

Course Outline

School Name: Keewaytinook Internet High School

Department Name: Social Sciences and Humanities

Ministry of Education Course Title: *Parenting*

Grade Level: 11

Ministry Course Code: *HPC30*

Teacher's Name: Catherine Rodger

Developed by: Catherine Rodger

Date: September 2006

Revision Date: April 2010

Developed from: The Ontario Curriculum, Grades 11 and 12, Social Sciences and Humanities, 2000

Profile Name: Course Profile, Grade 11, Open, Parenting *Catholic*

Text: Parenting in Canada: Human Growth and Development, Cunningham, Mary; Meriorg, Eva; Tryssenaar, Laura. Thompson Nelson 2003

Prerequisite: none

Credits: 1

Length: 110 hours

Principal's Name: Darrin Potter

Principal's Approval (signature) _____

Approval Date:

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

Self and Others

- 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

Personal and Social Responsibilities

- demonstrate an understanding of the need for preparation to become a parent;
- demonstrate an understanding of the responsibility parents have for ensuring quality communication in their family;
- describe the nature of and the responsibilities involved in parenting.

Diversity and Universal Concerns

- identify social and cultural variations in family forms and parenting approaches;
- identify and evaluate various child-rearing practices and beliefs, and parenting techniques;
- demonstrate an understanding of the common experiences of young children across cultures.

Social and Legal Challenges of Parenthood

- 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.

Research and Inquiry Skills

- 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 Content

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

Unit Descriptions

Unit 1 - Self and Others

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

There is no single correct way to teach or to learn. The nature of the social science and humanities curriculum calls for a variety of strategies for learning. Teachers will use their professional judgement to decide which instructional methods will be most effective in promoting the learning of the knowledge and skills described in the expectations, and in meeting the needs of students. 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.

Evaluation

The student’s final grade for the course will be determined as outlines in Program Planning and Assessment 2000 (p.15).

Seventy per cent (70%) of the grade will be based on evaluations conducted throughout this course. This portion of the grade should reflect the students’ ***most consistent level of achievement*** throughout the course, although special consideration should be given to the more recent evidence of achievement.

Thirty per cent (30%) of the grade will be based on a final evaluation in the form of an examination, performance, essay and /or other method of evaluation suitable to the course content and administered towards the end of the course.

Type of Assessment	Category	Details	Weighting (%)
Formative (70%)	Knowledge/ Understanding	<p>demonstrate an understanding of how new parents can become capable and confident in making choices that are in the best interests of their children before and during birth, and in the first few months after birth;</p> <p>demonstrate an understanding of an infant's needs and schedules by participating in a baby-simulation experience. raising children;</p> <p>demonstrate an understanding of the challenges faced by parents of young children in today's rapidly changing society</p>	18
	Thinking/ Inquiry	<p>analyse behaviours, conditions, and environments that influence positive or negative growth and development of the foetus, infant, and young child</p> <p>compare the impact of different styles of parenting compare and contrast cultural expectations</p> <p>compare the changing roles of parents and children as both grow older</p> <p>analyse the problems associated with teenage parenthood and lone-parenting of young children, lack of gender-role modelling, stress, dependence on social agencies</p>	10
	Communication	<p>use language, symbols and visuals related to course content</p> <p>explain how development from conception to three years of age affects and is crucial for development later in life;</p> <p>explain why parenting is a lifelong commitment in our society;</p> <p>explain how communication influences parent-child relationships</p>	21
	Application	<p>Analyze views and apply them to personal experiences</p> <p>Develop reports and respond to questions regarding course content</p>	21
Summative	Culminating Activity	Knowledge/ Understanding	3

(30%)

			Thinking/ Inquiry	2
			Communication	5
			Application	5
	Final Exam	Expected components of a final senior exam	Knowledge/ Understanding	3
			Thinking/ Inquiry	2
			Communication	4
			Application	4
TOTAL				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
- Application of ideas to community life
- Quizzes, final exam and special project
- Tests
- Writing paragraphs
- Comprehension exercises
- Researching
- Vocabulary building related to course content sentence
- Creation of Venn Diagram

- Completion of charts
- Comparison/contrast in writing
- Description
- Reflective response to articles

Resources

Parenting in Canada, Nelson Thomson Canada Ltd, Toronto, Ontario 2003

www.childbirth.org

www.baby-parenting.com

www.familyilfe.com
www.lamaze.com

Program Planning

Students will receive 1000 minutes of 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.