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| Curriculum Map HPW3C - Working with Infants and Young Children |
| Course Description: (taken from the curriculum document) |
| This course prepares students for occupations involving children from birth to six years of age. Students will study theories about child behaviour and development, and will have opportunities for research and observation and for practical experiences with young children. Students will become familiar with occupational opportunities and requirements related to working with infants and young children. They will also have opportunities to develop research and critical-thinking skills as they investigate and evaluate current research about early childhood education. |

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| Course Content |
| **Enduring Understandings*** A positive environment contributes to the overall development of children.
* There are many employment opportunities for working with infants and young children.
* Developmentally appropriate programing for children assists in positive growth and development.
* Internal and external factors impact child development.
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| No longer in this course: |
| * no focus on history of the family
* no focus on historical role of children
* no focus on preparation for parenthood
* no discussion on prenatal care
* no inclusion of *living* with children
* focus of parenting your *own* children has shifted to working and caring for children in the larger context (caring for other children in a position of responsibility, ECE context, etc.)
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| **Unit 1 Overview: Infant and Child Growth and Development** |
| **What will student learn?** |
| **Big Ideas*** Development from birth to six years of age follows patterns.
* A positive environment is important for the overall development of children.
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| **Essential Questions**1. How is it determined whether a child is meeting appropriate developmental milestones?
2. How do child development theorists help to understand childhood development?
3. How do positive environments impact childhood 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) |
| **A1. Exploring: explore topics related to early childhood education, and formulate questions to guide their research;** A1.1 explore a variety of topics related to early childhood education *(e.g., different forms of childcare around the world, strategies for supporting language development in young children)* to identify topics for research and inquiryA1.2 identify key concepts *(e.g., through discussion, brainstorming, use of visual organizers)* related to their selected topicsA1.3 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 researchA2.3 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;**A3.3 analyse and interpret research information *(e.g., compare information gathered from primary and secondary sources; determine whether similar information is found in different sources)*A3.4 demonstrate academic honesty by documenting the sources of all information generated through research**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 audienceA4.3 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 in Infant and Child Development: demonstrate an understanding of patterns of social, emotional, cognitive, linguistic, and physical development in infants and children from birth to six years of age;** B1.1 demonstrate general knowledge of principles of child development *(e.g., patterns of development are similar around the world, although individual rates of development may vary; child development is multi-determined; child development is holistic; child development is cumulative)*B1.2 identify major milestones in the social, emotional, cognitive, physical, and linguistic development of children from birth to six years of ageB1.3 explain the interdependence of the social, emotional, cognitive, physical, and linguistic areas of development *(i.e., how development in each of the areas affects development in the others)*B1.4 describe findings of recent brain research that contribute to our understanding of development in early childhood *(e.g., information about critical periods, brain plasticity, different centres in the brain)*B1.5 identify and compare the nutritional and physical-activity requirements of children at different stages between birth and six years of age, based on current recommendations from Health CanadaB1.6 explain the benefits of healthy eating and physical activity for the learning, growth, and development of young children *(e.g., increased ability to concentrate, fewer common childhood illnesses, increased ability to thrive, reduced long-term risk of heart disease and stroke)***B2. Theories of Child Development: demonstrate an understanding of a variety of influential theories about child development;** B2.1 outline the theories about child development of major experts in the field *(e.g., Freud, Erikson, Piaget, Bandura, Kohlberg, Vygotsky)* B2.2 demonstrate an understanding of the theories about attachment and infant temperament of various child development experts *(e.g., Bowlby, Ainsworth, Thomas and Chess)*B2.3 demonstrate an understanding of how various theories of child development apply to real-life contexts**B3. Positive Environments for Development: demonstrate an understanding of how developmentally appropriate environments and experiences promote healthy development in children.**B3.2 explain how environmental factors in the early years influence development later in life *(e.g., influences on later-life health, school performance,socialization, emotional maturity)*B3.3 describe developmentally appropriate learning environments for children from birth to six years of ageB3.4 explain how and why outdoor play contributes to children’s physical and emotional health *(e.g., by providing opportunities for vigorous exercise and connection with the natural environment, by laying the foundation for a healthy lifestyle in the future)* |

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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 2 Overview: Employment Opportunities and Requirements** |
| **What will student learn?** |
| **Big Ideas*** Many employment opportunities exist for working with infants and children.
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| **Essential Questions**1. What educational and professional requirements are necessary for working with children?
2. What legal responsibilities exist when working with children?
3. What skills and qualities are necessary to work effectively with children?
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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) |
| **C1. Education and Professional Development: describe postsecondary destinations, workplaces, and professional development opportunities in early childhood education;**C1.1 identify various postsecondary pathways leading to employment involving infants and young childrenC1.2 describe a variety of types of childcare *(e.g., home childcare, preschool programs, nannies, drop-in programs, early learning centres, family resource programs)*C1.3 demonstrate an understanding of the importance of professional development for early childhood educators**C2. Workplace Expectations: explain the legal and social workplace expectations for employment in early childhood education in Ontario;** C2.1 demonstrate an understanding of the responsibilities of early childhood educators as outlined in various local, provincial, federal, and international codes *(e.g., daycare policies, 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 children in early learning programs *(e.g., fire-safety regulations, food-safety regulations, WHMIS regulations, provisions of the Day Nurseries Act of Ontario)*C2.3 identify laws and safety requirements that apply to employees who work with children *(e.g., requirement for a vulnerable sector criminal check, provisions of the Day Nurseries Act of Ontario and the Child and Family Services Act of Ontario)*C2.4 identify the responsibilities of early childhood educators in promoting the socialization and healthy development of children *(e.g., providing positive role models; providing a safe environment; fostering environmental awareness; using age-appropriate, accurate information when responding to children’s questions and comments about their bodies; recognizing indicators of mental illness and/or mental health problems; treating all people, including children, equitably regardless of race, ability, sex, or family structure)*C2.5 explain the code of ethics and standards of practice as outlined by recognized professional organizations associated with early childhood education in Ontario *(e.g., College of Early Childhood Educators, Canadian Child Care Federation)***C3. Essential Skills and Personal Qualities: demonstrate an understanding of the essential skills, personal qualities, and work habits necessary for success in early childhood education.**C3.1 explain how their own personal experiences, beliefs, and attitudes have influenced their attitudes and behaviour towards children *(e.g., experiences, beliefs, and attitudes shaped by family, faith, community, political ideology, socio-economic status)*C3.2 describe the personal qualities needed to work with children and families *(e.g., nurturing qualities, empathy, patience, energy, creativity, flexibility)*C3.3 describe the essential skills and work habits needed for employment in early childhood education *(e.g., conflict-resolution skills, communication skills, organizational skills, decision-making skills; work habits such as initiative and team-work)* |

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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 Children** |
| **What will student learn?** |
| **Big Ideas*** Developmentally appropriate programing assists in the positive growth and development of infants and children.
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| **Essential Questions**1. What strategies and skills are necessary to help guide children’s behaviour?
2. What activities could be planned to promote positive growth and 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) |
| **A2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods**A2.2 locate and select information relevant to their investigations from a variety of primary sources (*e.g., interviews, observations, surveys, questionnaires, original documents in print, original research published in peer-reviewed journals, data sets from Statistics Canada)* and/or secondary sources *(e.g., book reviews, textbooks, websites, newspaper and magazine articles, government reports)***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)*A3.5 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 question)***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.**A4.2 use terms relating to early childhood education correctly *(e.g., social, emotional, cognitive, and physical development; emergent curriculum; play-based approach; natural and logical consequences; running record; anecdotal record)*A4.4 demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills**B1. Patterns in Infant and Child Development: demonstrate an understanding of patterns of social, emotional, cognitive, linguistic, and physical development in infants and children from birth to six years of age;** B1.5 identify and compare the nutritional and physical-activity requirements of children at different stages between birth and six years of age, based on current recommendations from Health CanadaB1.6 explain the benefits of healthy eating and physical activity for the learning, growth, and development of young children *(e.g., increased ability to concentrate, fewer common childhood illnesses, increased ability to thrive, reduced long-term risk of heart disease and stroke)***B2. Theories of Child Development: demonstrate an understanding of a variety of influential theories about child development;** B2.3 demonstrate an understanding of how various theories of child development apply to real-life contexts**B3. Positive Environments for Development: demonstrate an understanding of how developmentally appropriate environments and experiences promote healthy development in children.**B3.6 describe strategies early childhood educators can use to promote healthy eating among young children from birth to six years of age *(e.g., encouraging mothers to store expressed breast milk at the childcare centre, modelling healthy eating, offering a variety of nutritious food choices, creating opportunities for children to grow food)* **D1. Guiding Children’s Behaviour: demonstrate an understanding of theories and strategies related to child behaviour, and effectively use a range of strategies and skills when working with children from birth to six years of age;** D1.1 explain the theories about child behaviour and child guidance of various child-development experts *(e.g., Coloroso, Dreikers, Sheedy, Kurcinka)*D1.2 describe strategies for encouraging positive behaviour in children from birth to six years of age *(e.g., responding lovingly and reliably to a crying infant, offering choices, discussing natural and logical consequences, setting limits, ignoring negative behaviour)*D1.3 demonstrate the effective use of communication skills and strategies recommended for early childhood educators who are working with children *(e.g., establishing eye contact, listening actively, interpreting body language, using positive statements)*D1.4 use a variety of recommended strategies to help children resolve conflicts *(e.g., “I” messages, help with verbalizing feelings, cool-down periods)*, and evaluate their effectiveness **D2. Developmentally Appropriate Programs and Environments: demonstrate an understanding of the elements of developmentally appropriate programs and environments for children from birth to six years of age;** D2.1 demonstrate an understanding of key strategies and activities that are used in early learning programs to promote the social, linguistic, emotional, cognitive, and physical development of children from birth to six years of age *(e.g., scaffolding, the use of peer helpers)* D2.2 describe developmentally appropriate daily routines, schedules, and transitions, and explain why routines and schedules are an important component of a developmentally appropriate early childhood environmentD2.3 explain ways in which a play-based approach to early childhood education promotes social, linguistic, emotional, cognitive, and physical developmentD2.4 explain what infants and toddlers need to prepare them for the development of pre-reading and pre-numeracy skills *(e.g., exploration, sensory stimulation, time and materials to explore and manipulate)* D2.5 demonstrate the ability to plan nutritious snacks and meals for young children *(e.g., plan a one-day menu for an early learning program)* **D3. Refining Skills through Practical Experiences: apply and evaluate their knowledge of child development through practical experiences with children.**D3.1 demonstrate the effective use of a variety of observation techniques to study children *(e.g., running record, anecdotal record, time sample, video, checklist, event sample)*D3.2 demonstrate the effective use of strategies and activities to meet the needs of children from birth to age six *(e.g., plan an event for a local daycare or playschool)*D3.3 evaluate their experiences of working with children 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*** Various internal and external factors can impact child development.
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| **Essential Questions**1. How can early childhood educators overcome challenges when working with children?
2. What are indicators of abuse or neglect of children and what is the duty to report?
3. How can an inclusive environment be created while working with children?
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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.**A4.4 demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills **B3. Positive Environments for Development: demonstrate an understanding of how developmentally appropriate environments and experiences promote healthy development in children.**B3.5 explain the ways in which the development of infants and children 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; access to affordable, high-quality childcare)**E1. Issues and Challenges: demonstrate an understanding of a variety of issues and challenges that early childhood educators encounter;** E1.1 describe the benefits of and challenges to the development of strong partnerships between early learning programs and their families (e.g., benefits: families develop confidence and are less likely to feel isolated; children have consistency of environments and expectations; early childhood educators feel more valued and respected; challenges:male early childhood educators may find it difficult to feel trusted; differing values of families and early childhood educators may make it difficult to establish mutual trust or rapport)E1.2 analyse ways in which children become the targets of marketing and the media (e.g., through licensed products, back-to-school ad campaigns, holiday toy launches, the marketing of gender-stereotyped toys and “child-themed” foods, promotions related to significant days such as Valentine’s Day and Halloween, the marketing of electronic devices)E1.3 identify specific challenges early childhood educators face and effective strategies for addressing them *(e.g., strategies for engaging children with exceptionalities, supporting children living in poverty, responding sensitively and appropriately to diverse families)*E1.4 identify strategies used for ensuring the safety of children from birth to six years of age in a variety of childcare environments *(e.g., Internet safety education; bullying prevention programs; Stay Alert, Stay Safe programs)*E1.5 describe strategies that could be used in early learning programs to reduce their environmental impact *(e.g., using cloth diapers, recycling craft materials, planting a vegetable garden, using reusable cutlery and dishes)***E2. Neglect and Abuse: demonstrate an understanding of factors that contribute to neglect and physical, sexual, and emotional abuse and of the roles of early childhood educators in dealing with these issues;**E2.1 demonstrate an understanding of factors that can lead to 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, and emotional abuse *(e.g., unexplained bruising or laceration, withdrawal, unexplained fears)*E2.3 demonstrate an understanding that people who work with children have a duty to report and intervene in suspected cases of neglect and physical, sexual, and emotional abuse, and describe prescribed procedures for doing soE2.4 describe strategies early childhood educators can use to anticipate and prevent neglect and physical, sexual, and emotional abuse *(e.g., education, communication, policy development)***E3. Social and Cultural Variations: demonstrate an understanding of how a variety of social and cultural factors affect young children.**E3.1 identify biases in their own points of view and in society about diverse children and families *(e.g., biases based on age, ethnicity, faith, language, sex, gender identity, class, ability, status)*E3.2 identify and evaluate a variety of strategies and activities used in early learning programs to create bias-free environments that support diversityE3.3 identify a variety of ways in which family, community, and culture influence young children’s behaviourE3.4 describe strategies that can be used in early learning programs to challenge gender stereotypes. E3.5 explain the role and function of various social agencies that early childhood educators can call on to provide support to families *(e.g., children’s aid societies, Dietitians of Canada, police, newcomers’ support centres, family counselling agencies, Native friendship centres)* |

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| **How will students demonstrate their learning?** |
| **Assessment OF learning** |
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| **Unit Culminating Task(s)** |
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| Additional Ideas for Unit Culminating Task(s)* Research Various Agencies that promote healthy development in Children
* Quiz on Neglect
* Portfolio
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| **Lesson 1: Fraser Mustard** |  |  |  |
| **Overall &/or Specific Expectations****B3 Positive Environments promote development in Children****SE B3.5****SE E1.1** | **Learning Goals**We are learning:\*why full day kindergarten has been instituted\*how the Ontario Government has an overall plan to support children, families and communities to level the playing field..  | **Key Questions for the Lesson**Who is Fraser Mustard?What are the benefits of full day kindergarten. How does Early Years support the community?  | **Terminology**Early Years ReportEarly Childhood EducationJunior KindergartenSenior KindergartenDay Care |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
| Knowledge of Areas of Development: Theories of Physical, Emotional, Psychological | Fraser Mustard Early Years ReportNewspaper articles on controversy surrounding full-day daycare[www.peoplefor](http://www.peoplefor)education.ca - info on full day kindergarten ECE governing body | Lesson on Fraser Mustard - how he changed Ontario support for childrenVisit to Early Years Center or Guest Speaker from OEC - services available | Personal Reflection: Why would I put my child in all day Kindergarten? Would I send my child to Junior Kindergarten? What are the benefits or deficiencies to my child?  |
| **Lesson 2: Poverty and Child Development** |  |  |  |
| **Overall &/or Specific Expectations** | **Learning Goals**We are learning: | **Key Questions for the Lesson** | **Terminology** |
|  **OE A4** **B3.0** **SE A4.4**  **B3.5** **E1.1** **E1.3** **E3.3** **E3.5** | * Share the results of your research with classmates.
* How the development of the child is by the family and the community
* Advantages and disadvantages of the connections between early learning programmes and families.
 | How do available community resources impact child development?How does poverty impact child development?What are the long term outcomes of poverty? | Community ResourcesPovertyPoverty LineOutcomesFamily Income |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
| Areas of developmentResearching skills (online) | Code Red from Hamilton Spectator (online) as a case studyStatsCanVanier Institute of the FamilyCommunity Services ListCorrections Canada | Lesson on the impact of poverty tied to areas of development - ie poor nutrition and its impacts on child developmentNeighborhood comparison: assess community resources in your neighborhood (libraries/early years center/rec facilities/daycares/private rec options) to CodeRed in an impoverished neighbourhood in Hamilton (or other community for which data is available) | Chart or Venn Diagram - compare and contrast similarities and differencesReflection: how would child development be different in these neighborhoods? |
| **Lesson 3: Abuse and Neglect** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **OE - E2****SE - E2.1** **E2.2** **E2.3** **E2.4** | To understand what leads to physical, sexual, emotional abuse and neglect and what ECEs should do.To recognize the signs of abuse and neglect in children and how to follow up. | What are the types of abuse?What are the indicators of abuse?What can you do to prevent abuse? | emotional abusephysical abusesexual abuseneglectChildren Aid Society/Family and Child Aid Society |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
| Child development milestonesAppropriate discipline/punishment strategiesRights of the childCultural variations in approaches to discipline/punishment | Trouble with Evan - 5th Estate episodeLessonPlant - Family Law - Child AbuseThe Story of It - book  | Guest speaker - Women in Crisis or someone from CAS/FACSCase studies: find examples of abuse/neglect in mass media/stories/videos - have students classify according to type of abuse and identify actual or potential consequences. | What are the consequences for ECE for not reporting. |
| **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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