



MISSISSAUGA SECONDARY SCHOOL

Social Science and Humanities

COURSE INFORMATION

COURSE: *Challenge and Change in Society (HSB 4U0)* Gr.12

University Preparation

2018-2019



Course Description:

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.

Course Overarching Learning Goals:

By the end of the course, students will:

Goal One: Students formulate questions, that reflect the key concepts of the social sciences to help guide their investigations.

Goal Two: Students select and organize relevant evidence and information from a variety of primary and secondary sources, ensuring that their sources reflect multiple perspectives on issues in society. Students assess the credibility of sources of information relevant to investigations.

Goal Three: Students the social science inquiry method to interpret and analyze evidence and information relevant to investigations on issues, events and/or developments in society

Goal Four: Students evaluate and synthesize their findings to formulate conclusions and/or make informed judgments or predictions about social change and/or developments in the world

Goal Five: Students will communicate their ideas, arguments and conclusions about significant issues, events and/or developments using formats and styles (text forms) that suit the purpose and audience.

Course Weighting

Term	70%
Knowledge	17.5
Thinking	17.5
Communication	17.5
Application	17.5

Final Exam/ Summative 30%

Course Strands and Expectations

Strand A: Research and Inquiry Skills

- A1. Exploring:** explore topics related to the analysis of social change, & formulate questions to guide 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 & 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.

Strand B: Social Change

- B1. Foundations for the Study of Social Change:** demonstrate an understanding of the major theories, perspectives, and methodologies related to social change;
- B2. Causes and Effects of Social Change:** demonstrate an understanding of the causes and effects of social change;
- B3. Technological Change:** demonstrate an understanding of patterns and effects of technological change from a social science perspective..

Strand C: Social Patterns and Trends

- C1. Demographics:** demonstrate an understanding of the importance of demographics as a tool for studying social patterns and trends, both nationally and globally;
- C2. Forces That Shape Social Trends:** demonstrate an understanding of how forces influence and shape social patterns and trends;
- C3. Social Deviance:** demonstrate an understanding of social science theories about social deviance, and of how various responses to deviance affect individuals and society.

Strand D: Global Social Challenges

- D1. Global Inequalities:** demonstrate an understanding of how various social structures and conditions support or limit global inequalities;
- D2. Globalization:** assess the impact of globalization on individuals and groups;
- D3. Exploitation:** analyse the impact of unfair or unjust exploitation of people or resources, locally and globally.

Assessment and Evaluation - Key Terms and Definitions

Assessment for Learning: The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there(e.g. portfolios, observations, conversation, Non-graded quizzes, pre-tests, minute papers, exit tickets, written assignments, concept maps, interviews, progress monitoring, performance). The information gathered is used by teachers to provide feedback and adjust instruction and by students to focus their learning. Assessment for learning is a high-yield instructional strategy that takes place while the student is still learning and serves to promote learning.

Assessment as Learning: The process of developing and supporting student metacognition. Students are actively engaged in this assessment process: that is, they monitor their own learning (e.g. learning logs, Metacognitive questions and self-assessment using Graphic Organizers, Interviews, Conferences); use assessment feedback from teacher, self, and peers to determine next steps; and set individual learning goals (e.g. goal setting). Assessment as learning requires students to have a clear understanding of the learning goals and success criteria (e.g. co-constructing rubrics/check lists, self assessment, peer assessment).

Assessment of Learning: The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgements about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. (e.g. test, summative assignment) The information gathered may be used to communicate the student's achievement to parents, other teachers, students themselves, and others. It occurs at or near the end of a cycle of learning.

(Assessments are based on **TRIANGULATION OF EVIDENCE** - observations, conversations and products - produced and collected over time)

STUDENT ASSESSMENT, EVALUATION, AND REPORTING IN PEEL SECONDARY SCHOOLS
(Growing Success Policy 2010 and Peel Policy 14)

Achievement Chart Category			
Knowledge	Thinking/Inquiry	Communication	Application
-Knowledge of content (e.g., facts, terms, definitions) standing of content (e.g., concepts, ideas, theories, procedures, processes)	- Use of planning skills(e.g., focusing research, gathering information.) -Use of processing skill (e.g., analysing, generating, integrating, synthesizing) -Use of critical/creative thinking processes (e.g., inquiry process, problem-solving)	- Expression and organization of ideas and information (e.g., clear expression) - Communication for different audiences and purposes in oral, written, and visual forms -Use of conventions vocabulary, and terminology of the discipline in oral, written, and visual forms	- Application of knowledge and skills (e.g., concepts, procedures, processes, and/or technologies) in familiar contexts -Transfer of knowledge and skills (e.g., concepts, procedures, methodologies, technologies) to new contexts -Making connections within and between various contexts
Triangulation of Evidence			
OBSERVATIONS	CONVERSATIONS	PRODUCTS	
<ul style="list-style-type: none"> • Checklists • Problem solving group work • Presentations • Reading skills • Skills of written expression • Listening and speaking skills • Records of practice (e.g. anecdotal notes, photos etc.) 	<ul style="list-style-type: none"> • Peer feedback • Group work records • Student-teacher conferences • Journals • Student conferences • Self-assessments • Records of practice (e.g. anecdotal notes, drawings, photos etc.) 	<ul style="list-style-type: none"> • Reader response journal • List of books read • Test scores • Writing portfolio • Records of practice (e.g. photos, video recording etc.) 	

Success Criteria for completing this course:

Student Responsibilities:

Students responsibilities are a cornerstone of academic success and include: attendance, punctuality, timely completion of homework and assignments, and academic integrity. Students are responsible for: self-advocacy; completion and submission of their own work; submission of required assignments on the assigned due date; striving for excellence; and completion of course requirements.

Learning Skills:

It is an expectation that each student is assessed not only on their academic achievement but also on their Learning Skills. These skills include: *Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self Regulation*. Learning skills will not be factored into the grade for this course but will appear on the report card. It is important to remember that the development and consistent practice of these skills will influence academic achievement.

Late and Missed Assignments

Please see the Policy on Absence of Evidence of Student Achievement as outlined in the schools solution manual

Plagiarism and Cheating

Please see the Policy on Plagiarism and Cheating in the schools solution manual

Homework, Assignments and Effective Communication

To earn a credit students have a responsibility to submit sufficient evidence of understanding within established deadlines. It is in the student's best interest to submit evidence of learning at every opportunity that is provided, so that his/her grade accurately reflects what was learned. In the event that a student produces insufficient evidence in the key understandings for the course, the entire credit is at stake.

Movie Viewing Permission

We plan to show PG / PG-13 / PG-14 rated movies in full or as excerpts to enhance our class curriculum. Our school requires parental permission for your son/daughter to view movies that are used in our curriculum, or selected by our teachers, which are rated PG, PG-13, and PG-14. We believe showing your son/daughter certain movies enable them to benefit from another medium as a resource in their study of social science. Movies, along with our hands-on activities such as reading, in-class discussion, and research projects, give students a well-rounded opportunity to discover course content and make meaningful connections. Movies go beyond dry facts and help bring events "alive". Be assured that we will use proper discretion when showing these movies. **Please check "Yes" or "No" below:**

___ **Yes**, I approve my child's viewing of curriculum and school appropriate movies rated PG / PG-13 / PG-14.

___ **No**, I do not approve my child's viewing of curriculum and school appropriate movies. I understand alternate learning experiences will be provided for my child while the movie is being watched.

Student Signature: _____

Parent Signature: _____