



# Grand River Collegiate Institute

## COURSE OUTLINE

*For students and their families*

**Course Name:** Families in Canada

**Course Code:** HHS 4UI

**Teacher:** Mrs. Harvey

**Department:** Family Studies

**Teacher Contact Information:** 519 576 5100    voicemail: 77742202

**Curriculum Document :** <http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences9to122013.pdf>

**Prerequisite:**

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

**Textbook: Individual and Families: Diverse Perspectives, ©2010, McGraw Hill Ryerson**

### Course Description

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships.

### Big Ideas

To earn this credit, students must demonstrate their learning of the following big ideas through the completion of **essential tasks and demonstration of skills** as communicated clearly throughout the course by the teacher:

- There are a variety of theoretical perspectives (sociological, anthropological, psychological) on development (individual, intimate relationships, family and parent-child relationships).
- Norms, values and expectations influence individual decisions throughout the lifespan, thoughts and decisions about intimate relationships, and thoughts and decisions about parenting.
- There are demographic trends related to the lives of individuals, intimate relationships, and parent-child relationships.
- Current social trends, issues and challenges impact individuals, intimate relationships and families.
- Using appropriate social science research skills is critical to exploring and investigating topics related to individuals, intimate relationships and parent-child relationships.

### Essential Learning

Students will...

- Explain, assess and compare theories on individual development, the development of intimate relationships and the development of family and parent-child relationships.
- Explain, assess and analyze the impacts of norms, roles and institutions on individuals, intimate relationships and family and parent-child relationships
- Communicate demographic trends related to the lives of individuals, intimate relationships and family and parent-child relationships
- Analyze and assess the significance and impact of trends, issues and challenges associated with individuals, intimate relationships and family and parent-child relationships
- Formulate research questions, create research plans and select info relevant to their topic
- Process information by assessing, recording, analyzing and synthesizing to effectively communicate and reflect on their research

## Units

<b>Unit 1 – Research and Inquiry Skills (Ongoing)</b>	<b>70</b>
<b>Unit 2 – Individual and Families</b>	
<b>Unit 3 – Intimate Relationships</b>	
<b>Unit 4 – Parent-Child Relationships</b>	
<b>Summative Project</b>	<b>30</b>
<b>Final Exam</b>	

## Course Evaluation

Student work will be evaluated using a balance of the Ministry's four achievement chart categories: **knowledge & understanding, thinking & inquiry, application, and communication.**

Throughout the course, teachers will gather evidence of student learning through **observations, conversations, and student-produced work.**

Seventy percent (70%) of the final mark will come from term work, and thirty percent (30%) will come from final evaluations. Report card grades will reflect the student's most consistent level of achievement, with consideration given to more recent evidence.

Refer to the **GRCI Web Site** <https://grc.wrdsb.ca/> for Assessment, Evaluation and Reporting Policies as well as Academic Honesty and Late Policies.

## Guidelines for Assessment, Evaluation and Reporting

### 1. Learning Skills

The Learning Skills and Work Habits section of the provincial report card is an integral part of a student's learning. Students will be assessed in the following areas:

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

The following scoring system is used for Learning Skills and Work Habits:

E- Excellent    G- Good    S- Satisfactory    N- Needs Improvement

### 2. Late and Missing Assignments

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. **Late assignments will not be accepted for teacher evaluation after the teacher designated cut-off dates.**

### 3. 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.

### 4. 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: <https://grc.wrdsb.ca/> for more details on these policies and other academic procedures.**

## Other Course Information and Expectations

1. Attendance: in order to participate and succeed in this course, you must attend on a regular basis. If you know you are going to be absent, please let me know and make sure to take the initiative to get caught up when you return. \*Validate your absence before coming to class the next day.
2. Any missed tests/assignments are due the **FIRST DAY BACK after an absence** unless you have made **previous** arrangements with me.
3. All electronic devices should not be seen or heard during class time unless specifically authorized by the teacher.
4. If you need **EXTRA HELP** please make time to come and see me.

Looking forward to a great semester,

*Mrs. Harvey*



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## Signatures

Please sign below indicating you have read and understood this course outline, including the requirements for successful completion of this course, and return this sheet to your teacher.

\_\_\_\_\_  
Student Name (Please Print)

\_\_\_\_\_  
Parent/Guardian Name (Please Print)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**Parent(s)/Guardian(s) please provide me with your contact information in case I need to contact you regarding your son/daughter. Thank you.**

Phone number: \_\_\_\_\_  
(Daytime)

\_\_\_\_\_ (Evening)

Email: \_\_\_\_\_

