



THAMES VALLEY DISTRICT SCHOOL BOARD

London Central Secondary School



COURSE OUTLINE 2018-2019

Course Name:	Working with Infants and Young Children	Course Code:	HPW 3C
Course Type:	Grade 11 College Preparation	Credit Value:	1.0
Teacher(s):	L. Nowakowski		

Course Description:

This course prepares students for occupations involving children from birth to six years of age. Students will study theories about child behaviour and development, and will have opportunities for research and observation and for practical experiences with young children. Students will become familiar with occupational opportunities and requirements related to working with infants and young children. They will also have opportunities to develop research and critical-thinking skills as they investigate and evaluate current research about early childhood education.

Prerequisite: None

Course Overall Expectations:

Strand	Overall Expectations
Research and Inquiry Skills	A1. Exploring: explore topics related to childhood education, and formulate questions to guide their research;
	A2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;
	A3. Processing Information: assess, record, analyse, and synthesize information gathered through research;
	A4. Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.
Child Growth and Development	B1. Patterns in Infant and Child Development: demonstrate an understanding of patterns of social, emotional, cognitive, linguistic, and physical development in infants and children from birth to six years of age;
	B2. Theories of Child Development: demonstrate an understanding of a variety of influential theories about child development;
	B3. Positive Environments for Development: demonstrate an understanding of how developmentally appropriate environments and experiences promote healthy development in children.
Employment Opportunities and Requirements	C1. Education and Professional Development: describe postsecondary destinations, workplaces, and professional development opportunities in early childhood education;
	C2. Workplace Expectations: explain the legal and social workplace expectations for employment in early childhood education in Ontario;
	C3. Essential Skills and Personal Qualities: demonstrate an understanding of the essential skills, personal qualities, and work habits necessary for success in early childhood education.
Interacting with Children	D1. Guiding Children's Behaviour: demonstrate an understanding of theories and strategies related to child behaviour, and effectively use a range of strategies and skills when working with children from birth to six years;
	D2. Developmentally Appropriate Programs and Environments: demonstrate an understanding of the elements of developmentally appropriate programs and environments for children from birth to six years of age;

Course Overall Expectations:	
Strand	Overall Expectations
	D3. Refining Skills through Practical Experiences: apply and evaluate their knowledge of child development through practical experiences with children.
Addressing Social Challenges	E1. Issues and Challenges: demonstrate an understanding of a variety of issues and challenges that early childhood educators encounter;
	E2. Neglect and Abuse: demonstrate an understanding of factors that contribute to neglect and physical, sexual, and emotional abuse and of the roles of early childhood educators in dealing with these issues;
	E3. Social and Cultural Variations: demonstrate an understanding of how a variety of social and cultural factors affect young children.

Assessment and Evaluation Strategies:

The purpose of assessment and evaluation is to improve student learning. Assessment and evaluation is based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers use a variety of strategies throughout the course, including: providing students with feedback about their work (known as assessment for learning), helping to set learning goals and monitor their own progress (known as assessment as learning), and evaluation and reporting of progress in the form of grades and marks (known as assessment of learning).

Unit Overview	Assessment and Evaluation Methods (May include major evaluations)
Child Growth and Development	
Employment Opportunities and Requirements	
Interacting with Children	
Addressing Social Challenges	
Course Culminating Activity/Independent Study	
Final Exam	

Assessment and Evaluation Categories and Weights:

Achievement Chart Categories	
Achievement Category	Percentage
Knowledge/Understanding	25%
Thinking/Inquiry	25%
Communication	25%
Application	25%

Evaluation/Weight of Marks	
Evaluation	Percentage
Term Evaluation	70%
Final Evaluation	
• ISP	15%
• Exam	15%

Learning Skills and Work Habits Assessment:

The development of learning skills and work habits is an integral part of student learning. These skills are:

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

Learning skills and work habits influence student achievement and are included as a formal part of the assessment and evaluation process. Learning skills and work habits will be assessed through a variety of teacher strategies. (e.g. observation, student /teacher conference, self-reflection, checklists, exit cards, etc.) These important learning skills and work habits will be formally reported on the Provincial Report Card according to the following scale: E- Excellent, G- Good, S- Satisfactory, N- Needs Improvement.

Academic Dishonesty - Cheating and Plagiarism:

Learning tasks that students complete as well as the assignments, tests and exams that students submit for evaluation must be their own work. Cheating and plagiarism is a serious offence that will not be condoned. Academic consequences will result.

Late and Missed Assignments - Student Roles and Responsibilities

Students are expected to:

- be responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher;
- understand that there will be consequences for not completing assignments for evaluation and/or for submitting those assignments late;
- use class time productively;
- in extenuating circumstances, request an extension from the teacher before the due date.

Mark deductions for late and missed assignments may apply to major assignments only.

References: *TVDSB Assessment & Evaluation Policy, September 2011; Growing Success - Assessment and Evaluation, and Reporting in Ontario Schools, 2010. Student Planner and School Web site*