Environments</b>
<b>Decision to Parent</b> <ul style="list-style-type: none"> <li>• Planning for Parenthood</li> <li>• Responsibilities</li> </ul>	<b>Transition to Adolescence</b>	<b>Transition to Adulthood</b>	<b>Families in a Changing World</b>	<b>Forming Relationships</b>	<b>Housing and Society</b>
<b>Pregnancy and Childbirth</b> <ul style="list-style-type: none"> <li>• Pregnancy</li> <li>• Childbirth</li> </ul>	<b>Adolescent Development</b>	<b>Stages of Adulthood</b>	<b>Living in a Family</b>	<b>The Committed Relationship</b>	<b>Establishing Independent Living</b>
<b>Infant Care and Development (First Year)</b> <ul style="list-style-type: none"> <li>• Care</li> <li>• Development</li> </ul>	<b>Adolescent Identity</b>	<b>Lifestyle and Life Changes</b>	<b>Facing Family Challenges</b>	<b>Changes in Relationships</b>	<b>Design for Living</b>
<b>Child Care and Development (Years 1 to 12)</b> <ul style="list-style-type: none"> <li>• Care</li> <li>• Development</li> </ul>	<b>Effective Communication in Adolescence</b>			<b>Effective Communication in Interpersonal Relationships</b>	<b>Consumer Housing Options</b>
<b>Child Wellness and Safety</b> <ul style="list-style-type: none"> <li>• Wellness</li> <li>• Safety</li> </ul>	<b>Issues and Challenges of Adolescence</b>	<b>Issues and Challenges of Adulthood</b>		<b>Wellness and Safety in Interpersonal Relationships</b> <ul style="list-style-type: none"> <li>• Wellness</li> <li>• Safety</li> </ul>	
<b>Career Opportunities</b>	<b>Career Opportunities</b>	<b>Career Opportunities</b>	<b>Career Opportunities</b>	<b>Career Opportunities</b>	<b>Career Opportunities</b>

a positive self-image. The concept of values is discussed in relation to how personal values influence decisions and goals, and students examine and apply how decision-making models can be used to make important decisions and to set and attain goals. This module also includes an emphasis on effective communication skills and how the application of such skills can contribute to positive interactions. Opportunities for analysis of a variety

of economic, social, emotional, and global issues and challenges assist students to propose and evaluate strategies to effectively meet particular issues or challenges. Students learn appropriate ways to handle various unsafe situations. Finally, students research the training required and working conditions of various occupations and career opportunities related to adolescence.

***Adulthood***

In this module, students examine how the concept of adulthood has evolved as society has changed, and study the roles and responsibilities of adulthood. They examine how media and role models can influence opinions about adulthood, as well as the role age plays in the treatment received at different stages of life. Students learn about the physical, social, emotional, and cognitive changes that take place throughout adulthood.

Students examine the factors that make up a healthy or unhealthy lifestyle and examine nutrition needs as they change. They also learn about medical conditions prevalent in adulthood. Students propose strategies to attain and maintain needs and wants throughout life and examine how personal attitudes and values may change over time. Opportunities for analysis of a variety of economic, social, emotional, and global issues and challenges assist students to understand particular issues or challenges that may affect adults at different stages of life. Finally, students research the training required and working conditions of various occupations and career opportunities related to adulthood.

***Families in Society***

In this module, students examine how the definition of family has evolved as society has changed. They discuss the role of families in society, identify various family structures, analyse current trends in Canadian families, and compare customs and traditions of families in different cultures. Students study the roles and responsibilities of family members and identify factors that influence family dynamics. They learn about a variety of economic, social, emotional, and global issues and challenges that may affect families and generate strategies that can be used to help families meet specific issues and challenges. Finally, students research the training required and working conditions of various occupations and career opportunities related to families.

***Interpersonal and Family Relationships***

In this module, students examine the reasons people form relationships and the qualities important in various types of relationships.

They learn about characteristics of readiness for a committed relationship, identify the legal and financial implications of various committed relationships, and explore a variety of marriage/commitment customs and ceremonies. Students examine why different types of relationships end, and healthy or positive ways people deal with the end of a relationship. They also analyse the legal and financial implications of ending various types of committed relationships. This module includes an emphasis on effective communication skills and how such skills contribute to positive interactions. Students study the components of both healthy and unhealthy relationships and learn ways to handle potentially unsafe relationship situations. Finally, students research the training required and working conditions of various occupations and career opportunities related to interpersonal relationships.

***Housing and Living Environments***

In this module, students examine the evolution of housing throughout history and predict future trends. They study the role housing plays in meeting physical, social, and emotional needs, and how housing needs change through life. Students analyse the cost of independent living and the relationship between income and expenses, consider various factors that may influence housing choices, and identify the legal rights and responsibilities of independent living. Students learn how to analyse and interpret floor plans for personal preference, efficiency, and safety, how to analyse and use the elements and principles of design, and how to generate and apply criteria for selecting housing and interior products. Emphasis is also placed on the importance of home maintenance and safety and ways in which consumers can conserve energy, water, and other resources in the home.

Students examine the variety of housing options, including the economic decisions involved in renting or buying a home, and investigate considerations for purchasing and paying for major household items. Finally, students research the training required and working conditions of various occupations and career opportunities related to housing and the environment.

FAMILY STUDIES 10 TO 12 KEY CONCEPTS: AT A GLANCE

<b>Child Development and Parenting</b>	<b>Adolescence</b>
<b>Decision to Parent</b>	<b>Transition to Adolescence</b>
<ul style="list-style-type: none"> <li>• reasons for having or not having children</li> <li>• methods of adding children to a family, including adoption and fostering</li> <li>• family planning methods</li> <li>• parenting readiness</li> <li>• impact of parenthood</li> <li>• rights and responsibilities of parenthood</li> </ul>	<ul style="list-style-type: none"> <li>• definitions of adolescence</li> <li>• perceptions about adolescents</li> <li>• opinions about adolescents as reflected in the media and in role models</li> <li>• roles, rights, and responsibilities of adolescents</li> </ul>
<b>Pregnancy and Childbirth</b>	<b>Adolescent Development</b>
<ul style="list-style-type: none"> <li>• conception methods and pregnancy indicators</li> <li>• prenatal development</li> <li>• factors affecting pregnancy</li> <li>• complications during and after pregnancy</li> <li>• childbirth methods and stages of labour</li> <li>• post-delivery tests</li> <li>• new parent support network</li> </ul>	<ul style="list-style-type: none"> <li>• adolescent growth and development theories</li> <li>• adolescent physical development</li> <li>• adolescent nutritional needs</li> <li>• adolescent social and emotional changes</li> <li>• adolescent cognitive changes</li> </ul>
<b>Infant Care and Development (First Year)</b>	<b>Adolescent Identity</b>
<ul style="list-style-type: none"> <li>• infant nutrition needs and feeding</li> <li>• infant physical care needs and infant ailments</li> <li>• infant emotional and cognitive care needs</li> <li>• implications of decisions related to infant care</li> <li>• options for infant care</li> <li>• infant physical, social, emotional, and cognitive development</li> </ul>	<ul style="list-style-type: none"> <li>• components of self-concept</li> <li>• influences on an individual's self-concept</li> <li>• strategies to enhance self-concept</li> <li>• influence of values on decisions and goals</li> <li>• components of decision making to set and attain goals</li> </ul>
<b>Child Care and Development (Years 1 to 12)</b>	<b>Effective Communication in Adolescence</b>
<ul style="list-style-type: none"> <li>• child nutrition needs</li> <li>• child physical care needs</li> <li>• child emotional and cognitive care needs</li> <li>• common childhood ailments</li> <li>• options for childcare</li> <li>• child physical, social, emotional, and cognitive development</li> </ul>	<ul style="list-style-type: none"> <li>• verbal and nonverbal communication</li> <li>• uniqueness of adolescent communication</li> <li>• interpretation of messages</li> <li>• role of audience</li> <li>• contributions of effective communication to positive interactions</li> </ul>
<b>Child Wellness and Safety</b>	<b>Issues and Challenges of Adolescence</b>
<ul style="list-style-type: none"> <li>• factors affecting a healthy lifestyle for children</li> <li>• parents'/caregivers' influences on children</li> <li>• components of a child-safe physical and personal environment</li> </ul>	<ul style="list-style-type: none"> <li>• adolescent changing relationships</li> <li>• economic, social, emotional, and global issues and challenges</li> <li>• effective coping strategies</li> <li>• recognition of potentially unsafe situations</li> <li>• adolescent contributions to society</li> </ul>
<b>Career Opportunities</b>	<b>Career Opportunities</b>
<ul style="list-style-type: none"> <li>• potential occupations and career options related to child development and parenting</li> </ul>	<ul style="list-style-type: none"> <li>• potential occupations and career options related to adolescent development</li> </ul>

FAMILY STUDIES 10 TO 12 KEY CONCEPTS: AT A GLANCE, CONTINUED

Adulthood	Families in Society
<b>Transition to Adulthood</b>	<b>Families in the Changing World</b>
<ul style="list-style-type: none"> <li>• definitions of adulthood</li> <li>• roles and responsibilities of adulthood</li> <li>• opinions about adulthood and aging as reflected in the media and in role models</li> <li>• ways people may be treated depending on their age</li> </ul>	<ul style="list-style-type: none"> <li>• societal change and the evolving definition of family</li> <li>• functions of the family</li> <li>• various family structures</li> <li>• current family trends in Canada</li> <li>• family customs and traditions in various cultures</li> </ul>
<b>Stages of Adulthood</b>	<b>Living in a Family</b>
<ul style="list-style-type: none"> <li>• early, middle, and late stages of adulthood</li> <li>• physical changes throughout adulthood</li> <li>• social and emotional changes throughout adulthood</li> <li>• cognitive changes throughout adulthood</li> </ul>	<ul style="list-style-type: none"> <li>• roles and responsibilities of family members</li> <li>• factors that influence family dynamics</li> <li>• relationship of personal and family values to the distribution and use of resources</li> </ul>
<b>Lifestyle and Life Changes</b>	<b>Facing Family Challenges</b>
<ul style="list-style-type: none"> <li>• components of a healthy lifestyle for adults</li> <li>• changing nutrition needs throughout adulthood</li> <li>• medical conditions prevalent in adulthood</li> <li>• changes in needs and wants over time</li> <li>• effect of personal attitudes and values on lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>• economic, social, emotional, and global issues facing families</li> <li>• action strategies for family issues and challenges</li> <li>• special caregiving issues and challenges</li> </ul>
<b>Issues and Challenges of Adulthood</b>	<b>Career Opportunities</b>
<ul style="list-style-type: none"> <li>• economic, social, emotional, and global issues and challenges over time</li> <li>• cultural practices related to death, dying, and grieving</li> </ul>	<ul style="list-style-type: none"> <li>• potential occupations and career options related to families</li> </ul>
<b>Career Opportunities</b>	
<ul style="list-style-type: none"> <li>• potential occupations and career options related to adulthood</li> </ul>	

FAMILY STUDIES 10 TO 12 KEY CONCEPTS: AT A GLANCE, CONTINUED

Interpersonal and Family Relationships	Housing and Living Environments
<p align="center"><b>Forming Relationships</b></p>	<p align="center"><b>Housing and Society</b></p>
<ul style="list-style-type: none"> <li>• definitions of a variety of interpersonal relationships</li> <li>• reasons people form relationships</li> <li>• important qualities in personal relationships</li> <li>• initiation of non-family relationships</li> </ul>	<ul style="list-style-type: none"> <li>• historical evolution of housing and future trends</li> <li>• housing in different regions of the world</li> <li>• influence of societal and cultural views and values on housing</li> <li>• role of housing in meeting physical, social, and emotional needs</li> <li>• change in housing needs throughout life</li> <li>• influence of various government levels on housing in Canada</li> </ul>
<p align="center"><b>The Committed Relationship</b></p>	<p align="center"><b>Establishing Independent Living</b></p>
<ul style="list-style-type: none"> <li>• reasons people choose to be or not to be in a committed relationship</li> <li>• readiness for a committed relationship</li> <li>• legal and financial implications of committed relationships</li> <li>• marriage/commitment customs and ceremonies</li> </ul>	<ul style="list-style-type: none"> <li>• factors that influence housing options for young adults</li> <li>• factors that may influence housing choices</li> <li>• cost of independent living</li> <li>• legal rights and responsibilities of independent living</li> <li>• considerations of renting</li> </ul>
<p align="center"><b>Changes in Relationships</b></p>	<p align="center"><b>Design for Living</b></p>
<ul style="list-style-type: none"> <li>• reasons committed relationships end and the emotional, financial, and social impact</li> <li>• healthy ways to end a committed relationship</li> <li>• legal and financial implications of ending a committed relationship</li> </ul>	<ul style="list-style-type: none"> <li>• elements and principles of design</li> <li>• furniture, architectural, and decorating terminology</li> <li>• floor plan analysis</li> <li>• criteria for selecting housing and interior products</li> <li>• home resource conservation</li> <li>• importance of home maintenance and safety</li> </ul>
<p align="center"><b>Effective Communication in Interpersonal Relationships</b></p>	<p align="center"><b>Consumer Housing Options</b></p>
<ul style="list-style-type: none"> <li>• verbal and nonverbal communication</li> <li>• skills of effective communication</li> <li>• message interpretation</li> <li>• appropriate language use in various situations</li> <li>• effective communication for positive interactions</li> </ul>	<ul style="list-style-type: none"> <li>• comparison of housing options</li> <li>• economic considerations of buying a home</li> <li>• major household purchases and payment options</li> <li>• housing design that addresses environmental concerns</li> </ul>
<p align="center"><b>Wellness and Safety in Interpersonal Relationships</b></p>	<p align="center"><b>Career Opportunities</b></p>
<ul style="list-style-type: none"> <li>• components of a healthy relationship</li> <li>• components of an unhealthy relationship</li> <li>• strategies to handle potentially unsafe relationship situations</li> </ul>	<ul style="list-style-type: none"> <li>• potential occupations and career options related to housing and the environment</li> </ul>
<p align="center"><b>Career Opportunities</b></p>	
<ul style="list-style-type: none"> <li>• potential occupations and career options related to interpersonal relationships</li> </ul>	

**LEARNING RESOURCES**

For the current list of Family Studies 10 to 12 recommended learning resources, please check the Learning Resource website: [www.bced.gov.bc.ca/irp\\_resources/lr/resource/gradcoll.htm](http://www.bced.gov.bc.ca/irp_resources/lr/resource/gradcoll.htm)

The Grade Collection chart lists the recommended learning resources by media format, showing links to the curriculum organizers and sub-organizers. The chart is followed by an annotated bibliography. Teachers should check with suppliers for complete and up-to-date ordering information. [*Note: Grade Collections for Family Studies 10 to 12 will be updated as new resources matching the IRP are recommended.*]

Ministry policy concerning Learning Resources can be found on the ministry's policy website: [www.bced.gov.bc.ca/policy/policies](http://www.bced.gov.bc.ca/policy/policies)

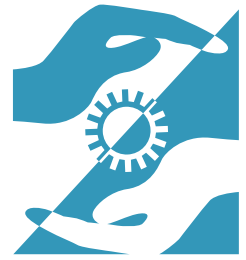
**SUGGESTED TIMEFRAME**

Provincial curricula are developed in accordance with the amount of instructional time recommended by the Ministry of Education for each subject area. Teachers may choose to combine various curricula to enable students to integrate ideas and make meaningful connections.

Four-credit courses require approximately 90 to 110 hours of instructional time. Although a four-credit course is typically equivalent to 120 hours, this timeframe allows for flexibility to address local needs.

**The Home Economics: Family Studies curriculum is based on approximately 60 hours of instruction for each modular course, giving a credit value of two credits. Teachers will combine two of the individual modular courses to make one four-credit course entitled Family Studies 10, 11, or 12.**





# CONSIDERATIONS FOR PROGRAM DELIVERY

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*Family Studies 10 to 12*



This section of the IRP contains additional information to help educators develop their school practices and plan their program delivery to meet the needs of all learners. Included in this section is information about

- Alternative Delivery policy
- addressing local contexts
- involving parents and guardians
- establishing a positive classroom climate
- confidentiality
- inclusion, equity, and accessibility for all learners
- working with the school and community
- working with the Aboriginal community
- information and communications technology
- copyright and responsibility

### ALTERNATIVE DELIVERY POLICY

The Alternative Delivery policy does not apply to Home Economics: Family Studies 10 to 12.

The Alternative Delivery policy outlines how students and their parents or guardians, in consultation with their local school authority, may choose means other than instruction by a teacher within the regular classroom setting for addressing Prescribed Learning Outcomes contained in the Health curriculum organizer of the following curriculum documents:

- Health and Career Education K to 7, and Personal Planning K to 7 Personal Development curriculum organizer (until September 2008)
- Health and Career Education 8 and 9
- Planning 10

The policy recognizes the family as the primary educator in the development of children's attitudes, standards, and values, but the policy still requires that all Prescribed Learning Outcomes be addressed and assessed in the agreed-upon alternative manner of delivery.

It is important to note the significance of the term "alternative delivery" as it relates to the Alternative Delivery policy. The policy does not permit schools to omit addressing or assessing any of the Prescribed Learning Outcomes within the health and career education curriculum. Neither does it allow

students to be excused from meeting any learning outcomes related to health. It is expected that students who arrange for alternative delivery will address the health-related learning outcomes and will be able to demonstrate their understanding of these learning outcomes.

For more information about policy relating to alternative delivery, refer to [www.bced.gov.bc.ca/policy/](http://www.bced.gov.bc.ca/policy/)

### ADDRESSING LOCAL CONTEXTS

Family Studies 10 to 12 includes opportunities for individual teacher and student choice in the selection of topics to meet certain learning outcomes. This flexibility enables educators to plan their programs by using topics and examples that are relevant to their local context and to the particular interests of their students. When selecting topics it may be appropriate to incorporate student input.

Where specific topics have been included in the learning outcomes, the intent is that these important issues will be addressed by all students. Issues of interest to individual school communities may also be addressed in addition to these prescribed topics.

### INVOLVING PARENTS AND GUARDIANS

The family is the primary educator in the development of students' attitudes and values. The school plays a supportive role by focussing on the Prescribed Learning Outcomes in the Family Studies 10 to 12 curriculum. Parents and guardians can support, enrich, and extend the curriculum at home.

It is highly recommended that schools inform parents and guardians about the Family Studies 10 to 12 curriculum. Teachers (along with school and district administrators) may choose to do so by

- informing parents/guardians and students of the Prescribed Learning Outcomes for the course
- responding to parent and guardian requests to discuss the course, unit plans, and learning resources

## ESTABLISHING A POSITIVE CLASSROOM CLIMATE

Teachers are responsible for setting and promoting a classroom climate in which students feel comfortable learning about and discussing topics in Family Studies 10 to 12. The following guidelines may help educators establish and promote a positive classroom climate:

- Allow class members sufficient time and opportunities to become comfortable with each other before engaging in group discussion. It is important that the classroom climate encourages students to relate to one another in positive, respectful, and supportive ways. Be prepared to facilitate any potentially controversial discussions.
- Establish clear ground rules for class discussions that demonstrate respect for privacy, for diversity, and for the expression of differing viewpoints.
- Activities and discussion related to some of the topics in Family Studies 10 to 12 may evoke an emotional response from individual students. Inform an administrator or counsellor when any concern arises, and ensure students know where to go for help and support.
- Ensure that any external groups or organizations making a presentation to students have met the district's guidelines for presenting. There should be a direct relationship between the content of the presentation and the Prescribed Learning Outcome. Review any materials they may use, especially handouts, for appropriateness.
- Become familiar with
  - relevant legislation (e.g., *Human Rights Code*; *Child, Family and Community Services Act*)
  - relevant initiatives (e.g., *Safe, Caring and Orderly Schools: A Guide* and *Diversity in BC Schools: A Framework*)
  - provincial and district policies and protocols concerning topics such as disclosure related to child abuse and protection of privacy

Further information about these policies and initiatives is available online:

*BC Handbook for Action on Child Abuse and Neglect*  
[www.mcf.gov.bc.ca/child\\_protection/pdf/handbook\\_action\\_child\\_abuse.pdf](http://www.mcf.gov.bc.ca/child_protection/pdf/handbook_action_child_abuse.pdf)

*Safe, Caring and Orderly Schools: A Guide*  
[www.bced.gov.bc.ca/sco/](http://www.bced.gov.bc.ca/sco/)

*Diversity in BC Schools: A Framework*  
[www.bced.gov.bc.ca/diversity/diversity\\_framework.pdf](http://www.bced.gov.bc.ca/diversity/diversity_framework.pdf)

*Human Rights Code*  
[www.qp.gov.bc.ca/statreg/stat/H/96210\\_01.htm](http://www.qp.gov.bc.ca/statreg/stat/H/96210_01.htm)

*Child, Family and Community Services Act*  
[www.qp.gov.bc.ca/statreg/stat/C/96046\\_01.htm](http://www.qp.gov.bc.ca/statreg/stat/C/96046_01.htm)

## CONFIDENTIALITY

The *Freedom of Information and Protection of Privacy Act* (FOIPPA) applies to students, to school districts, and to all curricula. Teachers, administrators, and district staff should consider the following:

- Be aware of district and school guidelines regarding the provisions of FOIPPA and how it applies to all subjects, including Family Studies 10 to 12.
- Do not use students' Personal Education Numbers (PENs) on any assignments that students wish to keep confidential.
- Ensure students are aware that if they disclose personal information that indicates they are at risk for harm, then that information cannot be kept confidential.
- Inform students of their rights under FOIPPA, especially the right to have access to their own personal information in their school records. Inform parents of their rights to access their children's school records.
- Minimize the type and amount of personal information collected, and ensure that it is used only for purposes that relate directly to the reason for which it is collected.
- Inform students that they will be the only ones recording personal information about themselves unless they, or their parents, have consented to teachers collecting that information from other people (including parents).

- Provide students and their parents with the reason(s) they are being asked to provide personal information in the context of the Family Studies 10 to 12 curriculum.
- Inform students and their parents that they can ask the school to correct or annotate any of the personal information held by the school, in accordance with Section 29 of FOIPPA.
- Ensure students are aware that their parents may have access to the schoolwork they create only insofar as it pertains to students' progress.
- Ensure that any information used in assessing students' progress is up-to-date, accurate, and complete.

For more information about confidentiality, refer to [www.msers.gov.bc.ca/privacyaccess/](http://www.msers.gov.bc.ca/privacyaccess/)

### INCLUSION, EQUITY, AND ACCESSIBILITY FOR ALL LEARNERS

British Columbia's schools include young people of varied backgrounds, interests, and abilities. The Kindergarten to Grade 12 school system focusses on meeting the needs of all students. When selecting specific topics, activities, and resources to support the implementation of Family Studies 10 to 12, teachers are encouraged to ensure that these choices support inclusion, equity, and accessibility for all students. In particular, teachers should ensure that classroom instruction, assessment, and resources reflect sensitivity to diversity and incorporate positive role portrayals, relevant issues, and themes such as inclusion, respect, and acceptance.

Government policy supports the principles of integration and inclusion of students for whom English is a second language and of students with special needs. Most of the Prescribed Learning Outcomes in this IRP can be met by all students, including those with special needs and/or ESL needs. Some strategies may require adaptations to ensure that those with special and/or ESL needs can successfully achieve the learning outcomes. Where necessary, modifications can be made to the Prescribed Learning Outcomes for students with Individual Education Plans (IEPs).

For more information about resources and support for students with special needs, refer to [www.bced.gov.bc.ca/specialed/](http://www.bced.gov.bc.ca/specialed/)

For more information about resources and support for ESL students, refer to [www.bced.gov.bc.ca/esl/](http://www.bced.gov.bc.ca/esl/)

### WORKING WITH THE SCHOOL AND COMMUNITY

This curriculum addresses a wide range of skills and understandings that students are developing in other areas of their lives. It is important to recognize that learning related to this curriculum extends beyond the Family Studies 10 to 12 classroom.

School and district-wide programs and community organizations may support and extend learning in Family Studies 10 to 12. Community organizations may also support the curriculum with locally developed learning resources, guest speakers, workshops, and field studies. Teachers may wish to draw on the expertise of these community organizations and members.

Bringing outside resource people into the classroom is an effective way of reinforcing content, emphasizing and practising listening skills, exposing students to diverse points of view, providing opportunities for discussion and debate, providing a departure point for writing and other activities, and making learning more concrete and relevant. A panel discussion also provides an opportunity for several viewpoints on an issue to be presented at the same time.

To help achieve a successful guest speaker activity, consider the following:

- Determine the nature of the presentation (e.g., lecture, question-and-answer, debate, response to students' presentations, facilitation of a simulation or case study). Ensure that guest speakers are clear about their purpose, the structure, and the time allotted. The content of the presentation should directly relate to the Prescribed Learning Outcomes. Review any materials speakers may use, especially any handouts, for appropriateness.

- Be aware of any district guidelines for external presenters, and ensure that guests have met these guidelines.
- Where appropriate, have students take responsibility for contacting the speaker(s) beforehand and making any logistical arrangements.
- Provide time for students to prepare for the guest speaker or panel by formulating focus questions.
- Begin the guest speaker presentation with an introduction to the topic and end with a debrief.

### WORKING WITH THE ABORIGINAL COMMUNITY

The Ministry of Education is dedicated to ensuring that the cultures and contributions of Aboriginal peoples in BC are reflected in all provincial curricula. To address these topics in the classroom in a way that is accurate and that respectfully reflects Aboriginal concepts of teaching and learning, teachers are strongly encouraged to seek the advice and support of local Aboriginal communities. Aboriginal communities are diverse in terms of language, culture, and available resources, and each community will have its own unique protocol to gain support for integration of local knowledge and expertise. To begin discussion of possible instructional and assessment activities, teachers should first contact Aboriginal education co-ordinators, teachers, support workers, and counsellors in their district who will be able to facilitate the identification of local resources and contacts such as elders, chiefs, tribal or band councils, Aboriginal cultural centres, Aboriginal friendship centres, and Métis or Inuit organizations.

In addition, teachers may wish to consult the various Ministry of Education publications available, including the “Planning Your Program” section of the resource, *Shared Learnings*. This resource was developed to help all teachers provide students with knowledge of, and opportunities to share experiences with, Aboriginal peoples in BC.

For more information about these documents, consult the Aboriginal Education web site: [www.bced.gov.bc.ca/abed/welcome.htm](http://www.bced.gov.bc.ca/abed/welcome.htm)

### INFORMATION AND COMMUNICATIONS TECHNOLOGY

The study of information and communications technology is increasingly important in our society. Students need to be able to acquire and analyse information, to reason and communicate, to make informed decisions, and to understand and use information and communications technology for a variety of purposes. Development of these skills is important for students in their education, their future careers, and their everyday lives.

Literacy in the area of information and communications technology can be defined as the ability to obtain and share knowledge through investigation, study, instruction, or transmission of information by means of media technology. Becoming literate in this area involves finding, gathering, assessing, and communicating information using electronic means, as well as developing the knowledge and skills to use and solve problems effectively with the technology. Literacy also involves a critical examination and understanding of the ethical and social issues related to the use of information and communications technology. When planning for instruction and assessment in Family Studies 10 to 12, teachers should provide opportunities for students to develop literacy in relation to information and communications technology sources, and to reflect critically on the role of these technologies in society.

### COPYRIGHT AND RESPONSIBILITY

Copyright is the legal protection of literary, dramatic, artistic, and musical works; sound recordings; performances; and communications signals. Copyright provides creators with the legal right to be paid for their work and the right to say how their work is to be used. The law permits certain exceptions for schools (i.e., specific things permitted) but these are very limited, such as copying for private study or research. The copyright law determines how resources can be used in the classroom and by students at home.

In order to respect copyright it is necessary to understand the law. It is unlawful to do the

following, unless permission has been given by a copyright owner:

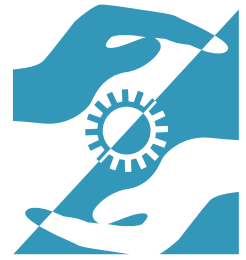
- photocopy copyrighted material to avoid purchasing the original resource for any reason
- photocopy or perform copyrighted material beyond a very small part – in some cases the copyright law considers it “fair” to copy whole works, such as an article in a journal or a photograph, for purposes of research and private study, criticism, and review
- show recorded television or radio programs to students in the classroom unless these are cleared for copyright for educational use (there are exceptions such as for news and news commentary taped within one year of broadcast that by law have record-keeping requirements – see the web site at the end of this section for more details)
- photocopy print music, workbooks, instructional materials, instruction manuals, teacher guides, and commercially available tests and examinations
- show video recordings at schools that are not cleared for public performance
- perform music or do performances of copyrighted material for entertainment (i.e., for purposes other than a specific educational objective)
- copy work from the Internet without an express message that the work can be copied

Permission from or on behalf of the copyright owner must be given in writing. Permission may also be given to copy or use all or some portion of copyrighted work through a licence or agreement. Many creators, publishers, and producers have formed groups or “collectives” to negotiate royalty payments and copying conditions for educational institutions. It is important to know what licences are in place and how these affect the activities schools are involved in. Some licences may also require royalty payments that are determined by the quantity of photocopying or the length of performances. In these cases, it is important to assess the educational value and merits of copying or performing certain works to protect the school’s financial exposure (i.e., only copy or use the portion that is absolutely necessary to meet an educational objective).

It is important for education professionals, parents, and students to respect the value of original thinking and the importance of not plagiarizing the work of others. The works of others should not be used without their permission.

For more information about copyright, refer to [www.cmec.ca/copyright/indexe.stm](http://www.cmec.ca/copyright/indexe.stm)





# PRESCRIBED LEARNING OUTCOMES

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*Family Studies 10 to 12*



**P**rescribed Learning Outcomes are content standards for the provincial education system; they are the prescribed curriculum. Clearly stated and expressed in measurable and observable terms, learning outcomes set out the required knowledge, skills, and attitudes – what students are expected to know and be able to do – by the end of the specified course.

### UNDERSTANDING THE PRESCRIBED LEARNING OUTCOMES

Schools have the responsibility to ensure that all Prescribed Learning Outcomes in this curriculum are met; however, schools have flexibility in determining how delivery of the curriculum can best take place.

It is expected that student achievement will vary in relation to the learning outcomes. Evaluation, reporting, and student placement with respect to these outcomes are dependent on the professional judgment and experience of teachers, guided by provincial policy.

Prescribed Learning Outcomes for Family Studies 10 to 12 are presented by module and curriculum organizer, and are coded alphanumerically for ease of reference; however, this arrangement is not intended to imply a required instructional sequence.

#### *Wording of Prescribed Learning Outcomes*

All learning outcomes complete the stem, “It is expected that students will....”

When used in a Prescribed Learning Outcome, the word “including” indicates that any ensuing item must be addressed. Lists of items introduced by the word “including” represent a set of minimum requirements associated with the general requirement set out by the outcome. The lists are not necessarily exhaustive, however, and teachers may choose to address additional items that also fall under the general requirement set out by the outcome.

Conversely, the abbreviation “e.g.” (for example) in a Prescribed Learning Outcome indicates that the

ensuing items are provided for illustrative purposes or clarification, and are not required. Presented in parentheses, the list of items introduced by “e.g.” is neither exhaustive nor prescriptive, nor is it put forward in any special order of importance or priority. Teachers are free to substitute items of their own choosing that they feel best address the intent of the Prescribed Learning Outcome.

### DOMAINS OF LEARNING

Prescribed Learning Outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, psychomotor, and affective. The following definitions of the three domains are based on Bloom’s taxonomy.

The cognitive domain deals with the recall or recognition of knowledge and the development of intellectual abilities. The cognitive domain can be further specified as including three cognitive levels: knowledge, understanding and application, and higher mental processes. These levels are determined by the verb used in the learning outcome, and illustrate how student learning develops over time.

- *Knowledge* includes those behaviours that emphasize the recognition or recall of ideas, material, or phenomena.
- *Understanding and application* represents a comprehension of the literal message contained in a communication, and the ability to apply an appropriate theory, principle, idea, or method to a new situation.
- *Higher mental processes* include analysis, synthesis, and evaluation. The higher mental processes level subsumes both the knowledge and the understanding and application levels.

The affective domain concerns attitudes, beliefs, and the spectrum of values and value systems.

The psychomotor domain includes those aspects of learning associated with movement and skill demonstration, and integrates the cognitive and affective consequences with physical performances.

**Prescribed Learning Outcomes: Child Development and Parenting**

*It is expected that students will:*

**DECISION TO PARENT**

*Planning for Parenthood*

- A1 explain reasons why people have or don't have children
- A2 identify various methods of adding children to a family
- A3 identify methods of family planning
- A4 demonstrate an understanding of personal qualities and circumstances that indicate readiness for parenting
- A5 analyse the impact of parenthood on personal and family life

*Responsibilities*

- A6 analyse the rights and responsibilities of being a parent, including
  - moral/ethical
  - financial
  - rights of the child
  - legal

**PREGNANCY AND CHILDBIRTH**

*Pregnancy*

- A7 describe various methods of conception
- A8 identify signs of pregnancy
- A9 demonstrate an understanding of prenatal development during each stage of pregnancy
- A10 analyse factors that affect pregnancy, including
  - medical care
  - healthy lifestyle
  - **teratogens**
- A11 identify and describe possible complications during and after pregnancy

*Childbirth*

- A12 describe various methods of childbirth
- A13 identify and describe the stages of labour
- A14 identify and describe post-delivery tests
- A15 demonstrate an understanding of the importance of a support network for a new parent

**INFANT CARE AND DEVELOPMENT (FIRST YEAR)**

*Care*

- A16 identify the nutritional needs of an infant during the first year of life and analyse feeding options
- A17 demonstrate a knowledge of the physical care needs of an infant
- A18 identify the emotional and cognitive care needs of an infant
- A19 demonstrate a knowledge of common infant ailments
- A20 analyse the implications of decisions related to the care of an infant
- A21 analyse the various options available for infant care

*Development*

- A22 describe physical development that takes place over the first year of life
- A23 describe the social and emotional development that takes place over the first year of life
- A24 describe the cognitive development that takes place over the first year of life

**Prescribed Learning Outcomes: Child Development and Parenting**

**CHILD CARE AND DEVELOPMENT (YEARS 1 TO 12)**

*Care*

- A25 identify the nutrition needs of children from ages 1 to 12
- A26 describe the physical care needs of children from ages 1 to 12
- A27 describe the emotional and cognitive care needs of children from ages 1 to 12
- A28 demonstrate a knowledge of common childhood ailments, and their prevention and/or treatment
- A29 analyse the various options available for child care (years 1 to 12)

*Development*

- A30 describe the physical development that takes place from ages 1 to 12
- A31 describe the social and emotional development that takes place from ages 1 to 12
- A32 describe the cognitive development that takes place from ages 1 to 12

**CHILD WELLNESS AND SAFETY**

*Wellness*

- A33 analyse the components of a healthy lifestyle for children
- A34 demonstrate an awareness of the influence of parents/caregivers on children

*Safety*

- A35 assess components of a safe physical and personal environment for children

**CAREER OPPORTUNITIES**

- A36 identify and describe occupations and careers related to child development and parenting

**Prescribed Learning Outcomes: Adolescence**

*It is expected that students will:*

**TRANSITION TO ADOLESCENCE**

- B1 demonstrate an understanding of ways adolescence may be defined
- B2 examine positive and negative attitudes toward adolescents, including cultural and social stereotyping
- B3 analyse how media and role models can influence opinions about adolescents
- B4 demonstrate an understanding of the roles, rights, and responsibilities of adolescents

**ADOLESCENT DEVELOPMENT**

- B5 compare various theories of adolescent growth and development
- B6 describe the physical development that takes place throughout adolescence
- B7 analyse the nutritional needs of adolescents
- B8 describe the social and emotional changes that take place throughout adolescence
- B9 describe the cognitive changes that take place throughout adolescence

**ADOLESCENT IDENTITY**

- B10 identify components of the term *self-concept*
- B11 analyse influences on an individual's self-concept
- B12 propose and evaluate strategies to enhance a positive self-concept
- B13 demonstrate an understanding of how values influence decisions and goals
- B14 describe how decision-making models can be used to make important decisions and to set and attain goals

**EFFECTIVE COMMUNICATION IN ADOLESCENCE**

- B15 describe different ways people communicate, including verbal and nonverbal communication
- B16 describe the unique features of adolescent communication
- B17 analyse factors that influence the way a message may be interpreted
- B18 demonstrate an understanding of the role of audience
- B19 analyse how effective communication contributes to positive interactions

**ISSUES AND CHALLENGES OF ADOLESCENCE**

- B20 describe changing relationships in adolescence
- B21 analyse economic, social, and emotional issues and challenges that may affect adolescents
- B22 propose and evaluate strategies to effectively cope with adolescent issues and challenges
- B23 demonstrate an understanding of how to stay safe in a variety of situations
- B24 analyse a variety of global issues that may affect adolescents
- B25 describe ways adolescents can contribute to society

**CAREER OPPORTUNITIES**

- B26 identify and describe occupations and careers related to adolescence

**Prescribed Learning Outcomes: Adulthood**

*It is expected that students will:*

**TRANSITION TO ADULTHOOD**

- C1 demonstrate an understanding of ways adulthood may be defined
- C2 demonstrate an understanding of the roles and responsibilities of adulthood
- C3 analyse how media and role models can influence opinions about adulthood and aging
- C4 demonstrate an understanding of how people may be treated depending on their age

**STAGES OF ADULTHOOD**

- C5 describe the stages of adulthood
- C6 describe the physical changes that take place throughout adulthood
- C7 describe the social and emotional changes that take place throughout adulthood
- C8 describe the cognitive changes that take place throughout adulthood

**LIFESTYLE AND LIFE CHANGES**

- C9 analyse the components of a healthy lifestyle for adults
- C10 identify the changing nutrition needs throughout adulthood
- C11 demonstrate a knowledge of medical conditions prevalent in adulthood
- C12 demonstrate an awareness of how needs and wants change throughout adulthood
- C13 reflect on how personal attitudes and values affect lifestyle

**ISSUES AND CHALLENGES OF ADULTHOOD**

- C14 demonstrate an understanding of a variety of economic, social, and emotional issues and challenges that may affect adults at different stages of life
- C15 identify practices related to death, dying, and grieving in various cultures

**CAREER OPPORTUNITIES**

- C16 identify and describe occupations and careers related to adulthood

**Prescribed Learning Outcomes: Families in Society**

*It is expected that students will:*

**FAMILIES IN A CHANGING WORLD**

- D1 analyse the relationship between societal change and the changing definition of the family
- D2 demonstrate an understanding of various functions of the family
- D3 identify various family structures
- D4 analyse current trends in families in Canada today
- D5 compare customs and traditions of families in various cultures

**LIVING IN A FAMILY**

- D6 demonstrate an understanding of the roles and responsibilities of family members
- D7 identify factors that influence family dynamics
- D8 demonstrate an awareness of how personal and family values relate to the distribution and use of resources (e.g., time, money, skills)

**FACING FAMILY CHALLENGES**

- D9 demonstrate an understanding of a variety of economic, social, and emotional issues and challenges that may affect families
- D10 propose and evaluate strategies for taking action on issues and challenges facing families
- D11 analyse a variety of special caregiving issues and challenges

**CAREER OPPORTUNITIES**

- D12 identify and describe occupations and careers related to families

**Prescribed Learning Outcomes: Interpersonal and Family Relationships**

*It is expected that students will:*

**FORMING RELATIONSHIPS**

- E1 identify a variety of interpersonal relationships, including social, family, romantic, workplace, and community
- E2 explain reasons people form relationships
- E3 demonstrate an understanding of qualities important in various types of personal relationships
- E4 identify ways people initiate non-family relationships

**THE COMMITTED RELATIONSHIP**

- E5 explain reasons why people may or may not be in a committed relationship
- E6 demonstrate an awareness of personal qualities and circumstances that indicate readiness for a committed relationship
- E7 identify the legal and financial implications of various types of committed relationships
- E8 describe various marriage/commitment customs and ceremonies

**CHANGES IN RELATIONSHIPS**

- E9 describe reasons why different types of relationships end and the emotional, financial, and social impact on those involved
- E10 demonstrate an understanding of healthy ways people deal with the end of a committed relationship
- E11 analyse the legal and financial implications of ending a committed relationship

**EFFECTIVE COMMUNICATION IN INTERPERSONAL RELATIONSHIPS**

- E12 describe a variety of ways people communicate, including verbal and nonverbal communication
- E13 describe the skills of effective communication
- E14 describe factors that influence the way a message may be interpreted
- E15 demonstrate an awareness of appropriate language usage in various situations
- E16 describe how effective communication contributes to positive interactions

**WELLNESS AND SAFETY IN INTERPERSONAL RELATIONSHIPS**

*Wellness*

- E17 describe components of a healthy relationship
- E18 describe components of an unhealthy relationship

*Safety*

- E19 demonstrate an understanding of how to stay safe in a variety of interpersonal relationships
- E20 propose and evaluate actions that could be taken when relationships become unsafe

**CAREER OPPORTUNITIES**

- E21 identify and describe occupations and careers related to interpersonal relationships

**Prescribed Learning Outcomes: Housing and Living Environments**

*It is expected that students will:*

**HOUSING AND SOCIETY**

- F1 describe how housing has evolved historically and predict future housing trends
- F2 describe how housing varies in different regions of the world
- F3 analyse how societal and cultural views and values influence housing
- F4 describe the role housing plays in meeting physical, social, and emotional needs
- F5 demonstrate an awareness of how housing needs change over the lifespan
- F6 identify ways in which local, provincial, self-governed, and federal governments influence housing in Canada

**ESTABLISHING INDEPENDENT LIVING**

- F7 identify the factors that affect the choice of living and housing options for young adults
- F8 analyse the factors that may influence housing choices, including
  - financial resources
  - location
  - personal priorities
  - personal values
- F9 investigate the cost of **independent living**
- F10 demonstrate an understanding of the legal rights and responsibilities of renting
- F11 identify factors to consider when renting

**DESIGN FOR LIVING**

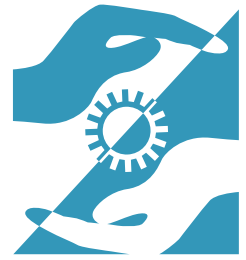
- F12 analyse and use the elements and principles of design
- F13 use basic terminology associated with furniture, architectural, and decorating styles
- F14 analyse and interpret floor plans for personal preference, efficiency, and safety
- F15 apply criteria for selecting housing and interior products
- F16 describe ways in which consumers can conserve energy, water, and other resources in the home
- F17 demonstrate an understanding of the importance of home maintenance and safety

**CONSUMER HOUSING OPTIONS**

- F18 compare a variety of housing options, taking into consideration floor space, location, privacy, ownership, rules and regulations, mobility, and security
- F19 demonstrate an understanding of the economic considerations of buying a home
- F20 analyse considerations for purchasing and paying for major household items
- F21 identify and research housing design that addresses environmental concerns

**CAREER OPPORTUNITIES**

- F22 identify and describe occupations and careers related to housing and living environments



# STUDENT ACHIEVEMENT

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*Family Studies 10 to 12*



This section of the IRP contains information about classroom assessment and student achievement, including specific achievement indicators to assist in the assessment of student achievement in relation to each Prescribed Learning Outcome. Also included in this section are the Key Concepts of the course.

### UNDERSTANDING THE KEY CONCEPTS

Key Concepts provide an overview of content in each curriculum organizer. They can be used to determine the expected depth and breadth of the Prescribed Learning Outcomes.

### UNDERSTANDING THE ACHIEVEMENT INDICATORS

To support the assessment of provincially prescribed curricula, this IRP includes sets of achievement indicators in relation to each learning outcome. The achievement indicators are arranged by curriculum organizer; however, this order is not intended to imply a required sequence of instruction and assessment.

Achievement indicators define the specific level of knowledge acquired, skills applied, or attitudes demonstrated by the student in relation to a corresponding Prescribed Learning Outcome. They describe what evidence to look for to

determine whether or not the student has fully met the intent of the learning outcome. Since each achievement indicator defines only one aspect of the corresponding learning outcome, the entire set of achievement indicators should be considered when determining whether students have fully met the learning outcome.

In some cases, achievement indicators may also include suggestions as to the type of task that would provide evidence of having met the learning outcome (e.g., a constructed response such as a list, comparison, analysis, or chart; a product created and presented such as a report, debate, poster, letter, or model; a particular skill demonstrated such as questioning).

Achievement indicators support the principles of assessment *for* learning, assessment *as* learning, and assessment *of* learning. They provide teachers and parents with tools that can be used to reflect on what students are learning, as well as provide students with a means of self-assessment and ways of defining how they can improve their own achievement.

Achievement indicators are not mandatory; they are suggestions only, provided to assist in the assessment of how well students achieve the Prescribed Learning Outcomes.

## CLASSROOM ASSESSMENT AND EVALUATION

Assessment is the systematic gathering of information about what students know, are able to do, and are working toward. Assessment evidence can be collected using a wide variety of methods, such as

- observation
- student self-assessments and peer assessments
- quizzes and tests (written, oral, practical)
- samples of student work
- projects and presentations
- oral and written reports
- journals and learning logs
- performance reviews
- portfolio assessments

Assessment of student achievement is based on the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgments about student performance in relation to Prescribed Learning Outcomes.

Three major types of assessment can be used in conjunction to support student achievement.

- Assessment for learning is assessment for the purpose of greater learning achievement.
- Assessment as learning is assessment as a process of developing and supporting students' active participation in their own learning.
- Assessment of learning is assessment for the purpose of providing evidence of achievement for reporting.

### *Assessment for Learning*

Classroom assessment for learning provides ways to engage and encourage students to become involved in their own day-to-day assessment – to acquire the skills of thoughtful self-assessment and to promote their own achievement.

This type of assessment serves to answer the following questions:

- What do students need to learn to be successful?
- What does the evidence of this learning look like?

Assessment for learning is criterion-referenced, in which a student's achievement is compared to established criteria rather than to the performance of other students. Criteria are based on Prescribed Learning Outcomes, as well as on Suggested Achievement Indicators or other learning expectations.

Students benefit most when assessment feedback is provided on a regular, ongoing basis. When assessment is seen as an opportunity to promote learning rather than as a final judgment, it shows students their strengths and suggests how they can develop further. Students can use this information to redirect their efforts, make plans, communicate with others (e.g., peers, teachers, parents) about their growth, and set future learning goals.

Assessment for learning also provides an opportunity for teachers to review what their students are learning and what areas need further attention. This information can be used to inform teaching and create a direct link between assessment and instruction. Using assessment as a way of obtaining feedback on instruction supports student achievement by informing teacher planning and classroom practice.

### *Assessment as Learning*

Assessment as learning actively involves students in their own learning processes. With support and guidance from their teachers, students take responsibility for their own learning, constructing meaning for themselves. Through a process of continuous self-assessment, students develop the ability to take stock of what they have already learned, determine what they have not yet learned, and decide how they can best improve their own achievement.

Although assessment as learning is student-driven, teachers can play a key role in facilitating how this assessment takes place. By providing regular opportunities for reflection and self-assessment, teachers can help students develop, practise, and become comfortable with critical analysis of their own learning.

**Assessment of Learning**

Assessment of learning can be addressed through summative assessment, including large-scale assessments and teacher assessments. These summative assessments can occur at the end of the year or at periodic stages in the instructional process.

There is no large-scale provincial assessment for Family Studies 10 to 12.

Assessment of learning is also used to inform formal reporting of student achievement.

For Ministry of Education reporting policy, refer to [www.bced.gov.bc.ca/policy/policies/student\\_reporting.htm](http://www.bced.gov.bc.ca/policy/policies/student_reporting.htm)

For more information about assessment for, as, and of learning, refer to *Rethinking Assessment with Purpose in Mind*, a resource developed by the Western and Northern Canadian Protocol (WNCP).

This resource is available online at [www.wncp.ca/](http://www.wncp.ca/)

**Criterion-Referenced Assessment and Evaluation**

In criterion-referenced evaluation, a student's performance is compared to established criteria rather than to the performance of other students. Evaluation in relation to prescribed curriculum requires that criteria be established based on the learning outcomes.

<b>Assessment for Learning</b>	<b>Assessment as Learning</b>	<b>Assessment of Learning</b>
<p><b>Formative assessment is ongoing in the classroom</b></p> <ul style="list-style-type: none"> <li>• teacher assessment, student self-assessment, and/or student peer assessment</li> <li>• criterion-referenced – criteria based on Prescribed Learning Outcomes identified in the provincial curriculum, reflecting performance in relation to a specific learning task</li> <li>• involves both teacher and student in a process of continual reflection and review about progress</li> <li>• teachers adjust their plans and engage in corrective teaching in response to formative assessment</li> </ul>	<p><b>Formative assessment is ongoing in the classroom</b></p> <ul style="list-style-type: none"> <li>• self-assessment</li> <li>• provides students with information on their own achievement and prompts them to consider how they can continue to improve their learning</li> <li>• student-determined criteria based on previous learning and personal learning goals</li> <li>• students use assessment information to make adaptations to their learning process and to develop new understandings</li> </ul>	<p><b>Summative assessment occurs at end of year or at key stages</b></p> <ul style="list-style-type: none"> <li>• teacher assessment</li> <li>• may be either criterion-referenced (based on Prescribed Learning Outcomes) or norm-referenced (comparing student achievement to that of others)</li> <li>• information on student performance can be shared with parents/guardians, school and district staff, and other education professionals (e.g., for the purposes of curriculum development)</li> <li>• used to make judgments about students' performance in relation to provincial standards</li> </ul>

Criteria are the basis for evaluating student progress. They identify, in specific terms, the critical aspects of a performance or a product that indicate how well the student is meeting the Prescribed Learning Outcomes. For example, weighted criteria, rating scales, or scoring guides (reference sets) are ways that student performance can be evaluated using criteria.

Wherever possible, students should be involved in setting the assessment criteria. This helps students develop an understanding of what high-quality work or performance looks like.

#### Criterion-referenced assessment and evaluation may involve these steps:

- |                |  |
|----------------|--|
| <b>Step 1</b>  | Identify the Prescribed Learning Outcomes and Suggested Achievement Indicators (as articulated in this IRP) that will be used as the basis for assessment.   |
| <b>Step 2</b>  | Establish criteria. When appropriate, involve students in establishing criteria.   |
| <b>Step 3</b>  | Plan learning activities that will help students gain the knowledge, skills, and attitudes outlined in the criteria.   |
| <b>Step 4</b>  | Prior to the learning activity, inform students of the criteria against which their work will be evaluated.  |
| <b>Step 5</b>  | Provide examples of the desired levels of performance.   |
| <b>Step 6</b>  | Conduct the learning activities.   |
| <b>Step 7</b>  | Use appropriate assessment instruments (e.g., rating scale, checklist, scoring guide) and methods (e.g., observation, collection, self-assessment) based on the particular assignment and student. |
| <b>Step 8</b>  | Review the assessment data and evaluate each student's level of performance or quality of work in relation to criteria.  |
| <b>Step 9</b>  | Where appropriate, provide feedback and/or a letter grade to indicate how well the criteria are met.   |
| <b>Step 10</b> | Communicate the results of the assessment and evaluation to students and parents/guardians.  |



STUDENT ACHIEVEMENT

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*Child Development and Parenting*

**Key Concepts: Child Development and Parenting**

<p><b>DECISION TO PARENT</b>  <i>Planning for Parenthood</i></p> <ul style="list-style-type: none"> <li>• reasons for having or not having children</li> <li>• methods of adding children to a family, including adoption and fostering</li> <li>• family planning methods</li> <li>• parenting readiness</li> <li>• impact of parenthood</li> </ul> <p><i>Responsibilities</i></p> <ul style="list-style-type: none"> <li>• rights and responsibilities of parenthood</li> </ul>	<p><b>CHILD CARE AND DEVELOPMENT (YEARS 1 TO 12)</b>  <i>Care</i></p> <ul style="list-style-type: none"> <li>• child nutrition needs</li> <li>• child physical care needs</li> <li>• child emotional and cognitive care needs</li> <li>• common childhood ailments</li> <li>• options for childcare</li> </ul> <p><i>Development</i></p> <ul style="list-style-type: none"> <li>• child physical development</li> <li>• child social and emotional development</li> <li>• child cognitive development</li> </ul>
<p><b>PREGNANCY AND CHILDBIRTH</b>  <i>Pregnancy</i></p> <ul style="list-style-type: none"> <li>• conception methods</li> <li>• pregnancy indicators</li> <li>• factors affecting pregnancy</li> <li>• possible complications during and after pregnancy</li> </ul> <p><i>Childbirth</i></p> <ul style="list-style-type: none"> <li>• childbirth methods</li> <li>• stages of labour</li> <li>• post-delivery tests</li> <li>• new parent support network</li> </ul>	<p><b>CHILD WELLNESS AND SAFETY</b>  <i>Wellness</i></p> <ul style="list-style-type: none"> <li>• factors that make up a healthy lifestyle for children</li> <li>• parents’/caregivers’ influences on children</li> </ul> <p><i>Safety</i></p> <ul style="list-style-type: none"> <li>• components of a safe physical and personal environment for children</li> </ul>
<p><b>INFANT CARE AND DEVELOPMENT (FIRST YEAR)</b>  <i>Care</i></p> <ul style="list-style-type: none"> <li>• infant nutrition and feeding</li> <li>• infant physical care needs</li> <li>• infant emotional and cognitive needs</li> <li>• common infant ailments</li> <li>• implications of decisions related to infant care</li> <li>• options for infant care</li> </ul> <p><i>Development</i></p> <ul style="list-style-type: none"> <li>• infant physical development</li> <li>• infant social and emotional development</li> <li>• infant cognitive development</li> </ul>	<p><b>CAREER OPPORTUNITIES</b></p> <ul style="list-style-type: none"> <li>• potential occupations and careers related to child development and parenting</li> </ul>

CHILD DEVELOPMENT AND PARENTING

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p><b>DECISION TO PARENT</b></p>	
<p><i>Planning for Parenthood</i></p>	
<p>A1 explain reasons why people have or don't have children</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> brainstorm and discuss different reasons to have or not have children (e.g., survival of the species, love of children, illness, culture, genetic predisposition, career/school priorities, overpopulation)</li> <li><input type="checkbox"/> identify sound and unsound reasons for having children (e.g., to build a family, to save a relationship)</li> </ul>
<p>A2 identify various methods of adding children to a family</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> discuss ways people may have children (e.g., pregnancy, adoption, fostering, medical technology)</li> <li><input type="checkbox"/> describe and analyse different types of adoption (e.g., open, closed, local, international)</li> <li><input type="checkbox"/> analyse the pros and cons of being a foster parent</li> </ul>
<p>A3 identify methods of family planning</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> discuss ways people may prevent or delay having children (e.g., abstinence, methods of contraception)</li> </ul>
<p>A4 demonstrate an understanding of personal qualities and circumstances that indicate readiness for parenting</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> summarize the physical, emotional, and financial characteristics needed to raise a child (e.g., certain level of maturity, financial stability, supportive partner or support network)</li> </ul>
<p>A5 analyse the impact of parenthood on personal and family life</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe with examples how parenthood changes the life of the parents and the family (e.g., the rewards and challenges for parents, grandparents, and siblings)</li> <li><input type="checkbox"/> explain how parenting responsibilities change as the child ages</li> </ul>
<p><i>Responsibilities</i></p>	
<p>A6 analyse the rights and responsibilities of being a parent, including</p> <ul style="list-style-type: none"> <li>- moral/ethical</li> <li>- financial</li> <li>- rights of the child</li> <li>- legal</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify parental responsibilities for providing children's basic needs (e.g., food, shelter, clothing, education)</li> <li><input type="checkbox"/> describe potential impact of parental behaviours on the health and well-being of children (e.g., family time, addictions)</li> <li><input type="checkbox"/> explain how BC policy and legislation provide for the health and safety of children (e.g., education policy, child custody and support)</li> <li><input type="checkbox"/> research provincial, federal, and international policies and guidelines relating to providing for a child</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<b>PREGNANCY AND CHILDBIRTH</b>	
<i>Pregnancy</i>	
A7 describe various methods of conception	<input type="checkbox"/> identify and explain methods of conception and discuss reasons for choosing an alternative method (e.g., in vitro fertilization, artificial insemination, surrogacy)
A8 identify signs of pregnancy	<input type="checkbox"/> describe early signs of pregnancy (e.g., missed period, nausea)
A9 demonstrate an understanding of prenatal development during each stage of pregnancy	<input type="checkbox"/> describe the changes in the fetus and the mother during each trimester
A10 analyse factors that affect pregnancy, including <ul style="list-style-type: none"> <li>– medical care</li> <li>– healthy lifestyle</li> <li>– <b>teratogens</b></li> </ul>	<input type="checkbox"/> describe techniques for early diagnosis of potential problems (e.g., ultrasounds, amniocentesis, blood tests, genetic counselling) <input type="checkbox"/> discuss how regular medical care and support (e.g., doctor, public health nurse, midwife, <b>doula</b> ) and a healthy lifestyle (e.g., exercise, nutrition, adequate sleep) affect pregnancy <input type="checkbox"/> research factors that affect the unborn baby, especially at critical periods of development (e.g., drugs, alcohol, smoking, medicines, environment, STIs, medical conditions, accidents)
A11 identify and describe possible complications during and after pregnancy	<input type="checkbox"/> research and discuss various complications of pregnancy (e.g., miscarriage, stillbirth, premature birth, toxemia, gestational diabetes, multiple births, birth defects, postpartum depression/ baby blues) and their impact
<i>Childbirth</i>	
A12 describe various methods of childbirth	<input type="checkbox"/> compare various methods of childbirth (e.g., Lamaze, home/hospital birth, water birth, natural birth, Caesarean) and discuss the pros and cons of each method
A13 identify and describe the stages of labour	<input type="checkbox"/> describe the first, second, and third stages of labour
A14 identify and describe post-delivery tests	<input type="checkbox"/> research tests performed on the mother and baby immediately after birth (e.g., Apgar score, PKU test, reflexes, blood pressure of mother)
A15 demonstrate an understanding of the importance of a support network for a new parent	<input type="checkbox"/> discuss the prenatal and perinatal roles of individuals in a support network (e.g., partner, friend, family, labour coach, public health nurse)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><b>INFANT CARE AND DEVELOPMENT (FIRST YEAR)</b></p>	
<p><i>Care</i></p>	
<p>A16 identify the nutritional needs of an infant during the first year of life and analyse feeding options</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe the nutritional needs of an infant (e.g., calories, fat, Vitamin D, frequency of feeding, allergies)</li> <li><input type="checkbox"/> compare various approaches to infant feeding (e.g., breast, bottle, introduction to solids, homemade foods, commercial foods) and the pros and cons of each (e.g., attitudes, convenience, nutrition, health of infant/mother, cost)</li> </ul>
<p>A17 demonstrate a knowledge of the physical care needs of an infant</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate the skills involved in caring for an infant (e.g., holding, carrying, bathing, diapering, dressing, positioning the baby for sleep to prevent SIDS, hygiene, dental care)</li> </ul>
<p>A18 identify the emotional and cognitive care needs of an infant</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe infant emotional care needs (e.g., love, comforting, nurturing, protection from harm)</li> <li><input type="checkbox"/> describe infant cognitive care needs (e.g., visual, auditory, sensory stimulation)</li> </ul>
<p>A19 demonstrate a knowledge of common infant ailments</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> research common infant ailments and their remedies (e.g., diaper rash, cradle cap, colic, jaundice, thrush, colds, ear infections, allergies, teething)</li> </ul>
<p>A20 analyse the implications of decisions related to the care of an infant</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> compare the pros and cons of approaches to caring for an infant (e.g., immunization, circumcision, use of soothers, beverage options, bed/sleeping options, environmental/financial issues such as diaper choice, global issues such as use of formula)</li> </ul>
<p>A21 analyse the various options available for infant care</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> assess the pros and cons of various infant care options (e.g., family members, family daycare, worksite daycare, public or private daycare, licensed/non-licensed daycare, nanny, babysitter)</li> </ul>
<p><i>Development</i></p>	
<p>A22 describe the physical development that takes place over the first year of life</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> research and discuss the physical growth (e.g., weight, height, proportion) and development (e.g., sight, hearing, smell, taste, speech, teeth, motor skills) of an infant</li> </ul>
<p>A23 describe the social and emotional development that takes place over the first year of life</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify and discuss the social and emotional development of an infant (e.g., bonding, attention, attachment, trust, recognition of parents, temperament, moods, disorders)</li> </ul>
<p>A24 describe the cognitive development that takes place over the first year of life</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> research and discuss the cognitive development of an infant (e.g., brain development, language, object permanence, colour, logical, sequential, spatial, musical)</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><b>CHILD CARE AND DEVELOPMENT (YEARS 1 TO 12)</b> <i>Care</i></p>	
<p>A25 identify the nutrition needs of children from ages 1 to 12</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe the nutrition needs of children (e.g., calories, vitamins, calcium, fat, allergies)</li> <li><input type="checkbox"/> use <i>Eating Well with Canada's Food Guide</i> or <i>Eating Well with Canada's Food Guide - First Nations, Inuit, and Métis</i> to develop menu plans and snacks for children</li> </ul>
<p>A26 describe the physical care needs of children from ages 1 to 12</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify physical care needs of children (e.g., food, sleep, exercise, clothing, security, medical care)</li> <li><input type="checkbox"/> discuss how to help children develop good practices (e.g., healthy eating, physical activity, play, hygiene skills such as toileting, self-care)</li> </ul>
<p>A27 describe the emotional and cognitive care needs of children from ages 1 to 12</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify the emotional care needs of children (e.g., love, support, prevention from emotional abuse and neglect)</li> <li><input type="checkbox"/> identify the cognitive care needs of children (e.g., access to books, preschool, playschool, library, music, art, drama)</li> </ul>
<p>A28 demonstrate a knowledge of common childhood ailments, and their prevention and/or treatment</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> research common childhood ailments (e.g., cold, fever, flu, nose bleed, chicken pox, whooping cough, lice, strep throat, ear infection)</li> <li><input type="checkbox"/> research prevention and treatment option of common childhood ailments (e.g., immunization, washing hands and surfaces, proper nutrition, staying home when sick, appropriate medicines, medical attention)</li> </ul>
<p>A29 analyse the various options available for child care (years 1 to 12)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> assess the pros and cons of various child care options (e.g., preschool, public school vs. private school vs. home schooling, after school care, babysitter, nanny, family member, family daycare)</li> </ul>
<p><i>Development</i></p>	
<p>A30 describe the physical development that takes place from ages 1 to 12</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> research and discuss the physical growth (e.g., weight, height, proportion, puberty) and development (e.g., motor skills, teeth, speech, hormonal changes) of children</li> </ul>
<p>A31 describe the social and emotional development that takes place from ages 1 to 12</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> research and discuss the social and emotional development of children (e.g., family relationships, friendships, self-esteem, self-worth, sense of belonging, independence, social skills, personality, emotions)</li> </ul>
<p>A32 describe the cognitive development that takes place from ages 1 to 12</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> research and discuss the cognitive development of children (e.g., brain development, language skills, learning concepts, Piaget's stages)</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><b>CHILD WELLNESS AND SAFETY</b></p> <p><i>Wellness</i></p> <p>A33 analyse the components of a healthy lifestyle for children</p> <hr/> <p>A34 demonstrate an awareness of the influence of parents/ caregivers on children</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify and describe the factors that make up a healthy lifestyle for children (e.g., healthy eating balanced with physical exercise, play, adequate sleep, hygiene, leisure activities, handling stress, secure and supportive environment)</li> <li><input type="checkbox"/> describe how role modelling can influence children (e.g., elders, family members, peers, teachers, heroes)</li> <li><input type="checkbox"/> identify negative influences to which children may be exposed (e.g., smoking, drinking, sex, drugs, steroids)</li> <li><input type="checkbox"/> discuss ways to help children develop the skills to recognize and avoid unhealthy and/or unsafe choices</li> </ul> <hr/> <ul style="list-style-type: none"> <li><input type="checkbox"/> compare and contrast a variety of parenting styles (e.g., democratic, authoritarian, permissive)</li> <li><input type="checkbox"/> describe the consequences of inadequate or inappropriate caregiving (e.g., neglect, abuse)</li> <li><input type="checkbox"/> describe the difference between discipline and punishment</li> </ul>
<p><i>Safety</i></p> <p>A35 assess components of a safe physical and personal environment for children</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify and describe ways to create a safe physical environment for infants and children (e.g., cribs, car seats, playpens, age-appropriate toys, food, swimming pools/tubs, poisons, chemicals, electricity, stoves, stairs, plants, pets, matches, medicines, fire retardant fabrics)</li> <li><input type="checkbox"/> identify and describe ways to create a safe personal environment for infants and children (e.g., knowing where your children are and what they are doing; teaching children about appropriate authority figures, Internet safety, how to handle emergencies)</li> </ul>
<p><b>CAREER OPPORTUNITIES</b></p> <p>A36 identify and describe occupations and careers related to child development and caregiving</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> research and discuss the training required and working conditions of various occupations and career opportunities related to children, including caregiving and safety of children (e.g., education assistant, pediatrician, social worker, teacher, child psychologist, lifeguard, nanny, babysitter, midwife, early childhood educator, inventor)</li> </ul>





## STUDENT ACHIEVEMENT

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*Adolescence*

**Key Concepts: Adolescence****TRANSITION TO ADOLESCENCE**

- definitions of adolescence
- perceptions about adolescents
- opinions about adolescents as reflected in the media and in role models
- roles, rights, and responsibilities of adolescents

**ADOLESCENT DEVELOPMENT**

- adolescent growth and development theories
- adolescent physical development
- adolescent nutritional needs
- adolescent social and emotional changes
- adolescent cognitive development

**ADOLESCENT IDENTITY**

- components of self-concept
- influences on individual's self-concept
- strategies to enhance self-concept
- influence of values on decisions and goals
- components of decision making to set and attain goals

**EFFECTIVE COMMUNICATION IN ADOLESCENCE**

- verbal and nonverbal communication
- uniqueness of adolescent communication
- interpretation of messages
- role of audience
- contributions of effective communication to positive interactions

**ISSUES AND CHALLENGES OF ADOLESCENCE**

- adolescent changing relationships
- economic, social, emotional, and global issues and challenges for adolescents
- effective coping strategies
- recognition of potentially unsafe situations and how to stay safe
- adolescent contributions to society

**CAREER OPPORTUNITIES**

- potential occupations and careers related to adolescence

ADOLESCENCE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p><b>TRANSITION TO ADOLESCENCE</b></p>	
<p>B1 demonstrate an understanding of ways adolescence may be defined</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify the various terms for <i>adolescent</i></li> <li><input type="checkbox"/> discuss the criteria used to define the term <i>adolescent</i> (e.g., age, sexual development, physical growth, cognitive maturity, legal)</li> <li><input type="checkbox"/> discuss how the concept of adolescence originated (e.g., law, education, economy, changing mores and values)</li> <li><input type="checkbox"/> research traditions and ceremonies conducted during adolescence (e.g., bar/bat mitzvah, confirmation, graduation/prom, sweet sixteen party, naming ceremony, rites of passage, <i>quinceañera</i>)</li> </ul>
<p>B2 examine positive and negative attitudes toward adolescents, including cultural and social stereotyping</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> discuss ways adolescents may be perceived</li> <li><input type="checkbox"/> examine how different cultures regard adolescents</li> <li><input type="checkbox"/> suggest strategies for improving attitudes toward and communication with people of different generations</li> </ul>
<p>B3 analyse how media and role models can influence opinions about adolescents</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> discuss common beliefs and myths about adolescents as reflected in the media and in role models (e.g., appearance, accomplishments, wisdom, mental and physical abilities, stereotypes, societal expectations)</li> </ul>
<p>B4 demonstrate an understanding of the roles, rights, and responsibilities of adolescents</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> compare the different roles, rights, and responsibilities of adolescents, as compared to children or adults (e.g., legal - justice system, education, age of consent, employment; finances - buying power, allowance, credit; expectations - parental, societal, and cultural)</li> </ul>
<p><b>ADOLESCENT DEVELOPMENT</b></p>	
<p>B5 compare various theories of adolescent growth and development</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> research and discuss theories of adolescent growth and development (e.g., Rogers, Piaget, Erikson, Adler, Kohlberg, Freud)</li> </ul>
<p>B6 describe the physical development that takes place throughout adolescence</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> research and discuss the physical growth and development that takes place throughout adolescence (e.g., weight, height, muscle mass, puberty)</li> <li><input type="checkbox"/> analyse influences that have an impact on growth and development during adolescence (e.g., nutrition, exercise, sleep, cigarettes, drugs, alcohol, risk-taking behaviours)</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
B7 analyse the nutritional needs of adolescents	<ul style="list-style-type: none"> <li><input type="checkbox"/> examine the nutritional needs of adolescents (e.g., calories, vitamins, calcium, iron, fat, allergies)</li> <li><input type="checkbox"/> research and discuss healthy and unhealthy eating practices (e.g., hydration, balanced diet, skipping meals, disordered eating), and their implications (e.g., mental alertness, physical development, healthy body weight, bone density, anemia)</li> <li><input type="checkbox"/> use <i>Eating Well with Canada's Food Guide</i> or <i>Eating Well with Canada's Food Guide - First Nations, Inuit, and Métis</i> to develop menu plans and snacks for adolescents</li> </ul>
B8 describe the social and emotional changes that take place throughout adolescence	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify and discuss the social and emotional changes that take place during adolescence (e.g., independence, family relationships, friendships, dating, social skills, peer pressure, expectations, sense of belonging, work, stress, depression, loneliness, loss of a loved one or friend)</li> </ul>
B9 describe the cognitive changes that take place throughout adolescence	<ul style="list-style-type: none"> <li><input type="checkbox"/> research and discuss the cognitive changes that take place during adolescence (e.g., brain maturation, speed of processing, concentration, thinking skills, multi-tasking, moral reasoning, sleep requirements)</li> </ul>
<b>ADOLESCENT IDENTITY</b>	
B10 identify components of the term <i>self-concept</i>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe components that make up <i>self-concept</i> (e.g., intellectual, physical, emotional, social, gender)</li> </ul>
B11 analyse influences on an individual's self-concept	<ul style="list-style-type: none"> <li><input type="checkbox"/> discuss factors that influence self-perception (e.g., appearance, gender, friends, peers, parents, family, elders, authority figures, community, religion, culture, media, health, academic success, talents, workplace, status)</li> </ul>
B12 propose and evaluate strategies to enhance a positive self-concept	<ul style="list-style-type: none"> <li><input type="checkbox"/> generate strategies that can be used to help develop a positive self-concept (e.g., seek positive experiences and role models, develop positive attitudes, learn from past experiences, take assertiveness training, improve communication skills, help others, practise a healthy lifestyle, seek counselling and community resources, set goals)</li> <li><input type="checkbox"/> reflect on and assess which strategies could be used for specific situations</li> </ul>
B13 demonstrate an understanding of how values influence decisions and goals	<ul style="list-style-type: none"> <li><input type="checkbox"/> discuss the concept of <i>values</i></li> <li><input type="checkbox"/> explain how personal values influence decisions and goals (e.g., education choices, risk-taking behaviours, sexual activity)</li> </ul>
B14 describe how decision-making models can be used to make important decisions and to set and attain goals	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify the components of decision making (e.g., identify the decision required, explore and evaluate options, make decision, re-evaluate and modify if necessary)</li> <li><input type="checkbox"/> use a decision-making model to develop a plan to make an important decision or to set and attain goals</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><b>EFFECTIVE COMMUNICATION IN ADOLESCENCE</b></p>	
<p>B15 describe different ways people communicate, including verbal and nonverbal communication</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify a variety of verbal communication forms (e.g., speaking - face to face, telephone; writing - letters, electronic such as e-mail and text messaging)</li> <li><input type="checkbox"/> identify a variety of non-verbal communication forms (e.g., facial expression, gesture, body movement, eye contact, personal space, posture)</li> </ul>
<p>B16 describe the unique features of adolescent communication</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> discuss the nature of adolescent communication (e.g., use of technology, time spent communicating, language use, linguistic code, social interaction, body language, fashion, status)</li> <li><input type="checkbox"/> discuss the impact that technology has made on adolescent communication (e.g., 24-hour access, global, immediacy, rapidly evolving products)</li> <li><input type="checkbox"/> make predictions about what adolescent communication will be like in the future</li> </ul>
<p>B17 analyse factors that influence the way a message may be interpreted</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> discuss how what is said/written is not always what is heard/read (e.g., who is speaking/ writing and listening/reading, mood, message, environment, body language, facial expression, timing, speed of response, regional and cultural differences, font, emoticons)</li> </ul>
<p>B18 demonstrate an understanding of the role of audience</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> discuss the considerations for effective communication with various audiences and circumstances (e.g., formal vs. informal language, presentation of self, communication mode)</li> <li><input type="checkbox"/> discuss the role and responsibilities of the audience in effective communication (e.g., active listening, respect, appropriate feedback, empathy)</li> </ul>
<p>B19 analyse how effective communication contributes to positive interactions</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> discuss why communication is important (e.g., conveys feelings and information, promotes understanding and sense of belonging, clarifies wants and needs)</li> <li><input type="checkbox"/> demonstrate the use of effective communication skills in a variety of situations (e.g., discussion, request, love, encouragement, complaint, conflict, teamwork, abusive situation, harassment/ bullying, discriminatory situation)</li> </ul>
<p><b>ISSUES AND CHALLENGES OF ADOLESCENCE</b></p>	
<p>B20 describe changing relationships in adolescence</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> discuss how roles and relationships change throughout adolescence (e.g., peers, friends, parents, other family members, boyfriends/girlfriends, teachers, elders, authority figures)</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>B21 analyse economic, social, and emotional issues and challenges that may affect adolescents</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> research and discuss the implications of a variety of economic issues and challenges facing adolescents (e.g., finances, choosing a career, employment challenges, consumerism, poverty)</li> <li><input type="checkbox"/> research and discuss the implications of a variety of social and emotional issues and challenges facing adolescents (e.g., family expectations, stress, increasing independence, growing responsibilities, relationships, relocation, peer pressure, peer acceptance, competition, abuse, environmental issues, family break-up, racism, bullying/harassment, stereotyping, violence, isolation, suicide, depression, drugs, alcohol, smoking, steroids/supplements, pregnancy, gangs, prostitution, medical issues)</li> </ul>
<p>B22 propose and evaluate strategies to effectively cope with adolescent issues and challenges</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> generate strategies that can be used to help adolescents meet particular issues and challenges (e.g., develop coping skills; improve communication and conflict-resolution skills; develop assertiveness, stress management, anger-management, and/or self-defence skills; research sources of information and support groups; seek appropriate physical/mental health support)</li> <li><input type="checkbox"/> devise and evaluate action plans for particular adolescent issues and challenges</li> </ul>
<p>B23 demonstrate an understanding of how to stay safe in a variety of situations</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> recognize potentially unsafe situations (e.g., dates, chat rooms, parties, risky behaviours, isolated locations, working late alone, abusive relationships)</li> <li><input type="checkbox"/> discuss appropriate ways to handle unsafe situations (e.g., avoidance, awareness, assertiveness, protecting personal property/information, contacting appropriate authority, getting help, buddy system)</li> <li><input type="checkbox"/> research resources available to assist adolescents in unsafe situations (e.g., safe walk program, crisis/help line, 9-1-1, emergency response, prevention programs, counselling, safety devices such as cell phones, whistles, and life jackets, medical alert bracelets, family services)</li> </ul>
<p>B24 analyse a variety of global issues that may affect adolescents</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> research and discuss the implications of a variety of global issues facing adolescents (e.g., environment, child labour, war and global conflict, immigration, cultural conflict)</li> </ul>
<p>B25 describe ways adolescents can contribute to society</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> discuss ways adolescents can individually and collectively make positive contributions locally and globally (e.g., volunteer, fundraise, perform random acts of kindness, encourage acceptance of diversity, promote environmentally sound practices, lobby and write letters to appropriate levels of government, vote, boycott products, become informed citizens)</li> </ul>
<p><b>CAREER OPPORTUNITIES</b></p> <p>B26 identify and describe occupations and careers related to adolescence</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> research and discuss the training required and working conditions of various career opportunities related to adolescence (e.g., teacher, coach, youth support worker, counsellor, medical specialist, law enforcer, social worker, advertiser, advice columnist, trend spotter, talent/sport scout)</li> </ul>



STUDENT ACHIEVEMENT

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*Adulthood*

**Key Concepts: Adulthood**

**TRANSITION TO ADULTHOOD**

- definitions of adulthood
- roles and responsibilities of adulthood
- opinions about adulthood and aging as reflected in the media and in role models
- ways people may be treated depending on their age

**STAGES OF ADULTHOOD**

- stages of adulthood (early, middle, late)
- physical changes that take place throughout adulthood
- social and emotional changes throughout adulthood
- cognitive changes throughout adulthood

**LIFESTYLE AND LIFE CHANGES**

- components of a healthy lifestyle for adults
- changing nutrition needs throughout adulthood
- medical conditions prevalent in adulthood
- changes in needs and wants over time
- effect of personal attitudes and values on lifestyle

**ISSUES AND CHALLENGES OF ADULTHOOD**

- economic, social, emotional, and global issues and challenges facing adults at different stages of life
- practices of death, dying, and grieving in various cultures

**CAREER OPPORTUNITIES**

- potential occupations and careers related to adulthood

ADULTHOOD

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p><b>TRANSITION TO ADULTHOOD</b></p>	
<p>C1 demonstrate an understanding of ways adulthood may be defined</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> discuss a variety of definitions of the term <i>adult</i></li> <li><input type="checkbox"/> research how the concept of adulthood has evolved as society has changed (e.g., law, education, economy, changing mores and values)</li> </ul>
<p>C2 demonstrate an understanding of the roles and responsibilities of adulthood</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> compare the different roles and responsibilities of adults as compared to youth (e.g., legal, financial, societal and cultural expectations)</li> </ul>
<p>C3 analyse how media and role models can influence opinions about adulthood and aging</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> research common beliefs and myths about adulthood and aging as reflected in the media and in role models (e.g., appearance, accomplishments, wisdom, mental and physical abilities, stereotypes, societal expectations, agism)</li> </ul>
<p>C4 demonstrate an understanding of how people may be treated depending on their age</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> examine attitudes regarding the role age plays in the treatment received at different stages of life (e.g., young adults, seniors)</li> <li><input type="checkbox"/> examine how different cultures regard adulthood and aging</li> <li><input type="checkbox"/> suggest strategies for improving attitudes toward and communication with people of different generations</li> </ul>
<p><b>STAGES OF ADULTHOOD</b></p>	
<p>C5 describe the stages of adulthood</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> discuss the stages of adulthood (e.g., early, middle, late)</li> </ul>
<p>C6 describe the physical changes that take place throughout adulthood</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> research and discuss the physical changes that take place during the stages of adulthood (e.g., brain development, metabolism, muscle tone, skin elasticity, bone density, dental changes, weight control, sensory changes, hair, reproductive/sexual/hormonal changes, susceptibility to ailments and diseases, reflexes)</li> </ul>
<p>C7 describe the social and emotional changes that take place throughout adulthood</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> research and discuss the social and emotional changes that take place throughout adulthood (e.g., independence, family relationships, friendships, committed relationships, social skills, life experience, sense of belonging, work, personal fulfillment, isolation, depression, loneliness, mid-life crisis, empty nest syndrome, retirement, loss of a loved one or friend)</li> </ul>
<p>C8 describe the cognitive changes that take place throughout adulthood</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> research and discuss the cognitive changes that take place throughout adulthood (e.g., brain maturation and speed of processing, concentration, memory loss)</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><b>LIFESTYLE AND LIFE CHANGES</b></p> <p>C9 analyse the components of a healthy lifestyle for adults</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe components that make up a healthy lifestyle for adults (e.g., healthy eating balanced with physical exercise, adequate sleep, hygiene, leisure activities, ability to handle stress, secure and supportive environment)</li> <li><input type="checkbox"/> discuss factors that may affect adult well-being (e.g., exercise, leisure activities, social activities, tobacco, alcohol, STIs, drugs, steroids, gambling, risk-taking behaviours)</li> </ul>
<p>C10 identify the changing nutrition needs throughout adulthood</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> examine nutrition needs at different stages of adulthood (e.g., calories, nutrients, allergies, eating related to medical conditions such as diabetes and heart disease)</li> <li><input type="checkbox"/> use <i>Eating Well with Canada's Food Guide</i> or <i>Eating Well with Canada's Food Guide - First Nations, Inuit, and Métis</i> to develop menu plans and snacks for different stages of adulthood</li> </ul>
<p>C11 demonstrate a knowledge of medical conditions prevalent in adulthood</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> research medical conditions that are associated with adulthood (e.g., carpal tunnel syndrome, foot conditions, bursitis, cancer, heart disease, arthritis, osteoporosis, Alzheimer's/dementia, gum disease, diabetes, cataracts, glaucoma, Ménière's disease, hearing loss)</li> <li><input type="checkbox"/> identify examinations recommended for a variety of medical conditions associated with adulthood (e.g., regular medical, dental, and eye exams, blood test, blood pressure test, Pap smear, mammogram, PSA test, self-examination)</li> </ul>
<p>C12 demonstrate an awareness of how needs and wants change throughout adulthood</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify needs and wants at various stages of life (e.g., independence, family, lifestyle, financial security, social life)</li> <li><input type="checkbox"/> suggest strategies to attain and maintain needs and wants throughout life (e.g., education, financial planning, retirement planning, insurance, pension benefits, wills)</li> </ul>
<p>C13 reflect on how personal attitudes and values affect lifestyle</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify a variety of personal attitudes and values related to education, family, interpersonal relationships, spirituality, leisure, interests, money, work, relationship to environment, health, culture</li> <li><input type="checkbox"/> research how personal attitudes and values may change at different stages of life</li> <li><input type="checkbox"/> create an individual philosophy of life based on personal attitudes and values</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><b>ISSUES AND CHALLENGES OF ADULTHOOD</b></p> <p>C14 demonstrate an understanding of a variety of economic, social, and emotional issues and challenges that may affect adults at different stages of life</p> <hr/> <p>C15 identify practices related to death, dying, and grieving in various cultures</p>	<p><input type="checkbox"/> discuss the implications of a variety of issues and challenges facing adults at different stages of life (e.g., finding a job, job changes, job loss, leaving home, harassment, violence, death, retirement, relationship problems, family expectations, living longer, assisted living, elder abuse, health problems, funeral costs)</p> <hr/> <p><input type="checkbox"/> research practices related to death, dying, and grieving in various cultures (e.g., grieving process, funeral and funeral planning, ceremony/wake, viewing of the body, burial/cremation, memorial, remembrance, honouring ancestors, customs, organ donation, reading of the will, obituary, hospice, customs related to widow/widower)</p>
<p><b>CAREER OPPORTUNITIES</b></p> <p>C16 identify and describe occupations and careers related to adulthood</p>	<p><input type="checkbox"/> research and discuss the training required and working conditions of various career opportunities related to adulthood (e.g., beautician, fitness instructor, dietitian, physiotherapist, career counsellor, investment planner, medical specialist/researcher, gerontologist, funeral director, notary public)</p>





STUDENT ACHIEVEMENT

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*Families in Society*

**Key Concepts: Families in Society**

**FAMILIES IN THE CHANGING WORLD**

- societal change and the evolving definition of the family
- functions of the family
- various family structures
- current family trends in Canada
- family customs and traditions in various cultures

**LIVING IN A FAMILY**

- roles and responsibilities of family members
- factors that influence family dynamics
- relationship of personal and family values to the distribution and utilization of resources

**FACING FAMILY CHALLENGES**

- economic, social, and emotional, and global issues facing families
- action strategies for family issues and challenges
- special caregiving issues and challenges

**CAREER OPPORTUNITIES**

- potential occupations and careers related to families

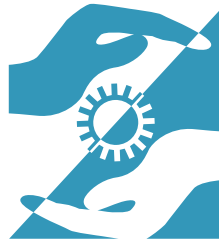
FAMILIES IN SOCIETY

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p><b>FAMILIES IN A CHANGING WORLD</b></p>	
<p>D1 analyse the relationship between societal change and the changing definition of the family</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> examine a variety of definitions of the term <i>family</i> and determine the reasons for the variations</li> <li><input type="checkbox"/> demonstrate an understanding of how the definition of family has changed as society has changed (e.g., multiculturalism, changing mores/values, economy, globalization, failure to launch/boomerang, aging population)</li> </ul>
<p>D2 demonstrate an understanding of various functions of the family</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> analyse the role of families in society (e.g., reproduction, care and socialization of the young, passing on values and traditions, provision for physical and emotional needs)</li> </ul>
<p>D3 identify various family structures</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe a variety of family structures</li> </ul>
<p>D4 analyse current trends in families in Canada today</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> research data to obtain information about family trends (e.g., marital age, family size, divorce rates, family demographics)</li> <li><input type="checkbox"/> compare historic and current data to make predictions about future family trends</li> </ul>
<p>D5 compare customs and traditions of families in various cultures</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> research family customs and traditions in a variety of cultures (e.g., ceremonies, attitudes, rites of passage, size of family, expectations, discipline, parenting, divorce, role of elders, care of children/elders, division of labour)</li> </ul>
<p><b>LIVING IN A FAMILY</b></p>	
<p>D6 demonstrate an understanding of the roles and responsibilities of family members</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> discuss a variety of roles and responsibilities of family members (e.g., division of labour, sharing of resources, financial contributions, gender roles, expectations of other family members)</li> </ul>
<p>D7 identify factors that influence family dynamics</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> discuss a variety of factors that can affect how a family functions (e.g., personality of members, birth order, family structure, cultural influences, finances, medical conditions, peer pressure)</li> </ul>
<p>D8 demonstrate an awareness of how personal and family values relate to the distribution and use of resources (e.g., time, money, skills)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify personal and family values and assess how they affect the distribution and use of family resources</li> <li><input type="checkbox"/> develop strategies for managing family resources</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><b>FACING FAMILY CHALLENGES</b></p> <p>D9 demonstrate an understanding of a variety of economic, social, and emotional issues and challenges that may affect families</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> analyse the implications of a variety of issues and challenges facing families, including                             <ul style="list-style-type: none"> <li>– financial challenges (e.g., job loss, downsizing, overextended credit, home purchase)</li> <li>– changing locations (e.g., moving, job transfer)</li> <li>– family structures</li> <li>– medical conditions (e.g., chronic illnesses, infertility, addictions, mental health disorders, disordered eating, HIV/AIDS)</li> <li>– delinquency (e.g., rebellion, drug and alcohol use, runaways, gangs, street kids, prostitution)</li> <li>– media influence (e.g., interpretation of events, advertising, pop culture, role models, heroes)</li> <li>– natural disasters (e.g., flood, fire, extreme weather, earthquake)</li> <li>– death (e.g., of a family member, friend, pet)</li> <li>– prejudice, racism (e.g., culture, sexual orientation, gender, age, appearance, religion, mental and physical disabilities, social status)</li> <li>– political factors (e.g., war, terrorism, immigration laws, residential schools, <i>Indian Act</i>)</li> <li>– global issues (e.g., global warming, poverty, child labour, food supply, finite natural resources, garbage, urbanization, housing, trade issues)</li> </ul> </li> </ul>
<p>D10 propose and evaluate strategies for taking action on issues and challenges facing families</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> generate strategies that can be used to help families meet specific issues and challenges (e.g., improve communication skills, learn to budget, research sources of information and support groups, lobby appropriate levels of government, encourage acceptance of diversity, consider environmental/global impact of consumer decisions)</li> <li><input type="checkbox"/> devise and evaluate action plans for particular family issues and challenges</li> </ul>
<p>D11 analyse a variety of special caregiving issues and challenges</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> research the implications on the family of a variety of caregiving situations (e.g., special needs and gifted children, childcare/eldercare availability, sandwich generation, conflict of values)</li> <li><input type="checkbox"/> propose strategies that can be used to help families meet specific caregiving issues and challenges</li> <li><input type="checkbox"/> devise and evaluate action plans for particular caregiving issues and challenges</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><b>CAREER OPPORTUNITIES</b></p> <p>D12 identify and describe occupations and careers related to families</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> discuss how the work done in families relates to skills needed in the workplace (e.g., food preparation, child care, communication, time management, financial planning)</li> <li><input type="checkbox"/> research and discuss the training required and working conditions of various career opportunities related to families (e.g., nanny, family counsellor, psychologist, social worker, hospice worker, teacher, learning assistant, special needs worker, child care worker, immigration support worker, financial planner, family lawyer)</li> </ul>





## STUDENT ACHIEVEMENT

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### *Interpersonal and Family Relationships*

### Key Concepts: Interpersonal and Family Relationships

#### FORMING RELATIONSHIPS

- definitions of a variety of interpersonal relationships
- reasons people form relationships
- important qualities in personal relationships
- initiation of non-family relationships

#### THE COMMITTED RELATIONSHIP

- reasons people choose to be or not be in a committed relationship
- readiness for a committed relationship
- legal and financial implications of committed relationships
- marriage/commitment customs and ceremonies

#### CHANGES IN RELATIONSHIPS

- reasons committed relationships end and the emotional, financial, and social impact
- healthy ways to end a committed relationship
- legal and financial implications of ending a committed relationship

#### EFFECTIVE COMMUNICATION IN INTERPERSONAL RELATIONSHIPS

- verbal and nonverbal communication
- skills of effective communication
- message interpretation
- appropriate language use in various situations
- effective communication for positive interactions

#### WELLNESS AND SAFETY IN INTERPERSONAL RELATIONSHIPS

##### *Wellness*

- components of a healthy relationship
- components of an unhealthy relationship

##### *Safety*

- strategies to handle potentially unsafe relationship situations

#### CAREER OPPORTUNITIES

- potential occupations and careers related to interpersonal relationships

INTERPERSONAL AND FAMILY RELATIONSHIPS

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p><b>FORMING RELATIONSHIPS</b></p>	
<p>E1 identify a variety of interpersonal relationships, including social, family, romantic, workplace, and community</p>	<p><input type="checkbox"/> define a variety of interpersonal relationships (e.g., roommate, boy/girlfriend, best friend, colleague, boss, acquaintance, child/parent, sibling, volunteer, teacher/student)</p>
<p>E2 explain reasons people form relationships</p>	<p><input type="checkbox"/> identify and discuss reasons why people form relationships (e.g., common interests, physical attraction, friendship, sense of belonging, love, security, financial security, peer pressure, religion, personal gain, status, to have children)</p>
<p>E3 demonstrate an understanding of qualities important in various types of personal relationships</p>	<p><input type="checkbox"/> explain the characteristics desired in a variety of personal relationships (e.g., trust, honesty, loyalty, respect, sense of humour, physical characteristics, intelligence)</p>
<p>E4 identify ways people initiate non-family relationships</p>	<p><input type="checkbox"/> describe various ways relationships can begin (e.g., proximity, mutual interests/friends, Internet, arranged, clubs)</p>
<p><b>THE COMMITTED RELATIONSHIP</b></p>	
<p>E5 explain reasons why people may or may not be in a committed relationship</p>	<p><input type="checkbox"/> brainstorm and discuss reasons why people may be single (e.g., desire for independence; financial, career, and travel goals; circumstance)</p> <p><input type="checkbox"/> brainstorm and discuss reasons why people may be in a committed relationship (e.g., love, sex, procreation, financial reasons, religion, culture, personal gain, sense of belonging)</p>
<p>E6 demonstrate an awareness of personal qualities and circumstances that indicate readiness for a committed relationship</p>	<p><input type="checkbox"/> identify some of the characteristics of readiness for commitment (e.g., maturity, financial stability, life experiences, self-awareness, communication skills)</p> <p><input type="checkbox"/> discuss factors to consider before entering a committed relationship (e.g., handling of finances, prenuptial agreements, roles, division of labour, having children, discipline of children, values, goals, spirituality)</p> <p><input type="checkbox"/> research community resources available for people entering committed relationships (e.g., premarital counselling, family services, religious leaders, financial counsellors, therapists)</p>

Prescribed Learning Outcomes	Suggested Achievement Indicators
E7 identify the legal and financial implications of various types of committed relationships	<input type="checkbox"/> compare the different types of committed relationships and discuss the legal and financial implications of each
E8 describe various marriage/commitment customs and ceremonies	<input type="checkbox"/> research various customs and ceremonies around the world related to marriage/committed relationships (e.g., engagements, weddings, commitment ceremonies, blessing ceremonies, dowries, gifts, food, clothing, intercultural relationships, cultural taboos, legalities)
<b>CHANGES IN RELATIONSHIPS</b>	
E9 describe reasons why different types of relationships end and the emotional, financial, and social impact on those involved	<input type="checkbox"/> discuss reasons why people leave committed relationships (e.g., financial conflict, infidelity, death, abuse, addictions, incompatibility, employment changes, irreconcilable differences) <input type="checkbox"/> discuss reasons why people leave other types of relationships (e.g., friendship - conflict, moving away; workplace - transfer, promotion; volunteer - burnout, lack of time) <input type="checkbox"/> examine the impact on those involved in the ending of a committed relationship (e.g., the partners in the relationship, children, other family members, friends, employer, community)
E10 demonstrate an understanding of healthy ways people deal with the end of a committed relationship	<input type="checkbox"/> discuss a variety of positive ways to deal with the end of a relationship (e.g., acknowledgment of the breakup, communication, mediation, counselling, conflict resolution, anger management, restorative justice)
E11 analyse the legal and financial implications of ending a committed relationship	<input type="checkbox"/> research and compare the legal and financial rights and responsibilities (e.g., alimony, child support/custody/visitation, property, pension) when ending a variety of committed relationships (e.g., separation, divorce, annulment, death)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<b>EFFECTIVE COMMUNICATION IN INTERPERSONAL RELATIONSHIPS</b>	
E12 describe a variety of ways people communicate, including verbal and nonverbal communication	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify a variety of verbal communication forms (e.g., speaking - face to face, telephone; written - letters, electronic such as e-mail and text messaging)</li> <li><input type="checkbox"/> identify a variety of non-verbal communication forms (e.g., facial expression, gesture, body movement, eye contact, personal space, posture)</li> </ul>
E13 describe the skills of effective communication	<ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate the skills needed for effective communication (e.g., active listening, feedback, empathy, clarity, saying what you mean, using 'I' statements, manners, effective body language)</li> </ul>
E14 describe factors that influence the way a message may be interpreted	<ul style="list-style-type: none"> <li><input type="checkbox"/> analyse various features used to present or interpret a message (e.g., rate of delivery, tone, volume, pitch, emphasis, font, colour, punctuation, emoticons, idioms, slang, symbolism, choice of words, regional differences, body language)</li> </ul>
E15 demonstrate an awareness of appropriate language usage in various situations	<ul style="list-style-type: none"> <li><input type="checkbox"/> discuss the differences in type of language appropriate in different circumstances (e.g., formal situations, with friends, at school, at work)</li> </ul>
E16 describe how effective communication contributes to positive interactions	<ul style="list-style-type: none"> <li><input type="checkbox"/> discuss why communication is important for relationships (e.g., promotes understanding, clarifies wants and needs, conveys feelings and information)</li> <li><input type="checkbox"/> demonstrate the use of effective communication skills with a variety of people (e.g., partner-partner, parent-child, teacher-student, friend-friend, coach-student, service provider-client)</li> <li><input type="checkbox"/> demonstrate the use of effective communication skills in a variety of situations (e.g., discussion, request, love, encouragement, complaint, conflict, teamwork, abusive situation, harassment/ bullying, discriminatory situation)</li> </ul>
<b>WELLNESS AND SAFETY IN INTERPERSONAL RELATIONSHIPS</b>	
<i>Wellness</i>	
E17 describe components of a healthy relationship	<ul style="list-style-type: none"> <li><input type="checkbox"/> discuss factors that make up a healthy relationship (e.g., security, positive mental health, love, attention, connection, respect, loyalty, trust, shared values and goals)</li> </ul>
E18 describe components of an unhealthy relationship	<ul style="list-style-type: none"> <li><input type="checkbox"/> discuss factors that make up an unhealthy relationship (e.g., addictions, abuse, violence, lack of trust/respect, threats, guilt)</li> <li><input type="checkbox"/> describe implications of an unhealthy relationship on those involved or affected (e.g., emotional and physical effects, legalities, finances, stress, nervous breakdown, personal safety)</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>Safety</i></p> <p>E19 demonstrate an understanding of how to stay safe in a variety of interpersonal relationships</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> recognize potentially unsafe situations (e.g., dates, chat rooms, parties, abusive individual, authority figure, stalker, bully)</li> <li><input type="checkbox"/> describe appropriate ways to handle a variety of unsafe relationship situations (e.g., avoidance, awareness, assertiveness, protecting personal property/information, contacting appropriate authority, getting help, buddy system)</li> <li><input type="checkbox"/> research resources available to assist people in unsafe relationships (e.g., friends or family, crisis/help line, teacher/principal, elder, shelter/transition home, police, doctor/emergency hospital, lawyer, counsellor, family services)</li> </ul>
<p>E20 propose and evaluate actions that could be taken when relationships become unsafe</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> develop an action plan for victims in an unsafe situation (e.g., stalking, spousal abuse, workplace harassment, elder abuse, child abuse)</li> </ul>
<p><b>CAREER OPPORTUNITIES</b></p> <p>E21 identify and describe occupations and careers related to interpersonal relationships</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> research and describe the training required and working conditions of various career opportunities related to interpersonal relationships (e.g., matchmaker, justice of the peace, clergy, event planner, photographer, mediator, police, lawyer, financial or family counsellor, therapist, social worker)</li> </ul>



STUDENT ACHIEVEMENT

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*Housing and Living Environments*

### Key Concepts: Housing and Living Environments

#### HOUSING AND SOCIETY

- historical evolution of housing and future trends
- housing in different regions of the world
- influence of societal and cultural views and values on housing
- role of housing in meeting physical, social, and emotional needs
- change in housing needs throughout life
- influence of local, provincial, self-governed, and federal governments on housing in Canada

#### ESTABLISHING INDEPENDENT LIVING

- factors that influence housing options for young adults
- factors that may influence housing choices
- cost of independent living
- legal rights and responsibilities of renting
- considerations of renting

#### DESIGN FOR LIVING

- elements and principles of design
- furniture, architecture, and decorating terminology
- floor plan analysis
- criteria for selecting housing and interior products
- conservation of energy, water, and other resources in the home
- importance of home maintenance and safety

#### CONSUMER HOUSING OPTIONS

- comparison of housing options
- economic considerations of buying a home
- major household purchases and payment options
- housing design that addresses environmental concerns

#### CAREER OPPORTUNITIES

- potential occupations and careers related to housing and living environments

HOUSING AND LIVING ENVIRONMENTS

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p><b>HOUSING AND SOCIETY</b></p>	
<p>F1 describe how housing has evolved historically and predict future housing trends</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> research and discuss the evolution of housing (e.g., natural vs. built shelters, portable vs. permanent shelters, amount of space per person, standard of living, transition from rural to urban, building materials and technology, energy use)</li> <li><input type="checkbox"/> investigate current trends in housing (e.g., use of alternative energy sources, new types of and recycled building materials, trends in living arrangements)</li> <li><input type="checkbox"/> speculate how housing may change in the future (e.g., increasing urbanization, environmental concerns, demographics, availability of materials)</li> </ul>
<p>F2 describe how housing varies in different regions of the world</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> research and compare the effects of environmental influences on housing (e.g., climate, landscape, type and availability of land, type and availability of building materials)</li> </ul>
<p>F3 analyse how societal and cultural views and values influence housing</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> research and compare influences on housing, including                             <ul style="list-style-type: none"> <li>– living arrangements (e.g., extended, communal, individual)</li> <li>– status and economics (e.g., ownership, location, amount of land, rental, social housing, co-op housing)</li> <li>– cultural traditions and beliefs (e.g., style/architecture, historical influences, room layout and usage, lucky/unlucky numbers, feng shui, shrines, colours, home ownership, living arrangements)</li> </ul> </li> </ul>
<p>F4 describe the role housing plays in meeting physical, social, and emotional needs</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify ways housing meets physical needs (e.g., shelter from elements, sleep, food storage and preparation, safety and security)</li> <li><input type="checkbox"/> identify ways housing meets social and emotional needs (e.g., love and belonging, interaction with family and friends, privacy, identity, creativity)</li> </ul>
<p>F5 demonstrate an awareness of how housing needs change over the lifespan</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify how housing needs may change over the lifespan (e.g., moving out of family home, having children/pets, job transfer, change in economic status, medical conditions, special needs, aging, divorce, death of partner, empty nest)</li> <li><input type="checkbox"/> explore the relationship between income and expenses and how it changes over time</li> </ul>
<p>F6 identify ways in which local, provincial, self-governed, and federal governments influence housing in Canada</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> research and discuss how government is involved in various aspects of housing (e.g., legal system of buying and selling, taxes, building regulations and inspection, access regulations, mortgage rates, CMHC, homeowner grants, disability grants, subsidized housing, official community plans, emergency shelters, homelessness, First Nations reserves, by-laws and land use policies)</li> </ul>

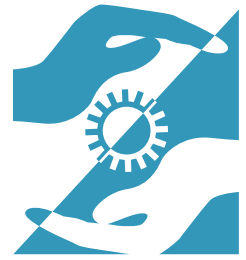
Prescribed Learning Outcomes	Suggested Achievement Indicators
<b>ESTABLISHING INDEPENDENT LIVING</b>	
F7 identify the factors that affect the choice of living and housing options for young adults	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify the advantages and disadvantages of living alone or with others (e.g., economics, safety, relationships)</li> <li><input type="checkbox"/> research the advantages and disadvantages of various housing options (e.g., rented accommodation, apartment, basement suite, university/college residence, live-work arrangement)</li> </ul>
F8 analyse the factors that may influence housing choices, including <ul style="list-style-type: none"> <li>– financial resources</li> <li>– location</li> <li>– personal priorities</li> <li>– personal values</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> research costs of various housing options (e.g., rent, security deposit, utilities, transportation/parking, amenities)</li> <li><input type="checkbox"/> identify considerations when choosing location (e.g., proximity to work, school, family, shopping, recreation/leisure; safety of neighbourhood)</li> <li><input type="checkbox"/> identify and prioritize personal housing needs and wants and investigate related costs (e.g., location, type of living arrangement, amenities)</li> <li><input type="checkbox"/> identify and prioritize personal values and investigate the personal costs (e.g., environment, privacy, safety, social issues)</li> </ul>
F9 investigate the cost of <b>independent living</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify sources of income (e.g., wages, scholarships, bursaries, RESPs, family support, student loans)</li> <li><input type="checkbox"/> create a budget plan to reflect projected income and expenses (e.g., food, transportation, health care, entertainment, holidays)</li> </ul>
F10 demonstrate an understanding of the legal rights and responsibilities of renting	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe BC legislation for tenants and landlords (e.g., residential tenancy agreement, lease, landlord/tenant advocate)</li> <li><input type="checkbox"/> interpret a rental agreement (e.g., who is responsible for what, payment terms, giving notice, security deposit, subletting, quiet hours)</li> </ul>
F11 identify factors to consider when renting	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe other aspects related to renting (e.g., seeing the property before signing an agreement, renter’s insurance, setting up utility accounts, non-payment of bills and/or rent, irresponsible roommate, apartment modifications, laundry facilities)</li> </ul>
<b>DESIGN FOR LIVING</b>	
F12 analyse and use the elements and principles of design	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify the elements of design (e.g., line, form, space, colour, texture) and how they can be used to create different effects in interior design</li> <li><input type="checkbox"/> identify the principles of design (e.g., balance, rhythm, proportion, scale, emphasis, unity) and how they can be used to create different effects in interior design</li> </ul>
F13 use basic terminology associated with furniture, architectural, and decorating styles	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify and use correct terminology when describing furniture (e.g., French Provincial, Louis XIV, Danish Modern, Colonial, Retro, Oriental)</li> <li><input type="checkbox"/> identify various forms of architecture (e.g., structural elements - columns, walls, arches; forms - cones, spheres, slabs; historical periods - Middle Ages, Roman Empire, Post-Modern)</li> <li><input type="checkbox"/> identify and use correct terminology when describing decorating styles (e.g., eclectic, country, contemporary, minimalist, rustic)</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>F14 analyse and interpret floor plans for personal preference, efficiency, and safety</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> interpret blueprint symbols when reading floorplans</li> <li><input type="checkbox"/> identify and use correct terminology when describing housing interiors (e.g., bay window, casement, French door, sliding door, pocket door, vaulted ceiling, crown molding)</li> <li><input type="checkbox"/> demonstrate an understanding of scale when comparing floorplans to actual size</li> <li><input type="checkbox"/> evaluate floorplans to understand their relationship to making interior design decisions (e.g., positioning of rooms, appliances, furnishings; traffic patterns, storage; electrical outlets, fire and emergency precautions)</li> <li><input type="checkbox"/> create a floor plan for a specific space (e.g., bedroom, studio, apartment, house)</li> </ul>
<p>F15 apply criteria for selecting housing and interior products</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> generate criteria for selecting household products (e.g., social justice issues, situation, product reputation, durability, function, practicality, safety, cost, appearance, energy efficiency, sustainability, off-gassing)</li> <li><input type="checkbox"/> justify choice of household products based on criteria, including                         <ul style="list-style-type: none"> <li>– flooring choices (e.g., carpet, tile, hardwood flooring, recycled vs. non-recycled)</li> <li>– fabric choices (e.g., natural, manufactured)</li> <li>– window treatments (e.g., blinds, curtains)</li> <li>– lighting (e.g., incandescent vs. fluorescent vs. halogen vs. LED)</li> <li>– furniture (e.g., multipurpose furniture, refinished)</li> <li>– appliances (e.g., front-loading washer, wall oven, gas stove)</li> <li>– wall coverings (e.g., paint, wallpaper, fabric)</li> </ul> </li> </ul>
<p>F16 describe ways in which consumers can conserve energy, water, and other resources in the home</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> research and discuss a variety of ways to minimize environmental impact in the home                         <ul style="list-style-type: none"> <li>– alternative sources of energy (e.g., geothermal, wind, solar)</li> <li>– water conservation (e.g., low flow toilets and shower heads, <b>xeriscaping</b>, <b>grey water</b>)</li> <li>– building materials (e.g., recycled, reclaimed, recyclable materials, <b>retro-fitting</b>)</li> <li>– energy saving appliances (e.g., EnerGuide rating, front-load washing machine)</li> <li>– garbage disposal (e.g., recycling, composting)</li> </ul> </li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>F17 demonstrate an understanding of the importance of home maintenance and safety</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe preventative maintenance related to the home (e.g., repainting, chimney and dryer vent cleaning, checking smoke and/or carbon monoxide detector, furnace maintenance, house cleaning)</li> <li><input type="checkbox"/> identify hazards and research safety precautions related to the home (e.g., home security, childproofing, storage of poisons and other hazardous products, anti-slip surfaces in tubs and on decks, special needs considerations, snow and ice removal from stairs and sidewalks, fire extinguishers)</li> <li><input type="checkbox"/> determine the type of home repair that could be done by the home owner (e.g., changing a tap washer) and those that require a professional (e.g., replacing electrical wiring)</li> <li><input type="checkbox"/> determine maintenance actions that can save energy and/or conserve water (e.g., tap washer, weather stripping, hot water tank blanket)</li> </ul>
<b>CONSUMER HOUSING OPTIONS</b>	
<p>F18 compare a variety of housing options, taking into consideration floor space, location, privacy, ownership, rules and regulations, mobility, and security</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> research the differences between various housing options (e.g., house, apartment, suite, condominium, townhouse, mobile home, co-op, boat, assisted living residence)</li> <li><input type="checkbox"/> propose and justify suitable housing choices for a specific individual, family, or circumstance</li> </ul>
<p>F19 demonstrate an understanding of the economic considerations of buying a home</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify reasons for purchasing a home (e.g., economic decisions, family decision, personal values, safety, security)</li> <li><input type="checkbox"/> identify the economic considerations involved in purchasing a home (e.g., downpayment, mortgage, strata fee, insurance, maintenance, property tax, utility payments, commission, equity, capital gains, resale value, house inspection fee, <b>closing costs</b>)</li> <li><input type="checkbox"/> propose and justify purchase or rental options for a specific individual, family, or circumstance</li> </ul>
<p>F20 analyse considerations for purchasing and paying for major household items</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify types of major household purchases (e.g., appliances, furniture, window treatments, floor coverings, entertainment system/electronics)</li> <li><input type="checkbox"/> identify ways to investigate product choice (e.g., consumer magazines, online, comparison shopping, word of mouth, brand names)</li> <li><input type="checkbox"/> identify types of payment options (e.g., cash, credit, layaway plan, rent to own, different types of loans, deferred payment, bonus rewards)</li> <li><input type="checkbox"/> evaluate different types of payment options (e.g., interest rates, payment terms, debt ratio, legal implications, penalties)</li> <li><input type="checkbox"/> determine criteria for making appropriate major household purchases for a specific situation (e.g., need, want, product features, quality, environmental impact, budget, payment options, warranties)</li> </ul>
<p>F21 identify and research housing design that addresses environmental concerns</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify and describe types of environmentally friendly homes (e.g., R2000 homes, healthy homes, enviro homes, LEED building, rammed earth homes, “off-the-grid” homes, “green” buildings)</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><b>CAREER OPPORTUNITIES</b></p> <p>F22 identify and describe occupations and careers related to homes and the environment</p>	<p><input type="checkbox"/> research and describe the training required and working conditions of various career opportunities related to homes and the environment (e.g., interior decorator/designer, architect, <b>home stager</b>, professional organizer, realtor, mortgage broker, credit counsellor, property manager, drapery installer, domestic house cleaner, renovator, energy conservation technician, furniture builder/restorer, landscape architect, gardener)</p>





## GLOSSARY

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*Family Studies 10 to 12*



This glossary defines bolded terms as used in the Prescribed Learning Outcomes and Student Achievement sections of the Family Studies 10 to 12 Integrated Resource Package. The glossary is provided for clarity only, and is not intended to be an exhaustive list of terminology related to the topics in this curriculum.

**closing costs**

The point when a property is conveyed from a seller to a buyer through a real estate contract is called the “closing.” Typical costs associated with the closing are lawyer fees, title search costs, survey fees, broker commissions, mortgage application fees, appraisal fees, and pro-rata interest.

**doula**

A doula is a professional caregiver who supports the woman and her partner during labour and facilitates communication with caregivers. A doula understands labour and helps the woman access information in order to make decisions regarding her birth experience. A doula also provides emotional support and attends to physical needs.

**grey water**

Grey water is washwater that does not include toilet waste (black water) or food waste from garbage grinders. Greywater contains less nitrogen and pathogens than black water and decomposes more quickly leading to less water pollution. Home systems can be used to recycle greywater for use in watering landscapes, etc.

**home stager**

Home stagers prepare homes for sale. They focus on improving the property to attract potential buyers and raise the property value by reducing the home’s flaws, decluttering, cleaning, and improving landscaping. For vacant homes, home stagers rent furniture and decorate to appeal to potential buyers.

**independent living**

Independent living in the context of Family Studies refers to young people setting up their own residence independent of their family. The term is also often used to describe a middle option between home care and residential care for seniors and people with disabilities, who wish to live independently but may need some assistance.

**retrofitting**

Retrofitting refers to the addition of new technology or features to older systems. An older home may be retrofitted with new technology to lessen the environmental impact of the home, for example to conserve energy and water.

**teratogens**

Teratogens are agents such as alcohol, cigarettes, medications, social drugs, infectious diseases, and other causes such as diabetes, that cause fetal defects and injury during pregnancy, especially during the first half of pregnancy.

**xeriscaping**

Xeriscaping refers to landscaping with drought-resistant plants in order to save water and minimize maintenance and the use of fertilizer. Xeriscaping is relatively disease and pest free.

