

# Child Studies 11

*Guide*

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## Child Studies 11

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Prepared by the Department of Education and Early Childhood Development

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# **Introduction**

Child Studies was developed within the framework of . This document describes the nature of child studies education as follows:

## **The Nature of Child Studies Education**

# **The Nature of Child Studies**

INTRODUCTION

# **Rationale for Child Studies Education**

## The Nature of Child Studies

The delivery of an effective child studies curriculum at the high school level is dependent on an understanding of and appreciation for the variety of abilities of the students in the child studies class.

## Key Features of Child Studies

*The curriculum is defined in terms of outcomes.*

The identification of outcomes clarifies for students, teachers, parents, and administrators what students are expected to know, be able to do, and value as a result of their learning in child studies.

*The curriculum is designed to nurture the development of all students.*

In recognizing and valuing the diversity of students, this curriculum allows for a range of learning preferences, teaching styles, instructional strategies, and resources. Learning environments should also allow for the range of ways and rates in which learners develop. Learning contexts and environments must affirm the dignity and worth of all learners.

*The curriculum provides a framework for making connections with other subject areas.*

*The curriculum emphasizes the importance of students' active participation in all aspects of their learning*

*The curriculum provides a basis for assessing student achievement.*

## **Equity and Diversity**

## CURRICULUM OUTCOMES

Child Studies is inclusive and is designed to help all learners reach their potential through a wide variety of learning experiences. It seeks to provide all students with equal entitlements to learning opportunities. It recognizes that students develop and learn at different rates and in different ways.

In recognizing and valuing the diversity of students, the education system allows for a range of learning styles, teaching styles, instructional strategies, and resources. Learning contexts should be adapted to meet the needs of students with different backgrounds, interests and abilities and to provide ongoing opportunities for all students to engage in new learning based on their previous success.

Child Studies classes can be a safe environment for those students who experience challenges in other areas of learning. While participation for students with emotional, physical or cognitive disabilities may be limited, child studies teachers should be aware that the experiences they are providing could have a strong impact on the personal development of these students, although this may not be explicit or measurable.

Students' development as

learners is shaped by many factors, including gender, social and cultural backgrounds, and the extent to which individual needs are met. In designing learning experiences in child studies, teachers should consider the learning needs, experiences, interests, and values of all students.

In recognizing and valuing the diversity of students, teachers should consider ways to

- provide an environment and design learning experiences to affirm the dignity and worth of all learners
  - redress educational disadvantage
- model the use of inclusive language, attitudes, and actions supportive of all learners
- adapt classroom organization, teaching strategies, assessment strategies, time, and learning resources to address learners' needs and build on their strengths
- provide opportunities for learners to work in a variety of learning contexts, including mixed-ability groups
- identify and respond to diversity in students' learning styles and preferences
- build on students' individual levels of knowledge, skills, and attitudes in child studies
- design learning and assessment tasks that draw on learners' strengths and abilities
- ensure that learners use strengths as a means of tackling areas of difficulty
- offer students multiple and varied avenues to learning, creating, and presenting their work
- reflect on and offer students diverse opportunities to demonstrate their learning
- celebrate the accomplishment of learning tasks, especially tasks that learners believed were too challenging for them.



## **Achieving the Outcomes**

# **Specific Curriculum Outcomes**

## Parenting in Canada

1. Students will be expected to demonstrate knowledge of parenting and family

### Outcomes

*Students will be expected to*

1.1 identify the reasons for and methods of studying children, (e.g., formal/ informal, nature/nurture)

1.2 identify and evaluate various child rearing practices, beliefs and techniques practised in our past

relationships.

### Strategies for Learning and Teaching

Students create a self-reflective list of parenting skills they feel that they have and skills that they wish to develop (this may be added to the career portion of the course).

Brainstorm 10 reasons why people study children. As a class, come to a consensus as to the top 10 reasons for studying children.

Students complete a visual chart to post in the classroom of their top 10 reasons for studying children.

In small groups, place a picture of a child in the middle of a poster page. Students identify influences on a child's development. Students then decide which influences are hereditary and which are environmental.

Students choose a period in history and research the experiences of children during that time.

Pose the following questions: Given the history of child care, what child-related work opportunities existed in the past? How do past child-related work opportunities compare to present day work opportunities? Students may have to do some research to find the answers to these questions.

## Parenting in Canada

1. Students will be expected to demonstrate knowledge of parenting and family relationships.

### Suggestions for Assessment

Students complete a visual chart to post in the classroom of their top 10 reasons for studying children.

Using a rubric, evaluate child development poster on heredity and environmental things such as creativity, accuracy, and co-operative skill influences.

Students will write a one-page diary to reflect a day in the life of a fictional child for the time period in history they studied. Students will reflect on how the experiences of the child would be similar to and different than a child today. Guideline questions for students: What was childhood like in the past? What was expected of male and female children? What insights have you gained?

### Journal Entry

Students reflect on why it is important to study children.

### Notes/Resources

*Parenting in Canada: Human Growth and Development* (24262),  
Chapter 1: The Study of Children.

*The Developing Child*, 10<sup>th</sup> Edition  
(24263, 24264)

→ Chapter 1: Learning about Children  
→ Teacher Resource Guide, Rubric for a Poster

*A Child's World: Infancy through Adolescence with Making the Grade CD ROM*, McGraw-Hill, 2002,  
Chapter 1.

## Parenting Decisions

1. Students will be expected to demonstrate knowledge of parenting and family relationships.

### Outcomes

*Students will be expected to*

1.3 describe personal, psychological, physical, financial, and philosophical readiness for parenting

1.4 analyse the impact of individual choices of choosing to parent or not to parent

1.5 evaluate the role of contraception in planned parenting and personal health

1.6 differentiate between various contraceptive options (e.g., abstinence, male condom, male condom plus spermicide, female condom, birth control injection/patch/pill, no vaginal intercourse, diaphragm and jelly, cervical cap, spermicides, IUD, sponge, vasectomy, tubal ligation, rhythm method and others)

1.7 determine and discuss the issues involved in teen pregnancy and parenting

### Suggestions for Learning and Teaching

Using case studies, students will determine the readiness of couples/individuals for parenting.

View video *Baby Blues*. Students are to identify different options for pregnant teens.

In small groups, students create a chart listing the arguments for and against teen parenthood under the following headings: health, responsibilities, emotional maturity, and financial management.

Students' create a chart listing the consequences of teens being sexually active.

Invite a health professional to present an overview of various methods of contraceptives. Discuss the role contraceptives have in planning parenthood.

View videos on teen parenting *Teenage Father* and "You're in the Picture: Stories of Teen Dad"

Invite teen parents to speak to the class and share their parenting challenges.

Students will create a brochure identifying the most important things teens should know about pregnancy and parenting.

## Parenting Decisions

1. Students will be expected to demonstrate knowledge of parenting and family relationships.

### Suggestions for Assessment

Students will prepare a written report on case study evaluations.

Choose one of the options discussed in class and write an ending to the story from *Baby Blues* describing the next 5 years of Jason and Kristin's life. Students are to identify pros and cons of the option that they chose.

Evaluate brochure using a rubric.

### Journal Entry

Reflect on classroom presentations/activities on the issues involved in teenage pregnancy.

### Notes/Resources

#### Print Resources

*Parenting in Canada: Human Growth and Development* (24262)

→ Chapter 7: Deciding to Parent

→ Chapter 8: Preparing for Children in your Future

*The Developing Child*, 10<sup>th</sup> Edition. (24263, 24264)

→ Chapter 2: Challenges of Parenting

→ Chapter 4: Prenatal Development

→ Teacher Resource Guide, Rubric for Brochure/Pamphlet Booklet

*A Child's World: Infancy through Adolescence With Making the Grade CD ROM*, McGraw-Hill, 2002, Chapter 17: Sex—A Healthy Sexuality.

#### Videos

→ *David with EAS* (22577, 44 min.)

→ *What Is EAS?* (21206, 23 min.)

→ *Teenage Father* (20183, 34 min.)

→ *You're in the Picture: Stories of Teen Dads* (21267, 23 min.)

→ *Baby Blues*

## Parenting and Family Relationships

1. Students will be expected to demonstrate knowledge of parenting and family relationships.

**Outcome****Suggestions for Learning and Teaching**

*Students will be expected to*

1.8 identify ways of becoming a parent (e.g., birth, adoption, fostering, surrogate parent, and stepparent)

1.9 identify how children belong to and are influenced by family throughout their development (e.g., family life cycle)

1.10 describe and explain the roles, responsibilities and challenges of parenting (e.g., working parents)

Students can choose one option for becoming a parent and research it. Students may participate in a jigsaw activity to show that research.

Divide the class into groups and assign each group a stage of the family life cycle (beginning, parental, middle years, retirement). Each group will identify roles and responsibilities, challenges, and rewards of parenting for their stage.

Discuss with the students the factors that influence the decision to parent and the lifestyle changes related to parenting. Create a mobile to depict factors that influence the decision to parent and/or lifestyle changes related to parenting. (Written information and pictures.)

Brainstorm the responsibilities of parents or guardians in caring for children.

Have students create a “license” to become a parent. Items might include:

- pre-test
- instruction manual
- “road” test
- course contents
- pass requirements

What life choices would prevent them from receiving their license?

## Parenting and Family Relationships

1. Students will be expected to demonstrate knowledge of parenting and family relationships.

### Suggestions for Assessment

Students will present their report on options research to the jigsaw group.

The class will complete a time line on the family life cycle, including each group's research.

Each group will present to the class their research on the life cycle.

Evaluate "licencing project" using rubrics.

Assess mobile for accuracy of information and creativity.

### Notes/Resources

*Parenting in Canada: Human Growth and Development* (24262)

→Chapter 4: Children and Their Cultural Heritage

→Chapter 5: Children and Families

→Chapter 7: Deciding to Parent (adoption)

*The Developing Child*, 10<sup>th</sup> Edition. (24263, 24264)

→Chapter 2: Challenges of Parenting

→Chapter 3: Building Strong Families

→Chapter 4: A Closer Look at Conception

*A Child's World: Infancy through Adolescence With Making the Grade CD ROM*, McGraw-Hill, 2002, Chapters 1, 10, and 14.



## Reproduction

2. Students will be expected to demonstrate knowledge and understanding of human development.

### Outcome

### Suggestions

*Students will be expected to*

2.1 describe the male and female reproductive systems and the process by which fertilization takes place

Using the software *Nine Month Miracle* or Internet searches, students will label and complete a chart on the name and function of the various anatomical parts of the male and female reproductive systems.

2.2 describe how personal characteristics are inherited (e.g., multiple births, physical traits)

Have students bring in photographs of themselves and other family members. Create a display of the photographs. Discuss with the students the physical characteristics that various members have in common.

2.3 identify the role of technology and its impact on human reproduction (e.g., in vitro fertilization, surrogate parenting, sperm banks)

Students create a true/false quiz on inherited/acquired characteristics.

Through class discussions, teachers can talk about how personal characteristics are inherited (dominant/recessive genes).

Do Internet research on the various treatments for infertile couples.

Complete a report on Internet research done on one of the options for infertile couples. The report should include medical and personal (morality) concerns and cost.

Have students write a newspaper article that could be published in a school newspaper on issues relating to technology and human reproduction (i.e., cloning).

## Reproduction

2. Students will be expected to demonstrate knowledge and understanding of human development.

### Suggestions for Assessment

Completed labelling and charts will be checked for accuracy.

Teachers assess the student-created quizzes and redistribute for the class to complete.

Assess the report on options for couples who are having difficulty conceiving.

Use a rubric to evaluate the newspaper article.

### Notes/Resources

#### Print Resources

*Parenting in Canada: Human Growth and Development* (24262)

→ Chapters 9 and 10:  
Human Growth and Development: An Overview

→ Chapter 4: Children and their Cultural Heritage, p. 162 (in vitro fertilization)

*A Child's World: Infancy through Adolescence With Making the Grade CD ROM*, McGraw-Hill, 2002, Chapter 3: pp. 52–61.

*The Developing Child*, 10<sup>th</sup> Edition. (24263, 24264)

→ Chapter 4: Prenatal Development

→ Teacher Resource Guide, Rubric

→ Teacher Resource Guide, Appendix



*Nine Month Miracle: Exploring Anatomy*

#### Websites

Research sites on human reproduction and family planning.

## Prenatal Development

2. Students will be expected to demonstrate knowledge and understanding of human development.

### Outcome

*Students will be expected to*

2.4 describe the process of zygote/ embryonic/fetal development

2.5 describe the maternal changes during the three trimesters of pregnancy (e.g., emotional changes, hormonal changes, and physical changes) and the importance of proper care in maintaining a healthy pregnancy (e.g., ultrasound and nutrition)

2.6 identify problems in prenatal development—birth defects caused by environmental factors (e.g., alcohol [Fetal Alcohol Syndrome], drugs, X-rays, and genetics [e.g., Down's syndrome, PKU, cystic fibrosis])

### Suggestions for Learning and Teaching

Students will research and then create a chart to represent the various stages of growth during the prenatal months by using such things as rice/beans/sketches to the exact measurement and/or weight at the various stages of development.

Research various methods of prenatal testing (ultrasound, amniocentesis, chorionic villus, etc). Create an advertisement on a method (video, pamphlet, poster) to include description, why used, and the risks/benefits.

Search Internet sites using a web quest to identify information available to expecting parents regarding the growth and development of the fetus and maternal changes (emotional, hormonal, physical) during pregnancy.

Brainstorm, as a class, different physical, emotional, and hormonal conditions experienced during pregnancy. Identify which are discomforts and which are complications. Determine what actions are required for those determined to be complications. Using a web quest, students may research various problems that may occur during pregnancy.

Students create a poster depicting one of the birth defects covered. The poster or research paper should include a description, the cause, cure, or treatment of the defect.

View videos on FASD (fetal alcohol spectrum disorder) and complete a list of questions to be discussed by the class.

Research the cause/impact and implications of FAS.

Students research how folic acid levels affect prenatal brain development. Using research on folic acid and brain development, develop three menus for a pregnant woman. Menus should include sufficient levels of folic acid for fetal brain development.

## Prenatal Development

2. Students will be expected to demonstrate knowledge and understanding of human development.

### Suggestions for Assessment

Accuracy of the students' charts on the stages of growth during prenatal months will be evaluated.

Assess advertisements using a rubric.

In groups, present information researched in the Internet searches/web quests using a variety of formats (e.g., overheads, posters, PowerPoint presentations, skits)

Create a chart with two headings: Complications and Discomforts.

Papers and posters can be evaluated using a rubric looking for accuracy, etc.

List conditions brainstormed in groups under appropriate heading. Assess student charts.

Assess student menus according to RDI for pregnant women for folic acid.

### Notes/Resources

#### Print Resources

*Parenting in Canada: Human Growth and Development* (24262)

→ Chapter 9: Human Growth

→ Chapter 10: Healthy Beginnings for Every Child.

→ Chapter 8: Preparing for Children In Your Future

*The Developing Child*, 10<sup>th</sup> Edition (24263, 24264)

→ Chapter 4, PreNatal Development

→ Nurturing Brain Development (kit)

→ Chapter 5: Preparing for Birth

→ Teachers Resource Guide (pp. 297–312)

→ Teen Parenting Skills (kit) p. 38

#### Software

→ *Nine Month Miracle: Exploring Anatomy*

#### Videos

→ *David with EAS* (22577, 44 mins.)

→ *What Is EAS?* (21206, 23 mins.)

## Labour and Delivery

2. Students will be expected to demonstrate knowledge and understanding of human development.

### Outcomes

*Students will be expected to*

2.7 describe the processes of labour and delivery

2.8 identify the complications that may arise during pregnancy, labour, and delivery (e.g., pregnancy-induced hypertension (toxaemia), diabetes, C-section)

### Suggestions for Learning and Teaching

Create a chart to identify the three stages of labour. Describe what takes place at each stage.

Groups research childbirth options (epidural versus drug free, Caesarean versus natural, water-birth, home birth, midwife, etc.). Identify advantages and disadvantages of each.

Take students to tour a local facility (hospital or birthing centre).

View a video on the labour and delivery of a baby (e.g., *The Birth of a Baby*).

Invite a health professional or parent to the class to discuss potential complications that might arise during pregnancy.

List the complications that can endanger the life of the newborn.

#### *Letters from the Womb*

Have students write a "Dear Mom" letter from the view of the fetus who has been exposed to a complication. The letter must address the problems the child and family will encounter.

## Labour and Delivery

2. Students will be expected to demonstrate knowledge and understanding of human development.

### Suggestions for Assessment

Groups report on one of the researched childbirth options and share with the class how they need to take precautions for that option.

Choose one of the complications listed. Report what can be done to improve the chances of a positive outcome.

Assess letters from the womb using a rubric for accuracy of content/creativity.

### Notes/Resources

#### Print Resources

*Parenting in Canada: Human Growth and Development* (24262),

Chapter 10: Healthy Beginning for Every Child, (pp. 249–254)

*The Developing Child*, 10<sup>th</sup> Edition (24263, 24264), Chapter 7: Physical Development of Infants

#### Video

— *The Birth of a Baby*

## Human Growth and Development

3. Students will be expected to demonstrate knowledge of the needs of and care for infants and children.

### Outcome

*Students will be expected to*

3.1 identify the characteristics and areas of human growth and development (e.g., intellectual, social, physical, and emotional)

3.2 identify and examine theories of human growth and development. (e.g., Maslow's Hierarchy, Piaget, Erikson, and Freud)

3.3 identify appropriate and inappropriate caregiving behaviours that influence growth and development (e.g., stimulating brain development and importance of touch)

### Suggestions for Learning and Teaching

Introduce students to the various ways children learn (imitation, directed, incidental, and trial and error).

Have students collect pictures of children performing different activities. Match the activity to a type of learning that is taking place. Create a wall display area for each of the learning methods for the "wall quiz."

Invite a librarian to the class to discuss the criteria used to select books appropriate for children at different ages. Students select ...

Jigsaw on text readings. Each expert group identifies five facts about a theory. The home group creates a game encompassing the five facts about each theory. Students play the game "Whose Theory Is It?"

Select an age of a child and create a brochure (shopping list) designed for parents to use as a guide. This brochure must reflect activities suitable for the age chosen.

After describing the patterns of emotional development of young children, students write a scenario that explores children's emotions regarding anger (tantrums), fears, and jealousy. Groups act out or complete written reflection on the scenario to identify appropriate caregiver response.

Students must come up with a list of activities that would allow toddlers to practice their large and small motor skills.

Students work in groups to brainstorm several examples describing the intellectual skills of children and match each example to the correct developmental stage according to Piaget (sensory motor, preoperational, concrete operations, formal operations)

Play a recording of a baby crying. Watch the responses/reactions of the class over time. Turn off the recording and discuss such

## CURRICULUM OUTCOMES

questions as, Why do you think the baby is crying? How would you respond to the crying? Create a list of responses.

### **Human Growth and Development**

3. Students will be expected to demonstrate knowledge of the needs of and care for infants and children.

#### **Suggestions for Assessment**

**Wall Quiz:** Students place their pictures of children performing different activities in the appropriate display area. Explain their decision. Evaluate placement of pictures.

Students select a child's book of their choice and, using the criteria presented in class, create a checklist to evaluate the book. The checklist is then submitted for assessment.

Collect the brochures for assessment.

Assess the skit or written reflections for appropriate caregiver responses.

Assess students' list of activities for large and small motor skills for accuracy.

Complete a journal reflection on the information from the video on shaken baby syndrome.

#### **Journal Entry**

Students will reflect on the success of their chosen motor skill activity.

Reflection on coping skills used with a crying baby.

#### **Notes/Resources**

##### **Print Resources**

*Parenting in Canada: Human Growth and Development* (24262)

→ Chapter 9: Human Growth and Development: An Overview

→ Chapter 10: Healthy Beginnings for Every Child

*The Developing Child*, 10<sup>th</sup> Edition (24263, 24264)

→ Chapter 1: Learning About Children

→ Chapters 6.3 and 9.1

→ A Child's World, Teacher's Resource

→ Chapter 2

##### **Video**

→ *The Effects of Shaken Baby Syndrome*



## Nurturing/Caring for Infants

3. Students will be expected to demonstrate knowledge of the needs of and care for infants and children.

### Outcome

*Students will be expected to*

3.4 describe the care for the newborn with emphasis on feeding, personal care, and initial bonding (e.g., premature infant, low birth weight, feeding problems, Apgar score, cord care, circumcision decision)

3.5 identify possible complications and the care that may be required for the mother and newborn throughout the postnatal period (e.g., postnatal depression, haemorrhage, infection, neonatal jaundice, and failure to thrive)

3.6 explain the methods of caregiving and nurturing infants during the first year of life and stimulating their physical, emotional, intellectual, and social development (e.g., infant feeding, infant clothing, infant safety, and consequences of environmental deprivation)

### Suggestions for Learning and Teaching

Design a child's room that is intellectually stimulating. Illustrate the room on a piece of graph paper. On the back of the graph paper used for the room design, students must summarize what makes the room intellectually stimulating.

Show a video of shaken baby syndrome (*The Effects of SBS*).

Students create a book of different textures that might stimulate the intellect of a child.

Invite a speaker from the community (La Leche League, mothers) to discuss the benefits of breast-feeding.

Demonstrate to students how to care for an infant (e.g., changing a diaper, bathing, and feeding). RealCare Baby simulator may be used here.

Using the Internet, students research an article relating to a key issue discussed in a lesson on complications (e.g., postnatal depression).

Students prepare baby food from scratch in the lab. They must include grocery lists, cost, steps in preparation, and storage requirements. Compare homemade baby food prepared in the lab and commercial baby food.

Students will create a chart showing their comparisons made with homemade and commercial baby foods under headings such as costs, taste, appearance, texture, storage, convenience, etc.

#### *Think-Pair-Share Activity*

Students individually and in groups.

Design a baby layette. Evaluate under the following headings cost, quality, safety, and value.

SIDS—Show video or invite guest speakers to explore infant care

## CURRICULUM OUTCOMES

related to sudden infant death syndrome. RealCare Baby.

Invite a parent to visit the class with their baby to share a description of a typical day. This could also involve a demonstration of feeding, bathing, dressing, and changing. Show videos on infant care.

### **Nurturing and Caring for Children**

3. Students will be expected to demonstrate knowledge of the needs of and care for infants and children.

### **Suggestions for Assessment**

With students in pairs, observe the students undertaking various responsibilities demonstrated in caring for infants. *Example:* RealCare Baby Simulator project (if available), i.e., diapering, feeding, etc.

Students will create a chart showing their comparisons made with homemade and commercial baby foods under headings such as costs, taste, appearance, texture, storage, and convenience.

Present evaluations of layettes to the class.

Assess baby food comparison chart.

### **Journal Entry**

Reflection on Public Health presentation.

Assess the summary of the room design created by the student for the stimulation of physical development. Students could assess each others' design using a rubric created by the students.

Students present their texture book to the class and discuss the age appropriateness of the book as an assessment.

### **Notes/Resources**

#### **Print Resources**

*Parenting in Canada: Human Growth and Development* (24262), Chapter 11: The Important First Year of Life

*The Developing Child*, 10<sup>th</sup> Edition (24263, 24264)

→Chapter 7: Physical Development of Infants

→Chapters 8–10

→Enrichment Activities (kit), p. 26

→Chapter 10

*Baby Whisperer*, Tracy Hogg, Vermilion 2005.

#### **Video**

*The Effects of SBS*

## Nurturing and Caring for Children

3. Students will be expected to demonstrate knowledge of the needs of and care for infants and children.

### Outcomes

*Students will be expected to*

3.7 identify care-giving behaviours that promote a healthy and nurturing environment (e.g., nutritional needs, safety, and developing routines)

3.8 identify and describe different parenting styles and assess their influence on family dynamics (e.g., authoritarian, permissive, and democratic)

3.9 identify effective techniques for encouraging appropriate behaviour and effective ways to handle misbehaviour in children

3.10 identify reliable resources for parenting information

### Suggestions for Learning and Teaching

Research and create a poster showing consumer safety concerns for different equipment used for infants, toddlers and children (cribs, car safety seats, etc.).

Students will identify the hazards for child safety in a classroom or at home and identify corrective measures or precautions that must be taken to make it a safe environment.

Students create a menu for one day for a child that has meal appeal and meets the requirements of Canada's Food Guide. Students select one item and prepare it for their classmates.

Write a scenario where a child misbehaves. Then write three different solutions to the scenario, one showing authoritarian parenting, one showing permissive parenting, and one showing democratic parenting.

Discuss parenting styles with the class and compare the characteristics with the individual experiences of class members. How does extra curricular activities.

Have case studies of family situations where a parenting style is shown, and have the students read them and identify the style shown. Students meet in groups, discuss the case study, and look for agreement in the parenting style shown. Students should be able to provide specific examples from each case study.

Students are divided into groups and are given case studies of situations of children misbehaving. Groups are to come up with productive ways of handling the misbehaviour for three different age groups: toddler, preschoolers, and school-age children.

## **Nurturing and Caring for Children**

3. Students will be expected to demonstrate knowledge of the needs of and care for infants and children.

### **Suggestions for Assessment**

Students will evaluate the foods prepared by their classmates for nutrition and child meal-appeal.

Students share their parenting style scenario solutions with the class. Students identify which parenting style is which.

Groups assign a leader to present their methods for handling misbehaviour to the class.

Students perform their role-play for the class.

Students evaluate case studies and come to a consensus on the parenting style portrayed in the case study.

### **Journal Entry**

Students keep a collection of their media response analyses gathered throughout the unit.

### **Reflection**

What is a parent's responsibility with respect to children's safety while participating in activities?

Assess newsletter for accuracy, interest/appeal.

### **Notes/Resources**

*Parenting in Canada: Human Growth and Development* (24262)

- Chapter 3: The Universality of Childhood Play
- Chapters 13 and 16
- Chapter 15: Parenting Practices
- Chapter 14: Socialization of Children

*The Developing Child*, 10<sup>th</sup> Edition (24263, 24264)

- Chapter 10
- Chapter 3
- Chapter 3.2: Building Strong Families

*A Child's World: Infancy through Adolescence With Making the Grade CD ROM*, McGraw-Hill, 2002

- Teacher Resource, Chapter 11 (pp. 280–288).

*Teacher Reference: Kid's Are Worth It*, Barbara Coloroso. (??)

## Communication

4. Students will be expected to demonstrate knowledge of interacting with infants and children.

### Outcome

*Students will be expected to*

4.1 identify and demonstrate effective communication skills to create healthy parenting relationships with children (e.g., sending a clear message, effective listening, barriers to communication, decision making).

### Suggestions for Learning and Teaching

Create a pamphlet that highlights the use of effective communication skills for positive parenting.

Students are to create role-play situations where parents can communicate non-verbally with children over various age spans.

Carousel a list of places, events or outings that would be appropriate for a family with children: aged 1–3, aged 4–6, aged 7–12, and teens.

Using a clip from the video *Kids Are Worth It* (Barbara Coloroso), identify conflicts that arise and solutions for handling conflicts in various situations.

With a partner come up with a list of 10 things that parents say that could make five- or six-year-olds to feel jealous of a sibling. Working with the same partner, find more positive ways to express those thoughts.

Students pretend they are a television talk show host. The students develop questions on conflict and children to be used on the show. Students come up with answers/advice to handle the conflicts.

Invite a speaker from Public Health to talk about programs available for new parents and postpartum care.

Using a list of inappropriate consequences for misbehaviour (e.g., Don't punish for showing emotions: "Big boys don't cry"), have the students, in groups, develop a more positive action/response and create a role-play showing each.

## Communication

4. Students will be expected to demonstrate knowledge of interacting with infants and children.

### Suggestions for Assessment

Pamphlets on communication are given to parents to be critiqued according to a rubric created by students.

Students perform their non-verbal role-plays for the class to evaluate for effectiveness.

As a class, read the list created in the carousel. Evaluate for age appropriateness.

Students meet in groups, discuss the case study and look for agreement in the parenting style shown. Students should be able to provide specific examples from each case study.

### Notes/Resources

#### Print Resources

*Parenting in Canada: Human Growth and Development* (24262),  
Chapter 6: Relationships with Children

*The Developing Child*, 10<sup>th</sup> Edition  
(24263, 24264)

→ Chapter 3.2: Building Strong Families

→ Chapter 2: Challenges of Parenting

→ Chapter 12: Intellectual Development from One to Three

*Parenting: Rewards and Responsibilities*,  
Chapter 23.

*Kid's Are Worth It*, Video  
(Barbara Coloroso).

## Play

4. Students will be expected to demonstrate knowledge of interacting with infants and children.

### Outcome

*Students will be expected to*

4.2 demonstrate effective communication skills appropriate for resolving conflicts (e.g., sibling, parent-child, caregivers)

4.3 define, describe, and explain how play enhances the development of infants and pre-school children

4.4 identify types (dramatic, active physical, quiet physical, creative, etc.) and stages of play (e.g., solitary, parallel, cooperative, associative)

4.5 categorize play activities, toys, and games according to an infant/pre-school child's stage of development (e.g., safety, age-appropriateness)

4.6 identify the relationship between the choice of play activity, toys and games on the growth and development of a child.

### Strategies for Learning and Teaching

Describe what a 3–5-year-old might learn from everyday experiences such as a visit to the grocery store, a visit to the zoo, helping students prepare dinner, or helping with the family pet.

Using brainstorming, students create a mind map titled “The Value of Play.”

Using pictures of different play activities, students identify which area of development the play encourages (physical, social, emotional, or intellectual).

Students mime four different scenarios of children playing, and the class identifies the type of play the child is engaged in. Mind maps can be presented to the class and displayed.

Research the impact of television on children.

Students are given various toys and are asked to evaluate their age-appropriateness, safety, types of development encouraged, etc. Complete a chart identifying the information on the skill or concept learned.

Using a list of toys, group them according to age-appropriateness and the skill or concept learned from interacting with that toy.

Develop a list of household tasks a four- to six-year-old could be asked to do. Identify what skills each task would help the child develop.

## Play

4. Students will be expected to demonstrate knowledge of interacting with infants and children.

### Suggestions for Assessment

In an essay, students answer the following question: Why do you think that television does or doesn't promote creative play?

Students present their toy evaluation to the class for peer evaluation.

Using a rubric, evaluate the chart created on age appropriateness, etc.

Students complete a quiz to evaluate comprehension of the enhancement of play to the child's development. Evaluate list of household tasks created for four- to six-year-olds.

### Notes/Resources

*Parenting in Canada: Human Growth and Development* (24262), Chapter 3: The Universality of Childhood Play

*The Developing Child*, 10<sup>th</sup> Edition. (24263, 24264)

- Chapter 1: Learning about Children
- Chapter 22: Child Care and Early Education
- Chapter 11: Emotional and Social Development from One to Three
- Chapter 9: Intellectual Development of Infants
- Chapter 8: Emotional and Social Development of Infants
- Chapter 14: Emotional and Social Development from Four to Six

*A Child's World: Infancy through Adolescence With Making the Grade CD ROM*, McGraw-Hill, 2002, Teacher's Resource, Chapter 11: Psychosocial Development in Early Childhood.



## Diversity in Society

5. Students will be expected to demonstrate knowledge of community connections that support the care and welfare of children.

### Outcome

### Strategies for Learning and Teaching

*Students will be expected to*

5.1 research cultural differences in relationship to early childhood development and parenting

5.2 identify and analyse models that describe the different ways of learning (e.g., learning styles, multiple intelligence)

5.3 identify the care requirements of special needs children (e.g., Autism, Turrets Syndrome, FAS, ADHD, gifted children)

5.4 identify support agencies and groups, which support child well being (e.g., Big Brothers/Big Sisters, Kids Help Phone, Family Resource Centres, Family and Children Services)

Ask student to imagine they are listening to several new parents who are all discussing issues (such as how to deal with colic, or toilet training). Working in groups, have students identify problems and solutions that parents would be sharing with each other. Students will probably provide a variety of solutions based on their own experiences.

Working in small groups, have students' research the child-rearing practices in different cultures. Students should explore why practices exist over time and continue to thrive. Present findings to class.

Students explore gender socialization in various cultures.

Students complete a survey to identify their own learning style.

Create an activity for two different intelligence that can be used with infants, toddlers, and preschoolers.

Internet research on one of the learning disabilities discussed in this section. Complete a written report, following guidelines from learning act. Copy from assessment.

Research a career involving special needs children.

Survey the local community for a listing of support agencies for families with special needs. Have students contact a guest speaker from one of these agencies to speak to the class.

Visit a local Family Resource centre.

#### *Learning Activity 1*

- Complete a written report or report to the class on the learning disability you have researched. Your report should outline a description of the disability. Identify types of programs and/or services available that would benefit these children.
- Submit the written report on learning disabilities and present findings to the class.
- Report on your career search outlining the responsibilities, skills or aptitudes, and education and training needed: career outlook.

#### *Learning Activity 2*

- Interview someone from a local agency that provides support for families with special needs (e.g., Spina Bifida, Big Brothers/Sisters). Find out what information and support the group gives to these families. Add your information to a class binder called "Helping Children with Special Needs."
- The content of "Helping Children with Special Needs" is evaluated for accuracy.

## Diversity in Society

5. Students will be expected to demonstrate knowledge of community connections that support the care and welfare of children.

### Suggestions for Assessment

Reflecting on the group's discussion regarding cultural diversity, ask students to consider and write a paragraph on the various factors that influence child-rearing practices.

Each group will share their research on cultural diversity of child-rearing practices with the class for peer evaluation.

In a reflective essay, students answer the question, Should parents try to treat male and female infants and toddlers alike?

In a journal, students identify ways that their multiple intelligence or learning style might have impacted their own development.

### Notes/Resources

*Parenting in Canada: Human Growth and Development* (24262)

- Chapter 4: Children and their Cultural Heritage
- Chapter 13: Middle Childhood and Adolescence
- Chapter 18: Planning for the Future and Investing in Children

*The Developing Child*, 10<sup>th</sup> Edition. (24263, 24264)

- Chapter 15: Intellectual Development from Four to Six
- Chapter 21: Family Challenges

*A Child's World: Infancy through Adolescence With Making the Grade CD ROM*, McGraw-Hill, 2002, Teacher's Resource

- Chapter 3: Forming a New Life
- Chapter 1: Studying a Child's World
- Chapter 8: Psychosocial Development During the First Three Years
- Chapter 13: Cognitive Development in Middle Childhood
- Chapter 14: Psychosocial Development in Middle Childhood

*Sex?: A Healthy Sexuality Resource (24114)*

## **Career Development**

5. Students will be expected to demonstrate knowledge of community connections that support the care and welfare of children.

### **Outcome**

*Students will be expected to*

5.5 research careers that provide services for infants, children, and families

### **Strategies for Learning and Teaching**

Students will research a career involving children. Students will complete a report outlining the career description, responsibilities and duties, salary, employment opportunities, education/training requirements, etc.

Students complete an interest aptitude test (such as Career Cruising) to see what career matches relate to child studies.

Students create an interest/aptitude inventory in reflecting skills/experiences that they identify as related to careers in child studies.

Interview an individual who works for or with children (nanny, teacher, counsellor, music therapist, social worker, child/youth worker.)

Alternate activity (use Career Cruising link) to explore careers online. Report your findings to a class.

Complete a job shadow experience with a person who works for or with children.

## Career Development

5. Students will be expected to demonstrate knowledge of community connections that support the care and welfare of children.

### Suggestions for Assessment

In a journal entry students reflect back on the course and the topics, speakers and programs that were explored and create a list of careers that relate to working with children.

Complete a report/reflection of their job shadow experiences.

Students submit their interest inventory list to the teacher for evaluation and feedback.

### Notes/Resources

#### Print Resources

*Parenting in Canada: Human Growth and Development* (24262), Chapter 6: Relationships with Children.

*The Developing Child*, 10<sup>th</sup> Edition (24263, 24264), Chapter 23: Careers Working with Children.

#### Websites

*Career Options*  
<careeroptions.EDnet.  
ns.ca>  
Career Cruising

## Practicum

6. Students will be expected to demonstrate knowledge and skills that support the care and welfare of children.

## Outcome

*Students will be expected to*

6.2 analyse the effects of the practicum experience on their own lives

6.1 apply theoretical aspects to practical experiences and situations with infant/preschool/young children in a practicum setting

This can be completed in each of two areas:

### The Infant

Apply theoretical aspects to practical experiences and situations with a infant in a practicum setting by completing a simulated parenting or real parenting experience. (May use “RealCare Baby”/ “baby-think-it-over”/living plant/a real baby/other simulated items such as flour sacks).

### The Young Child

Apply theoretical aspects to practical experiences and situations with preschool/young children in a practicum setting by completing each of five components:

1. Passively observing children
2. Interacting one-on-one with a child
3. Interacting with a group of children
4. Providing care for a child/children
5. Providing instruction to a child/children

## **Strategies for Learning and Teaching**

### *The Infant*

Students complete a diary and record of experiences while caring for the infant simulator for a two- or three-day practicum. (RealCare Baby, egg babies, flour babies, plant).

### *The Young Child*

Brainstorm with students the various means of accomplishing the components of their practicum with school/local availability and policies in mind. Sort the suggested opportunities according to

the five component headings. Students might complete their practicum components in the following ways:

- Passive observation of children (playground, grocery store, day care, preschool, elementary school, at home, mini play school)
- One-on-one interaction with a child (baby-sitting, tutoring, mentoring, mother's helper, sporting event, church, at home, mini play school)
- Active interaction with a group of children (birthday party, community groups (Beavers, etc.), baby-sitting, mentoring, sporting event, church, at home, mini play school (school based), preschool, elementary school)
- Care giving for a child/children (making a meal, baby-sitting, changing a diaper, mediating conflict, safe proofing a child environment, mini play school)
- Sharing instruction with a child/children (creating and sharing a child's book, playing a musical instrument, physical activity, supervising play, mini play school activities)

Students will select and/or design and carry out an appropriate learning opportunity for each of the components to be approved by the teacher (i.e., mini play school).

## Practicum

6. Students will be expected to demonstrate knowledge and skills that support the care and welfare of children.

### Suggestions for Assessment

#### The Infant

→ If students used the RealCare Baby, print off a record of their success as recorded on the internal computer of the simulator.

#### Journal Entry

→ Students complete a reflective journal of their parenting or simulated parenting experience.

#### The Young Child

Using observation guidelines, students complete an observation/interaction record form to be evaluated. (Samples are found in Appendix. These record forms may be adapted to reflect the needs of students and opportunities available in each community/school.)

#### Journal Entry

Complete a reflective essay on your experiences with young children, and discuss how this experience has affected your future plans regarding children. (Children of your own and/or careers working with children)

### Notes/Resources

“RealCare Baby” or Baby-think-it-over” and support program

#### Print Resources

Appendix: Observation and Case Studies, Practicum Observation/Record Forms.

*The Developing Child*, 10<sup>th</sup> Edition (24263, 24264)

- Chapter 1: Learning about Children
- Chapter 22: Child Care and Early Education
- Observation and Case Studies (Kit)

## Global Connections

6. Students will be expected to demonstrate knowledge and skills that support the care and welfare of children.

### Outcome

*Students will be expected to*

6.3 investigate global issues relating to the health and wellness of children around the world (e.g., poverty, children's rights, war, media pressures, violence towards children, exploitation of children)

### Strategies for Learning and Teaching

Conduct an Internet search of sources such as Statistics Canada, Sign-on-for-Kids, or the Canadian Council on Social Development, which provide statistics that reflect the state of the family and children in Canada. Students gather statistics about the participation of mothers in the work force, the number of children in childcare, and the number of children needing childcare. Using these statistics, develop an argument for improved social supports for parents and young children in Canada (i.e., day care spots).

Invite a guest speaker from the community from a social agency or international development agency (such as Unicef) to speak to the class about social justice issues as they impact on the world's children.

Students reflect on the statement "It takes a village to raise a child." How is the statement connected to parenting and child safety as a social concern? How is it connected to the role of adults in protecting children from harm in our society?

Search on the Internet for social issues and policies on children governed by federal laws. Create a list or pamphlet of the laws or policies that impact on children around the world. Distribute to school population to raise awareness.

Find a newspaper article on recent events worldwide that have impacted on the lives of children. Share newspaper article with the class and discuss the impact on children's lives.

Research the work of Craig Kielberger, "Free the Children."

#### *Extension*

Students initiate a service project: volunteer for Red Cross, help with Food Bank, support a foster child.



## Global Connections

6. Students will be expected to demonstrate knowledge and skills that support the care and welfare of children.

### Suggestions for Assessment

#### Journal Entry

Share your thoughts and reflections based on your research re: social support and social justice issues as they impact on the world's children.

#### Journal Entry

Students complete a reflective paper on

- How can Canadian youth make a difference globally for children?
- Their own interpretation of the statement “it takes a village to raise a child.”

Students submit an evaluation completed by immediate supervisor on their volunteer experience.

### Notes/Resources

Community organizations such as Katimavik, Unicef, Children's Purse

*Statistics Canada* website “Free the Children”

#### Print Resources

*The Developing Child*, 10<sup>th</sup> Edition.  
(24263, 24264)

“Nurturing Brain Development”  
Resource

*Parenting in Canada: Human Growth and Development* (24262)

- Chapter 16: The Role of Society in the Lives of Children
- Chapter 17: The World beyond the Family
- Chapter 18: Planning for the Future: Investing in Children

*A Child's World: Infancy through Adolescence With Making the Grade CD ROM*, McGraw-Hill, 2002,  
Chapter 12: Physical Development and Health in Middle Childhood.

Craig Kielberger “From Me to We”.

# Specific Curriculum Outcomes

## Parenting in Canada

1. Students will be expected to demonstrate knowledge of parenting and family relationships.

### Outcomes

*Students will be expected to*

1.1 identify the reasons for and methods of studying children, (e.g., formal/ informal, nature/nurture)

1.2 identify and evaluate various child rearing practices, beliefs and techniques practised in our past

### Strategies for Learning and Teaching

Students create a self-reflective list of parenting skills they feel that they have and skills that they wish to develop (this may be added to the career portion of the course).

Brainstorm 10 reasons why people study children. As a class, come to a consensus as to the top 10 reasons for studying children.

Students complete a visual chart to post in the classroom of their top 10 reasons for studying children.

In small groups, place a picture of a child in the middle of a poster page. Students identify influences on a child's development. Students then decide which influences are hereditary and which are environmental.

Students choose a period in history and research the experiences of children during that time.

Pose the following questions: Given the history of child care, what child-related work opportunities existed in the past? How do past child-related work opportunities compare to present day work opportunities? Students may have to do some research to find the answers to these questions.



## Parenting in Canada

1. Students will be expected to demonstrate knowledge of parenting and family relationships.

### Suggestions for Assessment

Students complete a visual chart to post in the classroom of their top 10 reasons for studying children.

Using a rubric, evaluate child development poster on heredity and environmental things such as creativity, accuracy, and co-operative skill influences.

Students will write a one-page diary to reflect a day in the life of a fictional child for the time period in history they studied. Students will reflect on how the experiences of the child would be similar to and different than a child today. Guideline questions for students: What was childhood like in the past? What was expected of male and female children? What insights have you gained?

### Journal Entry

Students reflect on why it is important to study children.

### Notes/Resources

*Parenting in Canada: Human Growth and Development* (24262),  
Chapter 1: The Study of Children.

*The Developing Child*, 10<sup>th</sup> Edition  
(24263, 24264)

—Chapter 1: Learning about Children

—Teacher Resource Guide, Rubric for a Poster

*A Child's World: Infancy through Adolescence with Making the Grade CD ROM*, McGraw-Hill, 2002,  
Chapter 1.

## Parenting Decisions

1. Students will be expected to demonstrate knowledge of parenting and family relationships.

### Outcomes

*Students will be expected to*

1.3 describe personal, psychological, physical, financial, and philosophical readiness for parenting

1.4 analyse the impact of individual choices of choosing to parent or not to parent

1.5 evaluate the role of contraception in planned parenting and personal health

1.6 differentiate between various contraceptive options (e.g., abstinence, male condom, male condom plus spermicide, female condom, birth control injection/patch/pill, no vaginal intercourse, diaphragm and jelly, cervical cap, spermicides, IUD, sponge, vasectomy, tubal ligation, rhythm method and others)

1.7 determine and discuss the issues involved in teen pregnancy and parenting

### Suggestions for Learning and Teaching

Using case studies, students will determine the readiness of couples/individuals for parenting.

View video *Baby Blues*. Students are to identify different options for pregnant teens.

In small groups, students create a chart listing the arguments for and against teen parenthood under the following headings: health, responsibilities, emotional maturity, and financial management.

Students' create a chart listing the consequences of teens being sexually active.

Invite a health professional to present an overview of various methods of contraceptives. Discuss the role contraceptives have in planning parenthood.

View videos on teen parenting *Teenage Father* and "You're in the Picture: Stories of Teen Dad"

Invite teen parents to speak to the class and share their parenting challenges.

Students will create a brochure identifying the most important things teens should know about pregnancy and parenting.

## Parenting Decisions

1. Students will be expected to demonstrate knowledge of parenting and family relationships.

### Suggestions for Assessment

Students will prepare a written report on case study evaluations.

Choose one of the options discussed in class and write an ending to the story from *Baby Blues* describing the next 5 years of Jason and Kristin's life. Students are to identify pros and cons of the option that they chose.

Evaluate brochure using a rubric.

### Journal Entry

Reflect on classroom presentations/activities on the issues involved in teenage pregnancy.

### Notes/Resources

#### Print Resources

*Parenting in Canada: Human Growth and Development* (24262)

→ Chapter 7: Deciding to Parent

→ Chapter 8: Preparing for Children in Your Future

*The Developing Child*, 10<sup>th</sup> Edition. (24263, 24264)

→ Chapter 2: Challenges of Parenting

→ Chapter 4: Prenatal Development

→ Teacher Resource Guide, Rubric for Brochure/Pamphlet Booklet

*A Child's World: Infancy through Adolescence With Making the Grade* CD ROM, McGraw-Hill, 2002, Chapter 17: Sex—A Healthy Sexuality.

#### Videos

→ *David with EAS* (22577, 44 min.)

→ *What Is EAS?* (21206, 23 min.)

→ *Teenage Father* (20183, 34 min.)

→ *You're in the Picture: Stories of Teen Dads* (21267, 23 min.)

→ *Baby Blues*

## Parenting and Family Relationships

1. Students will be expected to demonstrate knowledge of parenting and family relationships.

**Outcome****Suggestions for Learning and Teaching**

*Students will be expected to*

1.8 identify ways of becoming a parent (e.g., birth, adoption, fostering, surrogate parent, and stepparent)

1.9 identify how children belong to and are influenced by family throughout their development (e.g., family life cycle)

1.10 describe and explain the roles, responsibilities and challenges of parenting (e.g., working parents)

Students can choose one option for becoming a parent and research it. Students may participate in a jigsaw activity to show that research.

Divide the class into groups and assign each group a stage of the family life cycle (beginning, parental, middle years, retirement). Each group will identify roles and responsibilities, challenges, and rewards of parenting for their stage.

Discuss with the students the factors that influence the decision to parent and the lifestyle changes related to parenting. Create a mobile to depict factors that influence the decision to parent and/or lifestyle changes related to parenting. (Written information and pictures.)

Brainstorm the responsibilities of parents or guardians in caring for children.

Have students create a “license” to become a parent. Items might include:

- pre-test
- instruction manual
- “road” test
- course contents
- pass requirements

What life choices would prevent them from receiving their license?

## Parenting and Family Relationships

1. Students will be expected to demonstrate knowledge of parenting and family relationships.

### Suggestions for Assessment

Students will present their report on options research to the jigsaw group.

The class will complete a time line on the family life cycle, including each group's research.

Each group will present to the class their research on the life cycle.

Evaluate "licencing project" using rubrics.

Assess mobile for accuracy of information and creativity.

### Notes/Resources

*Parenting in Canada: Human Growth and Development* (24262)

→Chapter 4: Children and Their Cultural Heritage

→Chapter 5: Children and Families

→Chapter 7: Deciding to Parent (adoption)

*The Developing Child*, 10<sup>th</sup> Edition. (24263, 24264)

→Chapter 2: Challenges of Parenting

→Chapter 3: Building Strong Families

→Chapter 4: A Closer Look at Conception

*A Child's World: Infancy through Adolescence With Making the Grade CD ROM*, McGraw-Hill, 2002, Chapters 1, 10, and 14.



## Reproduction

2. Students will be expected to demonstrate knowledge and understanding of human development.

### Outcome

### Suggestions

*Students will be expected to*

2.1 describe the male and female reproductive systems and the process by which fertilization takes place

Using the software *Nine Month Miracle* or Internet searches, students will label and complete a chart on the name and function of the various anatomical parts of the male and female reproductive systems.

2.2 describe how personal characteristics are inherited (e.g., multiple births, physical traits)

Have students bring in photographs of themselves and other family members. Create a display of the photographs. Discuss with the students the physical characteristics that various members have in common.

2.3 identify the role of technology and its impact on human reproduction (e.g., in vitro fertilization, surrogate parenting, sperm banks)

Students create a true/false quiz on inherited/acquired characteristics.

Through class discussions, teachers can talk about how personal characteristics are inherited (dominant/recessive genes).

Do Internet research on the various treatments for infertile couples.

Complete a report on Internet research done on one of the options for infertile couples. The report should include medical and personal (morality) concerns and cost.

Have students write a newspaper article that could be published in a school newspaper on issues relating to technology and human reproduction (i.e., cloning).

## Reproduction

2. Students will be expected to demonstrate knowledge and understanding of human development.

### Suggestions for Assessment

Completed labelling and charts will be checked for accuracy.

Teachers assess the student-created quizzes and redistribute for the class to complete.

Assess the report on options for couples who are having difficulty conceiving.

Use a rubric to evaluate the newspaper article.

### Notes/Resources

#### Print Resources

*Parenting in Canada: Human Growth and Development* (24262)

→ Chapters 9 and 10:  
Human Growth and Development: An Overview

→ Chapter 4: Children and Their Cultural Heritage, p. 162 (in vitro fertilization)

*A Child's World: Infancy through Adolescence with Making the Grade CD ROM*, McGraw-Hill, 2002, Chapter 3, pp. 52–61.

*The Developing Child*, 10<sup>th</sup> Edition. (24263, 24264)

→ Chapter 4: Prenatal Development

→ Teacher Resource Guide, Rubric

→ Teacher Resource Guide, Appendix



*Nine Month Miracle: Exploring Anatomy*

#### Websites

Research sites on human reproduction and family planning.

## Prenatal Development

2. Students will be expected to demonstrate knowledge and understanding of human development.

### Outcome

*Students will be expected to*

2.4 describe the process of zygote/ embryonic/fetal development

2.5 describe the maternal changes during the three trimesters of pregnancy (e.g., emotional changes, hormonal changes, and physical changes) and the importance of proper care in maintaining a healthy pregnancy (e.g., ultrasound and nutrition)

2.6 identify problems in prenatal development—birth defects caused by environmental factors (e.g., alcohol [Fetal Alcohol Syndrome], drugs, X-rays, and genetics [e.g., Down's syndrome, PKU, cystic fibrosis])

### Suggestions for Learning and Teaching

Students will research and then create a chart to represent the various stages of growth during the prenatal months by using such things as rice/beans/sketches to the exact measurement and/or weight at the various stages of development.

Research various methods of prenatal testing (ultrasound, amniocentesis, chorionic villus, etc). Create an advertisement on a method (video, pamphlet, poster) to include description, why used, and the risks/benefits.

Search Internet sites using a web quest to identify information available to expecting parents regarding the growth and development of the fetus and maternal changes (emotional, hormonal, physical) during pregnancy.

Brainstorm, as a class, different physical, emotional, and hormonal conditions experienced during pregnancy. Identify which are discomforts and which are complications. Determine what actions are required for those determined to be complications. Using a web quest, students may research various problems that may occur during pregnancy.

Students create a poster depicting one of the birth defects covered. The poster or research paper should include a description, the cause, cure, or treatment of the defect.

View videos on FASD (fetal alcohol spectrum disorder) and complete a list of questions to be discussed by the class.

Research the cause/impact and implications of FAS.

Students research how folic acid levels affect prenatal brain development. Using research on folic acid and brain development, develop three menus for a pregnant woman. Menus should include sufficient levels of folic acid for fetal brain development.

## Prenatal Development

2. Students will be expected to demonstrate knowledge and understanding of human development.

### Suggestions for Assessment

Accuracy of the students' charts on the stages of growth during prenatal months will be evaluated.

Assess advertisements using a rubric.

In groups, present information researched in the Internet searches/web quests using a variety of formats (e.g., overheads, posters, PowerPoint presentations, skits)

Create a chart with two headings: Complications and Discomforts.

Papers and posters can be evaluated using a rubric looking for accuracy, etc.

List conditions brainstormed in groups under appropriate heading. Assess student charts.

Assess student menus according to RDI for pregnant women for folic acid.

### Notes/Resources

#### Print Resources

*Parenting in Canada: Human Growth and Development* (24262)

→ Chapter 9: Human Growth

→ Chapter 10: Healthy Beginnings for Every Child.

→ Chapter 8: Preparing for Children In Your Future

*The Developing Child*, 10<sup>th</sup> Edition (24263, 24264)

→ Chapter 4, PreNatal Development

→ Nurturing Brain Development (kit)

→ Chapter 5: Preparing for Birth

→ Teachers Resource Guide (pp. 297–312)

→ Teen Parenting Skills (kit) p. 38

#### Software

→ *Nine Month Miracle: Exploring Anatomy*

#### Videos

→ *David with EAS* (22577, 44 mins.)

→ *What Is EAS?* (21206, 23 mins.)

## Labour and Delivery

2. Students will be expected to demonstrate knowledge and understanding of human development.

### Outcomes

*Students will be expected to*

2.7 describe the processes of labour and delivery

2.8 identify the complications that may arise during pregnancy, labour, and delivery (e.g., pregnancy-induced hypertension (toxaemia), diabetes, C-section)

### Suggestions for Learning and Teaching

Create a chart to identify the three stages of labour. Describe what takes place at each stage.

Groups research childbirth options (epidural versus drug free, Caesarean versus natural, water-birth, home birth, midwife, etc.). Identify advantages and disadvantages of each.

Take students to tour a local facility (hospital or birthing centre).

View a video on the labour and delivery of a baby (e.g., *The Birth of a Baby*).

Invite a health professional or parent to the class to discuss potential complications that might arise during pregnancy.

List the complications that can endanger the life of the newborn.

#### *Letters from the Womb*

Have students write a “Dear Mom” letter from the view of the fetus who has been exposed to a complication. The letter must address the problems the child and family will encounter.

## Labour and Delivery

2. Students will be expected to demonstrate knowledge and understanding of human development.

### Suggestions for Assessment

Groups report on one of the researched childbirth options and share with the class how they need to take precautions for that option.

Choose one of the complications listed. Report what can be done to improve the chances of a positive outcome.

Assess letters from the womb using a rubric for accuracy of content/creativity.

### Notes/Resources

#### Print Resources

*Parenting in Canada: Human Growth and Development* (24262),

Chapter 10: Healthy Beginning for Every Child, (pp. 249–254)

*The Developing Child*, 10<sup>th</sup> Edition (24263, 24264), Chapter 7: Physical Development of Infants

#### Video

— *The Birth of a Baby*

## Human Growth and Development

3. Students will be expected to demonstrate knowledge of the needs of and care for infants and children.

### Outcome

*Students will be expected to*

3.1 identify the characteristics and areas of human growth and development (e.g., intellectual, social, physical, and emotional)

3.2 identify and examine theories of human growth and development. (e.g., Maslow's Hierarchy, Piaget, Erikson, and Freud)

3.3 identify appropriate and inappropriate caregiving behaviours that influence growth and development (e.g., stimulating brain development and importance of touch)

### Suggestions for Learning and Teaching

Introduce students to the various ways children learn (imitation, directed, incidental, and trial and error).

Have students collect pictures of children performing different activities. Match the activity to a type of learning that is taking place. Create a wall display area for each of the learning methods for the "wall quiz."

Invite a librarian to the class to discuss the criteria used to select books appropriate for children at different ages. Students select ...

Jigsaw on text readings. Each expert group identifies five facts about a theory. The home group creates a game encompassing the five facts about each theory. Students play the game "Whose Theory Is It?"

Select an age of a child and create a brochure (shopping list) designed for parents to use as a guide. This brochure must reflect activities suitable for the age chosen.

After describing the patterns of emotional development of young children, students write a scenario that explores children's emotions regarding anger (tantrums), fears, and jealousy. Groups act out or complete written reflection on the scenario to identify appropriate caregiver response.

Students must come up with a list of activities that would allow toddlers to practice their large and small motor skills.

Students work in groups to brainstorm several examples describing the intellectual skills of children and match each example to the correct developmental stage according to Piaget (sensory motor, preoperational, concrete operations, formal operations)

Play a recording of a baby crying. Watch the responses/reactions of the class over time. Turn off the recording and discuss such

## CURRICULUM OUTCOMES

questions as, Why do you think the baby is crying? How would you respond to the crying? Create a list of responses.

### **Human Growth and Development**

3. Students will be expected to demonstrate knowledge of the needs of and care for infants and children.

#### **Suggestions for Assessment**

**Wall Quiz:** Students place their pictures of children performing different activities in the appropriate display area. Explain their decision. Evaluate placement of pictures.

Students select a child's book of their choice and, using the criteria presented in class, create a checklist to evaluate the book. The checklist is then submitted for assessment.

Collect the brochures for assessment.

Assess the skit or written reflections for appropriate caregiver responses.

Assess students' list of activities for large and small motor skills for accuracy.

Complete a journal reflection on the information from the video on shaken baby syndrome.

#### **Journal Entry**

Students will reflect on the success of their chosen motor skill activity.

Reflection on coping skills used with a crying baby.

#### **Notes/Resources**

##### **Print Resources**

*Parenting in Canada: Human Growth and Development* (24262)

→ Chapter 9: Human Growth and Development: An Overview

→ Chapter 10: Healthy Beginnings for Every Child

*The Developing Child*, 10<sup>th</sup> Edition (24263, 24264)

→ Chapter 1: Learning about Children

→ Chapters 6.3 and 9.1

*A Child's World: Infancy through Adolescence with Making the Grade CD ROM*, McGraw-Hill, 2002, Teacher Resource, Chapter 2.

##### **Video**

→ *The Effects of Shaken Baby Syndrome*



## Nurturing/Caring for Infants

3. Students will be expected to demonstrate knowledge of the needs of and care for infants and children.

### Outcome

*Students will be expected to*

3.4 describe the care for the newborn with emphasis on feeding, personal care, and initial bonding (e.g., premature infant, low birth weight, feeding problems, Apgar score, cord care, circumcision decision)

3.5 identify possible complications and the care that may be required for the mother and newborn throughout the postnatal period (e.g., postnatal depression, haemorrhage, infection, neonatal jaundice, and failure to thrive)

3.6 explain the methods of caregiving and nurturing infants during the first year of life and stimulating their physical, emotional, intellectual, and social development (e.g., infant feeding, infant clothing, infant safety, and consequences of environmental deprivation)

### Suggestions for Learning and Teaching

Design a child's room that is intellectually stimulating. Illustrate the room on a piece of graph paper. On the back of the graph paper used for the room design, students must summarize what makes the room intellectually stimulating.

Show a video of shaken baby syndrome (*The Effects of SBS*).

Students create a book of different textures that might stimulate the intellect of a child.

Invite a speaker from the community (La Leche League, mothers) to discuss the benefits of breast-feeding.

Demonstrate to students how to care for an infant (e.g., changing a diaper, bathing, and feeding). RealCare Baby simulator may be used here.

Using the Internet, students research an article relating to a key issue discussed in a lesson on complications (e.g., postnatal depression).

Students prepare baby food from scratch in the lab. They must include grocery lists, cost, steps in preparation, and storage requirements. Compare homemade baby food prepared in the lab and commercial baby food.

Students will create a chart showing their comparisons made with homemade and commercial baby foods under headings such as costs, taste, appearance, texture, storage, convenience, etc.

#### *Think-Pair-Share Activity*

Students individually and in groups.

Design a baby layette. Evaluate under the following headings cost, quality, safety, and value.

SIDS—Show video or invite guest speakers to explore infant care

## CURRICULUM OUTCOMES

related to sudden infant death syndrome. RealCare Baby.

Invite a parent to visit the class with their baby to share a description of a typical day.

This could also involve a demonstration of feeding, bathing, dressing, and changing. Show videos on infant care.

### **Nurturing and Caring for Children**

3. Students will be expected to demonstrate knowledge of the needs of and care for infants and children.

## **Suggestions for Assessment**

With students in pairs, observe the students undertaking various responsibilities demonstrated in caring for infants. *Example:* RealCare Baby Simulator project (if available), i.e., diapering, feeding, etc.

Students will create a chart showing their comparisons made with homemade and commercial baby foods under headings such as costs, taste, appearance, texture, storage, and convenience.

Present evaluations of layettes to the class.

Assess baby food comparison chart.

### **Journal Entry**

Reflection on Public Health presentation.

Assess the summary of the room design created by the student for the stimulation of physical development. Students could assess each others' design using a rubric created by the students.

Students present their texture book to the class and discuss the age appropriateness of the book as an assessment.

## **Notes/Resources**

### **Print Resources**

*Parenting in Canada: Human Growth and Development* (24262), Chapter 11: The Important First Year of Life

*The Developing Child*, 10<sup>th</sup> Edition (24263, 24264)

—Chapter 7: Physical Development of Infants

—Chapters 8–10

—Enrichment Activities (kit), p. 26

—Chapter 10

*Baby Whisperer*, Tracy Hogg, Vermilion 2005.

### **Video**

*The Effects of SBS*  
*SIDS*

## Nurturing and Caring for Children

3. Students will be expected to demonstrate knowledge of the needs of and care for infants and children.

### Outcomes

*Students will be expected to*

3.7 identify care-giving behaviours that promote a healthy and nurturing environment (e.g., nutritional needs, safety, and developing routines)

3.8 identify and describe different parenting styles and assess their influence on family dynamics (e.g., authoritarian, permissive, and democratic)

3.9 identify effective techniques for encouraging appropriate behaviour and effective ways to handle misbehaviour in children

3.10 identify reliable resources for parenting information

### Suggestions for Learning and Teaching

Research and create a poster showing consumer safety concerns for different equipment used for infants, toddlers and children (cribs, car safety seats, etc.).

Students will identify the hazards for child safety in a classroom or at home and identify corrective measures or precautions that must be taken to make it a safe environment.

Students create a menu for one day for a child that has meal appeal and meets the requirements of Canada's Food Guide. Students select one item and prepare it for their classmates.

Write a scenario where a child misbehaves. Then write three different solutions to the scenario, one showing authoritarian parenting, one showing permissive parenting, and one showing democratic parenting.

Discuss parenting styles with the class and compare the characteristics with the individual experiences of class members. How does extra curricular activities.

Have case studies of family situations where a parenting style is shown, and have the students read them and identify the style shown. Students meet in groups, discuss the case study, and look for agreement in the parenting style shown. Students should be able to provide specific examples from each case study.

Students are divided into groups and are given case studies of situations of children misbehaving. Groups are to come up with productive ways of handling the misbehaviour for three different age groups: toddler, preschoolers, and school-age children.

## Nurturing and Caring for Children

3. Students will be expected to demonstrate knowledge of the needs of and care for infants and children.

### Suggestions for Assessment

Students will evaluate the foods prepared by their classmates for nutrition and child meal-appeal.

Students share their parenting style scenario solutions with the class. Students identify which parenting style is which.

Groups assign a leader to present their methods for handling misbehaviour to the class.

Students perform their role-play for the class.

Students evaluate case studies and come to a consensus on the parenting style portrayed in the case study.

### Journal Entry

Students keep a collection of their media response analyses gathered throughout the unit.

### Reflection

What is a parent's responsibility with respect to children's safety while participating in activities?

Assess newsletter for accuracy, interest/appeal.

### Notes/Resources

*Parenting in Canada: Human Growth and Development* (24262)

- Chapter 3: The Universality of Childhood Play
- Chapters 13 and 16
- Chapter 15: Parenting Practices
- Chapter 14: Socialization of Children

*The Developing Child*, 10<sup>th</sup> Edition (24263, 24264)

- Chapter 10
- Chapter 3
- Chapter 3.2: Building Strong Families

*A Child's World: Infancy through Adolescence with Making the Grade CD ROM*, McGraw-Hill, 2002, Teacher Resource, Chapter 11, pp. 280–288.

**Teacher Reference:** *Kids Are Worth It*, Barbara Coloroso. (??)

## Communication

4. Students will be expected to demonstrate knowledge of interacting with infants and children.

### Outcome

*Students will be expected to*

4.1 identify and demonstrate effective communication skills to create healthy parenting relationships with children (e.g., sending a clear message, effective listening, barriers to communication, decision making).

### Suggestions for Learning and Teaching

Create a pamphlet that highlights the use of effective communication skills for positive parenting.

Students are to create role-play situations where parents can communicate non-verbally with children over various age spans.

Carousel a list of places, events or outings that would be appropriate for a family with children: aged 1–3, aged 4–6, aged 7–12, and teens.

Using a clip from the video *Kids Are Worth It* (Barbara Coloroso), identify conflicts that arise and solutions for handling conflicts in various situations.

With a partner come up with a list of 10 things that parents say that could make five- or six-year-olds to feel jealous of a sibling. Working with the same partner, find more positive ways to express those thoughts.

Students pretend they are a television talk show host. The students develop questions on conflict and children to be used on the show. Students come up with answers/advice to handle the conflicts.

Invite a speaker from Public Health to talk about programs available for new parents and postpartum care.

Using a list of inappropriate consequences for misbehaviour (e.g., Don't punish for showing emotions: "Big boys don't cry"), have the students, in groups, develop a more positive action/response and create a role-play showing each.

## Communication

4. Students will be expected to demonstrate knowledge of interacting with infants and children.

### Suggestions for Assessment

Pamphlets on communication are given to parents to be critiqued according to a rubric created by students.

Students perform their non-verbal role-plays for the class to evaluate for effectiveness.

As a class, read the list created in the carousel. Evaluate for age appropriateness.

Students meet in groups, discuss the case study and look for agreement in the parenting style shown. Students should be able to provide specific examples from each case study.

### Notes/Resources

#### Print Resources

*Parenting in Canada: Human Growth and Development* (24262),  
Chapter 6: Relationships with Children

*The Developing Child*, 10<sup>th</sup> Edition  
(24263, 24264)

→ Chapter 3.2: Building Strong Families

→ Chapter 2: Challenges of Parenting

→ Chapter 12: Intellectual Development from One to Three

*Parenting: Rewards and Responsibilities*,  
Chapter 23.

*Kid's Are Worth It*, Video  
(Barbara Coloroso).

## Play

4. Students will be expected to demonstrate knowledge of interacting with infants and children.

### Outcome

*Students will be expected to*

4.2 demonstrate effective communication skills appropriate for resolving conflicts (e.g., sibling, parent-child, caregivers)

4.3 define, describe, and explain how play enhances the development of infants and pre-school children

4.4 identify types (dramatic, active physical, quiet physical, creative, etc.) and stages of play (e.g., solitary, parallel, cooperative, associative)

4.5 categorize play activities, toys, and games according to an infant/pre-school child's stage of development (e.g., safety, age-appropriateness)

4.6 identify the relationship between the choice of play activity, toys and games on the growth and development of a child.

### Strategies for Learning and Teaching

Describe what a 3–5-year-old might learn from everyday experiences such as a visit to the grocery store, a visit to the zoo, helping students prepare dinner, or helping with the family pet.

Using brainstorming, students create a mind map titled “The Value of Play.”

Using pictures of different play activities, students identify which area of development the play encourages (physical, social, emotional, or intellectual).

Students mime four different scenarios of children playing, and the class identifies the type of play the child is engaged in. Mind maps can be presented to the class and displayed.

Research the impact of television on children.

Students are given various toys and are asked to evaluate their age-appropriateness, safety, types of development encouraged, etc. Complete a chart identifying the information on the skill or concept learned.

Using a list of toys, group them according to age-appropriateness and the skill or concept learned from interacting with that toy.

Develop a list of household tasks a four- to six-year-old could be asked to do. Identify what skills each task would help the child develop.

## Play

4. Students will be expected to demonstrate knowledge of interacting with infants and children.

### Suggestions for Assessment

In an essay, students answer the following question: Why do you think that television does or doesn't promote creative play?

Students present their toy evaluation to the class for peer evaluation.

Using a rubric, evaluate the chart created on age appropriateness, etc.

Students complete a quiz to evaluate comprehension of the enhancement of play to the child's development. Evaluate list of household tasks created for four- to six-year-olds.

### Notes/Resources

*Parenting in Canada: Human Growth and Development* (24262), Chapter 3: The Universality of Childhood Play.

*The Developing Child*, 10<sup>th</sup> Edition. (24263, 24264)

- Chapter 1: Learning about Children
- Chapter 22: Child Care and Early Education
- Chapter 11: Emotional and Social Development from One to Three
- Chapter 9: Intellectual Development of Infants
- Chapter 8: Emotional and Social Development of Infants
- Chapter 14: Emotional and Social Development from Four to Six

*A Child's World: Infancy through Adolescence With Making the Grade CD ROM*, McGraw-Hill, 2002, Teacher's Resource, Chapter 11: Psychosocial Development in Early Childhood.



## Diversity in Society

5. Students will be expected to demonstrate knowledge of community connections that support the care and welfare of children.

### Outcome

*Students will be expected to*

5.1 research cultural differences in relationship to early childhood development and parenting

5.2 identify and analyse models that describe the different ways of learning (e.g., learning styles, multiple intelligence)

5.3 identify the care requirements of special needs children (e.g., Autism, Turrets Syndrome, FAS, ADHD, gifted children)

5.4 identify support agencies and groups, which support child well being (e.g., Big Brothers/Big Sisters, Kids Help Phone, Family Resource Centres, Family and Children Services)

### Strategies for Learning and Teaching

Ask student to imagine they are listening to several new parents who are all discussing issues (such as how to deal with colic, or toilet training). Working in groups, have students identify problems and solutions that parents would be sharing with each other. Students will probably provide a variety of solutions based on their own experiences.

Working in small groups, have students' research the child-rearing practices in different cultures. Students should explore why practices exist over time and continue to thrive. Present findings to class.

Students explore gender socialization in various cultures.

Students complete a survey to identify their own learning style.

Create an activity for two different intelligence that can be used with infants, toddlers, and preschoolers.

Internet research on one of the learning disabilities discussed in this section. Complete a written report, following guidelines from learning act. Copy from assessment.

Research a career involving special needs children.

Survey the local community for a listing of support agencies for families with special needs. Have students contact a guest speaker from one of these agencies to speak to the class.

Visit a local Family Resource centre.

#### *Learning Activity 1*

- Complete a written report or report to the class on the learning disability you have researched. Your report should outline a description of the disability. Identify types of programs and/or services available that would benefit these children.
- Submit the written report on learning disabilities and present findings to the class.
- Report on your career search outlining the responsibilities, skills or aptitudes, and education and training needed: career outlook.

#### *Learning Activity 2*

## CURRICULUM OUTCOMES

- Interview someone from a local agency that provides support for families with special needs (e.g., Spina Bifida, Big Brothers/Sisters). Find out what information and support the group gives to these families. Add your information to a class binder called “Helping Children with Special Needs.”
- The content of “Helping Children with Special Needs” is evaluated for accuracy.

## Diversity in Society

5. Students will be expected to demonstrate knowledge of community connections that support the care and welfare of children.

## Suggestions for Assessment

Reflecting on the group’s discussion regarding cultural diversity, ask students to consider and write a paragraph on the various factors that influence child-rearing practices.

Each group will share their research on cultural diversity of child-rearing practices with the class for peer evaluation.

In a reflective essay, students answer the question, Should parents try to treat male and female infants and toddlers alike?

In a journal, students identify ways that their multiple intelligence or learning style might have impacted their own development.

## Notes/Resources

*Parenting in Canada: Human Growth and Development* (24262)

- Chapter 4: Children and their Cultural Heritage
- Chapter 13: Middle Childhood and Adolescence
- Chapter 18: Planning for the Future and Investing in Children

*The Developing Child*, 10<sup>th</sup> Edition. (24263, 24264)

- Chapter 15: Intellectual Development from Four to Six
- Chapter 21: Family Challenges

*A Child's World: Infancy through Adolescence With Making the Grade CD ROM*, McGraw-Hill, 2002, Teacher's Resource

- Chapter 3: Forming a New Life
- Chapter 1: Studying a Child's World
- Chapter 8: Psychosocial Development During the First Three Years
- Chapter 13: Cognitive Development in Middle

Childhood  
 —Chapter 14: Psychosocial Development in Middle Childhood

*Sex?: A Healthy Sexuality Resource*  
 (24114)

## Career Development

5. Students will be expected to demonstrate knowledge of community connections that support the care and welfare of children.

### Outcome

*Students will be expected to*

5.5 research careers that provide services for infants, children, and families

### Strategies for Learning and Teaching

Students will research a career involving children. Students will complete a report outlining the career description, responsibilities and duties, salary, employment opportunities, education/training requirements, etc.

Students complete an interest aptitude test (such as Career Cruising) to see what career matches relate to child studies.

Students create an interest/aptitude inventory in reflecting skills/experiences that they identify as related to careers in child studies.

Interview an individual who works for or with children (nanny, teacher, counsellor, music therapist, social worker, child/youth worker.)

Alternate activity (use Career Cruising link) to explore careers online. Report your findings to a class.

Complete a job shadow experience with a person who works for or with children.

## Career Development

5. Students will be expected to demonstrate knowledge of community connections that support the care and welfare of children.

### Suggestions for Assessment

In a journal entry students reflect back on the course and the topics, speakers and programs that were explored and create a list of careers that relate to working with children.

Complete a report/reflection of their job shadow experiences.

Students submit their interest inventory list to the teacher for evaluation and feedback.

### Notes/Resources

#### Print Resources

*Parenting in Canada: Human Growth and Development* (24262), Chapter 6: Relationships with Children.

*The Developing Child*, 10<sup>th</sup> Edition (24263, 24264), Chapter 23: Careers Working with Children.

#### Websites

*Career Options*  
<careeroptions.EDnet.  
ns.ca>  
Career Cruising

## Practicum

6. Students will be expected to demonstrate knowledge and skills that support the care and welfare of children.

## Outcome

*Students will be expected to*

6.2 analyse the effects of the practicum experience on their own lives

6.1 apply theoretical aspects to practical experiences and situations with infant/preschool/young children in a practicum setting

This can be completed in each of two areas:

### The Infant

Apply theoretical aspects to practical experiences and situations with a infant in a practicum setting by completing a simulated parenting or real parenting experience. (May use “RealCare Baby”/ “baby-think-it-over”/living plant/a real baby/other simulated items such as flour sacks).

### The Young Child

Apply theoretical aspects to practical experiences and situations with preschool/young children in a practicum setting by completing each of five components:

1. Passively observing children
2. Interacting one-on-one with a child
3. Interacting with a group of children
4. Providing care for a child/children
5. Providing instruction to a child/children

## **Strategies for Learning and Teaching**

### *The Infant*

Students complete a diary and record of experiences while caring for the infant simulator for a two- or three-day practicum. (RealCare Baby, egg babies, flour babies, plant).

### *The Young Child*

Brainstorm with students the various means of accomplishing the components of their practicum with school/local availability and policies in mind. Sort the suggested opportunities according to

the five component headings. Students might complete their practicum components in the following ways:

- Passive observation of children (playground, grocery store, day care, preschool, elementary school, at home, mini play school)
- One-on-one interaction with a child (baby-sitting, tutoring, mentoring, mother's helper, sporting event, church, at home, mini play school)
- Active interaction with a group of children (birthday party, community groups (Beavers, etc.), baby-sitting, mentoring, sporting event, church, at home, mini play school (school based), preschool, elementary school)
- Care giving for a child/children (making a meal, baby-sitting, changing a diaper, mediating conflict, safe proofing a child environment, mini play school)
- Sharing instruction with a child/children (creating and sharing a child's book, playing a musical instrument, physical activity, supervising play, mini play school activities)

Students will select and/or design and carry out an appropriate learning opportunity for each of the components to be approved by the teacher (i.e., mini play school).

## Practicum

6. Students will be expected to demonstrate knowledge and skills that support the care and welfare of children.

### Suggestions for Assessment

#### The Infant

→ If students used the RealCare Baby, print off a record of their success as recorded on the internal computer of the simulator.

#### Journal Entry

→ Students complete a reflective journal of their parenting or simulated parenting experience.

#### The Young Child

Using observation guidelines, students complete an observation/interaction record form to be evaluated. (Samples are found in Appendix. These record forms may be adapted to reflect the needs of students and opportunities available in each community/school.)

#### Journal Entry

Complete a reflective essay on your experiences with young children, and discuss how this experience has affected your future plans regarding children. (Children of your own and/or careers working with children)

### Notes/Resources

“RealCare Baby” or Baby-think-it-over” and support program

#### Print Resources

Appendix: Observation and Case Studies, Practicum Observation/Record Forms.

*The Developing Child*, 10<sup>th</sup> Edition (24263, 24264)

- Chapter 1: Learning about Children
- Chapter 22: Child Care and Early Education
- Observation and Case Studies (Kit)

## Global Connections

6. Students will be expected to demonstrate knowledge and skills that support the care and welfare of children.

### Outcome

*Students will be expected to*

6.3 investigate global issues relating to the health and wellness of children around the world (e.g., poverty, children's rights, war, media pressures, violence towards children, exploitation of children)

### Strategies for Learning and Teaching

Conduct an Internet search of sources such as Statistics Canada, Sign-on-for-Kids, or the Canadian Council on Social Development, which provide statistics that reflect the state of the family and children in Canada. Students gather statistics about the participation of mothers in the work force, the number of children in childcare, and the number of children needing childcare. Using these statistics, develop an argument for improved social supports for parents and young children in Canada (i.e., day care spots).

Invite a guest speaker from the community from a social agency or international development agency (such as Unicef) to speak to the class about social justice issues as they impact on the world's children.

Students reflect on the statement "It takes a village to raise a child." How is the statement connected to parenting and child safety as a social concern? How is it connected to the role of adults in protecting children from harm in our society?

Search on the Internet for social issues and policies on children governed by federal laws. Create a list or pamphlet of the laws or policies that impact on children around the world. Distribute to school population to raise awareness.

Find a newspaper article on recent events worldwide that have impacted on the lives of children. Share newspaper article with the class and discuss the impact on children's lives.

Research the work of Craig Kielberger, "Free the Children."

#### Extension

Students initiate a service project: volunteer for Red Cross, help with Food Bank, support a foster child.



## Global Connections

6. Students will be expected to demonstrate knowledge and skills that support the care and welfare of children.

### Suggestions for Assessment

#### Journal Entry

Share your thoughts and reflections based on your research re: social support and social justice issues as they impact on the world's children.

#### Journal Entry

Students complete a reflective paper on

- How can Canadian youth make a difference globally for children?
- Their own interpretation of the statement “it takes a village to raise a child.”

Students submit an evaluation completed by immediate supervisor on their volunteer experience.

### Notes/Resources

Community organizations such as Katimavik, Unicef, Children's Purse

*Statistics Canada* website “Free the Children”

#### Print Resources

*The Developing Child*, 10<sup>th</sup> Edition.  
(24263, 24264)

“Nurturing Brain Development”  
Resource

*Parenting in Canada: Human Growth and Development* (24262)

- Chapter 16: The Role of Society in the Lives of Children
- Chapter 17: The World beyond the Family
- Chapter 18: Planning for the Future: Investing in Children

*A Child's World: Infancy through Adolescence With Making the Grade CD ROM*, McGraw-Hill, 2002,  
Chapter 12: Physical Development and Health in Middle Childhood.

Craig Kielberger “From Me to We.”

# Bibliography

Association for Childhood  
Education International (ACEI)  
<acei.org>

## Websites

A site that aims to promote and support in the global community the optimal education and development of children, from birth through early adolescence, and to influence the professional growth of educators and the efforts of others who are committed to the needs of children in a changing society.

Autism Society Canada

<autismsocietycanada.ca/>

This site will provide reliable information on autism and referrals to many helpful services and resources.

Autism Treatment Services of  
Canada

<faslink.org/>

A national affiliation of organizations that provide treatment, educational, management, and consultative services to people with autism and related disorders across Canada.

CURRICULUM OUTCOMES

Childbirth Connection

<[childbirthconnection.org/](http://childbirthconnection.org/)>

A national not-for-profit organization that uses research, education, and advocacy to improve maternity care for all women and their families. This site also has good information on genetics.

Alberta Children's Services

<[child.gov.ab.ca](http://child.gov.ab.ca)>

Alberta Children's Services supports families and communities, enabling them to provide nurturing, safe environments for their children. We strive to break the cycles of family violence, abuse, and poverty that prevent some children from becoming strong, sound individuals.

A.D.A.M.

<ADAM.com>

A.D.A.M. connects consumers and their families to trustworthy and relevant health information.

Canadian Down Syndrome  
Society

<cdss.ca/>

A vital resource linking  
parents and professionals  
through advocacy, education,  
and providing information.

#### CURRICULUM OUTCOMES

*fetal Development: Development of the Embryo and fetus*  
<w-cpc.org/fetal.html>

This site outlines fetal and embryonic development with colour photos, descriptions, and a QuickTime video.

*The Visible Embryo*

<visembryo.com/baby/index.html>

The opening page of this site consists of a spiral that represents the 23 stages occurring in the first trimester of pregnancy and every two weeks of the second and third trimesters, as the site describes. You must use a spiral to navigate through the weeks of pregnancy and preview the changes in each stage of human development. The site also includes games, chat, chalk talk, and a glossary.

### Adolescent Growth and Development

<[andrews.edu/IPA/education/adolescent\\_health?Growth\\_development/sld001.htm](http://andrews.edu/IPA/education/adolescent_health?Growth_development/sld001.htm)>

Search for adolescent growth and development to locate PowerPoint. A PowerPoint style presentation that consists of material such as Piaget's stages of cognitive development, as well as much more information relevant to your text.

### National Network for Child Care

<[nncc.org/](http://nncc.org/)>

A source of over 1000 publications and resources related to child care. Publications are research-based and reviewed.

CURRICULUM OUTCOMES

*Shaken Baby Syndrome*

<aboutshakenbaby.com/>

Educating the public regarding this syndrome as well as providing support for the victims' families.

*Career Options*

<careeroptions.ednet.ns.ca>

This site contains career planning and labour market information that has been developed specifically for Nova Scotians.



Free The Children

<freethechildren.org>

The largest network of children helping children through education in the world, with more than one million youth involved in our innovative education and development programs in 45 countries.

Zero to Three

<zerotothree.org>

The mission is to support the healthy development and well-being of infants, toddlers, and their families.

CURRICULUM OUTCOMES

*Human Reproduction Problem Set*

<[biology.arizona.edu/human\\_bio/problem\\_sets/Human\\_Reproduction/human\\_reproduction.html](http://biology.arizona.edu/human_bio/problem_sets/Human_Reproduction/human_reproduction.html)>

Designed to help students understand the human reproductive system. This site covers such topics as the anatomy of the male and female reproductive systems, the hormones that influence these systems, fertilization, sterilization, and the transmission of HIV.

*Teen Wire*

<[teenwire.com/](http://teenwire.com/)>

An award-winning sexual health website for teens.

TeensHealth

<kidshealth.org/teen/sexual\_health/girls/female\_repro.html>

Created for teens looking for honest, accurate information and advice about health, relationships, and growing up.

Stand Up Girl

<standupgirl.com>

Baby invitro pictures.

## CURRICULUM OUTCOMES

### *Baby Zone*

<[babyzone.com/features/stages/default.asp?Stage=2&IntervalNum=24](http://babyzone.com/features/stages/default.asp?Stage=2&IntervalNum=24)>

Online destination for highly personalized and localized parenting content and tools. It seamlessly moves through every parent's journey from preconception to pregnancy and parenting.

### *fetal Stages of Birth*

<[heumann.org/body.of.knowledge/m4/pregnancy.prenatal.development.html](http://heumann.org/body.of.knowledge/m4/pregnancy.prenatal.development.html)>

Here you will follow a developing baby through all nine months of pregnancy.

*Ivillage: Parenting*

<parenting.ivillage.com/>

A comprehensive site on parenting and childbirth.

*Just the facts*

<<http://www.justthefacts.org/clear.asp>>

An excellent site on pregnancy, fetal development, and childbirth.

CURRICULUM OUTCOMES

Child Development Web Quest

<ajhs.ajusd.org/~mbrook/cdwebquestbirthdefects/mb\_index\_pnatal.htm>

Unicef Canada

<unicef.ca>

(Short description?)

Developed to explore the stages of prenatal development.

The Vanier Institute of the Family  
<[vifamily.ca/](http://vifamily.ca/)>

The Vanier Institute of the Family creates awareness of, and provides leadership on, the importance and strengths of families in Canada and the challenges they face in their structural, demographic, economic, cultural, and social diversity.

Canadian Council on Social  
Development  
<[ccsd.ca/](http://ccsd.ca/)>

A non-profit social policy and research organization focussing on issues such as poverty, social inclusion, disability, cultural diversity, child well-being, employment, and housing.

Child and Family Canada  
<cfc-efc.ca/index.shtml>

Resources on children and families on an easy-to-navigate website.

## Bibliography

### Websites

Canadian Society for the  
Prevention of Cruelty to  
Children (CSPPC)  
<empathicparenting.org/>

Focusses on the long-term  
consequences of inadequate  
care of very young children.  
Association for Childhood  
Education International (ACEI)  
<acei.org>

A site that aims to promote  
and support in the global  
community the optimal  
education and development of  
children, from birth through  
early adolescence, and to  
influence the professional  
growth of educators and the  
efforts of others who are  
committed to the needs of  
children in a changing society.



Autism Society Canada  
<autismsocietycanada.ca/>

This site will provide reliable information on autism and referrals to many helpful services and resources.

Autism Treatment Services of  
Canada  
<faslink.org/>

A national affiliation of organizations that provide treatment, educational, management, and consultative services to people with autism and related disorders across Canada.

CURRICULUM OUTCOMES

Childbirth Connection

<[childbirthconnection.org/](http://childbirthconnection.org/)>

A national not-for-profit organization that uses research, education, and advocacy to improve maternity care for all women and their families. This site also has good information on genetics.

Alberta Children's Services

<[child.gov.ab.ca](http://child.gov.ab.ca)>

Alberta Children's Services supports families and communities, enabling them to provide nurturing, safe environments for their children. We strive to break the cycles of family violence, abuse, and poverty that prevent some children from becoming strong, sound individuals.

A.D.A.M.

<ADAM.com>

A.D.A.M. connects consumers and their families to trustworthy and relevant health information.

Canadian Down Syndrome  
Society

<cdss.ca/>

A vital resource linking  
parents and professionals  
through advocacy, education,  
and providing information.

#### CURRICULUM OUTCOMES

*fetal Development: Development of the Embryo and fetus*  
<w-cpc.org/fetal.html>

This site outlines fetal and embryonic development with colour photos, descriptions, and a QuickTime video.

*The Visible Embryo*  
<visembryo.com/baby/index.html>

The opening page of this site consists of a spiral that represents the 23 stages occurring in the first trimester of pregnancy and every two weeks of the second and third trimesters, as the site describes. You must use a spiral to navigate through the weeks of pregnancy and preview the changes in each stage of human development. The site also includes games, chat, chalk talk, and a glossary.

### Adolescent Growth and Development

<[andrews.edu/IPA/education/adolescent\\_health?Growth\\_development/sld001.htm](http://andrews.edu/IPA/education/adolescent_health?Growth_development/sld001.htm)>

**Note:** Search for adolescent growth and development to locate PowerPoint. A PowerPoint-style presentation that consists of material such as Piaget's stages of cognitive development, as well as much more information relevant to your text.

### National Network for Child Care

<[nncc.org/](http://nncc.org/)>

A source of over 1000 publications and resources related to child care. Publications are research-based and reviewed.

CURRICULUM OUTCOMES

*Shaken Baby Syndrome*  
<aboutshakenbaby.com/>

Educating the public regarding this syndrome as well as providing support for the victims' families.

*Career Options*  
<careeroptions.ednet.ns.ca>

This site contains career planning and labour market information that has been developed specifically for Nova Scotians.

Free the Children

<freethechildren.org>

The largest network of children helping children through education in the world, with more than one million youth involved in our innovative education and development programs in 45 countries.

Zero to Three

<zerotothree.org>

The mission is to support the healthy development and well-being of infants, toddlers, and their families.

CURRICULUM OUTCOMES

*Human Reproduction Problem Set*

<[biology.arizona.edu/human\\_bio/problem\\_sets/Human\\_Reproduction/human\\_reproduction.html](http://biology.arizona.edu/human_bio/problem_sets/Human_Reproduction/human_reproduction.html)>

Designed to help students understand the human reproductive system. This site covers such topics as the anatomy of the male and female reproductive systems, the hormones that influence these systems, fertilization, sterilization, and the transmission of HIV.

*Teen Wire*

<[teenwire.com/](http://teenwire.com/)>

An award-winning sexual health website for teens.



TeensHealth

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