

# Course Information Sheet

## Social Sciences and Humanities

### HSP 3C: Introduction to Anthropology, Psychology, and Sociology



This course introduces students to theories, questions, and issues related to anthropology, psychology, and sociology. Students learn about approaches and research methods used by social scientists. Students will be given opportunities to apply theories from a variety of perspectives, to conduct social science research, and to become familiar with current issues within the three disciplines.

HSP 3C will focus on the following strands and their respective overall expectations.

#### RESEARCH AND INQUIRY SKILLS

- Exploring: explore topics related to anthropology, psychology, and sociology, and formulate questions appropriate to each discipline 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.

#### ANTHROPOLOGY

- Theories, Perspectives, and Methodologies: demonstrate an understanding of major theories, perspectives, and research methods in anthropology;
- Explaining Human Behaviour and Culture: use an anthropological perspective to explain how diverse factors influence and shape human behaviour and culture;
- Socialization: use a cultural anthropology perspective to explain patterns of human socialization.

#### PSYCHOLOGY

- Theories, Perspectives, and Methodologies: demonstrate an understanding of major theories, perspectives, and research methods in psychology;
- Explaining Human Mental Processes and Behaviour: use a psychological perspective to explain how diverse factors influence and shape human mental processes and behaviour;
- Socialization: use a psychological perspective to analyse patterns of socialization.

#### SOCIOLOGY

- Theories, Perspectives, and Methodologies: demonstrate an understanding of major theories, perspectives, and research methods in sociology;
- Explaining Social Behaviour: use a sociological perspective to explain how diverse factors influence and shape individual and group social behaviour;
- Socialization: use a sociological perspective to explain patterns of socialization.

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:** Introduction to Anthropology

**UNIT 2:** Introduction to Psychology

**UNIT 3:** Introduction to Sociology

**UNIT 4:** Anthropology and Me

**UNIT 5:** Psychology and Me

**UNIT 6:** Sociology and Me

## 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 Project

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.