



THAMES VALLEY DISTRICT SCHOOL BOARD

LONDON CENTRAL SECONDARY SCHOOL



COURSE OUTLINE 2018-2019

Course Name:	Challenge and Change in Society	Course Code:	HSB 4U
Course Type:	Grade 12 University Preparation	Credit Value:	1.0
Teacher(s):	Ms. D. Harder		

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.

Prerequisite: Any university, university/college, preparation course in social sciences and humanities, English, or Canadian and world studies.

<http://www.edu.gov.on.ca/eng/curriculum/secondary/sstudies1112curr.pdf>

Course Overall Expectations:

Strand	Overall Expectations
Research and Inquiry Skills	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.
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.
Social Patterns and Trends	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.
Global Social Challenges	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;

Course Overall Expectations:	
Strand	Overall Expectations
	D3. Exploitation: analyse the impact of unfair or unjust exploitation of people or resources, locally and globally.

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)
<p>Unit 1 – The Challenge of Change Among Canadian Youth</p> <p>Students will explore the dynamic nature of change in our society and analyze those changes from a variety of theoretical perspectives. An emphasis on the changes occurring to Canadian youth is the focus of this unit. Target topics will include: demographic shifts, developmental challenges, socialization, impact of the baby boom, influence of technology on adolescent development and trends in Canadian Families.</p>	<ul style="list-style-type: none"> -reflections on media -text content quizzes -unit test -on-going book review -ISP (selecting a research question and completing annotations)
<p>Unit 2 – Challenge and Change in Canadian Society</p> <p>An examination of some of the predominant changes in Canadian society including an analysis of money and power, changes in the workplace, feminism, the impact of the media on culture, and shifts in health policy.</p>	<ul style="list-style-type: none"> -analysis of media -text content quizzes -unit test -on-going book review -ISP (creating an outline and reference list)
<p>Unit 3 – Social Justice and Inequality</p> <p>This unit focuses on systems of social stratification and the challenges they pose for citizens including poverty, prejudice and discrimination. The Canadian criminal justice system and social justice movements are analyzed from a variety of sociological perspectives.</p>	<ul style="list-style-type: none"> -critical thinking challenges -text content quizzes -unit test -on-going book review -ISP (formulation of a rough draft including citations)
<p>Unit 4 – Challenge and Change in Science and Technology</p> <p>The impact of new technologies and medical breakthroughs are explored in this unit. Students will explore topics such as the impact of modern medicine on life expectancy and the ways societies cope with infectious diseases. The influence of technology on social interactions, the family, the environment and crime is explored.</p>	<ul style="list-style-type: none"> -critical thinking challenges -text content quizzes -unit test -ISP (review of rough draft and completion of the final paper)

<p>Unit 5 – Global Challenge and Change Cultural, economic and political globalization is explored and the impact of globalization on Canadians and the global community are analyzed. Global response to income disparity and the exploration of human rights are studied.</p>	<p>-critical thinking challenges -responses to media -text content quizzes -unit test</p>
<p>Final Evaluations An ISP (in the form of a literature review) will constitute 10% of students' marks. A formal examination will be worth 20% of the students' marks. (The exam will be in two parts – one part completed during class time, the other during the formal examination period.)</p>	

Assessment and Evaluation Categories and Weights:

Achievement Chart Categories	
Achievement Category	Percentage
Knowledge/Understanding	30
Thinking/Inquiry	20
Communication	20
Application	30

Evaluation/Weight of Marks	
Evaluation	Percentage
Term Evaluation	70
Final Evaluation	
• ISP	10
• Exam	20

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