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| **Course Name :**  **Introduction to Anthropology, Psychology, and Sociology**  **Grade 11 (University Preparation)**  *Curriculum Document* [*http://www.edu.gov.on.ca/eng/curriculum/secondary/*](http://www.edu.gov.on.ca/eng/curriculum/secondary/)  **Course Code : HSP 3UI** | **Textbook:**  *Images in Society*, (McGraw-Hill Ryerson Limited, 2001). |
| **Prerequisite:** The Grade 10 academic course in English, or the Grade 10 academic history course (Canadian and World Studies) | | |
| **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.  **Essential Learnings/Expectatons/Skills**: To be successful in this course you **must** be able to demonstrate all  of these essential expectations:  - Use and understand the Social Scientific Method of Inquiry to conduct and communicate research,  - Demonstrate an understanding of theories, perspectives, and methodologies in Anthropology, Psychology,   and Sociology,  - Use the perspective of each of Anthropology, Psychology, and Sociology to explain how diverse factors   influence and shape human behaviour,  - Use the perspective of each of Anthropology, Psychology, and Sociology to explain how diverse factors   influence and shape human socialization.  **EVALUATION:**  Term Work: 70%  Summative Evaluation: 30%  ***Refer to the GRCI Web Site***[*www.grc.wrdsb.ca*](http://www.grc.wrdsb.ca) *for Assessment, Evaluation and Reporting Policies as well as Academic Honesty and Late Policies.* | | |
| **UNITS/STRANDS:**  1. Introduction to Anthropology, Psychology, and Sociology  2. Anthropology  3. Psychology  4. Sociology  5. Summative Evaluation | | |
| **Procedures:**  **Late and Missing Assignments:** It is important for students to develop good personal management skills (such as time management and planning). These skills will be reflected in the **learning skills** area of the report card. It is expected that students will complete and submit all essential tasks as they are the opportunity for you to demonstrate your learning to your teacher.  **Attendance:** Attendance in classes is an important part of learning, and absences should be avoided. When a student is absent, a parent/guardian must call the school’s attendance line on the date of absence, or provide a note explaining the absence for the student to submit the following day. Students are responsible for what they missed during their absence.  **Cheating and Plagiarism:** It is important for students to do their own best work. Most assignments for this class are done within the classroom, observed by the teacher, and this helps to minimize the chances of cheating and plagiarism. In the event that cheating or plagiarism occurs, the following consequences may be implemented, in consultation with administration, depending on the situation:   1. The student may be required to redo all or part of the assignment or assessment. 2. The student may be required to complete an alternate assignment or assessment. 3. The student’s work may be treated as a missed assignment.   There may also be other consequences that are determined to be appropriate (e.g. detention, suspension, etc.) as per the school’s progressive discipline process. Parents/guardians will be informed about the infraction and the consequences.  **Please refer to the school website:** [**http://grc.wrdsb.ca/about/policies**](http://grc.wrdsb.ca/about/policies) **for more details on these policies and other academic procedures.** | | |
| **Signatures**  Please sign below indicating you have read and understand the requirements for successful completion of this course.   |  |  |  | | --- | --- | --- | |  |  |  | | Student |  | Parent/Guardian | | | |