

Toronto Central Academy

Unit 1

Course Title: HSB4U Challenge and Change in Society

Teacher's Name:
Gillian Matthews

| Time hours | Unit Title Intro to Research and Inquiry Methods, Social Challenge and Change | Topics | Overall expectations | Unit Goals | Accommodation for ELL | Assessment Evaluation |
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| | | | | | <p>ELL Accommodations For All Units Speaking slowly, repeating directions, rephrasing, inviting feedback and questions, encouragement, extra time for oral, written responses, giving prompts for speaking,</p> | <p>Assessment FOR Learning</p> <p>Assessment AS Learning</p> <p>Assessment OF Learning</p> |

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| | | | | | <p>writing, using synonyms, shorten and simplify assignments and directions, positive feedback, allow for choice in assignments and materials, appeal to cultural background</p> | |
| 20 hrs | <p>Unit 1 Strand A- Intro to Research and Inquiry Methods</p> | <p>In this Unit Students will identify and use the Research and Inquiry Method to learn the foundations for studying global social change (Anthropology, Psychology and Sociology); students will also learn the importance of using the Research and Inquiry</p> | <p><u>1. Exploring:</u> Explore topics related to the analysis of social change and formulate questions to guide their research</p> <p><u>2. Investigating:</u> Create research plans and locate select information relevant to their chosen topics, using appropriate social science research and inquiry methods</p> | <p>Learning Goal: Students will study and identify the elements of research and inquiry in the social sciences and be able to apply these skills to the foundations and theories of social change and their connection to ongoing challenges and changes in global societies, especially Canadian society. Students will</p> | <p>Conversation, questionnaires, polls, exit cards, Diagnostic Quizzes, Glossary Vocabulary</p> <p>Conversations, notes, vocabulary lists and clozes, planning, drafting ,</p> | <p>Assessment FOR Learning</p> <p>Assessment AS Learning</p> |

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| | | <p>Method for all course research and analysis and understand how to connect their findings back to the 3 foundations of Social Change. Students will learn how to explore, investigate, process and communicate their findings in an appropriate academic fashion.</p> | <p>3. <u>Processing Information</u>: Assess, record, analyze and synthesize information gathered through research and inquiry</p> <p>4. <u>Communicating and Reflecting</u>: Communicate the results of their research and inquiry clearly and effectively and reflect on and evaluate their research, inquiry and communication skills</p> | <p>learn how to locate and review current research, investigate and process the meaning and implications of this research and communicate their findings on the foundations of social change in a variety of formats as guided by the teacher.</p> | <p>revising, editing short research, journal reflections; peer/partner editing, student teacher conferences, forum discussions</p> <p>Quiz, Oral Discussions, Reflections</p> | <p>Assessment OF Learning</p> |
| 25 Hrs | Unit 2: Strand B Social Change | <p>In this Unit Students will use the Research and Inquiry Method to study foundations for studying global social change, such as Anthropology, Psychology and Sociology, their</p> | <p>1. <u>Foundations for the Study of Social Change</u>: Demonstrate an understanding of the major theories, perspectives and methodologies related to social change</p> | <p>Students will use the research and inquiry method to locate, assess, evaluate and apply foundational theories to understand the causes and effects of global social and technological change. Students will</p> | <p>Conversation, questionnaires, polls, exit cards, Diagnostic Quizzes, Glossary Vocabulary</p> | <p>Assessment For Learning</p> |

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| | | <p>respective theories and key theorists who have contributed knowledge and insight into these disciplines. Students will study causes and effects of social change, and patterns and effects of technological change from a social science perspective. Students will explore how the above concepts are part of global social challenges and connect to the 3 Disciplines</p> | <p>2. <u>Causes and Effects of Social Change:</u> Demonstrate an understanding of the causes and effects of social change</p> <p>3. <u>Technological Change:</u> Demonstrate an understanding of patterns and effects of technological change from a social science perspective</p> | <p>showcase their knowledge and understanding of the topic via a combination of oral and written assignments and quizzes, presentations, videos, audios, forum discussions and oral discussions</p> | <p>Conversations, notes, vocabulary lists and clozes, planning, drafting, revising, editing research, creating visual/oral presentations; journal reflections; peer/partner editing, student teacher conferences, forum discussions</p> <p>Quiz, Oral Discussions, Reflections, Visual/Oral Presentations, debates, essays etc.</p> | <p>Assessment AS Learning</p> <p>Assessment OF Learning</p> |
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| | Unit 3 | | | | | Assessment FOR Learning |
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| | Unit 4 | | | | | Assessment FOR Learning |
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| | <p>Unit 5 <i>*To be taught alongside Units 2-4</i> Independent Study</p> | | | | | <p>Assessment FOR Learning</p> <p>Assessment AS Learning</p> <p>Assessment OF Learning</p> |
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