

*Catholic District School Board Writing Partnership*

# Course Profile

## **Living and Working with Children**

Grade 11  
College Preparation  
HPW3C

• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

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Course Profiles are professional development materials designed to help teachers implement the new Grade 11 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

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### **Acknowledgments**

Catholic District School Board Writing Teams – Living and Working with Children

#### Lead Board

Ottawa-Carlton Catholic District School Board

#### Project Leader

Sandy Dobec, Ottawa-Carlton Catholic District School Board

#### Writers

Sandy Dobec, Ottawa-Carlton Catholic District School Board

Christine Kirby, Ottawa-Carlton Catholic District School Board

#### Reviewers

John Robson, Ottawa-Carlton District School Board

John Podgowski, Ottawa-Carlton Catholic District School Board

Wendy Turner, Algonquin and Lakeshore Catholic District School Board

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## Course Overview

### Living and Working with Children, Grade 11, College Preparation, HPW3C

**Secondary Policy Document:** *The Ontario Curriculum, Grades 11 and 12, Social Sciences and Humanities*

## Course Description

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

## How This Course Supports the Ontario Catholic School Graduate Expectations

The Christian vision regarding the value of the human person and his/her journey is passed on through family and through community. The Christian understanding of the human person is rooted in Jesus Christ, the human person who fully lives the dignity of God. Therefore, every person has been created and loved by God and is deserving of respect. The ideal Catholic family is the Holy Family and the Catholic Church is the spiritual home of all Catholics. Students are encouraged to apply Catholic values and beliefs about family, community, and social justice to their daily activities. This course is designed to allow students to become discerning believers; effective communicators; reflective, creative, and holistic thinkers; self-directed, responsible, lifelong learners; collaborative contributors; caring family members; and responsible citizens who give witness to the Catholic social teaching. The profile concentrates on a select number of expectations that are appropriate and meaningful to the curriculum area and that reinforce the value of the child and the family. Students recognize and develop their personal and social responsibilities within their families, their schools, and their local and global communities in order to develop as witnesses to the Gospel values.

## Course Notes

This course profile demonstrates one logical and coherent way in which the expectations from the policy document can be organized into four units. The writers for the Public School Board and the writers for the Catholic School Board collaborated on the general organization and the clustering of the overall and specific expectations. Each strand has been developed as a separate unit except for the research and inquiry skills strand, which is integrated throughout the course.

The teacher should provide time for students to set personal goals at the beginning of the program and at the beginning of each unit. In this way, students gain ownership of the process of learning and enhance their commitment to their own education. Journal writing is an important component of the course. At the end of the course, students recall and reflect on their goals as a means of assessing their personal growth in the context of the course.

Assessment and evaluation should be fully explained at the beginning of the course. A sample tracking sheet is included in the appendix. Each unit builds to a culminating performance task structured so that students use the styles of learning that best suits them to demonstrate their proficiency.

Timelines should be adapted to best meet the needs of students.

The course is structured to help students develop analytical, problem solving and decision-making skills. Students learn how to work effectively with others, to develop group skills, to use effective communication skills, and to develop both independent research and learning skills.

Teachers must ensure that the classroom provides an environment that promotes respect, acceptance, integration, and a vision of the Catholic faith community. Teaching strategies and resources must be bias-free and address a range of learning styles. Opportunities should be provided that allow members of the local community into the classroom and for students to go into the community. As members of a Catholic community, it is important that students have opportunities to witness their faith in action. In promoting the Gospel value of community, teachers promote co-operative learning strategies and conflict-management skills within their class. Through co-operative and respectful group dynamics and discussions, students develop and practise the Gospel value of community. As a result, a greater sense of community is acquired and the individual is empowered to act and to respond to societal concerns.

Teachers must be cognizant of the fact that their students come from a variety of cultures, backgrounds, experiences, and faith traditions. The selection of texts and resources must be sensitive to the local community and should reflect students' diverse interests, abilities, and backgrounds. It should, thus, be representative of the multicultural framework that makes up the Canadian mosaic. Current events should be explored for contemporary significance and reference. The teacher must address issues as they arise and may access community resources for assistance.

It is essential to develop technical literacy; teachers must instruct students in the appropriate uses of technology and emphasize the critical, ethical, and safety issues associated with use of the Internet. Students develop and apply inquiry skills, research methods, and analysis techniques using both traditional and technological resources.

The course acts as a bridge, helping students to prepare for college and/or for related careers in the world of work. Students acquire the skills needed for the successful pursuit of future studies in child-care and related fields. Working with and observing experts in the field of childcare increase students' awareness of current development theories, issues, approaches, and opportunities.

In promoting safety, teachers must ensure that all classroom activities and out-of-school activities are safe for all students. Particular care must be taken to ensure that safety requirements and procedures are met and followed when students are involved in practical activities. The teacher provides clear behavioural expectations regarding student interaction within and beyond the classroom to ensure student safety.

### **Units: Titles and Times**

* Unit 1	Children in Society	29 hours
Unit 2	Growth and Development	27 hours
Unit 3	Socialization of Children	27 hours
Unit 4	Social Challenges	27 hours

\* This unit is fully developed in this Course Profile.

## Unit Overviews

### Unit 1: Children in Society

**Time:** 29 hours

#### Unit Description

Students analyse the historical roles of children in families and society and identify the various ways in which people interact with children throughout their lives. They demonstrate an understanding of the importance of planning for future parenthood and of the role parents' play in affecting how children form relationships within and outside the family. Students research and report on careers and work opportunities related to child-care. Students develop as self-directed, responsible learners who witness Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful, and compassionate society for children and for their families. The unit culminates in the production and presentation of a brochure.

#### Strand(s) & Learning Expectations

**Ontario Catholic School Graduate Expectations:** CGE1d, CGE2c, CGE4e, CGE4g, CGE6b, CGE6c, CGE7d, CGE7e, CGE7g.

**Strand(s):** Children in Society, Research and Inquiry Skills

**Overall Expectations:** CSV.01, CSV.02, CSV.03, CSV.04, ISV.01, ISV.02, ISV.05.

**Specific Expectations:** CS1.01, CS1.02, CS1.03, CS2.01, CS2.02, CS2.03, CS3.01, CS3.02, CS3.03, CS3.04, CS4.01, CS4.02, CS4.03, IS1.03, IS1.04.

#### Unit Overview Chart

Activity	Expectations	Assessment	Focus
1	CGE4e, 6c, 7g CSV.01, CS1.01, CS1.02, CS1.03	K/U; C; A	Historical expectations of family and society towards children Canadian historical: children's roles and expectations, history of child-care
2	CGE6c CSV.02, CSV.04, CS2.01, CS2.03, CS4.01	K/U; C; A	Student's personal interactions: now, ongoing, and future
3	CGE1d, 6c, 7d, 7e CSV.02, CSV.03, CSV.04, CS2.02, CS3.01, CS3.02, CS3.03, CS3.04, CS4.02, CS4.03	K/U; C; A	Parenthood: preparation, planning for, demands, qualities, training opportunities
4	CGE2c, 4g, 6c CSV.02, CSV.03, CSV.04, ISV.01, ISV.02, ISV.05, CS2.02, CS3.02, CS3.03, CS3.04, IS1.03, IS1.04, IS2.01, IS2.02	K/U; T/I; C; A	Career research and reporting of care-giving and child-related work opportunities Compare and contrast roles of parents and care-givers
5: Culminating Performance Task	CGE2c, 6c, 7e, 7g CSV.01, CSV.02, CSV.03, CSV.04, ISV.01, CS1.01, CS1.02, CS1.03, CS2.01, CS2.02, CS2.03, CS3.01, CS3.02, CS3.03, CS3.04, CS4.01, CS4.02, CS4.03, IS1.03, IS1.04	K/U; T/I; C; A	Brochure and presentation: Children in Society

K/U = Knowledge/Understanding    C = Communication    T/I = Thinking/Inquiry    A = Application

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## Unit 2: Growth and Development

**Time:** 27 hours

### Unit Description

Students demonstrate an understanding of the multifaceted nature of and the various influences on child development. They research and role-play various child-development theories and evaluate their relevance. Students identify and describe environments that offer positive conditions for child development. They apply Catholic social teachings and values to the child-development theories to promote social responsibility and accountability. Students visit a primary class or similar situation and report on its learning environment and application of child-development theory. They then create an activity that applies a child-development theory and, on a return visit, the children perform the activity. Students then evaluate and report on the experience.

### Strand(s) & Learning Expectations

**Ontario Catholic School Graduate Expectations:** CGE1d, CGE2c, CGE4e, CGE4g, CGE6b, CGE6c, CGE7d, CGE7e, CGE7g.

**Strand(s):** Growth and Development, Research and Inquiry Skills

**Overall Expectations:** GDV.01, GDV.02, GDV.03, ISV.01, ISV.02, ISV.03, ISV.04.

**Specific Expectations:** GD1.01, GD1.02, GD1.03, GD2.01, GD2.02, GD2.03, GD2.04, GD3.01, GD3.02, GD3.03, IS1.01, IS1.02, IS1.03, IS1.04, IS2.03, IS2.04, IS2.05, IS3.01, IS3.02, IS3.03.

### Unit Overview Chart

Activity	Expectations	Assessment	Focus
1	CGE1d, 4e, 6b, 7d, 7e GDV.01, GDV.03, GD1.01, GD1.02, GD1.03, GD3.01	K/U; T/I; C; A	Aspects of child development Solutions to detriments to healthy development Development from conception to three years of age
2	CGE6b, 6c, 7d, 7g GDV.02, ISV.01, ISV.02, ISV.03, ISV.04, GD2.01, GD2.02, GD2.03, GD2.04, IS1.01, IS1.02, IS1.03, IS1.04, IS2.03, IS2.04, IS2.05, IS3.01, IS3.02, IS3.03	K/U; T/I; C; A	Theories of child development: research, and role-play
3	CGE2c, 4g, 7g GDV.02, GDV.03, ISV.01, ISV.02, ISV.03, GD2.04, GD3.01, GD3.02, IS1.01, IS1.02, IS1.03, IS3.02, IS3.03	K/U; T/I; C; A	Positive environmental conditions Investigate a real situation and report on the learning conditions and the application of child-development theories
4: Culminating Performance Task	CGE1d, 2c, 4g, 7e, 7g GDV.01, GDV.02, GDV.03, GD3.03, ISV.03, ISV.05, GD1.01, GD1.02, GD1.03, GD2.01, GD2.02, GD2.03, GD2.04, GD3.01, GD3.02, GD3.03, IS3.01	K/U; T/I; C; A	Create, apply, report, and evaluate an activity that applies a child-development theory and that meets the needs of the children

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### Unit 3: Socialization of Children

**Time:** 27 hours

#### Unit Description

Students demonstrate an understanding of the communication skills and strategies necessary for effective communication with and concerning children. Students identify a variety of social and cultural differences in child behaviour and analyse and evaluate practices and techniques used to shape children's behaviour. Students explore global influences on children and families. They use electronic technologies to communicate with children and those who live and work with children in other countries to compare situations and lifestyles. They compare conflict-management strategies and evaluate their effectiveness in various circumstances. In the culminating performance task, students research and write a report on child-rearing discipline technique practised locally as well as globally. Students develop their personal and social responsibilities and their respect and understanding of the cultural heritage and pluralism of today's society.

#### Strand(s) & Learning Expectations

**Ontario Catholic School Graduate Expectations:** CGE1d, CGE2c, CGE4e, CGE4g, CGE6b, CGE6c, CGE7d, CGE7e, CGE7g.

**Strand(s):** Socialization of Children, Research and Development

**Overall Expectations:** SOV.01, SOV.02, SOV.03, SOV.04, ISV.01, ISV.03, ISV.05.

**Specific Expectations:** SO1.01, SO1.02, SO1.03, SO2.01, SO2.02, SO2.03, SO3.01, SO3.02, SO3.03, SO3.04, SO4.01, SO4.02, SO4.03, IS1.01, IS1.04, IS3.02.

#### Unit Overview Chart

Activity	Expectations	Assessment	Focus
1	CGE1d, 4e SOV.01, SO1.01, SO1.02, SO1.03	K/U; C; A	Communication skills and strategies and conflict-management strategies
2	CGE6c, 7g SOV.02, SOV.04, SO2.01, SO2.02, SO2.03, SO4.01, SO4.02, SO4.03	K/U; T/I; C; A	Social and cultural differences
3	CGE1d, 4g, 6b, 7d, 7e SOV.01, SOV.03, SO1.01, SO3.01, SO2.03, SO3.03, SO3.04	K/U; T/I; C; A	Child behaviour and child-care theories, techniques, strategies, and practices
4	CGE1d, 2c, 6b, 7e, 7g SOV.04, ISV.01, ISV.03, ISV.05, SO4.01, SO4.02, SO4.03, IS1.01, IS1.04, IS3.02	K/U; C; A	Global influences
5: Culminating Performance Task	CGE2c, 4g, 7e SOV.01, SOV.02, SOV.03, SOV.04, ISV.01, ISV.03, ISV.05, SO1.01, SO1.02, SO1.03, SO2.01, SO2.02, SO2.03, SO3.01, SO3.02, SO3.03, SO3.04, SO4.01, SO4.02, SO4.03, IS1.01, IS1.04, IS3.02	K/U; T/I; C; A	Research paper: child-rearing discipline techniques practised locally and globally

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## Unit 4: Social Challenges

**Time:** 27 hours

### Unit Description

Students explore and evaluate society's expectations of and support for parents, care-givers, and people who work with children. They demonstrate an understanding of issues and challenges that concern parents, care-givers, and others who interact with children in society. Students explore in depth the issues of child poverty and violence. The culminating performance task is the presentation of a case study that assesses society's expectations of parents, care-givers, and people who work with children. The presentation enables students to integrate Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful, and compassionate society for children.

### Strand(s) & Learning Expectations

**Ontario Catholic School Graduate Expectations:** CGE1d, CGE2c, CGE4e, CGE4g, CGE6b, CGE6c, CGE7d, CGE7e, CGE7g.

**Strand(s):** Social Challenges, Research and Inquiry Skills

**Overall Expectations:** SCV.01, SCV.02, SCV.03, ISV.01, ISV.02, ISV.03, ISV.04, ISV.05.

**Specific Expectations:** SC1.01, SC1.02, SC1.03, SC1.04, SC1.05, SC1.06, SC2.01, SC2.02, SC2.03, SC2.04, SC2.05, SC3.01, SC3.02, SC3.03, SC3.04, SC3.05, IS2.01, IS2.02, IS2.03, IS2.04, IS2.05, IS3.01, IS3.03.

### Unit Overview Chart

Activity	Expectations	Assessment	Focus
1	CGE1d, 4e, 6c SCV.01, SC1.01, SC1.03, SC1.04, SC1.05	K/U; T/I; C; A	Expectations of society and parents Special knowledge and skills acquired by working with children
2	CGE1d, 7g SCV.01, SC1.02, SC1.06	K/U; C; A	Current child-care options and social agencies' support roles
3	CGE7d SCV.02, SC2.01	K/U; A	Universal rights of children
4	CGE7e SCV.02, SC2.02	T/I; C; A	Media and the child
5	CGE4g SCV.02, SC2.03, SC2.04, SC2.05	K/U; A	Issues and challenges facing those dealing with children and strategies and resources for dealing with these challenges
6	CGE6b, 6c, 7e, 7g SCV.03, SC3.01, SC3.02, SC3.03, SC3.04, SC3.05	K/U; T/I; C; A	Violence: patterns, indicators, impact, and strategies

7: Culminating Performance Task	CGE2c, 7e SCV.01, SCV.02, SCV.03, ISV.01, ISV.02, ISV.03, ISV.04, ISV.05, SC1.01, SC1.02, SC1.03, SC1.04, SC1.05, SC1.06, SC2.01, SC2.02, SC2.03, SC2.04, SC2.05, SC3.01, SC3.02, SC3.03, SC3.04, SC3.05, IS2.01, IS2.02, IS2.03, IS2.04, IS2.05, IS3.01, IS3.02, IS3.03	K/U; T/I; C; A	Case study
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## Teaching/Learning Strategies

Together, the expectations, Achievement Chart categories, and levels of performance form the basis for the development of specific assessment/evaluation activities that clearly indicate the steps students need to be successful. These determine the teaching/learning strategies that are suggested for the individual units. Students are provided with multiple opportunities to experience and explore the concepts, to express their understandings in varied ways, and to develop their skills in application and communication. These strategies show formative attention to the specialized aspects of social science language in both written and oral forms. Examples of strategies that could be used include: brainstorming, case studies, class discussion, collaborative/cooperative learning, computer-assisted learning, conferencing/discussion, demonstrations, homework, independent study, interactions with children, interviews, issues-based analysis, mind mapping, note making, observations, presentations, problem-solving strategies and models, displays, role-playing, journals, writing, media-based activities, report writing, simulation games, research, and Socratic lessons. Accommodations to the teaching/learning strategies and assessment instruments should be made to accommodate the variety of learning styles.

Critical-thinking skills, such as formulating a thesis, identifying bias and viewpoint, debating, analysing, and problem solving, are a focus of many activities.

The importance of asking questions, reading, writing, and communicating effectively is emphasized. Focused inquiry, data analysis, note taking, and Internet searches are examples of the research skills that students develop.

Through community involvement activities, guest speakers and current events activities, students make connections to the local and global communities and develop an awareness of the cultural diversity and multiculturalism of Canada, as well as an awareness of the social challenges and issues presently facing children, parents, care-givers, and families. The profile provides students the opportunity to explore, analyse, and reflect on social issues and Catholic gospel values. The use of journals encourages students to reflect on their learning and their Catholic values, to monitor their progress, and to set goals.

Students demonstrate a synthesis of their learning (essential knowledge and skills) in the culminating performance task for each unit. Tasks are designed to develop skills and concepts across a range of student learning styles. These tasks are not overly prescriptive and allow for a range of responses (visual, media, oral, and writing) so that students can provide evidence using their strongest modes of learning.

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## Assessment & Evaluation of Student Achievement

Assessment and evaluation must be based on the curriculum expectations and the Achievement Chart levels. The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of the curriculum expectations, to provide students with descriptive feedback that guides their efforts towards improvement, and to help adapt curriculum and instructional approaches to students' needs.

Students must be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations, across all four categories of knowledge and skills. Some examples of strategies are paper and pencil tests, performance tasks, presentations, checklists, research projects, journals, portfolios, discussions, conferencing, critiques, role-play, interviews, displays, and simulation games. Examples of tools are checklists, marking schemes, rubrics, rating scales, anecdotal comments, and suggestions for improvement.

Methods of evaluating student achievement:

- *Diagnostic*: occurs at the beginning of a term, a unit of study, or whenever information about prior learning is useful.
- *Formative*: during learning, ongoing feedback to the teacher and student about quality of learning and the effectiveness of instruction.
- *Summative*: usually carried out at the end of a learning process; may include feedback and/or evaluation.

In order to ensure that assessment and evaluation are valid, reliable, and lead to the improvement of student learning, teachers must use assessment and evaluation strategies that:

- address both what students learn and how well they learn;
- are based both on the categories of knowledge and skills and on the achievement level descriptions;
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of students;
- are fair to all students;
- ensure that each student is given clear directions for improvement;
- promote students' ability to assess their own learning and to set specific goals;
- are communicated clearly to students and parents at the beginning of the course and at other appropriate points throughout the course.

The learning skills assessment and evaluation are distinct and do not influence the determination of the subject mark. They must be addressed, assessed, tracked, and evaluated separately (Appendix A – Learning Skills Tracking Sheet).

Seventy per cent of the grade is based on assessments 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 is based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

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## **Accommodations**

Teachers must be aware of and accommodate the unique learning styles and needs of individual students, of special needs students, and of special needs students who have IEPs. Teachers should become familiar with students' strengths, needs, social skills, and instructional strategies that have been effective in the past by reading students' IEPs and consulting with appropriate support staff for specific accommodations.

Accommodations must also be made for special circumstances (elite athletes, student exchanges, trips, extended absences, etc.).

### **For Students with Writing Difficulties**

- Give more time to complete written work (copying from the board, proof-reading).
- Have students produce work using a word-processing package on a computer.
- Allow students to read pertinent text into a recording device, such as an audio tape recorder.
- Give several short assignments rather than one long one.
- Use oral presentation.
- Let another student copy notes using NCR paper.
- Check notebook consistently.
- Provide overhead copies before the class begins.

### **For Students with Reading Difficulties**

- Highlight key points for students.
- Teach how to underline or highlight important points.
- Describe using diagrams, charts, and graphs. Reinforce verbally.
- Tape-record texts; provide adapted versions of texts.
- Have interesting and relevant books and articles available that are at the appropriate reading level.
- Teach how to use the text.
- Have a peer read text and then discuss it for comprehension.
- Have students respond to the first or second question only.

### **For Students with Organization, Concentration, and/or Attention Difficulties**

- Arrange appropriate physical placement in the classroom.
- Emphasize eye contact.
- Keep distractions to a minimum (noise, physical).
- Use visual aids.
- Keep oral directions clear, simple, and slow.
- State purpose of lesson at the beginning.
- Contract breaks during class time.
- Write assignments on the board. (Read assignments out to class while they are copying them from the board.)
- Encourage use of agenda organizer. Check regularly.
- Tell students what is important to study.
- Teach study skills
- Segment long assignments so student may complete work in small amounts.
- Use three-ring binders.
- Repeat important information.
- Read aloud board notes and transparencies.
- Have students highlight important ideas in notes.

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### **Alternate Assessment Techniques**

- Use oral tests.
- Give open-book tests and/or allow the use of notes.
- Give tests that elicit short answers. Also use multiple-choice, true/false, and matching tests.
- Tape tests. Student listens and/or responds on tape.
- Extend time on tests.
- Give tasks that allow for a variety of responses, visual, oral, etc.

### **ESL/ELD**

- Provide concrete and visual support to teach students how to paraphrase, organize, and present material.
- Simplify text or have available textbooks with material at a variety of reading levels/complexity.
- Use many non-verbal cues.
- Explain the meaning of body language and what is appropriate/acceptable.
- Incorporate jig-saw/cooperative learning strategies into the program.
- Have students work with partners from the same linguistic background who can act as interpreters, classroom partners, and peer tutors.
- Provide project checklist with timelines and essential resources.
- Send home a short description of project and keep parents informed/involved.
- Make sure that students can see and hear clearly.

### **Resources**

#### **Print**

Bartoletti, Susan Campbell. *Growing up in Coal Country*. USA. Houghton Mifflin, 1996.

ISBN 0395778476

*Being*. Cambridge University Press, 1999. ISBN 0521572894

Bible. *The Holy Bible-New Revised Standard Version*. Nashville: Thomas Nelson Publisher, 1989.

Brisbane, Holly E. *The Developing Child Understanding Children and Parenting*. Peoria, Illinois: Glencoe McGraw-Hill.

Dawic, Brinad and Michael Walsh. *Proclaiming Justice and Peace: Documents from John XXIII To John Paul II*. London, England: Collins, 1984.

Gourley, Catherine. *Good Girl Work: Factories Sweat Shop and How Women Changed Their Role in the American Workplace*. USA: Millbrook Press, 1990. ISBN 0761309510

Graves, Clayton and McClymont. *In Context Anthology One*. Nelson Canada, 1990.

Jarman, Frederick E. and Susan Howlett. *The Living family: A Canadian Perspective*. Toronto: John Wiley & Sons, 1991. ISBN 0-471-79618-2

Kalmar, Bobbie. *19th Century Girls and Women*. USA: Crabtree Pub., 1997. ISBN 0865054347

Lefrancois, Guy R. *Psychology for Teaching*, 9th ed. Belmont, Ca.: Wadsworth Publishing, 1997. ISBN 345-39858-0

Lynch, James. *Multicultural Education in a Global Society*. London, England: Falmer Press, 1989.

McCully, Emily Arnold. *The Bobbin Girl*. USA: Deal Books for Young readers. ISBN 0803718276

Panter-Brick, Catherine. *Abandoned Children*. USA: Cambridge University Press, 2000.

ISBN 052177558

*Parenting in a Culturally Diverse Society*. Ottawa: Parent Resource Centre.

*Parenting Young Children*. STEP, 1997.

Spoule, Wayne. *People In Perspective*. Scarborough, ON: Prentice Hall, 1994. ISBN 0-13-091075-9

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Steinfels, Margaret O'Brien. *Who's Minding the Children? The History and Politics of Day Care in America*. USA: Simon and Schuster, 1993. ISBN0671215973

Williams, Mary E. *Child Labor and Sweatshops (Opposing viewpoints series)*. USA: Greenhaven Press. ISBN 0737700025

### **Textbooks**

Baker, M. *Families Changing Trends in Canada*. Toronto: McGraw-Hill Ryerson Limited, 1996.

Baker, M. *Families in Canadian Society*. Toronto: McGraw-Hill Ryerson Limited, 1993.

Brisbane, Holly E. *The Developing Child Understanding Children and Parenting*, 8th ed. Peoria, Illinois: Glencoe McGraw-Hill, 2000.

Hildebrand, Verna. *Parenting Rewards and Responsibilities*, 6th ed. Peoria, Illinois: Glencoe McGraw-Hill, 2000.

### **Other**

Current newspapers and magazines

*Canadian Living*

*Chatelaine*

*Owl*

*Canadian Family*

*Parenting Today*

*Today's Parent*

*Transition*

### **Websites**

**Note:** The URLs for the websites have been verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

AGC United Learning – [www.agcunitedlearning.com](http://www.agcunitedlearning.com)

The Bible Gateway – [www.gospelcom.net/bible](http://www.gospelcom.net/bible)

Bridges – [www.bridges.com](http://www.bridges.com)

Bridges – [http://www.careercruising.com/home/f\\_trial.html](http://www.careercruising.com/home/f_trial.html)

Canadian Conference of Catholic Bishops – [www.cccb.ca](http://www.cccb.ca)

Canadian Living: Your Family Magazine – <http://www.cich.ca>

Canoe – <http://www.canoe.ca/Lifewise/home.htm>

Canoe – <http://www.canoe.ca/LifewiseFamily/home.htm>

Canoe – <http://www.canoe.ca/Ottawa Sun FAS/home.htm>

*Career Cruising* – [http://www.careercruising.com/home/f\\_trial.html](http://www.careercruising.com/home/f_trial.html)

Career Development Software – <http://www.careerware.com/>

Careers Past & Present – <http://www.macomb.k12.mi.us/wq/WebQ97/CAREER.HTM>

Catholic Canada – [www.catholiccanada.com](http://www.catholiccanada.com)

The Catholic Goldmine – [www.catholicgoldmine.com](http://www.catholicgoldmine.com)

*Charter of the Rights of the Family*, Holy See, 1983. – [www.Vatican.va](http://www.Vatican.va)  
follow links: English, Jubilee of the Family, related documents)

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Child & Family Canada – <http://www.cfc-efc.ca/child-care/directory.htm>  
Child Development Website – [www.idealists.com/children/cdw.htm/](http://www.idealists.com/children/cdw.htm/)  
Child Welfare League – <http://www.cwla.org/>  
*Children, Springtime of the Family and Society*, John Paul II, Rome, 2000. – [www.vatican.va](http://www.vatican.va)  
follow links English, Jubilee of Families, and Catechesis)  
Children’s Aid Society of Toronto – <http://www.casmt.on.ca>  
Choices into Action Webquest – <http://www.gecesb.on.ca/&g.cia.choices.htm>  
Director Netscape – <http://directory.netscape.com/society/issues/violence/family>  
*Educational Guidance in Human Love: Outlines for Sex Education*, Sacred Congregation for Catholic  
Education, Rome 1983. – [www.vatican.va](http://www.vatican.va).  
Employability Skills 2000+Profile – <http://www.conferenceboard.ca/default2.html>  
*Family Life Education for Secondary Students: A Message to the Catholic Education Community*,  
Ontario Conference of Catholic Bishops, 1996. – [www.ocflen.on.ca](http://www.ocflen.on.ca)  
FutureQuest – <http://www.pvpusd.k12.ca.us/teahweb.twidwell/FutureQuest.html>  
Global march against Child Labour – <http://www.globalmarch.org/main.htm/>  
A K-12 based program teaching courageous compassion and active citizenship.  
The History Place – <http://www.historyplace.com/index.htm/>  
Links for Thinking Christians – <http://leonard.acu.edu.au/~ajl404/chlinks.htm>  
National Children’s Coalition – <http://www.child.net/booklets.htm>  
Office of High Commission, United Nations, Human Right – [www.unhchr.ch/](http://www.unhchr.ch/)  
Ontario Conference of Catholic Bishops – [www.ocflen.on.ca](http://www.ocflen.on.ca)  
Parent-Child relationships – <http://www.hc-sc.gc.ca/hppb/familyviolence/pdfs/parelpar.pdf>  
Save the Children – <http://save-the-children.com/>  
Theological and Religious Studies Home Page/Christian Social Justice –  
[www.acusd.edu/theo/justice/themes.htm](http://www.acusd.edu/theo/justice/themes.htm)  
Theology Library in the Spirit of Vatican II – [www.mcgillpvt.k12.al.us/jerryd/cathmob.htm](http://www.mcgillpvt.k12.al.us/jerryd/cathmob.htm)  
Today’s Parent – [www.todayparent.com](http://www.todayparent.com)  
*The Truth and Meaning of Human Sexuality*, Pontifical Council of the Family, 1995. – [www.vatican.va](http://www.vatican.va)  
The United Nations Children’s Fund – <http://www.unicef.org/>  
United Nations Human Rights – <http://www.unhchr.ch>  
The Vanier Institute of the Family – [www.vifamily.ca](http://www.vifamily.ca)  
Vatican – [www.vatican.va](http://www.vatican.va) (Official Teachings of the Catholic Church, Jubilee of Families, Catechism,  
Charter of the Rights of the Family)  
When I Grow up – <http://whenigrowup1.homestead.com/title.html>  
Zoom In On Your Future – <http://www.esc2net/TIELevel2/projects/career>

## **Human**

School teacher-librarian

Chaplain

Community: parenting expert, day-care or child-care worker

Catholic Family Services representative

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## Video

- Adolescence*. Toronto: Marlin Motion Picture.
- The Agony and the Ecstasy: Multiple Choices*. Montreal: National Film Board.
- The Art Of Communication*. Toronto: Marlin Motion Pictures.
- Blended Families (Yours, Mine and Ours)*. Kit. Toronto: Marlin Motion Pictures.
- Brighter Baby*. Videocassette. Fox Lorber, 2000.
- By Way of the Family*. Ontario Conference of Catholic Bishops, 1994.
- Chandler's Mill*. Montreal: National Film Board.
- Child Management*. Toronto: Marlin Motion Pictures.
- Children of Canada Series*. Montreal: National Film Board.
- Choices: Multiple Choices*. Montreal: National Film Board.
- First Journey, Fort William*. Montreal: National Film Board.
- First Winter*. Montreal: National Film Board.
- How to Behave So Your Child Will, Too*. Brickman Marketing, 2000.
- The Listen To Us Series*. Montreal: National Film Board.
- Mindful Parenting*. Wellspring Media, Dec. 5, 2000.
- Multiple Choices*. Montreal: National Film Board.
- Playing for Keeps*. Montreal: National Film Board.
- Red Green's Guide to Parenting*. Acorn Media, 2000.
- Rendezvous Canada, 1606*. Montreal: National Film Board.
- Single Parenting: One-Parent Families*. Toronto: Marlin Motion Pictures, 1995.
- School Days, Partnerships Between School, Parent, and Child*. Toronto: Marlin Motion Pictures.
- So You Want to Be a Parent?* . Toronto: Marlin Motion Pictures, 1995.
- Someone To Talk To*. Montreal: National Film Board.
- Teen Dads*. Toronto: Marlin Motion Pictures, 1995.
- Teen Mothers: Time to Get Real*. Marlin Motion Pictures, 1995.
- Teen Parenting: Trouble with the Law*. Toronto: Marlin Motion Pictures.
- Teenage Mothers: Looking Back...Moving Ahead*. Toronto: Marlin Motion Pictures, 1994.
- Telling it All*. Montreal: National Film Board.
- Ten Things Every Child Needs*. Consumervision, 2000.
- 3r's for Special Education*. Edvantage Media Inc., 1995.
- Who's Who? Multiple Choices*. Montreal: National Film Board.
- The World Turned Upside Down*. Montreal: National Film Board.

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## **OSS Policy Considerations**

*The Ontario Curriculum, Grades 11 and 12, Social Sciences and Humanities, 2000.*

*The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment, 2000.*

*Ontario Secondary Schools, Grades 9 to 12, Program and Diploma Requirements, 1999.*

*Choices into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools, 1999.*

The Living and Working with Children course of study is part of the Social Sciences and Humanities curriculum policy document. It is designated as a college preparation program with a set of expectations that are suitable for students preparing to go to college. With reference to the requirements for the Ontario Secondary School Diploma, students can use the course as an additional compulsory credit or as one of the twelve optional credits. The practical aspect of the course provides students with the knowledge and skills needed for further education and for working with children, as well as living satisfying and productive lives as independent and responsible members of society.

This course allows students to broaden their knowledge of working and living with children, thus benefiting themselves, their families, and their community. Through a variety of learning activities students have many opportunities to further develop their research, critical-thinking, communication, interpersonal, and practical skills. In learning to critically analyse issues that deal with living and working with children, students are prepared to be active in society by promoting a just, equal, and compassionate environment for all peoples.

When the course is taught in an adult setting, more emphasis can be placed on students' personal experiences. The values of anti-discrimination and violence should be integrated into the course.

Career exploration is a component in this course and is aligned with *Choices Into Action: Guidance and Career Education Program Policy for Elementary and Secondary Schools, 1999*, Appendix A: Living and Working with Children.

## Appendix A

### Learning Skills (from the Guide to the Provincial Report Card)

Learning Skills	Date	Date	Date
<i>Works Independently</i>			
accepts responsibility for completing tasks			
follows instructions			
regularly completes assignments on time and with care			
demonstrates self-direction in learning			
independently selects, evaluates, and uses appropriate learning materials, resources, and activities			
demonstrates persistence in bringing tasks to completion			
uses time effectively			
uses prior knowledge and experience to solve problems and make decisions			
reflects on learning experiences			
<i>Teamwork</i>			
works willingly and cooperatively with others			
shares resources, materials, and equipment with others			
responds and is sensitive to the needs and welfare of others			
solves problems collaboratively			
accepts various roles, including leadership roles			
takes responsibility for his or her own share of the work to be done			
works to help achieve the goals of the group or the class			
helps to motivate others, encouraging them to participate			
contributes information and ideas to solve problems and make decisions			
questions the ideas of the group to seek clarification, test thinking, or reach agreement			
shows respect for the ideas and opinions of others in the group or class			
listens attentively, without interrupting in discussions, paraphrases points of view and asks questions to clarify meaning and promote understanding			
recognizes the contribution of group members by means of encouragement, support, or praise			
seeks consensus and negotiates agreement before making decisions			

## Appendix A (Continued)

Learning Skills	Date	Date	Date
<i>Organization</i>			
organizes work when faced with a number of tasks			
devises and follows a coherent plan to complete a task			
follows specific steps to reach goals or to make improvements			
revises steps and strategies when necessary to achieve a goal			
manages and uses time effectively and creatively			
demonstrates ability to organize and manage information			
follows an effective process for inquiry and research			
uses appropriate information technologies to organize information and tasks			
<i>Work Habits/Homework</i>			
completes homework on time and with care			
puts forth consistent effort			
follows directions			
shows attention to detail			
uses materials and equipment effectively			
begins work promptly and uses time effectively			
perseveres with complex projects that require sustained effort			
applies effective study practices			
<i>Initiative</i>			
seeks out new opportunities for learning			
responds to challenges and takes risks			
demonstrates interest and curiosity about concepts, objects, events, and resources			
seeks necessary and additional information in print, electronic, and media resources			
identifies problems to solve, conducts investigations, and generates questions for further inquiry			
requires little prompting to complete a task, displaying self-motivation and self-direction			
approaches new learning situations with confidence and a positive attitude			
develops original ideas and devises innovative procedures			
attempts a variety of learning activities			
seeks assistance when needed			
uses information technologies in creative ways to improve learning for self or others			



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## **Coded Expectations, Living and Working With Children, Grade 11, College Preparation, HPW3C**

### **Children in Society**

#### **Overall Expectations**

- CSV.01 · analyse the historical roles of children in families and society;
- CSV.02 · identify the various ways in which people interact with children throughout their lives;
- CSV.03 · demonstrate an understanding of the importance of planning for future parenthood;
- CSV.04 · demonstrate an understanding of the role parents play in affecting how children form relationships within and outside the family.

#### **Specific Expectations**

##### **Historical Roles of Children**

- CS1.01 – describe the historical roles of children in rural and urban Canada (e.g., as workers, as the father’s property, as supporters of aged parents);
- CS1.02 – identify the expectations families and society had for children in the past in terms of children’s contributions to the family and their status in society;
- CS1.03 – demonstrate an understanding of the history of child-care and of child-related work opportunities in our society.

##### **How People Interact With Children**

- CS2.01 – evaluate their current roles in relation to children (e.g., as sibling, aunt, uncle, parent, foster-family member, program volunteer, baby-sitter) and describe roles they might have in the future (e.g., parent, coach, health-care worker);
- CS2.02 – compare and contrast the roles of parents, care-givers, and people in occupations that involve working with children, and explain how children interact with people in those roles;
- CS2.03 – report on their ongoing interaction with children of all ages in classroom and community settings.

##### **Planning for Future Parenthood**

- CS3.01 – explain how being prepared for parenthood affects the lives of parents and children in the long term;
- CS3.02 – demonstrate an understanding of the planning involved in becoming a father, mother, or child-care worker (e.g., planning for physical, emotional, financial changes);
- CS3.03 – analyse the demands of the care-giver’s role (e.g., in terms of investment of time and energy) and the qualities care-givers bring to their interactions with children (e.g., patience and stamina, understanding);
- CS3.04 – identify and describe the training opportunities available for preparation for parenthood (e.g., prenatal classes, community-based parenting programs) and for occupations involving children (e.g., university and college programs, cooperative education placements).

##### **Relationships**

- CS4.01 – explain the importance of an individual’s personal experience as a child (e.g., development of trust, expectations of having needs met, having strong role models) as an influence on his or her later attitudes and behaviours towards children;

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**CS4.02** – analyse the various factors that contribute to healthy, lifelong parenting relationships and relationships with others (e.g., knowledge, commitment, caring, communication, empathy, flexibility);

**CS4.03** – demonstrate an understanding of how relationships between children and parents may change as both grow older (e.g., reversal of dependency/nurturing roles).

## **Growth and Development**

### **Overall Expectations**

**GDV.01** · demonstrate an understanding of the multifaceted nature of and the various influences on child development;

**GDV.02** · describe various child-development theories and evaluate their relevance;

**GDV.03** · identify and describe environments provided by families, care-givers, and others that offer positive conditions for child development.

### **Specific Expectations**

#### **The Nature of Child Development**

**GD1.01** – demonstrate an understanding of the many aspects of child development (e.g., social, ethical, emotional, intellectual, physical) and describe strategies used to enhance development in these areas, from conception to adolescence;

**GD1.02** – propose solutions to problems that are detrimental to the healthy development of children (e.g., smoking, drinking, or drug use during pregnancy; hunger or malnutrition; abuse; parental neglect; separation; poverty);

**GD1.03** – explain how development from conception through the first three years of life affects subsequent human development (e.g., health in later life, school performance, socialization, emotional maturity).

#### **Theories of Child Development**

**GD2.01** – summarize the major modern and contemporary theories of child development (e.g., Freud's, Erikson's, Piaget's, Goleman's, Gorlick's, Gilligan's);

**GD2.02** – compare traditional and feminist theories regarding developmental stages (e.g., Freud's and Gilligan's);

**GD2.03** – explain the significance for parents and care-givers of special-focus theories of infant and child development (e.g., those related to brain science, attachment, temperament, language acquisition, male/female development);

**GD2.04** – apply child-development theories to explain the behaviour of young children in everyday situations.

#### **Positive Environments for Development**

**GD3.01** – describe the conditions that promote growth and development in families, in care-giving situations, and in occupations involving interaction with children;

**GD3.02** – demonstrate an understanding of age-appropriate learning environments for preschoolers and primary-school pupils;

**GD3.03** – create activities or educational experiences that meet the physical, intellectual, social, and emotional needs of children at different stages of development.

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## **Socialization of Children**

### **Overall Expectations**

- SOV.01** · demonstrate the skills and strategies needed to communicate with and about children;
- SOV.02** · identify a variety of social and cultural differences in child behaviour;
- SOV.03** · analyse and evaluate a broad range of practices and techniques adopted by parents, care-givers, and others that shape the behaviour of children;
- SOV.04** · evaluate various global influences on children and families.

### **Specific Expectations**

#### **Communication Skills and Strategies**

- SO1.01** – demonstrate an understanding of the communication skills and strategies necessary for effective parenting, care-giving, and professional relationships (e.g., establishing eye contact, actively listening, using “I messages”, being attentive to body language);
- SO1.02** – compare positive conflict-management strategies (e.g., humour, apology, seeking third-party advice) and negative conflict-management strategies (e.g., sarcasm, threats, withdrawal of love) used by adults and by children;
- SO1.03** – evaluate the effectiveness of a variety of conflict-management models in various circumstances.

#### **Social and Cultural Differences in Child Behaviour**

- SO2.01** – demonstrate an understanding of the various family, community, and societal influences on children’s behaviour;
- SO2.02** – identify how expectations related to child behaviour vary across time and across cultures (e.g., those related to child labour, deference to elders);
- SO2.03** – analyse what constitutes child misbehaviour in family, care-giving, and occupational and/or community situations (e.g., acting out, sibling rivalry, refusing to share, tantrums).

#### **Shaping Children’s Behaviour**

- SO3.01** – demonstrate an understanding of various child-behaviour and child-care theories (e.g., Coloroso’s, Dreikers’s, Brazelton’s, Bowlby’s);
- SO3.02** – evaluate techniques and child-care practices promoted by experts in the field (e.g., time-outs, rewards for positive behaviour, ignoring bad behaviour, setting limits, establishing routines) to determine the benefits of each;
- SO3.03** – demonstrate an understanding of strategies for encouraging positive behaviour in children (e.g., open communication, problem-solving, conflict resolution, cooperation, taking responsibility);
- SO3.04** – report the results of an investigation (e.g., drawing on personal life histories, recorded observations, research studies, case studies, anecdotal evidence) of the effectiveness of child-rearing and discipline techniques available to families, care-givers, and professionals.

#### **Global Influences on Children and Families**

- SO4.01** – demonstrate an understanding of global variations in family form and of the diversity of family and societal beliefs concerning child-rearing practices around the world;
- SO4.02** – explain the influence of war, famine, overcrowding, poverty, child labour, and malnutrition on the lives of children;
- SO4.03** – use electronic technologies to connect with children and with those who live and work with children in other countries, and compare situations and lifestyles.

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## Social Challenges

### Overall Expectations

- SCV.01 · evaluate society's expectations of and support for parents, care-givers, and people who work with children;
- SCV.02 · demonstrate an understanding of issues and challenges that concern parents, care-givers, and others who interact with children in society;
- SCV.03 · demonstrate an understanding of causes and consequences of violence towards children, and assess its impact on families, care-givers, and those who work with children.

### Society's Expectations and Support

- SC1.01 – identify society's expectations of parents, care-givers, and those who work with children (e.g., providing positive role models, exercising discipline appropriately, being mature and responsible, behaving professionally);
- SC1.02 – describe the various child-care options that are currently available;
- SC1.03 – explain what parents expect of those who work with and care for their children (e.g., vigilance concerning their children's physical safety and emotional well-being; prompt communication of particular concerns about their children; the ability to exercise authority over their children appropriately);
- SC1.04 – demonstrate the special knowledge and skills acquired through working with children in a school or community setting;
- SC1.05 – summarize the laws and safety requirements that apply to parents and those who work with children;
- SC1.06 – identify the roles played by various social agencies that are in place to support parents, families, care-givers, and those involved with organizations that focus on children (e.g., Children's Aid, YMCA/YWCA, Big Brothers/Sisters).

### Issues and Challenges

- SC2.01 – demonstrate an understanding of the universal rights of children (e.g., the right to food, shelter, safety, a peaceable existence);
- SC2.02 – describe ways in which children become the targets of marketing, advertising, and the media (e.g., through licensing of products, back-to-school ad campaigns, Christmas toy launches);
- SC2.03 – demonstrate an understanding of the issues and challenges facing parents, care-givers, and those who work with children (e.g., balancing work and family; dealing with television violence, poverty, divorce, child custody, safety);
- SC2.04 – identify strategies for meeting the challenges facing those who live and work with children (e.g., on-site child care for working parents, family counselling, safety training for care-givers);
- SC2.05 – evaluate a variety of sources of information that offer advice to parents regarding the issues and challenges they face in caring for children (e.g., "how to" books, magazine articles, advice columns, Internet articles).

### Violence Towards Children

- SC3.01 – demonstrate an understanding of circumstances that lead to patterns of violence towards children (e.g., family history of violence, generational cycles of violence);
- SC3.02 – identify indicators of violence in families or in other settings involving children (e.g., physical signs such as bruising and laceration; emotional signs such as withdrawal, unexplained fears);
- SC3.03 – describe the roles of doctors, parents, school personnel, neighbours, staff in religious institutions, social agencies, and police in reporting and intervening in cases of child abuse and violence;

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- SC3.04** – assess the impact of violence towards children on families, care-givers, and those whose careers involve children (e.g., family breakdown, damaged reputations, legal repercussions);
- SC3.05** – outline strategies for anticipating and preventing violence towards children in situations involving family, care-givers, and professionals (e.g., education, communication, policy development).

## **Research and Inquiry Skills**

### **Overall Expectations**

- ISV.01** · use appropriate social science research methods in the investigation of issues related to the well-being of children in family and community settings;
- ISV.02** · organize and analyse data gathered through their research;
- ISV.03** · correctly use terminology associated with the well-being of children in family and community settings;
- ISV.04** · correctly use the guidelines provided in recognized style manuals in producing written reports and/or audio-visual presentations and in citing sources;
- ISV.05** · communicate the results of their inquiries effectively.

### **Specific Expectations**

#### **Using Research Methodology**

- IS1.01** – identify models of social science research methodology used to study children in family and community settings (e.g., surveys, interviews, clinical observation, participatory observation, action research);
- IS1.02** – use appropriate research sources to identify leading authorities on topics related to living and working with children (e.g., Dr. Fraser Mustard, T. Barry Brazelton);
- IS1.03** – correctly use terminology related to living and working with children (e.g., *enuresis*, *neglect*, *regression*, *manipulation*, *early identification*);
- IS1.04** – compile relevant information gathered from a variety of primary research sources (e.g., interviews, personal observations, statistics, original documents) and secondary research sources (e.g., journal articles, Internet articles, research reports).

#### **Organizing and Analysing Information**

- IS2.01** – pose research questions to frame their inquiries;
- IS2.02** – demonstrate an understanding of how to interpret charts, graphs, and statistical data;
- IS2.03** – organize information, using headings and subheadings and following accepted style guidelines (e.g., those of the American Psychological Association [APA]);
- IS2.04** – summarize and interpret information found in research materials on children’s behaviour, development, and well-being;
- IS2.05** – differentiate between research evidence and opinion.

#### **Communicating Results**

- IS3.01** – summarize and report on key ideas from their research, and document sources accurately and in accordance with accepted guidelines (e.g., APA);
- IS3.02** – demonstrate an understanding of group processes for locating resources and sharing findings;
- IS3.03** – effectively communicate the results of their inquiries, using a variety of methods and forms (e.g., graphs, charts, diagrams, oral presentations, written reports, newspaper-style articles, videos).

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## Ontario Catholic School Graduate Expectations

The graduate is expected to be:

**A Discerning Believer Formed in the Catholic Faith Community** who

- CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** -actively reflects on **God’s Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** -speaks the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)
- CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- CGE1g** -understands that one’s purpose or **call in life** comes from God and strives to discern and live out this call throughout life’s journey;
- CGE1h** -respects the **faith traditions**, world religions and the life-journeys of **all people of good will**;
- CGE1i** -integrates faith with life;
- CGE1j** -recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

**An Effective Communicator** who

- CGE2a** -listens actively and critically to understand and learn in light of gospel values;
- CGE2b** -reads, understands and uses written materials effectively;
- CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** -writes and speaks fluently one or both of Canada’s official languages;
- CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

**A Reflective and Creative Thinker** who

- CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

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**A Self-Directed, Responsible, Life Long Learner** who

- CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** -demonstrates flexibility and adaptability;
- CGE4c** -takes initiative and demonstrates Christian leadership;
- CGE4d** -responds to, manages and constructively influences change in a discerning manner;
- CGE4e** -sets appropriate goals and priorities in school, work and personal life;
- CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

**A Collaborative Contributor** who

- CGE5a** -works effectively as an interdependent team member;
- CGE5b** -thinks critically about the meaning and purpose of work;
- CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- CGE5e** -respects the rights, responsibilities and contributions of self and others;
- CGE5f** -exercises Christian leadership in the achievement of individual and group goals;
- CGE5g** -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
- CGE5h** -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

**A Caring Family Member** who

- CGE6a** -relates to family members in a loving, compassionate and respectful manner;
- CGE6b** -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- CGE6c** -values and honours the important role of the family in society;
- CGE6d** -values and nurtures opportunities for family prayer;
- CGE6e** -ministers to the family, school, parish, and wider community through service.

**A Responsible Citizen** who

- CGE7a** -acts morally and legally as a person formed in Catholic traditions;
- CGE7b** -accepts accountability for one's own actions;
- CGE7c** -seeks and grants forgiveness;
- CGE7d** -promotes the sacredness of life;
- CGE7e** -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** -respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** -respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- CGE7h** -exercises the rights and responsibilities of Canadian citizenship;
- CGE7i** -respects the environment and uses resources wisely;
- CGE7j** -contributes to the common good.

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## Unit 1: Children in Society

**Time:** 29 hours

### Unit Description

Students analyse the historical roles of children in families and society and identify the various ways in which people interact with children throughout their lives. Students demonstrate an understanding of the importance of planning for future parenthood and of the role parents play in affecting how children form relationships within and outside the family. They research and report on careers and work opportunities related to child-care. The student develops as a self-directed, responsible learner who witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful, and compassionate society for children and for their families. The unit culminates in the production and presentation of a brochure designed so that students demonstrate their achievement of the expectations.

### Strand(s) & Learning Expectations

**Ontario Catholic School Graduate Expectations:** CGE1d, CGE2c, CGE4e, CGE4g, GE6b, CGE6c, CGE7d, CGE7e, CGE.7g.

**Strand(s):** Children in Society, Research and Inquiry Skills

**Overall Expectations:** CSV.01, CSV.02, CSV.03, CSV.04, ISV.01, ISV.02, ISV.05.

**Specific Expectations:** CS1.01, CS1.02, CS1.03, CS2.01, CS2.02, CS2.03, CS3.01, CS3.02, CS3.03, CS3.04, CS4.01, CS4.02, CS4.03, IS1.03, IS1.04.

### Unit Overview Chart

Activity	Time	Expectations	Assessment	Tasks
1: Times Past	3 hours	CSV.01, CS1.01, CS1.02, CS1.03 CGE4e, CGE6c, CGE7g	K/U; T/I; C; A	Charts Discussion Mind map and Oral explanation Journal
2: I'm Thinking	4 hours	CSV.02, CSV.04, CS2.01, CS2.03, CS4.01 CGE.6c	K/U; T/I; C; A	Journal Diagram Explanation
3: Get Real!	5 hours	CSV.02, CSV.03, CSV.04, CS2.02, CS3.01, CS3.02, CS3.03, CS3.04, CS4.02, CS4.03 CGE1d, CGE6c, CGE7d, CGE7e	K/U; T/I; C; A	Interviews Manual Explanation Journals
4: So That's What You Do!	9 hours	CSV.02, CSV.03, CSV.04, ISV.01, ISV.02, ISV.05, CS2.02, CS3.02, CS3.03, CS3.04, IS1.03, IS1.04, IS2.01, IS2.02 CGE2c, CGE4g, CGE6c	K/U; T/I; C; A	Employability Checklist Career profile and Report chart Journals
5. Children in Society: Culminating Performance Task	8 hours	CSV.01, CSV.02, CSV.03, CSV.04, ISV.01, CS1.01, CS1.02, CS1.03, CS2.01, CS2.02, CS2.03, CS3.01, CS3.02, CS3.03, CS3.04, CS4.01, CS4.02, CS4.03, IS1.03, IS1.04 CGE2c, CGE6c, CGE7e, CGE7g	K/U; T/I; C; A	Brochure Presentation

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## Activity 1: Times Past

**Time:** 3 hours

### Description

The expectations, procedures, and assessment criteria are introduced. Students analyse and describe the historical roles and expectations of children in families and society. They identify their contributions to the family as well as their status in society. By the end of the activity, they demonstrate an understanding of the history of child-care and child-related work opportunities in our society. The teacher introduces the journals, vocabulary, and current events bulletin board.

### Strand(s) & Learning Expectations

#### Ontario Catholic School Graduate Expectations

CGE4e - sets appropriate goals and priorities in school, work and personal life;

CGE6c - values and honours the important role of the family in society;

CGE7g - respects and understands the history, cultural heritage and pluralism of today's contemporary society.

**Strand(s):** Children in Society

#### Overall Expectations

CSV.01 - analyse the historical roles of children in families and society.

#### Specific Expectations

CS1.01 - describe the historical roles of children in rural and urban Canada (e.g., as workers, as the father's property, as supporters of aged parents);

CS1.02 - identify the expectations families and society had for children in the past in terms of children's contributions to the family and their status in society;

CS1.03 - demonstrate an understanding of the history of child-care and of child-related work opportunities in our society.

### Prior Knowledge & Skills

Students have:

- skills in note-taking, mind-mapping, and organizing;
- familiarity with small-group cooperative learning procedures and individual accountability.

### Planning Notes

- Prepare bulletin board and student handout of unit descriptions, expectations, achievement chart, assessment criteria, and procedures.
- Run off a class set of the tracking sheet. (Overview Appendix)
- Prepare excerpts on familiar families. Include Biblical family stories and Canadian examples (e.g., The Prodigal Son, Luke 15: 11-32, *Anne of Green Gables*).
- Prepare and run off assignment sheets: chart, mind map and journal note (Appendix).
- Prepare bulletin board for current events on living and working with children and related vocabulary.
- Have a current event ready for posting.
- Prepare Socratic lesson on the history of child-care and of child-related work opportunities in our society.

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## Teaching/Learning Strategies

1. The teacher distributes and explains the handouts for course clarification and procedures.
2. The teacher states that the best way of understanding the course is to study a family, the ideal Catholic family being the Holy Family. Discuss the reasons for this and brainstorm characteristics of the family.
3. The class, then, brainstorms to define the meaning of family, different kinds of families (nuclear, single parent, reconstituted etc.), the roles of parents and children and the expectations that society has about families. Extend the discussion to include the role of the Catholic Church as their spiritual home and the need to apply their Catholic beliefs about family and community to their daily activities and to the global community.
4. The teacher reviews small group cooperative learning procedures and the need for individual accountability.
5. The teacher forms the class into groups of three. Each group is given an excerpt on a familiar family, Biblical family stories, i.e., The Prodigal Son, Luke 15: 11-32, and Canadian examples, i.e., *Anne of Green Gables*, and is asked to describe the role of the children, their parents and the expectations society has about children by filling in the following chart. Each group member is responsible for completing and reporting on one of the stories.

Role of Children	Role of Parents	Society's Expectations

6. The groups report their findings and the teacher summarizes and emphasizes the key points.
7. Use Socratic lesson or show a video on the historical roles of children and on the history of child-care and of child-related work opportunities in our society.
8. Students make notes and, then, in pairs, summarize by creating mind maps.
9. Students display their mind maps and orally explain them.
10. The teacher introduces the current events bulletin board that will be used to present students with current family issues and to help them interpret these in light of the gospel teachings. The teacher posts a recent article about a family, family issue or a child-related issue in a developing country and gives a brief overview of the content and how it relates to the course. Students discuss the article and are encouraged to bring in future articles for the board and also for their journals.
11. The teacher also explains the need to understand the specialized vocabulary of family studies and posts a vocabulary chart that will be added to throughout the course.

Word	Definition	Example

12. The teacher distributes and explains the journal note (Appendix). Students begin their journals by reflecting upon their prior knowledge, experiences and attitudes towards family studies and school, and by identifying areas of need, areas of strength and by setting targets for self-improvement and growth. They also write a reflection about the activity.

## Assessment & Evaluation of Student Achievement

Task	Strategy	Tool	Purpose	Assessment
To demonstrate small group cooperative learning procedures and individual accountability	Chart: completion and report	Observation Checklist	Formative	Communication
To examine the roles of children, their parents, and society's expectations	Chart: completion and report	Checklist	Formative	Thinking/Inquiry Communication
To summarize notes visually and orally explain	Mind Maps and Explanations	Observation Checklist	Summative	Knowledge/ Understanding Thinking/Inquiry Communication Application
To reflect upon learning and to set goals	Journals	Anecdotal Conference	Formative	Knowledge/ Understanding Thinking/Inquiry Communication

### Accommodations

- Arrange appropriate physical placement in the classroom for students with organization, concentration and/or attention difficulties.
- Do not ask students with oral language difficulties to respond to questions without forewarning.
- Make sure that ESL/ELD students can see and hear clearly.
- Use small group cooperative learning techniques to ensure supportive interaction among students.
- The current events and vocabulary chart bulletin board and journals provide opportunities for enrichment. Students could preview a video and prepare questions for other students to answer to provide enrichment opportunities.

### Resources

#### Print

Bartoletti, Susan Campbell. *Growing Up in Coal Country*. USA: Houghton Mifflin, 1996. ISBN 0395778476

Bible. *The Holy Bible-New Revised Standard Version*. Nashville: Thomas Nelson Publisher, 1989.

Gourley, Catherine. *Good Girl Work: Factories Sweat Shop and How Women Changed Their Role in the American Workplace*. USA: Millbrook Press, 1990. ISBN 0761309510.

Jarman Frederick E. and Howlett, Susan. *The Living Family A Canadian Perspective*. Toronto: John Wiley & Sons, 1991. ISBN 0-471-79618-2

Spoule, Wayne. *People In Perspective*. Scarborough, ON: Prentice Hall, 1994. ISBN 0-13-091075-9

#### Textbooks

Baker, M. *Families Changing Trends in Canada*. Toronto: McGraw-Hill Ryerson Limited, 1996.

Baker, M. *Families in Canadian Society*. Toronto: McGraw-Hill Ryerson Limited, 1993.

Brisbane, Holly E. *The Developing Child Understanding Children and Parenting*, 8th ed. Peoria, Illinois: Glencoe McGraw-Hill, 2000.

Hildebrand, Verna. *Parenting Rewards and Responsibilities*, 6th ed. Peoria, Illinois: Glencoe McGraw-Hill, 2000.

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## Video

*Chandler's Mill*. Videocassette. Montreal: National Film Board.

*Children of Canada Series*. Videocassette. Montreal: National Film Board.

*First Journey, Fort William*. Videocassette. Montreal: National Film Board.

*First Winter*. Videocassette. Montreal: National Film Board.

*Playing for Keeps*. Videocassette. Montreal: National Film Board.

*So You Want to Be a Parent?* Videocassette. Toronto: Marlin Motion Pictures, 1995.

*The World Turned Upside Down*. Videocassette. Montreal: National Film Board.

## Websites

Canadian Conference of Catholic Bishops – [www.cccb.ca](http://www.cccb.ca)

Canadian Living: Your Family Magazine – <http://www.cich.ca>

The History Place – <http://www.historyplace.com/index.htm/>

Ottawa Sun – [http://www.canoe.ca/Ottawa Sun FAS/home.htm](http://www.canoe.ca/Ottawa_Sun_FAS/home.htm)

United Nations Children's Fund – [www.unicef.org/](http://www.unicef.org/)

## Other

Current newspapers	<i>Canadian Living</i>	<i>Chatelaine</i>	<i>Owl Canadian Family</i>
<i>Parenting Today</i>	<i>Today's Parent</i>	<i>Transition</i>	

## Appendix: The Journal

Your journal is meant to be the focus for all your activities, for teacher-student conferencing, for resource gathering, for goal setting, and for reflection.

You collect, select, reflect, and inspect materials and synthesize what you have learned and how you can apply that learning to a variety of tasks.

It will contain materials required by the teacher and optional materials that you decide to include as evidence of a particular strength, talent and interest, or as an area for improvement.

Entries should include reflections that explain why they were selected and what they illustrate. You will also reflect on your Catholic values and beliefs about family and community.

Time will be scheduled on a regular basis to work on your journals and to conference with your teacher.

Through conferencing, the journal informs you about the aspects of the course that you are doing well in and about those that require work. You will be notified in advance when it is your turn to meet with the teacher.

Your journal becomes part of your learning and assessment process, and a systematic and purposeful collection of your work that displays effort, growth, improvement, process, and achievement.

## Sample Reflections

This entry demonstrates that I am:

___ organizing materials	___ analysing ideas	___ using communication skills	___ using decision making skills
___ gaining knowledge	___ setting goals	___ learning about my opportunities	

I chose this because...

It demonstrates what I have checked by...

The other important things about me that it shows are...

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## Activity 2: I'm Thinking

**Time:** 4 hours

### Description

Students evaluate their current roles in relation to children and describe roles they might have in the future, report on their ongoing interaction with children of all ages in classroom and community settings and explain the importance of an individual's personal experience as a child as an influence on his or her later attitudes and behaviours towards children. They examine and reflect on their personal Catholic beliefs and values and on their abilities and aspirations that have an influence on their life's choices and opportunities. Based on this reflection and on their past and present experiences, they predict what their future roles might be.

### Strand(s) & Learning Expectations

#### Ontario Catholic School Graduate Expectations

CGE6c - values and honours the important role of the family in society.

**Strand(s):** Children in Society

#### Overall Expectations

CSV.02 - identify the various ways in which people interact with children throughout their lives;

CSV.04 - demonstrate an understanding of the role parents play in affecting how children form relationships within and outside the family.

#### Specific Expectations

CS2.01 - evaluate their current roles in relation to children (e.g., as sibling, aunt, uncle, parent foster-family member, program volunteer, baby-sitter) and describe roles they might have in the future (e.g., parent, coach, health-care worker);

CS2.03 - report on their ongoing interaction with children of all ages in classroom and community setting;

CS4.01 - explain the importance of an individual's personal experience as a child (e.g., development of trust, expectations of having needs met, having strong role models) as an influence on his or her later attitudes and behaviours towards children.

### Prior Knowledge & Skills

Students have:

- skills in note-taking, predicting, organizing, listening, and presenting.

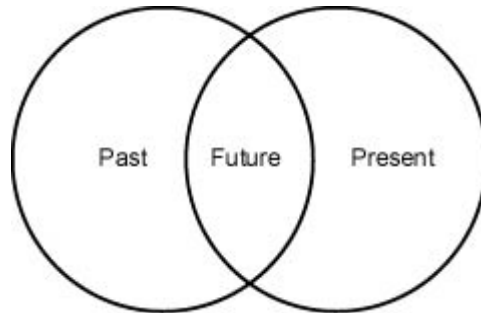
### Planning Notes

- Choose a short Biblical or Canadian biographical account that addresses these expectations to read or to view.
- Plan class time for journal writing.
- Continue to add to the vocabulary chart and to the current events bulletin board.

### Teaching/Leaning Strategies

1. Discuss how past events influence our present and future. Have the class share experiences.
2. Read or view a short Biblical or Canadian biographical account that illustrates how an individual's personal experience as a child influences his or her later attitudes and behaviours towards children. Discuss.

3. The teacher explains the journal activity. Students complete: a reflection about their past personal experiences that strongly influenced their attitudes and behaviours towards children, an evaluation of their current roles in relation to children and a description of roles they might have in the future, and a theological reflection to illustrate their spiritual understanding of family as it reflects to them individually, to their families and to their communities. (The reflections will be shared; therefore, they should not write about personal private situations that they do not want to share with others.)
4. Establish the timeline with the class for conferencing and for completion dates.
5. Students complete their first entry. Have volunteers read their entries to ensure that all students understand the procedures. Discuss.
6. The teacher explains that their interaction of past and present events should influence their predictions about the future. Students create a diagram to show the importance of the past and present on their predications about their future roles. The diagrams are posted and orally explained.  
Sample Diagram



7. Students write a reflection that explains their predictions.

### Assessment & Evaluation of Student Achievement

Task	Strategy	Tool	Purpose	Assessment
To reflect and to write a personal history	Journal	Anecdotal Conference	Formative	Thinking/Inquiry Communication
To summarize visually and to explain orally	Diagram and Explanation	Observation Checklist	Summative	Knowledge/Understanding Thinking/Inquiry Communication Application

### Accommodations

- Adapt assignments to meet the learning styles of the students. Change written to visual, oral, etc.
- Have students with writing difficulties produce work using a word-processing package on a computer. Have students with oral language difficulties respond to the first or second question only.
- Use visual aids for students with organization, concentration and/or attention difficulties.
- Teach students with reading difficulties how to underline important points.
- Have ESL/ELD students work with partners from the same linguistic background who can act as interpreters, classroom partners and peer tutors.
- Have students choose a poem illustrating the importance of children's personal experiences and write a summary to post on the bulletin board as a means of providing opportunities for enrichment.

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## Resources

### Print

Bible. *The Holy Bible-New Revised Standard Version*. Nashville: Thomas Nelson Publisher, 1989.  
Graves, Clayton and McClymont. *In Context Anthology One*. Nelson Canada, 1990. (Anne of Green Gables (excerpt), L.M. Montgomery, and “What Do I Remember of the Evacuation?” Joy Kogawa)

### Video

*Someone To Talk To*. Videocassette. Montreal: National Film Board.  
*Telling it All*. Videocassette. Montreal: National Film Board.  
*Ten Things Every Child Needs*. USA: Consumervision Inc, 2000.

### Websites

AGC United Learning – [www.agcunitedlearning.com](http://www.agcunitedlearning.com)  
Catholic Canada – [www.catholiccanada.com](http://www.catholiccanada.com)  
The Vanier Institute of the Family – [www.vifamily.ca](http://www.vifamily.ca)  
Vatican – [www.vatican.va](http://www.vatican.va) (Official Teachings of the Catholic Church, Jubilee of Families, Catechism, Charter of the Rights of the Family)

## Activity 3: Get Real

**Time:** 5 hours

### Description

Students demonstrate an understanding of how being prepared for parenthood affects the lives of parents and children and of the planning involved in becoming a parent. They analyse the demands of the parent’s role and the qualities parents bring to their interactions with children. Students identify and describe the training opportunities available in preparation for parenthood, analyse the various factors that contribute to healthy, lifelong parenting relationships and relationships with others, and demonstrate an understanding of how relationships between children and parents may change as both grow. Students create a parenting manual to demonstrate the expectations in the activity.

### Strand(s) & Learning Expectations

#### Ontario Catholic School Graduate Expectations

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;  
CGE6c - values and honours the important role of the family in society;  
CGE7d - promotes the sacredness of life;  
CGE7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

**Strand(s):** Children in Society

#### Overall Expectations

CSV.02 - identify the various ways in which people interact with children throughout their lives;  
CSV.03 - demonstrate an understanding of the importance of planning for future parenthood;  
CSV.04 - demonstrate an understanding of the role parents play in affecting how children form relationships within and outside the family.

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### **Specific Expectations**

CS2.02 - compare and contrast the roles of parents, care-givers, and people in occupations that involve working with children, and explain how children interact with people in those roles;

CS3.01 - explain how being prepared for parenthood affects the lives of parents and children in the long term;

CS3.02 - demonstrate an understanding of the planning involved in becoming a father, mother, or child-care worker (e.g., planning for physical, emotional, financial changes);

CS3.03 - analyse the demands of the care-giver's role (e.g., in terms of investment of time and energy) and the qualities care-givers bring to their interactions with children (e.g., patience and stamina, understanding);

CS3.04 - identify and describe the training opportunities available for preparation for parenthood (e.g. prenatal classes, community-based parenting programs) and for occupations involving children (e.g., university and college programs, cooperative education placements);

CS4.02 - analyse the various factors that contribute to healthy, lifelong parenting relationships and relationships with others (e.g., knowledge, commitment, caring, communication, empathy, flexibility);

CS4.03 - demonstrate an understanding of how relationships between children and parents may change as both grow older (e.g., reversal of dependency/nurturing roles).

### **Prior Knowledge & Skills**

Students have:

- skills in note-taking, organizing, reading comprehension, and recognition of bias, questioning techniques, communication procedures, and presentations;
- familiarity with small-group cooperative learning procedures and individual accountability;
- computer word-processing and publishing skills.

### **Planning Notes**

- Arrange for an guest speaker who is an expert in parenting to visit the class. Ensure that the guest speaker presents the Catholic viewpoint on parenting.
- Prepare a Socratic lesson on the material.
- Provide samples of manuals.
- Book computer time so that students may use a publishing program to produce their manual.
- Prepare clippings about parenting for the current event bulletin board.
- Continue to add words to the vocabulary chart.

### **Teaching/Learning Strategies**

1. Use Socratic lessons to explain how being prepared for parenthood affects the lives of parents and children in the long term, to demonstrate an understanding of the planning involved in becoming a parent, to analyse the demands of the parent's role and the qualities parents bring to their interactions with children, to identify and describe the training opportunities available in preparation for parenthood, to analyse the various factors that contribute to healthy, lifelong parenting relationships and relationships with others, and to demonstrate an understanding of how relationships between children and parents may change as both grow. Students make notes. Discuss.
2. Prepare questions based on the expectations with the students to ask a guest speaker who is an expert on parenting.
3. Interview the guest speaker and make notes.
4. Prepare questions based on the expectations with the students to ask a parent.
5. Interview a parent and make notes.
6. In groups, students use their notes to prepare a manual of steps to follow to become effective parents.

7. Groups present their manuals. (Manuals may be sent to the people interviewed to show appreciation of their time and expertise.)
8. Students make journal reflections on the need to value and honour the important role of the family in society.
9. Students prepare and conduct a prayer service to value and honour the important role of the family in society.

### Assessment & Evaluation of Student Achievement

Task	Strategy	Tool	Purpose	Assessment
To interview an expert in parenting and to interview a parent	Interviews	Observation Checklist	Formative	Thinking/Inquiry Communication
To organize and to explain information	Manuals and Explanations	Rubric	Summative	Knowledge/Understanding Thinking/Inquiry Communication Application
To reflect upon learning	Journals	Anecdotal Conference	Formative	Thinking/Inquiry Communication

### Accommodations

- Use visual graphics for ESL students and do assessment orally.
- Assign specific questions in advance to students who have difficulty expressing themselves orally so that they may practise.
- Provide copies of the teacher's notes before the class begins for students with writing difficulties.
- Highlight key points for students for students with reading difficulties.
- Provide project checklist with timelines and essential resources for ESL/ELD students.
- Introducing and thanking the speaker provide opportunities for enrichment.

### Resources

#### Print

Dawic, Briand and Walsh, Michael. *Proclaiming Justice and Peace: Documents from John XXIII to John Paul II*. London, England: Collins, 1984.

Lynch, James. *Multicultural Education in a Global Society*. London, England: Falmer Press, 1989.

*Parenting in a Culturally Diverse Society*. Ottawa: Parent Resource Centre.

*Parenting Young Children*. STEP, 1997.

#### Textbooks

Baker, M. *Families Changing Trends in Canada*. Toronto: McGraw-Hill Ryerson Limited, 1996.

Baker, M. *Families in Canadian Society*. Toronto: McGraw-Hill Ryerson Limited, 1993.

Brisbane, Holly E. *The Developing Child Understanding Children and Parenting*, 8th ed. Peoria, Illinois: Glencoe McGraw-Hill, 2000.

Hildebrand, Verna. *Parenting Rewards and Responsibilities*, 6th ed. Peoria, Illinois: Glencoe McGraw-Hill, 2000.

#### Websites

The Bible Gateway – [www.gospelcom.net/bible](http://www.gospelcom.net/bible)

Canadian Conference of Catholic Bishops – [www.cccb.ca](http://www.cccb.ca)

Canadian Living: Your Family Magazine – <http://www.cich.ca>

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Catholic Canada – [www.catholiccanada.com](http://www.catholiccanada.com)  
The Catholic Goldmine – [www.catholicgoldmine.com](http://www.catholicgoldmine.com)  
Child & Family Canada – <http://www.cfc-efc.ca/child-care/directory.htm>  
Child Development Website – [www.idealists.com/children/cdw.htm/](http://www.idealists.com/children/cdw.htm/)  
Child Welfare League – <http://www.cwla.org/>  
*Educational Guidance in Human Love: Outlines for Sex Education*, Sacred Congregation for Catholic Education, Rome 1983. – [www.vatican.va](http://www.vatican.va).  
*Family Life Education for Secondary Students: A Message to the Catholic Education Community*, Ontario Conference of Catholic Bishops, 1996. – [www.ocflen.on.ca](http://www.ocflen.on.ca)  
The History Place – <http://www.historyplace.com/index.htm/>  
Links for Thinking Christians – <http://leonard.acu.edu.au/~ajl404/chlinks.htm>  
Parent-Child relationships – <http://www.hc-sc.gc.ca/hppb/familyviolence/pdfs/parepar.pdf>  
Theological and Religious Studies Home Page/Christian Social Justice – [www.acusd.edu/theo/justice/themes.html](http://www.acusd.edu/theo/justice/themes.html)  
Theology Library in the Spirit of Vatican II – [www.mcgillpvt.k12.al.us/jerryd/cathmob.htm](http://www.mcgillpvt.k12.al.us/jerryd/cathmob.htm)  
Today's Parent – [www.todaysparent.com](http://www.todaysparent.com)  
*The Truth and Meaning of Human Sexuality*, Pontifical Council of the Family, 1995. – [www.vatican.va](http://www.vatican.va)  
The United Nations Children's Fund – <http://www.unicef.org/>  
United Nations Human Rights – <http://www.unhchr.ch>  
The Vanier Institute of the Family – [www.vifamily.ca](http://www.vifamily.ca)  
Vatican - [www.vatican.va](http://www.vatican.va) (Official Teachings of the Catholic Church, Jubilee of Families, Catechism, Charter of the Rights of the Family)

### **Video**

*The Agony and the Ecstasy: Multiple Choices*. Videocassette. Montreal: National Film Board.  
*By Way of the Family*. Videocassette. Ontario Conference of Catholic Bishops, 1994.  
*Choices: Multiple Choices*. Videocassette. Montreal: National Film Board.  
*Mindful Parenting*. Videocassette. Wellspring Media, Dec. 5, 2000.  
*Playing for Keeps*. Videocassette. Montreal: National Film Board.  
*Red Green's Guide to Parenting*. Videocassette. Acorn Media, 2000.  
*Single Parenting: One-Parent Families*. Videocassette. Toronto: Marlin Motion Pictures, 1995.  
*So You Want to Be a Parent?* . Videocassette. Toronto: Marlin Motion Pictures, 1995.  
*Teen Dads*. Videocassette. Toronto: Marlin Motion Pictures, 1995.  
*Teen Mothers: Time to Get Real*. Videocassette. Marlin Motion Pictures. 1995.  
*Teenage Mothers: Looking Back...Moving Ahead*. Videocassette. Toronto: Marlin Motion Pictures, 1994.  
*Think Ahead. Is There A Baby In Your Future?* March of Dimes.  
*Who's Who? Multiple Choices*. Videocassette. Montreal: National Film Board.

### **Human**

Community: parenting expert  
Parents

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## Activity 4: So That's What You Do!

**Time:** 9 hours

### Description

Students explore and report on careers that involve working with children to identify and describe the training opportunities available, to analyse the demands and qualities that care-givers bring to their interactions with children and to explain how children interact with people in those roles. They reflect on how care-givers relate to children in a loving, compassionate and respectful manner, how they value and honour the important role of the family in society and how they witness Catholic social teaching. Students complete a self-assessment checklist of critical workplace skills as a means of setting career goals for the future.

### Strand(s) & Learning Expectations

#### Ontario Catholic School Graduate Expectations

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;

CGE4g - examine and reflect on one's personal values, abilities and aspirations influencing life's choices and opportunities;

CGE6c - values and honours the important role of the family in society.

**Strand(s):** Children in Society and Research and Inquiry Skills

#### Overall Expectations

CSV.02 - identify the various ways in which people interact with children throughout their lives;

CSV.03 - demonstrate an understanding of the importance of planning for future parenthood;

CSV.04 - demonstrate an understanding of the role parents play in affecting how children form relationships within and outside the family;

ISV.01 - use appropriate social science research methods in the investigation of issues related to the well-being of children in family and community setting;

ISV.02 - organize and analyse data gathered through their research;

ISV.05 - communicate the results of their inquiries effectively.

#### Specific Expectations

CS2.02 - compare and contrast the roles of parents, caregivers, and people in occupations that involve working with children, and explain how children interact with people in those roles;

CS3.02 - demonstrate an understanding of the planning involved in becoming a father, mother, or child-care worker (e.g., planning for physical, emotional, financial changes);

CS3.03 - analyse the demands of the caregiver's role (e.g., in terms of investment of time and energy) and the qualities caregivers bring to their interactions with children (e.g., patience and stamina, understanding);

CS3.04 - identify and describe the training opportunities available for preparation for parenthood (e.g. prenatal classes, community-based parenting programs) and for occupations involving children (e.g., university and college programs, cooperative education placements);

IS1.03 - correctly use terminology related to living and working with children (e.g., enuresis, neglect, regression, manipulation, early identification);

IS1.04 - compile relevant information gathered from a variety of primary research sources (e.g., interviews, personal observations, statistics, original documents) and secondary research sources (e.g., journal articles, Internet articles, research reports);

IS2.01 - pose research questions to frame their inquiries;

IS2.02 - demonstrate an understanding of how to interpret charts, graphs, and statistical data.

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## Prior Knowledge & Skills

Students have:

- skills in note-taking, organizing, time management, and interviewing;
- familiarity with small-group cooperative learning procedures and individual accountability;
- skills in using the Internet;
- basic social science research skills in order to access and to collect data and information, to interpret, to apply, and to report the findings;
- word-processing skills and computer publishing skills.

## Planning Notes

- Arrange for students to visit a nursery school, a kindergarten, primary classroom, etc. It may be necessary to arrange for small group visits.
- Prepare a Socratic lesson on the roles of care-givers, and people in occupations that involve working with children, and that explains how children interact with people in those roles.
- Run off a class set of the *Employability Skills 2000+ Profile*.
- Arrange for computer lab and Library/Resource Centre research time.
- Gather information on specific careers involving children.
- Check school policy regarding the use of the Internet.
- Plan time for journal reflection.
- Add to the bulletin board and vocabulary chart to highlight careers relating to children.

## Teaching/Learning Strategies

1. Use a Socratic lesson on the roles of care-givers, and people in occupations that involve working with children, and that explains how children interact with people in those roles.
2. Students visit a day care to observe and record the demands of the care-giver's role, the qualities that care-givers need and to describe how children interact with care-givers. With the students, prepare a checklist based on the expectations of what they are to observe.
3. They share their observations and discuss.
4. Students compare and contrast the roles of parents, care-givers, and people in occupations that involve working with children, and that explains how children interact with people in those roles.
5. Students follow-up through a reflective analysis in their journals on how care-givers and parents relate to children in a loving, compassionate and respectful manner, how they value and honour the important role of the family in society and how they witness Catholic social teaching.
6. Students, in pairs, explore careers that involve working with children. Research skills and procedures are reviewed. The teacher reviews school policy on Internet usage with an emphasis on safety. The teacher guides students to critically examine information. They research and prepare a career profile: description, skills, personal qualities, demands, interests, education requirements, training opportunities, job availability, salary and salary implications, hours, future opportunities, and other pertinent employment aspects. Students also write a reflection on how their career choice illustrates Catholic social teaching. Profiles are posted throughout the classroom and are orally explained.
7. Students use the *Employability Skills 2000+ Profile* to complete a self-assessment checklist of the critical skills needed to participate and to progress in the workplace.
8. Students write a reflection based on the checklist that summarizes the results and sets goals for improving these skills for their personal career choices.

## Assessment & Evaluation of Student Achievement

Task	Strategy	Tool	Purpose	Assessment
To reflect upon learning	Journals	Anecdotal Conference	Formative	Thinking/Inquiry Communication
To complete a skills self-assessment checklist	Employability Checklist	Observation Checklist	Diagnostic	Knowledge/Understanding Thinking/Inquiry
To research careers and to compile career profiles	Career Profiles and Report	Rubric	Summative	Knowledge/Understanding Thinking/Inquiry Communication Application
To compare and contrast roles of parents and care-givers	Compare and Contrast Chart	Observation Checklist	Formative	Thinking/Inquiry Communication Knowledge/Understanding

### Accommodations

- Have a peer read text, then discuss for comprehension for students with reading difficulties.
- Encourage use of agenda organizer for students with organization, concentration, and/or attention difficulties. Check regularly.
- Have ESL student work with a buddy.
- Have students use a publishing program to produce the profiles. Provide assistance for those who need technical help.
- Research extensions provide opportunities for enrichment e.g., prepare a list of community resources on parenting.

### Resources

#### Print

Brisbane, Holly E. *The Developing Child Understanding Children and Parenting*. Peoria, Illinois: Glencoe McGraw-Hill.

Hildebrand, Verna. *Parenting Rewards and Responsibilities*. Peoria, Illinois: Glencoe McGraw-Hill.

Steinfeld, Margaret O'Brien. *Who's Minding the Children? The History and Politics of Day Care in America*. USA: Simon and Schuster, 1993. ISBN 0671215973

#### Video

*Blended Families (Yours, Mine and Ours)*. Videocassette Kit. Toronto: Marlin Motion Pictures.

*Mindful Parenting*. Videocassette. Wellspring Media, Dec.5, 2000.

#### Websites

AGC United Learning – [www.agcunitedlearning.com](http://www.agcunitedlearning.com)

Bridges – [www.bridges.com](http://www.bridges.com)

Career Cruising – [http://www.careercruising.com/home/f\\_trial.html](http://www.careercruising.com/home/f_trial.html)

Career Development Software – <http://www.careerware.com/>

Careers Past & Present – <http://www.macomb.k12.mi.us/wq/WebQ97/CAREER.HTM>

Choices into Action webquest – <http://www.gecesb.on.ca/&g.cia.choices.htm>

Employability Skills 2000+ Profile – <http://www.conferenceboard.ca/default2.html>

Future Quest – <http://www.pvpusd.k12.ca.us/teahweb.twidwell/FutureQuest.html>

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Vatican – [www.vatican.va](http://www.vatican.va) (Official Teachings of the Catholic Church, Charter of the Rights of the Family, Children, Springtime of the Family and Society)

When I Grow Up – <http://whenigrowup1.homestead.com/title.html>

Zoom In On Your Future – <http://www.esc2net/TIELevel2/projects/career>

### **Human**

School teacher-librarian

Community: parenting expert, day-care or child-care worker

## **Activity 5: Culminating Performance Task: Brochure: Children in Society**

**Time:** 8 hours

### **Description**

Students produce and present a brochure about Children in Society that witnesses, values, and honours the important role of the family and reinforces Catholic doctrine. In the brochure, they analyse the historical roles of children in families and society, identify the various ways in which people interact with children, demonstrate an understanding of the importance of planning for future parenthood and demonstrate an understanding of the role parents play in affecting how children form relationships within and outside the family. In their journals, they reflect on the unit, synthesize what they have learned, examine the goals they set at the beginning of the unit, and set new goals for the rest of the course. Students and teacher conference to discuss the journals.

### **Strand(s) & Learning Expectations**

#### **Ontario Catholic School Graduate Expectations**

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;

CGE6c - values and honours the important role of the family in society;

CGE7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful, and compassionate society;

CGE7g - respects and understands the history, cultural heritage, and pluralism of today's contemporary society.

**Strand(s):** Children in Society, Research and Inquiry Skills

#### **Overall Expectations**

CSV.01 - analyse the historical roles of children in families and society;

CSV.02 - identify the various ways in which people interact with children throughout their lives;

CSV.03 - demonstrate an understanding of the importance of planning for future parenthood;

CSV.04 - demonstrate an understanding of the role parents play in affecting how children form relationships within and outside the family;

ISV.01 - use appropriate social science research methods in the investigation of issues related to the well-being of children in family and community settings.

#### **Specific Expectations**

CS1.01 - describe the historical roles of children in rural and urban Canada;

CS1.02 - identify the expectations families and society had for children in the past in terms of children's contributions to the family and their status in society;

CS1.03 - demonstrate an understanding of the history of child-care and of child-related work opportunities in our society;

CS2.01 - evaluate their current roles in relation to children and describe roles they might have in the future (e.g., parent, coach, health-care worker);

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CS2.02 - compare and contrast the roles of parents, care-givers, and people in occupations that involve working with children, and explain how children interact with people in those roles;  
CS2.03 - report on their ongoing interaction with children of all ages in classroom and community settings;  
CS3.01 - explain how being prepared for parenthood affects the lives of parents and children in the long term;  
CS3.02 - demonstrate an understanding of the planning involved in becoming a father, mother, or child-careworker;  
CS3.03 - analyse the demands of the care-giver's role and the qualities care-givers bring to their interactions with children;  
CS3.04 - identify and describe the training opportunities available for preparation for parenthood and for occupations involving;  
CS4.01 - explain the importance of an individual's personal experience as a child as an influence on his or her later attitudes and behaviours towards children;  
CS4.02 - analyse the various factors that contribute to healthy, lifelong parenting relationships and relationships with others;  
CS4.03 - demonstrate an understanding of how relationships between children and parents may change as both grow older;  
IS1.03 - correctly use terminology related to living and working with children;  
IS1.04 - compile relevant information gathered from a variety of primary research sources and secondary research sources.

### **Prior Knowledge & Skills**

Students have:

- skills in note-taking, organizing, reading comprehension, and recognition of bias, communication procedures, time management, and presentation skills;
- information from previous activities;
- familiarity with small-group cooperative learning procedures and individual accountability;
- computer word-processing and publishing skills.

### **Planning Notes**

- Add to the vocabulary chart and current events bulletin board.
- Schedule class time for conferencing and journal assessment.
- Schedule the computer lab.
- Prepare final rubric based on the student responsibility chart.

### **Teaching/Learning Strategies**

1. The teacher explains the culminating performance task. The local Catholic Family Services centre has asked them to produce a brochure about Children in Society. In the brochure, they analyse the historical roles of children in families and society, identify the various ways in which people interact with children, demonstrate an understanding of the importance of planning for future parenthood, demonstrate an understanding of the role parents play in affecting how children form relationships within and outside the family, and illustrate and witness Catholic social teaching about the family.

- The teacher forms the groups and outlines the necessary components, assessment criteria and deadlines. Groups discuss how to achieve this and design a responsibility chart. Students use the categories in the sample rubric in the appendix to define and to distribute the responsibilities.

Name	Role	Responsibility	Completion Date

- The teacher prepares the final individual rubric based on the responsibility chart.
- Groups work on the brochures.
- Students present their brochures to the class.
- In their journals, they reflect on the unit; synthesize what they have learned, examine the goals they set at the beginning of the unit, identify areas of need and areas of strength, and set targets for self-improvement and growth for the rest of the course.
- The teacher and students conference.

### Assessment & Evaluation of Student Achievement

Task	Strategy	Tool	Purpose	Assessment
To reflect and to synthesize learning from the unit, to re-examine goals and set new goals	Journals	Anecdotal Conference	Formative	Thinking/Inquiry Communication Knowledge/Understanding
To create and to explain brochures that demonstrate the unit's overall expectations	Brochures and Presentations	Rubric	Summative	Knowledge/Understanding Thinking/Inquiry Communication Application

### Accommodations

- Provide materials at a variety of reading levels/complexity for ESL/ELD students.
- Segment the assignments for students with organization, concentration, and/or attention difficulties so that they may complete the work in small amounts.
- Provide practice time for students with oral language difficulties.
- Give more time to complete written work for students with writing difficulties.
- Have students use a publishing program to produce the brochure. Provide assistance for those who need technical help.

### Resources

Students have access to all resources listed in the previous activities.

Sample brochures

## Appendix: Brochure Rubric

Categories	Level 1 (50 – 59%)	Level 2 (60 – 69%)	Level 3 (70 – 79%)	Level 4 (80 – 100%)
<b>Knowledge/Understanding</b> Demonstrates knowledge and understanding of the facts and concepts concerning historical roles, interactions with children, planning for future parenthood and relationships	- demonstrates limited knowledge	- demonstrates some knowledge	- demonstrates considerable knowledge	- demonstrates thorough knowledge
<b>Thinking/Inquiry</b> Uses critical thinking skills: comparison, analysis, evaluation	- uses with limited effectiveness	- uses with moderate effectiveness	- uses with considerable effectiveness	- uses with a high degree of effectiveness
Uses creative thinking skills	- uses with limited effectiveness	- uses with moderate effectiveness	- uses with considerable effectiveness	- uses with a high degree of effectiveness
<b>Communication</b> Designs an effective and attractive layout	- designs with limited clarity	- designs with some clarity	- designs with considerable clarity	- designs with a high degree of clarity
Organizes so that information is relevant to the purpose and audience	- organizes with limited clarity	- organizes with some clarity	- organizes with considerable clarity	- organizes with a high degree of clarity
Presents so that the delivery is appropriate to the purpose and audience	- presents with a limited sense of audience	- presents with some sense of audience	- presents with a clear sense of audience	- presents with a strong sense of audience
<b>Application</b> Illustrates concepts in the brochure	- illustrates concepts with limited effectiveness	- illustrates concepts with moderate effectiveness	- illustrates concepts with considerable effectiveness	- illustrates concepts with a high degree of effectiveness
Applies language conventions (spelling, grammar, punctuation and usage)	- applies with limited effectiveness	- applies with moderate effectiveness	- applies with considerable effectiveness	- applies with a high degree of effectiveness
Uses media conventions and techniques	- uses with limited effectiveness	- uses with moderate effectiveness	- uses with considerable effectiveness	- uses with a high degree of effectiveness
Uses technology to enhance the appearance	- uses with limited effectiveness	- uses with moderate effectiveness	- uses with considerable effectiveness	- uses with a high degree of effectiveness

**Note:** A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.