

HALIBURTON HIGHLANDS SECONDARY SCHOOL



Evaluation Policy for HPC30



Course:	HPC30	Teacher Contact Information:
Level:	Open	Teacher: Mr R. Merritt
Credit Value:	1.0	By Phone: (705) 457-2950 ext: 581
Period:	Period 4 (on a Week 1)	By E-mail: r.merritt@tlds.on.ca
Room Number:	8	
Department Head:	Mr R. Yake	

Course Description:

This course focuses on the skills and knowledge needed to promote the positive and healthy nurturing of children, with particular emphasis on the critical importance of the early years to human development. Students will learn how to meet the developmental needs of young children, communicate and discipline effectively, and guide early behaviour. They will have practical experiences with infants, toddlers, and preschoolers, and will learn skills in researching and investigating questions relating to parenting.

Strands of Study and Overall Expectations include:

A. Self and Others

By the end of this course, students will:

- describe factors that contribute to the healthy development of children before and during birth, and in the first few months after birth;
- explain patterns in the social, emotional, intellectual, moral, and physical development of children;
- evaluate their own practical experiences involving children.

B. Personal and Social Responsibilities

By the end of this course, students will:

- demonstrate an understanding of the need for preparation to become a parent;
- demonstrate an understanding of the responsibility parents have for ensuring quality communication in their family;
- describe the nature of and the responsibilities involved in parenting.

C. Diversity and Universal Concerns

By the end of this course, students will:

- identify social and cultural variations in family forms and parenting approaches;
- identify and evaluate various child-rearing practices and beliefs, and parenting techniques;
- demonstrate an understanding of the common experiences of young children across cultures.

D. Social and Legal Challenges of Parenthood

By the end of this course, students will:

- demonstrate an understanding of the challenges facing parents throughout the early childhood years;
- describe the role society plays in the lives of children and families;
- demonstrate an understanding of child abuse and family violence, and outline strategies to secure a safe, non-violent environment for all children.

Efforts will be made to meet the individual learning needs of students in order to ensure these expectations are being met.

Course Outline / Units of Study:

- Unit 1 Getting to Know You
- Unit 2 Living in Families
- Unit 3 Prenatal Development
- Unit 4 Baby's Arrival
- Unit 5 Child Development
- Unit 6 Parenting Skills and Special Topics

Evaluation Structure:

Category	Assessment Strategies	Weighting
Thinking and Inquiry -The use of critical and creative thinking skills and/or processes	Class discussion Case Studies Role playing Discussion questions Tests	25%
Application -The use of knowledge and skills to make connections within and between various contexts	Case studies Simulated experiences Tests	25%
Communication -The conveying of meaning through various forms	Reflections and opinion pieces Case studies	25%
Knowledge and Understanding -Subject-specific content acquired in each unit (knowledge), and the comprehension of its meaning and significance (understanding)	Tests and quizzes Projects	25%

The above is reflected both in the term work (worth 70% of the final mark) and the summative culminating activities (worth 30% of the final mark). The culminating activity is a **20% portfolio** project and a **10% final exam**.

Evaluation:

Students will be assessed & evaluated according to the work produced & skills displayed. Methods of providing feedback will include assessing work in process & evaluating completed assignments, tests, co-operative learning activities, simulations and presentations. Peer & self-evaluations will also be utilized.

Student marks will be determined by evaluating process & product according to 4 categories & 4 levels. Please see the chart below for specific skills and key words used to determine student competency in the different categories.

Category	Level 1: 50-59%	Level 2: 60-69%	Level 3: 70-79%	Level 4: 80-100%
Knowledge/Understanding ➤ Knowledge of facts & terms ➤ Understanding of concepts & relationships	Limited display of knowledge, skills and ability to apply concepts	Some success in displaying knowledge, skills and application of concepts	Considerable display of knowledge skills and ability to apply concepts	Thorough understanding of concepts and ability to communicate, think creatively and apply concepts
Thinking/Inquiry ➤ Critical thinking skills ➤ Creative thinking skills ➤ Inquiry Skills				
Communication ➤ Communication of ideas & information ➤ Use of symbols & visuals ➤ Oral & written communication				

<p>Application</p> <ul style="list-style-type: none"> ➤ Applications in familiar contexts ➤ Transfer of concepts to new contexts ➤ Making logical conclusions and predictions ➤ Use of technology ➤ Making connections 				
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Learning Skills: Students are expected to reflect the following skills throughout the course:

Responsibility: Fulfils responsibilities. Completes & submits work ON TIME. Manages own behaviour.

Organization: Devises & follows a plan. Establishes priorities & manages time. Uses resources to complete tasks.

Independent Work: Monitors, assesses & revises plans to complete tasks & meet goals. Uses class time wisely. Follows instructions with minimal supervision.

Collaboration: Accepts various roles in a group. Responds positively to ideas, opinions of others. Builds healthy peer relationships. Resolves conflict and builds consensus. Shares resources and promotes critical thinking to solve problems and make decisions.

Initiative: Looks for and acts on new ideas. Innovative and takes risks. Demonstrates curiosity and an interest in learning. Approaches new tasks with a positive attitude. Advocates for all appropriately.

Self-Regulation: Sets goals. Seeks help when needed. Reflects on own strengths, needs & interests. Identifies learning opportunities, choices and strategies. Perseveres and makes an effort when responding to challenges.

Students will receive the following letter grades: **E** - Excellent **G** - Good **S** - Satisfactory **N** - Needs Improvement

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COURSE EXPECTATIONS AND EVALUATION POLICY



Welcome to HPC30

Attendance

Regular attendance is essential for academic success in school. It is the student's responsibility to inform the teacher beforehand of any planned absences. It is the student's responsibility to get notes assignments and any other information missed while absent from class. This should be done on the student's first day back, either during class, lunch hour or after school. **Any student that is truant the last three days of a semester will not be allowed to write his/her final examination.**

Tests

Students must be prepared to write tests on the assigned day. Students who miss a test for no valid reason will receive a mark of zero. Any student who knows that he/she will be absent for a valid reason during a test must make arrangements with the teacher before the period in which the test is to be written. Students who miss a test for any valid reason should be prepared to write the test on the first day back at school or should make suitable arrangements with the teacher on the first day back.

Assignments

If a student is absent on the day work is assigned, it is his/her responsibility to get the assignment from the teacher. If a student is absent when an assignment is collected, it is to be submitted at the beginning of the period on the first day back.

Late Assignment Policy "Not Done is not Acceptable"

Please adhere to our new HHSS Late Assignment Policy. Students received this in their period one class on the first day of the semester.

Plagiarism

Plagiarism is the act of taking someone else's ideas or writing and passing it off as your own. Whatever material students consult in the preparation of essays/projects should be properly credited to the writer or source. Material may be quoted if the student identifies it as a quotation and cites the author. Copying another student's work is cheating, and is also called plagiarism. **A first offense may result in a mark of zero or an opportunity to redo/resubmit the evaluation, after consultation with the student, parent, teacher, department head and school administrator. A second offense will result in a mark of zero, a call home and the student will be referred to the Principal. A third offense will result in a mark of zero and may result in an in-school suspension.**

Computers are tools for education; not entertainment devices. Students who are not on task may have their computer account disabled for the remainder of the day (or longer.)

I hereby acknowledge that I am fully aware of the expectations and evaluation in HPC course.

Student Signature: _____ **Parent's/Guardian Signature:** _____

Should it be necessary to contact you about your child's progress, it would be helpful if you would provide the appropriate information below:

Parent(s)/Guardian(s):

_____ Phone: (H) _____ (W) _____

E-mail: _____

_____ Phone: (H) _____ (W) _____

E-mail: _____

For students 18 years of age and over or who will turn 18 during the course:

I give permission for my teacher to contact my parents/guardians with regard to this course: _____