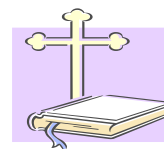




## Cardinal Leger Secondary School Religion Department



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<b>Course Name:</b>	Families In Canada	<b>Ministry Guidelines:</b>	Social Sciences
<b>Course Code:</b>	HHS 4C		and Humanities, 2013
<b>Level:</b>	12 College		
<b>Teacher:</b>		<b>Room:</b>	122
<b>Textbook:</b>	Individuals and Families	<b>Replacement Cost:</b>	\$100.00
<b>Number:</b>			

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### **Course Overview:**

This course applies current theories and research from the disciplines of anthropology, psychology, and sociology to the study of individual development, family behaviour, intimate and parent-child relationships, and the ways in which families interact within the diverse Canadian society. Students will learn the interpersonal skills required to contribute to the well-being of families, and the investigative skills required to conduct and evaluate research about individuals and families.

**Prerequisite:** Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

### **Curriculum Strands and Overall Expectations:**

#### **Research and Inquiry Skills: Overall Expectations**

- Explore topics related to families in Canada, and formulate questions to guide research;
- Create research plans, and locate and select information relevant to chosen topic, using appropriate social science research and inquiry methods;
- Access, record, analyse, and synthesize information gathered through research and inquiry;
- Communicate the results of the research and inquiry clearly and effectively, and reflect on and evaluate research, inquiry, and communication skills.

#### **Theoretical Perspectives on Development: Overall Expectations**

- Demonstrate an understanding of theoretical perspectives and research on various aspects of individual development;
- Demonstrate an understanding of theoretical perspectives and research on the development of intimate relationships;
- Demonstrate an understanding of theoretical perspectives and research on the development of family and parent-child relationships.

#### **The Impact of Norms, Roles, and Institutions: Overall Expectations**

- Demonstrate an understanding of the impact of norms, roles, and social institutions on individuals throughout the lifespan;
- Demonstrate an understanding of the impact of norms, roles, and social institutions on intimate 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.

#### **Trends, Issues, and Challenges: Overall Expectations**

- Demonstrate an understanding of demographic trends related to the lives of individuals and of the impact of social issues and challenges on individual development;
- Demonstrate an understanding of demographic and social trends and issues related to intimate relationships and strategies for responding to challenges in those 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.



## Cardinal Leger Secondary School

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#### **Evaluation:**

Evaluation will be based on unit tests, assignments, reflections, and group work.

<b>Term Work</b>	<b>70%</b>
Knowledge and Understanding	25%
Thinking	25%
Communication	25%
Application	25%
<b>Final Assessment</b>	<b>30%</b>
Formal Examination	20%
Culminating Task	10%
<b>Course Total</b>	<b>100%</b>

#### **Learning Skills and Work Habits**

E= Excellent G=Good S=Satisfactory N= Needs Improvement

Responsibility	<ul style="list-style-type: none"> <li>Fulfills responsibility and commitments.</li> <li>Takes responsibility for and manages own behavior.</li> </ul>
Organization	<ul style="list-style-type: none"> <li>Devises and follows a plan and process for completing tasks.</li> <li>Establishes priorities and manages time</li> </ul>
Independent Work	<ul style="list-style-type: none"> <li>Independently monitors, assesses, and revises plans to complete tasks and meet goals.</li> <li>Uses class time to complete tasks.</li> </ul>
Collaboration	<ul style="list-style-type: none"> <li>Accepts various roles and an equitable share of work in a group.</li> <li>Builds healthy peer-to-peer relationships.</li> </ul>
Initiative	<ul style="list-style-type: none"> <li>Looks for and acts on new ideas and opportunities.</li> <li>Approaches new tasks with a positive attitude.</li> </ul>
Self-Regulation	<ul style="list-style-type: none"> <li>Sets own goals and monitors progress towards achieving them.</li> <li>Seeks clarification or assistance when needed.</li> </ul>

#### **Missed/Late/Incomplete Assignments**

It is the student's responsibility to address missed, late, or incomplete assignments. Students are expected to complete assignments and to adhere to assignment deadlines as follows:

<b>Due Date</b>	<b>10% Penalty Zone</b>	<b>Closure Date</b>
A due date is set by the teacher.	1 school day late – 3% 2 school days late – 6% 3 school days late – 10% Maximum penalty of 10%	Once the closure date has passed, work is considered incomplete and a <b>mark of zero</b> applies.