Introduction to Anthropology, Psychology, and Sociology, Grade 11: University

Note 1: All Ontario Ministry of Education curriculum documents with full course content information can be located at http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html

Note 2: Detailed information on Ministry of Education assessment, evaluation, and reporting policy is provided in *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000*, located at http://www.edu.gov.on.ca/eng/curriculum/secondary/progplan912curr.pdf

1. Course Details
• Program Area: Social Sciences and Humanities
• Date of Development: September 2014
• Course title: Introduction to Anthropology, Psychology, and Sociology, Grade 11 University Prep (HSP3U). Credit Value 1.0
• Prerequisites: None
• Textbook(s) and resource materials that are essential to the course: Social Science, By Haskings-Winner et al, McGraw-Hill Ryerson, 2010. ($100)

2. Overall Goals
• Course Description:

 This course introduces the theories, questions, and issues that are the major concern of anthropology, psychology, and sociology. Students develop an understanding of the way social scientists approach the topics they study and the research methods they employ. Students are given opportunities to explore theories from a variety of perspectives and to become familiar with current theories on a range of issues researched by classical and contemporary social scientists in the three disciplines.

•Research and Inquiry Skills
A1. Exploring: explore topics related to anthropology, psychology, and sociology, and formulate questions appropriate to each discipline to guide their research.
A2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods.
A3. Processing Information: Assess record, analyse, and synthesize information gathered through research and inquiry.
A4. 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
B1. Theories, Perspectives, and Methodologies: demonstrate an understanding of major theories, perspectives, and research methods in anthropology.
B2. Explaining Human Behaviour and Culture: use an anthropological perspective to explain how diverse factors influence and shape human behaviour and culture.
B3. Socialization: use a cultural anthropology perspective to explain patterns of human socialization.
•Psychology
C1. Theories, Perspectives, and Methodologies: demonstrate an understanding of major theories, perspectives, and research methods in psychology.
C2. Explaining Human Mental Processes and Behaviour: use a psychological perspective to explain how diverse factors influence and shape human mental processes and behavior.
C3. Socialization: use a psychological perspective to analyse patterns of socialization.

•Sociology
D1. Theories, Perspectives, and Methodologies: demonstrate an understanding of major theories, perspectives, and research methods in sociology.
D2. Explaining Social Behaviour: use a sociological perspective to explain how diverse factors influence and shape individual and group social behavior.
D3. Socialization: use a sociological perspective to explain patterns of socialization.

Please refer to Ontario Ministry of Education curriculum document for details of Overall and Specific Expectations, found at http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences9to122013.pdf

Unit 1	Multi-perspectives in the Social Sciences
Unit 2	Cultural Anthropology and Human Evolution
Unit 3	Schools of Thought in Psychology; Behaviour and the Brain
Unit 4	Sociological Schools of Thought; Socialization and Social Behaviour

Program Planning Considerations
• *Individual Education Plan*: Accommodations to meet the needs of exceptional students as set out in their Individual Education Plan will be implemented within the classroom program. Additional assistance is available through the Special Education program.
• *The Role of Technology in the Curriculum.* Using information technology will assist students in the achievement of many of the expectations in the curriculum regarding research, written work, analysis of information, and visual presentations.
• *English As a Second Language (ESL)*: Appropriate accommodations in teaching, learning, and evaluation strategies will be made to help ESL students gain proficiency in English, since students taking ESL at the secondary level have limited time in which to develop this proficiency.
• *Career Education*: Expectations in this course include many opportunities for students to explore educational and career options, and to become self-directed learners.
• *Cooperative Education and Other Workplace Experiences:* The knowledge and skills students acquire in this courses will assist them in their senior level cooperative-education and work-experience placements related to this course. General information about cooperative education courses can be found at http://www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf

4. Learning Skills
Learning Skills are skills and habits are essential to success in school and in the workplace. The Learning Skills evaluated are: Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-regulation. Teachers report achievement on the six Learning Skills using letter symbols: E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement.

Learning Skills clearly affect levels of achievement, but they are *not* part of the evaluation of achievement and are not included in the midterm mark or final course mark.

5. Academic Honesty: Cheating and Plagiarism
Students are expected to submit only their own original work on evaluations done in class or out of class. Plagiarism is the passing off the ideas or writings of another as one's own. Cases of academic dishonesty (cheating and/or plagiarism) will be dealt with on a case-by-case basis, but each case will involve an investigation, communication with the student and his/her parent/guardian, and a mark of zero for the plagiarized work. Whether the student has an opportunity to demonstrate his/her learning in another assignment will be at the discretion of the teacher and/or Principal.

6. Teaching Strategies
Teachers use a variety of teaching strategies to maximize student learning. The following teaching strategies will be used in this course:

• *Direct Instruction* is highly teacher-directed. This strategy includes methods such as lecture, didactic questioning, explicit teaching, practice and drill, and demonstrations.
• *Indirect Instruction* is mainly student-centred. Indirect Instruction includes inquiry, induction, problem solving, decision making, and discovery.
• *Interactive Instruction* relies heavily on discussion and sharing among participants. Interactive instruction may include total class discussions, small group discussions or projects, or student pairs or triads working on assignments together.
• *Experiential Learning* is inductive, learner centred, and activity oriented. In Experiential Learning, students participate in an activity; critically look back on the activity to clarify learning and feelings; draw useful insights from such analysis; and/or put learning to work in new situations.
• *Independent Study* refers to the range of instructional methods which are purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. The focus is on planned independent study by students under the guidance or supervision of a classroom teacher.

7. Assessment and Evaluation Strategies
Assessment and Evaluation of Student Achievement
The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from assignments, demonstrations, projects, performances, and tests that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with feedback that guides their efforts towards improvement.

Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

• In this course, the following evaluation strategies may be used:

8.

Unit 1	Multi-perspectives in the Social Sciences
Unit 2	Cultural Anthropology and Human Evolution

Achievement Chart
The achievement chart provides a standard, province-wide method for teachers to use in assessing and evaluating their students' achievement. Students are evaluated according to the major categories or strands in each course. Ministry curriculum documents provide detailed description of student achievement levels.

Unit 1	Multi-perspectives in the Social Sciences
Unit 2	Cultural Anthropology and Human Evolution

In this course, students are evaluated in four strands, according to the weightings shown:

9. 70% Mark on Course Work

Unit 1	Multi-perspectives in the Social Sciences
Unit 2	Cultural Anthropology and Human Evolution
Unit 3	Schools of Thought in Psychology; Behaviour and the Brain
Unit 4	Sociological Schools of Thought; Socialization and Social Behaviour
Unit 5	Issues in the Social Sciences: Identity, Conformity, Discrimination, Mental Health, Media, Ethics

• Students need to demonstrate achievement of all the overall expectations of the course. 70% of the final mark in the course will be based on work done prior to the culminating activities. Evaluations that are late, missing, and/or incomplete will affect a student's 70% grade. See FHCI Evaluation Policy as printed in the Student Agenda Book for information about late, missed, and/or incomplete assignments.

10. 30% Grade Based on Course Culminating Activities
• All students must take part in the culminating activities for each course at every grade and level of study. The steps to follow when a student is absent from one or more culminating activities is included in the FHCI evaluation policy as printed in the Student Agenda Book.

• Culminating activities that occur in class are held within the last three weeks of classes. Culminating activities that are formal examinations occur within the last nine days of the semester
•   Final Exam at end of term, 30%

11. Determining Marks for the Midterm Provincial Reports in November and April
This grade will be based on the evaluations that have been conducted to the midterm point in the course. Some of the Overall Expectations, categories/strands, and units will not have been addressed by the midterm, and the students' grades will most likely change when the students' entire work is evaluated by the end of the course.

12. Determining the Mark for the Final Report Card
The mark for the final will report card will be the sum of the 70% mark and the 30% mark.