

Specific Expectations Checklist for HSB4U

A. RESEARCH AND INQUIRY SKILLS

A1. Exploring Throughout this course, students will:		
A1.1	explore a variety of topics related to the analysis of social change	(e.g., social and economic factors leading to political changes) to identify topics for research and inquiry
A1.2	identify key concepts	(e.g., through discussion, brainstorming, use of visual organizers) related to their selected topics
A1.3	formulate effective questions to guide their research and inquiry	Teacher prompts: “If you were interested in studying social changes that have taken place in response to demographic changes in Canada, how might you determine which social changes you will study? Which demographic changes do you think are most relevant?”
A2 Investigating Throughout this course, students will:		
A2.1	create appropriate research plans to investigate their selected topics	(e.g., outline purpose and method; identify sources of information, develop research tools such as surveys or questionnaires), ensuring that their plans follow guidelines for ethical research Teacher prompts: “What are some ways to locate reliable sources of information?” “What methods would you use to ensure that you are following ethical guidelines when you develop surveys or interviews?” “What is the Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans? Why has the Tri-Council developed a separate policy on ethical standards for research with indigenous and vulnerable populations?”
A2.2	locate and select information relevant to their investigations from a variety of primary sources	(e.g., interviews, observations, surveys, questionnaires, original documents in print or other media – published primary research, film, photographs, data sets from Statistics Canada) and/ or secondary sources (e.g., book reviews, textbooks, literature reviews)
A2.3	based on preliminary research, for each investigation formulate a hypothesis, thesis statement, or research question, and use it to focus their research	
A3 Processing Information Throughout this course, students will:		
A3.1	assess various aspects of information gathered from primary and secondary sources	(e.g., accuracy, relevance, reliability, inherent values and bias, voice) Teacher prompts: “Can you generalize the findings of your survey to a wider population?” “What strategies can you use to determine the relevance of the information you have gathered?” “What values are embedded in these sources?” “Whose voices are represented and whose are absent?” “Whose interests are advanced if you believe the message of this source?”
A3.2	record and organize information and key ideas using a variety of formats	(e.g., notes, graphic organizers, summaries, audio/digital records)
A3.3	analyse and interpret research information	(e.g., compare information gathered from primary and secondary sources; determine whether similar information is found in different sources)
A3.4	demonstrate academic honesty by documenting the sources of all information generated through research	
A3.5	synthesize findings and formulate conclusions	(e.g., determine whether their results support or contradict their hypothesis; weigh and connect information to determine the answer to their research questions; assess the extent to which their research may be affected by factors not included in their research design)
A4 Communicating and Reflecting Throughout this course, students will:		
A4.1	use an appropriate format	(e.g., oral presentation, brochure, flyer, poster, research report, seminar, web page) to communicate the results of their research and inquiry effectively for a specific purpose and audience
A4.2	use terms relating to social change correctly	(e.g., functionalism, structuralism, feminism, paradigm shift, cognitive dissonance)
A4.3	clearly communicate the results of their inquiries	(e.g., write clearly, organize ideas logically, use language conventions properly), and follow APA conventions for acknowledging sources (e.g., generate a reference list in APA style, use in-text author-date citations)
A4.4	demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills	Teacher prompts: “How might the research methods you used have affected the results you obtained?” “What steps might you take to enhance your research/inquiry skills?”

B. SOCIAL CHANGE

B1	Foundations for the Study of Social Change By the end of this course, students will:	
B1.1	Outline and compare the key ideas of major theories used to explain social change	(e.g., functionalism, conflict theory, interpretive theories, feminism, cultural materialism, structuralism, humanism, queer theory, cognitive theory) Teacher prompt: “What are the main similarities and differences between functionalism, conflict theory, and interpretive theories? How might you use a Venn diagram to compare these theories?”
B1.2	Describe various psychological, social, material, or cultural conditions that are used to explain social change	(e.g., cognitive dissonance, paradigm shift, class struggle, tension and adaptation, material and/or cultural change, globalization) Teacher prompts: “What are some positive and negative changes in society that can be traced to developments in technology?” “What is meant by the term paradigm shift? What are some examples of paradigm shifts in science that have led to important social change?”
B1.3	Explain major social science methodologies and research designs	(e.g., qualitative and quantitative methods, critical ethnography, participant observation, survey, field observation, interview, experiment, focus group) Teacher prompt: “Suppose a school board is considering restructuring local schools. What would be the best method of collecting reliable and valid data to use in comparing the viability of the various schools? What would be the benefits of using qualitative data? What would be the benefits of using quantitative data?”
B2	Causes and Effects of Social Change By the end of this course, students will:	
B2.1	Describe ways in which influential Canadian leaders have contributed to social change	(e.g., Nellie McClung, Agnes Macphail, Tommy Douglas, Lester B. Pearson, Pierre Trudeau, David Suzuki, Phil Fontaine, Roberta Jamieson, Adrienne Clarkson)
B2.2	Explain how various economic, environmental, political, or sociocultural factors	(e.g., global warming/climate change, environmental activism, the threat of separatism, leadership changes, pluralism) can lead to social change, and how other factors (e.g., cost, traditional values, fear of negative consequences) can create resistance to change Teacher prompt: “What are some changes in our society that have resulted or that may result from attempts to deal with the challenge of climate change? What are some factors that make it difficult to respond to this challenge?”
B2.3	Explain various means of creating social change	(e.g., direct action, protest, advocacy, community organization, revolution, political activism) Teacher prompt: “What were some of the means by which same-sex marriage became legally and socially recognized in Canada?”
B2.4	Explain the relationships between conformity, alienation, and social change	(e.g., conformity discourages social change; feelings of alienation on a group level sometimes lead to movements to bring about social change; drastic social change sometimes leads to greater conformity) Teacher prompt: “How did feelings of alienation among France’s citizens of North African descent lead to riots in the summer of 2005? What changes have resulted from the riots?”
B2.5	Explain the relationships between poverty, affluence, and social change	(e.g., the effects of the digital divide and/or unequal access to higher education on the social and economic prospects of different groups) Teacher prompt: “In what ways could unequal access to technology be seen as a form of discrimination?”
B2.6	Explain the impact of social change on individuals in Canada and on Canadian society	(e.g., increased participation of women in the workforce has led to increased need for parental-leave provisions and daycare services; increased recognition of climate change has brought environmental issues to the forefront of political and economic debates; demographic changes have created a need for legal changes to prevent harassment and discrimination) Teacher prompt: “How have the roles of women in Canada changed? What are some effects of these changes on women themselves and on Canadian society?”
B3	Technological Change By the end of this course, students will:	
B3.1	Identify some recent technological changes and describe how they affect individuals	(e.g., computer technology and the Internet provide extensive opportunities for social networking; many workplace technologies place a physical strain on workers and require ergonomic remedies) Teacher prompt: “In what ways are technological changes advantageous to some while being disadvantageous to others?”
B3.2	Explain how various new technologies(e.g., in medicine, education, entertainment, health and wellness) can affect social structures	Teacher prompts: “How do different forms of media affect time that families and friends spend together?” “How can technology be used to increase student engagement? What are some of the risks of increased use of technology in school?” “How have new reproductive technologies affected the structure of some families?”

	and interactions	<p>“What are some of the ethical dilemmas regarding new technologies in medicine?”</p> <p>“How has the increased use of surveillance technologies affected school culture in some secondary schools?”</p>
B3.3	Explain how technological advances (e.g., in manufacturing, agriculture, recycling) lead to cultural adaptations	<p>(e.g., the rapid introduction of new technologies creates cultural lag that leads to social problems and conflicts)</p> <p>Teacher prompt: “How has the introduction of robotic technology affected workers’ roles in the automotive industry?” “What is cultural lag? What kinds of social problems can arise from cultural lag?”</p>

C. SOCIAL PATTERNS AND TRENDS

C1	Demographics By the end of this course, students will:	
C1.1	Describe population trends in Canada and around the world	<p>(e.g., rural-suburban-urban migration, the baby boom effect, differences between the demographic profiles of developed and developing nations)</p> <p>Teacher prompts: “What has been the impact and what are the future implications of Canada’s changing ratio of urban to rural dwellers?” “What are some of the implications of the fact that Aboriginal people are one of the fastest-growing groups among urban populations in Canada?”</p>
C1.2	Explain concepts related to demography	<p>(e.g., replacement level, fertility rate, demographic transition), and assess the social impact of demographic change</p> <p>Teacher prompt: “What are the possible socioeconomic implications of the fact that fertility rates in Canada are below replacement level?”</p>
C1.3	Explain the significance of immigration to Canadian society	<p>(e.g., immigration maintains Canadian population levels; immigration is an inherent part of Canadians’ view of their society as a “mosaic”)</p> <p>Teacher prompt: “Are some categories of immigrants more favoured by Canada’s immigration laws than others? What do the laws tell you about how government views the role of immigration in Canadian society?”</p>
C2	Forces That Shape Social Trends By the end of this course, students will:	
C2.1	Describe how trends are shaped by various socio-economic factors	<p>(e.g., extracurricular activity costs, access to transportation, access to computers, access to health care and education)</p> <p>Teacher prompt: “How do high fuel costs influence trends in tourism?”</p>
C2.2	Describe ways in which culture, tradition, and language influence social trends	<p>Teacher prompt: “Why are halal and kosher foods becoming more popular even among people who are not Muslim or Jewish?”</p>
C2.3	Explain how increases in population mobility shape social patterns and trends	<p>Teacher prompt: “How does increased population mobility affect the role of extended family members in the lives of children?”</p>
C2.4	Explain changes in the nature of work in Canada	<p>(e.g., increase in the information economy and in service sector employment and corresponding decrease in manufacturing jobs, increase in telecommuting, increase in “credentialism”)</p>
C3	Social Deviance By the end of this course, students will:	
C3.1	Describe the key ideas of major social science theories related to deviance	<p>(e.g., labelling theory, social control theory, differential association theory, cultural theories)</p>
C3.2	Summarize and interpret statistics related to social deviance, discrimination, and hate crimes	<p>Teacher prompts: “How can statistics be misinterpreted?” “How can bias affect statistical results?” “In what ways can social science research contribute to the social construction of ‘deviance’ and consequent discrimination?”</p>
C3.3	Describe various methods of deterrence used within local, national, and global institutions and societies	<p>(e.g., restorative justice, the death penalty, sentencing circles, suspension and expulsion provisions within the education system), and explain the reasons for each</p> <p>Teacher prompts: “How do Canada’s guncontrol laws compare with those in other English-speaking countries? How effective are Canada’s gun-control laws in limiting gun-related crimes?” “How effective are suspensions and expulsions in decreasing ‘unacceptable behaviour’ in schools?”</p>
C3.4	Explain the relationship between social panic about crime and deviance and the attention given to these issues by media, politicians, and other social groups	<p>Teacher prompts: “How accurately does reporting of crime by the media reflect long-range trends in national or regional crime statistics? What reasons might explain any discrepancies?” “How might media crime reports affect the choices people make about where to live and work and where to send their children to school?”</p>
C3.5	Explain ways in which the deterrence of social deviance and the maintenance of civil liberties can come into conflict with one another	<p>(e.g., with respect to Bill C-36: the Canadian AntiTerrorism Act)</p>

D. GLOBAL SOCIAL CHALLENGES

D1	Global Inequalities By the end of this course, students will:	
D1.1	Describe the key provisions of various provincial, national, and international agreements for addressing human rights issues	(e.g., the Ontario Human Rights Code, the Ontario Environmental Bill of Rights, the Canadian Charter of Rights and Freedoms, the Geneva Conventions, the United Nations Convention on the Rights of the Child) Teacher prompts: “How do the grounds of discrimination in the Ontario Human Rights Code compare to the grounds of discrimination in the Canadian Charter of Rights and Freedoms?” “How are the provisions of the Geneva Conventions enforced?”
D1.2	Demonstrate an understanding of various types of discrimination (e.g., racism, homophobia, ageism, sexism, hate crimes, individual discrimination, systemic discrimination, genocide) and their impact on individuals and groups	Teacher prompts: “How can being labelled affect the future opportunities of a person or group?” “What are some examples of ageism shown on an individual level (e.g., jokes) and on a systemic level (e.g., government policies that could limit seniors’ access to resources)?” “In what ways is homophobia incorporated into the laws of some countries?”
D1.3	Summarize the statistics on literacy rates nationally and internationally, and assess the impact of low literacy levels on the standard of living of individuals and groups	Teacher prompt: “How strongly correlated are literacy levels and standard of living in Canada? Are literacy levels and standard of living as strongly correlated in other countries?”
D1.4	Explain how various socio-economic conditions (e.g., international competition, prejudice, unfavourable economic conditions, military occupation/rule) and structures	(e.g., the welfare system, public health and education, non-profit social service organizations) operate to increase, entrench, or alleviate poverty Teacher prompts: “What social support systems are available within your community (e.g., soup kitchens, food banks, women’s shelters)? Can you identify needs for which there are few or no supports?” “How does military occupation serve to entrench or increase poverty in a country?”
D2	Globalization By the end of this course, students will:	
D2.1	Explain various types of arrangements between governments and transnational corporations, including the reasons for such arrangements, and describe their impact on developing nations	(e.g., the impact of outsourcing of labour, tariff-free zones, maquilas, lax environmental standards, the privatization of water) Teacher prompts: “How do the rights and benefits of Canadian employees compare to those of employees in developing nations?” “Who benefits the most when labour is outsourced?”
D2.2	Describe the roles of various transnational organizations	(e.g., the International Monetary Fund, the World Trade Organization, the World Health Organization) and assess their effectiveness in carrying out their respective mandates
D2.3	Summarize the impact	(e.g., economic, social, environmental) of globalization on Canadian society Teacher prompts: “How does the size of the carbon footprint of a material item affect the calculation of its economic and social value or usefulness?” “How might globalization affect individuals’ sense of national identity?”
	D3. Exploitation By the end of this course, students will:	
D3.1	Describe the effects of unfair exploitation	(e.g., black market sales, human trafficking, the drug trade, human rights violations, use of child labour, expropriation of land) on individuals and groups Teacher prompt: “Why are children sometimes used to pick cocoa beans? What effects does the use of child labour in the chocolate industry have on children and their families?”
D3.2	Explain ways in which some Canadian government policies have resulted in unfair or unjust exploitation of individuals and groups	(e.g., policies establishing Aboriginal residential schools and Japanese internment camps; nineteenth-century policies on indentured labour; modern policies related to foreign domestic workers) Teacher prompt: “What is the impact of the Indian Act on Aboriginal women?”
D3.3	Identify environmental changes that have resulted from the unchecked exploitation of fossil-fuel resources	(e.g., environmental degradation, climate change), and assess the impact of these changes on the well-being of Canadians Teacher prompts: “In what ways are the negative effects of climate change experienced more by disenfranchised groups than by those in positions of power?” “Why have some activists argued that climate change is a human rights issue?”