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**2019/2020**

### Introduction to Anthropology, Psychology & Sociology

**Social Sciences Department**

## Earl Haig

SecondarySchool

# **HSP3U**

**Evaluation Profile & Outline**

Course Description/Rationale/Overview: This course introduces the theories, questions, and issues that are the major concern of anthropology, psychology, and sociology. Students develop an understanding of the way social scientists approach the topics they study and the research methods they employ. Students are given opportunities to explore theories from a variety of perspectives and to become familiar with current theories on a range of issues researched by classical and contemporary social scientists in the three disciplines.

**Class Requirements:** Students should have materials specified by the subject teacher at the beginning of the year.

The textbook for this course is Social Sciences: An Introduction. Students will be issued this book at the beginning of the course. The replacement cost for this textbook $120.00.

**Assessment and Evaluation Strategies**

Students will also be expected to complete assessment activities of a formative nature in order to learn and to practice the specific expectations that will compose the summative evaluations. Examples of formative assessment may include homework checks, quizzes, peer assessment, presentations, reflection writing, role-play scenarios and observation.

Each unit or strand of the course will be evaluated using summative evaluations. Examples of summative evaluations are tests, case studies, interviews, reports, presentations, seminars, debates, research and other writing assignments.

**Late and/or Missed Evaluation**

##### Late Assignments\*

For each assignment, the teacher will inform students of the due date. The teacher may decide to create an ultimate deadline. If an assignment is submitted after the deadline, the teacher may deduct marks up to and including the full value of the assignment.

**Missed Tests**

It is the student’s responsibility to make arrangements, ahead of time, for any tests/quizzes that are missed. If a student misses a test/quiz for an unforeseen reason such as illness, the student must bring a note signed by a parent or guardian**. Alternatively a medical certificate may be requested by the teacher.** The student must be prepared to write the test/quiz immediately upon return to school at a time determined by the teacher. Once the tests/quizzes have been evaluated and returned, students will not be able to make up a missed test - a mark of zero will be assigned.

**Subject-Specific/Department Information**

Teachers in the Social Sciences Department can be reached at (416) 395-3210, ext. 20075 or 20085. Parents wishing to meet with a teacher are requested to make an appointment with the teacher prior to coming to the school.

**Learning Skills\***

**Responsibility** – meets deadlines; takes responsibility for own behaviour

**Organization** – establishes priorities and manages time; uses information, technology and resources top complete tasks time management

**Independent Work** – follows instruction with minimal supervision; uses class time appropriately to complete tasks

**Collaboration** – accepts an equitable share of work in a group; builds healthy peer relationships; works with others to achieve group goals

**Initiative** – looks for opportunities for learning; demonstrates curiosity; approaches new tasks with a positive attitude

**Self-regulation** – sets own goals and monitors own progress; seeks assistance with needed; makes an effort with responding to challenges

###### Final Mark

The final mark for this course will be determined based upon an accumulation of marks from unit summative activities and from a final summative evaluation

**Year’s Work 70%**

This is a culmination of evaluations that have been completed throughout the year. It may include tests, presentations, research, or topic specific assignments.

**Final Summative Evaluation 30%**

The summative activity for this course is a comprehensive final exam based on concepts and themes presented during the course.

**Achievement Categories and Weighting**

* **Knowledge / Understanding – 25%**

Knowledge of facts and terms; understanding of concepts, principles, guidelines and strategies; understanding of relationships among concepts.

* **Application – 25%**

Synthesizing knowledge and understanding into new and familiar contexts as well as making connections between various contexts.

* **Thinking Inquiry – 25%**

Formulating questions; planning, selecting strategies and resources; analyzing and interpreting information, and forming conclusions.

* **Communication – 25%**

Communication of information and ideas, communication for different audiences, use of various forms of communication.

\*From: Ontario Ministry of Education. *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*. Toronto: Ministry of Education, 2010, 11.

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**2018/2019**

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**Evaluation Profile & Outline**

**Course Outline:**

**Unit 1**: **Foundations of Anthropological, Psychological & Sociological Thought**

This unit provides students with the opportunity to gain knowledge and understanding of the similarities and differences between the questions posed, methods used, and the results of the research of three social sciences; anthropology, psychology and sociology. Each social science is examined in terms of its history, major divisions and key concepts

**Unit 2**: **Factors that Influence and Shape Behaviour**

This unit identifies and assesses the major influences that contribute to an individual’s personal and social development. Through the examination of environmental as well as biological factors, various aspects of human behaviour are examined including identity, personality, intelligence and the presence of mental illness.

**Unit 3:** **Socialization**

In this unit, students learn and analyze the goals, methods (formal and informal), and agents (primary and secondary) of socialization. Through reading and discussion, students also examine and assess the impact of socialization in a variety of contexts. In addition, students will be given opportunities to examine the major theories that attempt to explain the human socialization process.

**Unit 4: Social Structures and Institutions**

This unit provides opportunities for students to identify and assess the impact of social institutions. In addition, the role of conformity is examined as it presents itself in social institutions, groups and in anti-social behaviour in society.