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| ***The following curriculum map contains a unit plan that was created at the OFSHEEA/OFS3HLC Summer Workshops in London/Ottawa/Toronto. The workshops brought together educators across the province to network with one another and share ideas and resources about the newly revised Social Sciences and Humanities curriculum. The time spent working on the unit was very brief and the lessons within the unit plan are just one group’s interpretation of the curriculum expectations. The curriculum map and unit plan are not prescribed. The unit plan is not complete but serves only as a starting point. You are encouraged to network with colleagues to continue to build and enrich the curriculum map for your classes.*** |

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|  **Raising Healthy Children - HPC 3O** **CURRICULUM MAP - Unit 4** |
| Course Description: (taken from the curriculum document) |
| This course focuses on the skills and knowledge parents, guardians, and caregivers need, with particular emphasis on maternal health, pregnancy, birth, and the early years of human development (birth to six years old). Through study and practical experience, students will learn how to meet the developmental needs of young children, communicate with them, and effectively guide their early behaviour. Studentswill develop their research skills through investigations related to caregiving and child rearing. |

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| Course Content |
| **Enduring Understandings*** Being a parent is a lifelong commitment
* There are many factors to consider when deciding to have children
* There are many responsibilities to being an effective parent
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| No longer in this course: |
| * career connections not there
* parenting theories not discussed
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| **Unit 1 Overview: Preparation for Parenthood** |
| **What will student learn?** |
| **Big Ideas*** Parental health and well-being is important for healthy child development.
* There are many responsibilities of being an effective parent
* Many factors influence the decision to become a parent.
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| **Essential Questions**1. What factors influence readiness to become a parent?
2. How do healthy relationships impact personal well-being and the well-being of a child?
3. How do personal responsibilities change in preparation for parenthood?
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| Overall Expectations and Specific Expectations (for this unit) |
| **C1. Preparing for Parenting: demonstrate an understanding of how to prepare for the responsibilities of being a parent;**C1.1 identify the factors involved in deciding to become a parent *(e.g., social pressures, cultural influences, physical and emotional maturity, values, economic stability, fertility)*C1.2 identify personal and cultural reasons for becoming parents *(e.g., to build a family, to save a relationship, to “be like” one’s friends, to provide a loving home to a child whose birth parents are not able to provide care, to pass on one’s family name)* C1.3 explain why child rearing is a lifelong commitment in our society C1.4 explain the importance of having healthy, supportive relationships with other adults when providing care to young children *(e.g., as a source of information, for physical and emotional support)* C1.5 evaluate the effectiveness of various methods for contraception and the prevention of sexually transmitted infections (STIs) *(e.g., abstinence; barrier methods – male and female condoms, diaphragm, sponge; hormonal methods – oral contraceptives, injectable contraceptives, transdermal patch, vaginal ring; intrauterine device)*C1.6 identify the personal qualities, skills, and attitudes that are necessary for parenting *(e.g., patience, sense of humour, responsiveness, boundary-setting skills, consistency)*C1.7 demonstrate the ability to plan their finances to provide for the care of an infant and/or young child *(e.g., budget for the financial impact of a period of parental leave, the costs of a crib and layette)*C1.8 describe ways in which parents can reduce the environmental impact of raising children *(e.g., using cloth diapers, breastfeeding, using homemade baby food, using public transit, choosing a fuel-efficient vehicle)*  **C3. Applying Child-Rearing Knowledge and Skills: apply and assess their child-rearing knowledge and skills through practical experiences with children.** C3.5 assess their own experience with infants and children and reflect on personal strengths and areas for improvement**D1. Family Variations: demonstrate an understanding of social and cultural variations in family forms and child-rearing approaches.** D1.1 analyse their own personal understanding of the terms *family* and *parent*, and assess the possible biases that may be inherent in this understanding**E1. Caregiving Challenges in the Early Years: demonstrate an understanding of the challenges facing parents throughout the early childhood years;** E1.1 summarize the lifestyle and relationship changes that parents experience when raising young children *(e.g., decreasing independence, fatigue, shifting priorities, varying rewards of caregiving, changing responsibilities as the child ages)*E1.2 demonstrate an understanding of the challenges faced by parents of young children in today’s rapidly changing society *(e.g., balancing work and family responsibilities, finding quality childcare, dealing with discrimination)*  E1.6 identify and describe challenges associated with teenage parenthood and lone parenting *(e.g., poverty, discrimination, lack of gender-role modelling, stress)*  |

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| **How will students demonstrate their learning?** |
| **Assessment OF learning**  |
| **Assessment FOR learning** |

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| **Unit Culminating Task(s)** |
|  Bloom’s Taxonomy Summary Cube for the unit. Students generate questions & answer key. |
| Additional Ideas for Unit Culminating Task(s)* Unit Test
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| **Lesson 1: Are you ready? Yes or No?** |  |  |  |
| **Overall &/or Specific Expectations** | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **C1. Preparing for Parenting: demonstrate an understanding of how to prepare for the responsibilities of being a parent;**C1.1 identify the factors involved in deciding to become a parent *(e.g., social pressures, cultural influences, physical and emotional maturity, values, economic stability, fertility)***D1. Family Variations: demonstrate an understanding of social and cultural variations in family forms and child-rearing approaches.**D1.1 analyse their own personal understanding of the terms *family* and *parent*, and assess the possible biases that may be inherent in this understanding**C1. Preparing for Parenting: demonstrate an understanding of how to prepare for the responsibilities of being a parent;**C1.3 explain why child rearing is a lifelong commitment in our society **C1. Preparing for Parenting: demonstrate an understanding of how to prepare for the responsibilities of being a parent;**C1.5 evaluate the effectiveness of various methods for contraception and the prevention of sexually transmitted infections (STIs) *(e.g., abstinence; barrier methods – male and female condoms, diaphragm, sponge; hormonal methods – oral contraceptives, injectable contraceptives, transdermal patch, vaginal ring; intrauterine device)***E1. Caregiving Challenges in the Early Years: demonstrate an understanding of the challenges facing parents throughout the early childhood years;**E1.6 identify and describe challenges associated with teenage parenthood and lone parenting *(e.g., poverty, discrimination, lack of gender-role modelling, stress)*  |  | 1. What criteria should a couple use to determine the best method of contraception for them?
2. How might a persons’ sense of ‘family’ be affected by the type of family they were raised in?
3. How do the mainstream media affect our personal understanding of the terms family and parent?
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
|  | * Juno (movie)
 | Develop a questionnaire in class about factors that consider why/why not become a parent.Students interview 2 adults.Recognizing exceptions (Keeley). Teacher-generated stem questions for family structure. e.g. Is it always true that \_\_?Matching cards for contraceptives (picture + description)Venn diagram - challenges of teenage parenthood & lone parenting |  |
| **Lesson 2:** **Family relationships & social networks** |  |  |  |
| **Overall &/or Specific Expectations** | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **C1. Preparing for Parenting: demonstrate an understanding of how to prepare for the responsibilities of being a parent;**C1.4 explain the importance of having healthy, supportive relationships with other adults when providing care to young children *(e.g., as a source of information, for physical and emotional support***C3. Applying Child-Rearing Knowledge and Skills: apply and assess their child-rearing knowledge and skills through practical experiences with children.** C3.5 assess their own experience with infants and children and reflect on personal strengths and areas for improvement**E1. Caregiving Challenges in the Early Years: demonstrate an understanding of the challenges facing parents throughout the early childhood years;**E1.2 demonstrate an understanding of the challenges faced by parents of young children in today’s rapidly changing society *(e.g., balancing work and family responsibilities, finding quality childcare, dealing with discrimination)*   |  |  |  |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
|  |  | * 1st word, last word “RELATIONSHIPS” Importance of healthy supportive relationships with other adults.
* Line up (Wormeli) Class lines up in sequence from least to most experienced with children. Exit card reflection on strengths & areas for improvements. C3.5
* Value line (how intense is this challenge) for challenges facing parents in a changing society. E1.2
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| **Lesson 3: Why be a parent / Who are parents?** |  |  |  |
| **Overall &/or Specific Expectations** | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **C1. Preparing for Parenting: demonstrate an understanding of how to prepare for the responsibilities of being a parent;**C1.2 identify personal and cultural reasons for becoming parents *(e.g., to build a family, to save a relationship, to “be like” one’s friends, to provide a loving home to a child whose birth parents are not able to provide care, to pass on one’s family name)* **C1. Preparing for Parenting: demonstrate an understanding of how to prepare for the responsibilities of being a parent;**C1.6 identify the personal qualities, skills, and attitudes that are necessary for parenting *(e.g., patience, sense of humour, responsiveness, boundary-setting skills, consistency***E1. Caregiving Challenges in the Early Years: demonstrate an understanding of the challenges facing parents throughout the early childhood years;**E1.1 summarize the lifestyle and relationship changes that parents experience when raising young children *(e.g., decreasing independence, fatigue, shifting priorities, varying rewards of caregiving, changing responsibilities as the child ages)* |  | 1. What do you think are the most important reasons for having a baby?
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
|  |  | * Commit and toss (Keeley) Reasons why people become parents. Then, 2 corners: good vs. poor reasons.
* Teacher-designed Bloom’s taxonomy cube (Wormeli) for parenting skills. C1.6
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| **Lesson 4: Costs of Parenting** **(money vs. environment)** |  |  |  |
| **Overall &/or Specific Expectations** (with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **C1. Preparing for Parenting: demonstrate an understanding of how to prepare for the responsibilities of being a parent;**C1.7 demonstrate the ability to plan their finances to provide for the care of an infant and/or young child *(e.g., budget for the financial impact of a period of parental leave, the costs of a crib and layette)*C1.8 describe ways in which parents can reduce the environmental impact of raising children *(e.g., using cloth diapers, breastfeeding, using homemade baby food, using public transit, choosing a fuel-efficient vehicle)*  |  |  |  |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Unit 2 Overview Pre Pregnancy to Birth** |
| **What will student learn?** |
| **Big Ideas*** Preconception and prenatal health is important for parents.
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| **Essential Questions*** How does the biological process of conception, pregnancy and birth occur?
* How do you support a healthy pregnancy for both the parent and fetus?
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| **How will assessment and instruction be organized for learning?**  |

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| Overall Expectations and Specific Expectations (for this unit) |
| **B1. Pregnancy, Birth, and Postnatal Care: describe factors that contribute to the healthy development of children before and during birth, and in the first few months after birth;** B1.1 outline the stages in the biological process of conception, pregnancy, and birthB1.2 identify appropriate prenatal and postnatal care and support programs and facilities that are available for parents in their community *(e.g., prenatal classes, breastfeeding clinics, Native friendship centres, Ontario early years centres, Canadian Down Syndrome Society)*B1.3 identify various hereditary and genetic factors that influence fetal development *(e.g., sex-linked diseases, the Rh factor, chromosomal abnormalities, sex)*B1.4 identify and explain the importance of strategies for maintaining maternal and paternal health prior to and during pregnancy, birth, and the postnatal period *(e.g., avoiding first-hand and second-hand smoke, having a healthy diet and getting adequate exercise, updating vaccinations, limiting stress, visiting their healthcare provider regularly, watching for signs of postpartum depression).* B1.5 describe the effects of teratogens and environmental hazards on prenatal and long-term development *(e.g., fetal alcohol spectrum disorder, low birth weight, brain damage, premature birth)*, and identify strategies for avoiding exposure to teratogens and environmental hazards *(e.g., avoiding cat feces; checking with a physician before taking any medications; avoiding recreational drugs and alcohol; avoiding exposure to toxic cleaning products, household and garden chemicals, paints and solvents, and insecticides on fruits and vegetables).*  B1.6 describe ways in which partners and/or support persons can contribute to a healthy pregnancy *(e.g., attending prenatal classes, helping to prepare healthy food for the pregnant woman)*   |

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| **How will students demonstrate their learning?** |
| **Assessment OF learning** |
| **Assessment FOR learning** |

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| **Unit Culminating Task(s)** |
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| Additional Ideas for Unit Culminating Task(s)* Unit Test
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| **Lesson 1:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 2:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 3:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 4:** |  |  |  |
| **Overall &/or Specific Expectations** (with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 5:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Unit 3 Overview Birth to a Year** |
| **What will student learn?** |
| **Big Ideas*** Nutritious meals and snacks contribute to healthy infant and child development.
* Parents have many responsibilities for their children.
* There are many community supports available to support parents.
 |
| **Essential Questions**1. What community supports are available to new parents?
2. What practices could be adopted to ensure the healthy development of an infant?
3. How has the baby simulation experience influenced your understanding of the needs of an infant?
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| **How will assessment and instruction be organized for learning?**  |

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| Overall Expectations and Specific Expectations (for this unit) |
| **A1. Exploring: explore topics related to child development and child rearing, and formulate questions to guide their research;** A1.2 identify key concepts *(e.g., through discussion, brainstorming, use of visual organizers)* related to their selected topics A1.3 formulate effective questions to guide their research and inquiry. *Teacher prompt:* “If you were researching attitudes about child rearing, why might it be important to interview different generations of parents?” **A2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;** A2.1 create appropriate research plans to investigate their selected topics *(e.g., outline purpose and method; identify sources of information; develop research tools such as surveys or questionnaires)*, ensuring that their plans follow guidelines for ethical research A2.2 locate and select information relevant to their investigations from a variety of primary sources *(e.g., interviews, observations, surveys, questionnaires, data sets from Statistics Canada)* and/or secondary sources *(e.g., book reviews, textbooks, websites, advertisements, brochures, newspaper and magazine articles).*A2.3 based on preliminary research, for each investigation formulate a hypothesis, thesis statement, or research question, and use it to focus their research **A3. Processing Information: assess, record, analyse, and synthesize information gathered through research;** A3.1 assess various aspects of information gathered from primary and secondary sources *(e.g., accuracy, relevance, reliability, inherent values and bias, voice)*A3.2 record and organize information and key ideas using a variety of formats *(e.g., notes, graphic organizers, summaries, audio/digital records)* **B1. Pregnancy, Birth, and Postnatal Care: describe factors that contribute to the healthy development of children before and during birth, and in the first few months after birth;** B1.2 identify appropriate prenatal and postnatal care and support programs and facilities that are available for parents in their community *(e.g., prenatal classes, breastfeeding clinics, Native friendship centres, Ontario early years centres, Canadian Down Syndrome Society)* B1.4 identify and explain the importance of strategies for maintaining maternal and paternal health prior to and during pregnancy, birth, and the postnatal period *(e.g., avoiding first-hand and second-hand smoke, having a healthy diet and getting adequate exercise, updating vaccinations, limiting stress, visiting their healthcare provider regularly, watching for signs of postpartum depression)***B3. Infant and Child Nutrition: demonstrate an understanding of the importance of nutrition for healthy development.** B3.1 explain the unique importance of breastfeeding for the health of the baby, the birth mother, and the family (e.g., its role in meeting infant nutritional needs, preventing obesity, reducing the risk of breast cancer, promoting mother-infant bonding) B3.2 identify ways in which partners and/or support persons can participate in infant care and support breastfeeding mothers (e.g., bathing the infant, changing diapers, bottle feeding the infant with pumped breast milk when the mother is unavailable) B3.3 plan nutritious meals and snacks for children of different ages based on Canadian food guidelines and regulations B3.4 describe the beneficial effects of healthy eating patterns on the growth and development of children from birth to six years of age (e.g., increased ability to concentrate, fewer common childhood illnesses, improved overall health)**C3. Applying Child-Rearing Knowledge and Skills: apply and assess their child-rearing knowledge and skills through practical experiences with children.** C3.4 demonstrate an understanding of an infant’s needs and schedules by participating in a baby-simulation experience |

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| **How will students demonstrate their learning?** |
| **Assessment OF learning** |
| **Assessment FOR learning** |

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| **Unit Culminating Task(s)** |
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| Additional Ideas for Unit Culminating Task(s)* Unit Test
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| **Lesson 1:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 2:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 3:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 4:** |  |  |  |
| **Overall &/or Specific Expectations** (with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 5:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Unit 4 Overview Age One to Age Six** |
| **What will student learn?** |
| **Big Ideas*** Play is important for a child’s development.
* Various communication strategies have different results when interacting with children.
 |
| **Essential Questions**1. What strategies can parents use to ensure positive overall development in children up to age six?
2. What strategies can parents use to effectively communicate with a child up to age six?
3. Can you identify and plan age appropriate activities and resources for a child up to age six?
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| **How will assessment and instruction be organized for learning?**  |

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| Overall Expectations and Specific Expectations (for this unit) |
| **B2. Growth and Development: Stages and Influences: describe patterns in the healthy, social, emotional, cognitive, linguistic, and physical development of young children;**B2.1 identify major milestones in the social, emotional, cognitive, linguistic, and physical development of children from birth to six years of ageB2.2 describe strategies used by parents to enhance the social, emotional, cognitive, linguistic, and physical development of children from birth to six years of age B2.3 describe a variety of measures parents can take to ensure the physical safety of children from birth to six years of age *(e.g., using car seats, supervising bath time, teaching children how to swim, using sunscreen, washing fruits and vegetables well)*B2.4 explain ways in which development from conception to six years of age significantly affects development later in life *(e.g., explain the importance of early secure attachment for emotional health in adulthood; explain the connection between self- regulation in early childhood and later emotional and physical health)*B2.5 explain the importance of play for healthy child development B2.6 outline strategies parents can use to communicate with young children about their bodies *(e.g., using proper names for all body parts, providing accurate information when answering questions about reproduction)* **B3. Infant and Child Nutrition: demonstrate an understanding of the importance of nutrition for healthy development.** B3.3 plan nutritious meals and snacks for children of different ages based on Canadian food guidelines and regulationsB3.4 describe the beneficial effects of healthy eating patterns on the growth and development of children from birth to six years of age *(e.g., increased ability to concentrate, fewer common childhood illnesses, improved overall health)* **C2. Communicating With Young Children: demonstrate an understanding of strategies parents can use to ensure effective communication in their families;**C2.1 demonstrate an understanding of age- appropriate verbal and non-verbal communication techniques *(e.g., reading infant and toddler cues, using infant-directed talk, modelling appropriate language for older children)*C2.2 demonstrate the use of supportive and considerate communication and conflict- resolution skills *(e.g., use of eye contact, active listening, "I" messages, encouragement).*C2.3 demonstrate the ability to use age-appropriate reading materials effectively to promote the development of literacy skills in children **C3. Applying Child-Rearing Knowledge and Skills: apply and assess their child-rearing knowledge and skills through practical experiences with children.** C3.1 describe the capabilities and behaviours of young children of different ages in real-life settings *(e.g., at preschool, at home with their family, when with a babysitter)*C3.2 explain differences they observe in the capabilities and behaviours of children of different ages in classroom and/or community settingsC3.3 demonstrate the ability to plan, organize, and carry out age-appropriate activities for children from birth to six years of age **D2. Parenting Styles and Practices: demonstrate an understanding of a variety of child-rearing practices and their effects on children;** D2.3 demonstrate an understanding of strategies for encouraging positive behaviour in children *(e.g., offering choices, discussing logical and natural consequences of behaviour)*   |

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| **How will students demonstrate their learning?** |
| **Assessment OF learning**  |
| **Assessment FOR learning - see suggested activities throughout unit** |

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| **Unit Culminating Task(s)** |
|  Plan an age appropriate play activity for children age 1 - 6  |
| Additional Ideas for Unit Culminating Task(s)* Unit Test
* Planned playdate and snack
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| **Lesson 1:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **B2****B2.2, B2.3, B2.4, B2.5** | -identify major milestones in child development from ages 1-6-describe strategies parents can use to enhance their child’s development -describe measures parents use to ensure physical safety of children-explain how development early in life affects later development | 1. How does a parent know that their child is developing appropriately?
2. How can parents encourage healthy development?
3. What should parents do to ensure the safety of their children?
4. Why are the early years of development so important?
 | emotional developmentIntellectual/cognitive developmentlinguistic developmentphysical developmentsocial development  |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
| * Previous knowledge of areas of child development
* Prior personal knowledge and experience
 | * overhead projector
* computer or smartboard
* TV / DVD
 | - Powerpoint on Healthy Child Development-Video observation of children’s development and discussion. Effective Parenting Strategies: -Think Pair/Share - Article and discussion - Parenting Case Studies |  |
| **Lesson 2:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **B2, C3****B2.5, B2.6, C3.1, C3.2** | - Explain the importance of play for healthy development- Describe the capabilities and behaviours of young children of different ages.- Explain differences in the capabilities and behaviours of children of different ages in classroom and/or community settings | What is Play?How do children play?Why is play important?What are children learning when playing?How does play contribute to a child’s development?  | Active PlayCooperative playImaginative PlaySolitary Play vs Parallel Play |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
| * Knowledge of Child Development from Lesson 1
* Prior experience with children
* Life experience
 | **-** Concept map “What is Play”- Toys/games (suitable for children ages 1 to 6 years) - Arrange for students to play with children in the classroom or in a preschool, family or community child- care setting- Create an observation checklist for students to observe patterns of play  | **Think/Pair/Share-** Have students share toys/games/activities they enjoyed as a childPlay and Healthy Development- **Concept Mapping**- “Play is…” -Follow-up with a discussion of how children play, and why play is important- **Four Corners Activity** - Toys and Games- pair students and have them play activities and games for toddlers, preschoolers, and school-age children* Follow-up with a discussion about what children are learning when playing the games
* Discuss what activities and games are suitable for different age groups

- Observation of Children’s Play Based upon their observation of, or interaction with children, ask students to evaluate a toy or gameHave students write a one page report including the following:1) A picture, drawing or description of the toy or game2) The age of the child or children it suits best and why3) An explanation of how it contributes to the child’s development  | **Assess concept map for completion** |
| **Lesson 3:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **B3****B3.3, B3.4** | * Demonstrate an understanding of the importance of nutrition for healthy child development
* Plan nutritious meals and snacks for children of different ages based on Canadian Food guidelines and regulations
* Describe benefits of healthy eating patterns on the growth and development of children
 | 1. Why is good nutrition important for healthy child development?
2. What foods are healthy choices?
3. What foods should be limited (and why)?
4. What are the risks associated with childhood obesity?
5. How can parents and caregivers ensure that they prepare and serve healthy meals and snacks?
6. What can parents do to encourage children to eat a variety of foods from all food groups?
 | Adult ModellingChildhood ObeisityFailure to ThriveFood JagsGrazingPicky Eaters |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
| * Prior knowledge of nutrition basics and Food Groups and serving sizes from Eating Well with Canada’s Food Guide to Healthy Eating from Unit 2
* Kitchen and Food safety training
 | * Power Point Presentation (with Graphic Organizer) on Good Nutrition During Childhood
* Copies of Eating Well with Canada’s Food Guide to Healthy Eating (print or internet)
* Chart paper/markers for menus
* Food lab - for extension activity
 | **Think /Pair /Share** - What rules did your parents or caregivers have about food when you were younger?Do you think those rules will result in any long term positive or negative consequence for you?**Powerpoint Presentation** with Graphic organizer to assist note taking on Good Nutrition During childhood**Simulation Activity**- Planning meals for children ages 1 to 6 - In small groups students use Canada’s Food guide to plan a week’s worth of meals for children ages one to six using Canada’s Food Guide.- Each group presents their menu and class evaluates for nutritional adequacy and appealExtension- Students prepare a healthy snack for the class suitable for a child aged 1 to 6 years. students present snack to class, explaining why the snack promotes healthy growth and development during childhood. |   |
| **Lesson 4:** |  |  |  |
| **Overall &/or Specific Expectations** (with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **C2****C2.1, C2.2, C2.3** | -communicate effectively with children in an age appropriate manner-use effective communication skills such as “I” messages, active listening and conflict resolution skills-read age appropriate books to children to enhance literacy skills | 1. What are some effective ways to communicate with children of different ages?
2. What is active listening?
3. What are some healthy conflict resolution skills?
4. Why is reading to children so valuable? How do children benefit from being read to ?
 | - active listening-conflict resolution-”I” messages-encouragement-Verbal vs non-verbal communication |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
| * Personal experience with communication
* Life experiences
* Prior lessons in various courses
 | * overhead machine/projector
* handouts
* case studies
* chart paper / board for brainstorming
* children’s storybooks (various)
 | Socratic questioning - about communication in generalMind mapping / brainstorming - communication types & techniquesDefinition note takingCase study- different scenarios of parent-child interactionGraphic organizer for types of communicationDiscussion Read aloud- how parents communicate through reading to childrenSmall group read together - childrens books |  |
| **Lesson 5:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **C3** **C3.1, C3.2, C3.3, D2.3** | * describe capabilities of children in real life settings
* explain differences in observation of capabilities and behaviours of children
* plan, organize and carry out age appropriate activities
* use strategies to encourage positive behaviour
 | * What are the children doing during the planned activity?
* What are the differences in the behaviour of the children of different ages during the activities?
* Are the activities planned appropriate for the different age children
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
| * milestones of development (social, emotional, cognitive, linguistic, physical)
* strategies to enhance development
* how to ensure physical safety
* importance of play
* communicating with children age 1-6
* how to plan nutritious meals
* conflict resolution
* using age-appropriate reading materials
 | * games and books
* food and facilities to prepare
* volunteers to bring in children (staff, family, friends) or daycare, school, facility to host playdate (e.g. safety village)
 | Plan and implement a playdate for a specific age group from 1-6 years oldplanning, making and serving a snack for the playdateObserve the capabilities and behaviours during playdatePractice observing children playing in daycare, while babysitting, with siblings, etc. |  |

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| **Unit 5 Overview Parenting Styles and Practices** |
| **What will student learn?** |
| **Big Ideas*** Internal and external factors influence parenting and caregiving practices.
* There are many different parenting styles and each impact the growth and development of children.
 |
| **Essential Questions**1. How does the legal system support and affect parenting styles and practices
2. What social programs and agencies are available to support children and families
3. How do various parenting styles affect the growth and development of children?
4. How does culture and personal experience impact child rearing?
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| **How will assessment and instruction be organized for learning?**  |

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| Overall Expectations and Specific Expectations (for this unit) |
| **A1. Exploring: explore topics related to child development and child rearing, and formulate questions to guide their research;** A1.1 explore a variety of topics related to child development and child rearing *(e.g., infant and toddler nutrition, diverse child-rearing practices, community supports for parents and children)* to identify topics for research and inquiry **A3. Processing Information: assess, record, analyse, and synthesize information gathered through research;** A3.3 analyse and interpret research information *(e.g., compare information gathered from surveys and interviews; determine whether similar information is found in different sources)*A3.4 demonstrate academic honesty by documenting the sources of all information gathered through researchA3.5 synthesize findings and formulate conclusions *(e.g., determine whether their results support or contradict their hypothesis; weigh and connect information to determine the answer to their research questions)* **A4. Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.** A4.1 use an appropriate format *(e.g., oral presentation, brochure, poster, report, multimedia presentation, web page)* to communicate the results of their research and inquiry effectively for a specific purpose and audienceA4.2 use terms relating to the study of child development and child rearing correctly*(e.g., cognitive development, physical development, logical and natural consequences, authoritative, authoritarian, permissive)*A4.3 clearly communicate the results of their inquiries *(e.g., write clearly, organize ideas logically, use language conventions properly)*, and follow APA conventions for acknowledging sources *(e.g., generate a reference list in APA style)*A4.4 demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills **D1. Family Variations: demonstrate an understanding of social and cultural variations in family forms and child-rearing approaches.**D1.2 identify the functions of the family and explain how these functions may be carried out through a variety of family forms *(e.g., same-sex couples with children, lone-parent families)*D1.3 describe ways in which families transmit their cultural and religious heritage to children *(e.g., through storytelling, visual arts, festivals, religious and other rituals)* as well as the ways in which families may be constrained in their ability to transmit their culture and religionD1.4 describe ways in which culture and family tradition influence child-rearing practices *(e.g., practices related to name selection, touch and physical contact, fostering cultural pride**and a positive sense of self)* **D2. Parenting Styles and Practices: demonstrate an understanding of a variety of child-rearing practices and their effects on children;**D2.1 describe different parenting styles *(e.g., permissive, authoritarian, authoritative, indulgent)* and assess how they affect young childrenD2.2 demonstrate an understanding of the importance of positive parenting strategies for the development of a child’s self-esteem and self-discipline D2.4 describe ways in which a parent can act as a positive role model for children *(e.g., by modelling environmental responsibility, showing respect and care for others, having a positive body image)* D2.5 describe ways in which parents and family members teach children socially acceptable behaviour *(e.g., by encouraging good table manners at family meal time, by encouraging sharing with playmates)***D3. Common and Diverse Experiences of Childhood:demonstrate an understanding of common and diverse experiences of young children in a variety of cultures and historical periods.** D3.1 identify forms of children’s play that are found in all societies/cultures *(e.g., traditional games involving balls and sticks, games modelled on “tag”, variations of “playing house”)* D3.2 describe how childhood experiences vary/have varied in different cultures and historical periods *(e.g., variations in levels of freedom and/or adult supervision for children in different times and places; variations in the age at which children start school and/or work in different times, places, or cultures)*D3.3 compare expectations for male and female children in their own and other cultures**E1. Caregiving Challenges in the Early Years: demonstrate an understanding of the challenges facing parents throughout the early childhood years;** E1.3 identify strategies used by families to manage different types of early-childhood traumaE1.4 identify the unique challenges faced by families when parents or children have disabilities or special needs *(e.g., a parent in a wheelchair, a child with autism)* E1.5 identify indicators of possible mental illness or mental health problems in young children *(e.g., social withdrawal, unexplained fears)* **E2. Neglect and Abuse: describe strategies for building healthy family relationships in order to prevent neglect and/or physical, sexual, or emotional abuse of children;** E2.1 describe indicators of possible neglect or physical, sexual, or emotional abuse *(e.g., malnutrition, lack of trust, unexplained bruises)* E2.2 describe strategies that can be used to secure a safe and peaceful family, community, and social environment for children *(e.g., teaching children that "touch" should never be kept secret; teaching safe Internet practices; providing “street- proofing” training to children)* E2.3 demonstrate an understanding of the laws relating to child abuse and children’s rights *(e.g.,thecommunity’sresponsibilityforchildren’s welfare, the duty to report suspected child abuse)* E2.4 identify various barriers parents face in gaining access to community supports *(e.g., language, culture, level of literacy or education)***E3. Society’s Role in the Lives of Children and Families: describe the roles and responsibilities of society in protecting and supporting children and families, and the responsibilities of caregivers towards children.** E3.1 describe the positive and negative roles of societal agents in the lives of young children *(e.g., the role of schools in teaching children to “get along” with others, the role of religious institutions in instilling values, the role of media in shaping children’s attitudes to violence)*E3.2 demonstrate an understanding of the laws that regulate the behaviour of children and parents in society *(e.g., provisions of the Child and Family Services Act of Ontario; laws regarding school attendance, child labour, and parental leave from work)* E3.3 identify community social programs and agencies that provide support to children and families *(e.g., YMCA/YWCA, Big Brothers/Big Sisters, family shelters, Aboriginal Head Start programs, Kids Help Phone, Parenting and Family Literacy Centres)* E3.4 describe the legal, social, and moral responsibilities of parents as outlined in the United Nations Convention on the Rights of the Child *(e.g., providing adequate food, shelter, care, education)*  |

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| **How will students demonstrate their learning?** |
| **Assessment OF learning** |
| **Assessment FOR learning** |

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| **Unit Culminating Task(s)** |
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| Additional Ideas for Unit Culminating Task(s)* Unit Test
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| **Lesson 1:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 2:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 3:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 4:** |  |  |  |
| **Overall &/or Specific Expectations** (with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 5:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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