ROSEDALE HEIGHTS SCHOOL OF THE ARTS

Grade 12 Individuals and Families in a Diverse Society

University/College Preparation
HHS4M

TORONTO DISTRICT SCHOOL BOARD
Course Overview
*Individuals and Families in a Diverse Society, HHS4M, Grade 12, University/College Preparation*

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

**Course Developer:** Dale Eisen, September 2006

**Course Description**
This course applies 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. Students will learn the interpersonal skills required to contribute to the well-being of families, and the investigative skills required to conduct and evaluate research about individuals and families.

**Ministry Document**
The Ontario Curriculum grades 11 and 12

**Units: Titles and Time**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>An Approach to the Study of Individuals and Families</td>
<td>15 hours</td>
</tr>
<tr>
<td>2</td>
<td>Individuals in a Diverse Society</td>
<td>25 hours</td>
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<tr>
<td>3</td>
<td>Intimate Relationships and Marriage in a Diverse Society</td>
<td>25 hours</td>
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<tr>
<td>4</td>
<td>Parent Child Relationships in a Diverse Society</td>
<td>25 hours</td>
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<tr>
<td>5</td>
<td>Individuals and Families from Mid-to-Late Adulthood</td>
<td>20 hours</td>
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</tbody>
</table>
Unit Overviews

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

Unit Description
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.

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Assessment Categories</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Knowledge/Understanding</td>
<td><strong>Introduction to the Family:</strong> Definitions of family, Family functions and roles</td>
</tr>
<tr>
<td>1.2</td>
<td>Thinking/Inquiry Application</td>
<td><strong>Historical and Cultural Perspectives of Individuals and Families:</strong> Historical/cultural overview of family, Current Issues in Contemporary Canadian Families – Article Analysis</td>
</tr>
<tr>
<td>1.3</td>
<td>Application</td>
<td><strong>Sociological, Psychological and Anthropological Theoretical Perspectives:</strong> Structural functionalism, Conflict, Symbolic interactionism, Systems, Exchange, Ecological, Family development, Feminist. Students apply one of the theoretical frameworks to a real life situation</td>
</tr>
<tr>
<td>1.4</td>
<td>Knowledge/Understanding Thinking/Inquiry Communication Application</td>
<td><strong>Introduce Social Science Research Methods and Independent Study:</strong> Introduction, Identifying topics, Formulating a research question, Evaluate research information to determine its validity, Overview of independent study</td>
</tr>
</tbody>
</table>
Unit 2: Individuals in a Diverse Society

Unit Description
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. They use social science research skills to enhance their learning.

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| 2.1     | Application           | Individual Development  
Understanding development theories and developmental tasks  
Identify theoretical viewpoints  
Recreate a Social Science Experiment |
| 2.2     | Thinking/Inquiry  
Application | The Individual in Society: Social Trends and Social Challenges  
Current trends related to the life patterns of individuals  
Impact of social challenges and changes on individual development  
Effect of the social system on individual development |
| 2.3     | Thinking/Inquiry  
Communication | Male and Female Roles  
Historical view  
Cultural view |
| 2.4     | Knowledge/Understanding  
Thinking/Inquiry  
Communication  
Application | Independent Study: Secondary Research  
Investigate research question  
Understanding abstracts  
Begin reference list in correct APA format  
Find data to answer the research question  
Write a review of literature |
Unit 3: Intimate Relationships and Marriage In a Diverse Society

Unit Description
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.

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| 3.1     | Knowledge/Understanding | **Becoming a Couple:**  
Intimate relationships  
Mate selection, attraction theories  
Effective relationships  
Marriage and the law  
Marital roles  
Developmental tasks  
Assignment: Testing Social Homogamy Theory |
| 3.2     | Thinking/Inquiry | **Historical, Cultural Perspectives of Marriage and Intimate Relationships:**  
Traditional and non-traditional relationships  
Demographic trends  
Marriage customs  
Arranged vs. free-choice marriages  
Mixed marriages  
Role of institutions  
Case Study analysis |
| 3.3     | Thinking/Inquiry | **Marital Satisfaction:**  
Marital adjustment  
Factors affecting satisfactory relationships  
Communication  
Conflict resolution  
Negotiation |
| 3.4     | Thinking/Inquiry Application | **Issues and Trends in Intimate Relationships and Marriage:**  
Divorce  
Power/abuse  
Alternatives to marriage |
| 3.5     | Knowledge/Understanding Thinking/Inquiry Communication Application | **Independent Study: Primary Research**  
Primary research methods, e.g., interviews, surveys, questionnaires, observation, experiment, etc.  
Research ethics  
Collecting and reporting of data gained in primary research  
Apply one of the primary methods to the investigation of their research question |
## Unit 4: Parent Child Relationships in a Diverse Society

### Unit Description

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. Upon completion of their independent study unit, students demonstrate effective use of current technology in the communication of their independent study.

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<th>Focus</th>
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<tbody>
<tr>
<td>4.1</td>
<td>Knowledge/Understanding</td>
<td><strong>Becoming a Parent: Historical and Cultural Perspectives and Theoretical Viewpoints</strong>&lt;br&gt;Theoretical viewpoints&lt;br&gt;Demographic trends and patterns in various cultural and historical periods</td>
</tr>
<tr>
<td>4.2</td>
<td>Thinking/Inquiry</td>
<td><strong>Becoming a Parent: Current Issues</strong>&lt;br&gt;Childbearing decisions&lt;br&gt;Financial costs of childbearing and childrearing&lt;br&gt;Childless couples&lt;br&gt;Teen Parents&lt;br&gt;Reproductive Technology&lt;br&gt;Using available technology students investigate one of the above topics and write a brief research report</td>
</tr>
<tr>
<td>4.3</td>
<td>Thinking/Inquiry&lt;br&gt;Application</td>
<td><strong>The Parental Role In the Development and Socialization of Children</strong>&lt;br&gt;Theoretical viewpoints, e.g., social and learning theories, etc.&lt;br&gt;Historical, cultural, and religious variations in parental roles&lt;br&gt;Parenting styles&lt;br&gt;Role of other caregivers, e.g., extended family&lt;br&gt;Division of responsibility for childrearing&lt;br&gt;Other socializing agents, e.g., schools, media, peer groups, religion</td>
</tr>
<tr>
<td>4.4</td>
<td>Thinking/Inquiry&lt;br&gt;Application</td>
<td><strong>Parent-Child Relationships and the Development and Socialization of Children</strong>&lt;br&gt;Theoretical viewpoints, e.g., symbolic interactionism and attachment theory&lt;br&gt;Cultural and historical roles of children Childrearing practices&lt;br&gt;Observation report on parent-child relationships</td>
</tr>
<tr>
<td>4.5</td>
<td>Thinking/Inquiry</td>
<td><strong>Current Issues</strong>&lt;br&gt;Divorce, custody, and separation&lt;br&gt;Family violence and abuse&lt;br&gt;Children’s rights&lt;br&gt;Foster care/Adoption&lt;br&gt;Teen parenting&lt;br&gt;Working mothers&lt;br&gt;Economic stability&lt;br&gt;Students investigate an agency that supports parents and children in their community and give a report of their findings to the class</td>
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4 hours
Unit 5: Individuals and Families from Mid-to-Late Adulthood

Unit Description
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.

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<thead>
<tr>
<th>Activity/Time</th>
<th>Assessment Categories</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| **5.1 Diversity**   | Knowledge/Understanding Thinking/Inquiry Communication Application | **Diversity Later in Life: A cross-cultural and historical perspective**  
Family forms and functions  
Personal/Family roles  
Changes in labour force participation (retirement)  
Panel discussion on diversity later in life |
| **5.2 Developmental Tasks** | Knowledge/Understanding Thinking/Inquiry Communication Application | **Developmental Tasks Later in Life**  
Life patterns/developmental tasks  
Individual development: gender differences  
Theoretical viewpoints  
Impact of social institutions on development later in life |
| **5.3 Changes in Intimate Relationships** | Knowledge/Understanding Thinking/Inquiry Communication Application | **Changes in Intimate Relationships Later in Life**  
Traditional vs. Non-traditional roles  
Changes in individual role expectations  
Current issues e.g., cohabitation, divorce, remarriage, homosexuality, job loss, and death  
- Non-traditional families  
- Social institutions e.g., religion, law, media, family and government support systems |
| **5.4 Social Changes and Challenges** | Knowledge/Understanding Thinking/Inquiry Communication Application | **Social Changes and Challenges**  
- Grand-parenting: role expectations and conflict  
- Longevity  
- Health issues |
| **5.5 Course Culminating Activity** | Knowledge/Understanding Thinking/Inquiry Communication Application | **Course Culminating Activity**  
By using critical analysis, students explain the correlation between their Review of Literature and Primary Research Report. This is accomplished by completing an analysis, interpretation and evaluation of the data collected from their primary and secondary research. They will also discuss opposing points of view and discrepancies between their primary and secondary research and provide possible explanations. |
Teaching/Learning Strategies
The teacher needs to use the most appropriate methods and materials to help students achieve the expectations as outlined in their IEPs. The teacher must be cognizant of the needs of ESL/ELD students and make the appropriate adjustments to teaching/learning strategies. A variety of strategies involving a range of sectors within the local community are recommended throughout the course. Practical experiences, simulations, and application of knowledge and theories related to individuals and families provide students with opportunities to apply their understandings to their families, the broader community, and society in general.

As a University/College Preparation course, the teaching/learning strategies emphasize critical thinking and problem-solving skills. As well, the development of social science research and independent skills through concrete applications of the theoretical material covered within the course are stressed, which allows students to build on prior learning. Students have the opportunity to continue to improve their ability to work in teams, to develop consensus-building skills, and to respect the opinions and ideas of others. A variety of teaching/learning strategies are encouraged to meet the different learning styles of students that enable them to meet the course expectations and to set the stage for adult learning. Some examples of strategies that could be used in this course include: analysing information, brainstorming, case studies, child-parent observations, class discussion, collaborative/cooperative learning, computer assisted learning, evaluating information, debates, demonstrations, homework, independent study, interviews, issues based analysis, jigsaw, mind mapping, note making, presentations, problem-solving strategies and models, reflective writing, report writing, role playing, scenarios, simulation games, dramatizations, Socratic lessons, student/teacher conferencing, surveys, think/pair/share, and viewing and analysing TV programs and/or videos about issues related to individuals and families. This list is in no way inclusive of all of the appropriate teaching/learning strategies available for the teacher to use in the classroom.

Assessment & Evaluation of Student Achievement
The assessment/evaluation in this course is divided into the four categories of the Achievement Chart. The Knowledge category embraces what students know, the facts and information contained in the course. The Application category includes assessments of the students’ application of their knowledge, particularly as demonstrated through their primary and secondary research papers, social scientific experiments and testing of social scientific theories. The Thinking/Inquiry category is used to gather assessments that demonstrate the students’ abilities to think and analyse what it is they have learned. Finally, the Communication category comprises assessments of how well the students communicate orally and in writing.

Teachers must assess Learning Skills separately on the report card. Learning Skills (Homework Completion, Independent Work, Team Work, Initiative) play a critical role in the achievement of curriculum expectations. It is the school’s expectation that all assignments be submitted on time.
Overall evaluation of the course is divided as follows:

**Term Work - 70%**  
**Culminating Activity - 30%.**

The weighting of the Achievement Chart categories in this course is:  
Knowledge/Understanding (25%)  
Application (25%)  
Communication (25%)  
Thinking/Inquiry (25%)

**Culminating Performance Task – 30%**
Analysis, interpretation and evaluation of the data collected from primary and secondary research presented to the class.

<table>
<thead>
<tr>
<th>Culminating Performance Task</th>
<th>Knowledge/Understanding</th>
<th>Thinking/Inquiry</th>
<th>Communication</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Written Component</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Presentation</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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**Textbook**


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