

Course Information Sheet

Social Sciences and Humanities

HHS 4C: Families in Canada



This course enables students to develop an understanding of social science theories as they apply to individual development, the development of intimate relationships, and family and parent-child relationships. Students will explore a range of issues relating to the development of individuals and families in contemporary Canadian society as well as in other cultures and historical periods. They will develop the investigative skills required to conduct research on individuals, intimate relationships, and parent-child roles and relationships in Canada.

HHS 4C will focus on the following strands and their respective overall expectations:

RESEARCH AND INQUIRY SKILLS

- Exploring: explore topics related to families in Canada, and formulate questions to guide their research;
- Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;
- Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry;
- 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.

THEORETICAL PERSPECTIVES ON DEVELOPMENT

- Individual Development: demonstrate an understanding of theoretical perspectives and research on various aspects of individual development;
- The Development of Intimate Relationships: demonstrate an understanding of theoretical perspectives and research on the development of intimate relationships;
- The Development of Family and Parent-Child Relationships: demonstrate an understanding of theoretical perspectives and research on the development of family and parent-child relationships.

THE IMPACT OF NORMS, ROLES, AND INSTITUTIONS

- The Effects on Individuals: demonstrate an understanding of the impact of norms, roles, and social institutions on individuals throughout the lifespan;
- The Effects on Intimate Relationships: demonstrate an understanding of the impact of norms, roles, and social institutions on intimate relationships;
- The Effects on Family and Parent-Child Relationships: demonstrate an understanding of factors that can affect decisions about whether to have and how to care for children, and of the impact of norms, roles, and social institutions on family and parent-child relationships.

TRENDS, ISSUES, AND CHALLENGES

- Trends and Challenges for Individuals: demonstrate an understanding of demographic and social trends and issues related to intimate relationships and of strategies for responding to challenges in those relationships;
- Trends and Challenges in Intimate Relationships: demonstrate an understanding of demographic and social trends and issues related to intimate relationships and of strategies for responding to challenges in those relationships;
- Trends and Challenges in the Family and in Parent-Child Relationships: demonstrate an understanding of demographic trends related to the family and to parent-child relationships and of the impact of social issues and challenges on family development.

All course expectations can be found at the Ontario Ministry of Education Website

<http://www.edu.gov.on.ca/eng/curriculum/secondary>

2015 - 2016 ~~~ 2015 - 2016 ~~~ 2015 - 2016 ~~~ 2015 - 2016 ~~~ 2015 - 2016 ~~~ 2015 - 2016 ~~~ 2015 - 2016

In order to meet these expectations the course will be divided into the following units of study:

UNIT 1: YOUR BOARDING PASS

An Approach to the Study of Individuals and Families

- Introduction to the Family
- Historical and Cultural Perspectives
- Theoretical Viewpoints
- Social Science Research Methods

UNIT 2: THE ISLAND

Individuals in a Diverse Society

- The Life of Individuals
- Individual Development
- Social Trends and Challenges of the Individual
- Male and Female Roles

UNIT 3: THE CONTINENT

Intimate Relationships and Marriage in a Diverse Society

- Becoming a Couple
- Historical and Cultural Perspectives of Marriage and Intimate Relationships
- Marital Satisfaction
- Issues and Trends in Intimate Relationships and Marriage

UNIT 4: THE GLOBE

Parent-Child Relationships in a Diverse Society

- Historical and Cultural Perspectives and Theoretical Viewpoints
- Current Issues
- The Parental Role in the Development and Socialization of Children
- Parent-Child Relationships

UNIT 5: ...AND BEYOND...

Individual Families from Mid to Late Adulthood

- Diversity Later in Life
- Developmental Tasks Later in Life
- Changes in Intimate Relationships Later in Life
- Social Challenges and Change

Note: The order of the topics covered in this class may not follow the exact order as mentioned above.

EVALUATION

The final mark will be calculated based on the Ministry of Education's Achievement Chart for the course as follows:

<i>ACHIEVEMENT CHART CATEGORY</i>	<i>WEIGHT</i>	<i>DESCRIPTION</i>
Knowledge and Understanding	25%	Subject specific content and the comprehension of its meaning and significance.
Thinking	25%	The use of critical and creative thinking skills and/or processes, as follows: - theological reflection - planning skills (e.g., focusing research, gathering information, organizing an inquiry) - processing skills (e.g., analyzing, evaluating, synthesizing) - critical/creative thinking processes (e.g., inquiry, decision making, research)
Application/Making Connections	25%	The use of knowledge and skills to make connections within and between various contexts; making connections between one's own family and Canadian families and families in other cultures (e.g., functions of families, roles within families; social issues faced by families).
Communication	25%	The conveying of meaning through various forms, as follows: - oral (e.g., presentation, role play, debate, discussion) - written (e.g., report, journal, opinion piece) - visual (e.g., chart, model, movement)

Students will be assigned a final mark out of 100 that is calculated mathematically with 70% being based on term work and 30% based on final evaluation activities. These marks will be based on the following:

Term Work (70%)

- Individual assignments/presentations
- Group assignments/presentations
- Journal reflections/Movie Reviews
- Quizzes & Tests
- Daily class work/participation
- Midterm Assessment Activity

Final Evaluations (30%)

- 20% Exam
- 10% Summative Independent Research Project: "Why in the World?"

When evaluating student performance, teachers will assign a level of achievement on the performance demonstrated using a scale from **-1** to **4+** with 3 being used to indicate a solid, consistent performance which meets the provincial standard. "**R**" is used to indicate that a student has not demonstrated the expectations well enough to earn even a level 1. Even when an actual numerical mark is assigned (e.g. 64%), a scale mark (-1 to 4+) will also be assigned.

A final mark of 50% or better must be earned for a credit to be granted.

Well-developed learning skills such as **Responsibility, Organization, Independent Work Collaboration, Initiative, and Self-Regulation** play a vital role in a student's success and will be consistently monitored by teachers and reported on in the Learning Skills section of the report card. Each student's future success will be contingent on his/her ability to "learn how to learn" and master of these learning skills.

It is important to note that assessment and evaluation is a continuous and ongoing process. Students are therefore encouraged to start giving their best effort to their work right away, and to keep working diligently throughout the entire semester.