

**SOUTH CARLETON HIGH SCHOOL**  
**Ottawa-Carleton District School Board**  
 Course OUTLINE  
**HSP3UF**

**Introduction à l'anthropologie, la psychologie, et la sociologie**

Credit Value: 1 Credit

**Course Overview**

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.

Units of Study	Hrs.	Performance Tasks	Overall Expectations
1. <b>Introduction to Anthropology</b>	27.5	1. Tests and Quizzes	<p><b>A1. Exploring:</b> explore topics related to anthropology, psychology, and sociology, and formulate questions appropriate to each discipline to guide their research;</p> <p><b>A2. Investigating:</b> create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;</p> <p><b>A3. Processing Information:</b> assess, record, analyse, and synthesize information gathered through research and inquiry;</p> <p><b>A4. Communicating and Reflecting:</b> communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.</p> <p><b>B1. Theories, Perspectives, and Methodologies:</b> demonstrate an understanding of major theories, perspectives, and research methods in anthropology;</p> <p><b>B2. Explaining Human Behaviour and Culture:</b> use an anthropological perspective to explain how diverse factors influence and shape human behaviour and culture;</p> <p><b>B3. Socialization:</b> use a cultural anthropology perspective to explain patterns of human socialization.</p> <p><b>C1. Theories, Perspectives, and Methodologies:</b> demonstrate an understanding of major theories, perspectives, and research methods in psychology;</p> <p><b>C2. Explaining Human Mental Processes and Behaviour:</b> use a psychological perspective to explain how diverse factors influence and shape human mental processes and behaviour;</p> <p><b>C3. Socialization:</b> use a psychological perspective to analyse patterns of socialization.</p> <p><b>D1. Theories, Perspectives, and Methodologies:</b> demonstrate an understanding of major theories, perspectives, and research methods in sociology;</p> <p><b>D2. Explaining Social Behaviour:</b> use a sociological perspective to explain how diverse factors influence and shape individual and group social behaviour;</p> <p><b>D3. Socialization:</b> use a sociological perspective to explain patterns of socialization.</p>
2. <b>Introduction to Psychology</b>	27.5	2. Group Work	
		3. Research	
		4. Oral Presentations	
		5. Case Studies	
		6. Visual Displays	
		7. Web Quests	
3. <b>Introduction to Sociology and Social Psychology</b>	27.5	8. Awareness Campaigns	
		9. Role Plays	
		10. Debates	
		11. Film Review	
		12. Reflective Writing	
		13. Formal Examination	
4. <b>Select Topics in Social Science</b> Students have an opportunity to select topics as a class (Prejudice and Discrimination, Deviance, Crime and Punishment, Poverty, etc.) and study them from the perspectives of anthropology, psychology, and sociology.	27.5	— <b>The Summative Performance Task is a Social Science Research Report</b> —	

**STUDENT RESPONSIBILITIES**

1. Students are required to attend classes regularly, participate in activities, and submit work on time. Absence for any reason does not remove the responsibility of a student to complete missed work.
2. Students who commit *academic fraud* i.e. *plagiarize or cheat*, and those who miss performance tasks without a legitimate and substantiated excuse risk the successful and timely completion of their work. Tasks consisting of academic fraud will be considered incomplete, as they do not provide a reliable demonstration of student learning.\*
3. All incomplete work will be factored into the final mark. When a student fails to demonstrate learning on a performance task, for any reason, remedial work may be assigned at the teacher's discretion. In these cases, a reasonable timeline must exist to facilitate the completion and subsequent evaluation of the task.

4. Students may, on occasion, negotiate with the teacher to have an assignment submitted late. All work accepted beyond the original due date, for any reason, will be professionally evaluated. Please note that written feedback and anecdotal remarks on late submissions may not be possible based on time constraints. Additionally, it may be judged necessary to reconsider the value of such work when determining a student's final grade.

\***Academic Fraud** is defined as any act of dishonesty purposely or carelessly intended to enhance academic performance. **Plagiarism** is defined as the act of taking the written word or original work of another person, without giving due credit, whilst passing it off as ones own.

**Evaluation**

<p><b>Term Report</b> Assessment/Evaluation tools include tests/quizzes, assignments, performance tasks and rich assessment tasks</p> <p>Term 70%</p>	<p><b>Final Report</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 80%;">Term</td> <td style="text-align: right;">70%</td> </tr> <tr> <td>Summative task</td> <td style="text-align: right;">15%</td> </tr> <tr> <td>Final Exam</td> <td style="text-align: right;">15%</td> </tr> <tr> <td></td> <td style="text-align: right;">100%</td> </tr> </table>	Term	70%	Summative task	15%	Final Exam	15%		100%
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	100%								

**Summative Period**

**Canadian and World Studies summatives will come due within the school's Summative and Evaluation Period. This period occurs two weeks before exams in January and June.**  
***Absence from evaluations during these dates must be substantiated with a medical certificate or equivalent documentation as approved by administration.***

**Textbook:** Bain, Colin M, Jill S. Colyer, Les visages de l'humanité. Montréal : Les Editions de la Chenelière, 2002.

**LITERACY**

Success in Social Science courses depends in large part on strong literacy skills. Many of the activities and tasks students undertake in HSP3UF involve the use of written, oral, and visual communication skills in French. The study of this subject will thus encourage students to use language with greater care and precision and will enhance their ability to communicate effectively.

**ANTIDISCRIMINATION POLICY**

The Social Science curriculum is designed to help students acquire the "habits of mind" essential for citizens in a complex world. Students are expected to demonstrate an understanding of the rights privileges, and responsibilities of citizenship, as well as a willingness to show respect, tolerance, and understanding towards individuals, groups, and cultures in the global community. They are also expected to understand that protecting human rights and taking a stand against racism and other expressions of hatred and discrimination are basic requirements of responsible citizenship.

**Accommodations for Exceptional Students**

The Canadian & World Studies and Social Science Department makes every effort to accommodate the identified needs of exceptional (IPRC'd) students and will differentiate curriculum delivery methods, student modes of expression, and assessment methods as recommended by the student's individual education plan (IEP).