**Introduction to Anthropology, Psychology, and Sociology, Grade 11 (HSP3Ci)**

**Course Description**

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.

**Critical Elements**

Critical Elements are what students must know and be able to do in order to earn a credit. Successful completion of **all** critical elements is required to earn the course credit.

* **Research and Inquiry Skills** – Students will explore various topics related to each social science; investigate using appropriate research methods; process information gathered through inquiry; and communicate and reflect on the results of their own research
* **Theories, Perspectives, and Methodologies** – Students will demonstrate an understanding of the major theories, perspectives, and research methods in anthropology, psychology, and sociology
* **Explaining Human Behaviour and Culture** - Use an anthropological perspective to explain how diverse factors influence and shape human behaviour and culture
* **Explaining Human Mental Processes and Behaviour** - Use a psychological perspective to explain how diverse factors influence and shape human mental processes and behaviour
* **Explaining Social Behaviour** - Use a sociological perspective to explain how diverse factors influence and shape individual and group social behaviour
* **Socialization** - Use psychological, sociological, and cultural anthropological perspectives to explain patterns of human socialization

**Units of Study**

1. What is Social Science?
2. Social Science and Me
3. Social Science and Us
4. Independent Study Unit (concurrent with other units of study)

**Course Evaluation**

Student work will be evaluated using a balance of the Ministry’s four achievement chart categories: knowledge & understanding, thinking & inquiry, application, and communication.

Throughout the course teachers will gather evidence of student learning of the **Critical Elements** through observations, conversations, and student-produced work.

Seventy percent (70%) of the final mark will come from term work, and thirty percent (30%) will come from final evaluations.

Successful completion of **all** **critical elements** is required to earn the course credit.

**Late and Missed Assignments**

Students at BCI will be responsible and complete all assigned work in a timely manner. This includes homework, process work, readings etc. so that you are prepared for class. Students will also be responsible to hand in assignments and write tests on their respective due dates. Students are expected to discuss alternative arrangements with their teachers if assignments and tests are not submitted due to unforeseen circumstances.

**If you do not submit a major assignment on the due date any combination of the following may occur:**

* Your teacher will meet with you to discuss the reason why the deadline was not met. As a result of this meeting: an extension or an alternative assessment may be given and your parent/guardian may be contacted to discuss next steps.
* You may be referred to PASS or to Student Success to complete the assignment. Your teacher and or Vice Principal will determine if this completion will take place during lunch or during class time.
* Your completed work will be evaluated. Students who do not submit work in a timely manner shall have this reflected in the Learning Skills and Work Habits section on the Provincial Report Card.
* If work is still not submitted on the established date or if you do not follow through with PASS/Student Success you will be referred to your Vice Principal and next steps may include but are not limited to: student referral to in-school intervention support (School Success Team, Special Education LAC, Guidance etc.); a negotiated extension that meets teacher mark reporting deadlines; and/or an alternative opportunity for the student to demonstrate the same critical elements, or an “incomplete” (I) will be entered for this evaluation.
* The use of “I” indicates that work has not been submitted. When determining a final grade the teacher’s use of professional judgement based on interventions and data collected determine whether or not the student has demonstrated the required critical elements at another point in the course.

**Cheating and Plagiarism**

Cheating and plagiarism are serious academic offences. **Plagiarism is defined as the practice of taking someone else's work or ideas and passing them off as one's own.** Using the writings, inventions, or ideas of another without proper sourcing is considered plagiarism. To plagiarize is to be dishonest with your teacher, your peers, your ‘sources’ and yourself. The acts of cheating and plagiarism will not be tolerated. Both academic and behavioural consequences should be expected.

**Consequences:**If your teacher suspects that you have plagiarised or cheated, your teacher will inform your Vice Principal and meet with you to determine the nature, intent and extent of the incident and your understanding of the situation.

**If it is determined that you have plagiarised/cheated you may face one or more of the following:**

* Your parents will be notified.
* Within a given timeframe, given the opportunity to redo part or all of the assignment, or complete an alternative assignment.
* A record of your academic infraction will be logged and kept on file until you graduate.
* The incident will be reflected on your report card in the Learning Skills and Work Habits section of the Provincial Report Card.

**In consultation with Administration additional consequences may be determined such as:**

* Serve a detention or an in-school suspension, or a suspension.
* Limit your access to recognitions (e.g., school awards, scholarships).

All consequences will be progressive in nature and take into consideration the number and frequency of incidents and the grade level, maturity and individual circumstances of the student

**Learning Skills**

The Learning Skills and Work Habits section of the provincial report card is an integral part of a student’s learning. Students will be assessed in the following areas:

|  |  |  |
| --- | --- | --- |
| * Responsibility | * Independent Work | * Organization |
| * Initiative | * Collaboration | * Self-Regulation |

The following system is used for assessing student Learning Skills:

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

**Course Specific Information**

Textbook: Haskings-Winner, J. (2011). *Social Science: An Introduction*.Toronto: McGraw-Hill Ryerson.

For further information please see the BCI website, or WRDSB Assessment, Evaluation, and Reporting Handbook or the Administrative Procedure 1660.