

HHS4U – Journey to Adulthood Portfolio

Part 1: Development Timeline Story

Stage A: Early Childhood (Birth–6 Years)

1. Describe the Stage

During my early childhood, I lived with my parents and grandparents. Most of my time was spent at home where I played, learned basic language skills, and followed daily routines. I was very dependent on my family for care and emotional support. One important memory is spending time with my grandparents, who taught me basic cultural traditions and values.

2. Family Structure

My family was an **extended family**, because I lived with my parents and grandparents in the same household.

3. Family Roles and Responsibilities

My parents worked to support the family financially, while my grandparents helped take care of me during the day. My mother was mainly responsible for daily care, and my father supported through work and decision-making. My grandparents played a big role in teaching me traditions and moral values.

4. Developmental Theory

Attachment Theory

5. Why the Theory Fits

Attachment theory explains how early relationships with caregivers shape emotional development. I developed a strong emotional bond with my parents and grandparents, which helped me feel safe and secure. This support influenced my confidence and ability to explore new environments.

Stage B: School Years (7–13 Years)

1. Describe the Stage

During this stage, I attended school regularly and started developing friendships. I learned academic skills like reading, writing, and math. I also became more independent and started forming my own opinions. Peer relationships became very important.

2. Family Structure

My family remained an **extended/nuclear family**, but I spent more time outside the home at school.

3. Family Roles and Responsibilities

My parents continued to support my education. I was responsible for completing homework and helping with small chores at home. Teachers also played a major role in my learning and behaviour development.

4. Developmental Theory

Sociocultural Theory (Vygotsky)

5. Why the Theory Fits

This theory fits because my learning was strongly influenced by social interactions. Teachers, classmates, and family helped me develop skills through guidance and support. I learned not only from textbooks but also from conversations and group activities.

Stage C: Teen Years / High School (14–18 Years)

1. Describe the Stage

In my teenage years, I experienced more independence and responsibility. I focused on school performance and began thinking about future careers. I also experienced stress from academic pressure and social expectations.

2. Family Structure

I lived in a **nuclear family**, and communication with my parents became more focused on education and future planning.

3. Family Roles and Responsibilities

My parents encouraged me to focus on studies. I became responsible for managing my time, completing assignments, and making decisions about my future goals.

4. Developmental Theory

Humanist Theory (Maslow)

5. Why the Theory Fits

Maslow's theory explains that people are motivated by needs such as achievement and self-fulfillment. During this stage, I focused on reaching my goals, improving grades, and building confidence for my future.

Stage D: Transition to Adulthood (College/Work)

1. Describe the Stage

In this stage, I started preparing for adulthood by focusing on career and education goals. I became more independent and began making my own decisions about my future.

2. Family Structure

My family remained supportive, but I started taking more responsibility for myself.

3. Family Roles and Responsibilities

My parents continued to guide me, but I became responsible for my own education, planning, and personal growth.

4. Developmental Theory

Structural Functionalist Theory

5. Why the Theory Fits

This theory explains how society depends on roles and responsibilities. My role shifted from a dependent child to an independent young adult preparing to contribute to society through education and future work.

Stage E: Moving to Canada / New Environment

1. Describe the Stage

Moving to Canada was a major life change. I experienced a new culture, education system, and social environment. At first, I faced challenges like language differences and adapting to new teaching styles, but over time I became more comfortable.

2. Family Structure

My family remained the same, but we adapted to a new country together.

3. Family Roles and Responsibilities

My parents supported me emotionally during the transition. I became more independent in school and daily life.

4. Developmental Theory

Sociocultural Theory (Vygotsky)

5. Why the Theory Fits

This theory fits because my development was influenced by Canadian culture, teachers, and classmates. I learned new behaviours and expectations by interacting with people in my new environment.

Part 2: Research Inquiry Planning

Sociology Question

How do family expectations influence young adults' independence?

Anthropology Question

How do cultural differences between home country and Canada shape identity?

Psychology Question

How does moving to a new country affect emotional development and identity?

Chosen Question:

How does moving to a new country affect identity development?

A. Hypothesis

If a young person moves to a new country, then their identity will change as they adapt to new cultural and social expectations.

B. Research Lenses

- **Family influence:** Family provides emotional support during adaptation, shaping confidence and identity.
 - **Education influence:** School introduces new cultural values and communication styles that shape identity.
 - **Social relationships:** Friends and community help the person adjust and feel accepted in the new culture.
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C. Sources of Information

Primary Source: Interview with family members

- I would ask my parents about how they experienced the move.
- This is useful because it provides personal insight into emotional and cultural adaptation.

Secondary Source: Statistics Canada / journal article

- Provides data on immigrant adaptation and identity development.
 - Helps compare my experience with broader research findings.
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D. Ethical Consideration

I would ensure informed consent by asking permission before interviews and keeping responses private. I would also avoid bias by respecting different cultural experiences.

Part 3: Culture Comparison Inquiry

Topic	Home Country Experience	Canadian Experience	Main Difference	Effect on Me
Family expectations	High expectations for respect and obedience	More focus on independence	Independence vs obedience	Helped me become more independent but also more responsible
School systems	More teacher-centered learning	More participation and discussion	Passive vs active learning	Improved my confidence in speaking and group work
Friendships	Mostly long-term childhood friends	Need to rebuild friendships	Stable vs new social circle	Learned adaptability and communication skills

Part 4: Reflection Questions

1. Which difference affected you the most? Why?

The biggest difference was school systems because I had to adjust from memorization-based learning to participation-based learning, which required more confidence.

2. Which difference surprised you the most? Explain.

Friendships surprised me the most because I had to rebuild my social circle from the beginning, which was more difficult than expected.

3. How might these differences influence your future adulthood?

These differences will help me become more adaptable, independent, and confident in different environments, which will benefit my education, career, and relationships in the future.

