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| **Course Overview**  **Introduction to Anthropology, Psychology and Sociology - HSP3U** |
| Course Description: (taken from the curriculum document) |
| This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of 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. |
| No longer 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 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., rites of passage, identity development, effects of social networking)* 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)*  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 author-date citations)*  **B1.Theories, Perspectives, and Methodologies: demonstrate an understanding of major theories, perspectives, and research methods in anthropology;**  B1.1 explain the significance of 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 the major anthropo­logical schools of thought *(e.g., functionalism, structuralism, cultural materialism, feminist anthropology, postmodern or postcolonial anthropology)* and explain how they can be used to analyse features of cultural systems  B1.3 explain significant issues in different areas of anthropology *(e.g., linguistic anthropology, physical anthropology, cultural anthropology, forensic anthropology, primatology)*    B1.4 explain 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 assess 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 explain, 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 describe, from an anthropological perspec­tive, the effects that diffusion, assimilation, and multiculturalism have on culture  B2.3 explain how studying cultural systems of different times, places, and groups 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, or political practices from one culture to another)*  B3.2 explain 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** | **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 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 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., outline purpose and method; identify sources of information; develop research tools such as surveys or questionnaires)*, 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, literature reviews, 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 *t (e.g., oral presenta­tion, poster, written research report, multimedia presentation, 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 anthropology, psychol­ogy, and sociology correctly *(e.g., functionalism, structuralism, feminism, culture, socialization, ethnography, survey, archaeology, temperament)*  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 author-date citations)*  **C1.Theories, Perspectives, and Methodologies: demonstrate an understanding of major theories, perspectives, and research methods in psychology.**  C1.1 explain the significance of 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, Leta Stetter Hollingworth, Carol Gilligan)*  C1.2 summarize the key ideas of major psycho­logical theories *(e.g., psychodynamic theory, behaviourism, cognitive theory, humanistic theory, feminist psychology theory),* and explain how they can be used to understand human behaviour  C1.3 explain the contribution to understanding human behaviour of various psychological approaches *(e.g., clinical, experimental, personality, abnormal, and developmental psychology)*  C1.4 compare the major research methods used for conducting psychological research *(e.g., experiments, surveys, observations)*, and assess 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 explain, from a psychological perspective, how various influences *(e.g., heredity, environ­ment, personality, identity, developmental stage, attachment)* contribute to an individual’s psychological development    C2.2 explain, 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 explain 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 and describe the role of socialization in the psychological development of the indi­vidual *(e.g., effects of social isolation on language development, effects of group play experiences on emotional development)*  C3.2 assess how diverse personality traits *(e.g., introversion, openness to experience, perfectionism)* shape human behaviour and interaction in a variety of environments  C3.3 analyse 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, Elliot’s “Blue-Eyed/Brown-Eyed” experiment)* |

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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 - 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 |
| **Key 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., determine whether their results support or contradict their hypothesis; weigh and connect information to determine the answer to their research questions; assess the extent to which their results may be affected by factors not included in 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, 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, use in-text author-date citations)*  **D1. Theories, Perspectives, and Methodologies: demonstrate an understanding of major theories, perspectives, and research methods in sociology**  D1.1 explain the significance of contributions of various theorists to the field of sociology *(e.g., Emile Durkheim, Karl Marx, Edward Said, Max Weber, Dorothy Smith, Charles Wright-Mills, Reginald Bibby, Gordon Allport, George Dei, Ibn Khaldun)*  D1.2 summarize 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 analyse social behaviour  D1.3 identify and explain 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 assess 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 explain, from a sociological perspective, how diverse factors *(e.g., social norms and expectations, social structures, social distinctions, socio-economic status, geographic location, physical environment, media coverage)* influence and shape individual and group behaviour    D2.2 explain, from a sociological perspective, 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 explain, from a sociological perspective, how diverse influences *(e.g., culture, religion, economics, media, 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 explain 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, introduction of the Canadian Charter of Rights and Freedoms, social movements)*  D3.2 explain the ways in which social structures *(e.g., economy, family, class, race, gender*) affect individual and group behaviour  D3.3 evaluate 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** | **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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