



## Ontario eSecondary School Course Outline 2022-2023

<b>Ministry of Education Course Title:</b> Families of Canada, Grade 12, College Preparation	
<b>Ministry Course Code:</b> HHS4C	
<b>Course Type:</b> College Preparation	
<b>Grade:</b> 12	
<b>Credit Value:</b> 1.0	
<b>Prerequisite(s):</b> <i>Any university, college or university/college preparation course in social sciences and humanities, English, or Canadian and world studies</i>	
<b>Department:</b> Social Sciences and Humanities	
<b>Course developed by:</b> Jaclyn Wilson	<b>Date:</b> June 1st, 2021
<b>Length:</b> One Semester	<b>Hours:</b> 110
This course has been developed based on the following Ministry documents: 1. <i>Social Sciences and Humanities, The Ontario Curriculum, Grades 9 to 12, 2013, (revised)</i> 2. <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)</i> 3. <i>Learning for All (2013)</i>	

## 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.

[www.edu.gov.on.ca/eng/curriculum/secondary/ssciences9to122013.pdf](http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences9to122013.pdf)

## OVERALL EXPECTATIONS

### Unit 1: Research and Inquiry

- 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.

### Unit 2: Individual Development

- B1.** Individual Development: demonstrate an understanding of theoretical perspectives and research on various aspects of individual development;
- C1.** The Effects on Individuals: demonstrate an understanding of the impact of norms, roles, and social institutions on individuals throughout the lifespan;
- 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;

### Unit 3: Intimate Relationships

- B2.** The Development of Intimate Relationships: demonstrate an understanding of theoretical perspectives and research on the development of intimate relationships;
- C2.** The Effects on Intimate Relationships: demonstrate an understanding of the impact of norms, roles, and social institutions on intimate relationships;
- 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;

### Unit 4: Family and Parent-Child 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.
- 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.
- 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>
<b>Unit 1:</b> Introduction to Family and Research Methods	25 hours
<b>Unit 2:</b> Individual Development	25 hours
<b>Unit 3:</b> Intimate Relationships	25 hours
<b>Unit 4:</b> Family and Parent-Child Relationships	20 hours
<b>Unit 5:</b> Research Report and Seminar	15 hours
Final Exam	3 hours
<b>Total</b>	<b>110 Hours*</b>
	<i>*Plus 3 hour exam</i>

## UNIT DESCRIPTIONS

### UNIT 1: Introduction to Family and Research Methods

In this unit, students will investigate the social factors that influenced the historical evolution of family and how these factors have influenced this evolution. They will also examine the purpose of family. It will be in this unit that students will learn how to begin the social science research process.

### UNIT 2: Individual Development

In this unit, students will examine what personal and social factors influence individual development. More specifically students will examine individual development throughout the lifespan from a variety of theoretical perspectives from theorists such as Erikson, Freud, Cooley, and Bowlby. Students will gain an understanding of the impact that norms, roles, and social institutions have on individuals throughout their lifespan. They will also investigate how demographic trends relate to the lives of individuals and how social issues and challenges impact one's development.

### UNIT 3: Intimate Relationships

In this unit, what personal and social factors influence the development of intimate relationships will be examined in this unit. Students will investigate theories of attraction and mate selection and analyze ways in which social norms and expectations can influence the establishment and maintenance of healthy intimate relationships. Students will examine marriage customs in various cultures, religions, and historical periods. Roles in intimate relationships will be analyzed in various social, historical, and ethnocultural contexts. Abuse and violence in intimate relationships will also be looked at in this unit.

### UNIT 4: Family and Parent-Child Relationships

In this unit, students will investigate how personal and social factors influence the development of families. Factors that can affect decisions about whether to have and how to care for children, and the impact of norms, roles, and social institutions on family and parent-child relationships will be examined. Factors to be examined may include reproductive technology, religious about birth control and abortion, adoption, etc. Assessing government policy intended to support families in regards to parental leave benefits, adoption rights for same-sex couples, grandparent rights, etc. may be included in the investigation. The impact of violence and abuse on family relationships will be addressed.

### UNIT 5: Culminating Activities: Independent Study Project and Final Exam

Students will select a topic from a predetermined list and will complete the required components of this independent study unit. Students will apply the lessons and skills they have acquired throughout the course to this ongoing unit.

## TEACHING AND LEARNING STRATEGIES

**The students will experience a variety of activities:**

**Discussions with instructors** are facilitated through video conferencing and telephone conversations with their subject teacher or discussions with other students concerning the concepts and skills being studied.

**Teacher demonstrations** (research skills, etc.) through video conferencing, email, or telephone conversations with the subject teacher, or videos provided of a teacher or student demonstrating the concepts and skills being studied. This helps the student and teacher create an atmosphere of trust and respect to aid in the online learning environment.

**Video presentations** and technological aids (research) with videos embedded to enrich the course content and clarify concepts and skills being studied. Also the use of online pre-approved quizzes and games to help a student become more familiar with the concepts and skills being studied.

**Diagnostic and review activities** can be student-led or teacher led to work as a review for students through audio and video made to share among each other to help reinforce the concepts and skills being studied.

**Brainstorming, charts and graphs** are a great way for students to demonstrate their knowledge of subject matter through graphic organizers, pictures, and texts. This is communicated through assignments in Moodle.

**Oral presentations** in an online environment we have the equipment to have students either live video conference oral presentations, or make videos and submit them for their oral presentations. These oral presentations can be viewed by fellow students (when appropriate) and the teacher. Students can learn from one another, and from their teacher. Such activities include research seminars.

**Research** is completed in an online environment by teaching the students first about plagiarism rules and giving examples of good sources to use. The students are not only limited to the online search for information, but have resources available by links on the Moodle page of information that has been scanned and uploaded.

**Individual assignments** are worked on at a student's own pace. The teacher can support the student in these activities with ongoing feedback.

**Practical extension and application of knowledge** helps students develop their own voice, and gives them the ability to make personal connections, and connections to the world throughout their course. Students are given a variety of reading and viewing texts to give them many chances to apply their new concepts, skills, and knowledge.

**Reading** students are able to read a variety of texts online. The students may print out the material to use it to highlight, take notes, and have with them when a computer is not available.

**Written assignments** are used to allow students to develop their skills in writing and communication. With the online format students submit their work, and have a chance to get feedback from the teacher, and submit their best work. This can be demonstrated with responses, report writing, and individual research assignments.

## ASSESSMENT, EVALUATION, AND REPORTING

**Assessment:** The process of gathering information that accurately reflects how well a student is achieving the identified curriculum expectations. Teachers provide students with descriptive feedback that guides their efforts towards improved performance.

**Evaluation:** Assessment of Learning focuses on Evaluation which is the process of making a judgement about the quality of student work on the basis of established criteria over a limited, reasonable period of time.

**Reporting:** Involves communicating student achievement of the curriculum expectations and Learning Skills and Work Habits in the form of marks and comments as determined by the teacher's use of professional judgement.

## STRATEGIES FOR ASSESSMENT

Assessment practices can nurture students' sense of progress and competency and information instruction. Many diagnostic tools, e.g. checklists and inventories, are used at regular intervals throughout the units to encourage students' understanding of their current status as learners and to provide frequent and timely reviews of their progress. Assessment of student acquisition of listening and talking, reading and viewing and writing skills also occurs regularly through unobtrusive teacher observation and conferencing.

Units conclude with performance tasks, e.g., interviews and from essays that build towards and prepare students for the end-of-course culminating task in Unit Five. Teachers are encouraged to share goals with students early in the course and to connect unit learning experiences frequently and explicitly with big ideas, overall expectations, and performance tasks, i.e. check bricks; teacher-adapted generic rubrics available in many sources, including the *Ontario Secondary School Literacy Course (OSSLC) Profile*, so that they are more task-specific. The teacher might ask: "What does the criteria look like for this particular task?" Or "What does limited effectiveness look like?" The teacher could involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool that can support the writing process and practice.

## ASSESSMENT ACTIVITIES

- |   |   |
|---|---|
| <input type="checkbox"/> Graph & Statistical Analysis             | <input type="checkbox"/> Editing Checklists |
| <input type="checkbox"/> Individual Conference Meetings           | <input type="checkbox"/> Reflections        |
| <input type="checkbox"/> Diagnostic Tests & Writing Tasks         | <input type="checkbox"/> Oral Presentations |
| <input type="checkbox"/> Article Analysis                         | <input type="checkbox"/> Tests & Exam       |
| <input type="checkbox"/> Outlining & Planning Sheets              | <input type="checkbox"/> Report Writing     |
| <input type="checkbox"/> Completed Templates & Graphic Organizers | <input type="checkbox"/> Evaluations        |

## EVALUATION

The final grade will be determined as follows:

- ❑ Seventy percent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- ❑ Thirty percent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

*Growing Success: Assessment, Evaluation and Reporting in Ontario Schools.* Ontario Ministry of Education  
Publication, 2010

Weight	
<b>Course Work</b>	<b>70</b>
Knowledge/Understanding	17.5
Thinking/Inquiry	17.5
Communication	17.5
Application	17.5
<b>Final</b>	<b>30</b>
Exam	10
Culminating Project	20

## TERM WORK EVALUATIONS (70%):

Unit	Evaluation Item	Description	Category	Weight
1	- Family History Report	APA written report on family concepts.	K, I, C, A	20
	- Unit Test	Test covering family and research topics.		
	- Phase 1	Research Template covering unit 1 skills.		
2	- Film Study	Individual development film application.	K, I, C, A	20
	- Unit Test	Test covering individual development topics.		
	- Phase 2	Research Template covering unit 2 skills.		
3	- Role Play Skit	Literature review on social science topics.	K, I, C, A	15
	- Unit Test	Test covering intimate relationship concepts.		
	- Phase 3	Research Template covering unit 3 skills.		
4	- Presentation	Presentation on parent-child concepts.	K, I, C, A	15
	- Unit Test	Test covering family relationship topics.		

**FINAL EVALUATIONS (30%):**

Evaluation Item	Description	Category	Weight
<b>Social Science Research Paper</b>	The research paper will apply all of the social science report writing skills learned throughout the course. It will also highlight the connections between the chosen topic and course concepts.	SUM	10
<b>Social Science Research Seminar</b>	The research seminar will be a presentation to peers on their research topic. It will apply the presentation skills learned through the course.	SUM	10
<b>Final Exam</b>	An exam to cover the major units studied through this course. This will be 3 hours in length.	SUM	10

**CONSIDERATION FOR PROGRAM PLANNING****PLANNING PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS**

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Special Education Transformation: The Report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006 endorses a set of beliefs that should guide program planning for students with special education needs in all disciplines. Those beliefs are as follows: All students can succeed. Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Successful instructional practices are founded on evidence-based research, tempered by experience.

**PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS**

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 percent of the students in Ontario's English language schools is a language other than English. Ontario's linguistic heritage includes several Aboriginal languages; many African, Asian, and European languages; and some varieties of English, such as Jamaican Creole. Many English language learners were born in Canada and raised in families and communities in which languages other than English were spoken, or in which the variety of English spoken differed significantly from the English of Ontario classrooms. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited. When they start school in Ontario, many of these students are entering a new linguistic and cultural environment.

**THE ROLE OF TECHNOLOGY IN THE PROGRAM**

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' language learning. ICT tools include multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. Information and communications technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom. Whenever appropriate,

therefore, students should be encouraged to use ICT to support and communicate their learning.

### **ACCOMMODATIONS**

Accommodations will be based on meeting with parent(s), teachers, administration and external educational assessment report. The following three types of accommodations may be provided:

- ☐ ***Instructional accommodations:*** such as changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- ☐ ***Environmental accommodations:*** such as preferential seating or special lighting.
- ☐ ***Assessment accommodations:*** such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

*Other examples of modifications and aids, which may be used in this course, are:* Provide step-by-step instructions, create organizers for planning writing tasks, provide opportunities for enrichment.