



NIAGARA ACADEMY

COURSE OUTLINE

COURSE:	Introduction to Anthropology, Psychology, and Sociology, Grade 11 (University Preparation) (HSP3U)
SCHOOL:	Niagara Academy
DEVELOPED BY:	R. Lott, January, 2013
COURSE TITLE:	Introduction to Anthropology, Psychology, and Sociology
COURSE TYPE:	University
COURSE GRADE:	Eleven
COURSE CODE:	HSP3U
DEVELOPED FROM:	The Ontario Curriculum Grades 11 and 12, Social Sciences and Humanities, 2000, Website: http://www.edu.gov.on.ca/eng/curriculum/secondary/ssstudies1112curr.pdf
PREREQUISITE:	The Grade 10 academic course in English, or the Grade 10 academic history course (Canadian and world studies)
COURSE DURATION:	110 hours
CREDIT VALUE:	1.0
TEXT:	The Human Way: Introducing Anthropology, Psychology, and Sociology, Colin Bain and Jill S. Colyer, Oxford University Press, 2001

Introduction to Anthropology, Psychology, and Sociology University Preparation (HSP3U)

COURSE DESCRIPTION AND RATIONALE

This course introduces the theories, questions, and issues that are the major concerns of anthropology, psychology, and sociology. Students will develop an understanding of the way social scientists approach the topics they study and the research methods they employ. Students will be given opportunities to explore theories from a variety of perspectives and to become familiar with current thinking on a range of issues that have captured the interest of classical and contemporary social scientists in the three disciplines.

Prerequisite: The Grade 10 academic course in English, or the Grade 10 academic history course (Canadian and world studies)

COURSE OUTLINE

OVERALL CURRICULUM EXPECTATIONS

A. Research and Inquiry Skills:

Throughout 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

Throughout 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

- 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

Throughout this course, students will:

- D1. Theories, Perspectives and Methodologies: demonstrate and 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.

ASSESSMENT AND EVALUATION

Evaluation and Reporting of Student Achievement

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 144-145 of The Ontario Curriculum Grades 11 and 12, Social Sciences and Humanities document (Website: <http://www.edu.gov.on.ca/eng/curriculum/secondary/sstudies1112curr.pdf>), also on page pages 8-9 of this document.

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>).

Formative assessment will be used throughout the course to determine students' existing knowledge and to monitor students' progress in order to help students set appropriate learning goals and to determine the best teaching approach for helping students meet the overall and specific expectations of this course. Summative assessment will be used at the end and at various specific points of time. These will be used to assess the quality of student learning on the basis of established criteria in order to assign a value for the purpose of reporting to students, parents, teachers and others. (Ref: Growing Success, page 31, please see page 7 of this document)

A final grade for this course will be recorded on the report and a credit is granted if the student's grade is 50% or higher. The final grade for this course 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, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course. This final evaluation will be a Final Exam 30%.

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. The conversion chart on the following page shows how the four levels of achievement are aligned to percentage marks.

Achievement Level	Percentage Mark Range
4+	95-100
4	87-94
4-	80-86
3+	77-79
3	73-76
3-	70-72

Achievement Level	Percentage Mark Range
2+	67-69
2	63-66
2-	60-62
1+	57-59
1	53-56
1-	50-52

COURSE CONTENT AND EVALUATION

Unit	Unit Description	Course Work Evaluation						Hours
	K/U-Knowledge/Understanding T-Thinking C-Communication A-Application	Class Work (notebooks, journals, questions/ answers, discussion, research, individual conferences)				Unit Test/ As- sign- ment	Unit Total	Hours
Unit One	An Introduction to the Social Sciences: 1. The social sciences: importance of social sciences, social scientific analysis 2. The development of social sciences: development of sociology, psychology, anthropology 3. Social science skills and methods: scientific research skills and method of sociology, psychology, anthropology	K/U 3%	T 3%	C 2.5%	A 2.5%	3%	14%	22 hrs
Unit Two	Self and Others: 1. Forces shaping behaviour: sense of self, nature-nurture debate, abnormal psychology, gender, race, and ethnicity and sense of self 2. Socialization: agents and process of socialization, from culture to culture	K/U 3%	T 3%)	C 2.5%	A 2.5%	3%	14%	22 hrs
Unit Three	Social Structures and Institutions: 1. Social institutions: social institutions around us, criminal justice systems, marriage in Canada and in diverse cultures, changing family 2. Work structures: evolution and nature of work, post-industrial work patterns, workplace conflict 3. Education structures: purpose, issues, past and future challenges	K/U 5%	T 5%	C 5%	A 5%	5%	25%	41 hrs
Unit Four	Social Organizations: 1. Groups and Organizations: formal organizations and bureaucracies, types of groups and group memberships 2. Conflict and Cohesion: aggression and violence, prejudice, discrimination, and exclusion, discrimination against aboriginals, building cohesion in society	K/U 3.5%	T 3.5%	C 3%	A 3%	4%	17%	25 hrs
		14.5%	14.5%	13%	13%	15%	70%	110 hrs

TEACHING AND LEARNING STRATEGIES

The general social science courses focus on the contributions made by anthropology, psychology, and sociology to an understanding of human behaviour. They examine the use of social science methodologies to investigate how social and technological changes affect Canadian society, and introduce students to the gathering and interpretation of data. These courses examine society through an exploration of contemporary issues and institutions. Each unit of study will contain components from the four strands of the curriculum: Self and Others; Social Structures and Institutions, Social Organization, and Research and Inquiry Skills.

The following teaching strategies will be employed:

- cooperative small-group learning
- role playing
- simulations
- brainstorming
- creating scenarios for decision making
- independent research
- issue-based analysis
- personal reflection
- problem posing
- seminar presentations
- Socratic lessons
- technology
- constructive or creative dialogue.

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.

RESOURCES:

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010, as a guide (<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>)

Table 4.1 The Purposes of Assessment, the Nature of Assessment for Different Purposes, and the Uses of Assessment Information

Purpose of Classroom Assessment	Nature of Assessment	Use of Information
<p>Assessment for learning</p> <p>"Assessment <i>for</i> learning is the process of 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." (Assessment Reform Group, 2002, p. 2)</p>	<p>Diagnostic assessment:</p> <ul style="list-style-type: none"> occurs before instruction begins so teachers can determine students' readiness to learn new knowledge and skills, as well as obtain information about their interests and learning preferences. <p>Formative assessment:</p> <ul style="list-style-type: none"> occurs frequently and in an ongoing manner during instruction, while students are still gaining knowledge and practising skills. 	<p>The information gathered:</p> <ul style="list-style-type: none"> is used by teachers and students to determine what students already know and can do with respect to the knowledge and skills identified in the overall and specific expectations, so teachers can plan instruction and assessment that are differentiated and personalized and work with students to set appropriate learning goals. <p>The information gathered:</p> <ul style="list-style-type: none"> is used by teachers to monitor students' progress towards achieving the overall and specific expectations, so that teachers can provide timely and specific descriptive feedback to students, scaffold next steps, and differentiate instruction and assessment in response to student needs.
<p>Assessment as learning</p> <p>"Assessment <i>as</i> learning focuses on the explicit fostering of students' 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." (Western and Northern Canadian Protocol, p. 42)</p>	<p>Formative assessment:</p> <ul style="list-style-type: none"> occurs frequently and in an ongoing manner during instruction, with support, modelling, and guidance from the teacher. 	<p>The information gathered:</p> <ul style="list-style-type: none"> is used by students to provide feedback to other students (peer assessment), monitor their own progress towards achieving their learning goals (self-assessment), make adjustments in their learning approaches, reflect on their learning, and set individual goals for learning.
<p>Assessment of learning</p> <p>"Assessment <i>of</i> learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students' futures." (Western and Northern Canadian Protocol, p. 55)</p>	<p>Summative assessment:</p> <ul style="list-style-type: none"> occurs at or near the end of a period of learning, and may be used to inform further instruction. 	<p>The information gathered:</p> <ul style="list-style-type: none"> is used by the teacher to summarize learning at a given point in time. This summary is used to make judgements about the quality of student learning on the basis of established criteria, to assign a value to represent that quality, and to support the communication of information about achievement to students

Achievement Chart – Grades 11 and 12, Social Sciences and Humanities

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge/ Understanding	The student:			
– knowledge of facts and terms	– demonstrates limited knowledge of facts and terms	– demonstrates some knowledge of facts and terms	– demonstrates considerable knowledge of facts and terms	– demonstrates thorough knowledge of facts and terms
– understanding of concepts, principles, and theories	– demonstrates limited understanding of concepts, principles, and theories	– demonstrates some understanding of concepts, principles, and theories	– demonstrates considerable understanding of concepts, principles, and theories	– demonstrates thorough and insightful understanding of concepts, principles, and theories
– understanding of relationships among concepts, principles, and theories	– demonstrates limited understanding of relationships among concepts, principles, and theories	– demonstrates some understanding of relationships among concepts, principles, and theories	– demonstrates considerable understanding of relationships among concepts, principles, and theories	– demonstrates thorough and insightful understanding of relationships among concepts, principles, and theories
Thinking /Inquiry	The student:			
– critical and creative thinking skills (e.g., decision-making skills, problem-solving skills)	– uses critical and creative thinking skills with limited effectiveness	– uses critical and creative thinking skills with moderate effectiveness	– uses critical and creative thinking skills with considerable effectiveness	– uses critical and creative thinking skills with a high degree of effectiveness
– research and inquiry skills (e.g., formulating questions; selecting strategies and resources; analysing and evaluating information; forming conclusions)	– applies few of the skills involved in a research/inquiry process	– applies some of the skills involved in a research/inquiry process	– applies most of the skills involved in a research/inquiry process	– applies all or almost all of the skills involved in a research/inquiry process

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Communication	The student:			
– communication of information and ideas	– communicates information and ideas with limited clarity	– communicates information and ideas with some clarity	– communicates information and ideas with considerable clarity	– communicates information and ideas with a high degree of clarity, and with confidence
– use of language, symbols, and visuals	– uses language, symbols, and visuals with limited accuracy and effectiveness	– uses language, symbols, and visuals with some accuracy and effectiveness	– uses language, symbols, and visuals with considerable accuracy and effectiveness	– uses language, symbols, and visuals with a high degree of accuracy and effectiveness
– communication for different audiences and purposes	– communicates with a limited sense of audience and purpose	– communicates with some sense of audience and purpose	– communicates with a clear sense of audience and purpose	– communicates with a strong sense of audience and purpose
– use of various forms of communication (e.g., reports, interviews)	– demonstrates limited command of the various forms	– demonstrates moderate command of the various forms	– demonstrates considerable command of the various forms	– demonstrates extensive command of the various forms
Application	The student:			
– application of ideas and skills in familiar contexts	– applies ideas and skills in familiar contexts with limited effectiveness	– applies ideas and skills in familiar contexts with moderate effectiveness	– applies ideas and skills in familiar contexts with considerable effectiveness	– applies ideas and skills in familiar contexts with a high degree of effectiveness
– transfer of concepts, skills, and procedures to new contexts	– transfers concepts, skills, and procedures to new contexts with limited effectiveness	– transfers concepts, skills, and procedures to new contexts with moderate effectiveness	– transfers concepts, skills, and procedures to new contexts with considerable effectiveness	– transfers concepts, skills, and procedures to new contexts with a high degree of effectiveness
– application of procedures, equipment, and technology	– uses procedures, equipment, and technology safely and correctly only with supervision	– uses procedures, equipment, and technology safely and correctly with some supervision	– uses procedures, equipment, and technology safely and correctly	– demonstrates and promotes the safe and correct use of procedures, equipment, and technology
– making connections (e.g., between personal experiences and the subject, between subjects, between the subject and the world)	– makes connections with limited effectiveness	– makes connections with moderate effectiveness	– makes connections with considerable effectiveness	– makes connections with a high degree of effectiveness