

SOUTH CARLETON HIGH SCHOOL
 Ottawa-Carleton District School Board
STUDENT OUTLINE
HHS 4U
 Families in Canada

Credit Value: 1 credit

Course Overview

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyze the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on the issues and challenges facing individuals and families in Canada's diverse society.

Unit Title	Hours	Performance Tasks	Overall Expectations
1. Family and Culture	25	1. Tests	<p>A1. Exploring: explore topics related to families in Canada, and formulate questions to guide their research;</p> <p>A2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;</p> <p>A3. Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry;</p> <p>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.</p> <p>B1. Individual Development: demonstrate an understanding of theoretical perspectives and research on various aspects of individual development;</p> <p>B2. The Development of Intimate Relationships: demonstrate an understanding of theoretical perspectives and research on the development of intimate relationships;</p> <p>B3. The Development of Family and Parent-Child Relationships: demonstrate an understanding of theoretical perspectives and research on the development of family and parent-child relationships</p> <p>C1. The Effects on Individuals: demonstrate an understanding of the impact of norms, roles, and social institutions on individuals throughout the lifespan;</p> <p>C2. The Effects on Intimate Relationships: demonstrate an understanding of the impact of norms, roles, and social institutions on intimate relationships;</p> <p>C3. The Effects on Family and Parent-Child Relationships: demonstrate an understanding of factors that can affect decisions about whether to have and how to care for children, and of the impact of norms, roles, and social institutions on family and parent-child relationships.</p> <p>D1. Trends and Challenges for Individuals: demonstrate an understanding of demographic trends related to the lives of individuals and of the impact of social issues and challenges on individual development;</p> <p>D2. Trends and Challenges in Intimate Relationships: demonstrate an understanding of demographic and social trends and issues related to intimate relationships and of strategies for responding to challenges in those relationships;</p> <p>D3. Trends and Challenges in the Family and in Parent-Child Relationships: demonstrate an understanding of demographic trends related to the family and to parent-child relationships and of the impact of social issues and challenges on family development</p>
2. Individuals in a diverse society	20	2. Culminating Activities	
3. Intimate Relationships	25	3. Group work	
4. Parent/Child Relationships	20	4. Research Displays	
5. Mid-Late Adulthood	20	5. Oral Presentations	
		6. Dramatic Skits	
		7. Annotated Bibliography	
		8. Web Quests	
		9. Skills Development	
		10. Debates	
		11. Document Analysis	
		12. Interviews	
		13. Formal Examination	
		14. Tutorials	
		15. Role Play	

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 work in a timely manner.
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 competence with a task for this or 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 performance.
4. Students may on occasion negotiate with the teacher to have an assignment submitted late. All work accepted for marking will be professionally evaluated; however, written feedback and anecdotal remarks on late submissions may not be possible based on time constraints.
 - **See School Assessment, Evaluation, and Reporting Policy for details.**

* 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									
Term Report Assessment/Evaluation tools include tests/quizzes, assignments, performance tasks and rich assessment tasks Term 70%	Final Report <table style="width: 100%; border-collapse: collapse;"> <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; border-top: 1px solid black;">100%</td> </tr> </table>	Term	70%	Summative task	15%	Final Exam	15%		100%
Term	70%								
Summative task	15%								
Final Exam	15%								
	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. <i>Absence from evaluations during these dates must be substantiated with a medical certificate or equivalent documentation as approved by administration.</i>									

Text: Individuals and Families in a Diverse Society: replacement cost \$85

LITERACY

Success in Canadian and World Studies courses depends in large part on strong literacy skills. Many of the activities and tasks students undertake in CHC2D involve the use of written, oral, and visual communication skills. 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 Canadian and World Studies 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 (name) department makes every effort to accommodate the identified needs of exceptional (IPRC’d) students and will attempt to differentiate curriculum delivery methods, student modes of expression, and assessment methods as recommended by the student’s individual education plan (IEP).