



Ontario eSecondary School Course Outline 2026-2027

Ministry of Education Course Title: Families of Canada, Grade 12, College Preparation	
Ministry Course Code: HHS4C	
Course Type: College Preparation	
Grade: 12	
Credit Value: 1.0	
Prerequisite(s): <i>Any university, college or university/college preparation course in social sciences and humanities, English, or Canadian and world studies</i>	
Department: Social Sciences and Humanities	
Course developed by: Jaclyn Wilson	Date: June 1st, 2021 Revised: August 1, 2026
Length: One Semester	Hours: 110
This course has been developed based on the following Ministry documents: <i>Social Sciences and Humanities, The Ontario Curriculum, Grades 9 to 12, 2013, (revised)</i> <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)</i> <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.

OVERALL CURRICULUM 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>
Unit 1: Introduction to Family and Research Methods	25 hours
Unit 2: Individual Development	25 hours
Unit 3: Intimate Relationships	25 hours
Unit 4: Family and Parent-Child Relationships	20 hours
Unit 5: Research Report and Seminar	12 hours
Final Exam	3 hours
Total	110 Hours

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: Final Activities 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:

Participation activities are seven standardized, course-wide prompts (Teach the Teacher, Concept in Action, Spot the Error, Concept Connections, Take a Position, Claim/Support/Question, and a culminating Course Takeaways video) embedded at set points throughout the course. They build metacognitive engagement with unit concepts and contribute to the course's participation grade.

Presentations with embedded videos are utilized to outline concepts, explain theory with the use of examples and practice questions, and incorporate multi-media opportunities for students to learn more (e.g. online simulations, quizzes, etc.).

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.

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 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.

Articles are examples of concepts and theories being discussed in the public realm and with respect to current events. They are snapshots not only of why theories/concepts/applications are relevant but also provide a window into the broader context of subject matter knowledge and understanding. Students learn through reading and analysis that the subject matter is deeply related to, and intertwined with, society and the diverse perspectives of lived experience.

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. These assessments are not for marks.

- In assessment for learning (AFL), teachers provide students with descriptive feedback and coaching for improvement.
- In assessment as learning (AAL), teachers help students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

Evaluation: Assessment of Learning (AOL) 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.

Assessment & Evaluation at OES: Triangulation of Learning

In alignment with the Ontario Ministry of Education's *Growing Success* policy, student achievement across all high school courses at Ontario eSecondary School (OES) is evaluated through the **triangulation of evidence: observations, conversations, and student products**. OES courses incorporate each of these evidence sources in a variety of ways to provide every student with equitable opportunities to demonstrate their learning:

- **Observations:** Collected through video recordings, interactive digital tools, learning logs, and synchronous task demonstrations.
- **Conversations:** Gathered via teacher-student conferences, oral defenses, virtual check-ins, and reflective feedback dialogues.
- **Products:** Demonstrated through major projects, essays, lab reports, performance tasks, and final assessments.

By evaluating a balanced variety of evidence, OES teachers apply professional judgment to ensure accurate, fair, and comprehensive assessment of each student's progress.

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.

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ASSESSMENT ACTIVITIES

- | | |
|---|---|
| ☐ Graph & Statistical Analysis | ☐ Editing Checklists |
| ☐ Individual Conference Meetings | ☐ Reflections |
| ☐ Diagnostic Tests & Writing Tasks | ☐ Oral Presentations |
| ☐ Article Analysis | ☐ Tests & Exam |
| ☐ Outlining & Planning Sheets | ☐ Report Writing |
| ☐ Completed Templates & Graphic Organizers | |

EVALUATION

The final grade will be determined as follows:

- 65% 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.
- 25% of the grade will be based on a final evaluation administered at the end of the course. This evaluation will be based on evidence from a culminating task and a final written examination, both comprehensive of the course. The final evaluation is an opportunity for the student to demonstrate comprehensive achievement of the overall expectations for the course.
- 10% of the grade will be based on the student's attendance and participation throughout the course, assessed according to Ministry criteria.

(Growing Success: Assessment, Evaluation and Reporting in Ontario Schools. Ontario Ministry of Education Publication, 2010 p.41)

HHS4C Families in Canada

Grade 12 · College

How the final mark is calculated from September 2026



- **65%** Coursework
- **15%** Final written exam
- **10%** Culminating task
- **5%** Attendance
- **5%** Participation

TERM WORK EVALUATIONS (65%)

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

FINAL EVALUATIONS (25%)

Evaluation Item	Description	Category	Weight
Final Task	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. The research seminar will be a presentation to peers on their research topic. It will apply the presentation skills learned through the course. Students will be observed by their teacher during this presentation.	K, T, C, A	10
Final Exam	An exam to cover the major units studied through this course. This will be 3 hours in length.	K, T, C, A	15

ATTENDANCE AND PARTICIPATION (10%)

Evaluation Item	Description	Category	Weight
Attendance	Assessed according to the Ministry's attendance criteria (Growing Success, September 2026 update), based on the proportion of unexcused absences over the course.	N/A	5
Participation	Assessed according to the Ministry's participation criteria (Growing Success, September 2026 update), based on engagement in class discussions and activities throughout the course, including the standardized participation prompts (see Teaching and Learning Strategies).	N/A	5

CONSIDERATION FOR PROGRAM PLANNING

PLANNING PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

OES teachers are the key educators of students with special education needs and have a responsibility to help all students learn. Program planning for students with special education needs is guided by the principles set out in Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12 (2013): all students can succeed; each student has their own unique patterns of learning; successful instructional practices are founded on evidence-based research, tempered by experience; and universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Where a student has an Individual Education Plan (IEP), the accommodations identified in the IEP — instructional, environmental, and assessment — are implemented within the course, and the online learning environment is adapted accordingly. The asynchronous structure of OES courses provides built-in flexibility that supports many

common accommodations, including extended time for assignments and assessments, breaks as needed, access to assistive technology, and the ability to review instructional material multiple times.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most linguistically diverse student populations in the world, and OES serves English language learners across Ontario and internationally. English language learners may be Canadian-born or newcomers; they may have experience of highly sophisticated educational systems or may have come from regions where access to formal schooling was limited. In planning this course, teachers consider the strengths and needs of English language learners and provide appropriate adaptations consistent with English Language Learners / ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12 (2007). Supports within the online environment include modification of instructional language without modification of curriculum expectations, use of visual and multimedia supports, opportunities to replay and review lesson content, extended time where appropriate, and teacher feedback that models academic English. Assessment accommodations, such as granting additional time and permitting the use of bilingual dictionaries, are provided where appropriate.

ENVIRONMENTAL EDUCATION

Consistent with Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools (2009) and Environmental Education: Scope and Sequence of Expectations (2017), environmental education is embedded across the curriculum rather than treated as a separate subject. Teachers help students acquire knowledge about the environment, develop skills to address environmental issues, and foster attitudes that motivate responsible environmental action. As an online school, OES also models environmental responsibility through paperless course delivery and the elimination of daily commuting. In this course, students examine the relationships between individuals, families, communities, and their environments, including patterns of consumption and sustainable practices, supporting the integration of environmental education within the social sciences.

EQUITY AND INCLUSIVE EDUCATION

This course is planned and delivered in accordance with Ontario's Equity and Inclusive Education Strategy (2009) and Policy/Program Memorandum No. 119, Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools (2013). OES is committed to an inclusive learning environment in which all students feel welcomed, respected, and able to succeed, regardless of ancestry, culture, ethnicity, sex, gender identity, sexual orientation, disability, race, religion, or socio-economic status. In this course, teachers select learning materials that reflect the diversity of Ontario and the wider world, address bias in texts and resources where it arises, and ensure that assessment practices are fair and free of cultural assumptions. Because OES students learn from communities across Ontario, Quebec, and around the world, discussion activities and teacher feedback are moderated to maintain a respectful, harassment-free environment for all learners.

FINANCIAL LITERACY EDUCATION

In accordance with A Sound Investment: Financial Literacy Education in Ontario Schools (2010) and current Ministry direction on financial literacy, students are provided with opportunities to build the knowledge and skills needed to make informed financial decisions, understand their roles as consumers and citizens, and think critically about the economic forces that affect their lives. OES also supports students in meeting the Ministry's financial literacy graduation requirement, as described in the OES School Course Calendar. In this course, students examine economic influences on individuals, families, and

society, including household resource management and consumer decision-making, supporting the development of financial literacy in authentic social contexts.

FIRST NATIONS, MÉTIS, AND INUIT EDUCATION

Program planning in this course aligns with the Ontario First Nation, Métis, and Inuit Education Policy Framework (2007), which supports improved outcomes for First Nations, Métis, and Inuit students and promotes awareness and understanding of Indigenous histories, cultures, perspectives, and contributions among all students. Where appropriate to the curriculum expectations, teachers incorporate Indigenous perspectives, authors, and content, and approach these topics with accuracy and respect, drawing on Ministry-recommended resources. All OES students benefit from opportunities to deepen their knowledge of the histories and contemporary realities of First Nations, Métis, and Inuit peoples, including the legacy of the residential school system and the Truth and Reconciliation Commission's Calls to Action related to education.

THE ROLE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

Information and communications technology (ICT) is integral to every OES course: instruction, learning activities, assessment, and teacher-student communication all take place through the school's learning management system. ICT tools — including multimedia lessons, digital texts, simulations, video conferencing for proctored assessments, and word-processing and productivity software — extend and enrich instruction and allow students to collect, organize, and present their learning in a range of formats. Teachers help students develop digital citizenship skills, including responsible and ethical use of technology, critical evaluation of online sources, protection of personal information, and academic integrity in digital environments, consistent with OES's Acceptable Use, Academic Honesty, and Artificial Intelligence policies as published in the School Course Calendar.

CAREER EDUCATION

Consistent with *Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools* (2013), teachers support students in answering the four questions at the centre of education and career/life planning: Who am I? What are my opportunities? Who do I want to become? What is my plan for achieving my goals? Expectations in this course include many opportunities for students to apply their skills to work-related situations, explore educational and career options, and become self-directed learners. OES guidance staff support students in course selection, postsecondary application planning (including OUAC, CEGEP, and international pathways), and the development of individual pathways plans. This course supports pathways into social work, psychology, sociology, education, community services, counselling, and related human services fields, and these career connections are highlighted throughout the course.

COOPERATIVE EDUCATION AND OTHER FORMS OF EXPERIENTIAL LEARNING

Planned learning experiences in the community, including job shadowing, work experience, and cooperative education, provide students with opportunities to see the relevance of their classroom learning, explore careers of interest, and develop essential workplace skills consistent with *The Ontario Curriculum, Grades 11 and 12: Cooperative Education* (2018). Students may earn up to two cooperative education credits toward their compulsory credit requirements for the Ontario Secondary School Diploma. Students interested in experiential learning opportunities related to this course are encouraged to contact OES guidance staff to discuss options available to them.

HEALTH AND SAFETY

Although OES students learn remotely, health and safety remain integral considerations in program planning. Teachers model and promote safe and healthy practices for online learning, including sound ergonomics, balanced screen time, regular breaks, and strategies that support positive mental health and well-being. OES maintains a safe and respectful virtual learning environment consistent with the school's codes of conduct, bullying prevention expectations, and privacy practices as published in the School Course Calendar, and students are provided with clear channels for reporting concerns to their teachers, guidance staff, or the Principal.

ACCOMMODATIONS

Accommodations will be based on meeting with parents, teachers, administration and external educational assessment reports. 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.
- ☐ **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.
- ☐ 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.