



Niagara Academy Course Outline

COURSE:	Families in Canada, Grade 12, University Preparation, HHS4U
SCHOOL:	Niagara Academy
DEVELOPED BY:	J. Thomas, 2013
REVISED BY:	R. Lott, 2016
COURSE TITLE:	Families in Canada
COURSE TYPE:	University Preparation
COURSE GRADE:	Grade 12
COURSE CODE:	HHS4U
DEVELOPED FROM:	The Ontario Curriculum, Grades 9 to 12, Social Sciences and Humanities, 2013, http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences9to122013.pdf
PREREQUISITE:	Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies
COURSE DURATION:	110 hours
CREDIT VALUE:	1.0
TEXT:	Holloway, M., Holloway, G., & Witte, J. (2010). <i>Individuals and Families: Diverse Perspectives</i> . Canada: McGraw-Hill Ryerson

COURSE DESCRIPTION AND RATIONALE

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 CURRICULUM EXPECTATIONS

A. RESEARCH AND INQUIRY SKILLS

Throughout this course, students will:

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

By the end of this course, students will:

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. IMPACT OF NORMS, ROLES, AND INSTITUTIONS

By the end of this course students will:

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

By the end of this course students will:

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.

ASSESSMENT AND EVALUATION

Evaluation and Reporting of Student Achievement

The primary purpose of assessment and evaluation is to improve student learning. Student achievement is communicated formally to students and parents twice per semester by means of the Provincial Report Card, Grades 9–12. The report card provides a record of the student’s achievement of the curriculum expectations in every course, at particular points in the school year or semester, in the form of a percentage grade. The percentage grade represents the quality of the student’s overall achievement of the expectations for the course which are described in the achievement chart on pages 28-29 of The Ontario Curriculum, Grades 9 to 12, Social Sciences and Humanities, 2013.

(<http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences9to122013.pdf>)

Learning Skills will also be assessed and reported on the Provincial Report Card, Grades 9-12. The quality of the learning skills demonstrated by a student are recorded in six categories – Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation – are assessed throughout the semester using a four-point scale (E- Excellent, G-Good, S- Satisfactory, N- Needs Improvement), and the document page 11, Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010, as a guide (<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>)

Assessment for Learning will be used as a process for seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there. Teachers will use diagnostic assessment before instruction and formative assessment will occur frequently and in an ongoing manner to monitor students’ progress.

Assessment as Learning will focus on the explicit fostering of student’s capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves. Formative assessment be used by students to monitor their own and their peers’ progress.

Assessment of Learning will be used as the assessment that becomes public and results in statements or symbols about how well students are learning. Summative assessment will be used by the teacher to summarize learning at a given point in time. (Ref: page 31 of Growing Success, or page 8 of this document)

The teacher will use assessment strategies that:

- are fair, transparent and equitable for all students;
- are clearly communicated to students at the beginning of the course and at other points throughout the semester
- are varied in nature, administered over a period of time and designed to provide opportunities for students to demonstrated the full range of their learning
- are appropriate for the learning activities used, the purposes of instruction and the needs and experiences of the students
- 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

- accommodate students with special education needs, consistent with the strategies outlined in their Individual Education Plan
- accommodate the needs of students who are learning the language of instruction
- ensure that each student is given clear directions for improvement
- promote students' ability to assess their own learning and to set specific goals
- ensure that each student is given clear directions for improvement

A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade for each course in Grades 9–12 will be determined as follows:

- Seventy per cent of the grade will be based on evaluations 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 should be given to more recent evidence of achievement. Please see the following page for an explanation of how course work marks will be obtained.
- Thirty per cent of the grade will be based on a final evaluation in the form of an examination (20%), and culminating activity (10%) suitable to the course content and administered towards the end of the course.

A student's achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage marks. It is expected that both mathematical calculations and professional judgement will inform the determination of percentage marks.

COURSE CONTENT AND EVALUATION

Evaluation in each unit will include Knowledge/Understanding - 25%, Thinking - 25%, Communication - 25%, Application - 25%. Examples of term work to be assessed are unit tests, pop and planned quizzes, brief assignments (may include Venn diagrams, graphic organizers), group work assignments, journals/reflections, major essay, oral presentation with visuals (PowerPoint or poster)

UNIT	DESCRIPTION	TERM WORK EVALUATIONS	HOURS
UNIT ONE	All in the Family: <ul style="list-style-type: none"> • Family Matters • Approaches to Studying Individuals and Families 	20%	22 hrs
UNIT TWO	Emerging Adulthood <ul style="list-style-type: none"> • Building the Dream • Becoming an Adult • Issues in Emerging Adulthood 	20%	22 hrs
UNIT THREE	Couple Relationships <ul style="list-style-type: none"> • Couple Relationships • Becoming a Couple • Issues in Couple Relationships 	20%	22 hrs
UNIT FOUR	Expanding Families <ul style="list-style-type: none"> • Having Children • Becoming Parents • Issues in Expanding Families 	20%	22 hrs
UNIT FIVE	Middle and Later Life <ul style="list-style-type: none"> • Living the Dream • Becoming Mature Adults • Issues in Middle and Later Life 	20%	22 hrs
	Total Term Work	70%	110 hrs
Final Evaluation	Culminating Activity	10%	
	Final Exam	20%	
	FINAL MARK	100%	

TEACHING AND LEARNING STRATEGIES

Effective instruction is key to student success. To provide effective instruction, teachers need to consider what they want students to learn, how they will know whether students have learned it, how they will design instruction to promote the learning, and how they will respond to students who are not making progress.

When planning what students will learn, teachers identify the main concepts and skills described in the curriculum expectations, consider the contexts in which students will apply the learning, and determine students' learning goals.

Instructional approaches should be informed by the findings of current research on instructional practices that have proved effective in the classroom. For example, research has provided compelling evidence about the benefits of explicit teaching of strategies that can help students develop a deeper understanding of concepts. Strategies such as "compare and contrast" (e.g., through Venn diagrams and comparison matrices) and the use of analogies give students opportunities to examine concepts in ways that help them see what the concepts are and what they are not. Although such strategies are simple to use, teaching them explicitly is important in order to ensure that all students use them effectively.

A well-planned instructional program should always be at the student's level, but it should also push the student towards his or her optimal level of challenge for learning, while providing the support and anticipating and directly teaching the skills that are required for success.

A Differentiated Approach to Teaching and Learning An understanding of students' strengths and needs, as well as of their backgrounds and life experiences, can help teachers plan effective instruction and assessment. Teachers continually build their awareness of students' learning strengths and needs by observing and assessing their readiness to learn, their interests, and their learning styles and preferences. As teachers develop and deepen their understanding of individual students, they can respond more effectively to the students' needs by differentiating instructional approaches – adjusting the method or pace of instruction, using different types of resources, allowing a wider choice of topics, even adjusting the learning environment, if appropriate, to suit the way their students learn and how they are best able to demonstrate their learning. Unless students have an Individual Education Plan with modified curriculum expectations, what they learn continues to be guided by the curriculum expectations and remains the same for all students.

Lesson Design Effective lesson design involves several important elements. Teachers engage students in a lesson by activating the students' prior learning and experiences, clarifying the purpose for learning, and making connections to contexts that will help them see the relevance and usefulness of what they are learning. Teachers select instructional strategies to effectively introduce concepts, and consider how they will scaffold instruction in ways that will best meet the needs of their students. At the same time, they consider when and how to check students' understanding and to assess their progress towards achieving their learning goals. Teachers provide multiple opportunities for students to apply their knowledge and skills and to consolidate and reflect on their learning. A three-part lesson design (e.g., "Minds On, Action, and Consolidation") is often used to structure these elements.

CONSIDERATIONS FOR PROGRAM PLANNING

The planning and administering of this course is based on the premise that all students can be successful language learners. The teacher will provide quality instruction that respects students' strengths and address their learning needs, using assessment information to plan instruction. The teacher will recognize the needs of students with special needs and those who are English language learners to provide instruction that enables those students to be successful. Appropriate adaptations may be used such as modification of subject expectations, the use of a variety of instructional strategies, such as visual clues, a variety of learning resources, such as simplified text and use of assessment accommodations, such as granting of extra time and the use of oral interviews. Information and communications technologies, such as the Internet, word processing programs will be used throughout the course where it is appropriate. The program will also include opportunities for students to apply their language skills to work-related situations, to explore educational and career options, and to become self-directed learners. The program will provide students with an opportunity for cooperative education and other forms of experiential learning so that they can apply the skills they have developed in the classroom to real-life activities in the community and in the world of business and public service.