

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
					<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>

					<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>

		<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>

		<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	<p>This Unit will use the research and inquiry method to demonstrate an understanding of the importance of demographics as a tool for studying social patterns and trends, both nationally and globally. Students will locate data and analyze how various forces influence and shape social patterns and trends. Students will also use the research and inquiry method to understand the theories behind social deviance and how responses to social deviance affect individuals in society. All research and learning will be connected to the 3 Disciplines of social studies, and how the theories and concepts on</p>	<p><u>1. Demographics</u> Demonstrate an understanding of the importance of demographics as a tool for studying social patterns and trends, both nationally and globally</p> <p><u>2. Forces That Shape Social Change</u> Demonstrate an understanding of how forces influence and shape social patterns and trends</p> <p><u>3. Social Deviance</u> Demonstrate an understanding of social science theories about social deviance and of how various responses to deviance affect individuals and society</p>	<p>Students will use the research and inquiry process to locate data on the changing nature of global populations and will analyze the impact on social patterns and trends in particular societies. Students will use their knowledge and thinking to understand the various forces that influence social patterns and trends and how these forces affect particular societies. Students will use their knowledge and thinking to examine social deviance and the theories behind this concept; students will analyze how actions of social deviance impact individuals and societies. Students will use the 3 Disciplines of</p>	<p>Conversation, questionnaires, polls, exit cards, Diagnostic Quizzes, Glossary Vocabulary</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>Assessment FOR Learning</p> <p>Assessment AS Learning</p>
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		these disciplines closely connect to developments in social patterns and trends.		Social Studies (Anthropology, Sociology and Psychology to explain the causes and consequences of these social patterns and trends and the impact on particular societies.	Oral Discussions, Reflections, Visual/Oral Presentations, debates, essays, advertisements etc.	Assessment OF Learning
	Unit 4	This unit will use the research and inquiry method to demonstrate an understanding of global social issues, with an emphasis on global inequalities resulting from social structures and conditions. Students will locate data on global social structures that increase or limit global inequalities. Students will locate data and analyze the impact of globalization on individuals and groups in society. Students will also	<p>1. <u>Global Inequalities</u> Demonstrate an understanding of how various social structures and conditions support or limit global inequalities</p> <p>2. <u>Globalization</u> Assess the impact of globalization on individuals and groups</p> <p>3. <u>Exploitation:</u> Analyze the impact of unfair or unjust exploitation of</p>	Students will use the research and inquiry process to locate information on global inequalities to examine how various social structures and conditions support or limit global inequalities. Students will explore globalization through an Independent Study Oral Thesis and will assess the impact of globalization (political, environmental,	<p>Conversation, questionnaires, polls, exit cards, Diagnostic Quizzes, Glossary Vocabulary Forum Discussions</p> <p>Conversations, notes, vocabulary lists and clozes, planning, drafting, revising, editing research, creating visual/oral presentations;</p>	<p>Assessment FOR Learning</p> <p>Assessment AS Learning</p>

		<p>use the research and inquiry method to understand exploitation and its impact of unfair or unjust exploitation of people or resources, locally and globally. All research and learning will be connected to the 3 Disciplines of social studies, and the culminating project will be an oral thesis presentation fueled by the research/inquiry process on a selected topic of globalization or exploitation.</p>	<p>people or resources, locally and globally</p>	<p>social) on individuals and groups. Students will explore Exploitation and analyze its impact of unfair or unjust exploitation of people or resources, locally and globally.</p>	<p>journal reflections; peer/partner editing, student teacher conferences, forum discussions</p> <p>Oral Discussions, Reflections, Visual/Oral Presentations, debates, essays, oral thesis, advertisements etc.</p>	<p>Assessment OF Learning</p>
	<p>Unit 5 <i>*To be taught alongside Units 2-4</i> Independent Study</p>	<p>Independent Study and analysis of content areas from the above units using the Research and Inquiry Method</p>	<p>1. <u>Exploring</u>: Explore topics related to the analysis of social change and formulate questions to guide their research</p> <p>2. <u>Investigating</u>: Create research plans and locate select information relevant to their chosen topics, using appropriate social science research</p>	<p>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</p>	<p>See the above Units 2-4</p>	<p>Assessment FOR Learning</p> <p>Assessment</p>

			<p>and inquiry methods</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>society. Students will 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>See the above Units 2-4</p> <p>See the above units 2-4</p>	<p>nt AS Learning</p> <p>Assessment OF Learning</p>
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