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| <p>Course Description:</p> <p>This course applies current theories and research from the disciplines of anthropology, psychology, and sociology to the study of individual development, family behaviour, intimate and parent-child relationships, and the ways in which families interact within the diverse Canadian society. Students will learn the interpersonal skills required to contribute to the well-being of families, and the investigative skills required to conduct and evaluate research about individuals and families.</p> | <p>Level: Mixed (University/College)</p> |
| | <p>Credit Value: 1.0</p> <p>Pre-requisite: HHS4M</p> <p>Department: Social Science</p> |
| <p>Course Fees: none</p> | |

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| <p>Textbooks & Resources:</p> <ul style="list-style-type: none"> • Growing Success: Assessment, Evaluation and Reporting in Ontario Schools • The Ontario Curriculum Grades 11 and 12: Social Science and Humanities (2013) • Individuals and Families in a Diverse Society Text |
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| <p>Course Evaluation: Student Evaluation consists of three components...</p> | | | | | |
| <p>1) Learning Skills & Work Habits:</p> <p>Students are evaluated on 6 Learning Skills & Work Habits. They are:</p> <ul style="list-style-type: none"> • Responsibility • Organization • Independent Work • Collaboration • Initiative • Self-Regulation | <p>These six attributes are evaluated on a scale of Excellent (E), Good (G), Satisfactory (S) & Needs Improvement (N) and reported on the report card. They are not included in the course mark, unless specified in the curriculum expectations.</p> | | | | |
| <p>2) Term Mark (Assessment of Learning):</p> <p>Student performance standards for knowledge and skills are described in the curriculum Achievement Chart. The curriculum is assessed in four categories:</p> <ul style="list-style-type: none"> • Knowledge and Understanding 25% • Thinking and Inquiry 25% • Communication 25% • Application 25% | <p>Evaluation of these four categories generates the term mark. The term mark accounts for 70% of the final mark.</p> <p>It is the student's responsibility to submit evidence of learning.</p> | | | | |
| <p>3) Final Evaluation (Assessment of Learning):</p> <p>The final evaluation, administered at or towards the end of the course is based on the evidence shown to the right. The final evaluation accounts for 30% of the final mark.</p> | <p>The final evaluation consists of:</p> <table style="margin-left: 20px;"> <tr> <td>ISU</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Exam</td> <td style="text-align: right;">10%</td> </tr> </table> | ISU | 20% | Exam | 10% |
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| Exam | 10% | | | | |
| <p>Final Mark = 70% Term Mark + 30% Final Evaluation</p> | | | | | |
| <p>For a detailed description on Course Evaluation, see "How Did I Get That Mark!" at www.satec.on.ca</p> | | | | | |

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| <p>Course Conduct Policies: See Student Agenda.</p> |
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Please retain this page in the front of your notebook for future reference.



Course Outline:

| Unit | Description | Approximate Length | Major Unit Evaluation |
|-------------|---|---------------------------|---|
| Unit 1 | An Approach to the Study of Individuals and Families Students explore family definitions, structures, and roles within various historical and cultural origins. Theoretical frameworks for studying the family are examined from the disciplines of sociology, psychology, and anthropology. Students are introduced to social science research methods to investigate issues that affect individuals and families in a diverse society. Note: The independent study begins in this unit. Each student determines a topic and formulates a research question. | 3 weeks | -Theories In-class essay - Phase 1 of ISU |
| Unit 2 | Individuals in a Diverse Society An understanding of individual development is gained through the exploration of a variety of related theories. Historical and ethnocultural understandings of the origins of contemporary individual lifestyles, socialization patterns, and family roles are developed. Students undertake an analysis of current issues and trends relating to the young adult. They use social science research skills to enhance their learning. | 4 weeks | -Unit 2 Test - Phase 2 of ISU |
| Unit 3 | Intimate Relationships In a Diverse Society Students analyse and evaluate theories about mate selection. The legal aspects of marriage are presented and examined. An overview of the historical, religious, and cultural perspectives of marriage is given. The students learn the skills, attitudes, and behaviours necessary to build satisfying and lasting relationships. Current issues, such as divorce, power/abuse, and alternatives to marriage are explored. | 4 weeks | -Dating Game Role Play -Unit 3 Test - Phase 3 of ISU |
| Unit 4 | Parent Child Relationships in a Diverse Society Students examine and explore the development of the parent-child relationship. Students use knowledge of family theories gained in Unit 1 to analyse information from both a psychological and sociological perspective. Issues, such as the role of parents and children in the family, socialization patterns, and parenting practices are examined within the contexts of various cultural perspectives and historical periods. Current issues such as divorce, reproductive technology, teen parenting, and child abuse are investigated in order to speculate on the significance of these trends for individual and family development. Upon completion of their independent study unit, students demonstrate effective use of current technology in the communication of their independent study. | 4 weeks | - Family Video/Role Play - Unit 4 test - Phase 4 and 5 of ISU |

Note: The order of the units of study may change due to student needs and resources available during the course.

General Information:

If a student is unable to attend a class, arrangements should be made with the teacher before the class is missed. If a student is absent from a class for any reason, it is the student's responsibility to find out what was missed and have completed it before the beginning of the first class back. The work missed should be picked up by a classmate. If an assignment is due on a day that a student is away, it is the student's responsibility to ensure that the assignment is ready to be handed in upon their return with a note indicating a legitimate absence. Students must respect due dates set by teachers. Students must hand in all assignments on the dates scheduled. If a student is unable to meet a deadline, he or she must approach the teacher well in advance of that day and bring with them a copy of their "work in progress". Students who approach the teacher the day before or the day of a deadline will not be granted an extension. Late assignments may not be accepted once work has been returned to students. In most cases, a 10% reduction in the mark will occur for each day the assignment is late after the assignment has been handed back (the number of days allowed after work is handed back may vary and is decided by the teacher). Some due dates cannot be changed (e.g., exam date).. Presentations must be delivered on the date assigned. A mark of zero will be assigned to any student failing to show up on his or her presentation date without a prior arrangement having been made. Tests are to be written on the day scheduled. If a student misses a test, he or she must bring in a note addressed to the subject teacher from either a doctor, parent, or guardian, stating the reason for the absence and that the adult is aware that the student missed a test. The note must be handed in on or within 24 hours of the date of the student's return, or else a mark of zero will be assigned. The test must be written on the day of the student's return to school. A student will receive a mark of zero if he or she skips the class on the day the test was administered.

Plagiarism and/or Cheating:

Plagiarism and cheating will not be tolerated. A mark of zero may be assigned for cheating and plagiarism and the student will be referred to an administrator. Parents and guardians will be informed of the situation and the incident will be recorded.

Contact: 416-396-3365 ext. 20238

{ Certifications }