

**DR. G.W.WILLIAMS SECONDARY SCHOOL**  
York Region District School Board

**SOCIAL SCIENCES AND HUMANITIES ~ FAMILY STUDIES DEPARTMENT**  
Subject Head: Ms. Stinson

Ministry of Education Curriculum Document: Social Science and Humanities, Grades 11 and 12, 2000

**Grade 12: Issues in Human Growth and Development (U/C)**

**Teacher:** Ms. Gordner

**Course Code:** HHG4M

**Credit Value:** 1 credit

**Prerequisites:** Any University, University/College, or College preparation course in Social Sciences and Humanities, English or Canadian and World Studies

Courseware developed by Ms. Stinson, Mrs. Shillum and Ms. Gordner

Course Reviewed by: Ms. Gordner (September 2012)

**Course Description:**

This course offers a multidisciplinary approach to the study of human development throughout the life cycle with particular emphasis on enhancing growth and development. Students will examine how early brain and child development is linked to lifelong learning, health, and well-being, and will develop an understanding about brain development during life's various stages.

**Overall Curriculum Expectations:**

- demonstrate an understanding of established theories of bonding and attachment;
- evaluate the significance of neuroscience and theories of brain development during critical periods of early childhood;
- demonstrate an understanding of the consequences of environmental deprivation during early childhood;
- analyse challenges in human development throughout the life cycle including early childhood, adolescence, mid-life and aging;
- demonstrate an understanding of the critical role that a family plays in the socialization of its members;
- investigate and interpret the contributions that schools make to the socialization of individuals across the life span;
- identify and evaluate the various ways in which the media can be seen as agents of socialization;
- demonstrate an understanding of the critical nurturing and teaching roles of parents and care-givers;
- analyse the many relationships that are a part of human development;
- demonstrate an understanding of the ways in which communication and problem-solving skills are essential to human development;
- demonstrate an understanding of the diverse influences that shape human growth and development;
- explain why social challenges need to be understood within an integrated framework;
- use appropriate social science research methods in the investigation of issues related to human growth and development;
- use appropriate psychological and sociological terminology relating to human growth and development;
- demonstrate an understanding of how to access, organize and evaluate information for research purposes;
- communicate the results of their inquiries effectively

## Course Resources:

Life-Span Development, (2005) McGraw-Hill Ryerson,

Social intelligence, (2006) Bantam Dell

<http://moodle2.yrdsb.ca>

## Units of Study:

**Summative and Culminating activities are subject to change.**

Unit 1	Human Development: An Overview
<p>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.</p> <ul style="list-style-type: none"><li>• <b>Theorist Presentation and Reflection (12%)</b></li><li>• <b>Unit test (8%)</b></li></ul>	
Unit 2	Human Development: Brain Development in the Early Years
<p>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.</p> <ul style="list-style-type: none"><li>• <b>Brain Quiz (4%)</b></li><li>• <b>Language Quiz (4%)</b></li><li>• <b>Teratogen Assignment (10%)</b></li></ul>	
Unit 3	Human Development: The Early Years
<p>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 (e.g., breast feeding vs. bottle feeding, newborn adoption vs. older child adoption, bonding of fathers, bonding of other primary care-givers, multiple attachments, etc.). How care-givers and parents ensure that children feel secure is addressed. 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 (e.g., nurturing, meeting physiological and psychological needs). Relationships that are involved in human development are analysed (e.g., family relationships within family structures, child relationships within a family, etc.). Students participate in a variety of communication and problem-solving activities in order to recognize their importance in healthy family relationships.</p> <ul style="list-style-type: none"><li>• <b>Scrapbook (15%)</b></li><li>• <b>Social Intelligence Assignment (5%)</b></li><li>• <b>Unit test (5%)</b></li></ul>	

Unit 4	Socialization Functions that Influence Human Development
<p>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. Students research the issues that confront schools as they endeavour to educate individuals (e.g., defiance of authority, safety, etc.). Finally, students analyse media and its role in the socialization of individuals and families through a variety of formats (e.g., TV sitcoms, print materials, radio programs, movies, music, advertising, the Internet, etc.).</p> <p>• <b>Media analysis (7%)</b></p>	

Unit 5	The Impact of Society and Global World on Human Development
<p>The diversity of today's society is addressed as it relates to human growth and development throughout of 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. The historical and emerging initiatives for parents and society in sharing the responsibilities of parenting (e.g., extending maternity/parental leave) are addressed. 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. Students review reports by McCain and Mustard, and Hertzman and Keating to gain a better understanding of why early child development and parenting programs are so important in the human growth and development of children. The human development initiatives to assist countries in meeting these global challenges, as are suggested in today's literature, are evaluated.</p>	

### Instructional Strategies:

- Technological Literacy ( Internet Research)
- Note-Taking Skills ( Organizers, Reports, Research Notes)
- Media Analysis ( Videos, Magazines, Advertisements, Internet)
- Connecting Ideas and Concepts ( Mind Mapping, Time Planning Charts)
- Making Connections to other Subject Areas ( Health, Social Science, Technology, Science, Law)
- Literacy ( Report Writing, Social Science Research, Documenting Sources in APA Format)
- Cooperative Learning (Group Work, Oral Presentations, Demonstrations)
- Global Connections (Morality, Cultural Variations)

### Assessment and Evaluation:

- ✓ Assessment is the ongoing process of collecting information about the student's achievement. A variety of assessment tools may be used.
- ✓ Assessment may be diagnostic (used to ascertain students' knowledge at the start of each unit/lesson), formative (used for students to practice their skills and expand their learning) or summative (used to determine mastery and demonstration of learning). Diagnostic and formative assessments do not carry a mark weight. Summative assessments count toward the final mark.
- ✓ Formative assessment is the gathering of information about student learning during the progression of a course and usually repeatedly, to improve student learning.
- ✓ 70% of the grade will be based on evaluations conducted through the course, while 30% will be based on final evaluation administered towards the end of the course.
- ✓ The evaluation of Learning Skills will be tracked and assessed throughout the course. Students will find concentrating on these skills will result in a high a level of success in meeting the course expectations.

LEARNING SKILLS	BEHAVIOUR/DESCRIPTORS
Responsibility	<ul style="list-style-type: none"> <li>• completes and submits class work, homework, and assignments according to agreed-upon timelines</li> <li>• takes responsibility for and manages own behaviour</li> </ul>
Organization	<ul style="list-style-type: none"> <li>• devises and follows a plan and process for completing work and tasks</li> <li>• establishes priorities and manages time to complete tasks and achieve goals</li> </ul>
Independent Work	<ul style="list-style-type: none"> <li>• uses class time appropriately to complete tasks</li> <li>• follows instructions with minimal supervision</li> </ul>
Collaboration	<ul style="list-style-type: none"> <li>• responds positively to the ideas, opinions, values, and traditions of others</li> <li>• shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions</li> </ul>
Initiative	<ul style="list-style-type: none"> <li>• demonstrates the capacity for innovation and a willingness to take risks</li> <li>• demonstrates curiosity and interest in learning</li> </ul>
Self-regulation	<ul style="list-style-type: none"> <li>• sets own individual goals and monitors progress towards achieving them</li> <li>• seeks clarification or assistance when needed</li> </ul>

### Course Evaluation:

Grading will be calculated according to the Achievement Chart categories. The weighting of the categories are as follows:

<b>Knowledge/Understanding</b> 17.5%	<b>70%</b>
<b>Thinking</b> 17.5%	
<b>Communication</b> 17.5%	
<b>Application</b> 17.5%	
<b>Summative Evaluation:</b> - Playschool and annotated bibliography (15%) - Final Exam (15%)	<b>30%</b>
<b>Course Grade</b>	<b>100%</b>

### Accessing Course Outlines and Curriculum Policy Documents:

Ontario Ministry of Education: <http://www.edu.gov.on.ca/>

Print Resource: Social Science & Humanities, Grades 11 and 12, 2000, Ontario Ministry of Education

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**SOCIAL SCIENCES AND HUMANITIES ~ FAMILY STUDIES DEPARTMENT**  
**POLICIES**

**Attendance and Punctuality**

Regular attendance is essential due to the cumulative nature of this course. Students who are absent are expected to call their learning partner and catch up on the missed work before returning to class. This includes having the homework for the missed classes completed upon returning to school. If this is not possible be sure to see your teacher immediately upon your return to school to be able to catch up. Ensure that you seek extra help from your teacher when needed. After a number of missed classes you may be required to complete an additional assignment to make up missed time.

- Lateness for class is unacceptable. There will be consequences for repeated lates.
- Frequent absences are unacceptable. If students are absent, parents must call in to approve the absence. Parents will be contacted if the absences are not approved.

**Late or Missed Assignments**

Students are expected to submit assignments promptly on the due date. Please talk to your teacher before the due date if you anticipate that you will not be able to submit an assignment on time.

If you have a specific conflict, (e.g. field trip), you must tell the teacher before the day of a major evaluation (assignment, test, or presentation) that you will be absent. Although you may have conflicts, you are still required to complete all work. If you are ill the day of a major evaluation, you are expected to call the school **(905)727-3131** and speak to your teacher (ext 458) or leave a message stating the reason for missing the evaluation. Upon your return to school, you must have a medical note specifying the nature of your illness. No note results in a grade of zero.

**Student Responsibilities**

- Students are to arrive in class before the bell rings with homework completed, the proper texts and materials needed, ready to participate fully in class.
- Students are expected to keep neat, up to date notebooks. A separate binder is recommended.
- You are expected to treat all other students, as well as the teacher, with courtesy and respect. In return, you may expect to be treated fairly and politely by your classmates and your teacher.
- Cell phones and electronic devices are not allowed to be used without teacher permission
- All work submitted by student must be their own original effort. Plagiarized work will receive a mark of zero. Plagiarism, copying work or not crediting source, is an academic crime.
- Each student is required to have a learning partner. If you are absent, it is your responsibility to contact your learning partner to find out what you have missed. Your learning partner will collect all handouts on the day that you are absent.

**Learning Partners:**

Name: \_\_\_\_\_ Phone #: \_\_\_\_\_ Email: \_\_\_\_\_

Name: \_\_\_\_\_ Phone #: \_\_\_\_\_ Email: \_\_\_\_\_

This has been prepared to inform students, and their families, about the course, and classroom expectations so that students can be successful. Please sign below to acknowledge that you have read and understood the expectations for this course.

Student signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **STUDENT INFORMATION SHEET**

The course outline has been prepared to inform students, and their families, about the course, and classroom expectations so that students can be successful. Please sign below to acknowledge that you have read and understood the expectations for this course.

Student Signature \_\_\_\_\_ Date: \_\_\_\_\_

Parent or Guardian Signature \_\_\_\_\_ Date: \_\_\_\_\_

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*This information is strictly confidential.*

Name: \_\_\_\_\_ Please use this name in class: \_\_\_\_\_

Serious allergies or medical issues I should be aware of: \_\_\_\_\_  
\_\_\_\_\_

Address: \_\_\_\_\_

Home Phone Number: (     ) \_\_\_\_\_ Birth Date: \_\_\_\_\_

PARENT/GUARDIAN: \_\_\_\_\_ Work Phone: \_\_\_\_\_  
\_\_\_\_\_

Email: \_\_\_\_\_

PARENT/GUARDIAN: \_\_\_\_\_ Work Phone: \_\_\_\_\_  
\_\_\_\_\_

Email: \_\_\_\_\_

**"When you phone my parents/guardians about my progress, I prefer for you  
to**

**speak to \_\_\_\_\_ because**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_."

My Timetable is:

Check here if  
you expect this  
to change ☐

	Period 1	Period 2	Period 3	Period 4	Period 5
Room #					

I plan to get a mark of \_\_\_\_\_% in this course. Is this realistic? \_\_\_\_\_ Explain:

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My future academic plans are:

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My learning partner will be: \_\_\_\_\_

I will contact my learning partner at the following phone number or email address: \_\_\_\_\_

Please list out of school commitments (ex sports/theatre/music practices/work schedule). How much time is devoted to each one?

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What are 3 things you'd like me to know about you?

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Multiple intelligence strength: \_\_\_\_\_ Learning  
style: \_\_\_\_\_