

Public District School Board Writing Partnership

Course Profile

Introduction to Anthropology, Psychology, and Sociology

Grade 11

University/College Preparation
HSP3M

- *for teachers by teachers*

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Course Overview

An Introduction to Anthropology, Psychology, and Sociology, Grade 11, University/College Preparation, HSP3M

Course Description

This course introduces the theories, questions, and issues that are the major concern of anthropology, psychology, and sociology. Students develop an understanding of the way social scientists approach the topics they study and the research methods they employ. Students are given opportunities to explore theories from a variety of perspectives and to become familiar with current theories on a range of issues researched by classical and contemporary social scientists in the three disciplines.

Course Notes

This course engages students in the study of humanity from the perspective of three of the social sciences; anthropology, psychology, and sociology. Students have the opportunity to reflect on their own personal development, issues of mental health and well being, social influences on behaviour, the impact of social institutions on their lives, and the challenges facing human cultures. This course helps students find meaning in the world around them and to understand their own relationship to the world. Through practical applications, discussions, debates, research, and reflection this course helps students become self-motivated, creative, and critical problem-solvers.

This is a University/College Preparation course that has no prerequisites and includes content that is relevant for both university and college programs and related careers. This course is designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs. Teaching and learning emphasize the development of both independent research skills and independent learning skills. Social science courses give students essential knowledge and transferable skills that are applicable in various areas of their lives, in their personal and family lives as well as in their post secondary studies and in the workplace. Throughout the course, students are encouraged to examine their own bias as well as biases found in social science research including the Euro-centric perspective that is generally represented by the disciplines of anthropology, psychology, and sociology.

Students should be given the opportunity to use computers to conduct research. Emphasis on computer technology should be made in order to familiarize students with the potential of such technology and to prepare them for both the academic and the working world.

The profile is divided into six units. Overall and specific expectation statements from several strands of the policy documents have been clustered into each unit. All of the units have a key question to assist in course planning, focusing student learning, Assessment/Evaluation methods, and Teaching/Learning Strategies. In each unit, students are asked to examine the three social sciences and demonstrate their understanding of how each contribute to our overall knowledge. The focus of many topics in this course should be on the adolescent and, when possible, examples should be from or challenge students' point of view.

The final unit, Unit 6, is the suggested course culminating activity, a social science conference on the "Future of Humanity" where students present their secondary research and primary data analysis based on a hypothesis that they have formulated. All students should have a Future of Humanity folder in which they keep work outlining the stages of their inquiries, their reflections, and their analysis of findings. Students conduct their inquiry and research for. The course culminating activity in the five preceding units. The steps of the social science inquiry model are introduced gradually throughout the units. These include formulating appropriate questions, collecting and analysing data, recognizing bias in social studies research, conducting ethical primary research (e.g., survey, questionnaire, statistics, personal

interview, experiment, observation), researching information from a variety of sources, critically analysing ideas and facts, using information to solve problems, and predicting trends through both independent effort and collaborative work. These steps lead students to the demonstration of their understanding of key knowledge and skills in the course culminating activity.

The expectations of the four strands identified in the curriculum policy document (Self and Others, Social Institutions, Social Organization, and Research and Inquiry Skills) are integrated in the six suggested units. The purpose of Unit 1 is to provide students with an introduction to anthropology, psychology, and sociology. The next five units focus on answering the key questions that social scientists use when exploring human behaviour, social life, groups, societies, and cultures. The overall focus of the topics of the five units serves to give students a basic understanding of the three social sciences and Unit 1 provides as an overview. Unit 2 provides a more specific analysis of humanity from the individual. Unit 3 focuses on groups, Unit 4 on structures and institutions, and Unit 5 on the challenges facing humanity. The future of humanity is the focus of the culminating activity (Unit 6). The three social sciences are examined in every unit. Each unit frequently integrates the expectations found in the inquiry and research skills strand including the use of a Future of Humanity folder.

Units: Titles and Times

* Unit 1	How do the Social Sciences Study the Question of Humanness?	12 hours + **1 hour for course culminating activity process
Unit 2	Forces that Influence and Shape Behaviour?	33 hours + **4 hours
Unit 3	How do Groups Affect our Behaviour?	15 hours + **6 hours
Unit 4	How do Social Institutions and Structures Impact on our Lives?	12 hours + **2 hours
Unit 5	Conflict and Cohesion – What Unifies Us; What Divides Us?	15 hours + **5 hours
Unit 6	Course Culminating Activity: Social Science Conference “What is the Future of Humanity?”	23 hours in total (See ** above)

* This unit is fully developed in this Course Profile.

** Course culminating activity will be ongoing throughout Units 1-5

Unit Overviews

Unit 1: How do the Social Sciences Study the Question of Humanness?

Time: 13 hours

Unit Description

This unit provides students with the opportunity to gain knowledge and understanding of the similarities and differences between the questions posed, methods used, and the results of the research of three social sciences. An introduction to anthropology should include such topics as a comparison between physical and cultural anthropology, a discussion of evolution and creation, and a comparison of humans to other primates from both physical and cultural anthropological perspectives. The activities that introduce psychology should include an examination of language, the human brain (reasoning, cognition), and theories on emotions and personality. Students again may compare the reasoning ability of other species to humans. The final topics of this unit should familiarize students with sociology. Defining groups, norms, rules, and values will form the basis of a comparison between human and animal groupings. Students also explore groups within their own lives.

The unit culminating activity is a role-play of an interview with two social scientists from two different fields (anthropology, psychology, and sociology). Students demonstrate their understanding of two of the social sciences by presenting two analyses of one case study on defining what is human.

The course culminating activity, The Future of Humanity Conference, should be introduced and students should become familiar with the assessment tools for the culminating tasks. The Future of Humanity folder is introduced to students as a key demonstration of their growth and learning throughout the course.

Unit Overview Chart

Act.	Expectations	Assessment	Focus Activities
1	SOV.01, SO1.01, IS1.04	Knowledge/ Understanding Thinking/ Inquiry	What are the key questions posed by anthropologists, psychologists, and sociologists? e.g., Brainstorm appropriate questions about humans; group the questions and define the groupings. Interpret a case study by using the key questions posed by the three social sciences.
2	SOV.01, SO1.01, SO1.02, SO2.01, IS1.04, IS2.06, IS2.04, IS3.02	Knowledge/ Understanding Thinking/ Inquiry	What are the similarities and differences between the methods used by anthropologists, sociologists, and psychologists and the results and contributions of their research? e.g., Create a graphic organizer that compares the research methods used by key historic and contemporary anthropologists, sociologists, and psychologists and analyse their effectiveness. Evaluate the relevance and validity of the results of the research of key historical and contemporary social scientists in an argumentative paragraph.
3	SO1.01, SO1.02, SO2.01, IS1.01, IS1.02, IS1.03, IS1.04, IS3.02	Communication Application	How do anthropologists define humanness? -physical anthropology and cultural anthropology -comparison to other primates and other species -development of human culture e.g., Compare physical anthropology to cultural anthropology by writing a job description that correctly uses the terminology of anthropology.
4	SO1.01, SO1.02, SO2.01, IS1.01, IS1.02, IS1.03, IS1.04, IS3.02	Thinking/ Inquiry Communication	How do psychologists define humanness? -the brain, reasoning, cognition -animal communication versus human language -emotions, theories of personality e.g., Compare the reasoning abilities of another species to humans. Create a visual that illustrates the comparison.

5	SO1.01, SO1.02, SO2.01, SO3.01, IS1.01, IS1.02, IS1.03, IS1.04	Knowledge/ Understanding Thinking/ Inquiry	How do sociologists define humanness? -defining groups -what shapes groups (norms, roles, values) -how groups define our lives -compare human and animal groupings e.g., Brainstorm groups that shape adolescent lives, define group expectations and roles within three of those groups (peer group, class, family, work). Prepare an observation checklist based on a hypothesis of group behaviour, conduct the observation on a sample from one group, and report findings.
6	SOV.02, SO2.01, IS1.03, IS1.04, IS2.06, IS3.02	All strands Knowledge/ Understanding	Unit Culminating Activity Analyse case studies/articles on defining humanness. Role-play an interview with two social scientists from two different fields in which they present the analysis of one of the case studies. Future of Humanity Folder – Step 1 Brainstorm focus questions on the future of humanity. Discuss the focus of inquiry and methods that might be used by each of the social sciences to develop and explore two or three of the brainstormed questions.

Unit 2: Forces that Influence and Shape Behaviour

Time: 37 hours

Unit Description

This unit identifies and assesses the major influences that contribute to an individual's personal and social development. This unit begins with an exploration of the acquisition of language, the ability to communicate and its impact on personal and societal growth. Students study the influence of heredity and environment on human development, socialization - its agents, methods, and impact, and a study of the power of mass media on the adolescent and society. An investigation of the development of the personality should include an examination of the major theories in the field of psychology. In the last topic, students investigate rites of passage in their lives and other cultures.

The unit culminating activity is a test that requires students to demonstrate their achievement of the expectations of the unit. Students should be asked to apply their knowledge in this written test. Test questions should reflect all four categories of the Achievement Chart. Knowledge/Understanding questions could ask students to identify and state the significance of a concept, person, event, etc. A Thinking/Inquiry question may ask students to analyse, compare, or validate a hypothesis. An Application question may ask students to predict future trends, relate topics/concepts to their own lives, or to interpret new case studies. Students' ability to communicate their ideas effectively in a written form is also assessed in the test.

As part of the course culminating activity students write a five-paragraph essay focusing on the past and present practices related to the topic they have selected for their final culminating activity at the end of the year. Since the final activity focuses on the future trends in the topic of their choice, the essay in this unit, written from the point of view of one of the three disciplines, should be the starting point or basis for their study of future trends.

Unit Overview Chart

Act.	Expectations	Assessment	Focus
1	SOV.01, SOV.02, SO2.01, SO2.02, SO2.03, SO3.04, ISI.01, ISI.02, ISI.03	Knowledge/ Understanding Communication	Communication -how do humans acquire language?-goals of communication-verbal and non-verbal communication -barriers to communication -culture and communication-future of communication (e.g., Internet chat rooms) e.g., Observe cafeteria conversational groups and write a report on the relative importance of verbal and non-verbal communication. Compare communication in animals in a class discussion.
2	SOV.01, SOV.02, SO2.01, SO2.03, SO3.03, SO3.04, ISV.02, ISI.01, ISI.02, ISI.03	Knowledge/ Understanding Communication Application	Heredity and Environment -nature vs. nurture e.g., Analyse case studies (e.g., “wild”/feral children, isolated children, twin studies, monkey experiments, the impact of environment on cultural development) in cooperative groups and present finding orally to the class.
3	SOV.01, SOV.02, SOV.03, SO1.01, SO1.02, SO2.01, SO2.03, SO3.01, SO3.02, SO3.03, SO3.04, OR1.03, ISI.01, ISI.02, ISI.03	Knowledge/ Understanding Thinking/ Inquiry Communication	Socialization-goals, methods, agents of socialization - impact of socialization on adolescents and society- impact of culture on gender expectations-comparison of socialization in different cultures. e.g., Examine individual, societal, cultural examples. Develop a survival manual for Grade 9 students outlining how they can adapt to the culture of the secondary school.
4	SOV.02, SO2.02, SO2.03, SO3.02, ISI.01, ISI.03, IS3.02	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Mass Media -impact of television and advertising on children’s behaviour and learning -mass media – reality versus fantasy -news – information or entertainment? -advertising -media literacy -music and its effects on adolescent identity e.g., Examine and present musical history focusing on the impact of different trends of pop music on adolescents, their lifestyle, attitudes, and fashion. Create and complete an organizer chart comparing television, radio, and newspaper. Examine a television show aimed at an adolescent audience and identify stereotypes. Create and present a new product aimed at adolescents.

5	SOV.01, SOV.02, SOV.03, SO1.01, SO1.02, SO2.01, SO2.03, SS3.02, IS1.01, IS1.02, IS1.03	Knowledge/ Understanding Thinking/ Inquiry Communication	Personality - a study of forces shaping the adolescent's attitudes and behaviour -psychology (e.g., Sigmund Freud, Abraham Maslow, Jean Piaget, Karen Horney, B.F. Skinner, Eric Erikson) -anthropology (e.g., Franz Boas, Margaret Mead, Ruth Benedict) -sociology (e.g., George Herbert Mead, Irving Goffman) e.g., Debate the validity of several theories of personality. Complete a self-examination of their own personality that must mention two theories that helped to shape their personality.
6	SOV.01, SOV.02, SOV.03, SO1.01, SO1.02, SO2.01, SO2.03, SO3.01, SO3.03, SO3.04, OR1.03, ISV.02, ISV.03, IS1.01, IS1.02, IS1.03	Knowledge/ Understanding Thinking/ Inquiry Communication	Turning points/Rites of passage -the importance of turning points from anthropological, psychological, and sociological points of view -personal, religious, physical, experiential (crisis, death), and societal age markers -implications for adolescent (personal, psychological, and social) e.g., Identify turning points in students' past and anticipate future points and present them through a photo collage or role-play.
7	SOV.02, SOV.03, SO1.01, SO1.02, ISV.01, ISV.03, IS1.01, IS1.02, IS1.04, IS2.04, IS2.05, IS2.06, IS3.01, IS3.02	All strands Thinking/ Inquiry Communication	Unit Culminating Activity Test Future of Humanity Folder – Step 2 Choose a topic for research. Formulate key questions from at least two social science perspectives. Complete a research report on past trends on the topic from a social science viewpoint.

Unit 3: How do Groups Affect our Behaviour?

Time: 21 hours

Unit Description

This unit focuses on the characteristics, types, and influences of social groups on the individual, families, and the community. First, students learn about groups from the sociological perspective by studying the characteristics of groups, the different impact of primary and secondary groups, and how they influence group members' behaviour. Next, they examine the anthropological view on why humans form social groups. The psychological perspective looks at how individual behaviour influences the group or is shaped and controlled by the group. Students study how social scientists research group behaviour and the ethics of social science research. Finally, students conduct a more in-depth examination of a particular group, such as a cult, youth sub-culture, team, club, social group, profession, employee group, or bureaucracy to see the particular influence of the group on the individual, family, and community.

The unit culminating activity requires students to make an oral presentation of an in-depth study of the influence of a group (e.g., a cult, youth sub-culture, team, club, social group, or bureaucracy) on an individual, the family, and the community. As part of the culminating activity, students formulate an arguable and testable working hypothesis for their part of the Future of Humanity Conference, develop key research questions to be answered in order to test this hypothesis, and complete a briefly annotated American Psychological Association (APA) bibliography of relevant secondary sources on their topic.

Unit Overview Chart

Act.	Expectations	Assessment	Focus
1	ORV.01, ORV.02, OR1.01, OR1.02, OR1.03, SOV.02, SO2.03, IS1.01, IS1.02, IS1.103	Knowledge/ Understanding Application	Sociological Perspective: Social Groups -characteristics of social groups -types (primary/secondary) and effects -influence on group behaviour e.g., Compare roles, the norms and the sanctions at home with those at a teenage party, in a group discussion.
2	ORV.01, ORV.02, OR1.01, OR1.02, OR1.03, SOV.02, SO2.02, SO2.03, IS1.02, IS1.03	Knowledge/ Understanding Communication	Anthropological Perspective: Why Humans Form Social Groups? -origins of social group behaviour in hunting and gathering societies -impact of civilization, industrialization, and post-industrial technology on groups e.g., Create an organizer to compare a social group in three different historical periods, including today.
3	ORV.01, ORV.02, OR1.01, OR1.02, OR1.03, SOV.02, ORV.03, IS1.01, IS1.02, IS1.03	Communication Application	Psychological Perspective: Individuals and Groups - factors affecting conformity -obedience to authority -group decision making e.g., Role-play situations where there is/is not pressure to conform.
4	IS2.01, IS2.02, IS2.03, IS1.01, ORV.01, ORV.02, OR1.01, OR1.02, OR1.03, SO2.03	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Social Science Research on Groups -how social scientists research groups -examples of such research -ethics of social science research on humans e.g., Create and complete a checklist analysing whether famous experiments on groups followed ethical guidelines for research.
5	ORV.01, ORV.02, ORV.03, OR1.01, OR1.02, OR1.03, SO2.03, SO3.02, OR3.01, IS2.04, IS2.05, IS2.06, IS3.01, IS3.02	Knowledge/ Understanding Thinking/ Inquiry Communication Application	In-depth Study of the Influence of a Group on an Individual, the Family, and the Community -characteristics of the group -who joins and why -control or influence of the group on the individual, the family, and the community Unit Culminating Activity Oral presentation on a group (e.g., a cult, youth sub-culture, team, club, social group, or bureaucracy) chosen for in-depth study.

6	ISV.01, ISV.03, IS1.04, IS2.01, IS2.04, IS2.05, IS2.06, IS3.01, IS3.02	Thinking/ Inquiry Communication	Future of Humanity Folder – Step 3 Formulate an arguable and testable hypothesis on current and future trends on the chosen topic. Develop key research questions. Select relevant secondary sources and complete a brief annotated bibliography using APA guidelines. e.g., Complete two-page research sheet with hypothesis, six key questions, and ten annotated sources.
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Unit 4: How do Social Institutions and Structures Impact on our Lives?

Time: 14 hours

Unit Description

This unit starts by examining the characteristics, purpose, and development of social institutions in a familiar Canadian context. Students compare social institutions from a variety of different cultures to gain a broader perspective. This leads to the study of the impact of change, over time, on social institutions from the perspective of at least one of anthropology, psychology, or sociology. In the final two sections, students learn about the recent organizational changes and trends affecting the social structures of work and education in Canada. The handling of conflicts in the workplace (e.g., sexual and racial harassment), the effects of different decision-making models in education, and the overall impact of changes in work and education on individuals, groups, and communities are analysed.

The unit culminating activity requires students to predict five changes in institutions and structural organizations from a variety of cultures and indicate their impact on individuals, groups, and communities. This could be assessed as a written test question or in an oral report.

As part of the course culminating activity on the Future of Humanity, students research current trends from a variety of sources; create a mind map indicating the main topics, subtopics, and inter-connections for their topic; and complete properly referenced research notes for evaluation.

Unit Overview Chart

Act.	Expectations	Assessment	Focus
1	SSV.01, SS1.01, SOV.02, IS1.01, IS1.02, IS1.03	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Social Institutions in Canada -what are they, what groups belong, what needs do they fulfil, and why did they develop? -roles, norms, values for institutions e.g., Debate which social institution they believe impacts on them the most at this stage of their lives.
2	SSV.02, SS1.02, SOV.02, SO2.03, IS1.01, IS1.02, IS1.03, IS2.06, IS3.02	Knowledge/ Understanding Communication	Comparing Social Institutions in Different Cultures -compare social institutions, such as family, education, or health, in at least three cultures, including First Nation, Western and non-Western. e.g., Develop a comparison chart for three cultures and at least two social institutions for each.
3	SS1.03, SOV.02, SO2.02, IS1.01, IS1.02, IS1.03, OR3.01, OR3.02	Communication Application	Changing Social Institutions -from the perspective of at least one of anthropology, sociology, or psychology know the impact of change on social institutions, such as family, education, health, police, or prisons. e.g., Interview parents/elders to describe changes.

4	SSV.03, SS1.01, SS1.03, SS2.01, SS2.02, SS2.03, IS1.01, IS1.02, IS1.03, OR3.01, OR3.02	Thinking/ Inquiry Communication Application	Recent Changes in Canadian Work -changes relating to the focus, nature, location, and values of work -ways conflict is addressed at work -current Canadian employment trends and their impact on individuals, groups, and the community e.g., Role-play how serious conflicts are addressed and resolved in the workplace.
5	SSV.03, SS1.01, SS1.03, SS3.01, SS3.02, SS3.03, IS1.01, IS1.02, IS1.03, OR3.01, OR3.02	Thinking/ Inquiry Communication Application	Recent Changes in Canadian Education -changes relating to location, nature, and reform -impact of different decision-making models on education systems -effects of educational changes on individuals, groups, and communities e.g., Write a news article on the effects of recent educational reforms on individual students, teachers, and school communities.
6	SSV.01, SSV.02, SS1.03, ORV.02, ORV.03, OR1.03, OR2.01, ISV.01, IS1.03, IS2.05, IS2.06, IS3.02	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Unit Culminating Activity Predict five changes in institutions and structural organizations from a variety of cultures and indicate their impact on individuals, groups, and communities.
7	ISV.01, ISV.02, ISV.03, IS2.04, IS2.05, IS2.06, IS3.01, IS3.02	Thinking/ Inquiry Communication	Future of Humanity Folder – Step 4 Research and analyse current trends from a variety of sources (Internet, journals, magazines, the media, community experts). Create a mind map of topics/subtopics. Complete research notes.

Unit 5: Conflict and Cohesion – What Unifies Us? What Divides Us?

Time: 20 hours

Unit Description

This unit is an overview of the factors that provide both cohesion and conflict within our own culture. Emphasis should be placed on an examination of the historical practices that formed the basis for social relationships involving discrimination and exclusion in contemporary society, using the approaches of the three disciplines (anthropology, psychology, and sociology), as well as studying the causes or forces that continue to shape them today.

Key concepts that might be covered are discrimination and exclusion (e.g., racism, ageism, sexism), the causes and consequences of discrimination and exclusion on a personal and societal level, as well as historical examples of discrimination and exclusion (apartheid, segregation, ghettoization). Student should also explore the topic of social deviance with an emphasis on the adolescent, cultural ties, and the forces that unite us as Canadians (multiculturalism, nationalism).

In the unit culminating activity, students create a video segment summarizing the results of their research on the characteristics and the impact on society of one of the following topics: youth subcultures, youth groups (study groups, political groups, religious groups).

As part of the course culminating activity, students collect primary data in their chosen area on a more specific focus question connected to their topic. This question is posed and research should be conducted from the point of view of one of the three disciplines. Research could take the form of surveys, questionnaires, experiments, interviews, and observations and might involve a presentation to the class of their findings.

Unit Overview Chart

Act.	Expectations	Assessment	Focus
1	SOV.02, SOV.03, ORV.02, OR2.01, OR2.04, IS1.01, IS1.03, IS2.04, IS2.05, IS2.06, IS3.02	Knowledge/ Understanding Thinking/ Inquiry Communication	Historical examples of discrimination and exclusion and their effects on individuals, groups, and communities (e.g., apartheid, segregation and racism in North America, ethnic ghettoization) e.g., Research assignment/presentation, in cooperative groups, on historical examples of discrimination/exclusion.
2	SOV.01, SOV.02, SO1.01, SO1.02, SO2.02, SO2.03, SO3.04, SS2.02, SS3.02, ORV.01, ORV.02, OR1.02, OR2.01, OR2.02, OR2.03, IS1.01, IS1.02, IS1.03	Thinking/ Inquiry Communication Application	Discrimination and exclusion in contemporary social relationships, such as: -racism, sexism, ageism e.g., Role-play how to effectively resolve conflicts involving discrimination and exclusion.
3	SOV.02, SO2.01, SO2.02, SO2.03, SO3.04, ORV.01, ORV.02, OR2.02, IS1.01, IS1.02, IS3.02, IS2.05	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Cultural ties – the forces in society that bring us together -common institutions -common values (e.g., democracy) -common mores (norms that have force of law) -multiculturalism, nationalism, Canadian culture e.g., Present a panel discussion on the question of which forces are most important in bringing Canadians together (e.g., schools, health care, rights, laws, mass media)
4	SOV.02, SO2.02, SO2.03, SO3.03, SS3.02, ORV.02, OR1.02, OR1.03, OR2.01, OR2.02, OR2.03, IS1.01, IS1.02, IS1.03	Thinking/ Inquiry Communication Application	Social Deviance/Anti-social behaviour -causes, examples, and effects of individuals, groups, and the community e.g., Present the impact of a socially deviant group on their lives.
5	SOV.02, SO2.03, ORV.02, OR1.01, OR1.02, OR1.03, IS2.04, IS2.06, IS3.02	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Unit Culminating Activity Create a video segment summarizing the results of research on the characteristics and the impact on society of one of the following topics: youth subcultures, youth groups (study groups, political groups, religious groups).

6	SOV.02, ORV.01, ORV.02, OR2.01, OR2.02, ISV.01, ISV.02, ISV.03, IS2.01, IS2.02, IS2.03, IS2.05, IS2.06, IS3.02	Thinking/ Inquiry Communication Application	Future of Humanity Folder – Step 5 Design an ethical research method to answer a key question(s). Collect primary data. Reflect on results and analyse results in an essay.
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**Unit 6: Course Culminating Activity: Social Science Conference –
“What is The Future of Humanity?”**

Time: 5 hours

Unit Description

Unit 6 is the course culminating activity, a social science conference on the future of humanity. From the beginning, students have been preparing for the conference. Individually, in partners, or in groups, students have formulated questions, chosen a relevant topic, formulated an arguable and testable hypothesis, researched from a variety of sources, designed and completed an ethical research method, and analysed the resulting data. The final stage is the presentation of their results in written, visual, and oral form. A pamphlet is one suggested method by which students could present their results in both visual and written form. Each student makes an oral presentation of approximately five minutes. The use of slides, overheads, charts, and/or electronic technology is encouraged for use during the presentation. The conference could be presented to a larger audience, such as other classes, the entire school, and/or community members. The chart below outlines the focus of the tasks, the unit in which the tasks should be introduced and completed, and the number of suggested hours for the tasks.

Unit Overview Chart

Act.	Expectations	Assessment	Focus
1	ISV.02, SOV.02, SO1.01, IS1.04	Knowledge/ Understanding	Unit 1 (1 hour) Brainstorm and develop focus questions on the future of humanity.
2	ISV.01, ISV.02, ISV.03, SO1.02, IS1.01, IS1.02, IS2.01, IS2.04, IS3.01	Thinking/ Inquiry Communication	Unit 2 (4 hours) Choose a topic for research. Formulate key questions from at least two social science perspectives. Complete a research report on past trends on the topic from a social science viewpoint.
3	ISV.01, ISV.03, IS1.04, IS2.01, IS2.04, IS2.05, IS2.06, IS3.01, IS3.02	Thinking/ Inquiry Communication	Unit 3 (6 hours) Formulate a working hypothesis on current and future trends on a chosen topic. Develop key research questions. Select relevant secondary sources and complete a brief annotated bibliography.
4	ISV.01, ISV.02, ISV.03, IS2.2.04, IS2.05, IS2.06, IS3.01, IS3.02	Thinking/ Inquiry Communication	Unit 4 (2 hours) Research and analyse current trends from a variety of sources (Internet, journals, magazines, the media, community experts). Create a mind map of topics/subtopics. Complete research notes.

5	ISV.01, ISV.02, ISV.03, IS1.01, IS1.02, IS1.03, IS2.02, IS2.05, IS2.06, IS3.01, IS3.02	Thinking/ Inquiry Communication Application	Unit 5 (5 hours) Design an ethical research method to answer a key question(s). Collect primary data. Reflect on results and analyse results in an essay.
6	ISV.01, ISV.02, ISV.03, IS1.01, IS1.02, IS1.03, IS3.01, IS3.02	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Unit 6 (5 hours) The Future of Humanity Conference Synthesis of research and analysis in an oral presentation and pamphlet.

Teaching/Learning Strategies

This course provides students the opportunity to explore, analyse and reflect on the social sciences through diverse teaching and learning strategies. Critical-thinking skills, such as formulating an hypothesis; identifying bias and viewpoint; debating, collecting, and analysing primary sources; and problem solving are a focus of many activities. Focused inquiry, data analysis (e.g., for bias), note taking, and Internet searches are examples of the research skills that students practise. Students have multiple opportunities to hone their skills in communication through formal presentations, role-playing, research journals, and essay and report writing. Cooperative group learning is another important active learning strategy fundamental to many activities in this profile. Examples of cooperative learning strategies that could be used include brainstorming, pairs or heads together, think/pair/share, numbered heads together, peer teaching, round tables, and jigsaw group learning.

Tasks are designed to develop skills and concepts through the use of a range of student learning styles. Students develop their multiple intelligences by demonstrating their learning through writing and speaking, interpreting statistics and creating tables, creating visuals, developing interpersonal and intrapersonal skills, and by demonstrating learning musically and kinaesthetically. Teachers can facilitate the development of multiple intelligences by providing choice in the final demonstration of many of the activities, especially unit culminating activities (e.g., video clip or storyboard, poster or paragraph).

Each unit overview chart states examples of possible teaching/learning strategies as well as the suggested focus of assessment and/or evaluation. Many important skills are developed in the activities in the units. Students are asked to demonstrate a synthesis of their learning in the course by participating in the Course Culminating Activity in Unit 6. The Future of Humanity folder assists students in each step of the social science inquiry/research model that leads to the synthesis of their research in the culminating activity.

The social sciences have their own particular ways in which language is used to express concepts. In order to help all students, but especially ESL/ELD students, teaching and learning strategies should show formative attention to the following aspects of language in written and oral forms:

- specialized vocabulary/idioms
- wide range of tense use, active, and passive voice
- words, phrases, and clausal structures that indicate: sequence/chronology; cause/effect relationships; contrast/comparatives/superlatives; statements of opinion, interpretation, inference; statements of speculation/hypothesis/prediction; statements of belief, intent, necessity, persuasion, evaluation, definition; explanations of reason; and formation of questions
- active listening skills, for example, phrases, and syntax that express encouragement, requests for repetition, clarification, and restatement

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- activities such as reading/listening tasks (video-viewing, cooperative group work tasks) need a specific and concrete product expected of students
 - completion of a graphic organizers/re-enactments or structured oral responses
 - note-taking/summarizing
 - non-verbal communication skills, of particular importance to presentation tasks

Language development and the expression of concepts taught are greatly facilitated if written tasks are reinforced by oral tasks, and vice versa. All learners with difficulties benefit greatly if models or scaffolds for oral and written expressive communicative functions are initially provided for them by their teachers.

Assessment & Evaluation of Student Achievement

Assessment and evaluation in this course is based upon the Achievement Chart in *The Ontario Curriculum, Grades 11 and 12, Social Sciences and Humanities*, pp. 142-145. The four categories are Knowledge/Understanding, Thinking/Inquiry, Communication, and Application. The provincial standard for student achievement is Level 3. There are opportunities to evaluate any one of the categories or all of the categories within any of the clusters of expectations for each unit. The teacher may choose to design activities that focus on one or two categories or attempt to include all of them for assessment. Weighting for any particular assignment will depend on what the teacher wishes to assess as well as the tools they use for assessment. In the case of unit culminating activities, all categories come into play and may be equally balanced for assessment purposes. The teacher is expected to employ both formative assessment and summative evaluation strategies. Sample rubrics are provided for the Unit 1 Culminating Activity and the Course Culminating Activity.

The Course Culminating Activity is designed to be a “work in progress” for all students. The teacher should introduce the concept and the topic of a culminating activity at the beginning of the course. The specific task and time allotment for direct instruction of that performance/product is stated in the Unit 6 Overview. Only after this development should students be asked to demonstrate both the knowledge and skills that they have learned in the final Course Culminating Activity. The Future of Humanity folder is one way to both formatively assess and summatively evaluate student achievement of expectations up to and including the course culminating activity, “The Conference on the Future of Humanity”.

The final examination would most appropriately be a case study analysis that asks the student to demonstrate the application of their understanding of the three social sciences. Teachers are reminded to report learning skills, effort, punctuality, and absences separately, not in the determination of the percentage grade.

Create a summative evaluation and formative assessment plan for the entire course to share with students. The Unit Overview Charts suggest an Achievement Chart category focus in each activity for assessment purposes.

Seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation.

Accommodations

Every effort should be made to assist all students in achieving success in this course. Specific adaptations and accommodations are recommended in the Unit 1 activities. Individual Education Plans (IEPs) for special needs students provide teachers with specific learning strategies that work best with individual students. As well, the proficiency levels outlined in *The Ontario Curriculum, Grades 11 and 12, English as a Second Language and English Literacy Development*, provide teachers and school administrators with a guide to receiving and accommodating these learners in the regular classroom.

There are a variety of strategies that can be used for those students with special needs. Teachers are encouraged to work with the Special Education teacher to review students' IEPs to decide the best course of action to assist them in meeting the expectations of the course. Students with specific learning difficulties require accommodations to meet their particular needs in terms of learning, communication, and expressing strengths and weaknesses. Examples of accommodation are extra time, use of a scribe, use of a computer, audio-taped answers, acceptance of oral answers, "chunking" tasks into smaller, more manageable "bits", use of enlarged print, and photocopying the teacher's notes. Students with attention deficit and behavioural challenges need to have opportunities for active learning and interaction within a controlled environment. Teachers will consult individual student IEPs for specific direction on accommodation for individuals. There are many enrichment opportunities for gifted students who may explore the issues, personalities, literature, science, and the arts in greater depth or from different perspectives. When evaluating students with special needs, provide a choice among several modalities (oral, visual, auditory). For example, a student with oral difficulties can be allowed to use electronic media. Major tests can be replaced with several shorter ones. Homework projects can be accepted instead of written tests.

Teachers should select resources that relate to the ESL/ELD strand: Reading, Writing, Oral and Visual Communication, and Social and Cultural Competence. Use a variety of print and illustrative material. ESL/ELD students should be encouraged to use bilingual dictionaries, if necessary, and to use their first language to plan, organize, and write a first draft of either a written or performance product. ESL/ELD learners, like all learners, have different learning styles; therefore a wide variety of teaching/learning strategies and assessment/evaluation techniques should be used in any classroom. Many assessment tools for ESL/ELD students will be formative, both in the assessment of understanding of concepts and the acquisition and practise of the specifically identified language forms necessary to express those concepts.

Resources

Textbooks for Students

Bain, Colin, et al. *The Human Way*. Toronto: Oxford University Press. 2001. ISBN 19 5415574
Gerrard, Dennis, et al. *Images of Society*. Toronto: McGraw Hill Ryerson, 2001. ISBN 0 07 088032-8
Spoule, Wayne. *Our Social World*. Toronto: Pearson, 2001. ISBN 013 041 0683

Books

Aaron, Jane. *The Little, Brown Compact Handbook*, 1st Canadian ed. Toronto: Addison, Wesley, Longman, 1997. This handbook outlines the processes of report writing and APA referencing.

Bain, Colin M., et al. *Canadian Society: A Changing Tapestry*. Toronto: Oxford University Press, 1994. An examination of the Canadian Society from a sociological perspective. It delves into beliefs, values, cultures, and institutions in Canada today and the ways that these are adapting in a rapidly changing world.

Bodley, John H. *Anthropology and Contemporary Human Problems*. Toronto: Oxford University Press, 1995. This resource uses the cross-cultural, evolutionary, and multi-disciplinary perspectives that are unique to anthropology; this text examines contemporary civilizations' most pressing problems and generates ideas for solutions and hope for the future.

Watson, Robert, ed. *Basic Writings in the History of Psychology*. Toronto: Oxford University Press, 1979. With readings from 50 of the most eminent contributors to psychology; this text-represents the historical development of psychology from the Renaissance to the present. A concise and pedagogically useful book.

Videos

The Fitting In Package. National Film Board of Canada, 1996. 31 min. Code 193C 0180 268

Girls Fitting In: a discussion among a group of senior high school girls who recall the kind of pressure they grew up with. Being Male: in this film, 16- and 17-year-old boys talk candidly about how the traditional image of maleness fits their own experience as they re-evaluate their role in society.

Intelligence. National Film Board of Canada, 1998. 75 min. Director Kevin McMahon, producer Michael McMahon. Code 149C 9198 022

What is intelligence? The filmmakers challenge simplistic views of intelligence and argue for an all-encompassing perspective that embraces the full range of human capabilities.

What Do You Mean? National Film Board of Canada, 1993. 1 videocassette, 29 min. V971897

In this documentary, a group of ten Halifax high school students take part in a two-week project to explore how issues arising from gender communication affect both their social and intimate relationships.

Eye of the Storm. American Broadcasting Companies Inc: Marlin Motion Pictures Ltd, 1970. 1 video, 26 min. V973444. Experiment of teaching the anatomy of prejudice by the colour of their eyes.

Woman and Man. Multimedia Entertainment, 1986. 1 videocassette, 52 min. V970274.

This program looks at the differences between women and men (e.g., the brain – women generally have a greater response on the logical and analytical side and men on the spatial side).

Nature/Nurture. Multimedia Entertainment, 1986. 1 videocassette, 52 min. V970275. Which behaviours are we born with and which do we learn? This program looks at identical twins separated at birth.

Learning and Memory. Educational Broadcasting Corporation, 1988. 1 video, 32 min. V970944. An exploration of the powers of memory and evidence that learning involves a biological change in the brain.

Community Resources

Guest speakers (e.g., mental health organizations and community outreach programs)

Handbooks of local resources are available in all municipalities

Local museums and archaeological organizations

Websites

Note: The URLs for the websites have been verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

APA Style Guides on the Net – <http://www.psy.uwa.edu.au/user/guy/apa.htm>

This site assists students on how to use APA style.

Statistics Canada – <http://www.stat.can.ca>

Hundreds of tables on Canadian society and institutions updated regularly.

E-STAT free articles on people, education, health, labour, social conditions in Canada and Canada wide information from census plus current and historical record of 450,000 business and socio-economic subjects – <http://estat.statcan.ca/content/english/over.htm>

The Daily News bin has articles on the labour force and employment in Canada – <http://www.statcan.ca/cgi-bin/DAILY/mdaily.cgi>

PBS Website – <http://www.pbs.org/wgbh/aso/databank/humbeh.html>

Good information on human behaviour that includes an interactive game.

Canadian Mental Health Association – <http://www.cmba.ca>

This Canadian resource provides information that outlines the objectives of the CMHA. It includes Internet links, discussion groups, media releases, and publications. Current research projects are also posted.

“Human Behaviour and Evolution,” September 2000. – <http://www.hbes.homepage.com>

The Human Behaviour and Evolution Society (HBES) is an interdisciplinary, international society of researchers, primarily from the social and biological sciences, who use evolutionary theory to discover human nature - including evolved cognitive, behavioural, emotional, and sexual adaptations.

ThinkQuest. “Understanding Human Behaviour,” December 2000. – <http://library.thinkquest.org/26618/>

This resource provides a wealth of information on the following topics: psychological behaviour; the biological base of behaviour; daily behaviour; and behaviour disorders and cognitive processes. This site is particularly useful because it provides summaries of the theory of behaviour for each of the following: Freud; Erikson; Adler; Horney; Skinner; Rogers; Maslow; and Frankl.

Virtual Library of Anthropology. “Links To Cultural Anthropology Links to WWW Pages,” July 1999. – <http://lead.csustan.edu/anthro/anthlinks.html>

This excellent resource is organized by cultures - both historic and modern cultures.

University of Waterloo. “Resources of Interest to Anthropologists,” July 2000 –

<http://arts.uwaterloo.ca/ANTHRO/rwpark/anthropointers.html>

Sociology Department at Trinity University. “TEMPORALITIES OF SOCIAL INSTITUTIONS.” –

<http://www.trinity.edu/~mkearl/time-4.html>

A general overview of social institutions, including family, school, religion, work, leisure time, and political structures. For each institution the following is provided: a definition and patterns are identified, how the institution has changed over history, relevant statistics, a description of how and why the institution functions and operates, related resources, and timelines.

OSS Considerations

This profile is designed to aid the teacher in developing and delivering Introduction to Anthropology, Psychology, and Sociology, Grade 11, University/College Preparation, based on *The Ontario Curriculum, Grades 11 and 12, Social Sciences and Humanities*, pp. 100-104. This course fulfils the requirement for an additional credit in social sciences and humanities within the 18 compulsory credits required for an Ontario Secondary School Diploma in section 3.1.1 (p.9) and Appendix 5 (p. 72) of *Ontario Secondary Schools, Grades 9-12, Program and Diploma Requirements, 1999*. Expectations for accommodations and modifications are outlined in section 7.12 (pp. 56-58) and Appendix 6 (pp. 74-75). The basis for assessment, evaluation, and reporting practices is outlined on pp. 13-16 of *The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment*. This course provides many opportunities for integrating guidance/career education (see *Choices Into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools, 1999*) and cooperative education work experience.

Coded Expectations, Introduction to Anthropology, Psychology, and Sociology, Grade 11, University/College Preparation, HSP3M

Self and Others

Overall Expectations

- SOV.01** · describe some differences and similarities in the approaches taken by anthropology, psychology, and sociology to the concept of self in relation to others;
- SOV.02** · demonstrate an understanding of the social forces that influence and shape behaviour as described by anthropologists, psychologists, and sociologists;
- SOV.03** · analyse socialization patterns from the perspectives of anthropology, psychology, and sociology.

Specific Expectations

Foundations of Anthropological, Psychological, and Sociological Thought

- SO1.01** – demonstrate an understanding of the major questions related to “self and others” that are posed by anthropologists (e.g., What are the cultural patterns that help to define the self?), psychologists (e.g., How do defence mechanisms enable us to cope with others?), and sociologists (e.g., What is the relationship between the individual and society?);
- SO1.02** – evaluate the major contributions to our understanding of the idea of self in relation to others made by at least one of the leading practitioners in each of anthropology (e.g., Franz Boas, Margaret Mead, Ruth Benedict), psychology (e.g., Sigmund Freud, Jean Piaget, Karen Horney), and sociology (e.g., George Herbert Mead, Irving Goffman).

Forces That Influence and Shape Behaviour

- SO2.01** – identify and assess the major influences that contribute to an individual’s personal and social development (e.g., heredity, environment, race, gender);
- SO2.02** – analyse the role of the mass media in influencing individual and group behaviour;
- SO2.03** – explain why behaviour varies depending on context and on the individuals involved (e.g., at work, within a family, in sports, in a crowd, in a large city or small town).

Socialization

- SO3.01** – explain the role of socialization in the development of the individual;
- SO3.02** – identify the primary and secondary agents of socialization (e.g., family, school, peers, media, work) and evaluate their influence;
- SO3.03** – demonstrate an understanding of anthropological, psychological, and sociological theories that deal with socialization (e.g., enculturation, nature versus nurture, social isolation);
- SO3.04** – evaluate the role of cultural influences in socialization (e.g., as they affect gender expectations).

Social Structures and Institutions

Overall Expectations

- SSV.01** · identify social institutions common to many different cultures;
- SSV.02** · compare how selected social institutions function in a variety of cultures;
- SSV.03** · demonstrate an understanding of recent structural changes in work and education and of the impact these changes have on Canadian society.

Specific Expectations

Social Institutions

- SS1.01** – identify social and civil institutions in Canadian society (e.g., education, health care, the prison system, policing) and analyse the roles they play in society;
- SS1.02** – describe some of the social institutions of at least three diverse cultures (e.g., First Nations communities in Canada, Masai communities in Africa, Tamil communities in Asia);
- SS1.03** – demonstrate an understanding of the ways in which social institutions change over time, from the perspective of at least one of anthropology, psychology, and sociology.

Social Structure: The World of Work

- SS2.01** – analyse the structural changes that are occurring in the world of work within Canada (e.g., the shift to part-time jobs and home offices, the focus on information technologies);
- SS2.02** – describe the structural ways in which conflict (e.g., sexual and racial harassment) is addressed in the workplace (e.g., through the filing of grievances, mediation, arbitration);
- SS2.03** – identify current trends in Canadian employment and unemployment patterns, using information from Statistics Canada, and analyse the influence these trends have on individuals, groups, and communities.

Social Structure: The World of Education

- SS3.01** – explain the structural changes that are occurring in education in Canada (e.g., distance learning, lifelong learning, education reform);
- SS3.02** – analyse the psychological and sociological impact of changes in education on individuals, groups, and communities (e.g., democratization of education, gender balance in higher education, the home as school and office);
- SS3.03** – analyse how different decision-making models in education systems (e.g., centralized, consultative, collaborative, democratic) affect the provision of education in a society.

Social Organization

Overall Expectations

- ORV.01** · demonstrate an understanding of the characteristics of groups in Canadian society as identified by anthropology, psychology, and sociology;
- ORV.02** · analyse the psychological impact of group cohesion and group conflict on individuals, groups, and communities;
- ORV.03** · describe the characteristics of bureaucratic organizations.

Specific Expectations

Characteristics and Influences of Groups

- OR1.01** – demonstrate an understanding of the various reasons and different ways in which individuals form groups, and categorize various types of groups in Canadian society (e.g., social groups; dyads; primary and secondary groups such as clubs, community groups, and athletic teams);
- OR1.02** – describe the different types of groups that form to serve collective needs (e.g., study groups, self-help groups, political groups, cults, youth subcultures);
- OR1.03** – explain, from the perspectives of anthropology, psychology, and sociology, how membership in different groups (e.g., cliques, gangs, cults, clubs) influences the individual, the family, and the community.

Conflict and Cohesion

- OR2.01** – identify and compare anthropological, psychological, and sociological perspectives on conflict among individuals, groups, and communities;
- OR2.02** – analyse anthropological, psychological, and sociological perspectives on group cohesion;

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- OR2.03** – demonstrate an understanding of discrimination and exclusion in social relationships, from the perspectives of anthropology, psychology, and sociology;
- OR2.04** – analyse examples of social or institutional practices in earlier historical periods that formed the basis for social relationships involving discrimination or exclusion in contemporary society (e.g., apartheid, segregation, ghettoization, ostracism, gender discrimination).

Bureaucratic Organizations

- OR3.01** – identify examples of bureaucratic organizations (e.g., the military, non-governmental organizations), and describe their characteristics (e.g., cooperative, authoritarian);
- OR3.02** – compare a bureaucratic and a non- bureaucratic organization from the perspectives of at least one of anthropology, psychology, and sociology.

Research and Inquiry Skills

Overall Expectations

- ISV.01** · use appropriate social science research methods effectively and ethically;
- ISV.02** · conduct research to determine the critical differences and similarities among the approaches and concepts of anthropology, psychology, and sociology, and summarize their findings;
- ISV.03** · effectively communicate the results of their inquiries.

Specific Expectations

Understanding the Foundations of Inquiry in Anthropology, Psychology, and Sociology

- IS1.01** – correctly use the terminology of anthropology, psychology, and sociology (e.g., functionalism, behaviouralism, feminism);
- IS1.02** – define the concepts that are central to anthropology (e.g., evolution, diffusion, culture), psychology (e.g., perception, cognition, personality), and sociology (e.g., role, gender, institution);
- IS1.03** – demonstrate an understanding of the factors that explain human behaviour from the perspective of anthropology (e.g., myth, kinship), psychology (e.g., conditioning, subconscious), and sociology (e.g., socialization, social interaction);
- IS1.04** – formulate appropriate questions for research and inquiry relating to one or more of the main areas of concern in the social sciences.

Using Research Skills

- IS2.01** – describe the steps involved in social science research and inquiry, including developing and testing a hypothesis;
- IS2.02** – demonstrate an understanding of various research methodologies for conducting primary research (e.g., interviews, surveys and questionnaires, observations);
- IS2.03** – demonstrate an understanding of the ethical guidelines of social science research;
- IS2.04** – demonstrate an ability to locate and select relevant information from a variety of print and electronic sources (e.g., books, periodicals, television, Internet sites, CD-ROMs);
- IS2.05** – evaluate the relevance and validity of information gathered through research;
- IS2.06** – demonstrate an ability to organize, interpret, and analyse information gathered from a variety of sources.

Communicating Results

- IS3.01** – record information and key ideas from their research, and document sources accurately, using correct forms of citation (e.g., those recommended by the American Psychological Association);
- IS3.02** – effectively communicate the results of their inquiries, using a variety of methods and forms (e.g., graphs, charts, diagrams, lab reports, oral presentations, written reports, essays, newspaper-style articles, video presentations).

Unit 1: How do the Social Sciences Study the Question of Humanness?

Time: 13 hours

Unit Description

This unit provides students with the opportunity to gain knowledge and understanding of the similarities and differences between the questions posed, methods used, and the results of the research of three social sciences. An introduction to anthropology should include such topics as a comparison between physical and cultural anthropology, a discussion of the evolution of humans, and a comparison of humans to other primates from both physical and cultural anthropological perspectives. The activities that introduce psychology should include an examination of language, the human brain (reasoning, cognition), and theories on emotions and personality. Students again may compare the reasoning ability of other species to humans. The final topics of this unit should familiarize students with sociology. Defining groups, norms, rules, and values will form the basis of a comparison between human groupings. Students also explore groups within their own lives. The unit culminating activity is a role-play of an interview of two social scientists from two different fields (anthropology, psychology, or sociology). Students demonstrate their understanding of two of the social sciences by presenting two analyses of one case study on defining what is human. The course culminating activity, The Future of Humanity Conference, should be introduced in this unit and students should become familiar with the assessment tools to be used for the culminating tasks. The Future of Humanity folder is introduced to students as a key demonstration of their growth and learning throughout the course.

Unit Synopsis Chart

Activity	Time	Expectations	Assessment	Tasks
1.1: What are the Key Questions Posed by Anthropologists, Psychologists, and Sociologists?	1 hour	SOV.01, SO1.01, IS1.04	Assessment of the questions and criteria (T/I) Evaluation-quiz (K/U and A)	Brainstorming, grouping and formulating appropriate focus questions.
1.2: What are the Similarities and Differences Between the Methods and Contributions of Anthropologists, Psychologist, and Sociologists?	2 hours	SOV.01, SO1.01, SO1.02, SO2.01, IS1.04, IS2.01, IS2.04, IS2.06, IS3.02	Assessment of understanding of the steps of social science research (K/U), graphic organizer, and paragraph (T/I, C) Evaluation of an argumentative paragraph and a quiz (T/I, C, A)	Applying the steps of social science research to a general statement. Summarizing, in a chart, the questions used and contributions of a famous social scientist. Writing an argumentative paragraph on the contributions of two social scientists.
1.3: How do Anthropologists Define Humanness?	2 hours	SOV.02, SO1.01, SO1.02, SO2.01, IS1.01, IS1.02, IS1.03, IS1.04, IS3.02	Assessment of notes, mind-maps, posters. (K/U, C) Evaluation of newspaper ads for a physical and cultural anthropology (K/U, T/I, C, A)	Note taking, mind-mapping, creating a poster that illustrates human uniqueness, and writing two employment ads.

1.4: How do Psychologists Define Humanness?	2 hours	SOV.02, ISV.03, SO1.01, SO1.02, SO2.01, ISI.01, ISI.02, ISI.03, ISI.04, IS3.02	Assessment of group work, written notes (K/U, C)	Demonstrating understanding of an article and a “charade” on human communication.
1.5: How do Sociologists Define Humanness?	2 hours	SOV.02, ISV.03, SO1.01, SO1.02, SO2.01, SO3.01, IS1.01, IS1.02, IS1.03, IS1.04	Assessment of group work, role-play, and completion of notes (K/U, T/I, C, A)	Brainstorming, developing, utilizing, and assessing an observational checklist. Role-playing Discussing
1.6: Unit Culminating Activity: “Defining Humanness” and Course Culminating Activity: Future of Humanity Folder Step 1	3 hours	SOV.02, ISV.02, ISV.03, SO1.01, SO2.02, ISI.03, ISI.04, IS2.06, IS3.02	Assessment of student responses, written analysis, role-play, and reflection (K/U, T/I, C, A) Evaluation of role-play (K/U, T/I, C, A) Assessment of student understanding of tasks and focus questions (K/U, T/I)	Written analysis of two case studies/articles. Creating and presenting a role-play. Writing a personal reflection on learning. Discussing, brainstorming, and assessing focus questions, in writing. Creation of a portfolio

Activity 1: What are the Key Questions Posed by Anthropologists, Psychologists, and Sociologists?

Time: 60 minutes

Description

Students are asked to brainstorm appropriate questions about human behaviour that interest them. Teachers may wish to give students current newspaper headlines, brief case studies, or a video clip to help students think of questions. After teacher modeling, students group the questions under the three social science headings and define the groupings. Students apply their understanding by developing key questions that each of the three social sciences might use to analyse human behaviour. This provides students with opportunities to do inductive and deductive thinking as they define groupings and develop focus questions for each social science. This activity also introduces students to one way, the key questions posed, that anthropology, psychology, and sociology are different. Overall, the activity introduces important basic concepts that are crucial for student understanding in subsequent activities in which they explore in greater detail the similarities and differences between these three social sciences.

Strand(s) & Learning Expectations

Strand(s): Self and Others, Research and Inquiry Skills

Overall Expectations

SOV.01- describe some differences and similarities in the approaches taken by anthropology, psychology, and sociology to the concept of self in relation to others.

Specific Expectations

SO1.01 - demonstrate an understanding of the major questions related to “self and others” that are posed by anthropologists, psychologists, and sociologists;

IS1.04 - formulate appropriate questions for research and inquiry relating to one or more of the main areas of concern in the social sciences.

Prior Knowledge & Skills

From Grade 10 History and Civics and other courses, students should be familiar with brainstorming, categorizing, and developing questions, as well as cooperative learning activities.

Planning Notes

Teachers should have one or more brief case studies examining human behaviour for each of the three social sciences. Prepare an overhead of the rules for brainstorming and the cooperative learning strategy, Round Robin, where students take turns sharing their understanding.

Teaching/Learning Strategies

1. After a brief review of brainstorming rules by the teacher, students, in small cooperative groups, are asked to generate a list of questions they would be interested in learning about human behaviour (e.g., why are some individuals more aggressive than others? Do all groups have rules for their members? Do all human communities have religious beliefs?). Student groups write their lists on the board or chart paper. Teachers can add questions or encourage the formation of new questions if a social science area has too few questions (e.g., questions on the behaviour of early humans).
2. Create a chart with each social science heading one of the columns and put two or three of students' questions in the appropriate place on the chart. Students try and add questions they think would fit in each column. After many questions have been correctly placed, students define the criteria for appropriate questions of interest for anthropology (focus on: human physical and cultural origins and development, whole societies and cultures of humankind), psychology (focus on: the individual mind, feelings, personality, or emotions), and sociology (focus on: the social behaviour of humans in groups within a society). Teachers check student notes to ensure that all students have accurate criteria and three or four correct examples of major questions posed by each of the three social sciences in their notes.
3. Students apply their understanding of appropriate questions by individually developing two to four questions for each social science for a brief case study or studies supplied by the teacher.
4. After a brief review of the cooperative learning strategy, round robin, students are asked in turn to share and evaluate each other's questions in groups of three or four.
5. Ask each group for sample appropriate questions for each of the social sciences so that students can verify their work and make corrections where necessary. Discuss with students any bias that may be evident in the questions. Teachers may wish to re-check students' notes to see that they are corrected.

Assessment & Evaluation of Student Achievement

- Formative teacher assessment of group questions and criteria for grouping them by examining notes.
- Peer assessment of each other's questions using the criteria developed earlier.
- Teacher evaluation of student knowledge and understanding of the focus of interest and major questions for three of the social sciences, and students' application to a new situation by means of a quiz or homework assignment at the end of Activity 2.

Accommodations

- Oral and written (overhead) instructions for brainstorming and round robin are helpful for ESL and Special Education students.
- A graphic organizer, which could be given to all students, for the placement of appropriate questions and criteria for defining this for each of the three social sciences helps ESL and Special Education students. Teachers could then use an overhead to get students started or provide additional help.
- Partner students to provide support.

Resources

A variety of texts should have useful brief case studies on human behaviour. Teachers could also use newspaper clippings or video clips (e.g., *CBC News in Review*).

Activity 2: What are the Similarities and Differences Between the Methods and Contributions of Anthropologists, Psychologists, and Sociologists?

Time: 120 minutes

Description

Students explore in more detail the similarities and differences between anthropology, psychology, and sociology. Students compare less scientific sources of learning about human behaviour with the social scientific method of discovery shared by these three social sciences. This builds on students' understanding of scientific research previously acquired in Science courses and prepares them for interpreting social science research and doing their own research later. Using case studies of leading anthropologists, psychologists, and sociologists, students create a graphic organizer to compare some of the main questions, methods, and contributions of these social sciences. Students write an argumentative paragraph evaluating the relevance and validity of the contributions of at least two of these social sciences to their lives. The comparison and evaluation deepen students' understanding of the three social sciences and prepares them for the in-depth examination of how each social science defines humanness in the activities to follow.

Strand(s) & Learning Expectations

Strand(s): Self and Others, Research and Inquiry Skills

Overall Expectations

SOV.01 - describe some differences and similarities in the approaches taken by anthropology, psychology, and sociology to the concept of self in relation to others.

Specific Expectations

SO1.01 - demonstrate an understanding of the major questions related to “self and others” that are posed by anthropologists;

SO1.02 - evaluate the major contributions to our understanding of the idea of self in relation to others made by at least one of the leading practitioners in each of anthropology, psychology, and sociology;

SO2.01 - identify and assess the major influences that contribute to an individual's personal and social development;

IS1.04 - formulate appropriate questions for research and inquiry relating to one or more of the main areas of concern in the social sciences;

IS2.01 - describe the steps involved in social science research and inquiry, including developing and testing a hypothesis;

IS2.04 - demonstrate an ability to locate and select relevant information from a variety of print and electronic sources;

IS2.06 - demonstrate an ability to organize, interpret, and analyse information gathered from a variety of sources;

IS3.02 - effectively communicate the results of their inquiries, using a variety of methods and forms.

Prior Knowledge & Skills

From Grade 9/10 Science students should be familiar with the scientific method of research. The Methods of Historical Inquiry strand of expectations in the Grade 10 History course should provide students with a foundation for understanding the social science research and inquiry method. Students are familiar with how to write an argumentative paragraph from Grade 10 History and Civics.

Planning Notes

- Provide text materials on the steps of social science research and inquiry; case studies on anthropologists, psychologists, and sociologists; and a review of writing argumentative paragraphs.
- Provide an Argumentative Paragraph Rubric such as Appendix 1.1.2, p. 22 of the Canadian History in the Twentieth Century, Grade 10, Academic.

Teaching/Learning Strategies

1. Present students with the statement “Many teenagers today have unhealthy levels of stress.” Ask them in pairs to decide if the statement is true and to list all of the ways they have come to believe that this is so (e.g., personal experiences, news articles, movies). Ask the pairs to share their answers with the class and make a general class list of ways of knowing about this human behaviour. Then ask the class to suggest more scientific ways of discovering the truth. Teachers may have to remind students of science and history methods to get them started.
2. Provide students with a description of the steps of social science research and inquiry and have students, in pairs, relate this to the discovery of whether “many teenagers today have unhealthy levels of stress.” Have each pair combine with another pair and check each other’s work for accuracy.
3. Organize students in cooperative groups of three and assign one case study/biography on the work of an anthropologist, a psychologist, or a sociologist to each member of the group. Students use a Round Robin strategy to share their findings and, as a group, complete a chart to compare some of the main questions, methods, and contributions. Groups check the answers of other groups.
4. In a follow-up class discussion, ask each group for sample appropriate answers for each of the social sciences so students can verify their work and make corrections where necessary.
5. Review how to write an argumentative paragraph. Then, students evaluate how two of the social scientists made contributions that were relevant and valid to their lives. Peer editing of these paragraphs using a rubric should be done before they are submitted for teacher evaluation.

Assessment & Evaluation of Student Achievement

- Formative peer and teacher assessment of students’ understanding of the steps of social science research and inquiry as applied to the question of teen responsibility, based on group discussion and teacher observation.
- Formative peer and teacher assessment of accuracy and completeness of graphic organizers.
- Formative peer assessment of paragraphs using an Argumentative Paragraph Rubric followed by a summative teacher evaluation using the same rubric.
- Summative teacher evaluation of a quiz based on the knowledge and understanding of comparing the key questions, methods, and contributions of the three social sciences, including the steps of social science research and inquiry.

Accommodations

- Oral and written instructions, plus a correct model, for writing an argumentative paragraph are helpful for ESL and Special Education students. Teachers could also provide a scaffold.
- A graphic organizer with some answers filled in helps ESL and Special Education students understand the task and what they have to do to complete it.
- Pairing strong and weak language students for the peer evaluation of the paragraphs will help both partners gain understanding of how to improve their product.
- Give a quiz as a homework assignment, or allow quiz answers to be presented orally.

Resources

A variety of textbooks have descriptions of the steps of the social science research and inquiry model, as well as case studies on anthropologists, psychologists, and sociologists. An Argumentative Paragraph Rubric is in Appendix 1.1.2, p. 22 of *Canadian History in the Twentieth Century, Grade 10, Academic*.

Activity 3: How Do Anthropologists Define Humanness?

Time: 120 minutes

Description

Students briefly explore the origins of humans. This leads directly into the anthropological answer to what defines humanness: humans have evolved physically and culturally. Students research and develop a mind-map to illustrate how physical and cultural anthropology study the origins and development of human physiques and culture. Using a variety of sources, students develop a mini-poster to show the physical and cultural uniqueness of humans in comparison with other animals. As a summative activity, they compare physical and cultural anthropology by writing a newspaper employment ad for physical and cultural anthropologists.

Strand(s) & Learning Expectations

Strand(s): Self and Others, Research and Inquiry Skills

Overall Expectations

SOV.02 - demonstrate an understanding of the social forces that influence and shape behaviour as described by anthropologists, psychologists, and sociologists.

Specific Expectations

SO1.01 - demonstrate an understanding of the major questions related to “self and others” that are posed by anthropologists;

SO1.02 - evaluate the major contributions to our understanding of the idea of self in relation to others made by at least one of the leading practitioners in each of anthropology, psychology, and sociology;

SO2.01 - identify and assess the major influences that contribute to an individual’s personal and social development;

IS1.01 - correctly use the terminology of anthropology, psychology, and sociology;

IS1.02 - define the concepts that are central to anthropology, psychology and sociology;

IS1.03 - demonstrate an understanding of the factors that explain human behaviour from the perspective of anthropology, psychology and sociology;

IS1.04 - formulate appropriate questions for research and inquiry relating to one or more of the main areas of concern in the social sciences;

IS3.02 - effectively communicate the results of their inquiries, using a variety of methods and forms.

Prior Knowledge & Skills

From Grade 10 History and Civics, students should be familiar with mind-mapping and designing posters.

Planning Notes

- Teachers need lecture information or text materials on the origins of humans.
- Provide text materials on how physical and cultural anthropology study the origins and development of human physiques and culture, and provide Appendix 1.3.4 – Newspaper Employment Ad Rubric.

Teaching/Learning Strategies

1. Provide a brief outline of the origins of humans by means of a short lecture and board outline or a short text reading or a short video with a question sheet. The teacher should ensure that students understand the evolution of humans, the time sequence, and the scientific evidence by checking their notes.
2. Review mind-mapping. Teachers could also provide an example of a mind-map that is partially completed to get students started on the task of researching and developing a mind-map to illustrate how physical and cultural anthropology study the origins and development of human physiques and culture. In pairs, students check their mind-maps for accuracy and share them with the rest of the class so that the teacher can provide additional formative assessment.
3. Introduce the topic of human uniqueness by asking students to speculate on the main similarities and differences between humans and other animals especially primates. Using audio-visual and/or text information, students design a poster to illustrate the physical and cultural uniqueness of humans in comparison with other animals. In cooperative groups of four, students assess each other's posters for accuracy and effectiveness of communication using a rubric, Appendix 1.4.1 in the Grade 10 Applied Canadian History profile. Then ask each group to highlight one feature of each group member's poster.
4. Teachers should outline the criteria for a newspaper employment ad and perhaps provide a model from a newspaper to clarify the exercise. Students should be assigned the summative task of comparing physical and cultural anthropology by writing a newspaper employment ad for physical and cultural anthropologists.

Assessment & Evaluation of Student Achievement

- Formative teacher assessment of students' understanding of origins of humans, based on teacher observation of student notes.
- Formative peer and teacher assessment of accuracy and completeness of mind-maps.
- Formative peer assessment of posters using an appropriate rubric (see Appendix 1.4.1 in the Grade 10 Applied Canadian History Profile)
- Summative teacher evaluation of the newspaper employment ads for physical and cultural anthropologists using an Appendix 1.3.4 – Newspaper Employment Ad Rubric.

Accommodations

- A mind-map with some answers filled in helps ESL and Special Education students understand the task and what they have to do to complete it.
- Oral and written instructions, plus an effective model for how to design a poster, are helpful for ESL and Special Education students.
- Sample job descriptions and a discussion and written copies of the rubric for assessing the written job description will help students unfamiliar with this task. Peer formative evaluation before the teacher summative evaluation would help weaker language students.

Resources

A variety of textbooks, books, videos, and websites outline the origins of humans and have information on how physical and cultural anthropology study the origins and development of human physiques and culture.

Evolution versus creationism debate – ww.lawyernet.com/members/jimfesq/wca/1996/26/deep.html

Reynolds, Dan. “Creationism Connection.” January 1996. Informational resources for Biblical Creation point of view – <http://members.aol.com/dwr51055/Creation.html>

The Virtual Library of Anthropology (cultural and biophysical anthropology) – <http://vlib.anthrotech.com/>

Microevolution. Coast Community College District: Magic Lantern Communications (distributor), 1996. 1 videocassette, 28 min. V973999. The major elements of the theory of evolution by natural selection.

Nova-In Search of Human Origins: Story of Lucy, Episode 1. WGBH Educational Foundation: Marlin Motion Pictures Ltd. (distributor), 1994. 1 videocassette, 56 min. V972862.

Origin of Species: Beyond Genesis. Discovery Communications Inc.: Universal Studios Home Video Canada (distributor), 1993. 1 videocassette, 52 min. V974094.

Activity 4: How Do Psychologists Define Humanness?

Time: 120 minutes

Description

This activity introduces psychology and the role it plays in illustrating and explaining humanness, which is achieved by employing “tests” that are specific to psychology. The first, which is the primary one of motivation, directly compares humans and animals, illustrating the complex nature of motivation in humans. An article comparing humans with the most intelligent of mammals (e.g., chimpanzee or dolphin) highlights the differences in reasoning ability. The second “test” demonstrates the importance of communication in human development and how it separates us from animals. Students participate in a charade such as role-play, comparing and contrasting the efficiency of verbal and non-verbal communication in the learning process.

Strand(s) & Learning Expectations

Strand(s): Self and Others, Research and Inquiry Skills

Overall Expectations

SOV.02 - demonstrate an understanding of the social forces that influence and shape behaviour as described by anthropologists, psychologists, and sociologists;

ISV.03 - effectively communicate the results of their inquiries.

Specific Expectations

SO1.01 - demonstrate an understanding of the major questions related to “self and others” that are posed by anthropologists, psychologists, and sociologists;

SO1.02 - evaluate the major contributions to our understanding of the idea of self in relation to others made by at least one of the leading practitioners in each of anthropology, psychology, and sociology;

SO2.01 - identify and assess the major influences that contribute to an individual’s personal and social development;

IS1.01 - correctly use the terminology of anthropology, psychology, and sociology;

IS1.02 - define the concepts that are central to anthropology, psychology, and sociology;

IS1.03 - demonstrate an understanding of the factors that explain human behaviour from the perspective of anthropology, psychology, and sociology;

IS1.04 - formulate appropriate questions for research and inquiry relating to one or more of the main areas of concern in the social sciences;

IS3.02 - effectively communicate the results of their inquiries, using a variety of methods and forms.

Prior Knowledge & Skills

- This activity builds on the concepts developed in the previous anthropology activity.
- From Grade 10 History, students should be familiar with brainstorming, categorizing, and developing questions, as well as cooperative learning activities.
- From Grade 10 History, students should be familiar with role-playing and analysis afterwards.

Planning Notes

- Obtain an article on human versus animal reasoning ability.
- Develop sufficient examples of situations with specific behaviours, which students act out in their role-play. The situations should be simple to demonstrate examples and some fairly complex ones (see Teaching/Learning Strategies).

Teaching/Learning Strategies

1. Develop a board note with students to introduce the three main concepts of psychology dealt with in the next two lessons: complex motivation – how humans have a variety of factors shaping their behaviour; ability to reason and how this has determined human survival and development; and finally the importance of communication in human progress.
2. Introduce students to the fact that a main difference between animals and humans can be found in the motivation of/for behaviour or why we do what we do. The teacher might introduce this concept by brainstorming why animals eat and then brainstorming reasons why humans eat. Students should recognize that animals eat because they are hungry but humans eat for a variety of reasons. Further the discussion by asking the question, “Why don’t humans eat in some situations?” Responses may include not being hungry, physical illness, emotional stress, anorexia, religious reasons (fasting), going hungry to save loved ones, or participating in a hunger strike as a protest. The teacher should point out that some of these reasons might lead to serious health problems or even death. The example of eating illustrates that motivation in humans is often very intricate and is an important quality of humanness.
3. Students then examine a second attribute of humanness - our ability to reason. Students are asked to analyse an article that compares humans with another highly developed mammal (dolphin or chimpanzee). Students are requested to determine what sets humans apart from the animal, significant characteristics (e.g., as covered in Activity 3) coupled with our ability to reason.
4. Introduce the third ability of humans that separate us from the animals: our ability to communicate in a highly sophisticated manner. Develop with students two mind maps, one discussing the purposes of communication – e.g., to pass on information/knowledge, express emotions, share and brainstorm ideas and concepts (much as they are doing at the moment), and the other dealing with the types of human communication under the headings, verbal and non-verbal.
5. Students are instructed that the next activity will illustrate the sophistication and importance of verbal communication for humans. Students are divided into groups of three or four and are given various situations that one or more of them has to convey to the others in their group without using verbal communication. Examples range from simple behaviours, such as how to brush teeth properly, how to eat in a restaurant, or a confrontation between two students (one who feels he/she is justifiably angry and the other who feels totally innocent), to more complex situations, such as how to ask for a date, how to prepare for a job interview, or how to write an essay. Debriefing after this

exercise should deal with which groups were successful in communicating their ideas non-verbally and which were not, and the reasons why. A discussion follows on the importance of verbal communication to humans.

6. Students make notes summarizing the discussion on communication.

Assessment & Evaluation of Student Achievement

- Formative teacher assessment of students working in groups, Observational Checklist for Assessing Group Discussions, Appendix 1.1.1, Canadian History in the Twentieth Century, Grade 10, Academic.
- Formative teacher assessment of student ability to read and comprehend print material, through observation of written work (e.g., notes) to ensure completion and accuracy.

Accommodations

- Written material may be altered for students with reading or writing difficulties. For example, a case study may be read aloud to the class, or in small groups.
- ESL students may work with an English-speaking partner or begin with another student in the same language group to first discuss examples in brainstorming session before participating in group discussions, to assist in reading the material and in writing.
- Extra time could be given to students with reading and writing difficulties.

Resources

Caldwell, Mark. *POLLY WANNA PHD?* Discover the World of Science, Encyclopaedia Britannica; January 2000.

Are Animals Intelligent? – <http://www.pbs.org/wnet/nature/animalmind/intelligence.html>

Jones Roccas, Linda. A Bibliographic Guide to the Study of Dolphin Intelligence. – <http://www.scils.rutgers.edu/~roccos/dophint.html>

Activity 5: How Do Sociologists Define Humanness?

Time: 120 minutes

Description

This activity is designed to introduce the discipline of sociology and use it to explain and illustrate humanness. The focus of the activity is on groups. An introductory brainstorming session generates a list of groups, which is then narrowed to a specific definition. The list is used to illustrate the various characteristics of groups (e.g., expectations, norms, roles, values) through a student analysis assignment based on a hypothesis developed by the class and the teacher. The last part of the activity, modelled on the Asch experiment, is designed to examine the power of the group to enforce conformity. Debriefing following this lesson shows how groups have been and will continue to be essential to human development.

Strand(s) & Learning Expectations

Strand(s): Self and Others, Research and Inquiry Skills

Overall Expectations

SOV.02 - demonstrate an understanding of the social forces that influence and shape behaviour as described by anthropologists, psychologists, and sociologists;

ISV.03 - effectively communicate the results of their inquiries.

Specific Expectations

SO1.01 - demonstrate an understanding of the major questions related to “self and others” that are posed by anthropologists, psychologists, and sociologists;

SO1.02 - evaluate the major contributions to our understanding of the idea of self in relation to others made by at least one of the leading practitioners in each of anthropology, psychology, and sociology;

SO2.01 - identify and assess the major influences that contribute to an individual’s personal and social development;

SO3.01 - explain the role of socialization in the development of the individual;

IS1.01 - correctly use the terminology of anthropology, psychology, and sociology;

IS1.02 - define the concepts that are central to anthropology, psychology, and sociology;

IS1.03 - demonstrate an understanding of the factors that explain human behaviour from the perspective of anthropology, psychology, and sociology;

IS1.04 - formulate appropriate questions for research and inquiry relating to one or more of the main areas of concern in the social sciences.

Prior Knowledge & Skills

From Grade 10 History, students should be familiar with brainstorming, categorizing and developing questions, as well as cooperative learning activities.

Planning Notes

- Prepare a list of the key terms used in sociology and the definitions of these terms.
- Plan the experiment ahead of time by drawing three or four lines (letters to identify each) on one side of the board with a variety of arrow heads so that all are different, and then one line to the right of one of the four lines which matches one of them (Asch experiment).
- Consider the choice of the “experimental subject” student and possibly provide a small reward.

Teaching/Learning Strategies

1. Introduce the concept of groups by brainstorming different types of groups (e.g., families, school teams, clubs, work, social, ethno-cultural, etc.). This should lead to a discussion on the characteristics of a group, and finally a definition of the term “group.”
2. Students are divided into cooperative groups of three or four, with each group selecting an example from the list that has been developed on the board. The example is analysed under the following categories: a) purpose (expectations), b) rules of behaviour (norms), c) parts people play (roles), and d) values expressed. Before the activity begins the teacher might use the actual student group just created to illustrate this analysis assignment on groups (e.g., a purpose (to complete the assignment on the analysis of a group), b) rules of behaviour (sharing information, taking turns), c) roles (leader, recorder), d) values (cooperation, hard work).
3. Groups present their findings. A board note of the common characteristics is developed and the teacher uses these to develop the major definitions concerning groups- expectations, norms, roles, and values.
4. The teacher and students develop an observation checklist based on a hypothesis of a group (e.g., all groups talk and dress the same way). Before the next class, students should conduct an observation of one group in the school or in the community using the checklist. Teachers should address the issue of student personal safety when conducting surveys or observations (i.e., work in pairs). The findings are reported to the class. The brief oral report should include an analysis on what they actually observed, how applicable their checklist was, and any modifications that they would make to the checklist.

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5. Before beginning this part of the lesson, the teacher sends one student out of the class on an errand. While the student is absent, the teacher explains to the class that they are going to do an experiment (the Asch experiment) on the power of groups. The teacher puts the “experiment” on the board (four lines with different markings and another on the right side corresponding to one of the four) and then the class is told that they will all agree, when asked individually by the teacher, that the answer to the problem will be the same incorrect answer and that the last person asked will be the absent student. There might be a brief discussion at this point on what answer they think the absent student will give. Later this student, whether they follow the class lead or not, would be asked to describe how they arrived at their answer. Discussion could then centre on the power of group pressure or conformity and the way in which groups define our lives. Discussion should be extended to include ethics in experiments and social sciences using the class experiment as an example.
 6. Students summarize the ideas presented during the discussion in a brief paragraph for their notes.

Assessment & Evaluation of Student Achievement

- Formative teacher assessment of cooperative group work. (See rubric in Canadian History in the Twentieth Century, Grade 10, Academic – Groupwork effectiveness, Appendix 1.2.2).
- Formative teacher assessment of students’ comprehension and writing ability (e.g., paragraph in notes) using observation

Accommodations

- Special Education and ESL students could be paired with a strong English-speaking student where appropriate. Pair with a same language student, if appropriate.
- Extra time could be given for comprehension of instructions, which should be given in writing or orally on how to organize and how to work in groups.
- For enrichment, students research a more extreme or fringe group to see if they fit the definitions the class studied and report back to the class.

Resources

A variety of textbooks could offer a description of the Asch experiment or others on conformity. Classic Research in Social Conformity (Asch, Milgram, Zimbardo) – <http://sociology.about.com/science/sociology/library/blconformity.htm>

Activity 6: Unit Culminating Activity: Defining Humanness

Time: 180 minutes

Description

This activity has two major parts. The first part is the introduction of the Future of Humanity folder and course culminating tasks. Students become familiar with the assessment and evaluation tools used for the culminating tasks. They complete the first steps of the research and inquiry process: brainstorming questions on the future of humanity; selecting examples of the questions for further inquiry; and discussing the focus of inquiry and methods that may be used by the three social sciences to explore their questions. The second part is the Unit 1 Culminating Activity. Students demonstrate their understanding of some of the key concepts, methods of research, and the effects of the research of anthropology, psychology, and sociology. Students analyse case studies and or/articles on topics that can be related to defining humanness. They then write and perform a role-play of an interview with two social scientists from two different fields, in which they present the analysis of one of the case studies from two different perspectives.

Strand(s) & Learning Expectations

Strand(s): Self and Others, Foundations of Anthropological, Psychological and Sociological Thought, Research and Inquiry Skills

Overall Expectations

SOV.02 - describe some differences and similarities in the approaches taken by anthropology, psychology, and sociology to the concept of self in relation to others;

ISV.02 - conduct research to determine the critical differences and similarities among the approaches and concepts of anthropology, psychology, and sociology, and summarize their findings;

ISV.03 - effectively communicate the results of their inquiries.

Specific Expectations

SO1.01 - demonstrate an understanding of the major questions related to “self and others” that are posed by anthropologists, psychologists, and sociologists;

SO2.02 - identify and assess the major influences that contribute to an individual’s personal and social development;

IS1.03 - demonstrate an understanding of the factors that explain human behaviour from the perspective of anthropology, psychology, and sociology;

IS1.04 - formulate appropriate questions for research and inquiry relating to one or more of the main areas of concern in the social sciences;

IS2.06 - demonstrate an ability to organize, interpret, and analyse information gathered from a variety of sources;

IS3.02 - effectively communicate the results of their inquiries, using a variety of methods and forms.

Prior Knowledge & Skills

Students used brainstorming methods in Grade 10 History and Civics, have experience in preparing and presenting role-plays, and learned the social science inquiry model in Activities 1 and 2.

Planning Notes

- Locate relevant case studies and/or articles on topics relating to defining humanness.
- Locate examples of conference promotional materials (e.g., student conferences, educational conferences, computer conferences, etc.).
- Prepare copies of the Course Culminating Activity Sheet and rubrics, Appendices 1.6.2a, 1.6.2b
- Distribute Future of Humanity folders and Appendix 1.6.5 – Future of Humanity Folder Rubric.
- Create a rubric or modify an existing rubric for the role-play (e.g., Grade 10 History Academic Course Profile, Appendix 3.2.2 – Role Play: A Holistic Rubric).

Teaching/Learning Strategies

Part A: Course Culminating Activity

1. Students share any knowledge they have about conferences (purpose, audience, format, etc.). The teacher may provide a copy of a pamphlet(s) promoting different types of conferences to assist in student discussion. Students are asked to develop some criteria for an effective conference, using various headings (e.g., theme, guest speakers, workshop topics, location, participants).
2. Introduce the course culminating activity, The Future of Humanity Conference and distribute the student handout, Appendix 1.6.2a. Students partner up to read the sheet and develop questions that they have regarding the tasks. The teacher may distribute and briefly outline rubrics that may be used to evaluate conference presentations and pamphlets. Rubrics should be revisited in greater detail at a later part of the course. Criteria on rubrics could be modified with student input.

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3. Distribute file folders, which become students' Future of Humanity folders. Explain that one of the main purposes of the folder is to demonstrate how effectively students move through the stages of social science inquiry.
 4. The first step of the inquiry process that students should complete and put in their folder is a brainstorming of focus questions on the future of humanity. Clarify the criteria for a good focus question (e.g., the wording of the question is clear and easily understood, the issues raised in the question may be partially explored through social science research, the question is not biased, the question is not too broad nor too narrow in its focus, the question is one of prediction) and provide examples for students (e.g., Will learning on-line replace traditional classroom learning? Will more people opt not to get married in the future?).
 5. With a partner, students develop three or four focus questions.
 6. Partners then form a cooperative group to assess the quality of the focus questions. They discuss what the focus of inquiry would be (e.g., culture, groups, individuals) and what methods (e.g., surveys, interviews, observations, experiments) might be used by each of the three social sciences to explore some of the issues and trends arising from two or three of these questions.
 7. Groups record one of their questions on chart paper. They pass the question to another group who assess the question and make changes and/or develop alternative questions. Groups then record what they believe are appropriate methods used by each of the three social sciences to answer the question.
 8. Groups debrief the entire class on the conclusions of their discussion.
 9. Introduce the rubric (Appendix 1.6.5) that will be used to assess and evaluate the inquiry and research components of the Future of Humanity folder. This appendix should be kept in the folder. The teacher should explain that the folder may contain other visual and written products that support any of the culminating activity tasks, such as personal reflections, learning logs, posters, visual organizers, and formative assessment tools. These additional tasks could be added to the rubric by the teacher.

Part B: Unit 1 Culminating Activity

1. Students, working in pairs, answer the unit focus question, "How do the three social sciences study the question of humanness?" as a review activity. Partners then join another group to share answers. The teacher debriefs student answers.
2. Introduce the unit culminating activity by explaining to students that they will apply their knowledge of the unit focus question by analysing a case study and/or article on a topic related to defining humanness. One case study/article should be assigned to each group for analysis.
3. Students create a role-play involving two social scientists from different fields presenting their analysis of the case study/article assigned. The focus of the analysis is on defining what is human. For example, a case study/article on human cloning will lead students to examine if clones could be defined as human from two of the three social science perspectives. Other topics may include: "Was Peking Man or Neanderthal human?", "Should primates be given the same rights as humans?", "Are computers becoming more human?", "Will DNA manipulation create super humans?", "Is a person with animal organs human?", "Why has society considered some people less 'human' than others?" (e.g., treatment of criminals, beliefs in racial superiority, attitudes, and treatment of disabled people).
4. A rubric for role-plays should be presented and modified by students before they begin planning.
5. Role-plays are presented and possibly videotaped and debriefed by the class.
6. Students write a personal reflection on the unit culminating activity. Guiding statements for the reflection could include, "This topic was very controversial because...", "I learned from the other presentations that...", "I feel strongly that...", "One strength of our role-play and one improvement that might have been made was...", "I would define humanness as..." The reflection may be placed in the Future of Humanity folder.

Assessment & Evaluation of Student Achievement

Part A

- Formative assessment of student understanding of the course culminating tasks through teacher observation of class discussion and individual student questions.
- Formative assessment of the first step of the research/inquiry process in the student Future of Humanity folder (see Appendix 1.6.5.).

Part B

- Formative assessment of student answers to the unit focus question by teacher observation.
- Formative assessment of analysis of case study/article by group presentation of notes to the teacher.
- Formative assessment of role-play by self and peers using a rubric.
- Summative evaluation of role-play by the teacher using a rubric.
- Formative assessment of reflection entries (see directing statements in Teaching/Learning Strategies).
- Summative evaluation considers data gathered in all of the above.

Accommodations

- Make use of contracts and checklists as appropriate (e.g., break down large tasks into small tasks providing reinforcement as each part is completed and providing targets and due dates).
- Create tools that may be used to help students produce each component of the culminating activity folder (e.g., scripts, writing scaffolds, research steps).
- Provide audio-visual example of “experts” presenting their points of view on a topic (e.g., TVO’s *Counterpoint*).
- Students can demonstrate understanding using a variety of media including oral presentations, audio or video taped assignments, bulletin board displays, dramatizations, and demonstrations.
- Allow students to tape lessons for more intense listening at a later time.
- Encourage students to question for clarification and additional information.
- Provide opportunities for collaborative writing and peer editing (e.g., reflections).
- The teacher keeps the Future of Humanity folder in the class throughout the course.

Resources

A variety of textbooks.

Cohen, Irwin. In Search Of The Origins Of Humanness: A Journey Into Physical Anthropology. <http://www.buckley.pvt.k12.ca.us/AnthroLink/teach.html>. 1997. This resource explores important questions raised in this unit.

1st SPOT Psychology – http://www.1st-spot.freeservers.com/topic_psychology.html. Copyright 1998-2000. This resource explores the theories of personality and emotion. This site also explores topics including reputation, behavioural traits, environment and genes, and the evolution of human nature.

ScienceNet. Social Sciences and Psychology –

<http://www.sciencenet.org.uk/database/Social/Lists/behaviour.html>. January 2001.

This resource answers anthropological, sociological and psychological based questions. Students can pose their own questions as well.

Appendices

Appendix 1.6.2a – Future of Humanity Conference Assignment Sheet

Appendix 1.6.2b – Future of Humanity Pamphlet Rubric

Appendix 1.6.5 – Future of Humanity Folder Rubric

Appendix 1.6.2a

Future of Humanity Conference Assignment Sheet

The purpose of this class conference is to showcase your knowledge of a specific topic from an anthropological or psychological or sociological perspective. You will share with others your exploration of a focus question on the future of humanity. Everyone will learn something new and exciting from your research, conclusions, and predictions. There are three tasks that will be evaluated:

1. **The Culminating Activity Folder**
The ongoing work that makes up your culminating activity folder is crucial to your success in this course and at the conference. You proceed through the steps of social science inquiry just like any social scientist. Your research includes past trends and your data collection focuses on present trends. Then you leave the role of pure social scientist and focus on making predictions for the future based on your findings.
2. **A Pamphlet**
You will create a pamphlet that participants in the conference can read as a summary of your social science inquiries and your predictions for the future. The pamphlet will be evaluated using the following criteria: clear communication, quality of research, effective use of visuals, colour, graphics, text, captions, and creativity in design.
3. **A Multimedia Presentation**
You will make a ___ minute presentation at the conference that involves the use of at least two media (video, electronic presentation, photographs, music, artwork, graphs, etc.). The presentation will be evaluated using the following criteria: clear expression of ideas, quality and quantity of research, clear organization, effective use of media, and effective oral presentation skills.

Topics

The following are some general ideas for topics. What will the future hold for humanity in these areas? You are encouraged to develop your own topics.

Gender relations	Work	Social Groups
Learning	Global culture versus nationalism	The Environment
Family relationships	Mass media	Health
Bureaucracies	Ethics	Adolescence
Personal identity	Discrimination	

Appendix 1.6.2b

Future of Humanity Pamphlet Rubric

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Clear expression of ideas [C]	- communicates information as isolated pieces in a random fashion	- communicates information but not a clear theme or overall structure	- clearly communicates main idea, theme, or point of view	- clearly and effectively communicates main idea, theme, or viewpoint to audience
Evidence of Research [T/I]	- little evidence of research in product	- text and/or symbols show some evidence of research	- text and/or symbols show clear evidence of research	-text and symbols show evidence of considerable research
Layout - Effective use of visuals, colour, graphics [T/I, C, K/U] - Creativity [A and C]	- uses colour and/or symbols and graphics used with limited effectiveness - limited innovation and appeal to the eye	- uses colours and/or symbols and graphics with some effectiveness - some innovation and appeal to the eye	- uses colours and/or symbols and graphics with considerable effectiveness - considerable innovation and appeal to the eye	- uses colour symbols and graphics with a high degree of effectiveness - high degree of innovation and appeal to the eye

Assessed by: _____ self _____ peer

Comments:

Teacher Evaluation _____ Level achieved _____

Comments:

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix 1.6.5

Future of Humanity Folder Rubric

Name _____

Unit	Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
1	Develop focus questions on the future of humanity (K/U, T/I)	- few questions with a limited understanding of the key issues	- some questions with some understanding of the key issues	- many questions and considerable understanding of the key issues	- numerous questions and a thorough understanding of the key issues
2	Choose a topic and formulate key questions from at least two social science perspectives (T/I, C)	- unclear topic, few questions showing a limited understanding, from one perspective	- somewhat clear topic, some questions showing some understanding, from one/two perspectives	- clear topic, questions showing considerable understanding, from two perspectives	- clear topic, questions showing thorough understanding, from two or more perspectives
2	Complete a research essay of past trends on the topic from one social science perspective (T/I, C)	- limited understanding, research, and communication skills demonstrated	- some understanding, research, and communication skills demonstrated	- considerable understanding, research, and communication skills demonstrated	- a thorough understanding and strong research and communication skills demonstrated
3	Formulate a working hypothesis (T/I)	- unclear hypothesis of limited use	- somewhat clear and useful hypothesis	- clear and quite useful hypothesis	- thoroughly clear and useful hypothesis
3	Develop key research questions for the hypothesis (T/I)	- questions of limited usefulness	- related questions of some use	- related questions that are quite useful	- many thoroughly related and useful questions
3	Complete an annotated bibliography of relevant secondary sources (T/I, C)	- few relevant secondary sources, with limited annotation	- some relevant secondary sources, with some annotation	- several relevant secondary sources, with a useful annotation	- many relevant secondary sources, with a thorough annotation
4	Research current trends from a variety of sources (T/I)	- limited research evident from a few sources	- some research evident from some variety of sources	- considerable research from several sources	- thorough research from a variety of sources

Appendix 1.6.5 (Continued)

Unit	Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
4	Create a mind map of topics and subtopics (T/I, C)	- limited understanding of topics and subtopics	- some understanding of topics and subtopics	- considerable understanding of topics and subtopics	- a thorough understanding of topics and subtopics
4	Complete research notes (T/I, C)	- notes of limited value	- notes of some value	- notes that are quite useful	- notes that are very useful
5	Design an ethical research method to answer a key question (T/I, A)	- limited understanding of an ethical research method	- some understanding of an ethical research method	- considerable understanding of an ethical research method	- a thorough understanding of an ethical research method
5	Collect primary research data and reflect and analyse results in report (T/I, A, C)	- little data collected and the analysis shows a limited understanding	- some data collected and the analysis shows some understanding	- considerable data collected and the analysis shows significant understanding	- extensive data collected and the analysis shows a through understanding
6	The Future of Humanity Conference – synthesize research and analysis in an oral presentation and pamphlet (K/U, T/I, C, A)	- limited understanding, analysis, and communication skills demonstrated in oral presentation and pamphlet	- some understanding, analysis, and communication skills demonstrated in oral presentation and pamphlet	- considerable understanding, analysis, and communication skills demonstrated in oral presentation and pamphlet	- a thorough understanding, analysis, and strong communication skills demonstrated in oral presentation and pamphlet
1-6	Other tasks (e.g., reflections, visuals)				

Assessed by: _____ self _____ peer

Comments:

Teacher Evaluation _____ Level achieved _____

Comments:

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.