



Ontario eSecondary School Course Outline 2020-2021

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| Ministry of Education Course Title: Introduction to Anthropology, Psychology, Sociology | |
| Ministry Course Code: HSP 3U | |
| Course Type: University Preparation | |
| Grade: 11 | |
| Credit Value: 1.0 | |
| Prerequisite(s): Grade 10 academic course in English, or Grade 10 academic History (Canadian and World Studies). | |
| Department: Social Science | |
| Course developed by: S. Campbell | Date: April 1st, 2019 |
| Length: One Semester | Hours: 110 |
| <p>This course has been developed based on the following Ministry documents:</p> <ol style="list-style-type: none"> 1. <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)</i> 2. <i>Learning for All (2013)</i>. 3. <i>Canadian and World Studies, The Ontario Curriculum, Grades 11 and 12, 2015, (Revised)</i> | |

COURSE DESCRIPTION/RATIONALE

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines.

OVERALL CURRICULUM EXPECTATIONS

A. Research and Inquiry Skills

By the end of 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

By the end of 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

By the end of this course, students will:

- 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

By the end of this course, students will:

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

COURSE CONTENT

| <i>Unit</i> | <i>Length</i> |
|---|-------------------|
| Unit 1: Introduction to Anthropology, Psychology, Sociology | 17 hours |
| Unit 2: Anthropology | 34 hours |
| Unit 3: Psychology | 27 Hours |
| Unit 4: Sociology | 26 hours |
| Unit 5: Research and Inquiry Skills | Throughout course |
| Culminating Activity | 6 hours |
| Final Exam | 3 hours |
| Total | 110 hours |

UNIT DESCRIPTIONS

UNIT 1: INTRODUCTION TO ANTHROPOLOGY, PSYCHOLOGY, AND SOCIOLOGY

Who are we and why do we do what we do? The study of social science allows insight into these and other questions that shape human nature. Social science is the organized study of people and their activities and their customs in relation to others. Much of what you hear about human behaviour is really myths and misconceptions, which are often described as common sense. This unit will introduce you to concepts related to anthropology, psychology, and sociology, as well as give you insight about the critical questions that these fields of study ask about social phenomenon.

UNIT 2: ANTHROPOLOGY

Anthropology is the scientific study of the origin, behaviour, and the physical, social, and cultural development of humans. Anthropologists seek to understand what makes us human by studying human ancestors through archaeological excavation and by observing human ancestors through archaeological excavation and by observing living cultures throughout the world. In this unit you will learn about different fields of anthropology and the major schools of thought, important theories, perspectives, and research within anthropology, as well as the work of influential anthropologists. You will also learn methods for conducting anthropological research and learn how to formulate your own research questions and record information.

UNIT 3: PSYCHOLOGY

Have you ever wondered why you and your siblings are alike in some ways and different in others? or why you act differently in certain situations? Psychologists seek answers to questions like these as they study behaviour and the mental processes of the brain. In this unit, you will learn about the major schools of thought and approaches to understanding behaviour by examining various psychological theories and perspectives. You will also learn about various types of research in psychology.

Unit 4: Sociology

Sociology is the study of social behaviour and human behaviour and human groups, such as society. A society is a large group of people who live in the same area and who share a distinctive culture and institutions. This group provides protection, stability, security, and identity to its members. Sociologists attempt to answer key questions about why certain social behaviours exist and how different societies function. They study individual behaviour within the context of groups, the behaviour of groups, and society as a whole to understand the complex world around us, investigate existing problems, and examine issues. In this unit you will also learn about behaviour and socialization and how sociologists begin their research.

Unit 5: Research and Inquiry

This unit will be taught throughout all of the course units. Throughout these units you will learn about specific methodology used by each discipline and the advantages and disadvantages of these specific methodologies.

TEACHING AND LEARNING STRATEGIES

The students will experience a variety of activities:

Whole-Class Activities

Whole class activities are designed to introduce concepts and skills that are directly applicable to the workplace and to build on the content being studied during small group and individual activities. These activities include the following:

Class discussions that are facilitated through video conferencing and telephone conversations with their subject teacher or discussions with other students concerning the concepts and skills being studied. This is done with the use of Socratic circles for discussions.

Teacher demonstrations (research skills, etc.) through video conferencing, email, or telephone conversations with subject teacher, or videos provided of a teacher or student demonstrating the concepts and skills being studied. This helps the student and teacher create an atmosphere of trust and respect to aid in the online learning environment.

Video presentations and technological aids (research) with videos embedded to enrich the course content and clarify concepts and skills being studied. Also the use of online pre-approved quizzes and games to help a student become more familiar with the concepts and skills being studied.

Diagnostic and review activities (audio and video taping) can be student-lead or teacher lead to work as a review for students through audio and video made to share among each other to help reinforce the concepts and skills being studied.

Brainstorming, charts and graphs are a great way for students to demonstrate their knowledge of subject matter through graphic organizers, pictures, and texts. This is communicated through assignments in Moodle.

Small Group Activities

The teacher sets up small group activities to provide opportunities for active and oral learning as well as to bolster practical communication and teamwork skills. The teacher plays a critical role during group activities by monitoring group progress as well as answering questions that arise and using questions to assist students in their understanding. In this way, the teacher also facilitates student understanding of effective learning, communication, and team building during group activities.

These activities include the following:

Paired or small group research activities students are able to share their work online with not only their teachers, but their classmates too. Students are able to share resources through online chat and video conferencing. The ability to learn from each other, work on teamwork skills, and practice communication are valued and encouraged throughout the course.

Comparison and evaluation of written work is very important in this course. This course focuses on giving many examples of correct work, and helping students build the skills needed to peer-correct and self-correct. Students are given a variety of texts to read through embedded links, to make comparisons with different texts, real life situations, and their own writing.

Practical extension and application of knowledge is used as an effective learning strategy in this course because it allows the students to read and listen to the texts and stories and reflect back

with connections to themselves, other texts and the world. Students are encouraged to share their understandings through work submitted each day, phone conversations about course work, or videoconferencing.

Oral presentations in an online environment we have the equipment to have student either live video conference oral presentations, or make videos and submit them for their oral presentations. These oral presentations can be viewed by fellow students (when appropriate) and the teacher. Students can learn from one another, and from their teacher. Such activities include dramatic readings and performances.

Story boarding an excellent way for students to present their findings, thoughts, and ideas. This allows another way for their work to be communicated and shared between the student and teacher, and student to student. This can be done through uploading on Moodle and video conferencing.

Charts and graphs are used to present effective learning opportunities of concepts and skills to students who would benefit from visual objects to learn. Every student learns differently, and it is used to help students discover another way to present their information such as graphic organizers, lists, and pictures.

Individual Activities

The teacher should provide a variety of individual assignments to expand and consolidate the learning that takes place in the whole-class and small group activities. Individual activities allow the teacher to accommodate interests and needs and to assess the progress of individual students. The teacher plays an important role in supporting these activities through the provision of ongoing feedback to the students, both orally and in writing. Teachers are encouraged to include individual activities such as the following in the course:

Research is completed in an online environment by teaching the students first about plagiarism rules and giving examples of good sources to use. The students are not only limited to the online search for information, but have resources available by links on the Moodle page of information that has been scanned and uploaded.

Individual assignments are worked on at a student's own pace. The teacher can support the student in these activities with ongoing feedback.

Oral presentations are facilitated through the use of video conferencing and video recording.

Practical extension and application of knowledge helps students develop their own voice, and gives them the ability to make personal connections, and connections to the world throughout their course. Students are given a variety of reading and viewing texts to give them many chances to apply their new concepts, skills, and knowledge.

Ongoing project work is something that is valued in the earning of an English credit. The ongoing project can be submitted to the teacher for ongoing feedback in both written and oral work.

Reading students are able to read a variety of texts online. The students may print out the reading material to use it to highlight, take notes, and have with them when a computer is not available.

Written assignments are used to allow students to develop their skills in writing, comprehension, and communication. With the online format students submit their work, and have a chance to get feedback from the teacher, and submit their best work. This can be demonstrated with reading responses, personal writing, report writing, essay writing, script writing, business and technical writing, and individual research assignments.

Journals are used in which the student can self-reflect on their subject matter, and see their progress over time. It allows students a different medium of presenting their thoughts and skills learned.

Reflective/Comparative analysis for students working in their portfolios, giving them an opportunity for self-reflection on their accomplishments, skills, and concepts learned over the year. This can be accomplished with student and teacher conferences as well.

ASSESSMENT, EVALUATION, AND REPORTING

Assessment: The process of gathering information that accurately reflects how well a student is achieving the identified curriculum expectations. Teachers provide students with descriptive feedback that guides their efforts towards improved performance.

Evaluation: Assessment of Learning focuses on Evaluation which is the process of making a judgement about the quality of student work on the basis of established criteria over a limited, reasonable period of time.

Reporting: Involves communicating student achievement of the curriculum expectations and Learning Skills and Work Habits in the form of marks and comments as determined by the teacher's use of professional judgement.

STRATEGIES FOR ASSESSMENT

Assessment practices can nurture students' sense of progress and competency and information instruction. Many diagnostic tools, e.g. checklists and inventories, are used at regular intervals throughout the units to encourage students' understanding of their current status as learners and to provide frequent and timely reviews of their progress. Assessment of student acquisition of listening and talking, reading and viewing and writing skills also occurs regularly through unobtrusive teacher observation and conferencing.

Units conclude with performance tasks, e.g., interviews and from essays that build towards and prepare students for the end-of-course culminating task in Unit Five. Teachers are encouraged to share goals with students early in the course and to connect unit learning experiences frequently and explicitly with big ideas, overall expectations, and performance tasks, i.e. check bricks; teacher-adapted generic rubrics available in many sources, including the *Ontario Secondary School Literacy Course (OSSLC) Profile*, so that they are more task-specific. The teacher might ask: "What does the criteria look like for this particular task?" Or "What does limited effectiveness look like?" The teacher could involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool that can support the writing process and practice.

ASSESSMENT ACTIVITIES

- Homework assignments
- Individual conference meetings
- Discussion Forums
- Diagnostic tests and writing tasks
- Free-writing journals/blogs
- Outlining and planning sheets
- Completed Templates & Graphic Organizers
- Editing Checklists
- Reflections
- Oral presentations & Active Listening
- Creative Writing & Story Development
- Tests & Exam
- Essay Writing
- Evaluations

EVALUATION

The final grade will be determined as follows:

- Seventy percent of the grade will be based on evaluation 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 will be given to more recent evidence of achievement.
- Thirty percent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

(Growing Success: Assessment, Evaluation and Reporting in Ontario Schools. Ontario Ministry of Education Publication, 2010 p.41)

COURSES WEIGHTINGS:

| COURSE ITEM | WEIGHTING |
|--------------------------|------------|
| COURSE WORK | 70% |
| Knowledge/Understanding | 15 % |
| Thinking/Inquiry | 20 % |
| Communication | 15 % |
| Application | 20 % |
| FINAL EVALUATIONS | 30% |
| Culminating Activity | 15 % |
| Final Exam | 15 % |

TERM WORK EVALUATIONS (70%):

| <i>Evaluation Item</i> | <i>Description</i> | <i>Category</i> | <i>Weight</i> |
|--|---|-----------------|---------------|
| Process Assignments | These assignments will be based on units of study to be determined by the teacher (i.e. case studies, readings and questions, etc.) | K, I, C, A | 10 |
| Unit 1 Introduction to Anthropology, Psychology, and Sociology | Students must create a social science research proposal with research using the social science inquiry method. | K, I, C, A | 12 |
| Unit 2 Anthropology Rites of Passages and Poster | Students are responsible for incorporating a Canadian Rite of Passage into the Three-Stage Process. Students will research two university programs in anthropology and create a poster with the research information. | K, I, C, A | 12 |

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| Midterm Test | Students will write a test on anthropology psychology. | K, I, C, A | 12 |
| Unit 3 Psychology | Students will present a live presentation on a mental health disorder. | K, I, C, A | 12 |
| Unit 4 Sociology | Students are asked a series of Inquiry questions for each module of the unit. | K, I, C, A | 12 |
| Total | | | 70 |

FINAL EVALUATIONS (30%):

| <i>Evaluation Item</i> | <i>Description</i> | <i>Category</i> | <i>Weight</i> |
|------------------------|--|-----------------|---------------|
| Cumulative Essay | A final cumulative essay or report that analyzes an approved film through the lens of anthropology, psychology, and sociology. | SUM | 15 |
| Final Exam | An exam to cover the major units studied through this course. | SUM | 15 |
| Total | | | 30 |

AFL/AAL/AOL Tracking sheet:

Unit 1: Introduction to Anthropology, Psychology and Sociology - 13 hours

| AAL | AFL | AOL |
|--|-----|---|
| Psychology: Research questions and independent and dependent variables | | Discussion Forum |
| | | Medical Scenario Assignment |
| | | Unit 1: Culminating Activity Submission |
| | | Unit 1 Reflection- Teacher Discussion |

Unit 2: Anthropology - 30 hours

| AAL | AFL | AOL |
|---|---|--|
| Questions for understanding | Unit 2 Diagnostic: Introduction to Anthropology | Evaluation and Methodology Reflection |
| 2.3 Inquiry questions: Stop and think! | 2.8 Inquiry Assignment | 2.9 Rites of Passages Activity |
| 2.5 Inquiry questions: Stop and think! | 2.10 Reflect and Respond | 2.11 AOL Questions - Reflect and Respond |
| 2.6 Reflect and Respond Questions | Unit 2 Reflection - Teacher Discussion | |
| 2.7 Reflect and Respond Questions | | |
| 2.13 Reflect and Respond - Video/Audio Response | | |

Unit 3: Psychology - 27 hours

| AAL | AFL | AOL |
|--|---|---|
| 3.1 Discussion Forum | Unit 3 Diagnostic: Introduction to Psychology | 3.1 Freud Inquiry - Reflect and Respond |
| 3.2 Behavioural Psychology - Reflect and Respond | 3.4 Development Psychology Reflection | 3.8 Mental Illness Culminating Activity |
| 3.3 Discussion Forum | 3.6 Genie Inquiry Questions | |
| 3.5 Mary Ainsworth Reflection Submission | 3.7 Personality Traits and Behaviour in our Environment | |
| 3.8 Discussion Forum | Reflection of Unit 3 | |

Unit 4: Sociology - 26 hours

| AAL | AFL | AOL |
|--|--|------------------------------|
| 4.2 Influential Sociologists | Unit 4 Diagnostic: Sociology | 4.4 Socialization Assignment |
| 4.3 Prominent Sociologists Inquiry | 4.1 Brainstorming Activity: Sociology | 4.5 Reflect and Respond |
| 4.4 Reflect and Respond | 4.4 Socialization and Social Development Inquiry Questions | |
| 4.6 Reflect and Respond | Reflection of Unit 4 | |
| 4.7 Ethics in Sociology Reflect and Respond | | |
| 4.8 Social Roles Reflect and Respond | | |
| 4.8 Discussion Forum | | |
| 4.9 Collective Behaviour Reflect and Respond | | |

Finals

| AOL |
|---------------------|
| Culminating Project |
| Final Exam |

CONSIDERATION FOR PROGRAM PLANNING

PLANNING PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Special Education Transformation: The Report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006 endorses a set of beliefs that should guide program planning for students with special education needs in all disciplines. Those beliefs are as follows: All students can succeed. Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Successful instructional practices are founded on evidence-based research, tempered by experience.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 percent of the students in Ontario’s English language schools is a language other than English. Ontario’s linguistic heritage includes several Aboriginal languages; many African, Asian, and European languages; and some varieties of English, such as Jamaican Creole. Many English language learners were born in Canada and raised in families and communities in which languages other than English

were spoken, or in which the variety of English spoken differed significantly from the English of Ontario classrooms. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited. When they start school in Ontario, many of these students are entering a new linguistic and cultural environment.

THE ROLE OF TECHNOLOGY IN THE PROGRAM

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' language learning. ICT tools include multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. Information and communications technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom. Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning.

ACCOMMODATIONS

Accommodations will be based on meeting with parents, teachers, administration and external educational assessment report. The following three types of accommodations may be provided:

- Instructional accommodations:** such as changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- Environmental accommodations:** such as preferential seating or special lighting.
- Assessment accommodations:** such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

Other examples of modifications and aids, which may be used in this course, are:

- Provide step-by-step instructions.
- Help students create organizers for planning writing tasks.
- Record key words on the board or overhead when students are expected to make their own notes.
- Allow students to report verbally to a scribe (teacher/ student) who can help in note taking.
- Permit students a range of options for reading and writing tasks.
- Where an activity requires reading, provide it in advance.
- Provide opportunities for enrichment.