KPR Secondary Course Outline  

Course Description:
Raising Healthy Children, Grade 11
Open HPC3O
This course focuses on the skills and knowledge parents, guardians, and caregivers need, with particular emphasis on maternal health, pregnancy, birth, and the early years of human development (birth to six years old). Through study and practical experience, students will learn how to meet the developmental needs of young children, communicate with them, and effectively guide their early behaviour. Students will develop their research skills through investigations related to caregiving and child rearing.
Prerequisite: None.

Assessment and Evaluation:
The grade on a student’s report card will involve teachers’ professional judgement and interpretation of evidence using the achievement charts. The averaging of marks shall not be the sole determinant of a final grade.

Teachers will take all observations, conversations and products as evidence that students are learning the curriculum. This learning is more than just knowing the facts, it refers also to the ways students show their thinking, communicate their understanding and apply what they have learned through use of critical thinking and problem solving.

Teacher professional judgement will be informed by most consistent, more recent evidence of student learning based on assessment for learning opportunities, achievement chart weighting, and assignments for evaluation and support the determination of the final grade.

- 70 % of the final grade will be based on assessments and assignments for evaluations conducted throughout the course
- 30 % of the final grade will be based on rich assignments for evaluation in the form of written exams, demonstrations, performances, presentations and /or other methods of assessment suitable to the course content and administered toward the end of the course reflective of the achievement chart categories

Homework
Homework is work that students do at home to practise learned skills, consolidate knowledge and skills, and/or prepare for the next class. Information collected through homework completion will be used as data to inform instruction.

Late and Missed Assignments
Students will provide evidence of their learning within established timelines and recognize that there will be consequences for not completing work or submitting work late. The teacher will clearly indicate the due date for completion of an assignment. A missed assignment for evaluation is one that is not submitted or completed. Before an assignment can be considered missed:
- the student must be given an opportunity to explain the incompletion
- students and parents have been informed of the late assignment and the consequences for a missed assignment.

Learning Skills and Work Habits

Responsibility, Organization, Independent Work, Collaboration, Initiative, Self Regulation
Learning skills and work habits will be intentionally taught, assessed and evaluated separately from curriculum. They are strong indicators of potential successes and difficulties. Parents can help students by supporting the use of these skills and consistent efforts to learn. Learning Skills and Work Habits are reported on by E (Excellent), G (Good), S (Satisfactory) and N (Needs Improvement) on Progress Reports and Provincial Report Cards.
Cheating and Plagiarism
All student evidence of learning must be his/her own, original work. Academic honesty is a cornerstone of student learning. Cheating and plagiarism are academic dishonesty; both are forms of lying and they are a serious academic offense. When a principal determines that a student has cheated or plagiarized, there will be a continuum of behavioural and academic responses and consequences based on the grade level of the student, the maturity of the student, the number and frequency of incidents and the individual circumstances of the student. For additional information about Cheating and Plagiarism see KPR’s Assessment, Evaluation and Reporting Policy http://kprcontentlibrary.kprdsb.ca:8080/docushare/dsweb/View/Collection-55

Overview of Study

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<tr>
<th>Course Code / Title: HPC30</th>
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<tr>
<th>Strands of Study</th>
<th>Distribution of Achievement Chart Categories</th>
<th>Culminating Tasks and/or Exam</th>
<th>Distribution of Achievement Chart Categories for each culminating task and/or exam</th>
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<tbody>
<tr>
<td>(70 % of the final grade will be based on assessments and assignments for evaluations conducted throughout the course)</td>
<td>(Knowledge &amp; Understanding, Thinking, Communication and Application)</td>
<td>(30 % of the final grade will be based on rich assignments for evaluations toward the end of the course reflective of the achievement chart categories.)</td>
<td>(Knowledge &amp; Understanding, Thinking, Communication and Application)</td>
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<tr>
<td>A. Research and Inquiry Skills</td>
<td>Knowledge and Understanding 25%</td>
<td>Culminating Task</td>
<td>20%</td>
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<td>B. Child Growth and Development</td>
<td>Thinking 25%</td>
<td>Exam</td>
<td>10%</td>
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<td>C. Personal and Social Responsibilities of Parents</td>
<td>Communication 25%</td>
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<td>D. Child Rearing Around the World</td>
<td>Application 25%</td>
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<td>E. Addressing Social Challenges</td>
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70% 30%

COMMON COURSE OUTLINE - ACHIEVEMENT CHARTS
Social Sciences and Humanities, Grades 9 - 12

Knowledge and Understanding - Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding).

Knowledge of facts and terms
Understanding of concepts, principles, and theories
Understanding of relationships among concepts, principles, and theories

Thinking - The use of critical and creative thinking skills and/or processes.

Critical and creative thinking skills (e.g., decision-making skills, problem-solving skills)
Research and inquiry skills (e.g., formulating questions; selecting strategies and resources; analyzing and evaluating information; forming conclusions)

Communication - The conveying of meaning through various forms

Communication of information and ideas
Use of language, symbols, and visuals
Communication for different audiences and purposes
Use of various forms of communication (e.g., reports, interviews)

Application - The use of knowledge and skills to make connections within and between various contexts

Application of ideas and skills in familiar contexts
Transfer of concepts, skills, and procedures to new contexts
Application of procedures, equipment, and technology
Making connections (e.g., between personal experiences and the subject, between subjects, between the subject and the world outside the school)