

Course Outline

School Name: Keewaytinook Internet High School

Department Name: Social Science and Humanities

Ministry of Education Course Title: Families in Canada, Grade 12,
College Preparation

Grade Level: 12

Ministry Course Code: HHS4C

Teacher's Name: Tammy West

Developed by: Tammy West

Date: September 2013

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Developed from: Social Sciences and Humanities Curriculum, Ontario, 2013

Text: None

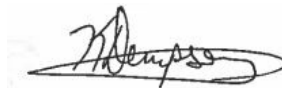
Prerequisite: Any University, University/College, or College Preparation course in
Social Sciences and Humanities, English, or Canadian and World Studies

Credits: 1

Length: 110 hours

Principal's Name: Kevin Dempsey

Principal's Approval (signature)



Approval Date: September 14, 2015

Course Description/rationale

This course enables students to develop an understanding of social science theories as they apply to individual development, the development of intimate relationships, and family and parent-child relationships. Students will explore a range of issues relating to the development of individuals and families in contemporary Canadian society as well as in other cultures and historical periods. They will develop the investigative skills required to conduct research on individuals, intimate relationships, and parent-child roles and relationships in Canada.

Overall Curriculum Expectations

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 and 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.

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 relationship

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.

The Impacts 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.

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.

Course Content

<i>Unit</i>	<i>Length</i>
Unit 1: An Approach to the Study of Individuals and Families	15 hours
Unit 2: Individuals in a Diverse Society	25 hours
Unit 3: Intimate Relationships and Marriage in a Diverse Society	25 hours
Unit 4: Parent Child Relationships in a Diverse Society	25 hours
Unit 5: Individuals and Families from Mid-to-Late Adulthood	20 hours
Total	110 hours

Unit Descriptions

Unit 1 - An Approach to the Study of Individuals and Families

Students explore family definitions, structures, and roles within various historical and cultural origins. Theoretical frameworks for studying the family are examined from the disciplines of sociology, psychology, and anthropology. Students are introduced to social science research methods to investigate issues that affect individuals and families in a diverse society. **Note:** The independent study begins in this unit. Each student determines a topic and formulates a research question.

Unit 2- Individuals in a Diverse Society

An understanding of individual development is gained through the exploration of a variety of related theories. Historical and ethnocultural understandings of the origins of contemporary individual lifestyles, socialization patterns, and family roles are developed. Students undertake an analysis of current issues and trends relating to the young adult. They use social science research

skills to enhance their learning.

Unit 3- Intimate Relationships in a Diverse Society

Students analyse and evaluate theories about mate selection. The legal aspects of marriage are presented and examined. An overview of the historical, religious, and cultural perspectives of marriage is given. The students learn the skills, attitudes, and behaviours necessary to build satisfying and lasting relationships. Current issues, such as divorce, power/abuse, and alternatives to marriage are explored.

Unit 4- Parent Child Relationships in a Diverse Society

Students examine and explore the development of the parent-child relationship. Students use knowledge of family theories gained in Unit 1 to analyse information from both a psychological and sociological perspective. Issues, such as the role of parents and children in the family, socialization patterns, and parenting practices are examined within the contexts of various cultural perspectives and historical periods. Current issues such as divorce, reproductive technology, teen parenting, and child abuse are investigated in order to speculate on the significance of these trends for individual and family development. Upon completion of their independent study unit, students demonstrate effective use of current technology in the communication of their independent study.

Unit 5- Individuals and Families from Mid to Late Adulthood

Students analyse theories and research related to individuals and families ranging from mid-to-late adulthood. Students take into consideration diversity in personal and family roles as well as the roles of social institutions. Many important life issues that occur from mid-life through to death are examined. Students come to understand that at this stage in life we revisit some earlier issues from a different perspective. The final activity in this unit is designed to be one part of the culminating activity for the course.

Teaching/Learning Strategies

The teacher needs to use the most appropriate methods and materials to help students achieve the expectations as outlined in their IEPs. The teacher must be cognizant of the needs of ESL/ELD students and make the appropriate adjustments to teaching/learning strategies. A variety of strategies involving a range of sectors within the local community are recommended throughout the course. Practical experiences, simulations, and application of knowledge and theories related to individuals and families provide students with opportunities to apply their understandings to their families, the broader community, and society in general.

As a University/College Preparation course, the teaching/learning strategies emphasize critical thinking and problem-solving skills. As well, the development of social science research and independent skills through concrete applications of the theoretical material covered within the course are stressed, which allows students to build on prior learning. Students have the opportunity to continue to improve their ability to work in teams, to develop consensus-building skills, and to respect the opinions and ideas of others. A variety of teaching/learning strategies are encouraged to meet the different learning styles of students that enable them to meet the course expectations and to set the stage for adult learning. Some examples of strategies that could be used in this course include: analysing information, brainstorming, case studies, child-parent observations, class discussion, collaborative/cooperative learning, computer assisted learning, evaluating information, debates, demonstrations, homework, independent study, interviews, issues based analysis, jigsaw,

mind mapping, note making, presentations, problem-solving strategies and models, reflective writing, report writing, role playing, scenarios, simulation games, dramatizations, Socratic lessons, student/teacher conferencing, surveys, think/pair/share, and viewing and analysing TV programs and/or videos about issues related to individuals and families. This list is in no way inclusive of all of the appropriate teaching/learning strategies available for the teacher to use in the classroom.

Evaluation

The student's final grade for the course will be determined as outlines in Program Planning and Assessment 2000 (p.15).

Seventy per cent (70%) of the grade will be based on evaluations conducted throughout this course. This portion of the grade should reflect the students' *most consistent level of achievement* throughout the course, although special consideration should be given to the more recent evidence of achievement.

Thirty per cent (30%) of the grade will be based on a final evaluation in the form of an examination, performance, essay and /or other method of evaluation suitable to the course content and administered towards the end of the course.

Type of Assessment	Category	Details		Weighting (%)
Formative (70%)	Knowledge/ Understanding	Describe the development of individuals at different stages of life, drawing on a variety of developmental theories (e.g., Erikson's, Gilligan's, Kohlberg's, Levinson's, Piaget's, Sheehy's). Analyse several viewpoints on similarities and differences in male and female development and on the impact of those differences on the roles individuals play (e.g., Levinson's, Buss's).		13%
	Thinking/ Inquiry	Explain initial role expectations in intimate relationships on the basis of theories of attraction (e.g., evolutionary psychology, stimulus-value-role theory). Identify factors that are detrimental to maintaining satisfying relationships (e.g., infidelity, financial difficulties) and explain strategies for communicating and negotiating to maintain satisfying relationships.		19%
	Communication	Explain several theoretical perspectives on the role of the parent in the development and socialization of children (e.g., learning theory, social role theory), and describe supporting evidence from published research. Explain the factors that influence decisions relating to childbearing (e.g., whether or not to have children, how many to have, at what intervals to have them).		19%
	Application	Summarize research on the causes and nature of conflict, and evaluate strategies for managing and resolving conflict in intimate relationships (e.g., decision making, problem solving, negotiating). Evaluate parenting styles and strategies for achieving developmental and socialization goals, using socialization theories as criteria.		19%
Summative (30%)	Culminating Activity	Students apply a theoretical perspective to life by writing a 500 word essay showing its application to an individual or family.	Knowledge/ Understanding	3%
			Thinking/ Inquiry	4%
			Communication	4%
			Application	4%

	Final Exam	Students will be tested on all knowledge presented in the course in a 120 minute exam. The exam will consist of 4 parts: -Part A: Multiple Choice (Answer knowledge based questions presented throughout the course) -Part B: Case Study (Students will read a case study and answer five questions based on that study) -Part C: Short Answer (Students will choose 2 questions from a list of 4 topics and answer in a short paragraph of 5-6 sentences) -Part D: Formal Essay (Students will chose a question from of list of 3 topics and write a 5 paragraph response on that question)	Knowledge/ Understanding	3%
			Thinking/ Inquiry	4%
			Communication	4%
			Application	4%
			TOTAL	100%

Assessment/Evaluation Strategies

The nature of the expectations in this course allows for students to apply the knowledge and skills that they gain throughout the course. Students must be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations, across all four categories of the achievement chart. Some examples of strategies are paper-and-pencil tests, performance tasks, oral presentations/multimedia presentations, research projects, portfolios, reports and reflections of student observations, and analysis of information. Examples of assessment tools are checklists, marking schemes, and rubrics.

Resources

1. Ministry of Education and Training Course Profile (www.curriculum.org)
2. Textbook: Holloway, M.. ed. *Individuals and Families in a Diverse Society*. Toronto: McGraw Hill Ryerson, 2003.
3. Ontario Secondary Schools 9 to 12 Program and Diploma Requirements; 1999

4. The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment; 2000
5. The Ontario Curriculum Exemplars,
6. Guide to the Provincial Report Card, Grades 9 -12, Ministry of Education. 1999
7. Ontario Curriculum Unit Planner
8. Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010

Note: A variety of resources that could be used in this course to meet the needs of students is provided; however it is not expected that teachers would use all of the resources listed. Units in this Course Profile make reference to the use of specific texts, magazines, films, videos, and websites. The teachers need to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications, teachers need to ensure that their board has a Cancopy licence and that this licence covers the resources they wish to use. Before screening videos/films with their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor, e.g., Audio Cine Films Inc. Teachers are reminded that much of the material on the Internet is protected by copyright. The copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work from the Internet is not allowed without the permission of the owner.

Program Planning

This course is offered to students living in isolated northern Ontario communities which do not have access to regular high school facilities, equipment, or teachers associated with secondary education. This course uses the internet for instruction, demonstration and research. It utilizes a student centered semi-virtual classroom which capitalizes on the strengths of internet program delivery to minimize the disadvantages of geographic remoteness. Students are presented with 800 minutes of instruction/activity via the internet over the period of one week. All lessons, assignments, questions and course material is presented in this manner, with approved print materials available as a student resources in each classroom. The student and instructor communicate via internet, while a classroom mentor (a fully qualified teacher) assists students in completing tasks in a timely manner and provides tutoring as required.

The teacher using the Course Profile should be acquainted with Individual Education Plans (IEPs) for exceptional students and other students who receive special education programs or services in order to make necessary accommodations. The teachers should consult individual student IEPs for specific direction on accommodation for individuals. For most exceptional students, the learning expectations are the same as, or similar to, the expectations outlined in the curriculum policy document. Accommodations, such as specialized supports and services, are provided to help students meet the expectations.

Some examples of accommodations for students with special needs are as follows: oral testing; oral reporting; using a scribe for written work; demonstration of skill; peer tutor; simplified instructions; presentations on tape, disc, or CD; flexible timelines; making changes to handouts, instructions and project guidelines; arrangement of student groupings by teacher; and enrichment activities. The Special Education teachers are excellent supports in this area, and their expertise should be sought. Adaptation of the course for ESL/ELD students should reflect the knowledge and skills, which these students possess. They may need extra support to acquire English language and/or basic literacy skills. Teachers should use the expertise of ESL/ELD staff for assistance in

meeting the needs of these students. There is a wide range of teaching/learning strategies available to teachers. Teachers are encouraged to expand teaching strategies in order to best meet the needs of all students and accommodate different learning styles.