

Thunder Bay Catholic District School Board
St. Patrick High School
Course Information Sheet



COURSE TITLE: Introduction to Anthropology, Psychology and Sociology **GRADE:** 11 **CODE:** HSP3U1 **YEAR:**

CREDIT VALUE: 1 **PREREQUISITES:** N/A **TEACHER:**

Course Description

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

How This Course Supports the Ontario Catholic School Graduate Expectations

One of the strongest themes found in the teachings of the Catholic Church concerns community. This theme refers to a number of issues raised in this course. Understanding different cultures, social institutions and the concept of humanity itself form the basis of the three fields investigated. The teachings of Christ concerning the need for community are reflected in Canada's constant struggle to define that community.

Course Resources and Materials

- [Images in Society](#)
- [Social Science: An Introduction](#)
- Audio/Visual resources
- Newspapers and magazines

Main Areas of Study

Strand	Strand Details
Anthropology	An investigation into human evolution and of human cultures, past and present. Students will learn about the fields three traditional sub-fields: Cultural Anthropology, Archaeology, and Physical Anthropology.
Psychology	The scientific study of behaviour, including thought, feeling and action, and viewed from social, developmental and biological perspectives.
Sociology	Investigating the study of human social life, focusing on developing an understanding of changes in social structure and human interaction on an individual, societal and global level.
Research and Investigation	Students are to research and report on a topic relevant to the course. This activity will demonstrate critical thinking skills and written communication skills.

Unit Titles

Unit #1:	What is Social Science?	30 hours
Unit #2:	Social Science and Me	30 hours
Unit #3:	Social Science and Us	30 hours
Unit #4:	Independent Study	15 hours

Work Ethics and Learning Skills/Attitudes

It is expected that students will demonstrate the following learning skills:

- Works Independently
- Teamwork
- Organization
- Work Habits
- Initiative

These learning skills are evaluated using a four point scale (**E** – Excellent, **G** – Good, **S** – Satisfactory, **N** – Needs Improvement). Learning skills will be included on the report card but not reflected in the mark.

For successful life long learning, learning skills are an integral part of all learning and are aligned with the Conference Board of Canada – Employability Skills.

Assessment and Evaluation of Student Learning

Student achievement of the learning expectations will be evaluated according to the following breakdowns. The percentage balances of achievement chart categories are derived from the approximate proportion of expectations that fit within each category.

TERM	70 %
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This includes tests, assignments, oral presentations, class discussion and debates.

FINAL EVALUATION	30 %
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TOTAL 100 %

Evaluating Student Learning Using the Achievement Chart

The achievement chart provides a reference point for all assessment practice and a framework within which to assess and evaluate student achievement.

Percentage Grade Range	Achievement Level	Summary Description
80 – 100%	Level 4	A very high to outstanding level of achievement. Achievement is above the provincial standard.
70 – 79%	Level 3	A high level of achievement. Achievement is at the provincial standard.
60 – 69%	Level 2	A moderate level of achievement. Achievement is below, but approaching, the provincial standard.
50 – 59%	Level 1	A passable level of achievement. Achievement is below the provincial standard.
Below 50%		Insufficient achievement of curriculum expectations. A credit will not be granted.

Communication

Parents/guardians are strongly encouraged to constantly monitor student progress throughout the semester. Parents/guardians are always welcome to contact the teacher at the school if they are concerned about student progress. Student achievement will be formally communicated to parents at mid-term and at the end of the semester with the Provincial Report Card. It is the student's responsibility to monitor their achievement and to approach their teacher if they require extra help.