



Waterloo-Oxford District Secondary School

HHG 4MI Grade Twelve College/University Human Development Throughout the Lifespan

Prerequisite: None

Credit Value: 1.0

Teacher: Ms. Stacey

Department: Family Studies

Email: lauren_stacey@googleapps.wrdsb.ca

Course Description:

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.

Units of Study

Unit One: Theories of Development

- Theories of all P.I.E.S and Moral Development
- Human Development Terminology
- Introduction to Research Methods



Unit Two: Development in Prenatal to the Early Years

- Intro to Brain Physiology- (key structures and functions)
- P.I.E.S Development (stranger anxiety, early emotions)
- Initial Motor Skill Development- (reflexes, gross vs. fine motor skills)
- Environmental Stimulation and Deprivation
- Language Acquisition- (verbal vs. non-verbal stimulation)



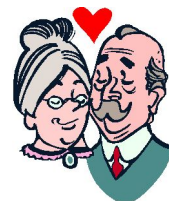
Unit Three: Development in Childhood and Adolescence

- P.I.E.S Development (dualistic thinking, memory)
- Patterns of Growth and Development (puberty, sexual attraction)
- Intelligences- (M.I., S.I., E.I., fluid and crystallized)
- Personality and Birth Order Significance



Unit Four: Development in Adulthood and Later Life

- P.I.E.S Development (wisdom, reflective thinking, anxious attachments)
- Patterns of Growth and Development (menopause, reproduction)
- Sensory and Motor Skill Challenges with Age





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****Throughout the course, students will be asked to explore topics related to human development and effectively communicate their findings in a social science research paper. This will be worth 10% of their final mark.**

Evidence of Learning

Students will demonstrate their learning through the following activities, tasks, assessments and evaluations:

Class Discussions	Tests/ Quizzes	Presentations
Worksheets/Reflections	Summative Evaluations	

****Students wishing to succeed in this course will attend regularly, will keep homework up-to-date, will submit assignments on or before the due date, will be present and prepared for tests and will contribute to group activities.**

The final mark will be determined as follows:

CATEGORY	WEIGHT
Assignments (1-2 per unit)	70%
Tests and Quizzes	
Summative (ISU Research Project/ Exam)	30%
	TOTAL 100%

Course Evaluation

Student work will be evaluated using a balance of the Ministry's four achievement chart categories: knowledge & understanding, thinking & inquiry, application, and communication. Throughout the course, teachers will gather evidence of student learning through observations, conversations, and student-produced work.

Seventy percent (70%) of the final mark will come from term work, and thirty percent (30%) will come from final evaluations. The final evaluations are opportunities for students to integrate and synthesize knowledge and skills acquired throughout the course and to demonstrate comprehensive understanding of the essential learnings. Report card grades will reflect the student's most consistent level of achievement, with consideration given to more recent evidence.

Guidelines for Assessment, Evaluation and Reporting

1. Learning Skills

The Learning Skills and Work Habits section of the provincial report card is an integral part of a student's learning. Students will be assessed in the following areas:

Responsibility
Initiative

Independent Work
Collaboration

Organization
Self-Regulation

The following scoring system is used for Learning Skills:
E=Excellent; G=Good; S=Satisfactory; N=Needs Improvement



2. Missing Work

Students are expected to submit all evidence of learning by the assigned date.

- (a) The Learning Skills section of the provincial report card will be used to reflect incidents of late and missing work.
- (b) At the time of entering a report card grade, students with missing evidence of learning may receive an "I" ("I" = insufficient evidence) on their report card and will not receive a credit (Grades 9 and 10), or may be assigned a mark between 35% and 45% (Grades 11 and 12) and will not be granted a credit for the course.

3. Cheating and Plagiarism

Students are expected to submit their own original, best work to demonstrate their learning.

- (a) The Learning Skills section of the provincial report card will be used to reflect incidents of cheating and plagiarism.
- (b) Students caught cheating on tests or assignments will receive an "I" ("I" = insufficient evidence), and will be required to demonstrate their learning through an alternative evaluation.
- (c) Students who plagiarize may be required to re-do all or part of the assignment (or evaluation) or complete an alternative assignment (or evaluation). The student's work may be treated as Missing Work (see above). As well, potential consequences for plagiarizing include disciplinary action (e.g., suspension) and loss of access to academic awards and scholarship opportunities.

Google Drive:

Students in the WRDSB have been provided with access to Google Drive and several accompanying applications. Students may access this account with their school login and password at <http://google.wrdsb.ca>. It is highly recommended that students make use of their Google Drive.

Family Studies Late Work Policy:

To ensure success, assignments/Tests/Presentations/etc. that have been assigned a specific due date are expected to be handed in on that date. If the work cannot be handed in on the assigned due date, the following steps will be taken:

Seniors – Grades 11 & 12
Interventions will be made with the individual student whose work is missing. These interventions can include: Face to face conversations Emails Messages and reminders through school-related software (ie: Googleapps E-mail) Phone calls home, if the student is under the age of 18.



Other Course Information and Expectations:

1. **Attendance:** in order to participate and succeed in this course, you must attend on a regular basis. If you know you are going to be absent, please let me know and make sure you get caught up when you return. **
2. Any missed tests/assignment are due the FIRST DAY BACK after an absence, unless you have made previous arrangements with me.
3. Electronic devices are only allowed to be used during QUIET work time. They are NOT allowed during lessons.
4. If you need EXTRA help, please come and see me during lunch hour. Otherwise, you can make an appointment with me to meet me at a more convenient time.

For more information about the content of this course outline as it relates to general policies regarding **student rights and responsibilities** (e.g., cooperation and commitment), **school procedures** (e.g., attendance), **assessment, evaluation and reporting** (e.g., learning skills, examinations, earning credits), and **school services** (e.g., textbooks, library), please consult:

- Waterloo-Oxford District Secondary School: Student Planner
- W-O Website
- WRDSB's Administrative Procedure 1660 (Assessment, Evaluation and Reporting)
- The appropriate W-O teacher or administrator.

I look forward to a wonderful year with you!

-Ms. Stacey





SIGNATURES

Please sign below to indicate that you have read and understand the course outline requirements for successful completion of the Grade 12 Human Development Throughout the Lifespan Family Studies course. Please remove this page from your course package and submit this portion of the outline to Ms. Stacey once completed.

Student Name (print)

Parent/Guardian Name (print)

Student Signature

Parent/Guardian Signature

Date

Date

If you are 18 years of age or older, please check the following boxes as appropriate.

I am 18 years old

I give Ms. Stacey permission to contact my parents regarding this course and my work habits within it

Preferred Method of Parental/Guardian Contact:

Phone: _____

Email: _____