

Raising Healthy Children HPC30

<p>Course Description:</p> <p>This course focuses on the skills and knowledge parents, guardians, and caregivers need, with particular emphasis on maternal health, pregnancy, birth, and the early years of human development (birth to six years old). Through study and practical experience, students will learn how to meet the developmental needs of young children, communicate with them, and effectively guide their early behaviour. Students will develop their research skills through investigations related to caregiving and child rearing.</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Level:</td> <td style="padding: 2px;">Open</td> </tr> <tr> <td style="padding: 2px;">Credit Value:</td> <td style="padding: 2px;">1.0</td> </tr> <tr> <td style="padding: 2px;">Pre-requisite:</td> <td style="padding: 2px;">None</td> </tr> <tr> <td style="padding: 2px;">Department:</td> <td style="padding: 2px;">Social Science</td> </tr> <tr> <td colspan="2" style="padding: 2px;"><hr/></td> </tr> <tr> <td style="padding: 2px;">Course Fees:</td> <td style="padding: 2px;">none</td> </tr> </table>	Level:	Open	Credit Value:	1.0	Pre-requisite:	None	Department:	Social Science	<hr/>		Course Fees:	none
Level:	Open												
Credit Value:	1.0												
Pre-requisite:	None												
Department:	Social Science												
<hr/>													
Course Fees:	none												

<p>Textbooks & Resources:</p> <ul style="list-style-type: none"> Growing Success: Assessment, Evaluation and Reporting in Ontario Schools (2010). The Curriculum Document, Grades 11 & 12: Social Sciences and Humanities (2013) Parenting: Raising Healthy Children. McGraw-Hill Ryerson (2014).

<p>Course Evaluation: Student Evaluation consists of three components...</p>									
<hr/>									
<p>1) Learning Skills & Work Habits: Students are evaluated on 6 Learning Skills & Work Habits. They are:</p> <ul style="list-style-type: none"> <li style="width: 50%;">Responsibility <li style="width: 50%;">Collaboration <li style="width: 50%;">Organization <li style="width: 50%;">Initiative <li style="width: 50%;">Independent Work <li style="width: 50%;">Self-Regulation 	<p>These six attributes are evaluated on a scale of Excellent (E), Good (G), Satisfactory (S) & Needs Improvement (N) and reported on the report card. They are not included in the course mark, unless specified in the curriculum expectations.</p>								
<hr/>									
<p>2) Term Mark (Assessment of Learning): Student performance standards for knowledge and skills are described in the curriculum Achievement Chart. The curriculum is assessed in four categories:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">• Knowledge and Understanding</td> <td style="text-align: right; padding: 2px;">25%</td> </tr> <tr> <td style="padding: 2px;">• Thinking and Inquiry</td> <td style="text-align: right; padding: 2px;">25%</td> </tr> <tr> <td style="padding: 2px;">• Communication</td> <td style="text-align: right; padding: 2px;">25%</td> </tr> <tr> <td style="padding: 2px;">• Application</td> <td style="text-align: right; padding: 2px;">25%</td> </tr> </table>	• Knowledge and Understanding	25%	• Thinking and Inquiry	25%	• Communication	25%	• Application	25%	<p>Evaluation of these four categories generates the term mark. The term mark accounts for 70% of the final mark.</p> <p>It is the student’s responsibility to submit evidence of learning.</p>
• Knowledge and Understanding	25%								
• Thinking and Inquiry	25%								
• Communication	25%								
• Application	25%								
<hr/>									
<p>3) Final Evaluation (Assessment of Learning): The final evaluation, administered at or towards the end of the course is based on the evidence shown to the right. The final evaluation accounts for 30% of the final mark.</p>	<p>The final evaluation consists of:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Culminating Activity</td> <td style="text-align: right; padding: 2px;">20 %</td> </tr> <tr> <td style="padding: 2px;">Exam</td> <td style="text-align: right; padding: 2px;">10 %</td> </tr> </table>	Culminating Activity	20 %	Exam	10 %				
Culminating Activity	20 %								
Exam	10 %								
<p>Final Mark = 70% Term Mark + 30% Final Evaluation</p>									
<p>For a detailed description on Course Evaluation, see “How Did I Get That Mark!” at www.satec.on.ca</p>									

<p>Course Conduct Policies: See Student Agenda.</p>
--

Please retain this page in the front of your notebook for future reference.



**Scarborough Academy for Technology,
Environment & Computers @ WA Porter CI**

40 Fairfax Crescent, Scarborough, Ontario, M1L 1Z9
Phone: (416) 396-3365 Fax: (416) 396-3371

Raising Healthy Children HPC30

Course Outline:

Unit	Description	Approximate Length	Major Unit Evaluation
Unit 1	<p>CHILD GROWTH AND DEVELOPMENT</p> <p>Students will be able to describe factors that contribute to the healthy development of children before and during birth, and in the first few months after birth. As well, students will identify the patterns in healthy, social, emotional, cognitive, linguistic, and physical development of young children. Finally, the students will learn about the importance of nutrition for healthy development.</p>	5 weeks	Project Unit 1 test
Unit 2	<p>PERSONAL AND SOCIAL RESPONSIBILITIES OF PARENTS</p> <p>Students will gain an understanding of how to prepare for the responsibilities of being a parent and the strategies parents can use to ensure effective communication in their families. Students will apply and assess their child-rearing knowledge and skills through practical experiences with children.</p>	5 weeks	Project Unit 2 test Reality Care Baby Project
Unit 3	<p>CHILD REARING AROUND THE WORLD</p> <p>Students will gain an understanding of social and cultural variations in family forms and child-rearing approaches. In addition, they will learn about different child-rearing practices and their effects on children. Finally, they will gain an understanding of common and diverse experiences of young children in a variety of cultures and historical periods.</p>	4 weeks	Project Unit 3 test
Unit 4	<p>ADDRESSING SOCIAL CHALLENGES</p> <p>Students will attain an understanding of the challenges facing parents throughout the early childhood years. They will be able to describe strategies for building healthy family relationships in order to prevent neglect and/or physical, sexual or emotional abuse of children. Finally, they will be able to understand the roles and responsibilities of society in protecting and supporting children and families and the responsibilities of caregivers towards children.</p>	3 weeks	Project Unit 4 test
Unit 5	<p>RESEARCH AND INQUIRY SKILLS</p> <p>Students will explore topics related to child development and child rearing, and formulate questions to guide their research. They will create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods. They will assess, record, analyse and synthesize information gathered through research. Finally they will communicate the results of their research and inquiry clearly and effectively.</p>	Throughout course	Culminating Activity

Note: The order of the units of study may change due to student needs and resources available during the course.

General Information:

If a student is unable to attend a class, arrangements should be made with the teacher before the class is missed. If a student is absent from a class for any reason, it is the student's responsibility to find out what was missed and have completed it before the beginning of the first class back. The work missed should be picked up by a classmate. If an assignment is due on a day that a student is away, it is the student's responsibility to make alternate arrangements so that the assignment is still submitted on the day it is due. Students must respect due dates set by teachers. Students must hand in all assignments on the dates scheduled. If a student is unable to meet a deadline, he or she must approach the teacher well in advance of that day and bring with them a copy of their "work in progress". Students who approach the teacher the day before or the day of a deadline will not be granted an extension. Late assignments may not be accepted once work has been returned to students. Some due dates cannot be changed (e.g., exam date). If assessment tasks are not completed, course expectations cannot be evaluated, and a mark of zero may be assigned. Presentations must be delivered on the date assigned. A mark of zero will be assigned to any student failing to show up on his or her presentation date without a prior arrangement having been made. Tests are to be written on the day scheduled. If a student misses a test, he or she must bring in a note addressed to the subject teacher from either a doctor, parent, or guardian, stating the reason for the absence and that the adult is aware that the student missed a test. The note must be handed in on or within 24 hours of the date of the student's return, or else a mark of zero will be assigned. The test must be written on the day of the student's return to school. A student will receive a mark of zero if he or she skips the class on the day the test was administered.

Plagiarism and/or Cheating:

Plagiarism and cheating will not be tolerated. A mark of zero may be assigned for cheating and plagiarism and the student will be referred to an administrator. Parents and guardians will be informed of the situation and the incident will be recorded. Repeated offences of plagiarism or cheating may result in suspension or expulsion.

Contact: 416-396-3365 ext. 20238