

SOUTH CARLETON HIGH SCHOOL
 Ottawa-Carleton District High School
 STUDENT OUTLINE
HHG4M
Human Growth and Development

Credit Value: 1 credit

Course Overview

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 are linked to lifelong learning, health, and well-being, and will develop child-care and human-relationship skills through practical experience in a community setting. This course also refines students' skills in researching and investigating issues related to human growth and development.

Unit Title	Hours	PerformanceTasks	Specific Expectations
1. Introduction to Research, Theories and Human Development	29	1. Tests and Quizzes 2. Culminating Activities 3. Group Work	A1. Exploring: explore topics related to human development, and formulate questions to guide their research; A2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods; A3. Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry; A4. Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills. B1. Theoretical Perspectives: demonstrate an understanding of a variety of theoretical perspectives on human development; B2. Risk and Resilience: 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. C1. Physical Development and Brain Physiology: demonstrate an understanding of physical development, including brain physiology and development, throughout the lifespan; C2. Sensory and Motor Development: demonstrate an understanding of sensory and motor development at different stages of the lifespan; C3. Factors Affecting Physical Development: demonstrate an understanding of contextual factors that can affect physical development, particularly brain development, throughout the lifespan and of the effects of these factors. D1. Cognitive Development: demonstrate an understanding of theories of cognitive development and of changes in aspects of cognitive development throughout the lifespan; D2. Language Acquisition and Development: explain the processes and physiological foundations of language acquisition and development throughout the lifespan; D3. Intelligence: demonstrate an understanding of issues related to defining, measuring, and developing intelligence; D4. Factors Affecting Cognitive Development and Language Use: analyse the effects of contextual factors on cognitive development and language use throughout the lifespan. E1. Social-Emotional Development: demonstrate an understanding of social-emotional development throughout the lifespan and of ways of influencing such development; E2. Personality and Identity: demonstrate an understanding of various influences on personality development and identity formation throughout the lifespan; E3. Factors Affecting Social-Emotional Development: demonstrate an understanding of how factors affect social-emotional development, with an emphasis on the process of socialization.
2. Early Years of Brain Development	17	4. Research Displays 5. Oral Presentations	
3. Infant Bonding and Attachment.	6	6. Argumentative Essays 7. Skills Development	
4. Parenthood	20	8. Web Quests	
5. Family	20	9. Role Plays	
6. Media Influence	8	10. Debates 11. Document Analysis	
7. School Influence	10	12. Reflective Writing 13. Formal Examination	

STUDENT RESPONSIBILITIES

- Students are required to attend classes regularly, participate in activities, and submit work on time. Absence for any reason does not remove the responsibility of a student to complete missed work.
- Students who commit *academic fraud* i.e. *plagiarize or cheat*, and those who miss performance tasks without a legitimate and substantiated excuse risk the successful and timely completion of their work. Tasks consisting of academic fraud will be considered incomplete, as they do not provide a reliable demonstration of student learning.*
- All incomplete work will be factored into the final mark. When a student fails to demonstrate learning on a performance task, for any reason, remedial work may be assigned at the teacher's discretion. In these cases, a reasonable timeline must exist to facilitate the completion and subsequent evaluation of the task.
- Students may, on occasion, negotiate with the teacher to have an assignment submitted late. All work accepted beyond the original due date, for any reason, will be professionally evaluated. Please note that written feedback and anecdotal remarks on late submissions may not be possible based on time constraints. Additionally, it may be judged necessary to reconsider the value of such work when determining a student's final grade.

***Academic Fraud** is defined as any act of dishonesty purposely or carelessly intended to enhance academic performance. **Plagiarism** is defined as the act of taking the written word or original work of another person, without giving due credit, whilst passing it off as ones own.

• Evaluation	
Term Report Assessment/Evaluation tools include tests/quizzes, assignments, performance tasks and rich assessment tasks Term 70%	Final Report Term 70% Summative task 15% Final Exam 15% 100%
Summative Period Canadian and World Studies summatives will come due within the school's Summative and Evaluation Period. This period occurs two weeks before exams in January and June. <i>Absence from evaluations during these dates must be substantiated with a medical certificate or equivalent documentation as approved by administration.</i>	

LITERACY

Success in Canadian and World Studies courses depends in large part on strong literacy skills. Many of the activities and tasks students undertake in CHC2D involve the use of written, oral, and visual communication skills. The study of this subject will thus encourage students to use language with greater care and precision and will enhance their ability to communicate effectively.

ANTIDISCRIMINATION POLICY

The Canadian and World Studies curriculum is designed to help students acquire the “habits of mind” essential for citizens in a complex world. Students are expected to demonstrate an understanding of the rights privileges, and responsibilities of citizenship, as well as a willingness to show respect, tolerance, and understanding towards individuals, groups, and cultures in the global community. They are also expected to understand that protecting human rights and taking a stand against racism and other expressions of hatred and discrimination are basic requirements of responsible citizenship.

Accommodations for Exceptional Students

The (name) department makes every effort to accommodate the identified needs of exceptional (IPRC'd) students and will attempt to differentiate curriculum delivery methods, student modes of expression, and assessment methods as recommended by the student's individual education plan (IEP).