



Insight Academy of Canada

Course Outline

Course Title	Challenge and Change in Society, Grade 12, University Preparation (HSB4U)
Grade	12
Course Type	University
Course Code	HSB4U
Credit Value	1.0
Curriculum Policy Documents	The Ontario Curriculum, Grades 9 to 12: Social Sciences and Humanities, 2013 (revised) Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010
Prerequisite(s)	Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

Course Description/Rationale

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitude, beliefs, and behaviour and their impact on society. Students will critically analyze how and why cultural, social, and behavioral patterns change over time. They will explore the ideas of social theorists and use those ideas to analyze 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.

Overall Curriculum Expectations

A. Research and Inquiry Skills By the end of the course, students will:	
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, analyze, 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. Social Change By the end of the course, students will:	
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.
C. Social Patterns and Trends By the end of the course, students will:	
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.
D. Global Social Challenges By the end of the course, students will:	

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;
D3	Exploitation: Analyze the impact of unfair or unjust exploitation of people or resources, locally and globally.

Outline of Course Content

Unit No.	Unit Title	Instructional Time	Overall Expectations
1	Theories	20 hours	A1, A2, A3, A4
2	Social Change	25 hours	A1, A2, A3, A4, B1, B2, B3
3	Social Trends	35 hours	A1, A2, A3, A4, C1, C2, C3
4	Social Challenges	30 hours	A1, A2, A3, A4, D1, D2, D3
Total Instructional Time		110 HOURS	
5	Final Exam	2.5 hours	All

Unit Descriptions

The entire course is delivered online

<p>Unit 1: Theories In this unit, students will study various theories of social science and covering the basic fundamentals of Social Science. Students will explore the different fields of social sciences, Anthropology, Sociology and Psychology. Students will also learn about many well-known social scientists.</p> <p>Overall and Specific Expectations: A1, A2, A3, A4</p>
<p>Unit 2: Social Change Students will explore and examine the societies around us, as well as our own, and examine various causes of change in societies. We will explore how societies function and adapt. Students will take a look back in the past, examine how and why societies changed throughout history, up until the present and make predictions of future change.</p> <p>Overall and Specific Expectations: A1, A2, A3, A4, B1, B2, B3</p>
<p>Unit 3: Social Trends</p>

Students will examine common trends in society such as the baby boom and other common fertility and life cycle trends. Students will review social trends such as related to Generation X, Y and Z and will review causes and characteristics of those groups.

Overall and Specific Expectations: A1, A2, A3, A4, C1, C2, C3

Unit 4: Social Challenges

Students will study the various challenges of changing societies and why many people have certain reluctances to changes. We will examine and analyze issues such as racism, stereotypes and hate crimes. Students will also examine hope for the future in order to accept our changing world and society.

Overall and Specific Expectations: A1, A2, A3, A4, D1, D2, D3

Teaching and Learning Strategies

Effective instruction is key to student success and students learn best when they are engaged in a variety of ways of learning. Teachers at Insight Academy of Canada (IAC) provide numerous opportunities and use a variety of instructional, assessment, and evaluation strategies to help students develop skills of inquiry, problem solving, and communication as they investigate and learn fundamental concepts. The activities offered enable students not only to make connections among these concepts throughout the course but also to relate and apply them to relevant societal, environmental, and economic contexts. Opportunities to relate knowledge and skills to these wider contexts will motivate students to learn and to become lifelong learners.

Each unit of the course contains a Unit Overview, a number of Lessons, and Assignments. Lessons are delivered through the following format.

- **Mind on.** Students are introduced to the content through a variety of exploratory and instructional strategies including watching videos, films, oral discussions, dialogue with peers and reading a variety of journals.
- **Actions.** Students practice and apply their new learning through oral and written responses. Students are actively engaged in their assessment process as they monitor their own learning to determine their next steps and set individual learning goals.
- **Consolidation.** Students are provided opportunities to demonstrate what they have learned through independent practice, reflection assignments, and discussion posts and an exit card.
- **Extension Activities.** Students study extra lesson resources, complete homework assignment, and response to teacher's follow-up questions to expand their learning and prepare for unit test.

Along with some of the strategies noted in the assessment and evaluation strategies charts below, teaching and learning strategies will include:

- **Activity Based Strategies:** Student completes assigned activities reflecting the learning goals of the course
- **Cooperative Strategies:** Small group learning providing high levels of student engagement and interdependence through discussion posts/student feedback/debates
- **Direct Instruction Strategies:** Teacher guided instruction on areas for student improvement based on chats, office hours, assignment feedback
- **Independent Learning Strategies:** Students analyze their own strengths and weaknesses through self-assessment

- Technology and Media Based Applications: Integrating technology into the course when appropriate is proving to be valuable for enhancing and extending the learning experience for faculty and students.
- Thinking Skills Strategies: Independent generation of best learning practices and characteristics
- Inquiry Research Mode: Detailed steps focused upon using sources properly in own work and through feedback from teacher and peer

Activity Based Strategies <ul style="list-style-type: none"> • Panel Discussion • Online videos • Articles • Online research 	Cooperative Strategies <ul style="list-style-type: none"> • Structured Discussion Posts • Peer Commentary • Peer interactive communication • Peer Editing 	Direct Instruction Strategies <ul style="list-style-type: none"> • Lecture • Review • Articles/Videos • Worksheets
Independent Learning Strategies <ul style="list-style-type: none"> • Homework Q&A • Report • Note taking • Discussion Posts • Online Research • Summary Review Worksheets • Online research • Exit Card • Self-assessment 	Technology and Media Based Applications <ul style="list-style-type: none"> • Homework Q&A online submissions • Independent Reading • Videos Q&A • Discussion Posts • Online Research 	Thinking Skills Strategies <ul style="list-style-type: none"> • Sharing opinions/offering commentary • Brainstorming • Questionnaires/self-reflection • Problem Solving • Case Study Analysis • Oral Explanation • Applications to current events/real companies of their choice • Self-reflection/time management techniques
Inquiry Research Mode <ul style="list-style-type: none"> • Research Process • Dialogues with Teacher & Peers 		

Strategies for Assessment & Evaluation of Student Performance

Insight Academy of Canada's (IAC) Assessment and Evaluation policy is aligned with the Ministry of Education's Growing Success policy document which outlines the assessment, evaluation, and reporting policies and practices in Ontario schools.

Basic Considerations

The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from a variety of sources that accurately reflect how well a student is achieving the curriculum expectations in a course. Evaluation refers to the process of judging the quality of student learning on the basis of established performance standards, and assigning a value to represent that quality.

In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, IAC teachers will use assessment and evaluation strategies that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning

Evaluation and Reporting of Student Achievement

Insight Academy of Canada's (IAC) will use the Provincial Report Card, Grades 9–12, for formal written reports to students and parents two times a semester. The report card provides a record of the student's achievement of the curriculum expectations in the course, at particular points in the school year or semester, in the form of a percentage grade. The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline.

A final grade is recorded for the course, and a credit is granted and recorded for the course in which the student's grade is 50% or higher. The final grade for the course will be determined as follows:

- Seventy per cent of the grade will be based on evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation in the form of an examination and administered at the end of the course.

Assessment and Evaluation Categories and Weights			
Achievement Categories	Percent	Evaluation for Final Grade	Percent
Knowledge/Understanding	25%	Term Work	70%
Inquiry/Thinking	25%		
Communication	25%	Final Evaluation	30%
Application	25%		

Reporting on Demonstrated Learning Skills & Work Habits

The report card provides a record of the learning skills demonstrated by the student in every course, in the following six categories: Responsibility, Organization, Independent Work, Collaboration,

Initiative & Self-regulation. These learning skills and work habits are evaluated using a four-point scale (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement). The separate evaluation and reporting of the learning skills and work habits in these six areas reflect their critical role in students' achievement of the curriculum expectations. To the extent possible, the evaluation of learning skills and work habits, apart from any that may be included as part of a curriculum expectation in a course, should not be considered in the determination of percentage grades.

In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, IAC teachers use a variety of strategies throughout the course.