

# Challenge and Change in Society

## HSB4U

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Grade 12, University Preparation: Credit Value 1.0

Geography and Social Sciences Department © Malvern C.I. © Toronto District School Board

Course Instructor: Jessica Collura

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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. All students should feel safe at school and deserve a positive school climate that is inclusive and accepting, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability.

### Course Content

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**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 theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. 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>

**Prerequisite** Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies.

**Resource Materials**

- Individual subject binder, loose leaf paper and writing utensils
- *Challenge and Change: Patterns, Trends, and Shifts in Society* (2012), McGraw-Hill Ryerson (in-class text)

**Major Units / Strands**

**Unit 1: Research and Inquiry Skills/Introduction to Social Science**  
**Unit 2: Social Change**  
**Unit 3: Social Patterns and Trends**  
**Unit 4: Global Social Challenges**

**Overall Goals / Expectations** **Research and Inquiry Skills**

Throughout this course, students will:

- Exploring: explore topics related to the analysis of social change, and formulate questions 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

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**Overall Goals / Social Change, Social Patterns and Trends, Global Social Challenges****Expectations  
(continued)**

By the end of this course, students will:

- demonstrate an understanding of the major theories, perspectives, and methodologies related to social change
  - demonstrate an understanding of the causes and effects of social change
  - demonstrate an understanding of patterns and effects of technological change from a social science perspective
  - demonstrate an understanding of the importance of demographics as a tool for studying social patterns and trends, both nationally and globally
  - demonstrate an understanding of how forces influence and shape social patterns and trends
  - demonstrate an understanding of social science theories about social deviance, and of how various responses to deviance affect individuals and society
  - demonstrate an understanding of how various social structures and conditions support or limit global inequalities
  - assess the impact of globalization on individuals and groups
  - analyse the impact of unfair or unjust exploitation of people or resources, locally and globally
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**Assessment, Evaluation and Reporting**

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

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- 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 70%**
- 70% 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 30%**
- 30% of the final grade will be based on evaluations administered towards the end of the course. Final summative evaluations may be a combination of:
    - Culminating Activity (research-based)
    - Final Exam (*to be determined*)
  - All students must take part in the culminating activities.
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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.
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| <b>Learning Skills<br/>(continued)</b> | <ul style="list-style-type: none"><li>• 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.</li><li>• Academic Integrity: See School Evaluation Policy</li><li>• Attendance is crucial for satisfactory achievement. <b>Regular attendance and active participation are expected.</b> 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 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.</li></ul> |
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| <b>Rules for Tests, Quizzes, and Assignments</b> | <ul style="list-style-type: none"><li>• <b>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.</b></li><li>• All assignments are expected to be handed in on their assigned due dates. <b>Extenuating circumstances should be discussed with the teacher in advance of due dates.</b> Extensions may be negotiated in certain unforeseeable situations. While credit rescue opportunities will be available, they may be only for students achieving &lt; 50%, and missed work can still result in a mark of zero.</li><li>• Should serious illness or extenuating circumstances (<i>i.e.</i>: 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.</li><li>• <b>Note:</b> 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 <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools</i> (page 43).</li><li>• <b>The teacher will use their professional judgment to determine what other strategies, as outlined in <i>Growing Success</i>, may be used to help prevent and/or address late and missed assignments.</b></li></ul> |
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<b>Plagiarism</b>	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 your student agenda.
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## Communication

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<b>Consultation</b>	Students, parents and guardians are asked to contact the course instructor using the information below. <b>Office Location:</b> Canadian and World Studies (3 <sup>rd</sup> floor, Room 302A) <b>Phone:</b> 416-393-1480 ext. 20075 <b>Email:</b> Jessica.Collura@tdsb.on.ca
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<b>Help</b>	Extra help is available by contacting the course instructor directly.
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