



Teacher	Ms. R. Phippen
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Room	012

Prerequisite: None

Course Description: 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.

Curriculum Strands: Child Growth and Development, Research and Inquiry, Personal and Social Responsibilities of Parents, Child Rearing Around the World, Addressing Social Change.

Unit	Title
1	Preparation for Parenthood
2	Pregnancy & Birth
3	Infant Development
4	Child Development
5	Family issues and Challenges
6	Topics in Parenting: Day Care, pre-school options

Strand Expectation Descriptions

Child Growth and Development

Pregnancy, Birth, and Postnatal Care: describe factors that contribute to the healthy development of children before and during birth, and in the first few months after birth

Growth and Development: Stages and Influences: describe patterns in the healthy, social, emotional, cognitive, linguistic, and physical development of young children

Infant and Child Nutrition: demonstrate an understanding of the importance of nutrition for healthy development.

Personal and Social Responsibilities of Parents

Preparing for Parenting: demonstrate an understanding of how to prepare for the responsibilities of being a parent

Communicating With Young Children: demonstrate an understanding of strategies parents can use to ensure effective communication in their families

Applying Child-Rearing Knowledge and Skills: apply and assess their child-rearing knowledge and skills through practical experiences with children.

Child Rearing Around the World

Family Variations: demonstrate an understanding of social and cultural variations in family forms and child-rearing approaches

Parenting Styles and Practices: demonstrate an understanding of a variety of child-rearing practices and their effects on children

Common and Diverse Experiences of Childhood: demonstrate an understanding of common and diverse experiences of young children in a variety of cultures and historical periods.

Addressing Social Change

Caregiving Challenges in the Early Years: demonstrate an understanding of the challenges facing parents throughout the early childhood years

Neglect and Abuse: describe strategies for building healthy family relationships in order to prevent neglect and/or physical, sexual, or emotional abuse of children

Society's Role in the Lives of Children and Families: describe the roles and responsibilities of society in protecting and supporting children and families, and the responsibilities of caregivers towards children.

Throughout the course student will develop their Research and Inquiry Skills

Exploring: explore topics related to child development and child rearing, and formulate questions to guide their research

Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods

Processing Information: assess, record, analyze, and synthesize information gathered through research

Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

Assessment and Evaluation/Mark Breakdown

Achievement Chart Categories	Course Weighting	Assessment Strategy examples
(KU) Knowledge/Understanding Subject-specific content acquired in each course (knowledge) and the comprehension of its meaning and significance (understanding).		Anecdotal notes Checklists Marking schemes Rubrics Learning skills Conferences Essays Discussions Response journals Presentations and media works (oral) Quizzes, tests
(T) Thinking/Inquiry/Problem Solving Planning skills (ex. generating ideas, gathering information, organizing information), processing skills (ex. drawing inferences, interpreting, evaluating), critical/creative thinking processes (ex. oral discussion, critical analysis)		
(C) Communication The conveying of meaning through various oral, written, and visual forms (ex. communicate orally/in writing, using pictures, charts, tables).		
(A) Application The use of knowledge and skills to make connections within and between various contexts (connecting ideas).		

Final Grade:

Term Work: 70%	Culminating Activity: 15%	Final Exam: 15%
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Learning Skills

Responsibility	Fulfills responsibilities and commitments
Organization	Manages time to complete tasks and achieve goals
Independent work	Uses class time appropriately to complete tasks
Collaboration	Works with others and promotes critical thinking
Initiative	Demonstrates curiosity and an interest in learning
Self-Regulation	Sets goals and monitors progress towards achievement

Class Requirements and Expectations

- Students must bring a notebook, textbook, writing utensil to class every day
- Organization is key! Please have a notebook that handouts and assignments can be inserted in
- Students are asked to refer to the class website regularly to stay up to date with assignments and daily class discussions.
- Please no cell phones in the classroom.
- Always record upcoming homework tasks, assignments and tests dates.
- Catch up on all homework missed due to absence. This is the student's responsibility.
- Please show respect to your classmates at all times. This means no talking during tests, and listening when others speak.
- You are expected to be present for all tests. If you are involved in a school activity on the day of the test, it is your responsibility to inform the teacher in advance so arrangements can be made for a make-up test.
- Failure to write tests or submit major assignments on the specified due date without informing the teacher beforehand may result in a phone call home.

Assignment Submission

- All assignments should be **typed** and include the name of project/title, the course code, your name, my name, and the date.
- All assignments should be submitted **on time**. Exceptions will be made only in extenuating circumstances and are at my discretion.
- If for any reason you are unable to hand in an assignment on time, or if you are involved in a school approved extra-curricular activity on the day of a test/due date, it becomes your responsibility to inform the teacher well in advance so that arrangements can be made for a make up tests. Please speak to the teacher before hand, and we will write up a contract for a later date. Failure to speak to me in advance will mean loss of marks. *Computer printing problems will not be accepted as legitimate reasons for late assignments. If such a situation should occur, the student must either present a hand written assignment or a computer disc that the teacher can read on a computer compatible with the Sudbury Secondary School computer system. This must be done on the day that the assignment is due.
- Please **do not be afraid to ask me for help** if you are having difficulty. Come to me sooner than later!

PARENTS/GUARDIANS:

Please be aware of the expectations set for your son/daughter in this course. They are designed to encourage all students to work to their full potential, in a cooperative classroom environment.

If you have any questions regarding your son or daughter's progress and/or the expectations above, please do not hesitate to contact me at the school 705-674-7551.

I am looking forward to getting to know you this semester! ☺

I have read this course overview and understand the expectations.

Student Name

Student Signature

Date

Parent/Guardian Name

Parent/Guardian Signature

Date

Comments/Concerns: