

**Senior 2**  
**Specific Learning Outcomes**

## Senior 2 Specific Learning Outcomes

It is expected that the student will:

<b>GLO 1. Family Relationships</b> <i>Family Planning and Parenting</i>	<b>GLO 2. Human Development</b> <i>Prenatal and Infant Development</i>	<b>GLO 3. Caregiving through the Life Cycle</b> <i>Needs of Infants/Children</i>
<p><b>1.5 Preparing for Parenthood</b></p> <p>S2 1.5.1 describe personal, psychological, physical, financial, and philosophical readiness for parenting</p> <p>S2 1.5.2 analyze the impact of individual choices of choosing to parent or not to parent</p> <p>S2 1.5.3 evaluate the role of abstinence in relationships, e.g., pregnancy prevention, physical health—STIs, emotional health</p> <p>S2 1.5.4 determine and discuss the issues involved in teen pregnancy</p>	<p><b>2.1 Growth</b></p> <p>S2 2.1.1 identify and describe the stages of physiological growth and development from conception and infancy through preschool, and how each stage can be nurtured</p>	<p><b>3.1 Human Needs</b></p> <p>S2 3.1.1 identify and examine theories of human needs and examine how they apply to infants and preschool children</p> <p>S2 3.1.2 identify appropriate and inappropriate caregiving behaviours that influence growth and development</p> <p>S2 3.1.3 identify the type of clothing required by infants and preschool children</p> <p>S2 3.1.4 determine environmental and economic issues related to children's clothing, e.g., cloth vs. disposable diapers, unisex clothing, second-hand clothing</p> <p>S2 3.1.5 describe the importance of nutritious foods and establishing healthy dietary habits early in a child's life</p> <p>S2 3.1.6 plan and implement a menu that encompasses nutrition and sensory appeal</p>
<p><b>1.6 Parenting</b></p> <p>S2 1.6.1 define a parent or guardian and identify ways of becoming a parent, e.g., birth, adoption, fostering, surrogate parent, step-parent, grandparent</p> <p>S2 1.6.2 describe and explain the roles and responsibilities of parenting</p>	<p><b>2.2 Development</b></p> <p>S2 2.2.1 identify the physical, intellectual, emotional, moral, and social theories of development during infancy/preschool and describe appropriate care for each developmental stage, e.g., Piaget, Erikson, Maslow, Kohlberg</p> <p>S2 2.2.2 explain the importance of infant bonding on child development</p>	<p><b>3.3 Nurturing/Caring Environment</b></p> <p>S2 3.3.1 describe the care of the mother and newborn with emphasis on feeding, personal care, and initial bonding, e.g., premature infant, low birth weight, feeding problems, Apgar score, cord care, circumcision decision</p>
	<p><b>2.3 Reproduction</b></p> <p>S2 2.3.1 describe the male and female reproductive systems and the process by which fertilization takes place</p>	



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	<p><b>2.4 Contraceptive Options</b> S2 2.4.1 differentiate between various contraceptive options, e.g., abstinence, male condom, male condom plus spermicide, female condom, birth control pill, no vaginal intercourse, diaphragm and jelly, cervical cap, spermicides, IUCD, sponge, Depo-Provera, Norplant, vasectomy, tubal ligation, rhythm method</p> <hr/> <p><b>2.5 Prenatal Development</b> S2 2.5.1 describe the physical, social, emotional, and economic impact of pregnancy, labour, delivery, and postnatal care at different maternal ages S2 2.5.2 describe the process of embryonic/fetal development and maternal changes during the three trimesters of pregnancy, e.g., emotional changes, hormonal changes, physical changes</p> <hr/> <p><b>2.6 Labour and Delivery</b> S2 2.6.1 describe the processes of labour and delivery and identify the complications that may arise during pregnancy, labour, and delivery, e.g., pregnancy-induced hypertension (toxemia), diabetic, C-section</p>	<p>S2 3.3.2 identify possible complications and the care that may be required for the mother and newborn throughout the postnatal period, e.g., depression, hemorrhage, infection, neonatal jaundice, failure to thrive</p> <p>S2 3.3.3 explain methods of caregiving and nurturing infants/preschool children</p> <p>S2 3.3.4 identify and evaluate caregiving/parenting options available to meet the needs of infants and preschool children, e.g., stay-at-home parent, extended family, daycare centres, home-based daycare, teen parent nurseries</p> <p>S2 3.3.5 identify the responsibilities of caregivers when providing child care to infants/preschool children</p> <p>S2 3.3.6 describe circumstances that lead to violence toward children, e.g., cycles of violence, family history of violence</p> <p>S2 3.3.7 describe the roles of service/care providers in reporting and intervening in cases of child abuse and violence, e.g., doctors, parents, school personnel, neighbours, social agencies, police</p> <p>S2 3.3.8 describe the indicators of child abuse, e.g., unexplained fear, unusual or repeated injuries, neglect (malnutrition), and family violence, e.g., insecurity, lack of trust</p> <p>S2 3.3.9 examine the factors that influence how parents meet the needs and wants of infants/preschool children, e.g., single parent families, teen parent families, dual career/job families</p>



<p><b>GLO 4. Individual Relationships and Communication</b> <i>Interaction with Infants</i></p>	<p><b>GLO 5. Personal Decisions and Community Connections</b> <i>Wellness and Prenatal Care</i></p>	<p><b>GLO 6. Diversity in Society</b> <i>Uniqueness of Individual</i></p>
<p><b>4.1 Communication</b></p> <p>S2 4.1.1 identify and demonstrate effective communication skills to create healthy parenting relationships with children, e.g., sending a clear message, effective listening, barriers to communication, decision making</p> <p>S2 4.1.2 analyze how communication skills and techniques contribute positively in the parenting relationship with children</p> <p>S2 4.1.3 demonstrate effective communication skills appropriate for resolving parent/child conflicts</p> <p>S2 4.1.4 identify and describe how the parenting relationship with children changes throughout the life cycle</p>	<p><b>5.1 Character Development</b></p> <p>S2 5.1.1 discuss factors that influence self-concept</p> <p>S2 5.1.2 identify behaviours that promote health and wellness</p> <p>S2 5.1.3 define, classify, and determine personal values and goals</p> <p>S2 5.1.4 examine how decisions affect one's well-being</p>	<p><b>6.3 Influences on Development</b></p> <p>S2 6.3.1 research cultural differences regarding early childhood development</p> <p>S2 6.3.2 develop a personal philosophy for nurturing and caring for infants/preschool children</p>
<p><b>4.2 Nurturing Relationships</b></p> <p>S2 4.2.1 identify caregiving behaviours that promote a healthy and nurturing environment</p> <p>S2 4.2.2 identify and describe different parenting styles and assess their influence on family dynamics e.g., authoritarian, permissive, democratic, detached</p> <p>S2 4.2.3 describe how different parenting styles influence developing children, e.g., discipline, gender roles, expressing love and affection, transmitting culture, traditions, morals, religious beliefs</p>	<p><b>5.2 Health and Safety</b></p> <p>S2 5.2.1 identify genetic lineages to various inherited diseases and predisposition to health problems, e.g., asthma, allergies, epilepsy, diabetes, sickle-cell anemia, Tay-Sachs disease</p> <p>S2 5.2.2 examine the technology available for prenatal assessment and alternative methods to conception and the controversial choices which they create, e.g., ultrasound, surrogate parenting, fetal reduction, amniocentesis, in vitro fertilization, abortion, chorionic villi sampling, sperm banks</p>	



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<p><b>4.3 Play and Routines</b></p> <p>S2 4.3.1 define, describe, and explain how play enhances the development of infants and preschool children</p> <p>S2 4.3.2 categorize play activities, toys, and games according to an infant/preschool child stage of development</p> <p>S2 4.3.3 describe the need for routines and boundaries with infants/preschoolers and discuss their impact on the developmental process</p> <p>S2 4.3.4 identify types of play, e.g., solitary, parallel, co-operative, associative</p>	<p>S2 5.2.3 identify and evaluate lifestyle factors that are a source of stress for pregnant women that may affect maternal/fetal health, e.g., exercise, work-related impact, nutrition—iron/folic acid, high fever, diabetes, Rubella, X-rays, caffeine, alcohol (FAS/FAE), smoking, prescription and non-prescription drugs</p>	
	<p><b>5.3 Practicum</b></p> <p>S2 5.3.1 apply theoretical aspects to practical experiences and situations with infant/preschool children in a practicum setting, e.g., infant/preschool caregiving skills, food selection and presentation, selection of safe and appropriate play activities</p> <p>S2 5.3.2 analyze the effects of the practicum experience on their own lives through journaling</p> <p>S2 5.3.3 experience personal, family, and workplace dynamics in a variety of real-world settings</p>	



## Senior 2 Web Listing (Teacher Resources)

### 1. Family Relationships

#### *Family Planning and Parenting*

#### **Preparing for Parenthood**

<http://www.parentsplace.com/>  
<http://www.mayoclinic.com/index.cfm>

#### **Roles and Responsibilities of Parenting**

<http://www.humsci.auburn.edu/parent/>

### 2. Human Development

#### *Prenatal and Infant Development*

#### **Reproduction and Conception**

<http://www.epigee.org/guide/reproduction.html>  
<http://infertility.about.com/library/ifctr/blfanat.htm>  
<http://www.blc.arizona.edu/courses/181gh/rick/reproduction/male.html>

#### **Pregnancy**

<http://www.mayoclinic.com>  
<http://www.parentsplace.com>  
<http://pregnancy.about.com/cs/pregnancy/>

#### **Growth and Development**

<http://pregnancy.about.com/mbody.htm>  
<http://www.dushkin.com/connectext/psy/ch03/stages.mhtml>  
<http://www.mc.maricopa.edu/dept/d46/psy/dev/prenatal/>  
<http://www.cdipage.com/prenataldevelopment.shtml>

### 3. Caregiving through the Life Cycle

#### *Needs of Infants/Children*

#### **Human Needs**

<http://www.nutritionnc.com/>  
<http://www.canoe.ca/HealthCPS/iron.html>  
[http://www.dabidoos.com/why\\_cloth.htm](http://www.dabidoos.com/why_cloth.htm)  
<http://www.1st-in-babies.com/baby-diapers.html>

#### **Caring and Nurturing**

[http://dir.yahoo.com/Society\\_and\\_Culture/Families/Parenting/Infant\\_Care/](http://dir.yahoo.com/Society_and_Culture/Families/Parenting/Infant_Care/)  
[http://www.pampers.com/en\\_GB/products/index.jhtml](http://www.pampers.com/en_GB/products/index.jhtml)  
[http://www.teenoutreach.com/parents-corner/Infant\\_Care.htm](http://www.teenoutreach.com/parents-corner/Infant_Care.htm)  
<http://www.parentingresources.ncjrs.org/familydynamics/child.html>

### 4. Individual Relationships and Communication

#### *Interaction with Infants*

#### **Communication**

[http://www.wholefamily.com/experts/mperry/marriage\\_communication\\_5.html](http://www.wholefamily.com/experts/mperry/marriage_communication_5.html)

#### **Nurturing Relationships**

[http://www.personal.psu.edu/users/k/x/kxg190/teaching/parenting\\_styles.html](http://www.personal.psu.edu/users/k/x/kxg190/teaching/parenting_styles.html)  
<http://www.kidsource.com/better.world.press/parenting.html>  
[http://www.aboutourkids.org/articles/parenting\\_styles.html](http://www.aboutourkids.org/articles/parenting_styles.html)  
<http://parentingtoolbox.com/pstyle1.html>

#### **Play and Routines**

<http://www.etch.com/sharinginfo/SIPreschoolPlay.pdf>  
<http://www.uuhsc.utah.edu/healthinfo/pediatric/growth/pschplay.htm>  
<http://www.chkd.org/Growth/pschplay.asp>

### 5. Personal Decisions and Community Connections

#### *Wellness and Prenatal Care*

#### **Character Development**

[http://www.aagt.org/html/character\\_psychopathology\\_an.html](http://www.aagt.org/html/character_psychopathology_an.html)  
<http://www.educarer.com/bibliography.htm>  
<http://www.ed.gov/pubs/parents/citizen/part6.html>

#### **Health and Safety**

<http://www.iaac.ca/>  
<http://www.mansfieldct.org/schools/mms/staff/hand/Gendisease.htm>  
<http://www.manbir-online.com/htm2/hereditary.htm>  
<http://infertility.about.com/mbody.htm>

### 6. Diversity in Society

#### *Uniqueness of Individual*

#### **Influences on Development**

[http://www.amideast.org/offices/kuwait/saud/family\\_role.htm](http://www.amideast.org/offices/kuwait/saud/family_role.htm)  
<http://www.asn.csus.edu/em-ncfr/down98/Dennis1.htm>

