DR. G.W.WILLIAMS SECONDARY SCHOOL
York Region District School Board

SOCIAL SCIENCES AND HUMANITIES ~ FAMILY STUDIES DEPARTMENT
Subject Head: Ms. Stinson

Ministry of Education Curriculum Document: Social Science and Humanities, Grades 11 and 12, 2000

Grade 12: AP PSYCHOLOGY (U/C)

Teacher: Ms. Stinson

Course Code: HSB4ME   **Credit Value:** 1 credit
Prerequisites: Any University, University/College, or College preparation course in Social Sciences and Humanities, English or Canadian and World Studies
Courseware developed by Ms. Stinson, Ms. Gordner & Mrs. Shillum
Course reviewed by Ms. Stinson (September 2012)

Course Description:
This course is designed to prepare students for success on the AP Psychology exam. Students enrolled in this course should be willing to accept the challenge of a rigorous academic curriculum including more independent work and a heavier reading load than generally required. This course examines the theories and methodologies used in anthropology, psychology, and sociology to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour, and their impact on society. Students will analyse cultural, social, and biological patterns in human societies, looking at the ways in which those patterns change over time. Students will also explore the ideas of classical and contemporary social theorists, and will apply those ideas to the analysis of contemporary trends.

Overall Curriculum Expectations:
- Appraise the differences and similarities in the methodologies and strategies of anthropology, psychology, and sociology applied to the study of change
- Describe key features of major theories from anthropology, psychology, and sociology that focus on change
- Analyse patterns of technological change from the perspectives of anthropology, psychology, and sociology
- Appraise the differences and similarities in the approaches taken by anthropology, psychology, and sociology to the study of trends relating to baby boom, fertility and fecundity, and the life cycle
- Assess the importance of demography as a tool for studying social trends
- Demonstrate an understanding of the social forces that influence and shape trends
- Appraise the differences and similarities in the approaches taken by anthropology, psychology, and sociology to the study of social challenges pertaining to health, social injustice, and global concerns
- Demonstrate an understanding of the social forces that shape such challenges
- Define and correctly use anthropological, psychological and sociological terms and concepts
- Demonstrate an understanding of the main areas of study in anthropology, psychology, and sociology and the similarities and differences among them
- Demonstrate an understanding of the different research methods used by anthropology, psychology, and sociology to investigate questions of importance within each field, and apply relevant skills correctly and ethically
- Demonstrate an ability to select, organize, and interpret information gathered from a variety of print and electronic sources
- Communicates the results of their inquires effectively

Course Resources:

http://moodle2.yrdsb.ca

Units of Study:

Summative and culminating activities are subject to change.

Unit 1	What are Anthropology, Psychology, and Sociology?

Students are introduced to the purposes, major concepts, terminology, research methods, and practitioners of the three social science disciplines. The culminating activity is a unit test. The social science research process begins with students selecting a topic, forming a hypothesis, and completing an annotated bibliography.

- **Theorist Presentation 10%**
- **Annotated Bibliography 10%**
- **Unit Test 10%**

Unit 2	How Do Cultures, Societies and Individuals Define and Promote Well-Being?

Students define and categorize factors that contribute to a state of mental, emotional and physical well-being. They examine birth patterns, aging, health care provision, impediments to accessing health care, and the social and cultural implications of each of these topics. For the Unit Culminating Activity, students independently research and orally report on health-impairing activities from at least two social science perspectives. The social science report process continues with students proposing and revising a detailed research method.

- **Social Psychology Experiment 10%**

Unit 3	How and Why is Canadian Society Changing?

Students examine the nature of Canadian society from the perspective of the three social science disciplines. They examine positive social change and the role of various social institutions and policies in promoting or impeding change. The issues of gender, racism and discrimination are analysed as barriers to full participation in Canadian society. Students research patterns of hate crimes and develop materials (e.g., video, pamphlet, school presentation) to educate and to promote positive social interaction as one unit culminating activity. The social science report process continues with students conducting primary research and analysing their data.

- **Fund Raising Campaign for Change 10%**
- **Unit Test 10%**

Unit 4	How and Why are Societies World Wide Changing?

Students examine and debate different views of progress. They examine the causes and effects of contemporary positive global change in technology, medicine, social justice and human rights issues, ecological knowledge and resource management, legal and political developments, and the role Canadians have played in promoting or impeding change in these areas. The impediments to positive global change are then examined through case studies. Students independently research and report on one change that focuses on gender equality from a global perspective. The unit culminating activity is a summary of social science findings where students are asked to apply secondary and primary social science research (e.g., statistical information or interviews) to a specific gender issue.

- **Public Awareness Campaign 10%**

Unit 5	Social Science Research Report

Using ethical guidelines, appropriate methodology, and primary and secondary sources, students develop a position on a social issue of importance to anthropology, psychology, or sociology and, using a research design appropriate to the issue and discipline, carry out a research project in at least one of the disciplines.

Please note this unit runs throughout the course.

Instructional Strategies:

- Technological Literacy (Internet Research)
- Note-Taking Skills (Organizers, Reports, Research Notes)
- Media Analysis (Videos, Magazines, Advertisements, Internet)
- Connecting Ideas and Concepts (Mind Mapping, Time Planning Charts)
- Making Connections to other Subject Areas (Health, Social Science, Technology, Science, Law)
- Literacy (Report Writing, Social Science Research, Documenting Sources in APA Format)
- Cooperative Learning (Group Work, Oral Presentations, Demonstrations)
- Global Connections (Morality, Cultural Variations)

Assessment and Evaluation:

- ✓ Assessment is the ongoing process of collecting information about the student's achievement. A variety of assessment tools may be used.
- ✓ Assessment may be diagnostic, formative or summative. Diagnostic and formative assessments do not carry a mark weight. Summative assessments count toward the final mark.
- ✓ Formative assessment is the gathering of information about student learning during the progression of a course and usually repeatedly, to improve student learning.
- ✓ 70% of the grade will be based on evaluations conducted through the course, while 30% will be based on final evaluation administered towards the end of the course.
- ✓ The evaluation of Learning Skills will be tracked and assessed throughout the course. Students will find concentrating on these skills will result in a high a level of success in meeting the course expectations.

LEARNING SKILLS	BEHAVIOUR/DESCRIPTORS
Responsibility	• completes and submits class work, homework, and assignments according to agreed-upon timelines • takes responsibility for and manages own behaviour
Organization	• devises and follows a plan and process for completing work and tasks • establishes priorities and manages time to complete tasks and achieve goals
Independent Work	• uses class time appropriately to complete tasks; • follows instructions with minimal supervision
Collaboration	• responds positively to the ideas, opinions, values, and traditions of others • shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions
Initiative	• demonstrates the capacity for innovation and a willingness to take risks • demonstrates curiosity and interest in learning
Self-regulation	• sets own individual goals and monitors progress towards achieving them • seeks clarification or assistance when needed

Course Evaluation:

Grading will be calculated according to the Achievement Chart categories. The weighting of the categories are as follows:

Knowledge/Understanding	17.5%	
Thinking	17.5%	70%
Communication	17.5%	
Application	17.5%	
Summative Evaluation:		
Social Science Educational Seminar	10%	
Final Exam	20%	30%
Course Grade		**100%**

Accessing Course Outlines and Curriculum Policy Documents:

Ontario Ministry of Education: http://www.edu.gov.on.ca/

Print Resource: Social Science & Humanities, Grades 11 and 12, 2000, Ontario Ministry of Education

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POLICIES

Attendance and Punctuality

Regular attendance is essential due to the cumulative nature of this course. Students who are absent are expected to call their learning partner and catch up on the missed work before returning to class. This includes having the homework for the missed classes completed upon returning to school. If this is not possible be sure to see your teacher immediately upon your return to school to be able to catch up. Ensure that you seek extra help from your teacher when needed. After a number of missed classes you may be required to complete an additional assignment to make up missed time.

➢ Lateness for class is unacceptable. There will be consequences for repeated lates.
➢ Frequent absences are unacceptable. If students are absent, parents must call in to approve the absence. Parents will be contacted if the absences are not approved.

Late or Missed Assignments

Students are expected to submit assignments promptly on the due date. Please talk to your teacher before the due date if you anticipate that you will not be able to submit an assignment on time.

If you have a specific conflict, (e.g. field trip), you must tell the teacher before the day of a major evaluation (assignment, test, or presentation) that you will be absent. Although you may have conflicts, you are still required to complete all work. If you are ill the day of a major evaluation, you are expected to call the school **(905)727-3131** and speak to your teacher or leave a message stating the reason for missing the evaluation. Upon your return to school, you must have a medical note specifying the nature of your illness. No note results in a grade of zero.

Student Responsibilities

➢ Students are to arrive in class before the bell rings with homework completed, the proper texts and materials needed, ready to participate fully in class.
➢ Students are expected to keep neat, up to date notebooks. A separate binder is recommended.
➢ You are expected to treat all other students, as well as the teacher, with courtesy and respect. In return, you may expect to be treated fairly and politely by your classmates and your teacher.
➢ Each student is required to have a learning partner. If you are absent, it is your responsibility to contact your learning partner to find out what you have missed. Your learning partner will collect all handouts on the day that you are absent.

Learning Partners:

Name:_____ Phone #:_____ Email:_____

Name:_____ Phone #:_____ Email:_____

This has been prepared to inform students, and their families, about the course, and classroom expectations so that students can be successful. Please sign below to acknowledge that you have read and understood the expectations for this course.

Student Signature _____ Date: _____

Parent or Guardian Signature _____ Date: _____