

Défis et changements

HSB4U4/5

Grade 12, University Preparation: Credit Value 1.0

Geography and Social Sciences Department - - Extended French and French Immersion Programs •
Malvern C.I. • Toronto District School Board

Course Instructor: (Madelle) Jo-Anne Cortes

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Assistant Curriculum Leader: Evan Grant

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Equity Statement

Malvern CI stands together for human rights. Our school community stands together to recognize that we are all entitled to a life of equality, dignity, and respect — a life free from discrimination.

Course Content

Description	This course focuses on the use of social science theories, perspectives and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social and behavioural patterns change over time. They will explore the ideas of social theories and use those ideas to analyse causes of the responses to challenges such as technological change, deviance and global inequities. Students will explore ways in which social science research methods can be used to study social change. Ministry of Education. (2013). The Ontario Curriculum Grades 9 to 12: Social Sciences and Humanities, pg. 318 http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences9to122013.pdf
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Prerequisite	Any university or university / college preparation course in social sciences and humanities, English, or Canadian and World Studies
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| Resource Materials | <ul style="list-style-type: none">● Individual subject binder, loose leaf paper and writing utensils● Google Classroom will have explanations of projects, rubrics for the assessments, review sheets for tests and a few supplemental resources to support learning.● There is no current textbook available in French for this course. |
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| Major Units and Overall Goals / Expectations | <ul style="list-style-type: none">● A) Méthodologie (Research and Inquiry Skills): explore topics related to the analysis of social change; investigate and research skills appropriate to social sciences; procession and analyse information; communicate and evaluate research● B) Changements sociaux (Social Change): demonstrate and understand theories of , the causes/ effects as well as patterns of social change● C) Tendances sociales (Social Patterns and Trends): demonstrate an understanding of demographics and trends, the forces which influence social change, and of social deviances and responses to deviances in society.● D) Enjeux globaux (Global Social Challenges): demonstrate understanding of global inequality, globalization and exploitation. |
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Assessment, Evaluation and Reporting

- Strategies**
- Students will be evaluated on content and skills throughout the year
 - Assessment and evaluation methods will vary with each unit, but over the course of the year may include:
 - quizzes and tests, written responses and analyses, individual and group projects, seminar presentations, individual and group presentations and a formal research essay
 - Students will be given notice of timelines, due dates, criteria and expectations for assignments, and marking schemes.

Achievement Category Weightings	Knowledge / Understanding	Thinking	Communication	Application
	25%	25%	25%	25%

- Term Grades throughout the Year**
- The grade for each reporting period is based on evaluations that have been conducted to that point in the course, and will be preliminary and tentative. They will be based on the most consistent level of achievement to that point in time, but some of the overall expectations, strands, and units will not have been addressed. The student's grades will most likely change when their entire work is evaluated at the end of the course.

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- Course Work 80%**
- 80% of the final grade will be based on evaluations undertaken throughout the course. Consideration will be given to the most recent evaluations.
 - Missed or incomplete assignments will have an impact on the final grade when a significant number of curriculum expectations have not been evaluated.

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- Course-Culminating Activities 20%**
- 20% of the final grade will be based on evaluations administered towards the end of the course. **(15% for presentation + 5% for jury participation)**
 - Culminating Activity = research-based. **All work will be completed in class. No work can be done at home.**
 - This will be a juried presentation on a problem that the student would like to solve.
 - All students must take part in the culminating activities **DURING** class

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- Learning Skills**
- Students will also be assessed for development in a variety of learning skills:
 - Responsibility
 - Organization
 - Independent Work
 - Collaboration
 - Initiative
 - Self-Regulation
 - Learning skills play a critical role in the achievement of curriculum expectations and student success.
 - Students are expected to be academically honest by submitting their own original work. The marks they receive are intended to reflect their own academic achievement.
 - Academic Integrity: See School Evaluation Policy
 - Attendance is crucial for satisfactory achievement. **Regular attendance and active participation are expected.** Students cannot replace the in-class experience by simply getting notes or handouts. All assignments have an impact on students' growth and final achievement in each unit as
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well as the final evaluations; therefore, students are expected to submit work in each unit in order to meet course expectations. Students are expected to manage their time and workload, and to respect the time constraints imposed. End of reporting period “catch-up” submissions are discouraged, and may not be possible.

Rules for Tests, Quizzes, and Assignments

- **Students are responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher and should understand that there could be consequences for not completing assignments or for submitting them late.**
 - All assignments are expected to be handed in on their assigned due dates. **Extenuating circumstances should be discussed with the teacher in advance of due dates.** Extensions may be negotiated in certain unforeseeable situations. While credit rescue opportunities will be available, they may be only for students achieving < 50%, and missed work can still result in a mark of zero.
 - Should serious illness or extenuating circumstances (*i.e.*: beyond your control) occur on the day of an evaluation, it is the responsibility of the student to inform the teacher as soon as possible.
 - **Note:** The policies applicable to missed tests and late assignments are in line with the guidelines as outlined in TDSB policy and the Ministry of Education Policy document *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools* (page 43).
 - **The teacher will use their professional judgment to determine what other strategies, as outlined in *Growing Success*, may be used to help prevent and/or address late and missed assignments.**
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Academic Honesty

The success of students is built upon the development of learning skills and strategies. Assignments are planned to ensure students have the opportunity to consult a variety of resources, select appropriate and authentic examples, and most importantly, contribute their own understanding of the given topic. **The use of information or ideas without due credit to the author is a serious offense because it breaches an ethical code of honesty within the academic community.** It is easily avoided when appropriate citation conventions are used, and students are expected to honour these conventions consistently. **Using a translation site (such as Google Translate) to translate sentences or work, cheating on a test, assignment or other evaluation are examples of academic dishonesty. Students are expected to demonstrate their own learning in order for assessment and evaluation to be considered valid.**

Plagiarism

Where plagiarism has been suspected, the student will be expected to conference with the teacher, a phone call to parents made and a meeting set up. If it is detected that a student plagiarized a paper by including information in an assignment without proper referencing a mark of zero will be given. For additional information on plagiarism, please consult the student agenda.

Communication

Consultation

Students, parents and guardians are asked to contact the course instructor using the information below.
Office Location: Canadian and World Studies (3rd floor, Room 310A)
Room: 306
Phone: 416-393-1480 ext. 20130

Email:* Jo-Anne.Cortes@tdsb.on.ca (* preferred)

Help

Extra help is available by contacting the course instructor directly.
