

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

FAMILY STUDIES DEPARTMENT

Subject Head: Ms. Stinton

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

Grade 11: Introduction to Anthropology, Psychology and Sociology
University/College Preparation

Teacher: Ms. N. Gordner

Course Code: HSP3M

Credit Value: 1 credit

Prerequisites: None

Courseware developed by Ms. Gordner

Course reviewed by Ms. Gordner (January 2010)

Course Description:

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

Overall Curriculum Expectations:

- describe some differences and similarities in the approaches taken by anthropology, psychology, and sociology to the concept of self in relation to others;
- demonstrate an understanding of the social forces that influence and shape behaviour as described by anthropologists, psychologists, and sociologists;
- analyse socialization patterns from the perspectives of anthropology, psychology, and sociology.
- identify social institutions common to many different cultures;
- compare how selected social institutions function in a variety of cultures;
- demonstrate an understanding of recent structural changes in work and education and of the impact these changes have on Canadian society.
- demonstrate an understanding of the characteristics of groups in Canadian society as identified by anthropology, psychology, and sociology;
- analyse the psychological impact of group cohesion and group conflict on individuals, groups, and communities;
- describe the characteristics of bureaucratic organizations.
- use appropriate social science research methods effectively and ethically;
- conduct research to determine the critical differences and similarities among the approaches and concepts of anthropology, psychology, and sociology, and summarize their findings;
- effectively communicate the results of their inquiries.

Course Resources:

Images of Society: Introduction to Anthropology, Psychology and Sociology, (2001) McGraw-Hill Ryerson

Units of Study:

Unit 1	Introduction to the Social Sciences
<p>Students will begin to differentiate between Anthropology, Psychology and Sociology through the examination of major terms and subfields associated with each. An introduction to anthropology should include such topics as a comparison between physical and cultural anthropology, a discussion of evolution and creation, and a comparison of humans to other primates from both physical and cultural anthropological perspectives. The activities that introduce psychology should include an examination the human brain (reasoning, cognition), and theories on emotions and personality. Students again may compare the reasoning ability of other species to humans. The final topics of this unit should familiarize students with sociology. Defining groups, norms, rules, and values will form the basis of a comparison between human and animal groupings.</p>	
Unit 2	Research Methods
<p>In this unit, students will develop an understanding of the inquiry and research methods used by social scientists along with techniques used to develop clear and effective research. This unit provides students with the opportunity to gain knowledge and understanding of the similarities and differences between the questions posed, methods used, and the results of the research of three social sciences.</p>	
Unit 3	Forces that Influence and Shape Behaviour
<p>This unit identifies and assesses the major influences that contribute to an individual's personal and social development. Students study the influence of heredity and environment on human development, socialization - its agents, methods, and impact, and a study of the power of mass media on the adolescent and society. An investigation of the development of the personality should include an examination of the major theories in the field of psychology. In the last topic, students how culture impacts personality.</p>	
Unit 4	How do Groups Affect our Behaviour?
<p>This unit focuses on the characteristics, types, and influences of social groups on the individual, families, and the community. First, students learn about groups from the sociological perspective by studying the characteristics of groups, the different impact of primary and secondary groups, and how they influence group members' behaviour. Next, they examine the anthropological view on why humans form social groups. The psychological perspective looks at how individual behaviour influences the group or is shaped and controlled by the group. Students study how social scientists research group behaviour and the ethics of social science research. They also examine characteristics, purpose, and development of social institutions in a familiar Canadian context. Students compare social institutions from a variety of different cultures to gain a broader perspective. This leads to the study of the impact of change, over time, on social institutions from the perspective of at least one of anthropology, psychology, or sociology</p>	
Unit 5	Conflict and Cohesion
<p>This unit is an overview of the factors that provide both cohesion and conflict within our own culture. Emphasis should be placed on an examination of the historical practices that formed the basis for social relationships involving discrimination and exclusion in contemporary society, using the approaches of the three disciplines (anthropology, psychology, and sociology), as well as studying the causes or forces that continue to shape them today.</p> <p>Key concepts that might be covered are discrimination and exclusion (e.g., racism, ageism, sexism), the causes and consequences of discrimination and exclusion on a personal and societal level, as well as historical examples of discrimination and exclusion (apartheid, segregation, ghettoization). Student should also explore the topic of social deviance with an emphasis on the adolescent, cultural ties, and the forces that unite us as Canadians (multiculturalism, nationalism).</p>	

Accessing Course Outlines and Curriculum Policy Documents:

School Website: <http://www.drgwilliams.ss.yrdsb.edu.on.ca/>

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

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

Instructional Strategies:

- Technological Literacy (Internet Research, PowerPoint Presentations, Word and Excel)
- Cooperative Learning (Group Work, Oral Presentations, Debates, Role Play, Demonstrations)
- Note-Taking Skills (Organizers, Summarizing, Research Notes)
- Media Analysis (Videos, Magazines, Advertisements)
- Connecting Ideas and Concepts (Concept Attainment, Mind Mapping, Compare and Contrast)
- Literacy (Journal Writing, Social Science Research, Documenting Sources in APA Format)
- Authentic Tasks (Case studies, Presentations, Inquiry)

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 SKILL	BEHAVIOUR/DESCRIPTORS
Responsibility	Completes and submits class work, homework and assignments, takes responsibility for and manages own behaviour
Organization	Devises and follows a plan and process for completing work, establishes priorities and manages time to complete tasks and achieve goals
Independent Work	Uses class time appropriately, 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	20%	70%
Thinking	15%	
Communication	15%	
Application	20%	
Summative Evaluation: - Course Culminating Activity - Exam		30%
Course Grade		100%

The DR.G.W.WILLIAMS SECONDARY SCHOOL

FAMILY STUDIES DEPARTMENT 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 provide evidence of an authorized absence. No note results in a grade of zero or the completion of an alternative assignment.

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: _____