

MISSISSAUGA SECONDARY SCHOOL

COURSE OVERVIEW

Department: H.A.L.E. - Family Studies

Code: HHS4M

Course: Individuals & Families in a Diverse Society, Grade 11, University/College Preparation

Credit: 1.0

Textbook: Individuals and Families in a Diverse Society

Prerequisite: Any university, university/college, or college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.

The organization and evaluation of this course has been designed to conform to the requirements of Ontario Secondary Schools and the provincial curriculum guidelines.

Course Description

This course applies current theories and research from the disciplines of anthropology, psychology, and sociology to the study of individual development, family behaviour, intimate and parent-child relationships, and the ways in which families interact within the diverse Canadian society. Students will learn the interpersonal skills required to contribute to the well-being of families, and the investigative skills required to conduct and evaluate research about individuals and families.

Overall Expectations

Through regular attendance and participation, by the end of the course, students will:

- Analyze theories and research on the subject of individual development, and summarize their findings;
- Analyze theories and research on the subject of the development of and the psychological tasks connected with intimate relationships, and summarize their findings;
- Analyze theories and research on the subject of parent-child relationships and their role in individual and family development, and summarize their findings;
- Analyze decision and behaviours related to individual role expectations;
- Explain decisions and behaviours related to role expectations in intimate relationships;
- Analyze decisions and behaviours related to parental and care-giver role expectations, including the division of responsibilities for childbearing and socialization;
- Explain the historical and ethnocultural origins of contemporary individual lifestyles, socialization patterns, and family roles;
- Analyze changes that have occurred in family structure and function throughout the history of the family;
- Analyze socialization patterns and the roles of children and parents in various historical periods and ethnocultural contexts;
- Analyze current issues and trends relevant to individual development, and speculate on future directions;
- Analyze current issues and trends affecting the dynamics of intimate relationships, and speculate on future directions for individuals and families;
- Analyze current issues and trends affecting childrearing and socialization, and speculate on the changing role of children;
- Demonstrate an understanding of the cycle of violence and the consequences of abuse and violence in interpersonal and family relationships;
- Use appropriate social science research methods in the investigation of issues affecting individuals and families in a diverse society;

- Access, analyse, and evaluate information, including opinions, research evidence, and theories, related to individuals and families in a diverse society;
- Analyze issues and data from the perspectives associated with key theories in the disciplines of anthropology, psychology, and sociology;
- Communicate the results of their inquiries effectively.

Course Units

1. An Approach to the Study of Individuals and Families
2. Individuals in a Diverse Society
3. Intimate Relationships and Marriage in a Diverse Society
4. Parent Child Relationships in a Diverse Society
5. Individuals and Families from Mid-to-Late Adulthood

Assessment & Evaluation

Assessment and evaluation in this course will be based on the provincial curriculum expectations incorporating **four broad categories (refer to the chart below)**. Students will be provided with numerous and varied opportunities to demonstrate the full extent of their achievement.

Determination of the final grade:

Term Work: **70%** (Based on the Categories Chart)

Final Evaluation: **30%** (Final Examination)

Term Work (70%):

The term work component will be calculated using a variety of assessment tasks throughout the course, over several concentrated units of study, using the following weighting:

Categories Chart

| 20% | 20% | 15% | 15% |
|---|---|--|--|
| COMMUNICATION | KNOWLEDGE AND UNDERSTANDING | THINKING AND INQUIRY | APPLICATION |
| May include: *Written notes or Oral reports *Interviews or Conferences *Assignments or Portfolios *Presentations or Simulations *Visual displays such as a poster or pamphlet *Discussions | May include: *Research notes or projects *Demonstrations *Simulations *Assignments or Portfolios *Written or Oral Assignments *Performance * Quiz or Test | May include: *Case studies or Research *Selected response or Quizzes *Performance *Reflection or Journal *Debates or Tests *Questionnaires or Surveys *Assignments or Portfolios | May include: * Labs * Reports * Observations * Demonstrations * Daily participation * Organization and Interpretation of Data * Role Play * Sewing Projects |

Learning Skills

**Independent Work *Team Work *Organization*
**Work Habits/Homework *Initiative*

Learning skills will be assessed throughout the course and are critical for academic achievement. Learning skills will not be included in the numeric mark, but have a direct impact upon on the final grade. They will be reflected on the report card as an alphabetical rating of: **E** (Excellent), **G** (Good), **S** (Satisfactory) and **NI** (Needs Improvement).

Family Studies – Classroom Expectations Contract

1. Attendance

- ✓ Be punctual and attend daily!
- ✓ If you have to leave class early for any reason, please try your best to make arrangements to tell me prior to that class.
- ✓ Participate in discussions and other classroom activities.

2. The Family Studies Classroom

- ✓ **Food and Drink** – are not permitted in the classroom unless Teacher permission is granted. Water will be allowed provided it is in a closed or sealed container.
- ✓ **Course Textbook** - Students will be assigned a textbook for the course. They are expected to return it at the end of the semester in the condition it was given to them in. Lost, stolen or damaged textbook will be replaced or repaired at the student's expense. The cost to replace this textbook is a minimum of \$80
- ✓ **Electronic Devices and Valuables** - Cell phones, electronic devices and other valuables are not permitted in the classroom and should be locked safely in the student's locker
- ✓ **Course Fees/Equipment/Materials** - *A small course fee may be required in this course. Exact costs are to be determined and are subject to the availability and interest in supplementary curricular activities.*

3. Come Prepared and Stay Organized

- ✓ You are expected to come prepared to class by bringing your textbook, notebook/binder, writing materials, supplies and other materials necessary for learning in class every day.
- ✓ You are expected to keep your class binder organized, fill out your table of contents sheet and record dates, page numbers and your name on your assignments.
- ✓ It is recommended that you divide your notebook into separate sections for each unit that is covered in this course.
- ✓ The due dates for projects, assignments, homework, presentations as well as quiz and test dates will be given ahead of time. It is your responsibility to make sure you know when they are due and plan your work accordingly. Work is always due at the beginning of the period.

4. Lateness

- ✓ You are required to fill out a late slip and hand it into the teacher by the end of the class. Lates will be recorded and you will be spoken to about the issue. If necessary a phone call home will be made and/or detention will be served.
- ✓ If you need to leave the room for any reason during class time, a booklet will be provided for you.

5. Absenteeism

- ✓ All absences require a telephone call to the attendance office OR a note of explanation signed by your parent/guardian upon your return to class.
- ✓ If you have missed one or more classes, it is your responsibility to discuss your absence with the Teacher and get caught up on the work that has been covered in class.
- ✓ If repeated absences occur without explanation you will be spoken to about the issue. If necessary a phone call home will be made and/or detention will be served.

6. Missed Evaluation Policy

- ✓ You are expected to follow the school policy (Student Agenda/Handbook) regarding absence during an evaluation.
- ✓ Plagiarism - Including electronic theft and misrepresentation of original work, academic dishonesty (cheating), theft of evaluation instruments, use of unauthorized aids and false representation of identity will result in appropriate consequences including, but not limited

to, a 0 (zero) on the evaluation. For further information, refer to Student Agenda/Handbook.

- If a student is **truant** *or* **purposefully avoids** *or* **does not give an honest effort** (cheating) on an evaluation, he/she will be assigned a mark of 0 (zero).
- If a student **misses an evaluation** due to **circumstances beyond their control** and these circumstances have been documented with the teacher, a mark of 1 (one) will be assigned. The mark of 1 (one) can be adjusted when the student makes up the missed evaluation. The missed evaluation **must be completed within a specified time frame** as determined by the supervising teacher. In the event that the student does not make up the evaluation, the mark of 1 (one) will remain. A missed evaluation, because a student goes on a vacation (for example), is not deemed to be a **circumstance beyond their control**. In this instance, the student will receive a mark of 0 (zero).

7. Student Behaviour and PRIDE Environment

- ✓ Your Student Agenda/Handbook outlines the Student Code of Conduct regarding student expectations and behaviour (Student Agenda/Handbook).

You are expected to:

- respect the rights, feelings and property of others. This includes respect for your self.
- treat fellow students and all staff politely and with dignity, demonstrating respect for others that may be of different ability, age, class, gender, race or sexual orientation.
- be appropriate in dress and personal habits.
- show respect for school property, computers and equipment by keeping the facilities clean, and by abiding by the established rules and use of school equipment.

- ✓ At MSS, we have an environment that emphasizes PRIDE (Student Agenda/Handbook).
- ✓ These characteristics are to be displayed and supported in the school and within the classroom.

P – Productive
R – Respectful
I – Intelligent
D – Determined
E – Empathetic

8. Seek Assistance and be Resourceful

- ✓ It is your responsibility to ask for assistance if you need extra help or clarification if you are ever unsure about something.
- ✓ Get to know your library and understand the resources that are available for you.

Cut along dotted line and return bottom portion to the Teacher

Course – HHS4M – Individuals and Families in a Diverse Society

I have read and understand the classroom expectations conduct and the evaluation policy for this course. I agree to follow these expectations to the best of my ability and be a positive contributor to the school and class environment.

Student Name (print): _____

Student Signature: _____

Date: _____

Teacher: Ms. Van Hout
Mississauga Secondary School 2006-2007