

Course Outline

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| School Name: | KEEWAYTINOOK INTERNET HIGH SCHOOL |
| Department Name: | Social Sciences and Humanities |
| Ministry of Education Course Title: | Human Development throughout the Lifespan |
| Grade Level: | 12 |
| Ministry Course Code: | HHG4M |

Teacher's Name: Sally Anderson

Developed by: Angela Batsford-Mermans Date: September 2014

Revision Date: September 2022

Developed from:

Ontario Ministry of Education. (2013). *The Ontario curriculum, grades 9 to 12, Social sciences and humanities*. Queen's Printer for Ontario.

Text:

Cunningham, M. (2003). *Parenting in Canada: Human growth and development*. Nelson/Thomson Canada Ltd.

Santrock, J., Mackenzie-Rivers, A., Malcomson, T., & Leung, K.H. (2011). *Life-span development, 4th edition*. 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: Angela Batsford-Mermans

Principal's Approval: 

Approval Date: September 8, 2022

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 |
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| 1. Human Development: An Overview | 16 hours |
| 2. Brain Development | 22 hours |
| 3. Attachment and Bonding | 16 hours |

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| 4. Roles and Responsibilities throughout the Lifecycle | 20 hours |
| 5. Socialization Factors | 20 hours |
| 6. The Impact of Society and Global World on 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. Students pay particular attention to the changes between their generation and their parents and grandparents generations and how relationships, issues and challenges may have similarities and differences in their local communities. 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 – Brain Development

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 consider cultural aspects of language acquisition. 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 – Attachment and Bonding

The focus of this unit is infant attachment and bonding, which includes the investigation of related theories. In addition, 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 – Roles and Responsibilities throughout the 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

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. In conversation, students can reflect on the impacts of Residential Schools on socialization and the role of the family and school. 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 Global World on 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

This course is organized into an eight-week series of lessons and activities that is presented to students in remote northern communities via the internet. The eighth week is used for course consolidation, review, and the final examination. Teacher and students communicate over the internet through timely activity feedback, emails, messages, video and audio calls. Classroom mentors assume the role of liaison between the teacher and student while also supporting a holistic approach to motivate, engage and support each individual student.

A variety of strategies will be used in the online delivery of this course. Some instructional strategies include:

- pre-teaching of key vocabulary;
- co-operative learning;
- direct instruction;
- group discussion;
- case studies;
- templates and graphic organizers; and
- independent research.

Learning goals will be discussed at the beginning of each assignment and success criteria will be provided to students. The success criteria are used to develop the assessment tools in this course, including rubrics and checklists.

Evaluation

The final grade will be determined as follows (Ontario Ministry of Education, 2010):

- 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 percent 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 (p. 41).

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 (%) |
|---------------------------|-----------------------------|--|----------------------|
| Term Work (70%) | Knowledge/ Understanding | Identifying the major theories of child development. Identifying age-appropriate behaviour for different age groups. | 13 |
| | Thinking | Developing opinion on nature vs. nurture debate with support from research. Predicting changes in parenting for future generations. | 19 |
| | Communication | Interviewing an elder to identify stages in his/her life cycle. | 19 |

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| | | Creating a parenting magazine article or brochure discussing language development. | |
| | Application | 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. | 19 |
| Final Evaluation (30%) | Culminating Activity (15%) | Knowledge/Understanding | 3 |
| | | Thinking | 4 |
| | | Communication | 4 |
| | | Application | 4 |
| | Exam (15%) | Knowledge/Understanding | 3 |
| | | Thinking | 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 *for* learning and assessment *as* learning is obtained through a variety of means, including the following:

- Ongoing descriptive feedback, including descriptive feedback on students' preliminary version of their opinion essay
- Self-assessment used to revise a community improvement proposal
- Conversations between student/teacher on a regular basis (synchronous and asynchronous)
- Conversations with mentor, including discussions about proposed interview questions

Evidence of student achievement (assessment *of* learning) is collected from various sources, including the following:

- Ongoing observations of most consistent work, with consideration given to most recent work
- Conversations with students about opinion on Nature vs. Nurture
- Observation of student's community improvement proposal
- Unit quizzes
- Opinion essay
- Final exam

The Ministry of Education's 2010 document, *Growing Success*, outlines the seven fundamental principles that guide best practice in the assessment and evaluation of students. KiHS teachers use practices that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the course and at other points throughout the school year or course;

- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning (p.6).

Resources

Cunningham, M. (2003). *Parenting in Canada: Human growth and development*. Nelson/Thomson Canada Ltd.

Government of Canada. (2011). The sensible guide to a healthy pregnancy. <https://www.phac-aspc.gc.ca/hp-gs/pdf/hpguide-eng.pdf>

Koostachin, K. (2017). Translations from English to Cree, Oji-Cree and Ojibwe

Koostachin, K. (2019). Personal interview

MyBlueprint. (2017). *MyBlueprint education planner*. www.myblueprint.ca

Ontario Ministry of Education. (n.d.). *Indigenous education strategy*. <http://www.edu.gov.on.ca/eng/aboriginal/>

Ontario Ministry of Education. (2007). First Nation, Métis, and Inuit education policy framework. <http://www.edu.gov.on.ca/eng/aboriginal/fnmiFramework.pdf>

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

Ontario Ministry of Education. (2013). *The Ontario curriculum, grades 9 to 12: Social sciences and humanities*. <http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences.html>

Ontario Ministry of Education. (2016). *Ontario schools, kindergarten to grade 12: Policy and program requirements*. <http://edu.gov.on.ca/eng/document/policy/os/index.html>

Santrock, J., Mackenzie-Rivers, A., Malcomson, T., & Leung, K.H. (2011). *Life-span development, 4th edition*. McGraw-Hill Ryerson.

Toulouse, P.R. (2016). What matters in Indigenous education: Implementing a vision committed to holism, diversity and engagement. <https://peopleforeducation.ca/wp-content/uploads/2017/07/MWM-What-Matters-in-Indigenous-Education.pdf>

Program Planning

This course is offered to Indigenous students living in isolated, northern Ontario communities. It is offered by qualified teachers in a blended classroom with a balance of academic, wellness, land-based learning, local language and culture to support the success of the whole student. This course uses the internet for instruction, demonstration and research. It utilizes 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 support as required.

Indigenous and local content is used throughout the course to meet students' learning needs. Opportunities for outdoor activities and land-based learning are also incorporated and students are encouraged to use local knowledge in their products. Considerations are made to the learning preferences of the student population and lessons can be adjusted for individual students as required. Opportunities have been provided for students to apply ideas and concepts encountered in this course to their lives as an individual and as a member of a First Nations community. Teachers consult the Ontario Ministry of Education policies, guidelines and important initiatives when planning a comprehensive program in this area.