INSTITUTE OF CANADIAN EDUCATION

Course Title: Families in Canada – HSB4U – Grade 12

Course Name: Families in Canada
Course Code: HSB4U
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: The Ontario Curriculum, Grades 11–12: Social Sciences and Humanities, 2009 (Revised); Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)
Course Developer: Institute of Canadian Education
Department: Social Sciences
Head of Department: Sadiya Manjra
Development Date: 2025
Most Recent Revision Date: August 2026

Course Description

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.

COURSE EXPECTATION

Unit Order	Unit Name	Unit Description	Time Allocated
Unit 1	Foundations of Social Science & Inquiry	Introduces students to key social science disciplines (sociology, psychology, anthropology), ethical issues in research, and the social science inquiry process.	25 Hours
Unit 2	Social Change: Causes, Agents & Barriers	Examines theories of social change, agents (individuals, institutions, technology), and barriers that affect families and society.	26 Hours
	Mid Term		2 Hours
Unit 3	Social Patterns & Trends in Society	Studies patterns and trends in Canadian society including demographics, deviance, norms, and social control; implications for family structures.	26 Hours
Unit 4	Global Social Challenges	Explores global issues affecting families, including inequality, migration, human rights, and the role of Canada in international contexts.	23 Hours
	Culminating Inquiry & Review	Integrates learning from Units 1–4 into a comprehensive inquiry project; prepares students for final evaluations.	5 Hours
	Final Exam	Written Exam	3 Hours
TOTAL			110 Hours

Overall Curriculum Expectations:

A. Foundations of Social Science & Inquiry	
A1	What is social change?
A2	Social Science Skills
A3	Unit 1 Summative
B. Social Change: Causes, Agents & Barriers	
B1	Theories and Activists
B2	Application of Theories
B3	Technology and Change
B4	Gathering Information
B5	Unit 2 Summative
C. Social Patterns & Trends in Society	
C1	Demographics
C2	The World Around You
C3	Deviance
C4	Crime Analysis
C5	Unit 3 Summative
D. Global Social Challenges	
D1	Documentary Review
D2	Document Analysis
D3	Country Comparison
D4	Music for Change
D5	Critiquing a Movement
D6	Unit 4 Summative

Teaching and Learning Strategies

In this course, students will experience a variety of asynchronous learning activities designed to develop knowledge, skills, critical thinking, communication, and independent learning.

- **Interactive Lessons and Multimedia:** Lessons include presentations, videos, examples, practice questions, online simulations, quizzes, and other digital resources to support understanding of course concepts.
- **Discussion Forums:** Discussion forums allow students to share ideas, respond to questions, and provide constructive peer feedback. Students can participate within the posted timelines without needing to attend at a specific time.
- **Individual Activities and Assignments:** Students complete activities and assessments independently according to course timelines. These activities reinforce learning, provide opportunities for practice, and allow teachers to monitor progress and provide written or recorded feedback.
- **Research and Inquiry:** Students investigate questions and practical problems by locating, evaluating, analyzing, and synthesizing information from reliable sources. Research activities develop inquiry, creative thinking, and critical-thinking skills.
- **Application and Case Studies:** Real-world examples, cases, articles, and practical activities help students connect course concepts to current issues, everyday experiences, and the world around them.
- **Reading and Writing:** Students engage with a variety of online and downloadable texts. Writing activities help students organize ideas, communicate effectively, apply course concepts, and develop critical-thinking and literacy skills.
- **Visual Learning and Organization:** Brainstorming, charts, graphs, graphic organizers, and other visual tools help students organize, compare, and synthesize information.
- **Oral and Digital Communication:** Students may demonstrate learning through recorded presentations, audio/video responses, narrated slides, or other approved digital formats that can be completed asynchronously.
- **Self-Assessment and Feedback**: Exemplars, rubrics, reflection activities, and teacher feedback help students evaluate their work, identify areas for improvement, and develop independent learning skills.

Assessment Strategies

Assessment practices in this course provide students with regular opportunities to demonstrate learning, receive feedback, and reflect on their progress. Diagnostic, formative, and summative assessments are used throughout the course to monitor student achievement and support continued learning.

Students receive timely feedback through written comments, rubrics, exemplars, self-assessment, and online feedback. Assessment activities are designed to accommodate the asynchronous learning environment and may be completed independently within established timelines.

ASSESSMENT ACTIVITIES

- Discussion forums and online participation
- Homework and individual assignments
- Writing tasks and essays
- Reflections and self-assessments
- Reading activities and case studies
- Research and inquiry activities
- Recorded oral presentations
- Quizzes and tests
- Application and analysis activities
- Final examination/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

Teachers support the success of all students through Universal Design for Learning (UDL), differentiated instruction, and evidence-based practices, consistent with *Learning for All* (2013). Where a student has an IEP, identified instructional, environmental, and assessment accommodations are implemented. Online learning provides flexibility through extended time, breaks, assistive technology, and opportunities to review materials.

Program Considerations for English Language Learners

Teachers consider the strengths and needs of English language learners and provide appropriate supports consistent with Ontario ESL/ELD policies. Support may include clear and adapted instructional language, visual and multimedia resources, opportunities to review lessons, extended time, bilingual dictionaries where appropriate, and feedback that models academic English.

Environmental Education

Environmental education is integrated across the curriculum in accordance with Ontario policy. Students develop knowledge, skills, and attitudes related to environmental responsibility, sustainability, resource use, and environmental issues. Online learning also supports environmental responsibility through paperless course delivery.

Equity and Inclusive Education

The course promotes a respectful, inclusive learning environment where all students are welcomed and supported. Learning materials and activities reflect diverse cultures, identities, perspectives, and experiences. Teachers address bias where appropriate and use fair, inclusive assessment practices.

Financial Literacy Education
Students develop financial literacy through opportunities to understand consumer decision-making, resource management, and economic influences affecting individuals, families, and communities. Where appropriate, course activities connect learning to real-life financial situations.

First Nations, Métis, and Inuit Education
Program planning reflects the Ontario First Nation, Métis, and Inuit Education Policy Framework (2007). Where relevant to course expectations, students engage with Indigenous histories, cultures, perspectives, contributions, and contemporary realities using accurate and respectful resources.

The Role of Information and Communications Technology
ICT is integrated into instruction, learning, assessment, and communication. Students use digital tools, multimedia resources, online platforms, and productivity software to access, organize, and present learning. Digital citizenship, responsible technology use, source evaluation, privacy, and academic integrity are emphasized.

Career Education
Students are encouraged to connect course learning with education, career, and life-planning goals in accordance with *Creating Pathways to Success* (2013). Course activities provide opportunities to develop transferable skills, explore career pathways, and apply learning to real-world situations.

Cooperative Education and Other Forms of Experiential Learning
Where appropriate, students may connect classroom learning with experiential opportunities such as job shadowing, work experience, and cooperative education. These experiences help students explore careers and develop workplace skills.

Health and Safety
Health and safety are addressed in both learning activities and the online learning environment. Students are encouraged to practise safe technology use, maintain good ergonomics, take regular breaks, manage screen time, and contribute to a respectful and safe learning environment.

Accommodations

Accommodations are determined in consultation with parents/guardians, teachers, administration, and relevant educational professionals or assessment reports. Accommodations may include:

- Instructional: adapted teaching strategies, organization, technology, and multimedia supports.
- Assessment: additional time, alternative response formats, and oral responses where appropriate.
- Step-by-step instructions and organizational tools.
- Support with planning and writing tasks.

- Scribe or note-taking support where appropriate.
- A range of reading and writing options.
- Advance access to reading materials when appropriate.
- Opportunities for enrichment and extension.

Course Materials – HSB4U

Required Texts & Resources:

- Social science textbooks covering families, social change, social patterns, and global issues
- Articles, videos, case studies, and online resources on family dynamics and societal trends
- Teacher-provided worksheets, practice exercises, and research guides

Digital Resources:

- Google Drive for assignments and submissions
- Internet access for research and multimedia resources
- Microsoft Office Suite or equivalents for written work, presentations, and data analysis

Teacher Considerations:

- Assistive technology (text-to-speech, speech-to-text, screen readers)
- Flexible submission formats (Google Docs, PDFs, slides)
- Guided notes, concept maps, and scaffolded instruction.

Tips for Success – HSB4U

Welcome to HSB4U: Grade 12 Families in Canada – University Preparation

- Check announcements and course messages daily.
- Review the course calendar and complete all assignments and projects on time.

- Carefully review assignment instructions and rubrics; use checklists to ensure accuracy.
- Participate actively in discussions, research activities, and presentations.

Ask for help:

- For technical issues, contact the Help Desk.
- For course-related questions, email your teacher (expect a response within 24 hours; mark as "URGENT" if necessary).

Key Elements to Success:

- Time Commitment: 1–2 hours of focused study daily, plus additional project/research time.
- Communication: Maintain regular contact with your teacher for guidance and feedback.
- Engagement: Stay curious, persistent, and attentive.

Remember: This course is designed to help you understand how families, social structures, and social change interact in Canada and globally. Approach all activities thoughtfully and accurately while developing critical thinking, problem-solving, and ethical reasoning skills.