



**THAMES VALLEY DISTRICT SCHOOL BOARD
LONDON CENTRAL**



COURSE OVERVIEW 2019-20

Course Name:	Introduction to Anthropology, Psychology, and Sociology (PAS)	Course Code:	HSP 3U
Course Type:	Grade 11 University Preparation	Credit Value:	1.0
Teacher(s):	Mr. J. Cox, Mr. A. Summers		

Course Description:
This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines.

Course Overall Expectations:	
Strand	Overall Expectations
A: Research and Inquiry Skills	A1. Exploring: explore topics related to anthropology, psychology, and sociology, and formulate questions appropriate to each discipline 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.
B: Anthropology	B1. Theories, Perspectives, and Methodologies: demonstrate an understanding of major theories, perspectives, and research methods in anthropology;
	B2. Explaining Human Behaviour and Culture: use an anthropological perspective to explain how diverse factors influence and shape human behaviour and culture;
	B3. Socialization: use a cultural anthropology perspective to explain patterns of human socialization.
C: Psychology	C1. Theories, Perspectives, and Methodologies: demonstrate an understanding of major theories, perspectives, and research methods in psychology;
	C2. Explaining Human Mental Processes and Behaviour: use a psychological perspective to explain how diverse factors influence and shape human mental processes and behaviour;
	C3. Socialization: use a psychological perspective to analyse patterns of socialization.
D: Sociology	D1. Theories, Perspectives, and Methodologies: demonstrate an understanding of major theories, perspectives, and research methods in sociology;

Course Overall Expectations:

Strand	Overall Expectations
	D2. Explaining Social Behaviour: use a sociological perspective to explain how diverse factors influence and shape individual and group social behaviour;
	D3. Socialization: use a sociological perspective to explain patterns of socialization.;

Assessment and Evaluation Strategies:

The purpose of assessment and evaluation is to improve student learning. Assessment and evaluation is based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers use a variety of strategies throughout the course, including: providing students with feedback about their work (known as assessment for learning), helping to set learning goals and monitor their own progress (known as assessment as learning), and evaluation and reporting of progress in the form of grades and marks (known as assessment of learning).

Unit Overview	Assessment and Evaluation Methods (May include major evaluations)
A) Social Science Skills, Research and Research Methods B) Questions, Theories and Controversies of Anthropology C) Issues, Ideas and Concepts within Psychology D) Individuals and Their Interactions with Groups through Sociology E) Final Seminars	Tests, projects, writing assignments, presentations.
Course Culminating Activity/Independent Study	Essay & Experiment
Final Exam	

Assessment and Evaluation Categories and Weights:

Achievement Chart Categories		Evaluation/Weight of Marks	
Achievement Category	Percentage	Evaluation	Percentage
Knowledge/Understanding	25	Term Evaluation	70
Thinking/Inquiry	25	Final Evaluation	
Communication	25	• ISP	15
Application	25	• Exam	15

Learning Skills and Work Habits Assessment:

The development of learning skills and work habits is an integral part of student learning. These skills are:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

Learning skills and work habits influence student achievement and are included as a formal part of the assessment and evaluation process. Learning skills and work habits will be assessed through a variety of teacher strategies. (e.g. observation, student /teacher conference, self-reflection, checklists, exit cards, etc.) These important learning skills and work habits will be formally reported on the Provincial Report Card according to the following scale: E- Excellent, G- Good, S- Satisfactory, N- Needs Improvement.

Academic Dishonesty - Cheating and Plagiarism:

Learning tasks that students complete as well as the assignments, tests and exams that students submit for evaluation must be their own work. Cheating and plagiarism is a serious offence that will not be condoned. Academic consequences will result.

Late and Missed Assignments - Student Roles and Responsibilities

Students are expected to:

- be responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher;
- understand that there will be consequences for not completing assignments for evaluation and/or for submitting those assignments late;
- use class time productively;
- in extenuating circumstances, request an extension from the teacher before the due date.

Mark deductions for late and missed assignments may apply to major assignments only.

References: ***TVDSB Assessment & Evaluation Policy, September 2011; Growing Success - Assessment and Evaluation, and Reporting in Ontario Schools, 2010.***
Student Planner and School Web site

