

## Course: HHS 4C/4U - Families in Canada

(Grade 12, College/ University Preparation)

Teacher: Mr. Veld – M116

### OVERVIEW:

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships.

**PREREQUISITE:** Any university or university/college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.



STRAND	OVERALL EXPECTATIONS
	<i>Throughout this course, students will:</i>
<b>A: Research and Inquiry Skills</b>	<ul style="list-style-type: none"><li>● <b>A1. Exploring:</b> Explore topics related to families in Canada, and formulate questions to guide their research.</li><li>● <b>A2. Investigating:</b> Create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods.</li><li>● <b>A3. Processing Information:</b> Assess, record, analyse, and synthesize information gathered through research and inquiry.</li><li>● <b>A4. Communicating and Reflecting:</b> Communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.</li></ul>
	<i>By the end of this course, students will:</i>
<b>B: Theoretical Perspectives on Development</b>	<ul style="list-style-type: none"><li>● <b>B1. Individual Development:</b> Demonstrate an understanding of theoretical perspectives and research on various aspects of individual development.</li><li>● <b>B2. The Development of Intimate Relationships:</b> Demonstrate an understanding of theoretical perspectives and research on the development of intimate relationships.</li><li>● <b>B3. The Development of Family and Parent-Child Relationships:</b> Demonstrate an understanding of theoretical perspectives and research on the development of family and parent-child relationships Technological Change: demonstrate an understanding of patterns and effects of technological change from a social science perspective.</li></ul>
<b>C: Impact of Norms, Roles and Institutions</b>	<ul style="list-style-type: none"><li>● <b>C1. The Effects on Individuals:</b> Demonstrate an understanding of the impact of norms, roles, and social institutions on individuals throughout the lifespan.</li><li>● <b>C2. The Effects on Intimate Relationships:</b> Demonstrate an understanding of the impact of norms, roles, and social institutions on intimate relationships.</li><li>● <b>C3. The Effects on Family and Parent-Child Relationships:</b> 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.</li></ul>

**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.

**EVALUATION**

TERM	FINAL
<p>Student work and performance will be assessed and evaluated based upon the curriculum's overall learning expectations for the course outlined by the Ministry of Education.</p> <p><u>When work is ASSESSED</u>, comments will be made on student work as feedback to support the student's ongoing learning and improvement. Examples of assessment may include observations, informal quizzes, rough drafts of assignments, or student /teacher discussions.</p> <p><u>When work is EVALUATED</u>, a level or percentage grade will be assigned to student work according to a rubric or marking scheme. Examples of evaluations may include formal quizzes, unit tests, mid-terms, lab reports, assignments, and final evaluation task(s).</p>	<p><b>Term Work</b> 70% (ex. Quizzes, Presentations, Debates, Essays, etc.)</p> <p><b>Final Evaluation(s)</b> (Exam and/or other means of evaluating achievement -i.e.- project, interview...) 30%</p> <p style="text-align: right;">Total Mark Allocation: <b>100%</b></p>

**REQUIRED MATERIALS:**

It is recommended that all students have the required learning materials (such as a three ring binder, lined paper, pens, pencils, and erasers) to ensure student success. Students are welcome to bring their own tablet, laptop or other Wifi compatible devices, but are responsible for their safety and storage while on school property. Students are responsible for all of their personal property and may use these devices to enhance learning, **at the teacher's discretion.**

Please see **Student Planner** for policies on punctuality, absenteeism, examinations, academic fraud, and other student responsibilities.

**UNITS OF STUDY:**

<b>Unit 1</b>	<i>Introduction to Terms, Concepts and Theories in the Social Sciences</i>
<b>Unit 2</b>	<i>Examining Differing Family Dynamics</i>
<b>Unit 3</b>	<i>Marriage and Mate Selection</i>
<b>Unit 4</b>	<i>Child Development Theories and Theorists</i>
<b>Unit 5</b>	<i>Families of the Future</i>

**COMMUNICATION:**

The staff at Osgoode Township High School is *committed to the success of all students*. Students are strongly encouraged to seek extra help from the teacher, both in and out of the classroom when necessary. Please feel free to contact the school at (613)821-2241 if you have any questions or concerns. My email address is douglas.veld@ocdsb.ca and our *Google Classroom* code is: **laon23q**

***I look forward to sharing a successful academic year with you at Osgoode Township High School.***