Waterloo-Oxford District Secondary School
HPC3OI: Grade Eleven Open Level, Raising Healthy Children

Prerequisite: None
Credit Value: 1.0
Teacher: Ms. Stacey
Department: Family Studies
Email: lauren_stacey@googleapps.wrdsb.ca

Course Description:
This course focuses on the skills and knowledge parents, guardians, and caregivers need, with particular emphasis on maternal health, pregnancy, birth, and the early years human development (birth to six years old). Through study and practical experience, students will learn how to meet the developmental needs of young children, communicate with them, and effectively guide their early behaviour. Students will develop their research skills through investigations related to caregiving and child rearing.

Units of Study
Unit 1: Preparation for Parenthood
- The decision to have children/The need for preparation to become a parent
- Roles and responsibilities of Effective Parenting, Parenting styles
- Practical: “Baby Think It Over” Simulation (runs throughout the semester)

Unit 2: Maternal Health and Pregnancy
- Healthy Development before and during pregnancy until birth
- Contraception- (abstinence, barrier and hormonal methods)
- The birth process
- Hereditary and Genetic Influences, Birth Defects

Unit 3: Birth and Infant Development (0-1 years)
- Infant Nutrition (breast vs. formula-feeding, nutritious meal planning)
- Pre/postnatal Support Programs

Unit 4: Child Development (2-6 years)
- Growth and Development (social, emotional, cognitive, linguistic, physical)
- Importance of Play
- Communication with Young Children

Unit 5: Parenting Styles and Challenges
- Child-Rearing Practices and Beliefs
- Family Variations- (functions of the family, same-sex couples, lone-parents)
- Caregiving Challenges- (lifestyle changes, finding childcare, children with disabilities)
- Neglect and Abuse- (malnutrition, physical/sexual, emotional abuse)
- Childhood Experiences- (school, religion and media influences)
To be successful in this course, students must demonstrate the following essential learning skills:

**Research and Inquiry Skills**
- To understand how to conduct research in order to discover topics related to child development, and rearing through formulated questions, research plans and summarizing according to social science research methods
- Is able to process and analyze information in order to clearly communicate their ideas while reflecting and evaluating their communication, research, and inquiry skills

**Child Growth and Development**
- Describes factors that contribute to the healthy development of children before, during and the first months after birth
- Can describe the patterns of healthy social, emotional, cognitive, linguistic and physical development of children 0-1 year
- Demonstrates knowledge of healthy infant nutrition and the importance of nutrition for healthy development

**Personal and Social Responsibilities of Parents**
- Understands and communicates the responsibilities of being a parent; demonstrates strategies for communicating in families
- Applies and assess child rearing knowledge and skills through practical experiences

**Child Rearing Around the World**
- Demonstrates understanding of social and cultural variations in family forms and different raising practices
- Understands the effects of child-rearing practice on children throughout a variety of cultures and historical periods

**Addressing Social Change**
- Understands challenges faced by parents in the early years of childhood
- Understands strategies for building healthy family relationships to prevent neglect or any forms of abuse
- Can understand and describe the roles and responsibilities of society in protecting and supporting children and families; responsibilities of caregivers towards children

**Evidence of Learning**
Students will demonstrate their learning through the following activities, tasks, assessments and evaluations:

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<tr>
<th>Class Discussions</th>
<th>Tests/Quizzes</th>
<th>Presentations</th>
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<tbody>
<tr>
<td>Worksheets/Reflections</td>
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<td>Summative Evaluations</td>
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Course Evaluation
Student work will be evaluated using a balance of the Ministry's four achievement chart categories: knowledge & understanding, thinking & inquiry, application, and communication. Throughout the course, teachers will gather evidence of student learning through observations, conversations, and student-produced work.

Seventy percent (70%) of the final mark will come from term work, and thirty percent (30%) will come from final evaluations. The final evaluations are opportunities for students to integrate and synthesize knowledge and skills acquired throughout the course and to demonstrate comprehensive understanding of the essential learnings. Report card grades will reflect the student's most consistent level of achievement, with consideration given to more recent evidence.

Guidelines for Assessment, Evaluation and Reporting

1. Learning Skills
The Learning Skills and Work Habits section of the provincial report card is an integral part of a student's learning. Students will be assessed in the following areas:

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<tr>
<th>Responsibility</th>
<th>Independent Work</th>
<th>Organization</th>
</tr>
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<tbody>
<tr>
<td>Initiative</td>
<td>Collaboration</td>
<td>Self-Regulation</td>
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The following scoring system is used for Learning Skills:
E=Excellent; G=Good; S=Satisfactory; N=Needs Improvement

2. Missing Work
Students are expected to submit all evidence of learning by the assigned date.
(a) The Learning Skills section of the provincial report card will be used to reflect incidents of late and missing work.
(b) At the time of entering a report card grade, students with missing evidence of learning may receive an “I” (“I” = insufficient evidence) on their report card and will not receive a credit (Grades 9 and 10), or may be assigned a mark between 35% and 45% (Grades 11 and 12) and will not be granted a credit for the course.

3. Cheating and Plagiarism
Students are expected to submit their own original, best work to demonstrate their learning.
(a) The Learning Skills section of the provincial report card will be used to reflect incidents of cheating and plagiarism.
(b) Students caught cheating on tests or assignments will receive an “I” (“I” = insufficient evidence), and will be required to demonstrate their learning through an alternative evaluation.
(c) Students who plagiarize may be required to re-do all or part of the assignment (or evaluation) or complete an alternative assignment (or evaluation). The student's work may be treated as Missing Work (see above). As well, potential consequences for plagiarizing include disciplinary action (e.g., suspension) and loss of access to academic awards and scholarship opportunities.

Google Drive:
Students in the WRDSB have been provided with access to Google Drive and several accompanying applications. Students may access this account with their school login and password at http://google.wrdsb.ca. It is highly recommended that students make use of their Google Drive. Students must realize that they must follow the Board’s policy on the responsible use of technology.

Family Studies Late Work Policy:
To ensure success, assignments/Tests/Presentations/etc. that have been assigned a specific due date are expected to be handed in on that date. If the work cannot be handed in on the assigned due date, the following steps will be taken:

**Seniors – Grades 11 & 12**

Interventions will be made with the individual student whose work is missing. These interventions can include:
- Face to face conversations
- Emails
- Messages and reminders through school-related software (ie. googleapps email)
- Phone calls home, if the student is under the age of 18.

**Other Course Information and Expectations:**

1. **Attendance**: in order to participate and succeed in this course, you must attend on a regular basis. If you know you are going to be absent, please let me know and make sure you get caught up when you return. **We are on the fourth floor- be sure to grab your blue slip BEFORE you come all the way up the stairs!!**

2. Any missed tests/assignment are due the FIRST DAY BACK after an absence, unless you have made previous arrangements with me.

3. Electronic devices are only allowed to be used during QUIET work time. They are NOT allowed during lessons.

4. If you need EXTRA help, please come and see me during lunch hour, before or after school. Otherwise, you can make an appointment with met to meet me at a more convenient time.

For more information about the content of this course outline as it relates to general policies regarding student rights and responsibilities (e.g., cooperation, commitment, MSIP), school procedures (e.g., attendance), assessment, evaluation and reporting (e.g., learning skills, examinations, earning credits), and school services (e.g., textbooks, library), please consult:

- Waterloo-Oxford District Secondary School: Student Planner
- W-O Website
- WRDSB’s Administrative Procedure 1660 (Assessment, Evaluation and Reporting)
- The appropriate W-O teacher or administrator.

*I look forward to a wonderful year with you!*

- Ms. Stacey
SIGNATURES

Please sign below to indicate that you have read and understand the course outline requirements for successful completion of the Grade 11 Raising Healthy Children Family Studies course. Please remove this page from your course package and submit this portion of the outline to Ms. Stacey once completed.

___________________________  ____________________________
Student Name (print)        Parent/Guardian Name (print)

___________________________  ____________________________
Student Signature            Parent/Guardian Signature

___________________________  ____________________________
Date                        Date

If you are 18 years of age or older, please check the following boxes as appropriate.

☐ I am 18 years old

☐ I give Ms. Stacey permission to contact my parents regarding this course and my work habits within it

Preferred Method of Parental/Guardian Contact:
Phone: ________________________________

Email: ________________________________