

## Course Outline

School Name: Keewaytinook Internet High School

Department Name: Social Sciences and Humanities

Ministry of Education Course Title: Working with Infants and Young Children

Grade Level: 11

Ministry Course Code: HPW3C

Teacher's Name: Mark Hindermeier

Developed by: Angela Batsford-Mermans Date: September 2013

Revision Date: September 2015

Developed from: The Ontario Curriculum, Grades 11 and 12, Social Sciences and Humanities, 2013

Text:

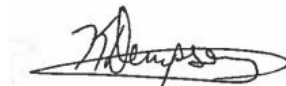
Prerequisite: none

Credits: 1

Length: 110 hours

Principal's Name: Kevin Dempsey

Principal's Approval (signature)



Approval Date: September 8, 2015

## ***Course Description/rationale***

This course prepares students for occupations involving children from birth to six years of age. Students will study theories about child behaviour and development, and will have opportunities for research and observation and for practical experiences with young children. Students will become familiar with occupational opportunities and requirements related to working with infants and young children. They will also have opportunities to develop research and critical-thinking skills as they investigate and evaluate current research about early childhood education

## ***Overall Curriculum Expectations***

### **Research and Inquiry Skills**

- explore topics related to early childhood education, 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 and inquiry;
- communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

### **Growth and Development**

- demonstrate an understanding of patterns of social, emotional, cognitive, linguistic, and physical development in infants and children from birth to six years of age;
- demonstrate an understanding of a variety of influential theories about child development;
- demonstrate an understanding of how developmentally appropriate environments and experiences promote healthy development in children.

### **Employment Opportunities and Requirements**

- describe postsecondary destinations, workplaces, and professional development opportunities in early childhood education;
- explain the legal and social workplace expectations for employment in early childhood education in Ontario;
- demonstrate an understanding of the essential skills, personal qualities, and work habits necessary for success in early childhood education.

### **Interacting with Children**

- demonstrate an understanding of theories and strategies related to child behaviour, and effectively use a range of strategies and skills when working with children from birth to six years of age;
- demonstrate an understanding of the elements of developmentally appropriate programs and environments for children from birth to six years of age;
- apply and evaluate their knowledge of child development through practical experiences with children.

### **Addressing Social Challenges**

- demonstrate an understanding of a variety of issues and challenges that early childhood educators encounter;
- demonstrate an understanding of factors that contribute to neglect and physical, sexual, and emotional abuse and of the roles of early childhood educators in dealing

- with these issues;
- demonstrate an understanding of how a variety of social and cultural factors affect young children

## ***Course Content***

<b><i>Unit</i></b>	<b><i>Length</i></b>
Growth and Development	31 hours
Employment Opportunities	17 hours
Interacting with Children	31 hours
Addressing Social Challenges	31 hours
<b>Total</b>	110 hours

## ***Unit Descriptions***

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

Students demonstrate an understanding of the multifaceted nature of and the various influences on child development. They research and role-play various child-development theories and evaluate their relevance. Students identify and describe environments that offer positive conditions for child development.. Students visit a primary class or similar situation and report on its learning environment and application of child-development theory. They then create an activity that applies a child-development theory and, on a return visit, the children perform the activity. Students then evaluate and report on the experience.

### **Unit 2 - Employment Opportunities**

Students research and report on careers and work opportunities related to child-care in their community. Students will explain the legal and social workplace expectations for working in early childhood education in Ontario. As well, students will demonstrate an understanding of the skills, qualities, and work habits for successful employment in the area of childcare.

### **Unit 3 - Interacting with Children**

Students demonstrate an understanding of the communication skills and strategies necessary for effective communication with and concerning children. Students identify a variety of social and cultural differences in child behaviour and analyse and evaluate practices and techniques used to shape children's behaviour. Students explore global influences on children and families. They use electronic technologies to communicate with children and those who live and work with children in other countries to compare situations and lifestyles. They compare conflict-management strategies and evaluate their effectiveness in various circumstances. In the culminating performance task, students research and write a report on child-rearing discipline technique practised locally as well as globally. Students develop their personal and social responsibilities and their respect and understanding of the cultural heritage and pluralism of today's society.

### **Unit 4 - Addressing Social Challenges**

Students explore and evaluate society's expectations of and support for parents, care-givers, and people who work with children. They demonstrate an understanding of issues and challenges that concern parents, care-givers, and others who interact with children in society. Students explore in depth the issues of child poverty and violence.

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

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. Teaching/learning strategies will include, but not be limited to the following:

Computer-assisted instruction	Graphic applications
Survey (in face-to-face classroom)	Multimedia applications
Independent study	Internet technologies
Reading	Case study
On-line inquiry	Media production
Brainstorming	Interviewing
Independent research project	Media analysis
Reflection	Media presentation
Concept mapping	Visual/graphic organizers

## ***Evaluation***

The final grade will be determined as follows:

- 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.

*Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*. Ontario Ministry of Education Publication, 2010 p.41

<b>Type of Assessment</b>	<b>Category</b>	<b>Details</b>	<b>Weighting (%)</b>
<b>Term Work (70%)</b>	Knowledge/ Understanding	- identify major milestones in the social, emotional, cognitive, physical, and linguistic development of children from birth to six years of age; - outline the theories about child development of major experts in the field.	13
	Thinking/ Inquiry	- formulate effective questions to guide their research and inquiry; - locate job opportunities available in the area of childcare/early childhood education in the community.	19
	Communication	- use terms relating to early childhood education correctly; - clearly communicate the results of their inquiries on post-secondary education programs in the field of early childhood education.	19
	Application	- demonstrate the effective use of communication skills and strategies recommended for early childhood educators who are working with children; -demonstrate the ability to plan nutritious snacks and meals for young children.	19

<b>Final Assessment (30%)</b>	Culminating Activity	-create a package for new grads outlining important skills and relevant laws for working with children in Ontario.	K/U	3
			T/I	4
			C	4
			A	4
	Final Exam	Expected components of a final senior exam	K/U	3
			T/I	4
			C	4
			A	4
			<b>TOTAL</b>	100

## ***Assessment/Evaluation Strategies***

The following list indicates the manner in which students will have opportunity to respond and manifest understanding, insight and ability to apply concepts and techniques.

- Response to questions
- Quizzes, final exam and special project
- Writing paragraphs
- Researching
- Creation of Venn Diagram
- Reflective response to articles
- Vocabulary building related to course content sentence
- Application of ideas to community life
- Tests
- Comprehension exercises
- Completion of charts
- Comparison/contrast in writing
- Description

## ***Resources***

Cunningham, M. (2003). *Parenting in Canada: Human Growth and Development*. Toronto: Nelson/Thomson Canada Ltd.

Santrock, J., Mackenzie-Rivers, A., Malcomson, T., Leung, K.H. (2011). *Life-Span Development*, 4<sup>th</sup> Edition. Toronto: McGraw-Hill Ryerson.

The Vanier Institute of the Family (2012). Retrieved from <http://www.vanierinstitute.ca/>

Ontario Ministry of Education. (2010). *Growing Success, Queen's Printer for Ontario*. Retrieved from <http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf>

Ontario Ministry of Education. (2013). Ontario Educational Resource Bank. Retrieved from <https://resources.elearningontario.ca/>

## ***Program Planning***

Students will receive instruction/activity per week via the Internet. The students and the instructor will have communication via the Internet, while a classroom mentor will assist the students in completing tasks in a timely manner and provide tutoring as required

This course is presented online to students in a number of communities. Understanding how to

use computers and appropriate learning software is something most students will have become quite familiar with by the time they reach this level. Consideration has been given in planning this course to both the nature of the learner and the medium by which the course is presented.

Students have access to mentors in their individual classrooms who are qualified to assist when difficulties are encountered. Always, the instructor is never more than a telephone call or an email away.