

HALIBURTON HIGHLANDS SECONDARY SCHOOL



HALIBURTON HIGHLANDS SECONDARY SCHOOL

Social Sciences and Humanities



Course Code: HSB 4M

Course Name: Social Change

Level: University/College

Credit Value: 1.0

Period: 3

Department Head: Mr. P. Longo

Instructor: Mr. J. Morissette

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Course Description:

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.

Strands of Study and Overall Expectations include:

Social Change

- 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.

Social Trends

- appraise the differences and similarities in the approaches taken by anthropology, psychology, and sociology to the study of trends relating to the 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.

Social Challenges

- 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.

Research and Inquiry Skills

- 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 of 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 sources

Efforts will be made to meet the individual learning needs of students in order to ensure these expectations are being met.

Course Outline / Units of Study:

1. Introduction to the Social Sciences
2. Social Change
3. Social Trends
4. Social Challenges

Evaluation Structure:

Knowledge/Understanding	17.5%
Thinking/Inquiry	17.5%
Communication	17.5%
Application	17.5%

The above is reflected both in the term work (worth 70% of the final mark) and the summative culminating activities (worth 30% of the final mark). The culminating activity is a 10% project a 15% final exam and a 5% Seminar.

Resources:**Textbook:**

Transitions In Society The Challenge of Change
Oxford Canada Press, 2002

Policy Document:

The Ontario Curriculum Grades 11& 12
Social Sciences and Humanities – 2000

Evaluation:

Students will be assessed & evaluated according to the work produced & skills displayed. Methods of providing feedback will include assessing work in process & evaluating completed assignments, tests, co-operative learning activities, simulations and presentations. Peer & self-evaluations will also be utilized.

Student marks will be determined by evaluating process & product according to 4 categories & 4 levels. Please see the chart below for specific skills and key words used to determine student competency in the different categories.

Category	Level 1: 50-59%	Level 2: 60-69%	Level 3: 70-79%	Level 4: 80-100%
Knowledge/Understanding <ul style="list-style-type: none"> ➤ Knowledge of facts & terms ➤ Understanding of concepts & relationships 	Limited display of knowledge, skills and ability to apply concepts	Some success in displaying knowledge, skills and application of concepts	Considerable display of knowledge skills and ability to apply concepts	Thorough understanding of concepts and ability to communicate, think creatively and apply concepts
Thinking/Inquiry <ul style="list-style-type: none"> ➤ Critical thinking skills ➤ Creative thinking skills ➤ Inquiry Skills 				
Communication <ul style="list-style-type: none"> ➤ Communication of ideas & information ➤ Use of symbols & visuals ➤ Oral & written communication 				
Application <ul style="list-style-type: none"> ➤ Applications in familiar contexts ➤ Transfer of concepts to new contexts ➤ Making logical conclusions and predictions ➤ Use of technology ➤ Making connections 				

Learning Skills:

Students are expected to reflect the following skills throughout the course:

Responsibility:	Fulfils responsibilities. Completes & submits work ON TIME. Manages own behaviour.
Organization:	Devises & follows a plan. Establishes priorities & manages time. Uses resources to complete tasks.
Independent Work:	Monitors, assesses & revises plans to complete tasks & meet goals. Uses class time wisely. Follows instructions with minimal supervision.
Collaboration:	Accepts various roles in a group. Responds positively to ideas, opinions of others. Builds healthy peer relationships. Resolves conflict and builds consensus. Shares resources and promotes critical thinking to solve problems and make decisions.
Initiative:	Looks for and acts on new ideas. Innovative and takes risks. Demonstrates curiosity and an interest in learning. Approaches new tasks with a positive attitude. Advocates for all appropriately.
Self-Regulation:	Sets goals. Seeks help when needed. Reflects on own strengths, needs & interests. Identifies learning opportunities, choices and strategies. Perseveres and makes an effort when responding to challenges.

Students will receive the following letter grades: E - Excellent G - Good S - Satisfactory N - Needs Improvement

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COURSE EXPECTATIONS AND EVALUATION POLICY



Welcome to HSB4M

Attendance

Regular attendance is essential for academic success in school. It is the student's responsibility to inform the teacher beforehand of any planned absences. It is the student's responsibility to get notes assignments and any other information missed while absent from class. This should be done on the student's first day back, either during class, lunch hour or after school. **Any student that is truant the last three days of a semester will not be allowed to write his/her final examination.**

Tests

Students must be prepared to write tests on the assigned day. Students who miss a test for no valid reason will receive a mark of zero. Any student who knows that he/she will be absent for a valid reason during a test must make arrangements with the teacher before the period in which the test is to be written. Students who miss a test for any reason should be prepared to write the test on the first day back at school or should make suitable arrangements with the teacher on the first day back.

Assignments

If a student is absent on the day work is assigned, it is his/her responsibility to get the assignment from the teacher. If a student is absent when an assignment is collected, it is to be submitted at the beginning of the period on the first day back.

Late Assignment Policy "Not Done is not Acceptable"

Please adhere to our new HHSS Late Assignment Policy. Students received this in their period one class on the first day of the semester.

Plagiarism

Plagiarism is the act of taking someone else's ideas or writing and passing it off as your own. Whatever material students consult in the preparation of essays/projects should be properly credited to the writer or source. Material may be quoted if the student identifies it as a quotation and cites the author. Copying another student's work is cheating, and is also called plagiarism. **A first offense may result in a mark of zero or an opportunity to redo/resubmit the evaluation, after consultation with the student, parent, teacher, department head and school administrator. A second offense will result in a mark of zero, a call home and the student will be referred to the Principal. A third offense will result in a mark of zero and may result in an in-school suspension.**

Computers are tools for education; not entertainment devices. Students who are not on task may have their computer account disabled for the remainder of the day (or longer.)

I hereby acknowledge that I am fully aware of the expectations and evaluation in the HSB4M course.

Student Signature: _____ **Parent's/Guardian Signature:** _____

Should it be necessary to contact you about your child's progress, it would be helpful if you would provide the appropriate information below:

Parent(s)/Guardian(s):

_____ Phone: (H) _____ (W) _____

E-mail: _____

_____ Phone: (H) _____ (W) _____

E-mail: _____

For students 18 years of age and over or who will turn 18 during the course:

I give permission for my teacher to contact my parents/guardians with regard to this course: _____