

Course Outline

School Name:	KEEWAYTINOOK INTERNET HIGH SCHOOL
Department Name:	Social Sciences and Humanities
Ministry of Education Course Title:	Raising Healthy Children
Grade Level:	11
Ministry Course Code:	HPC30

Teacher's Name: Sally Anderson

Developed by: Angela Batsford-Mermans Date: September 2017

Revision Date: September 2021

Developed from:

Ontario Ministry of Education. (2013). *The Ontario curriculum, grades 9 to 12: Social Sciences and Humanities*. Toronto ON: Queen's Printer for Ontario.

Text:

Cunningham, M., Meriorg, E., & Tryssenaar, L. (2003). *Parenting in Canada: Human Growth and Development*. Toronto, ON: Thompson Nelson.

Prerequisite: None

Credits: One

Length: 110 hours

Principal's Name: Angela Batsford-Mermans

Principal's Approval:



Approval Date: September 20, 2021

Course Description/Rationale

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

Overall Curriculum Expectations

Research and Inquiry Skills

- Explore topics related to child development and child rearing, and formulate questions to guide their research;
- Create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;
- Assess, record, analyse, and synthesize information gathered through research;
- Communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

Child Growth and Development

- Describe factors that contribute to the healthy development of children before and during birth, and in the first few months after birth;
- Describe patterns in the healthy, social, emotional, cognitive, linguistic, and physical development of young children;
- Demonstrate an understanding of the importance of nutrition for healthy development

Personal and Social Responsibility of Parents

- Demonstrate an understanding of how to prepare for the responsibilities of being a parent;
- Demonstrate an understanding of strategies parents can use to ensure effective communication in their families;
- Apply and assess their child-rearing knowledge and skills through practical experiences with children.

Child Rearing Around the World

- Demonstrate an understanding of social and cultural variations in family forms and child-rearing approaches;
- Demonstrate an understanding of a variety of child-rearing practices and their effects on children;
- Demonstrate an understanding of common and diverse experiences of young children in a variety of cultures and historical periods.

Address Social Challenges

- Demonstrate an understanding of the challenges facing parents throughout the early childhood years;
- Describe strategies for building healthy family relationships in order to prevent neglect and/or physical, sexual, or emotional abuse of children;
- Describe the roles and responsibilities of society in protecting and supporting children and families, and the responsibilities of caregivers towards children.

Course Content

Unit	Length
1. Child Growth and Development	30 hours
2. Personal and Social Responsibilities	25 hours
3. Diversity and Universal Concerns	23 hours
4. Social and Legal Challenges of Parenthood	32 hours

Total	110 hours
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Unit Descriptions

Unit 1 – Child Growth and Development

In this unit, students are presented with issues involving pregnancy, birth, child development, and the behaviour of children. Students learn about the importance of being a caring family member and are also exposed to problem solving and the need for making responsible decisions with an informed moral conscience as a reflective, creative, and holistic thinker.

Students develop an awareness and understanding of child development from conception and infancy through the end of the preschool years. Care of the mother and the baby, during pregnancy and after birth, are discussed, as are fetal development problems, the biological process of the developing fetus, the stages of labour, and the birth process. The resource, *Beginning Journey: First Nations Pregnancy Resource*, is used throughout the course to highlight local, Indigenous cultural perspectives including the confinement period. Students have the opportunity to share what they know about the birth experiences of the members of their community. Many of the activities focus on the developing child from baby, toddler, and preschooler. Physical, emotional, intellectual, social and moral development issues are examined using as many visual and practical learning strategies as possible. The practical learning highlights local and Indigenous issues such as the ongoing need for pregnant people to leave their home and community for confinement and birth. This unit contains important information for all students as they approach adulthood and the decisions they will face as responsible decision-makers and parents.

Unit 2 – Personal and Social Responsibilities

The first unit explores the factors and influences affecting the parenting process. Students will learn how to prepare for their role as future parents (or develop their current role as parents) and develop an awareness of the responsibilities involved in becoming a parent (responsibilities of a parent). They will examine the correlation between healthy family relationships and the successful growth and development of a child and share their understanding of what that looks like in practice within their communities. Students will also examine some of the social determinants of health that affect family life in remote and isolated Indigenous communities. Students will examine the responsibilities of both parents in raising a child. This unit is an introduction to one of life's most challenging, yet potentially satisfying, accomplishments: becoming a parent..

Unit 3 – Diversity

The following unit involves cultural, moral and religious beliefs, societal expectations for families, parenting practices, and the changing role of children in society, specifically in Indigenous communities in Northern Ontario. The content of this unit encourages and allows for the personal development of discerning believers and responsible citizens. The underlying values associated with being a caring family member are important in all activities. The information presented and discussed in this unit invites students to think and question parenting issues beyond the practical applications of caring for children. Students explore cultural, moral, traditional, and religious beliefs as they compare different family structures and parenting practices in their remote, Indigenous communities as well as regional examples. Societal expectations of families, developing a parenting style, and the changing role of children (historical perspective) round out the content of this unit.

Unit 4 – Social and Legal Challenges of Parenthood

This final unit contains activities pertaining to the 'Social and Legal Challenges of Parenthood. The content of this section involves the rights of children, parenting challenges, and influences of societal agents on the developing child. Students have the opportunity to become a collaborative contributor, a responsible citizen, and a caring family member. The material contained in this unit also lends itself well to a culminating task such as a research report/essay and an oral presentation. The challenges of parenting well, the balancing of work and family, child poverty, the rights of children, the influences of society on children, child abuse, and violence in families are

some of the issues discussed and researched in depth in this unit. Students have the opportunity to reflect on their own experiences and the experiences of children in their communities as well as regional examples, similarities and differences.

Teaching/Learning Strategies

This course is organized into an eight-week series of lessons and activities that is presented to students in remote northern communities via the internet. The eighth week is used for course consolidation, review, and the final examination. Teacher and students communicate over the internet through timely activity feedback, emails, messages, video and audio calls. Classroom mentors assume the role of liaison between the teacher and student while also supporting a holistic approach to motivate, engage and support each individual student.

A variety of strategies will be used in the online delivery of this course. Some instructional strategies include:

- Anticipatory discussion before students read text to allow them to make connections and preview text;
- The use of flexible groupings;
- A range of team based learning approaches where students work together to complete a task;
- Graphic organizers to help with understanding of difficult concepts;
- Response journal;
- Direct instruction on skimming, scanning, and self-questioning;
- Pre-teaching of key vocabulary;
- Read-alouds that model strategies for predicting, monitoring comprehension,
- Clarifying, making inferences, understanding text features and text organization, and distinguishing between fact and opinion;
- Small-group and partner support and interaction during reading, viewing, listening, and speaking tasks;
- Hands on, active participation;
- Opportunities for rehearsal/practice;
- Templates and graphic organizers as tools to understand text and make notes;
- Prompts and starter statements to encourage response and reflection;
- Scaffolding writing instruction using templates to guide writing; and
- Use of lists as pre-writing and after reading activities;
- The use of digital media including text, links to websites, video and dynamic visualization programs;
- Interviewing;
- Brainstorming.

Learning goals will be discussed at the beginning of each assignment and success criteria will be provided to students. The success criteria are used to develop the assessment tools in this course, including rubrics and checklists.

Evaluation

The final grade will be determined as follows (Ontario Ministry of Education, 2010):

- Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course (p. 41).

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Toronto ON: Queen's Printer for Ontario.

Type of Assessment	Category	Details	Weighting (%)	
Term Work (70%)	Knowledge/ Understanding	Describe strategies that can be used to secure a safe and peaceful family, community, and social environment for children; Describe ways in which families transmit their cultural and religious heritage to children.	13	
	Thinking	Evaluate the effectiveness of various methods for contraception and the prevention of sexually transmitted infections; Compare expectations for male and female children in their own and other cultures.	19	
	Communication	Clearly communicate the results of inquiries; Use terms relating to the study of child development and child rearing correctly.	19	
	Application	Demonstrate the ability to plan, organize, and carry out age-appropriate activities for children; Demonstrate the ability to use age-appropriate reading materials effectively to promote the development of literacy skills in children	19	
Final Evaluation (30%)	Culminating Activity (15%)	Develop a multimedia presentation for use at the Nursing Station for expectant parents	Knowledge/Understanding	3
			Thinking	4
			Communication	4
			Application	4
	Exam (15%)	Complete all components of a final senior exam	Knowledge/Understanding	3
			Thinking	4
			Communication	4
			Application	4
TOTAL			100	

Assessment/Evaluation Strategies

A variety of assessment and evaluation methods, strategies and tools are required as appropriate to the expectation being assessed. These include diagnostic, formative, and summative within the course and within each unit.

Assessment *for* learning and assessment *as* learning is obtained through a variety of means, including the following:

- Ongoing descriptive feedback (e.g., descriptive feedback on projects related to family and children);
- Self-assessment (e.g., weekly self-assessment of learning, relative to specific course content as well as in school, community and Land based learning);
- Mentor observations (e.g. of specific course expectations during Land based and cultural activities as well as during course specific activities, of activities that involve teaching others or volunteering and interacting with children such as community feasts and gatherings);
- Conversations with student on a regular basis to verbalize observations, ask questions, and clarify understanding.

Evidence of student achievement (assessment *of* learning) is collected from various sources, including the following:

- Ongoing observations of most consistent work, with consideration given to most recent work (e.g., evidence of meeting expectations and demonstrating understanding of healthy nutrition for children);
- Conversations with students (e.g., discussion about personal wants and needs relative to specific family and local community values as well as values in the Westernized world);
- Conversations in group forums;
- Performance tasks;
- Summative unit activities (e.g., demonstrating understanding by creating a presentation for expectant parents);
- Culminating activity;
- Exam.

The Ministry of Education's 2010 document, *Growing Success*, outlines the seven fundamental principles that guide best practice in the assessment and evaluation of students. KiHS teachers use practices that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the course and at other points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning (p.6).

Resources

Cunningham, M., Meriorg, E., & Tryssenaar, L. (2003). *Parenting in Canada: Human growth and development*. Toronto, ON: Thompson Nelson.

First Nations Health Authority. (n.d.) *Safe Infant Sleep Toolkit*.

<https://www.fnha.ca/wellness/wellness-for-first-nations/environmental-health-and-safety/injury-prevention/safe-infant-sleep-toolkit-safe-sleep-cards-and-guide>

Government of Canada. (2014). *Protecting, promoting and supporting breastfeeding: A practical workbook for community-based programs*. <https://www.canada.ca/content/dam/phac-aspc/migration/phac-aspc/hp-ps/dca-dea/publications/pdf/ppsb-ppsam-eng.pdf>

Government of Canada. (2020). *Health*. <https://www.canada.ca/en/services/health.htm>

Government of Canada. (2020). *Public Health Agency of Canada*.

https://www.canada.ca/en/public-health.html?utm_source=VanityURL&utm_medium=URL&utm_campaign=publichealth.gc.ca

National Collaborating Center for Indigenous Health. (2019). *Growing up healthy*.

https://www.nccih.ca/495/Growing_Up_Healthy_-_British_Columbia.nccih?id=93

- National Collaborating Center for Indigenous Health. (2019). *Family connections*.
https://www.nccih.ca/495/Family_Connections_-_British_Columbia.nccih?id=91
- National Collaborating Center for Indigenous Health. (2019). *Fatherhood is forever*.
https://www.nccih.ca/495/Fatherhood_is_Forever_-_British_Columbia.nccih?id=92
- National Collaborating Center for Indigenous Health. (2019). *Parents as first teachers*.
https://www.nccih.ca/495/Parents_as_First_Teachers_-_British_Columbia.nccih?id=90
- Ontario Ministry of Education. (n.d.). *Indigenous education strategy*.
<http://www.edu.gov.on.ca/eng/aboriginal/>
- Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>
- Ontario Ministry of Education. (2013). *The Ontario curriculum, grades 9 to 12: Social sciences and humanities*. <http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences.html>
- Ontario Ministry of Education. (2016). *Ontario schools, kindergarten to grade 12: Policy and program requirements*. <http://edu.gov.on.ca/eng/document/policy/os/index.html>
- Toulouse, P.M. (2016). What matters in Indigenous education: Implementing a vision committed to holism, diversity and engagement. <https://peopleforeducation.ca/wp-content/uploads/2017/07/MWM-What-Matters-in-Indigenous-Education.pdf>

Program Planning

This course is offered to Indigenous students living in isolated, northern Ontario communities. It is offered by qualified teachers in a blended classroom with a balance of academic, wellness, land-based learning, local language and culture to support the success of the whole student. This course uses the internet for instruction, demonstration and research. It utilizes a student-centered semi-virtual classroom which capitalizes on the strengths of internet program delivery to minimize the disadvantages of geographic remoteness.

Students are presented with 1320 minutes of instruction/activity via the internet over the period of one week. All lessons, assignments, questions and course material is presented in this manner, with approved print materials available as a student resource in each classroom. The student and instructor communicate via the internet, while a classroom mentor (a fully qualified teacher) assists students in completing tasks in a timely manner and provides support as required.

Indigenous and local content is used throughout the course to meet students' learning needs. Opportunities for outdoor activities and land-based learning are also incorporated and students are encouraged to use local knowledge in their products. Considerations are made to the learning preferences of the student population and lessons can be adjusted for individual students as required. Opportunities have been provided for students to apply ideas and concepts encountered in this course to their lives as an individual and as a member of a First Nations community. Teachers consult the Ontario Ministry of Education policies, guidelines and important initiatives when planning a comprehensive program in this area.