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| **Course Overview**  **Families in Canada -** **HHS 4U** |
| Course Description: (taken from the curriculum document) |
| This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada’s diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships. |

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| Course Content |
| **Enduring Understandings**   * The development of individuals and their relationships is influenced by internal and external factors. * Social science research methods can be used to examine individuals and families. |
| No longer in this course: |
| * Less focus on parent child relationships * Greater focus on family relations as a whole * The impact of divorce on child development is not specifically mentioned. |

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| Suggestions for Teaching Stacked Classes |
| To differentiate between the U and C level courses:   * Have topics of study geared toward each destination. * Use resources geared to each destination. * Help students demonstrate their learning through differentiated product: ie., Create “tiered” evaluations that allows the U students to extend their understanding.   + For example, an assignment could have 3 parts - A, B, and C.     - Part A (Both U & C) is the foundation of the assignment       * ie. create a poster about a theory     - Part B (Both U & C) would be to describe the theory     - Part C would have the U students take on the role of a theorist explaining the reasoning behind the theory itself. |

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| **Course Culminating Task(s)** |
| Independent Research Project (final review of literature and presentation)  Movie Analysis |
| Additional Course Culminating Task Ideas   * Final Exam |

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| **Unit 1 Overview:**  **Introduction to the Family and Research Methods** |
| **What will student learn?** |
| **Big Ideas**   * Family relationships throughout the lifecycle are influenced by personal and social factors. * Social science research methods are used to explore and communicate about families. |
| **Essential Questions**   1. What social factors have influenced the historical evolution of the family? 2. How have different social factors influenced the historical evolution of the family? 3. What is the purpose of family? 4. How do you begin the social science research process? |

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| **How will assessment and instruction be organized for learning?** |

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| Overall Expectations and Specific Expectations (for this unit) |
| **A1. Exploring: explore topics related to families in Canada, and formulate questions to guide their research;**    A1.1 explore a variety of topics related to families in Canada *(e.g., the division of labour in families, the effects of different custody arrangements on children, the pressures and joys experienced in interfaith marriages, the impact of the Indian Act on First Nation families)* to identify topics for research and inquiry    A1.2 identify key concepts *e (e.g.,through discussion, brainstorming, use of visual organizers)* related to their selected topics    A1.3 formulate effective questions to guide their research and inquiry.  **A4. Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.**  A4.1 use an appropriate format *(e.g., oral presenta­tion, brochure, flyer, poster, research report, seminar, web page)* to communicate the results of their research and inquiry effectively for a specific purpose and audience  A4.2 use terms relating to families in Canada correctly *(e.g., family systems, life expectancy, replacement rate, primary and secondary research, socialization, social policy)*  A4.3 clearly communicate the results of their inquiries *(e.g., write clearly, organize ideas logically, use language conventions properly)*, and follow APA conventions for acknowledging sources *(e.g., generate a reference list in APA style, use in-text citations properly)*    **B3. The Development of Family and Parent-Child Relationships: demonstrate an understanding of theoretical perspectives and research on the development of family and parent-child relationships.**    B3.1 describe the functions of the family *(e.g., reproduction, socialization of children, physical maintenance of members, nurturance and love, social control, production of goods and services)*, and explain the ways in which these functions are met in diverse family forms *(e.g., single-parent families, two-parent families [both same-sex and heterosexual], grandparent-led families, extended families, childless families)*    **D3. Trends and Challenges in the Family and in Parent-Child Relationships: demonstrate an understanding of demographic trends related to the family and to parent-child relationships, and of the impact of social issues and challenges on family development.**    D3.1 analyse the impact of major social and economic changes on the historical evolution of the family *(e.g., with reference to complementary roles for men, women, and children in peasant families in agricultural economies; family relations in slave economies; male breadwinners and stay-at-home mothers and children in middle-class families and child labour in working-class families in industrializing economies; the impact on child labour of the development of compulsory education policies; changes in child-rearing practices).*    D3.3 assess the impact of current social trends, issues, and challenges relating to the functioning of families *(e.g., with reference to electronic media, climate change, health care, education, economic conditions, the aging of the population, balancing work and family, increasing ethnocultural and religious diversity in Canada).* |

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| **How will students demonstrate their learning?** |
| **Assessment OF learning**  Theories Test  Movie/Television Program Analysis  Family of the Future  Genogram (assignment explanation in new textbook p.40 but also in old textbooks) Note: a great activity, but can be difficult for some students based on personal family dynamics) |
| **Assessment FOR/AS learning**  Practice Analysis - Movie  Presentation on Functions of the Family  Research proposal  Role Play of Families through history |

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| **Unit Culminating Task(s)** |
| Movie/Television program analysis: In a presentation students will apply one or more of the theoretical perspective or developmental theories to a movie or television program clip. A written report that explains and applies the theories to additional sources (recent news stories) can also be evaluated.    Family of the Future (creative piece). Students take on the role of a social science researcher at some point in the future (suggestion of 100 years from now); in this piece students will discuss and analyze terms, concepts and theories from the unit in a creative format. |
| Additional Ideas for Unit Culminating Task(s)   * Unit Test |

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| **Lesson 1: What is Family?** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **A1. Exploring: explore topics related to families in Canada, and formulate questions to guide their research;**  A1.2 identify key concepts related to their selected topics (defining key terms related to the family)  **B3. The Development of Family and Parent-Child Relationships: demonstrate an understanding of theoretical perspectives and research on the development of family and parent-child relationships.**  B3.1 describe the functions of the family and explain the ways in which these functions are met in diverse family forms  **D3. Trends and Challenges in the Family and in Parent-Child Relationships: demonstrate an understanding of demographic trends related to the family and to parent-child relationships, and of the impact of social issues and challenges on family development.**  D3.1 analyse the impact of major social and economic changes on the historical evolution of the family *(e.g., with reference to complementary roles for men, women, and children in peasant families in agricultural economies; family relations in slave economies; male breadwinners and stay-at-home mothers and children in middle-class families and child labour in working-class families in industrializing economies; the impact on child labour of the development of compulsory education policies; changes in child-rearing practices).* | **1. Define the term family for the 21st century.**  **2. Differentiate between the different types of families in the 21st century.** | **How has the definition of the family changed in the past 60 years?**  **What does family mean to you?**  **How does your understanding of the term family compare to the Vanier Institute’s definition of the family?**  **How does your understanding of the term family compare to Canada’s Census definition?** | **Vanier Institute of the Family - Defn.**  **Census defn**  **Nuclear family**  **Single-parent family**  **Two-parent family (both same sex and heterosexual)**  **Grandparent-led families**  **Extended families**  **Child-free families**  **Blended families**  **Adoptive families**  **Transitional families**  **Dual-income families**  **Breadwinner family** |
| **Readiness** | **Materials** | **Possible Strategies** | **Checkpoints** |
| 1.Respect for different perspectives and opinions of others (open mindset)  2.Organization and Note-taking skills  3. Prior understanding of and experience with different types of families.  4. Collaborative/group skills | 11 X 17 ledger paper  markers  ink pads  8 ½ X 11 paper (in quarters)  Answer key to definitions | **Minds On:**  **T/P/S or Placemat- What does family mean to you?**  - students independently look at their personal understanding of what a family is?  - as a group, consolidate thoughts to create a group definition.  -present definitions to the rest of the class  **Action:**  **Carousel Activity:**  1. Each station set up with the term associated with one type of family.  2.Students move through stations with a handout that provides the definitions of all the types of families and completes by inserting the appropriate term to each of the definitions.  **Handout Outline:**  **Term | Definition | Examples from a media source**  **3. Teacher led:**  as a class go over definitions of the different types of families (can be student driven or teacher overhead/powerpoint)  **4.** In small groups, students brainstorm media sources that illustrate each type of family.  **Consolidation:**  **Thumbprint family**  Provide students with a quarter piece of paper (8 ½ X 11) and 1 ink pad per group.  Using their thumbprint, each student will create a pictogram of their family.  Beside each member, identify a distinctive quality or characteristic for each person in text or graphical representation (e.g. Mom loves to cook, sister plays soccer etc...)  **Next day followup to types of families & intro to functions: Season 1 Episode 1 - Modern Family** | Students will be able to match types of family terms to corresponding definitions. |
| **Lesson 2: Functions of the Family** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **B3. The Development of Family and Parent-Child Relationships: demonstrate an understanding of theoretical perspectives and research on the development of family and parent-child relationships.**  B3.1 describe the functions of the family *(e.g., reproduction, socialization of children, physical maintenance of members, nurturance and love, social control, production of goods and services)*, and explain the ways in which these functions are met in diverse family forms *(e.g., single-parent families, two-parent families [both same-sex and heterosexual], grandparent-led families, extended families, childless families)*  **D3. Trends and Challenges in the Family and in Parent-Child Relationships: demonstrate an understanding of demographic trends related to the family and to parent-child relationships, and of the impact of social issues and challenges on family development.**  D3.3 assess the impact of current social trends, issues, and challenges relating to the functioning of families *(e.g., with reference to electronic media, climate change, health care, education, economic conditions, the aging of the population, balancing work and family, increasing ethnocultural and religious diversity in Canada).* | **How families are organized**  **The role each family member performs**  **How society motivates individuals and families to carry out their responsibilities** | **How are families organized?**  **What role does each family member perform?**  **How does society motivate individuals and families to carry out their responsibilities?** | **Role**  **Responsibility**  **Function**  **Socialize**  **Addition of new members**  **Physical care of members**  **Socialization of children**  **Controlling the behaviour of members**  **Maintaining morale of members**  **Producing and consuming goods and services** |
| **Readiness** | **Materials** | **Possible Strategies** | **Checkpoints** |
| Cooperative group skills  Knowledge of previous terms (from lesson 1)  Ability to make real world connections | Copy of textbooks or note on functions of the family  Chart paper and markers  Overheads and markers  Organizer (chart) | JIGSAW ACTIVITY  Divide class into 6 groups  Assign each group a function of the family  students will determine how their assigned function:  - assists the family  - benefits society  - is shared with other institutions (i.e. government, religion, law, education, business)  At the end, rank and justify your ranking each of the six functions from the point of view of: - social worker  - religious leader  - retailer  - family court judge  - elementary school teacher  Groups will present the information to the class as the audience completes their organizers with remaining information |  |
| **Lesson 3: Theories (5 days)**  **Day 1: Cultural and Historical Perspectives**  **(Anthropological)**  **Day 2: Functionalism and Systems Theory**  **Day 3 & 4: Symbolic Interactionism and Social Exchange Theory**  **Day 5: Conflict, Feminist and Ecological Systems Theory** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **A1. Exploring: explore topics related to families in Canada, and formulate questions to guide their research**  A1.2 identify key concepts *e (e.g.,through discussion, brainstorming, use of visual organizers)* related to their selected topics  **A4. Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.**  A4.2 use terms relating to families in Canada correctly | **Identify key concepts related to the study of the family**  **Use appropriate terms relating to families in Canada**  **Evaluation of theoretical/perspective pros and cons**  **Applying different points of view the study of individuals and families** | **How has the study of the family changed over time?**  **How does a theory help us understand the family?**  **What the are pros of each theory/perspective?**  **What are the cons of each theory/perspective?** | **Anthropology**  **Norm**  **Psychology**  **Role**  **Sociology**  **Theoretical perspective**  **Theory** |
| **Readiness** | **Materials** | **Possible Strategies** | **Checkpoints** |
| **Knowledge of definition of family, family forms and family functions**  **Note-taking skills**  **Active listening**  **Respect for different perspectives/experiences**  **Open-mindset** | **PowerPoint**  **LCD projectors**  **Overhead machines**  **Case studies**  **Video/tv clips (exemplars)** | **Lecture/powerpoint instruction on each theory/perspective**  **Group case study analysis and/or video clip analysis applying theory/perspective just taught**  **Review jeopardy game**  **Test on theories**  **Movie that applies to all theories; students then identify theories and concepts in the movie** | **Students will identify and describe theories**  **Students will be able to apply theory/perspective to various situations** |
| **Lesson 4: Introduction to Social Science Research** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| A1.3 formulate effective questions to guide their research and inquiry.  A4.2 use terms relating to families in Canada correctly *(e.g., family systems, life expectancy, replacement rate, primary and secondary research, socialization, social policy*  A4.3 clearly communicate the results of their inquiries *(e.g., write clearly, organize ideas logically, use language conventions properly)*, and follow APA conventions for acknowledging sources *(e.g., generate a reference list in APA style, use in-text citations properly)*  **A1. Exploring: explore topics related to families in Canada, and formulate questions to guide their research;**    A1.1 explore a variety of topics related to families in Canada *(e.g., the division of labour in families, the effects of different custody arrangements on children, the pressures and joys experienced in interfaith marriages, the impact of the Indian Act on First Nation families)* to identify topics for research and inquiry    A1.2 identify key concepts *e (e.g.,through discussion, brainstorming, use of visual organizers)* related to their selected topics | **Explore topics related to families in Canada, and formulate questions to guide research and inquiry.**  **Apply a theoretical perspective to a topic related to families in Canada.**  **Begin to understand research ethics (related to terminology and APA style of referencing).** | **What is the difference between primary and secondary research?**  **How is a thesis different from a hypothesis?**  **How is a research report different from a (research) essay?** | **Primary research, secondary research, hypothesis, control group, experimental group, instruments, procedure, reliability, reliable sample, research question, sample group, thesis, validity, variables.** |
| **Readiness** | **Materials** | **Possible Strategies** | **Checkpoints** |
| **Understanding of the various theoretical perspectives and social science research methods (learned earlier in the unit).** | **Research articles from newspapers, magazines,scholarly journals, etc. related to the family.**  **Chart paper to brainstorm topics related to families in Canada and research questions related to those topics.**  **Computer lab, library, Internet.** | **Group brainstorm of research topics related to the family.**  **Read various articles (from newspapers, magazines, scholarly journals, etc) and identify various research methods used, the validity of the research in the various articles and use the key terms (outlined earlier) to make connections. (For example, what is a control group and identify the control group in this article/research study).**  **Draw or select a topic (related to the family) from a list (possibly a list that the class brainstormed).**  **Begin to formulate a hypothesis and research questions based on the selected research topic.** | **Brainstorm topics related to families in Canada and research questions related to those topics (diagnostic) . Students will share with the class what they have brainstormed.**  **Identify and describe various types of research related to the family.**  **Formulate a hypothesis a research questions based on a selected research topic.**  **Locate articles related to the selected research topic and reference them using APA style.** |
| **Lesson 5:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Possible Strategies** | **Checkpoints** |
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| **Unit 2 Overview:**  **The Development of Individuals** |
| **What will student learn?** |
| **Big Ideas**   * Individual development is influenced by personal and social factors. * Social science research methods to investigate and communicate about individuals and families. |
| **Essential Questions**   1. What personal factors influence individual development? 2. What social factors influence individual development? 3. How are reliable and valid sources of information determined? |

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| **How will assessment and instruction be organized for learning?** |

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| Overall Expectations and Specific Expectations (for this unit) |
| **A2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate and social science research and inquiry methods;**    A2.1 create appropriate research plans to investigate their selected topics *(e.g., outline purpose and method; identify sources of information; develop research tools such as surveys, questionnaires, or interviews)*, ensuring that their plans follow guidelines for ethical research    A2.2 locate and select information relevant to their investigations from a variety of primary sources *(e.g., interviews; observations; surveys and questionnaires; original research published in peer-reviewed journals; census data; original documents in print or other media, such as film, photographs)* and/or secondary sources *(e.g., textbooks, book reviews, literature reviews, magazine or newspaper articles).*  A2.3 based on preliminary research, for each investigation formulate a hypothesis, thesis statement, or research question, and use it to focus their research    **A3. Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry;**    A3.1 assess various aspects of information gathered from primary and secondary sources *(e.g., accuracy, relevance, reliability, inherent values and bias, voice).*  A3.2 record and organize information and key ideas using a variety of formats *(e.g., notes, graphic organizers, summaries, audio/digital records)*  **A4. Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.**  A4.1 use an appropriate format *(e.g., oral presenta­tion, brochure, flyer, poster, research report, seminar, web page)* to communicate the results of their research and inquiry effectively for a specific purpose and audience  A4.2 use terms relating to families in Canada correctly (e.g., *family systems, life expectancy, replacement rate, primary and secondary data, socialization, social policy*)  A4.3 clearly communicate the results of their inquiries *(e.g., write clearly, organize ideas logically, use language conventions properly)*, and follow APA conventions for acknowledging sources *(e.g., generate a reference list in APA style, use in-text citations)*  **B1. Individual Development: demonstrate an understanding of theoretical perspectives and research on various aspects of individual development;**    B1.1 explain individual development throughout the lifespan, according to a variety of theoretical perspectives on development *(e.g., psychodynamic perspective [Sigmund Freud, Erik Erikson, Karen Horney], cognitive perspective [Lev Vygotsky], humanist perspective [Abraham Maslow, Carl Rogers], symbolic interactionist perspective [Charles Cooley, George Mead], sociocultural perspective [Urie Bronfenbrenner], evolutionary perspective [Konrad Lorenz, John Bowlby]).*  B1.2 assess research on sex-based similarities and differences as well as gender-based similarities and differences *(e.g., with reference to the com­plexity of distinguishing the effects of nature and nurture; the impact of cultural, social, and historical change on expectations associated with gender)*  B1.3 compare theories used to explain adult development in later life *(e.g., Erik Erikson’s stages of generativity versus stagnation, and ego integrity versus despair; Daniel Levinson’s midlife transition, Bernice Neugarten’s concept of the social clock; George Mead’s symbolic interactionist theories).*  **C1. The Effects on Individuals: demonstrate an understanding of the impact of norms, roles, and social institutions on individuals throughout the lifespan;**    C1.1 assess ways in which norms, values, and expectations *(e.g., cultural and societal norms and expectations, gender expectations, familial values and expectations)* influence individual decisions throughout the lifespan *(e.g., with regard to educational choices, career choices, choices about sexuality and relationships).*  C1.2 explain how multiple roles *(e.g., student, volunteer, employee, friend, son/daughter, sibling, caregiver)* can create personal conflict.  C1.3 analyse the impact of social institutions *(e.g., the family; the media; educational, religious, economic, and political institutions)* on the socialization of individuals throughout the lifespan.    **D1. Trends and Challenges for Individuals: demonstrate an understanding of demographic trends related to the lives of individuals, and of the impact of social issues and challenges on individual development;**    D1.1 analyse the significance of recent demographic trends relating to the lives of individuals *(e.g., trends related to educational attainment, workforce participation, income, independent living, age at retirement, life expectancy, rates of cancer and other serious diseases).*  D1.2 assess the impact of current social trends, issues, and challenges on individual development *(e.g., with reference to electronic media, climate change, increased urbanization, increased life expectancy, health care, education, economic changes).* |

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| **How will students demonstrate their learning?** |
| **Assessment OF learning** |
| **Assessment FOR learning** |

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| **Unit Culminating Task(s)** |
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| Additional Ideas for Unit Culminating Task(s)   * Unit Test |

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| **Lesson 1:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Possible Strategies** | **Checkpoints** |
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| **Lesson 2:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Possible Strategies** | **Checkpoints** |
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| **Lesson 3:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Possible Strategies** | **Checkpoints** |
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| **Lesson 4:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Possible Strategies** | **Checkpoints** |
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| **Lesson 5:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Possible Strategies** | **Checkpoints** |
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| **Unit 3 Overview:**  **The Development of Intimate Relationships** |
| **What will student learn?** |
| **Big Ideas**   * Intimate relationships are influenced by personal and social factors. * Social science research methods are used to process information and communicate about individuals and families. |
| **Essential Questions**   1. What personal factors influence the development of intimate relationships? 2. What social factors influence the development of intimate relationships? 3. In what ways can research findings be authentically summarized? 4. When is it appropriate to paraphrase or summarize academic research? |

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| **How will assessment and instruction be organized for learning?** |

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| Overall Expectations and Specific Expectations (for this unit) |
| **A3. Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry;**    A3.3 analyse and interpret research information *(e.g., compare results of interviews with different groups; determine whether common themes arise in different sources; compare results from primary data sources with results reported in secondary sources)*    A3.4 demonstrate academic honesty by documenting the sources of all information generated through research    A3.5 synthesize findings and formulate conclusions *(e.g., determine whether their results support or contradict their hypothesis; weigh and connect information to determine the answer to their research question; assess the extent to which their results may be affected by “confounding variables” - i.e. variables not controlled for their research design)*  **A4. Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.**  A4.1 use an appropriate format *(e.g., oral presenta­tion, brochure, flyer, poster, research report, seminar, web page)* to communicate the results of their research and inquiry effectively for a specific purpose and audience  A4.2 use terms relating to families in Canada correctly (e.g. ,family systems, life expectancy, replacement rate, primary and secondary data, socialization, social policy)  A4.3 clearly communicate the results of their inquiries *(e.g., write clearly, organize ideas logically, use language conventions properly)*, and follow APA conventions for acknowledging sources *(e.g., generate a reference list in APA style, use in-text citations properly)*    **B2. The Development of Intimate Relationships: demonstrate an understanding of theoretical perspectives and research on the development of intimate relationships;**    B2.1 explain the development of intimate rela­tionships according to a variety of theoretical perspectives *(e.g., psychodynamic, evolutionary, structural functionalist, conflict theory, feminist theory, queer theory perspectives)*    B2.2 compare various theories of attraction and mate selection *(e.g., evolutionary theory, filter theory, social homogamy theory, the theory of complementary needs).*    B2.3 assess various theories of attraction, mate selection, and the development of intimate relationships with reference to current research that supports or contradicts them.  **C2. The Effects on Intimate Relationships: demonstrate an understanding of the impact of norms, roles, and social institutions on intimate relationships;**    C2.1 analyse ways in which social norms and expectations *(e.g., cultural and religious norms; expectations of peers, friends, parents)* can influence the establishment and maintenance of healthy intimate relationships.  C2.2 explain mate-selection, courtship, and marriage customs *(e.g., arranged and free-choice marriages; use of matchmakers; civil, religious, and tribal marriage ceremonies; polygamy and monogamy)* in various cultures, religions, and historical periods.    C2.3 analyse ways in which roles are negotiated in intimate relationships *(e.g., with reference to division of labour, patterns of authority, decision making).*    C2.4 analyse differences among roles in intimate relationships in various social, historical, and ethnocultural contexts *(e.g., in traditional Islamic and Hindu societies; in First Nation or Inuit cultures; before and after the second wave women’s movement in Canada).*    C2.5 analyse how social institutions *(e.g., religious, economic, political institutions)* can affect intimate relations.  **D2. Trends and Challenges in Intimate Relationships: demonstrate an understanding of demographic and social trends and issues related to intimate relationships, and of strategies for responding to challenges in those relationships;**    D2.1 analyse the significance of recent demographic trends relating to intimate relationships *(e.g., with regard to adolescent sexual activity; cohabitation, marriage, and divorce rates; same-sex marriage; delayed age of marriage; an increase in the number of people living independently; serial monogamy; an increase in arranged marriages).*  D2.2 assess the impact of current social trends, issues, and challenges on intimate relationships *(e.g., with reference to electronic media, employment, healthcare, education, economic changes, the aging population, balancing work and family, an increase in the number of relationships between people of different faiths or ethnic backgrounds).*    D2.3 outline strategies for avoiding and responding to various types of violence and abuse in intimate relationships *(e.g., emotional, physical, sexual, financial abuse).* |

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| **How will students demonstrate their learning?** |
| **Assessment OF learning** |
| **Assessment FOR learning** |

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| **Unit Culminating Task(s)** |
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| Additional Ideas for Unit Culminating Task(s)   * Unit Test |

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| **Lesson 1:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Possible Strategies** | **Checkpoints** |
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| **Lesson 2:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Possible Strategies** | **Checkpoints** |
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| **Lesson 3:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Possible Strategies** | **Checkpoints** |
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| **Lesson 4:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Possible Strategies** | **Checkpoints** |
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| **Lesson 5:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Possible Strategies** | **Checkpoints** |
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| **Unit 4 Overview: The Development of Families** |
| **What will student learn?** |
| **Big Ideas**   * Families are influenced by personal and social factors. * Social science research methods are used to communicate and reflect about individuals and families. |
| **Essential Questions**   1. How do personal and social factors influence the development of families? 2. What personal factors influence the development of families? 3. What social factors influence the development of families? 4. In what ways can academic research be effectively communicated? 5. How has the social science research process helped you to better understand individuals and families? |

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| **How will assessment and instruction be organized for learning?** |

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| Overall Expectations and Specific Expectations (for this unit) |
| **A4. Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.**  A4.1 use an appropriate format *(e.g., oral presenta­tion, brochure, flyer, poster, research report, seminar, web page)* to communicate the results of their research and inquiry effectively for a specific purpose and audience  A4.2 use terms relating to families in Canada correctly *(e.g. family systems, life expectancy, replacement rate, primary and secondary data, socialization, social policy)*  A4.3 clearly communicate the results of their inquiries *(e.g., write clearly, organize ideas logically, use language conventions properly)*, and follow APA conventions for acknowledging sources *(e.g., generate a reference list in APA style, use in-text citations properly)*    A4.4 demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills  **B3. The Development of Family and Parent-Child Relationships: demonstrate an understanding of theoretical perspectives and research on the development of family and parent-child relationships.**    B3.2 assess various theoretical perspectives on the development of family and parent-child relationships *(e.g., psychodynamic, symbolic inter­actionist, structural functionalist, conflict theory, social exchange theory perspectives)*  B3.3 assess, with reference to current theories and research *(e.g., caregiver identity theory, child and adult attachment theories, Roy Adaptation Model of Caregiver Stress),* the impact of caregiving on family relationships.    **C3. The Effects on Family and Parent-Child Relationships: demonstrate an understanding of factors that can affect decisions about whether to have and how to care for children, and of the impact of norms, roles, and social institutions on family and parent-child relationships.**    C3.1 explain a range of factors that can influence decisions about having children *(e.g., fertility; access to assisted reproductive technologies; access to birth control; religious beliefs regarding birth control and abortion; adoption policies and practices; the stability of an intimate relationship; considerations regarding the number and spacing of children; age and health; financial status; educational, career, and personal goals; cultural/religious background; the influence of friends or family; concerns about over-consumption of resources).*    C3.2 analyse the ways in which caregiving responsibilities are carried out *(e.g., with reference to the sex of caregivers; whether caregiving is paid work; the extent to which children, grandparents, or other relatives are involved in providing care)* in diverse families *(e.g., working-class and upper­ middle-class families, single-parent and extended families, grandparent-led families)*  C3.3 assess government policy and legislation that is intended to support and protect families *(e.g., parental and maternity leave benefits, protection from discrimination on the grounds of family status, protection against discrimination because of pregnancy, the right to breastfeed in public, adoption rights for same-sex couples, subsidized childcare, grandparents’ rights).*  C3.4 analyse the role of the family as an agent of socialization in different cultures and historical periods and among groups from various religious backgrounds *(e.g., with reference to child- rearing practices, parental expectations, attitudes towards sexuality, education, gender socialization).*    C3.5 compare the roles of children in the family and society in various cultures and historical periods *(e.g., with reference to rites of passage, participation in education and the labour force, the nature of parent-child relationships, attitudes towards family members with special needs).*    C3.6 analyse the impact of social institutions *(e.g., educational, religious, economic, political institutions)* on the socialization of family members.    **D3. Trends and Challenges in the Family and in Parent-Child Relationships: demonstrate an understanding of demographic trends related to the family and to parent-child relationships, and of the impact of social issues and challenges on family development.**    D3.2 analyse the significance of recent demographic trends relating to parent-child relationships *(e.g., with reference to family forms, birth rates, age at childbearing, child custody arrangements, caregiving responsibilities, life expectancy, employment status of family members, educational attainment).*    D3.4 analyse the impact of violence and abuse on family relationships *(e.g., with reference to victims and witnesses of child abuse and neglect, spousal/partner abuse, elder abuse and neglect).* |

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| **How will students demonstrate their learning?** |
| **Assessment OF learning** |
| **Assessment FOR learning** |

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| **Unit Culminating Task(s)** |
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| Additional Ideas for Unit Culminating Task(s)   * Unit Test |

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| **Lesson 1:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 2:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 3:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 4:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 5:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
|  |  |  |  |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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