INSTITUTE OF CANADIAN EDUCATION

Course Title: Course Title: Families in Canada, Grade 12, University (HHS4U)

Course Code: HHS4U

Grade: 12

Course Type: University Preparation

Credit Value: 1.0

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

Curriculum Policy Document: Social Sciences and Humanities, The Ontario Curriculum, Grades 11–12, 2018 (Revised), Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)

Course Developer: Institute of Canadian Education

Department: Social Sciences & Humanities

Head of Department: Sadiya Manjra

Development Date: 2025

Most Recent Revision Date: August 2026

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.

COURSE EXPECTATION

UNIT	UNIT NAME	UNIT DESCRIPTION	TIME ALLOCATED
UNIT 1	Research and Inquiry Skills	Students develop research, inquiry, critical literacy, data collection, source evaluation, and APA skills while exploring individuals and families in Canada.	23 Hours
UNIT 2	Theoretical Perspectives on Development	Students examine sociological, psychological, and anthropological perspectives on human development, including gender, socioeconomic factors, and social institutions.	25 Hours
MID-TERM EXAM	Mid-Term Assessment	Assessment of learning from Units 1–2, including research skills and theories of development.	2 Hours
UNIT 3	Norms, Roles and Institutions	Students explore relationships, social norms, family roles, healthy and unhealthy relationships, marriage, divorce, and domestic abuse.	25 Hours
UNIT 4	Trends, Issues and Challenges	Students examine family structures, socialization, parent-child relationships, reproductive decisions, cultural practices, and government policies.	25 Hours
UNIT 5	Independent Study Project (ISU)	Students complete a culminating research project that applies course concepts and demonstrates research, analysis, communication, and reflection skills.	8 Hours
FINAL EXAM	Final Examination	Comprehensive assessment of key concepts, theories, research skills, and applications from the course.	2 Hours
TOTAL	–	–	110 Hours

Overall Curriculum Expectations

A. Research and Inquiry Skills

A1 Exploring: explore topics related to human development, and formulate questions to guide their research;

A2 Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;

A3 Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry;

A4 Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

B. Theoretical Perspectives on Development

B1 Individual Development: demonstrate an understanding of theoretical perspectives and research on various aspects of individual development;

B2 The Development of Intimate Relationships: demonstrate an understanding of theoretical perspectives and research on the development of intimate relationships;

B3 The Development of Family and Parent-Child Relationships: demonstrate an understanding of theoretical perspectives and research on the development of family and parent-child relationships.

C. The Impact of Norms, Roles, and Institutions

C1 The Effects on Individuals: demonstrate an understanding of the impact of norms, roles, and social institutions on individuals throughout the lifespan;

C2 The Effects on Intimate Relationships: demonstrate an understanding of the impact of norms, roles, and social institutions on intimate relationships;

C3 The Effects on Family and Parent-Child Relationships: demonstrate an understanding of factors that can affect decisions about whether to have and how to care for children, and of the impact of norms, roles, and social institutions on family and parent-child relationships.

D. Trends, Issues, and Challenges

D1 Trends and Challenges for Individuals: demonstrate an understanding of demographic trends related to the lives of individuals and of the impact of social issues and challenges on individual development;

D2 Trends and Challenges in Intimate Relationships: demonstrate an understanding of demographic and social trends and issues related to intimate relationships and of strategies for responding to challenges in those relationships;

D3 Trends and Challenges in the Family and in Parent-Child Relationships: demonstrate an understanding of demographic trends related to the family and to parent-child relationships and of the impact of social issues and challenges on family development.

TEACHING AND LEARNING STRATEGIES

Students will engage in a variety of activities designed to develop critical thinking, inquiry, communication, and application of course concepts.

- **Presentations and Multimedia:** Teacher presentations, examples, practice questions, videos, online resources, simulations, and quizzes support understanding of key concepts and theories.
- **Individual Activities and Assignments:** Students complete activities independently and at their own pace to reinforce learning and demonstrate individual understanding.
- **Reflection and Application:** Students connect theories and concepts to real-life situations, personal experiences, current issues, and diverse perspectives.
- **Research and Inquiry:** Students develop research questions, gather and evaluate sources, analyze information, and communicate evidence-based conclusions using critical and creative thinking.
- **Writing and Communication:** Written activities, discussions, oral presentations, and recorded presentations help students organize and communicate their ideas effectively.
- **Visual Learning:** Brainstorming, charts, graphs, graphic organizers, and other visual tools help students synthesize and connect ideas.
- **Analysis and Evaluation:** Students analyze articles, texts, theories, and real-life situations, compare perspectives, and evaluate their own work using exemplars and feedback.
- **Teacher Support and Feedback:** Teachers provide ongoing oral and written feedback and support students in meeting individual learning needs and accommodations outlined in their IEPs.

Assessment Strategies

Students will be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations, across all four categories of the Achievement Chart. Progress will be monitored on an on-going basis using a variety of assessment tools, including written work, formal testing, quizzes, teacher-student communication, discussion boards and chat rooms.

ASSESSMENT ACTIVITIES

- Graph and Statistical Analysis
- Diagnostic Tests and Writing Tasks
- Article Analysis
- Templates and Graphic Organizers
- Editing Checklists
- Reflections
- Oral Presentations
- Tests and Examinations
- Report Writing
- Self and Peer Evaluation

Final Grade

The final grade will be determined as follows (in accordance with Ministry of Education standards):

Term Work Based on evaluations conducted throughout the course.	65%
Summative Evaluation A final evaluation in the form of assignments and an exam.	25%
Attendance and Participation	10%

Final Examination Breakdown

- 15% Written exam
- 10% Culminating task

ATTENDANCE POLICY

Regular attendance and active engagement are important for student success. Attendance and participation are monitored through the school's Learning Management System (LMS).

All online credit courses at ICE are designed to meet or exceed the **minimum 110 hours of instructional time** required for a credit course.

Online instructional time and engagement are monitored through:

- **LMS Engagement:** Students are expected to log in regularly and actively participate in online learning activities. LMS activity records are used to monitor engagement.
- **Biweekly Check-Ins:** Students complete a brief check-in every two weeks to review their progress and engagement. Additional support may be provided when concerns are identified.
- **Post-Unit Quizzes:** Short formative quizzes are completed at the end of each unit to monitor student progress and pacing.
- **Discussion Forums:** Students participate in required unit discussions and peer activities. Participation is monitored based on completion and engagement.
- **Instructional Records:** The school maintains records of instructional time, attendance, and student engagement.

Students are responsible for maintaining regular participation and completing required learning activities within the course schedule.

EVALUATION MODEL – 10% TOTAL ATTENDANCE AND ENGAGEMENT WEIGHT

Component	Weight	Quantifiable Metric	Criteria
Biweekly Check-In	3%	Completed every two weeks	Students complete the required check-in within the scheduled time frame.
Post-Unit Formative Quiz	4%	Completed after each unit	Students complete the formative quiz by the assigned deadline.
Discussion Forum Participation	3%	Required posts and responses	Students submits the required original response and completes assigned peer responses.

CONSIDERATIONS FOR PROGRAM PLANNING

Planning Programs for Students with Special Education Needs
Students with special education needs are supported through Universal Design for Learning, differentiated instruction, and accommodations identified in their IEPs. The asynchronous format provides flexibility through extended time, breaks, assistive technology, and opportunities to review learning materials as needed.

Environmental Education
Environmental concepts are integrated into course learning through topics related to individuals, families, communities, consumption, and sustainable practices. The online format also supports paperless learning and reduces the need for daily travel.

Equity and Inclusive Education
Learning materials and activities reflect diverse cultures, perspectives, identities, and lived experiences. Students are encouraged to participate in a respectful, inclusive, and harassment-free online learning environment.

Financial Literacy Education
Students develop financial awareness by examining household resource management, consumer decisions, and economic influences affecting individuals, families, and society.

First Nations, Métis, and Inuit Education
Where relevant to course expectations, students examine Indigenous perspectives, histories, cultures, contributions, and contemporary realities, including the legacy of residential schools and the Truth and Reconciliation Commission's Calls to Action.

The Role of Information and Communications Technology
ICT is central to asynchronous learning. Students use the learning management system, digital resources, multimedia, productivity tools, and other online technologies for learning, assessment, communication, research, and presentation. Digital citizenship, academic integrity, and responsible technology use are reinforced.

Career Education
Students connect course learning to career and postsecondary pathways and develop self-directed learning skills. Connections are made to fields such as social work, psychology, sociology, education, counselling, and community services.

Cooperative Education and Experiential Learning
Where appropriate, students may connect course learning to work experiences, job-shadowing, cooperative education, and other experiential learning opportunities.

Health and Safety
Students are encouraged to maintain healthy online learning practices, including appropriate screen time, regular breaks, proper ergonomics, and strategies that support well-being. A safe and respectful virtual learning environment is maintained.

Accommodations
Accommodations are provided based on students' IEPs and appropriate educational documentation. These may include modified instructional approaches, step-by-step directions, planning organizers, additional time, alternative response formats, advance access to reading materials, assistive technology, and enrichment opportunities.

Course Materials – HHS4U

Required Textbooks and Resources:

- Social science and family studies textbooks covering human development, family structures, relationships, social issues, and research methods in Canada.
- Supplementary resources such as online articles, videos, documentaries, and interactive tools related to families, social policies, and contemporary societal issues.
- Teacher-provided worksheets, discussion prompts, case studies, and problem-based learning tasks.

Digital Resources and Software:

- Google Drive – for storing, sharing, and submitting assignments, reflections, and assessments.
- Internet access for research, accessing social data, news sources, and digital libraries.
- Microsoft Office Suite (Word, Excel, PowerPoint) or equivalent software for written assignments, data tables, graphs, and presentations.
- Online tools for surveys, data collection, and visualization (e.g., Google Forms, Excel charts, or infographic tools).

Teacher Considerations:

- Assistive technology (text-to-speech, speech-to-text, screen readers) may be used to support diverse learning needs.
- Flexibility in submission formats (Google Docs, PDFs, slides, or handwritten work submitted digitally).
- Guided notes, case study examples, and scaffolded instruction to support understanding of complex social science concepts, theories, and research methods.

Tips for Success – HHS4U

Welcome to HHS4U: Families in Canada – Grade 12, University Preparation

Stay updated:

- Check announcements, course messages, and your mailbox daily to stay informed about lessons, assignments, and deadlines.

Stay organized:

- Review the course calendar regularly and complete all assignments, reflections, and projects on time.
- Carefully read instructions and evaluation criteria; use checklists to ensure all required components are included and submitted correctly.

Engage actively:

- Participate in discussions, case studies, and collaborative activities to deepen understanding of families, social structures, and contemporary issues in Canada.

Ask for help:

- For technical issues, contact the Help Desk.
- For course-related questions, email your teacher; expect a response within 24 hours. Mark emails as "URGENT" if immediate attention is needed.

Key Elements to Success:

- **Time Commitment:** Plan for 1–2 hours of focused study each day, plus additional time for reading, research, and completing assignments.
- **Communication:** Maintain regular contact with your teacher for guidance, clarification, and feedback.
- **Engagement:** Stay curious, persistent, and attentive. Active participation and reflection are essential for understanding complex social science concepts and applying them to real-life contexts.

Remember:

This course is designed to help you analyze and understand families, individuals, and society in Canada. Approach all activities thoughtfully, accurately, and critically while developing research, problem-solving, and analytical skills.