

SOUTH CARLETON HIGH SCHOOL
Ottawa-Carleton District School Board
 COURSE OUTLINE
HSB 4U
CHALLENGE AND CHANGE

Credit Value: 1 credit

Hours: 110 hours

Course Overview

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.

Unit Title	Hours	Performance Tasks	Overall Expectations
1. Social Change	30	1. tests and quizzes	<p>Research and Inquiry Skills</p> <p>A1. Exploring: explore topics related to the analysis of social change, 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>Social Change</p> <p>B1. Foundations for the Study of Social Change: demonstrate an understanding of the major theories, perspectives, and methodologies related to social change;</p> <p>B2. Causes and Effects of Social Change: demonstrate an understanding of the causes and effects of social change;</p> <p>B3. Technological Change: demonstrate an understanding of patterns and effects of technological change from a social science perspective.</p> <p>Social Patterns and Trends</p> <p>C1. Demographics: demonstrate an understanding of the importance of demographics as a tool for studying social patterns and trends, both nationally and globally;</p> <p>C2. Forces That Shape Social Trends: demonstrate an understanding of how forces influence and shape social patterns and trends;</p> <p>C3. Social Deviance: demonstrate an understanding of social science theories about social deviance, and of how various responses to deviance affect individuals and society.</p> <p>Global and Social Challenges</p> <p>D1. Global Inequalities: demonstrate an understanding of how various social structures and conditions support or limit global inequalities;</p> <p>D2. Globalization: assess the impact of globalization on individuals and groups;</p> <p>D3. Exploitation: analyse the impact of unfair or unjust exploitation of people or resources, locally and globally.</p>
2. Social Trends	30	2. research projects 3. oral presentations	
3. Social Challenges	30	4. formal report writing 5. homework/class work 6. class discussion	
4. Summative Performance Task	10	7. surveys, interviews, case studies, etc. 8. seminar / tutorial presentations 9. formal examination	

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

<p>Term Report</p> <p>Assessment/Evaluation tools include tests/quizzes, assignments, performance tasks and rich assessment tasks</p> <p>Term 70%</p>	<p>Final Report</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Term</td> <td style="width: 30%;">70%</td> </tr> <tr> <td>Summative task</td> <td>15%</td> </tr> <tr> <td>Final Exam</td> <td>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.

Text: Transitions in Society

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 HSB 4U 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).