

## Course Outline

School Name:	KEEWAYTINOOK INTERNET HIGH SCHOOL
Department Name:	Social Sciences and Humanities
Ministry of Education Course Title:	Raising Healthy Children
Grade Level:	11
Ministry Course Code:	HPC3O

Teacher's Name: Cathy Rodger

Developed by: Angela Batsford-Mermans      Date: September 2017

Revision Date: May 2015

Developed from: The Ontario Curriculum, Grades 9 to 12, Social Sciences and Humanities, 2013

Text:

Prerequisite: none

Credits: One

Length: 110 hours

Principal's Name: Kevin Dempsey

Principal's Approval (signature)



Approval Date: September 11, 2017

## ***Course Description/Rationale***

This course focuses on the skills and knowledge needed to promote the positive and healthy nurturing of children, with particular emphasis on the critical importance of the early years to human development. Students will learn how to meet the developmental needs of young children, communicate and discipline effectively, and guide early behaviour. They will have practical experiences with infants, toddlers, and preschoolers, and will learn skills in researching and investigating questions relating to parenting.

## ***Overall Curriculum Expectations***

### **Research and Inquiry Skills**

- explore topics related to child development and child rearing, and formulate questions to guide their research;
- create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;
- assess, record, analyse, and synthesize information gathered through research;
- communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

### **Child Growth and Development**

- describe factors that contribute to the healthy development of children before and during birth, and in the first few months after birth;
- describe patterns in the healthy, social, emotional, cognitive, linguistic, and physical development of young children;
- demonstrate an understanding of the importance of nutrition for healthy development

### **Personal and Social Responsibility of Parents**

- demonstrate an understanding of how to prepare for the responsibilities of being a parent;
- demonstrate an understanding of strategies parents can use to ensure effective communication in their families;
- apply and assess their child-rearing knowledge and skills through practical experiences with children.

### **Child Rearing Around the World**

- demonstrate an understanding of social and cultural variations in family forms and child-rearing approaches;
- demonstrate an understanding of a variety of child-rearing practices and their effects on children;
- demonstrate an understanding of common and diverse experiences of young children in a variety of cultures and historical periods.

## **Address Social Challenges**

- demonstrate an understanding of the challenges facing parents throughout the early childhood years;
- describe strategies for building healthy family relationships in order to prevent neglect and/or physical, sexual, or emotional abuse of children;
- describe the roles and responsibilities of society in protecting and supporting children and families, and the responsibilities of caregivers towards children.

## **Course Content**

<i>Unit</i>	<i>Length</i>
Child Growth and Development	30 hours
Personal and Social Responsibilities	25 hours
Diversity and Universal Concerns	23 hours
Social and Legal Challenges of Parenthood	32 hours
<b>Total</b>	<b>110 hours</b>

## **Unit Descriptions**

### **Unit 1 - Child Growth and Development.**

In this unit students are presented with issues involving pregnancy, birth, child development, and the behaviour of children. Students continue to experience the importance of being a caring family member and are also exposed to problem solving and the need for making responsible decisions with an informed moral conscience as a reflective, creative, and holistic thinker.

Students develop an awareness and understanding of child development from conception and infancy through the end of the preschool years. Care of the mother and the baby, during pregnancy and after birth, are discussed, as are fetal development problems, the biological process of the developing fetus, the stages of labour, and the birth process. Many of the activities focus on the developing child from baby, toddler, and preschooler. Physical, emotional, intellectual, social and moral development issues are examined using as many visual and practical learning strategies as possible. This unit contains important information for all students as they approach adulthood and the decisions they will face as responsible decision-makers and parents.

### **Unit 2 - Personal and Social Responsibilities**

The first unit explores the factors and influences affecting the parenting process. Students will learn how to prepare for their role as future parents and develop an

awareness of the responsibilities involved in becoming a parent. They will examine the correlation between healthy family relationships and the successful growth and development of a child. This unit is an introduction to one of life's most challenging, yet satisfying, accomplishments: becoming a parent.

### **Unit 3 - Diversity**

The following unit involves cultural, moral and religious beliefs, societal expectations for families, parenting practices, and the changing role of children in our society. The content of this unit encourages and allows for the personal development of discerning believers and responsible citizens. The underlying values associated with being a caring family member are important in all activities.

The information presented and discussed in this unit invites students to think and question parenting issues beyond the practical applications of caring for children. Students explore cultural, moral, traditional, and religious beliefs as they compare different family structures and parenting practices. Societal expectations of families, developing a parenting style, and the changing role of children (historical perspective) round out the content of this unit.

### **Unit 4 - Social and Legal Challenges of Parenthood**

This final unit contains activities pertaining to the 'Social and Legal Challenges of Parenthood. The content of this section involves the rights of children, parenting challenges, and influences of societal agents on the developing child. Students have the opportunity to become a collaborative contributor, a responsible citizen, and a caring family member.

The material contained in this unit also lends itself well to a culminating task such as a research report/essay and an oral presentation. The challenges of parenting well, the balancing of work and family, child poverty, the rights of children, the influences of society on children, child abuse, and violence in families are some of the issues discussed and researched in depth.

## ***Teaching/Learning Strategies***

The social science and humanities curriculum is designed both to engage students in reflective learning and to help them develop practical skills. Where appropriate, the program provides opportunities for students to gain hands-on experience. For students taking certain family studies courses, work-experience programs are recommended. In all courses, students are expected to learn and apply the inquiry skills and research methods particular to the discipline, and to conduct research and analysis using both traditional and technological resources.

This course is organized into an eight-week series of lessons and activities that will be presented to students in remote northern communities via the internet. The eight week will be used for course consolidation, review and the final examination. Teacher and

students will communicate over the internet while mentors in the classrooms will assume the role of liaison between the teacher and student.

A variety of strategies will be used in the online delivery of this course. Some instructional strategies will include, but not be limited to the following:

- anticipatory discussion before students read text to allow them to make connections and preview text;
- the use of flexible groupings
- a range of team based learning approaches where students work together to complete a task
- graphic organizers to help with understanding of difficult concepts
- response journal
- direct instruction on skimming, scanning, and self-questioning;
- pre-teaching of key vocabulary;
- read-alouds that model strategies for predicting, monitoring comprehension, clarifying, making inferences, understanding text features and text organization, and distinguishing between fact and opinion;
- small-group and partner support and interaction during reading, viewing, listening, and speaking tasks;
- hands on, active participation
- opportunities for rehearsal/practice;
- templates and graphic organizers as tools to understand text and make notes;
- prompts and starter statements to encourage response and reflection;
- scaffolding writing instruction using templates to guide writing; and
- use of lists as pre-writing and after reading activities;
- The use of digital medial including text, links to websites, video and dynamic visualization programs (ie Poodl)
- Interviewing;
- Brainstorming.

# Evaluation

The final grade will be determined as follows (Ontario Ministry of Education 2010)

- Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Toronto ON: Queen's Printer for Ontario.

Type of Assessment	Category	Details	Weighting (%)	
<b>Term Work (70%)</b>	Knowledge/ Understanding	- describe strategies that can be used to secure a safe and peaceful family, community, and social environment for children; - describe ways in which families transmit their cultural and religious heritage to children.	13	
	Thinking	- evaluate the effectiveness of various methods for contraception and the prevention of sexually transmitted infections; - compare expectations for male and female children in their own and other cultures.	19	
	Communication	- clearly communicate the results of inquiries; - use terms relating to the study of child development and child rearing correctly.	19	
	Application	- demonstrate the ability to plan, organize, and carry out age-appropriate activities for children; - demonstrate the ability to use age-appropriate reading materials effectively to promote the development of literacy skills in children	19	
<b>Final Assessment (30%)</b>	Culminating Activity	Develop a multimedia presentation for use at the Nursing Station for expectant mothers	K/U	3
			T	4
			C	4
			A	4
	Final Exam	Expected components of a final senior exam	K/U	3
			T	4
			C	4
			A	4
<b>TOTAL</b>			100	

# **Assessment/Evaluation Strategies**

A variety of assessment and evaluation methods, strategies and tools are required as appropriate to the expectation being assessed. These include diagnostic, formative and summative within the course and within each unit.

Assessment information is obtained through a variety of means, including the following:

## **Assessment for Learning**

- Diagnostic Assessment to record responses to multiple choice and true/false questions
- Marks will be recorded and tracked to use as anecdotal evidence

## **Assessment as Learning**

- Observation- Anecdotal records, checklists
- Self-Evaluation –checklists, rubrics to allow students additional feedback before submitting work to be graded

## **Assessment of Learning**

- Performance tasks-research/participant observation (checklists, rubrics)
- Ongoing observations of most consistent work, with consideration given to most recent work
- Tests/Quizzes

# **Resources**

Cunningham, M., Meriorg, E., & Tryssenaar, L. (2003). *Parenting in Canada: Human Growth and Development*. Toronto, ON: Thompson Nelson.

Health Canada. (2017). Retrieved from <http://www.hc-sc.gc.ca/index-eng.php>

Healthy Canadians. (2017). Retrieved from <http://www.healthycanadians.gc.ca/>

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Toronto, ON: Queen's Printer for Ontario.

Ontario Ministry of Education. (2017). *Indigenous education strategy*. Retrieved from <http://www.edu.gov.on.ca/eng/aboriginal/>

Ontario Ministry of Education. (2013). *The Ontario curriculum grades 11 to 12 Social Sciences*. Toronto, ON: Queen's Printer for Ontario

Ontario Ministry of Education. (2016). *Ontario School, Kindergarten to Grade 12: Policy and Program Requirements*. Retrieved from <http://www.edu.gov.on.ca/eng/document/policy/os/index.html>

Public Health Agency of Canada [www.publichealth.gc.ca](http://www.publichealth.gc.ca)

## ***Program Planning***

This course is offered to Indigenous students living in isolated northern Ontario communities which do not have access to regular high school facilities, equipment or teachers associated with secondary education. This course uses the internet for instruction, demonstration and research. It utilizes a student-centered semi-virtual classroom which capitalizes on the strengths of internet program delivery to minimize the disadvantages of geographic remoteness.

Students are presented with 1320 minutes of instruction/activity via the internet over the period of one week. All lessons, assignments, questions and course material is presented in this manner, with approved print materials available as a student resource in each classroom. The student and instructor communicate via the internet, while a classroom mentor (a fully qualified teacher) assists students in completing tasks in a timely manner and provides tutoring as required. Students may also receive support from various programs at KIHS, including the First Nation Student Success Program and the Special Education Program.

Indigenous and local content is used throughout the course to meet the students' learning needs. Considerations are made to the learning preference of the population and lessons can be adjusted for individual students as required