

**Forest Hill Collegiate Institute
Course of Study and Evaluation Statement**

Families in Canada

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 the Ministry of Education assessment, evaluation, and reporting policy is provided in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010*.
<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

1. Course Details

- Program Area: Social Sciences and Humanities
- Date of Development: June 2013; Revision: September 2013
- Assistant Curriculum Leader: G. Billingham, Teacher Developer: E. Ketchum
- Course title: Families in Canada, Grade 12 University (HHS 4U). Credit Value 1.0
- Prerequisites: Any university, university/college, or college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.

2. Overall Goals

▪ Course Description:

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 Canadian society. Students will learn the interpersonal skills that contribute to the well-being of families and the investigative skills required to conduct and evaluate research about individuals and families.

- Overall Expectations in the areas of Self and Others; Personal and Social Responsibilities; Diversity, Interdependence, and Global Connections; Social Challenges and Social Structures; Research and Inquiry Skills. By the end of this course, students will:
 - in Self and Others
 - * analyse theories and research on individual development, and summarize their findings
 - * analyse theories and research on the development of and the psychological tasks connected with intimate relationships, and summarize their findings
 - * analyse theories and research on parent-child relationships and their role in individual and family development, and summarize their findings
 - in Personal and Social Responsibilities
 - * analyse decisions and behaviours related to individual role expectations
 - * explain decisions and behaviours related to role expectations in intimate relationships
 - * analyse decisions and behaviours related to parental and care-giver role expectations, including the division of responsibilities for childrearing and socialization
 - in Diversity, Interdependence, and Global Connections
 - * explain historical and ethno-cultural origins of contemporary lifestyles, socialization patterns, family roles
 - * analyse changes that have occurred in family structure and function throughout the history of the family
 - * analyse socialization patterns and roles of children and parents in various historical periods and ethno-cultural contexts
 - in Social Challenges and Social Structures
 - * analyse current issues and trends relevant to individual development, and speculate on future directions
 - * analyse current issues and trends affecting the dynamics of intimate relationships, and speculate on future directions for individuals and families
 - * analyse current issues and trends affecting child rearing and socialization, and speculate on the changing role of children

- * demonstrate an understanding of the cycle of violence and the consequences of abuse and violence in interpersonal and family relationships
- in Research and Inquiry Skills
 - * use appropriate social science research methods in the investigation of issues affecting individuals and families in a diverse society and communicate the results of their inquiries
 - * access, analyse, and evaluate information, including opinions, research evidence, and theories, related to individuals and families in a diverse society and communicate the results of their inquiries
 - * analyse issues and data from the perspectives associated with key theories in the disciplines of anthropology, psychology, and sociology and communicate the results of their inquiries
- Specific Curriculum Expectations
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/sstudies.1112curr.pdf>

Unit 1	An Approach to the Study of Individuals and Families	15 hours
Unit 2	Young Adults in a Diverse Society	25 hours
Unit 3	Intimate Relationships and Marriage in a Diverse Society	25 hours
Unit 4	Parent Child Relationships in a Diverse Society	25 hours
Unit 5	Individuals and Families from Mid-to-Late Adulthood	20 hours

3. 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

- 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.

8. Academic Integrity – Cheating, Plagiarism, Undue Assistance

- Students are expected to submit only their own original work on evaluations done in or out of class. Plagiarism is the passing off of ideas or writings by another as one's own. Cases of academic dishonesty (cheating and 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.
- Plagiarism is considered a serious academic offence and students will receive a mark of zero for work that is plagiarized. 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. Also, students must not receive undue assistance in their course work. This means student's ideas and work must be their own – we encourage parents and others to discuss work with students but not to direct their ideas. Students are encouraged to further discuss assignments with their teacher.

9. Attendance

- There is a strong relationship between academic achievement and attendance. Students are expected to attend classes regularly although they may occasionally be absent from school for specific school sanctioned reasons or illness. It is not expected that students will regularly miss classes for any reason. If this happens students may be required to discuss the problem with an administrator before returning to class. A note from a parent or doctor is required if a student misses a formal assessment and they may be expected to complete the formal assessment on the day of their return.

10. Late Work

- In today's rapid paced world, time management is a required skill for success. It is expected that students will submit work on time according to preset dates. This ensures students will have time to complete all schoolwork. If a student cannot complete an assignment on schedule it is expected the student will discuss this with the teacher prior to the due date. Under certain circumstances the teacher may, but is not required, to negotiate a later due date.

11. Teaching/Assessment and Evaluation Strategies

- This course is structured for students interested in pursuing a university or college education. The class features many characteristics of an introductory university/college level social science course: weekly readings, lectures, seminars, essays, debates, tests and final examination. This method of program delivery is an attempt to facilitate the transition from secondary education to post-secondary education.
- Active participation in class discussion and regular reading of the text and assigned readings are essential for the successful completion of this course. Students will be required to take part in group presentations and performance tasks. There will be unit tests, research and writing, opinion pieces, theory application and a final exam. Students will practice writing opinion paragraphs, creating hypotheses, paraphrasing and applying theories before they complete formal assessments. Research skills will be developed throughout the course and the research paper will be completed in steps with the final paper being submitted in the last month of the course. The final summative assignment will be a final exam.

12. Achievement Chart for Social Sciences and Humanities

- The achievement chart identifies four categories of knowledge and skills in Canadian and World studies. This is a standard province-wide guide to help make judgments about student work that are based on clear performance standards and on a body of evidence collected over time. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. Each category will be equally weighted in this course.

Knowledge and Understanding (25%)	Thinking and Inquiry (25%)	Communication (25%)	Application (25%)
Subject-specific content acquired in each course (knowledge of facts and terms), and the comprehension of its meaning and significance (understanding of concepts, principles, and theories and their relationships).	The use of critical and creative thinking skills and/or processes, as follows: <ul style="list-style-type: none"> – planning skills (e.g., focusing research, gathering information, organizing an inquiry) – processing skills (e.g., analysing, evaluating, synthesizing) – critical/creative thinking processes (e.g., inquiry, problem solving, decision making, research) 	The conveying of meaning through various forms, as follows: <ul style="list-style-type: none"> – oral (e.g., role play, presentation, debate) – written (e.g., report, research essay, interview) – visual (e.g., model, chart, movement, video, computer graphics) 	The use of knowledge and skills to make connections within and between various contexts. <ul style="list-style-type: none"> – application of ideas and skills in familiar contexts – transfer of concepts, skills, and procedures to new contexts – making connections (e.g., between personal experiences and the subject, and the world outside the school)

13. 70% Grade Based on Course Work

- Students need to demonstrate achievement of all the overall expectations of the course. The 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.
- The course is made up of a series of formative assessments and summative assignments for each unit.
- Throughout the course students will work on two assignments: a group seminar and an independent research paper. Students will create a group seminar addressing social issues that pertain to a particular developmental stage. Each group will focus on a developmental stage. The research paper will be developed in stages with opportunities to improve work in certain stages.
- The summative assessment tools for the other units will include written application of terms and theories to case studies, written reflections, opinion and reaction papers, tests and quizzes. In class writing and theory application will be practiced before formal summative assessments are implemented.
- The student is required demonstrate achievement of all the overall expectations of the course. Missed and/or incomplete assignments will have an impact on the final grade where there are a significant number of curriculum

expectations that have not been evaluated because of missed assignments.

14. 30% Grade Based on Course Culminating Activities

- All students must take part in the culminating activity for this course. The steps to follow if the student is absent from this activity is included in the FHCI evaluation policy as printed in the Student Agenda Book.
- The culminating activity for this course is a formal examination within the last nine days of the semester.
 - In-class exam plus a culminating activity
 - Format of the exam will be provided prior to the exam
 - Format of the culminating activity will be provided during the last three weeks of semester
 - Evaluation will be based on the four categories of knowledge and skills as set out in the achievement chart

15. Determining Marks for the Midterm Provincial Reports in November and April

The midterm grade will be based on the evaluations that have been conducted to that point in the course and will be preliminary and tentative. 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.

16. Determining the Mark for the Final Report Card

The mark for the final report card will be the sum of the 70% course work mark and the 30% culminating mark. They will be based on the most consistent level of achievement.

17. Communication

- Students are encouraged to seek extra help and clarification about work and assignments. Appointments may be made before and after school. Students may also be required to come in outside of class time for extra help or conferencing. Parents can also reach the teacher by phone at school, in the history department. Periodically the teacher may call home to discuss the student's progress with parents/guardians/caregivers.
- Students will be regularly notified of their achievement in the course with feedback on assignments and marks to date. Occasionally a parent/guardian signature on an assignment may be required to ensure parents have been notified of progress.

18. Teacher Specific Information

Teacher Mr. E. Ketchum
 Room 229
 416-393-1860 x 20075

Extra Help Available before and after school. Please speak with the teacher to schedule an appointment.

Marks Available upon request.