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| ***The following curriculum map contains unit plans that were 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 these units was very brief and the lessons within the unit plans are just one group’s interpretation of the curriculum expectations. The curriculum map and unit plans are not prescribed. The unit plans are not complete but serve 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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| **HPD4C Working with School Age Children and Adolescents** **CURRICULUM MAP - Units 1, 4** |
| Course Description: (taken from the curriculum document) |
| This course prepares students for occupations involving school-age children and adolescents. Students will study a variety of theories about child behaviour and development, and will have opportunities for research and observation and for practical experiences with older children. Students will become familiar with occupational opportunities and requirements related to working with older children and adolescents. They will develop research skills used in investigating child and adolescent behaviour and development.  |

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| Course Content |
| **Enduring Understandings*** A positive environment contributes to the overall development of children and adolescents.
* There are many employment opportunities for working with children and adolescents
* Developmentally appropriate programing for children and adolescents assists in positive growth and development.
* Internal and external factors impact child development.
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| No longer in this course: |
| * it is no longer essential/workplace level
* no prenatal development
* no infant development
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Course Culminating: Design an extra-curricular club or organization where the participants earn badges. Student must decide on age group. The badges will reflect the expectations of this course. Students design the activities that the participants need to do to earn the badges. Examples - art, environment, nature, dance, food, nutrition, communication, safety, physical activity, cooperation

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| **Unit 1 Overview Growth and Development** |
| **What will student learn?** |
| **Big Ideas*** Development of children and adolescents follows patterns.
* A positive environment is important for the overall development of children and adolescents.
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| **Essential Questions**1. How can you determine a school age child and adolescent is meeting their appropriate developmental milestones?
2. How do development theories help us to understand school age and adolescent development?
3. How do positive environments impact school age and adolescent development?
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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) |
| **A3. Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry;** A3.4 demonstrate academic honesty by docu­menting the sources of all information generated through research A3.5 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.** A4.4 demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry,and communication skills **B1. Patterns of Development: demonstrate an understanding of patterns of social, emotional, cognitive, and physical development in school-age children and adolescents** B1.1 identify major milestones in the social, emo­tional, cognitive, and physical development of school-age children and adolescents B1.2 explain the interdependence of the social, emotional, cognitive, and physical areas of development (i.e., how development in each of the areas affects development in the others) B1.3 identify and compare the nutritional and physical-activity requirements of school-age children and adolescents at different stages, based on current recommendations from Health Canada B1.4 explain the benefits of healthy eating for the learning, growth, and development of schoolage children and adolescents (e.g., increased ability to concentrate, maintenance of healthy body weight) B1.6 describe patterns in male and female sexual development and explain how sexual develop­ment affects physical, social, and emotional development B1.7 describe the findings of brain research that contribute to our understanding of development in older children and adolescents (e.g., information about blooming and pruning, brain wiring, control centres in the brain for judgement and decision making, development of the frontal lobe in late adolescence)**B2. Theories of Development: demonstrate an understanding of various influential theories about child and adolescent development.**B2.1 outline the theories of recognized experts in the field of child and adolescent development (e.g., theories of Piaget, Erikson, Gilligan, Kohlberg, Gardner) B2.2 demonstrate an understanding of how various theories about child and adolescent development apply to real-life contexts **B3. Positive Environments for Development: demonstrate an understanding of how developmentally appropriate environments and experiences promote healthy development.** B3.1 describe conditions that promote growth and development in school-age children and adolescents in caregiving contexts (e.g., engaging personal relationships with caring adults, safe spaces) B3.4 describe strategies to promote healthy eating among diverse groups of school-age children and adolescents B3.5 explain ways in which the development of school-age children and adolescents is connected to the well-being of their families and the society in which they live (e.g., through access to social supports, access to educational and employment opportunities, access to adequate health care)  |

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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
* Create groups that will deliver a day camp/after school program to be presented each Friday of the week until all groups have presented. Groups should be small 3 -4. It should be a full class time and include a variety of activities such as: song, a craft, a story, healthy snack and a game. They each turn in a written report on their planning, how the activities addressed the SPIES areas of development at the age level they have chosen and a reflection of how they felt their program ran. Their classmates reflect and do a short evaluation after each group presents, which the teacher keeps and at the end of all the presentations, they each do an overall reflection using their evaluations of what makes an excellent program and provides for the best development for the children. A checklist or rubric can be designed with the class to be used to mark their presentation. A rubric can be designed to evaluate their written report and your choice for the overall reflection.
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| **Lesson 1: SPIES** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **B1** B1.1, B1.2, B3.1, A3.4, A3.5 | * Examine the SPIES of school age children and adolescents
* Research the different development areas using a variety of sources
 | 1. What is social, physical, intellectual, emotional, spiritual development in each age group?
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
|  |  | - Open with online CBC or other newsfeed source that relates to children and what are issues with children these days. ie bullying, war in Egypt, etc. Use these as opening discussions in classes- Character trait box - Pull a trait and discuss what that looks like at each age group- Brainstorm as a group what certain ages are like ie. Grades 1-3, 4-6, tweens and teenagers- Groups then investigate either online or text work what happens at those stages and ages. Today’s Parent is an excellent resource on line or magazines- Present this information to classmates and use an organizer or do a jigsaw etc. |  |
| **Lesson 2: Healthy Eating and Physical Activity****Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **B1, B3**B1.3, B1.4, B1.6, B3.4 |  |  |  |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
|  |  | - Plan a physical activity for a certain stage or age and share with your classmates and relate back to the social, physical, cognitive and emotional development- Plan a daily menu for certain stage and age taking into consideration health needs, allergies etc.- Bring in a variety of different types of fruits and vegetables and have them present how they would have children try these new foods, what are the nutrient value of these foods, where do these foods originate, find a recipe to incorporate these foods. |  |
| **Lesson 3: Child Development Theorists** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **A3, B2, A4**B2.1, B2.2, A3.4, A3.5, A4.4 | **-** Identify recognized experts in the field of child and adolescent development?- Research various child development experts past and present with APA references |  |  |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
|  |  | - Create a skit of an aspect of one of the theorists to teach the class eg. object permanence- Create a 10 slide or less powerpoint about a theorist and their main points- Bring in speakers ie psychologist, social worker etc. |  |
| **Lesson 4: Brain Development** |  |  |  |
| **Overall &/or Specific Expectations** (with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **B1**B1.7 | - Examine brain development in older children and adolescents- describe how brain development affects how we behave at different ages and stages | 1. How does the brain work?
2. How are decisions I make affected by my brain development?
3. How are my decisions and actions affecting my brain? (look at sleep, study habits, alcohol, etc.)
 |  |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
|  |  | - have the students do a brain strategies test, many on line- create a drawing or sculpture of the brain- Teenage Brain Videos- Brainpop.com activity pages etc for K-12- ASCD.org has a fact sheet entitled, “What You Should Know about your Brain” by Judy Willis- brainfacts.org gives you material on the brain |  |
| **Lesson 5: Societal Supports** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **B3.****B 3.1, B3.5** | * Explain how different environmental and social surroundings affect children’s development
* Explain how is the development of children and adolescents connected to the well being of families and the society they live in
 | 1. What does every child need?
 |  |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
|  |  | **-** Perfect Child - Split into groups and give each group a different envelope to cut out as many stick children from the paper in the time given. The envelopes would contain different tools for each group ie: One group would have 3 sheets of paper and nothing else, another would have two pairs of scissors and five sheets of paper, another would have, a ruler, scissors, pencils, paper etc. To wrap up what do the tools represent? (advantages that some have and some don’t). What legal obligations do we have to support those with no/little supports?-Debate the most important factor that affects development ie housing, caring adult, job, health care, friends, education, cell phone, adequate food- Case studies of a variety of situations that children or adolescents might find themselves in.- On large butcher paper draw out a person and then with symbols or words what does the perfect child look like- Examine famous people that have overcome adversity  |  |

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| **Unit 2 Overview Employment Opportunities and Requirements** |
| **What will student learn?** |
| **Big Ideas*** There are many employment opportunities and requirements for working with school age children and adolescents
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| **Essential Questions**1. What educational and professional requirements are necessary for working with school age children and adolescents?
2. What legal responsibilities exist when working with school age children and adolescents in a variety of settings?
3. What skills and qualities are necessary to work effectively with school age children and adolescents?
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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) |
| **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, written research report, poster, multimedia presentation, web page) to communicate the results of their research and inquiry effectively for a specific purpose and audience A4.2 correctly use terms relating to the study of school-age children and adolescents (e.g., puberty, identity, formal operations, problem-based approach)**C1. Career Pathways: identify various postsecondary education and/or training opportunities, workplaces, and professional development options related to working with school-age children and adolescents.**C1.1 identify postsecondary pathways to occupations that involve working with school-age children and adolescents C1.2 describe and compare a variety of work­place destinations that involve working with school-age children and adolescents (e.g., before-school and after-school programs, summer camps, parks and recreation programs, treatment centres) C1.3 demonstrate an understanding of the importance of professional development for people who work with school-age children and adolescent**C2. Workplace Expectations: explain the legal and social workplace expectations related to working with school-age children and adolescents in Ontario.** C2.1 demonstrate an understanding of the respon­sibilities of people who work with school-age children and adolescents as outlined in various local, provincial, federal, and international codes (e.g., school board policies, daycare policies, Ontario’s Equity and Inclusive Education Strategy, the Ontario Human Rights Code, the Canadian Charter of Rights and Freedoms, the United Nations Convention on the Rights of the Child) C2.2 describe the legal expectations for ensuring physically safe environments for school-age children and adolescents (e.g., fire-safety regula­tions, food-safety regulations, WHMIS regulations, the Day Nurseries Act) C2.3 describe the rules and regulations governing schooling that parents and professional care­givers are required to observe (e.g., truancy regulations, provisions of Ontario’s Safe Schools Act and Child and Family Services Act, Learning to 18 regulations, requirements for a vulnerable sector criminal check) C2.4 identify ways in which people who work with school-age children and adolescents carry out their responsibility to promote children’s socialization and healthy development (e.g., teaching life skills; helping youth recognize unhealthy relationships; having open, respectful conversations about sexual development; fostering vigilance about physical safety; fostering environmental awareness; treating all people, including children, equitably regardless of race, sex, ability, or family structure)C2.5 explain the code of ethics and standards of practice for people who work with children and adolescents as outlined by recognized professional organizations (e.g., Ontario College of Early Childhood Educators, Canadian Child Care Federation) **C3. Essential Skills and Personal Qualities: describe the essential skills, personal qualities, and work habits necessary for success in working with school-age children and adolescents.**C3.1 explain how their own personal experiences, beliefs, and attitudes have influenced their attitudes and behaviour towards children and adolescents (e.g., experiences, beliefs, and attitudes with respect to family, faith, community, political ideology, socio-economic status) C3.2 identify the personal qualities needed to work with school-age children and adolescents (e.g., compassion, empathy, patience, creativity, flexibility) C3.3 describe the essential skills and work habits needed for success in working with children and adolescents (e.g., effective interpersonal skills, punctuality, ability to maintain confidentiality, ability to use self-reflection for self-evaluation)  |

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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 Interacting with School Age Children and Adolescents** |
| **What will student learn?** |
| **Big Ideas*** Developmentally appropriate programing for children and adolescents affects positive growth and development.
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| **Essential Questions**1. What strategies and skills are necessary to help guide school age child and adolescent behaviour?
2. Based on your knowledge of school age children and adolescent development, what activities would you plan to promote positive growth and development?
3. Based on the activities you have planned, did they successfully meet the developmental needs of the the school age children and adolescents?
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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 school-age children and adolescents, and formulate questions to guide their research.**A1.1 explore a variety of topics related to schoolage children and adolescents (e.g., effects of vigorous physical exercise on school-age children; strategies for developing inclusive and diverse after-school care programs) to identify topics for research and inquiry 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 **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, primary research published in peer reviewed journals, data sets from Statistics Canada) and/or secondary sources (e.g., book reviews, government reports, textbooks, websites, 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 and inquiry.**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) 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) **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.**A4.3 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, use in-text author-date citations) **B1. Patterns of Development: demonstrate an understanding of patterns of social, emotional, cognitive, and physical development in school-age children and adolescents.**B1.5 describe indicators of the various types of exceptionalities in school-age children and adolescents (e.g., cognitive, behavioural, physical) **B3. Positive Environments for Development: demonstrate an understanding of how developmentally** **appropriate environments and experiences promote healthy development.** B3.2 describe strategies for teaching values and building character in school-age children and adolescents (e.g., use of bullying-prevention pro­grams, peer mediation, leadership training courses, cultural literacy programs) B3.3 explain how and why physical activity, including physical activity out of doors, pro­motes the physical and emotional health of school-age children and adolescents (e.g., by providing opportunities for vigorous exercise and connection with the natural environment, by laying the foundation for a healthy lifestyle)**D1. Guiding Children’s Behaviour: describe a broad range of practices and techniques adopted by parents, educators, caregivers, and other professionals that shape the behaviour of school-age children and adolescents.**D1.1 explain various models for effectively guid­ing child and adolescent behaviour (e.g., the Morrish model, the Faber and Mazlish model) D1.2 identify character qualities that can help enable and empower school-age children and adolescents to achieve their goals (e.g., self-control; the ability to set personal limits, anticipate and accept consequences, take responsibility), and describe techniques for promoting the develop­ment of these qualities D1.3 evaluate the effectiveness of various communication and behaviour-management strategies in interactions with school-age children and adolescents (e.g., conflict-resolution strategies, win-win problem-solving strategies, “I” messages, paraphrasing, restorative justice, threats) D1.4 analyse practical experiences with the use of various models for helping children and adolescents make informed decisions (e.g., the five-step model, the decision web, consultation with elders), and evaluate the effectiveness of the different models D1.5 explain how experiencing positive relation­ships with peers and others contributes to healthy social and emotional development in school-age children and adolescents (e.g., by strengthening their sense of belonging, sense of identity, and social skills)**D2. Planning Developmentally Appropriate Programming: demonstrate the ability to plan developmentally appropriate programs for school-age children and adolescents.** D2.1 identify and plan a variety of activities that promote social, linguistic, emotional, cognitive, and physical development in school-age chil­dren and adolescents (e.g., cooperative games, board games) D2.2 demonstrate the ability to plan nutritious snacks and meals for school-age children and adolescents**D3. Refining Skills through Practical Experiences: apply and evaluate their knowledge of child and youth development through practical experiences with school-age children and adolescents**D3.1 identify and use a variety of observation techniques to study children and adolescents in a community setting (e.g., running record, anecdotal record, time sample, video, checklist, event sample) D3.2 demonstrate the ability to design and implement activities to meet the needs of school-age children and adolescents (e.g., an activity for an after-school program) D3.3 evaluate their experiences in working with school-age children and adolescents, and reflect on their potential strengths and areas for improvement  |

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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 Addressing Social Challenges** |
| **What will student learn?** |
| **Big Ideas*** Many internal and external factors impact child and adolescent development
 |
| **Essential Questions**1. How can caregivers support school age children and adolescents who deal with various issues and challenges?
2. How can you identify indicators of abuse or neglect and what is your duty to report?
3. How can you create an inclusive environment while working with school age children and adolescents?
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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) |
| **E1. Issues and Challenges: demonstrate an understanding of a variety of strategies for helping school-age children and adolescents deal with issues and challenges.** E1.1 describe skills caregivers teach (e.g., self-advocacy skills, stress-management skills, self-defence skills, social skills for making and keeping friends) and strategies they use (e.g., providing appropriate physical/mental-health support) to help children and adolescents address particular issues and challenges. E1.2 demonstrate an understanding of the posi­tive and negative effects of media on children and adolescents (e.g., positive effects such as enhancing awareness of current events, facilitating social connection through social networking; negative effects such as legitimizing violence, pressuring viewers to purchase fad items, increasing opportuni­ties for cyber-bullying) E1.3 identify specific challenges faced by people who work with school-age children and ado­lescents, and describe effective strategies for addressing them (e.g., strategies for engaging children with exceptionalities, supporting children living in poverty, responding sensitively and appropriately to diversity) **E2. Neglect and Abuse: demonstrate an understanding of the responsibilities of people who work with school-age children and adolescents in dealing with issues related to abuse, neglect, and family violence.** E2.1 demonstrate an understanding of factors that can lead to patterns of neglect or physical, sexual, or emotional abuse (e.g., a family history of violence, stress, alcoholism) E2.2 identify indicators of neglect and physical, sexual, or emotional abuse in children (e.g., physical signs such as bruising and laceration; emotional signs such as withdrawal or unexplained fears) E2.3 demonstrate an understanding that people who work with school-age children and adolescents have a duty to report suspected cases of neglect or physical, sexual, or emotional abuse, and describe procedures for doing so E2.4 describe strategies caregivers can use to anticipate and prevent neglect and physical, sexual, and emotional abuse (e.g., education, communication, policy development, advocacy)**E3. Social and Cultural Variations: demonstrate an understanding of how a variety of social and cultural factors affect school-age children and adolescents.** E3.1 describe local and global variations in family forms (e.g., extended families, families led by samesex partners, polygamous families) E3.2 explain how a variety of global challenges (e.g., war, famine, AIDS, use of child labour, natural disasters) affect the lives of children and adolescents E3.3 demonstrate an understanding of how expectations related to the behaviour and treat­ment of children and adolescents vary or have varied in different cultures and historical periods (e.g., up to the industrial period in Western countries, adolescents were viewed as adults) E3.4 describe strategies and activities that can be used in formal and informal settings to ensure that environments for children and adolescents are free from bias and respectful of diversity E3.5 compare various forms of childcare in different cultures (e.g., extended families, kibbutzim) E3.6 identify various organizations in the com­munity that provide support to families (e.g., children’s aid societies, Dietitians of Canada, police, newcomers’ support centres, family coun­selling agencies, Native friendship centres, breakfast programs) |

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| **How will students demonstrate their 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** |
|  |  | Children’s Literature project/assignment. Read out loud the book “The Heaven Shop” by Deborah Ellis. This could be modelling how to use children’s literature to talk about things.The book addresses AIDS, death, adversity, cultural differences, etc. Other Deborah Ellis books would also work - eg. Breadwinner. Or you could get multiple copies of several of her books. Have groups of students read the book and then reflect on how they could use that book/story to talk about issues and challenges faced by children in their care.Have a speaker come in from your local public library to talk about books that are available that deal with different issues/challenges. Send the students to the public library to find a children’s book about a challenge and then present it to the class. |  |
| **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** |
|  |  |  |  |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
|  |  |  |  |
| **Lesson 5:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
|  |  |  |  |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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