



## Ontario eSecondary School Course Outline 2024-2025

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|---|---|
| <b>Ministry of Education Course Title: Challenge and Change in Society</b>  |   |
| <b>Ministry Course Code: HSB4U</b>  |   |
| <b>Course Type: University Preparation</b>  |   |
| <b>Grade: 12</b>  |   |
| <b>Credit Value: 1.0</b>  |   |
| <b>Prerequisite(s): None</b>  |   |
| <b>Department: Social Science and Humanities</b>  |   |
| <b>Course developed by:</b><br>I.Baig   | <b>Date:</b> August 1, 2017<br><b>Revised:</b> September 27, 2019 |
| <b>Length:</b><br>One Semester  | <b>Hours:</b><br>110  |
| This course has been developed based on the following Ministry documents:<br>1. <i>The Ontario Curriculum, Grades 11 and 12 Canadian and World Studies, 2013 (Revised)</i><br>2. <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)</i><br>3. <i>Learning for All (2013)</i> |   |

## **COURSE DESCRIPTION/RATIONALE**

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

**Prerequisite:** None

## **OVERALL CURRICULUM EXPECTATIONS**

### ***Research and Inquiry Skills***

By the end of this course, students will:

1. Exploring: explore topics related to the analysis of social change, and formulate questions to guide their research;
2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;
3. Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry;
4. 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.

### ***Social Change***

By the end of this course, students will:

1. Foundations for the Study of Social Change: demonstrate an understanding of the major theories, perspectives, and methodologies related to social change;
2. Causes and Effects of Social Change: demonstrate an understanding of the causes and effects of social change;
3. Technological Change: demonstrate an understanding of patterns and effects of technological change from a social science perspective.

### ***Social Patterns and Trends***

By the end of this course, students will:

1. Demographics: demonstrate an understanding of the importance of demographics as a tool for studying social patterns and trends, both nationally and globally;
2. Forces That Shape Social Trends: demonstrate an understanding of how forces influence and shape social patterns and trends;
3. Social Deviance: demonstrate an understanding of social science theories about social deviance, and of how various responses to deviance affect individuals and society.

### ***Global Social Challenges***

By the end of this course, students will:

1. Global Inequalities: demonstrate an understanding of how various social structures and conditions support or limit global inequalities;
2. Globalization: assess the impact of globalization on individuals and groups;
3. Exploitation: analyse the impact of unfair or unjust exploitation of people or resources, locally and globally.

## COURSE CONTENT

| <b>Unit</b>                                  | <b>Length</b> |
|--|---------------|
| Unit 1: Examining Historical Research Events | 25.5 hours    |
| Unit 2: Social Change                        | 30 hours      |
| Unit 3: Social Trends                        | 27 hours      |
| Unit 4: Social Challenges                    | 22 hours      |
| Culminating Activity                         | 6 hours       |
| Final Exam                                   | 3 hours       |
| <b>Total 110 Hours</b>                       |               |

## UNIT DESCRIPTIONS

We grow up thinking of reading and writing as two of the classic ‘three Rs’, and once we learn how to do them well, many assume that there’s no need to think more of them. However, there are nuances to both.

This course explores what writers have known for centuries: there are many, many ways to write and read a text.

### UNIT 1: EXAMINING HISTORICAL RESEARCH EVENTS

Students are introduced to the purposes, major concepts, terminology, research methods, and practitioners of the three social science disciplines. They will explore research questions and methodological approaches.

### UNIT 2: SOCIAL CHANGE

Students define and categorize factors that contribute to a state of mental, emotional and physical well-being. They examine birth patterns, aging, health care provision, impediments to accessing health care, and the social and cultural implications of each of these topics. Students will also have time to work on their culminating.

### UNIT 3: SOCIAL TRENDS

Students examine the nature of Canadian society from the perspective of the three social science disciplines. They examine positive social change and the role of various social institutions and policies in promoting or impeding change. The issues of gender, racism and discrimination are analysed as barriers to full participation in Canadian society. Students research patterns of hate crimes and develop materials (e.g., video, pamphlet, school presentation) to educate and to promote positive social interaction as one unit culminating activity. The social science report process continues with students conducting primary.

### UNIT 4: SOCIAL CHALLENGES

Students examine and debate different views of progress. They examine the causes and effects of contemporary positive global change in technology, medicine, social justice and human rights issues, ecological knowledge and resource management, legal and political developments, and the role Canadians have played in promoting or impeding change in these areas. The impediments to positive global change are then examined through case studies. Students independently research and report on one change that focuses on gender equality from a global perspective. At this stage students should have a rough draft complete of their final report. Financial literacy will be a component of this course as students will be guided on their budgeting and financing in relation to changing global landscape.

## TEACHING AND LEARNING STRATEGIES

**Presentations with embedded videos** are utilized to outline concepts, explain theory with the use of examples and practice questions, and incorporate multi-media opportunities for students to learn more (e.g. online simulations, quizzes, etc.).

**End of unit conversations** are opportunities for students to express their ideas, problem solving, and thought processes with a teacher who provides timely feedback.

**Discussions with the instructor** are facilitated through video conferencing, discussing the concepts and skills being studied. This enables two-way communication between the student and the instructor, to share

ideas and ask questions in dialogue. This also helps to build a relationship between the student and instructor.

**Discussion forums** are an opportunity for students to summarize and share their ideas and perspectives with their peers, which deepens understanding through expression. It also provides an opportunity for peer-to-peer feedback.

**Practical extension and application of knowledge** are integrated throughout the course. The goal is to help students make connections between what they learn in the classroom and how they understand and relate to the world around them and their own lives. Learning becomes a dynamic opportunity for students to be more aware that their learning is all around them and enable them to create more meaning in their lives.

**Individual activities/assignments** assessments are completed individually at a student's own pace and are intended to expand and consolidate the learning in each lesson. Individual activities allow the teacher to accommodate interests and needs and to assess the progress of individual students. For this reason, students are encouraged to discuss IEPs (Individual Education Plans) with their teacher and to ask to modify assessments if they have a unique interest that they feel could be pursued in the assessment. The teacher plays an important role in supporting these activities by providing ongoing feedback to students, both orally and in writing.

**Research** is an opportunity to apply inquiry skills to a practical problem or question. Students perform research to gather information, evaluate quality sources, analyze findings, evaluate their analysis, and synthesize their findings into conclusions. Throughout, students apply both creative thinking and critical thinking. New questions are also developed to further learning.

**Writing** as a learning tool helps students to think critically about course material while grasping, organizing, and integrating prior knowledge with new concepts. Good communication skills are important both in and out of the classroom.

**Readings** are an opportunity for students to gain insight from a variety of texts online and further develop literacy skills. Students may print out the reading material to use it to highlight, take notes, and have with them when a computer is not available.

**Articles** are examples of concepts and theories being discussed in the public realm and with respect to current events. They are snapshots not only of why theories/concepts/applications are relevant but also provide a window into the broader context of subject matter knowledge and understanding. Students learn through reading and analysis that the subject matter is deeply related to, and intertwined with, society and the diverse perspectives of lived experience.

**Oral presentations** in an online environment are opportunities for students to present live or record presentations, expressing their ideas and understanding orally.

**Reflective/comparative analysis and evaluation of written work** is very important in this course. Concepts and skills are modelled in examples (exemplars), which students can refer to and utilize to self-evaluate their own work. A variety of texts are shared, and students are encouraged to make comparisons with different texts, real life situations, and their own writing.

## ASSESSMENT, EVALUATION, AND REPORTING

**Assessment:** The process of gathering information that accurately reflects how well a student is achieving the identified curriculum expectations. Teachers provide students with descriptive feedback that guides their efforts towards improved performance. These assessments are not for marks.

- In assessment for learning (AFL), teachers provide students with descriptive feedback and coaching for improvement.
- In assessment as learning (AAL), teachers help students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

**Evaluation:** Assessment of Learning (AOL) focuses on evaluation which is the process of making a judgement about the quality of student work on the basis of established criteria over a limited, reasonable period of time.

**Reporting:** Involves communicating student achievement of the curriculum expectations and Learning Skills and Work Habits in the form of marks and comments as determined by the teacher's use of professional judgement.

## STRATEGIES FOR ASSESSMENT

Assessment practices can nurture students' sense of progress and competency and information instruction. Many diagnostic tools, e.g. checklists and inventories, are used at regular intervals throughout the units to encourage students' understanding of their current status as learners and to provide frequent and timely reviews of their progress. Assessment of student acquisition of listening and talking, reading and viewing and writing skills also occurs regularly through unobtrusive teacher observation and conferencing.

Units conclude with performance tasks, e.g., interviews and from essays that build towards and prepare students for the end-of-course culminating task in Unit Five. Teachers are encouraged to share goals with students early in the course and to connect unit learning experiences frequently and explicitly with big ideas, overall expectations, and performance tasks, i.e. check bricks; teacher-adapted generic rubrics available in many sources, including the *Ontario Secondary School Literacy Course (OSSLC) Profile*, so that they are more task-specific. The teacher might ask: "What does the criteria look like for this particular task?" Or "What does limited effectiveness look like?" The teacher could involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool that can support the writing process and practice.

## ASSESSMENT ACTIVITIES

- Discussion forums
- Homework assignments
- Individual conference meetings
- Discussion Forums
- Writing tasks
- Reading Activities and Case studies
- Online Discussion Forums
- Online Reflection Forums
- Oral presentations
- Creative Writing & Story Development
- Exam
- Essay Writing
- Evaluations

## EVALUATION

The final grade will be determined as follows:

- 70% 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 will be given to more recent evidence of achievement.
- 30% of the grade will be based on a final evaluation administered at the end of the course. This evaluation will be based on evidence from a final project and final exam, both comprehensive of the course. The final evaluation is an opportunity for the student to demonstrate comprehensive achievement of the overall expectations for the course.

(*Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*. Ontario Ministry of Education Publication, 2010 p.41)

| Weight   |           |
|--|-----------|
| <b>Course Work</b>                               | <b>70</b> |
| Knowledge/Understanding (K)                      | 17.5      |
| Thinking/Inquiry (T)                             | 17.5      |
| Communication (C)                                | 17.5      |
| Application (A)                                  | 17.5      |
| <b>Final</b>                                     | <b>30</b> |
| Exam (K3.75, T3.75, C3.75, A3.75)                | 15        |
| Culminating Project (K3.75, T3.75, C3.75, A3.75) | 15        |

## TERM WORK EVALUATIONS (70%)

| Evaluation Item  | Description   | Category   | Weight |
|--|---|------------|--------|
| Unit 1 Inquiry Model in Social Science Research Assignment | Students must create a research proposal and ensure all procedures meet ethical guidelines.   | K, T, C, A | 15     |
| Unit 2: Social Change Essay/Presentation                   | Students are responsible for writing a critical essay investigating social issue of your choice. Also, you must do an online presentation highlighting your findings.                   | K, T, C, A | 20     |
| Unit 2 End of Unit Assessment                              | Students will write an open-book assessment on Social Change.   | K, T, C, A |        |
| Unit 3 Trends Analysis Online Seminar                      | Students will conduct a seminar-based presentation on a social trend analysis of their choice. You must analyze resent trends in Canadian society and how it has impacted the paradigm. | K, T, C, A | 15     |
| Unit 4 Globalization Radio Broadcast RANT Assignment       | Students must create an informational radio broadcast that informs public about the negative or positives of globalization.   | K, T, C, A | 20     |

## FINAL EVALUATIONS (30%)

| Evaluation Item | Description   | Category   | Weight |
|-----------------|---|------------|--------|
| Final Project   | A comprehensive project, covering all overall curriculum expectations for the course. | K, T, C, A | 15     |
| Final Exam      | A final, written examination, covering all curriculum expectations for the course.    | K, T, C, A | 15     |

## AFL/AAL/AOL Tracking sheet:

### Unit 1: Examining Historical Research Events – 25.5 hours

| AAL   | AFL   | AOL                                   |
|---|---|---------------------------------------|
| Lesson 1.1 What is research? Forum                      | Lesson 1.2 Assignment Submission                        | Inquiry Model Short Survey Assignment |
| Lesson 1.3 Research Methods and Bias Forum              | Lesson 1.4 Pros and Cons of Research Forum              | Unit 1 Research Proposal Assignment   |
| Lesson 1.6 Do you think research is cool? Forum         | Lesson 1.5 Unscientific Sources of Knowledge            |                                       |
| Inquiry Model in Social Science Short Survey Conference | Inquiry Model in Social Science Short Survey Conference |                                       |

### Unit 2: Social Change – 30 hours

| AAL  | AFL  | AOL                                       |
|--|--|---|
| Lesson 2.2 Tipping Point Forum                         | Lesson 2.1 What is social change? Forum                    | Mid-Term Assignment                       |
| Lesson 2.3 Social Change and the Social Sciences Forum | Lesson 2.2 Assignment                                      | Unit 2 Social Change Open-Book assessment |
| Lesson 2.5 External Factors Influencing Change Forum   | Lesson 2.7 Technology and Protesting                       |   |
|  | Paradigm Shift & Globalization Online Conference Questions |   |

### Unit 3: Social Trends – 27 hours

| AAL  | AFL  | AOL   |
|--|--|---|
| Lesson 3.4 Global Health and Production Report Forum | Lesson 3.1 Demography Forum                | Unit 3 Social Issue and Trends Online Seminar           |
| Lesson 3.5 Immigration and Behaviour Forum           | Lesson 3.3 TedTalk Handout Submission      | Unit 3 Brochure, Presentation and Reflection Submission |
| Lesson 3.6 Youth and Social Deviance Forum           | Lesson 3.4 Fertility and Fecundity Handout |   |
| Canada as a STATE                                    |  |   |

### Unit 4: Social Challenges – 22 hours

| AAL  | AFL  | AOL  |
|--|--|--|
| Globalization Diagnostic                               | Lesson 4.1 Global Inequalities Forum                             | Unit 4 Globalization Radio Broadcast RANT Assignment |
| Lesson 4.2 Globalization and the Social Sciences Forum | Middle East Exploitation/Globalization – Online Voice Reflection | Unit 4 APA Citation and Rough Script Submission      |
| Lesson 4.3 Globalization Challenges Forum              | Lesson 4.4 Exploitation Issues Forum                             |  |

### Finals

| AOL        |
|------------|
| Final Exam |

# CONSIDERATION FOR PROGRAM PLANNING

## PLANNING PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Special Education Transformation: The Report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006 endorses a set of beliefs that should guide program planning for students with special education needs in all disciplines. Those beliefs are as follows: All students can succeed. Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Successful instructional practices are founded on evidence-based research, tempered by experience.

## PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 percent of the students in Ontario's English language schools is a language other than English. Ontario's linguistic heritage includes several Aboriginal languages; many African, Asian, and European languages; and some varieties of English, such as Jamaican Creole. Many English language learners were born in Canada and raised in families and communities in which languages other than English were spoken, or in which the variety of English spoken differed significantly from the English of Ontario classrooms. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited. When they start school in Ontario, many of these students are entering a new linguistic and cultural environment.

## THE ROLE OF TECHNOLOGY IN THE PROGRAM

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' language learning. ICT tools include multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. Information and communications technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom. Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning.

## ACCOMMODATIONS

Accommodations will be based on meeting with parents, teachers, administration and external educational assessment reports. The following three types of accommodations may be provided:

- Instructional accommodations:*** such as changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- Assessment accommodations:*** such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

Other examples of modifications and aids, which may be used in this course, are:

- Provide step-by-step instructions.
- Help students create organizers for planning writing tasks.
- Allow students to report verbally to a scribe (teacher/ student) who can help in note taking.
- Permit students a range of options for reading and writing tasks.

- ❑ Where an activity requires reading, provide it in advance.
- ❑ Provide opportunities for enrichment.