

*Catholic District School Board Writing Partnership*

Social Science and Humanities

# Course Profile

## **Challenge and Change in Society**

Grade 12

University/College Preparation

HSB4M

• *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**

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## **Course Overview**

### **Challenge and Change in Society, HSB4M, Grade 12, University/College Preparation**

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

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

### **Course Description**

This course examines the theories and methodologies used in anthropology, psychology, and sociology to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will analyse cultural, social, and biological patterns in human societies, looking at the ways in which those patterns change over time. Students will also explore the ideas of classical and contemporary social theorists, and will apply those ideas to the analysis of contemporary trends.

### **How this Course Supports the Ontario Catholic School Graduate Expectations**

This Course Profile has been designed to infuse Catholic beliefs, values, and Church teachings into the curriculum. Concerned, informed, and productive citizens are highly valued by society in general and the Catholic Church in particular. Students develop a respect for humanity based upon the study of issues presented in this course. Respect the dignity of self and others according to the teachings of Christ is a key component of social behaviour. Students are given the opportunity to become aware of and resist social forces that are considered destructive to the health of society and individuals. Students are encouraged to develop a respect for social institutions, such as the family and Catholic Church and the related moral and ethical values inherent in these institutions.

### **Course Notes**

This course has been arranged in a logical format that builds upon the first unit and examines the basic tenets of anthropology, psychology, and sociology. The focus shifts to understanding the underlying causes for social change in order to prepare students to meet the requirements of the remaining units. The remaining units in the course focus on specific issues that face modern Canadian society in a local, national, and global context. Research and inquiry skills have been integrated throughout the remaining units of the course. This approach allows for a systematic development of research skills that can be applied to the Independent Study Unit (a possible course/unit culminating activity), which should be ongoing throughout the course.

Three important areas require careful attention by the teacher. First, 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.

Second, students must be instructed as to the ethics and sensitivity of data collection from human subjects. They should be advised as to Board policies on the conduct of research. Students must also be instructed to accept “no comment” as a valid answer to any questions, and to respect that people may choose not to respond at all to questionnaires and/or surveys.

Third, the teacher should be aware of the range of socio-economic status among their students. Not every student has a personal computer in the home. Since many of the course materials used, and skills being developed, rely upon the use of computers, the teacher must arrange for student access to the required technology. This is so students without home access to computers and the Internet can utilize school equipment. Tasks and assignments for these students should be such that they can be completed in the classroom.

## Units: Titles and Time

Unit 1	Introduction to Social Science Theories	17 hours
Unit 2	Social Change	18 hours
* Unit 3	Impact of the Baby Boom	17 hours
Unit 4	Fertility	12 hours
Unit 5	Health Care	15 hours
Unit 6	Prejudice and Discrimination	16 hours
Unit 7	Global Challenges	15 hours

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

## Unit Overviews

### Unit 1: Introduction to Social Science Theories

**Time:** 17 hours

#### Unit Description

Students define and correctly use anthropological, psychological, and sociological terms and concepts. The appropriate subject-based terminology is correctly applied to issues that may be discussed in class. Students demonstrate an understanding of the main areas of study in anthropology, psychology, and sociology, and of the similarities and differences among them. They describe and apply to real-life scenarios, the theories that are central to anthropology (functionalism, structuralism), psychology (psychoanalytic, behavioural, and cognitive theories), and sociology (feminism). Students compare explanations of human behaviour drawn from the three disciplines, and evaluate the strengths and weaknesses of each. Students begin their examination of current research methods used in each of the three disciplines. They examine the major research methods such as case study, experiment, quasi-experiment, co-relational studies, etc., and compare these methods for their suitability and use in particular aspects of research. Students should become familiar with the specific terminology of research such as mean, median, independent and dependent variables, control variables, etc. An introduction to action research should also be made in this unit. The teacher reminds students that the research process will culminate in a term paper, written to the American Psychological Association (APA) or similar guidelines' standards, and that they should carefully choose a topic and begin the research and writing process. A general introduction to the APA style should be made in this unit. The teacher may use the essay evaluation, Appendix 1.1, to introduce the general marking scheme for the essay.

#### Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	ISV.01, ISV.02, IS1.01, IS1.03 CGE2b, CGE2d	K/U, C	Introduction to Anthropology, Psychology, and Sociology
2	ISV.01, ISV.02, IS1.04 CGE1d, CGE3b, CGE3e	T/I, C, A	Influence of social scientist on present thinking
3	ISV.01, ISV.02, IS1.02 CGE4a, CGE4g	K/U, T/I, C, A	Apply to real-life theories of Anthropology, Psychology, and Sociology
4	ISV.03, IS2.01 CGE2b, CGE2c, CGE2d, CGE3c	K/U, T/I, C	Examine a variety of research methods used in each of the three disciplines.

K/U = Knowledge/Understanding, T/I = Thinking/Inquiry, C = Communication, A = Application

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## Unit 2: Social Change

**Time:** 18 hours

### Unit Description

Students appraise the similarities and differences in the methodologies and strategies of anthropology, psychology, and sociology as applied to the study of change. They identify a major question about social change posed by each of the three disciplines. Students identify conditions for change and impediments to change as defined by anthropology, psychology, and sociology. They explain the relationship among conformity, alienation, and social change. An analysis of the patterns of technological change from the varying perspectives of the three disciplines is made. Students demonstrate an understanding of how social change is influenced by poverty and affluence, and they explain the impact of evolving roles of individuals or groups on social change in Canada. Students examine the stabilizing influences of the Catholic Church in times of social unrest and instability. This should include contributions made by individual Catholics and by representatives of the Catholic Church, including Archbishop Romero. A suggested unit culminating activity would be a group role-playing activity reflecting the theories of social change as applied to a social situation determined by students. Students examine a variety of research instruments and their strengths and weaknesses in data collection. They develop their own instruments to practise and strengthen skills in asking questions to obtain data on specific topics. Students are introduced to research methods and understand how the methods incorporate various instruments to obtain their stated goals. The ethical nature of research is discussed with students, including the idea of the researcher accepting declining to answer as a response. They should understand that research requires an ethical review before it is undertaken. Once data has been collected, students examine various methods of organizing the data in order to analyse it and ultimately present it. Some examples include types of graphs and applications, coding of interview questions, secure storage of data, and what to do if disclosures occur during the research process. Students continue to work on their term papers as part of the research and writing process. The teacher continues to monitor their progress. Since much of the research process involves the Internet, the teacher includes an assessment of websites. An example of this form can be found in Appendix 2.1.

### Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	CHV.01, CHV.02, CH1.01, CH1.02 CGE2e, CGE3f	K/U, T/I	Ideal of social change in anthropology, psychology, and sociology
2	CHV.02, CH2.01 CGE7e, CGE7f, CGE7g	K/U, C	Identifying conditions for change
3	CHV.02, CH1.03 CGE1i, CGE2b, CGE2d, CGE2e	K/U, T/I, C, A	Evaluate major contributions of leading practitioners of the social sciences
4	CHV.02, CH2.02, CH2.03 CGE1d, CGE7h, CGE7j	K/U, C	Relationship among conformity, alienation and social change and how they are influenced by poverty and affluence
5	CHV.02, CH2.04 CGE5f, CGE6c, CGE7i	C, A	Pressures for conformity and social change
6	ISV.04, ISV.05, IS2.02, IS2.03, IS2.06 CGE2b, CGE2c, CGE2d, CGE3f, CGE4f, CGE5g	K/U, T/I, C, A	Development of specific research instruments such as the questionnaire, interview, and the organization of data

K/U = Knowledge/Understanding, T/I = Thinking/Inquiry, C = Communication, A = Application

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### Unit 3: Impact of the Baby Boom

**Time:** 17 hours

#### Unit Description

This unit includes an appraisal of the differences and similarities in the approaches taken by anthropology, psychology, and sociology, to the study of trends relating to the baby boom. Since the baby boom is often interpreted as a western phenomenon, a study of non-western countries would be ideal. Students assess the importance of demography as a tool for studying social trends and demonstrate an understanding of the social forces that influence and shape trends. They evaluate the anthropological significance of war and the impact of returning soldiers on individuals, families, and communities. Students assess the psychological importance of the baby boom to Generations “X”, “Y”, and “Z”, and demonstrate an understanding of the social impact of the baby boom and echo boom. Students demonstrate an understanding of the influence that anthropological, psychological, and sociological factors have on youth culture. Students complete a journal and discuss the many ways that technology has placed stress on themselves and their families. They assess the social implications of an aging population for families and communities, and formulate strategies for responding to this shift in demographics. Students identify strategies for coping with the psychological stress of technological change on the individual. The role of the Catholic Church in rebuilding post-war Europe is discussed. The continuing process of assisting societies through the spiritual challenge of the baby boom and the Cold War is presented. The teacher continues to monitor students’ progress in the research and writing process. Students should continue to refine ideas as their research uncovers new facts and materials.

#### Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	CHV.03, CH3.01 CGE1i, CGE3d, CGE5b, CGE5d	K/U, T/I, C	Strategies for coping with psychological stress of technological change
2	STV.01, ST1.01 CGE1j, CGE5e, CGE6d, CGE7d	K/U, T/I, C, A	Impact of war
3	STV.01, ST1.02, ST3.01 CGE3e, CGE4g, CGE6b	K/U, T/I, C	Importance of baby boom to Generations “X”, “Y”, “Z”, and youth culture
4	STV.02, STV.03, ST1.03, ST3.03 CGE1d, CGE4a, CGE6a, CGE6e	K/U, T/I, C, A	Baby boomers and changes resulting from their aging in the allocation of resources

K/U = Knowledge/Understanding, T/I = Thinking/Inquiry, C = Communication, A = Application

### Unit 4: Fertility

**Time:** 12 hours

#### Unit Description

This unit evaluates the differences and similarities in the approaches taken by anthropology, psychology, and sociology to the study of trends relating to fertility. Students assess the importance of demography as a tool for studying social trends, and demonstrate an understanding of the social forces that influence and shape trends. They demonstrate an understanding of the relationship between fertility and culture, and they explain the psychological impact of the choice of whether or not to have children. This unit evaluates the social impact of current birth patterns on Canadian communities and the influence of education, career choice, and medical advances on decisions about childbearing. Students examine the influence and teachings of the Catholic Church on a variety of issues including family planning, birth

control, and in vitro fertilization. A possible unit culminating activity would be the planning, organization, and invitation of an expert panel of local health professionals to address the student body on issues relating to this unit. Students would be responsible for contacting the individuals, advising them of the parameters of the discussion, and introducing and thanking them to the student body. It is highly recommended that the panel include one member of the Catholic community (priest). School and board policies with respect to visitors in the classroom must be followed. Students examine the basic methods of presenting their research. An introduction to the American Psychological Association (APA) stylistic guidelines is highly recommended. The teacher may compare this with other stylistic guidelines in other disciplines. Reference may be made to the APA website at <http://www.apa.org/journals/faq.html>. Students should be given ample practice in reading short passages and making quotes and references to the passage utilizing the APA format. The teacher may proofread rough copies of student papers at this point to ensure that students are on topic and that their work reflects appropriate stylistic guidelines.

### Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	STV.01, ST2.01 CGE6b, CGE7d	K/U	Relationship between fecundity and culture
2	STV.03, ST2.02, ST3.02 CGE1e, CGE1i, CGE4g, CGE7a, CGE7b	K/U, C	Decision to have children
3	CHV.03, STV.02, CH3.02, ST2.03 CGE4e, CGE7c, CGE7d	T/I, C, A	Current birth patterns
4	ISV.03, IS2.05, IS2.07 CGE2b, CGE2c, CGE2d, CGE2e, CGE4e, CGE4f, CGE5e, CGE5h, CGE7	K/U, T/I, C, A	Introduction to American Psychological Association (APA) stylistic guidelines and further discussion of research ethics

K/U = Knowledge/Understanding, T/I = Thinking/Inquiry, C = Communication, A = Application

## Unit 5: Health Care

**Time:** 15 hours

### Unit Description

This unit evaluates the differences and similarities in the approaches taken by anthropology, psychology, and sociology to the study of social challenges pertaining to health. Students demonstrate an understanding of the social forces that shape such challenges. They analyse social practices leading to health-impairing behaviours from the perspectives of at least two of the three disciplines (anthropology, psychology, or sociology). A discussion of cultural, psychological, and sociological barriers to accessing health care is made in this unit. Students demonstrate an understanding of the ethical issues related to health care provision. The viewpoints of the Catholic Church on moral and ethical issues in health care such as euthanasia, access to health care, and innovations in health care (cloning) are examined. An introduction to basic statistical analysis should be made. Students should understand the specific terminology of statistics and its application to research and its limitations in that research. If the teacher is unfamiliar with statistics, it is recommended that part of this unit be a team-teaching exercise. Access to Canadian statistics can be made at <http://www.statcan.ca>. Students and the teacher continue to collaborate on the term paper assignment.

### Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	SCV.01, SC1.01 CGE3c, CGE3e, CGE4g, CGE4h	K/U, T/I, C, A	Analyse social practices leading to health impairing behaviours
2	SCV.01, SC1.02 CGE5e, CGE7e, CGE7f	K/U, C	Cultural, psychological, and social barriers to accessing health care
3	SCV.02, SC1.03 CGE1d, CGE1e, CGE3d, CGE7e	K/U, C, A	Demonstrate understanding of ethical issues related to health care provision
4	ISV.01, IS2.04 CGE2b, CGE, 2d	K/U, A	Using statistics in research applications and data analysis

K/U = Knowledge/Understanding, T/I = Thinking/Inquiry, C = Communication, A = Application

### Unit 6: Prejudice and Discrimination

**Time:** 16 hours

#### Unit Description

This unit considers the differences and similarities in the approaches taken by anthropology, psychology, and sociology to the study of social challenges pertaining to prejudice and discrimination. Students demonstrate an understanding of the social forces that shape such challenges including sexism, racism, ableism (prejudice against those with a disability), ageism, and homophobia. They explain the relationship between prejudice and discrimination, and assess the impact of both on ideas of self-worth. Students assess the role of stereotyping as a barrier to full participation in society. An analysis of patterns of hate crimes, and a differentiation of ways that social scientists would attempt to understand the motivation for these crimes, are made. The teacher could use the scenario of a child shunned at school who cannot afford brand name clothing as an alternate example here. Students evaluate the impact of changing social mores on the well-being of Canadians. The role of the Catholic Church and of Catholic faith in preventing discrimination is presented. Give students ample opportunity to work on a rough draft of their research papers in class. The teacher assists in the editing process in order to ensure that students are following their research designs and are following ethical guidelines. This allows for adequate time to revise the research papers before submission and gives ample opportunity for the teacher to assess student progress for evaluation purposes. Other students should be involved in the proofreading of papers at this point. This ongoing collaboration should ensure that the final products are topical and adhere to the stylistic guidelines and parameters as set forth by the teacher.

### Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	SCV.01, SC1.04 CGE3a, CGE4a, CGE4d, CGE7a	C, A, T/I	Evaluate impact of changing social mores on the well being of Canadians
2	SCV.01, SC2.01 CGE3d, CGE3f, CGE4c, CGE7f, CGE7g, CGE7h	C, A, K/U	Explain the relationship between prejudice and discrimination and its impact on self-worth
3	SCV.01, SC2.02 CGE1h, CGE3b, CGE4g, CGE7a, CGE7c, CGE7d, CGE7h	T/I, C, A	Access the role of stereotyping as a barrier to full participation

Cluster	Learning Expectations	Assessment Categories	Focus
4	SCV.02, SC2.03 CGE1d, CGE1h, CGE4a, CGE4b, CGE5e, CGE5f	K/U, T/I, C, A	Analyse patterns of hate crimes and differentiate ways social scientists would attempt to understand racism
5	ISV.04, ISV.05, IS3.01, IS3.02, IS3.03 CGE2a, CGE2b, CGE2c, CGE2d, CGE2e, CGE3f, CGE4b, CGE4f, CGE5a, CGE7b, CGE7j	K/U, T/I, C, A	Research paper/project Independent Study Unit (ISU)

K/U = Knowledge/Understanding, T/I = Thinking/Inquiry, C = Communication, A = Application

## Unit 7: Global Challenges

**Time:** 15 hours

### Unit Description

Students appraise the differences and similarities in the approaches taken by anthropology, psychology, and sociology to the study of social challenges pertaining to global concerns. They demonstrate an understanding of the social forces that shape such challenges. Students demonstrate an understanding of the anthropological significance of the relationships among globalization, tribalism, and transnationalism for Canadians. From a Canadian perspective, an analysis of the social structures that support, and those that weaken global inequities, is made. Students evaluate, from a psychological perspective, the role of perception in Canadians' understanding of themselves, their families, and their local and global communities. The role of the Catholic Church and other Catholic organizations in providing education, health care, disaster relief, and spiritual guidance to developing nations is discussed. Students are given ample opportunity to work on the final draft of their research papers in class. Students assist in the revision process in order to gain experience in editing and to provide them with input on each other's papers. This allows for adequate time to revise their final copies before submission. Students may assist in developing a rubric for assessment of their product (research paper) and process (research process).

### Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	SCV.02, SC3.03 CGE1i, CGE2a, CGE6a, CGE6c, CGE7e	T/I, C, A	Role of perception of Canadians' understanding of themselves, their families, and their local and global communities
2	SCV.01, SC3.01 CGE1h, CGE3e, CGE3f, CGE5h	K/U, T/I, A	Demonstrate the anthropological significance of relationships among globalization, tribalism, and transnationalism for Canadians
3	SCV.01, CH3.03, SC3.02 CGE1d, CGE4d, CGE5a, CGE5g, CGE7b	T/I, C	Social structures that support and weaken global inequalities
6	ISV.04, ISV.05, IS3.01, IS3.02, IS3.03 CGE2a, CGE2b, CGE2c, CGE2d, CGE2e, CGE3f, CGE4b, CGE4f, CGE5a, CGE7b, CGE7j	K/U, T/I, C, A	Research paper/project Independent Study Unit (ISU)

K/U = Knowledge/Understanding, T/I = Thinking/Inquiry, C = Communication, A = Application

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## Teaching/Learning Strategies

This course lends itself to a variety of teaching strategies and learning styles. These strategies encourage students to think critically, work cooperatively, conduct ethical research, discuss complex social issues, and make informed decisions for themselves and society. When students are presented with a variety of learning situations, they construct meaning and develop skills that are useful throughout life. Students can then apply these skills to real life situations. This course is ideally suited to conduct independent study units to develop research skills, critical thinking skills, and encourage students to become life-long learners.

The teacher is encouraged to develop learning strategies that meet the needs of students with a wide variety of learning styles and abilities. Suggested learning strategies include: research and data collection, role playing, simulations, collaborative learning, brainstorming, mind mapping, independent study units, seminar presentations, personal reflection, Socratic lessons, guest speakers, and discussion. The teacher should acquire and/or develop a wide range of classroom resources, many of which are available from government and non-government organizations.

Where possible, the teacher should make maximum use of computer-mediated communication (CMC). This includes assisting students to create web pages, research using search engines, providing interactive learning modules for students (some are available commercially based upon subject matter), and using computers to generate reports and assignments. The teacher should check with the local school board and school for Internet policies and guidelines. Students should be given a copy of these policies and reminded of the ethical use of computers at school. All websites should be checked by the teacher prior to use in the classroom to determine whether or not the URL address has changed, and to assess the suitability of the site for education purposes. The teacher makes special accommodations for students without home computers to use school computers after school and on their own time.

The teacher employs student-teacher conferences in order to more accurately assess the process portion of the formal assessment in this course. These conferences can be useful in recognizing strengths and assessing weaknesses in student progress and provide an opportunity for students and the teacher to know and understand each other better.

Opportunity should be provided for the critical analysis of articles, films, and news reports from the perspective of the three disciplines studied in this course. Students can develop rubrics to assess the quality of various sources of information. These rubrics can be developed cooperatively with the teacher or in groups.

Students should be given every opportunity to reflect and present materials in report form. Emphasis on note making and report writing should be given priority. Students will need to carry this knowledge on into university/and or college so they should be given ample practice.

The subject disciplines of anthropology, psychology, and sociology have their own particular vocabulary used to express concepts. In order to help all students, but especially ESL/ELD students, teaching and learning strategies should pay particular attention to the following aspects of language in written and oral forms:

- specialized vocabulary/idioms;
- wide range of tense use, active and passive voice;
- word phrases and clausal structures that indicate:
  - sequence/chronology;
  - cause/effect relationships;
  - contrast/comparatives/superlatives;
  - statements of opinion, interpretation, inference;
  - statements of speculation/hypothesis, prediction;
  - statements of belief, intent, necessity, persuasion, evaluation, definition;
  - explanations of reason;

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- formation of questions (oral or written) for formal and informal circumstances;
  - active listening skills, for example, phrases and syntax that express encouragement, requests for repetition, clarification and restatement;
  - activities such as reading/listening tasks (case-study/video viewing) need a specific and concrete product expected of students;
  - completion of a graphic organizer/re-enactment or structural oral response
  - note taking/summarizing;
  - non-verbal communication skills of particular importance to presentation tasks.

Language development and the expression of concepts require both written and oral tasks. All learners, especially those with difficulties, benefit greatly if the guidelines for oral and written tasks are provided by the teacher.

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

The improvement of student learning is the primary purpose of assessment and evaluations. Assessment and evaluation in this course are based upon the assessment and evaluation principles outlined in *The Ontario Curriculum, Grades 9-12, Program, Planning, and Assessment* pp. 13-16, and the Achievement Chart in *The Ontario Curriculum, Grades 11 and 12, Social Sciences and Humanities* pp. 142-145. The four categories identified are: Knowledge/Understanding, Thinking/Inquiry, Communication, and Application. The provincial standard for student achievement is Level 3.

There are opportunities to evaluate any one or all of the categories, within any of the clusters of expectations for each unit. The teacher may choose to design activities, which focus on one or two categories or attempt to include all of them for assessment. For example, if students are asked to develop a role-playing presentation, Knowledge/Understanding, Thinking/Inquiry, Communication, and Application all come into play. Ideally, these categories would be equally balanced.

The teacher is expected to employ both formative assessment and summative evaluation strategies. The independent study unit, a research paper, is best introduced early and developed throughout the course. Each unit provides a framework for introducing research skills in an orderly fashion. The independent research project is a culminating activity in which students demonstrate to what level they have attained these research and inquiry skills.

Some suggestions for assessment and evaluation techniques for this course include:

- providing students with models of skills the teacher expects the students to master, e.g., developing inquiry, questions, formulating a thesis, etc.;
- providing students with a clear articulation of assessment and evaluation criteria, e.g., checklists, rubrics, as well as developing such criteria with students;
- accommodating a variety of learning styles and special needs through adaptation when necessary, in order to improve their performance;
- assessment tools that are appropriate for the expectations being addressed and relate to the categories on the achievement charts should be used;
- performance tasks involving group work should build positive interdependence and individual accountability.

Students should become able researchers and writers practising and demonstrating their skills in a variety of written and verbal communication tasks.

Assessment is the ongoing process of collecting and analysing data on student performance. Evaluation is using the data collected to make an informed judgment about the knowledge, skills, and attitudes that are a part of students' learning experience after a specific period of time.

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Effective classroom instruction is supported and driven by ongoing assessment and must answer the following questions:

- Why do I assess?
- When do I assess?
- What do I assess?
- How do I assess?

Assessment provides information the teacher needs to design optimal programs for class instruction, individual learning, and group enrichment. Assessment instruments vary and have very different purposes.

*Diagnostic assessment* is used to monitor an individual to determine how to remediate or deepen their understanding of skills and concepts. It can include cloze work, applying miscue analysis, rephrasing from written and oral work, and applying assessment scales to identify the desired diagnosis.

*Norm-referenced assessment* compares a student to a group standard, such as national or provincial scoring scales with exemplars.

*Self-referenced assessment* places students on the learning continuum. Student performance is re-evaluated periodically and recorded and supported with anecdotal comments or hard copies of students' work. Data to support the expectations on this continuum are dated and filed in students' record.

*Formative assessment* is an ongoing process and measures how well an expectation is being met. It is used to ensure that students are on track in the learning process and includes checklists, conferences, self-evaluation, peer assessment and journals.

*Summative evaluation* is applied at the end of a unit of study or course. It is used to measure students' work against a standard and includes portfolio assessment, unit tests, project work, oral interviews, the application of scoring scales, and work examples or exemplars.

A comprehensive assessment plan:

- relies on a variety of strategies to measure achievement in order to make judgments about progress and performance, and create a comprehensive profile of the student learner;
- uses methods that reflect classroom practice;
- reflects the stakeholders: students, parents/guardians, and teachers;
- ensures that the methods, expectations, and time-lines are understood by students;
- generates performance indicators to support the expectation statements;
- includes ongoing cumulative format, such as writing folders and portfolios;
- includes student self-assessment, evaluation, goal setting, and re-evaluation;
- uses assessment methods that are inclusive and unbiased in terms of race and gender;
- values process and product;
- makes meta-cognition a key component (how students learned).

Seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other methods of evaluation. It is suggested that the final evaluation of this course include an examination. The teacher may want to weigh the major research project/essay as part of the course culminating activity in conjunction with the final exam.

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## Accommodations

The teacher should make any necessary adaptations and accommodations where available. Individual Education Plans (IEPs) provide the teacher with specific learning and assessment strategies that work best with individual students. There are numerous opportunities throughout the course for the enrichment of gifted students.

In addition, consideration for students learning English as their second language is necessary. The teacher should be familiar with *The Ontario Curriculum, Grades 9 to 12, English As a Second Language and English Literacy Development*. Some ESL/ELD students, it should be realized, may have had little or no formal education in their first language. As a result, intensive support may be required for such students.

## Resources

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 owned by the person or organization that created the work. Reproduction of any work or substantial part of any work on the Internet is not allowed without the permission of the owner.

## Community

This course is ideally suited to include a number of community members who are specialists in fields relating to topics discussed as part of the course materials. These include but are not limited to, public health nurses and doctors, social workers, psychologists, law enforcement officials, members of the local government services, clergy, and other professionals who may have valuable information that would be useful to students. These resources should be accessed to assist in bridging the gap between the theoretical aspects of the course and application to Canadian society. Placement of students in the workplace through cooperative education would also be of an advantage if this were possible. The teacher should also be familiar with *Cooperative Education and Other Forms of Experiential Learning and Guidance and Career Education*. This course is ideally suited to placing students in job shadowing, job twinning, work experience, virtual work experience, and cooperative education placements.

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Hawkes, Charles, M. Keirstead, R. Hawes, D. Holland, and D. Gerrard. *Images of Society: Introduction to Anthropology, Psychology, and Sociology*. Toronto: McGraw-Hill Ryerson, 2001. ISBN 0-07-088032-8

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Lourenco, O. and A. Machado. (1996). "In Defense of Piaget's Theory: A Reply to 10 Common Criticisms." *Psychological Review*, V. 103(1): 143-164.

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### Websites

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

APA Online: Research Ethics and Animal Research – <http://www.apa.org/science/research.html>

This site provides links to various publications on the code of ethics in research from the American Psychological Association.

ACCF Center for Policy Research – <http://www.accf.org/shovenschieber.htm>

This site provides articles and other information on boomer impact on pensions, savings, and financial markets.

The American Boomer – <http://www.theamericanboomer.com/>

A business site geared to meet the needs of the American Baby Boom Generation. It contains links that are useful to marketing strategies aimed at boomers.

American School Counselors – <http://www.counseling.org/CTONLINE/archives/boom.htm>

This is an article that discusses the impact of the echo boom on American school enrolments and the potential need for new teachers and school counsellors.

Awesome Library Problem Solving

– [http://www.awesomelibrary.org/Classroom/Science/Problem\\_Solving/Problem\\_Solving.html](http://www.awesomelibrary.org/Classroom/Science/Problem_Solving/Problem_Solving.html)

This site provides links to numerous resources on critical thinking, research methods, and rubrics.

Boomer Net – <http://www.boomernet.com/linkfarm.htm>

This is a general site containing many links to other boomer sites. It contains a quiz and a variety of trivia information on the American Baby Boom Generation.

Bright Futures in Practice: Physical Activity

– <http://www.brightfutures.org/physicalactivity/if/overview.html>

This site provides information on growth and development from infancy to adolescence.

The Catechism of the Catholic Church – [http://www.vatican.va/archive/catechism/ccc\\_toc.htm](http://www.vatican.va/archive/catechism/ccc_toc.htm)

This site provides an updated information base on Catechism.

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

The Canadian Psychological Association – <http://www.cpa.ca>

This site provides similar information to the APA site, but with a Canadian context.

Child Development Institute: Information For Parents – <http://childdevelopmentinfo.com/index.htm>

This site provides searches, resources, and online information on child development, parenting, child psychology, teenagers, health, safety, and learning disabilities including attention deficit disorder and dyslexia.

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Cognitive Development and Intelligence – <http://classweb.gmu.edu/awinsler/ordp/cogdev.html>

This site provides links focusing on cognitive development and intelligence.

Family Literacy Special Collections: Ideas for Parents

– <http://literacy.kent.edu/Midwest/FamilyLit/parentideas.html>

This site provides a narrated list of links for parents in order to promote the healthy development of children from the prenatal stage to adolescence.

Freud's Five Lectures on Psychoanalysis

– <http://www.stolaf.edu/people/huff/classes/handbook/Freud.html>

This site provides information on the following theorists: Freud, Skinner, Gilligan, Milgram, Ward et al., and Andreasen.

Internet Movie Database (IMDb) – <http://us.imdb.com/>

This site allows you to search for movies and provides a synopsis of each film.

Jean Piaget's Theory of Development

– <http://snycorva.cortland.edu/~ANDERSMD/piaget/PIAGET.HTML>

This site provides links to a fairly comprehensive tutorial on the stages of Piaget's theory of cognitive development.

Key Concepts of Early Childhood Development – <http://www.worldbank.org/children/what/>

This site provides links to detailed information on the stages of child development from birth to eight years of age.

The Media and Communications Studies Site – <http://www.aber.ac.uk/media/Functions/mcs.html>

This site provides a variety of scholarly resources connected to the study of the media.

Parent Center: Welcome to the Early Childhood Development Center

– [http://www.wholefamily.com/aboutyourkids/bridge\\_pages/early\\_childhood\\_2.html](http://www.wholefamily.com/aboutyourkids/bridge_pages/early_childhood_2.html)

This site provides information on child development and parenting.

Parenting Today: Child Development Institute – <http://parentnewsnet.com/>

This is an online magazine that provides information and searches on child development and parenting.

Parents Brainwonders – <http://www.zerotothree.org/brainwonders/parents.html>

This site provides information on brain development and language acquisition between the ages of zero and three.

Portland State University Institute on Aging – <http://www.upa.pdx.edu/baby-boom/>

This site contains information on American demographics, policy information, and other related materials to the baby boom.

Psychological Self-Help written by Clayton E. Tucker-Ladd – <http://mhnet.org/psyhelp/>

This electronic book has numerous chapters relating to psychological development across the life span.

Psychological Self-Help Chapter 3: Values and Morals: Guidelines for Living

– <http://mhnet.org/psyhelp/chap3/>

This site provides information on morals and values. It examines Kohlberg's theory of moral development and ponders the question of whether or not men and women have different values.

Rubistar – <http://rubistar.4teachers.org/>

This site assists in the creation of rubrics for your project-based activities.

Senior Living – [http://seniorliving.about.com/cs/boomer\\_groups/](http://seniorliving.about.com/cs/boomer_groups/)

This site contains links to other international baby boom sites including Canadian sites.

Statistics on the Canadian Family – <http://www.gdsourcing.com/home.htm>

This site provides statistical information on Canadian society (families in particular).

Strategy List: 35 Dimensions of Critical Thought

– <http://www.criticalthinking.org/K12/k12class/strat/stratall.html>

This site provides 35 hyper-linked dimensions of critical thought.

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Teaching with Electronic Technology – <http://www.wam.umd.edu/~mlhall/teaching.html>

This site provides links to a considerable variety of resources, such as journals, libraries, archives, etc., for computing and related forms of electronic technology in teaching.

The Urban Institute – <http://www.urban.org/aging/abb/agingbaby.html>

This is a site containing all sorts of American demographics including charts, graphs etc. Very detailed and current information

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

This is an interesting site that provides an enormous amount of information on Canadian families.

The Vatican – <http://www.vatican.va>

### **Government of Canada Links**

Canadian Citizenship and History – <http://www.citizine.ca>

This is an interactive, youth oriented site that promotes awareness of Canadian citizenship, history, and identity.

Drinking and Driving – <http://www.tc.gc.ca>

A useful site that provides information on how to prevent impaired driving.

Smoking Cessation – <http://www.quit4life.com>

This is a teen smoking cessation program that provides information needed to stop smoking.

Youth Resource Network of Canada – <http://www.youth.gc.ca>

This site provides information on starting your own business, careers, and job-search strategies.

Job and Career Information – <http://www.SkillNet.ca>

This site is used by more than 40,000 employers and provides a wealth of information for students looking for employment and information on careers.

Canada's School Net – <http://www.schoolnet.ca>

This site is a partnership of the federal and provincial governments and business to bring the Internet to Canadian schools.

Voluntary Sector Network Support Program – <http://www.volnet.org>

This site can assist students in volunteering for local non-profit organizations. It is useful to give alternative organizations for Ontario students to fulfill their community service diploma requirements.

Canadian Consumer Information Gateway – <http://www.ConsumerInformation.ca>

Provides students with a comprehensive source of consumer information.

Department of Canadian Heritage – <http://www.pch.gc.ca>

Provides Canadians with services relating to arts, heritage, Canadian identity, and cultural development.

National Film Board of Canada – <http://www.nfb.ca>

Provides an online distribution network for Canadian films. Also provides a good idea of the comprehensive nature of the Canadian Film Industry.

CanLearn Interactive – <http://www.canlearn.ca>

Provides information for planning and financing your education and your career.

Information Concerning People with Disabilities – <http://www.ccradrc.gc.ca/disability>

This site provides information on tax credits and deductions for people with disabilities. The information is useful to investigate how governments seek to assist those with disabilities.

Aging and Seniors Website – <http://www.hc-sc.gc.ca/seniors-aines>

A good source for links to key senior organizations and general information useful to seniors living in Canada and those living abroad.

Homebuying Step by Step – <http://www.cmhc-schl.gc.ca>

This is a step-by-step site that provides information on how to buy a home in Canada. The site is useful for providing students with more practical activities in the classroom.

National Strategy on Community Safety and Crime Prevention – <http://www.crime-prevention.org>  
 This site provides information on starting up innovative crime prevention programs in your community.  
 Again, this can provide a more practical set of activities in the classroom.

### Films/Videos

<b>Film/Video</b>	<b>Date of Production</b>	<b>Company/ Running Time (Minutes)</b>	<b>Website/Description</b>
<i>The Andromeda Strain</i>	1971	Universal (131)	<a href="http://www.sci.flicks.com/the_andromeda_strain/">www.sci.flicks.com/the_andromeda_strain/</a>
<i>China Syndrome</i>	1979	Columbia (123)	<a href="http://www.allmovie.com/cg/avg.d11?p=avg&amp;sql=A9338">www.allmovie.com/cg/avg.d11?p=avg&amp;sql=A9338</a>
<i>Fail Safe</i>	1964	Columbia (112)	<a href="http://us.imdb.com/Details?0058083">http://us.imdb.com/Details?0058083</a>
<i>Dr Strangelove</i>	1964	Columbia (93)	<a href="http://us.imdb.com/Details?0057012">http://us.imdb.com/Details?0057012</a>
<i>The Third Man</i>	1949	Selznick Productions (104)	<a href="http://appolloguide.com/mov_stars.asp?CID=30">http://appolloguide.com/mov_stars.asp?CID=30</a>
<i>Soylent Green</i>	1973	MGM (97)	<a href="http://us.imdb.com/Details?0070723">http://us.imdb.com/Details?0070723</a>
<i>Logan's Run</i>	1976	MGM (120)	<a href="http://us.imdb.com/Details?0074812">http://us.imdb.com/Details?0074812</a>
<i>Jesus of Montreal</i>	1989	Telefilm Canada (119)	<a href="http://us.imdb.com/Details?0097635">http://us.imdb.com/Details?0097635</a>
<i>On the Beach</i>	1959	United Artists (134)	<a href="http://us.imdb.com/Details?0053137">http://us.imdb.com/Details?0053137</a>
<i>Sleeper</i>	1973	United Artists (89)	<a href="http://us.imdb.com/Details?0070707">http://us.imdb.com/Details?0070707</a>
<i>The Time Machine</i>	1960	MGM (103)	<a href="http://us.imdb.com/Details?0054387">http://us.imdb.com/Details?0054387</a>
<i>The Fly</i>	1958	20th Century Fox (94)	<a href="http://us.imdb.com/Details?0051622">http://us.imdb.com/Details?0051622</a>
<i>2001: A Space Odyssey</i>	1968	MGM (139)	<a href="http://us.imdb.com/Details?0062622">http://us.imdb.com/Details?0062622</a>
<i>Brave New World</i>	1980	Universal TV	<a href="http://us.imdb.com/Details?0080468">http://us.imdb.com/Details?0080468</a>
<i>The Third Wave</i>	1981	Universal TV	<a href="http://us.imdb.com/Details?0083316">http://us.imdb.com/Details?0083316</a>
<i>The Gods Must Be Crazy</i>	1980	20th Century Fox (109)	<a href="http://us.imdb.com/Details?0080801">http://us.imdb.com/Details?0080801</a>
<i>The Forbidden Planet</i>	1956	MGM (98)	<a href="http://us.imdb.com/Details?0049223">http://us.imdb.com/Details?0049223</a>
<i>Silkwood</i>	1983	20th Century Fox (131)	<a href="http://us.imdb.com/Details?0086312">http://us.imdb.com/Details?0086312</a>

<b>Film/Video</b>	<b>Date of Production</b>	<b>Company/ Running Time (Minutes)</b>	<b>Website/Description</b>
<i>Threads</i>	1984	Lionheart Productions (120)	<a href="http://us.imdb.com/Details?0090163">http://us.imdb.com/Details?0090163</a>
<i>The Day After</i>	1983	PSO International (126)	<a href="http://us.imdb.com/Details?0085404">http://us.imdb.com/Details?0085404</a>
<i>The Right Stuff</i>	1983	Warner Brothers (193)	<a href="http://us.imdb.com/Details?0086197">http://us.imdb.com/Details?0086197</a>
<i>Metropolis</i>	1927	Paramount (153)	<a href="http://us.imdb.com/Details?0017136">http://us.imdb.com/Details?0017136</a>
<i>The Invasion of the Body Snatchers</i>	1956	Allied Artists (80)	<a href="http://us.imdb.com/Details?0049366">http://us.imdb.com/Details?0049366</a>
<i>Big</i>	1988	20th Century Fox (104)	<a href="http://us.imdb.com/Details?0094737">http://us.imdb.com/Details?0094737</a>
<i>Apollo 13</i>	1995	MCA/Universal (140)	<a href="http://us.imdb.com/Details?0112384">http://us.imdb.com/Details?0112384</a>
<i>Sneakers</i>	1992	Universal (126)	<a href="http://us.imdb.com/Details?0105435">http://us.imdb.com/Details?0105435</a>
<i>On Golden Pond</i>	1981	Universal (109)	<a href="http://us.imdb.com/Details?0082846">http://us.imdb.com/Details?0082846</a>

### **OSS Considerations**

This profile is designed to aid the teacher in developing and delivering the course Challenge and Change in Society, Grade 12 (HSB4M), University/College preparation based on *The Ontario Curriculum, Grades 11 and 12, Social Sciences and Humanities*, pp.105-110. This course would fulfill the requirement for an additional credit in social sciences and the humanities within the 18 compulsory credits required for an Ontario Secondary School Diploma in Section 3.1.1 (p.9) and Appendix 5 (p.72) of *Ontario Secondary Schools, Grades 9 to 12, Program and Diploma Requirements, 1999*. Expectations for accommodations and modifications are outlined in section 7.12 (pp.56-58) and Appendix 6 (pp.74-75). The basis for assessment, evaluation and reporting practices are outlined on pp.13-16 of *The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment*.

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## **Coded Expectations, Challenge and Change in Society, Grade 12, University/College Preparation, HSB4M**

### **Social Change**

#### **Overall Expectations**

- CHV.01** · appraise the differences and similarities in the methodologies and strategies of anthropology, psychology, and sociology applied to the study of change;
- CHV.02** · describe key features of major theories from anthropology, psychology, and sociology that focus on change;
- CHV.03** · analyse patterns of technological change from the perspectives of anthropology, psychology, and sociology.

#### **Specific Expectations**

##### **Foundations of Social Change**

- CH1.01** – identify a major question about social change posed by anthropology (e.g., What impact does technology have on cultural norms?), psychology (e.g., How is ego affected by family breakdown?), and sociology (e.g., How has women’s changing workforce participation affected gender relations?);
- CH1.02** – define and differentiate the theories of change (e.g., origination, acceptance, acculturation) in anthropology, psychology, and sociology;
- CH1.03** – evaluate the major contribution to understanding social change made by leading practitioners in the social sciences (e.g., anthropology: Marvin Harris, Sherry Ortner, Edward Spicer; psychology: Carl Jung, Abraham Maslow, B.F. Skinner, Marion Woodman; sociology: Dorothy Smith, Emanuel Wallerstein, Thelma McCormick).

##### **Forces That Influence Social Change**

- CH2.01** – identify conditions for change (e.g., objectification, advocacy, personality) and impediments to change (e.g., cost, penalty, functional repercussions), as revealed in studies of anthropology, psychology, or sociology;
- CH2.02** – explain the relationship among conformity, alienation, and social change;
- CH2.03** – demonstrate an understanding of how social change is influenced by poverty and affluence (e.g., consequences of unequal access to personal computers or higher education);
- CH2.04** – explain the impact of evolving roles of individuals or groups (e.g., of women in the workplace) and values (e.g., concern for the environment) on social change in Canada.

##### **Technological Change**

- CH3.01** – identify strategies for coping with the psychological stress of technological change on the individual;
- CH3.02** – evaluate the social impact of new technologies (e.g., new reproductive technologies, the Internet) on family structure and dynamics;
- CH3.03** – analyse the ways in which ecological knowledge resulting from advances in technology (e.g., improved tools, irrigation systems) influences indigenous approaches to resource management and land tenure.

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## Social Trends

### Overall Expectations

**STV.01** · appraise the differences and similarities in the approaches taken by anthropology, psychology, and sociology to the study of trends relating to the baby boom, fertility and fecundity, and the life cycle;

**STV.02** · assess the importance of demography as a tool for studying social trends;

**STV.03** · demonstrate an understanding of the social forces that influence and shape trends.

### Specific Expectations

#### Trends Related to the Baby Boom and Echo Boom

**ST1.01** – evaluate the anthropological significance of war and the impact of returning soldiers on individuals, families, and communities;

**ST1.02** – assess the psychological importance of the baby boom to Generations “X”, “Y”, and “Z”;

**ST1.03** – demonstrate an understanding of the social impact of the baby boom and echo boom (e.g., on educational facilities, pensions, health care, entrepreneurial and employment opportunities).

#### Trends Related to Fertility and Fecundity

**ST2.01** – demonstrate an understanding of the relationship between fecundity and culture (e.g., age of marriage, average number of children per family);

**ST2.02** – explain the psychological impact of the choice of whether or not to have children;

**ST2.03** – evaluate the social impact of current birth patterns on Canadian communities.

#### Trends Related to the Life Cycle

**ST3.01** – demonstrate an understanding of the influence that anthropological, psychological, and sociological factors have on youth culture (e.g., in terms of music, television, travel, gender identity);

**ST3.02** – evaluate the influence of education, career choice, and medical advances on decisions about childbearing (e.g., age of parents at first pregnancy, having children later in life);

**ST3.03** – assess the social implications of an aging population for families and communities, and formulate strategies for responding to this shift in demographics (e.g., the granny flat, transcab services, wellness clinics).

## Social Challenges

### Overall Expectations

**SCV.01** · appraise the differences and similarities in the approaches taken by anthropology, psychology, and sociology to the study of social challenges pertaining to health, social injustice, and global concerns;

**SCV.02** · demonstrate an understanding of the social forces that shape such challenges.

### Specific Expectations

#### Health and Wellness

**SC1.01** – analyse social practices leading to health-impairing behaviours from the perspective of at least two of anthropology (e.g., the impact of formula feeding over breast-feeding in developing countries), psychology (e.g., the increase of isolation and depression among the elderly), and sociology (e.g., the rise of smoking among teenaged girls);

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- SC1.02** – discuss cultural, psychological, and sociological barriers to accessing health care;  
**SC1.03** – demonstrate an understanding of the ethical issues related to health-care provision (e.g., the blood supply system, organ donation, medical research);  
**SC1.04** – evaluate the impact of changing social mores on the well-being of Canadians (e.g., desensitization to violence and abuse).

### **Prejudice and Discrimination**

- SC2.01** – explain the relationship between prejudice and discrimination, and assess the impact of both on ideas of self-worth;  
**SC2.02** – assess the role of stereotyping as a barrier to full participation in society;  
**SC2.03** – analyse patterns of hate crimes and differentiate ways in which social scientists (e.g., John Ogbu, Gordon Allport, George Dei, Beverly Tatum, Stuart Hall) would attempt to understand racism.

### **Challenges Facing Canadians in a Global Context**

- SC3.01** – demonstrate an understanding of the anthropological significance of the relationships among globalization, tribalism, and transnationalism for Canadians;  
**SC3.02** – analyse, from a Canadian perspective, the social structures that support, and those that weaken, global inequalities (e.g., literacy, poverty, new technologies);  
**SC3.03** – evaluate, from a psychological perspective, the role of perception in Canadians’ understanding of themselves, their families, and their local and global communities.

## **Research and Inquiry Skills**

### **Overall Expectations**

- ISV.01** · define and correctly use anthropological, psychological, and sociological terms and concepts;  
**ISV.02** · demonstrate an understanding of the main areas of study in anthropology, psychology, and sociology, and of the similarities and differences among them;  
**ISV.03** · demonstrate an understanding of the different research methods used by anthropology, psychology, and sociology to investigate questions of importance within each field, and apply relevant skills correctly and ethically;  
**ISV.04** · demonstrate an ability to select, organize, and interpret information gathered from a variety of print and electronic sources;  
**ISV.05** · communicate the results of their inquiries effectively.

### **Specific Expectations**

#### **Foundations of Inquiry in Anthropology, Psychology, and Sociology**

- IS1.01** – define and correctly use the terminology of anthropology, psychology, and sociology (e.g., in relation to issues of ethnicity, race, and racism);  
**IS1.02** – describe and apply to real-life contexts the theories that are central to anthropology (e.g., cultural materialism, functionalism, structuralism), psychology (e.g., behaviouralism, psychoanalytic theory, learning theory), and sociology (e.g., symbolic interactionism, feminism, Marxism);  
**IS1.03** – compare explanations of human behaviour (e.g., aggressive behaviour, competitive behaviour, cult membership) drawn from anthropology, psychology, and sociology, and evaluate the strengths and weaknesses of each approach;  
**IS1.04** – analyse the ways in which the theories of early social scientists have influenced subsequent social-scientific thinking (e.g., anthropology: Franz Boaz, Margaret Mead; psychology: Ivan Pavlov, Sigmund Freud, Harry Harlow; sociology: Emile Durkheim, Max Weber, Karl Marx).

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### **Using Research Methods and Skills**

**IS2.01** – demonstrate an understanding of a variety of research methods and approaches used in anthropology, psychology, and sociology;

**IS2.02** – demonstrate an ability to select, organize, summarize, and interpret information from a variety of print, media, and electronic sources;

**IS2.03** – analyse for bias, accuracy, and relevance articles or programs on issues related to anthropology, psychology, and sociology;

**IS2.04** – correctly use the terminology of anthropological, psychological, and sociological research, including statistical terminology (e.g., hypothesis testing, prediction, variance, distribution, correlation, reliability, validity, statistical significance);

**IS2.05** – demonstrate an understanding of the purpose and use of the stylistic guidelines set by the American Anthropological Association, the American Psychological Association, and the American Sociological Association;

**IS2.06** – use telecommunications tools appropriately in conducting and reporting on research;

**IS2.07** – using ethical guidelines, appropriate methodology, and a range of primary and secondary sources, develop a position on a social issue of importance to anthropology, psychology, or sociology; and, using a research design appropriate to the issue and discipline, carry out a research project in at least one of the disciplines.

### **Communicating Results**

**IS3.01** – effectively communicate the results of their inquiries, using a variety of methods and forms (e.g., graphs, charts, diagrams, oral presentations, lab reports, written reports, essays, journal-style articles, videos);

**IS3.02** – explain conclusions made as a result of an inquiry, using appropriate structure, argument, and documentation;

**IS3.03** – use recognized style guidelines (e.g., those of the American Psychological Association [APA]) to present the methods, results, discussion, conclusions, and documentation of research on a social issue or problem.

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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 3: Impact of the Baby Boom

**Time:** 17 hours

### Unit Description

This unit includes an appraisal of the differences and similarities in the approaches taken by anthropology, psychology, and sociology to the study of trends relating to the baby boom. Since the baby boom is often interpreted as a western phenomenon, a study of non-western countries would be ideal. Students assess the importance of demography as a tool for studying social trends and demonstrate an understanding of the social forces that influence and shape trends. They evaluate the anthropological significance of war and the impact of returning soldiers on individuals, families, and communities. Students assess the psychological importance of the baby boom to Generations “X,” “Y,” and “Z,” and demonstrate an understanding of the social impact of the baby boom and echo boom. Students demonstrate an understanding of the influence that anthropological, psychological, and sociological factors have on youth culture. Students complete a journal and discuss the many ways that technology has placed stress on themselves and their families. They assess the social implications of an aging population for families and communities, and formulate strategies for responding to this shift in demographics. Students identify strategies for coping with the psychological stress of technological change on the individual. The role of the Catholic Church in rebuilding post-war Europe is discussed. The continuing process of assisting societies through the spiritual challenge of the baby boom and the Cold War is presented.

### Unit Synopsis Chart

Activity	Time	Learning Expectations	Assessment Categories	Tasks
1. Fear of Flying: Teletransporters in the Near Future	2 hours	CHV.03, CH3.01 CGE1i, CGE3d, CGE5b, CGE5d	K/U, T/I, C	Students develop advertising campaigns that advocate the use of an alarming and new technology. Students write a journal, reflecting upon the many ways that technology adds stress to their lives
2. The Aftermath of War	5 hours	STV.01, ST1.01 CGE1j, CGE5e, CGE6d, CGE7d	K/U, T/I, C, A	Students develop timelines in groups and present findings to the class in order to evaluate the impact war has had on society
3. Youth Culture	6 hours	STV.02, ST1.02, ST3.01 CGE3e, CGE4g, CGE6b	K/U, T/I, C	Students examine elements of popular culture, e.g., television, music, film, throughout the decades from the 1950s to the present
4. Aging Boomers: A Culminating Activity	4 hours	STV.02, STV.03, ST1.03, ST3.03 CGE1d, CGE4a, CGE6a, CGE6e	K/U, T/I, C, A	Students develop plans to provide services to the Canadian public and deal with the strains an aging baby boom generation will place upon the system

K/U = Knowledge/Understanding, T/I = Thinking/Inquiry, C = Communication, A = Application

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## **Activity 1: Fear of Flying: Teletransporters in the Near Future**

**Time:** 2 hours

### **Description**

In this introduction dealing with technological change, students consider the psychological implications of a futuristic technology and how society might deal with this. The technology chosen should provide students with ample room for discussion and it should be a technology that is still in its early developmental stages. Alternatively, students could be asked to investigate the ethics, degree of danger to the public and the environment, the introduction of high yield variety crops (HYVs), or genetically modified foods. Other environmental concerns could be examined (nuclear power, saving endangered species, etc.).

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

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

CGE3d - makes decisions in light of gospel values with an informed moral conscience;

CGE5b - thinks critically about the meaning and purpose of work;

CGE5d - finds meaning, dignity, fulfillment, and vocation in work that contributes to the common good.

**Strand(s):** Social Change

#### **Overall Expectations**

CHV.03 - analyse patterns of technological change from the perspectives of anthropology, psychology, and sociology.

#### **Specific Expectations**

CH3.01 - identify strategies for coping with the psychological stress of technological change on the individual.

### **Prior Knowledge & Skills**

If doing a web page, computer skills and knowledge of html and web page editors would be an asset. If doing a video presentation, editing skills and knowledge of special effects would be of value.

### **Planning Notes**

Depending on the format of the presentations, the teacher may have to make arrangements for access to a computer or video equipment.

### **Teaching/Learning Strategies**

Students are presented with the following scenario: fossil fuels are extremely scarce. New technology has allowed for the creation of teletransportation as a means of traveling long distances. As a result, intercontinental travel is only possible through the use of this newly emerging technology. A person's molecules are scrambled at one end and they are then transmitted via radio signals to their destination to be reassembled at the other end. Initial trials using animal test subjects were promising, however, some tragic accidents did occur. Nonetheless, due to the scarcity of resources and the demands of business, this new technology has received worldwide endorsement from all governments. (Instead of teletransportation, students could be asked to consider the implications of an actual recent technological change and follow the same type of group work assignment.)

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In groups, students brainstorm ways to market this technology, as a viable and safe means of transportation, to a world whose population is in excess of 8 billion. Their main focus is to diminish fear and suspicion around this new technology. Groups then develop one idea into a retail advertisement of some kind, e.g., web page, dramatization, video presentation, etc., and present their advertisement to the class. Students may keep a reflective journal describing their stress and fear of new technology with reference made to their research in this area. Students should be aware of the strengths and weaknesses of new technologies and their potential impact upon the human race and the position of the church.

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

- Teacher evaluation, peer and self-assessment of presentations and the group work process.
- A rubric or rating scale could be the evaluation instrument.
- The teacher may use the group assessment/evaluation guide in Appendix 3.1.
- Formative assessment may be made of the students' journal entries.

### **Accommodations**

- Options to the suggested activities such as posters or murals, etc., can be substituted as a means of presenting group ideas.

### **Resources**

Discussion of a *Star Trek* episode could illustrate the idea of teletransportation and its risks.

Useful movies that may contain materials helpful in this activity include:

*The Fly*

*Star Trek – The Movie*

*Metropolis*

*The Time Machine*

*Apollo 13*

*The Right Stuff*

*The Gods Must Be Crazy*

### **Appendices**

Appendix 3.1 – Group Assessment

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## **Activity 2: The Aftermath of War**

**Time:** 5 hours

### **Description**

Following a Socratic lesson, students develop timelines that examine the major events and trends in the years following World War II. These timelines should reflect the important events and changes in the world that influenced Canadian society.

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

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

CGE1j - integrates faith with life;

CGE5e - respects the rights, responsibilities and contributions of self and others;

CGE6d - values and nurtures opportunities for family prayer;

CGE7d - promotes the sacredness of life.

**Strand(s):** Social Trends

#### **Overall Expectations**

STV.01 - appraise the differences and similarities in the approaches taken by anthropology, psychology, and sociology.

CHV.01 - appraise the differences and similarities in the methodologies and strategies of anthropology, psychology, and sociology applied to the study of change;

ISV.04 - demonstrate an ability to select, organize, and interpret information gathered from a variety of print and electronic sources;

ISV.05 - communicate the results of their inquiries effectively.

#### **Specific Expectations**

ST1.01 - evaluate the anthropological significance of war and the impact of returning soldiers on individuals, families, and communities;

IS3.02 - explain conclusions made as a result of an inquiry, using appropriate structure, argument, and documentation.

### **Prior Knowledge & Skills**

- Knowledge and the ability to conduct research using a variety of materials are needed.

### **Planning Notes**

A number of credible sources indicate a large overlap in the time frames of various generations. The teacher should be aware that there is no definitive period for the baby boom or Generations “X,” “Y,” and “Z”; therefore, definitions should be kept simple and a generalized time frame for each generation should be established. Suggested time frames are: Baby Boom (1947-1966), Generation “X” (1961-1981), Generation “Y” (1979-2000), and Generation “Z” (2000-2020). The teacher books time in the resource centre to allow for groups to conduct research for their timelines.

### **Teaching/Learning Strategies**

1. In a Socratic lesson, the teacher guides students through the implications of technological changes that arise through war. The emphasis on research and development during a war, like World War II, altered the way wars would be fought in the future. The large-scale devastation, the shift in focus from a limited war to total war including the terrorization of civilian targets as a legitimate means to an end, the widespread fear of a future nuclear war, war crimes, the advent of the bomb shelter, etc., marked not only the baby boom generation but continue to mark our society.

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2. Students form groups to create timelines. The timelines may include but are not restricted to: postwar technology, humanitarian relief and the reconstruction of Europe, changes in the nuclear family, feminism, human rights movement, cold war, the modernization of the Roman Catholic Church, immigration, and the evolution of media in North American society. It is highly recommended that one of the timelines contain information solely on birth statistics in Canada and the movement of the “bulge” as it progresses through the years. Any of these timelines could also be done as a local study, examining for example the impact of urban sprawl on their community, researching the number of grade schools, the number of additions made to hospitals, the advent of the mall, housing developments, etc. Once the timelines have been completed, presented and posted alongside one another, students will determine whether the events on the timelines are anthropological, psychological or sociological in nature. A written report will be required to assess the individual students’ learning.

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

- Teacher evaluation, peer, and self-assessment of timeline presentations and group work process.
- A rubric could also be used in evaluation of the students’ individual written work.
- The teacher may want to use an evaluation instrument similar to that in Appendix 3.1. Evaluation of the timelines could be performed by using a rating scale based upon the criteria for the task.

### **Accommodations**

Ensure that students who require assistance are put in groups with supportive classmates. Alternatives to the suggested activities, such as posters or murals, etc., can be substituted as a means of presenting group ideas.

### **Resources**

Austin P. Flannery, ed. *Documents of Vatican II*

E.F. Sheridan, ed. *Love and Kindness: The Social Teaching of the Canadian Catholic Bishops*

John XXIII. *Mater et Magistra* (1961)

John Paul II. *Laborem Exercens* (1981)

Editions Pauline, E.F. Sheridan, ed. *Do Justice: Social Teaching of the CCCB*

*Catechism of the Catholic Church*

### **Websites**

The Vatican – [www.vatican.va](http://www.vatican.va)

Canadian Conference of Catholic Bishops – [www.cccb.ca](http://www.cccb.ca)

The Ontario Conference of Catholic Bishops – [www.occb.on.ca](http://www.occb.on.ca)

### **Appendices**

Appendix 3.1 – Group Assessment

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## Activity 3: Youth Culture

**Time:** 6 hours

### Description

Through an examination of the toys and various aspects of the media and popular culture, students gain an understanding and appreciation for the change in familial and social values from the 1950s to the present.

### 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;

CGE4g - examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;

CGE6b - recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended.

**Strands:** Social Trends

#### Overall Expectations

STV.01 - appraise the differences and similarities in the approaches taken by anthropology, psychology, and sociology to the study of trends relating to the baby boom, fertility and fecundity, and the life cycle.

#### Specific Expectations

ST1.02 - assess the psychological importance of the baby boom to Generations "X," "Y," and "Z";

ST1.03 - demonstrate an understanding of the social impact of the baby boom and echo boom (e.g., on educational facilities, pensions, health care, entrepreneurial and employment opportunities).

### Planning Notes

The teacher is encouraged to bring in as many toys and games from the different decades of the baby boom, as possible, for students to view. Students could also visit the toy companies' websites. Inclusion of non-western toys for class examination could spark some discussion on the differences and similarities that cultures place upon playtime for their children. Excerpts of various television programs and/or films of the decades could be discussed as well as song lyrics. Copies of advertisements obtained from archives could also be brought in to illustrate what is being discussed.

### Teaching/Learning Strategies

1. Use toys to trace the influence of technology on our culture, particularly Generations "X," "Y," and "Z." Over time, children have had to use their imaginations less and less as the toys of the 1950s (e.g., *hula hoops*, *raccoon skin caps*, etc.) encouraged children to play together, while the advent of the computer appears to have isolated children to groups of no more than two or three. In the early post World War II years, war toys were favoured, but in the post Vietnam era, war toys fell out of favour. Today the emphasis appears to be placed on a toy's educational value. This activity may also include cars, music, art, etc. The teacher may want to examine whether or not the trend towards educational toys is merely a marketing ploy. Consideration of violence levels in computer games and war toys marketed today by the leading toy manufacturers is another possible approach to this activity. The teacher is encouraged to use an organizer similar to the one found in Appendix 3.3. The teacher should be aware of the changing perceptions of parents and society regarding the socialization of young children. The emphasis has changed from play as a form of self-entertainment to play as a valuable learning component with the intention of giving children an early advantage over their peers. Examples could include a variety of software applications to learn spelling, numbers, reading, etc.

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2. In order to communicate the stress placed on the concept of normalcy and the rise of structural functionalism, discuss television programming of the 1950s. Students determine the ideals being promoted through various forms of media. The local television station could be contacted in order to learn what the programming of the 1950s looked like or the local newspaper could be contacted to determine who were their reporters and the stories of importance that were covered. In addition, the early years of rock and roll could be considered through an examination of the lyrics of songs and individual performances of artists. This methodology could be used to examine successive decades and trace the changing attitudes of the decades under review, the rebelliousness of the 1960s teen culture, etc. Partners could develop an analysis of a “typical” song of a particular decade and how it speaks to the generation that produced it. A similar approach could be used in an examination of film.
  3. Compare the nuclear family of the 1950s, 1960s, etc., and discuss the changes found, including the number of children, average income, length of formal education, wage earners in the household, number of vehicles, number of televisions, number of computers, length of time spent in solitary pursuits within the household, etc. Examine the change in forms of social entertainment in the same time period and comment on whether or not this has isolated families or encouraged socialization (VCRs, CDs, DVDs, etc.). Discuss, as a class, the changing values inherent in any identified changes in the family or its behaviour throughout the years. For instance, wholesale acceptance of home entertainment devices has arguably diminished contact between the members of particular family units. Does this diminished contact affect familial, peer, and other social relationships? Does the emphasis shift from group social behaviour to individualized social behaviour? What are the impacts of these influences on other cultures within a multicultural setting? Is the aggregate effect beneficial or detrimental to Canadian society? What are some future implications of this trend? For instance, is society shifting toward a rugged individualism and abandoning the sense of community? Is this sense of individualism something that the media has invented or is North American society markedly different than other societies? How has the Catholic Church tried to prevent the disintegration of the nuclear family and traditional familial Christian values (advocating on behalf of the poor, working class, etc.)?

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

- Class discussion; teacher evaluation, peer and self-assessment of songs presented as a handout for the class.
- Tests and quizzes may also be used in this activity.
- The use of the Youth Culture Organizer found in Appendix 3.3 may be useful in creating an assessment framework.
- The Group Assessment – Appendix 3.1 can be used in a similar fashion to construct a new evaluation tool, or it may be used in its unmodified form. Alternatively, role playing is an innovative method used to draw out the differences in our society from past to present.

### **Accommodations**

Teachers might want to include the use of computer-assisted programs for students with learning difficulties. Students with vision difficulties may require enlargement apparatus.

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## **Resources**

Some of the more useful toy company sites are:

### **Websites**

[www.hasbro.com](http://www.hasbro.com)

[www.lego.com](http://www.lego.com)

[www.mattel.com](http://www.mattel.com)

[www.playskool.com](http://www.playskool.com)

### **Film/Video**

*2001: A Space Odyssey*

*Apocalypse Now*

*Big*

*Dr. Strangelove*

*Logan's Run*

*Invasion of the Body Snatchers*

*Jesus of Montreal*

*Saturday Night Fever*

*Sneakers*

*The Third Wave*

*War Games*

## **Appendices**

Appendix 3.3 – Youth Culture Organizer

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## **Activity 4: Aging Boomers: A Culminating Activity**

**Time:** 4 hours

### **Description**

Students develop plans for dealing with an aging population and the strains that are placed upon the services provided by the government. This unit addresses many other facets of society including health care providers (private nursing homes), medical careers (geriatrics), possible growth industries (pharmacies, health aids, senior housing, vacations), etc. Students are encouraged to explore as many sectors of Canadian society, (e.g., government, industry and business) that are impacted by our aging population. The culminating activity can be modified to accommodate any aspect of current or future economic activity, including possible career choices for students. It may be possible to combine this culminating activity with an experiential learning placement within the community.

### **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;

CGE4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

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

CGE6e - ministers to the family, school, parish, wider community through service.

**Strand(s):** Social Trends

#### **Overall Expectations**

STV.02 - assess the importance of demography as a tool for studying social trends;

STV.03 - demonstrate an understanding of the social forces that influence and shape trends.

#### **Specific Expectations**

ST1.03 - demonstrate an understanding of the social impact of the baby boom and echo boom (e.g., on educational facilities, pensions, health care, entrepreneurial and employment opportunities);

ST3.03 - assess the social implications of an aging population for families and communities, and formulate strategies for responding to this shift in demographics (e.g., the granny flat, transcab services, wellness clinics).

### **Prior Knowledge & Skills**

- Some computer research and word processing skills. Knowledge and understanding of Canadian government structures and the political process.

### **Planning Notes**

- Book access to a computer or resource centre to facilitate research and word processing of final reports.

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## Teaching/Learning Strategies

In this unit culminating activity, students are assigned portfolios within the government, e.g., health and welfare, education, housing, Canada Pension Plan, etc. Students investigate and plan for changes in the provision of services to Canadians resulting from the baby boom and the population “bulge” associated with it. Students employ research skills via the Internet and traditional sources of information (library/resource centre) to investigate the changes resulting from an aging population of baby boomers. Students are encouraged to use government sites such as Statscan to obtain up-to-date demographic information. Students present their findings in short individual reports based upon independent, group research, and class discussions.

## Assessment & Evaluation of Student Achievement

The teacher should evaluate both the process and the product. The use of a rubric may be of value.

- It is recommended that evaluation include: individual student research work, and final presentation.
- The teacher should assess students individually using written reports, or journals.
- Group assessments could be made based upon class presentations or jigsaw group work with the teacher forming part of the group on occasion through roving conferences, but this assessment should not be considered as part of individual evaluation.

## Resources

### Websites

<http://www.volnet.org> – Voluntary Sector Network Support Program

<http://www.ConsumerInformation.ca> – Canadian Consumer Information Gateway

<http://www.pch.gc.ca> – Department of Canadian Heritage

<http://www.nfb.ca> – National Film Board of Canada

<http://www.canlearn.ca> – CanLearn Interactive

<http://www.ccra-adrc.gc.ca/disability> – Information Concerning People with Disabilities

<http://www.hc-sc.gc.ca/seniors-aines> – Aging and Seniors Website

<http://www.cmhc-schl.gc.ca> – Homebuying Step by Step

<http://www.crime-prevention.org> – National Strategy on Community Safety and Crime Prevention

### Film/Video

*Soylent Green*

*Sleeper*

*On Golden Pond*

## Appendix 1.1

### Essay (ISU) Marking Scheme

Student		Course:	Grade
Topic:		Date:	
<b>Format (5)</b>	Title Page (1)		
	Page Numbering (1)		
	Margins/Borders (1)		
	Line Spacing (1)		
	Appendices/Graphs (1)		
<b>Introduction (5)</b>	Creation of reader interest (1)		
	Movement from the general topic to specific topic (2)		
	Clearly stated theme or thesis (2)		
<b>Content (40)</b>	Clarity of information (8)		
	Quality and coherence of the argument (8)		
	Quality and depth of analysis (supporting facts and details) (8)		
	Relationship of each paragraph to theme (8)		
	Depth of research (8)		
<b>Organization (15)</b>	Sentence and paragraph structure (3)		
	Coherence of the entire essay (3)		
	Transition and coherence of ideas in paragraphs (3)		
	Clarity of topic sentences (3)		
	Variety of sentence structure (3)		
<b>Style (10)</b>	Appropriate level of vocabulary (2)		
	Consistency of point of view (3)		
	Consistency of tense (3)		
	Clarity and freshness of style (2)		
<b>Mechanics (10)</b>	Sentences structure (5)		
	Spelling, grammar, and punctuation (5)		
<b>Documentation (10)</b>	Correct reference/source format (3)		
	Quality of sources (3)		
	Correct Bibliography/References (4)		
<b>Conclusion (5)</b>	Summary of thesis or theme		
	Synthesis of arguments and ideas		

**General Comments:**

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## Appendix 2.1

### Evaluating Information from the Internet

#### Evaluating Websites

Anyone can publish a document or create a website on the Internet. There is no evaluation committee or peer review that a website or paper must pass before publication, as occurs with educational journals. Therefore information you receive from the Internet may or may not be correct. This means that you need to use your critical thinking/analysis skills to help you evaluate information from the Internet for accuracy, relevance, bias, variety of viewpoints, and reliability. It is very important to determine who is speaking to you and why they are posting this information. Use the following chart to help evaluate a website:

<b>URL or Website Address:</b>	
Title of website	
Describe content of website	
Who is the author?	
Is it an educational (.edu), government (.gov), commercial (.com), organization (.org), or personal (.name) site?	
Why have they produced this site?	
Is the information backed by research, references, or a bibliography?	
When was the site last updated?	
How well-organized is the site?	
Does the site include advertising?	
Are the resources complete, or is only a sample of the materials provided?	
Is the site still under construction?	
Does the site provide links to other useful resources?	
Do all the links work?	
Is it easy to find things on the site?	
How long does it take for the site to load?	
Is this a reliable site?	
Is the information on this site one-sided or biased?	

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## Appendix 3.1

### Group Assessment

Activity: \_\_\_\_\_

Assessor: \_\_\_\_\_

Student: \_\_\_\_\_

Group: \_\_\_\_\_

Date: \_\_\_\_\_

Mark: \_\_\_\_\_

Criteria	Mark	Comments
Identified the purpose/topic of the group	/5	
Delegated/assigned tasks evenly/fairly	/10	
Created a timeline for sub-tasks and final product	/10	
Began work in a timely fashion and kept on topic	/5	
Encouraged group members	/5	
Summed up ideas at intervals	/10	
Ensured that group members had an opportunity to participate	/5	
Ensured that timelines and dates for final submissions are met	/5	
Employed research skills effectively	/10	
Maintained contact with the teacher throughout the assignment for clarification and updates on group progress	/10	
Submitted final group product on time	/10	
<b>Final Grade</b>	<b>/80</b>	

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## Appendix 3.3

### Youth Culture Organizer

Item	1950s	1960s	1970s	1980s	1990s	Present
Toy						
Song						
Album						
Male Vocalist						
Female Vocalist						
Musical Group						
Movie						
Actress						
Actor						
TV Show						
Male Author						
Female Author						
Book						
Automobile						
Colour						
Male Hair Style						
Female Hair Style						
Clothing Style (Female)						
Clothing Style (Male)						
# of Siblings						
Sport(s)						
Athlete(s)						
Pet(s)						
Game(s)						
Food(s)						
Restaurant(s)						