

*Catholic District School Board Writing Partnership*

# Course Profile

## Parenting

Grade 11

Open

HPC30

- *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

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Course Profiles are professional development materials designed to help teachers implement the new Grade 11 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

Any references in this document to particular commercial resources, learning materials, equipment, or technology reflect only the opinions of the writers of this sample Course Profile, and do not reflect any official endorsement by the Ministry of Education or by the Partnership of School Boards that supported the production of the document.

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### **Acknowledgments**

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## **Course Overview**

### **Parenting, Grade 11, Open, HPC30**

**Secondary Policy Document:** *The Ontario Curriculum, Grades 11 and 12, Social Sciences and Humanities, 2000.*

#### **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 have practical experiences with infants, toddlers, and preschoolers, and learn skills in researching and investigating questions relating to parenting.

#### **Considerations of Ontario Catholic School Graduate Expectations**

This Course Profile reflects the Ontario Catholic School Graduate Expectations by confirming a commitment to Gospel values, and thereby, providing a deeper purpose for knowledge, skills, and applications as outlined in the curriculum policy document. To ‘love one another’ lies at the centre of the Gospel and the centre of this course as it applies to the care, nurturing, and love of children. As a Catholic educator, the teacher goes beyond imparting skills and knowledge and assumes an additional responsibility, that is, for the moral and religious development of students.

This course is divided into 4 units and all activities are structured to support and reflect Ontario Catholic School Graduate Expectations. Each unit has been designed to infuse Catholic beliefs, values, and Church teachings into the content of the curriculum. A common thread that has been woven throughout this course is the importance of being a caring family member and it is appropriate that each unit encourages the development of this value. The Ontario Catholic School Graduate Expectations are appropriately infused into all units of this course and students have many opportunities to follow these guiding principles as they develop and mature into responsible, active members of the Catholic community.

#### **Course Notes**

In developing this course, the writers from the Catholic School Board and the Public School Board collaborated on the number of units, sequencing of units, and the general organization of the overall and specific expectations. The units are presented in a logical, sequential manner and they provide opportunities for students to build a framework of essential knowledge and skills regarding early childhood development and societal influences on the family unit. Catholic values can be easily infused throughout all units through journal writing/reflection, discussion of ethical issues, and by the teacher, as a role model. Rubrics should be designed, with the involvement of students, as clear assessment tools to ensure established goals, content presentation, and expected levels of achievement are reached. A culminating task should be the focus for the latter part of the course and will provide opportunities for students to demonstrate his/her acquired level of achievement.

Careful consideration of the available physical facilities and resources must also be addressed when planning delivery of this course. This would include access to a TV/VCR when showing videos, appropriate space for playgroups (if this is part of the program), availability of guest speakers from the community, and access to a Library/Resource Centre for research purposes. Issues involving the use of the Internet must be addressed before the class engages in web searches (school policy, safety, privacy, copyright laws, etc.), and the teacher must show sensitivity to the ethno/cultural diversity within the class when preparing resources.

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The teacher must check Board Policy regarding safety/liability issues for a playgroup activity. If it is not possible to host this, an alternative plan must be implemented as a replacement.

The premise used for scoping this course is that the overall expectations were determined and supported by specific expectations. These expectations have been clustered to support development of skills on an ongoing, sequential basis. The material is presented in a natural order: pregnancy, the birth process, and the physical, social, emotional, moral and intellectual development of children from infant to preschooler. Although units build on each other, it is possible to present many topic areas as separate entities. Presentation of course material begins with knowledge and understanding, leads to thinking, inquiry, and problem-solving, and provides a strong base for students to communicate and apply their newly-acquired knowledge.

This Social Science and Humanities: Family Studies course profile is designed to explore a range of perspectives and approaches to parenting by offering many practical applications and hands-on experiences. Opportunities are provided for students to question and interpret societal structures and relationships; to explore societal trends, thought, and culture; and to learn essential knowledge and skills to be used throughout life. Students will learn research and inquiry skills: questioning, collecting, and analysing data; recognizing bias; organizing material and information; and communicating the results of their findings. Students will develop an awareness of the importance of good parenting and an understanding of the healthy family relationships required to support the growth and development of the child. Parenting is an active process requiring strong time management, loving guidance, a lot of energy, and a careful plan to ensure success. This course assists students in developing an understanding of the attitudes and skills required to meet this future goal.

### **Units: Titles and Time**

Unit 1	Personal and Social Responsibility	25 hours
* Unit 2	Self and Others	30 hours
Unit 3	Diversity and Universal Concerns	23 hours
Unit 4	Social and Legal Challenges of Parenthood	32 hours

\* This unit is fully developed in this Course Profile.

### **Unit 1: Personal and Social Responsibilities**

**Time:** 25 hours

#### **Unit Description**

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 Overview Chart

Cluster	Expectations	Assessment	Focus
1	PRV.01, PRV.03, ISV.01, PR1.01, PR1.02, IS1.01, CGE6b, CGE1d	Knowledge/Understanding Application	Factors to consider when deciding to become a parent
2	PRV.03, ISV.02, IS2.01, IS2.04, IS1.03, PR3.01, PR3.02, CGE1g, CGE1i, CGE1j, CGE2c, CGE5e, CGE5f	Knowledge/Understanding Communication Thinking/Inquiry	Understanding the responsibilities that come with parenthood
3	PRV.03, PR1.01, PR3.01, PR3.02, PR3.04, CGE6c, CGE6d, CGE7a, CGE7d	Knowledge/Understanding Communication Thinking/Inquiry Application	Nature of parenting
4	PRV.02, PRV.03, PR1.02, PR1.03, PR2.01, PR2.02, PR2.03, PR2.04, PR3.02, CGE2a, CGE6d, CGE6a, CGE7b	Communication Knowledge/Understanding Thinking/Inquiry	Learning to communicate with children/parental influences on children
5	PRV.03, ISV.02, ISV.03, PR1.03, PR1.04, PR2.02, PR3.02, PR3.03, IS2.02, IS3.02, CGE3b, CGE3d, CGE4g, CGE6d	Knowledge/Understanding Communication Application	Interaction with children
6	PRV.01, PR1.01, PR1.02, PR3.04, PR3.05, PR3.06, CGE2c, CGE1e	Knowledge/Understanding Application	Readiness for parenting

### Unit 2: Self and Others

**Time:** 30 hours

#### Unit Description

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 Synopsis Chart

Activity	Time	Expectations	Assessment	Tasks
1. Healthy Child Development	480 min	SOV.01, ISV.03, SO1.02, SO1.03, SO2.02, SO2.03, IS3.04, CGE1f, CGE2a, CGE2e, CGE5e, CGE6b, CGE7b, CGE7d	Knowledge/Understanding Thinking/Inquiry Communication Application	Charting information Vocabulary building Case studies Research Oral report Poster/pamphlet Journal/reflection
2. The Birth Process/Bringing The Baby Home	240 min	SOV.01, ISV.02, SO1.01, SO1.02, SO1.03, SO2.02, SO2.03, IS2.02, CGE1f, CGE4e, CGE4f, CGE4g, CGE6a	Knowledge/Understanding Application Communication Thinking/Inquiry	Vocabulary building Sequence charting Design project Oral report Journal/reflection
3. Child Development: The Infant	300 min	SOV.02, PRV.01, PRV.02, SO2.02, PR1.04, PR2.02, CGE1d, CGE1f, CGE3c, CGE6c, CGE7a	Knowledge/Understanding Communication Thinking/Inquiry Application	Sequence charting Participation in baby simulation experience Journal/reflection
4. Child Development: The Toddler	360 min	SOV.02, SOV.03, ISV.01, ISV.03, SO2.01, SO3.01, SO3.02, IS3.01, IS3.03, CGE1f, CGE7a, CGE3c, CGE1d, CGE4b	Knowledge/Understanding Communication Thinking/Inquiry Application	Sequence charting Observation of toddlers Research paper Oral report Journal/reflection
5. Child Development: The Preschooler	420 min	SOV.02, SOV.03, ISV.03, SO2.01, SO3.02, SO3.03, IS3.03, CGE1f, CGE7a, CGE3c, CGE1d	Knowledge/Understanding Communication Thinking/Inquiry Application	Sequence charting Playgroup planning Host play group session Journal

### Unit 3: Diversity and Universal Concerns

**Time:** 23 hours

#### Unit Description

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.

These topics lend themselves well to a culminating task such as a written report/essay and an oral presentation. An assessment rubric for these possible activities can be located in the Appendices Section at the end of Unit 2.

#### Unit Overview Chart

Cluster	Learning Expectations	Assessment	Focus
1	UCV.01, UC1.01, CGE6c, CGE6a	Knowledge/Understanding	The contemporary family unit
2	UCV.02, UC1.02, UC1.04, CGE7a, CGE4a	Knowledge/Understanding Communication Application	Family influences
3	UCV.01, UCV.02, UCV.03, UC1.03, UC1.04, UC3.01, UC3.03, UC3.04, CGE1d, CGE2a, CGE7f, CGE7g, CGE7a	Knowledge/Understanding Communication Application Thinking/Inquiry	Parenting influences (religious, cultural, traditional, societal, etc.)
4	UCV.02, UC1.02, UC2.02, CGE7e, CGE5c	Knowledge/Understanding Communication	Societal expectations for parents
5	UCV.01, UCV.02, UC2.01, UC2.02, UC2.03, CGE3e, CGE4b, CGE5b	Knowledge/Understanding Application Communication	Personal parenting plan
6	UCV.02, UC1.03, UC1.04, UC3.02, CGE7g, CGE6e	Knowledge/Understanding Thinking/Inquiry Communication	Children through the ages

#### Unit 4: Social and Legal Challenges of Parenthood

**Time:** 32 hours

#### Unit Description

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.

#### Unit Overview Chart

Cluster	Expectations	Assessment	Focus
1	LCV.01, LCV.02, ISV.01, LC1.02, LC1.03, LC2.02, LC2.04, LC3.03, LC3.05, IS1.02, CGE1d, CGE1e, CGE3c, CGE4d, CGE4e, CGE4g, CGE5d	Knowledge/Understanding Communication Application Thinking/Inquiry	Challenges in parenting

2	LCV.02, ISV.01, LC1.01, LC2.03, LC3.04, IS1.01, IS1.02, IS1.03, CGE7h, CGE7e	Knowledge/Understanding Thinking/Inquiry Communication	Laws governing children
3	LCV.02, LC2.01, CGE7i, CGE7e	Knowledge/Understanding Thinking/Inquiry	Society and children
4	LCV.03, ISV.01, ISV.02, ISV.03, LC2.03, LC3.01, LC3.02, LC3.04, LC3.05, IS1.01, IS1.02, IS1.03, IS2.01, IS2.02, IS2.03, IS2.04, IS3.01, IS3.02, IS3.03, IS3.04, CGE2b, CGE2d, CGE7b, CGE7c, CGE7d	Knowledge/Understanding Communication Application Thinking/Inquiry	Current issues in parenting

## Teaching/Learning Strategies

The teacher should provide a variety of Teaching/Learning Strategies for students that will enable them to demonstrate their knowledge and understanding of the course content and assist them in meeting the expectations as outlined in the Achievement Chart of the Ontario Curriculum. These strategies should be adjusted to meet the needs of ESL/ELD students and identified students as outlined in their Individual Education Plans (IEPs). Some of the possible Teaching/Learning Strategies are listed below:

### Instructional Strategies

- Socratic lesson
- Brainstorming
- Think/Pair/Share
- Activity-based experiences
- Computer-assisted research
- Community-assisted learning/guest speakers
- Record-keeping – Sequence charting
- Oral presentations
- Integrate/apply Gospel values
- Report writing
- Role playing/Case studies
- Journal writing
- Instructional videos
- Group work
- Demonstration
- Discussion
- Practical/hands-on experiences

## Assessment & Evaluation of Student Achievement

Students' achievement will be evaluated through a variety of assessment tools that measure success in meeting the expectations for the activity. A variety of assessment opportunities should be used to ensure learning styles of all students are considered. Awareness of a student's IEP is essential in providing appropriate assessment for that student.

Students must be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations, across all four categories of the Achievement Chart.

Methods of evaluating student achievement are as follows:

- *Diagnostic*: occurs at the beginning of a term, a unit of study, or whenever information about prior learning is useful.
- *Formative*: occurs during learning; there is ongoing feedback to the teacher and student about quality of learning and the effectiveness of instruction.
- *Summative*: is usually carried out at the end of a learning process and may include feedback and/or evaluation.

## Assessment Strategies and Tools

### Diagnostic

- Teacher/student conferencing
- Anecdotal comments from teacher
- Observation
- Quiz

### Formative

- Observation
- Personal reflection – journal writing
- Worksheets
- Checklist
- Rating Scale
- Anecdotal comments

### Summative

- Oral report rubric
- Written report rubric Poster/pamphlet
- Pencil-and-paper tests
- Marking Scheme
- Rating Scales

A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade for each course in Grades 9–12 will be determined as follows:

- Seventy per cent of the grade will be based on evaluations 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 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.

### Social Sciences and Humanities Achievement Chart

Term Assessment Tasks	Culminating Assessment
Knowledge/Understanding Thinking/Inquiry Communication Application	Culminating Task Independent Study or Exam (or combination)
<b>Total: 70%</b>	<b>Total: 30%</b>
<b>Final Mark: 70% + 30% = /100%</b>	

### Accommodations

The teacher should be aware of any recommendations in an exceptional student's IEP and adapt activities to address the needs of all identified students. He/she should also show sensitivity to cultural concerns/differences and the needs of ESL/ELD students and show an awareness of the heterogeneous nature of the group. Equipment must be adapted, if necessary, to meet the needs of special students such as providing barrier-free access to kitchen facilities for preschoolers' snack preparation and playgroup area suitable for participation by physically challenged students. A variety of teaching strategies should be used to meet the needs of all students. Some suggested accommodations are:

- Adapt activities to address needs of identified students:
  - allow extra time, if required, for identified students to complete tasks (supply simplified chart/vocabulary if appropriate);
  - photocopy notes/provide written copy of assignment when indicated in IEP;

- arrange peer helpers for in-class support/pair identified student with capable student to support learning experience;
- provide an alternative to written instructions (instructions on tape/student interpreter);
- preferential seating when needed for students who are easily distracted or have special needs;
- show sensitivity to cultural concerns/differences by using a variety of visual examples.
- Provide a variety of teaching strategies to meet the needs of all students:
  - show sensitivity to needs of ESL and ELD students by giving them simplified notes/vocabulary in advance/provide pictures when appropriate;
  - implement strategies recommended in an exceptional student's IEP if different from above;
  - conference with students if an enrichment activity is appropriate (see each activity for suggestions);
  - adapt course activities and timelines if working with adult learners;
  - plan varied learning opportunities allowing students to demonstrate what they have learned;
  - use a combination of visual, tactile, oral, and kinesthetic strategies to support the student's learning style;
  - provide an alternative to written tests (oral conference, etc.) to measure achievement of expectations.

## Resources

### Note Concerning Permissions

Units in this profile make reference to the use of specific texts, magazines, films, and videos. Before reproducing materials for student use from books and magazines, teachers need to ensure that their board has a Cancopy licence and that resources they wish to use are covered by this licence. Before screening videos for their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor (e.g., Audio Cine Films Inc.). Teachers are also reminded that much of the material on the Internet is protected by copyright. That copyright is usually owned by the person or organization that created the work. Reproduction of any work or a substantial part of any work on the Internet is not allowed without the permission of the owner.

### Suggested Text and Support Materials for this course

The following resource is a comprehensive support program for parenting.

Brisbane, Holly E. *The Developing Child: Understanding Children and Parenting*. California: Glencoe Publishing Company, 1994.

ISBN 0-02-669190-0 (Student Text)

ISBN 0-02-675910-1 (Teacher's Annotated Edition)

ISBN 0-02668210-9 (Teacher's Resource Book)

ISBN 0-02-668200-1 (Student Workbook)

ISBN 0-02-675900-4 (Testmaker)

Video Modules: Beginnings of Life; Infancy; Meeting the Needs of Children; Toddlerhood/Preschoolers; Significant Areas of Development

### Books

The following is a sample of the books available on the topic of parenting and related issues. It should be noted that more resources can be found at public libraries, board media centres, and book stores.

Bailey, Cindy. *Start-Up Multiculturalism: Integrate the Canadian Cultural Reality in Your Classroom*. Markham: Pembroke Publishers, 1991. ISBN 1-921217-63-3 (ESL Resource)

Baker, Maureen. *An Introduction to Families in Canadian Society*. Toronto: McGraw-Hill, 1989.

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- Benson, Peter L., Judy Galbraith, and Pamela Espeland. *What Kids Need to Succeed: Practical Ways to Raise Good Kids*. Minneapolis: Free Spirit Press, 1998.
- Canadian Medical Association. *Complete Book of Mother and Baby Care*. Montreal, Reader's Digest Association (Canada) Ltd., 1997. ISBN 0-88850-544-2
- Chud, Gyda and Ruth Fahlman. *An ESL Handbook for Educators*. Vancouver: Pacific Educational Press, 1992. ISBN 0-88865-047-7 (ESL Resource)
- Cobb Anderson, Vienna. *Prayers of Our Hearts*. New York: Crossroads Publishing, 1992.
- Conway, John F. *The Canadian Family in Crisis*. Toronto: James Lorimer and Company, 1997.
- Cowan, Beverly. *Parenting: Shaping the Future*. Toronto: McClelland and Stewart, 1985.
- Decker, Celia Anita. *Children: The Early Years*. Toronto: Irwin Publishing Company, 1995.
- Dodson, Dr. Fitzhugh. *How to Parent*. New York: New American Library, 1970.
- Doyle, Patricia and David Behrens. *The Child in Crisis*. New York: McGraw-Hill, 1986.
- Eisenberg, Arlene, Heidi E. Murkoff, and Sandee E. Hathaway. *What To Expect When You're Expecting*. New York: Workman Publishing Company Inc., 1996. ISBN 0-89-480-829-X
- Grasso Fitzpatrick, Jean. *Something More: Nurturing Your Child's Growth*. Toronto: Penguin Books, 1992.
- Herr, Judy. *Working With Young Children*. Toronto: Irwin Publishing Company, 1998. ISBN 1-56637-3905
- Hildebrand, Verna. *Parenting Rewards and Responsibilities*, 6th ed. Peoria, Illinois: Glencoe McGraw-Hill, 2000. ISBN 0-02-647385-2
- Johnson, Leona. *Strengthening Family and Self*. Toronto: Irwin Publishing Company, 1998.
- Kehoe, John. *A Handbook for Enhancing Multicultural Climate of the School*. Vancouver: Pacific Educational Press, 1984. ISBN 0-88865-025-6 (ESL Resource)
- Kitzinger, Sheila and Vicky Bailey. *Pregnancy Day By Day*. New York: Alfred A. Knopf, 1996. ISBN 0-394-58751-0
- Marrocco, Nancy. *Growing in the Dark*. Ottawa: St. Paul University, 1998. ISBN 2-89088-856-8
- Marrocco, Nancy. *Homemade Christians: A Guide for Parents of Young Children*. Ottawa: St. Paul University, 1992.
- Ontario College of Catholic Bishops. *Turning Points: Readings in Family Life Education*. Toronto: Prentice Hall Ginn, 1997.
- Rosser, Caroline Spang. *Planning Activities for Child Care*. Toronto: Irwin Publishing Company, 1998.
- Ryder, Verdene. *Parents and Their Children*. Toronto: Irwin Publishing Company, 1995.
- Stoppard, Dr. Miriam. *Pregnancy and Birth Book*. New York: Ballantyne Books, 1987. ISBN 0-345-31908-7
- Svoboda, Melanie. *Peeling Back Eggshells: Make Me Feel Important*. Mystic, CT. 1994. ISBN 0-89622-613-1
- Wylie, Betty Jane. *All in the Family: A Survival Guide for Family Living and Loving in a Changing World*. Toronto: Key Porter Books, 1988.

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## Videos

- A Child Grows*. “The First Year.” Illinois: The Learning Seed, 1998. 25 min.
- A Child Grows*. “The Second Year of Life.” Illinois: The Learning Seed, 1998. 26 min.
- A Child Grows*. “Preschoolers: How Three and Four-Year-Olds Develop.” Illinois: The Learning Seed, 1998. 25 min.
- By Way of the Family*. Ontario Conference of Catholic Bishops. 1994.
- Child Abuse*. “Breaking the Cycle.” Westport: Sunburst Communications, 1983. 39 min.
- Disciplining Kids: Without Screaming or Scolding*. Illinois: The Learning Seed, 1996. 20 min.
- Everybody’s Ethnic: Your Invisible Culture*. “Discover Yourself by Exploring Other Cultures.” Illinois: The Learning Seed, 1999. 21 min.
- First Days Home*. “Keeping your Baby Healthy and Happy.” Illinois: The Learning Seed, 1997. 23 min.
- Gender Communication*. “She Talks, He Talks.” Illinois: The Learning Seed, 1994. 22 min.
- Knowing The Unborn*. “Emotional Bonding With the Unborn to Make Better Babies.” Elora: Directional Learning, 1990. 29 min.
- Parenting Children With Learning Differences: LD, ADD, AD/HD*. Fort Erie: Houghton Mifflin Co., Sunburst Division, 2000. 45 min.
- Raising Responsible Children*. Fort Erie: Houghton Mifflin Co., Sunburst Division, 2000. 47 min.
- Safe Seating in the Kid Zone*. Ottawa: Transport Canada, 1999. 23 min.
- Shaking, Hitting, Spanking*. “What to do Instead!” Illinois: The Learning Seed, 1995. 23 min.
- Strong Kids, Safe Kids*. “A Family Guide to Street Proofing Kids.” California: Paramount Pictures, 1984. 43 min.
- Styles of Parenting*. Illinois: The Learning Seed, 1996. 20 min.
- Working Parents*. “Balancing Kids and Careers.” Illinois: The Learning Seed, 1992. 25 min.

## Websites

**Note:** The URLs for the websites have been verified by the writer prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

- [www.abcparenting.com](http://www.abcparenting.com) – Parenting concerns, issues, and information.  
A comprehensive site with many links to other relevant sites.
- [www.occb.ca](http://www.occb.ca) – Ontario College of Catholic Bishops website contains relevant material and press releases on families, relationships, and sexuality. *Reaching Out* and *Turning Points* are two excellent publications that include a wide variety of stories, poems, and articles that will capture the interest and imagination of students. Student texts and teacher manuals for lesson enhancement are available.
- [www.films.com](http://www.films.com) Films for the Humanities and Social Sciences.  
A Canadian site featuring current films on parenting and family issues.
- [www.glencoe.com](http://www.glencoe.com) – Family and Consumer Science Resources Catalogue.  
Available books and resources on parenting and related issues.
- [www.nemours.org](http://www.nemours.org) – The Nemours Foundation  
A non-profit organization devoted to children’s health issues (specializing in pediatric issues).
- [www.publications.gov.on.ca](http://www.publications.gov.on.ca) – Ontario publications  
Some resources on child services, agencies, and publications regarding families in Ontario.

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- [www.vatican.va](http://www.vatican.va) – The following papers are good resources for the Catholic educator:

- *Charter of the Rights of the Family*. Summarizes the Church’s teachings as related to family.
- *Educational Guidance in Human Love: Outlines for Sex Education*. Discusses various aspects of education related to family and sexuality. Affirms the role of the school in providing children with ‘educational guidance in human love.’
- *The Truth and Meaning of Human Sexuality*. Discusses the challenges that parents face when educating their children in matters related to sexuality.
- *Familiaris Consortio*. Early writings by John Paul II outline the Church’s understanding of the importance of the Christian family. Themes include marriage, family as a community of persons, and participation in the development of society.
- *Twelve Tough Issues*. Outlines the Church’s teachings on a variety of topics including abortion, artificial conception, and contraception.
- *Children, Springtime of the Family and Society*. Recent statement - Pope John Paul II creates a good forum for discussion on many contemporary topics.

- [www.vifamily.ca](http://www.vifamily.ca) – Vanier Institute of the Family.

Information, pamphlets, resources on issues regarding Canadian families.

### **Publications**

Many publications are available but two, in particular, can be used as a source of charted information.

*For the Love of Kids*. A ‘Brighter Futures’ initiative of the Government of Canada (Children’s Bureau) in partnership with Canadian Living and McDonald’s Restaurants. This booklet is 48 pages.

*Health Watch for Children*. Series of pamphlets developed for Shopper’s Drug Mart in collaboration with the Canadian Paediatric Society and The Hospital for Sick Children. Titles include Baby Basics, Fever, Ear Infections, Breast-feeding, Infectious Diseases, and Pregnancy, etc.

*Parenting in a Culturally Diverse Society: A Manual for Facilitators*. Ottawa: Parent Resource Centre

### **Ministry of Education Policy Documents**

*Choices into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools, 1999.*

*The Ontario Curriculum, Grades 11 and 12, Social Sciences and Humanities, 2000.*

*The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment, 2000.*

*Ontario Secondary Schools, Grades 9 to 12, Program and Diploma Requirements, 1999.*

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## OSS Considerations

Parenting is an open course and can be used as an additional compulsory credit (Social Sciences and Humanities) or an optional credit. This course is suitable for all students interested in increasing their general knowledge base or those interested in pursuing a career in the child-care field. Many practical experiences are offered to support the various learning styles of students. This course is also suitable for adult learners.

All school boards are required to provide exceptional students with special education programs and services appropriate to their needs – this policy must be considered when planning delivery of this parenting course. Teachers must be aware of a student’s IEP and ensure the recommendations outlined are being implemented to meet the student’s needs.

Technology plays an instrumental role in helping students develop their research and inquiry skills. Students continue to develop communication skills by using word processing software and graphics programs to enhance presentations and continue developing their ability to communicate effectively the results of their research by writing drafts, organizing information, revising their work, formatting, and transmitting the final document electronically

ESL (English as a Second Language) and ELD (English Literacy Development) students should be considered when planning activities and presenting information. Social Sciences and Humanities courses lend themselves well in supporting these students because the information studied is a part of every culture’s universal experience (societal expectations, cultural diversity, family issues, etc.) Written, clear instructions, simplified vocabulary and many visual resources should be provided to support the learning needs of these two groups.

A direct link should be established with *Choices Into Action: Guidance and Career Education Program Policy for Elementary and Secondary Schools, 1999*. Many skills developed in this parenting course, such as research and inquiry, problem-solving, communication, and conflict resolution, are invaluable when seeking employment. Students are exposed to the possibilities and options of careers linked to a child care course such as day care service, child and family services, health of children, social work profession, early childhood education, etc.

There are many workplace experiences that support and enhance skills developed in a parenting course: day care experiences, play school assistants, private home care workers for disabled children, support at a home for single mothers, etc. A co-op placement provides a meaningful way for students interested in this field to accumulate additional high school credits while benefiting from the real-world experience these placements offer. It is essential that all safety requirements are met and procedures are followed whenever students are involved in practical, hands-on activities. Students must be made aware of health and safety hazards and trained to use equipment/supplies safely and appropriately (e.g., fire extinguishers, stoves, baby equipment, food handling). Schools must provide pre-placement health and safety instructions before students begin their work placements and employers are expected to provide health and safety training as part of a student’s training plan.

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## Coded Expectations, Parenting, Grade 11, Open, HPC30

### Self and Others

#### Overall Expectations

- SOV.01 · describe factors that contribute to the healthy development of children before and during birth, and in the first few months after birth;
- SOV.02 · explain patterns in the social, emotional, intellectual, moral, and physical development of children;
- SOV.03 · evaluate their own practical experiences involving children.

#### Specific Expectations

##### Pregnancy, Birth, and Postnatal Care

- SO1.01 – outline the stages in the biological process of conception, pregnancy, and birth;
- SO1.02 – 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;
- SO1.03 – evaluate prenatal and postnatal care/support programs available for parents in the community (e.g., prenatal classes; breast-feeding clinics; Healthy Babies, Healthy Children Program).

##### Stages of Growth and Development

- SO2.01 – identify, through practical experiences in a classroom or community setting, the changes in social, emotional, intellectual, and physical development that take place in young children;
- SO2.02 – explain how development from conception to three years of age affects and is crucial for development later in life;
- SO2.03 – analyse behaviours, conditions, and environments that influence positive or negative growth and development of the foetus, infant, and young child (e.g., breast-feeding, bonding, infant stimulation; violence, addictions, neglect).

##### Experiences With Children

- SO3.01 – identify and describe the capabilities and behaviours of young children of different ages in a variety of settings (e.g., play school, day care, nursery school, family, babysitting);
- SO3.02 – explain the differences in capabilities and behaviours observed in children in classroom and community settings;
- SO3.03 – demonstrate an understanding of what is involved in planning, organizing, and carrying out age-appropriate activities for preschoolers in classroom or community settings.

### Personal and Social Responsibilities

#### Overall Expectations

- PRV.01 · demonstrate an understanding of the need for preparation to become a parent;
- PRV.02 · demonstrate an understanding of the responsibility parents have for ensuring quality communication in their family;
- PRV.03 · describe the nature of and the responsibilities involved in parenting.

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## **Specific Expectations**

### **Preparation for Parenthood**

- PR1.01** – identify the factors involved in deciding whether or not to become a parent (e.g., social pressures, cultural influences, personal maturity and values, economic stability);
- PR1.02** – identify what parents bring to their role from their own family background and past experiences;
- PR1.03** – conduct and summarize the results of a survey of parents of young children to determine the personal qualities, skills, and experience they perceive as necessary for parenting;
- PR1.04** – demonstrate an understanding of an infant’s needs and schedules by participating in a baby-simulation experience.

### **Communication With Young Children**

- PR2.01** – explain how communication influences parent–child relationships (e.g., promotes attachment, fosters mutual respect);
- PR2.02** – demonstrate an understanding of age-appropriate communication practices (e.g., paticake and rhyming for infants);
- PR2.03** – identify elements of and skills involved in communication (e.g., eye contact, active listening, “I messages”, encouragement);
- PR2.04** – demonstrate an understanding of positive verbal and non-verbal interactions with young children, based on their own interactions with children in real-life settings.

### **Parenthood**

- PR3.01** – explain why parenting is a lifelong commitment in our society;
- PR3.02** – demonstrate an understanding of factors that influence the parenting process (e.g., delayed parenthood, strong parenting partnerships, a love and understanding of children);
- PR3.03** – identify and describe the responsibilities parents have for children of different ages (e.g., meeting their needs, teaching them skills, encouraging their independence);
- PR3.04** – summarize the lifestyle and relationship changes that parents experience when raising children;
- PR3.05** – compare the changing roles of parents and children as both grow older (e.g., from care-giver and nurturer to mentor to dependent adult);
- PR3.06** – identify and describe career opportunities related to families at all stages of the life cycle.

## **Diversity and Universal Concerns**

### **Overall Expectations**

- UCV.01** · identify social and cultural variations in family forms and parenting approaches;
- UCV.02** · identify and evaluate various child-rearing practices and beliefs, and parenting techniques;
- UCV.03** · demonstrate an understanding of the common experiences of young children across cultures.

### **Specific Expectations**

#### **Family Variations**

- UC1.01** – describe the various possible configurations of family (e.g., nuclear, step, extended, blended, lone-parent, foster, adoptive);
- UC1.02** – explain the role of parents and family members in teaching children socially acceptable behaviour;
- UC1.03** – describe how fathers, mothers, and grandparents transmit their cultural and religious heritage to infants, toddlers, and preschoolers (e.g., through storytelling, visual arts, children’s festivals, religious and other rituals associated with childhood);
- UC1.04** – report on the role of culture and family tradition in child-rearing practices (e.g., name selection, touch and physical contact, rules, discipline, guidance).

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## **Parenting Practices**

- UC2.01** – compare the impact of different styles of parenting (e.g., permissive, authoritarian, democratic) on young children, based on observations made in real-life settings;
- UC2.02** – describe the advantages and disadvantages of parenting techniques advocated by current authorities on parenting (e.g., T. Barry Brazelton, Barbara Coloroso, Dr. Fraser Mustard);
- UC2.03** – demonstrate, in practical settings, the appropriate use of a variety of techniques for parenting and disciplining young children (e.g., setting limits, establishing routines, offering choices, encouraging independence, helping children understand the logical consequences of behaviours, fostering mutual respect).

## **Universality of Childhood**

- UC3.01** – demonstrate an understanding of the universal belief in the importance of play in the lives of children (e.g., the presence in all cultures of traditional games involving balls and sticks, games modelled on “tag”, variations of “playing house”), based in part on observations and interactions in practical settings;
- UC3.02** – identify and classify the ways in which children are perceived in the folklore and by the media of a society (e.g., as “little adults”, “helpless beings”, “the country’s future”);
- UC3.03** – compare and contrast cultural expectations for male and female children;
- UC3.04** – identify ways in which families manage early-childhood trauma (e.g., physical exceptionalities, illness, disease).

## **Social and Legal Challenges of Parenthood**

### **Overall Expectations**

- LCV.01** · demonstrate an understanding of the challenges facing parents throughout the early-childhood years;
- LCV.02** · describe the role society plays in the lives of children and families;
- LCV.03** · demonstrate an understanding of child abuse and family violence, and outline strategies to secure a safe, non-violent environment for all children.

### **Specific Expectations**

#### **Parenting Challenges in the Early Years**

- LC1.01** – describe the legal and social responsibilities of parents and guardians (e.g., providing adequate food, shelter, care, education);
- LC1.02** – demonstrate an understanding of the challenges faced by parents of young children in today’s rapidly changing society (e.g., balancing work and family, finding quality child care, divorce, poverty);
- LC1.03** – explain how parents of very young children can support them during the grief process (e.g., after the loss of a family member, friend, or pet).

#### **The Role of Society in the Lives of Children and Families**

- LC2.01** – identify the role of societal agents (e.g., schools, the media, the local community, the religious community) in teaching young children how to live in society (e.g., the importance of rules, social values, acceptable conduct);
- LC2.02** – demonstrate an understanding of various social concerns that parents face as their children approach school age (e.g., relating to personal safety, independence, respect for self and others);
- LC2.03** – identify the laws that regulate children and parents in society (e.g., legislation governing child protection, child care, school attendance, child labour);
- LC2.04** – analyse the problems associated with teenage parenthood and lone-parenting of young children (e.g., poverty, alienation, lack of gender-role modelling, stress, dependence on social agencies).

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## **Child Abuse, Neglect, and Family Violence**

**LC3.01** – describe the indicators of child abuse (e.g., unexplained fear, unusual or repeated injuries), neglect (e.g., malnutrition), and family violence (e.g., insecurity, lack of trust);

**LC3.02** – explain the strategies and support needed for a child to survive abuse, neglect, or family violence;

**LC3.03** – describe the skills and attitudes that can be developed to secure a safe and peaceful family, community, and social environment;

**LC3.04** – explain the social importance of laws related to child abuse and children’s rights (e.g., responsibility of community for children’s welfare, reporting child abuse);

**LC3.05** – identify community social programs and agencies that provide family support (e.g., YMCA/YWCA, Big Brothers/Sisters, LifeSpin, Crimestoppers, Child Help Line) and identify some of the barriers parents face in accessing that support (e.g., language, culture, literacy, education levels).

## **Research and Inquiry Skills**

### **Overall Expectations**

**ISV.01** · use appropriate social science research methods in the investigation of a wide range of issues that concern parents of young children;

**ISV.02** · use appropriate methods for organizing and analysing data collected;

**ISV.03** · compile and present the results of their research effectively.

### **Specific Expectations**

#### **Using Research Methodology**

**IS1.01** – demonstrate an understanding of social science research methods (e.g., observation, participatory observation, action research, personal interviews, collecting life stories);

**IS1.02** – use social science inquiry skills effectively to explore a variety of issues affecting parents with young children (e.g., balancing of work and family, child-care decisions, poverty, alcoholism, death in the family, lone-parenting);

**IS1.03** – identify effective methods for collecting information from a variety of sources (e.g., textbooks, “how to” books, magazines, electronic sources, everyday experience).

#### **Organizing and Analysing Information**

**IS2.01** – pose appropriate research questions to frame their inquiries;

**IS2.02** – summarize the main points of information gathered from various reliable sources;

**IS2.03** – effectively use headings and subheadings to organize information, following guidelines established for social science research;

**IS2.04** – distinguish between fact and opinion in research information on the parenting of young children.

#### **Communicating Results**

**IS3.01** – demonstrate an understanding of the techniques used for recording information and key ideas from research;

**IS3.02** – document information sources accurately, using correct forms of citation;

**IS3.03** – prepare reports on interactions with and observations of infants, toddlers, and preschoolers;

**IS3.04** – effectively communicate the results of their inquiries, using a variety of methods and forms (e.g., written reports, seminars, visual or multimedia presentations, group presentations).

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## Ontario Catholic School Graduate Expectations

The graduate is expected to be:

**A Discerning Believer Formed in the Catholic Faith Community** who

- CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** -actively reflects on **God’s Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** -speaks the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)
- CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- CGE1g** -understands that one’s purpose or **call in life** comes from God and strives to discern and live out this call throughout life’s journey;
- CGE1h** -respects the **faith traditions**, world religions and the life-journeys of **all people of good will**;
- CGE1i** -integrates faith with life;
- CGE1j** -recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

**An Effective Communicator** who

- CGE2a** -listens actively and critically to understand and learn in light of gospel values;
- CGE2b** -reads, understands and uses written materials effectively;
- CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** -writes and speaks fluently one or both of Canada’s official languages;
- CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

**A Reflective and Creative Thinker** who

- CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

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**A Self-Directed, Responsible, Life Long Learner** who

- CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** -demonstrates flexibility and adaptability;
- CGE4c** -takes initiative and demonstrates Christian leadership;
- CGE4d** -responds to, manages and constructively influences change in a discerning manner;
- CGE4e** -sets appropriate goals and priorities in school, work and personal life;
- CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

**A Collaborative Contributor** who

- CGE5a** -works effectively as an interdependent team member;
- CGE5b** -thinks critically about the meaning and purpose of work;
- CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- CGE5e** -respects the rights, responsibilities and contributions of self and others;
- CGE5f** -exercises Christian leadership in the achievement of individual and group goals;
- CGE5g** -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
- CGE5h** -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

**A Caring Family Member** who

- CGE6a** -relates to family members in a loving, compassionate and respectful manner;
- CGE6b** -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- CGE6c** -values and honours the important role of the family in society;
- CGE6d** -values and nurtures opportunities for family prayer;
- CGE6e** -ministers to the family, school, parish, and wider community through service.

**A Responsible Citizen** who

- CGE7a** -acts morally and legally as a person formed in Catholic traditions;
- CGE7b** -accepts accountability for one's own actions;
- CGE7c** -seeks and grants forgiveness;
- CGE7d** -promotes the sacredness of life;
- CGE7e** -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** -respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** -respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- CGE7h** -exercises the rights and responsibilities of Canadian citizenship;
- CGE7i** -respects the environment and uses resources wisely;
- CGE7j** -contributes to the common good.

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## Unit 2: Self and Others

**Time:** 30 hours

### Unit Description

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.

### Strand(s) & Learning Expectations

**Strand(s):** Self and Others, Personal and Social Responsibilities, Research and Inquiry Skills

**Overall Expectations:** SOV.01, SOV.02, SOV.03, PRV.01, PRV.02, ISV.01, ISV.02, ISV.03.

**Specific Expectations:** SO1.01, SO1.02, SO1.03, SO2.01, SO2.02, SO2.03, SO3.01, SO3.02, SO3.03, PR1.04, PR2.02, IS2.02, IS3.01, IS3.03.

**Ontario Catholic School Graduate Expectations:** CGE1d, CGE1f, CGE2a, CGE2e, CGE3c, CGE4b, CGE4e, CGE4f, CGE4g, CGE5e, CGE6a, CGE6b, CGE6c, CGE7a, CGE7b.

### Unit Planning Notes

- Access to a TV/VCR is an asset for each activity in this unit;
- An overhead projector and a large screen are also needed for Activities 1, 2, 3, and 4;
- Arrange for the use of the Library/Resource Centre and/or computer lab for Activities 4 and 5;
- Select an appropriate prayer/reading to begin each activity.

### Activity 1: Healthy Child Development

**Time:** 480 minutes

#### Description

Students will demonstrate knowledge of the facts relating to the miracle of life from conception to the end of gestation. Students will develop case studies on problems of new parents, complete a research project on birth defects, and design a poster/pamphlet highlighting the needs of a pregnant woman. Students will develop problem-solving and thinking skills as they create and discuss the case studies and design the pamphlet.

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## **Strand(s) & Learning Expectations**

**Strand(s):** Self and Others, Research and Inquiry Skills

### **Overall Expectations**

SOV.01 - describe factors that contribute to the healthy development of children before and during birth, and in the first few months after birth;

ISV.03 - compile and present the results of their research effectively.

### **Specific Expectations**

SO1.02 - 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;

SO1.03 - evaluate prenatal and postnatal care/support programs available for parents in the community (e.g., prenatal classes; breast-feeding clinics; Healthy Babies, Healthy Children Program);

SO2.02 - explain how development from conception to three years of age affects and is crucial for development later in life;

SO2.03 - analyse behaviours, conditions, and environments that influence positive or negative growth and development of the foetus, infant, and young child (e.g., breast-feeding, bonding, infant stimulation; violence, addictions, neglect);

IS3.04 - effectively communicate the results of their inquiries, using a variety of methods and forms (e.g., written reports, seminars, visual or multimedia presentations, group presentations).

### **Ontario Catholic School Graduate Expectations**

CGE1f - seeks intimacy with God and celebrates communion with God, others and Creation through prayer and worship;

CGE2a - listens actively and critically to understand and learn in light of gospel values;

CGE2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life;

CGE5e - respects the rights, responsibilities and contributions of self and others;

CGE6b - recognizes human intimacy and sexuality as God given gifts, to be used as the Creator intended;

CGE7b - accepts accountability for one's own actions;

CGE7d - promotes the sacredness of life.

### **Prior Knowledge & Skills**

- General knowledge of male/female anatomy and physiology
- General skills for:
  - note-taking/basic literacy
  - communication/listening
  - group work/pair work/cooperative learning
  - visual presentation/oral reporting
  - problem-solving/critical thinking

### **Planning Notes**

#### **Gather/prepare overheads, slides, and videos**

- prepare anatomical charts of the female body;
- prepare overheads showing the chromosome arrangement in determining the sex of the child/sensible personal care during pregnancy/and showing the biological process from conception to the end of nine months of pregnancy;
- select an appropriate a video to support the topic.

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**Prepare notes to accompany visual presentations including information on:**

- common indications of pregnancy/confirmation of pregnancy/necessity of a doctor's care/first visit to a doctor, and body changes during pregnancy;
- updated information on community resources for pregnant women and pre-natal classes for parents;
- introduction of new vocabulary;
- complications of pregnancy/nutrition during pregnancy (e.g., Canada's Food Guide, sample menus, etc.) /rest/hygiene/nutrition/fitness needs of the mother/weight gain/and emotions;
- stages of fetal development (ovum/embryo/fetus)/chromosomes/genes (dominant/recessive), infertility, birth defects, and prenatal testing;
- responsibilities of caring for a baby.

**Prepare print materials**

- duplicate worksheets to support student learning (Appendix 2.1.1 – Vocabulary: Pregnancy and childbirth, Appendix 2.1.3 – Birth Defects);
- prepare several case studies involving choices new parents must face (samples for students to model when creating their own case studies);
- gather recent pamphlets relating to prenatal care;
- duplicate chart (Appendix 2.1.2 – Stages of Fetal Development);
- simplify vocabulary and notes for ESL/ELD students.

**Implement CGEs** by reinforcing the concept of *sacredness of life and intimacy/sexuality as God given gifts to be used as the Creator intended and by encouraging students to respect the rights, responsibilities and contributions of self and others.*

**Teaching/Learning Strategies**

1. The teacher reads a prayer or an inspirational article involving new parents. Students reflect upon the passage by writing their reflections in a journal. This journal exercise will become a part of each activity in this unit and will encourage students to *seek intimacy with God and celebrate Creation through prayer and worship.*
2. Socratic lesson on the biological process of the developing fetus using visuals and/or a video. Students take notes, make sketches of important facts and diagrams during the teacher-directed portion of the lesson.
3. To clarify the recording of the important facts, students work in pairs to complete worksheets (Appendix 2.1.1 –Vocabulary: Pregnancy and Childbirth and Appendix 2.1.2 –Stages of Fetal Development Chart – From Conception to Birth). This begins the sequence charting that is uniform throughout the unit. Students use information from their notes, from the board or overhead, or the course text to complete the chart.
4. Students select a topic highlighting a problem new parents might face when starting a family. Such topics as financial problems, lack of education, job security, space for a baby, age of parents, etc., should be included in the list provided by the teacher. They will then prepare a case study on how parents can become capable and confident in making decisions to solve those problems. The teacher prepares several case studies as examples to ensure the many problems facing new parents are covered.
5. Students gather information on a birth defect from the list provided and present their findings in an oral report to the class (Appendix 2.1.3 – Birth Defects). Students record the information, using point-form notes or in chart form, as it is presented and discussed.
6. The teacher explains how development from conception to three years of age is crucial for healthy development later in life. Students participate in a follow-up discussion.
7. The poster/pamphlet assignment is introduced (Appendix 2.1.4 – Things You Should Know When You Are Pregnant). The teacher/students decide on a completion date.

8. A Socratic lesson is presented involving the decision-making process necessary for new parents as they consider the best interests of the child, the complications that may arise throughout the pregnancy, and community services available to pregnant mothers.
9. The teacher invites a speaker from the Catholic community to talk further about services available for new parents in the community. A discussion follows as an extension of the information offered by the speaker to include other programs available to parents, such as, breast-feeding clinics, Healthy Babies Program, prenatal and postnatal classes, etc.
10. Students write a test covering all materials that have been presented in this activity: pregnancy, the birth process, factors influencing healthy development of the fetus, decisions facing new parents, the importance of healthy growth and development during pregnancy, and services available in the community.

### Assessment & Evaluation of Student Achievement

Task	Strategy	Tool	Purpose	Achievement Chart Categories
To develop creative/critical thinking skills	Journal entry/ reflection on a prayer	Anecdotal	Formative	Thinking/Inquiry
To transfer concepts to a different context	Develop case studies re: pregnancy problems	Checklist	Formative	Thinking/Inquiry Application
To analyse and evaluate information involving birth defects	Research assignment on birth defects	Rubric	Formative	Thinking/Inquiry
To communicate findings from research project on birth defects	Report orally results of research	Rating Scale	Summative	Communication
To apply ideas and skills	Complete pregnancy pamphlet/poster	Rubric	Summative	Application
To demonstrate knowledge/ understanding of key terms/concepts	Test on information presented in Activity 1	Marking Scheme	Summative	Knowledge/ Understanding

### Accommodations

- Enrichment activity - extension of research project: explore more complex problems of pregnancy, such as, “What is amniocentesis and how does it provide information about the developing fetus?” or “An ethical examination of pregnancy problems from a Catholic perspective,” etc.

### Resources

#### Print

Brisbane, Holly E. *The Developing Child: Understanding Children and Parenting*. California: Glencoe Publishing Company, 1994. (Teacher’s Resource Book)

Cobb Anderson, Vienna. *Prayers of Our Hearts*. New York: Crossroads Publishing, 1992.

Eisenberg, Arlene, Heidi E. Murkoff, and Sandee E. Hathaway. *What To Expect When You’re Expecting*. New York: Workman Publishing Company Inc., 1996. ISBN 0-89-480-829-X

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*Health Watch for Children.* Series of pamphlets developed for Shopper’s Drug Mart in collaboration with the Canadian Paediatric Society and The Hospital for Sick Children. Titles include Baby Basics, Fever, Ear Infections, Breast-feeding, Infectious Diseases, and Pregnancy, etc.

### **Videos**

*By Way of the Family.* Ontario Conference of Catholic Bishops. 1994. (video)

*The Developing Child.* “Beginnings of Life: Prenatal Development/A Life in the Making” 26 min. and “Beginnings of Life: Pregnancy and Birth: Caring and Preparing for the Life Within” 26 min.

### **Appendices**

Appendix 2.1.1 – Vocabulary: Pregnancy and Childbirth (first section/pregnancy)

Appendix 2.1.2 – Stages of Fetal Development Chart – From Conception to Birth

Appendix 2.1.3 – Birth Defects

Appendix 2.1.4 – Things You Should Know When You Are Pregnant

## **Activity 2: The Birth Process/Bringing Baby Home**

**Time:** 240 minutes

### **Description**

Students will demonstrate knowledge of the facts relating to the physical birth process and postnatal care of the mother and baby. They will summarize information relating to the stages of labour and birth and will gather current consumer data involving child safety and equipment. They will analyse and evaluate local community services available to new mothers. Students will develop problem-solving skills by designing a space for an infant.

### **Strand(s) & Learning Expectations**

**Strand(s):** Self and Others, Research and Inquiry Skills

#### **Overall Expectations**

SOV.01 - describe factors that contribute to the healthy development of children before and during birth, and in the first few months after birth;

ISV.02 - use appropriate methods for organizing and analysing data collected.

#### **Specific Expectations**

SO1.01 - outline the stages in the biological process of conception, pregnancy, and birth;

SO1.02 - 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;

SO1.03 - evaluate prenatal and postnatal care/support programs available for parents in the community (e.g., prenatal classes; breast-feeding clinics; Healthy Babies, Healthy Children Program);

SO2.02 - explain how development from conception to three years of age affects and is crucial for development later in life;

SO2.03 - analyse behaviours, conditions, and environments that influence positive or negative growth and development of the foetus, infant, and young child (e.g., breast-feeding, bonding, infant stimulation; violence, addictions, neglect);

IS2.02 - summarize the main points of information gathered from various reliable sources.

#### **Ontario Catholic School Graduate Expectations**

CGE1f - seeks intimacy with God and celebrates communion with God, others and Creation through prayer and worship;

CGE4e - sets appropriate goals and priorities in school, work and personal life;

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CGE4f - applies effectual communication, decision-making, problem-solving, time and resource management skills;

CGE4g - examines and reflects on one's personal values, abilities and aspirations influencing one's choices and opportunities;

CGE6a - relates to family members in a loving, compassionate and respectful manner.

### **Prior Knowledge & Skills**

- general knowledge of factors affecting the healthy development of the fetus
- general skills for:
  - note-taking/basic literacy
  - communication/listening
  - group work/pair work/cooperative learning
  - oral reporting/research skills

### **Planning Notes**

#### **Gather/prepare overheads, slides, and videos**

- prepare overheads or slide presentation depicting the stages of labour and birth;
- select an appropriate video depicting a live birth;
- collect visual aids showing the newborn shortly after birth and in the weeks following;
- collect catalogues, magazines, flyers, etc., to be used in the room design project;
- organize art supplies needed for the design project.

#### **Prepare notes to accompany visual presentations including information on:**

- stages of labour and birth and terminology related to birth and labour;
- nutritional needs of new mothers and infants and comparison between breast-feeding and bottle-feeding;
- postnatal care of the mother and baby and bringing the baby home (practical considerations such as layette, room, safety, feeding, room, etc.);
- factors affecting the positive/negative growth and development of the infant, community services available to assist new mothers and choices and decisions new parents must face while meeting the needs of an infant;
- introduction to baby equipment survey.

#### **Prepare print materials**

- duplicate support materials (Appendix 2.1.1 – Vocabulary: Pregnancy and Childbirth, Appendix 2.2.1 – Stages of Birth and Labour Chart, Appendix 2.2.2 – Designing a Room for the Baby, Appendix 2.2.3 – Baby Equipment Assignment).

**Implement CGEs** by encouraging students to *set appropriate goals and priorities in school, apply effectual communication and time-management skills, examine and reflect on their values, enjoy a healthy lifestyle, and relate to family in a loving, respectful manner.*

### **Teaching/Learning Strategies**

1. The teacher begins the activity by reading a prayer or an inspirational article involving the miracle of life. Students reflect upon the passage by writing their reflection in the journal that was started during Activity 1.
2. A Socratic lesson is given on the birth process involving overheads, visual aids, and an appropriate video. The stages of labour and birth are discussed and recorded on the chart provided (Appendix 2.2.1 – Stages of Birth and Labour Chart). New vocabulary is added to the list of key words started in Activity 1 (Appendix 2.1.1 – Vocabulary: Pregnancy and Childbirth).

3. A discussion follows on postnatal care of the mother and baby and practical considerations for bringing the baby home. This discussion also includes the responsibility of the parent to create an appropriate faith environment in which a child's spiritual growth is nurtured. A selected reading will support students in their development as *a discerning believer formed in the tradition of the Catholic Faith Community*.
4. Students design a room for the baby as they consider the conditions and environments that are necessary for an infant's positive growth, development, and safety. They use the criteria established in Appendix 2.2.2 – Designing a Room for the Baby. Some class time is used to ensure students understand the assignment and have access to pictures of the furniture chosen (from magazines, catalogues, flyers, etc.). Students complete the assignment and submit it on the established date.
5. A Socratic lesson is given outlining factors that influence the positive and negative growth and development of the infant, community services available to assist new mothers, and choices/decisions new parents must face as they meet the needs of their infant. Students evaluate the prenatal and postnatal care and support services available in their community by discussing the information presented.
6. Students gather information on baby equipment (availability, costs, features, safety concerns, necessity, etc.) using Appendix 2.2.3 – Baby Equipment Assignment. The results of their findings will be presented and discussed with the class. Selection of equipment and safety concerns are reviewed with on-going class participation and discussion.
7. The teacher leads a discussion highlighting the behaviours, conditions, and environments that influence the positive or negative growth and development of the new infant. A Socratic lesson covers such concerns as breast-feeding, bonding, infant stimulation, effects of violence, addiction, neglect, etc., Students take notes during the discussion and analyse the behaviours, conditions, etc., that influence healthy development.
8. A pencil-and-paper test covering all topics in this activity will provide measurement of students' knowledge and understanding of the materials presented. The test will cover the stages of labour and birth, postnatal care, bringing the baby home, influences on development, community services available, and choices facing new parents.

### Assessment & Evaluation of Student Achievement

Task	Strategy	Tool	Purpose	Achievement Chart Categories
To develop creative/critical thinking skills	Journal entry/reflection on a prayer	Journal/reflection	Formative	Thinking/Inquiry
To transfer concepts to a new context	Plan and design a space for the baby	Design project	Summative	Thinking/Inquiry Application
To analyse and evaluate information/safety concerns/baby equipment	An analysis of baby equipment	Research Oral presentation	Formative	Thinking/Inquiry Communication
To demonstrate knowledge/understanding of key terms/concepts	Test on material from Activity 2	Pencil-and-paper test	Summative	Knowledge/ Understanding

### Accommodations

- Enrichment activity - scale model of a room design

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## Resources

### Videos

*The Developing Child*. “Beginnings of Life. Pregnancy and Birth: Caring and Preparing for the Life Within” (26 minutes) and “The Newborn: Development and Discovery” (25 minutes)

*Knowing The Unborn*. “Emotional Bonding With the Unborn to Make Better Babies.” Elora: Directional Learning, 1990. (29 min)

### Print

Brisbane, Holly E. *The Developing Child: Understanding Children and Parenting*. California: Glencoe Publishing Company, 1994. (Teacher’s Resource Book)

Marrocco, Nancy. *Homemade Christians: A Guide for Parents of Young Children*. Ottawa: St. Paul University, 1992.

Stoppard, Dr. Miriam. *Pregnancy and Birth Book*. New York: Ballantyne Books, 1987. ISBN 0-345-31908-7

## Appendices

Appendix 2.1.1 – Vocabulary – Pregnancy and Childbirth (second section).

Appendix 2.2.1 – Stages of Birth and Labour Chart

Appendix 2.2.2 – Designing a Room for the Baby

Appendix 2.2.3 – Baby Equipment Assignment

## Activity 3: Child Development: The Infant

**Time:** 300 minutes

### Description

Students will demonstrate knowledge of the facts relating to the growth and development of infants, observe a new mother with her infant, and participate in an infant simulation experience. Students will make a personal connection to child care concepts through this infant simulation process.

### Strand(s) & Learning Expectations

**Strand(s):** Self and Others, Social and Personal Responsibilities

#### Overall Expectations

SOV.02 - explain patterns in the social, emotional, intellectual, moral, and physical development of children;

SOV.03 - evaluate their own practical experiences involving children;

PRV.01 - demonstrate an understanding of the need for preparation to become a parent;

PRV.02 - demonstrate an understanding of the responsibility parents have for ensuring quality communication in their family.

#### Specific Expectations

SO2.02 - explain how development from conception to three years of age affects and is crucial for development later in life;

PR1.04 - demonstrate an understanding of an infant’s needs and schedules by participating in a baby-simulation experience;

PR2.02 - demonstrate an understanding of age-appropriate communication practices (e.g., paticake and rhyming for infants).

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## Ontario Catholic School Graduate Expectations

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.

CGE1f - seeks intimacy with God and celebrates communion with God, others and Creation through prayer and worship;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE6c - values and honours the important role of the family in society;

CGE7a - acts morally and legally as a person formed in Catholic traditions;

## Prior Knowledge & Skills

- General knowledge of safety considerations involving the handling of infants
- General skills for:
  - note-taking/basic literacy
  - listening/communication/discussion
  - group work/pair work/cooperative learning skills

## Planning Notes

### Equipment

- infant simulation models (infant simulation kits or a creative substitute such as a small bag of flour/egg).

### Videos/visual supports/guest speaker(s)

- arrange to have new mother(s) bring in infants(s) for demonstration of diapering, bathing, feeding, holding, etc., and to answer questions by students;
- select a video for presentation to support/enhance the material addressed in this topic.

### Prepare notes to accompany visual presentation including information on:

- the social, emotional, intellectual, moral, and physical development of infants;
- introduction to infant simulation exercise (purpose, time frame, type of simulation to be used, etc.).

### Prepare print material

- duplicate fill-in charts (Appendix 2.3.1 – Stages of Development Chart – Infant Section);
- prepare guidelines for small group discussions in which students will examine and discuss how to care for an infant during a particular stage of development.

**Implement CGEs** by encouraging students to *think reflectively, evaluate situations, solve problems, value and honour family and develop an awareness of social responsibility and by providing an opportunity to seek intimacy with God through prayer.*

## Teaching/Learning Strategies

1. The teacher begins the activity by reading a prayer or an inspirational article involving the joy of life through the eyes of an infant. Students reflect upon the passage by writing their reflection in the journal that was started during Activity 1.
2. A Socratic lesson is given on ‘the infant’ and there is a class discussion on the social, emotional, intellectual, moral, and physical development typical of this age group. Students take notes.
3. Key information on the social, emotional, intellectual and physical development of infants is charted using Appendix 2.3.1 – Stages of Development Chart – Infant Section.
4. A demonstration by new mother(s) and baby(ies) is arranged to enable students to learn about diapering, bathing, feeding, holding, etc., and to ask relevant questions about the parenting experience.

5. The teacher leads a discussion on the impact of disposable diapers and the packaging of formula on the environment. Students are invited to share thoughts and reflections on this, and other, global issues involving care for infants.
6. Students view a video highlighting the importance of healthy and positive growth and care of infants and how this is crucial for development later in life.
7. In small groups, students discuss what has been learned from the new mother(s) and from the video about caring for infants.
8. A video is shown to enhance what has been learned about infants. Students demonstrate an understanding of positive communication practices and capabilities of infants by discussing these topics after viewing the video.
9. Students take part in an infant simulation experience in which students assume responsibility for a 'pretend infant' for two days. A small bag of flour or an egg is used as a substitute for a real infant. Using this symbolic 'infant' students must be aware of his/her infant's needs, make care arrangements if unable to be with their infant for a short time, and generally experience what caring for an infant would entail. During this two day experience, students are asked to record their feelings about having an infant, comment on the attitudes of others, consider the challenges they would have to face if it were a real infant, and reflect on the daily responsibility of having and caring for an infant. Appendix 2.3.2 – Infant Simulation Experience is used to guide their reflection.
10. Students write a test on the information presented in this activity. The test will include the stages of growth and development for infants and care and handling of infants.

### Assessment & Evaluation of Student Achievement

Task	Strategy	Tool	Purpose	Achievement Chart Categories
To develop creative/critical thinking skills	Journal entry/ reflection on a prayer	Journal/ reflection	Formative	Thinking/Inquiry
To make personal connections between personal experiences and subject	Participate in the infant simulation experience	Infant simulation	Formative	Application
To demonstrate knowledge/ understanding of key terms and concepts involving infants	Test on information from Activity 3	Pencil-and-paper test	Summative	Knowledge/ Understanding

### Accommodations

- Enrichment activity - create a more lifelike model baby using fabric/stuffing/clothing/

### Resources

#### Print

Brisbane, Holly E. *The Developing Child: Understanding Children and Parenting*. California: Glencoe Publishing Company, 1994. (Teacher's Resource Book)

Canadian Medical Association. *Complete Book of Mother and Baby Care*. Montreal: Reader's Digest Association (Canada) Ltd., 1997. ISBN 0-88850-544-2

Cobb Anderson, Vienna. *Prayers of Our Hearts*. New York: Crossroads Publishing, 1992.

*For the Love of Kids*. A 'Brighter Futures' initiative of the Government of Canada (Children's Bureau) in partnership with Canadian Living and McDonald's Restaurants. This booklet is 48 pages.

Ontario College of Catholic Bishops. *Turning Points: Readings in Family Life Education*. Toronto: Prentice Hall Ginn, 1997.

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## Videos

*The Developing Child*. “Infancy: Self and Social World.” (15 min)

*First Days Home*. “Keeping your Baby Healthy and Happy.” Illinois: The Learning Seed, 1997. (23 min).

## Appendices

Appendix 2.3.1 – Stages of Development Chart - Infants

Appendix 2.3.2 – Infant Simulation Exercise

## Activity 4: Child Development: The Toddler

**Time:** 360 minutes

### Description

Students will demonstrate knowledge of the facts relating to the social, emotional, intellectual, moral, and physical growth and development of toddlers. Students will develop critical and creative thinking skills as they observe and record a toddler’s behaviour and capabilities. Inquiry skills will be developed as they follow the guidelines for a research paper.

### Strand(s) & Learning Expectations

**Strand(s):** Self and Others, Research and Inquiry Skills

#### Overall Expectations

SOV.02 - explain patterns in the social, emotional, intellectual, moral, and physical development of children;

SOV.03 - evaluate their own practical experiences involving children;

ISV.01 - use appropriate social science research methods in the investigation of a wide range of issues that concern parents of young children;

ISV.03 - compile and present the results of their research effectively.

#### Specific Expectations

SO2.01 - identify, through practical experiences in a classroom or community setting, the changes in social, emotional, intellectual, and physical development that take place in young children;

SO3.01 - identify and describe the capabilities and behaviours of young children of different ages in a variety of settings (e.g., play school, day care, nursery school, family, babysitting);

SO3.02 - explain the differences in capabilities and behaviours observed in children in classroom and community settings;

IS3.01 - demonstrate an understanding of the techniques used for recording information and key ideas from research;

IS3.03 - prepare reports on interactions with and observations of infants, toddlers, and preschoolers.

#### Ontario Catholic School Graduate Expectations

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;

CGE1f - seeks intimacy with God and celebrates communion with God, others and Creation through prayer and worship;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE4b - demonstrates flexibility and adaptability.

CGE7a - acts morally and legally as a person formed in Catholic traditions;

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## Prior Knowledge & Skills

- General skills for:
  - planning, organizing, and observing age-appropriate activities for toddlers
  - note-taking/basic literacy skills
  - communication/listening skills/discussion/brainstorming/cooperative learning
  - problem-solving/critical thinking
  - time-management/research

## Planning Notes

### Equipment

- access to a computer lab for introduction to more advanced research skills

### Videos

- select a suitable video showing toddlers at play.

### Prepare notes to accompany presentations including information on:

- general behaviours and capabilities of toddlers;
- information to guide the development of the Social Sciences and Humanities Research Model using research and reporting skills.

### Prepare print materials

- duplicate Appendix 2.3.1 – Stages of Development Chart (Toddler Section);
- prepare a practical experience in which students can observe and interact with a toddler. Duplicate Appendix 2.4.1 – Observation of a Toddler;
- prepare a group work assignment in which students research further the behaviours and capabilities of toddlers using guidelines for research introduced in this activity.

**Discuss the importance of/reinforce the value of *Catholic tradition, thinking reflectively and creatively, being socially responsible, and being flexible and adaptable***

## Teaching/Learning Strategies

1. The teacher begins the activity by reading a prayer or an inspirational article involving toddlers. Students reflect upon the passage by writing their reflection in the journal that was started during Activity 1.
2. A Socratic lesson is given on the social, emotional, intellectual, moral, and physical development of toddlers. The teacher should also address safety and sexual considerations (e.g., touching toddlers, etc.) related to the observation activity involving toddlers. Questions and discussion by students accompany this introduction to the toddler and students record the information in Appendix 2.3.1 – Stages of Development Chart (Toddler Section)
3. Students make arrangements to observe toddlers at play using Appendix 2.4.1 as a guide. The teacher provides a general list of community nursery school or childcare settings from which to choose or student may observe a relative or friend of their family. Each student is responsible for observing the behaviours and capabilities of this age group and recording their observations. This is not done during class time but during a time that is arranged by the student and the parent of the child.
4. Students share their experiences in a small group discussion and identify, through their practical experience in a community setting, the social, emotional, intellectual and physical changes and differences that take place in young children.

5. A Socratic lesson is given on guidelines for students to follow when developing their research and analytical skills. An introduction to Internet ethics and board computer-use policy should be undertaken before students begin their research. Students demonstrate understanding by following the steps presented. A common theme is chosen by students as they practise stating a thesis, searching for evidence supporting their thesis statement, applying bibliographic form, developing clarity of expression, etc. The teacher conferences with students to ensure understanding of the steps to follow for a research paper or independent study using the Social Sciences and Humanities Research Model.
6. The teacher assigns a one-page research report on the behaviours and capabilities of toddlers. Students choose one aspect of this topic to research. Student achievement is measured using Appendix 2.4.2 – Rubric for a One-Page Report. Students present their findings to the class in a short oral report.
7. Students view a video showing children of different ages in a variety of settings, such as, play school, day care, nursery school, the classroom, with the family, in the community, with a babysitter, etc. Students make point-form notes or a chart as they identify and describe the capabilities and behaviours of young children in many different settings.
8. The teacher introduces an independent study assignment which is to be the culminating task for the course. Students need time to complete this research paper and prepare the seminar for presentation near the end of the course. (Appendix 2.4.3 – Independent Study for Social Sciences and Humanities: Parenting, Appendix 2.4.4 – Rubric for Written Report/Research Paper). This is an introduction only and the assignment is not completed in Unit 2.

### Assessment & Evaluation of Student Achievement

Task	Strategy	Tool	Purpose	Achievement Chart Categories
To develop creative/critical thinking skills	Journal entry/reflection on a prayer	Journal/reflection	Formative	Thinking/Inquiry
To apply research and Inquiry skills	Implement research model by producing a one-page report	One-page written report	Summative	Thinking/Inquiry Application
To communicate information and ideas	Present findings of research/one-page report	Oral report	Summative	Communication

### Accommodations

- show sensitivity to needs of ESL and ELD students by pairing them with capable role models for the research practice session, conference with small groups, and devise an alternative assignment if the research is too difficult due to language barriers

### Resources

#### Print

Brisbane, Holly E. *The Developing Child: Understanding Children and Parenting*. California: Glencoe Publishing Company, 1994. (Teacher's Resource Book)

*For the Love of Kids*. A 'Brighter Futures' initiative of the Government of Canada (Children's Bureau) in partnership with Canadian Living and McDonald's Restaurants. This booklet is 48 pages.

Ontario College of Catholic Bishops. *Turning Points: Readings in Family Life Education*. Toronto: Prentice Hall Ginn, 1997.

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## Videos

*A Child Grows*. “The Second Year of Life.” Illinois: The Learning Seed, 1998. 26 min.

*The Developing Child*. “Toddlerhood: Emotional Development.” 29 min.

## Appendices

Appendix 2.3.1 – Stages of Development Chart - (toddler section)

Appendix 2.4.1 – Observation of a Toddler

Appendix 2.4.2 – Rubric for a One-Page Report

Appendix 2.4.3 – Independent Study for Social Sciences and Humanities: Parenting

## Activity 5: Child Development: The Preschooler

**Time:** 420 minutes

### Description

Students will apply concepts learned through hands-on experiences with preschoolers. They will demonstrate an understanding of what is involved in planning, organizing, and carrying out age-appropriate activities for preschoolers in a play-group setting they have designed. Students will develop problem-solving skills as small groups plan and implement a practical day care experience.

### Strand(s) & Learning Expectations

**Strand(s):** Self and Others, Research and Inquiry Skills

#### Overall Expectations

SOV.02 - explain patterns in the social, emotional, intellectual, moral, and physical development of children;

SOV.03 - evaluate their own practical experiences involving children;

ISV.03 - compile and present the results of their research effectively.

#### Specific Expectations

SO2.01 - identify, through practical experiences in a classroom or community setting, the changes in social, emotional, intellectual, and physical development that take place in young children;

SO3.02 - explain the differences in capabilities and behaviours observed in children in classroom and community settings;

SO3.03 - demonstrate an understanding of what is involved in planning, organizing, and carrying out age-appropriate activities for preschoolers in classroom or community settings;

IS3.03 - prepare reports on interactions with and observations of infants, toddlers, and preschoolers.

#### Ontario Catholic School Graduate Expectations

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.

CGE1f - seeks intimacy with God and celebrates communion with God, others and Creation through prayer and worship;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE7a - acts morally and legally as a person formed in Catholic traditions;

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## Prior Knowledge & Skills

- General knowledge of:
  - characteristics of preschoolers;
  - safety considerations involving preschoolers;
- General skills for:
  - observing/reporting;
  - group work/pair work/cooperative learning;
  - problem-solving/critical thinking/time-management;

## Planning Notes

### Equipment/supplies/information needed

- assess space and equipment available for students to plan a playgroup activity
- verify board policy involving the hosting of a play group activity at the school; it may be necessary to plan an alternative assignment if this is not possible
- an appropriate video showing preschoolers at play
- compile resources that students can use when planning the following: craft activities, food/snacks (take into consideration any allergies), games, and music activities for a preschooler

### Prepare notes to accompany video presentations of information on:

- behaviours and capabilities of preschoolers
- some examples of day care designs presently in operation and general information for a discussion on what should be included in designing a facility for preschoolers

### Prepare print materials

- duplicate fill-in chart (Appendix 2.3.1 – Stages of Development Chart – Preschooler Section)
- duplicate Appendix 2.5.1 – General Guidelines for Planning a Playgroup Session and Appendix 2.5.2 – Our Plan for a Preschooler Playgroup Session

**Implement CGEs** by encouraging students to *think reflectively and creatively and to develop attitudes and values founded on Catholic social teaching*

## Teaching/Learning Strategies

1. The teacher begins the activity by reading a prayer or an inspirational article involving preschoolers. Students reflect upon the passage by writing their journal reflection started in Activity 1.
2. A Socratic lesson is given on the capabilities and behaviours of preschoolers. Students complete the charting sequence started in Activity 2 using Appendix 2.3.1 – Stages of Development Chart (Preschooler Section). A class discussion follows on caring for a preschooler: the needs, nutrition, clothing, safety, hygiene, allergies, etc. Students take point-form notes summarizing the information.
3. A Socratic lesson is given on day care design and components that must be included to meet the needs of preschoolers. Safety and sexual concerns regarding preschoolers should be reviewed. Examples of existing designs and centres are discussed and students take notes on important features and requirements for future reference.
4. Working in small groups (3-4), students follow the steps involved in planning a play -group session for preschoolers (Appendix 2.5.1 – General Guidelines for Planning a Play Group Session). Information and examples presented by the teacher guide them in their planning session.
5. Using Appendix 2.5.2 – Our Plan for a Preschooler Playgroup Session, students work together to complete their plan. They are asked to include a spiritual reading, song, or interactive prayer for preschoolers in their plan.

6. Each plan is presented to the class and a class decision is made as to which group's plan will be implemented. Only one plan is chosen and using the selected design, components are re-worked (class discussion) to include responsibilities for all students in the class.
7. Students host a two-hour playgroup session using the revised plan and evaluate their success.
8. A wrap-up test on information presented in Activities 4 and 5 completes this unit. The test will cover care and stages of development for toddlers and preschoolers and capabilities and behaviours of toddlers and preschoolers.

### Assessment & Evaluation of Student Achievement

Task	Strategy	Tool	Purpose	Achievement Chart Categories
To develop creative/critical thinking skills	Journal entry/reflection on a prayer	Journal/Reflection	Formative	Thinking/ Inquiry
To communicate a prepared plan	Presentation of group's playgroup plan	Oral presentation	Summative	Communication
To transfer concepts, skills and procedures to new concepts	Host playgroup session/report on observations	Practical experience	Summative	Application
To demonstrate knowledge/understanding of key terms/concepts	Test for Activities 4 and 5	Pencil-and-paper test	Summative	Knowledge/ Understanding

### Accommodations

- Enrichment activity – design a pamphlet for parents or a poster for a daycare setting on precautions needed concerning life-threatening allergies

### Resources

#### Print

*For the Love of Kids*. A 'Brighter Futures' initiative of the Government of Canada (Children's Bureau) in partnership with Canadian Living and McDonald's Restaurants. This booklet is 48 pages.

Marrocco, Nancy. *Homemade Christians: A Guide for Parents of Young Children*. Ottawa: St. Paul University, 1992.

Rosser, Caroline Spang. *Planning Activities for Child Care*. Toronto: Irwin Publishing Company, 1998.

#### Video

*A Child Grows*. "Preschoolers: How Three and Four-Year-Olds Develop." Illinois: The Learning Seed. 1998. (25 minutes)

*The Developing Child*. "Preschoolers: Play" (29 minutes)

### Appendices

Appendix 2.3.1 – Stages of Development Chart (Preschooler Section)

Appendix 2.5.1 – General Guidelines for Planning a Playgroup Session

Appendix 2.5.2 – Our Plan for a Preschooler Playgroup Session

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## Appendix 2.1.1

### Vocabulary: Pregnancy and Childbirth

This vocabulary list is to be completed during Activity 1 and Activity 2. Set up a page in your notebooks and explain the meaning of the following words:

Ovaries	Ovum	Embryo	Fetus	Vaginal Birth
Uterus	Cervix	Amniotic Fluid	Amniocentesis	Caesarean Section
Umbilical Cord	Birth Defects	Premature Birth	Miscarriage	
Midwife	Pediatrician	Obstetrician	Anemia	
Contractions	Episiotomy	Placenta	Colostrum	

## Appendix 2.1.2

### Stages of Fetal Development Chart “From Conception to Birth”

Stage of Development	Length	Weight	Organ Development	Characteristic Changes
Conception				
1st Month				
2nd Month				
3rd Month				
4th Month				
5th Month				
6th Month				
7th Month				
8th Month				
9th Month				

## Appendix 2.1.3

### Birth Defects

Gather information on a ‘birth defect’ and be prepared to present your findings to the class in an oral report. Please select ONE birth defect from the following list and sign the list, posted in the classroom, beside the one you have chosen. If you are more comfortable working in a group of two, this is acceptable, but please sign your names beside two items on the list. This will be an in-class work session and you will have access to resource books and articles that have been collected for this purpose. Students are expected to address the following issues regarding their selection:

- A description of the problem
- What causes this fetal development problem?
- Are there methods of detection? If so, what are they?
- Is there a treatment, cure, or therapy for this problem?

Be prepared to take point form notes/summarize information in a chart as it is presented by your peers.

Cerebral Palsy	Cleft Lip/Cleft Palate	Tay-Sachs Disease	Rh Disease
Congenital Heart Defects	Congenital Rubella	Cystic Fibrosis	Premature Birth
Diabetes Mellitus	Down Syndrome	Hemophilia	
Sickle Cell Anemia	Muscular Dystrophy	PKU (Phenylketonuria)	

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## Appendix 2.1.4

### Poster/Pamphlet Assignment – Things You Should Know When You’re Pregnant

Prepare a poster or a pamphlet highlighting important information that pregnant women should know to ensure a healthy pregnancy. Include such things as diet and exercise, physical changes and sleep needs, as well as, advice on how to enjoy the pregnancy and the miracle of life that is taking place. The information you present should be enhanced with pictures, sketches, cartoons, etc. Completion date for this assignment is \_\_\_\_\_.

## Appendix 2.2.1

### Stages of Birth/Labour Chart

Stage of Labour	Characteristics of this Stage of Labour
First Stage	
Second Stage	
Third Stage	

## Appendix 2.2.2

### Designing a Room for the Baby

1. Write a short case study involving new parents and the situation they face when designing a space for a baby. Describe the relationship (married, single, etc.), their financial situation (steadily employed, unemployed, attending school, etc.) their living situation (apartment, house, etc.), and the available space for the baby (own room, share a room with parent(s), etc.).
2. Using the case study you have written, plan and design a room or space for the baby by making a rough sketch of the room, furniture placement, décor, etc.
3. Create a detailed floor plan for the baby’s room using your rough sketch. Include a floor plan that must be to scale, the furniture placement, colour scheme to be used, etc.
4. Select 4 pictures (catalogues, flyers, etc.) or create 4 detailed drawings of furniture you would use in this room.
5. Be prepared to explain your design in a conference with the teacher by reviewing advantages, disadvantages, reasons for the furniture placement, etc.

Student checklist for this assignment:

- \_\_\_ Case Study
- \_\_\_ Rough Sketch
- \_\_\_ Detailed, Scaled Floor Plan
- \_\_\_ four pictures of furniture to be used
- \_\_\_ preparation for conference with the teacher

## Appendix 2.2.3

### Baby Equipment Assignment

Select, from the list provided, any 3 pieces of baby equipment and research these items for information on availability, features, cost, safety, necessity, etc. In chart form, record your findings. Be prepared to present this information to the class on \_\_\_\_\_.

strollers	car seats	high chairs
play pens	monitors	bouncers
swings	mobiles	cribs
gates	bath tubs	other (please check with teacher for suitability)

Baby Equipment	1	2	3
Availability (where to buy/easy to find?/brands)			
Costs (Give several examples)			
Features			
Safety concerns/special features			
Necessity to own?			
Other Comments			

## Appendix 2.3.1

### Stages of Development Chart

This is a cumulative chart that will help you to organize and record information about each stage of a child's development. Complete the chart, as you go through the lesson, and include 4 points under each heading: My Mind, My Feelings, and My Body.

#### Stages of Child Development

Stages of Development	My Mind	My Feelings	My Body
Infants Birth to 6 Months	1	1	1
	2	2	2
	3	3	3
	4	4	4
Infants 6 to 12 Months	1	1	1
	2	2	2
	3	3	3
	4	4	4
Toddlers 12 to 18 Months	1	1	1
	2	2	2
	3	3	3
	4	4	4
Preschoolers 1½ to 3 Years	1	1	1
	2	2	2
	3	3	3
	4	4	4

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## Appendix 2.3.2

### Infant Simulation Experience

After spending two days immersed in a baby simulation experiment, as discussed in class, comment on your experience in a one-page, journal-type report/reflection.

The following should be discussed:

- Personal feelings at the beginning/end of this assignment
- Attitudes/comments of others at the beginning/end of this assignment
- Problems encountered over the two-day period
- Reflection on the daily responsibility of caring for a ‘baby’

## Appendix 2.4.1

### Observation of a Toddler

Toddler Observation Form

Student’s Name: \_\_\_\_\_ Class: \_\_\_\_\_

This assignment involves observing a toddler at play, recording your findings, and reflecting upon the behaviours and capabilities of this age group. Make arrangements to observe two different toddlers while they are at play by setting up times with a local child care centre, a relative, a neighbour, or a friend. Each session should be about half an hour in length and your role is to observe the toddler, not play with them or guide their play. Record your observations in the following chart and reflect upon your experience.

#### Toddler Observation Form

Observation 1	Observation 2
First name of toddler: _____ Date: _____ Place: _____ Length of time: _____ 1. Number of activities toddler was involved in ____ 2. List some of the activities: _____ _____ _____ 3. Number of objects toddler touched _____ 4. Did toddler play with other children? _____ 5. Comment on the behaviour of the toddler _____ _____ 6. Reflect upon your observation. What have you learned about the capabilities and behaviours of toddlers? _____ _____ _____	First name of toddler: _____ Date: _____ Place: _____ Length of time: _____ 1. Number of activities toddler was involved in ____ 2. List some of the activities: _____ _____ _____ 3. Number of objects toddler touched _____ 4. Did toddler play with other children? _____ 5. Comment on the behaviour of the toddler _____ _____ 6. Reflect upon your observation. What have you learned about the capabilities and behaviours of toddlers? _____ _____ _____



### Appendix 2.4.3 (Continued)

9. Poverty as it pertains to children
10. Families of Divorce
11. Single-parent families/struggles
12. Culture and the establishment of cultural traditions
13. Parenting styles
14. Caring for a special needs child
15. Legal and social responsibilities of parents/guardians
16. Problems with teen pregnancy/parenting
17. Current authorities on parenting issues
18. Other topic/idea – must receive approval from teacher

### Appendix 2.4.4

#### Rubric for Written Report/Research Paper

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>Knowledge/ Understanding</b> Understands concepts/material	- limited understanding of concepts/material	- adequate understanding of concepts/material	- competent understanding of concepts/material	- masterful understanding of concepts/material
<b>Thinking/Inquiry</b> Shows evidence of in-depth research and response	- limited use of evidence to support thesis	- some use of evidence to support thesis	- considerable use of evidence to support thesis	- high degree of use of evidence to support thesis
<b>Communication</b> Follows all language conventions	- limited application of language conventions	- some application of language conventions	- considerable application of language conventions	- high degree of application of language conventions
<b>Application</b> Applies information in practical ways	- transfers concepts/skills in a limited way	- transfers concepts/skills with some success	- transfers concepts/skills with considerable effectiveness	- transfers concepts/skills with high degree of effectiveness

**Note:** A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Overall Level of Achievement: \_\_\_\_\_ Percentage Grade: \_\_\_\_\_

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## Appendix 2.5.1

### General Guidelines for Planning a Playgroup Session

Using the following steps, plan and organize a 2-hour playgroup session that accommodates 8 preschoolers. Each group is responsible for a written plan, a floor plan design and an oral presentation outlining the way they would organize the play session. All components of the assignment will be presented on: \_\_\_\_\_.

**Step #1** List and discuss things to be considered before starting the written plan (include where, who, when, safety concerns, board policy, etc.)

**Step #2** After deciding on a 'place' to hold the playgroup session, address what needs to be done to secure this spot for the day of the proposed play session (who to ask, who will do this, can changes be made to the room to accommodate preschoolers, is the environment safe, etc.)

**Step #3** Design 4 learning centres in detail that your group will use in the plan. A description should be included in your written plan (name of centre, description of activity, materials/supplies needed, why this is an excellent activity for preschoolers, etc.)

**Step #4** Design a scaled floor plan of the room selected and include the placement of the learning centres, snack area, etc.

**Step #5** Discuss and delegate responsibilities for each group member (toys to be brought in, snack, etc.)

**Step #6** Discuss safety and health considerations (is there a sink for cleaning up, a food preparation area, are washroom facilities nearby, does furniture pose a danger to preschoolers, etc.)

**Step #7** Discuss how the selection of preschoolers is to be made (source, invitations, etc.)

## Appendix 2.5.2

### Our Plan for a Preschooler Playgroup Session

Group Members: \_\_\_\_\_

\_\_\_\_\_

We considered the following when discussing the initial plan:

\_\_\_\_\_

Things that needed to be discussed when deciding on a place to hold the play session:

\_\_\_\_\_

The 4 learning centres we have designed are: (use same format for each centre)

Centre # \_\_\_\_ Name: \_\_\_\_\_

Description: \_\_\_\_\_

Materials/equipment needed: \_\_\_\_\_

Purpose/learning experience: \_\_\_\_\_

Design of playgroup room (attached)

Responsibilities of each group member:

\_\_\_\_\_

Safety/health concerns that must be addressed:

\_\_\_\_\_

Selection of Preschoolers