



Program Introduction

Rationale and Philosophy of the Program

Our Social World: An Introduction to Anthropology, Psychology and Sociology and the accompanying Teacher's Guide provide a core of materials and ideas to aid you, as teachers, in planning courses of study for use in the social sciences classroom. These materials were developed with several academic and pedagogical ideas in mind:

- We live in a fast-paced and rapidly changing society. In such social circumstances, there is an increased need for individuals to understand themselves, others and the societies and cultures around them. Such understanding comes from a number of sources, including friends, family, school and the media. A study of self and society through the social sciences can add to this self-knowledge and social awareness. The theories, questions and issues that are major concerns of the social sciences can provide a basis or jumping-off point from which individuals can develop their own ideas about themselves and their social world.
- Some students will continue to study the social sciences in college, university and everyday life. A solid foundation, drawn from the most recent research, provides an important basis for further study. This text has been written with an eye to providing such up-to-date materials. Canadian-based content has been used whenever possible in order to support the viewpoint from which our students approach the information.
- The social sciences offer the opportunity to learn and practise a wide range of skills: cognitive, communicative, social and academic. These are skills that students will need to develop throughout their personal, academic and professional lives. The processes, as well as the content, are a crucial part of studying and understanding the social sciences.
- Teachers in the classroom know that they must capture the attention and interest of the students. Otherwise, even the best ideas and the most important skills will fail to inspire students to develop their own ideas. Our Social World has been written in order to attract the

interest and develop the motivations of a wide audience. This program aims to make the exploration of personal and social topics as interesting as possible.

The textbook and Teacher's Guide have been written to maximize your efforts as a social science teacher by saving you planning and marking time, which can then be applied to other valuable classroom tasks. These materials and ideas should be used selectively and flexibly to best meet the educational needs of your students and your own instructional objectives.

Underlying Assumptions of This Teacher's Guide

This Teacher's Guide is organized to accompany the text *Our Social World: An Introduction to Anthropology, Psychology and Sociology* and is based on the following assumptions:

- Curriculum planning and instructional techniques incorporate a wider range of elements than ever before. Therefore, resources that support these processes are welcomed by planners and instructors.
- Teachers want materials that motivate students, enliven the classroom and enrich the learning process. The materials in this guide have been used and tested in the classroom for these purposes.
- Teachers need materials that can be readily selected, organized and adapted for the needs of individual students. Busier than ever, today's teachers need to be able to plan effectively and efficiently. The materials in this guide have been selected and written to aid in this process.
- Curriculum guidelines today contain many expectations that teachers strive to meet. These may, at times, seem formidable. Appropriate resources and effective strategies can be significant tools in achieving these expectations. Using this Teacher's Guide, together with *Our Social World*, can help ensure that expectations are met.
- In the final analysis, teachers make the ultimate curricular decisions and plan and implement the best instruction for students. This Teacher's Guide can be a tool to aid in these curricular and instructional processes.

Elements of the Teacher's Guide

Curriculum Strands and Expectations

These curriculum strands and expectations are from the Ontario Social Sciences and Humanities Curriculum, 2000, for the course *Introduction to Anthropology, Psychology and Sociology, Grade 11*. The strands *Self and Others*, *Social Structures and Institutions*, *Social Organization*, and *Research and Inquiry Skills* are conceptual and procedural themes that run throughout the course. *Our Social World* has been organized and written to match these curriculum strands.

Curriculum expectations have been analyzed to ensure that all are dealt with effectively in a number of chapters. It is not necessary for you to cover all text materials in order to deal with every expectation. A Curriculum Correlation Chart is included at the beginning of each unit to identify which chapters cover specific expectations.

Chapter Planning Charts

A planning chart has been created for each chapter and includes issues that can be raised, text and guide resources, and suggested teaching/learning strategies. These planning charts provide a suggested plan for teaching and learning in the topic areas dealt with in each chapter. They are not meant to include detailed directions for teaching all of the material in the text. Rather, they select major topic areas and suggest one route for organizing and presenting the material. The charts also include suggestions for culminating activities that allow students to consolidate skills and knowledge expectations at the end of the chapter. You will find additional ideas and material in the textbook, which you may wish to include in your planning. You will also, no doubt, wish to be selective and to reorganize material to meet the specific needs of your students.

Activity Notes

Each chapter in the Teacher's Guide includes answers, possible responses and suggestions of what students should consider when forming their responses to activity questions. References are made throughout to applicable assessment tools.

Chapter Tests

A written test is included for each chapter. These tests comprise multiple-choice, short-answer and essay questions that challenge the students' understanding of the topics covered. Answers are provided for each test.

Visual Organizers and Activity Sheets

Visual organizers provide an additional or optional way to comprehend ideas. They can contribute to a clearer view of concepts and their relationships, of both inductive and deductive forms of reasoning, and of critical and creative thinking.

A variety of visual organizers is provided on Activity Sheets for each chapter, which may be photocopied for classroom use. These organizers take several forms. Some provide a means for students to organize their notes. Some may be adapted for overhead projection or drawn on the chalkboard to focus class discussion. Still others present ways to organize topics, concepts and issues for clearer comprehension.

Assessment Tools

Contemporary curriculum planning places significant emphasis on assessment and evaluation of student learning. Expectations indicate specific knowledge and skill acquisition. Achievement charts set out required learning categories and levels of achievement for each.

There are a number of skills that are important in this course. These are described in the text, and students are given opportunities to practise them. The Teacher's Guide provides assessment tools in the forms of assessment rubrics and evaluation checklists for many of these skills. In each case, these assessment tools are grounded in the achievement chart and in skill descriptions of the curriculum for Social Sciences and Humanities. Rubrics and checklists may be used as they are presented here or adapted to your needs.

Rubrics are used when it is important to identify levels of achievement. Checklists are used when inclusion of an element, or observation of a behaviour, is primary. There may be occasions when a checklist can be used as the basis for developing a rubric.

Disk

The disk that accompanies this guide contains all of the chapter tests, assessment rubrics and evaluation checklists in Microsoft Word 97, so that teachers can adapt them to meet the needs of particular students and classes.

Underlying Assumptions of *Our Social World Text*

The textbook *Our Social World: An Introduction to Anthropology, Psychology and Sociology* responds to the most recent curriculum requirements in the social sciences. It is intended to provide a wealth of materials for both you and students who take the course. *Our Social World* recognizes several realities of teaching and learning social sciences:

- Teachers need materials that meet the needs of current curricula.
- Teachers need a rich and complete set of resources that are immediately accessible for students.
- Teachers want a wide range of ideas about how to approach, organize and present materials in the social sciences.
- Teachers want to select, organize and adapt materials to the unique needs and abilities of their students.
- Teachers need to assess and evaluate learning in appropriate and reliable ways.

Features of *Our Social World Text*

Units of Study

The three units of *Our Social World* are Social Sciences—Self and Others, Social Groups and Organization, and Social Structures and Institutions. **Social Sciences—Self and Others** introduces and outlines the major theories, issues and processes of anthropology, psychology and sociology. This unit will investigate the forces that shape us as individual human beings in a social world. **Social Groups and Organization** examines the various aspects of human social groups from primary groups, such as the family, to secondary groups, such as business and educational organizations. This unit also studies collective behaviour and cultures to explore how human beings think and act within social groups and organizations. The unit **Social Structures and Institutions** looks at the human needs that are met by social institutions around the world. Social structures and institutions are examined through the areas of education, work, social control, leisure and health, and mass communication.

The perspectives of anthropology, psychology and sociology are threaded throughout the content of each topic, chapter and unit with varying emphasis on each of these disciplines depending on the content. Unit 1 explores psychology in greater depth, Unit 2 focuses on sociology, while Unit 3 has a stronger anthropological focus.

Key Terms

Key terms are presented at the beginning of each chapter. These provide an overview of the major concepts of the topic. As a learning device, key terms allow the students to look ahead, to preview important concepts that will be contained in the

chapter, and to check back as the chapter is read to determine how important a concept might be.

Case Studies

The social sciences emerge from real questions about human thought and behaviour. Teaching and learning about the social sciences require reference to current conditions and situations. Therefore, personal stories and real-life situations are liberally sprinkled throughout the book, with a case study included for each major topic and issue.

Skill Focus Boxes

The curriculum guidelines discuss and outline a range of important skills relevant to the social sciences through expectations listed in the Research and Inquiry strand and in the Achievement Charts. These skills include learning skills, critical and creative thinking skills, inquiry skills and communication skills.

Throughout *Our Social World*, Skill Focus boxes are used to identify, describe and apply these important skills. They have been integrated throughout the book wherever they are appropriate. As students develop complex skills over a period of time, you and your students may wish to refer to particular Skill Focus boxes at various points throughout the course. A table of contents identifying the placement of each Skill Focus has been included to allow for quick and easy reference.

Social Science Live

The social sciences emerge from questions about, and involvement with, real-life social concerns. They are not a remote and removed endeavour. Students should, therefore, be encouraged to apply social science concepts to their lives in order to feel personally involved in the materials and ideas presented.

Social Science Live activities are designed to be motivating and engaging. They consist of quick questionnaires, quizzes and other interactive materials relevant to the topic being studied.

Society Matters

Social scientists are directly involved in activities that test ideas about thought and behaviour. Students of the social sciences should partake of this lively and direct investigation into social thought and behaviour. Throughout the text, students are invited to question, think and probe into issues and problems presented in extracts from newspapers, magazine articles and books that concern society today. Society Matters' features encourage and entice students in this direct involvement as they learn to apply social science theories to these real-life situations. These sections also present a variety of viewpoints on controversial issues.

Questions, Issues and Activities

The main topic areas of *Our Social World* conclude with a section of questions, issues and activities organized in the following way:

Understand Ideas: These questions and activities encourage students to identify major questions; learn terms and factual information; understand concepts, principles and theories and the relationships between them; and describe ideas.

Think and Evaluate: These questions encourage students to practise and develop a wide range of thinking and inquiry skills. These include thinking critically and creatively,

conducting inquiry, making decisions and solving problems, analyzing and evaluating information, and drawing conclusions.

Apply Your Learning: These activities include applying ideas and skills in a familiar context, transferring ideas and skills to new contexts and making connections between the topic and other situations.

Research and Communicate: These questions and activities challenge the students to raise questions, select strategies, do research and inquiry, analyze and evaluate information, draw conclusions and communicate ideas in a number of ways.

Key Points

At the end of each chapter, the major ideas of the chapter are stated in summary form. These key points can be used as a framework to view the ideas in their entirety and to review relevant material from the text.

Unit Closing Activities

Each unit concludes with a set of activities broken into two categories:

Build Your Research and Inquiry Skills offers students the opportunity to review and apply key skills introduced in the unit.

Demonstrate Your Learning provides tasks that ask students to consolidate their understanding of content and skills in a format that you, the teacher, can assess. There are two tasks in this category to suit students at varying academic levels and with different learning styles. Tools to assess key skills and Demonstrate Your Learning tasks are provided in the Assessment section of this guide.