



# 2018-2019

### Course Description:

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.

### Overarching Learning Goals:

By the end of the course, students will:

Goal 1:

- Students demonstrate an understanding of major theories, perspectives, and research methods in anthropology, sociology, and psychology;

Goal 2:

- Students use a social science perspective to explain how diverse factors influence and shape human behaviour and culture;

Goal 3:

- Students use a social science perspective to explain and analyse patterns of human socialization;

Goal 4:

- Students explore topics related to anthropology, psychology, and sociology, and formulate questions appropriate to each discipline to guide their research;

Goal 5:

- Students create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;

Goal 6:

- Students assess, record, analyse, synthesize, and communicate information gathered through research and inquiry.

### Course Weighting

<b>Term</b>	<b>70%</b>
Knowledge	17.5
Thinking	17.5
Communication	17.5
Application	17.5
<b>Summative Evaluation</b>	<b>30%</b>

### Strand 1: Research and Inquiry Skills

- Explore topics related to the social science disciplines-- anthropology, psychology, and sociology
- Demonstrate an understanding of the ethical guidelines of social science research
- Effectively create, complete, analyse and communicate the results of a social science research project (survey)

### Strand 2: Anthropology

- **Theories, Perspectives, and Methodologies:** demonstrate an understanding of major theories, perspectives, and research methods in anthropology;
- **Explaining Human Behaviour and Culture:** use an anthropological perspective to explain how diverse factors influence and shape human behaviour and culture;
- **Socialization:** use a cultural anthropology perspective to explain patterns of human socialization.

### Strand 3: Psychology

- **Theories, Perspectives, and Methodologies:** demonstrate an understanding of major theories, perspectives, and research methods in psychology; Examine the various fields of psychology
- **Explaining Human Mental Processes and Behaviour:** use a psychological perspective to explain how diverse factors influence and shape human mental processes and behaviour;
- **Socialization:** use a psychological perspective to analyse patterns of socialization.

### Strand 4: Sociology

- **Theories, Perspectives, and Methodologies:** demonstrate an understanding of major theories, perspectives, and research methods in sociology;
- **Explaining Social Behaviour:** use a sociological perspective to explain how diverse factors influence and shape individual and group social behaviour;
- **Socialization:** use a sociological perspective to explain patterns of socialization.

### 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, and 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 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
EVIDENCE OF LEARNING			
OBSERVATIONS	CONVERSATIONS	PRODUCTS	
<ul style="list-style-type: none"> <li>• Homework</li> <li>• Checklist</li> <li>• Group Work</li> <li>• Presentations</li> <li>• Debate</li> </ul>	<ul style="list-style-type: none"> <li>• Group Work Records</li> <li>• Student-Teacher Conferences</li> <li>• Class Discussion</li> <li>• Debate</li> </ul>	<ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Quizzes</li> <li>• Projects</li> <li>• Tests</li> <li>• Seminar</li> <li>• PowerPoint</li> </ul>	

**Success Criteria for completing this course:**

**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.

**Plagiarism and Cheating**

Please see the Policy on Plagiarism and Cheating as outlined in the student agenda

**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.

**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 studies. Movies, along with our hands-on activities such as reading, in-class discussion, and research projects, give students a well-rounded opportunity to discover our world. 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:** \_\_\_\_\_