



PORT CREDIT S.S. COURSE OVERVIEW



Working With Infants and Young Children

DEPARTMENT: Social Science

COURSE CODE: HPW3C0

TEXTBOOK: Cunningham, M. K., Meriorg, E. et al. (2003) *Parenting in Canada* Toronto Thomson Nelson

TEXTBOOK REPLACEMENT COST: \$110

PREREQUISITE: none

COURSE DESCRIPTION

This course prepares students for occupations involving children from birth to six years of age. Students will study theories about child behaviour and development, and will have opportunities for research and observation and for practical experiences with young children. Students will become familiar with occupational opportunities and requirements related to working with infants and young children. They will also have opportunities to develop research and critical-thinking skills as they investigate and evaluate current research about early childhood education. As a component of the course, it is required that students participate in the Early Years Centre at Port Credit Secondary School. During this time, students observe and interact with young children and parents/caregivers at the Centre.

OVERALL EXPECTATIONS

By the end of the course, students will:

- ✓ Exploring: explore topics related to early childhood education, and formulate questions to guide their research;
- ✓ Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;
- ✓ Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry;
- ✓ Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.
- ✓ Patterns in Infant and Child Development: demonstrate an understanding of patterns of social, emotional, cognitive, linguistic, and physical development in infants and children from birth to six years of age;
- ✓ Theories of Child Development: demonstrate an understanding of a variety of influential theories about child development;
- ✓ Positive Environments for Development: demonstrate an understanding of how developmentally appropriate environments and experiences promote healthy development in children.
- ✓ Education and Professional Development: describe postsecondary destinations, workplaces, and professional development opportunities in early childhood education;
- ✓ Workplace Expectations: explain the legal and social workplace expectations for employment in early childhood education in Ontario;
- ✓ Essential Skills and Personal Qualities: demonstrate an understanding of the essential skills, personal qualities, and work habits necessary for success in early childhood education.
- ✓ Guiding Children's Behaviour: demonstrate an understanding of theories and strategies related to child behaviour, and effectively use a range of strategies and skills when working with children from birth to six years of age;
- ✓ Developmentally Appropriate Programs and Environments: demonstrate an understanding of the elements of developmentally appropriate programs and environments for children from birth to six years of age;
- ✓ Refining Skills through Practical Experiences: apply and evaluate their knowledge of child development through practical experiences with children.
- ✓ Issues and Challenges: demonstrate an understanding of a variety of issues and challenges that early childhood educators encounter;
- ✓ Neglect and Abuse: demonstrate an understanding of factors that contribute to neglect and physical, sexual, and emotional abuse and of the roles of early childhood educators in dealing with these issues;
- ✓ Social and Cultural Variations: demonstrate an understanding of how a variety of social and cultural factors affect young children.

PLAGIARISM & ACADEMIC DISHONESTY

Students are encouraged to research and use other people's ideas to help prove their hypothesis and argument. However, it is a crime to take these ideas and use them as their own. Students who do the following will be considered to have completed an act of academic dishonesty and/or plagiarism.

- ✓ Directly copy another person's work and claim it as their own
- ✓ Use less than the recommended number of footnotes or references per page
- ✓ Use a thesaurus to simply change some of the key words in a sentence without referencing
- ✓ Paraphrase without properly referencing
- ✓ Reference a work but do not paraphrase sufficiently
- ✓ Do not include a bibliography



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EVALUATION

Assessment and evaluation in this course will be based on provincial curriculum expectations. Evaluation throughout the course and the final evaluation will incorporate four broad categories.

A final grade will be calculated: Term Work = 70%; Final Evaluation = 30%

Knowledge & Understanding	Thinking	Communication	Application	Final Summative Evaluation
10%	20%	30%	10%	30%
Knowledge of facts & terms Understanding of concepts & relationships between concepts	Critical & creative thinking Inquiry skills (generating ideas, formulating questions, planning, selecting strategies & resources)	Communication of ideas & information through writing, visual & oral presentations	Application of concepts, skills & procedures in familiar contexts Transfer of concepts, skills & procedures to new contexts	Class Work Culminating Activity 15% Early Years Centre Culminating Activity 15%

The exact weighting of these categories will vary depending on the subject, unit and type of evaluation. Students will also receive descriptive feedback as part of the assessments that will not form part of the student's final marks.

LEARNING SKILLS

The following learning skills will be taught and assessed throughout the course and rated on the report card:

- * **Responsibility**
- * **Collaboration**
- * **Organization**
- * **Initiative**
- * **Independent Work**
- * **Self Regulation**

These skills will not be included in the final numeric mark unless they are part of the provincial curriculum expectations for the course. However, it is important to remember that the development of these skills is critical to academic achievement and does have a direct bearing on the final mark

COURSE ENHANCEMENT FEE: Students will need to provide four 'C' batteries for the 'Baby Think It Over' project.

AUDIO-VISUAL CURRICULUM DELIVERY

- ✓ Any Social Science curriculum has multi-media instruction as part of the delivery process.
- ✓ Peel District School Board Policy requires parental permission for any media rated 14A-18A by the Ontario Film Board, regardless of the age of the student. It is illegal to show R rated material in the classroom, regardless of parental consent or the age of the student.
- ✓ By signing this course outline, parents acknowledge that material up to and including 18A may be shown in the classroom. If you have any specific concerns, contact the individual teacher.

ACKNOWLEDGEMENT

I acknowledge that I have read & understood the expectations described in this course outline:

Student name (printed): _____

Parent/guardian signature: _____