

Senior 3
Specific Learning Outcomes

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It is expected that the student will:

GLO 1. Family Relationships <i>Parenting</i>	GLO 2. Human Development <i>Child Development</i>	GLO 3. Caregiving through the Life Cycle <i>Providing Child Care</i>
<p>1.6 Parenting</p> <p>S3 1.6.1 identify the rights and responsibilities of parents and caregivers when caring for school-aged children</p> <p>S3 1.6.2 explain how to create a safe environment inside and outside the home</p> <p>S3 1.6.3 discuss the importance of nutritious foods and establishing healthy dietary habits in a child's life</p> <p>S3 1.6.4 list strategies to make eating safe and enjoyable for school-aged children</p> <p>S3 1.6.5 describe and demonstrate procedures for preventing accidents and handling emergencies with children, e.g.,</p> <ul style="list-style-type: none"> – general first aid (bleeding, choking, poisoning, burns, head and bone injuries, foreign objects, bites and stings, blisters, frostbite, hypothermia, fainting, shock, heatstroke, seizures, splinters, sprains, allergic reactions) – food allergies and intolerances – accessing emergency health care – unusual circumstances 	<p>2.1 Growth</p> <p>S3 2.1.1 identify and describe the physiological stages of growth and development during childhood and how each stage can be nurtured</p>	<p>3.1 Human Needs</p> <p>S3 3.1.1 describe theories of human needs and how they apply to school-aged children</p> <p>S3 3.1.2 identify and determine family stress issues and how they affect the needs of children, e.g., poverty, divorce, sibling rivalry, moving, loss of a job, illness, death</p>



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	<p>2.2 Development S3 2.2.1 identify the physical, intellectual, emotional, moral, and social theories of development of school-aged children and describe appropriate care for each developmental stage, e.g., Piaget, Erikson, Maslow, Kohlberg</p>	<p>3.2 Caregiving Options S3 3.2.1 identify and evaluate caregiving/parenting options available to meet the needs of children, e.g., daycare centres, stay-at-home parent, after-school programs, home-based daycare, “latchkey” children</p>
		<p>3.3 Nurturing/Caring Environment S3 3.3.1 identify appropriate and inappropriate caregiving behaviours that influence growth and development S3 3.3.2 compare and contrast a variety of parenting philosophies and practices, e.g., positive discipline vs. punishment S3 3.3.3 explain methods to nurture and care for school-aged children S3 3.3.4 develop a personal philosophy for parenting school-aged children</p>



<p>GLO 4. Individual Relationships and Communication <i>Interaction with Children and Adults</i></p>	<p>GLO 5. Personal Decisions and Community Connections <i>Career Opportunities</i></p>	<p>GLO 6. Diversity in Society <i>Factors that Affect Learning</i></p>
<p>4.1 Communication</p> <p>S3 4.1.1 analyze how communication skills and techniques contribute positively in relationships with siblings</p> <p>S3 4.1.2 identify and demonstrate effective communication skills to create a healthy sibling relationship, e.g., sending a clear message, effective listening, barriers to communication, negotiation, decision making</p> <p>S3 4.1.3 identify conflict situations with siblings and demonstrate effective conflict resolution strategies</p>	<p>5.1 Character Development</p> <p>S3 5.1.1 discuss factors that influence self-concept</p> <p>S3 5.1.2 identify behaviours that promote health and wellness</p> <p>S3 5.1.3 define, classify, and determine personal values and goals</p> <p>S3 5.1.4 examine how decisions affect one's well-being</p>	<p>6.4 Learning Styles</p> <p>S3 6.4.1 identify and analyze models that describe the different ways of learning, e.g., learning styles, thinking styles, multiple intelligences</p>
<p>4.2 Nurturing Relationships</p> <p>S3 4.2.1 identify and describe how the relationships between family members change throughout the life cycle</p> <p>S3 4.2.2 identify behaviours that promote a healthy and nurturing environment</p> <p>S3 4.2.3 develop a personal philosophy for caring for and nurturing children and adults</p>	<p>5.3 Practicum</p> <p>S3 5.3.1 apply theoretical aspects of this course to practical experiences and situations with school-aged children in a practicum setting, e.g., caregiving skills, food selection and presentation, selection of safe and appropriate play activities, first aid skills</p> <p>S3 5.3.2 analyze the effects of the practicum experience on their own lives through journaling</p> <p>S3 5.3.3 develop an understanding of personal, family, and workplace dynamics through practicum experiences</p>	<p>6.5 Special Needs</p> <p>S3 6.5.1 identify the physical, mental, and social development of special needs children, e.g., Autism, Asperger's Syndrome, Tourette's Syndrome, Fetal Alcohol Syndrome, Fetal Alcohol Effects, Fetal Alcohol and Drug Effects, ADHD</p> <p>S3 6.5.2 describe the needs of children in relation to their developmental behaviours</p>



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<p>4.3 Play and Routines</p> <p>S3 4.3.1 define, describe, and explain how play enhances the development of children</p> <p>S3 4.3.2 categorize play activities, toys, and games according to a child’s age and stage of development</p> <p>S3 4.3.3 describe the need for routines and boundaries with school-aged children and discuss their impact on the developmental process</p>	<p>5.4 Career Development</p> <p>S3 5.4.1 research careers that provide services for individuals and families</p> <p>S3 5.4.2 profile a career that provides services for individuals and/or families including duties, education qualifications, employment opportunities, salary, benefits, and personal qualifications</p>	
<p>4.4 Stress and Lifestyle</p> <p>S3 4.4.1 describe the differences among reward, discipline, and punishment</p> <p>S3 4.4.2 describe the effects of child abuse</p> <p>S3 4.4.3 determine resources available to assist in child abuse situations, e.g., doctors, parents, school personnel, neighbours, social agencies, police</p> <p>S3 4.4.4 demonstrate appropriate stress management/problem-solving techniques</p>		



Senior 3 Web Listing (Teacher Resources)

1. Family Relationships

Parenting

Responsibilities

<http://www.cs.nsw.gov.au/Tresillian/goals.htm>

<http://www.uwex.edu/ces/flp/pp/index.html>

2. Human Development

Child Development

Growth

<http://www.cdipage.com/>

<http://www.cdipage.com/development.htm>

Development

http://www.hhp.umd.edu/FMST/Research/Community_Violence.html

<http://www.ed.gov/pubs/parents/citizen/part6.html>

<http://www.cdipage.com/devsequence.shtml>

<http://www.cdipage.com/erickson.shtml>

3. Caregiving through the Life Cycle

Providing Child Care

Human Needs

<http://www.humsci.auburn.edu/parent/needs/index.html>

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

<http://www.itstime.com/jun97.htm>

Nurturing Environment

<http://www.cdipage.com/development.htm>

Caregiving Options

<http://www.childcare-ppin.com/faq/index.htm>

4. Individual Relationships and Communication

Interaction with Children and Adults

Communication

<http://www.humsci.auburn.edu/parent/communication/index.html>

<http://sieccan.org/pdf/weaver.pdf>

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

Nurturing Relationships

<http://www.humsci.auburn.edu/parent/love/index.html>

http://www.wholefamily.com/experts/mperry/marriage_communication_5.html

Stress and Lifestyle

<http://www.humsci.auburn.edu/parent/stress/index.html>

Play and Routines

http://www.cdipage.com/physical_development.shtml

5. Personal Decisions and Community Connections

Career Opportunities

Character Development

<http://www.sedl.org/connections/resources/>

<http://www.k12connections.ipvtv.org/community/>

Careers

<http://www.workinfonet.ca>

<http://www.careerccc.org/ccc/nav.cfm>

<http://www.youth.gc.ca>

6. Diversity in Society

Factors that Affect Learning

Special Needs

http://www.ldonline.org/ld_indepth/family/family_therapy.html

<http://www.nova.edu/ssss/QR/QR6-2/morrisette.html>

<http://www.mentalhealth.org/publications/allpubs/ca-0001/wefsk7.asp>

Learning Styles

<http://www.ldpride.net/learningstyles.MI.htm>

<http://www.cyg.net/~jblackmo/diglib/styl-d.html>

