

# HUMAN DEVELOPMENT—ADOLESCENCE TO DEATH 19261

Welcome to Human Development-Adolescence to Death—a course designed to enable students to gain knowledge necessary to understand the developmental stages from adolescence through late adulthood and at the end of the lifespan. The course will examine the developmental tasks, traits and challenges of each of these stages.

This course is the third in the sequence of Human Development courses approved by the SD DOE Career and Technical Education programs.

Here's where to find out about: [communication](#), [texts](#), [class policies](#), [quizzes and tests](#), and the [grading procedures](#).

## [Communication](#)

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This class will give you the opportunity to explore and learn about human development in a way you may not have had the opportunity to learn in before—online. In an online class, you have responsibility for your own learning and I will support you in your learning process. Here are some ways to make this a positive experience:

- ❖ Because this course is on-line, it is important for you to ask questions whenever you need to. I am available through e-mail or cell phone and will get back to you as soon as possible.
- ❖ Even though this is an online class, we will still have opportunities to work in groups and do “hands-on” activities. Your class information and activities will be posted on Blackboard (<http://courses.k12.sd.us>). We will use the K-12 state email and discussion boards to ask and answer questions and to hold discussions. The *Content* section will be where your lessons, discussions and assignments will be located. The *Home Page* will have announcements and the deadlines for assignments and discussions posted.
- ❖ It is important for you to do your own work on the assignments, projects and quizzes. It is also important for you and the other students at your site (if there are other students) to be able to figure things out together and to learn with each other. If you're not sure about how to do something, ask your classmates. If they aren't sure either, post a question to the discussion board or e-mail your teacher. Work together—but do your own work!
- ❖ You can contact me at the email address above. I read my email in the morning and in the afternoon and will usually reply to your email within 24 hours. If I am going to be away from my email, I will let you know by email or by posting a message in *Announcements* in Blackboard.
- ❖ I can be reached by telephone at the numbers listed above. You or your parent/guardian can also ask me to schedule a telephone conference if you would like some extra help. Your facilitator can help you to call or schedule a conference.

- ❖ I am interested in hearing your comments and questions and in helping you to learn the course material. If you feel frustrated with the course, or just need to ask a few questions, please email me or ask your facilitator to help you contact me so that your questions are answered, and you can move forward.

### Course Goals

- HDAD 1.1 Select human development theories related to adolescence and adulthood.
- HDAD 1.2 Interrelate principles of physical, emotional, social, and intellectual development.
- HDAD 1.3 Explain interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.
- HDAD 2.1 Illustrate the impact of heredity and environment on human growth and development.
- HDAD 2.2 Interpret the impact of social, economic, and technological forces on individual growth and development.
- HDAD 2.3 Organize the effects of gender, ethnicity, and culture on individual development.
- HDAD 3.1 Categorize the role of support systems in meeting human growth and development needs.
- HDAD 3.2 Judge the role of nurturance on human growth and development.

In addition to the technical standards above, lessons and activities will also foster skill development in the 21<sup>st</sup> Century skills. These skills include:

1. Learning Skills: Critical Thinking, Creative Thinking, Collaborating, Communicating
2. Literacy Skills: Information Literacy, Media Literacy, Technology Literacy
3. Life Skills: Initiative, Productivity

### Textbooks and Instructional Materials

The textbook used for this class is *Lifespan Development* by Sharleen Kato. You will also use a variety of internet resources. On your computer server or hard drive, be sure to start folders for each module to help organize your electronic work.

Always check directions and rubrics for assignments and projects before handing them in so that they are complete, and you receive all the points you deserve.

### Class Policies and Procedures

#### ➤ Attendance & Class Time:

This class is on-line, so different sites will have students working at different times. It is best for all of the students at your school in this class to work in the same room at the same time, so you can help each other. Your school should schedule this class during one of your regular class hours. It is important for you to work on this class during the assigned time. It is very easy to fall behind and very difficult to catch up once you're behind. When you have a question or are unsure about what to do next, it is your responsibility to ask the facilitator or me, so that your situation is resolved and you can continue. Your facilitator will take attendance and handle excuses when you are late or absent for class, according to your school's policy. Please remember that all correspondence in Blackboard is recorded and can be checked later. I will have a record of whether you contacted me, and what was said.

➤ Student Behavior:

To successfully complete this course, you need to be working during your class time. Your facilitator will handle any discipline issues according to your school's discipline policy.

All assignments and projects must contain content that is appropriate for a K-12 classroom. Assignments or projects containing inappropriate material will not be accepted and may result in a 0 or, in extreme cases, removal from the course.

➤ Assignments & Projects:

In order to be successful in an online or distance class, you need to turn work in promptly and consistently. For online classes use the due dates on the Tasks section and pacing chart to stay current. For DDN classes not using Blackboard you will receive due dates from your class facilitator and instructor.

**Unexcused late work will always have points deducted. Work not turned in within a week after the due date will receive a zero. Meeting the assignment and discussion deadlines in your course is vital to earning a good grade.**

***You must do your own work on assignments and projects. It is also important to remember that using other people's ideas, works, pictures, or any other content is unethical and illegal. If any class material you submit is found to be someone else's work, it will be given a zero and your school will be notified. Further consequences may follow.***

You should hand in work by submitting it through the *Assignment* link in Blackboard. The module assignment will clearly tell you how to submit the assignments. If you have questions, or are having trouble, please email me so that we can resolve the situation. You must keep working through the course in order to finish by the end of the semester. I'll send status reports to your facilitator and principal and each mid-term and quarter break.

\*Remember: You are responsible for your learning in online classes more than in any other classroom situation!

If you miss class for a school related event or an illness, please allow some extra time to work on this course. You'll need to get caught up right away. The course will be easier if you're working on the same assignments as the other students at your site.

### Quizzes, Tests and Projects

Some units or lessons will have quizzes or tests. These will be taken through an online quiz site. All quizzes must be taken while the class facilitator is present, for credit to be given. Other modules will have projects or other ways to demonstrate your knowledge or skills gained.

### Grades

Your assignments and quizzes are graded based on your points compared to the number of points possible. The number of points allowed for each assignment, project, or quiz are shown near the top of

each assignment and in the lesson overview. The number of points that you earn is divided by the number of points possible to determine the percentage. The percentage that you earn determines your course grade based on the grading scale used at your school. Your grade will be interpreted depending on your district's grading policies.