



**Ontario eSecondary School  
Course Outline  
2022-2023**

<b>Ministry of Education Course Title: Challenge and Change in Society</b>	
<b>Ministry Course Code: HSB4U</b>	
<b>Course Type: University Preparation</b>	
<b>Grade: 12</b>	
<b>Credit Value: 1.0</b>	
<b>Prerequisite(s): None</b>	
<b>Department: Social Science and Humanities</b>	
<b>Course developed by:</b> <b>I. Baig</b>	<b>Date: August 1, 2017</b> <b>Revised: September 27, 2019</b>
<b>Length:</b> <b>One Semester</b>	<b>Hours:</b> <b>110</b>
This course has been developed based on the following Ministry documents: 1. <i>The Ontario Curriculum, Grades 11 and 12 Canadian and World Studies, 2013 (Revised)</i>	

## **COURSE DESCRIPTION/RATIONALE**

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.

**Prerequisite:** None

## **OVERALL CURRICULUM EXPECTATIONS**

### ***Research and Inquiry Skills***

By the end of this course, students will:

1. Exploring: explore topics related to the analysis of social change, and formulate questions to guide their research;
2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;
3. Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry;
4. 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.

### ***Social Change***

By the end of this course, students will:

1. Foundations for the Study of Social Change: demonstrate an understanding of the major theories, perspectives, and methodologies related to social change;
2. Causes and Effects of Social Change: demonstrate an understanding of the causes and effects of social change;
3. Technological Change: demonstrate an understanding of patterns and effects of technological change from a social science perspective.

### ***Social Patterns and Trends***

By the end of this course, students will:

1. Demographics: demonstrate an understanding of the importance of demographics as a tool for studying social patterns and trends, both nationally and globally;
2. Forces That Shape Social Trends: demonstrate an understanding of how forces influence and shape social patterns and trends;
3. Social Deviance: demonstrate an understanding of social science theories about social deviance, and of how various responses to deviance affect individuals and society.

### ***Global Social Challenges***

By the end of this course, students will:

1. Global Inequalities: demonstrate an understanding of how various social structures and conditions support or limit global inequalities;
2. Globalization: assess the impact of globalization on individuals and groups;
3. Exploitation: analyse the impact of unfair or unjust exploitation of people or resources, locally and globally.

## COURSE CONTENT

<i>Unit</i>	<i>Length</i>
Unit 1: Examining Historical Research Events	25.5 hours
Unit 2: Social Change	30 hours
Unit 3: Social Trends	27 hours
Unit 4: Social Challenges	22 hours
Culminating Activity	6 hours
Final Exam	3 hours
<b>Total</b>	<b>110 Hours</b>

## UNIT DESCRIPTIONS

We grow up thinking of reading and writing as two of the classic ‘three Rs’, and once we learn how to do them well, many assume that there’s no need to think more of them. However, there are nuances to both.

This course explores what writers have known for centuries: there are many, many ways to write and read a text.

### UNIT 1: EXAMINING HISTORICAL RESEARCH EVENTS

Students are introduced to the purposes, major concepts, terminology, research methods, and practitioners of the three social science disciplines. They will explore research questions and methodological approaches.

### UNIT 2: SOCIAL CHANGE

Students define and categorize factors that contribute to a state of mental, emotional and physical well-being. They examine birth patterns, aging, health care provision, impediments to accessing health care, and the social and cultural implications of each of these topics. Students will also have time to work on their culminating.

### UNIT 3: SOCIAL TRENDS

Students examine the nature of Canadian society from the perspective of the three social science disciplines. They examine positive social change and the role of various social institutions and policies in promoting or impeding change. The issues of gender, racism and discrimination are analysed as barriers to full participation in Canadian society. Students research patterns of hate crimes and develop materials (e.g., video, pamphlet, school presentation) to educate and to promote positive social interaction as one unit culminating activity. The social science report process continues with students conducting primary.

### UNIT 4: SOCIAL CHALLENGES

Students examine and debate different views of progress. They examine the causes and effects of contemporary positive global change in technology, medicine, social justice and human rights issues, ecological knowledge and resource management, legal and political developments, and the role Canadians have played in promoting or impeding change in these areas. The impediments to positive global change are then examined through case studies. Students independently research and report on one change that focuses on gender equality from a global perspective. At this stage students should have a rough draft complete of their final report. Financial literacy will be a component of this course as students will be guided on their budgeting and financing in relation to changing global landscape.

## TEACHING AND LEARNING STRATEGIES

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

**Teacher demonstrations** (research skills, etc.) through video conferencing, email, or telephone conversations with 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** (audio and video taping) can be student-lead or teacher lead 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.

### **Small Group Activities**

The teacher sets up small group activities to provide opportunities for active and oral learning as well as to bolster practical communication and teamwork skills. The teacher plays a critical role during group activities by monitoring group progress as well as answering questions that arise and using questions to assist students in their understanding. In this way, the teacher also facilitates student understanding of effective learning, communication, and team building during group activities.

**The small group activities include the following:**

**Paired or small group research activities** students are able to share their work online with not only their teachers, but their classmates too. Students are able to share resources through online chat and video conferencing. The ability to learn from each other, work on teamwork skills, and practice communication are valued and encouraged throughout the course.

**Comparison and evaluation of written work** is very important in this course. This course focuses on giving many examples of correct work, and helping students build the skills needed to peer-correct and self-correct. Students are given a variety of texts to read through embedded links, to make comparisons with different texts, real life situations, and their own writing.

**Practical extension and application of knowledge** is used as an effective learning strategy in this course because it allows the students to read and listen to the texts and stories and reflect back with connections to themselves, other texts and the world. Students are encouraged to share their understandings through work submitted each day, phone conversations about course work, or videoconferencing.

**Oral presentations** in an online environment we have the equipment to have student 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 dramatic readings and performances.

**Charts and graphs** are used to present effective learning opportunities of concepts and skills to students who would benefit from visual objects to learn. Every student learns differently, and it is used to help students discover another way to present their information such as graphic organizers, lists, and pictures.

### **Individual Activities**

The teacher should provide a variety of individual assignments to expand and consolidate the learning that takes place in the whole-class and small group activities. Individual activities allow the teacher to accommodate interests and needs and to access the progress of individual students. The teacher plays an important role in supporting these activities through the provision of ongoing feedback to the students, both orally and in writing. Teachers are encouraged to include individual activities such as the following in the course:

**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.

**Oral presentations** are facilitated through the use of video conferencing and video recording.

**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.

**Ongoing project work** is something that is valued in the earning of an English credit. The ongoing project can be submitted to the teacher for ongoing feedback in both written and oral work.

**Reading** students are able to read a variety of texts online. The students may print out the reading 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, comprehension, 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 reading responses, personal writing, report writing, essay writing, script writing, business and technical writing, and individual research assignments.

**Journals** are used in which the student can self-reflect on their subject matter, and see their progress over time. It allows students a different medium of presenting their thoughts and skills learned.

**Reflective/Comparative analysis** for students working in their portfolios, giving them an opportunity for self-reflection on their accomplishments, skills, and concepts learned over the year. This can be accomplished with student and teacher conferences as well.

## 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**

- ☐ Homework assignments
- ☐ Individual conference meetings
- ☐ Discussion Forums
- ☐ Writing tasks
- ☐ Reading Activities and Case studies
- ☐ Online Discussion Forums
- ☐ Online Reflection Forums
- ☐ Oral presentations
- ☐ Creative Writing & Story Development
- ☐ Exam
- ☐ Essay Writing
- ☐ Evaluations

## **EVALUATION**

The final grade will be determined as follows:

- ☐ Seventy per cent 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 per cent 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 p.41)

<b>Weightings</b>	
<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>
Culminating Activity	15
Final Exam	15

### **TERM WORK EVALUATIONS (70%):**

Evaluation Item	Description	Category
Unit 1 Inquiry Model in Social Science Research Assignment	Students must create a research proposal and ensure all procedures meet ethical guidelines.	K, I, C, A
Unit 2: Social Change Essay/Presentation	Students are responsible for writing a critical essay investigating social issue of your choice. Also, you must do an online presentation highlighting your findings.	K, I, C, A
Unit 2 End of Unit Assessment	Students will write an open-book assessment on Social Change.	K, I, C, A
Unit 3 Trends Analysis Online Seminar	Students will conduct a seminar-based presentation on a social trend analysis of their choice. You must analyze recent trends in Canadian society and how it has impacted the paradigm.	K, I, C, A
Unit 4 Globalization Radio Broadcast RANT Assignment	Students must create an informational radio broadcast that informs public about the negative or positives of globalization.	K, I, C, A

### **FINAL EVALUATIONS (30%):**

Evaluation Item	Description	Category
Final Exam	A final exam based on the units covered throughout the course.	K,I,C,A
Cumulative Essay	A final cumulative research essay that will discuss topics related to social change, trend analysis and challenges.	K,I,C,A

### **AFL/AAL/AOL Tracking sheet:**

#### **Unit 1: Examining Historical Research Events – 25.5 hours**

<b>AAL</b>	<b>AFL</b>	<b>AOL</b>
Lesson 1.1 What is research?	Lesson 1.2 Assignment	Inquiry Model Short Survey

Forum	Submission	Assignment
Lesson 1.3 Research Methods and Bias Forum	Lesson 1.4 Pros and Cons of Research Forum	Unit 1 Research Proposal Assignment
Lesson 1.6 Do you think research is cool? Forum	Lesson 1.5 Unscientific Sources of Knowledge	
Inquiry Model in Social Science Short Survey Conference	Inquiry Model in Social Science Short Survey Conference	

**Unit 2: Social Change – 30 hours**

AAL	AFL	AOL
Lesson 2.2 Tipping Point Forum	Lesson 2.1 What is social change? Forum	Mid-Term Assignment
Lesson 2.3 Social Change and the Social Sciences Forum	Lesson 2.2 Assignment	Unit 2 Social Change Open-Book assessment
Lesson 2.5 External Factors Influencing Change Forum	Lesson 2.7 Technology and Protesting	
	Paradigm Shift & Globalization Online Conference Questions	

**Unit 3: Social Trends – 27 hours**

AAL	AFL	AOL
Lesson 3.4 Global Health and Production Report Forum	Lesson 3.1 Demography Forum	Unit 3 Social Issue and Trends Online Seminar
Lesson 3.5 Immigration and Behaviour Forum	Lesson 3.3 TedTalk Handout Submission	Unit 3 Brochure, Presentation and Reflection Submission
Lesson 3.6 Youth and Social Deviance Forum	Lesson 3.4 Fertility and Fecundity Handout	
Canada as a STATE		

**Unit 4: Social Challenges – 22 hours**

AAL	AFL	AOL
Globalization Diagnostic	Lesson 4.1 Global Inequalities Forum	Unit 4 Globalization Radio Broadcast RANT Assignment
Lesson 4.2 Globalization and the Social Sciences Forum	Middle East Exploitation/Globalization – Online Voice Reflection	Unit 4 APA Citation and Rough Script Submission
Lesson 4.3 Globalization Challenges Forum	Lesson 4.4 Exploitation Issues Forum	

**Finals**

AOL
Final Exam

## CONSIDERATION FOR PROGRAM PLANNING

Students learn best when they are engaged in a variety of ways of learning. Guidance and career education courses lend themselves to a wide range of approaches in that they require students to research, think



critically, work cooperatively, discuss relevant issues, and learn through practice in a variety of settings. Helping students become self-directed, lifelong learners is a fundamental aim of the guidance and career education curriculum. When students are engaged in active and experiential learning strategies, they tend to retain knowledge for longer periods and develop meaningful skills. Active and experiential learning strategies also enable students to apply their knowledge and skills to real-life issues and situations.

### **ANTIDISCRIMINATION EDUCATION IN GUIDANCE AND CAREER EDUCATION**

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 per cent 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 ENGLISH 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, 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.
- ☐ Help students create organizers for planning writing tasks.

- ☐ Record key words on the board or overhead when students are expected to make their own notes.
- ☐ Allow students to report verbally to a scribe (teacher/ student) who can help in note taking.
- ☐ Permit students a range of options for reading and writing tasks.
- ☐ Where an activity requires reading, provide it in advance.
- ☐ Provide opportunities for enrichment.