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| **Course Overview**  **Introduction to Anthropology, Psychology and Sociology-HSP3C** |
| Course Description: (taken from the curriculum document) |
| This course introduces students to theories, questions, and issues related to anthropology, psychology, and sociology. Students learn about approaches and research methods used by social scientists. Students will be given opportunities to apply theories from a variety of perspectives, to conduct social science research, and to become familiar with current issues within the three disciplines. |

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| Course Content |
| **Enduring Understandings**   * Social Science perspectives and theories can be used to explain factors that influence the patterns of human behaviour and cultures. * Research by anthropologists, psychologists and sociologists explains social issues. |
| Major Changes in this course: |
| The strands are no longer broken down into Self and Others, Social Structures and Institutions, and Social Organization  The previous curriculum looked at different issues within society from each of the 3 perspectives  Anthropology, Psychology, and Sociology are each a separate strand  This course uses each discipline to examine Theories, Behaviour and Socialization |

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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)** |
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| Additional Course Culminating Task Ideas   * Final Exam |

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| **Unit 1 Overview - Anthropology** |
| **What will the student learn?** |
| **Big Ideas**   * Perspectives and theories in Anthropology are used to explain factors that influence and shape human behaviour and culture * Patterns of socialization are explained through Cultural Anthropology * Anthropologists use many different Social Science research methods |
| **Essential Questions**   1. What are the major perspectives and theories in Anthropology? 2. How would an anthropologist explain factors that influence human behaviour and culture? 3. How would an anthropologist explain patterns of human socialization? |

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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 anthropology, psychology, and sociology, and formulate questions appropriate for each discipline to guide their research;**  A1.1 explore a variety of topics related to anthro­pology, psychology, and sociology *(e.g., addictions, gender socialization, rites of passage)* to identify topics for research and inquiry  A1.2 identify key concepts *(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, multimedia presentation, web page)* to communicate the results of their research and inquiry effectively for a specific  purpose and audience  A4.2 use terms relating to anthropology, psychol­ogy, and sociology correctly *(e.g., functionalism, structuralism, feminism, culture, socialization, ethnography, survey, archaeology, temperament,*  *behaviour)*  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)*  **B1.Theories, Perspectives, and Methodologies: demonstrate an understanding of major theories, perspectives, and research methods in anthropology.**  B1.1 identify significant contributions of influential anthropologists *(e.g., Noam Chomsky, Charles Darwin, Jane Goodall, the Leakeys, Margaret Mead, Edward Sapir, Marvin Harris, Richard Lee, Biruté Galdikas, Sherry Ortner)*  B1.2 outline the key ideas of major anthropologi­cal schools of thought *(e.g., functionalism, struc­turalism, cultural materialism, feminist anthropology)*, and explain how they can be used to under­stand features of cultural systems    B1.3 describe significant issues in different areas of anthropology *(e.g., linguistic, physical, cultural, and forensic anthropology; primatology)*  B1.4 describe the main research methods used for conducting anthropological research *(e.g., par­ticipant observation, oral history, semi-structured interview, ethnography, genealogy, archaeological excavation, decolonizing research methods)*, and explain critiques of the various methods  **B2. Explaining Human Behaviour and Culture: use an anthropological perspective to explain how diverse factors influence and shape human behaviour and culture.**  B2.1 describe, from an anthropological perspective, how various factors *(e.g., physical environment, globalization, pandemics)* influence and shape human behaviour and culture *(e.g., technology, language, social structures, law, politics, religion and ritual, art)*  B2.2 identify the effects that diffusion, assimilation, and multiculturalism have on culture  B2.3 explain how studying cultural systems of different times and places helps anthropologists understand human behaviour and culture in the present  **B3. Socialization: use a cultural anthropology perspective to explain patterns of human socialization.**  B3.1 explain how culture produces diverse forms of human behaviour *(e.g., explain variations in rites of passage, language, family roles, the develop­ment of subcultures, or political practices from one culture to another)*  B3.2 describe ways in which culture is an agent of socialization *(e.g., in communicating and upholding such things as kinship rights and obligations, social customs, religious practices)* |

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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** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Unit 2 Overview - Psychology** |
| **What will the student learn?** |
| **Big Ideas**   * Psychological perspectives and theories are used to describe the factors that influence and shape human mental processes and behaviour * Patterns of socialization are explained through Psychological perspectives * Psychologists use many different Social Science research methods |
| **Essential Questions**   1. What are the major perspectives and theories in Psychology? 2. How would a psychologist explain factors that influence and shape human mental processes and behaviour? 3. How would a psychologist explain patterns of human socialization? |

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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 social science research and inquiry methods;**  A2.1 create appropriate research plans to investi­gate their selected topics (e.g., if conducting pri­mary research, outline purpose and method; identify sources of information), 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, questionnaires, original documents in print or other  media – film, photographs) and/or secondary sources (e.g., textbooks, research reports, newspaper and magazine 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  **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, multimedia presentation, web page)* to communicate the results of their research and inquiry effectively for a specific purpose and audience  A4.2 use terms relating to anthropology, psychol­ogy, and sociology correctly *(e.g., functionalism, structuralism, feminism, culture, socialization, ethnography, survey, archaeology, temperament,*  *behaviour)*  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)*  **C1. Theories, Perspectives, and Methodologies: demonstrate an understanding of major theories, perspectives, and research methods in psychology.**  C1.1 identify significant contributions of influential psychologists *(e.g., Erik Erikson, Sigmund Freud, Carl Jung, Abraham Maslow, Ivan Pavlov, Carl Rogers, B. F. Skinner, Thomas Bouchard, Mary Ainsworth, Carol Gilligan)*  C1.2 outline the key ideas of major psychological theories *(e.g., psychodynamic theory, behaviourism, cognitive theory, humanistic theory)*, and explain how they can be used to understand human behaviour  C1.3 compare significant psychological approaches to the study of human behaviour *(e.g., clinical, experimental, personality, abnormal, and develop­mental psychology)*  C1.4 describe the main research methods used for conducting psychological research *(e.g., experi­ments, surveys, observations)*, and explain critiques of the various methods  **C2. Explaining Human Mental Processes and Behaviour: use a psychological perspective to explain how diverse factors influence and shape human mental processes and behaviour.**  C2.1 describe, from a psychological perspective, how various factors *(e.g., heredity, environment, personality, identity, developmental stage, level of attachment)* influence and shape an individual’s psychological development  C2.2 describe, from a psychological perspective, ways in which context and the influence of other individuals can affect people’s emotional and behavioural responses *(e.g., at work, within a family, in sports groups/clubs, in crowds, in urban versus rural areas, among bystanders)*  C2.3 describe how diverse psychological factors *(e.g., motivation, perception, attitudes, mental health, temperament)* influence individual behaviour  **C3. Socialization: use a psychological perspective to analyse patterns of socialization.**  C3.1 identify the role of socialization in the psychological development of the individual *(e.g., effects of direct teaching of social skills, effects of social isolation)*  C3.2 describe how diverse personality traits *(e.g., introversion, openness to experience, perfectionism)* shape human behaviour and interaction in a variety of environment  C3.3 describe the procedures of and ethical prob­lems associated with major psychological experi­ments in socialization *(e.g., Zimbardo’s Stanford prison experiment, Asch’s conformity experiment, Milgram’s obedience-to-authority experiment, Elliott's “Blue-Eyed/Brown-Eyed” experiment)* |

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

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| **Unit Culminating Task(s)** |
| Movie Analysis (combined with a field trip to CAMH)  Public Service Announcement |
| Additional Ideas for Unit Culminating Task(s)   * Unit Test |

Action Verbs Organized by Achievement Chart Categories

<http://janineschaub.com/2011/12/22/action-verbs-organized-by-achievement-chart-categories/>

or

<http://www.bgcdsb.org/UserFiles/Servers/Server_5912063/File/NTIP/Ministry%20docs/Plan_assess_evaluate.pdf> pg 79

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| **Lesson 1: What is Psychology?** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **C1. Theories, Perspectives, and Methodologies: demonstrate an understanding of major theories, perspectives, and research methods in psychology.**  C1.1 identify significant contributions of influential psychologists *(e.g., Erik Erikson, Sigmund Freud, Carl Jung, Abraham Maslow, Ivan Pavlov, Carl Rogers, B. F. Skinner, Thomas Bouchard, Mary Ainsworth, Carol Gilligan)*  C1.2 outline the key ideas of major psychological theories *(e.g., psychodynamic theory, behaviourism, cognitive theory, humanistic theory)*, and explain how they can be used to understand human behaviour  **C2. Explaining Human Mental Processes and Behaviour: use a psychological perspective to explain how diverse factors influence and shape human mental processes and behaviour.** | * Explain the purpose of studying psychology * Identify psychological theories to explain human behaviour | * What is Psychology? * How can we use psychological perspectives to describe human behaviour? * What are the Schools of thoughts connected to Psychology? (e.g. psychodynamic theory, behaviourism, cognitive theory and humanistic theory). | Psychology  Schools of Thought  Psychodynamic theory Behaviourism  Cognitive theory  Humanistic theory  Erik Erikson  Sigmund Freud  Carl Jung  Abraham Maslow  Ivan Pavlov  Carl Rogers  B. F. Skinner  Thomas Bouchard  Mary Ainsworth  Carol Gilligan |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
|  | **Draw a pig personality test (explanation of drawing)** [**http://drawapig.desktopcreatures.com/print.asp**](http://drawapig.desktopcreatures.com/print.asp) | **Pig Personality Test (minds on)**  **Socratic lesson on each field with mini discussions/assgts/activities inbetween**  **Applying Maslow’s hierarchy to themselves (Humanistic)**  **Cognitive: Left and Right brain side test and Short and long term memory exercises** |  |
| **Lesson 2: Understanding Human Behaviour** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| C1.3 compare significant psychological approaches to the study of human behaviour *(e.g., clinical, experimental, personality, abnormal, and develop­mental psychology)*  C2.1 describe, from a psychological perspective, how various factors *(e.g., heredity, environment, personality, identity, developmental stage, level of attachment)* influence and shape an individual’s psychological development  C2.2 describe, from a psychological perspective, ways in which context and the influence of other individuals can affect people’s emotional and behavioural responses *(e.g., at work, within a family, in sports groups/clubs, in crowds, in urban versus rural areas, among bystanders)*  C2.3 describe how diverse psychological factors *(e.g., motivation, perception, attitudes, mental health, temperament)* influence individual behaviour | To describe factors that influence our personal psychology.  To describe factors that shape our personal psychology.  To describe the ways in which others influence our behaviour (emotional responses).  To identify the different factors that influence our behaviour. | **What makes up my personality?**  **How do relationships with peers affect your sense of self?**  **How do others affect your emotional and behavioural responses?**  **How do psychological factors (motivation, perception etc..) influence your behaviour?** | **Attitudes**  **Social Thinking**  **Motivation**  **Mental Health**  **Perception**  **Temperament**  **Heredity**  **Personality**  **Identity**  **Developmental Stage** |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
| Knowledge of psychological terms  Open mind to new ideas/expression of the self |  |  |  |
| **Lesson 3: Socialization** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **C3. Socialization: use a psychological perspective to analyse patterns of socialization.**  C3.1 identify the role of socialization in the psychological development of the individual *(e.g., effects of direct teaching of social skills, effects of social isolation)*  C3.2 describe how diverse personality traits *(e.g., introversion, openness to experience, perfectionism)* shape human behaviour and interaction in a variety of environment | Define socialization from the psychological perspective.  Identify patterns of socialization that impact the psychological development of the individual.  Describe how different personality traits shape human behaviour.  Describe how different personality traits impact the interactions of the environments in which we live in. | **What is socialization?**  **How does socialization impact the psychological development of an individual?**  **Do personality traits shape human behaviour?**  **Do personality traits impact how we interact with others?** | **Feral Children**  **Socialization**  **Social Skills**  **Human Behaviour**  **Social Isolation**  **Introversion**  **Perfectionism**  **Personality traits** |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
|  | **Genie (Secret of the Wild Child)** [**http://www.youtube.com/watch?v=hmdycJQi4QA**](http://www.youtube.com/watch?v=hmdycJQi4QA)  **Blackstock boys (case of abused boys in Oshawa)** [**http://www.cbc.ca/news/canada/story/2004/07/05/caged040705.html**](http://www.cbc.ca/news/canada/story/2004/07/05/caged040705.html)  **Blackstock boys (jail sentencing & details)**  [**http://www.canadiancrc.com/newspaper\_articles/Tor\_Star\_Pair\_who\_caged\_boys\_longer\_jail\_05NOV04.aspx**](http://www.canadiancrc.com/newspaper_articles/Tor_Star_Pair_who_caged_boys_longer_jail_05NOV04.aspx)  **3 Girls Found in Cleveland**  [**http://www.cnn.com/2013/05/08/us/ohio-rescued-women-timeline**](http://www.cnn.com/2013/05/08/us/ohio-rescued-women-timeline) |  |  |
| **Lesson 4: Brain Development** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| C2.1 describe, from a psychological perspective, how various factors *(e.g., heredity, environment, personality, identity, developmental stage, level of attachment)* influence and shape an individual’s psychological development | Discuss the development of the teenage brain.  Compare and contrast the differences between male and female brains. | **What are the gender differences in the brain?**  **How does the teenage brain develop?** | **Use it or lose it**  **Neurons**  **Brain - amygdala, corpus callosum, frontal and prefrontal lobes** |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
|  | **David Suzuki Surviving the Teenage Brain** [**http://www.cbc.ca/natureofthings/episode/surviving-the-teenage-brain.html#**](http://www.cbc.ca/natureofthings/episode/surviving-the-teenage-brain.html)  **David Suzuki Surviving the Teenage Brain http://www.cbc.ca/natureofthings/episode/surviving-the-teenage-brain.html#**  **Article: The Teenage Brain**  **http://walrusmagazine.com/article.php?ref=2006.11-science-the-teenage-brain&page=**  **http://www.befreeproject.org/files/The%20Teenage%20Brain.pdf** |  |  |
| **Lesson 5: Ethics** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **C3. Socialization: use a psychological perspective to analyse patterns of socialization.**  C3.3 describe the procedures of and ethical prob­lems associated with major psychological experi­ments in socialization *(e.g., Zimbardo’s Stanford prison experiment, Asch’s conformity experiment, Milgram’s obedience-to-authority experiment, Elliott's “Blue-Eyed/Brown-Eyed” experiment)* | Recognize the challenges associated with psychological experiments. | What makes an experiment ethical?  How do you conduct ethical experiments?  How can you make an unethical experiment ethical? | **Experiment**  **Ethics** |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
|  | [The Stanford Prison Experiment: A Simulation Study of the ...](http://www.prisonexp.org/) **www.prisonexp.org**  **A Class Divided: Jane Elliot’s Brown Eyed-Blue Eyed Experiment** **Philip Zimbardo: The psychology of evil** <http://www.ted.com/talks/philip_zimbardo_on_the_psychology_of_evil.html> | **Watch Standford Prison Experiement and discuss the ethical issues as a class**  **Have students look at different experiments (eg. from Social Science an Introduction pgs 236-237) in a jigsaw format to look at the ethics related to the running of the experiment**  **Complete graphic organizer** |  |

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| **Unit 3 Overview - Sociology** |
| **What will the student learn?** |
| **Big Ideas**   * Perspectives and theories in Sociology are used to explain how factors influence and shape social behaviour * Patterns of socialization are explained through Sociological perspectives * Sociologists use many different Social Science research methods |
| **Essential Questions**   1. What are the major perspectives and theories in sociology? 2. How would a sociologist explain factors that influence social behaviour? 3. How would a sociologist explain patterns of human socialization? |

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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;**  A3.1 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)*  A3.3 analyse and interpret research information *(e.g., compare information gathered from primary and secondary sources; determine whether similar information is found in different 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., weigh and connect information to determine the answers to their research questions)*  **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, multimedia presentation, web page)* to communicate the results of their research and inquiry effectively for a specific  purpose and audience  A4.2 use terms relating to anthropology, psychol­ogy, and sociology correctly *(e.g., functionalism, structuralism, feminism, culture, socialization, ethnography, survey, archaeology, temperament,*  *behaviour)*  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)*  **D1. Theories, Perspectives, and Methodologies: demonstrate an understanding of major theories, perspectives, and research methods in sociology.**  D1.1 identify the significant contributions of influential sociologists *(e.g., Emile Durkheim, Karl Marx, Edward Said, Max Weber, Dorothy Smith, Charles Wright-Mills, Gordon Allport, Reginald Bibby, George Dei, Ibn Khaldun)*  D1.2 outline the key ideas of the major sociological schools of thought *(e.g., structural functionalism, symbolic interactionism, conflict theory, feminist perspective)*, and explain how they can be used to understand social behaviour  D1.3 identify and describe the main research methods that are used for conducting sociological research *(e.g., surveys, case studies, observations, secondary analysis of statistical results, content analysis, focus groups)*, and describe critiques of the various methods  **D2. Explaining Social Behaviour: use a sociological perspective to explain how diverse factors influence and shape individual and group social behaviour.**  D2.1 describe, from a sociological perspective, how diverse factors *(e.g., social norms and expectations, social structures, social sanctions, social distinctions, socio-economic status, geographic location, physical environment, media coverage)* influence and shape individual and group behaviour *(e.g., conformity, obedience, discrimination, “groupthink”, choice of occupation)*  D2.2 explain the relationship between prejudice and individual and systemic discrimination *(e.g., on the basis of gender, race, socio-economic status, sexual orientation, ability, religion, age, appearance)*, and describe their impacts on individuals and society  D2.3 describe, from a sociological perspective, ways in which diverse influences *(e.g., culture, religion, economics, technology)* shape social behaviour *(e.g., dating and courtship, social networking, bullying, following trends and fads)*  **D3. Socialization: use a sociological perspective to explain patterns of socialization.**  D3.1 describe how structural changes take place in social institutions *(e.g., family; religious insti­tutions; legal, political, educational, and health sys­tems; the military)* in response to diverse influ­ences *(e.g., demographic or economic change, the growth of environmentalism, the introduction of the Canadian Charter of Rights and Freedoms, social movements)*  D3.2 describe ways in which social structures *(e.g., economy, family, class, gender, race)* affect individual and group behaviour  D3.3 compare the relative influence of primary agents of socialization *(e.g., family, peers)* and secondary agents of socialization *(e.g., media, religion)* on the socialization of the individual |

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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** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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