

**SOCIAL SCIENCE AND HUMANITIES ~ FAMILY STUDIES DEPARTMENT**  
Subject Head: Ms. Stinson

Ministry of Education Curriculum Document: Social Science and Humanities, Grades  
11 and 12, 2000

**Grade 11: PARENTING (OPEN)**

Teacher: Ms. Stinson

**Course Code:** HPC30

**Credit Value:** 1 credit

**Prerequisites:** None

Courseware developed by Ms. Stinson, Ms. Gordner & Mrs. Shillum  
Course reviewed by Ms. Stinson (September 2012)

**Course Description:**

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 learn skills in researching and investigating questions related to parenting.

**Overall Curriculum Expectations:**

- describe factors that contribute to the healthy development of children before and during birth and in the first few months after birth
- explain patterns in the social, emotional, intellectual, moral and physical development of children
- evaluate their own practical experiences involving children
- demonstrate an understanding of the need for preparation to becoming a parent
- demonstrate an understanding of the responsibility parents have for ensuring quality communication in the family
- demonstrate the nature of and responsibilities involved in parenting
- identify social and cultural variations in family forms and parenting approaches
- identify and evaluate various child rearing practices and beliefs and parenting techniques
- demonstrates an understanding of the common experiences of young children across cultures
- demonstrate an understanding of the challenges facing parents throughout the early childhood years
- describe the role society plays in the lives of children and families
- demonstrate an understanding of child abuse and family violence and outline strategies to secure a safe, non-violent environment for all children
- use appropriate social science research methods in the investigation of a wide range of issues that concern parents of young children
- use appropriate methods for organizing and analysing data collected
- compile and present the results of their research effectively

## Course Resources:

Parenting: Rewards and Responsibilities, (2005) McGraw-Hill Ryerson

<http://moodle2.yrdsb.ca>

## Units of Study:

**Summative and culminating activities are subject to change.**

Unit 1	Preparation for Parenthood
<p>Students will increase their knowledge of the importance of preparing for parenthood, and explore the various factors that influence the parenting process. As well, students will identify the responsibilities parents have for their children. They will investigate the importance of communication in family relationships and demonstrate their understanding of effective communication techniques to use with young children. By participating in an infant simulation experience, students will demonstrate their knowledge of infant needs. Research skills required for the preparation, administration, and tabulation of a survey on parenting skills will be introduced.</p> <ul style="list-style-type: none"><li>• <b>Baby Think It Over 10%</b></li><li>• <b>Unit Test 10%</b></li></ul>	

Unit 2	Pregnancy and Birth
<p>In this unit, students will first outline the stages of the biological process and explain what contributes to the healthy development of the unborn child through the first few months of life. In conjunction with this, the healthy lifestyle choices both parents make before, during, and after pregnancy, and how these benefit children will be discussed. Students will become familiar with developmental patterns that occur within the four stages of childhood growth and development. Positive and/or negative influences on the growth and development of the fetus, infant, and young child will be analysed. The correlation between an individual's development in later life, and what occurred from conception to the age of three will be addressed. Through their own practical experiences and/or a variety of child observation situations, students will identify and describe the developmental stages that are occurring at various ages.</p> <ul style="list-style-type: none"><li>• <b>Empathy Belly 10%</b></li><li>• <b>Unit Test 10%</b></li></ul>	

Unit 3	Infant Care
<p>Students will begin the unit by identifying and describing the configuration of family forms in today's society. The impact of culture and family traditions that parents and other family members transmit to children will be summarized. As students research the leading authorities and their proposed parenting practices, they will consider how culture and family traditions affect the techniques parents use. This will lead to the identification and evaluation of the various parenting styles used and their affects/effects on children. Students will have the opportunity to observe as well as to practise parenting and discipline techniques. The global commonalities of children's play and folklore will be researched.</p> <ul style="list-style-type: none"><li>• <b>Parenting Debates 10%</b></li><li>• <b>Original Story 10%</b></li></ul>	

Unit 4	Child Development
<p>Throughout the unit, students will be involved in research to identify, analyse, communicate, and demonstrate their understanding of how we can ensure that children have a peaceful environment within their home, school, and community. Students will first explore the legal and social responsibilities that parents have for their children, and the difficulties they encounter in today's rapidly changing society when meeting the needs of young children. The societal agencies and their roles in the socialization of children will be discussed and researched as well as the laws that are in place to help protect children and parents. How parents manage early childhood traumas will also be addressed. For the culminating project, students will research the programs and social service agencies that are available within communities to support parents and families in a variety of circumstances.</p> <ul style="list-style-type: none"><li>• <b>Bringing Home Baby Survival Guide 10%</b></li></ul>	

## Instructional Strategies:

- Technological Literacy (Internet Research)
- Cooperative Learning (Group Work, Oral Presentations)
- Note-Taking Skills (Organizers, Reports, Research Notes)
- Media Analysis (Videos, Magazines, Advertisements, Internet)
- Connecting Ideas and Concepts (Mind Mapping, Time Planning Charts)
- Making Connections to other Subject Areas (Health, Social Science, Science, History, Law)
- Literacy (Journal Writing, Social Science Research, Documenting Sources in APA Format)
- Authentic Tasks (Baby Think It Over, Playschool, Child Rearing Costs)
- Global Understanding (Cultural Patterns, Family Traditions, Child Rearing Practices)

## Assessment and Evaluation:

- ✓ Assessment is the ongoing process of collecting information about the student's achievement. A variety of assessment tools may be used.
- ✓ Assessment may be diagnostic, formative or summative. Diagnostic and formative assessments do not carry a mark weight. Summative assessments count toward the final mark.
- ✓ Formative assessment is the gathering of information about student learning during the progression of a course and usually repeatedly, to improve student learning.
- ✓ 70% of the grade will be based on evaluations conducted through the course, while 30% will be based on final evaluation administered towards the end of the course.
- ✓ The evaluation of Learning Skills will be tracked and assessed throughout the course. Students will find concentrating on these skills will result in a high a level of success in meeting the course expectations

LEARNING SKILL	BEHAVIOUR/DESCRIPTORS
Responsibility	<ul style="list-style-type: none"> <li>• completes and submits class work, homework, and assignments according to agreed-upon timelines</li> <li>• takes responsibility for and manages own behaviour</li> </ul>
Organization	<ul style="list-style-type: none"> <li>• devises and follows a plan and process for completing work and tasks</li> <li>• establishes priorities and manages time to complete tasks and achieve goals</li> </ul>
Independent Work	<ul style="list-style-type: none"> <li>• uses class time appropriately to complete tasks;</li> <li>• follows instructions with minimal supervision</li> </ul>
Collaboration	<ul style="list-style-type: none"> <li>• responds positively to the ideas, opinions, values, and traditions of others</li> <li>• shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions</li> </ul>
Initiative	<ul style="list-style-type: none"> <li>• demonstrates the capacity for innovation and a willingness to take risks</li> <li>• demonstrates curiosity and interest in learning</li> </ul>
Self-regulation	<ul style="list-style-type: none"> <li>• sets own individual goals and monitors progress towards achieving them</li> <li>• seeks clarification or assistance when needed</li> </ul>

## Course Evaluation:

Grading will be calculated according to the Achievement Chart categories. The weighting of the categories are as follows:

<b>Knowledge/Understanding</b>	<b>17.5%</b>	<b>70%</b>
<b>Thinking</b>	<b>17.5%</b>	
<b>Communication</b>	<b>17.5%</b>	
<b>Application</b>	<b>17.5%</b>	
<b>Summative Evaluation:</b>		<b>30%</b>
<b>Character Trait Development ISU</b>	<b>15%</b>	
<b>Final Exam</b>	<b>15%</b>	
<b>Course Grade</b>		<b>100%</b>

### Accessing Course Outlines and Curriculum Policy Documents:

Ontario Ministry of Education: <http://www.edu.gov.on.ca/>

Print Resource: Social Science & Humanities, Grades 11 and 12, 2000, Ontario Ministry of Education

**DR. G.W. WILLIAMS SECONDARY SCHOOL**  
**SOCIAL SCIENCES AND HUMANITIES ~ FAMILY STUDIES DEPARTMENT**  
**POLICIES**

**Attendance and Punctuality**

Regular attendance is essential due to the cumulative nature of this course. Students who are absent are expected to call their learning partner and catch up on the missed work before returning to class. This includes having the homework for the missed classes completed upon returning to school. If this is not possible be sure to see your teacher immediately upon your return to school to be able to catch up. Ensure that you seek extra help from your teacher when needed. After a number of missed classes you may be required to complete an additional assignment to make up missed time.

- Lateness for class is unacceptable. There will be consequences for repeated lates.
- Frequent absences are unacceptable. If students are absent, parents must call in to approve the absence. Parents will be contacted if the absences are not approved.

**Late or Missed Assignments**

Students are expected to submit assignments promptly on the due date. Please talk to your teacher before the due date if you anticipate that you will not be able to submit an assignment on time.

If you have a specific conflict, (e.g. field trip), you must tell the teacher before the day of a major evaluation (assignment, test, or presentation) that you will be absent. Although you may have conflicts, you are still required to complete all work. If you are ill the day of a major evaluation, you are expected to call the school **(905)727-3131** and speak to your teacher or leave a message stating the reason for missing the evaluation. Upon your return to school, you must have a medical note specifying the nature of your illness. No note results in a grade of zero.

**Baby Think It Over**

The Baby Think It Over infants have been purchased by the Family Studies Department to provide a valuable experience. The infant simulators need to be treated with a great deal of care and respect. Students will be responsible for the replacement or repair costs necessary due to damage accrued while in their care.

**Student Responsibilities**

- Students are to arrive in class before the bell rings with homework completed, the proper texts and materials needed, ready to participate fully in class.
- Students are expected to keep neat, up to date notebooks. A separate binder is recommended.
- You are expected to treat all other students, as well as the teacher, with courtesy and respect. In return, you may expect to be treated fairly and politely by your classmates and your teacher.
- Each student is required to have a learning partner. If you are absent, it is your responsibility to contact your learning partner to find out what you have missed. Your learning partner will collect all handouts on the day that you are absent.

**Learning Partners:**

Name: \_\_\_\_\_ Phone #: \_\_\_\_\_ Email: \_\_\_\_\_

Name: \_\_\_\_\_ Phone #: \_\_\_\_\_ Email: \_\_\_\_\_

This has been prepared to inform students, and their families, about the course, and classroom expectations so that students can be successful. Please sign below to acknowledge that you have read and understood the expectations for this course.

Student Signature \_\_\_\_\_ Date: \_\_\_\_\_

Parent or Guardian Signature \_\_\_\_\_ Date: \_\_\_\_\_