



TFS High School
 5635 Yong St. Suite 204,
 Toronto, Ontario M2M 3S9
COURSE OUTLINE
Families in Canada
HHS4U (University)

Department	Social Science and Humanities
Instructor	Saren Saunders
Course Development Date	September 2018
Ministry Course Code	HHS4U
Credit Value	1.00
Ministry Curriculum Document	<i>Social Sciences and Humanities, The Ontario Curriculum, Grades 9 to 12, 2013</i> (revised) http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf
Prerequisites	Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies.
Course Revision Date	2023

Course Description:

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships.

Overall Expectations –HHS4U

A. RESEARCH AND INQUIRY SKILLS	
A1	Exploring: explore topics related to families in Canada, and formulate questions to guide their research;
A2	Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate 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. THEORETICAL PERSPECTIVES ON DEVELOPMENT	
B1	Individual Development: demonstrate an understanding of theoretical perspectives and research on various aspects of individual development;
B2	The Development of Intimate Relationships: demonstrate an understanding of theoretical perspectives and research on the development of intimate 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.
C. THE IMPACT OF NORMS, ROLES, AND INSTITUTIONS	
C1	The Effects on Individuals: demonstrate an understanding of the impact of norms, roles, and social institutions on individuals throughout the lifespan;
C2	The Effects on Intimate Relationships: demonstrate an understanding of the impact of norms, roles, and social institutions on intimate relationships;
C3	The Effects on Family and Parent-Child Relationships: demonstrate an understanding of factors that can affect decisions about whether to have and how to care for children, and of the impact of norms, roles, and social institutions on family and parent-child relationships.
D. TRENDS, ISSUES, AND CHALLENGES	
D1	Trends and Challenges for Individuals: demonstrate an understanding of demographic trends related to the lives of individuals and of the impact of social issues and challenges on individual development;

D2	Trends and Challenges in Intimate Relationships: demonstrate an understanding of demographic and social trends and issues related to intimate relationships and of strategies for responding to challenges in those relationships;
D3	Trends and Challenges in the Family and in Parent-Child Relationships: demonstrate an understanding of demographic trends related to the family and to parent-child relationships and of the impact of social issues and challenges on family development.

Units of Study

Unit Titles and Descriptions	Time and Sequence
<p>All In Family</p> <p>This unit establishes the framework for the study of individuals and families in Canada's diverse society. The purpose of families within all societies will be explained first. The diversity of families and roles of individuals within their families throughout history will be describes next. Since this is a research based study, the unit presents various disciplines and theoretical perspectives from which individual and family behaviour can be viewed. Finally, the social-Science research methods used in the study of individuals and families will be described.</p>	14 hours
<p>Emerging Adulthood</p> <p>This unit looks at the transition into adulthood for young Canadians in the 21st century. Because people are living longer and because our society is more complex than it used to be, becoming independent individuals takes longer than it did for previous generations. In Unit 2, sociological research will be examined to determined when and how Canadians leave home to live independently, finish their education, and find jobs. Psychological research that explains how emerging adults manage the transition, and how relationships within the family and with others support this transition, will also be explored. Finally, some of the issues that are currently affecting how your generation will become adults will be investigated.</p>	24 hours
<p>Couple Relationships</p> <p>In this unit, the conjugal couple relationships of Canadians, including marriage and alternative relationships will be examined. To determine the role that marriage and other couple relationships play in Canadian society, the history of marriage and couple relationships will be traced first. Then, the diversity of conjugal relationships will be determined. Next, the psychology of attraction, courtship, mate selection, and the factor that contribute to satisfying relationships for men and women will be examined. Finally, several specific topics that are influencing the information and development of marriage and other couple relationships today will be explored.</p>	24 hours
<p>Expanding Families</p> <p>In this unit, expanding families will be explored through an analysis of related theories and research. The history of childbearing, socialization in parent-child relationships, and the roles of children and parents in Canada will be traced. The trends in Canada today will be evaluated, including a look at childbearing in Canada today. The role of parent-child relationships in individuals and family development will be examined. The parental and caregiver role expectations will be explored, including the division of responsibility for child rearing and socialization. Finally, issues that have had an impact on expanding families can be selected for in-depth study.</p>	22 hours

<p>Middle and Later Life</p> <p>In this unit, the lives of individuals in middle and late adulthood, and their families, will be examined. First, adulthood and aging will be traced from a historical and ethnocultural perspective. To determine the role that adults of all ages play in Canadian Society, the age transitions of adulthood, midlife, retirement, and old age will be outlined from a sociological and demographic perspective. Next, the psychology of aging, and the factors that contributes to satisfaction at each stage of life men and for women will e examined. Finally you will be able to select for in-depth study specific issues that are influencing the transitions to midlife and later years in Canada today.</p>	23 hours
Final Assessment	
<p>Exam</p> <p>This Assessment includes presentation (using power point and 4 page essay worth 15%) and written exam worth 15%, Total 30% of final grade.</p>	3 hours
Total	110 hours

Teaching & Learning Strategies:

The nature of the social science and humanities curriculum calls for a variety of strategies for learning. The social science and humanities curriculum is designed both to engage students in reflective learning and to help them develop practical skills. Students are expected to learn and apply the inquiry skills and research methods particular to the discipline, and to conduct research and analysis using both traditional and technological resources.

Since the over-riding aim of this course is to help students use language skillfully, confidently and flexibly, a wide variety of instructional strategies are used to provide learning opportunities to accommodate a variety of learning styles, interests and ability levels.

Assessment and Evaluation and Reporting Strategies of Student Performance:

Our theory of assessment and evaluation follows the Ministry of Education's *Growing Success* document, and it is our firm belief that doing so is in the best interests of students. We seek to design assessment in such a way as to make it possible to gather and show evidence of learning in a variety of ways to gradually release responsibility to the students, and to give multiple and varied opportunities to reflect on learning and receive detailed feedback.

Growing Success articulates the vision the Ministry has for the purpose and structure of assessment and evaluation techniques. There are seven fundamental principles that ensure best practices and procedures of assessment and evaluation,

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the course and at other points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- Develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

For a full explanation, please refer to [Growing Success](#).

The Final Grade:

The evaluation for this course is based on the student's achievement of curriculum expectations and the demonstrated skills required for effective learning. The final percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline. A credit is granted and recorded for this course if the student's grade is 50% or higher. The final grade will be determined as follows:

- 70% of the grade will be based upon evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- 30% of the grade will be based on final evaluations administered at the end of the course. The final assessment is a combination of both an exam and a presentation.

For a full explanation, please refer to Success. Term work: 70%	<p>25% Knowledge & Understanding: subject-specific content acquired (knowledge), and the comprehension of its meaning and significance (understanding).</p> <p>25 % Application: the use of knowledge and skills to make connections within and between various contexts.</p> <p>25 % Thinking: the use of critical and creative thinking skills and/or processes.</p> <p>25 % Communication: the conveying of meaning through various forms (oral, visual, and/or written).</p>
Final Exam: 30%	30% Exam and presentation. - consisting of short answer, long answer and presentation.
Your final grade will be calculated by combining your Term (70%) grade and Final Assessment (Exam and presentation) (30%).	

THE ACHIEVEMENT CHART: Social Sciences and Humanities, Grades 9–12

Categories	50-59% (Level 1)	60-69% (Level 2)	70-79% (Level 3)	80-100% (Level 4)
Knowledge and Understanding - Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
Knowledge of content (e.g., facts, terms, definitions, safe practices and procedures, use of technologies)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content (e.g., concepts, theories, ideas, processes; relationship between theory and action)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking - The use of critical and creative thinking skills and/or processes				
	The student:			
Use of planning skills (e.g., formulating questions, identifying problems, generating ideas, gathering and	uses planning skills with limited effectiveness	uses planning skills with moderate effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness

organizing information, focusing research, selecting strategies)				
Use of processing skills (e.g., analysing, detecting point of view and bias, interpreting, evaluating, synthesizing, forming conclusions)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., goal setting, decision making, problem solving, invention, critiquing, reviewing)	uses critical / creative thinking processes with limited effectiveness	uses critical / creative thinking processes with some effectiveness	uses critical / creative thinking processes with considerable effectiveness	uses critical / creative thinking processes with a high degree of effectiveness
Communication - The conveying of meaning through various forms				
	The student:			
Organization and expression of ideas, information, and understandings in oral, visual, and/or written forms (e.g., oral: role plays, interviews, presentations, debates; visual: demonstrations, multimedia presentations, posters, graphic organizers; written: pamphlets, journals, reports, web pages)	organizes and expresses ideas, information, and understandings with limited effectiveness	organizes and expresses ideas, information, and understandings with some effectiveness	organizes and expresses ideas, information, and understandings with considerable effectiveness	organizes and expresses ideas, information, and understandings with a high degree of effectiveness
Communication for different audiences (e.g., peers, adults, younger children, community members) and purposes (e.g., to inform, instruct, persuade) in oral, visual, and/or written forms	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g., research conventions such as surveys, documentation conventions, communication conventions), vocabulary, and terminology of the discipline in oral, visual, and/or written forms	uses conventions, vocabulary, and terminology with limited effectiveness	uses conventions, vocabulary, and terminology with some effectiveness	uses conventions, vocabulary, and terminology with considerable effectiveness	uses conventions, vocabulary, and terminology with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
	The student:			
Application of knowledge and skills (e.g., concepts, procedures, processes, methodologies, technologies) in familiar contexts	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness

Transfer of knowledge and skills to new contexts (e.g., other subjects; experiences in the family, community, society; using theory to help understand personal experiences)	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., past, present, future; environmental, personal, social, religious, cultural, socio-economic contexts)	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

Note: A student whose achievement is below 50% at the end of a course will not obtain a credit for the course.

Potential Resources:

Individuals and families: Diverse Perspectives. Maureen Holloway, Garth Holloway and Jane Witte; McGraw-Hill Ryerson 2010

<https://www.youtube.com/watch?v=qcCXshTP9FE> (The movie Water)

Department of Justice: Family Structure in Canada <https://www.justice.gc.ca/eng/rp-pr/fl-lf/divorce/jf-pf/fsc-sfc.html>

Social Sciences and Humanities, The Ontario Curriculum, Grades 9 to 12, 2013 (revised)

<http://www.ontario.ca/edu>.

Learning Skills:

Learning Skills are skills and habits are essential to success in school and in the workplace. Teachers report achievement on the six Learning Skills in the table below using letter codes:

E = Excellent G = Good S = Satisfactory N = Needs Improvement.

Learning Skills	Sample Behaviors
Responsibility	The student fulfils responsibilities and commitments within the learning environment; completes and submits class work, homework, and assignments according to agreed-upon timelines; takes responsibility for and manages own behavior.
Organization	The student devises and follows a plan and process for completing work and tasks; establishes priorities and manages time to complete tasks and achieve goals; identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Independent Work	The student independently monitors, assesses, and revises plans to complete tasks and meet goals; uses class time appropriately to complete tasks; follows instructions with minimal supervision.
Collaboration	The student accepts various roles and an equitable share of work in a group; responds positively to the ideas, opinions, values, and traditions of others; builds healthy peer-to-peer relationships through personal and media-assisted interactions; works with others to resolve conflicts and build consensus to achieve group goals; shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.

Initiative	The student looks for and acts on new ideas and opportunities for learning; demonstrates the capacity for innovation and a willingness to take risks; demonstrates curiosity and interest in learning; approaches new tasks with a positive attitude; recognizes and advocates appropriately for the rights of self and others.
Self-Regulation	The student sets own individual goals and monitors progress towards achieving them; seeks clarification or assistance when needed; assesses and reflects critically on own strengths, needs, and interests; identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; perseveres and makes an effort when responding to challenges.

Academic Honesty: Cheating and Plagiarism:

Teacher ensure that she thoroughly address the issue of plagiarism with students. In a digital world in which we have easy access to abundant information, it is very easy to copy the words of others and present them as one’s own. Students need to be reminded, even at the secondary level, of the ethical issues surrounding plagiarism, and the consequences of plagiarizing should be clearly discussed before students engage in research and writing. Students often struggle to find a balance between writing in their own voice and acknowledging the work of theorists and researchers in the field. Merely telling students not to plagiarize, and admonishing those who do, is not enough. The skill of writing in one’s own voice, while appropriately acknowledging the work of others, must be explicitly taught to all students in social sciences and humanities classes.