

## **COURSE STATEMENT**

### ***LAMBTON CENTRAL COLLEGIATE AND VOCATIONAL INSTITUTE***

G. Nemcek, B.A., B.Ed.  
Principal

S. Watson, B.A., B.Ed.  
Vice Principal



4141 Dufferin  
Ave.  
Petrolia, Ontario  
N0N 1R0

Telephone:  
(519) 882-1910

Fax:  
(519) 882-1860

Welcome to Grade 11 Introduction to Anthropology, Psychology, and Sociology. This is a summary sheet for parents and students that outlines our course evaluation and expectations.

#### **Teacher:**

**Course Name:** Introduction to Anthropology, Psychology, and Sociology

**Course Code:** HSP 3C1

**Credit Value:** 1

**Ministry Document:** The Ontario Curriculum, Social Sciences and Humanities, Grades 9-12

**Development Date:** 2013

#### **Mission Statement:**

Teachers at LCCVI are dedicated to providing the following:

- ✓ access for all students
- ✓ a safe learning environment
- ✓ quality educational opportunities
- ✓ high professional standards

#### **Course Description:**

This course introduces students to theories, questions, and issues related to anthropology, psychology, and sociology. Students learn about approaches and research methods used by social scientists. Students will be given opportunities to apply theories from a variety of perspectives, to conduct social science research, and to become familiar with current issues within the three disciplines.

#### **Overall and Specific Curriculum Expectations:**

Refer to the Ministry of Education document entitled The Ontario Curriculum: Grades 9-12, Social Sciences and Humanities, which is available on the Ministry of Education website at

<http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences9to122013.pdf>

#### **Course Content Outline:**

|          |                             |
|----------|-----------------------------|
| Strand 1 | Research and Inquiry Skills |
| Strand 2 | Anthropology                |
| Strand 3 | Psychology                  |
| Strand 4 | Sociology                   |

### **Assessment and Evaluation Strategies:**

There are four achievement categories of knowledge and skills that encompass all the curriculum expectations in the Ontario Curriculum for HSP 3C1. The four categories and their value for the term are as follows:

|                  |            |                 |            |                      |            |                    |            |
|------------------|------------|-----------------|------------|----------------------|------------|--------------------|------------|
| <b>Knowledge</b> | <b>25%</b> | <b>Thinking</b> | <b>25%</b> | <b>Communication</b> | <b>25%</b> | <b>Application</b> | <b>25%</b> |
|------------------|------------|-----------------|------------|----------------------|------------|--------------------|------------|

**The breakdown of your mark will be based on your level of achievement as follows:**

#### **Term Work - 70%**

The achievement categories outlined at the bottom of the front page will be used to evaluate tests, quizzes, assignments, etc. as part of your term work.

#### **Final Evaluation Activities – 30%**

All students must participate in the final evaluation activities towards the end of the semester. These final evaluation activities allow students opportunities to demonstrate their achievement of course expectations and represent 30% of a student's final mark.

#### **Learning Skills**

Provincial Report Cards will be marked with each student's performance in the five Learning Skills areas:

**1. Responsibility 2. Organization 3. Independent Work 4. Collaboration 5. Initiative 6. Self-Regulation**

These Learning Skills will be assessed regularly by your teacher. They are an important statistic to understand how well students perform in the class. These are not considered in the determination of the final grade. For each of the Learning Skills one of the following achievement letters will be given:

**E = Excellent**

**G = Good**

**S = Satisfactory**

**N = Needs Improvement**

#### **ATTENDANCE**

Regular attendance is vital to the process of learning. When the process and content of learning is disrupted by irregular attendance, both the individual and his/her classmates suffer a loss of experience that cannot be entirely regained. Students who miss class will suffer in the process because their participation and achievement cannot be fully assessed. Students are expected to complete any expectations missed due to absence.

#### **LATE & MISSED ASSIGNMENT POLICY**

Students are expected to submit all assignments within the time frame specified by the teacher. Teachers will consider extenuating circumstances when assignments are late or missing. When assignments are late or missing, evidence of student learning is considered to be missing since the student has not demonstrated the expectation(s) being evaluated. Missing evidence of learning may impact a student's final grade.

If there is a pattern of late or missed assignments, or absences on the day assignments are due, the teacher will work with the parent / guardian, administration and a school team including the Student Success teacher, to determine the reason and plan next steps to help prevent and/or address late and missed assignments.

If a student misses an evaluation or a due date due to an absence, the student and teacher will determine a date for completion upon the student's return to school.

**Should you have any questions or concerns, please contact the teacher at 519-882-1910.**

**I have read and understand the handout on course expectations and evaluation policies.**

Student Signature: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_