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|  **Human Development throughout the Lifespan - HHG4M - Curriculum Map** |
| Course Description: (taken from the curriculum document) |
| This course offers a multidisciplinary approach to the study of human development throughout the lifespan. Students will learn about a range of theoretical perspectives on human development. They will examine threats to healthy development as well as protective factors that promote resilience. Students will learn about physical, cognitive, and social-emotional development from the prenatal period through old age and will develop their research and inquiry skills by investigating issues related to human development. |

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| Course Content |
| **Enduring Understandings** * Various theoretical perspectives help us to better understand overall development.
* Biological processes play an important role in human development throughout the lifespan.
* Societal influences play an important role in human development throughout the lifespan.
* Social science research methods can be used to examine human development throughout the lifespan.
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| **N**o longer in this course: |
| * no specific use of the term ‘nature vs. nurture’
* no implementation of a play-based activity of student’s own design
* agents of socialization as a core focus has been removed and redistributed across the various specific expectations
* focus on parenting skills has been removed and replaced with a focus on the importance of positive environments to ensure optimal development
* no implementation of a plan for dealing with special-needs children in a real-life setting
* removal of the expectation focused on the historical perspective on education for parents
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| **Unit 1 Overview: Theories of Development** |
| **What will the student learn?** |
| **Big Ideas*** Various theoretical perspectives help us to explain human development.
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| **Essential Questions**1. How do the various theoretical perspectives help us to understand human development throughout the lifespan?
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| **How will assessment and instruction be organized for learning?**  |

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| Overall Expectations and Specific Expectations (for this unit) |
| **B1. Theoretical Perspectives: demonstrate an understanding of a variety of theoretical perspectives on human development**B1.1 explain human development throughout the lifespan according to structuralist theoretical perspectives *(e.g., the stage theories of Sigmund Freud, Erik Erikson, Jean Piaget)*B1.2 explain human development throughout the lifespan according to information-processing and learning theoretical perspectives *(e.g., the theories of Ivan Pavlov, B. F. Skinner, John B. Watson, Albert Bandura*) B1.3 explain human development throughout the lifespan according to systemic and humanistic theoretical perspectives *(e.g., the theories of Urie Bronfenbrenner, Abraham Maslow, Carl Rogers, Bonnie Burstow, Barbara Rogoff)***C1. Physical Development and Brain Physiology: demonstrate an understanding of physical development, including brain physiology and development, throughout the lifespan;**C1.1 explain theories of human physical development *(e.g., the theories of Arnold Gesell, Esther Thelen)***D1. Cognitive Development: demonstrate an understanding of theories of cognitive development and of changes in aspects of cognitive development throughout the lifespan;**D1.1 explain theories of human cognitive development *(e.g., the theories of Jean Piaget, Lev Vygotsky, Noam Chomsky, Maria Montessori, Robert J. Sternberg)*D1.2 explain theories of moral development *(e.g., the theories of Lawrence Kohlberg, Carol Gilligan, Moshe Blatt, James Rest)* |

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| **How will students demonstrate their learning?** |
| **Assessment OF learning** |
| **Assessment FOR learning** |

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| **Unit Culminating Task(s)** |
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| Additional Ideas for Unit Culminating Task(s)* Unit Test
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| **Lesson 1:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 2:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 3:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 4:** |  |  |  |
| **Overall &/or Specific Expectations** (with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 5:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Unit 2 Overview: Development in Prenatal to the Early Years** |
| **What will the student learn?** |
| **Big Ideas*** Biological processes and societal influences are involved in development during the prenatal period and early years of life.
* Students will use social science research methods to examine human development throughout the lifespan.
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| **Essential Questions**1. What role does the brain play in the overall development of an individual from the prenatal period to the early years of life?
2. How do societal influences impact the overall development of an individual from the prenatal period to the early years of life?
3. How do you begin the social science research process?
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| **How will assessment and instruction be organized for learning?**  |

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| Overall Expectations and Specific Expectations (for this unit) |
| **A1. Exploring: explore topics related to human development, and formulate questions to guide their research;**A1.1 explore a variety of topics related to human development (e.g., brain development, effects of play on development, language development) to identify topics for research and inquiryA1.2 identify key concepts (e.g., through discussion, brainstorming, use of visual organizers) related to their selected topicsA1.3 formulate effective questions to guide their research and inquiry Teacher prompt: “If you were studying the benefits to child development of participating in an early learning program, what might be the advantage of comparing experiences in early learning in different parts of the world or within diverse communities in the same area? Which aspects of these experiences would you compare? How would you ensure that your comparison was fair and valid?”**C1. Physical Development and Brain Physiology: demonstrate an understanding of physical development, including brain physiology and development, throughout the lifespan;** C1.2 describe the major changes in the body throughout the lifespan (e.g., cephalocaudal and proximodistal patterns of growth in infancy and childhood; changes associated with puberty; changes related to sex drive, sexual attraction, and reproduction; changes associated with menopause; physical changes in elderly people)C1.3 describe human brain physiology, including key structures and their functions (e.g., the brainstem is responsible for basic vital life functions such as breathing; the cerebellum is responsible for movement, posture, and balance)C1.4 describe the development of the brain from the prenatal period through the elder years, with particular emphasis on significant changes that occur throughout the lifespan (e.g., neuron formation, neural tube development, neurogenesis, neuronal migration, myelination, synaptogenesis, development of the prefrontal cortex, peak periods of growth for each brain lobe, synaptic pruning, brain shrinkage, slowing of brain function)**C2. Sensory and Motor Development: demonstrate an understanding of sensory and motor development at different stages of the lifespan;** C2.1 analyse the major milestones in motor skills development in the early years of life (e.g., milestones related to reflexes, gross motor skills, fine motor skills)**C3. Factors Affecting Physical Development: demonstrate an understanding of contextual factors that can affect physical development, particularly brain development, throughout the lifespan and of the effects of these factors.**C3.1 explain how various factors affect physical development throughout the lifespan (e.g., illness, injury, genetic factors, nutrition, exercise)C3.2 analyse the long-term effects of early environmental stimulation and deprivation on brain development (e.g., stimulation produces a heavier brain with thicker layers, more neural connections, and greater neurochemical activity; deprivation hinders brain activity)C3.3 identify factors that can affect brain development during the prenatal period (e.g., maternal and paternal illness; maternal stress, substance abuse, or nutritional deficiencies; advanced maternal or paternal age; teratogens; some prescription drugs; environmental pollutants; infectious diseases), and analyse their impactC3.4 describe brain plasticity with reference to the brain’s response to injury, illness, and environmental factors (e.g., physical injuries, strokes, aphasia, stress, substance abuse, infectious diseases, environmental toxins, nutritional deficiencies)**D1. Cognitive Development: demonstrate an understanding of theories of cognitive development and of changes in aspects of cognitive development throughout the lifespan;** D1.3 describe cognitive development throughout the lifespan (e.g., the development of theory of mind in preschoolers, dualistic thinking of adolescents, reflective thinking of adults, wisdom in later adulthood)**D2. Language Acquisition and Development: explain the processes and physiological foundations of language acquisition and development throughout the lifespan;** D2.2 explain the processes of language acquisition and development throughout the lifespan.**E1. Social-Emotional Development: demonstrate an understanding of social-emotional development throughout the lifespan and of ways of influencing such development;**E1.2 describe the development of emotion throughout the lifespan (e.g., early emotions, stranger anxiety, emotional fluctuations, socioemotional selectivity)E1.4 explain the effects that secure and insecure attachment in the early years can have on social-emotional development in adolescence and adulthood |

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| **How will students demonstrate their learning?** |
| **Assessment OF learning** |
| **Assessment FOR learning** |

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| **Unit Culminating Task(s)** |
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| Additional Ideas for Unit Culminating Task(s)* Unit Test
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| **Lesson 1: approximately 1-2 days** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **C1. Physical Development and Brain Physiology: demonstrate an understanding of physical development, including brain physiology and development, throughout the lifespan;** C1.3 describe human brain physiology, including key structures and their functions (e.g., the brainstem is responsible for basic vital life functions such as breathing; the cerebellum is responsible for movement, posture, and balance)C1.4 describe the development of the brain from the prenatal period through the elder years, with particular emphasis on significant changes that occur throughout the lifespan (e.g., neuron formation, neural tube development, neurogenesis, neuronal migration, myelination, synaptogenesis, development of the prefrontal cortex, peak periods of growth for each brain lobe, synaptic pruning, brain shrinkage, slowing of brain function) | -identify the key structures of the brain and their functions;- describe how the brain changes throughout the lifespan. | 1. What are the key structures of the brain?2. What is/are the function(s) of the key structures of the brain?3. What key structures of the brain are emphasized at each stage in the lifespan? | -cerebral lobes (frontal, occipital, temporal, parietal),-brain stem,-corpus callosum,-prefrontal cortex,-cerebellum,-cerebral hemispheres,-amygdala, limbic system-hippocampus,-synapse, axon, neuron -neuron formation, -neural tube development, -neurogenesis, -neuronal migration, -myelination, -synaptogenesis,-synaptic pruning, -brain shrinkage, |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
| -ability to work in pairs | -plastic head models-Playdo-pencil crayons/markers-toothpicks-paper tags-book a computer lab | 1. Playdo activity:* using plastic models, students will use Playdo to represent the different lobes of the brain on half of the head. On the other half, the Playdo represents the key structures of the brain in their specific locations.
* Students then use toothpicks and paper tags to identify the lobes/structures of the brain
* Students will take a picture of their model, and transfer the parts onto their own copy by colouring in the different lobes/structures of the brain.

2. Create a glossary of terms* Using computer lab/access to the web, students can define the terminology included in this lesson.
* Include a brief description of the role of each term in development in general.
 | -explain to teacher prior to placing toothpicks what each Playdo colour/piece represents (conversations, observations) |
| **Lesson 2:**  |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **C3. Factors Affecting Physical Development: demonstrate an understanding of contextual factors that can affect physical development, particularly brain development, throughout the lifespan and of the effects of these factors.**C3.1 explain how various factors affect physical development throughout the lifespan (e.g., illness, injury, genetic factors, nutrition, exerciseC3.3 identify factors that can affect brain development during the prenatal period (e.g., maternal and paternal illness; maternal stress, substance abuse, or nutritional deficiencies; advanced maternal or paternal age; teratogens; some prescription drugs; environmental pollutants; infectious diseases), and analyse their impact | -Understand the various environmental factors that influence prenatal development-Understand the various genetic factors that influence prenatal development | -What might be some of the paternal factors that influence prenatal development? -What might be some of the maternal factors that influence prenatal development? - What might be some of the environmental factors that influence prenatal development?  | - Paternal/maternal age, Stress levels, use of nicotine, use of drugs, pollution, cat feces,C-section, amniocentesis, low birth, trimester, birth defects and conditions, malnutrition, STD’s, radiation, rebella,  |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
| -Students should have a readiness to work in groups -Students must be prepared to present information in front of the class  | **-**computer labs-bag of items  | -Diagnostic- in groups, students receive bag of different items (i.e. popeyes, plastic food models, pictures of people exercising etc.). Facilitates the class and present how the item relates to prenatal development -Research terminology in computer labs and present findings to the rest of the class | -exit ticket to check for understanding -KWL activity (what you know, what you still want to know, what do you still want to learn).  |
| **Lesson 3:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **C1. Physical Development and Brain Physiology: demonstrate an understanding of physical development, including brain physiology and development, throughout the lifespan;** C1.2 describe the major changes in the body throughout the lifespan (e.g., cephalocaudal and proximodistal patterns of growth in infancy and childhood; changes associated with puberty; changes related to sex drive, sexual attraction, and reproduction; changes associated with menopause; physical changes in elderly people) | -examine how the body changes as one grows and develops | 1. What are the physical development changes seen throughout the lifespan?2. What factors influence the start of these changes as this related to culture and/or industrialization? | -puberty,-hormones,-menopause,-sexual drive,-cultural impacts,-reproduction,-cephalocaudal,-proximodistal |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
| -own personal stories and experiences with puberty that they can reflect upon-an appreciation of cultural differences  | -current newspaper articles / journal articles-chart paper-markers | 1. T/P/S* Small groups analyze news articles / journals that discuss different industrial / cultural trends and stats around puberty start times and perceptions of menopause.

2. T-chart* analyzing puberty differences with males vs females
 | -exit card-conversations to check for understanding-homework (find an article that is related to elderly depicted in media, perceptions of menopause, sexual attraction) and comment on the topic |
| **Lesson 4:** |  |  |  |
| **Overall &/or Specific Expectations** (with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **C2. Sensory and Motor Development: demonstrate an understanding of sensory and motor development at different stages of the lifespan;** C2.1 analyse the major milestones in motor skills development in the early years of life (e.g., milestones related to reflexes, gross motor skills, fine motor skills) | -identify examples of fine and gross motor skills- identify strategies to promote healthy sensory and motor development in the early years of life | 1. What is the difference between fine and gross motor skills?2. What are some examples of fine and gross motor skills?3. How can parents/caregivers promote healthy fine and gross motor skills in the early years of life? | -fine motor-gross motor-milestones-senses-reflexes-tummy time |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
| -understand the importance of prenatal health and its affect on development | chart papermarkers | 1. A Day in the Life* Students visualize and describe all the tasks they must complete from the time they wake up to bed time. With these task, specfically identify the fine and gross motor skills necessary to accomplish these tasks?

2. T-chart of fine/gross motor skills3. Mind map of fine/gross motor skill strategies4. Film (*Babies* documentary) | Journal reflection/homework* students reflect on own personal examples of how they learned a specific task (playing a musical instrument, dribbling a ball, etc.) by identifying the fine and gross motor development involved in order to become proficient at that task.
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| **Lesson 5:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **C3. Factors Affecting Physical Development: demonstrate an understanding of contextual factors that can affect physical development, particularly brain development, throughout the lifespan and of the effects of these factors.**C3.2 analyse the long-term effects of early environmental stimulation and deprivation on brain development (e.g., stimulation produces a heavier brain with thicker layers, more neural connections, and greater neurochemical activity; deprivation hinders brain activity)C3.4 describe brain plasticity with reference to the brain’s response to injury, illness, and environmental factors (e.g., physical injuries, strokes, aphasia, stress, substance abuse, infectious diseases, environmental toxins, nutritional deficiencies) | -injury, illness, and environmental factors can have profound effects on the brain.-early environmental stimulation and deprivation greatly affects brain development throughout the lifespan | 1. How does early stimulation/ deprivation help or hinder brain activity?2. How can we stimulate a child in the early years?3. How does the brain respond to injury, illness, and environmental factors?4. What are the long terms effects of early child stimulation / deprivation? | -deprivation-stimulation-stroke-aphasia-stress-infectious diseases-nutritional deficiencies-neural connections |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
| -knowledge of the brain works-terms of the brain anatomy/physiology | videosLCD/TV | 1. Videos of famous case studies related to environmental deprivation (e.g. Victor, Genie, orphan cases from Romania and Bulgaria).2. Discussions/conversations on personal stories of stroke patients, stress induced medical issues, substance abuse issues, etc.. and how these individuals overcame these challenges in their life3. Mind map  | KLW chart |

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| **Lesson 6:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **D1. Cognitive Development: demonstrate an understanding of theories of cognitive development and of changes in aspects of cognitive development throughout the lifespan;** D1.3 describe cognitive development throughout the lifespan (e.g., the development of theory of mind in preschoolers, dualistic thinking of adolescents, reflective thinking of adults, wisdom in later adulthood) | understand how cognitive development changes throughout the lifespan | 1. What does cognitive development look like at each stage in the lifespan? | -theory of mind-dualistic thinking-reflective thinking-wisdom |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
| -knowledge of lifespan stages | -poster paper-markers | 1. Graffiti* breakdown cognitive development, what does it look like at each stage of development? Students post around the room and then discuss as a class and copy into notes
 | -presentation of graffiti posters-observation walkabout |

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| **Lesson 7:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **D2. Language Acquisition and Development: explain the processes and physiological foundations of language acquisition and development throughout the lifespan;** D2.2 explain the processes of language acquisition and development throughout the lifespan. | -gain an understanding of how language acquisition works throughout the lifespan | 1. How does the brain acquire language?2. How does language acquisition promote / impede proper development?3. What is the critical-age hypothesis?  | -critical-age hypothesis-cooing-babbling-parentese/motherese-verbal vs. non-verbal communication |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
| -knowledge of lifespan stages-knowledge of brain anatomy-knowledge of environmental factors and their impact on development | videosLCD/TV | 1. Play non-verbal interactive games to develop communication skills and strategies2. Video clips (e.g. *The Secret Life of the Brain*)3. Explore, through discussion, environmental deprivation and its effects on language skills (Genie) | Exit ticket |

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| **Lesson 8:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **E1. Social-Emotional Development: demonstrate an understanding of social-emotional development throughout the lifespan and of ways of influencing such development;**E1.2 describe the development of emotion throughout the lifespan (e.g., early emotions, stranger anxiety, emotional fluctuations, socioemotional selectivity)E1.4 explain the effects that secure and insecure attachment in the early years can have on social-emotional development in adolescence and adulthood | -understand how socio-emotional development changes throughout the lifespan-understand how socio-emotional development is influenced by secure and insecure attachments in the early years | 1. What are some examples of insecure versus secure attachments, as it relates to socio-emotional development?2. What impact does early attachment have in the adolescent years?3. What impact does early attachment have in adulthood? | -insecure attachment-secure attachment-Mary Ainsworth / Strange Situation-secure base-stranger anxiety-emotional fluctuations |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
| -knowledge of lifespan stages-knowledge of brain anatomy-knowledge of environmental factors and their impact on development | -video-LCD/TV | 1. Video of Strange Situation* describe observations to help understand study and its importance

2. Venn diagram - secure versus insecure attachments 3. T/P/S Discussion - childhood recall activities of attachment, link to current relationships with peers, family, and partners | -Venn diagram completion-reflection piece on regulating emotions in adolescence |

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| **Lesson 9:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **A1. Exploring: explore topics related to human development, and formulate questions to guide their research;**A1.1 explore a variety of topics related to human development (e.g., brain development, effects of play on development, language development) to identify topics for research and inquiryA1.2 identify key concepts (e.g., through discussion, brainstorming, use of visual organizers) related to their selected topicsA1.3 formulate effective questions to guide their research and inquiry Teacher prompt: “If you were studying the benefits to child development of participating in an early learning program, what might be the advantage of comparing experiences in early learning in different parts of the world or within diverse communities in the same area? Which aspects of these experiences would you compare? How would you ensure that your comparison was fair and valid?” | -identify various human development theories and related concepts-formulate effective research questions to guide the research process | 1. What is the research process?2. What are independent and dependent variables?3. What is a correlation?4. How do you structure an effective research question? | -independent variable-dependent variable-correlation vs. causation-research process-research methods |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
| -willingness to learn-basic understanding of what research is and the research process | -graphs showing correlations between two or more variables | 1. Brainstorm ideas on board what topics relate to human growth and development.2. Discussion questions around correlation (as it relates to topics in the course)3. In pairs, create correlations by identifying/listing variables in a T-chart with the column headings *Independent Variable* and *Dependent Variable*. Switch with another pair, have them complete the other side of the T-chart. | -worksheet on correlation matching |

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| **Unit 3 Overview: Development in Childhood and Adolescence** |
| **What will the student learn?** |
| **Big Ideas** * Biological processes and societal influence are involved in development during the childhood and adolescent years of life.
* Social science research methods can be used to examine human development throughout the lifespan.
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| **Essential Questions**1. What role does the brain and other biological processes play in the overall development of children and adolescents?
2. How do societal influences impact the overall development of children and adolescents?
3. How do you ensure you have reliable and valid sources of information to continue with the social science research process?
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| **How will assessment and instruction be organized for learning?**  |

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| Overall Expectations and Specific Expectations (for this unit) |
| **A2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;** A2.1 create appropriate research plans to investigate their selected topics (e.g., outline purpose and method; identify sources of information; develop research tools such as surveys or questionnaires), ensuring that their plans follow guidelines for ethical researchA2.2 locate and select information relevant to their investigations from a variety of primary sources (e.g., interviews; observations; surveys and questionnaires; journal articles reporting on original research; original documents in print or other media such as film, photographs) and secondary sources (e.g., textbooks, literature reviews, bibliographies, encyclopedias)A2.3 based on preliminary research, for each investigation formulate a hypothesis, thesis statement, or research question, and use it to focus their research**A3. Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry;**A3.1 assess various aspects of information gathered from primary and secondary sources (e.g., accuracy, relevance, reliability, inherent values and bias, voice)A3.2 record and organize information and key ideas using a variety of formats (e.g., notes, graphic organizers, summaries, audio/digital records)**C1. Physical Development and Brain Physiology: demonstrate an understanding of physical development, including brain physiology and development, throughout the lifespan;** C1.2 describe the major changes in the body throughout the lifespan (e.g., cephalocaudal and proximodistal patterns of growth in infancy and childhood; changes associated with puberty; changes related to sex drive, sexual attraction, and reproduction; changes associated with menopause; physical changes in elderly people)C1.4 describe the development of the brain from the prenatal period through the elder years, with particular emphasis on significant changes that occur throughout the lifespan (e.g., neuron formation, neural tube development, neurogenesis, neuronal migration, myelination, synaptogenesis, development of the prefrontal cortex, peak periods of growth for each brain lobe, synaptic pruning, brain shrinkage, slowing of brain function)**C3. Factors Affecting Physical Development: demonstrate an understanding of contextual factors that can affect physical development, particularly brain development, throughout the lifespan and of the effects of these factors.**C3.1 explain how various factors affect physical development throughout the lifespan (e.g., illness, injury, genetic factors, nutrition, exercise)C3.4 describe brain plasticity with reference to the brain’s response to injury, illness, and environmental factors (e.g., physical injuries, strokes, aphasia, stress, substance abuse, infectious diseases, environmental toxins, nutritional deficiencies)**D1. Cognitive Development: demonstrate an understanding of theories of cognitive development and of changes in aspects of cognitive development throughout the lifespan;** D1.3 describe cognitive development throughout the lifespan (e.g., the development of theory of mind in preschoolers, dualistic thinking of adolescents, reflective thinking of adults, wisdom in later adulthood) D1.4 explain how information processing changes throughout the lifespan (e.g., with reference to short- and long-term memory, critical thinking, problem solving, decision making), with emphasis on changes in attention, memory, thinking, and metacognition.**D2. Language Acquisition and Development: explain the processes and physiological foundations of language acquisition and development throughout the lifespan;** D2.1 explain the physiological foundations of language development (e.g., the areas of the brain related to language processing) D2.2 explain the processes of language acquisition and development throughout the lifespan**D3. Intelligence: demonstrate an understanding of issues related to defining, measuring, and developing intelligence;** D3.1 analyse various aspects of intelligence (e.g., infant intelligence, multiple intelligences, social intelligence, emotional intelligence, fluid and crystallized intelligence)D3.2 explain the limitations of standardized tests of intelligence (e.g., lack of “culture-fair” tests; reliance on language as the basis for testing; stereotype threat)D3.3 analyse current research on the impact of environment on intelligence (e.g., the Fraser Mustard report, the Charles Pascal report)**D4. Factors Affecting Cognitive Development and Language Use: analyse the effects of contextual factors on cognitive development and language use throughout the lifespan.**D4.1 explain the effects of individual differences (e.g., differences related to giftedness, developmental delays, attention deficit disorder, autism, school anxiety, aphasia, depression, schizophrenia, dementia, Alzheimer’s, birth order, gender) on cognitive development throughout the lifespan. D4.2 evaluate the effects of rapidly changing technology on cognitive development and language use throughout the lifespan (e.g., the effects of increased use of texting language, the effects on cognitive processing speed) **E1. Social-Emotional Development: demonstrate an understanding of social-emotional development throughout the lifespan and of ways of influencing such development;**E1.2 describe the development of emotion throughout the lifespan (e.g., early emotions, stranger anxiety, emotional fluctuations, socioemotional selectivity) E1.4 explain the effects that secure and insecure attachment in the early years can have on social-emotional development in adolescence and adulthood **E2. Personality and Identity: demonstrate an understanding of various influences on personality development and identity formation throughout the lifespan;**E2.1 explain the process of identity formation throughout the lifespan (e.g., with reference to gender identity, ethnic identity, identity statuses). E2.2 explain how birth order and temperament can affect the development of an individual’s personality E2.3 analyse the relationship between personality and social interactions (e.g., the differences that introverted and extraverted people might experience in their social interactions; the impact on one’s personality of nurturing, supportive, empathetic interactions and critical, controlling ones) |

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| **How will students demonstrate their learning?** |
| **Assessment OF learning** |
| **Assessment FOR learning** |

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| **Unit Culminating Task(s)** |
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| Additional Ideas for Unit Culminating Task(s)* Unit Test
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| **Lesson 1:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 2:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 3:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 4:** |  |  |  |
| **Overall &/or Specific Expectations** (with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 5:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Unit 4 Overview: Development in Adulthood and Later Life**  |
| **What will the students learn?** |
| **Big Ideas*** Biological processes and societal influences are involved in development during adulthood and the later years.
* Social science research methods can be used to examine human development throughout the lifespan.
 |
| **Essential Questions**1. What role does the brain and other biological processes play in the overall development of adults and the elderly?
2. How do societal influences impact the overall development of adults and the elderly?
3. How do you summarize your research findings in relation to your research questions?
4. How do you ensure academic honesty as you continue the research process?
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| **How will assessment and instruction be organized for learning?**  |

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| Overall Expectations and Specific Expectations (for this unit) |
| **A3. Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry;**A3.3 analyse and interpret research information (e.g., compare information gathered from primary and secondary sources; determine whether similar information is found in different sources)A3.4 demonstrate academic honesty by documenting the sources of all information generated through researchA3.5 synthesize findings and formulate conclusions (e.g., determine whether their results support or contradict their hypothesis; weigh and connect information to determine the answer to their research questions; assess the extent to which their results may be affected by “confounding variables” – i.e., variables not controlled for in their research design)**C1. Physical Development and Brain Physiology: demonstrate an understanding of physical development, including brain physiology and development, throughout the lifespan;** C1.2 describe the major changes in the body throughout the lifespan (e.g., cephalocaudal and proximodistal patterns of growth in infancy and childhood; changes associated with puberty; changes related to sex drive, sexual attraction, and reproduction; changes associated with menopause; physical changes in elderly people)C1.4 describe the development of the brain from the prenatal period through the elder years, with particular emphasis on significant changes that occur throughout the lifespan (e.g., neuron formation, neural tube development, neurogenesis, neuronal migration, myelination, synaptogenesis, development of the prefrontal cortex, peak periods of growth for each brain lobe, synaptic pruning, brain shrinkage, slowing of brain function)**C2. Sensory and Motor Development: demonstrate an understanding of sensory and motor development at different stages of the lifespan;** C2.2 describe changes to sensory faculties and motor skills in later life (e.g., presbyopia, presbycusis, decline in taste buds, reduced muscle strength and bone density, slower reflexes), and explain strategies that can be used to slow, prevent, or otherwise address their decline (e.g., doing regular cardiovascular and weight-bearing exercise, practising good nutrition, wearing ear protection when working around loud noises, having cataract surgery, wearing a hearing aid)**C3. Factors Affecting Physical Development: demonstrate an understanding of contextual factors that can affect physical development, particularly brain development, throughout the lifespan and of the effects of these factors.**C3.1 explain how various factors affect physical development throughout the lifespan (e.g., illness, injury, genetic factors, nutrition, exercise)C3.4 describe brain plasticity with reference to the brain’s response to injury, illness, and environmental factors (e.g., physical injuries, strokes, aphasia, stress, substance abuse, infectious diseases, environmental toxins, nutritional deficiencies). **D1. Cognitive Development: demonstrate an understanding of theories of cognitive development and of changes in aspects of cognitive development throughout the lifespan;** D1.3 describe cognitive development throughout the lifespan (e.g., the development of theory of mind in preschoolers, dualistic thinking of adolescents, reflective thinking of adults, wisdom in later adulthood). D1.4 explain how information processing changes throughout the lifespan (e.g., with reference to short- and long-term memory, critical thinking, problem solving, decision making), with emphasis on changes in attention, memory, thinking, and metacognition**D2. Language Acquisition and Development: explain the processes and physiological foundations of language acquisition and development throughout the lifespan;** D2.2 explain the processes of language acquisition and development throughout the lifespan **D4. Factors Affecting Cognitive Development and Language Use: analyse the effects of contextual factors on cognitive development and language use throughout the lifespan.**D4.1 explain the effects of individual differences (e.g., differences related to giftedness, developmental delays, attention deficit disorder, autism, school anxiety, aphasia, depression, schizophrenia, dementia, Alzheimer’s, birth order, gender) on cognitive development throughout the lifespanD4.2 evaluate the effects of rapidly changing technology on cognitive development and language use throughout the lifespan (e.g., the effects of increased use of texting language, the effects on cognitive processing speed)**E1. Social-Emotional Development: demonstrate an understanding of social-emotional development throughout the lifespan and of ways of influencing such development;**E1.2 describe the development of emotion throughout the lifespan (e.g., early emotions, stranger anxiety, emotional fluctuations, socioemotional selectivity) E1.4 explain the effects that secure and insecure attachment in the early years can have on social-emotional development in adolescence and adulthood **E2. Personality and Identity: demonstrate an understanding of various influences on personality development and identity formation throughout the lifespan;**E2.3 analyse the relationship between personality and social interactions (e.g., the differences that introverted and extraverted people might experience in their social interactions; the impact on one’s personality of nurturing, supportive, empathetic interactions and critical, controlling ones) |

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| **How will students demonstrate their learning?** |
| **Assessment OF learning** |
| **Assessment FOR learning** |

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| **Unit Culminating Task(s)** |
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| Additional Ideas for Unit Culminating Task(s)* Unit Test
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| **Lesson 1:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 2:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 3:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 4:** |  |  |  |
| **Overall &/or Specific Expectations** (with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 5:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Unit 5 Overview: The Role of Socialization on Development** |
| **What will the student learn?** |
| **Big Ideas*** Socialization impacts human development throughout the lifespan.
* An individual’s risk management for healthy development is impacted by protective factors.
* Social science research methods to examine human development throughout the lifespan.
 |
| **Essential Questions**1. How does socialization impact human development throughout the lifespan?
2. What strategies can be used to prevent unhealthy development throughout the lifespan?
3. How do you effectively communicate your research findings in a professional manner?
4. How has your experience throughout the social science research process helped you better understand human development throughout the lifespan ?
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| **How will assessment and instruction be organized for learning?**  |

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| Overall Expectations and Specific Expectations (for this unit) |
| **A4. Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.**A4.1 use an appropriate format (e.g., oral presentation, written research report, poster, multimedia presentation, web page) to communicate the results of their research and inquiry effectively for a specific purpose and audienceA4.2 use terms relating to human development correctly (e.g., risk, resilience, protective factor, attachment, plasticity, identity, temperament)A4.3 clearly communicate the results of their inquiries (e.g., write clearly, organize ideas logically, use language conventions properly), and follow APA conventions for acknowledging sources (e.g., generate a reference list in APA style, use in-text author-date citations)A4.4 demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills**B2. Risk and Resilience: demonstrate an understanding of threats to healthy development throughout the lifespan and of a variety of protective factors that can increase an individual’s resilience and reduce the impact of these threats.**B2.1 describe threats to healthy development and their impact at various stages of life (e.g., poverty, discrimination, political unrest, environmental degradation, physical and mental illness, substance abuse, physical/sexual abuse)B2.2 explain how protective factors at the individual, familial, and community levels (e.g., intelligence; strong relationships with one or more adults; exposure to enriched learning environments; community supports such as Meals on Wheels, senior centres, literacy centres) can promote resilience in individualsB2.3 describe ways in which government policies and initiatives by non-governmental organizations (NGOs) at the local and global levels can function as protective factors that reduce the impact of threats to human development at different stages of the lifespan (e.g., government policies supporting full-day Kindergarten, parental leave, and preventive health care; establishing green space; combating global climate change; NGO initiatives such as the Stephen Lewis Foundation’s support for grandmothersraising grandchildren orphaned by AIDS or Planned Parenthood’s maternal health programs)B2.4 describe opportunities for involvement in local community initiatives that address challenges to human development (e.g., school-wide fundraising for organizations providing support to children and families; food drives; volunteer opportunities with literacy initiatives, in Big Brothers/Big Sisters, at retirement homes)**E3. Factors Affecting Social-Emotional Development: demonstrate an understanding of how factors affect social-emotional development, with an emphasis on the process of socialization.**E3.1 analyse the role that family plays in socializing its members (e.g., with reference to the development of language, communication skills, confidence, competence, and self-esteem, and to the transmission of gender roles, culture, religion, and values such as respect for elders and for the environment)E3.2 analyse the effects of socialization on the social-emotional functioning of individuals throughout the lifespan (e.g., with respect to individuals’ values, behaviour, and sense of social responsibility; their ability to adjust to change, balance work and leisure, engage and communicate with other people and maintain relationships; their response to peer pressure, discrimination; the relationship between poor socialization and defiance, delinquency, and disengagement)E3.3 assess the impact of marginalization (e.g., marginalization related to factors such as age, poverty, disability, gender, sexual orientation, ethnicity, religion, low literacy levels) on social-emotional development  |

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| **How will students demonstrate their learning?** |
| **Assessment OF learning** |
| **Assessment FOR learning** |

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| **Unit Culminating Task(s)** |
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| Additional Ideas for Unit Culminating Task(s)* Unit Test
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| **Lesson 1:** |  |  |  |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 2:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 3:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 4:** |  |  |  |
| **Overall &/or Specific Expectations** (with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 5:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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