

*Catholic District School Board Writing Partnership*

Social Sciences and Humanities

# Course Profile

## **Individuals and Families in a Diverse Society**

Grade 12

University/College Preparation

HHS4M

• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

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### **Acknowledgments**

Catholic District School Board Writing Team – Grade 12, Individuals and Families in a Diverse Society

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## Course Overview

### **Individuals and Families in a Diverse Society, HHS4M, Grade 12, University/College Preparation**

**Policy Document:** *The Ontario Curriculum, Grades 11 and 12, Social Science and Humanities, 2000.*

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

## 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.

## How This Course Supports the Ontario Catholic School Graduate Expectations

This course enables students to develop attitudes, values, and behaviours founded on Catholic teachings on the human person and the family. It brings the students to the realization that the family is the first and most vital unit of society. This course reinforces that families do not exist in a vacuum: they are part of a human society and form the foundation of a healthy and just society. It affirms that the framework of family is based on the sacrament of marriage and is fulfilled when children are lovingly received from God. In this course the students learn the skills and attitudes to build supportive networks by being encouraged to relate to family members in a loving, compassionate, and respectful manner. While we recognize that students are exposed to many different models of family, and while acknowledging the varied realities of family today, the course promotes the Catholic family and Catholic family values as the ideal. It teaches that the family is the most important of all influences on our lives and society.

## Course Notes

In writing this course, the writers for the Public School Board and the writers for the Catholic School Board collaborated on the general sequencing of units, number of units, and the organization of the overall and specific expectations.

It is strongly recommended that teachers follow the order in which the units are presented in this course profile because of the sequential nature of the learning. Often, prior knowledge from previous units and activities is assumed and required to proceed with the activities. This curriculum is designed to allow students to gain insights into some of the issues of human growth and development; thus, providing students with the opportunity to explore the impact of these issues on individuals, families, and society as a whole. Subsequently, they will be able to make the connections among individuals, families, the community, and society within a global perspective with reference to human growth and development.

Social science research and inquiry skills are introduced in the unit where they are first applied, and they are repeated and developed throughout the course. The overall expectations and specific expectations are listed for each unit in the cluster where they are taught. For the developed unit, the overall expectations and the corresponding specific expectations are stated at the beginning of each activity within that unit.

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**Note:** When a specific expectation has more than one segment, teachers should address only the segment that is being focused on in that particular cluster/activity. Specific expectations are repeated throughout the course to reinforce a particular concept, thus ensuring that content connections are made throughout the course. The culminating activity provides students with an opportunity to apply the key concepts/issues relating to individuals and families, which have been emphasized throughout the course. The Independent Study will begin in Unit 1 and be completed in Unit 4.

Inclusiveness of all aspects of ethnicity, race, culture, gender, ability, socio-economic status, age, appearance, and family composition is an important aspect of this course. Teachers should review their school board policy on equity. They must be sensitive to the ethnic and cultural customs of their students, thus making changes to their teaching/learning strategies to address the needs of their student population. Similarly, teachers must be sensitive to the variety of socio-economic levels and family structures of their student body and be prepared to make adjustments to the learning experiences and resources as needed. This course deals with many sensitive issues with reference to individuals and families, thus students' reactions to these issues must be anticipated and respected. **Note:** Teachers should be sensitive to the personal nature of the experience, and support students in avoiding disclosure and discussion of sensitive issues in the classroom context.

The activities in this course take into account the variety of students represented and their abilities, backgrounds, interests, and learning styles. Accommodations should be made by teachers in accordance with the Individual Education Plans (IEPs) for exceptional students and others who may not be formally identified, in assisting the students to learn.

In this course, students will learn how to work effectively with others, to develop team skills, to use effective communication skills, and to use research and analytical skills, all of which are transferable to their post-secondary destination and ultimately to the career of their choice. These skills are also essential for students in their everyday lives as empathic citizens and future parents/caregivers within our Canadian and global society.

Students are provided with guidelines for research ethics, which include issues such as observation protocol, legislation, and policies regarding confidentiality, and the administration of interviews/surveys. Students should be instructed to respect an individual's choice to respond to an interview/survey question with "no comment" or "no response at all" as a valid answer.

Various topics in this course are controversial and require thoughtful judgment based on sound information. The Catholic Church has definite positions on many of the issues in this course. The specific Church teachings need to be taught and taught clearly but students must feel free to reflect and discuss these teachings.

The topics in this course are taught from a Catholic perspective. Some students taking this course will not be living in families that reflect the Catholic view. The teacher needs to be sensitive to individual family situations but be careful not to compromise Church teachings.

The suggested hours for the units are guidelines based on the approach taken by the writers. A teacher may adjust the timelines to meet the needs of the students, school, and/or community.

### **Units: Titles and Time**

* Unit 1	An Approach to the Study of Individuals and Families	15 hours
Unit 2	Individuals in a Diverse Society	25 hours
Unit 3	Intimate Relationships and Marriage in a Diverse Society	25 hours
Unit 4	Parent Child Relationships in a Diverse Society	25 hours
Unit 5	Individuals and Families from Mid to Late Adulthood	20 hours

\* This unit is fully developed in this Course Profile.

## Unit Overviews

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

**Time:** 15 hours

#### Unit Description

In this unit, students investigate definitions, functions, roles, and structures of the family in various historical and cultural contexts. They explore the nature, origin, development, and structures of the Catholic family. Students are introduced to current Theoretical Frameworks and research from the disciplines of sociology, psychology, and anthropology. Students practise social science research methods in the investigation of issues that affect individuals and families in a diverse society.

**Note:** The Independent Study begins in this unit. Students determine their topics and formulate working hypotheses.

#### Unit Overview Chart

Activity/ Time	Learning Expectations	Assessment Categories	Tasks
1.1 Introduction  3 hours	GCV.01, GCV.02, ISV.03, ISV.04, GC1.01, GC2.01, IS1.04 CGE1d, 4b, 6c	Knowledge/ Understanding Thinking/ Inquiry	<b>Introduction to the Family:</b> Definitions of the family Catholic view of the family Sociological, psychological and anthropological viewpoints Family structures and related terminology Family functions and roles
1.2 Historical and Cultural Perspectives  3 hours	GCV.01, GCV.02, ISV.01, GC1.01, GC1.02, GC2.01, GC2.02, IS1.03 CGE2c, 6a, 7f, 7g	Knowledge/ Understanding Thinking/ Inquiry Application Communication	<b>Historical and Cultural Perspectives of Individuals and Families:</b> Demographic trends Historical/cultural overview of family Research method: informal interview of an individual from a different generation
1.3 Theoretical Frameworks  5 hours	ISV.02, IS2.02 CGE3e, 3f, 6b	Knowledge/ Understanding Thinking/ Inquiry Application Communication	<b>Theoretical Frameworks:</b> Exchange Symbolic interaction Family development Systems Conflict Ecological Students apply one of the theoretical frameworks to a real life situation
1.4 Social Science Research and Independent Study  4 hours	ISV.01, ISV.02, ISV.03, ISV.04, IS1.01, IS2.01, IS3.02, IS3.03 CGE2b, 3c, 4f	Knowledge/ Understanding Thinking/ Inquiry Application Communication	<b>Social Science Research Methods and Independent Study:</b> Introduction and overview of the Independent Study Select topic Formulate working hypotheses Evaluate research information to determine its validity

## Unit 2: Individuals in a Diverse Society

Time: 25 hours

### Unit Description

An understanding of individual development is gained through the exploration of a variety of related theories. Historical and ethnocultural understanding of the origins of contemporary individual lifestyles, socialization patterns, and family roles is developed. Students undertake an analysis from a Catholic perspective of current issues and trends relating to young adults. Students use social science research skills to enhance their learning.

### Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
2.1 3 hours	PRV.01, GVC.01, PR1.01, PR1.02, GC1.01 CGE1g, 4a, 5e, 6c, 7f	Knowledge/ Understanding	<b>The Life of Individuals:</b> Individual vs. family roles Decision-making Cultural variations
2.2 4 hours	SOV.01, SCV.01, ISV.03, SO1.01, SO1.03, SC1.03, IS3.01 CGE1d, 2a, 4a, 6a	Knowledge/ Understanding Application	<b>Individual Development:</b> Understanding development theories and developmental tasks Identify theoretical viewpoints Write an argument
2.3 5 hours	SCV.01, ISV.01, ISV.02, SC1.01, SC1.02, SC1.03, IS1.02, IS1.03, IS2.02 CGE3b, 3c, 3d, 7a	Thinking/ Inquiry Application	<b>The Individual in Society: Social Trends and Social Challenges</b> 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 Access demographic information from databases, data analysis, preparing tables and charts.

Cluster	Learning Expectations	Assessment Categories	Focus
2.4 5 hours	SOV.01, PRV.01, GCV.01, SCV.01, ISV.01, ISV.03, ISV.04, SO1.02, PR1.03, GC1.02, GC1.03, SC1.01, IS1.02, IS1.03, IS1.04, IS3.01 CGE2b, 2c, 2d, 4c, 4g, 5b, 5c, 5d	Thinking/ Inquiry Communication	<b>Male and Female Roles:</b> Historical view Cultural view Educational attainment Occupational attainment Social science research paper on gender roles
2.5 8 hours	ISV.01, ISV.02, ISV.03, ISV.04, IS1.02, IS1.04, IS2.01, IS3.02, IS3.03 CGE2b, 2e, 3b, 3d, 3f	Knowledge/ Understanding Thinking/ Inquiry Application Communication	<b>Independent Study: Secondary Research</b> Investigate hypothesis Understanding abstracts Begin reference list in correct format Find data that supports or refutes hypothesis Write a review of the literature

### Unit 3: Intimate Relationships and Marriage in a Diverse Society

Time: 25 hours

#### Unit Description

In this unit, students analyse and evaluate theories about mate selection. They study the legal aspects of marriage. They examine the historical, religious, and cultural perspectives of marriage. Students learn the skills, attitudes, and behaviours required to build satisfying and lasting marriages based on Catholic values and teachings. They explore current issues, such as divorce, annulment, and power/abuse in relationships from a Catholic perspective.

#### Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
3.1 5 hours	SOV.01, SOV.02, PRV.02, GCV.02, SCV.02, ISV.02, SO1.03, SO2.01, SO2.02, PR2.01, PR2.02, GC2.03, SC2.03, IS2.02, CGE3b, 3c, 3d, 4d, 4e, 4g, 5e, 6a, 6b, 6c	Knowledge/ Understanding Thinking/ Inquiry	<b>Becoming a Couple:</b> Intimate relationships Mate selection, attraction theories Effective relationships Marriage and the law Marital roles Developmental tasks Essay supporting a theoretical viewpoint relating to one of the topics
3.2 7 hours	SOV.02, GCV.02, SCV.01, SCV.02, ISV.03, ISV.04, SO2.01, GC2.03, SC2.01, SC2.02, SC2.03, IS3.01, CGE1c, 1h, 3c, 3d, 3e, 4b, 4g, 7f, 7g	Knowledge/ Understanding Thinking/ Inquiry	<b>Historical, Cultural Perspectives of Marriage and Intimate Relationships:</b> Traditional and non-traditional relationships Demographic trends Marriage customs Arranged vs. free choice marriages Mixed marriages Role of institutions Case study analysis
3.3 5 hours	SOV.02, PRV.02, SO2.01, SO2.03, PR2.02, PR2.03, PR2.04, CGE1c, 1j, 3c, 4a, 4g, 5a, 5d, 5e, 6a, 7b, 7c, 7e	Knowledge/ Understanding Thinking/ Inquiry	<b>Marital Satisfaction:</b> Marital adjustment Factors affecting satisfactory relationships Communication Conflict resolution Negotiation
3.4 3 hours	SCV.01, SCV.02, SCV.04, ISV.01, ISV.02, ISV.03, ISV.04, SC1.01, SC2.02, SC2.04, IS1.04, IS2.02, IS3.01, CGE1d, 1i, 3a, 3c, 3d, 4a, 4d, 4g, 6a, 7a	Knowledge/ Understanding Thinking/ Inquiry Application Communication	<b>Issues and Trends in Intimate Relationships and Marriage:</b> Divorce Annulment Power/abuse Alternatives to marriage

Cluster	Learning Expectations	Assessment Categories	Focus
3.5 5 hours	ISV.01, ISV.02, ISV.03, ISV.04, IS1.03, IS1.04, IS2.03, IS3.02, IS3.03 CGE2a, 2b, 2d, 3c, 3d, 3e, 4a	Knowledge/ Understanding Thinking/ Inquiry Application Communication	<b>Independent Study: Primary Research</b> Primary research methods, e.g., interviews, surveys, questionnaires, observations, experiments, etc. Research ethics Collecting and reporting of data gained in primary research Apply one of the primary methods to the investigation of their hypothesis

#### Unit 4: Parent-Child Relationships In a Diverse Society

**Time:** 25 hours

##### Unit Description

In this unit, 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 psychological and sociological perspectives. They examine issues, such as the role of parents and children in the family, socialization patterns, and parenting practices, within the realms of various cultural perspectives and historical periods. Students analyse the Catholic family's task of socializing its members in becoming Christians. Students explore current issues such as divorce, reproductive technology, teen parenting, and child abuse from a Catholic perspective in order to speculate on the significance of these trends for individual and family development. Students demonstrate effective use of current technology in the communication of their Independent Study.

##### Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
4.1 2 hours	SOV.03, GCV.03, SO3.02, GC3.01 CGE1h, 2a, 3a, 3e, 3f	Knowledge/ Understanding Communication	<b>Becoming a Parent: Historical and Cultural Perspectives and Theoretical Viewpoints</b> Theoretical viewpoints Demographic trends and patterns in various cultural perspectives and historical periods
4.2 5 hours	PRV.03, SCV.03, ISV.01, ISV.03, ISV.04, PR3.01, SC3.01, SC3.02, IS1.04, IS3.01 CGE1e, 1g, 2b, 2d, 6b, 6d	Knowledge/ Understanding Thinking/ Inquiry Communication	<b>Becoming a Parent: Current Issues</b> Childbearing decisions Financial costs of childbearing and childrearing Childless couples Teen parents Reproductive technology Using available technology, students investigate one of the above topics and write a brief research report

Cluster	Learning Expectations	Assessment Categories	Focus
4.3 5 hours	SOV.03, PRV.03, GCV.03, SCV.03, SO3.02, PR3.02, PR3.03, GC3.03, SC3.04 CGE1d, 1h, 2b, 3d, 6a, 6c, 6d, 6e, 7f, 7g	Knowledge/ Understanding Thinking/ Inquiry Application Communication	<b>The Parental Role In the Development and Socialization of Children:</b> Theoretical viewpoints, e.g., social and learning theories, etc. Historical, cultural, and religious variations in parental roles Parenting styles Role of other caregivers, e.g., extended family Division of responsibility for childrearing Other socializing agents, e.g., schools, media, peer groups, religion
4.4 6 hours	SOV.03, GCV.03, ISV.01, SO3.01, GC3.02, IS1.03 CGE1d, 2b, 4b, 6c	Knowledge/ Understanding Thinking/ Inquiry	<b>Parent-Child Relationships and the Development and Socialization of Children:</b> Theoretical viewpoints, e.g., symbolic interactionism and attachment theory Cultural and historical roles of children Childrearing practices Observation report on parent-child relationships
4.5 4 hours	SCV.03, SCV.04, ISV.01, ISV.04, SC3.02, SC3.03, SC3.05, SC3.06, SC3.07, IS1.04 CGE1e, 2b, 2d, 6c, 7e, 7f	Knowledge/ Understanding Thinking/ Inquiry Application Communication	<b>Current Issues:</b> Divorce, custody, and separation Family violence and abuse Children's rights Foster care/adoption Teen parenting Working parents Economic stability Students investigate an agency that supports parents and children in their community and give a report of their findings to the class.
4.6 3 hours	ISV.01, ISV.02, ISV.04, IS1.01, IS1.02, IS1.03, IS1.04, IS2.01, IS2.03, IS3.02, IS3.03 CGE1e, 1h, 2a, 2b, 2c, 2d, 2e, 3b, 3d, 3e	Knowledge/ Understanding Thinking/ Inquiry Application Communication	<b>Independent Study: Pulling it all Together</b> Introduction including statement of hypothesis Review of literature, secondary research Research methods, description of primary research methods Summary of findings of primary research Comparison of results of primary and secondary research An accounting of the similarities and differences between primary and secondary research Conclusion Reference list Appendices, which may include copy of primary research method used, questionnaire, survey, observation report, results of primary research, charts, graphs, etc.

## Unit 5: Individuals and Families from Mid- to Late Adulthood

Time: 20 hours

### Unit Description

In this final unit, 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 from a Catholic perspective. Students come to understand that at this stage in life we revisit some earlier issues from a different perspective but with an emphasis on the Catholic perspective. The final activity in this unit is designed to be one part of the culminating activity for the course.

### Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
5.1 5 hours	GCV.01, GCV.02, ISV.01, ISV.02, GC1.01, GC1.02, GC1.03, GC2.01, IS1.03, IS2.03 CGE1b, 1d, 1f, 1g, 3c, 3d, 5a, 5f	Knowledge/ Understanding Thinking/ Inquiry Application Communication	<b>Diversity Later in Life: A cross-cultural and historical perspective</b> Family forms and functions Personal/family roles Changes in labour force participation (retirement) Panel discussion on diversity later in life
5.2 7 hours	SOV.01, SCV.01, SO1.01, SO1.02, SO1.03, SC1.01, SC1.03 CGE1d, 1g, 3f, 5c, 5e, 6c	Knowledge/ Understanding Thinking/ Inquiry Application	<b>Developmental Tasks Later in Life:</b> Life patterns/developmental tasks Individual development: gender differences Theoretical viewpoints Impact of social institutions on development later in life
5.3 5 hours	SOV.02, SCV.02, ISV.02, ISV.03, ISV.04, SO2.01, SO2.03, SC2.02, SC2.03, IS2.01, IS3.01 CGE3b, 3c, 3f, 4a, 4b, 7a	Knowledge/ Understanding Thinking/ Inquiry Communication	<b>Changes in Intimate Relationships Later in Life:</b> Traditional vs. non-traditional roles Changes in individual role expectations Current issues, e.g., delayed marriage, inter-racial marriage Non-traditional families Social institutions, e.g., religion, law, media, family and government support systems
5.4 3 hours	PRV.01, PRV.03, SCV.01, PR1.01, PR1.02, PR1.03, PR3.03, SC1.01, SC1.02 CGE1d, 3a, 3d, 3f, 4d, 7c	Knowledge/ Understanding Thinking/ Inquiry Communication	<b>Social Changes and Challenges:</b> Grand-parenting: role expectations and conflict Longevity Health issues
5.5 0 hours	ISV.01, ISV.02, ISV.03, ISV.04, IS1.01, IS1.02, IS1.03, IS1.04, IS2.01, IS2.02, IS2.03, IS3.02, IS3.03 CGE2a, 2b, 2c, 2d	Knowledge/ Understanding Thinking/ Inquiry Application Communication	<b>Course Culminating Activity:</b> Students apply a theoretical viewpoint to life by writing an essay showing its application to an individual or family throughout life.

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## Teaching/Learning Strategies

It is recommended that the teacher follows the order of units and activities as outlined because of the sequential nature of the learning. This curriculum is designed to allow students to explore connections with each other, their families, their communities, and society as a whole.

A variety of strategies involving 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 understanding to their families, broader community, and society in general.

In this 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 will be stressed, allowing 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 the students, enabling 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, models, reflective writing, report writing, role playing, scenarios, simulation games, skits, Socratic lessons, student/teacher conferencing, surveys, think/pair/share, 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 teachers to use in the classroom.

The teacher should review the school/board policy with reference to the use of the Internet prior to using the Internet as a teaching/learning strategy. The teacher may find it useful to develop a guideline to assist students with assessing the quality of Internet information.

## Assessment & Evaluation of Student Achievement

The improvement of student learning is the primary purpose of assessment and evaluation. It must be congruent with the assessment and evaluation principles of *Program Planning and Assessment, 2000*. The intent of the Achievement Chart for Social Sciences and Humanities (*The Ontario Curriculum, Grades 11 and 12, Social Sciences and Humanities, 2000*, pp.144-145) is reflected within the units of this course. In the Unit Overview Charts/Unit Synopsis Chart and the Assessment & Evaluation of Student Achievement Chart (category of achievement) column, only the key assessment categories are listed (one or two). This does not exclude the option for the teacher to assess other categories if there is a specific expectation listed within the cluster/activity.

Methods of evaluating student achievement are as follows:

*Diagnostic*: occurs at the beginning of a term, a unit of study, or whenever information about prior learning is useful.

*Formative*: occurs during learning; ongoing feedback to the teacher and student about quality of learning and the effectiveness of instruction.

*Summative*: usually carried out at the end of a learning process; may include feedback and evaluation.

The nature of the expectations in this course allows more opportunities for students to apply the knowledge and skills that they gain throughout the course. Students must be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations across all four categories of the achievement chart. Some examples of strategies are presentations, multi-media presentations, research projects, portfolios, verbal-feedback, critiques, teacher conferencing, report/reflections of student observations, interviewing community agencies and analysing information.

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Examples of assessment tools are criterion-referenced checklists, criterion-referenced marking schemes, rubrics, and rating scales.

Seventy per cent of the grade will be based on assessment and evaluations conducted throughout the course. Thirty per cent of the grade will be based on the final evaluation. It should be suitable to the course content, and it is to be administered towards the end of the course. The final evaluation could include one or more of the following: written examination, essay, oral examination, oral report or presentation, social science research project, and/or case study application.

In the Unit overview and the synopsis charts provided in this document, the Assessment Category Column states the focus of assessment for that cluster of expectations. This does not preclude assessment in the other areas of the assessment chart, but simply emphasizes some direction for attention to a particular part of the assessment chart category. It is suggested that various means of formative assessment be used throughout the units to assess all areas of the achievement chart in order to prepare students for success in the culminating activities.

### **Accommodations**

Accommodations, such as specialized supports and services, are provided to help students meet the expectations. The teachers using this profile should consult Individual Education Plans (IEPs) for exceptional students and others who may not be formally identified, to become aware of their unique learning characteristics in order to make the necessary accommodations.

Some examples of accommodations which students may require are as follows: oral testing, oral reporting, using a scribe for written work, demonstration of skill, peer tutor, simplified instructions, presentations on tape, disc, or CD, flexible timelines, making changes to handouts, instructions and project guidelines, arrangement of student groupings by teacher, and enrichment activities.

Accommodation for students in ESL/ELD programs should reflect the knowledge and skills which these students possess. The proficiency levels outlined in the Ontario Curriculum, Grades 9-12, English as a Second Language and English Literature Development provide teachers and school administrators with a guide to receiving and accommodating these learners in the regular classroom.

### **Resources**

The writers have suggested variety of resources that could be used in this course to meet the needs of the students.

Units in this course profile make reference to the use of specific texts, magazines, films, videos, and websites. Teachers need to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications teachers need to ensure that their board has a Cancopy licence and that this licence covers the resources they wish to use. Before screening videos/films with their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor, e.g., Audio Cine Films Inc. Teachers are reminded that much of the material on the Internet is protected by copyright. The copyright is usually by the person or organization that created the work. Reproductions of any work or a substantial part of any work on the Internet are not allowed without the permission of the owner.

### **Textbooks**

Baker, Maureen. *Families: Changing Trends in Canada*, 4th ed. Toronto: McGraw-Hill Ryerson, 2001. ISBN 0-07086-415-2

Baker, Maureen and Janet Dryden. *Families in Canadian Society*, 2nd ed. Toronto: McGraw- Hill Ryerson, 1995. ISBN 0-07551-366-8

Jarman Frederick E. and Susan Howlett. *The Living Family: A Canadian Perspective*. Toronto: John Wiley & Sons, 1991. ISBN 0-471-79618-2

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Aldous, Joan. *Family Careers Rethinking the Developmental Perspective*. Thousand Oaks: Sage Publications, 1996. ISBN 0-80395-180-9

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Anderson, G., editor. *The Family in Global Transition*. St Paul, MN: Professors World Peace Academy, 1997. ISBN 1-88511-806-6

Baker, Maureen, editor. *Canada's Changing Families Challenges to Public Policy*. Ottawa: The Vanier Institute of the Family, 1994. ISBN 0-91952-051-0

Balakrishnan, T.R., E. Lapierre-Adamcyk, and K. Krotki. *Family and Childbearing in Canada: A Demographic Analysis*. Toronto: University of Toronto Press, 1993. ISBN 0-80207-356-5

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Bahr, S. *Family Research: Sixty-Year Review 1930-1990*, Vol. 2. Toronto: Maxwell MacMillan Canada, 1991. ISBN 0-66921-928-2

Benson, Peter L., J. Galbraith, and P. Espeland. *What Kids Need to Succeed: Proven Practical Ways to Raise Good Kids*. Minneapolis: Free Spirit Press, 1998. ISBN 1-57542-030-9

Bibby, R. *Canada's Teens: Today, Yesterday and Tomorrow*. Toronto: Stoddart, 2001. ISBN 0-77376-181-0

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### **Audio-Visual Resources**

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- A Love that Kills*, Montreal: National Film Board. 1999. 20 min., C9199188
- Adolescent and Adult Development*. Magic Lantern, 2001, 28 minutes. 432-31-962VHS
- Africa's Children*. Magic Lantern, 2000, 57 minutes. 1494-31-100VHS
- Disciplining Kids: Without Screaming or Scolding*. Illinois: The Learning Seed, 1996. 20 min.
- Divorce and the Family*. Illinois: The Learning Seed, 24 min.
- Early Adulthood: Cognitive Development*. Magna Systems, Inc. McIntyre Media, 1999. #520017-61R2
- Early Adulthood: Love, Marriage & Divorce*. McIntyre Media. 1999, 29 minutes. 520019-61R2
- Early Adulthood: Parenthood*. McIntyre Media. 1999, 29 minutes. 520020-61R2.
- Early Adulthood: Physical Development*. McIntyre Media. 1999, 29 minutes. 520016-61R2.
- Early Adulthood: Special Problems*. McIntyre Media. 1999, 29 minutes. 520018-61R2.
- Early Adulthood: The World of Work*. McIntyre Media. 1999, 29 minutes. 520021-61R2.
- Exploring and Learning*. Magna Systems, Inc. McIntyre Media, 2001. #520036-61R2
- Exploring Healthy Relationships*. Human Relations Med. McIntyre Media, 2001. #600239-61R2

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*Gender and Sexuality.* Magic Lantern, 2001, 28 minutes. 432-31-968VHS

*Gender Communication.* “She Talks, He Talks.” Illinois: The Learning Seed, 1994. 22 min.

*Healthy Relationships.* Cambridge Educational. McIntyre Media, 2000. #010230-61R2

*Help Your Child Make Good Decisions.* McIntyre Media, 2000. #ST0926-21R2

*How Boys and Girls Differ: The First Six Years.* Illinois: The Learning Seed, 20 min. #2001135-61R2

*How Families Differ,* McGraw-Hill, 8:30min. 0-02-637712-8

*Impacts of Single Parenting,* McGraw-Hill, 14min., 0-020637713-6

*Infant and Child Development.* Magic Lantern, 2001, 28 minutes, 432-31-960VHS

*Late Adulthood: Death, Dying & Bereavement, and Widowhood.* McIntyre Media. 1999, 29 minutes. 520027-61R2.

*Late Adulthood: Retirement and Options for Living.* McIntyre Media. 1999, 29 minutes. 520026-61R2.

*Late Adulthood: The Social Convoy.* McIntyre Media. 1999, 29 minutes. 520025-61R2.

*Middle Adulthood: Intimate Relationships and the Sandwich Generation.* McIntyre Media. 1999, 29 minutes. 520024-61R2.

*Middle Adulthood: Midlife Crisis?* McIntyre Media. 1999, 29 minutes. 520023-61R2.

*Middle Adulthood: Physical Development.* McIntyre Media. 1999, 29 minutes. 520022-61R2.

*Multiple Choices Series 1 to 5.* National Film Board of Canada. Montreal, 1995 series of numbers – 113C195093 – 113C9195097

*Personality Theories.* Magic Lantern. 2001, 28 minutes, 432-31-936VHS

*Prime Time News: What’s A Family.* Canadian Broadcasting Corp., 1993.

*Raising Responsible Children.* Fort Erie: Houghton Mifflin Co., Sunburst Division, 2000. 47 min.

*Sexual Harassment Stop It Now.* Magna Systems Inc. Mod 53, 1-800-203-7060

*Shaking, Hitting, Spanking.* “What to do Instead!” Illinois: The Learning Seed, 1995. 23 min.

*So You Want to Be a Parent?* Toronto: Marlin Motion Pictures, 1995.

*Styles of Parenting.* Illinois: The Learning Seed, 1996. 20 min.

*Teen Adult Conflict: Working It Out.* McIntyre Media, 1998. #ST2630-21R2

*Teenage Stress: It’s Manageable.* Sunburst. McIntyre Media, #ST4104-21R2

*The Brain: Effects of Childhood Trauma.* Magna Systems, Inc. McIntyre Media, 2001. #520030-61R2

*The Marriage Partnership.* McGraw Hill, 2000. 19 min. 0-07-824655-5

*The Spanking Controversy.* Illinois: The Learning Seed, 17 min.

*Theories of Development.* Magna Systems, Inc. McIntyre Media, 1997. #520041-61R2

*Understanding Underachievers.* Meridian Educational Corporation. McIntyre Media, 2000. #700410-61R2

*Warning Signs. A Look at Teenage Violence.* McGraw Hill, 2000. 23 min. 0-07-824671-7

*Working Marriage Partners,* McGraw-Hill, 12 min. 0-02-637717-9

*Working Parents.* “Balancing Kids and Careers.” Illinois: The Learning Seed, 1992. 25 min

*Your Place in the Family.* Illinois: The Learning Seed, 23 min.

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## Websites

The URLs for the websites have been verified by the writer prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

American Psychological Association – <http://www.apa.org>  
Caledon Institute of Social Policy – <http://www.caledoninst.org>  
Canada.com – <http://www.canada.com>  
Canadian Association of Gerontology – <http://www.cagacg.ca>  
Canadian Careers.Com – <http://www.canadiancareers.com/index.html>  
Canadian Council on Social Development – <http://www.ccsd.ca>  
Canadian Home Economics Association – <http://www.chea-acef.ca>  
Canadian Living Magazine – <http://www.canadianliving.com>  
Chatelaine Magazine – <http://www.chatelaine.com>  
Cool Women: Take Back the Night Marches – <http://coolwomen.org>  
Early Years Study (Dr. Mustard report) – <http://www.childsec.gov.on.ca>  
Epinions.com (consumer buying decisions) – <http://www.epinions.com>  
Government of Canada Services – <http://www.hc-sc.gc.ca>; – <http://www.servicecanada.gc.ca>;  
– <http://www.statcan.ca>  
Family.com – <http://www.family.go.com/>  
Family and Consumer Science Resources Catalogue – <http://www.glencoe.com>  
Available books and resources on parenting and related issues.  
Films for the Humanities and Social Sciences. – <http://www.films.com>  
Ministry of Education. Prospects: Ontario Guide to Career Planning  
– <http://www.edu.gov.on.ca/eng/general/elemsec/job/prospect/eng/index.html>.  
Myers-Briggs Online – <http://www.knowyourtype.com>  
National Action Committee on the Status of Women – <http://www.nac-cca.ca>  
National Council of Welfare – <http://www.newcnbes.net>  
Ontario Human Rights Commission – <http://www.ohrc.on.ca>  
Ontario Publications – <http://www.publications.gov.on.ca>  
Some resources on child services, agencies, and publications regarding families in Ontario.  
Parenting concerns, issues, and information. – <http://www.abcparenting.com>  
Parents: America's Family Magazine – <http://www.parents.com>  
Statistics Canada – <http://www.statcan.ca>  
Statistics Canada: Teenage Pregnancy Trends – <http://www.statcan.ca/english/kits/preg1.htm>  
Status of Women Canada – <http://www.swc-cfc.gc.ca>  
The National Clearinghouse on Family Violence – <http://www.hc-sc.gc.ca/hppb/familyviolence/>  
The Vanier Institute of the Family – <http://www.vifamily.ca>  
The White Ribbon Campaign – Men working to end men's violence against women  
– <http://www.whiteribbon.ca>  
Today's Parent: Canada's Parenting Magazine – <http://todayparent.com>  
True Colors Services – <http://www.truecolors.org>

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## Catholic Resources

- Abbott, William J. *Documents of Vatican II*. "Pastoral Constitution on the Church in the Modern World," section 52. New York: American Press, 1966.
- Cahill, Lisa Sowle. *Family A Christian Perspective*. Minneapolis: Fortress Press, 2000. ISBN 0-80063-252-4
- Canadian Conference of Catholic Bishops – <http://www.cccb.ca>
- Catechism of the Catholic Church. Toronto: Doubleday, 1994 – pages 446-458 & pages 587-597.
- Catholic Social Teaching. Resources for teachers and links for Catholic social teaching – <http://www.coc.org/coc/est.html>
- Children, Springtime of the Family and Society – <http://www.wf-f.org>
- Christian Family in the Teaching of John Paul II*. Homebush: St. Paul Publications, 1990. ISBN 0-94908-013-6
- Familiaris Consortio – <http://www.c'm.org/jp2ency/famcon>.
- Early writings by John Paul II outline the Church's understanding of the importance of the Christian family. Themes include marriage, family as a community of persons, and participation in the development of society.
- Institute for Catholic Education: Publications – <http://www.tcdsb.on.ca/ice/information.html>
- John Paul II. *Original Unity of Man and Woman: Catechesis on the Book of Genesis*. Boston, Mass.: St. Paul Books & Media, 1981.
- Junker-Kenny, Maureen and Lisa Sowle Cahill, editors. *The Ethics of Genetic Engineering*. Maryknoll: Orbis Books, 1998. ISBN 0-33403-048-X
- Koch, Carl. *Creating A Christian Lifestyle*. U.S.A.: Saint Mary's Press, 1996. ISBN 0-88489-330-8
- Lawler, Michael J. *Marriage and Sacrament: A Theology of Christian Marriage*. Collegeville, Minnesota: The Liturgical Press, 1993.
- Lawler, Michael G. and William P. Roberts, editors. *Christian Marriage and Family*. Collegeville, Minnesota: The Liturgical Press, 1996. ISBN 0-81465-021-X
- Mackin, Theodore. *What Is A Marriage?* New York: Paulist Press, 1982.
- Mackin, Theodore. *Divorce and Remarriage*. New York: Paulist Press, 1984.
- Mackin, Theodore. *The Marital Sacrament*. New York: Paulist Press, 1989.
- Martin, Thomas M. *The Challenge of a Christian Marriage: Marriage in Scripture, History, and Contemporary Life*. New York: Paulist Press, 1990.
- McGinnis, Kathleen and James. *Parenting for Peace and Justice*. Maryknoll: Orbis Books, 1981.
- Office for Social Justice – <http://www.osjspm.org/cst6prin.htm>
- Ontario College of Catholic Bishops. *Turning Points: Readings in Family Life Education*. Toronto: Prentice Hall Ginn, 1997.
- Ontario Conference of Catholic Bishops – <http://www.occb.on.ca>
- Papal Encyclicals – <http://www.geocities.com/papalencyclicals/all.htm>
- Video – *By Way of the Family*. Ontario Conference of Catholic Bishops. 1994.
- Whitehead, Evelyn E. and James D. Whitehead. *Marrying Well: Stages on the Journey of Christian Marriage*. New York: Doubleday, 1983.

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– <http://www.vatican.va> – The following papers are good resources for the Catholic educator:

*Charter of the Rights of the Family*. Summarizes the Church’s teachings as related to family.

*Educational Guidance in Human Love: Outlines for Sex Education*. Discusses various aspects of education related to family and sexuality. Affirms the role of the school in providing children with ‘educational guidance in human love.’

*The Jerusalem Bible*. (Reader’s Edition) Garden City, New York: Doubleday & Co., 1968.

*The Truth and Meaning of Human Sexuality*. – <http://www.christusrex.org> Discusses the challenges that parents face when educating their children in matters related to sexuality.

*Tough Issues: What the Church Teaches and Why*. – <http://www.americancatholic.org>

Urbine, William and William Seifert. *On Life and Love: A Guide to Catholic Teaching on Marriage and Family*. Mystic C.T.: Twenty-Third Publications, 1998. ISBN 0-89622-570-4

## Human and Community Resources

Additional assistance with course content may be obtained from valuable contacts within the community including: child and youth workers, social workers, marriage counsellors, college and university liaison officers, local Early Year Centres, local Ministry of Human Resources personnel, local company human resources personnel, staff at nursing and retirement homes, staff at community care access centres, other teachers, and former students.

## Magazines and Journals

Angus Reid Group. *The State of the Family in Canada*. Ottawa: Canada Committee for the International Year of the Family, 1994.

*Canadian Home Economics Journal*. Ottawa, Ontario: Canadian Home Economics Association, CHEA National Office, 901-151 Slater Street, Ottawa, Ontario, K1P 5H3. Published quarterly.

*Canadian Social Trends*. Toronto: Ontario: Her Majesty the Queen in Right of Canada available from Thompson Educational Publishing, Inc., 14 Ripley Avenue, Suite 105, Toronto, Ontario, Published quarterly.

Daly, Kerry. *It Keeps Getting Faster: Changing Patterns of Time in Families*. The Vanier Institute of the Family, 2000.

Gillies, Anne, et.al. *Power and Violence In Intimate and Trust Relationships: Dismantling a Global Barrier to Development*. Home Economics Teaching Resource File. Canadian Home Economics Association Development Education Program, 1994.

*Families and Health Publication Series*. The Vanier Institute of the Family, 2001.

*Journal of Marriage and the Family*. Minneapolis, Minnesota: The National Council of Family Relations, 3989 Central Avenue Northeast, Suite 550, Minneapolis, Minnesota, U.S.A. 55421. Phone 763-781-9931. Published quarterly. M6S 3N9. Phone 416-766-2763

Milan, A. “One Hundred Years of Families”. *Canadian Social Trends*. Ottawa: Statistics Canada, Spring 2000.

*New Internationalist*. Markham: Ontario. Phone 1-800-661-8700.

*Parenting in a Culturally Diverse Society: A Manual for Facilitators*. Ottawa: Parent Resource Centre.

*Parents: America’s Family Magazine*. New York, New York: Parents, 375 Lexington Ave., New York, 10017. Publishes 12 times per year.

Peterat, Linda, et.al. *Work: Children, Women, and Men in Families*. Home Economics Teaching Resource File. Canadian Home Economics Association, 1991.

Sauve, Roger. *The Current State of Canadian Family Finances: 2000 Report*. The Vanier Institute of the Family, 2001.

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Schroeder, Linda, ed. *Expanding Global Horizons: Home Economics Teaching Resource Activity File*. Manitoba Home Economics Teachers' Association and Canadian Home Economics Association, 1996. *The Progress of Canada's Children Into the Millennium*. Canadian Council on Social Development, 1999. ISBN 0-88810-489-8

*Transitions*. Ottawa, Ontario: The Vanier Institute of the Family, 94 Centrepoint Drive, Ottawa, Ontario, K2G 6B1. Phone 613-228-8500. Published quarterly available online.

Vanier Institute of the Family, publications – check [www.vifamily.ca/pubs/pubs.htm](http://www.vifamily.ca/pubs/pubs.htm). For updated articles on family issues.

## OSS Considerations

The Individuals and Families in a Diverse Society course is found in the *Ontario Curriculum Social Sciences and Humanities, 2000*. It is designed to equip students with the knowledge and skills they need to meet the entrance requirements for university and college programs. The Individuals and Families in a Diverse Society curriculum presents a broad range of expectations that will provide students with both the theoretical and the practical skills needed for living satisfying and productive lives as independent and responsible members of society. To meet the requirements of the Ontario Secondary School Diploma, students can use the course as an additional compulsory credit, or as one of their twelve optional credits.

Although written for adolescents in Grade 12, this course could be adapted for adult students. While the practical skills will be similar, the content may need to be adjusted to be relevant to adult learners. Teachers can draw on the rich life experiences of adult learners to enhance the course.

The Individuals and Families in a Diverse Society course explores aspects of various careers as they relate to individuals and families; hence, this course is aligned with *Choices into Action: Guidance and Career Education Program Policy for Elementary and Secondary Schools, 1999*. As all students enrolled in this course will have taken the Grade 10 Careers course and be in a Teacher Advisory Program, teachers should investigate cross-curricular situations. Teachers should advise students in the Individuals and Families in a Diverse Society course of how they might apply the theory and practical applications they have learned in class through a Cooperative Education experience. Students who intend to pursue a higher education in programs such as child and youth care, early childhood education, social work, teaching, nursing, medicine, family law, family counselling, gerontology, speech pathology, sociology, or psychology may profit from experience in a real life setting.

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## **Coded Expectations, Individuals and Families in a Diverse Society, Grade 12, University/College Preparation, HHS4M**

### **Self and Others**

#### **Overall Expectations**

**SOV.01** · analyse theories and research on the subject of individual development, and summarize their findings;

**SOV.02** · analyse theories and research on the subject of the development of and the psychological tasks connected with intimate relationships, and summarize their findings;

**SOV.03** · analyse theories and research on the subject of parent–child relationships and their role in individual and family development, and summarize their findings.

#### **Specific Expectations**

##### **Individual Development**

**SO1.01** – describe the development of individuals at different stages of life, drawing on a variety of developmental theories (e.g., Erikson’s, Gilligan’s, Kohlberg’s, Levinson’s, Piaget’s, Sheehy’s);

**SO1.02** – analyse several viewpoints on similarities and differences in male and female development and on the impact of those differences on the roles individuals play (e.g., Levinson’s, Buss’s);

**SO1.03** – evaluate emerging research and theories (e.g., brain research, evolutionary psychology, feminist theories, theories on aging) explaining the developmental tasks of individuals at various stages of life.

##### **Intimate Relationships and Marriage**

**SO2.01** – demonstrate an understanding of the role of intimate relationships in the lives of individuals and families, considering the similarities and differences for males and females, and traditional and non-traditional relationships;

**SO2.02** – describe the findings of research on attraction and the development of intimate and love relationships in contemporary Canadian society (e.g., Fisher’s study of childbearing in Canada);

**SO2.03** – summarize current research on factors influencing satisfaction within enduring couple relationships (e.g., the impact of children, finances).

##### **Parent–Child Relationships**

**SO3.01** – describe the development of parent-child relationships, drawing on a variety of theories (e.g., social exchange theory, symbolic interactionism);

**SO3.02** – explain several theoretical perspectives on the role of the parent in the development and socialization of children (e.g., learning theory, social role theory), and describe supporting evidence from published research.

### **Personal and Social Responsibilities**

#### **Overall Expectations**

**PRV.01** · analyse decisions and behaviours related to individual role expectations;

**PRV.02** · explain decisions and behaviours related to role expectations in intimate relationships;

**PRV.03** · analyse decisions and behaviours related to parental and care-giver role expectations, including the division of responsibilities for childrearing and socialization.

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## Specific Expectations

### Individual Roles

**PR1.01** – describe the various roles of individuals in society and the potential for conflict between individual and family roles (e.g., workplace role versus parental role);

**PR1.02** – summarize the factors that influence decisions about individual lifestyle at various stages of life (e.g., leaving home, mid-life crisis, retirement), drawing on traditional and current research and theory (e.g., structural functionalism, feminist theory);

**PR1.03** – summarize the factors that influence decisions about educational and occupational choices at various stages of life.

### Roles in Intimate Relationships and Marriage

**PR2.01** – explain initial role expectations in intimate relationships on the basis of theories of attraction (e.g., evolutionary psychology, stimulus-value-role theory);

**PR2.02** – explain the role negotiation required for effective relationships at various stages of life (e.g., birth of a child, “launching” of adult children), drawing on a variety of theoretical perspectives (e.g., systems theory, conflict theory);

**PR2.03** – identify factors that are detrimental to maintaining satisfying relationships (e.g., infidelity, financial difficulties) and explain strategies for communicating and negotiating to maintain satisfying relationships;

**PR2.04** – summarize research on the causes and nature of conflict, and evaluate strategies for managing and resolving conflict in intimate relationships (e.g., decision making, problem solving, negotiating).

### The Parental Role

**PR3.01** – explain the factors that influence decisions relating to childbearing (e.g., whether or not to have children, how many to have, at what intervals to have them);

**PR3.02** – evaluate parenting styles and strategies for achieving developmental and socialization goals, using socialization theories as criteria;

**PR3.03** – analyse the division of responsibility for childrearing and socialization, and the interaction of care-givers (e.g., mother, father, siblings, non-custodial parent, grandparents, child-care workers).

## Diversity, Interdependence, and Global Connections

### Overall Expectations

**GCV.01** · explain the historical and ethnocultural origins of contemporary individual lifestyles, socialization patterns, and family roles;

**GCV.02** · analyse changes that have occurred in family structure and function throughout the history of the family;

**GCV.03** · analyse socialization patterns and the roles of children and parents in various historical periods and ethnocultural contexts.

### Specific Expectations

#### Diverse Roles of Individuals

**GC1.01** – describe the diversity in personal and family roles of individuals in various cultures and historical periods;

**GC1.02** – analyse male and female roles in various societies and historical periods, taking into consideration societal norms and ideals, individuals’ perceptions of roles, and actual behaviours;

**GC1.03** – analyse changes in labour-force participation, taking into consideration male and female participation rates, child labour, retirement, and the impact of work on socialization.

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## **Family Diversity**

**GC2.01** – explain changing family forms and functions in various societies throughout history, and describe contemporary family forms;

**GC2.02** – analyse factors influencing the transition of the family from an economic unit to a psychological unit (e.g., industrialization, feminism, employment of women);

**GC2.03** – analyse the historical and ethnocultural factors affecting variations in mate-selection, marriage customs, and marital roles.

## **Variations in Parent–Child Relationships**

**GC3.01** – describe patterns and practices in childbearing in various cultures and historical periods (e.g., reasons for having or not having children, age and marital status of parents, family size and spacing of children, adoption, foster care);

**GC3.02** – analyse the roles of children in the family and society in various cultures and historical periods, taking into consideration expectations for pace of development, rites of passage, participation in education or labour, and the nature of parent-child relationships;

**GC3.03** – identify cultural, historical, and religious variations in parental roles, childrearing practices, and the role of the extended family and society in childrearing.

## **Social Challenges and Social Structures**

### **Overall Expectations**

**SCV.01** · analyse current issues and trends relevant to individual development, and speculate on future directions;

**SCV.02** · analyse current issues and trends affecting the dynamics of intimate relationships, and speculate on future directions for individuals and families;

**SCV.03** · analyse current issues and trends affecting childrearing and socialization, and speculate on the changing role of children;

**SCV.04** · demonstrate an understanding of the cycle of violence and the consequences of abuse and violence in interpersonal and family relationships.

### **Specific Expectations**

#### **Individual Development**

**SC1.01** – describe current perceptions, opinions, and demographic trends relating to the life patterns of individuals (e.g., life expectancy, educational attainment, labour-force participation, income), and speculate on the significance of these trends for individual development;

**SC1.02** – explain the impact on individual development and decision making of social changes and challenges (e.g., AIDS, emerging communication technologies, the increase in non-family households, cultural diversity) and life events (e.g., illness, infertility, disability, unemployment, death, divorce);

**SC1.03** – demonstrate an understanding of the effect of various aspects of social systems on individual development (e.g., legal requirements, such as age restrictions; economic factors; educational opportunities; employment trends; availability of social support).

#### **Intimate Relationships and Marriage**

**SC2.01** – describe current perceptions, opinions, and demographic trends relating to intimate relationships, and speculate on the significance of these trends for individual and family development;

**SC2.02** – analyse current issues relating to intimate relationships (e.g., cohabitation, delayed marriage, divorce, interracial marriage);

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- SC2.03** – identify the role of various social institutions (e.g., family, law, religion, economy, government) with respect to intimate relationships (e.g., definition of spouse, rights and obligations of spouses, social support);
- SC2.04** – demonstrate an understanding of the cycle of violence in intimate relationships and of strategies for avoiding and responding to violence in relationships.

### **Parent and Child**

- SC3.01** – describe current perceptions, opinions, and demographic trends relating to childbearing and childrearing (e.g., birth rate, age at childbearing, number of children, age at leaving home), and speculate on the significance of these trends for parent–child relationships;
- SC3.02** – explain the impact that current issues relating to parents and children (e.g., adoption, educational concerns, foster care, genetic testing and selection, infertility and fertility treatment, teen parents) have on the bearing and rearing of children;
- SC3.03** – evaluate opinions and research on the subject of working mothers and related issues (e.g., the impact of child care on children’s socialization and development, the balance between family and workplace responsibilities, policies and social planning for child care in Ontario and Canada);
- SC3.04** – identify the role that different types of social institutions and systems (e.g., school, media, peer group, medicine, religion) have in the rearing and socialization of children;
- SC3.05** – demonstrate an understanding of the nature, prevalence, and consequences of child abuse, and describe strategies and programs that would facilitate its prevention and remediation;
- SC3.06** – summarize current research on the effects of divorce on child development and socialization;
- SC3.07** – summarize the impact of economic and political instability (including war) and migration on child development and socialization.

## **Research and Inquiry Skills**

### **Overall Expectations**

- ISV.01** · use appropriate social science research methods in the investigation of issues affecting individuals and families in a diverse society;
- ISV.02** · access, analyse, and evaluate information, including opinions, research evidence, and theories, related to individuals and families in a diverse society;
- ISV.03** · analyse issues and data from the perspectives associated with key theories in the disciplines of anthropology, psychology, and sociology;
- ISV.04** · communicate the results of their inquiries effectively.

### **Specific Expectations**

#### **Using Research Methodology**

- IS1.01** – formulate research questions and develop hypotheses reflecting specific theoretical frameworks;
- IS1.02** – select and access secondary sources reflecting a variety of viewpoints (e.g., academic texts; research reports and journals, such as the *Canadian Journal of Home Economics*, *Family Relations*, and the *Journal of Marriage and the Family*; demographic reports; videos; sources accessed by current information technology);
- IS1.03** – demonstrate an understanding of research methodologies, appropriate research ethics, and specific theoretical perspectives for conducting primary research (e.g., interviews, surveys and questionnaires, observation, experiment);
- IS1.04** – use appropriate current information technology (e.g., CD-ROM, the Internet, e-mail) to access or transmit information (e.g., conduct surveys or interviews).

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### **Organizing and Analysing Information**

**IS2.01** – evaluate information to determine its validity and to detect bias, stereotyping, ethnocentricity, datedness, and unethical practices, and distinguish among perceptions, beliefs, opinions, and research evidence;

**IS2.02** – identify and respond to the theoretical viewpoints (e.g., family systems theory, social-exchange theory, feminist theories), the thesis, and the supporting arguments of materials found in a variety of secondary sources;

**IS2.03** – effectively use current information technology (e.g., spreadsheet and graphing software) to compile quantitative data and present statistical analyses of data (e.g., percentage, mean, distribution) or to develop databases.

### **Communicating Results**

**IS3.01** – distinguish among, and produce examples of, the following: an essay arguing and defending personal opinion; a reaction paper responding to another person’s argument; a research paper reporting on an original investigation;

**IS3.02** – conduct an independent study of an issue concerning individuals or families in a diverse society, and report the results, using social science format and documenting sources accurately, using appropriate forms of citation (e.g., those recommended by the American Psychological Association);

**IS3.03** – demonstrate effective use of current technology to facilitate the production and communication of a research paper.

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## Ontario Catholic School Graduate Expectations

The graduate is expected to be:

**A Discerning Believer Formed in the Catholic Faith Community** who

- CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** -actively reflects on **God’s Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** -speaks the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)
- CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- CGE1g** -understands that one’s purpose or **call in life** comes from God and strives to discern and live out this call throughout life’s journey;
- CGE1h** -respects the **faith traditions**, world religions and the life-journeys of **all people of good will**;
- CGE1i** -integrates faith with life;
- CGE1j** -recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of **redemption** (Witnesses to Faith).

**An Effective Communicator** who

- CGE2a** -listens actively and critically to understand and learn in light of gospel values;
- CGE2b** -reads, understands and uses written materials effectively;
- CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** -writes and speaks fluently one or both of Canada’s official languages;
- CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

**A Reflective and Creative Thinker** who

- CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

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**A Self-Directed, Responsible, Life Long Learner** who

- CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** -demonstrates flexibility and adaptability;
- CGE4c** -takes initiative and demonstrates Christian leadership;
- CGE4d** -responds to, manages and constructively influences change in a discerning manner;
- CGE4e** -sets appropriate goals and priorities in school, work and personal life;
- CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

**A Collaborative Contributor** who

- CGE5a** -works effectively as an interdependent team member;
- CGE5b** -thinks critically about the meaning and purpose of work;
- CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- CGE5e** -respects the rights, responsibilities and contributions of self and others;
- CGE5f** -exercises Christian leadership in the achievement of individual and group goals;
- CGE5g** -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
- CGE5h** -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

**A Caring Family Member** who

- CGE6a** -relates to family members in a loving, compassionate and respectful manner;
- CGE6b** -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- CGE6c** -values and honours the important role of the family in society;
- CGE6d** -values and nurtures opportunities for family prayer;
- CGE6e** -ministers to the family, school, parish, and wider community through service.

**A Responsible Citizen** who

- CGE7a** -acts morally and legally as a person formed in Catholic traditions;
- CGE7b** -accepts accountability for one's own actions;
- CGE7c** -seeks and grants forgiveness;
- CGE7d** -promotes the sacredness of life;
- CGE7e** -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** -respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** -respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- CGE7h** -exercises the rights and responsibilities of Canadian citizenship;
- CGE7i** -respects the environment and uses resources wisely;
- CGE7j** -contributes to the common good.

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

**Time:** 15 hours

### **Unit Description**

In this unit, students investigate definitions, functions, roles and structures of the family in various historical and cultural contexts. They explore the nature, origin, development, and structures of the Catholic family. Students are introduced to current theoretical frameworks and research from the disciplines of sociology, psychology, and anthropology. Students practise social science research methodology in the investigation of issues that affect individuals and families in a diverse society (Note: The Independent Study begins in this unit. Students determine their topics and formulate working hypotheses).

### **Strand(s) & Learning Expectations**

**Ontario Catholic School Graduate Expectations:** CGE1d, CGE2b, CGE2c, CGE3c, CGE3e, CGE3f, CGE4b, CGE4f, CGE6a, CGE6b, CGE6c, CGE7f, CGE7g.

**Strand(s):** Diversity, Interdependence, and Global Connections; Research and Inquiry Skills

**Overall Expectations:** GCV.01, GCV.02, ISV.01, ISV.02, ISV.03, ISV.04.

**Specific Expectations:** GC1.01, GC1.02, GC2.01, GC2.02, IS1.01, IS1.03, IS1.04, IS2.01, IS2.02, IS3.02, IS3.03.

### **Unit Planning Notes**

The teacher should:

- have knowledge about the Catholic Church's teachings regarding family functions, values, and structures;
- locate teaching and classroom resources, e.g., reference books, supplies for activities, articles for student use, audio-visual materials;
- be sensitive to the gender, ethno-cultural, socio-economic, and religious diversity within the class in the selection and preparation of resources;
- be sensitive to the fact that not all students live in similar family situations;
- be sensitive to students' feelings about their families;
- develop a guideline for completing the independent study.

### **Activity 1.1: Introduction to the Family**

**Time:** 3 hours

#### **Description**

Students critique various definitions of the family that are used by Canadian government agencies, social science researchers, and the Catholic Church. From these, students formulate their working definition of the family. Students are encouraged to examine the family from these various perspectives. Different teaching and learning strategies are used to define various structures, functions, and terminology of the family.

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## **Strand(s) & Learning Expectations**

### **Ontario Catholic School Graduate Expectations**

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;

CGE4b - demonstrates flexibility and adaptability;

CGE6c - values and honours the important role of the family in society.

**Strand(s):** Diversity, Interdependence, and Global Connections; Research and Inquiry Skills

### **Overall Expectations**

GCV.01 - explain the historical and ethnocultural origins of contemporary individual lifestyles, socialization patterns, and family roles;

GCV.02 - analyse changes that have occurred in family structure and function throughout the history of the family;

ISV.03 - analyse issues and data from the perspectives associated with key theories in the disciplines of anthropology, psychology, and sociology;

ISV.04 - communicate the results of their inquiries effectively.

### **Specific Expectations**

GC1.01 - describe the diversity in personal and family roles of individuals in various cultures and historical periods;

GC2.01 - explain changing family forms and functions in various societies throughout history, and describe contemporary family forms;

IS1.04 - use appropriate current information technology (e.g., CD-ROM, the Internet, e-mail) to access or transmit information (e.g., conduct surveys and questionnaires, observation, experiment).

### **Prior Knowledge & Skills**

- knowledge and skills of Internet search methods;
- collaborative and group work skills.

### **Planning Notes**

The teacher should:

- have an understanding and appreciation of the Catholic view of the family and the definitions that are used by Canadian government agencies and sociologists;
- check all Internet sites before using them with the students in order to verify the existence of the website address;
- if the Internet is not available, the teacher may provide students with an overhead of definitions of the family (T/L S 1);
- gather articles about the functions of the Canadian family and the family from a Catholic perspective (T/L S 2);
- cover an empty shoebox or small cube-shaped box with coloured construction paper. Each of the six sides is covered with a different colour of paper (T/L S 3a);
- prepare an overhead that defines and explains the social science disciplines – sociology, anthropology, and psychology (T/L S 3a);
- prepare a chart of topics for studying the family for student use (T/L S 3b);
- photocopy Case Study (Appendix 1.1.1) (T/L S 4).

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## Teaching/Learning Strategies

1. a) To encourage students to think about what a family is, the teacher instructs each student to devise a definition of the family.
  - b) The teacher reviews the school board's policy with students on use of the Internet and ethical practices on using the World Wide Web. Students do an Internet search and find at least one definition of the family that is used by Canadian government agencies or social science researchers and at least one definition of the Catholic view of the family.
  - c) After the Internet search the teacher divides students into small groups of three to four. Using the information found on the Internet the group formulates a definition of the family.
  - d) Each group presents their definition of the family visually, e.g., on an overhead transparency.
  - e) The teacher critiques each definition with students in a class discussion. As part of the discussion, the teacher makes certain that students understand the specific faith dimension in the Catholic view of the family. The couple's faith should permeate their relationship and influence their attitude toward each other and their children. After the discussion, students record the Catholic view of the family into their notebooks for future reference.
2. a) Students read an article or read a passage from the textbook about the roles and the functions of the Canadian family. The teacher assigns the following questions:
  - What are the functions of the family?
  - What are the roles of the family members?
  - What is the relationship between the functions of the family and the definitions of the family previously discussed in class (see T/L S 1)?
  - Are there roles and functions that could be unique to Catholic families?
  - b) The teacher discusses the answers with the class.
3. a) This exercise introduces the family from the perspectives of the three major social science disciplines – sociology, psychology, and anthropology. The teacher introduces the topic of learning about families from individual perspectives by holding up a multi-coloured three-dimensional box in front of the class. The teacher asks the students to identify the colour(s) they can see from their seats. The teacher then asks why we all do not see the same colours. The teacher reinforces that each student saw different colours because each had a different perspective depending on where he/she was sitting. Similarly, each of us forms opinions and beliefs due to the various individual and family experiences to which we have previously been exposed. The teacher explains how each of us brings these beliefs into the classroom when we study the family. The teacher then defines and explains, on an overhead, the three categories of social sciences that study the family - sociology, anthropology, and psychology. Similarly, each of these disciplines brings a different perspective to the study of the family.
  - b) The teacher gives students various topics that social scientists would study (e.g., the division of labour in the home). The teacher explains how this topic would be studied by each of the disciplines (see chart). Complete the first example together as a class. The teacher assigns other topics and students complete the remaining three columns of the chart on their own. Students record their answers onto the chart. The teacher takes up the chart with the class.

### Social Science Research—The Study of the Family

Topic	Anthropologist	Sociologist	Psychologist
division of labour in the home	How or why division of labour differs from one culture to another?	What tasks does the wife/husband perform?	How does the couple deal with conflict over who does what tasks in the home?
childrearing practices			
family violence			
church attendance			

- Using a textbook and/or articles about family structures, students prepare a glossary of key sociological terms (see Appendix 1 for glossary of key terms) and write the definitions in their notebooks. Students read fictitious case studies (see Appendix 1) and apply the sociological terms that they have prepared. The teacher takes up answers with the class.
- Students write a journal entry reflecting upon their view of the definitions and functions of the family.

### Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Achievement Chart Categories
Case Studies (T/L S 4)	Checklist	Formative	Knowledge/Understanding
Journal Entry (T/L S 5)	Anecdotal Comments	Formative	Thinking/Inquiry

### Accommodations

- As an extension for students, the teacher may have students work in groups to research the Internet in finding articles/essays on the functions of the Canadian family and in particular the Catholic family (T/L S 2a).
- Ensure that copies of the IEPs of identified students and other students who are not formally identified are available so that noted accommodations are being addressed, e.g., use of computers, extra time for completion of tasks, assistance with scribing.
- Groups may be predetermined in order to meet the needs of all students, e.g., individuals who require assistance grouped with students able to provide support and extra assistance. This group may include gifted students or those students who have expressed a desire to help others as part of possible future career choices (Developmental Service Worker or Child and Youth Worker).
- A template for note taking could be provided.
- A list of definitions could be given for the family terms being studied and the students could match up the definitions with the terms (T/L S 4).

### Resources

#### Newspapers/Journals/Periodicals

Agnus Reid Group. *The State of the Family in Canada*. Ottawa: Canada Committee for the International Year of the Family, 1994.

Flynn, Andrew. "Getting Back To Internet Basics: Reviewing Web Basics Can Prevent Surfing Frustration." *The London Free Press*, (March 30, 2001): D3.

Milan, A. "One Hundred Years of Families". *Canadian Social Trends*. Ottawa: Statistics Canada, (Spring 2000): 2-12.

Stief, Ken. "Social Issues and the Internet." *School Net Magazine*, (Spring 2000): 18-19.

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## Books

- Baker, Maureen. *Families: Changing Trends in Canada*, 4th ed. Toronto: McGraw-Hill Ryerson, 2001. ISBN 0-07086-415-2
- Baker, Maureen and Janet Dryden. *Families in Canadian Society*, 2nd ed. Toronto: McGraw- Hill Ryerson, 1995. ISBN 0-07551-366-8
- Carter, B. and M. McGoldrick, ed. *The Expanded Family Life Cycle: Individual, Family, and Social Perspectives*, 3rd ed. Boston: Allyn & Bacon, 1999. ISBN 0-20520-009-5
- Catholic Organization for Life and Family. *In Love for Life*. Ottawa: CCCB Publications, 2002. ISBN 0-88997-475-6
- Eichler, M. *Family Shifts: Families, Policies, and Gender Equality*. Toronto: Oxford University Press, 1997. ISBN 0-19541-250-8
- Elliot, F.R. *Gender, Family and Society*. Hampshire: Macmillan Press, 1996. ISBN 0-33352-430-6
- Eshleman, J. Ross and Susannah J. Wilson. *The Family*, 3rd ed. Toronto: Pearson Education Canada, 2001. ISBN 0-20537-151-0
- Fox, Bonnie J., ed. *Family Patterns, Gender Relations*, 2nd ed. Don Mills: Oxford University Press, 2001. ISBN 0-19541-587-6
- Hareven, T. *Families, History, and Social Change*. Boulder, Colorado: Westview Press, 2000. ISBN 0-81339-079-6
- Hawkes, Charles, et al. *Images of Society: Introduction to Anthropology, Psychology, and Sociology*. Toronto: McGraw-Hill Ryerson Limited, 2001. ISBN 0-07088-032-8
- Henslin, J.M. *Marriage and Family in a Changing Society*, 4th ed. Toronto: Maxwell Macmillan Canada, 1992. ISBN 0-02914-475-2
- Jarman Frederick E. and Susan Howlett. *The Living Family A Canadian Perspective*. Toronto: John Wiley & Sons, 1991. ISBN 0-47179-618-2
- Newman, David M. *Sociology of Families*. Thousand Oaks, Calif.: Pine Forge Press, 1999. ISBN 0-76198-514-X
- O'Brien, David J. and Thomas Shannon. *Renewing the Earth: Catholic Documents on Peace, Justice and Liberation*. Garden City New York: Image Books, 1977. ISBN 0-38512-954-8
- Rahner, Karl, ed. *Encyclopedia of Theology: The Concise Sacramentum Mundi*. New York: The Seabury Press, 1975. ISBN 0-61641-182-4
- Sasse, Connie R. *Families Today*, 3rd ed. U.S.A.: Glencoe/McGraw-Hill, 2000. ISBN 0-02643-278-1
- Settles, Barbara H., et al, editors. *Concepts and Definitions of Family for the 21st. Century*. New York: Haworth Press, 1999. ISBN 0-78900-765-7
- Sproule, Wayne. *Our Social World: An Introduction to Anthropology, Psychology and Sociology*. Toronto: Prentice Hall, 2001. ISBN 0-13041-068-3
- The Vanier Institute of the Family. *Profiling Canada's Families II*. Nepean, Ontario: The Vanier Institute of the Family, 2000. ISBN 0-91952-071-5
- Wilson, Jocelyn, ed. *Individuals and Families In A Diverse Society*. Toronto: McGraw-Hill Ryerson, 2002. ISBN 0-07090-958-X

## Websites

### Specific (information that is specific to the activity):

- Catholic Encyclopedia: Family – <http://newadvent.org/cathen/05782a.htm>
- Catholic Family News – <http://catholictradition.org/cfn-index.htm>
- Families: Yesterday, Today, and Tomorrow – <http://www.vifamily.ca/tm/294/2.htm>
- The Family In God's Plan: The Nature of the Family – <http://www.archive/catechism/p3s2c2a4.htm#1>

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Family Life: Past, Present, Future – <http://www.vifamily.ca/tm/294/1.htm>  
Family Life Ministry: What is meant by a Family Perspective?  
– <http://www.diocese-gal-hou.org/familylife.htm>  
Government of Ontario – Consolidated Laws of Ontario – <http://www.e-laws.gov.on.ca>  
It Keeps Getting Faster: Changing Patterns of Time In Families (2000)  
– <http://www.vifamily.ca/cft/daly/dalye.htm>  
Strengths In Families: Accentuating The Positive (1998)  
– <http://www.vifamily.ca/cft/strength/strength.htm>  
Statistics Canada - Census Definition of the Family  
– <http://www.statcan.ca/english/concepts/definitions/cen-family.htm>  
The United States Conference of Catholic Bishops Family Life Index (contains an index and order form for purchasing Family Life publications e.g., “Family Perspective in Church and Society”)  
– <http://www.nccbuscc.org/publishing/familylife/index.htm>  
The Vanier Institute of the Family: Family Facts – <http://www.vifamily.ca/faqs/faq.htm>  
The Vatican: Familiaris Consortio: The Role of the Christian Family In the Modern World  
– [http://www.vatican.va/holy\\_father/john\\_paul\\_ii/apost\\_exhortations/documents/hf\\_jp-ii\\_exh\\_19811122\\_familiaris-consortio\\_en.html](http://www.vatican.va/holy_father/john_paul_ii/apost_exhortations/documents/hf_jp-ii_exh_19811122_familiaris-consortio_en.html)

**General (information that is general to the unit):**

Canadian Policy Research Network – <http://www.cprn.org>  
Canadian Conference of Catholic Bishops – <http://www.cccb.ca>  
The Documents of Vatican II – <http://www.cin.org/vatidoc.html>  
Focus On The Family In Canada – <http://www.fotf.ca>  
Government of Canada Services – <http://www.hc-sc.gc.ca> – <http://www.servicecanada.gc.ca>  
– <http://www.statcan.ca>  
(contains an order form of “Inventory of social statistics and graphics” that can be purchased; statistics are cross-referenced with the curriculum)  
The National Association of Catholic Families – <http://www.catholic-families.org>  
Ontario Publications – <http://www.publications.gov.on.ca>  
The Vanier Institute of the Family – <http://www.vifamily.ca>

**Audio-Visual Resources**

*Family*. Films for the Humanities & Sciences, 1998. 53 min. 0-7365-1523-2  
*Family Ties: Strengthening the Family Unit*. McGraw Hill, 2000. 15min. 0-07-824649-0.  
*How Families Differ*. McGraw-Hill, 8:30min. 0-02-637712-8  
*What Is Family? Defining the Tie that Binds*. Films for the Humanities & Sciences, 1999. 44min. 0-7365-2184-4

**Appendices**

Appendix 1 – Terms Relevant to the Study of the Family

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## **Activity 1.2: Historical and Cultural Perspectives of Individuals and Families**

**Time:** 3 hours

### **Description**

In this activity students identify and analyse demographic trends and historical factors that have had an impact on the family's structure, functions and roles. Students explore families in various societies throughout history. They use group skills in exploring and presenting this information. To reinforce that change has occurred in family life, students interview an individual from a different generation.

### **Strand(s) & Learning Expectations**

#### **Ontario Catholic School Graduate Expectations**

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;

CGE6a - relates to family members in a loving, compassionate, and respectful manner;

CGE7f - respects and affirms the diversity and interdependence of the world's peoples and cultures;

CGE7g - respects and understands the history, cultural heritage, and pluralism of today's contemporary society.

**Strand(s):** Diversity, Interdependence, and Global Connections; Research and Inquiry Skills

#### **Overall Expectations**

GCV.01 - explain the historical and ethno-cultural origins of contemporary individual lifestyles, socialization patterns, and family roles;

GCV.02 - analyse changes that have occurred in family structure and function throughout the history of the family;

ISV.01 - use appropriate social science research methods in the investigation of issues affecting individuals and families in a diverse society.

#### **Specific Expectations**

GC1.01 - describe the diversity in personal and family roles of individuals in various cultures and historical periods;

GC1.02 - analyse male and female roles in various societies and historical periods, taking into consideration societal norms and ideals, individuals' perceptions of roles, and actual behaviours;

GC2.01 - explain changing family forms and functions in various societies throughout history, and describe contemporary family forms;

GC2.02 - analyse factors influencing the transition of the family from an economic unit to a psychological unit (industrialization, feminism, employment of women);

IS1.03 - demonstrate an understanding of research methodologies, appropriate research ethics, and specific theoretical perspectives for conducting primary research (e.g., interviews, surveys and questionnaires, observation, experiment).

#### **Prior Knowledge & Skills**

- skills in group work and group presentations;
- interview techniques;
- knowledge of the key terms of the family from Activity 1.

#### **Planning Notes**

The teacher should:

- photocopy pre-test (Appendix 2) of demographic trends of the family (T/L S 1);
- gather historical/cultural articles about the family (T/L S 2);
- record list of research questions on the board (T/L S 2a);
- photocopy interview assignment and rubric for evaluation (T/L S 3).

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## Teaching/Learning Strategies

1. The teacher provides students with a pre-test containing questions dealing with statistics related to individual and family life in Canadian families in the past century (see Appendix 2). Students record their responses in the ‘Student’s Estimate’ column of the chart. The teacher gives the actual statistic and the students write it in the ‘Actual Statistic’ columns of the chart. The teacher discusses the statistics given. In this discussion, the trends of the family are emphasized (e.g., marriage rates in the past compared to today, the number of single-parent families of today compared to the past, etc.). Students write the salient points of the discussion in the ‘Discussion’ column of the chart.
2. a) Regardless of ethno-cultural background each family is a social group, unique in its beliefs, customs, values, and roles. However, characteristics such as marriage and the socialization of children are common to families around the world. Students are introduced to families in various societies throughout history by engaging in research of a particular culture in the past and in contemporary times. The teacher divides students into small groups and assigns each group a culture to investigate via the Internet, articles, and/or textbooks. The teacher distributes questions to be answered. Possible questions to be answered include:
  - Identify the functions of the family in your assigned culture.
  - Compare the functions of that family with the functions of the modern Canadian family.
  - How have the functions of this culture’s family changed throughout time?
  - Which descent line does the family follow (patrilineal or matrilineal)?
  - What are the unique characteristics of the family, e.g., practice polyandry; matrilocal residence; patriarchal vs. matriarchal?
  - How have the roles of family members changed throughout time?
  - What are the roles of the males and of the females?
  - Find one aspect that would be studied by each of the three social science perspectives.b) After researching the assigned cultural group and answering the questions, each group summarizes its findings and presents the information to the class. The summary should include a discussion of the major points of historical comparison that they have found in their research. The teacher provides feedback about their presentation. The teacher assesses each group.  
c) All students complete a cultural/historical chart based on the information from the presentations and keep it in their notebooks. The teacher assesses each student’s chart using an assessment tool such as a rating scale which has criteria linked to expectations.

### Information About the Family In Various Cultures and Historical Periods

Cultural Group – Family Diversity	Changes in the roles of family members	Changes in the functions of family members	Descent Lines/Unique kinship characteristics
Group 1 (e.g., Roman family)			
Group 2 (e.g., Hopi family)			

3. The teacher reviews interview techniques with students and distributes the interview assignment (see Appendix 3). The teacher explains the assignment and the rubric (see Appendix 4). Students submit the completed assignment for assessment and evaluation. Students must be instructed to accept “no comment” as a valid answer to any question, and to respect that people may choose not to respond at all. Teacher should be sensitive to the personal nature of the experience and support students in avoiding disclosure and discussion of sensitive issues.

## Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Achievement Chart Categories
Historical/Cultural Group Presentation (T/L S 2b)	Verbal Feedback/ Rating Scale	Formative	Knowledge/Understanding Thinking/Inquiry Communication Application
Chart on Information of the Family from a Different Culture (T/L S 2c)	Checklist	Formative	Knowledge/Understanding
Interview of an Individual from a Different Generation (T/L S 3)	Rubric	Summative	Knowledge/Understanding Thinking/Inquiry Communication Application

### Accommodations

- Groups could be responsible for finding their own historical/cultural articles (T/L S 2).
- Students could view a video about the family in another culture (T/L S 2).
- Ensure a balance and appropriate mix of students when establishing the groups.
- Students who have difficulty in transferring oral information from the interview into written form may choose to make an oral presentation to the teacher.

### Resources

#### Newspapers/Journals/Periodicals:

Jones, Frank. "Are Children Going to Religious Services?" *Canadian Social Trends*, Vol. 54 (Fall, 1999): 3-13.

#### Books

Baker, Maureen. *Families: Changing Trends in Canada*, 4th.ed. Toronto: McGraw-Hill Ryerson, 2001. ISBN 0-07086-415-2

Baker, Maureen and Janet Dryden. *Families in Canadian Society*, 2nd ed. Toronto: McGraw- Hill Ryerson, 1995. ISBN 0-07551-366-8

Brettell, C. and C. Sargent, ed. *Gender in Cross-Cultural Perspective*, 2nd ed. New Jersey: Prentice-Hall, 1997. ISBN 0-13533-613-9

Bradbury, Bettina. *Canadian Family History Selected Readings*. Mississauga, Ont.: Copp Clark Pitman Ltd., 1992. ISBN 0-77305-194-5

Burguiere, A., C. Klapisch-Zuber, M. Segalin, and F. Zonabend, eds. *A History of the Family*. Oxford: Polity Press, 1996. ISBN 0-74561-543-0

DeVita, P., ed. *The Naked Anthropologist: Tales From Around the World*. California: Wadsworth Publishing, 1992. ISBN 0-53416-266-5

Eshleman, J. Ross and Susannah J. Wilson. *The Family*, 3rd ed. Toronto: Pearson Education Canada, 2001. ISBN 0-20537-151-0

Jarman Frederick E. and Susan Howlett. *The Living Family A Canadian Perspective*. Toronto: John Wiley & Sons, 1991. ISBN 0-47179-618-2

Kelman, S. *All in the Family: A Cultural History of Family Life*. Toronto: Viking, 1998. ISBN 0-67086-656-3

Nancoo, S. and S. Ramcharan, ed. *Canada Diversity: 2000 and Beyond*. Mississauga: Canadian Educator's Press, 1995. ISBN 1-89619-101-0

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Queen, S.A. and R.N. Halbinstein. *The Family in Various Cultures*, 5th ed. New York: Harper and Row Publishers, Inc., 1985. ISBN 0-06042-568-7

Sasse, Connie R. *Families Today*, 3rd ed. New York: Glencoe/McGraw-Hill, 2000. ISBN 0-02643-278-1

Sproule, Wayne. *Our Social World: An Introduction to Anthropology, Psychology and Sociology*.

Toronto: Prentice Hall, 2001. ISBN 0-13041-068-3

The Vanier Institute of the Family. *Canadian Families*. Ottawa: International Year of the Family, 1994. ISBN 0-919-52049-9

The Vanier Institute of the Family. *Profiling Canada's Families II*. Nepean, Ontario: The Vanier Institute of the Family, 2000. ISBN 0-91952-071-5

Wilson, J., ed. *Individuals and Families in a Diverse Society*. Toronto: McGraw Hill Ryerson, 2002. ISBN 0-07090-958-X

### **Audio-Visual Resources**

*Africa's Children*. Magic Lantern, 2000, 57 minutes. Order No. 1494-31-100VHS

*Africa's Children: The Kenya Paradigm*. Films for the Social Sciences & the Humanities, 1999. 58 min. 0-7365-3890-9

*Bushmen of the Kalahari: A Bushman Story*. Films for the Social Sciences & the Humanities, 1999. 50 min. 0-7365-4241-8

*Honorable Murder*. Films for the Social Sciences & the Humanities, 1998. 52 min. 0-7365-0658-6

*My Mother's Village*. National Film Board, 2001. 101 min. Order No. 113C9101043

*Obaachan's Garden*. National Film Board, 2001. 94 min. Order No. 143C9101056

### **Websites**

Specific (information that is specific to the activity):

Catholic Social Teaching. Resources for teachers and links for Catholic social teaching – <http://www.coc.org/coc/est.html>

Catholic Information Network: The Documents of Vatican II – <http://www.cin.org/vatidoc.html>

Statistics Canada: Canadian Statistics: The People: Families, households, and housing – <http://www.statcan.ca/english/Pgdb/People/famili.htm>

The Vanier Institute of the Family – <http://www.vifamily.ca/faqs/faq.htm>

General (information that is general to the unit):

Canadian Conference of Catholic Bishops – <http://www.cccb.ca>

The Vatican – <http://vatican.va>

### **Appendices**

Appendix 2 – Pretest of Statistics Related to Individuals and Family Life in Canada and Canadian Catholic Families

Appendix 3 – Interview of an Individual from a Different Generation

Appendix 4 – Rubric for the Interview of an Individual from a Different Generation

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## Activity 1.3: Theoretical Frameworks

**Time:** 5 hours

### Description

Students examine major theoretical frameworks for studying the family in today's diverse society. They demonstrate an understanding of these theories through practical application using case studies and group discussion. Students select a theory and demonstrate how it explains phenomena in their own or hypothetical families. Catholic values of respect, dignity, compassion, and love for family members are reviewed in order to allow students to demonstrate a deeper appreciation for the family and its members.

### Strand(s) & Learning Expectations

#### Ontario Catholic School Graduate Expectations

CGE3e - adopts a holistic approach to life by integrating learning from various subject areas and experience;

CGE3f - examines, evaluates, and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society;

CGE6b - relates to family members in a loving, compassionate, and respectful manner.

**Strands:** Research and Inquiry Skills

#### Overall Expectations

ISV.02 - access, analyse, and evaluate information, including opinions, research evidence, and theories, related to individuals and families in a diverse society.

#### Specific Expectations

IS2.02 - identify and respond to the theoretical viewpoints, the thesis, and the supporting arguments of materials found in a variety of secondary sources.

#### Prior Knowledge & Skills

- brainstorming
- critical thinking skills
- effective communication skills, including the ability to paraphrase, summarize, and ask appropriate questions for clarification
- Catholic social teachings about the family
- collaborative/cooperative group work skills

#### Planning Notes

The teacher should:

- prepare Socratic lesson about exchange, symbolic interaction, family development, systems, conflict, and ecological theories (T/L S 2);
- develop case studies to be used when introducing each theory taught (T/L S 2);
- gather background reading material about the theories (T/L S 2);
- prepare a unit test;
- For some students it may be too personal and too painful to examine their own families in the assignments. In such cases, they should be allowed to do a hypothetical family, or one from literature, the movies, or television.

## Teaching/Learning Strategies

1. The teacher introduces the concept of theory using the following hypothetical scenario: *A student notices that a number of his friends have parents who are divorced. He begins asking himself why some people get divorced. He speculates that perhaps the parents were too young when they got married, or that one of the spouses was unfaithful.* The teacher explains that this student is attempting to do what scientists do, that is, to explain facts or observations by treating these facts or observations as examples of general principles, e.g., people who marry when they are very young are more likely to become divorced. The teacher then asks students to identify patterns they have observed in families and to attempt to find explanations for these patterns. After a class discussion of various patterns and explanations, the teacher states that when studying the family, it is impossible to generate every single idea, and therefore, the focus is on clusters of ideas, or frameworks.
2. The teacher explains that social scientists have developed theoretical frameworks about the family, based on various assumptions. The following theoretical frameworks are taught by the teacher using the Socratic method and case studies: exchange, symbolic interaction, family development, systems, conflict and ecological. (Corresponding case studies could include the following: exchange – successful vs. unsuccessful marriage; symbolic interaction – marital adjustment; family development – engaged couple about to be married; systems – single-parent family; conflict – mother returning to work; ecological – dad loses his job due to restructuring at work). The teacher informs students that these are not the only theories about families (e.g., feminist, structural functionalism). Students use lecture notes and assigned readings to prepare a summary chart.

<b>Theoretical Framework</b>	<b>Basic Theme/ Metaphor</b>	<b>Using the basic assumptions and concepts, how does the theoretical framework explain individual and family phenomena?</b>	<b>Limitations</b>
Exchange	e.g., behaviours are motivated out of self-interest	e.g., individuals rationally weigh the rewards and costs associated with a behavioural choice, and choose the actions that will maximize the rewards. e.g., you want to borrow the family car so you do extra housework	e.g., micro perspective (does not make connection to the wider society)
Symbolic Interaction			
Family Development			
Systems			
Conflict			
Ecological			

Students use their summary charts to determine how each theory explains what is going on in a case study about divorce.

<b>Theoretical Framework</b>	<b>Explanation for the Divorce</b>
Exchange	e.g., one partner constantly gives of personal time and energy into the relationship and spouse shows no appreciation or effort in return
Symbolic Interaction	
Family Development	
Systems	
Conflict	
Ecological	

3. The teacher conducts a discussion about how the Catholic church can apply the theoretical frameworks in order to enhance family life, e.g., exchange theory used by instructors of marriage preparation courses.
4. Students complete the following assignment:
  - a) identify one aspect about their family life they would like explained (e.g., why do I feel a closer emotional bond to my mother than I do to my father?);
  - b) select the theoretical framework which offers the best explanation for this situation and explain why that framework was chosen using three basic assumptions/concepts of the theory.  
See the criterion referenced checklist in Appendix 5 for student use and Appendix 6 for a rubric for teacher use.
5. Students write unit test pertaining to Activities 1.1, 1.2, and 1.3.

### **Assessment & Evaluation of Student Achievement**

<b>Task/Product</b>	<b>Tool</b>	<b>Purpose</b>	<b>Achievement Chart Categories</b>
Notes (T/L S 1, 2, 3) Unit Test	Marking Scheme	Summative	Knowledge/Understanding Thinking/Inquiry Application
Personal application of a theoretical framework (T/L S 4)	Criterion referenced checklist Rubric	Summative	Communication Application

### **Accommodations**

- Provide summary sheets for Socratic lessons.

### **Resources**

#### **Newspapers/Journal/Periodicals**

Bartle, Suzanne E. "Survey approaches to the assessment of family functioning: Conceptual, operational, and analytical issues". *Journal of Marriage and the Family*, v.57 (4), 1995: 1025-1039.

Greif, Geoffrey L. "Treating the Changing Single Parent Family: A Return to Boundaries" in *Children Today*, v.24 (1), 1996.

Ilg, Peter. "Family systems and catechetics: An alternative approach" in *Momentum*, v.31 (1), 2000.

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## Books

Baker, Maureen. *Families: Changing Trends in Canada*, 4th ed. Toronto: McGraw-Hill Ryerson, 2001. ISBN 0-07086-415-2

Baker, Maureen and Janet Dryden. *Families in Canadian Society*, 2nd ed. Toronto: McGraw-Hill, Ryerson, 1995. ISBN 0-07551-366-8

Eshleman, J. Ross and Susannah J. Wilson. *The Family*, 3rd ed. Toronto: Pearson Education Canada, 2001. ISBN 0-20537-151-0

Klein, David M. and James M. White. *Family Theories: An Introduction*. Thousand Oaks, California: Sage Publications, Inc., 1996. ISBN 0-80395-853-6

Smelser, Neil J. and Paul B. Baltes, ed. *International Encyclopedia of the Social and Behavioural Sciences*, vol. 8. Oxford, UK: Elsevier Science Ltd., 2001. ISBN 0-08043-076-7

## Websites

Astralsite – <http://www.astralsite.com/teach/NewTeacherResources.html>

Catholic Community – <http://community.catholic.org/>

Catholic Register – <http://www.catholicregister.org/>

Global Catholic Network – <http://www.ewtn.com/index1.htm>

Together in Christ – <http://www.togetherinchrist.org/>

Vatican: The Holy See – <http://www.vatican.va>

## Appendices

Appendix 5 – Criterion Referenced Checklist

Appendix 6 – Rubric for Personal Application of a Theoretical Framework

## Activity 1.4: Social Science Research Methods and the Independent Study

**Time:** 4 hours

### Description

Details of the independent study are introduced including topic selection, formulating working hypotheses, and validating research information. Students, with the teacher's assistance, work through exercises in order to formulate hypotheses. Clear expectations and details of assessment and evaluation of the independent study are given.

### Strand(s) & Learning Expectations

#### Ontario Catholic School Graduate Expectations

CGE2b - reads, understands, and uses written materials effectively;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE4f - applies effective communication, decision-making, problem solving, time and resource management skills.

**Strands:** Research and Inquiry Skills

#### Overall Expectations

ISV.01 - use appropriate social science research methods in the investigation of issues affecting individuals and families in a diverse society;

ISV.02 - access, analyse, and evaluate information, including opinions, research evidence, and theories, related to individuals and families in a diverse society;

ISV.03 - analyse issues and data from the perspectives associated with key theories in the disciplines of anthropology, psychology, and sociology;

ISV.04 - communicate the results of their inquiries effectively.

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### **Specific Expectations**

IS1.01 - formulate research questions and develop hypotheses reflecting specific theoretical frameworks;  
IS2.01 - evaluate information to determine its validity and to detect bias, stereotyping, ethnocentricity, datedness, and unethical practices, and distinguish among perceptions, beliefs, opinions, and research evidence;

IS3.02 - conduct an independent study of an issue concerning individuals or families in a diverse society, and report the results, using social science format and documenting sources accurately, using appropriate forms of citation;

IS3.03 - demonstrate effective use of current technology to facilitate the production and communication of a research paper.

### **Prior Knowledge & Skills**

- social science research methods
- brainstorming techniques
- critical thinking
- methods of documenting sources of information (e.g., American Psychological Association (APA))

### **Planning Notes**

The teacher should:

- prepare a list of possible independent study topics to be posted in the classroom a few days prior to introducing this activity (T/L S 2);
- photocopy an outline of the structure and expectations of the independent study (T/L S 1);
- prepare a Socratic lesson on components of hypothesis (T/LS4);
- prepare a Socratic lesson for determining valid research (T/L S 6);
- find examples of resources that demonstrate valid and invalid resources (T/L S 6);
- begin planning a field trip to a public/college/university library which has appropriate resources for research and/or invite a librarian to speak to class about using library sources and conducting research.

### **Teaching/Learning Strategies**

1. The teacher presents to students an overview of the expectations and structure of the independent study. An outline of the Social Science Research Model should be reviewed in this overview.
2. Students are encouraged to select a topic related to the family that interests them but does not affect them too personally to cause bias in their investigation. The teacher stresses the importance of reading the existing literature on the topic in order to find out what research has already been done on the topic and what is yet to be known.
3. The teacher demonstrates the formulation of a research question using an example. For instance, assume that the topic of divorce is selected. The teacher explains that after reading about the topic, students should brainstorm questions they would like answered, e.g., What causes divorce? What are the effects of divorce? When in marriage is divorce most likely to occur? From this brainstorming exercise one of the questions preferred for further study is then chosen, e.g., What causes divorce? The teacher then brainstorms with the students possible answers to this question, e.g., infidelity, incompatibility, falling out of love, abuse, lack of communication. The teacher then tells students that the answer believed to be the most true, based on background reading, is selected. The question and the answer are then written as a statement of fact, e.g., one of the major causes of divorce is due to a lack of communication.

4. The teacher conducts a Socratic lesson dissecting a hypothesis into its component parts, e.g., independent and dependent variables, positive and negative relationships. The teacher, along with the students, develops various hypotheses and identifies the components.
5. Students develop a working hypothesis for their selected topic.
6. The teacher discusses with students the various ways we know about families, e.g., through personal experience, through observation of “media families”, reading about them, through discussion with friends, through religious affiliation, etc. The teacher explains why all of these are not equally valid. The teacher conducts a Socratic lesson on how to differentiate between valid and invalid research. Students examine examples of resources that represent valid and invalid research.
7. Students submit a written proposal which outlines their hypothesis and preliminary plans for conducting primary and secondary research.

### Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Achievement Chart Categories
Proposal (T/L S 7)	Criterion referenced checklist	Summative	Communication
Final submission of research report at end of Unit 4 (T/L S 1, 2, 3, 4, 5, 6)	Criterion referenced marking scheme	Summative	Knowledge/Understanding Thinking/Inquiry Communication Application

### Resources

#### Print

- American Psychological Association. *Publication Manual of the American Psychological Association*, 5th ed. Washington, DC: American Psychological Association, 2001. ISBN 1-55798-790-4
- Brym, Robert J. *New Society: Sociology for the 21st. Century*. Toronto: Harcourt Brace, Canada, 1995. ISBN 0-77473-300-4
- Greenstein, Theodore N. *Methods of Family Research*. Thousand Oaks, California: Sage Publications, Inc., 2001. ISBN 0-76191-948-1
- Klein, David M. and James M. White. *Family Theories: An Introduction*. Thousand Oaks, California: Sage Publications, Inc., 1996. ISBN 0-80395-853-6
- Neuman, W. Lawrence. *Social Research Methods: Qualitative and Quantitative Approaches*, 4th ed. Boston: Allyn & Bacon, 2000. ISBN 0-20529-771-4
- Spencer, Metta. *Foundations of Modern Sociology*, 7th ed. Scarborough, Ontario: Prentice Hall Canada, Inc., 1996. ISBN 0-13365-644-6
- Sproule, Wayne. *Our Social World: An Introduction to Anthropology, Psychology and Sociology*. Toronto: Prentice Hall, 2001. ISBN 0-13041-068-3
- Tepperman, Lorne and R. Jack Richardson. *The Social World: An Introduction to Sociology*. Toronto: McGraw-Hill Ryerson Ltd., 1986. ISBN 0-07548-971-6

#### Websites

- American Psychological Association (Style guidelines) – [www.apastyle.org](http://www.apastyle.org)
- Ontario Library Association Information Studies K-12  
– [www.accessola.com/action/positions/info\\_studies/html/research.html](http://www.accessola.com/action/positions/info_studies/html/research.html)
- Social Science Research Council – <http://www.ssrc.org>

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## Appendix 1

(Activity 1.1 T/L S 4)

### Terms Relevant to the Study of the Family

*Part A:*

Prepare a glossary of the following terms in your notebook as a reference throughout the course

nuclear family	cohabiting/common law	egalitarian	polygyny	bilineal
extended family	kinship	exogamy	polyandry	patrilocal
blended family	matriarchal	endogamy	group marriage	matrilocal
lone parent/single parent	patriarchal	monogamy	patrilineal	neolocal
		polygamy	matrilineal	caste

*Part B: Applying Terms to Various Families*

Instructions:

1. Read the case studies of various fictitious societies to determine the type of family structure, form and kinship ties that each society practises.

#### Society # 1 – The Beacon Tribe

Within this society, the husband is married to several wives. Each wife and her unmarried offspring live in separate dwellings. These dwellings are close in proximity to one another yet are maintained separately by each wife. The children describe their lineage as being part of their father's family because they are related only to their father's clan members. Each wife is responsible for making decisions about the welfare of her children and for managing economic resources.

#### Society # 2 – The Falcon Tribe

The members of this tribe keep close ties with their blood relatives. The wives in this society marry at least two husbands. Once a woman marries a man, he comes to live with her parents, her siblings, and other relatives of her clan. The children from each relationship have obligations to their mother's clan even after they marry into another clan. Once a man marries into another clan he must perform duties for his wife's family as well as his mother's family. Any economic decisions to be made, such as the division of crops or land is made by the elder men in the village. They may often consult their sons in their decisions.

#### Society # 3 – The Canus Tribe

The people of the Canus tribe live primarily in their own dwellings. The household consists of a husband, wife, and their unmarried children. Divorce is legal in this society; therefore, children may live with only one parent. The parents do not remarry in the Canus tribe. Household duties, child rearing and other domestic tasks are divided equally between the husband and wife. The offspring of the couple take both the mother's family and the father's family name.

2. Complete the chart below using the terminology that you have defined in Part A.

Society	Family Structure/Unit	Type of Marriage	Place of Residence	Descent Line	Authority
Beacon Tribe					
Falcon Tribe					
Canus Tribe					

**Answer Key:**

#1- nuclear; polygamy/polygyny; neolocal; patrilineal; matriarchal

#2- extended; polygamy/polyandry; matrilocal; matrilineal; patriarchal

#3- nuclear/lone-parent; monogamy; neolocal; bilineal; egalitarian

## Appendix 2

(Activity 1.2, T/L S 1)

### Statistics Pertaining to Canadian Families and Canadian Catholic Families Throughout the Last Century

**Instruction:** You are to complete the estimates on the chart and then locate the actual statistics

Family Statistics	Student's Estimate			Actual Statistic			Discussion
	Year:	1901/ 1921	1976/ 1981	1996	1901/ 1921	1976/ 1981	
1. The number of Canadian families in:							
2. The number of Canadian families without children in:							
3. The number of lone-parent Canadian families in:							
4. Canada's fertility rate (births per woman) in:							
5. The marriage rate (marriages per 1000 people in the population) in Canada in:							
6. The average age at first marriage for men in:							
7. The average age at first marriage for women in:							
8. The average amount income of the Canadian family in:							
9. The percentage of Canadian families living in poverty in:							
10. The percentage of Canadians that were Catholic in:							

**Note:** At the time this course profile was written, the most currently analysed statistics were in 1996. There is a range of years in the chart (e.g., 1976/1981) because for some of the points it is better to analyse them in a different year or the data is not available for all years.

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## **Appendix 3**

(Activity 1.2, T/L S 3)

### **Interview With An Individual from a Different Generation**

Your task is to interview an individual from a different generation than yourself; a grandparent, great aunt, or great uncle is preferable. Ask the person the questions below. Encourage the interviewee to elaborate on the answers so that you can obtain a more detailed response.

#### **A) The Interview:**

1. What were families like while you were growing up?
2. How are they different today?
3. What responsibilities did you have in the household while you were growing up?
4. What were three important rules that you had in your family?
5. What role did religion play in your family, e.g., attending church, grace at meals, Catholic family values, etc.?
6. In your opinion would it have been preferable to grow up in your generation or in today's generation? Why?

#### **B) Summary and Analysis:**

In three or four paragraphs, write a summary commenting on how much change has occurred since your interviewee was growing up. Your summary should:

- include changes that have occurred in the family structure and functions from the interviewee's generation to the present day family;
- compare the role that you play in your family with the role that the interviewee played when he/she was young;
- compare the role that religion plays in your family with the role that religion played in the interviewee's family;
- discuss any other significant changes in family life that the interviewee touched on in comparison with family life today;
- form conclusions by commenting on which generation you would prefer to grow up in.

#### **C) Submit a computer-generated copy of the interviewee's responses and the summary and analysis.**

## Appendix 4

(Activity 1.2, T/L S 3)

### Rubric for Interview Assignment

Category/Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>Knowledge/Understanding</b> - demonstrate knowledge of facts and terms relevant to the study of family functions, roles and structures	- demonstrates limited knowledge of facts and terms relevant to the study of family functions, roles and structures	- demonstrates some knowledge of facts and terms relevant to the study of family functions, roles and structures	- demonstrates considerable knowledge of facts and terms relevant to the study of family functions, roles and structures	- demonstrates thorough knowledge of facts and terms relevant to the study of family functions, roles and structures
<b>Thinking/Inquiry</b> - use research and inquiry skills in the research/inquiry process	- applies few of the skills involved in the research/inquiry process	- applies some of the skills involved in the research/inquiry process	- applies most of the skills involved in the research/inquiry process	- applies all or almost all of the skills involved in the research/inquiry process
<b>Application</b> - make connections between student's own family life and interviewee's responses	- makes connections between student's own family life and interviewee's responses with limited effectiveness	- makes connections between student's own family life and interviewee's responses with moderate effectiveness	- makes connections between student's own family life and interviewee's responses with considerable effectiveness	- makes connections between student's own family life and interviewee's responses with a high degree of effectiveness
<b>Communication</b> - communicate information pertaining to the comparison of family life in the past to family life today clearly	- communicates information pertaining to the comparison of family life in the past to family life today clearly with limited clarity	- communicates information pertaining to the comparison of family life in the past to family life today clearly with some clarity	- communicates information pertaining to the comparison of family life in the past to family life today clearly with considerable clarity	- communicates information pertaining to the comparison of family life in the past to family life today clearly with a high degree of clarity

**Note:** A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

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## Appendix 5

(Activity 1.3, T/L S 4 – for student use)

### Criterion-Referenced Checklist

Focus	Criteria	Check (✓)
Identify phenomenon	Report identifies one aspect about personal family life to be explained	
Identify theoretical framework	Report offers explanation why this theory was chosen over the others	
Application of theory	Report identifies a basic assumption or concept and reveals an explanation for the phenomenon identified based on this assumption/concept	
Application of theory	Report identifies a second basic assumption or concept and reveals an explanation for the phenomenon identified based on this assumption/concept	
Application of theory	Report identifies a third basic assumption or concept and reveals an explanation for the phenomenon identified based on this assumption/concept	

## Appendix 6

(Activity 1.3, T/L S 4)

### Rubric for Personal Application of a Theoretical Framework

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>Communication</b> Communication of the basic assumptions of one theoretical framework IS2.02	- communicates the basic assumptions with limited clarity and precision	- communicates the basic assumptions with some clarity and precision	- communicates the basic assumptions with considerable clarity	- communicates the basic assumptions with a high degree of clarity and precision, and with confidence
<b>Application</b> Makes connections between the theoretical frameworks and the aspect of family life identified IS2.02	- makes connections with limited effectiveness	- makes connections with moderate effectiveness	- makes connections with considerable effectiveness	- makes connections with a high degree of effectiveness

**Note:** A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.