

RICHVIEW COLLEGIATE INSTITUTE

PROGRAM AREA: Family Studies	COURSE NAME: Families in Canada
COURSE CODE: HHS4U	GRADE/LEVEL: Grade 12, University Preparation
PREREQUISITE: Any university or university/college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.	CREDIT VALUE: 1 credit
TEACHER: Ms. Manitaros	CONTACT DETAILS: 416 394 7980 EXT. 20075

Cost of Textbook/equipment replacement: \$98.50 **Additional Course Costs:** none
(if lost or damaged)

Textbooks(s)/Resources:

Holloway, M., Witte, J & Zucker, M. (2003). *Individuals and Families in a Diverse Society*. Toronto: McGraw-Hill Ryerson.

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

CURRICULUM STRANDS (UNITS) and OVERALL EXPECTATIONS:

A. Research and Inquiry Skills

- A1. Exploring: explore topics related to families in Canada, and formulate questions to guide their research;
- A2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;
- A3. Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry;
- A4. 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.

B. Theoretical Perspectives on Development

- B1. Individual Development: demonstrate an understanding of theoretical perspectives and research on various aspects of individual development;
- B2. The Development of Intimate Relationships: demonstrate an understanding of theoretical perspectives and research on the development of intimate relationships;
- B3. The Development of Family and Parent-Child Relationships: demonstrate an understanding of theoretical perspectives and research on the development of family and parent-child relationships.

C. The Impact of Norms, Roles, and Institutions

- C1. The Effects on Individuals: demonstrate an understanding of the impact of norms, roles, and social institutions on individuals throughout the lifespan;
- C2. The Effects on Intimate Relationships: demonstrate an understanding of the impact of norms, roles, and social institutions on intimate relationships;
- C3. The Effects on Family and Parent-Child Relationships: demonstrate an understanding of factors that can affect decisions about whether to have and how to care for children, and of the impact of norms, roles, and social institutions on family and parent-child relationships.

D. Trends, Issues, and Challenges

- D1. Trends and Challenges for Individuals: demonstrate an understanding of demographic trends related to the lives of individuals and of the impact of social issues and challenges on individual development;
- D2. Trends and Challenges in Intimate Relationships: demonstrate an understanding of demographic and social trends and issues related to intimate relationships and of strategies for responding to challenges in those relationships;
- D3. Trends and Challenges in the Family and in Parent-Child Relationships: demonstrate an understanding of demographic trends related to the family and to parent-child relationships and of the impact of social issues and challenges on family development

Assessment and Evaluation

Assessment and Evaluation are based on the expectations and levels of achievement outlined in the provincial curriculum document for each subject. A wide range of assessment and evaluation opportunities allows students to demonstrate their learning in a variety of ways. This information provides the basis for reporting student grades on the Provincial Report Card. A final mark will be calculated using the following categories or strands.

70% Course Evaluation: *(70% of the final mark will be based on evaluations conducted throughout the course)*
All four achievement categories/strands do not need to be evaluated in each evaluation task.

Evaluation of student achievement is based on the following four categories:

Knowledge & Understanding	25%
Thinking & Inquiry	25%
Communication	25%
Application	25%

Evaluations will include:

Tests, quizzes, case studies, response journals, minor assignments, presentations, and research assignments

30% Final Evaluation: *(30% of the final mark will be based on a final evaluation in the form of culminating activities).*

Components of Summative Evaluation:

1. Research of a social science topic involving families
2. Presentation of research topic

***** A detailed explanation of the culminating activity/activities will be distributed to students in the class.***

Learning Skills: *The report card provides a record of the learning skills, demonstrated by the student in every course in the following five categories: Works Independently, Teamwork, Organization, Work Habits/Homework, and Initiative. The learning skills are evaluated using a four-point scale (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement). Please refer to the Student Agenda Planner for details regarding the Achievement Chart and Learning Skills.*