



**Ontario eSecondary School
Course Outline
2023-2024**

Ministry of Education Course Title: Introduction to Anthropology, Psychology, Sociology, 11	
Ministry Course Code: HSP 3U	
Course Type: University Preparation	
Grade: 11	
Credit Value: 1.0	
Prerequisite(s): Grade 10 academic course in English, or Grade 10 academic History (Canadian and World Studies).	
Department: Social Science	
Course developed by: B. Bosch	Developed: April 30th, 2019 Revised: August 31, 2022
Length: One Semester	Hours: 110
This course has been developed based on the following Ministry documents: <ul style="list-style-type: none"> 1. <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)</i> 2. <i>Learning for All (2013).</i> 3. <i>Canadian and World Studies, The Ontario Curriculum, Grades 11 and 12, 2015, (Revised)</i> 	

COURSE DESCRIPTION/RATIONALE

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines.

OVERALL CURRICULUM EXPECTATIONS

A. Research and Inquiry Skills

By the end of this course, students will:

- A1. Exploring:* explore topics related to anthropology, psychology, and sociology, and formulate questions appropriate to each discipline 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.

B. Anthropology

By the end of this course, students will:

- B1. Theories, Perspectives, and Methodologies:* demonstrate an understanding of major theories, perspectives, and research methods in anthropology;
- B2. Explaining Human Behaviour and Culture:* use an anthropological perspective to explain how diverse factors influence and shape human behaviour and culture;
- B3. Socialization:* use a cultural anthropology perspective to explain patterns of human socialization.

C. Psychology

By the end of this course, students will:

- C1. Theories, Perspectives, and Methodologies:* demonstrate an understanding of major theories, perspectives, and research methods in psychology;
- C2. Explaining Human Mental Processes and Behaviour:* use a psychological perspective to explain how diverse factors influence and shape human mental processes and behaviour;
- C3. Socialization:* use a psychological perspective to analyse patterns of socialization.

D. Sociology

By the end of this course, students will:

- D1. Theories, Perspectives, and Methodologies:* demonstrate an understanding of major theories, perspectives, and research methods in sociology;
- D2. Explaining Social Behaviour:* use a sociological perspective to explain how diverse factors influence and shape individual and group social behaviour;
- D3. Socialization:* use a sociological perspective to explain patterns of socialization.

COURSE CONTENT

<i>Unit</i>	<i>Length</i>
Unit 1: Introduction to Anthropology, Psychology, Sociology	15 hours
Unit 2: Anthropology	30 hours
Unit 3: Psychology	30 Hours
Unit 4: Sociology	30 hours
Unit 5: Culminating Activity	5 hours
Total	110 hours
Plus Final Exam	2 hours

UNIT DESCRIPTIONS

UNIT 1: INTRODUCTION TO ANTHROPOLOGY, PSYCHOLOGY, AND SOCIOLOGY

Who are we and why do we do what we do? The study of social science allows insight into these and other questions that shape human nature. Social science is the organized study of people and their activities and their customs in relation to others. Much of what you hear about human behaviour is really myths and misconceptions, which are often described as common sense. This unit will introduce you to concepts related to anthropology, psychology, and sociology, as well as give you insight about the critical questions that these fields of study ask about social phenomenon.

UNIT 2: ANTHROPOLOGY

Anthropology is the scientific study of the origin, behaviour, and the physical, social, and cultural development of humans. Anthropologists seek to understand what makes us human by studying human ancestors through archaeological excavation and by observing human ancestors through archaeological excavation and by observing living cultures throughout the world. In this unit you will learn about different fields of anthropology and the major schools of thought, important theories, perspectives, and research within anthropology, as well as the work of influential anthropologists. You will also learn methods for conducting anthropological research and learn how to formulate your own research questions and record information.

UNIT 3: PSYCHOLOGY

Have you ever wondered why you and your siblings are alike in some ways and different in others? or why you act differently in certain situations? Psychologists seek answers to questions like these as they study behaviour and the mental processes of the brain. In this unit, you will learn about the major schools of thought and approaches to understanding behaviour by examining various psychological theories and perspectives. You will also learn about various types of research in psychology.

Unit 4: SOCIOLOGY

Sociology is the study of social behaviour and human behaviour and human groups, such as society. A society is a large group of people who live in the same area and who share a distinctive culture and institutions. This group provides protection, stability, security, and identity to its members. Sociologists attempt to answer key questions about why certain social behaviours exist and how different societies function. They study individual behaviour within the context of groups, the behaviour of groups, and society as a whole to understand the complex world around us, investigate existing problems, and examine issues. In this unit you will also learn about behaviour and socialization and how sociologists begin their research.

Research and Inquiry is taught throughout all of the course units. Throughout these units you will learn about specific methodology used by each discipline and the advantages and disadvantages of these specific methodologies.

Unit 5: CULMINATING ACTIVITY

The culminating activity unit is designed to consolidate learning from the course. Students will complete a project in which they use multiple perspectives in the social sciences.

TEACHING AND LEARNING STRATEGIES

In this course, students will experience the following activities.

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.).

End of unit conversations and Poodlls are opportunities for students to express their ideas, problem solving, and thought processes with a teacher who provides timely feedback.

Reflection is an opportunity for students to look back at concepts and theories with new eyes, to relate theory to practice, and to align learning with their own values and beliefs.

Discussions with the instructor are facilitated through video conferencing, discussing the concepts and skills being studied. This enables two-way communication between the student and the instructor, to share ideas and ask questions in dialogue. This also helps to build a relationship between the student and instructor.

Instructor demonstrations (research skills, etc.) are opportunities for the instructor to lead a student through a concept or skill through video conferencing, videos, or emailing with the student.

Practical extension and application of knowledge are integrated throughout the course. The goal is to help students make connections between what they learn in the classroom and how they understand and relate to the world around them and their own lives. Learning becomes a dynamic opportunity for students to be more aware that their learning is all around them and enable them to create more meaning in their lives.

Individual activities/assignments assessments are completed individually at a student's own pace and are intended to expand and consolidate the learning in each lesson. Individual activities allow the teacher to accommodate interests and needs and to assess the progress of individual students. For this reason, students are encouraged to discuss IEPs (Individual Education Plans) with their teacher and to ask to modify assessments if they have a unique interest that they feel could be pursued in the assessment. The teacher plays an important role in supporting these activities by providing ongoing feedback to students, both orally and in writing.

Research is an opportunity to apply inquiry skills to a practical problem or question. Students perform research to gather information, evaluate quality sources, analyze findings, evaluate their analysis, and synthesize their findings into conclusions. Throughout, students apply both creative thinking and critical thinking. New questions are also developed to further learning.

Writing as a learning tool helps students to think critically about course material while grasping, organizing, and integrating prior knowledge with new concepts. Good communication skills are important both in and out of the classroom.

Brainstorming, charts, and graphs are a great way for students to synthesize their knowledge of subject matter visually through graphic organizers, pictures, and texts.

Readings are an opportunity for students to gain insight from a variety of texts online and further develop literacy skills. Students may print out the reading material to use it to highlight, take notes, and have with them when a computer is not available.

Cases are summaries of real-life situations wherein students relate theories and concepts towards understanding a real-world context. This helps students to understand the application and use of knowledge.

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.

Oral presentations in an online environment are opportunities for students to present live or record presentations, expressing their ideas and understanding orally.

Reflective/comparative analysis and evaluation of written work is very important in this course. Concepts and skills are modelled in examples (exemplars), which students can refer to and utilize to self-evaluate their own work. A variety of texts are shared, and students are encouraged to make comparisons with different texts, real life situations, and their own writing.

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.

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. The teacher is encouraged to involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool.

ASSESSMENT ACTIVITIES

- Homework assignments
- Individual conference meetings
- Discussion Forums
- Diagnostic tests and writing tasks
- Free-writing journals/blogs
- Outlining and planning sheets
- Completed Templates & Graphic Organizers
- Editing Checklists
- Reflections
- Oral presentations & Active Listening
- Creative Writing & Story Development
- Tests & Exam
- Essay Writing
- 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 p.41)

COURSES WEIGHTINGS

Weight	
Course Work	70
Knowledge/Understanding (K)	17.5
Thinking/Inquiry (T)	17.5
Communication (C)	17.5
Application (A)	17.5
Final	30
Exam (3.75K, 3.75T, 3.75C, 3.75A)	15
Culminating Project (3.75K, 3.75T, 3.75C, 3.75A)	15

TERM WORK EVALUATIONS (70%)

<i>Evaluation Item</i>	<i>Description</i>	<i>Category</i>	<i>Weight</i>
Unit 1 Test	Multiple choice questions to gauge student knowledge	K, T, C, A	5
Unit 1 End of Unit Evaluation	Students must create a social science research essay using the social science inquiry method.	K, T, C, A	12
Unit 2 Anthropology Infographic	Create a visual study guide on the disciplines within Anthropology.	K, T, C, A	3
Unit 2 Cultural Investigation Presentation	Photo essay on a culture outside of their own.	K, T, C, A	5
Unit 2 End of Unit Evaluation	Paragraph response to one of 4 prompts	K, T, C, A	5
Unit 2 Unit Test	Multiple choice, true and false, and short answer questions measuring understanding.	K, T, C, A	5
Unit 3 Psychology Test	Multiple choice questions to gauge student knowledge	K, T, C, A	5
Unit 3 Ethics in Psychological Experiments	Read case studies and watch videos to answer 3 prompts in paragraph form.	K, T, C, A	3
Unit 3 Final Evaluation	Evaluate a character from a television show through different psychology theories and perspectives.	K, T, C, A	10
Unit 4 Alienation Assignment	Paragraph response demonstrating knowledge and connections of this sociological concept.	K, T, C, A	7
Unit 4 Sociology unit test	Short answer responses demonstrating understanding of unit concepts and theories	K, T, C, A	10
Total			70

FINAL EVALUATIONS (30%)

<i>Evaluation Item</i>	<i>Description</i>	<i>Category</i>	<i>Weight</i>
Cumulative Essay	A final cumulative essay or report that analyzes an approved film through the lens of anthropology, psychology, and sociology.	K,T,C,A	15
Final Exam	An exam to cover the major units studied through this course.	K,T,C,A	15
Total			30

AFL/AAL/AOL TRACKING SHEET**Unit 1:**

AAL	AFL	AOL
Social Science Disciplines Explained	APA Citation Guide	Unit 1 Test
Introductory Lesson	Creating Questions	Unit Evaluation
Example Essay	Comprehension Check: Social Science Inquiry Methods	
Research Methods Chart	Developing Research Questions Activity	
End of Unit Conference	Unit Evaluation Rough Work	

Unit 2:

AAL	AFL	AOL
Investigating Anthropological Terms	Lesson 1 Workbook	Anthropology Infographic
Lesson 1 Knowledge Quiz	Lesson 2 Workbook	Cultural Investigation
Human Evolution: Getting Ready for Biological Anthropology	Lesson 3 Workbook	Unit Evaluation
Start of Lesson Activities	Lesson 4 Workbook	Unit Test- parts 1 and 2
Lesson 4 Introductory Activities		
End of Unit Conference		

Unit 3:

AAL	AFL	AOL
Diagnostic Questions	Mary Ainsworth Case Study	Psychology Test
Unit 3 quiz	Lesson 1 Workbook	Ethics in Psychological Experiments
End of Unit Conference	Lesson 2 Workbook	Unit 3 Final Evaluation
	Mental Health Research Task	
	Lesson 3 workbook	

Unit 4:

AAL	AFL	AOL
Sociology Diagnostic Task	Lesson 1 Workbook	Alienation Assignment
Lesson 1 Quiz	Lesson 2 Workbook	Sociology Unit Test

End of Unit Conference	Ethics: The Clark Doll Experiment Reflect and Respond	
	Lesson 3 Workbook	

Finals

AOL		
Culminating Project Film Analysis (AOL)	15%	
Final Exam (AOL)	15%	Based on all units throughout course.

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 parents, 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.
- 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.