

Catholic District School Board Writing Partnership

Social Sciences and Humanities

Course Profile

Issues in Human Growth and Development

Grade 12

University/College Preparation

HHG4M

• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

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Course Overview

Issues in Human Growth and Development, HHG4M, Grade 12, University/College Preparation

Policy Document: *The Ontario Curriculum, Grades 11 and 12, Social Sciences and Humanities, 2000.*

Prerequisite: Any University, University/College, or College Preparation course in Social Science and Humanities, English, or Canadian and World Studies

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 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.

How This Course Supports the Catholic School Graduate Expectations

This Course Profile has been designed to infuse Catholic beliefs, values, and Church teachings into the curriculum. Being concerned, informed, and productive are qualities that are highly valued by society in general and the Catholic Church in particular. Students develop a respect for humanity based upon the study of issues presented in this course. Learning to respect and understand human relationships according to the teachings of Christ is a key component of social behaviour. Students are given the opportunity to become aware of and resist forces that are considered destructive to human growth and development. Students acquire and refine skills that promote life long learning. The development of a respect for social institutions, such as the family and the Catholic Church and the related moral and ethical values inherent in these institutions, is also included in this Course Profile.

Course Notes

The learning expectations within this Course Profile have been clustered to create seven units of study that focus on research and theories, human growth and development, and environmental impacts on human growth and development. The units have been arranged in a logical and sequential pattern consistent with the stages of real-life human growth and development. This course begins with a review of social science research methods and an introduction to some of the classic social science theories in the area of human growth and development. From there, the course examines issues in stages of human growth and development from infancy to adulthood. Finally, the course investigates the impact of the family, media, and school on socialization and places human growth and development in a local, national, and global context.

Teachers should be aware that students who have taken the Grade 11 Introduction to Anthropology, Psychology, and Sociology course (not a prerequisite) should have a substantial knowledge base of social science research methods. If the majority of students have studied research methods, time may be spent more wisely reviewing social science research methods and further developing and applying these research skills. Teachers should remind students that their research may touch on sensitive issues and that they need to ensure complete privacy/security of any materials collected in the course of research. Students must be instructed to accept "no comment" as a valid answer to any questions, and to respect that people may choose not to respond at all to questionnaires and/or surveys.

Teachers should be sensitive to the personal nature of the experience, and support students in avoiding disclosure and discussion of sensitive issues in the classroom context. Teachers should be prepared for potential disclosures that require the notification of school counsellors who will be able to provide referrals to the appropriate professionals or services within their community. Teachers should also be aware of various cultural differences regarding issues covered in this course. Attention should be directed to English As a Second Language (ESL) and English Literacy Development (ELD) students to ensure that the terminology associated with this course is adequately understood within its proper context.

Finally, this Course Profile involves real-life applications of theories studied in this course. It is important that students are fully aware of what is expected of them while observing or teaching young children. Proper observation techniques, behaviour management skills and protocol for handling issues of confidentiality should be taught prior to the students being involved in any practical components of this course. Students also need to be aware that there are certain situations, due to policy and legislation, where they will not be able to maintain confidentiality, e.g., disclosures of physical abuse. When students are working with young children, teachers must supervise the students at all times. In addition, approval should always be obtained from children's parents before students are allowed to teach or supervise children.

Units: Titles and Time

* Unit 1	Research, Theories and Human Development	29 hours
Unit 2	Early Years of Brain Development	17 hours
Unit 3	Infant Bonding and Attachment	6 hours
Unit 4	Parenthood	20 hours
Unit 5	Family	20 hours
Unit 6	Media Influence	8 hours
Unit 7	School Influence	10 hours

* This unit is fully developed in this Course Profile.

Unit Overviews

Unit 1: Research, Theories, and Human Development

Time: 29 hours

Unit Description

This unit examines human growth and development throughout the life cycle focusing on the classic developmental theories of Freud, Piaget, Erikson and Kohlberg. These theories provide an historical foundation to begin an investigation of human growth and development. An evaluation of their relevance to contemporary society can then be made. An examination of the various types of social science research methods and ethical considerations is presented. A determination of the usefulness and ethics of studies, such as those of Watson, Ainsworth, and Bandura can be made through a comparison of contemporary ethical guidelines and research methods. Students learn how to collect, evaluate, organize, and source data on issues related to human growth and development. A wide variety of methods including information technologies, interviews, questionnaires, historical records, etc. are assessed and their usefulness in contemporary research identified. Appropriate methods of citation, and presentation of research such as the American Psychological Association (APA) format are presented (through an examination of current research articles). The unit culminates with students demonstrating their abilities to collect, analyse, interpret, and present their research on the developmental milestones of human growth and the development of a particular age group. The presentation may take the form of a short essay, a class presentation, or a webpage.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	HDV.04, ISV.02, HD3.01, IS1.02 CGE2a, CGE2b	Knowledge/ Understanding Thinking/Inquiry Communication Application	- Examine classic theories of human development, e.g., developmental theories of Freud, Erikson, and Piaget.
2	GCV.01, GC1.01, GC1.02, GC1.03, GC1.08 CGE1d, CGE1h, CGE3d, CGE3f, CGE4g, CGE7a, CGE7e	Knowledge/ Understanding Thinking/Inquiry Communication Application	- Determine how socially unacceptable behaviour is defined and addressed in various societies. - Examine theories of morality development and evidence for possible gender and/or cultural differences, e.g., development theories of Kohlberg, Turiel, Gilligan, Schweder, Mahapatra, and Miller. - Explain, through critical analysis, the ways in which personal values and standards evolve, vary, and change with time.
3	ISV.01, ISV.02, IS1.01, IS1.02 CGE2a, CGE2b, CGE3b, CGE3d	Knowledge/ Understanding Thinking/Inquiry Communication Application	- Explore scientific/inquiry model, various research designs, and the ethical considerations involved in conducting research.
4	ISV.03, IS2.01, IS2.02, IS2.03, IS3.01, IS3.02, IS3.03 CGE2c, CGE2d, CGE3c	Knowledge/ Understanding Thinking/Inquiry Communication Application	- Explore methods of data collection and presentation. - Design and implement a questionnaire/survey and an interview
5	HDV.04, ISV.02, ISV.03, ISV.04, HD3.02, HD3.03, IS1.02, IS1.03, IS2.01, IS2.02, IS3.01, IS3.02, IS3.03 CGE2b, CGE2c, CGE2d, CGE4b, CGE4f, CGE5a, CGE5e	Knowledge/ Understanding Thinking/Inquiry Communication Application	- Write a two-page essay response to teacher selected articles on a human development issue in APA style. - Apply research skills in an exploration of the milestones of human growth and development. (Appendix A provides an essay marking scheme)

Unit 2: Early Years of Brain Development

Time: 17 hours

Unit Description

This unit examines the classic learning theories and the relationship between maternal health and well-being and brain development in the child from the neonatal period to age three. The significance of neuroscience and theories of brain development during critical periods in early childhood is evaluated. Students gain an understanding of the effects that economic, political, and social factors can have on human development. They identify and evaluate ways to prevent these factors from negatively affecting human growth and development. Students also study the long-term effects of inadequate nurturing and environmental deprivation, and demonstrate an understanding of the ways in which babies acquire language and develop intelligence. This unit culminates with students designing, implementing, and evaluating a play-based, problem-solving activity that illustrates brain development.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	HDV.02, HD2.01, HD2.04, GC2.03, GC2.04 CGE3e, CGE3f, CGE7b, CGE7d	Knowledge/ Understanding Thinking/Inquiry Communication Application	<ul style="list-style-type: none"> - Examine classic and current learning theories, e.g., learning theories of Watson, Skinner, Bandura. - Examine the impact of maternal health and the effects that various economic, political, and social factors on neonate-toddler brain development. - Identify and evaluate methods to prevent negative affects on brain development. - Review <i>Early Years Study</i> by McCain and Mustard and <i>Developmental Health and the Wealth of Nations</i> by Keating and Hertzman.
2	HDV.02, HDV.03, HD2.02, HD2.05 CGE1j, CGE2b, CGE2c, CGE2e	Knowledge/ Understanding Thinking/Inquiry Communication Application	<ul style="list-style-type: none"> - Determine the consequences of environmental deprivation on brain development, e.g., Harlow experiments, isolate children.
3	HDV.02, SOV.03, CGV.01, HD2.03, SO3.01, GC1.04 CGE2b, CGE2c, CGE6c	Knowledge/ Understanding Thinking/Inquiry Communication	<ul style="list-style-type: none"> - Examine the acquisition of language and intelligence as children develop, paying attention to the role of verbal communication, and cultural diversity. - Debate the influence of nature versus nurture on language acquisition.
4	HDV.02, HDV.03, ISV.01, ISV.03, ISV.04, HD2.06, HD2.07, IS2.01, IS2.03, IS3.01 CGE2c, CGE4b, CGE4e, CGE5a, CGE5e, CGE5f	Knowledge/ Understanding Thinking/Inquiry Communication Application	<ul style="list-style-type: none"> - Assess the impact of play-based, problem-solving activities on brain development. - Design, implement, and evaluate an enriching play-based activity in a real-life setting, such as a primary class or day-care centre taking health and safety issues into consideration.

Unit 3: Infant Bonding and Attachment

Time: 6 hours

Unit Description

This unit focuses on the parent-child relationship and determines the impact of this relationship on the physical and emotional well-being of the infant. Emphasis is placed on theories of bonding and attachment, and the consequences of environmental deprivation. Students are encouraged to apply theories learned in this unit to real-life situations such as in their own family, the family of close relatives or friends, or observations of families in a public place like a shopping mall or a restaurant.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	HDV.01, HDV.03, SOV.01, ISV.02, HD1.01, HD1.02, SO1.01, SO1.03, IS1.02 CGE3d, CGE6a, CGE6c	Knowledge/ Understanding Thinking/Inquiry Communication	- Examine the factors contributing to the bonding, attachment, and well-being of newborns. - Invite a guest speaker, such as a public health nurse, or teen counsellor, where available.
2	HDV.01, ISV.02, ISV.04, HD1.03, HD1.04, IS1.02, IS2.01, IS3.01 CGE2c, CGE7b, CGE7d	Knowledge/ Understanding Communication Application	- Investigate theories relating to the development of parent-infant relationships and present findings, e.g., development theories of Ainsworth, Bartholomew, and Offord. - Apply attachment and bonding theories in natural observations of infant-mother relationships in a real-life setting, such as a playground, community centre, or restaurant.

Unit 4: Parenthood

Time: 20 hours

Unit Description

This unit begins with a discussion on how the transition to parenthood changes a couple's relationship. An understanding of the stages of parenting is developed to enable students to evaluate the changing role of the primary caregiver as a teacher in a child's life. Students describe different theories of parenting and compare children's responses to different parenting styles in real-life settings. Special attention is given to how parents deal with an exceptional child. Students are then asked to recommend, implement, and evaluate strategies for dealing with an exceptional child in a real-life setting. Both positive and maladjusted parent-child relationships are identified and analysed. Finally, students explain, from both a historical and a social perspective, how education for parents has evolved over time and investigate emerging initiatives promoting shared responsibility between parents and society.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	SOV.02, SO2.01 CGE1g, CGE6b	Knowledge/ Understanding Communication	- Describe how the transition to parenthood changes a couple's relationship, e.g., as described by Jay Belsky and John Kelly.

Cluster	Learning Expectations	Assessment Categories	Focus
2	SOV.01, SO1.02 CGE2b, CGE2c, CGE4b, CGE6c	Knowledge/ Understanding Thinking/Inquiry Communication	- Describe the stages of parenting and a parent's changing role (Galinsky's model).
3	SHV.01, SH1.05 CGE6c, CGE7b, CGE7c, CGE7d	Knowledge/ Understanding Thinking/Inquiry Communication Application	- Examine various theories of parenting and parenting styles, e.g., parenting theory of Baumrind. - Through observation compare children's responses to different parenting styles in real-life settings, e.g., restaurant, playgrounds, sporting events, etc.
4	SOV.01, SO1.01, SO1.03 CGE2a, CGE7b	Knowledge/ Understanding Thinking/Inquiry Communication Application	- Evaluate the impact of temperament in parent-child relationships.
5	SOV.01, GCV.01, SO1.01, GC1.06 CGE3b, CGE3d, CGE4g, CGE6a	Knowledge/ Understanding Thinking/Inquiry Communication Application	- Demonstrate an understanding of parental/caregiver influence. - Experience the challenge of living with exceptional children through a field trip to a Children's Rehabilitation Centre or work with the special needs department of the school.
6	SOV.01, SO1.04 CGE3c, CGE5d, CGE5e	Knowledge/ Understanding Thinking/Inquiry Communication Application	- Demonstrate an understanding of the causes and effects of healthy and maladjusted parent-child relationships.
7	GCV.01, GCV.02, GC2.01 CGE3c, CGE3f	Knowledge/ Understanding Communication	- Examine the history of parenting programs.
8	GCV.01, GVC.02, GC2.02 CGE3c, CGE3f	Knowledge/ Understanding Thinking/Inquiry Communication Application	- Describe emerging parenting initiatives. - Create a parenting program model in groups and present it to the class.

Unit 5: Family

Time: 20 hours

Unit Description

Students analyse and compare the many relationships that are part of human development. These include, but are not restricted to, a variety of family models, such as the nuclear family, single parent family, or alternative family groups, and the ways in which children relate in a family. After examining the relationships within the family, students develop an understanding of the role that the family plays in the socialization of its members and how this impacts on human growth and development. An examination of

current social issues and personal challenges that families face is made. Students conduct their own research (both through the generation of data and an examination of current research and theory) on the impact of religion and culture on child-rearing practices. Students identify various school and community programs designed to assist parents in creating positive home environments that foster optimum human development. Finally, students are asked to demonstrate an understanding of the long-term benefits of early child development and parenting programs on the economic health and well being of a nation.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	SOV.02, SO2.02 CGE6a, CGE6c	Knowledge/ Understanding Thinking/Inquiry Communication	- Analyse a variety of family models and compare the relationships.
2	SOV.02, SO2.03 CGE6a, CGE6c	Knowledge/ Understanding Thinking/Inquiry Communication	- Examine theories/issues regarding the way children relate in the family (birth order, etc.). - Students reflect personally on their own birth order placement to determine to what extent they currently accept such theories in a journal entry.
3	GCV.01, GC1.05 CGE7f, CGE7g	Knowledge/ Understanding Communication Application	- Research the impact of culture and religion on the roles within the family.
4	GCV.01, ISV.03, ISV.04, GC1.07, IS1.03, IS2.01, IS2.02, IS3.01, IS3.02, IS3.03 CGE3f, CGE7f, CGE7g	Knowledge/ Understanding Thinking/Inquiry Communication Application	- Write an essay or report comparing child-rearing practices in a variety of societies in APA style (Appendix 1.5.2 provides an essay marking scheme).
5	SHV.01, SH1.01, SH1.02 CGE3f, CGE6c	Knowledge/ Understanding Thinking/Inquiry Communication Application	- Examine the positive impact of parent and family on human growth and development.
6	SHV.01, SH1.01, SH1.03 CGE1j, CGE3a, CGE6c	Knowledge/ Understanding Thinking/Inquiry Communication Application	- Examine the negative impact of parent and family on human growth and development, e.g., Durrant and Rose study - Examine Krasnor study on corporal punishment. - Evaluate problem behaviour situations and propose positive discipline techniques.
7	SHV.01, GCV.02, ISV.03, SH1.04 GC2.05, GC2.06, IS2.02, IS3.03 CGE3c, CGE3f	Knowledge/ Understanding Thinking/Inquiry Communication Application	- Identify, compare, and evaluate community programs to help parents. - Profile community programs and invite guest speakers to the class.

Unit 6: Media Influence

Time: 8 hours

Unit Description

Students identify and analyse the various ways in which the media can be seen as agents of socialization. Students demonstrate an understanding of how the media influence people's lives. In particular students analyse media representations of the family to identify the inherent values and ideologies and evaluate the effectiveness of media censorship. This unit culminates with students designing a set of guidelines for the media that encourages healthy socialization by accessing, organizing, analysing, and evaluating information.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	SHV.03, ISV.03, SH3.01, IS2.01 CGE2e, CGE3e	Knowledge/ Understanding Thinking/Inquiry Communication Application	- Analyse a variety of media representations of family to identify the inherent values, ideologies, and evidence of bias.
2	SHV.03, SH3.02 CGE2e, CGE3c	Knowledge/ Understanding Thinking/Inquiry Communication Application	- Determine how the media influences people's lives and evaluate the effectiveness of media censorship.
3	SHV03, SH3.03 CGE1d, CGE2e, CGE3b, CGE3e, CGE5c, CGE7a	Knowledge/ Understanding Thinking/Inquiry Communication Application	- Cooperatively develop a set of guidelines for media that encourages healthy socialization and present rationales for these guidelines.

Unit 7: School Influence

Time: 10 hours

Unit Description

Students investigate and interpret the contributions that schools make to the socialization of individuals. They describe the diverse ways in which aspects of the school environment contribute to social interactions. Students identify through research and critical analysis, the social issues that schools face in educating individuals and evaluate strategies for dealing with these issues. They also demonstrate an understanding of the impact that parental involvement in the schools can have on a child's growth and development.

Cluster	Learning Expectations	Assessment Categories	Focus
1	SHV.02, SOV.03, SH2.01, SO3.02 CGE4f, CGE5e	Knowledge/ Understanding Thinking/Inquiry Communication Application	- Examine how the school environment helps to socialize individuals and evaluate the connection between children's communication skills and the quality of social interactions.

Cluster	Learning Expectations	Assessment Categories	Focus
2	SOV.03, ISV.04, SO3.03, SO3.04, IS3.01 CGE4f, CGE5e, CGE5f	Knowledge/ Understanding Thinking/Inquiry Communication Application	- Identify and apply problem-solving strategies relating to communication and conflict resolution.
3	SHV.02, GCV.01, SH2.02, GC1.06 CGE1d, CGE3b, CGE5a	Knowledge/ Understanding Thinking/Inquiry Communication Application	- Research and analyse issues facing schools. - Write a newspaper article or editorial on an issue facing schools and possible solutions to the issue.
4	SHV.02, SH2.03, SH2.04 CGE1i, CGE4c	Knowledge/ Understanding Thinking/Inquiry Communication Application	- Develop plans for getting parents involved in schools to further child development. - Present plans to principal and parent advisory councils.

Teaching/Learning Strategies

This course lends itself to a variety of teaching strategies and learning styles, with emphasis on practical activities and community involvement. These strategies encourage students to think critically, work cooperatively, conduct ethical research, discuss complex social issues, and make informed decisions for themselves and society. When students are presented with a variety of learning situations, they can extract knowledge and develop skills that are meaningful to themselves and that may be useful throughout life. Students can then apply these skills to real-life situations. This course is ideally suited to conduct independent study units to develop research skills, critical thinking skills, and encourage students to become life-long learners.

The teacher is encouraged to develop learning strategies that meet the needs of students with a wide variety of learning styles and abilities. Suggested learning strategies include research and data collection, observations of children, interviews with caregivers, role playing, simulations, collaborative learning, brainstorming, mind mapping, independent study units/projects, seminar presentations, personal reflection, Socratic lessons, guest speakers, and discussion. The teacher should acquire and/or develop a wide range of classroom resources, many of which are available from government and non-government organizations.

Where possible, the teacher should make maximum use of computer-mediated communication (CMC). This includes assisting students to create webpages, research using search engines by providing interactive learning modules for the students (some are available commercially based upon subject matter), and to use computers to generate reports and assignments. Since many of the course materials used and the skills being developed rely upon the use of computers, arrangements must be made so that students without home access to computers and the Internet can utilize school equipment. Teachers should check with their local school boards and schools for Internet policies and guidelines. Students should be given a copy of these policies and reminded of the ethical use of computers at school. All websites should be checked by the teacher prior to use in the classroom to determine whether or not the URL address has changed, and to assess the suitability of the site for education purposes.

Teachers should employ student-teacher conferences in order to more accurately assess the process portion of the formal assessment in this course. These conferences can be useful in assessing weaknesses in student progress and provide an opportunity for the student and teacher to know and understand each other better.

Opportunity should be provided for the critical analysis of articles, films, and/or news reports from the perspective of the scientific research/inquiry model studied in this course. In addition, students should be introduced to current research journals in the area of social sciences in order to enhance their research skills and to familiarize them with APA stylistic writing.

Students should be given every opportunity to reflect and present materials in an APA style report/essay form. Note making and report/essay writing should be given priority. Students need to carry this knowledge on into university and college so they should be given ample practice opportunities.

Language development and the expression of concepts require both written and oral tasks. All learners, especially those with difficulties, benefit greatly if guidelines for oral and written tasks are initially provided.

Assessment & Evaluation of Student Achievement

Assessment and evaluation in this course are based upon the assessment and evaluation principles outlined in *The Ontario Curriculum, Grades 9-12, Program, Planning, and Assessment* pp. 13-16, and the Achievement Chart in *The Ontario Curriculum, Grades 11 and 12, Social Sciences and Humanities* pp. 142-145. The four categories identified are: Knowledge/Understanding, Thinking/Inquiry, Communication, and Application. The provincial standard for student achievement is Level 3.

The improvement of student learning is the primary purpose of assessment and evaluation. Assessment is the ongoing process of collecting and analysing data on student performance. Evaluation is using the data collected to make an informed judgment about the knowledge, skills, and attitudes that are a part of the student's learning experience after a specific period of time. Some suggestions for assessment and evaluation techniques for this course include:

- Provide students with models of skills the teacher expects the students to master, e.g., developing inquiry questions, conducting an interview.
- Provide students with a clear articulation of assessment and evaluation tools, e.g., checklists, marking schemes, rating scales, and rubrics as well as developing such criteria with the students.
- Use assessment tools that are appropriate for the expectations being addressed and relate to the categories on the Achievement Chart.
- Performance tasks involving group work should build in positive interdependence and individual accountability. Evaluation must focus on individual demonstration of expectations.

Effective classroom instruction is supported and driven by ongoing assessment and must answer the following questions:

- Why do I assess?
- When do I assess?
- What do I assess?
- How do I assess?

Assessment provides the information teachers need to design optimal programs for class instruction, individual learning, and group enrichment. Assessment instruments vary and have very different purposes:

Diagnostic assessment is used to monitor an individual to determine how to remediate or deepen their understanding of skills and concepts. It can include quizzes, cloze work, applying miscue analysis, rephrasing from written and oral work, and applying assessment scales to identify the desired diagnosis. This type of assessment should never be used as a part of the student's mark.

Formative assessment is an ongoing process and measures how well an expectation is being met. It is used to ensure that the student is on track in the learning process and includes such assessment strategies as conferences, in-class discussions, self-assessment, peer assessment, work sheets, and journals.

Summative evaluation is applied at the end of an activity, a unit of study, or course. It is used to measure the student's work against a standard and includes portfolio assessment, unit tests, project work, oral interviews, presentations, critiques, application of scoring scales, and work examples or exemplars.

A comprehensive assessment plan:

- relies on a variety of strategies to measure achievement in order to make judgments about progress and performance, and create a comprehensive profile of the student learner;
- uses methods that reflect classroom practice;
- reflects the needs, goals, and/or expectations of stakeholders: students, parents/guardians, and teachers;
- ensures that the methods, expectations, and timelines are understood by the student;
- generates performance indicators to support the expectation statements;
- includes ongoing cumulative format, such as writing folders and portfolios;
- includes student self-assessment, goal setting, and re-assessment;
- uses assessment methods that are inclusive and unbiased in terms of ethnicity and gender;
- values process and product;
- makes meta-cognition a key component (how the student learned).

Seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other methods of evaluation. The remaining seventy percent of the final grade can be based on tests/quizzes, assignments and a major research project/essay. Students should become able researchers and writers practising and demonstrating their skills in a variety of written and verbal communication tasks.

Accommodations

The teacher should make any necessary adaptations and accommodations, where available, in order to help students achieve success in this course. Individual Education Plans (IEPs) provide the teacher with specific learning and assessment strategies that work best with individual students. Teachers should read individual student IEPs for specific direction on accommodation. The teacher should provide opportunities for the enrichment of gifted students throughout the course.

In addition, consideration for students learning English as a second language is necessary. The teacher should be familiar with *The Ontario Curriculum, Grades 9 to 12, English As a Second Language and English Literacy Development*. Some ESL/ELD students, it should be realized, may have had little or no formal education in their first language. Intensive support may still be required for such students, as a result.

To provide accommodation for students, the teacher may consider the following, where appropriate:

- provide a structured overview of the lesson prior to beginning instruction;
- use visual aids, demonstrations, simulations and manipulatives to ensure that students understand concepts presented;
- enable the student to demonstrate understanding using a variety of media including oral presentations, audio or videotaped assignments, bulletin board displays, dramatizations, and demonstrations;
- provide models of completed tasks so the student can visualize a completed project;
- break down large tasks into small tasks. Large tasks can quickly overwhelm the student, and provide reinforcement as each part is completed;
- allow extra time to complete tasks/tests;
- incorporate opportunities for use of higher level thinking skills.

Resources

Units in this Course Profile make reference to the use of specific texts, magazines, films, videos, and websites. Teachers need to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications, teachers need to ensure that their board has a Cancopy licence and that this licence covers the resources they wish to use. Before screening videos/films with their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor, e.g., Audio Cine Films Inc. Teachers are reminded that much of the material on the Internet is protected by copyright. The copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work on the Internet is not allowed without the permission of the owner.

Print

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Case, Roland and Penney Clark. *The Canadian Anthology of Social Studies: Issues and Strategies for Teachers*. Vancouver Canada: Pacific Educational Press, 1999. ISBN 1-895766-39-7

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- A Child Grows: The First Year*. Learning Seed Production, 1992. 25 min. (Outlines the landmarks of a baby's first year)
- Ellen's Story*. NFB, Telefilm Canada, 1992. 48 min
- Ethics and Scientific Progress: Maxine Singer*. Films for the Humanities, 1994. 30 min.
- Fetal Alcohol Syndrome and Other Drug Use During Pregnancy*. Films for the Humanities, 1995. 19 min.
- Giving Birth to Your Baby*. Canadian Learning Company Inc., 1995. 42 min.
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In the Womb. Visual Education Centre, 1994. 25 min.
Labour and Delivery For Teens. Churchill Media, 1993. 28 min.
Teen Dads. Marlin Motion Pictures, 1996. 18 min.
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The Breakfast Club. USA: Universal City Studios, 1985. 92min.
The Human Brain. Canadian Learning Company, 1992. 14 min.
The Secret Life of the Brain. David Grubin Production, 2002. 300min. A five part series
The Parent's License. Pyramid Film, International Tele Film, Arnold Shapiro Productions, 1993. 15 min.
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Sophie's Choice. USA: Universal Pictures, 1982.150min.
Parenting. TVO, 1992. 15 min. segments

Websites

The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

A Brief Guide to Questionnaire Development – <http://www.ericae.net/ft/tamu/vpiques3.htm>

APA Online: Research Ethics and Animal Research – <http://www.apa.org/science/research.html>

This site provides links to various publications on the code of ethics in research from the American Psychological Association.

Attachment Theory – <http://www.personalityresearch.org/attachment.html>

The Attachment Theory Website – <http://psyche.tvu.ac.uk/attachment/>

This site provides links to the major attachment studies.

Awesome Library Problem Solving

– http://www.awesomelibrary.org/Classroom/Science/Problem_Solving/Problem_Solving.html

This site provides links to resources on critical thinking, research methods, and rubrics.

Baumrind's Parenting – <http://spruce.flint.umich.edu/~debrae/Inparent/>

A web presentation.

Biography: Mary D. Salter-Ainsworth – <http://www.dushkin.com/connectext/psy/ch03/ainsworth.mhtml>

Bright Futures in Practice: Physical Activity

– <http://www.brightfutures.org/physicalactivity/if/overview.html>

This site provides information on growth and development from infancy to adolescence.

Canadian Psychological Association – <http://www.cpa.ca/>

Canadian Psychological Association Code of Ethics

– <http://www.uwinnipeg.ca/~clark/research/cpaethics.html>

Child Development Institute: Information For Parents – <http://childdevelopmentinfo.com/index.htm>

This site provides searches, resources, and online information on: child development, parenting, child psychology, teenagers, health, safety and learning disabilities including attention deficit disorder and dyslexia.

Cognitive Development and Intelligence – <http://classweb.gmu.edu/awinsler/ordp/cogdev.html>

This site provides links focusing on cognitive development and intelligence.

ECE Web Guide – <http://www.ecewebguide.com/>

This site provides childcare professionals with the most up-to-date Internet resources.

Family Literacy Special Collections: Ideas for Parents

– <http://literacy.kent.edu/Midwest/FamilyLit/parentideas.html>

This site provides a narrated list of links for parents in order to promote the healthy development of children from the prenatal stage to adolescence.

Freud's Five Lectures on Psychoanalysis

– <http://www.stolaf.edu/people/huff/classes/handbook/Freud.html>

This site provides information on the following theorists: Freud, Skinner, Gilligan, Milgram, Ward et al, and Andreasen.

Hints for Designing Effective Questionnaires – <http://www.ericae.net/edo/ED410233.htm>

Human Development Program – <http://fcis.oise.utoronto.ca/~dkeating/>

This site provides a chapter-by-chapter synopsis of the publication: *Children of the Information Age: Developmental Health as the Wealth of Nations*.

Internet Movie Database (IMDb) – <http://us.imdb.com/>

This site allows you to search for movies and provides a synopsis of each film.

Jean Piaget's Theory of Development

– <http://snycorva.cortland.edu/~ANDERSMD/piaget/PIAGET.HTML>

This site provides links to a tutorial on the stages of Piaget's theory of cognitive development.

Key Concepts of Early Childhood Development – <http://www.worldbank.org/children/what/>

This site provides links to information on the stages of child development from birth to eight years of age.

Language Development in Children

– http://childdevelopmentinfo.com/development/language_development.shtml

This site provides a chart on language development and links to research. A jump menu linking to other areas of development studied in this course is provided at the bottom of the site.

Mama Teach Me How To Talk – <http://www.facstaff.bucknell.edu/rbeard/acquisition.html>

Mary Ainsworth: Studies of Infant-Mother Interaction

– <http://socrates.berkeley.edu/~psyc100a/Main%20part%202.pdf>

This site details the studies of Mary Ainsworth in large print.

Moral Development and Moral Education: An Overview

– <http://tigger.uic.edu/~lnucci/MoralEd/overview.html>

Ontario Ministry of Community and Social Services: Read the Early Years Study

– http://www.childsec.gov.on.ca/3_resources/early_years_study/early_years.html

Parent Center: Welcome to the Early Childhood Development Center

– http://www.wholefamily.com/aboutyourkids/bridge_pages/early_childhood_2.html

This site provides information on child development and parenting.

Parenting Style and its Correlates – <http://www.athealth.com/Practitioner/ceduc/parentingstyles.html>

This Digest by Nancy Darling defines parenting style, explores four types, and discusses the consequences of the different styles for children.

Parenting Today: Child Development Institute – <http://parentnewsnet.com/>

This is an online magazine that provides information and searches on child development and parenting.

Parents Brainwonders – <http://www.zerotothree.org/brainwonders/parents.html>

This site provides information on brain development and language acquisition between the ages of zero and three.

Psychological Self-Help written by Clayton E. Tucker-Ladd – <http://mhnet.org/psychhelp/>

This electronic book has numerous chapters relating to psychological development across the life span.

Psychological Self-Help Chapter 3: Values and Morals: Guidelines for Living

– <http://mhnet.org/psyhelp/chap3/>

This site provides information on morals and values. It examines Kohlberg's theory of moral development and ponders the question of whether or not men and women have different values.

Rubistar – <http://rubistar.4teachers.org/>

This site assists in the creation of rubrics for your project-based activities.

Statistics Canada – <http://www.statcan.ca>

This site provides background information on statistics, their use and methods of analysis.

Strategy List: 35 Dimensions of Critical Thought

– <http://www.criticalthinking.org/K12/k12class/strat/stratall.html>

This site provides 35 hyper-linked dimensions of critical thought.

Teaching with Electronic Technology – <http://www.wam.umd.edu/~mlhall/teaching.html>

This site provides links to a variety of resources, such as journals, libraries, archives, etc., for computing and related forms of electronic technology in teaching.

The Canadian Conference of Catholic Bishops – <http://www.cccb.ca/>

The Catechism of the Catholic Church – http://www.vatican.va/archive/catechism/ccc_toc.htm

The Media and Communications Studies Site – <http://www.aber.ac.uk/media/Functions/mcs.html>

This site provides a variety of scholarly resources connected to the study of the media.

The Secret Life of the Brain – <http://www.pbs.org/wnet/brain/about.html>

This site provides detailed information on the brain.

The Vanier Institute of the Family – <http://www.vifamily.ca/>

The Vatican – <http://www.vatican.va>

OSS Considerations

This Course Profile is designed to aid the teacher in developing and delivering the course Issues in Human Growth and Development, Grade 12 (HHG4M), University/College preparation based on *The Ontario Curriculum, Grades 11 and 12, Social Sciences and Humanities*, pp.75-82. This course would fulfill the requirement for an additional credit in social sciences and the humanities within the 18 compulsory credits required for an Ontario Secondary School Diploma in section 3.1.1 (p. 9) and Appendix 5 (p. 72) of *Ontario Secondary Schools, Grades 9 to 12, Program and Diploma Requirements, 1999*. Expectations for accommodations and modifications are outlined in section 7.12 (pp. 56-58) and appendix 6 (pp. 74-75). The basis for assessment, evaluation and reporting practices are outlined on pp.13-16 of *The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment, 2000*.

The Ministry of Education is committed to the integration of computer technology into the curriculum for the purpose of providing learners with enriched learning experiences, individualized instruction, and the acquisition of skills that will allow them to use the technology effectively and with confidence. Teachers should provide students, whenever possible, with opportunities to use computers in a variety of activities, such as resource allocation, essay writing, web page development, and computer mediated communications.

Some of the activities suggested in this Course Profile require practical applications of knowledge in real-life settings. Teachers should be aware of student safety requirements and preparation when engaging in experiential learning as outlined in the *Cooperative Education and Other Forms of Experiential Learning: Policies and procedures for Ontario Secondary Schools*.

Appendix A

Essay (ISU) Marking Scheme

Student		Course:	Grade
Topic:		Date:	
Format (5)	Title Page (1)		
	Page Numbering (1)		
	Margins/Borders (1)		
	Line Spacing (1)		
	Appendices/Graphs (1)		
Introduction (5)	Creation of reader interest (1)		
	Movement from the general topic to specific topic (2)		
	Clearly stated theme or thesis (2)		
Content (40)	Clarity of information (8)		
	Quality and coherence of the argument (8)		
	Quality and depth of analysis (supporting facts and details) (8)		
	Relationship of each paragraph to theme (8)		
	Depth of research (8)		
Organization (15)	Sentence and paragraph structure (3)		
	Coherence of the entire essay (3)		
	Transition and coherence of ideas in paragraphs (3)		
	Clarity of topic sentences (3)		
	Variety of sentence structure (3)		
Style (10)	Appropriate level of vocabulary (2)		
	Consistency of point of view (3)		
	Consistency of tense (3)		
	Clarity and freshness of style (2)		
Mechanics (10)	Sentences structure (5)		
	Spelling, grammar, and punctuation (5)		
Documentation (10)	Correct reference/source format (3)		
	Quality of sources (3)		
	Correct bibliography/references (4)		
Conclusion (5)	Summary of thesis or theme		
	Synthesis of arguments and ideas		
General Comments			

Coded Expectations, Issues in Human Growth and Development, Grade 12, University/College Preparation, HHG4M

Human Development

Overall Expectations

- HDV.01** · demonstrate an understanding of established theories of bonding and attachment;
- HDV.02** · evaluate the significance of neuroscience and theories of brain development during critical periods in early childhood;
- HDV.03** · demonstrate an understanding of the consequences of environmental deprivation during early childhood;
- HDV.04** · analyse changes in human development throughout the life cycle, including early childhood, adolescence, mid-life, and aging.

Specific Expectations

Infant Bonding and Attachment

- HD1.01** – analyse and evaluate factors that contribute to the emotional and physical well-being of a newborn (e.g., nurturing, breast-feeding, security, trust);
- HD1.02** – demonstrate an understanding of issues related to infant bonding and attachment, and investigate the effects of lack of bonding (e.g., failure to thrive, inability to establish meaningful relationships in later life);
- HD1.03** – investigate theories related to the causes and effects of healthy and unhealthy parent–infant relationships (e.g., Freud’s, Offord’s), and summarize their findings;
- HD1.04** – demonstrate an understanding of what constitutes an effective relationship of care-giver and child by applying attachment and bonding theories in a real-life setting.

Brain Development in the Early Years

- HD2.01** – explain the relationship between maternal health and well-being and brain development in the child from the neonatal period to age three;
- HD2.02** – demonstrate an understanding of the concept of “environmental deprivation” (e.g., lack of visual stimulation, limited exposure to language, minimal physical contact);
- HD2.03** – demonstrate an understanding of the ways in which babies acquire language and develop intelligence;
- HD2.04** – analyse and evaluate how an individual’s ability to cope with stress relates to early brain development (e.g., as discussed by McCain and Mustard in the *Early Years Study* and by Keating and Hertzman in *Developmental Health and the Wealth of Nations*);
- HD2.05** – investigate the long-term effects of inadequate nurturing and environmental deprivation (e.g., behavioural problems, criminal behaviour), and summarize their findings;
- HD2.06** – explain and evaluate how play-based problem-solving activities can facilitate brain development in children;
- HD2.07** – evaluate the effectiveness of an enriching play-based activity of their own design, implemented in a real-life setting.

Changes Throughout the Life Cycle

- HD3.01** – identify the major theories of child development (e.g., Freud’s, Piaget’s, Erikson’s) and evaluate their relevance for today’s society;
- HD3.02** – describe and interpret age-appropriate behaviour for the phases of middle childhood (ages four to eight and nine to twelve);

HD3.03 – describe the physical, intellectual, psychological, social, and emotional changes that take place during adolescence and throughout the remaining stages in the life cycle (e.g., development of identity, capacity for abstract thinking, awareness of aging).

Socialization and Human Development

Overall Expectations

SHV.01 · demonstrate an understanding of the critical role that a family plays in the socialization of its members;

SHV.02 · investigate and interpret the contributions that schools make to the socialization of individuals across the life span;

SHV.03 · identify and evaluate the various ways in which the media can be seen as agents of socialization.

Specific Expectations

The Family as an Agent of Socialization

SH1.01 – explain how the current social issues and personal challenges that families face (e.g., divorce, unemployment, poverty, dual/single income, stress) affect the socialization of family members;

SH1.02 – describe the role that the family can play in the positive socialization of its members and how that socialization affects human growth and development (e.g., encourages the formation of meaningful relationships and the development of language and literacy, confidence, and competence);

SH1.03 – demonstrate an understanding of the impact that negative socialization patterns can have on human growth and development (e.g., family violence, addictions);

SH1.04 – identify the various school and community programs and projects designed to assist parents in creating positive home environments that foster optimum human development (e.g., family resource centres; parenting centres; Healthy Babies, Healthy Children Program; family-life education programs);

SH1.05 – describe different theories of parenting (e.g., Baumrind’s) and compare children’s responses to different parenting styles in one or more real-life settings.

The School as an Agent of Socialization

SH2.01 – describe the diverse ways in which aspects of the school environment (e.g., teachers, volunteers, peer relationships, play, curriculum, adult-education programs, and extracurricular activities) contribute to the socialization of individuals at various stages of the life cycle;

SH2.02 – identify through research and critical analysis the social issues that schools face in educating individuals across the life span (e.g., safety, defiance of authority), and evaluate strategies for dealing with these issues;

SH2.03 – demonstrate an understanding of the impact that parental involvement in the schools can have on a child’s growth and development (e.g., with respect to academic performance, confidence, attendance);

SH2.04 – describe creative approaches to fostering parental involvement in schools.

The Media as Agents of Socialization

SH3.01 – analyse media representations of the family (e.g., in TV sitcoms, advertising, movies, music videos; on the Internet) to identify the inherent values and ideologies;

SH3.02 – demonstrate an understanding of how the media influence people’s lives (e.g., making lifestyle changes, stereotyping), and evaluate the effectiveness of media censorship;

SH3.03 – design a set of guidelines for the media that encourages healthy socialization.

Self and Others

Overall Expectations

- SOV.01** · demonstrate an understanding of the critical nurturing and teaching roles of parents and care-givers;
- SOV.02** · analyse the many relationships that are a part of human development;
- SOV.03** · demonstrate an understanding of the ways in which communication and problem-solving skills are essential to human development.

Specific Expectations

Parent/Care-giver as Teacher

- SO1.01** – demonstrate an understanding of how parents and care-givers can play a key role in ensuring that children are healthy, secure, and confident (e.g., by nurturing, having a positive attitude, demonstrating empathy);
- SO1.02** – identify and evaluate the stages of parenting (e.g., Galinsky’s model) and the changing role of the primary care-giver as a teacher in a child’s life;
- SO1.03** – analyse the role that temperament plays in the parent–child relationship;
- SO1.04** – identify and analyse the causes and effects of positive and maladjusted parent–child relationships.

Relationships With Others

- SO2.01** – describe how the transition to parenthood changes a couple’s relationship (e.g., as described by Jay Belsky and John Kelly);
- SO2.02** – analyse and compare the relationships in a variety of family models (e.g., nuclear families, alternative family groupings);
- SO2.03** – identify the issues that affect the ways in which children relate in a family (e.g., being a single child; a sibling; or an older, middle, or younger child).

Communication and Problem Solving

- SO3.01** – demonstrate an understanding of the relationship between verbal communication and cognitive development in children, from infancy to late adolescence;
- SO3.02** – analyse and evaluate the connection between children’s communication skills and the quality of their social interactions (e.g., with peers, parents, other adults);
- SO3.03** – identify problem-solving strategies (e.g., active listening, negotiation, “I messages”) and evaluate their effectiveness as builders of confidence;
- SO3.04** – apply communication and conflict- resolution skills to work effectively as part of a team in a real-life setting.

Diversity, Interdependence, and Global Connections

Overall Expectations

- GCV.01** · demonstrate an understanding of the diverse influences that shape human growth and development;
- GCV.02** · explain why social challenges need to be understood within an integrated framework.

Specific Expectations

Diversity and Human Development

- GC1.01** – evaluate and compare various theories of male/female morality (e.g., Kohlberg’s model) in relation to gender differences in moral development (e.g., Gilligan’s model);
- GC1.02** – explain how different societies have developed a sense of morality;
- GC1.03** – describe different forms of socially unacceptable behaviour (e.g., thwarting authority, criminal behaviour, anarchy) and predict their short- and long-term effects in various societies;
- GC1.04** – demonstrate an understanding of the diverse ways in which societies value various aspects of intelligence (e.g., spatial skills in societies that engage in hunting and trapping; linguistic and mathematical skills in modern urban societies);
- GC1.05** – describe how cultural and religious differences affect the roles and responsibilities of parents, children, and others (e.g., of parents as authority figures; of couples in arranged marriages; of men and women in families and in society);
- GC1.06** – recommend, implement, and evaluate strategies for dealing with a special-needs child in a real-life setting;
- GC1.07** – compare child-rearing practices in various contexts (e.g., on a kibbutz, in a nuclear family);
- GC1.08** – explain, through critical analysis, the ways in which personal values and standards evolve, vary, and change with time and circumstance (e.g., from family to family, from situation to situation, across the life cycle).

Social Challenges in an Integrated Framework

- GC2.01** – explain, from both a historical and a social perspective, how education for parents has evolved over time;
- GC2.02** – describe emerging initiatives promoting shared responsibility between parents and society (e.g., developing caring communities, extending maternity/parental leave, encouraging family-friendly workplaces), and evaluate their effectiveness;
- GC2.03** – demonstrate an understanding of the effects that various economic, political, and social factors (e.g., poor nutrition, low birth weight, illiteracy, technological change) can have on human development;
- GC2.04** – identify and evaluate ways to prevent these factors from negatively affecting human growth and development;
- GC2.05** – demonstrate an understanding of the long-term benefits of early child development and parenting programs on the economic health and well-being of a nation (e.g., as discussed by Keating and Hertzman in *Developmental Health and the Wealth of Nations* and by McCain and Mustard in the *Early Years Study*);
- GC2.06** – identify various human-development initiatives that will assist countries in preparing themselves to meet new global challenges (e.g., as outlined by Keating and Hertzman, and by McCain and Mustard).

Research and Inquiry Skills

Overall Expectations

- ISV.01** · use appropriate social science research methods in the investigation of issues related to human growth and development;
- ISV.02** · use appropriate psychological and sociological terminology relating to human growth and development;
- ISV.03** · demonstrate an understanding of how to access, organize, analyse, and evaluate information for research purposes;
- ISV.04** · communicate the results of their inquiries effectively.

Specific Expectations

Using Research Methodology

IS1.01 – demonstrate an understanding of social science research methods (e.g., case study, ethnographic study, narrative inquiry);

IS1.02 – correctly use psychological terms (e.g., *bonding, attachment*) and socio-economic terms (e.g., *poverty, social status*) associated with human growth and development;

IS1.03 – use appropriate research and inquiry skills to investigate topics related to human growth and development.

Organizing and Analysing Information

IS2.01 – demonstrate effective data-collection skills, including the ability to gather and select relevant information from a variety of primary and secondary sources (e.g., interviews, questionnaires, Internet sites);

IS2.02 – use information technology effectively to access and organize the information and data collected;

IS2.03 – organize, analyse, and evaluate the quality of the information gathered through research on a particular aspect of human growth and development.

Communicating Results

IS3.01 – communicate the results of their investigations effectively in oral presentations and written reports and essays, using an appropriate format for social science research (e.g., introduction/background, statement of purpose, description of method(s), data collection, analysis, discussion of results, conclusion);

IS3.02 – effectively use computer technology to produce and present the results of research inquiries;

IS3.03 – document sources accurately, using correct forms of citation.

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

- CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** -actively reflects on **God’s Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** -speaks the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)
- CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- CGE1g** -understands that one’s purpose or **call in life** comes from God and strives to discern and live out this call throughout life’s journey;
- CGE1h** -respects the **faith traditions**, world religions and the life-journeys of **all people of good will**;
- CGE1i** -integrates faith with life;
- CGE1j** -recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who

- CGE2a** -listens actively and critically to understand and learn in light of gospel values;
- CGE2b** -reads, understands and uses written materials effectively;
- CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** -writes and speaks fluently one or both of Canada’s official languages;
- CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who

- CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

- CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** -demonstrates flexibility and adaptability;
- CGE4c** -takes initiative and demonstrates Christian leadership;
- CGE4d** -responds to, manages and constructively influences change in a discerning manner;
- CGE4e** -sets appropriate goals and priorities in school, work and personal life;
- CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

- CGE5a** -works effectively as an interdependent team member;
- CGE5b** -thinks critically about the meaning and purpose of work;
- CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- CGE5e** -respects the rights, responsibilities and contributions of self and others;
- CGE5f** -exercises Christian leadership in the achievement of individual and group goals;
- CGE5g** -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
- CGE5h** -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

- CGE6a** -relates to family members in a loving, compassionate and respectful manner;
- CGE6b** -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- CGE6c** -values and honours the important role of the family in society;
- CGE6d** -values and nurtures opportunities for family prayer;
- CGE6e** -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

- CGE7a** -acts morally and legally as a person formed in Catholic traditions;
- CGE7b** -accepts accountability for one's own actions;
- CGE7c** -seeks and grants forgiveness;
- CGE7d** -promotes the sacredness of life;
- CGE7e** -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** -respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** -respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- CGE7h** -exercises the rights and responsibilities of Canadian citizenship;
- CGE7i** -respects the environment and uses resources wisely;
- CGE7j** -contributes to the common good.

Unit 1: Research, Theories, and Human Development

Time: 29 hours

Unit Description

This unit examines human growth and development throughout the life cycle focusing on the classic developmental theories of Freud, Piaget, Erikson, and Kohlberg. These theories provide an historical foundation to begin an investigation of human growth and development. An evaluation of their relevance to contemporary society can then be made. An examination of the various types of social science research methods and ethical considerations is presented. A determination of the usefulness and ethics of studies, such as those of Watson, Ainsworth, and Bandura can be made through a comparison of contemporary ethical guidelines and research methods. Students learn how to collect, evaluate, organize, and source data on issues related to human growth and development. A wide variety of methods including information technologies, interviews, questionnaires, historical records, etc. are assessed and their usefulness in contemporary research identified. Appropriate methods of citation, and presentation of research such as the American Psychological Association (APA) format are presented (through an examination of current research articles). The unit culminates with students demonstrating their abilities to collect, analyse, interpret, and present their research of developmental milestones of human growth and development of a particular age group. The presentation may take the form of a short essay, a class presentation, or a webpage.

Unit Synopsis Chart

Activity/ Time	Learning Expectations	Assessment Categories	Tasks
1.1 Theories of Human Development 6 hours	HDV.04, ISV.02, HD3.01, IS1.02 CGE2a, CGE2b	Knowledge/ Understanding Thinking/ Inquiry Communication Application	<ul style="list-style-type: none">- Conduct class discussion of Freud's theory of psychosexual development including criticisms, fixations, and defence mechanisms.- Create and present graphic illustration demonstrating the stages of Erikson's theory of psychosocial development.- Identify Piaget's stages portrayed in pictures and phrases.- Conduct class discussion on Piaget's Stages of Cognitive Development.- Role play a developmental milestone while the class attempts to identify the correct Piagetian stage of development demonstrated.- Complete comparison organizer of theorists (Appendix 1.1.1)

Activity/ Time	Learning Expectations	Assessment Categories	Tasks
1.2 Moral Development 6 hours	GCV.01, GC1.01, GC1.02, GC1.03, GC1.08, CGE1d, CGE1h, CGE3d, CGE3f, CGE4a, CGE4g, CGE7a, CGE7e	Knowledge/ Understanding Thinking/ Inquiry Communication Application	<ul style="list-style-type: none"> - Create a list of socially unacceptable behaviours and predict the consequences for various societies. - Examine Genesis 1:27, which outlines the creation of humanity. Although man and woman are created equal many double standards occur in society. Have the students account for this phenomenon. - Examine films or children’s literature in order to see if males and females are socialized to behave differently and adopt different values (morality development) - Discuss Kohlberg’s and Turiel’s theories of moral development and its criticism by Gilligan and Wagner and Shweder, Mahapatra, and Miller - Determine the role gender and culture play in moral decision making by discussing and solving moral dilemmas in groups - Students discuss a film on a moral dilemma such as <i>Sophie’s Choice</i>. Students are asked to discuss how choices made in the film might be different in various cultures. Students are also asked to postulate theories regarding moral development. - Students write a critique on the ways in which personal values and standards evolve, vary, and change with time.
1.3 Research Methods 4 hours	ISV.01, ISV.02, IS1.01, IS1.02 CGE2a, CGE2b, CGE3b, CGE3d	Knowledge/ Understanding Thinking/ Inquiry Communication Application	<ul style="list-style-type: none"> - Students identify statements of the inquiry process/scientific method (Appendix 1.3.1). - Students examine and analyse different research designs (Appendix 1.3.2) - Students discuss and identify the type of research conducted by Watson, Ainsworth, and/or Bandura and determine whether or not the research was ethical. - Students identify bias in an article from a local newspaper. Students also discuss methods of avoiding bias in order to enhance objectivity in research. - Students participate in a class discussion on ethical considerations in research

Activity/ Time	Learning Expectations	Assessment Categories	Tasks
1.4 Data Collection and Presentation 6 hours	ISV.03, IS2.01, IS2.02, IS2.03, IS3.01, IS3.02, IS3.03 CGE2c, CGE2d, CGE3c	Knowledge/ Understanding Thinking/ Inquiry Communication Application	<ul style="list-style-type: none"> - Students generate a chart comparing the advantages and disadvantages of various methods of collecting data. - Students strengthen their observation skills by observing aggression by children in films, stories or daycare facilities. Students then present the information collected in a variety of manners. - Students develop questionnaires/surveys on related course materials. Students then test the validity of these questionnaires/surveys by field-testing them among five of their classmates. - Students interview an older relative regarding an aspect of their childhood, such as discipline. Interview questions should be developed in class and approved by teacher before the interview is conducted.
1.5 Human Development 7 hours	HDV.04, ISV.02, ISV.03, ISV.04, HD3.02, HD3.03, IS1.02, IS1.03, IS2.01, IS2.02, IS3.01, IS3.02, IS3.03 CGE2b, CGE2c, CGE2d, CGE4b, CGE4f, CGE5a, CGE5e	Knowledge/ Understanding Thinking/ Inquiry Communication Application	<ul style="list-style-type: none"> - Students read and respond to two or more articles on human development in the form of an APA report (one- to two-pages). - Students use Boolean operators to locate three web sources on human development. Students then use Appendix 1.5.1 to evaluate these websites for reliability, validity, content, etc. - In groups, students research and document the developmental milestones that occur in a particular period of human development and write a short narrative about that stage of development. - Students may use technology to create a class website on human development using the information collected in the previous activity.

Activity 1.1: Theories of Human Development

Time: 6 hours

Description

Students examine the theories of Freud, Erikson, and Piaget using a variety of learning strategies. As a culminating activity, students complete a comparison organizer to demonstrate their understanding of the theories of human growth and development and comment upon their relevance in today's society.

Strand(s) & Learning Expectations

Catholic School Graduate Expectations

CGE2a - listens actively and critically to understand and learn in light of gospel values;

CGE2b - reads, understands, and uses written materials effectively.

Strand(s): Human Development, Research and Inquiry Skills

Overall Expectations

HDV.04 - analyse changes in human development throughout the life cycle, including early childhood, adolescence, mid-life, and aging;

ISV.02 - use appropriate psychological and sociological terminology relating to human growth and development.

Specific Expectations

HD3.01 - identify the major theories of child development and evaluate their relevance for today's society;

IS1.02 - correctly use psychological terms associated with human growth and development.

Prior Knowledge & Skills

- Students should have an understanding of role playing.
- Students should have knowledge of cooperative group skills.
- Students should have effective reading and verbal skills.

Planning Notes

- In order to facilitate class discussions, the teacher should assign appropriate sections of student textbooks dealing with the theories of child development by Freud, Erikson, and Piaget.
- The teacher should collect photographs of people at various stages of development or write descriptions of various stages of development.
- The teacher should have copies of magazines (parenting magazines, catalogues, etc.) available for students to use.
- The teacher should photocopy a class set of the comparison organizer (Appendix 1.1.1).

Teaching/Learning Strategies

1. The teacher has students read about the theories of Freud, Erickson, and Piaget in preparation for discussion. The teacher facilitates group discussions on Freud's theory of psychosexual development. The teacher should ensure that the following are addressed:
 - a) Defense mechanisms: repression, sublimation, rationalization, projection, reaction formation, regression, and fixation. In small groups, students can discuss various defence mechanisms and determine the types of social situations in which these behaviours may be encountered. For instance, a senior student who feels unattractive may spend all his/her time and money on flashy accessories (clothing, jewellery, car, etc.) to compensate for feelings of inadequacy. Students can develop appropriate methods of dealing with these types of behaviours.

-
- b) Criticisms of Freud: For example, one of the major criticisms of Freud is his gender bias. Students examine his theory to determine whether or not Freud subtly asserts the superiority of males over females. In addition Freud's research methods have been criticized as being inaccurate and incomplete. Students examine Freud's research methods to determine whether or not they were consistent with the scientific method of inquiry.
 2. In small groups, using their textbooks as a reference, students examine various sources of printed media for illustrations of Erikson's stages of psychosocial development. For instance, trust may be represented by a photograph of a child smiling while taking the hand of an adult. Students should explain either orally or in written form how all of their graphic evidence illustrates the various stages of psychosocial development. This assignment could be completed in one of the following manners:
 - a) Bristol board presentation/visual essay
 - b) Scrapbook
 - c) Electronic slide presentation
 3. Using a collection of photographs and/or statements representative of the various stages of development, students working alone, in pairs, or small groups determine which stage of development each photograph and/or statement represents according to Piaget's stages. The teacher reviews the stages of cognitive development according to Piaget with the students.
 4. Students are given a developmental milestone to role-play for the class and the rest of the class determines what Piagetian stage is being demonstrated. Teachers should preview performances to ensure classroom suitability.
 5. Using Appendix 1.1.1, students should complete the comparison organizer on the presented theories of human development in order to demonstrate their knowledge and understanding of the theories. This organizer will also provide the students with an opportunity to applying their critical thinking skills in order to evaluate the relevance of each theory in today's society. The teacher could use this assignment for evaluation.

Assessment & Evaluation of Student Achievement

- Formative teacher assessment, using roving conference, to ensure the students are on task while in small groups and to aid students with any concerns they may have
- Formative teacher assessment, using probe questions, to collect evidence of the individual student's understanding of the different theories of human development
- Peer and teacher assessment of presentations on Erikson's stages of psychosocial development and role-play dramatizations of Piaget's stages of cognitive development
- Summative teacher evaluation of written responses on the comparison organizer entitled Theories of Human Growth and Development (Appendix 1.1.1)

Accommodations

- Accommodations such as having a scribe, reading assistance, or enlargement of text may be necessary.
- Provide preferential seating for identified students during presentations on Erikson's stages of psychosexual development and role-play dramatizations of Piaget's stages of cognitive development.
- Extra time is allotted to students with writing difficulties to complete written tasks (comparison organizer entitled Theories of Human Growth and Development and Erikson presentation) and tests.
- Alternative assignments such as collages or verbal reports may be substituted for written assignments.
- Adapt terms or provide a glossary for each theory for ESL students.

Resources

Print

Bee, Helen. *The Developing Child*. Needham Heights, MA: Allyn & Bacon, 2000. ISBN 0321047095

Berger, Kathleen. *The Developing Person: Through Childhood and Adolescence*. New York: Worth Publishers, 2000. ISBN 1572594179

Gerrig, Richard and Phillip Zimbardo. *Psychology and Life*. Allyn & Bacon, Incorporated, 2002. ISBN 020533511X

Lerner, Richard. *Concepts and Theories of Human Development*. Lawrence Erlbaum Associates, 2002. ISBN 0805827986

Santrock, John, W. *Adolescence*. New York: McGraw-Hill, 2001. ISBN 0072420065

Santrock, John, W. *Children*. New York: McGraw-Hill, 2000. ISBN 069736447X

Shaffer, David. *Developmental Psychology: Childhood and Adolescence*. Belmont, CA: Wadsworth/Thomson Learning, 2002. ISBN 0534572146

Sproule, W. *Our Social World: An Introduction to Anthropology, Psychology and Sociology*. Toronto: Prentice Hall, 2001. ISBN 0-13-041068-3

Stevens-Long, Judith. *Adult Life: Developmental Processes*. California: Mayfield Publishing Company, 1992. ISBN 1559340827

Articles

Lourenco, O. and A. Machado (1996). "In Defense of Piaget's Theory: A Reply to 10 Common Criticisms." *Psychological Review*, Vol. 103(1): 143-164.

Websites

Child Development Institute: Information For Parents - <http://childdevelopmentinfo.com/index.htm>

Freud's Five Lectures on Psychoanalysis - <http://www.stolaf.edu/people/huff/classes/handbook/Freud.html>

Jean Piaget's Theory of Development - <http://snycorva.cortland.edu/~ANDERSMD/piaget/PIAGET.HTML>

Appendix 1.1.1

Comparison Organizer

Theories of Human Development

Part A: Use the following organizer to compare the stages of human development according to Freud, Erikson, and Piaget. Place the name of the stage created by each theorist that corresponds to the correct period of the life cycle. Some stages may be applicable to more than one period in the life cycle, while some periods in the life cycle may encompass more than one stage of development in the organizer.

The Life Cycle	Freud's Psychosexual Stages	Erikson's Psychosocial Stages	Piaget's Cognitive Stages
Infancy – birth to twenty-four months	<i>Oral</i>	<i>Trust vs. mistrust</i>	<i>Sensorimotor</i>
Early Childhood – two to six years of age			
Middle and Late Childhood – six to eleven years of age			
Adolescence – transition between childhood and adulthood (12-19 year of age.)			
Early Adulthood - twenties and thirties			
Middle Adulthood – thirty-five to sixty-five years of age			
Late Adulthood – over sixty-five years of age			

Part B: How applicable are these theories in today's society? Are they relevant to the family, the school and the broader society? For each theory, use one paragraph to evaluate its relevance.

- A) Freud's Psychosexual Theory of Human Development
- B) Erikson's Psychosocial Theory of Human Development
- C) Piaget's Cognitive Theory of Human Development

Activity 1.2: Moral Development

Time: 6 hours

Description

Students examine and apply theories of moral development in order to determine whether culture and gender differences exist in moral development. Students compare and contrast historical and contemporary treatment of the sexes in order to obtain a more complete understanding of various societal expectations in gender socialization.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;

CGE1h - respects the faith traditions, world religions and the life-journeys of all people of good will;

CGE3d - makes decisions in light of gospel values with an informed moral conscience;

CGE3f - examines, evaluates, and applies knowledge of interdependent systems for the development of a just and compassionate society;

CGE4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE4g - examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;

CGE7a - acts morally and legally as a person formed in Catholic traditions;

CGE7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

Strand(s): Diversity, Interdependence, and Global Connections

Overall Expectations

GCV.01 - demonstrate an understanding of the diverse influences that shape human growth and development.

Specific Expectations

GC1.01 - evaluate and compare various theories of male/female morality in relation to gender differences in moral development;

GC1.02 - explain how different societies have developed a sense of morality;

GC1.03 - describe different forms of socially unacceptable behaviour and predict their short- and long-term effects in various societies;

GC1.08 - explain, through critical analysis, the ways in which personal values and standards evolve, vary, and change with time.

Prior Knowledge & Skills

- Students should have effective cooperative group skills, critical thinking skills, and reading and writing skills.

Planning Notes

- The teacher should assign readings from the textbook on theories of moral development, i.e. moral development theories of Kohlberg, Turiel, Gilligan, etc.
- Obtain copies of children's literature (initial and revised copies, if available).
- Locate a class set of Bibles for use in the class.
- Obtain a copy of the Catechism of the Catholic Church for use in class.

Teaching/Learning Strategies

1. Through a class discussion, generate a list of different forms of socially unacceptable behaviours, e.g., thwarting authority, criminal behaviour, anarchy. In a think/pair/share, students predict the short-term and long-term effects of these behaviours in various societies. Teachers should assist students in considering how this list of socially unacceptable behaviours may vary in different cultures, without being judgmental of cultural differences.
2. Students examine Genesis 1:27 which outlines the creation of humanity. Despite the emphasis placed upon the equality of males and females within the passage, double standards exist. In groups or as part of a class discussion, students try to account for this phenomenon, e.g., why is so much emphasis placed on the fact that Eve was formed from Adam's rib?
3. Teachers can introduce the idea of how the morality of children is influenced in one of the following manners:
 - a) Students can discuss excerpts of older or current television programming in order to examine how boys and girls behaviour and morality are represented.
 - b) Students can analyse children's literature, including original and revised editions where possible, to determine how boys and girls behaviour and morality are represented.

This leads into an examination of Kohlberg's and Turiel's theories on the development of morality and the influence of gender and culture on its development. Criticisms (gender bias and cultural bias) of Kohlberg's theory by Gilligan and Walker, and Shweder, Mahapatra, and Miller should also be examined.

4. In small groups, students address a variety of issues to determine the role gender and culture play in morality decisions (in addition, the Catholic Church's position should be taken into consideration):
 - a) Shirley and Mark, a married couple, have unsuccessfully attempted to conceive a child through natural means for five years. After consulting their doctor, Shirley and Mark discuss their options: adoption, artificial insemination, surrogacy, or doing nothing differently. How might Shirley and Mark react? How might their reactions be different? Explain your thinking. (Sections 2376, 2377, 2378, 2379 *Catechism of the Catholic Church*)
 - b) Jerome (a practising Roman Catholic) and Moesha (a non-practising Roman Catholic) have just become parents of a set of conjoined female twins. The girls share their organs from the chest down. The doctors have told the parents that they feel they could successfully separate the twins so that only one could survive; and that twin could lead a fairly normal life. If the twins are not separated the doctors predict that the twins will die before their first birthday. If you were Jerome what would you do? If you were Moesha, how would you react? Consider how other couples might react to this scenario. (Sections 2296 *Catechism of the Catholic Church*)
5. Using Kohlberg's theory, students could analyse the decisions made in one of the options presented:
 - a) discussion of a film like *Sophie's Choice*, where a mother must decide which of her children will survive in a war situation;
 - b) read the following scenario: A couple have a daughter and son, who suffer from a rare heart disease. The children are in critical condition and are expected to die shortly without a transplant. A donor heart has been located that is suitable for transplant in both children. The doctors have informed them that the potential for a successful transplant is equal for either child, but there is only one heart available. The parents must decide which child should receive the transplant, knowing that the child who does not receive the transplant will likely die. What factors might influence their decision?

Students could also apply other theorists, like Gilligan and Walker, and Shweder, Mahapatra, and Miller to the discussion of the film. Students should also be asked to account for cultural reasons for the decisions being made and consider whether people in other societies (e.g., Navaho, Papua New Guinea) would have made the same choices, using their textbook as a reference. Students develop theories to explain the gender and cultural differences in moral reasoning to share with the class.

6. Students prepare a one-page critique demonstrating an understanding of the ways in which personal values and standards evolve, vary, and change with time. Students are encouraged to use specific examples as presented in the teaching/learning strategies in this unit as the basis of their critique. The critique should utilize a critical analysis approach.

Assessment & Evaluation of Student Achievement

- Diagnostic assessment of students understanding of gender differences in behaviour and morality development using Teaching/Learning Strategies 2 and 3
- Formative teacher assessment, using probe questions, to collect evidence of the individual student's understanding of the different theories of morality development
- Summative teacher evaluation of a student critique demonstrating understanding of how personal standards and values (morality) evolve, change and vary over time

Accommodations

- Provide copy of notes on theories of moral development to students who require such accommodation.
- Allot extra time to students with writing difficulties to complete written tasks (moral dilemma questions and student critique) and tests.
- Substitute alternative assignments such as verbal reports for written assignments (scenario questions and student critique).

Resources

Books

Bee, Helen. *The Developing Child*. Needham Heights, MA: Allyn & Bacon, 2000. ISBN 0321047095

Berger, Kathleen. *The Developing Person: Through Childhood and Adolescence*. New York: Worth Publishers, 2000. ISBN 1572594179

Catechism of the Catholic Church. Toronto: Image/Doubleday, 1995. ISBN 0-385-47967-0

Gerrig, Richard and Phillip Zimbardo. *Psychology and Life*. Allyn & Bacon, Incorporated, 2002. ISBN 020533511X

Lerner, Richard. *Concepts and Theories of Human Development*. Lawrence Erlbaum Associates, 2002. ISBN 0805827986

Santrock, John, W. *Adolescence*. New York: McGraw-Hill, 2001. ISBN 0072420065

Santrock, John, W. *Children*. New York: McGraw-Hill, 2000. ISBN 069736447X

Shaffer, David. *Developmental Psychology: Childhood and Adolescence*. Belmont, CA: Wadsworth/Thomson Learning, 2002. ISBN 0534572146

Sproule, W. *Our Social World: An Introduction to Anthropology, Psychology and Sociology*. Toronto: Prentice Hall, 2001. ISBN 0-13-041068-3

Stevens-Long, Judith. *Adult Life: Developmental Processes*. California: Mayfield Publishing Company, 1992. ISBN 1559340827

Video

Sophie's Choice

Websites

Child Development Institute: Information For Parents – <http://childdevelopmentinfo.com/index.htm>

Freud’s Five Lectures on Psychoanalysis

– <http://www.stolaf.edu/people/huff/classes/handbook/Freud.html>

Internet Movie Database (IMDb) – <http://us.imdb.com/>

Moral Development and Moral Education: An Overview

– <http://tigger.uic.edu/~lnucci/MoralEd/overview.html>

Psychological Self-Help Chapter 3: Values and Morals: Guidelines for Living

– <http://mhnet.org/psyhelp/chap3/>

The Canadian Conference of Catholic Bishops – <http://www.cccb.ca/>

The Catechism of the Catholic Church – http://www.vatican.va/archive/catechism/ccc_toc.htm

The Vatican – <http://www.vatican.va>

Activity 1.3: Research Methods

Time: 4 hours

Description

Students review the inquiry process/scientific method before analysing the various research designs of the social sciences and humanities. Through class discussion and collaborative investigation students consider the ethics inherent in research with reference to both the American Psychological Associations Code of Ethics and the Catholic Church’s position on ethical research.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE2a - listens actively and critically to understand and learn in light of gospel values;

CGE2b - reads, understands, and uses written materials effectively;

CGE3b - creates, adapts, and evaluates new ideas in light of the common good;

CGE3d - makes decisions in light of gospel values with an informed moral conscience.

Strand(s): Research and Inquiry Skills

Overall Expectations

ISV.01 - use appropriate social science research methods in the investigation of issues related to human growth and development;

ISV.02 - use appropriate psychological and sociological terminology relating to human growth and development.

Specific Expectations

IS1.01 - demonstrate an understanding of social science research methods;

IS1.02 - correctly use psychological terms and socio-economic terms associated with human growth and development.

Prior Knowledge & Skills

- Students should have an understanding of ethics.

Planning Notes

- The teacher should complete part B of Appendix 1.3.1 – Inquiry Process/Scientific Method by preparing a series of statements about the investigation of a crime as reported in the media.
- Teacher should distribute the complete Appendix 1.3.1

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- The teacher should prepare a selected article from a local newspaper or magazine to be examined for bias.
 - A copy of The American Psychological Association’s Code of Ethics and the position of the Catholic Church on ethical research should be made available to the students.
 - The teacher should become familiar with the experiments of Watson, Ainsworth, and/or Bandura, or choose a different case study with which they are familiar to use in order to stimulate discussion on ethical research.

Teaching/Learning Strategies

1. Review the steps within the inquiry process/scientific method. Students examine a collection of statements and identify and organize them according to the inquiry process/scientific method (See Appendix 1.3.1).
2. In a Socratic lesson, the teacher assists students in examining the main characteristics of different research designs, i.e., correlational studies, experiments, etc. Students, with teacher direction, analyse the strengths and weaknesses inherent in each of the research designs and determine conditions that are more suitable for their use. Students should complete the comparison organizer entitled Research Designs (Appendix 1.3.2).
3. The teacher should conduct a class discussion on bias, e.g., experimenter bias, subject bias, instrument bias, gender bias, etc., in research. Students could examine an article from a local newspaper in order to detect any bias that may be present. In a class discussion, the teacher and students can brainstorm and determine any effects of the bias. Through discussion, students should develop strategies to avoid bias and enhance the objectivity of their research.
4. Students evaluate the ethics of research using the American Psychological Association’s Code of Ethics and sections 2292–2294 *The Catechism of the Catholic Church* in one or all of the following situations:
 - a) *Watson’s work on fear.* Watson engendered (instilled) a fear of rabbits in his child subject through the use of a negative stimulus. The child’s mother withdrew her son from the study before the fear could be extinguished.
 - b) *Ainsworth’s work on attachment.* Ainsworth first studied the patterns of attachment that evolve between infants and their mothers over the opening years of life in their natural environment in Uganda. Later, Ainsworth and colleagues devised a method called the Strange Situation for assessing individual differences in infant’s reactions to a series of separations and reunions with their mothers.
 - c) *Bandura’s work on aggression.* Bandura filmed a young lady exhibiting physical and verbal aggression while beating up a ‘bobo doll’ (an inflatable punching clown). He then showed this film to kindergartners, who were immediately sent to a playroom, with a bobo doll and hammers (and several observers with pens and clipboards), after viewing the film. The children imitated the film and began beating the bobo doll. Bandura tried several variations of the study including a film of a woman beating up a live clown. In the playroom, a live clown was substituted for the bobo doll. The children proceeded to punch and kick the clown.

Assessment & Evaluation of Student Achievement

- Formative teacher assessment, using roving conference, to ensure that students are on task while working on Appendix 1.3.1 and to aid students with any concerns they may have
- Formative teacher assessment, using probe questions, to collect evidence of the individual student’s Knowledge/Understanding of the inquiry process/scientific method, the strengths and weaknesses of the different research designs, identifying and avoiding bias, and ethical research requirements

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- Summative assessment of students' Knowledge/Understanding, Application, and Communication of the inquiry process/scientific method
 - Summative assessment of students Knowledge/Understanding, Application, and Communication of the different types of social sciences research designs

Accommodations

- Allot extra time to students with writing difficulties to complete written tasks (Appendices 1.3.1 and 1.3.2) and tests.

Resources

Print

Catechism of the Catholic Church. Toronto: Image/Doubleday, 1995. ISBN 0-385-47967-0

Hawkes, Charles, Marc Keirstead, Reg Hawes, Dick Holland, and Dennis Gerrard. *Images of Society: Introduction to Anthropology, Psychology, and Sociology*. Toronto: McGraw-Hill Ryerson, 2001. ISBN 0-07-088032-8

Frankfort-Nachmias, Chava and David Nachmias. *Research Methods in the Social Sciences (Study Guide)*. Worth Publishers, 2000. ISBN 1572599081

Gerrig, Richard and Phillip Zimbardo. *Psychology and Life*. Allyn & Bacon, Incorporated, 2002. ISBN 020533511X

Rudinow, Joel and Vincent Barry. *Invitation to Critical Thinking*. Harcourt Press, 1999. ISBN 0155055623

Sproule, W. *Our Social World: An Introduction to Anthropology, Psychology and Sociology*. Toronto: Prentice Hall, 2001. ISBN 0-13-041068-3

Websites

APA Online: Research Ethics and Animal Research - <http://www.apa.org/science/research.html>

Awesome Library Problem Solving
– http://www.awesomelibrary.org/Classroom/Science/Problem_Solving/Problem_Solving.html

Canadian Psychological Association Code of Ethics
– <http://www.uwinnipeg.ca/~clark/research/cpaethics.html>

Teaching with Electronic Technology - <http://www.wam.umd.edu/~mlhall/teaching.html>

Strategy List: 35 Dimensions of Critical Thought
– <http://www.criticalthinking.org/K12/k12class/strat/stratall.html>

The Canadian Conference of Catholic Bishops – <http://www.cccb.ca/>

The Catechism of the Catholic Church – http://www.vatican.va/archive/catechism/ccc_toc.htm

The Vatican – <http://www.vatican.va>

Appendix 1.3.1

Inquiry Process/Scientific Method

Part A: Carefully read the statements below and determine which part of the inquiry process is being depicted: a **purpose**, a **hypothesis**, an **observation**, or a **conclusion**. You should support your choice with reasoning/evidence.

1. Male teenagers are more likely to be aggressive than female teenagers.
2. To determine whether gender affects student achievement on the Grade 9 provincial math tests.
3. The fact that females scored consistently higher on the Grade 10 literacy tests provides evidence that females have developed more proficient English skills than males.
4. Tommy displayed nine acts of aggression towards the bobo doll.
5. During the first lunch at Guess Secondary School, 23 out of 30 males purchased french fries from the cafeteria.
6. The majority of students at Strict Separate Secondary School will vote to keep the school uniform during the next uniform meeting.

Part B: Rearrange the order of the following sentences so that they follow the correct order of the inquiry process/scientific method. While doing this, please indicate the step of the inquiry process that is most likely depicted by each statement and your reason for this choice.

Note to the teacher:

Use the details of a case reported in the media or develop a fictional scenario to prepare 6-8 statements reflecting stages of an investigation. List these statements in a random order.

Part C: Choose one of the situations listed below to pose a question for research. Then, using the table below, outline how the steps of the inquiry process/scientific method can be applied:

purchasing a pair of jeans	e. choosing a daycare centre
choosing a social activity for Saturday night	f. reading to children
choosing a university	g. disciplining children
school uniforms	h. moral development

Steps of Inquiry Process	Application of Inquiry Process for Chosen Situation

Appendix 1.3.2

Research Designs

Part A: In any research study, the most critical element is the conditions under which an investigator measures behaviour. These conditions, known as the **research design**, determine the type of relationships that can be studied and the conclusions that can be drawn. You are asked to complete the following comparison organizer on the different research designs that can be used in the social sciences and humanities.

General Research Designs	Main Characteristics	Advantages/Strengths	Disadvantages/Weaknesses
Controlled (Laboratory) Experiment			
Field Experiment			
Quasi - (Natural) Experiment			
Correlational Studies			
Case Studies			

Developmental Research Designs	Main Characteristics	Advantages/Strengths	Disadvantages/Weaknesses
Cross-Section Studies			
Longitudinal Studies			
Sequential Studies			
Cross-Cultural Research			

Part B: Identify the type of research design you would use to investigate the following problems.

Note: it may be appropriate to use a combination of the general and the developmental research designs.

Once you have identified your probable research design(s) explain the reason for your choice:

1. To study the long-term effects of adding fluoride to toothpaste
2. To examine the effects of breast-feeding vs. formula feeding on the health of infants during the first six months of life
3. To examine the pattern of courtship (dating) and marriage in Canadian culture and Hindu culture
4. To examine the developmental growth of exceptional students who are placed in a normal classroom
5. To determine the relationship between extra-curricular participation and student achievement

Activity 1.4: Data Collection and Presentation

Time: 6 hours

Description

Students develop a chart for comparing the different methods of collecting data, including the advantages and disadvantages of each method. Students develop a questionnaire or mini-survey on an approved topic of their choice and field-test the questionnaire in the class. Students then edit and complete a final draft for evaluation. To further refine their data collection skills, students conduct an interview. The questions used in this interview are edited through classroom consultations with the teacher to ensure appropriateness of the questions. Upon completion of the interview, students make a presentation to the class on their findings.

Strand(s) and Learning Expectations

Ontario Catholic School Graduate Expectations

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;

CGE2d - writes and speaks fluently one or both of Canada's official languages;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems.

Strand(s): Research and Inquiry Skills

Overall Expectations

ISV.03 - demonstrate an understanding of how to access, organize, analyse, and evaluate information for research purposes.

Specific Expectations

IS2.02 - use information technology effectively to access and organize the information and data collected;

IS2.03 - organize, analyse, and evaluate the quality of the information gathered through research on a particular aspect of human growth and development;

IS3.01 - communicate the results of their investigations effectively in oral presentations and written reports and essays, using an appropriate format for social science research.

Prior Knowledge & Skills

- Students should have effective organizational, graphing, communication, note-taking, and listening skills.

Planning Notes

- The teacher who takes students on a field trip to a daycare centre or elementary school must complete arrangements well ahead of time with the school being visited. In addition, the teacher must ensure that the necessary procedures in obtaining signed permission slips from all students involved are followed as outlined by the school board. The teacher must also prepare the students adequately so that older students behave in a responsible and accountable fashion.
- The teacher needs to consult their board policy regarding use of any copyrighted material and then locate copies of video excerpts and book television/VCR for class.
- The teacher must ensure that the data collection procedures follow school board policy in regard to ethically collecting data within their school. (See note in Strategy 4.)

Teaching/Learning Strategies

1. In a Socratic lesson, the class generates a chart that compares the different methods of collecting data, i.e., naturalistic observation, participant observation, structured/mediated observation, interviews, surveys, questionnaires, case studies, psycho-physiological, and psychological/standardized tests. The advantages and disadvantages of each method is developed and compared. For example, an advantage of participant observation is that the researcher is able to observe the subject in his/her natural environment, while a disadvantage would be the potential for bias to creep into one's work.
2. In order to develop students' observational skills and data collection practices, classes should collaboratively complete at least one of the following activities investigating acts of aggression. Students create an escalating scale defining what are the least aggressive acts to the most aggressive acts (for instance, a facial expression, a verbal threat or insult, shoving, an open handed slap, etc.). This is necessary to ensure each observer is properly trained and using the same definition of violence. The class should explore various methods of analysing and presenting the data, i.e., charts, graphs, etc., collected from one of the following activities:
 - Students can count the number of aggressive acts demonstrated by boys and girls in a daycare centre or view a film of children playing in a daycare facility.
 - Watching a half hour of children's television at home, count the number of acts of aggression witnessed.
 - Watch a film of a children's story and count the number of acts of aggression witnessed.
 - Examine children's literature in order to determine the number of aggressive acts described within the tale.
 - In conjunction with a primary class, have the students count the number of aggressive acts included in the stories written by primary students.
3. Students create a questionnaire on a topic of their choice or teacher-selected topics such as on school uniform policies, child-care options, etc. In order to perfect their ability to create effective questionnaires, students field test their surveys by asking five students to complete their questionnaires and then redrafting their questions in light of this experience.
4. As an exercise in interviewing, students interview three older relatives or trusted adults on a topic connected to their childhood experiences, e.g., how they were disciplined by parents, teachers, etc. Students develop, with assistance from the teacher, a series of suitable questions for the interview (open-ended questions, etc.). In addition, students should be made aware that they should be taking notes during their interviews while maintaining effective eye contact with the interviewee, as much as possible. Alternatively, students could record the interviews with the consent of the subjects. Upon completion of the interview, students present findings in a meaningful format to the class (a report, charts, graphs, etc.). **Note:** While collecting the information, students must accept that "No comment" or the refusal to answer a question is acceptable.

Assessment & Evaluation of Student Achievement

- Formative teacher assessment, using probe questions, to collect evidence of the individual student's understanding of the advantages and disadvantages of the different methods of collecting data
- Formative teacher assessment, roving conference, to ensure students are on task while developing and field testing questionnaires and interview questions, and to aid students with any concerns they may have
- Summative teacher evaluation of data collection instruments (questionnaires and interview questions) and presentations of collected data

Accommodations

- Provide preferential seating for identified students during collection of data on acts of aggression from videos and data presentations from data collected from questionnaires and interviews.
- Allot extra time to students with writing difficulties to complete all data collection and presentation activities, and tests.

Resources

Print

Bee, Helen. *The Developing Child*. Needham Heights, MA: Allyn & Bacon, 2000. ISBN 0321047095

Berger, Kathleen. *The Developing Person: Through Childhood and Adolescence*. New York: Worth Publishers, 2000. ISBN 1572594179

Gerrig, Richard and Phillip Zimbardo. *Psychology and Life*. Allyn & Bacon, Incorporated, 2002. ISBN 020533511X

Lerner, Richard. *Concepts and Theories of Human Development*. Lawrence Erlbaum Associates, 2002. ISBN 0805827986

Santrock, John, W. *Adolescence*. New York: McGraw-Hill, 2001. ISBN 0072420065

Santrock, John, W. *Children*. New York: McGraw-Hill, 2000. ISBN 069736447X

Shaffer, David. *Developmental Psychology: Childhood and Adolescence*. Belmont, CA: Wadsworth/Thomson Learning, 2002. ISBN 0534572146

Sproule, W. *Our Social World: An Introduction to Anthropology, Psychology and Sociology*. Toronto: Prentice Hall, 2001. ISBN 0-13-041068-3

Stevens-Long, Judith. *Adult Life: Developmental Processes*. California: Mayfield Publishing Company, 1992. ISBN 1559340827

Websites

Awesome Library Problem Solving

– http://www.awesomelibrary.org/Classroom/Science/Problem_Solving/Problem_Solving.html

A Brief Guide to Questionnaire Development – <http://www.ericae.net/ft/tamu/vpiques3.htm>

Hints for Designing Effective Questionnaires – <http://www.ericae.net/edo/ED410233.htm>

Statistics Canada – <http://www.statcan.ca>

Activity 1.5: Human Development

Time: 7 hours

Description

Students examine articles from research journals pertaining to human development and prepare a one- or two-page essay response to the material, including a variety of quotations, paraphrasing, and properly preparing references. Students, working in groups, research a particular period of human development in the life cycle and write a narrative that reflects their understanding of the period of human development researched. Working in small groups, students may develop ancillary webpages linked to a home page to present their findings on human development across the lifespan. Students are encouraged to edit each other's work before it is posted to the Internet.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE2b - reads, understands, and uses written materials effectively;

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;

CGE2d - writes and speaks fluently one or both of Canada's official languages;

CGE4b - demonstrates flexibility and adaptability;

CGE4f - applies effective communication, decision-making, problem-solving, time resource management skills;

CGE5a - works effectively as an interdependent team member;

CGE5e - respects the rights, responsibilities, and contributions of self and others.

Strand(s): Human Development and Research and Inquiry Skills

Overall Expectations

HDV.04 - analyse changes in human development throughout the life cycle, including early childhood, adolescence, mid-life, and aging;

ISV.02 - use appropriate psychological and sociological terminology relating to human growth and development;

ISV.03 - demonstrate an understanding of how to access, organize, analyse, and evaluate information for research purposes;

ISV.04 - communicate the results of their inquiries effectively.

Specific Expectations

HD3.02 - describe and interpret age-appropriate behaviour for the phases of middle childhood;

HD3.03 - describe the physical, intellectual, psychological, social, and emotional changes that take place during adolescence and throughout the remaining stages in the life cycle;

IS1.02 - correctly use psychological terms associated with human growth and development;

IS1.03 - use appropriate research and inquiry skills to investigate topics related to human growth and development;

IS2.01 - demonstrate effective data-collection skills, including the ability to gather and select relevant information from a variety of primary and secondary sources;

IS2.02 - use information technology effectively to access and organize the information and data collected;

IS3.01 - communicate the results of their investigations effectively in oral presentations and written reports and essays, using an appropriate format for social science research;

IS3.02 - effectively use computer technology to produce and present the results of research inquiries;

IS3.03 - document sources accurately, using correct forms of citation.

Prior Knowledge & Skills

- Students should have effective cooperative group skills, critical thinking skills, reading skills, and writing skills and knowledge of safe Internet practices.

Planning Notes

- The teacher should be comfortable using Boolean operators (AND, OR, NOT search commands), search engines, and HTML or web editors. (Knowledge of HTML or web editors is only needed if choosing to create webpages.)
- The teacher should be aware of safety issues connected to the use of the Internet by students.
- The teacher books computers (with Internet access), where available.

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- The teacher should ensure that students have access to a computer/Internet outside of the class.
 - The teacher needs to collect brief articles on an aspect of human development, such as prenatal care, affects of bonding and/or deprivation on young children, etc.
 - The teacher should become familiarized with APA stylistic writing as published in the *Publication Manual of the American Psychological Association*. It is suggested that a copy of the latest edition of the APA Manual be made available in the classroom.

Teaching/Learning Strategies

1. Students are given two or three brief articles from research journals on human development, e.g., arguments regarding nature versus nurture in language and intelligence development, role of corporal punishment in child discipline. Prior to the students writing an essay response to the article, the teacher should review examples of how to properly cite and reference material according to the APA Style. In a one- to two-page response, students are required to include quotations and to paraphrase an idea to demonstrate their ability to properly credit this information. In addition, a separate cover page and reference page is included.
2. The teacher demonstrates an Internet search on a selected topic. Boolean operators (AND, OR, NOT search commands) should be reviewed with the class to facilitate their ability to locate appropriate web sources along with a review of safety practices when using the Internet. Students then locate three web sources for a particular period of development, e.g., prenatal development, infancy, etc., using different types of search engines. Using Appendix 1.5.1, students evaluate the sources found for reliability, validity, content, bias, ease of use, relevance, etc.
3. In groups, students research one period of human development (each group should be assigned a different period of development). In conducting their research students should focus on physical, cognitive, behavioural, emotional, and sexual development including nutrition, rest, exercise, and play. The data should be presented in point form with subheadings and sources in an initial draft for teacher appraisal. Students are then asked to write a narrative on a individual's journey through this period of development in order to present their information in a more polished form and practise the stylistic elements used by the American Psychological Association.
4. Using the information collected in their exploration of human development (Strategy 3), a collaborative class website on human development across the life span can be created. This requires at least one lesson reviewing use of HyperText Markup Language (HTML) or use of web editors (*Front Page, Dreamweaver, Claris Home Page*, etc.). The initial lesson on web design (the home page) should be developed collaboratively with the students. Individual web pages featuring the period of human development researched can then be designed by groups of students using the home page format as an example. Computer time is needed to allow students to experiment and create their pages. As an alternative to creating webpages, students could analyse the changes in human development across the life span through the creation of a bulletin board, class presentations, or written reports.

Assessment & Evaluation of Student Achievement

- Formative assessment, using roving conferences, to ensure the students are on task while writing a two-page article response, searching the Internet for resources on human growth and development, in small groups creating a web page, and to aid students with any concerns they may have
- Formative teacher assessment, using probe questions, to collect evidence of the individual student's understanding of the APA stylistic writing elements, the use of Boolean operators, and the creation of web pages using HTML or editors
- Summative teacher assessment of written essay responses utilizing APA Style (Appendix A)
- Summative teacher assessment of student evaluations of websites

Accommodations

- Allot extra time to students with writing difficulties to complete written tasks (article response) and tests.

Resources

Print

Bee, Helen. *The Developing Child*. Needham Heights, MA: Allyn & Bacon, 2000. ISBN 0321047095

Berger, Kathleen. *The Developing Person: Through Childhood and Adolescence*. New York: Worth Publishers, 2000. ISBN 1572594179

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Handbooks, Manuals, etc. *Publication Manual of the American Psychological Association*. Washington, DC: American Psychological Association, 1999. ISBN 1-55798-243-0

Santrock, John, W. *Adolescence*. New York: McGraw-Hill, 2001. ISBN 0072420065

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Stevens-Long, Judith. *Adult Life: Developmental Processes*. California: Mayfield Publishing Company, 1992. ISBN 1559340827

Websites

Awesome Library Problem Solving

– http://www.awesomelibrary.org/Classroom/Science/Problem_Solving/Problem_Solving.html

Bright Futures in Practice: Physical Activity

– <http://www.brightfutures.org/physicalactivity/if/overview.html>

Child Development Institute: Information For Parents – <http://childdevelopmentinfo.com/index.htm>

Family Literacy Special Collections: Ideas for Parents

– <http://literacy.kent.edu/Midwest/FamilyLit/parentideas.html>

Freud's Five Lectures on Psychoanalysis

– <http://www.stolaf.edu/people/huff/classes/handbook/Freud.html>

Jean Piaget's Theory of Development

– <http://snycorva.cortland.edu/~ANDERSMD/piaget/PIAGET.HTML>

Key Concepts of Early Childhood Development – <http://www.worldbank.org/children/what/>

Parent Center: Welcome to the Early Childhood Development Center

– http://www.wholefamily.com/aboutyourkids/bridge_pages/early_childhood_2.html

Parenting Today: Child Development Institute – <http://parentnewsnet.com/>

Parents Brainwonders – <http://www.zerotothree.org/brainwonders/parents.html>

Psychological Self-Help written by Clayton E. Tucker-Ladd – <http://mhnet.org/psyhelp/>

Psychological Self-Help Chapter 3: Values and Morals: Guidelines for Living

– <http://mhnet.org/psyhelp/chap3/>

Teaching with Electronic Technology – <http://www.wam.umd.edu/~mlhall/teaching.html>

Appendix 1.5.1 – Evaluating Information from the Internet

Evaluating Websites

Note: Anyone can publish a document or website on the Internet. There is no evaluation committee or peer review that a website or paper must pass before publication, as there is with educational journals. Information received from the Internet may or may not be correct. Critical thinking/analysis skills are necessary to help evaluate information from the Internet for accuracy, relevance, bias, variety of viewpoints, and reliability. It is very important to determine who is speaking and why this information is being posted. Use the following chart to help evaluate a website:

URL or website address	
Title of website	
Describe content of website	
Who is the author?	
Is it an educational (.edu), government (.gov), commercial (.com), organization (.org), or personal (.name) site?	
Why have they produced this site?	
Is the information backed by research, references, or a bibliography?	
When was the site last updated?	
How well organized is the site?	
Does the site include advertising?	
Are the resources complete, or is only a sample of the materials provided?	
Is the site still under construction?	
Does the site provide links to other useful resources?	
Do all the links work?	
Is it easy to find things on the site?	
How long does it take for the site to load?	
Is this a reliable site?	
Is the information on this site one-sided or biased?	
State your evaluation of this website:	