

Introduction à l'anthropologie, la psychologie et la sociologie

HSP3U4/5

Grade 11, University Preparation: Credit Value 1.0

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

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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 provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines.

Ministry of Education. (2013). The Ontario Curriculum Grades 9 to 12: Social Sciences and Humanities, pg. 300. <http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences9to122013.pdf>

Prerequisite The Grade 10 academic course in English, or the Grade 10 academic history course (Canadian and World Studies).

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- Resource Materials**
- Individual subject **binder**, loose leaf **paper** and **writing utensils**
 - **Brightspace** 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.

Major Units

Unit 1: Méthodologie (Research and Inquiry Skills)
Unit 2: Anthropologie (Anthropology)
Unit 3: Psychologie (Psychology)
Unit 4: Sociologie (Sociology)

Overall Goals / **Research and Inquiry Skills**

Expectations

Throughout this course, students will:

- explore topics related to anthropology, psychology, and sociology, and formulate questions appropriate to each discipline to guide their research;
 - create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;
 - assess, record, analyse, and synthesize information gathered through research and inquiry;
 - 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 / Anthropology, Psychology, and Sociology**Expectations
(continued)**

By the end of this course, students will:

- demonstrate an understanding of major theories, perspectives, and research methods in anthropology, psychology, and sociology;
 - use anthropological, psychological, and sociological perspectives to explain how diverse factors influence and shape human behaviour and culture;
 - use cultural anthropological, psychological, and sociological perspectives to explain patterns of human socialization.
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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.
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**Achievement Category
Weightings**Knowledge /
Understanding

25%

Thinking

25%

Communication

25%

Application

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
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 PROJECT (15%)** = research-based.
 - Application of theories and skills developed in anthropology, psychology and sociology. **All work will be completed in class.**
 - All students must take part in the culminating activities.
 - **FINAL EXAM (15%)** = written in January
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Students will also be assessed for development in a variety of learning skills:

Responsibility

Organization

Independent Work

Collaboration

Initiative

Self-Regulation

Learning Skills

- Learning skills play a critical role in the achievement of curriculum expectations and student success.
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**Learning Skills
(continued)**

- 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 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 ***in writing and to provide the appropriate documentation.***
- **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.

Plagiarism

Where plagiarism or use of artificial intelligence(AI) or another person's work 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, using a translation tool or AI to complete work, a mark of zero will be given.

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 ANY translation site (such as Google Translate) to translate sentences or work, cheating on a test, assignment or other evaluation AND having someone else**

or ARTIFICIAL INTELLIGENCE do work are examples of academic dishonesty. Students are expected to demonstrate their own learning in order for assessment and evaluation to be considered valid.

Communication

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| Consultation | Students, parents and guardians are asked to contact the course instructor using the information below. Office Location: French immersion office (3 rd floor, Room 310A) Room: 306 Phone: 416-393-1480 ext. 20130 Email:* Jo-Anne.Cortes@tdsb.on.ca (* preferred) |
| Help | Extra help is available in the mornings prior to classes by contacting Madelle Cortes directly. |
