

Course Outline

School Name: KEEWAYTINOOK INTERNET HIGH SCHOOL

Department Name: Social Sciences and Humanities

Ministry of Education Course Title: *Human Development Through the Lifespan*

Grade Level: 12

Ministry Course Code: *HHG4M*

Teacher's Name: Angela Batsford-Mermans

Developed by: Angela Batsford-Mermans Date: September 2014

Revision Date: September 2015

Developed from: The Ontario Curriculum, Social Sciences and Humanities, Grades 11 and 12, 2013

Text: Cunningham, M. (2003). *Parenting in Canada: Human Growth and Development*. Toronto: Nelson/Thomson Canada Ltd.

Santrock, J., Mackenzie-Rivers, A., Malcomson, T., Leung, K.H. (2011). *Life-Span Development*, 4th Edition. Toronto: McGraw-Hill Ryerson.

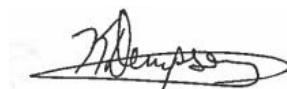
Prerequisite: Any university, university/college, or college preparation course in social sciences and humanities, English, or Canadian and world studies

Credits: One

Length: 110 hours

Principal's Name: Kevin Dempsey

Principal's Approval (signature)



Approval Date: September 8, 2015

Course Description/rationale

This course offers a multidisciplinary approach to the study of human development throughout the lifespan. Students will learn about a range of theoretical perspectives on human development. They will examine threats to healthy development as well as protective factors that promote resilience. Students will learn about physical, cognitive, and social-emotional development from the prenatal period through old age and will develop their research and inquiry skills by investigating issues related to human development.

Overall Curriculum Expectations

Research and Inquiry Skills

- explore topics related to human development, and formulate questions to guide their research;
- create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;
- assess, record, analyse, and synthesize information gathered through research and inquiry;
- communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

Developmental Theories, and Risk and Resiliency

- demonstrate an understanding of a variety of theoretical perspectives on human development;
- demonstrate an understanding of threats to healthy development throughout the lifespan and of a variety of protective factors that can increase an individual's resilience and reduce the impact of these threats.

Understanding Physical Development

- demonstrate an understanding of physical development, including brain physiology and development, throughout the lifespan;
- demonstrate an understanding of sensory and motor development at different stages of the lifespan;
- demonstrate an understanding of contextual factors that can affect physical development, particularly brain development, throughout the lifespan and of the effects of these factors.

Cognitive Development, Language Development, and Intelligence

- demonstrate an understanding of theories of cognitive development and of changes in aspects of cognitive development throughout the lifespan;
- explain the processes and physiological foundations of language acquisition and development throughout the lifespan;
- demonstrate an understanding of issues related to defining, measuring, and developing intelligence;
- analyse the effects of contextual factors on cognitive development and language use throughout the lifespan.

Social-Emotional Development and Personality

- demonstrate an understanding of social-emotional development throughout the lifespan and of ways of influencing such development;
- demonstrate an understanding of various influences on personality development and identity formation throughout the lifespan;
- demonstrate an understanding of how factors affect social-emotional development, with an emphasis on the process of socialization.

Course Content

Unit	Length
1. Human Development: An Overview	16 hours
2. Human Development: Brain Development in the Early Years	22 hours
3. Human Development: The Early Years	16 hours
4. Parenthood: The Roles and Responsibilities Throughout the Family Life Cycle	20 hours
5. Socialization Factors That Influence Human Development	20 hours
6. The Impact of Society and the Global World on Human Development	16 hours
Total	110 hours

Unit Descriptions

Unit 1 – Human Development: An Overview

In this first unit, students gain a fundamental understanding of human development and related theories that are essential for this course. Students describe age-appropriate behaviour for the phases of middle childhood. The changes in growth and development, which occur during adolescence, are addressed as well as what one might expect to happen developmentally during one's lifetime. Additionally, economic, political, and social issues and challenges that affect our human growth and development are investigated. The knowledge and insight gained in this first unit form the foundation of the concepts within the curriculum to be used throughout the course.

Unit 2 – Human Development: Brain Development in the Early Years

In this unit, students explore the major theories of brain development as they pertain to young children. The impact of maternal health on neonatal brain development and postnatal brain development is investigated. Particular emphasis is placed on the study of language acquisition and its relationship to cognitive development. Students increase their knowledge of factors that can interfere with brain development and examine how play-based activities can facilitate brain development. For the culminating assignment, students design and implement a play-based activity that encompasses the key learnings from the unit.

Unit 3 – Human Development: The Early Years

The focus of this unit is infant attachment and bonding, which includes the investigation of related theories. As well, the long-term effects of insufficient nurturing and environmental deprivation are reviewed as they relate to infant attachment and bonding. Students analyse the factors that contribute to the well-being of a newborn and demonstrate their understanding of the issues. How care-givers and parents ensure that children feel secure is addressed.

Unit 4 – The Roles and Responsibilities Throughout the Family Life Cycle

Within this unit, students gain an understanding of the importance of the roles that parents and care-givers have in the human growth and development of children throughout a child's life span. Relationships that are involved in human development are analysed. In addition, students explore the roles that children may play as they become caregivers themselves to their parents in later life.

Unit 5 – Socialization Factors That Influence Human Development

Students gain a thorough understanding of how important the trilogy of the family, the school, and the media is on the impact of human development. They also gain a more in-depth understanding of how critical the role of the family is in the socialization of its members. Students describe the contributions that schools make towards the socialization of individuals throughout one's life span.. Finally, students analyse media and its role in the socialization of individuals and families through a variety of formats. To culminate the unit, students investigate a socialization issue and its impact on human growth and development.

Unit 6 – The Impact of Society and the Global World on Human Development

The diversity of today's society is addressed as it relates to human growth and development throughout one's life span. Various cultural and religious practices are introduced, and theories, behaviours, and values in our global society are revisited. Students gain an understanding of the social challenges related to human growth and development that face parents/care-givers within an integrated society. Students continue to gain a more in-depth perception of how the effects of economic, political, and social factors impact on human growth and development. How to prevent these factors from becoming negative influences is studied.

Teaching/Learning Strategies

The order of units and activities given in the course profile will be followed because of the sequential nature of the learning.

This course is organized into an eight-week series of lessons and activities that will be presented to students in remote northern communities via the internet. The eight week will be used for course consolidation, review and the final examination. Teacher and students will communicate over the internet while mentors in the classrooms will assume the role of liaison between the teacher and student.

A variety of strategies will be used in the online delivery of this course. Teaching/learning strategies will include, but not be limited to the following:

- Case study
- Reading
- Media analysis
- Graphic applications
- On-line inquiry
- Interviewing
- Questionnaires
- Brainstorming
- Media production
- Reflection
- Concept mapping
- Visual/graphic organizers
- Independent study
- Computer-assisted instruction
- Independent research project

Evaluation

The final grade will be determined as follows:

- Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.

- Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

Ontario Ministry of Education. (2010). *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*. Toronto ON: Queen’s Printer for Ontario.

Type of assessment	Category	Details	Weighting (%)
Formative (70%)	Knowledge/ Understanding	<ul style="list-style-type: none"> – identifying the major theories of child development; – outline ways in which parents can communicate love to their children in Galinsky’s six stages of parenting; – identifying age-appropriate behaviours for different periods of development. 	13
	Thinking/Inquiry	<ul style="list-style-type: none"> – developing opinion on nature vs. nurture debate with support from research; – predicting changes in parenting for future generations; – investigating socially acceptable practices across the world. 	19
	Communication	<ul style="list-style-type: none"> – interviewing an elder to identify stages in his/her life cycle; – creating a parenting magazine article or brochure; discussing language development; – creating a mind map of way that a caregiver can ensure that children feel secure and self-confident. 	19
	Application	<ul style="list-style-type: none"> – designing an enriching play-based activity that can be used in a real-life; – creating a solution to an economic, political, or social problem in local community; – apply attachment and bonding theories to a case study. 	19
Summative (30%)	Culminating Activity (15%)	Knowledge/Understanding	3 %
		Thinking/Inquiry	4 %
		Communication	4%
		Application	4%
	Final Examination (15%)	Knowledge/Understanding	3%
		Thinking/Inquiry	4%
		Communication	4%
		Application	4%
		TOTAL	100%

Assessment/Evaluation Strategies

A variety of assessment and evaluation methods, strategies and tools are required as appropriate to the expectation being assessed. These include diagnostic, formative and summative within the course and within each unit.

Assessment strategies include: on-line submissions, case studies, concept maps, research projects/reports, practical applications, media presentations, and unit and activity tests/quizzes. Assessment tools include: marking schemes, rubrics, and anecdotal comments with suggestions for improvement.

Resources

Cunningham, M. (2003). *Parenting in Canada: Human Growth and Development*. Toronto, ON: Nelson/Thomson Canada Ltd.

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools. (2010). Toronto, ON: Queen's Printer for Ontario.

Ontario Ministry of Education. (2013). *The Ontario Curriculum: Social Sciences and Humanities, Grades 11 and 12*. Toronto, ON: Queen's Printer for Ontario.

Santrock, J., Mackenzie-Rivers, A., Malcomson, T., Leung, K.H. (2011). *Life-Span Development*, 4th Edition. Toronto: McGraw-Hill Ryerson.

The Vanier Institute of the Family. Available at <http://www.vanierinstitute.ca/>

Program Planning

This course is offered to students living in isolated northern Ontario communities which do not have access to regular high school facilities, equipment or teachers associated with secondary education. This course uses the internet for instruction, demonstration and research. It utilized a student-centered semi-virtual classroom which capitalizes on the strengths of internet program delivery to minimize the disadvantages of geographic remoteness.

Students are presented with 1320 minutes of instruction/activity via the internet over the period of one week. All lessons, assignments, questions and course material is presented in this manner, with approved print materials available as a student resource in each classroom. The student and instructor communicate via the internet, while a classroom mentor (a fully qualified teacher) assists students in completing tasks in a timely manner and provides tutoring as required.