

Course Outline

School Name: KEEWAYTINOOK INTERNET HIGH SCHOOL
Department Name: Social Sciences and Humanities

Ministry of Education Course Title: Families in Canada

Grade Level: 12

Ministry Course Code: HHS4C

Teacher's Name: Sally Anderson

Developed by: Tammy West Date: September 2013

Revision Date: September 2021

Developed from:

Ontario Ministry of Education. (2013). *The Ontario curriculum, grades 9 to 12, Social sciences and humanities*. Toronto ON: Queen's Printer for Ontario.

Text: None

Prerequisite:

Any University, University/College, or College Preparation course in Social Sciences and Humanities, English, or Canadian and World Studies

Credits: One

Length: 110 hours

Principal's Name: Angela Batsford-Mermans

Principal's Approval:



Approval Date: September 8, 2021

Course Description/Rationale

This course enables students to develop an understanding of social science theories as they apply to individual development, the development of intimate relationships, and family and parent-child relationships. Students will explore a range of issues relating to the development of individuals and families in contemporary Canadian society as well as in other cultures and historical periods. They will develop the investigative skills required to conduct research on individuals, intimate relationships, and parent-child roles and relationships in Canada.

Overall Curriculum Expectations

Research and Inquiry Skills

- Explore topics related to families in Canada, and formulate questions to guide their research;
- Create research plans, and locate and select information relevant to their chosen topics, using appropriate and social science research and inquiry methods ;
- Assess, record, analyse, and synthesize information gathered through research and inquiry;
- Communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

Theoretical Perspectives on Development

- Demonstrate an understanding of theoretical perspectives and research on various aspects of individual development;
- Demonstrate an understanding of theoretical perspectives and research on the development of intimate relationship;
- Demonstrate an understanding of theoretical perspectives and research on the development of family and parent-child relationships.

Daily Living Skills

- Demonstrate an understanding of effective decision-making processes and their role in independent living;
- Explain and demonstrate the use of basic money-management skills and techniques needed to manage personal financial resources effectively;
- Describe and demonstrate the use of basic principles and techniques of effective household management.

The Impacts of Norms, Roles and Institutions

- Demonstrate an understanding of the impact of norms, roles, and social institutions on individuals throughout the lifespan;
- Demonstrate an understanding of the impact of norms, roles, and social institutions on intimate relationships;
- Demonstrate an understanding of factors that can affect decisions about whether to have and how to care for children, and of the impact of norms, roles, and social institutions on family and parent-child relationships.

Trends, Issues and Challenges

- Demonstrate an understanding of demographic trends related to the lives of individuals, and of the impact of social issues and challenges on individual development
- Demonstrate an understanding of demographic and social trends and issues related to intimate relationships, and of strategies for responding to challenges in those relationships
- Demonstrate an understanding of demographic trends related to the family and to parent-child relationships, and of the impact of social issues and challenges on family development

Course Content

Unit	Length
1. An Approach to the Study of Individuals and Families	15 hours
2. Individuals in a Diverse Society	25 hours

3. Intimate Relationships and Marriage in a Diverse Society	25 hours
4. Parent Child Relationships in a Diverse Society	25 hours
5. Individuals and Families from Mid-to-late Adulthood	20 hours
Total	110 hours

Unit Descriptions

Unit 1 – An Approach to the Study of Individuals and Families

Students explore family definitions, structures, and roles within various historical and cultural origins. Theoretical frameworks for studying the family are examined from the disciplines of sociology, psychology, and anthropology. Students are introduced to social science research methods to investigate issues that affect individuals and families in a diverse society. Note: The independent study begins in this unit. Each student determines a topic and formulates a research question. Students are encouraged to choose a topic that has personal and cultural significance / relevance.

Unit 2 – Individuals in a Diverse Society

An understanding of individual development is gained through the exploration of a variety of related theories. Historical and ethnocultural understandings of the origins of contemporary individual lifestyles, socialization patterns, and family roles are developed. Students undertake an analysis of current issues and trends relating to the young adult. Students consider aspects of growing up in their community versus media representations. They use social science research skills to enhance their learning.

Unit 3 – Intimate Relationships in a Diverse Society

Students analyse and evaluate theories about mate selection. The legal aspects of marriage are presented and examined. An overview of the historical, religious, and cultural perspectives of marriage is given. The students learn the skills, attitudes, and behaviours necessary to build satisfying and lasting relationships. Current issues, such as divorce, power/abuse, and alternatives to marriage are explored.

Unit 4 – Parent Child Relationships in a Diverse Society

Students examine and explore the development of the parent-child relationship. Students use knowledge of family theories gained in Unit 1 to analyse information from both a psychological and sociological perspective. Issues, such as the role of parents and children in the family, socialization patterns, and parenting practices are examined within the contexts of various cultural perspectives and historical periods. Current issues such as divorce, reproductive technology, teen parenting, and child abuse are investigated in order to speculate on the significance of these trends for individual and family development. Students speculate on the trends they see in their isolated and northern communities versus what they see on media. Upon completion of their independent study unit, students demonstrate effective use of current technology in the communication of their independent study.

Unit 5 –Individuals and Families from Mid to Late Adulthood

Students analyse theories and research related to individuals and families ranging from mid-to-late adulthood. Students take into consideration diversity in personal and family roles as well as the roles of social institutions. Many important life issues that occur from mid-life through to death are examined. Students come to understand that at this stage in life we revisit some earlier issues from a different perspective. The final activity in this unit is designed to be one part of the culminating activity for the course.

Teaching/Learning Strategies

This course is organized into an eight-week series of lessons and activities that is presented to students in remote northern communities via the internet. The eighth week is used for course consolidation, review, and the final examination. Teacher and students communicate over the

internet through timely activity feedback, emails, messages, video and audio calls. Classroom mentors assume the role of liaison between the teacher and student while also supporting a holistic approach to motivate, engage and support each individual student.

A variety of strategies will be used in the online delivery of this course. Some instructional strategies include:

- Brainstorming
- Analysing information
- Case studies
- Child-parent observations
- Class discussions
- Independent study
- Presentations
- Problem solving
- Reflective writing
- Simulation games
- Role playing
- Scenarios
- Socratic lessons
- Report writing
- Collaborative and cooperative learning
- Mind-mapping
- Conferencing

Learning goals will be discussed at the beginning of each assignment and success criteria will be provided to students. The success criteria are used to develop the assessment tools in this course, including rubrics and checklists.

Evaluation

The final grade will be determined as follows (Ontario Ministry of Education, 2010):

- Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty percent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course (p. 41).

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Toronto ON: Queen's Printer for Ontario.

Type of Assessment	Category	Details	Weighting (%)
Term Work (70%)	Knowledge/ Understanding	Describe the development of individuals at different stages of life, drawing on a variety of developmental theories. Analyse several viewpoints on similarities and differences in male and female development and on the impact of those differences on the roles individuals play.	13

	Thinking	Explain initial role expectations in intimate relationships on the basis of theories of attraction. Identify factors that are detrimental to maintaining satisfying relationships and explain strategies for communicating and negotiating to maintain satisfying relationships.		19
	Communication	Explain several theoretical perspectives on the role of the parent in the development and socialization of children and describe supporting evidence from published research. Explain the factors that influence decisions relating to childbearing.		19
	Application	Summarize research on the causes and nature of conflict, and evaluate strategies for managing and resolving conflict in intimate relationships. Evaluate parenting styles and strategies for achieving developmental and socialization goals, using socialization theories as criteria.		19
Final Evaluation (30%)	Culminating Activity (15%)	Students apply a theoretical perspective to life by writing a 500 word essay showing its application to an individual or family.	K/U	3
			T	4
			C	4
			A	4
	Exam (15%)	Students will be tested on all knowledge presented in the course in a 120 minute exam. The exam will consist of 4 parts: Part A: Multiple Choice Part B: Case Study Part C: Short Answer Part D: Formal Essay	K/U	3
			T	4
			C	4
			A	4
TOTAL				100

Assessment/Evaluation Strategies

A variety of assessment and evaluation methods, strategies and tools are required as appropriate to the expectation being assessed. These include diagnostic, formative, and summative within the course and within each unit.

Assessment *for* learning and assessment *as* learning is obtained through a variety of means, including the following:

- Ongoing descriptive feedback;
- Self-assessment;
- Peer assessment ;
- Mentor observations;
- Conversations with student on a regular basis to verbalize observations, ask questions, and clarify understanding.

Evidence of student achievement (assessment *of* learning) is collected from various sources, including the following:

- Ongoing observations of most consistent work, with consideration given to most recent work;
- Conversations with students;
- Summative unit activities;
- Culminating activity;
- Exam.

The Ministry of Education's 2010 document, *Growing Success*, outlines the seven fundamental principles that guide best practice in the assessment and evaluation of students. KiHS teachers use practices 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 course and at other 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 (p.6).

Resources

First Nations Health Authority. (2013). *Family connections: A resource booklet about bonding with your child for First Nations and Metis parents in BC.*

<https://www.fnha.ca/Documents/familyconnections.pdf>

First Nations Health Authority. (2013). *Growing up healthy.*

<http://www.fnha.ca/Documents/growingup.pdf>

Holloway, M. (2003). *Individuals and families in a diverse society.* McGraw Hill Ryerson.

MyBlueprint. (2017). *MyBlueprint education planner.* www.myblueprint.ca

Ontario Ministry of Education. (n.d.). *Indigenous education strategy.*

<http://www.edu.gov.on.ca/eng/aboriginal/>

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools.* <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

Ontario Ministry of Education. (2013). *The Ontario curriculum, grades 9 to 12: Social sciences and humanities.* <http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences.html>

Ontario Ministry of Education. (2016). *Ontario schools, kindergarten to grade 12: Policy and program requirements.* <http://edu.gov.on.ca/eng/document/policy/os/index.html>

Toulouse, P.R. (2016). What matters in Indigenous education: Implementing a vision committed to holism, diversity and engagement. <https://peopleforeducation.ca/wp-content/uploads/2017/07/MWM-What-Matters-in-Indigenous-Education.pdf>

Program Planning

This course is offered to Indigenous students living in isolated, northern Ontario communities. It is offered by qualified teachers in a blended classroom with a balance of academic, wellness, land-based learning, local language and culture to support the success of the whole student. This course uses the internet for instruction, demonstration and research. It utilizes a student-centered semi-virtual classroom which capitalizes on the strengths of internet program delivery to minimize the disadvantages of geographic remoteness.

Students are presented with 1320 minutes of instruction/activity via the internet over the period of one week. All lessons, assignments, questions and course material is presented in this manner,

with approved print materials available as a student resource in each classroom. The student and instructor communicate via the internet, while a classroom mentor (a fully qualified teacher) assists students in completing tasks in a timely manner and provides support as required.

Indigenous and local content is used throughout the course to meet students' learning needs. Opportunities for outdoor activities and land-based learning are also incorporated and students are encouraged to use local knowledge in their products. Considerations are made to the learning preferences of the student population and lessons can be adjusted for individual students as required. Opportunities have been provided for students to apply ideas and concepts encountered in this course to their lives as an individual and as a member of a First Nations community. Teachers consult the Ontario Ministry of Education policies, guidelines and important initiatives when planning a comprehensive program in this area.