

**SOUTH CARLETON HIGH SCHOOL**  
**Ottawa-Carleton District School Board**  
**STUDENT OUTLINE**  
**HPC30**  
**Raising Healthy Children**

Credit Value: 1 Credit

**Course Overview**

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.

Units of Study	Hrs.	Performance Tasks	Overall Expectations
<b>1. RESEARCH AND INQUIRY SKILLS</b>	22	1. Tests and Quizzes 2. Group Work 3. Research 4. Oral Presentations 5. Case Studies 6. Visual Displays 7. Web Quests 8. Electronic Baby Care 9. Role Plays 10. Debates 11. Film Review 12. Reflective Writing 13. Formal Examination	<b>A1. Explore:</b> topics related to child development and child rearing, and formulate questions to guide their research; <b>A2. Investigate:</b> create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods; <b>A3. Process Information:</b> assess, record, analyse, and synthesize information gathered through research; <b>A4. Communicate and Reflect:</b> communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.
<b>2. CHILD GROWTH AND DEVELOPMENT</b>	22		<b>B1. Pregnancy, Birth, and Postnatal Care:</b> describe factors that contribute to the healthy development of children before and during birth, and in the first few months after birth; <b>B2. Growth and Development:</b> Stages and Influences: describe patterns in the healthy, social, emotional, cognitive, linguistic, and physical development of young children; <b>B3. Infant and Child Nutrition:</b> demonstrate an understanding of the importance of nutrition for healthy development.
<b>3. PERSONAL AND SOCIAL RESPONSIBILITIES OF PARENTS</b>	22		<b>C1. Preparing for Parenting:</b> demonstrate an understanding of how to prepare for the responsibilities of being a parent; <b>C2. Communicating with Young Children:</b> demonstrate an understanding of strategies parents can use to ensure effective communication in their families; <b>C3. Applying Child-Rearing Knowledge and Skills:</b> apply and assess their child-rearing knowledge and skills through practical experiences with children.
<b>4. CHILD REARING AROUND THE WORLD</b>	22		<b>D1. Family Variations:</b> demonstrate an understanding of social and cultural variations in family forms and child-rearing approaches; <b>D2. Parenting Styles and Practices:</b> demonstrate an understanding of a variety of child-rearing practices and their effects on children; <b>D3. Common and Diverse Experiences of Childhood:</b> demonstrate an understanding of common and diverse experiences of young children in a variety of cultures and historical periods.
<b>5. ADDRESSING SOCIAL CHALLENGES</b>	22		<b>E1. Caregiving Challenges in the Early Years:</b> demonstrate an understanding of the challenges facing parents throughout the early childhood years; <b>E2. Neglect and Abuse:</b> describe strategies for building healthy family relationships in order to prevent neglect and/or physical, sexual, or emotional abuse of children; <b>E3. Society's Role in the Lives of Children and Families:</b> describe the roles and responsibilities of society in protecting and supporting children and families, and the responsibilities of caregivers towards children.

## STUDENT RESPONSIBILITIES

1. Students are required to attend classes regularly, participate in activities, and submit work on time. Absence for any reason does not remove the responsibility of a student to complete missed work.
2. Students who commit *academic fraud* i.e. *plagiarize or cheat*, and those who miss performance tasks without a legitimate and substantiated excuse risk the successful and timely completion of their work. Tasks consisting of academic fraud will be considered incomplete, as they do not provide a reliable demonstration of student learning. \*
3. All incomplete work will be factored into the final mark. When a student fails to demonstrate learning on a performance task, for any reason, remedial work may be assigned at the teacher's discretion. In these cases, a reasonable timeline must exist to facilitate the completion and subsequent evaluation of the task.
4. Students may, on occasion, negotiate with the teacher to have an assignment submitted late. All work accepted beyond the original due date, for any reason, will be professionally evaluated. Please note that written feedback and anecdotal remarks on late submissions may not be possible based on time constraints. Additionally, it may be judged necessary to reconsider the value of such work when determining a student's final grade.

\***Academic Fraud** is defined as any act of dishonesty purposely or carelessly intended to enhance academic performance. **Plagiarism** is defined as the act of taking the written word or original work of another person, without giving due credit, whilst passing it off as one's own.

### Evaluation

<b>Term Mark</b> Assessment/Evaluation tools include tests/quizzes, assignments, performance tasks and rich assessment tasks  Term 70%	<b>Final - Scrapbook, Electronic Baby and Exam</b> Term 70% Summative – Scrapbook on child 10% Electronic Baby assignment 10% Final Exam 10% 100%
<b>Summative Period</b> <b>Canadian and World Studies summatives will come due within the school's Summative and Evaluation Period. This period occurs two weeks before exams in January and June.</b> <b><i>Absence from evaluations during these dates must be substantiated with a medical certificate or equivalent documentation as approved by administration.</i></b>	

## LITERACY

Success in Social Science courses depends in large part on strong literacy skills. Many of the activities and tasks students undertake in HSP3U involve the use of written, oral, and visual communication skills. The study of this subject will thus encourage students to use language with greater care and precision and will enhance their ability to communicate effectively.

## ANTIDISCRIMINATION POLICY

The Social Science curriculum is designed to help students acquire the "habits of mind" essential for citizens in a complex world. Students are expected to demonstrate an understanding of the rights privileges, and responsibilities of citizenship, as well as a willingness to show respect, tolerance, and understanding towards individuals, groups, and cultures in the global community. They are also expected to understand that protecting human rights and taking a stand against racism and other expressions of hatred and discrimination are basic requirements of responsible citizenship.

## Accommodations for Exceptional Students

The Canadian & World Studies and Social Science Department makes every effort to accommodate the identified needs of exceptional (IPRC'd) students and will differentiate curriculum delivery methods, student modes of expression, and assessment methods as recommended by the student's individual education plan (IEP).