



# GEORGE S. HENRY ACADEMY COURSE OUTLINE



## Living and Working with Children

<b>COURSE CODE</b>	HPW3C1	<b>GRADE</b>	11
<b>TEACHER(S)</b>	M. Hehus	<b>CREDIT VALUE</b>	1.0
<b>DEPARTMENT</b>	Social & Global Studies	<b>PREREQUISITE</b>	

### COURSE DESCRIPTION:

This course focuses on the well-being of children in families and community settings. Students will study child behaviour and child development in the context of relationships with parents and others in the community and will learn through research and by observing and interacting with children. This course prepares students for further study of children, familiarizes them with occupational opportunities related to working with children, and introduces them to skills used in researching and investigating children's behaviour in response to others.

Additional information can be found at: <http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>

### COMMUNICATION

Please direct all questions or concerns regarding student progress or program of study to the course teacher. Please call the main office to leave a message at 416-395-3240 ex. 20130

### CONCRETE LEARNING RESOURCES

Textbook: Parenting Education  
Replacement Cost: \$70

### DIGITAL LEARNING RESOURCES

i.e. My School Day App - An app that allows you to stay up-to-date with in-class tasks and receive reminders about upcoming evaluations.

**Google Classroom: Class Code jtyrtcc**

### GEORGE S. HENRY ACADEMY'S COURSE WORK POLICY

For each evaluation, the teacher will inform students of the **due date** and the **ultimate deadline**. The ultimate deadline is the last opportunity for students to submit and assignment for evaluation. Teachers may also use a variety of other methods for dealing with late and missed assignments at their discretion.

#### Strategies to assist students in meeting deadlines include:

- Peer tutoring
- Using the school app
- Using a personal agenda
- Seeking extra help from teachers
- Requesting for assistance with time management and organizational skills
- Getting help from parents/guardians
- Getting help from a caring adult in the school

### ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

Each course follows an achievement chart which enables teachers to make judgements about student work that are based on clear performance standards and on a body of evidence collected over time. Additional information can be found on the Ministry of Education website noted within the course description.

## ACHIEVEMENT CHART CATEGORIES

**Knowledge and Understanding (K & U):** Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)

**Thinking (T):** The use of critical and creative thinking skills and/or processes

**Communication (C):** The conveying of meaning through various forms

**Application (A):** The use of knowledge and skills to make connections within and between various contexts

## COURSE WORK (70% of your overall grade)

Categories	%	Possible Assessments of Learning
<b>K &amp; U</b>	<b>17.5%</b>	<p><b>Knowledge of content</b> (facts, terms, procedural skills, use of tools) <i>Ex. (write example here)</i></p> <p><b>Understanding of content</b> (Understanding of mathematical concepts) <i>Ex. (write example here)</i></p>
<b>T</b>	<b>17.5%</b>	<p><b>Use of planning skills</b> – understanding the problem (e.g., formulating and interpreting the problem, making conjectures) – making a plan for solving the problem <i>Ex. (write example here)</i></p> <p><b>Use of processing skills</b> – carrying out a plan (e.g., collecting data, questioning, testing, revising, modelling, solving, inferring, forming conclusions) – looking back at the solution (e.g., evaluating reasonableness, making convincing arguments, reasoning, justifying, proving, reflecting) <i>Ex. (write example here)</i></p> <p><b>Use of critical/creative thinking processes</b> (e.g., problem solving, inquiry) <i>Ex. (write example here)</i></p>
<b>C</b>	<b>17.5%</b>	<p><b>Expression and organization of ideas and information</b> (e.g., clarity of expression, logical organization), using oral, visual, and written forms (e.g., pictorial, graphic, dynamic, numeric, algebraic forms; concrete materials) <i>Ex. (write example here)</i></p> <p><b>Communication for different audiences and purposes</b> (e.g., peers, teachers) and purposes (e.g., to present data, justify a solution, express a mathematical argument) <b>in oral, visual, and written forms</b> <i>Ex. (write example here)</i></p> <p><b>Use of conventions</b> (e.g., terms, symbols) in oral, visual, and written forms <i>Ex. (write example here)</i></p>
<b>A</b>	<b>17.5%</b>	<p><b>Application of knowledge and skills in familiar contexts</b> <i>Ex. (write example here)</i></p> <p><b>Transfer of knowledge and skills to new contexts</b> <i>Ex. (write example here)</i></p> <p><b>Making connections within and between various contexts</b> (e.g., connections between concepts, representations, and forms within mathematics; connections involving use of prior knowledge and experience; connections between mathematics, other disciplines, and the real world) <i>Ex. (write example here)</i></p>

## FINAL EVALUATION (30% of your overall grade)

Type	Description	30%
Culminating Task(s)	Co-op placement with Elementary School Portfolio	30%

**UNITS OF STUDY/COURSE ROAD MAP (subject to change)****Unit 1 Working with Children**

Literacy strategies and Read Alouds	K, C, A
Multiple intelligences and lesson planning	K, C, T
Objective vs Subjective language	K, C, T, A
Unit Tasks: Test, Lesson plan, movie response	K, C, T, A

**Unit 2 Growth and Development**

Child Development & Birth Order	K, A
Parenting Styles	K, C
Influential Child Theorists	K, C, A
Unit Tasks: Test, Argumentative Essay	K, C, T, A

**Unit 3 Socialization of Children**

Types of Families	K, C, T, A
Coping in a Changing World & Changing Roles of Parents: Portrayal of families on T.V	K, C, T
Children and Media	K, C, T, A
Unit Tasks: Test, Hidden Messages in Disney, movie response	K, C, T, A

**Unit 4 Social Challenges**

Building Resilience	K, C, T, A
Strategies for Effective Communication	K, C, A
Discipline vs Punishment	K, C, T
Family Budgeting	K, C, T, A
Unit Task: Family Budget Plan, Debate	K, C, T, A

**Unit 5 - Culminating Activity**

Culminating: Co-op experience with children	K, C, T, A
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**GEORGE S. HENRY ACADEMY'S LATE & MISSED EVALUATION POLICY**

It is the responsibility of the student to make arrangements with their teacher for any missed course material and/or assignments. Extenuating circumstances will be considered on a case-by-case basis.

**GEORGE S. HENRY ACADEMY'S ACADEMIC DISHONESTY POLICY**

Cheating and plagiarism will not be condoned. For more information, refer to the Academic Honesty Policy found in the Student Handbook. The Student Handbook can be found in the George S. Henry Academy app.

**SPECIALIST HIGH SKILLS MAJOR (SHSM) REQUIREMENTS**

GRADE 11 AND 12 CREDITS	ENVIRONMENT	HEALTH & WELLNESS	HOSPITALITY & TOURISM
Major Credits	4	4	4
English ( <i>including a CLA*</i> )	2	1	1
Mathematics ( <i>including a CLA</i> )	1	1	1
Science or Social Sciences ( <i>including CLA, may be substituted with 1 coop credit</i> )	-	1	-
Business Studies or Science ( <i>including a CLA</i> ) ( <i>May be substituted with 1 coop credit</i> )			1
Cooperative Education	2	2	2
<b>TOTAL</b>	<b>9</b>	<b>9</b>	<b>9</b>

\*Contextualized Learning Activity

