Toronto Central Academy

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Course Outline

Department:	Social Sciences and Humanities
Course title:	Challenge and Change in Society, Grade 12, University/ College Preparation
Course code:	HSB4U
Credit value:	1.0
Prerequisite(s):	Any university, college or university/college preparation course in social sciences and humanities, English or Canadian and world studies
Policy documents:	The Ontario Curriculum, Grad**es 9 to 12: Social Sciences and** Humanities, Ministry of Education 2013 (Revised)
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Date:	May 2021

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.

Units and Timing

	Unit	Timing
Unit 1	Introduction to Research and Inquiry Skills and Social Challenges and Change	20 hrs.
Unit 2	Social Change	25 hrs.
Unit 3	Social Patterns and Trends	20 hrs.
Unit 4	Global Social Challenges	20 hrs.
Unit 5	Ongoing: Research and Inquiry Skills via Independent Study	25 hrs.
Total		110 hrs.

Overall Expectations

A1. Exploring: explore topics related to the analysis of social change, and formulate questions to guide their research; 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. B1. Foundations for the Study of Social Change: demonstrate an understanding of the major theories, perspectives, and methodologies related to 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.
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.
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.
A1. Exploring: explore topics related to the analysis of social change, and formulate questions to guide their 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, and 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.

Teaching and Learning Strategies:

- Use positive ways to incorporate the needs of ESL students into the classroom environment e.g., phrases and syntax that express encouragement, requests for repetition, clarification, and restatement;
- Discuss relevant issues, and discuss significant human concerns
- Active learning strategies also enable students to apply their knowledge and skills to real-life issues and situations. A number of strategies are used including:
  - ✓ reading articles and lecture notes
  - ✓ playing simulations
  - ✓ reading case studies
- students recognize that these areas of study are not just school subjects but fields of knowledge that affect their lives, their communities, and the world.
- Include whole class, small group, and individual instruction;
- Address a variety of learning styles (i.e. Aural**,** Verbal**,** Physical**,** Logical**,** Social**,** Solitary);
- Provide opportunities for genuine inquiry;
- encourage students in self and peer evaluation;
- Respect the cultural diversity of Ontario classrooms;
- Assign activities that need the production of a specific and concrete product expected of students;
- Monitor note-taking and summarizing and provide constructive feedback.

Assessment For, As, and Of Learning Strategies

Diagnostic Assessment (For)
is the process of gathering evidence of student learning prior to commencing instruction. This information is useful for planning instruction, and in particular for individualizing program delivery. It is not used to determine student achievement levels.

Implementation Strategy

- Assess competency in vocabulary relating to Religion and Philosophy
- Pretest for each section of the Course
- Interview with teacher

Formative assessment (As)
is the process of gathering information during the learning process. It involves constructive and specific feedback to students aimed to improve learning. This evidence may be used for determining a grade/level when there is insufficient evidence from summative assessments.

Implementation Strategy

- Learning expectations and criteria for assessment are communicated to students in advance.
- Frequent use of quizzes to provide feedback to student and teacher
- Class room observation with teacher feedback to student
- Provide rubrics to that clarify performance expectations and levels of achievement for rich assignments
- Discuss how the achievement chart levels relate to selected specific expectations
- Provide ongoing feedback on their learning to help them establish goals for improvement
- Peer assessment of selected assignments, quizzes, performances, presentations etc.
- Provide students with guidance to learn how to assess their own work and to set goals for improvement.
- Examples of student work are stored in student portfolios
- Provided students with exemplars to illustrate achievement levels
- Provide students with opportunity to demonstrate authentic performance and investigation skills

Summative assessment (Of)
may occur throughout a course. Summative assessment is designed to allow students to demonstrate achievement toward the expectations of a course. It forms the primary basis for establishing the report card levels of achievement.

Implementation Strategy

- Summative tests at end of each unit referencing the achievement charts
- Assign at least one rich project (e.g. independent investigation, poster presentation)
- Determination of grading levels for formal reporting purposes should primarily reflect student performance on summative tasks. Students' level grades will reflect their most consistent level of achievement with an eye to their most recent levels of achievement at the time of reporting.
- Final examination that covers all of the overall expectations of the course.

Evaluation

Evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. Student achievement of the learning expectations will be evaluated according to the following breakdown.

Categories of the Achievement Chart		**Wt.**
Knowledge / Understanding	· **Knowledge of content** *(e.g., facts, terms, definitions, safe practices and procedures, use of technologies)* · **Understanding of content** *(e.g., concepts, theories, ideas, processes; relationship between theory and action)*	25%
Thinking/ Inquiry / Problem Solving	· **Use of planning skills** *(e.g., formulating questions, identifying problems, gen erating ideas, gathering and organizing information, focusing research, selecting strategies)* · **Use of processing skills** *(e.g., analysing, detecting point of view and bias, interpreting, evaluating, synthesizing, forming conclusions)* · **Use of critical/creative thinking processes** *(e.g., goal setting, decision making, problem solving, invention, critiquing, reviewing)*	25%
Communication	· **Organization and expression of ideas, information, and understandings in oral, visual, and/or written forms** *(e.g.,* oral: *role plays, interviews, presentations, debates;* visual: *demonstrations, multimedia presentations, posters, graphic organizers;* written: *pamphlets, journals, reports, web pages)* · **Communication for different audiences** (e.g., peers, adults, younger children, community members) and purposes (e.g., to inform, instruct, persuade) in oral, visual, and/or written forms · **Use of conventions** (e.g., research conventions such as surveys, documentation conventions, communication conventions), vocabulary, and terminology of the discipline in oral, visual, and/or written forms	25%
Application	· **Application of knowledge and skills** *(e.g., concepts, procedures, processes, methodologies, technologies)* **in familiar contexts** · **Transfer of knowledge and skills to new contexts** *(e.g., other subjects; experiences in the family, community, society; using theory to help understand personal experiences)* · **Making connections within and between various contexts** *(e.g., past, present, future; environmental, personal, social, religious, cultural, socio-economic contexts)*	25%
Total		100%

Final Mark

The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for mathematics.

70% of the grade will be based upon evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.

30% of the grade will be based on a final evaluation. At least 20% of the this evaluation will be a formal assessment. The other 10% may be any one of a variety of assessment tools that suit the students learning style.

Some Considerations for Program Planning In Social Sciences And Humanities

Note: (This is a summary. The complete description of these considerations is found in "The Ontario Curriculum, Grades 11 and 12, Social Sciences and Humanities (revised) 2013" at http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences.html

A Differentiated Approach to Teaching and Learning

An understanding of students' strengths and needs, as well as of their backgrounds and life experiences, can help teachers plan effective instruction and assessment. Teachers continually build their awareness of students' learning strengths and needs by observing and assessing their readiness to learn, their interests, and their learning styles and preferences.

Lesson Design

Effective lesson design involves several important elements. Teachers engage students in a lesson by activating the students' prior learning and experiences, clarifying the purpose for learning, and making connections to contexts that

will help them see the relevance and usefulness of what they are learning. At the same time, they consider when and how to check students' understanding and to assess their progress towards achieving their learning goals. Teachers provide multiple opportunities for students to apply their knowledge and skills and to consolidate and reflect on their learning. A three-part lesson design (e.g., "Minds On, Action, and Consolidation") is often used to structure these elements.

Instructional Approaches in Social Sciences and Humanities

Instruction in social sciences and humanities should help students acquire the knowledge, skills, and attributes that they need in order to achieve the curriculum expectations and be able to think critically throughout their lives about issues related to the subjects in social sciences and humanities.

Health and Safety In Social Sciences and Humanities

As part of every course, students must be made aware that health and safety are everyone's responsibility – at home, at school, and in the workplace.

Program Considerations for English Language Learners

Young people whose first language is not English enter Ontario secondary schools with diverse linguistic and cultural backgrounds. These students can bring a rich array of background knowledge and experience to the classroom, and all teachers must share in the responsibility for their English-language development. Students who come to Ontario from other countries will find the study of the subjects within Canadian and World Studies particularly useful. Through this study, they can develop an understanding of Canadian economics, geography, history, law, and politics that will help them to become well-informed Canadian citizens.

In a supportive learning environment, most students will develop oral language proficiency quite quickly. Teachers can sometimes be misled by the high degree of oral proficiency demonstrated by many English language learners in their use of everyday English and may mistakenly conclude that these students are equally proficient in their use of academic English. Most English language learners who have developed oral proficiency in everyday English will nevertheless require instructional scaffolding to meet curriculum expectations.

Appropriate adaptations for ELL students include:

- modification of some or all of the subject expectations so that they are challenging but attainable for the learner at his or her present level of English proficiency, given the necessary support from the teacher;
- use of a variety of instructional strategies (e.g., modeling; use of music, movement, and gestures; open-ended activities; extensive use of visual cues, images, diagrams; visual representations of key ideas; graphic organizers; scaffolding; pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages);
- use of a variety of learning resources (e.g., simplified text, illustrated guides or diagrams that show how to use equipment or perform skills, food guides and other health resources available in languages that students speak at home, bilingual dictionaries, visual material, displays; music, dances, games, and materials and activities that reflect cultural diversity);
- use of assessment accommodations (e.g., provision of extra time; use of interviews and oral presentations; use of portfolios, demonstrations, visual representations or models, or tasks requiring completion of graphic organizers or cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English).

Healthy Relationships and Social Sciences And Humanities

Every student is entitled to learn in a safe, caring environment, free from violence and harassment. Research has shown that students learn and achieve better in such environments. A safe and supportive social environment in a school is founded on healthy relationships – the relationships between students, between students and adults, and between adults. Healthy relationships are based on respect, caring, empathy, trust, and dignity, and thrive in an environment in which diversity is honoured and accepted.

Equity and Inclusive Education In The Social Sciences and Humanities Program

The Ontario equity and inclusive education strategy focuses on respecting diversity, promoting inclusive education, and identifying and eliminating discriminatory biases, systemic barriers, and power dynamics that limit the ability of students to learn, grow, and contribute to society

Literacy, Mathematical Literacy, And Inquiry/Research Skills

Literacy is defined as the ability to use language and images in rich and varied forms to read, write, listen, view, represent, and think critically about ideas. It involves the capacity to access, manage, and evaluate information; to think imaginatively and analytically; and to communicate thoughts and ideas effectively. Literacy includes critical thinking and reasoning to solve problems and make decisions related to issues of fairness, equity, and social justice. Literacy connects individuals and communities and is an essential tool for personal growth and active participation in a cohesive, democratic society.

Critical Thinking and Critical Literacy In Social Sciences and Humanities

Critical thinking is the process of thinking about ideas or situations in order to understand them fully, identify their implications, make a judgement, and/or guide decision making. Critical thinking includes skills such as questioning, predicting, analysing, synthesizing, examining opinions, identifying values and issues, detecting bias, and distinguishing between alternatives. Students who are taught these skills become critical thinkers who can move beyond superficial

conclusions to a deeper understanding of the issues they are examining. They are able to engage in an inquiry process in which they explore complex and multifaceted issues, and questions for which there may be no clear-cut answers.

Ethics In Social Sciences And Humanities

The social sciences and humanities curriculum provides varied opportunities for students to learn about ethical issues, explore ethical standards, and demonstrate ethical responsibility. Many such opportunities arise in the Research and Inquiry strand, where students are required to follow ethical guidelines in developing and implementing research plans.

Resources

Oxford Canada *Transitions in Society: The Challenge of Change.* 2002
Corresponding E-Version of Textbook
Teacher Selected Websites and Links for Online Use