|  | **Course Outline and Evaluation Summary**  Course Code: HHS4U1  Title of Course: Families In Canada  Department: Social Science | **2022-2023**  416-395-3210  x20075 |
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| **Course Description** |
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| In this course students will examine and apply current theories and research from the disciplines of anthropology, psychology, and sociology to the study of individual development, family behaviour, intimate and parent-child relationships, and the ways in which families interact within the diverse Canadian society. |

| **Course Evaluation** | | | | | |
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| Course evaluations incorporate one or more of the achievement categories (KICA). A brief description of each category can be found [here](https://www.dcp.edu.gov.on.ca/en/assessment-evaluation/categories-of-knowledge-and-skills). The final grade is calculated using the weighted percentages below. | | | | | |
| **Term Work:** | **A variety of tasks where you show your learning and have marks assigned using the Achievement Categories/Strands** | | **Summative**  **Evaluation:** | **Marked summative tasks which assess your learning on the entire course** | |
| 70% | 25% | Knowledge & Understanding | 30% | 15% | Culminating Task |
| 25% | Thinking & Inquiry |
| 25% | Application | 15% | Final Exam |
| 25% | Communication |

| **Learning Skills** |
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| Learning skills provide Information to help students understand what skills, habits & behaviors are needed to work on to be successful. These are not connected with any numerical mark. A brief description of each skill can be found [here](http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf#page=17).  **Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation**  E – Excellent G – Good S – Satisfactory N – Needs Improvement |

| **Required Materials** |
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| Any educational resource required for this course will be provided by the school. It is the student’s responsibility to come to class with these materials. The textbook for this course is Individuals and Families. Students will be issued this book at the beginning of the course. The replacement cost for this textbook $120.00. |

| **School/Departmental/Classroom Expectations** |
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| **Attendance:** The student is expected to attend class on time. Parents/guardians will be contacted if lates/attendance becomes an issue/hindrance. If the student knows about an absence in advance, they should contact the teacher.  **Plagiarism/Cheating:** A mark of 0 will be assigned for any work submitted that does not belong to the student. A mark of 0 will be assigned to a student who was found to have cheated. Parents/guardians will be informed.  **Missed Work:** If a student is absent from class, (e.g. illness, sports team) it is their responsibility to find out what they have missed and to catch up. The student is responsible for completing all of the work that was missed due to an absence. If a student misses an assignment or test without a legitimate explanation and documentation, marks up to and including the full value of the evaluation may be deducted. Make-up tests must be arranged to be written.  **Late Work:** Late work may result in a deduction of marks up to and including the full value of the evaluation. |

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| Course Assessment Tasks | | | |
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| **Unit/Topic/Strand** | **Big Ideas** | **Major Assignments / Evaluations** | **Estimated Duration** |
| Unit 1: All in the Family | This unit establishes the framework for the study of individuals and families in Canada’s diverse society. The functions and diversity of Canadian families will be examined. Students will also learn about various theoretical perspectives from which individual and family behaviour can be viewed. | Combination of the following:   * Quizzes’ * Assignments * Projects | 25 hours |
| Unit 2: Emerging Adulthood | This unit investigates the transition of young Canadians into adulthood at the beginning of the 21st century. Research will be examined to determine when and how Canadians are leaving to live independently, finishing their education, finding jobs, and forming adult relationships. In addition to the psychological and developmental factors that influence young adults in their transition, relationships within the family and with others will also be explored. | Combination of the following:   * Quizzes’ * Assignments * Projects * Presentations * Tests | 25 hours |
| Unit 3: Couple Relationships | In this unit, the conjugal relationships of Canadians, including marriage and alternative intimate relationships will be examined. The history of marriage and intimate relationships will be traced as well as the diversity of conjugal relationships in Canada today. In addition, the psychology of attraction, courtship and mate selection and the factors that contribute to satisfying relationships for both men and women will be explored. | Combination of the following:   * Quizzes’ * Assignments * Projects * Presentations * Tests | 25 hours |
| Unit 4: Expanding Families | This unit explores parent-child relationships which will be explored through an analysis of related theories and research. The roles of children and parents in Canada will be traced and the trends in Canada today will be evaluated. Specific issues and trends, such as divorce, that have impacts on Canadian parent-child relationships will be discussed. | Combination of the following:   * Quizzes’ * Assignments * Projects * Presentations * Tests | 25 hours |
| Unit 5: Middle and Later Life | The lives of individuals in middle adulthood is discussed in this unit. To illustrate the role that adults of all ages play in Canadian society, the age transitions of adulthood, midlife, retirement, and old age will be outlined. The history and psychology of aging and the factors that contribute to satisfaction at each stage of life for both men and women will be examined. | Combination of the following:   * Quizzes’ * Assignments * Projects * Presentations * Tests | 10 hours |
| Culminating Task(s) |  | Combination of   * Project * Presentation * Exam | 16 hours |