



TFS High School
5635 Yong Street
Toronto, Ontario M2M 3S9
COURSE OUTLINE
Challenge and Change in Society
HSB4U (University)

Department	Social Science and Humanities
Instructor	Saren Saunders
Course Development Date	September 2019
Ministry Course Code	HSB4U
Credit Value	1.00
Ministry Curriculum Document	<i>Social Sciences and Humanities, The Ontario Curriculum, Grades 9 to 12, 2013 (Revised)</i> 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	August 2023

Course Description:

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.

Overall Expectations – HSB4U

A. RESEARCH AND INQUIRY SKILLS	
A1	Exploring: explore topics related to the analysis of social change, 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. SOCIAL CHANGE	
B1	Foundations for the Study of Social Change: demonstrate an understanding of the major theories, perspectives, and methodologies related to social change;
B2	Causes and Effects of Social Change: demonstrate an understanding of the causes and effects of social change;
B3	Technological Change: demonstrate an understanding of patterns and effects of technological change from a social science perspective.
C. SOCIAL PATTERNS AND TRENDS	
C1	Demographics: demonstrate an understanding of the importance of demographics as a tool for studying social patterns and trends, both nationally and globally;
C2	Forces That Shape Social Trends: demonstrate an understanding of how forces influence and shape social patterns and trends;
C3	Social Deviance: demonstrate an understanding of social science theories about social deviance, and of how various responses to deviance affect individuals and society.
D. GLOBAL SOCIAL CHALLENGES	
D1	Global Inequalities: demonstrate an understanding of how various social structures and conditions support or limit global inequalities;
D2	Globalization: assess the impact of globalization on individuals and groups;

D3

Exploitation: analyse the impact of unfair or unjust exploitation of people or resources, locally and globally

Units of Study

Unit Titles and Descriptions	Time and Sequence
<p>Foundations</p> <p>This unit sets the framework for all the units that follow as students will examine anthropology, psychology, and sociology to determine what these disciplines are all about and the major schools of thought held by each discipline in the 21st century. Major branches and schools of thought from each of these disciplines will be explored in detail. Then students will examine how research is conducted in each discipline. Finally, career opportunities in each discipline will be presented. Students will formulate and conduct an interview, and a summary of findings among other assessment tasks in this unit. Students will be introduced to the scientific method, ethical guidelines and general methods of social science research. The unit concludes with a case study of the Milgram Experiment where they will see what happens when ethical guidelines are not required or enforced. Students will also examine methods of study, ethics in research, and ethical case studies such as the Stanford Prison Experiment, and the Milgram Experiment.</p>	22 hours
<p>Social Change</p> <p>This unit begins with the development of an understanding of social change at both the individual and the societal levels, closely examining both Random and Systematic Factors of Change, including: climate, natural disaster, disease, politics, societal will, etc. Students will also learn about sociological, psychological, and anthropological models of change by examining key figures, such as: Thelma McCormack, Max Weber, Carl Jung, Abraham Maslow, Ronald Wright, and more. Lastly, the unit looks closely at the topic of technological change, examining inventions that have caused major changes, attempts at resisting technology, the exploration of concepts such as technological determinism and cultural lag, and closes with a special focus on the Internet. Alienation and conformity as concepts will be studied. Technological change in our society and its impacts will then be pursued. Finally the pursuit of civil rights and the industrial revolution as they relate to social change will conclude the unit. Students will engage in a variety of assessment tasks throughout the unit including a film study, a web quest and an internet debate among others.</p>	33 hours
<p>Social Trends</p> <p>This unit examines the baby boom, as a sociological phenomenon as the unit's starting point but continues with an examination of Generations X.Y and Z their causes and characteristics. Students will develop an understanding of demography and how its studies are used in the discipline areas of this course. Students will examine articles from current journals to consider the impact of these generations on current society. In the third unit of the course, students begin learning about social trends, by examining some of the major Canadian ones associated with the Baby Boomers, Generation X, and the Millennials. They will then move into analyzing some of the emerging social trends such as delayed transitions to adulthood, and the increasing age of first time mothers. Fertility and fecundity are then closely examined through the lenses of sociology, psychology and anthropology. Students then look at issues of mortality, before closing the unit by looking at some of the aforementioned issues as they apply internationally.</p>	28 hours
<p>Social Challenges</p> <p>This unit should stimulate student thinking as it begins with a definition of involuntary childlessness and</p>	24 hours

<p>the psychological impacts of it. Reproductive technology will be examined with discussions around ethics of its use. Students will also have a current look at the concepts of cloning and genetic modification. From here the unit pursues the concept of voluntary childlessness and the challenges couples or individuals face with respect to this decision. Birth patterns will conclude the unit topics. Once again guided research and case studies are used to develop the student's understanding. The final unit of this course looks at major challenges in Canadian and global societies in the areas of health & wellness, prejudice & discrimination, and globalization. Topics explored include: body image, cognitive dissonance, barriers to healthcare, types of discrimination, tribalism, and transnationalism. The unit concludes with a major research essay on a special topic concerning globalization.</p>	
Final Assessment	
<p>Exam</p> <p>This Assessment includes presentation (using power point and 4 pages of essay worth 15%) and written exam worth 15%, Total 30% of final grade.</p>	3 hours
<p>Total</p>	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%	<p>30% Exam and presentation. - consisting of short answer, long answer and presentation.</p>
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 organizing information, focusing research, selecting strategies)	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
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	applies knowledge	applies knowledge	applies knowledge	applies knowledge

skills (e.g., concepts, procedures, processes, methodologies, technologies) in familiar contexts	and skills in familiar contexts with limited effectiveness	and skills in familiar contexts with some effectiveness	and skills in familiar contexts with considerable effectiveness	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:

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

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

Transitions in Society (the challenge of change). Authors: Colin Bain. Jill Colyer. Dennis Desriveres. Sean Dolan, Oxford Canada.

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 Behaviours
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 behaviour.
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.

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