



GEORGE S. HENRY ACADEMY COURSE OUTLINE

Individuals and Families in a Diverse Society



COURSE CODE	HHS4C1	GRADE	12
TEACHER(S)	M. Hehus	CREDIT VALUE	1.0
DEPARTMENT	Social & Global Studies	PREREQUISITE	

COURSE DESCRIPTION:	<p>This course enables students to develop an understanding of social science theories as they apply to individual development, the development of intimate relationships, 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 other cultures and historical periods.</p> <p>Additional information can be found at: http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html</p>
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OVERALL EXPECTATIONS:	<ol style="list-style-type: none"> 1.Exploring: explore unit topics and formulate questions to guide their research. 2.Investigating: create research plans, select relevant information related to their topic; use appropriate inquiry methods. 3.Processing information: assess, record, analyse and synthesize information gathered through research and inquiry 4.Communicating and Reflecting: communicate results clearly and effectively, develop communication skills
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COMMUNICATION

Please direct all questions or concerns regarding student progress or program of study to the course teacher. Please call the main office to leave a message at 416-395-3240 ext. 20130.

CONCRETE LEARNING RESOURCES	DIGITAL LEARNING RESOURCES
Textbook: Individuals and Families in a Diverse Society Replacement Cost: \$80	i.e. My School Day App - An app that allows you to stay up-to-date with in-class tasks and receive reminders about upcoming evaluations.
	Google Classroom: Class Code s6pwx3a

GEORGE S. HENRY ACADEMY'S COURSE WORK POLICY

For each evaluation, the teacher will inform students of the **due date** and the **ultimate deadline**. The ultimate deadline is the last opportunity for students to submit and assignment for evaluation. Teachers may also use a variety of other methods for dealing with late and missed assignments at their discretion.

Strategies to assist students in meeting deadlines include:

- Peer tutoring
- Using the school app
- Using a personal agenda
- Seeking extra help from teachers
- Requesting for assistance with time management and organizational skills
- Getting help from parents/guardians
- Getting help from a caring adult in the school

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

Each course follows an achievement chart which enables teachers to make judgements about student work that are based on clear performance standards and on a body of evidence collected over time. Additional information can be found on the Ministry of Education website noted within the course description.

ACHIEVEMENT CHART CATEGORIES

Knowledge and Understanding (K & U): Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)

Thinking (T): The use of critical and creative thinking skills and/or processes

Communication (C): The conveying of meaning through various forms

Application (A): The use of knowledge and skills to make connections within and between various contexts

COURSE WORK (70% of your overall grade)

Categories	%	Possible Assessments of Learning
K & U	17.5%	<p>Knowledge of content (facts, terms, procedural skills, use of tools) <i>Ex. (write example here)</i></p> <p>Understanding of content (Understanding of mathematical concepts) <i>Ex. (write example here)</i></p>
T	17.55	<p>Use of planning skills – understanding the problem (e.g., formulating and interpreting the problem, making conjectures) – making a plan for solving the problem <i>Ex. (write example here)</i></p> <p>Use of processing skills – carrying out a plan (e.g., collecting data, questioning, testing, revising, modelling, solving, inferring, forming conclusions) – looking back at the solution (e.g., evaluating reasonableness, making convincing arguments, reasoning, justifying, proving, reflecting) <i>Ex. (write example here)</i></p> <p>Use of critical/creative thinking processes (e.g., problem solving, inquiry) <i>Ex. (write example here)</i></p>
C	17.5%	<p>Expression and organization of ideas and information (e.g., clarity of expression, logical organization), using oral, visual, and written forms (e.g., pictorial, graphic, dynamic, numeric, algebraic forms; concrete materials) <i>Ex. (write example here)</i></p> <p>Communication for different audiences and purposes (e.g., peers, teachers) and purposes (e.g., to present data, justify a solution, express a mathematical argument) in oral, visual, and written forms <i>Ex. (write example here)</i></p> <p>Use of conventions (e.g., terms, symbols) in oral, visual, and written forms <i>Ex. (write example here)</i></p>
A	17.5%	<p>Application of knowledge and skills in familiar contexts <i>Ex. (write example here)</i></p> <p>Transfer of knowledge and skills to new contexts <i>Ex. (write example here)</i></p> <p>Making connections within and between various contexts (e.g., connections between concepts, representations, and forms within mathematics; connections involving use of prior knowledge and experience; connections between mathematics, other disciplines, and the real world) <i>Ex. (write example here)</i></p>

FINAL EVALUATION (30% of your overall grade)

Type	Description	30%
Culminating Task(s)	Film Review	20%
Examination	Final Exam	10%

UNITS OF STUDY/COURSE ROAD MAP (subject to change)**Unit 1 Title: Family Matters**

Defining Family: Introduction to the family, History of the family	K/U, A, C
Functions of the Family/Theoretical Viewpoints	K/U
Social Science Research Methods	K/U, C
Unit One Test	K/U, T/I, A, C
Final Unit Task: Theoretical Perspectives Applied in the movie "Blind Side"	K/U, T/I, A, C

Unit 2 Title: Diverse Families

Media and The Family	A, C, T/I
Types and Stages of the family & parenthood	K/U
Roles: Cultural and Historical perspectives	K/U, T/I, C
Unit Two Test	K/U, T/I, A, C
Final Unit Task: Written Reflection	K/U, T/I, A, C

Unit 3 Title: Couples

Perspectives of marriage and intimate relationships	K/U, T/I, C
Theories of Attraction	
Couple relationships: Social issues, trends & challenges	K/U, T/I, C
Unit Three Test	K/U, T/I, A, C
Final Unit task: Marriage Assignment	K/U, T/I, A, C

Unit 4 Title: Parent-Child Relationships

Parenthood: Social Challenges and Change	K/U, T/I, C
Parents and childrearing	K/U, C
Parent-Child relationships: social issues, trends and challenges	K/U, T/I, C
Unit Four Test	K/U, T/I, A, C
Final Unit Tasks: Narrative Essay, Family Budget planning	K/U, T/I, A, C

Unit 5 - Culminating Activity/Final Exam:

Culminating Activity 20%	K/U, T/I, A, C
Examination 10%	K/U, T/I, A, C

GEORGE S. HENRY ACADEMY'S LATE & MISSED EVALUATION POLICY

It is the responsibility of the student to make arrangements with their teacher for any missed course material and/or assignments. Extenuating circumstances will be considered on a case-by-case basis.

GEORGE S. HENRY ACADEMY'S ACADEMIC DISHONESTY POLICY

Cheating and plagiarism will not be condoned. For more information, refer to the Academic Honesty Policy found in the Student Handbook. The Student Handbook can be found in the George S. Henry Academy app.

SPECIALIST HIGH SKILLS MAJOR (SHSM) REQUIREMENTS

GRADE 11 AND 12 CREDITS	ENVIRONMENT	HEALTH & WELLNESS	HOSPITALITY & TOURISM
Major Credits	4	4	4
English (<i>including a CLA*</i>)	2	1	1
Mathematics (<i>including a CLA</i>)	1	1	1
Science or Social Sciences and Humanities (<i>including a CLA</i>) (<i>May be substituted with 1 coop credit</i>)	-	1	-
Business Studies or Science (<i>including a CLA</i>) (<i>May be substituted with 1 coop credit</i>)			1
Cooperative Education	2	2	2
TOTAL	9	9	9

*Contextualized Learning Activity