**FENELON FALLS SECONDARY SCHOOL**

**COURSE INFORMATION SHEET**

**Course:** Families in Canada Grade 12, College **Room:** Block C- 215

**Course Code:** HHS4U  **Voice mail:** 887-2018 **ext**. 32611

**Teacher:** Ann-Marie Carruth **E mail:** AnnMarie.Carruth@tldsb.on.ca \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Course Description**

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada’s diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships.

There is a focus on independent learning, including reading for understanding, and developing research and writing skills that will encourage a shift in student habits. This course is designed to prepare students for future post-secondary school studies at the college level.

**Units of Study**

1. Research & Inquiry: Approaches to Studying Families
2. Young Adults: Individuals and Development
3. Intimate Relationships
4. The Family and Parent-Child Relationships

**Texts and Resources – Excerpts from…**

Baker, M. (Ed.) (2009). *Families: Changing trends in Canada 6th Edition*. Toronto:

This is how you cite the textbooks in APA format on a Reference page

McGraw-Hill Ryerson

Holloway, M., Holloway, G., Witte, J.l. (2010). *Individuals and families: Diverse perspectives*.
 Toronto: McGraw-Hill Ryerson

Plus Supplementary Readings

**Required Materials/ Equipment - please bring to class daily**

* Three ring binder that has a clearly divided section for this course or a separate binder
* Loose leaf paper
* Writing utensils

Suggested Materials / Not required- but would be very useful

* Memory key or scan disk to save work from home and at school

**Evaluation Procedure**

* **Summative Evaluations – 70%**

 Knowledge and Understanding 25%

NOTE: There is a higher grade emphasis placed on midterm tests and the Field Research Report, than there is on classwork and regular assignments.

 Thinking and Inquiry / Problem Solving 15%

 Communication 15%

 Application 15%

* **Culminating Tasks – 30%**

 Final Exam 30%

The Final Exam will occur during the formal exam period. This is scheduled for Tuesday Jan 27th 2015.

**Deadlines**

Students are expected to meet all deadlines and complete all assignments set out by the subject teacher. Failure to complete work will result in communication with parents and a referral to the student success room at lunch. Students **must** follow the late assignment procedure or a **mark of zero** will be approved by administration for the assignment. **Not done is not acceptable.**

**Reporting Learning Skills**

Students will be evaluated on the following learning skills:

**Responsibility** – Fulfils responsibilities & commitments in the learning environment; completes & submits work on time; takes responsibility for & manages own behaviour.

**Organization** – Devises & follows a plan & process for completing work; establishes priorities, manages time; identifies, gathers, evaluates & uses information, technology & resources to complete tasks

**Independent Work** – Independently monitors, assesses & revises plans to complete tasks & meet goals; uses class time to complete tasks; follow instructions with minimal supervision

**Collaboration** – Accepts various roles & an equitable share of work in a group; responds positively to the ideas, opinions,

values, & traditions of others; builds healthy peer to peer relationships through personal & media assisted interactions; works with others to resolve conflicts & build consensus to achieve group goals; shares information, resources, & expertise & promotes critical thinking to solve problems & make decisions.

**Initiative** – Looks for & acts on new ideas & opportunities for learning; demonstrates the capacity for innovation & willingness to take risks; demonstrates curiosity & interest in learning; approaches new tasks with a positive attitude; recognizes & advocates appropriately for the rights of self & others.

**Self Regulation** – Sets own individual goals & monitors progress towards achieving them; seeks clarification or assistance when needed; assesses & reflects critically on own strengths, needs & interests; identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; perseveres & makes an effort when responding to challenges

**Academic Honesty**

Students are expected to submit their own original work. Any ideas or words that come from any source other than from personal experience must be formally referenced. Failure to do so is considered plagiarism. **This includes information in reports or assignments that are put into your own words but taken from another source**. **Do not copy and paste from the internet**. In this course you will be expected to use the **APA style** for formatting your references.

Cheating during tests or exams is not acceptable. Academic dishonesty of any kind may result in a mark of **zero**. Other forms of discipline up to and including suspension may be applied.

**Attendance**

Good attendance is essential for academic success. Students are expected to sign in at the office when returning from an absence. Students who have chronic problems with attendance undermine their ability to gain a credit. Consequences for truancy and lateness will be monitored and administered by the Vice-Principal. Parents are expected o contact the school when their child is absent from school.

**Reporting**

Student achievement will be reported in all courses at the following times:

Mark Update Week – October 6th – 9th

Parents’ Night – October 15th

Mid-Term Report Card – November 14th

Mark Update Week – December 15th – 18th

Final Exams – January 23rd - 29th Our Exam January 27th, 2015

**Need Help?**

## I want you to succeed in the course and I will care about the progress that you are making. It helps all of us when you come to class on time and when you come prepared to participate as much as you can.

## It is really important to me that you treat *yourself* and *others* with respect; I want our classroom to be a place where people feel okay about showing up…everyone.

## If you need help my prep period is block D or you can call me at home 887-1672; text at 705-886-0243 or email me at AnnMarie.Carruth@tldsb.on.ca. I am looking forward to a great semester!

**Please sign in the space below to acknowledge you have read and understood this document.**

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Student Signature Parent/ Guardian Signature